

THESIS

EXPLORING THE CHALLENGES IN DEVELOPING READING SKILLS

IN ENGLISH LANGUAGE TEACHING AT JUNIOR HIGH SCHOOL

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

2026

THESIS
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IN ENGLISH LANGUAGE TEACHING AT JUNIOR HIGH SCHOOL

*Submitted to the Faculty of Education and Teacher Training in Partial
Fulfillment of the Requirement for the Bachelor Degree of English Language
Teaching (S.Pd.) in the English Education Department*

By:

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ENGLISH EDUCATION DEPARTMENT
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APPROVAL SHEET

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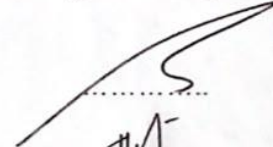
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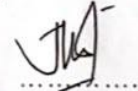
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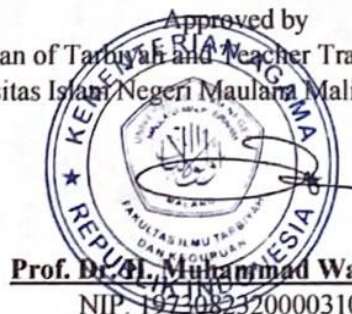


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Assalamu'alaikum Wr.Wb

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Declare That:

1. This thesis has never been submitted to any other institution of higher education for any academic degree.
2. This thesis is the sole work of the author and was not written in collaboration with anyone else, and does not contain, without proper acknowledgement, the work of others.
3. If it is later discovered that this thesis is the result of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 24 June 2026

The Researcher,



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DEDICATION

First and foremost, I offer my deepest gratitude to Allah SWT, who has granted me strength, patience, and guidance, so that this long journey could reach its conclusion. Peace and blessings be upon the Prophet Muhammad SAW, whose light of knowledge has always been an inspiration and guide in every step of my search for identity and truth.

I proudly dedicate this work to my beloved parents, my mother Kasmonah and my brother Deby Satrio Adiwijoyo, whose countless sacrifices and constant prayers have been the foundation of my success and my greatest motivation in completing my undergraduate studies. Words will never be enough to thank you both for working hard to provide me with the best education and for always believing in me even when I doubted myself. I also express my deepest and most sincere gratitude to my honorable advisor, Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed., for her profound guidance, patience, and invaluable feedback in directing my research, as her insightful knowledge and continuous encouragement have deeply inspired my academic journey. Lastly, I proudly dedicate this thesis to myself. Thank you for being so strong, for not giving up when the process got overwhelmingly tough, for embracing all the tears and sleepless nights, and for continuously pushing through every challenge until the finish line. I am truly proud of myself for making it this far.

MOTTO

وَأَصْبِرْ وَمَا صَبْرُكَ إِلَّا بِأَنَّ هَلَلٌ وَلَ نَحْزَنَ عَلَيْهِمْ وَلَ تَكُ فِي ضَيْقٍ مِّمَّا يَمْكُرُونَ

*"And be patient, and your patience is not but through Allah. And do not grieve over them
and do not be in distress over what they conspire."*

(Q.S. An-Nahl : 127)

"I am built from my parents' endless prayers and my own trembling courage."

"Half terrified, half reckless. Yet, here I am, surviving and thriving."

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All praise is for Allah SWT, who always gives mercy, kindness, and guidance. Because of that the author has been given the ability and chance to gain valuable knowledge. With this knowledge, the author can complete this thesis and hopes to make a positive difference in society. May blessings and peace be upon our beloved Prophet Muhammad SAW, who guided humanity from ignorance to understanding. Not only shared important religious teachings but also showed us how to live good lives. May we all try to follow his example and values to lead more meaningful and helpful lives. With this gratitude, the author hopes that every step and effort will always receive Allah SWT's blessing and guidance.

The thesis entitled, “Exploring the Challenges in Developing Reading Skills in English Language Teaching at Junior High School” would not have been possible without the support, help, and prayers from various parties who always accompany and encourage. For that, with great respect and sincerity, the author would like to express his deepest gratitude to:

1. Prof. Dr. Hj Ilfi Nur Diana, M.Si, CAHRM, CRMP., as the Rector of Universitas Islam Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of the Faculty of Education and Teacher Training.
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4. Harir Mubarok, M.Pd., as the secretary of the Department of English Education.
5. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed., as my supervisor who has accompanied and taken the time to guide during this thesis work, providing invaluable support and direction, so that this thesis could be completed.
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16. And I would like to thank my friends whom I cannot name here for offering their prayers, encouragement, and support every day; without them, I wouldn't be where I am now.
17. Lastly, I want to thank myself. Thank you for staying strong and not giving up when things felt tough. Thank you for wiping away your own tears and keeping on typing even when you felt exhausted. Thank you for fighting self-doubt and striving every day to get this done. Thank you for always giving your best and believing in yourself until the very end. I finally did it!

Finally, the researcher realized that this thesis is not perfect. Suggestions and constructive criticism are most welcome. The researcher hopes that this thesis will be beneficial for the readers and the development of English Education. May Allah SWT bless all the people who have helped the researcher in finishing this work.

LATIN ARABIC TRASLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r.	ف = f	

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Diphthong Vocal

أو	=	aw
أي	=	ay
أو	=	û
اى	=	î

TABLE OF CONTENT

APPROVAL SHEET	i
THE OFFICIAL ADVISORS' NOTE	ii
APPROVAL.....	iii
ACKNOWLEDMENT.....	iv
DEDICATION	vi
MOTTO.....	ix
TABLE OF CONTENT.....	xiii
LIST OF TABLE.....	xiv
ABSTRACT.....	xv
ABSTRAK.....	xvi
مستخلص البحث.....	xvii
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of the Research	1
1.2 Research Questions.....	6
1.3 Research Objectives.....	6
1.4 Significance of the Research.....	7
1.5 Scope and Limitations.....	8
1.6 Definitions of Key Terms.....	9
CHAPTER II	11
LITERATURE REVIEW	11
2.1 Reading	11
2.2 Reading Skill	13
2.3 Teaching Reading in Junior High School.....	15
2.4 Challenges in Developing Reading Skills.....	16
2.5 Strategies to Overcome Reading Challenges	20
2.6 Previous Studies.....	21
CHAPTER III.....	25
RESEARCH METHODOLOGY	25
3.1 Research Design	25
3.2 Setting and Participants.....	26

3.3	Research Instruments	26
3.4	Data Collection	27
3.5	Data Analysis	28
3.6	Data Validity	30
CHAPTER IV		32
FINDING AND DISCUSSION		32
4.1	Research Findings.....	32
4.1.4	Findings from Documentation	37
4.2	Discussion	38
4.2.4	Students' Challenges.....	38
4.2.5	Teacher Challenges	39
4.2.6	Factor Affecting Reading Skills	40
CHAPTER V.....		42
CONCLUSION AND SUGGESTION		42
5.1	Conclusion	42
5.2	Suggestion	43
5.2.2	For Students	44
5.2.4	For School Institution	45
5.2.4	For Future Researchers	45
REFERENCES		47
APPENDICES		49

LIST OF TABLE

Table 3.1 Observation Checklist	62
Table 3.2 Documentation Checklist	63
Table 4.1 Interview Transcript of English Teacher (Susilowati, S.S., M.Pd)	64
Table 4.2 Interview Transcript of Student (Narasumber 2 – Farah Aminah Izza'm)	68
Table 4.3 Interview Transcript of Student (Narasumber 3 – Heny Amelia)	70
Table 4.4 Interview Transcript of Student (Narasumber 4 – Daffa Abdi)	72
Table 4.5 Interview Transcript of Student (Narasumber 5 – Bima Alfarizi)	74
Table 4.6 Interview Transcript of Student (Narasumber 6 – Ahmad Davin)	76

LIST OF ABBREVIATION

Abbreviation	Meaning
ELT	English Language Teaching
EFL	English as a Foreign Language
SMP	Sekolah Menengah Pertama (Junior High School)
RPP	Rencana Pelaksanaan Pembelajaran (Lesson Plan)
SWT	Subhanahu Wa Ta'ala
SAW	Shallallahu 'Alaihi Wa Sallam
PAUD	Pendidikan Anak Usia Dini (Early Childhood Education)
WIB	Waktu Indonesia Barat (Western Indonesia Time)
RQ	Research Question
G	Guru (English Teacher – Narasumber 1: Susilowati, S.S., M.Pd)
F	Farah (Student – Narasumber 2: Farah Aminah Izza'm)
H	Heny (Student – Narasumber 3: Heny Amelia)
D	Daffa (Student – Narasumber 4: Daffa Abdi)
B	Bima (Student – Narasumber 5: Bima Alfarizi)
A	Ahmad (Student – Narasumber 6: Ahmad Davin)

ABSTRACT

Triwijati, Vaivy Eli Indah. 2026. Exploring the Challenges in Developing Reading Skills in English Language Teaching at Junior High School. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.

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Keywords: Reading Challenges, Reading Skills Development, English Language Teaching (ELT), Junior High School.

This study investigates the challenges in developing English reading skills at the junior high school level, specifically in Class 7A at SMP Negeri 1 Maduran, Lamongan. The study addresses three main objectives: identifying challenges faced by the English teacher, examining internal and external factors that influence those challenges, and exploring possible solutions that can be implemented to improve reading instruction. A descriptive qualitative research design was employed, with data collected through classroom observations, semi-structured interviews with one English teacher and five students, and document analysis including lesson plans, textbooks, and worksheets. Triangulation, member checking, and peer debriefing were applied to ensure the validity of the data. The findings reveal that students face significant challenges including limited vocabulary, low reading fluency, difficulty with inferential comprehension, and reading anxiety, particularly evident in low-confidence students when reading aloud. From the teacher's perspective, the primary challenges include large class sizes, limited instructional time, over-reliance on textbook-based instruction, and insufficient implementation of explicit reading strategies such as skimming, scanning, and predicting. These challenges are shaped by internal factors such as students' vocabulary mastery, motivation, and reading habits as well as external factors, including teaching methods, learning resources, and time allocation. In response, the study highlights practical solutions including pre-teaching vocabulary, applying pair and group reading activities, integrating brief strategy-focused mini-lessons, and using more varied and visually supported reading materials. Overall, this study contributes both theoretical and practical insights to the field of English Language Teaching by providing an evidence-based understanding of reading challenges at the junior high school level, and by offering actionable recommendations for teachers, students, school institutions, and future researchers seeking to improve EFL reading instruction in similar contexts.

ABSTRAK

Triwijati, Vaivy Eli Indah. 2026. Exploring the Challenges in Developing Reading Skills in English Language Teaching at Junior High School. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.

Dosen pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Kata Kunci: Tantangan Membaca, Pengembangan Keterampilan Membaca, Pengajaran Bahasa Inggris (ELT), Sekolah Menengah Pertama.

Penelitian ini bertujuan untuk mengeksplorasi tantangan dalam pengembangan keterampilan membaca bahasa Inggris di tingkat sekolah menengah pertama, khususnya pada kelas 7A SMP Negeri 1 Maduran, Lamongan. Penelitian ini berfokus pada tiga tujuan utama: mengidentifikasi tantangan yang dihadapi guru bahasa Inggris, menganalisis faktor-faktor internal dan eksternal yang mempengaruhi tantangan tersebut, serta mengeksplorasi solusi yang dapat diterapkan untuk meningkatkan pembelajaran membaca. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan pengumpulan data melalui observasi kelas, wawancara semi-terstruktur dengan satu guru dan lima siswa, serta analisis dokumen berupa, buku teks, dan lembar kerja siswa. Keabsahan data dijamin melalui triangulasi, member checking, dan peer debriefing. Hasil penelitian menunjukkan bahwa siswa menghadapi tantangan signifikan berupa keterbatasan kosakata, rendahnya kelancaran membaca, kesulitan dalam memahami pertanyaan inferensial, serta kecemasan membaca yang tampak jelas pada siswa dengan kepercayaan diri rendah saat membaca keras. Dari sisi guru, tantangan utama meliputi jumlah siswa yang besar, keterbatasan waktu pembelajaran, ketergantungan pada buku teks, serta kurangnya penerapan strategi membaca secara eksplisit seperti skimming, scanning, dan prediksi. Faktor-faktor yang mempengaruhi mencakup aspek internal seperti penguasaan kosakata, motivasi, dan kebiasaan membaca siswa, serta aspek eksternal seperti metode pengajaran, sumber belajar, dan alokasi waktu. Solusi yang direkomendasikan meliputi pra-pengajaran kosakata, kegiatan membaca berpasangan dan kelompok, penerapan strategi membaca singkat, serta penggunaan bahan bacaan yang lebih bervariasi dan didukung media visual. Secara keseluruhan, penelitian ini memberikan kontribusi teoritis dan praktis dalam bidang pengajaran bahasa Inggris, khususnya sebagai dasar berbasis bukti untuk meningkatkan kualitas pembelajaran membaca EFL di tingkat sekolah menengah pertama.

مستخلص البحث

تريوجاتي، فيفي إيلي إنداه. ٢٠٢٦. استكشاف التحديات في تطوير مهارات القراءة في تعليم اللغة الإنجليزية بالمدرسة المتوسطة. البحث العلمي، قسم تعليم اللغة الإنجليزية، كلية التربية وتأهيل المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: أ.د. الحاجة ليكي راسكوف أوكتابيرلينا، الماجستير.

الكلمات المفتاحية: تحديات القراءة، مهارات القراءة، تعليم اللغة الإنجليزية، المدرسة المتوسطة.

تهدف هذه الدراسة إلى استكشاف التحديات في تطوير مهارات القراءة في تعليم اللغة الإنجليزية بالمدرسة المتوسطة، ولا سيما في الفصل السابع أ بمدرسة SMP Negeri 1 Maduran في لامونجان. واعتمدت الدراسة على المنهج الوصفي النوعي، وجمعت البيانات من خلال الملاحظة الصفية، والمقابلات شبه المنظمة مع معلم واحد وخمسة طلاب، فضلاً عن تحليل الوثائق. وقد خلّلت البيانات وفق النموذج التفاعلي لمايلز وهوبرمان (١٩٩٤)، مع تطبيق التثليث لضمان صحة البيانات.

كشفت نتائج الدراسة أن أبرز التحديات التي يواجهها الطلاب تتمثل في محدودية المفردات، وضعف الطلاقة في القراءة، والقلق وانعدام الثقة بالنفس أثناء القراءة. أما من جانب المعلم، فقد تمثلت التحديات في ضيق الوقت، وكثرة عدد الطلاب، وندرة تطبيق استراتيجيات القراءة الصريحة كالمسح السريع والبحث المحدد. وتُصنّف هذه العوامل إلى عوامل داخلية تشمل المفردات والعادات القرائية والدافعية، وعوامل خارجية تشمل أساليب التدريس ومصادر التعلم وتوزيع الوقت. وتوصي الدراسة بأن يعتمد المعلمون تدريس القراءة القائم على الاستراتيجيات والتعلم المتمايز، وأن يُنمّي الطلاب عادة القراءة المستقلة، وأن توفر المدارس مصادر قراءة متنوعة وبرامج تطوير مهني للمعلمين.

CHAPTER I

INTRODUCTION

Six topics will be discussed in this chapter to clarify the background of the study, research question, the objective of the study, significance of the study, scope and limitation of the study, and last is definition of key terms, as well as provide definitions for important terminology.

1.1 Background of the Research

Reading is one of the important skills in the English language learning process that plays a major role in students' overall language progress. By doing reading activities, students gain new vocabulary, master grammar, and get the opportunity to explore a range of data and ideas. In the junior high school environment in Indonesia, the importance of reading comprehension is emphasized in the curriculum; however, in reality, improving reading skills is still an ongoing challenge. Reading is one of the crucial skills in the English language learning process that plays a major role in students' overall language progress. Despite this, many junior high school students still face various difficulties in developing effective reading skills. These kinds of difficulties are usually due to limited vocabulary, low motivation, lack of reading strategy, and difference in comprehension skills between students.

Reading can be considered one of the crucial skills because it is an integral part in mastering foreign languages. Moreover, reading provides students with the means to acquire knowledge internationally. The ability to read in English broadens one's perspective and provides significant advantages in various areas of life. The constant need for information can be easily met through reading, highlighting its

importance in everyday life (Sinaga et al., 2025). Reading is a complex, purposeful, interactive, understanding-intensive, and adaptive activity that requires a lot of time and resources to improve. Readers have specific reasons for reading, whether for pleasure, to gain knowledge, or to conduct research. Reading with a specific purpose provides motivation. When students understand the reasons behind their reading, they become more engaged in the process and can use appropriate methods to derive meaning from text. However, in secondary English learning environments, many students struggle to define their reading purposes, resulting in low engagement, less in-depth reading, and poor comprehension(Bojovic, 2010).

English reading comprehension refers to the ability to read texts written in English and understand their meaning. This skill also encompasses the consistent application of English language knowledge. Recently, there has been increased attention to English comprehension skills at the junior high school level, including students' reading abilities (Jiang & Huangfu, 2025). However, despite the increasing emphasis in curriculum on the importance of reading, many students still struggle to comprehend English texts due to limited vocabulary, poor grammar, and inadequate reading techniques. This usually prevents students from comprehending the text as a whole, finding its supporting evidence and making conclusions. In addition to all these factors, external factors are also responsible for students' problems with reading. One of the main issues lies in the selection of textbooks or learning resources that are not always in line with the student's ability level. Some reading materials are too difficult, making it difficult for students to master vocabulary and main concepts well (Susanti & Sukma, 2025).

Although it is considered important in reading, a large number of junior high school students in Indonesia still experience major obstacles in improving their

ability to comprehend reading. Research consistently shows that vocabulary knowledge is the single strongest predictor of reading comprehension in EFL contexts (Grabe & Stoller, 2011), as readers with limited lexical knowledge are unable to construct meaning from texts regardless of the strategies they employ (Nation, 2001). In the context of English Language Teaching (ELT), educators have an obligation to help students improve their reading skills through effective teaching approaches, the use of relevant materials, and the provision of supportive classroom activities. However, in practice, many educators still face challenges in implementing efficient reading teaching methods (Bernhardt, 2011). The learning process often focuses more on practice problems than on developing good reading comprehension skills. Furthermore, large student populations, a lack of experience using English outside of school, and an exam-oriented curriculum also hinder the development of students' reading skills (Koda, 2007).

Allah SWT clearly commands humans to read as the primary gateway to knowledge. Reading helps one understand his teachings, understand His creation, and adapt to changing times. This command to read is clearly stated in the first revelation Allah revealed, Surah Al-'Alaq, verses 1:

“Read it with (mentioning) the name of your Lord who created!”

The results of the discussion show that Surah Al-'Alaq verse 1 is a surah containing Allah's command to humans to read which indirectly commands humans to learn, Allah also teaches humans to write to bind knowledge, and there is a content of monotheism in the letter which states that Allah created humans from 'alaq so that humans know who their Lord is. The conclusion of the contents of this verse of Surah Al-Alaq is that Allah commands humans to learn and seek knowledge with which knowledge humans obtain Allah's grace and a high position in the sight of Allah (Putri et al., 2023).

Basic English skills for junior high school students include listening, speaking, reading, and writing. As we understand, reading is a powerful method for students to gain understanding and information. However, English reading instruction at the junior high school level is generally influenced by traditional teaching methods that emphasize the teacher's "talk," while students serve only as passive listeners. There is no efficient approach to improving students' fundamental literacy skills, making it difficult for them to cultivate an interest in reading. Therefore, along with curriculum reforms, we must strengthen the development and research related to fundamental literacy in teaching English reading in junior high schools (Huifang & Xian, 2022).

Furthermore, beyond the limitations of teaching approaches, the selection of learning materials also plays a significant role in influencing students' reading comprehension (Natsir & Aceh, 2016). There might be a number of barriers caused by the improper use of books and other teaching materials that do not meet the

requirements of some students. There are certain books or other sources of learning material which might be too difficult for comprehension. Consequently, some students tend to translate all of them individually, trying to guess the meaning instead of reading. Lack of interesting and relevant material is another factor that demotivates students to read. Thus, students perceive reading as a difficult task. This is why it is important to conduct a more detailed analysis of difficulties experienced by students and teachers in the process of teaching reading skills in developing reading skills in English learning at the junior high school level. Having an adequate understanding of these problems will enable teachers to devise effective strategies for instruction, Providing appropriate support and creating a positive learning environment. Furthermore, this research will support teachers in determining appropriate materials and adopting teaching methods that are appropriate to students' abilities. Finally, There are a number of challenges faced in teaching English in the Indonesian environment, especially concerning reading skills. The challenges faced by teachers and learners in Indonesia when it comes to reading could be poor quality reading materials available, lack of opportunities for using English outside the classrooms or lack of training among teachers and educators. As a result of these challenges, students in rural areas experience a disadvantage compared to those living in urban areas. It is therefore important to address the problem of education in rural areas using teaching methods which are local enough to avoid misconceptions and improve reading skills.

Based on previous studies, several researchers have found similar findings related to students' reading difficulties. A study by (Zila & Septiana, 2024) found that the use of appropriate reading strategies can improve students' reading comprehension, especially through skimming and scanning techniques. Similary.

(Husna, 2025) reported that cognitive and metacognitive strategies significantly enhance students' ability to understand texts. In addition, (Rahma & Suriaman 2025) revealed that the use of guided reading strategy can improve students' reading comprehension significantly in classroom learning. These findings align with (Grabe & Stoller's 2011) framework, which emphasize that that explicit strategy instruction is essential for EFL learners to move beyond surface-level decoding toward genuine reading comprehension. Bernhardt (2011) further argues that second language readers face a double burden of linguistic processing and meaning construction, making targeted instructional support indispensable at the junior high school level.

In relation to teachers, there are many barriers which prevent them from teaching reading skills effectively. Some teachers believe that testing comprehension skills is more important compared to teaching learners how to comprehend what they read. There is usually too much emphasis placed on the questions about comprehension during reading exercises hence leaving no time for application of skills and participation of learners in other reading activities. Another challenge experienced by some teachers is that the materials selected do not match learners' reading level. The mismatch between the level of complexity of the material and student preparation plays a role in unsatisfactory text comprehension results.

Therefore, this study aims to investigate the various obstacles that arise in developing reading skills in English learning at the junior high school level, with the hope of contributing to improving the quality of reading instruction and students' overall English skills. This study also aims to reveal internal (students & teachers) and external (curriculum, facilities, school policies) factors that hinder reading

development, so that it can provide recommendations for more effective learning practices and be oriented towards improving English literacy competencies.

1.2 Research Questions

After discussing the background of this research, the research questions of this research are formulated as follows:

1. What challenges are faced by the English teacher in developing students' reading skills at SMP Negeri 1 Maduran, Lamongan?
2. What factors influence the challenges in developing students' reading skills in English language teaching at junior high school?
3. What solution of strategies can be implemented to address the challenges faced by teacher and students in developing reading skills in English language teaching at junior high school?

1.3 Research Objectives

According to research questions above, the objectives of this research are:

1. To identify the challenges faced by the English teacher in developing their English reading skills at SMP Negeri 1 Maduran, Lamongan?.
2. To identify the factors that influence the challenges in developing students' reading skills in English language teaching at junior high school.
3. To explore possible solutions or strategies that can be implemented to address the challenges faced by teachers and students in developing reading skills in English language teaching at junior high school.

1.4 Significance of the Research

This research is expected to provide both theoretical and practical contributions

in the field of English Language Teaching (ELT), especially in developing students' reading skills at the junior high school level.

1. Theoretical Significance

Theoretically, the current investigation should contribute to expanding the existing theoretical corpus associated with developing the skill of reading within the context of English language lessons. It will give more information about the problems that both teachers and students face in this area, especially within the context of learning in Indonesian junior high schools. At the same time, the results of the study could be used by other researchers to conduct their studies concerning similar issues associated with the difficulty of reading comprehension.

2. Practical Significance

From the practical perspective, the results of the investigation may prove useful for a number of different parties. First, teachers will benefit from the gained information because it will enable them to understand better the problems they experience in class and how they can be addressed, as well as choose appropriate teaching materials and classroom activities. Second, the identified problems may prove helpful to the students themselves who might need some extra assistance in terms of acquiring reading comprehension skills. Finally, school administration may make decisions based on the findings.

1.5 Scope and Limitations

The scope of this study is limited to exploring the challenges in developing reading skills in English language teaching at the junior high school level. This research focuses on identifying and describing the difficulties faced by both English teachers and students during the teaching and learning process of reading

in formal classroom settings. As such, issues relating to the understanding of students, their vocabulary, motivational factors, as well as methods and materials used by the teachers will be investigated. The participants include English teachers and junior high school students actively involved in descriptive text reading tasks. Thus, the research is expected to highlight classroom-based issues as opposed to the evaluation of different techniques and strategies for the effective development of reading skills or measuring the impact of instruction on students' learning.

A number of limitations should be mentioned. Firstly, the results of the study can only be applied to the context of junior high schools. Other types of educational institutions, such as elementary or senior high schools, might have unique features that are not addressed in this research. Secondly, the investigation is conducted under certain conditions, where a limited sample of teachers and students is selected, and thus, cannot fully represent the situation in all junior high schools, especially in regard to the physical environment and the availability of materials. Thirdly, the research is limited to identifying and defining problems associated with the development of reading skills among junior high school students. Fourthly, the results might be influenced by the subjective experience and perception of the participants. However, the study is expected to contribute to a better understanding of the issue.

1.6 Definitions of Key Terms

In this research proposal, there are several keywords that are important to understand so that the research objectives can be clearly accepted. These keywords not only reflect the focus of the research, but also help direct the reader to the main concepts to be discussed. The following is an explanation of the

keywords used:

1. Challenges

Challenges refer to the difficulties or obstacles encountered by teachers and students in the process of teaching and learning reading in English. The challenges may include limited vocabulary, lack of motivation to read, lack of reading skills and text comprehension difficulties.

2. Developing Reading Skills

Reading Skills Development involves the actions taken to help students improve their skills in understanding, interpreting and analyzing the meaning of English texts. It involves finding the main ideas in a text, inferring the meaning of a particular word based on its context, drawing conclusions and responding to the text.

3. Reading Skills

Reading skills refer to the capacity to digest and interpret written text. In this study, reading skills involve various elements, such as recognizing key ideas, searching for specific data, understanding meaning, and drawing conclusions from the text's content.

4. English Language Teaching (ELT)

English Language Teaching involves the practice of teaching the English language as a second language within the classroom environment. The process involves the application of various techniques, learning materials and activities aimed at helping students enhance their reading skills.

5. Junior High School

Junior High School is the academic level that includes students aged between 12 and 15 years old.

This study focuses on the educational environment where English reading skills are taught.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories related to this research and the previous studies supporting the topic. It aims to provide a theoretical foundation for analyzing the challenges in developing students' reading skills in English language teaching at junior high school.

2.1 Reading

Reading is the process of understanding the meaning of a written text, involving active interaction between the reader and the text. According to Jeremy Harmer (2009), reading involves more than just recognizing words, but also understanding the message the author is trying to convey. Reading is not just pronouncing or recognizing words in a text, but rather an active cognitive process to understand the meaning conveyed by the author. Reading should be seen as an interactive process between the reader and the text, where the individual utilizes existing knowledge, the situation, and various tactics to understand the message as a whole, rather than simply memorizing vocabulary (Simorangkir & Nurmanik, 2019).

2.1.1 Definition of Reading

Reading is the process of understanding the meaning of a written text, involving active interaction between the reader and the text. According to Harmer (2009), reading is not only recognizing words but also understanding the message conveyed by the author. In other words, reading is an active cognitive process in which readers use their background knowledge, context, and strategies to

comprehend the text. Similarly, Simorangkir and Nurmanik (2019) state that reading is an interactive process between the reader and the text, where readers utilize prior knowledge and various techniques to construct meaning rather than simply memorizing vocabulary.

2.1.2 Kinds of Reading

Reading can be classified into several types based on its purpose and activity. Reading aloud is the activity of reading a text vocally, which helps students improve pronunciation and fluency, while silent reading is reading without vocalizing the words and focuses more on comprehension and understanding of the text. In addition, skimming is reading quickly to get the general idea or main point of a text, whereas scanning is reading quickly to find specific information within a text. Intensive reading focuses on detailed understanding of a short text, usually in a classroom setting, while extensive reading involves reading longer texts for general understanding and pleasure. Finally, guided reading is reading with teacher support, where students are guided to understand the content of a text through instruction and questioning (Harmer, 2009). Each type of reading serves a different purpose in the classroom, and teachers commonly combine several of these types to help students develop comprehensive reading abilities (Grellet, 1981).

2.2 Reading Skill

Reading skills are students' ability to understand, analyze, and interpret written texts, not just pronounce the words in them. Reading skills are students' abilities to understand, analyze, and interpret written texts (Djuharie, 2015). According to

Francoise Grellet (1981) Key reading skills According to Grellet, some key components of reading skills include:

1. Identifying Main Ideas

Identifying the main idea is the ability to find the central idea that forms the core of the discussion in a text or paragraph. The main idea usually forms the basis for developing supporting sentences in a paragraph. This skill is crucial because it helps students understand the author's direction and purpose in conveying information. Students who can identify the main idea well will more easily understand the entire text without having to memorize every detail.

2. Find Detailed Information

Finding detailed information is the ability to identify specific facts or details within a text, such as names, places, times, reasons, and other data that support the main idea. This skill helps students understand the text's content more deeply. Additionally, being able to find detailed information in the text becomes important when answering question on English texts in the school setting.

3. Understanding the Meaning of Words in Context

Understand the meaning of unfamiliar words in a particular context means to analyze the meanings of new words using the way they are presented in sentences or paragraphs. This skill is crucial because students frequently encounter new terms in English texts. By understanding the context, students don't need to constantly rely on a dictionary, making reading more effective and efficient. Furthermore, this skill also contributes to the natural enrichment of students'

vocabulary.

4. Draw a conclusion

An interesting conclusion is the ability to formulate a final understanding based on explicit and implicit information within the text. This ability reflects a deeper level of understanding because students not only grasp the text's direct content but are also able to interpret more complex meanings. Students who are able to draw strong conclusions are generally able to integrate the information in the text with their prior knowledge.

These four components are interrelated and play a vital role in helping students achieve optimal reading comprehension. Therefore, in the learning process, teachers need to develop strategies that can train all aspects of reading skills in a balanced manner

2.3 Teaching Reading in Junior High School

Teaching reading at the junior high school level needs to be designed according to the characteristics of students aged 12–15 years, namely those who are still in the cognitive, social, and emotional development stages, so that learning must be more meaningful, contextual, and interactive. To help students understand texts more deeply, many experts emphasize the framework of reading stages. (Basuki et al., 1987) According to Jack C. Richards (2001), effective reading instruction follows a clear, stage-by-stage framework that guides students from preparing to read, comprehending the text, and finally reflecting on its content (Nia et al., 2021). Three stages of teaching reading according to Jack C. Richards Effective reading teaching in a language learning context consists of three main stages:

1. Pre-reading (activates initial knowledge)

In the pre-reading stage, the teacher helps students activate their background knowledge related to the topic of the text. This can be done through activities such as brainstorming, discussing the title or pictures, making predictions, or asking simple questions. When students connect what they already know with the new information in the text, they are better able to infer meaning, recognize key ideas, and read more efficiently.

2. While-reading (understanding the contents of the text)

When reading, students focus on understanding the text's content through various strategies, such as skimming (finding the main idea), scanning (looking for detailed information), and inferencing (guessing meanings that are not explicitly stated). According to Richards (2001) emphasizes that reading instruction should provide students with direct experience interacting with the text, so that they not only read aloud but also grasp the relationships between ideas and the structure of the text.

3. Post-Reading (evaluation and reflection)

After reading, students are encouraged to reflect on the content of the reading through activities such as summaries, group discussions, critical question answers, or writing short essays based on the text. These activities help students organize information, evaluate the author's point of view, and connect the reading to real life, resulting in deeper and more meaningful understanding (Ardhian, et al., 2020).

These three approaches aim to help students understand the text more deeply.

2.4 Challenges in Developing Reading Skills

The development of reading skills in the context of qualitative research is thoroughly explored in order to gain insight about how students face difficulties during the reading process. Qualitative research does not emphasize grades, but rather looks at what students experience emotionally, think about and do when encountering reading difficulties. In other words, reading challenges are considered in their broader aspect within the context of qualitative research methods. There are different categories of reading difficulties in relation to their causes. These include linguistic, affective, instructional and systemic reading difficulties (Lingu et al., 2025).

1. Linguistic challenges

First of all, one particular linguistic issue pertains to the comprehension challenges faced by students. As a result of being inexperienced in using key terminologies and having problems with interpreting the words in their right context, many junior high school students in Indonesia tend to face comprehension issues when reading English texts. In addition, the complexity of sentence patterns and grammatical structure makes it quite challenging for students to detect the main point, supporting details, and interrelationship between sentences. Therefore, students take an extended amount of time reading even short texts and become discouraged during the process (Firmanita, 2021).

1. Affective and motivational challenges

The attitudes towards the activity and student's motivation play an important role in the development of skills required for effective

reading. Motivation problems, dissatisfaction with the reading material, and absence of interest in English texts have been listed among the factors preventing people from reading effectively. The students interviewed admitted that they were sometimes frustrated while reading due to incomprehension which affected negatively their self-confidence and desire to read independently. Most students described the process of reading as "challenging," "tiring," and "uninteresting," especially when the texts were too long, too complex, or irrelevant to their daily lives (penida, 2021).

2. Instructional and methodological challenges

As well as learners, teachers can face certain problems when teaching English reading skills. In the research carried out among English teachers at Indonesian junior high schools, the problem of using traditional approaches to teaching reading comprehension was found to be relevant. Teachers' unwillingness to provide deep understanding of texts and encourage students in independent thinking leads to the phenomenon of passive reading. In addition, some educators admit problems with selecting suitable reading material, planning interesting pre- and post-reading activities, and assessing the level of students' abilities to read and comprehend texts (Hidayat et al., 2024).

3. Textual and systemic challenges

Another major challenge lies with open materials and the education system as a whole. Textbooks often contain information that is too complex, doesn't represent local culture, or doesn't align with students' interests, which can reduce their participation and understanding.

Systemically, a lack of teaching resources, overcrowded classes, and teacher training in reading teaching methodologies can also hinder the development of reading skills among students. In areas with low-income or under-equipped schools, these systemic issues are even more pronounced, widening the gap between students who are proficient readers and those who struggle (Damayanti et al., 2025).

There are internal and external factors influence the comprehension ability of students. The internal factors include lack of motivation among the students, uninteresting reading materials for the students, low level of comprehension skills among students, and inability to recognize text structures. All of these factors can hinder students from achieving a deep understanding of the content of their reading. On the other hand, external factors include factors outside the student, such as unvaried teaching methods, uninteresting materials, an unsupportive learning environment, and minimal facilities. These external situations also have the potential to reduce students' enthusiasm and opportunities to improve their reading skills. According to Christine Nuttall (1996), limited comprehension is one of the most significant barriers to understanding English texts because it significantly impacts students' ability to grasp the meaning of the text they read.

Using a qualitative perspective, this study explores the challenges faced through in-depth interviews, classroom observations, and document analysis to understand how students and teachers encounter reading difficulties during the daily teaching process at the junior high school level. The goal is not only to identify the “what” issues arise, but

also to explore the “how” of student responses, teachers’ supportive actions, and the factors influencing their reading experiences both inside and outside the classroom. By exploring these experiences, this study seeks to provide a deeper understanding of the barriers to developing reading skills and build a foundation for more effective teaching methods and interventions (Kusumawati, et.al 2022).

2.5 Strategies to Overcome Reading Challenges

To address the challenges of developing reading skills at the junior high school level, teachers, material developers, and schools can employ a number of tactics. These tactics are designed to make reading more accessible, engaging, and adjusted to students' needs and interests. According Neil J. Anderson (2020) has observed that implementing appropriate reading strategies can dramatically improve students' overall reading comprehension and skills, especially when students are directly taught how to read, not just what to read.

1. Using attractive and interactive learning media

One successful strategy is to utilize engaging and interactive learning resources, such as visual aids, video clips, audio recordings, or digital reading platforms. These resources can trigger students' prior knowledge, clarify complex ideas, and make the reading experience more engaging. Studies of reading instruction at the junior high school level indicate that multimedia-based materials can increase students' enthusiasm for learning and help them connect text to real-world situations.(Pulungan, 2008)

2. Applying reading techniques such as skimming and scanning

Teaching specific reading techniques, such as skimming (to quickly get the main idea) and scanning (to search for specific information), can help students

read more efficiently and with greater focus. According to Anderson (2020) that good readers actively choose the appropriate approach depending on their reading purpose, such as looking for main ideas, details, or specific data. By incorporating these techniques into classroom activities, middle school students can continually become more adaptable and confident in handling various types of texts. (Lukeba et al., 2026)

3. Regular vocabulary practice

Limited vocabulary is one of the main obstacles to reading comprehension, so structured vocabulary practice is crucial. This can include teaching key words before reading, utilizing a glossary, using graphic diagrams, or playing games focused on vocabulary development. Research in English language teaching shows that direct vocabulary instruction improves students' ability to comprehend texts and reduces their tendencies to guess at meaning. Having a broad vocabulary can increase reading speed, improve comprehension, and boost reading confidence. (Andre et al., 2022)

4. Using texts relevant to students' lives

A further approach would be to either choose or adapt reading materials that are related to the real-life experiences of the students, their interests, and their culture. When reading materials address issues such as school, recreation, technology, and social issues that appeal to teenagers, they tend to get more motivated in reading. It has been found that texts based on students' life situations promote greater comprehension and discussion in class. (Penida, 2025)

2.6 Previous Studies

There are previous qualitative studies on reading comprehension in English teaching at the junior high school level have shown that students' reading difficulties are not only related to language aspects, but also to motivation, methodology, and strategies. Many researchers have identified low reading interest, the implementation of uninteresting teaching methods, and the lack of clear reading teaching strategies as key factors affecting students' ability to comprehend English texts. The results of these studies provide a solid foundation for this study, "Exploring the Challenges in Developing Reading Skills in English Language Teaching at Junior High School," which aims to explore various reading challenges from the perspectives of students and teacher.(Penida, 2025)

A qualitative study conducted by Hayati (2022) in a junior high school environment showed that a lack of interest in reading is one of the main factors causing students' difficulties in reading. Through classroom observations and interviews with students, researchers found that those who rarely read English materials outside of class hours tended to have limited vocabulary, difficulty concentrating, and low self-confidence when dealing with texts. Due to a lack of interest in reading, many students tried not to read, which resulted in them missing important keywords and losing overall understanding of the text. Therefore, Huda M (2021) study emphasized that increasing students' interest in reading is a crucial step to improving reading comprehension at the junior high school level.(Hayati & Puspitaloka, 2022)

Another significant finding appear from Sari (2022) research, which explored English reading instruction at the junior high school level. She found that the use of

monotonous teaching methods had a negative impact on students' reading comprehension. In her research, Sari observed that some teachers still used traditional methods, such as requiring students to read texts aloud sentence by sentence and only emphasizing multiple-choice questions without any meaningful discussion of the text's content.(Sakale & Ayoub, 2022) These teacher-oriented teaching methods often made reading activities feel boring and passive, which in turn reduced student engagement and enthusiasm. Sari concluded that more interactive and student-focused approaches, such as group discussions, prediction tasks, and guided questions, can help students understand texts more deeply and actively participate in reading activities(Saptarina et al., 2023).

In contrast, Rahman (2023) emphasized the importance of directly teaching reading techniques to improve student comprehension. In a study of technique-based reading instruction in junior high schools, Rahman found that when students learned techniques such as skimming, scanning, predicting, and summarizing, they became more proficient readers. By implementing these techniques, students became better able to recognize main ideas, find important information, and connect texts to their existing knowledge. Rahman's research findings support the view that reading instruction should not be limited to vocabulary and grammar alone but should also provide guidance to students in applying appropriate wise reading strategy. Thus, implementing appropriate reading techniques is a crucial element in improving students' overall reading ability(Noor at al., 2014).

Overall, previous studies have shown that reading problems at the junior high school stage are complex and interrelated. Low interest in reading, traditional teaching methods, and a lack of structured teaching strategies contribute to poor

reading comprehension in English language teaching. This qualitative investigation, “Exploring Challenges in Developing Reading Skills in English Language Teaching at Junior High School,” builds on previous findings by examining student and teacher experiences in more depth. Through a qualitative research methodology, this study intends to offer a detailed analysis of reading.

Further support for these findings comes from Pahamzah, Syafrizal, and Viona (2021), who investigated students' reading difficulties at the junior high school level in Indonesia and found that the majority of students struggled with identifying main ideas, making inferences, and locating specific information, primarily due to limited vocabulary knowledge, weak grammatical mastery, and unfamiliarity with long or complex sentences. Similarly, Nanda and Azmy (2020) reported that insufficient motivation, limited prior knowledge, and poor vocabulary mastery were the key factors contributing to poor reading comprehension among Indonesian secondary school learners, and recommended that teachers combine vocabulary-building activities with strategies that build students' background knowledge before reading.

These two studies strengthen the rationale for the present research by confirming that reading difficulties among Indonesian junior high school students are multidimensional, involving linguistic, cognitive, and motivational aspects simultaneously. However, unlike previous studies that largely relied on tests or questionnaires to measure reading difficulties, this study adopts an in-depth qualitative approach combining interviews, classroom observation, and documentation, which allows the challenges experienced by both teachers and students to be explored more contextually and in greater depth, including the lived classroom experiences that quantitative measures alone cannot capture. problems

and practical solutions that can enhance reading teaching at the junior secondary school level. (Restiana et al., 2019).

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in the reaserch, including the research design, setting and participants, research instruments, data collection technique, data analysis, and data validity strategies.

3.1 Research Design

This study uses a qualitative research method because the purpose of this study is to explore and describe in depth the challenges in developing reading skills in English teaching in junior high schools. The choice of qualitative approach for this study because it focuses on understanding the phenomenon from the perspective of participants in a natural setting rather than measuring it numerically. In this study, the researcher wants to understand how English teachers and students experience reading difficulties, what types of problems arise during reading activities, and how these problems affect the learning and teaching process.

According to Hayati and Puspitaloka (2022), qualitative methods are applied to explore the challenges faced by students when reading, with the results of the study showing that interviews and classroom observations were very useful in uncovering the causes of the main reading problems. Hidayat (2024) also stated that a qualitative approach was used to examine the difficulties faced by teachers when teaching reading comprehension, which indicates that qualitative techniques are suitable for finding problems related to classroom learning in teaching reading. Therefore, qualitative research is the best-suited approach for this particular study since it allows the researchers to gather data that is in-depth and detailed concerning difficulties with reading comprehension faced by students in junior high schools.

3.2 Setting and Participants

This research was conducted in a junior high school in Indonesia where English is the primary subject. The study focused on English classes because the core focus of this research was the teaching of reading and the problems that arose during the learning process. Classroom conditions play a significant role, as students' reading ability can be influenced by the materials used, the classroom atmosphere, school facilities, and their backgrounds.

The subjects for this study were English teachers and junior high school students. These subjects were chosen as participants because they have firsthand experience in reading instruction and encounter problems in the process. Another reason for choosing these subjects is that they have been actively participating in reading tasks and are well aware of the problems they encounter while interpreting English texts. Purposeful sampling was used in recruiting these participants, which means they were chosen based on their suitability for the research topic.

3.3 Research Instruments

Apart from the researcher who acted as the major research instrument, this researcher employed some other instruments in order to systematically gather data. The instruments employed included interviewing guidelines, observation sheets, and documentation. The use of interviewing guidelines helped to guide the researcher in posing targeted questions to the English teachers and learners regarding challenges they encountered while working on improving reading abilities. Observation sheets were used to observe what went on during the lesson in terms of activities during the pre-reading stage, while-reading stage, and post-

reading stage. During the pre-reading stage, the researcher focused on observing how the teacher engaged the students and made them ready for reading find detailed information, and understand vocabulary in context. During the post-reading phase, the researcher observed how the teacher checked students' understanding through discussion, summarization, or reflection activities.

In addition the researcher's role as the main instrument in collecting data, there were also other instruments employed to collect data systematically. Some of the other instruments employed in data collection include the interview guide and documentation which acted as supporting data for the study. Documents used for the research include the lesson plan, textbooks, worksheets, assignments given to students, and others, all used during English reading classes. The use of these documents provides insights to the researcher on the ways reading lessons are conducted at every stage of reading activities. The use of pre-reading, while-reading, and post-reading stages is further reinforced by Richards (2001) who states that successful reading activities involve preparation before reading, during reading, and after reading. Through the use of these instruments, the researcher about the challenges in developing reading skills in English language teaching.

3.4 Data Collection

For this study, different forms of data gathering techniques were used in order to acquire sufficient and extensive data about the issues that hamper the enhancement of students' proficiency in English language reading lessons in junior high schools.

1. Interview

Interviewing process in the interviewing process, the data were collected from the participants to understand the topic more deeply. The research team used semi-structured interviews involving selected English teachers and learners. The use of semi-structured interviews enabled the researcher to investigate issues, views, and challenges encountered by the participants in teaching and learning reading. Issues covered included difficulties arising from reading exercises, methods of teaching, and students' responses to the readings assigned.

2. Classroom Observation

Observations were made in the class room to be able to see firsthand the way teaching and learning occurred. It was noted how the teacher presented learning materials, techniques, participation and the general atmosphere of the class room. Checklists and field notes played a key role in collecting information through observation.

3. Documentation

The purpose of documentation is to reinforce the information collected from observations and interviews. Such documents include lesson plans, teaching materials, worksheets of students and more. These will help to collect even more information regarding the teaching process and the use of reading skills. By combining these techniques, researchers can collect in-depth data from multiple sources.

3.5 Data Analysis

The data in this study were evaluated using qualitative analysis methods. The researchers used the interactive approach proposed by Miles and Huberman (1994),

for data analysis namely the interactive approach that involves three main processes including data reduction, data presentation, and drawing and verifying conclusions.

1. Data Reduction

Data reduction involves choosing, narrowing down, simplifying, and translating raw data collected from interviews, observations within the classroom, and documents. At this point, the researcher transcribes the audio data gathered from interviews, gathers observational notes, and analyzes the documents. The researcher then narrows down on the most important information in relation to the topic being studied especially problems related to learning to reading skill, the researcher identifies significant information related to the research focus, particularly challenges in developing reading skills. The data are further broken down into groups such as difficulties experienced by students (e.g., limited skills, low motivation), challenges faced by teachers (e.g., limited teaching strategies, limited time), and factors in the classroom (e.g., atmosphere and open materials). Irrelevant data are discarded to ensure the analysis remains focused on the predetermined research objectives.

2. Data Display

Data presentation involves presenting data that has been collected in an organized manner for use. The presentation of information in descriptive narratives, tables, and themes will be involved in the research under discussion. Themes are created in order to help researchers easily make sense of the data they have gathered. The questions asked from students through interviews, for instance, are formulated according to general questions such as having difficulties comprehending concepts.

3. Conclusion Drawing and Verification

Conclusions are formed and confirmed so that meaning can be made of the data and the research questions answered. Conclusions are formed based on the repeating themes, patterns, and connections found within the data. Conclusions are never formed in a moment but must always be examined and revised through the research process. The validity of the conclusions is supported by researchers confirming their results by verifying data collected from different sources.

Additionally, the researchers used thematic analysis to strengthen the information analysis process. In this case, the themes generated were developed independently because they were based on the data itself and not predetermined. This enabled the researchers to comprehend the participants' authentic experiences and perspectives on the challenges of developing reading skills. By carrying out these systematically organized procedures, researchers can present data in a complete and orderly manner, which will result in valid and reliable findings that meet the research objectives.

3.6 Data Validity

To ensure data accuracy, researchers use a variety of methods to validate the data.

1. Triangulation

Triangulation is applied to confirm data by comparing information from multiple sources and approaches. Researcher used data triangulation (between teachers and students), method triangulation (including interview, observation, and documentation), and time triangulation, if deemed necessary. This approach in practice, triangulation in this study was carried out in three complementary

ways. First, source triangulation was used by comparing the perspectives of the English teacher with those of the six focal students, so that a challenge reported by one party, such as limited vocabulary, could be confirmed or qualified by the other. Second, method triangulation was used by cross-checking interview data against classroom observation data and document analysis; for instance, the teacher's statement that reading strategy instruction was rarely taught explicitly was verified by examining the lesson plans (RPP) and by direct observation of classroom activities, which showed no explicit skimming or scanning instruction during the sessions observed. Third, the researcher applied a degree of time triangulation by conducting observations and interviews on different days within the data collection period to check whether the patterns identified were consistent rather than situational. Where data from different sources and methods converged, the finding was treated as well-supported; where discrepancies appeared, they were re-examined through follow-up questions or additional observation notes before being included in the final analysis. Served to ensure that the results obtained remained consistent and reliable (Sugiyono, 2018). In addition, Sugiyono (2008) said that by using this technique the data collected is more consistent, complete and certain. In triangulating data in qualitative research, the first step is to identify different methods or data sources, such as interviews, questionnaires and documentation.

2. Member Checking

Member checking involves asking participants to review the data or interpretations made by the researcher. This allows participants to confirm whether the information accurately reflects their experiences and opinions.

3. Peer Debriefing

This step involves discussing research results with colleagues or mentors.

This process helps researchers gain input and avoid bias in data analysis.

Finally, the researcher also ensured a comprehensive description, as suggested by Creswell (2017), by providing in-depth and clear details regarding the research background, participants, and findings. This allowed readers to better understand the study and increased trust in the research.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents findings and discussions based on data collected during the study. These findings consist of data analysis on challenges in developing reading skills in English teaching in junior high schools, with a focus on obstacles faced by teachers and students during the teaching and learning process. These findings were collected through classroom observations, in-depth interviews with teacher and students, and documentation studies. The discussion section then provides a more in-depth interpretation and analysis of these findings in relation to existing theories on reading teaching strategies, secondary literacy, and factors influencing reading comprehension difficulties.

4.1 Research Findings

The researchers collected data using several instruments, including observation, interviews, and documentation. Based on these instruments, the researchers obtained comprehensive data regarding the challenges in developing reading skills in English teaching at SMP Negeri 1 Maduran, Lamongan. The results of the data collection, which highlight the various challenges faced and the factors influencing the development of students' reading skills at the school, are presented in this section.

4.1.1 Background of Research Object

This research was conducted at SMP Negeri 1 Maduran in Lamongan, East Java. Specifically, the study targeted students in grade 7A. As individuals transitioning from primary to secondary education, grade 7A represents a crucial period in which English is introduced and formally incorporated into the academic curriculum. At this stage,

the development of basic English skills, particularly reading, is emphasized to support students in understanding various types of functional texts.

However, improving reading skills in grade 7A faces various challenges. As new students in junior high school, many of them still have limited exposure to English, have limited vocabulary, and struggle with basic grammatical structures. Furthermore, adapting to reading materials at the junior high level often presents a barrier for both English teachers and students during the learning process. Therefore, understanding the context of grade 7A at SMP Negeri 1 Maduran Lamongan is crucial to examining the specific challenges focused on in this research.

4.1.2 Findings from Observation

Observations were conducted in Class 7A of SMP Negeri 1 Maduran during the English teaching and learning process. The researcher used an observation sheet to examine students' reading skills, the teacher's instructional methods, classroom interactions, and the use of learning media. The observations provided valuable information regarding the challenges faced by students in developing their English reading skills.

The first finding indicated that students' participation in reading activities was relatively low. During classroom observations, only a small number of students actively participated in reading tasks such as reading aloud, answering comprehension questions, or demonstrating correct pronunciation while reading. Most students tended to remain passive and waited for instructions from the teacher

before participating. Several students also appeared reluctant and lacked confidence when asked to read English texts aloud, indicating that they were not fully engaged in reading activities.

Furthermore, the observations revealed that students experienced considerable difficulties in understanding English vocabulary. When the teacher asked students to read and comprehend a text, many of them were unable to understand unfamiliar words independently. Consequently, students frequently relied on the teacher's explanations or direct translations into Indonesian to understand the text. This dependence on teacher assistance slowed the reading process and limited students' ability to comprehend the text independently.

The researcher also observed that students demonstrated low levels of reading comprehension. Many students struggled to answer comprehension questions correctly after reading a passage. They often had difficulty identifying the main idea, locating specific information, and interpreting the meaning of sentences within the text. These findings suggest that students still encountered significant challenges in processing and understanding English reading materials effectively.

In addition, students experienced problems related to pronunciation and reading fluency. During reading aloud activities, several students mispronounced English words and read with frequent hesitation. They often paused when encountering unfamiliar vocabulary and required additional time to continue reading. These pronunciation and fluency difficulties appeared to reduce students' confidence and willingness to participate in oral reading activities.

The observations further showed that the English teacher mainly employed

conventional teaching methods throughout the learning process. The instructional activities generally involved asking students to read the text, translating the text into Indonesian, and explaining difficult vocabulary. Although these strategies helped students understand the reading material, they provided limited opportunities for active student participation and interaction. As a result, many students appeared less motivated and occasionally lost interest during reading lessons.

Regarding the use of instructional media, the researcher found that learning resources were still limited. The teacher relied primarily on the English textbook without incorporating additional teaching aids such as pictures, videos, digital media, or other interactive learning materials. The limited variety of learning media made the classroom activities less engaging and reduced students' enthusiasm for participating in reading exercises.

Finally, classroom interactions showed that students were generally more active when working collaboratively than when completing individual reading tasks. During pair or group discussions, several students were willing to explain the meaning of the reading text to their classmates. However, some students, such as Daffa (D.RQ.2.4.1), Bima (B.RQ.2.2.2), and Ahmad David (A.RQ.2.4.1), tended to remain passive and waited for answers from their peers instead of contributing actively to the discussion. Overall, the classroom atmosphere was conducive to learning; however, the limited instructional time of approximately 45 minutes per meeting restricted the implementation of more in-depth reading activities, particularly for students who required additional time to complete reading comprehension tasks.

4.1.3 Findings from Interview

In addition to classroom observation, in-depth interviews were conducted with the English teacher and the five focal students to gain a deeper understanding of the challenges faced in developing reading skills. The interview data were analyzed thematically and are presented based on the perspectives of the teacher and the students.

a. Findings from the Teacher's Interview

Based on an interview with an English teacher, several key findings emerged regarding the difficulties in teaching reading at the seventh-grade level. Initially, the teacher revealed that students' limited vocabulary mastery was the main obstacle hindering reading comprehension, as the majority of students had only just begun formal exposure to English texts in junior high school.

“The biggest problem is vocabulary. The students still recognize very few English words, so when they face a text with many new words, they get stuck immediately and lose motivation to continue reading.”

Second, the teacher stated that the students' reading habits outside the classroom were very low, resulting in their inadequate reading skills and limited exposure to various sentence forms. Third, the teacher acknowledged that the large number of students in the class and the limited time available for learning made it difficult to give special attention to

students with below-average reading abilities.

Regarding teaching strategies, teachers stated that prior vocabulary introduction and providing guiding questions before reading were the primary methods used to help students comprehend a text. They also admitted to rarely using more advanced techniques such as skimming and direct scanning instructions due to time constraints and the perception that students were not yet ready for more complex reading methods.

“I usually pre-teach the difficult words first and give a few questions to guide them before they start reading, but I rarely have enough time to teach skimming or scanning in detail because the material in the textbook is already quite dense for one meeting.”

Finally, the teacher expressed a desire to use more visual aids, simplified authentic texts, and differentiated assignments in the future.

b. Findings from the Students' Interviews

Interviews were conducted with five students to gain a deeper understanding of the challenges they experienced in improving their English reading skills. The interview data revealed several recurring themes regarding the students' reading difficulties, confidence, and learning experiences.

One of the most frequently mentioned challenges was students'

limited vocabulary. All five participants stated that unfamiliar English words became the primary obstacle when reading texts. They explained that limited vocabulary made it difficult to understand the content of the reading passages. This finding was reflected in Daffa Abdi's statement (D.RQ.2.2.1): *"I often don't understand many of the words in the text, so I find it hard to know what the story is about."* This response indicates that vocabulary mastery plays a crucial role in supporting students' reading comprehension.

In addition to vocabulary limitations, the interviews revealed that students also experienced difficulty in understanding the meaning of sentences and paragraphs. Several participants explained that although they were able to pronounce individual words correctly, they still struggled to comprehend the overall meaning of the text. As a result, they found it difficult to identify the main idea, understand detailed information, and interpret the message conveyed in the reading passage.

The interviews further indicated that low confidence and reading anxiety negatively affected students' participation in classroom reading activities. One participant admitted feeling nervous and embarrassed whenever asked to read aloud in front of classmates. These feelings reduced the student's confidence and often led to avoiding opportunities to participate in oral reading activities.

Another important finding was the lack of reading practice outside the classroom. Most participants reported that they rarely read English texts beyond school hours. Their exposure to English reading materials was

generally limited to classroom learning activities, which reduced their opportunities to develop vocabulary, reading fluency, and comprehension skills independently.

Despite these challenges, the interviews also revealed positive perceptions of collaborative learning activities. Farah (F.RQ.2.4.1) and Heny (H.RQ.2.4.1) stated that they enjoyed reading activities more when working in pairs or small groups because they could discuss difficult vocabulary and ask their classmates for help instead of relying solely on the teacher. This finding suggests that collaborative learning creates a more supportive learning environment and encourages students to participate more actively in reading activities.

Overall, the students' responses were consistent with the teacher's perspective, confirming that vocabulary limitations, low reading fluency, limited practice, and low self-confidence were the dominant challenges experienced by the seventh-grade students at SMP Negeri 1 Maduran. The documentation data obtained was used to strengthen and triangulate the findings from observations and interviews. The documents analyzed included teacher lesson plans (RPP), English textbooks used in class, student reading worksheets, and photographs taken during the teaching and learning process.

Analysis of the lesson plans showed that the reading materials provided to Grade 7A were generally aligned with the curriculum, focusing on short functional texts such as descriptive texts. However, the lesson plans did not

explicitly include instruction on specific reading strategies (such as skimming and scanning), which is consistent with teachers' statements during interviews that these strategies were rarely taught in detail.

Photographic documentation of classroom activities further illustrates seating arrangements, the use of the whiteboard for vocabulary instruction, and student engagement during individual and group reading assignments. This visual record confirms that students, and Student E tended to sit passively during whole-class reading sessions but appeared more engaged when grouped with higher-achieving.

Taken together, the data obtained from observation, interview, and documentation converge to indicate that the development of reading skills among seventh-grade students at SMP Negeri 1 Maduran is hindered by a combination of student-related factors (vocabulary limitations, low fluency, and low confidence) and teacher-related factors (limited instructional time and minimal explicit strategy instruction), which will be further elaborated in the following discussion section.

4.2 Discussion

This section discusses the findings presented in the previous section by relating them to relevant theories on reading comprehension, reading teaching strategies, and the factors influencing reading skill development at the junior high school level. The discussion is organized into three parts: students' challenges, teacher's challenges, and factors affecting students' reading skills.

4.2.1 Students' Challenges

The findings of this study revealed that 7A grade students at SMP Negeri 1 Maduran faced various interrelated challenges in improving their English reading skills. One of the most striking challenges was limited vocabulary mastery, which was consistently reported by all five focus students and also directly observed during classroom activities. This finding is in line with the view that vocabulary knowledge is one of the strongest factors influencing reading comprehension, as readers with limited vocabulary often have difficulty comprehending texts when they encountering unfamiliar word.

A second challenge identified was low reading fluency, who tended to read word-by word rather than in meaningful phrases. This lack of fluency not only slowed down their reading process but also placed a heavier cognitive load on decoding individual words, leaving fewer cognitive resources available for comprehending the meaning of the text as a whole.

Third, students showed significantly more difficulty answering questions requiring in-depth understanding compared to questions requiring only immediate comprehension. This indicates that students' reading skills are still at a relatively early stage, emphasizing surface information acquisition rather than more detailed comprehension. This pattern aligns with the maturity stage of seventh-grade students, who are still in the early stages of transitioning from basic vocabulary analysis to more sophisticated comprehension processes in a foreign language.

Finally, affective factors, particularly low self-confidence and reading anxiety,

emerged as a significant challenge, especially for Ahmad David (A.RQ.2.2.1). This finding highlights that reading difficulties at this level are not purely cognitive or linguistic in nature but are also closely tied to students' emotional readiness and motivation to engage with English texts.

4.2.2 Teacher Challenges

From the teacher perspective, the main challenges in teaching reading were related to limited instructional time, large class size, and minimal availability of supporting teaching resources. The limited time allocation made it difficult for the teacher to provide individualized attention to students with lower reading proficiency, which is consistent with the observation finding that Bima (B.RQ.2.2.4) and Ahmad Dafid (A.RQ.2.2.4) received less sustained support during whole-class reading activities compared to during small-group work.

Another significant challenge is the lack of direct implementation of reading strategy instruction. While teachers routinely incorporate vocabulary instruction and pre-reading questioning, more complex techniques such as skimming, scanning, and prediction are rarely included in planned instruction. The results of this study indicate a gap between teachers' knowledge of effective reading strategies and their implementation in the classroom, which may be influenced by time pressures, curriculum demands, and a possible lack of training in strategy-based reading instruction.

Furthermore, teacher reliance on relatively homogeneous teaching methods for students with varying reading abilities presents a barrier to the implementation of

differentiated learning. Although teachers recognize the varying levels of ability among students, classroom activities do not fully reflect these different learning styles, such as through the provision of adapted texts or tiered assignments (e.g., descriptive texts).

4.2.3 Factor Affecting Reading Skills

Based on the overall findings, the factors affecting the development of students' reading skills at SMP Negeri 1 Maduran can be categorized into internal and external factors.

Internal factors include students' vocabulary comprehension, reading speed, pre-existing reading habits, and mental readiness, which can include enthusiasm and self-confidence. Students with broader vocabularies and more frequent reading engagement, such as students A and B, demonstrated better reading skills and a greater desire to participate in reading activities. On the other hand, students with limited vocabularies and

few reading habits, demonstrated poorer reading skills and tended to avoid reading-related tasks, suggesting a strong link between language ability and reading motivation.

External factors include the teacher's teaching style, the availability of materials, the number of students in the class, and the time allotted. The teacher use of introductory terms and guiding questions can strengthen students' initial engagement with the reading material, while the lack of clear instructional strategy guidance and tailored assignments can hinder low-ability students from improving their skills. Furthermore, the limited variety of reading materials in schools reduces

students' opportunities to engage with authentic and engaging texts, which can further diminish their natural motivation to read.

Taken together, these internal and external factors interact dynamically to shape students' reading development. The findings suggest that improving students' reading skills in this context requires not only strengthening students' vocabulary and reading habits, but also equipping teachers with more varied, strategy-based instructional approaches and providing adequate resources and time to accommodate students with diverse reading abilities

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the research's conclusions and offers several recommendations based on the findings and discussions presented in the previous chapter. The conclusion summarizes the main findings regarding the challenges faced by teachers and students in developing reading skills in English instruction in junior high schools, as well as the factors influencing these challenges. These recommendations are aimed at English teachers, students, and future researchers.

5.1 Conclusion

This study aimed to explore the challenges in developing reading skills in English language teaching at junior high school, particularly focusing on grade 7A at SMP Negeri 1 Maduran. Based on the findings and discussion presented in Chapter IV, three conclusions can be drawn corresponding to each of the three research questions formulates in this study.

First, regarding the challenges faced by the English teacher in developing students' reading skills, the findings indicate that the teacher encountered several interrelated obstacles. This involved time constraints in instruction, a relatively large and diverse class size, and a lack of additional teaching resources beyond textbooks. Teachers consistently used basic strategies such as teaching vocabulary first and asking guiding questions before reading activities; however, more complex reading strategies, such as explicit instruction in skimming, scanning, and predicting, were rarely systematically implemented. Furthermore, teachers tended to use fairly

consistent teaching methods for students with varying reading abilities, which reduced the effectiveness of instruction for low-achieving students such as Bima (B.RQ.2.2.3) and Ahmad David (A.RQ.2.1.2). These findings indicate that, despite teachers' knowledge of various reading strategies, their actual implementation in the classroom remains hampered by time, student size, and resource constraints.

Second, with regard to the factors influencing the challenges in developing students' reading skills, the findings indicate that these factors can be classified into internal and external factors. Internal factors include students' vocabulary mastery, reading fluency, previous reading habits, and affective aspects such as motivation, self-confidence, and reading anxiety. Students who demonstrated greater lexical breadth and more extensive prior engagement with reading texts, such as Farah (F.RQ.2.2.4) and Student (H.RQ.2.2.4), demonstrated better reading skills, while students with limited vocabularies and fewer reading habits, such as Bima (B.RQ.2.2.4) and Ahmad David (A.RQ.2.2.4), demonstrated less fluency and decreased willingness to participate in reading activities. External factors include the teaching strategies used by teachers, the availability and variety of reading resources, class size, and time allocated for reading instruction. These internal and external factors interact dynamically, meaning that improving students' reading skills cannot be achieved by addressing only one aspect of the problem; both student-related and teacher-related factors must be considered simultaneously (Grabe & Stolle, 2011).

Third, with regard to solutions and strategies that can be implemented to address these challenges (RQ3), The findings provide several evidence-based recommendations that are rooted in the participants' own experiences rather than

purely theoretical perspectives. One key strategy is the systematic pre-teaching of important vocabulary before each reading session, which helps reduce cognitive load and enables students to focus more on understanding meaning. In addition, the regular use of pair and small-group reading activities is recommended, as these approaches can lower students' reading anxiety while promoting collaborative and peer-assisted comprehension. The findings also highlight the importance of integrating short strategy-focused mini-lessons such as skimming, scanning, and predicting at the beginning of each class to equip students with essential reading skills. Furthermore, diversifying reading materials by incorporating visual aids, simplified authentic texts, and graded readers alongside the national textbook can make learning more accessible and engaging for students. These solutions are not incidental to the study's findings but are a direct and explicit outcome of the qualitative data gathered from teacher and student interviews, classroom observations, and document analysis, and thus constitute the third primary contribution of this research alongside the documentation of challenges and influencing factors.

Overall, this study concludes that reading skill development among grade 7A students at SMP Negeri 1 Maduran is impeded by a mutually reinforcing cycle of linguistic limitations (limited vocabulary and low reading fluency), affective barriers (reading anxiety and low self-confidence), and instructional constraints (limited time, large class size, and insufficient strategy-based teaching). These three dimensions challenges, influencing factors, and solutions are interconnected: the same contextual pressures that intensify students' reading difficulties also constrain the teacher's capacity to implement the interventions most likely to address them. The findings of

this study therefore do not merely document a problem; they provide a participant-grounded, theoretically-anchored framework that identifies what must change and how change can be realistically initiated within the existing classroom context at SMP Negeri 1 Maduran.

5.2 Suggestion

Based on the conclusions above, several suggestions are proposed for English teachers, students, school institutions, and future researchers.

5.2.1 For English Teacher

1. Teacher are advised to set aside specific time in lessons to explicitly teach reading techniques such as skimming, scanning, and prediction, rather than relying solely on previous vocabulary teaching and guiding questions.
2. Teacher are encouraged to implement differentiated learning by providing adapted texts or leveled reading assignments for students with lower reading abilities, so that students such as Heny and Ahmad can receive more appropriate support.
3. Teacher are encouraged to implement reading activities in groups and pairs more frequently, because research results show that students tend to be more involved and active when working collaboratively than individually.
4. Teacher are suggested to incorporate varied and authentic reading materials, including visual aids, to increase students' motivation and

interest in reading English texts.

5.2.2 For Students

1. Students are encouraged to expand their English vocabulary through consistent practice, both in and out of class, for example by reading easy English texts, stories, or digital content that suits their interests.
2. Students are encouraged to practice reading frequently to improve their reading fluency and build self-confidence by reading aloud or participating in reading activities in class.
3. Students are encouraged to actively ask teachers or peers when they encounter difficult words or sentences, rather than skipping over parts of the text they do not understand.

5.2.4 For School Institution

1. Schools are suggested to provide more diverse and accessible English reading resources, such as graded readers or simple English storybooks, to support students' independent reading habits.
2. Schools are encouraged to consider class size and scheduling policies that allow teachers sufficient time to apply differentiated and strategy-based reading instruction.
3. Schools are advised to facilitate training or workshops for English teachers on reading strategy instruction to strengthen the link between teachers' theoretical knowledge and classroom practice

5.2.4 For Future Researchers

1. Future researchers are suggested to conduct similar studies with a larger number of participants or in different school contexts to obtain more generalizable findings regarding the challenges in developing reading skills.
2. Future researchers are encouraged to explore the effectiveness of specific reading strategy interventions, such as explicit skimming and scanning instruction, in addressing the challenges identified in this study.
3. Future researchers may also consider employing a mixed-methods or quantitative approach to measure the extent of improvement in students' reading skills after specific interventions are applied.

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APPENDICES

Appendix 1 Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : 1010/Un.03.1/TL.01.04/06/2026
Lampiran : -
Hal : Izin Survey

11 Juni 2026

Kepada Yth.
Kepala SMP Negeri 1 Maduran, Lamongan
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan Proposal Skripsi pada Prodi Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Vaivy Eli Indah Triwijati
NIM : 220107110075
Tahun Akademik : Genap- 2025/2026

Judul Proposal : Explorng the Challenges in Developing Reading Skills in English Language Teaching at Junior High School

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 1164/Un.03.1/TL.01.04/05/2026
Lampiran : -
Hal : **Permohonan Izin Penelitian**

25 Mei 2026

Kepada Yth. Negeri 1 Maduran, Lamongan
Kepala SMP Isla
di
Tempat

Assalamu'alaikum Wr. Wb.

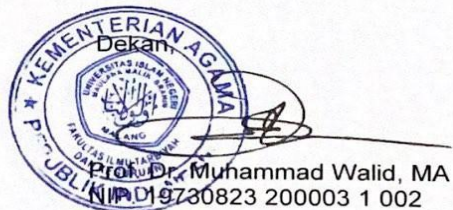
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Vaivy Eli Indah Triwijati
NIM	: 220107110075
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: EXPLORING THE CHALLENGES IN DEVELOPING READING SKILLS IN ENGLISH LANGUAGE TEACHING AT JUNIOR HIGH SCHOOL
Lama Penelitian	: Mei 2026 sampai dengan Agustus 2026 (4 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 Reply to Research Letter



**PEMERINTAH KABUPATEN LAMONGAN
DINAS PENDIDIKAN
SMP NEGERI 1 MADURAN**

NSS : 201050726133 NPSN : 20506351

Desa Maduran, Kecamatan Maduran, Kabupaten Lamongan 62266

Telepon (0322) 3384239, Pos-el : smpnegerisatumaduran@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 400.14.5.4/249/413.101.C.024/2026

Yang bertanda tangan dibawah ini :

Nama : **ABDUL ARIF, M.Pd.**
N I P : 197105242008011011
Pangkat / Golongan Ruang : Penata Tingkat I
Jabatan : Wakil Kepala Sekolah Bid. Humas SMP Negeri 1 Maduran
Unit Kerja : SMP Negeri 1 Maduran Kabupaten Lamongan

Dengan ini menerangkan bahwa :

Nama : **Vaivy Eli Indah Triwijati**
NIM : 220107110075
Asal Universitas : Universitas Islam Negeri Maulana Malik Ibrahim Malang
Program Studi : Tadris Bahasa Inggris

Mahasiswa tersebut telah melakukan penelitian di SMP Negeri 1 Maduran pada Senin, 8 Juni 2026 dengan judul Skripsi:

"Exploring the Challenges in Developing Reading Skill in English Language Teaching at Junior High School".

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya.

11 Juni 2026
Wakil Kepala Sekolah
Wakil Kepala Sekolah Bid. Humas
ABDUL ARIF, M.Pd.
NIP. 197105242008011011

Validation Sheet

Instrumen Validation Sheet of Observation, Interview and Documentation

“Exploring the Challenges in Developing Reading Skill in English Language

Teaching at Junior High School”

Validation : Rendhi Fatrisna Yuniar, M. Pd

NIP 1994061820121003

Instance : Maulana Malik Ibrahim Stace Islamic University of
Malang

Validation date : 26 Mei 2026

A. Introduction

This validation was made to obtain an assesment from the validator on the validator on the research instrument used in this study. Every comment and suggestion given is very useful to imprive the quality of the research instrument. Thank for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✎) with the following criteria to the columns bellow:
 - 1: Very poor
 - 2: Poor
 - 3: Average
 - 4: Good
 - 5: Excellent
2. Please give comment and suggestion in the collumns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Interview questions for teachers are relevant to the research objectives.				✓	
2.	Interview questions for students are relevant to the research objectives.				✓	
3.	The interview questions are able to explore students' reading challenges.			✓		
4.	Observation sheet indicators are clear and appropriate.			✓	✗	
5.	Observation sheet indicators are suitable for classroom observation activities.				✓	
6.	Documentation instruments support the data collection process.				✓	
7.	Each question has one correct or most correct answer	✗	✓	✗		
8.	The language used in the instruments is communicative and understandable.				✓	
9.	The instruments use correct grammar and punctuation.			✓		
10.	The instruments are clear and easy to use in the research process.				✓	

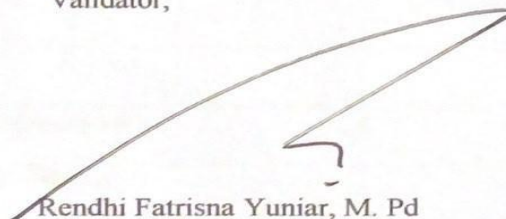
no correct/
incorrect

D. Suggestion

1. Please specify the challenges faced by the students on reading
2. Avoid the yes or no questions on interview, add probing questions
3. Add pre-reading, while-reading, & post-reading indicator to make it in line with your theory in your draft
4. Check your grammar (e.g. reading skills, not reading skill)
5. The answer is not correct / incorrect, but you have to analyze the answer

Malang, 26-05-2025

Validator,



Rendhi Fatrisna Yuniar, M. Pd

NIP. 199406182020121003

Appendix 4 Hasil Skor 5 siswa siswi

Name : Farah amirah izzaq M
 Class : 7A
 Date : 06 / June / 2020

INTRUCTION
 Read the text carefully and choose the best answer (A, B, C, or D)!

My Best Friend, Hanni

Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall.

Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

Multiple Choice Question :

- What is the text about?
☐ A. A teacher
☒ B. A friend
☐ C. A sister
☐ D. A student
- What is the name of the writer's best friend?
☐ A. Hanna
☐ B. Hani
☒ C. Hanni
☐ D. Hana
- How old is Hanni?
☐ A. 12 years old
☒ B. 13 years old
☐ C. 14 years old
☐ D. 15 years old
- Where does Hanni study?
☐ A. Elementary School
☐ B. Senior High School
☒ C. Junior High School
☐ D. University
- What does Hanni look like?
☐ A. Short and fat
☒ B. Tall and slim
☐ C. Small and thin
☐ D. Big and tall
- What color is Hanni's hair?
☐ A. Brown
☐ B. Blonde
☒ C. Black
☐ D. Gray
- What is Hanni's hobby?
☐ A. Reading and writing

☒ B. Singing and dancing
☐ C. Playing football
☐ D. Cooking

8. What extracurricular activity does she join?
☐ A. Music club
☒ B. Dance club
☐ C. Art club
☐ D. English club

9. "She often helps me to do my homework."
 What does this sentence mean?
☐ A. She is lazy
☒ B. She is helpful
☐ C. She is rude
☐ D. She is shy

10. Why do people love Hanni?
☐ A. Because she is rich
☐ B. Because she is beautiful only
☒ C. Because she is smart and friendly
☐ D. Because she is famous

11. "She is quite tall."
 The word "tall" means...
☐ A. Pendek
☒ B. Tinggi
☐ C. Kurus
☐ D. Gemuk

12. What is the main idea of the text?
☐ A. Hanni's school
☐ B. Hanni's hobby
☒ C. Description of Hanni
☐ D. Hanni's teacher

Name : Wendy Amelia And
 Class : 7A
 Date :

INTRUCTION
 Read the text carefully and choose the best answer (A, B, C, or D)!

My Best Friend, Hanni

Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall.

Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

Multiple Choice Question :

- What is the text about?
☐ A. A teacher
☒ B. A friend
☐ C. A sister
☐ D. A student
- What is the name of the writer's best friend?
☐ A. Hanna
☐ B. Hani
☒ C. Hanni
☐ D. Hana
- How old is Hanni?
☐ A. 12 years old
☒ B. 13 years old
☐ C. 14 years old
☐ D. 15 years old
- Where does Hanni study?
☐ A. Elementary School
☐ B. Senior High School
☒ C. Junior High School
☐ D. University
- What does Hanni look like?
☐ A. Short and fat
☒ B. Tall and slim
☐ C. Small and thin
☐ D. Big and tall
- What color is Hanni's hair?
☐ A. Brown
☐ B. Blonde
☒ C. Black
☐ D. Gray
- What is Hanni's hobby?
☐ A. Reading and writing

☒ B. Singing and dancing
☐ C. Playing football
☐ D. Cooking

8. What extracurricular activity does she join?
☐ A. Music club
☒ B. Dance club
☐ C. Art club
☐ D. English club

9. "She often helps me to do my homework."
 What does this sentence mean?
☐ A. She is lazy
☒ B. She is helpful
☐ C. She is rude
☐ D. She is shy

10. Why do people love Hanni?
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 The word "tall" means...
☐ A. Pendek
☒ B. Tinggi
☐ C. Kurus
☐ D. Gemuk

12. What is the main idea of the text?
☐ A. Hanni's school
☐ B. Hanni's hobby
☒ C. Description of Hanni
☐ D. Hanni's teacher

Name : Bilal Al Fariz

Class : VII A

Date : 6.12.2020

INSTRUCTION

Read the text carefully and choose the best answer (A, B, C, or D)!

My Best Friend, Hanni

Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall.

Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

Multiple Choice Question :

1. What is the text about?
A. A teacher
☒ B. A friend
C. A sister
D. A student
2. What is the name of the writer's best friend?
☒ A. Hanna
B. Hani
☒ C. Hanni
D. Hana
3. How old is Hanni?
A. 12 years old
B. 13 years old
C. 14 years old
D. 15 years old
4. Where does Hanni study?
A. Elementary School
B. Senior High School
☒ C. Junior High School
D. University
5. What does Hanni look like?
A. Short and fat
B. Tall and slim
☒ C. Small and thin
D. Big and tall
6. What color is Hanni's hair?
A. Brown
B. Blonde
☒ C. Black
D. Gray
7. What is Hanni's hobby?
A. Reading and writing

- ☒ B. Singing and dancing
C. Playing football
☒ D. Cooking

8. What extracurricular activity does she join?

- A. Music club
B. Dance club
☒ C. Art club
D. English club

9. "She often helps me to do my homework."

What does this sentence mean?

- A. She is lazy
B. She is helpful
☒ C. She is rude
D. She is shy

10. Why do people love Hanni?

- A. Because she is rich
B. Because she is beautiful only
☒ C. Because she is smart and friendly
D. Because she is famous

11. "She is quite tall."

The word "tall" means...

- ☒ A. Pendek
B. Tinggi
C. Kurus
D. Gemuk

12. What is the main idea of the text?

- ☒ A. Hanni's school
B. Hanni's hobby
C. Description of Hanni
D. Hanni's teacher

Name : Ahmad Dwi Nizam R.

Class : 7A

Date : 6.12.2020

INSTRUCTION

Read the text carefully and choose the best answer (A, B, C, or D)!

My Best Friend, Hanni

Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall.

Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

Multiple Choice Question :

1. What is the text about?
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☒ B. A friend
C. A sister
D. A student
2. What is the name of the writer's best friend?
A. Hanna
B. Hani
☒ C. Hanni
D. Hana
3. How old is Hanni?
A. 12 years old
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D. 15 years old
4. Where does Hanni study?
A. Elementary School
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D. University
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A. Short and fat
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☒ C. Small and thin
D. Big and tall
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B. Blonde
☒ C. Black
D. Gray
7. What is Hanni's hobby?
A. Reading and writing

- ☒ B. Singing and dancing
C. Playing football
D. Cooking

8. What extracurricular activity does she join?

- A. Music club
☒ B. Dance club
C. Art club
D. English club

9. "She often helps me to do my homework."

What does this sentence mean?

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C. She is rude
D. She is shy

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- A. Because she is rich
B. Because she is beautiful only
☒ C. Because she is smart and friendly
D. Because she is famous

11. "She is quite tall."

The word "tall" means...

- A. Pendek
☒ B. Tinggi
C. Kurus
D. Gemuk

12. What is the main idea of the text?

- A. Hanni's school
B. Hanni's hobby
☒ C. Description of Hanni
D. Hanni's teacher

Name : Dafid Abdip

Class : 6A

Date : 6.6.26

INSTRUCTION

Read the text carefully and choose the best answer (A, B, C, or D)!

My Best Friend, Hanni

Let me introduce you to my best friend. Her name is Hanni. She is my classmate in Junior High School. She is thirteen years old.

Hanni is so pretty. She has an oval face, rounded eyes, pointed nose, and beautiful black long hair. Her skin color is fair. Also, she has a slim body and is quite tall. She is 155 centimeters tall.

Hanni really loves to sing and dance. She joins the dance club as her extracurricular activity at school. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.

Multiple Choice Question :

1. What is the text about?
A. A teacher
B. A friend
C. A sister
D. A student
2. What is the name of the writer's best friend?
A. Hanna
B. Hani
C. Hanni
D. Hana
3. How old is Hanni?
A. 12 years old
B. 13 years old
C. 14 years old
D. 15 years old
4. Where does Hanni study?
A. Elementary School
B. Senior High School
C. Junior High School
D. University
5. What does Hanni look like?
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B. Tall and slim
C. Small and thin
D. Big and tall
6. What color is Hanni's hair?
A. Brown
B. Blonde
C. Black
D. Gray
7. What is Hanni's hobby?
A. Reading and writing

8. Singing and dancing
C. Playing football
D. Cooking
8. What extracurricular activity does she join?
A. Music club
B. Dance club
C. Art club
D. English club
9. "She often helps me to do my homework."
What does this sentence mean?
A. She is lazy
B. She is helpful
C. She is rude
D. She is shy
10. Why do people love Hanni?
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B. Because she is beautiful only
C. Because she is smart and friendly
D. Because she is famous

11. "She is quite tall."

The word "tall" means...

- A. Pendek
B. Tinggi
C. Kurus
D. Gemuk
12. What is the main idea of the text?
A. Hanni's school
B. Hanni's hobby
C. Description of Hanni
D. Hanni's teacher

Appendix 5 Interview Questions

1. Interview Guide (pedoman wawancara)

a. Wawancara untuk Guru

Question :

1. Bagaimana cara anda mengajar membaca di kelas?
2. Kesulitan apa yang biasanya dialami siswa dalam membaca teks bahasa Inggris?
3. Apa tantangan yang anda hadapi saat mengajar membaca di kelas?
4. Bagaimana respon siswa terhadap kegiatan membaca?
5. Strategi apa yang anda gunakan untuk meningkatkan kemampuan membaca siswa?
6. Apakah anda menggunakan media atau bahan ajar tertentu? Mengapa?
7. Faktor apa saja yang memengaruhi kesulitan membaca siswa?
8. Bagaimana anda menilai kemampuan membaca siswa?

b. Wawancara untuk Siswa :

Question :

1. Apakah kamu suka membaca teks Bahasa Inggris? Mengapa?
2. Kesulitan apa yang biasanya kamu hadapi saat membaca?
3. Apakah kamu mudah memahami isi teks? (just yes/no)
4. Apakah yang membuat membaca menjadi sulit?
5. Apakah guru membantu kamu memahami isi teks? Bagaimana caranya?
6. Apa yang kamu lakukan jika tidak memahami teks?
7. Jenis teks apa yang kamu sukai?
8. Apa harapanmu agar lebih mudah memahami bacaan?

2. Lembar Observasi

Tujuan : untuk mengamati kegiatan skill membaca di kelas.

No	Aspek yang diamati	Ya	Tidak
1.	Guru menjelaskan materi dengan jelas		
2.	Metode pembelajaran sesuai		
3.	Siswa memperhatikan		
4.	Siswa aktif berpartisipasi		
5.	Siswa mengalami kesulitan memahami teks		

6.	Guru menggunakan media pembelajaran		
7.	Interaksi guru dan siswa baik		
8.	Suasana kelas kondusif		

3. Dokumentasi

Dokumentasi yang dikumpulkan sebagai data pendukung:

No.	Jenis Dokumentasi	Keterangan
1.	Teks descriptive	Untuk menganalisis tingkat kesulitan membaca siswa
2.	Hasil tugas siswa	Untuk melihat kemampuan reading siswa
3.	Foto kegiatan/pelaksanaan	Bukti pelaksanaan observasi
4.	Interview guru Bahasa Inggris	1. Untuk mengetahui tantangan saat mengajar 2. Untuk mengetahui kesulitan apa saja yang dialami siswa dalam memahami teks bahasa inggris

Appendix 5 Interview Transcript

Transkrip Wawancara Guru Bahasa Inggris

Nama : Susilowati, S.S., M.Pd

Jabatan/Kelas : Guru Mata Pelajaran Bahasa Inggris Kelas VII A

Hari, Tanggal : Jum'at, 5 Juni 2026

Pukul : 09.02-09-20 WIB

No	Pertanyaan	Jawaban	Kondensasi
1	Sudah berapa lama Bapak/Ibu mengajar bahasa Inggris di kelas 7?	Saya mengajar bahasa Inggris di sekolah ini sudah sekitar enam tahun, dan khusus untuk kelas 7 itu hampir setiap tahun saya pegang, jadi sudah cukup terbiasa dengan karakter anak-anak di awal masuk SMP.	(G.RQ.1.1.1) Guru memiliki pengalaman mengajar bahasa Inggris selama kurang lebih enam tahun dan secara rutin menangani kelas 7.
2	Bagaimana Bapak/Ibu menggambarkan kemampuan membaca siswa kelas 7A secara umum?	Kalau secara umum ya bervariasi. Ada beberapa anak yang sudah lumayan lancar, bisa baca teks pendek dengan baik, tapi sebagian besar masih pelan-pelan, masih mengeja, apalagi kalau ketemu kata yang belum pernah mereka lihat.	(G.RQ.1.1.2) Kemampuan membaca siswa kelas 7A bervariasi; sebagian kecil sudah cukup lancar, namun mayoritas masih membaca secara perlahan dan kesulitan saat menemukan kosakata baru.
3	Apa kesulitan utama yang sering dihadapi siswa saat membaca teks berbahasa Inggris?	Yang paling kelihatan itu kosakata. Mereka baru kenal bahasa Inggris secara formal di SMP, jadi vocabulary-nya masih sangat terbatas.	(G..RQ.1.1.3) Kesulitan utama siswa dalam membaca adalah keterbatasan kosakata, yang menyebabkan siswa berhenti

		Begitu ada kata baru langsung berhenti, nanya terus, atau malah diam saja.	membaca atau bergantung pada bantuan saat menemukan kata baru.
4	Strategi atau teknik apa yang biasa Bapak/Ibu gunakan untuk mengajarkan reading comprehension?	Biasanya saya kasih kosakata sulit dulu di awal sebelum mereka baca teksnya, terus saya kasih beberapa pertanyaan pemandu supaya mereka tahu harus fokus ke mana saat membaca.	(G.RQ.1.2.1) Guru menerapkan strategi pre-teaching vocabulary dan pemberian pertanyaan pemandu sebelum siswa membaca teks.
5	Apakah Bapak/Ibu menggunakan strategi tertentu seperti skimming, scanning, atau predicting sebelum siswa membaca teks? Bisa dijelaskan caranya?	Sebenarnya saya tahu istilah-istilah itu, tapi jujur saya jarang mengajarkannya secara khusus karena waktu di kelas terbatas, materi di buku juga sudah padat untuk satu pertemuan.	(G.RQ.1.2.2) Guru memiliki pengetahuan tentang strategi membaca seperti skimming dan scanning, namun jarang mengajarkannya secara eksplisit karena keterbatasan waktu pembelajaran.
6	Bagaimana cara Bapak/Ibu memilih materi bacaan yang sesuai dengan level siswa?	Saya biasanya mengikuti buku paket yang sudah ditentukan dari kurikulum, tapi kalau dirasa terlalu sulit, saya coba sederhanakan kalimatnya saat menjelaskan di depan kelas.	(G.RQ.1.2.3) Pemilihan materi bacaan mengacu pada buku teks kurikulum, dengan penyesuaian secara lisan oleh guru apabila materi dirasa terlalu sulit bagi siswa.
7	Apakah ada perbedaan perlakuan untuk siswa yang kemampuan membacanya rendah	Idealnya sih harus ada ya, tapi kenyataannya saya masih menyamakan perlakuan karena jumlah siswa cukup banyak dalam satu kelas, jadi	(G.RQ.1.2.4) Guru belum menerapkan perlakuan yang berbeda secara konsisten bagi siswa dengan kemampuan membaca rendah,

No	Pertanyaan	Jawaban	Kondensasi
	dibanding yang sudah lancar?	sulit kalau harus bikin tugas berbeda-beda untuk tiap anak.	akibat keterbatasan waktu dan jumlah siswa dalam satu kelas.
8	Bagaimana cara Bapak/Ibu mendorong siswa untuk aktif bertanya atau berdiskusi saat sesi membaca?	Saya sering keliling kelas sambil bertanya satu-satu, terutama ke anak yang kelihatan diam, supaya mereka tidak segan untuk nanya kalau memang belum paham.	(G.RQ.1.3.1) Guru mendorong partisipasi siswa dengan berkeliling kelas dan secara aktif menanyakan pemahaman siswa, khususnya siswa yang cenderung pasif.
9	Apakah siswa cenderung lebih aktif saat kerja kelompok atau individu dalam aktivitas membaca?	Lebih aktif kalau kerja kelompok atau berpasangan. Kalau disuruh baca sendiri-sendiri, banyak yang diam saja, tapi kalau berdua atau bertiga mereka jadi saling membantu.	(G.RQ.1.3.2) Siswa menunjukkan keterlibatan yang lebih tinggi pada aktivitas membaca berkelompok dibandingkan aktivitas membaca individu.
10	Bagaimana respons siswa ketika menemukan kata atau kalimat yang sulit dipahami?	Macam-macam, ada yang langsung tanya ke saya, ada yang tanya teman sebangku, tapi ada juga yang malah diam dan melewati saja kata yang tidak dia mengerti.	(G.RQ.1.3.3) Respons siswa terhadap kata atau kalimat sulit bervariasi, mulai dari bertanya kepada guru atau teman hingga mengabaikan bagian teks yang tidak dipahami.
11	Bagaimana cara Ibu menilai pemahaman membaca siswa?	Biasanya lewat pertanyaan tertulis setelah membaca teks, kadang juga saya minta mereka menceritakan ulang isi teksnya secara lisan meskipun masih	(G.RQ.1.4.1) Penilaian pemahaman membaca dilakukan melalui soal tertulis pasca-membaca dan retelling lisan secara sederhana.

		pakai bahasa campuran Indonesia-Inggris.	
12	Apa tantangan terbesar dalam mengajarkan reading di kelas ini?	Waktu, jelas itu yang paling terasa. Satu pertemuan cuma 80 menit, sementara muridnya banyak dan levelnya beda-beda, jadi susah kalau mau benar-benar mendalami satu strategi membaca.	(G.QR.1.4.2) Tantangan utama guru adalah keterbatasan alokasi waktu pembelajaran dibandingkan dengan jumlah siswa dan keberagaman level kemampuan dalam satu kelas.
13	Apakah ada upaya atau rencana ke depan untuk meningkatkan kemampuan membaca siswa kelas 7A?	Saya ingin coba pakai lebih banyak gambar atau media visual, dan kalau memungkinkan ada bacaan tambahan yang levelnya lebih sesuai, tapi memang keterbatasan sumber bacaan di sekolah jadi kendala.	(G.RQ.1.4.3) Guru berencana mengembangkan penggunaan media visual dan materi bacaan tambahan, namun terkendala keterbatasan sumber daya di sekolah.
14	Apakah ada saran atau hal lain yang ingin Bapak/Ibu sampaikan terkait pembelajaran reading di kelas ini?	Mungkin perlu ada pelatihan tambahan untuk guru soal strategi membaca, supaya bukan cuma tahu teorinya tapi juga bisa langsung diterapkan dengan cara yang praktis di kelas yang waktunya terbatas seperti ini.	(G.RQ.1.4.4) Guru menyarankan adanya pelatihan tambahan mengenai strategi pengajaran membaca yang dapat diterapkan secara praktis dalam keterbatasan waktu kelas.

Transkrip Wawancara Siswa

Narasumber 2

Nama : Farah Aminah Izza'm

Jabatan/Kelas : Siswa Kelas VII A

Hari, Tanggal : Sabtu, 6 Juni 2026

Pukul : 09.45 -10-10 WIB

No	Pertanyaan	Jawaban	Kondensasi
1	Bagaimana perasaanmu saat membaca teks bahasa Inggris di kelas?	Senang sih kak, soalnya aku lumayan suka baca, jadi nggak terlalu takut kalau disuruh baca teks bahasa Inggris.	(F.RQ.2.1.1) Siswa menunjukkan sikap (positif/cukup positif) terhadap kegiatan membaca teks bahasa Inggris di kelas.
2	Apa kesulitan yang paling sering kamu rasakan saat membaca teks bahasa Inggris?	Paling susah itu kalau ketemu kata yang panjang dan belum pernah aku lihat sebelumnya.	(F.RQ.2.2.1) Siswa mengalami kesulitan teknis dalam membaca, khususnya terkait pengucapan dan kelancaran membaca kalimat panjang.
3	Apakah kamu sering menemukan kata-kata yang tidak kamu mengerti? Apa yang kamu lakukan saat itu?	Sering, biasanya aku coba tebak-tebak dulu dari kalimat sekitarnya, kalau tetap nggak ngerti baru tanya bu guru.	(F.RQ.2.2.2) Siswa sering menemukan kosakata yang tidak dipahami dan cenderung bertanya kepada guru atau teman, atau menunggu bantuan.
4	Apakah kamu bisa memahami inti atau maksud dari teks yang kamu baca?	Kebanyakan ngerti kak, walaupun kadang ada bagian yang aku nggak terlalu yakin maksudnya.	(F.RQ.2.2.3) Pemahaman siswa terhadap isi teks bervariasi, sebagian besar masih bersifat pemahaman literal/sebagian.
5	Bagaimana perasaanmu kalau diminta membaca	Agak deg-degan tapi nggak terlalu takut, soalnya udah lumayan	(F.RQ.2.1.2) Siswa menunjukkan tingkat kepercayaan diri yang berbeda-beda saat

	dengan suara keras di depan kelas?	sering baca di depan kelas.	diminta membaca nyaring di depan kelas.
6	Apakah kamu suka membaca teks atau buku bahasa Inggris di luar jam sekolah?	Kadang-kadang, aku suka buka cerita pendek bahasa Inggris di HP kalau lagi nggak ada PR.	(F.RQ.2.1.3) Siswa memiliki kebiasaan membaca bahasa Inggris di luar sekolah
7	Bagaimana cara gurumu membantu kamu memahami teks bahasa Inggris?	Bu guru biasanya kasih tahu artinya kata-kata sulit dulu sebelum kita baca teksnya.	(F.RQ.2.3.1) Guru memberikan bantuan berupa penjelasan kosakata dan pengulangan untuk membantu pemahaman siswa.
8	Apakah kamu lebih suka membaca sendiri atau berkelompok? Kenapa?	Lebih suka berkelompok, soalnya kalau ada yang nggak ngerti bisa langsung tanya teman.	(F.RQ.2.4.1) Siswa lebih menyukai aktivitas membaca berkelompok dibandingkan membaca secara individu.
9	Apa yang membuatmu sulit memahami sebuah kalimat meskipun kamu bisa membaca kata-katanya?	Kadang aku ngerti satu-satu katanya tapi kalau digabung jadi kalimat aku bingung artinya apa.	(F.RQ.2.2.4) Keterbatasan penguasaan kosakata menyebabkan siswa kesulitan memahami makna kalimat meskipun mampu membaca kata per kata.
10	Apa harapanmu supaya kemampuan membaca bahasa Inggrismu menjadi lebih baik?	Pengennya bisa lebih lancar lagi, dan nggak takut lagi kalau disuruh baca di depan kelas.	(F.RQ.2.4.2) Siswa berharap dapat meningkatkan kelancaran membaca dan kepercayaan diri dalam kegiatan membaca bahasa Inggris.

Transkrip Wawancara Siswa

Narasumber 3

Nama : Heny Amelia

Jabatan/Kelas : Siswa Kelas VII A

Hari, Tanggal : Senin, 8 Juni 2026

Pukul : 10-10-15 WIB

No	Pertanyaan	Jawaban	Kondensasi
1	Bagaimana perasaanmu saat membaca teks bahasa Inggris di kelas?	Lumayan suka, walaupun kadang masih ada kata yang aku nggak tahu artinya.	(H.RQ.2.1.1) Siswa menunjukkan sikap (positif/cukup positif) terhadap kegiatan membaca teks bahasa Inggris di kelas.
2	Apa kesulitan yang paling sering kamu rasakan saat membaca teks bahasa Inggris?	Susahnya kalau kalimatnya panjang, jadi suka lupa bagian depannya pas udah sampai akhir kalimat.	(H.RQ.2.2.1) Siswa mengalami kesulitan teknis dalam membaca, khususnya terkait pengucapan dan kelancaran membaca kalimat panjang.
3	Apakah kamu sering menemukan kata-kata yang tidak kamu mengerti? Apa yang kamu lakukan saat itu?	Sering banget, biasanya aku tanya teman sebangku dulu, kalau dia juga nggak tahu baru tanya bu guru.	(H.RQ.2.2.2) Siswa sering menemukan kosakata yang tidak dipahami dan cenderung bertanya kepada guru atau teman, atau menunggu bantuan.
4	Apakah kamu bisa memahami inti atau maksud dari teks yang kamu baca?	Kadang ngerti kadang enggak, tergantung teksnya susah atau enggak.	(H.RQ.2.2.3) Pemahaman siswa terhadap isi teks bervariasi, sebagian besar masih bersifat pemahaman literal/sebagian.
5	Bagaimana perasaanmu kalau diminta membaca dengan suara keras di depan kelas?	Agak grogi, tapi nggak terlalu masalah sih kalau temannya nggak ngeledekin.	(H.RQ.2.1.2) Siswa menunjukkan tingkat kepercayaan diri yang berbeda-beda saat diminta membaca nyaring di depan kelas.

6	Apakah kamu suka membaca teks atau buku bahasa Inggris di luar jam sekolah?	Jarang kak, paling baca kalau ada tugas dari sekolah aja.	(H.RQ.2.1.3) Siswa memiliki kebiasaan membaca bahasa Inggris di luar sekolah
7	Bagaimana cara gurumu membantu kamu memahami teks bahasa Inggris?	Bu guru suka jelasin pelan-pelan dan kadang gambar di papan tulis biar lebih jelas.	(H.RQ.2.3.1) Guru memberikan bantuan berupa penjelasan kosakata dan pengulangan untuk membantu pemahaman siswa.
8	Apakah kamu lebih suka membaca sendiri atau berkelompok? Kenapa?	Lebih suka berkelompok, soalnya kalau sendirian suka males duluan kalau ketemu kata susah.	(H.RQ.2.4.1) Siswa lebih menyukai aktivitas membaca berkelompok dibandingkan membaca secara individu.
9	Apa yang membuatmu sulit memahami sebuah kalimat meskipun kamu bisa membaca kata-katanya?	Kadang kata-katanya aku bisa baca tapi nggak ngerti artinya jadi bingung maksud kalimatnya.	(H.RQ.2.2.4) Keterbatasan penguasaan kosakata menyebabkan siswa kesulitan memahami makna kalimat meskipun mampu membaca kata per kata.
10	Apa harapanmu supaya kemampuan membaca bahasa Inggrismu menjadi lebih baik?	Pengen bisa baca lebih cepat dan nggak bingung lagi kalau ketemu kalimat panjang.	(H.RQ.2.4.2) Siswa berharap dapat meningkatkan kelancaran membaca dan kepercayaan diri dalam kegiatan membaca bahasa Inggris.

Transkrip Wawancara Siswa

Narasumber 4

Nama : Daffa Abdi

Jabatan/Kelas : Siswa Kelas VII A

Hari, Tanggal : Senin, 8 Juni 2026

Pukul : 09.30-09.45 WIB

No	Pertanyaan	Jawaban	Kondensasi
1	Bagaimana perasaanmu saat membaca teks bahasa Inggris di kelas?	Agak susah kak, soalnya aku belum terlalu lancar baca bahasa Inggris.	(D.RQ.2.1.1) Siswa menunjukkan sikap (positif/cukup positif) terhadap kegiatan membaca teks bahasa Inggris di kelas.
2	Apa kesulitan yang paling sering kamu rasakan saat membaca teks bahasa Inggris?	Banyak kata yang aku nggak tahu cara bacanya, jadi suka kebalik-balik bacanya.	(D.RQ.2.2.1) Siswa mengalami kesulitan teknis dalam membaca, khususnya terkait pengucapan dan kelancaran membaca kalimat panjang.
3	Apakah kamu sering menemukan kata-kata yang tidak kamu mengerti? Apa yang kamu lakukan saat itu?	Sering, biasanya aku diem dulu terus lihat teman gimana cara bacanya baru aku ikutin.	(D.RQ.2.2.2) Siswa sering menemukan kosakata yang tidak dipahami dan cenderung bertanya kepada guru atau teman, atau menunggu bantuan.
4	Apakah kamu bisa memahami inti atau maksud dari teks yang kamu baca?	Kadang ngerti sebagian aja kak, nggak semuanya.	(D.RQ.2.2.3) Pemahaman siswa terhadap isi teks bervariasi, sebagian besar masih bersifat pemahaman literal/sebagian.
5	Bagaimana perasaanmu kalau diminta membaca dengan suara keras di depan kelas?	Takut kak, suka grogi terus jadi tambah susah bacanya kalau di depan kelas.	(D.RQ.2.1.2) Siswa menunjukkan tingkat kepercayaan diri yang berbeda-beda saat diminta membaca nyaring di depan kelas.

6	Apakah kamu suka membaca teks atau buku bahasa Inggris di luar jam sekolah?	Enggak kak, di rumah jarang baca bahasa Inggris.	D.RQ.2.1.3) Siswa memiliki kebiasaan membaca bahasa Inggris di luar sekolah .
7	Bagaimana cara gurumu membantu kamu memahami teks bahasa Inggris?	Bu guru bantu kasih tahu cara bacanya kalau aku salah, terus diulang-ulang sampai benar.	(D.RQ.2.3.1) Guru memberikan bantuan berupa penjelasan kosakata dan pengulangan untuk membantu pemahaman siswa.
8	Apakah kamu lebih suka membaca sendiri atau berkelompok? Kenapa?	Lebih suka berkelompok soalnya kalau sendirian aku suka bingung sendiri.	(D.RQ.2.4.1) Siswa lebih menyukai aktivitas membaca berkelompok dibandingkan membaca secara individu.
9	Apa yang membuatmu sulit memahami sebuah kalimat meskipun kamu bisa membaca kata-katanya?	Kadang aku bisa baca kata-katanya tapi nggak tahu artinya jadi nggak ngerti maksud kalimatnya.	(D.RQ.2.2.4) Keterbatasan penguasaan kosakata menyebabkan siswa kesulitan memahami makna kalimat meskipun mampu membaca kata per kata.
10	Apa harapanmu supaya kemampuan membaca bahasa Inggrismu menjadi lebih baik?	Pengen bisa baca lebih lancar kayak teman-teman yang lain, biar nggak takut lagi kalau disuruh baca.	(D.RQ.2.4.2) Siswa berharap dapat meningkatkan kelancaran membaca dan kepercayaan diri dalam kegiatan membaca bahasa Inggris.

Transkrip Wawancara Siswa

Narasumber 5

Nama : Bima Alfarizi

Jabatan/Kelas : Siswa Kelas VII A

Hari, Tanggal : Selasa, 14 April 2026

Pukul : 09.50-10.05 WIB

No	Pertanyaan	Jawaban	Kondensasi
1	Bagaimana perasaanmu saat membaca teks bahasa Inggris di kelas?	Kadang seneng kadang enggak, tergantung teksnya susah apa enggak.	(B.RQ.2.1.1) Siswa menunjukkan sikap (positif/cukup positif) terhadap kegiatan membaca teks bahasa Inggris di kelas.
2	Apa kesulitan yang paling sering kamu rasakan saat membaca teks bahasa Inggris?	Aku sering lupa cara bacanya huruf-huruf tertentu, jadi bacanya lambat.	(B.RQ.2.2.1) Siswa mengalami kesulitan teknis dalam membaca, khususnya terkait pengucapan dan kelancaran membaca kalimat panjang.
3	Apakah kamu sering menemukan kata-kata yang tidak kamu mengerti? Apa yang kamu lakukan saat itu?	Sering banget, kalau ketemu kata susah aku langsung nanya bu guru karena takut salah.	(B.RQ.2.2.2) Siswa sering menemukan kosakata yang tidak dipahami dan cenderung bertanya kepada guru atau teman, atau menunggu bantuan.
4	Apakah kamu bisa memahami inti atau maksud dari teks yang kamu baca?	Susah kak, biasanya aku cuma ngerti kata per kata tapi nggak ngerti keseluruhan ceritanya.	(B.RQ.2.2.3) Pemahaman siswa terhadap isi teks bervariasi, sebagian besar masih bersifat pemahaman literal/sebagian.
5	Bagaimana perasaanmu kalau diminta membaca dengan suara keras di depan kelas?	Nggak suka, aku malu kalau salah baca terus ditertawain teman.	(B.RQ.2.1.2) Siswa menunjukkan tingkat kepercayaan diri yang berbeda-beda saat diminta membaca nyaring di depan kelas.

6	Apakah kamu suka membaca teks atau buku bahasa Inggris di luar jam sekolah?	Enggak pernah kak, di rumah lebih sering main HP buat game aja.	(B.RQ.2.1.3) Siswa memiliki kebiasaan membaca bahasa Inggris di luar sekolah yang masih rendah.
7	Bagaimana cara gurumu membantu kamu memahami teks bahasa Inggris?	Bu guru sering ngulang-ulang penjelasan sampai aku ngerti, terus dikasih contoh juga.	(B.RQ.2.3.1) Guru memberikan bantuan berupa penjelasan kosakata dan pengulangan untuk membantu pemahaman siswa.
8	Apakah kamu lebih suka membaca sendiri atau berkelompok? Kenapa?	Lebih suka berkelompok soalnya kalau sendiri aku gampang nyerah kalau susah.	(B.RQ.2.4.1) Siswa lebih menyukai aktivitas membaca berkelompok dibandingkan membaca secara individu.
9	Apa yang membuatmu sulit memahami sebuah kalimat meskipun kamu bisa membaca kata-katanya?	Karena banyak kata yang aku nggak tahu artinya, jadi walaupun bisa baca tetap nggak ngerti maksudnya.	(B.RQ.2.2.4) Keterbatasan penguasaan kosakata menyebabkan siswa kesulitan memahami makna kalimat meskipun mampu membaca kata per kata.
10	Apa harapanmu supaya kemampuan membaca bahasa Inggrismu menjadi lebih baik?	Pengen bisa lebih percaya diri dan nggak takut salah lagi kalau baca di depan kelas.	(B.RQ.2.4.2) Siswa berharap dapat meningkatkan kelancaran membaca dan kepercayaan diri dalam kegiatan membaca bahasa Inggris.

Transkrip Wawancara Siswa

Narasumber 6

Nama : Ahmad Davin

Jabatan/Kelas : Siswa Kelas VII A

Hari, Tanggal : Rabu, 15 April 2026

Pukul : 10.15-10.30 WIB

No	Pertanyaan	Jawaban	Kondensasi
1	Bagaimana perasaanmu saat membaca teks bahasa Inggris di kelas?	Aku takut kak kalau disuruh baca bahasa Inggris, soalnya aku ngerasa paling susah dibanding teman-teman.	(A.RQ.2.1.1) Siswa menunjukkan sikap (positif/cukup positif) terhadap kegiatan membaca teks bahasa Inggris di kelas.
2	Apa kesulitan yang paling sering kamu rasakan saat membaca teks bahasa Inggris?	Hampir semua bagian susah buat aku, apalagi kalau kalimatnya panjang.	(A.RQ.2.2.1) Siswa mengalami kesulitan teknis dalam membaca, khususnya terkait pengucapan dan kelancaran membaca kalimat panjang.
3	Apakah kamu sering menemukan kata-kata yang tidak kamu mengerti? Apa yang kamu lakukan saat itu?	Sering banget, hampir tiap baris ada kata yang aku nggak tahu, biasanya aku cuma diem aja nunggu dibantu.	(A.RQ.2.2.2) Siswa sering menemukan kosakata yang tidak dipahami dan cenderung bertanya kepada guru atau teman, atau menunggu bantuan.
4	Apakah kamu bisa memahami inti atau maksud dari teks yang kamu baca?	Jarang ngerti kak, biasanya aku cuma ikut-ikut jawaban teman aja.	(A.RQ.2.1.3) Pemahaman siswa terhadap isi teks bervariasi, sebagian besar masih bersifat pemahaman literal/sebagian.

5	Bagaimana perasaanmu kalau diminta membaca	Sangat takut, aku nggak berani kalau ditunjuk baca duluan,	(A.RQ.2.1.2) Siswa menunjukkan tingkat kepercayaan diri yang berbeda-beda saat
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	dengan suara keras di depan kelas?	maunya paling akhir aja.	diminta membaca nyaring di depan kelas.
6	Apakah kamu suka membaca teks atau buku bahasa Inggris di luar jam sekolah?	Enggak pernah kak, bahasa Inggris di rumah cuma lihat subtitle film aja.	(A.RQ.2.1.3) Siswa memiliki kebiasaan membaca bahasa Inggris di luar sekolah yang masih rendah.
7	Bagaimana cara gurumu membantu kamu memahami teks bahasa Inggris?	Bu guru sabar banget ngajarin aku pelan-pelan, kadang dibantu temen juga kalau lagi kerja kelompok.	(A.RQ.2.3.1) Guru memberikan bantuan berupa penjelasan kosakata dan pengulangan untuk membantu pemahaman siswa.
8	Apakah kamu lebih suka membaca sendiri atau berkelompok? Kenapa?	Lebih suka berkelompok soalnya kalau sendiri aku nggak berani coba-coba bacanya.	(A.RQ.2.4.1) Siswa lebih menyukai aktivitas membaca berkelompok dibandingkan membaca secara individu.
9	Apa yang membuatmu sulit memahami sebuah kalimat meskipun kamu bisa membaca kata-katanya?	Karena aku nggak hafal banyak kata, jadi walaupun bisa eja hurufnya aku tetap nggak ngerti artinya.	(A.RQ.2.2.4) Keterbatasan penguasaan kosakata menyebabkan siswa kesulitan memahami makna kalimat meskipun mampu membaca kata per kata.
10	Apa harapanmu supaya kemampuan membaca bahasa Inggrismu menjadi lebih baik?	Pengen bisa baca tanpa takut salah lagi, dan pengen lebih banyak tahu arti kata-kata bahasa Inggris.	(A.RQ.2.4.2) Siswa berharap dapat meningkatkan kelancaran membaca dan kepercayaan diri dalam kegiatan membaca bahasa Inggris.

Appendix 6 Documentation







Appendix 7 Evidence Guide Consultation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50 Telepon (0341) 552398, Faximile (0341) 552398 Malang
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BUKTI KONSULTASI THESIS SKRIPSI

Nama : Vaivy Eli Indah Triwijati
NIM : 220107110075
Program Studi : Tadris Bahasa Inggris
Judul : Exploring The Challenges in Developing Reading Skills in English Language Teaching at Junior High School
Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.
NIP : 197410252008012015

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1.	28 Mei 2025	Konsultasi Judul dan Lanjut BAB 1	
2.	20 April 2026	Konsultasi BAB 1 dan Lanjut BAB 2	
3.	11 Mei 2026	Konsultasi BAB 2 dan Lanjut BAB 3	
4.	12 Mei 2026	ACC Proposal Skripsi	
5.	25 Mei 2026	Ujian Seminar Proposal	
6.	26 mei 2026	Validasi Instrumen dengan Sir Rendhi	
7.	22 Juni 2026	Bimbingan Bab 4 dan 5	
8.	22 Juni 2026	ACC Skripsi	

Malang,

Dosen Pembimbing

Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.
NIP. 197410252008012015

Appendix 8 Curriculum Vitae

Curriculum Vitae

Nama Lengkap : Vaivy Eli Indah Triwijati
Tempat Tanggal Lahir : Lamongan, 8 september 2003
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang
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Riwayat Pendidikan

1. 2008-2010 : RA Miftahul Ulum
2. 2010-2016 : MI Hidayatul Athfal
3. 2016-2019 : SMPN 1 Maduran Lamongan
4. 2019-2022 : MAN 2 Jombang
5. 2022 – 2026 : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Malang, 23 Juni 2026

Mahasiswa.

Vaivy Eli Indah Triwijati

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