

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study was conducted to explore the challenges faced by English teachers in teaching reading skills to Grade VIII students at SMPN 14 Kaur. The study focused on three research questions:

the strategies used by the English teacher in developing students' reading skills, the challenges encountered by the teacher during the implementation of those strategies, and the solutions implemented to overcome the challenges. The data were collected through classroom observations, interviews with the English teacher, and documentation. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn.

The first finding shows that the English teacher applied various instructional strategies to develop students' reading skills. Before beginning the reading activities, the teacher prepared the learning materials by reviewing the textbook and adjusting the level of difficulty according to the students' abilities. The teacher realized that many students had limited English proficiency; therefore, the learning materials often needed to be simplified so that students could understand the content more easily. During the teaching and learning process, the teacher introduced difficult vocabulary before asking students to read the text. Vocabulary instruction became one of the most important stages because many students were unfamiliar with English words and often depended on dictionaries to understand the reading materials. By explaining vocabulary first, students became more prepared to understand the text and were able to follow the lesson more confidently.

The teacher also implemented reading aloud activities, question-and-answer sessions, group discussions, and guided reading. Reading aloud allowed the teacher to monitor students' pronunciation and reading

fluency, while question-and-answer activities helped measure students' understanding of the text. Group discussions encouraged students to exchange ideas, solve reading problems collaboratively, and become more active during the learning process. Furthermore, the teacher guided students in identifying the main ideas, finding specific information, and answering comprehension questions together. These strategies demonstrated that the teacher did not rely on a single teaching method but combined several instructional approaches according to the classroom situation and students' learning needs.

The observation results supported the interview findings. During classroom observations, the researcher found that the teacher prepared the lesson carefully, explained learning objectives, introduced important vocabulary, encouraged students to participate actively, and provided direct assistance whenever students experienced difficulties. Therefore, it can be concluded that the teacher applied various student-centered strategies to improve students' reading skills despite the limitations faced in the classroom.

The second finding revealed that the English teacher experienced several challenges in implementing reading instruction. The greatest challenge was students' limited vocabulary mastery. Most students found it difficult to understand unfamiliar English words, which prevented them from comprehending the overall meaning of the reading texts. As a result, students frequently relied on dictionaries and translated texts word by word instead of understanding the main ideas of the passages.

Besides vocabulary limitations, many students also experienced difficulties in identifying the main ideas, understanding implicit information, interpreting grammar, and explaining the meaning of the texts using their own words. The teacher stated that students often lacked confidence when answering questions or expressing their understanding of the reading passages. This condition indicated that students' reading comprehension skills still needed considerable improvement.

Another important challenge was students' low motivation toward reading English texts. Several students quickly became bored when they were required to read long passages, and some of them lost concentration during reading activities. This situation reduced classroom participation and affected the effectiveness of the learning process. In addition, classroom management became another obstacle because maintaining students' attention throughout the reading lesson required considerable effort from the teacher.

The teacher also encountered challenges related to limited learning facilities and instructional resources. Most reading lessons depended mainly on printed textbooks and the whiteboard because LCD projectors, internet access, and other supporting media were not always available. These limitations reduced opportunities to present reading materials in more interesting and interactive ways.

Time allocation also became an important challenge. The available instructional time was often insufficient to complete all planned reading activities, including vocabulary explanation, reading practice, classroom discussion, comprehension exercises, and evaluation. Consequently, the teacher had to prioritize essential learning objectives and sometimes shorten classroom discussions. Overall, the findings indicate that the challenges experienced by the teacher were influenced by both student-related factors and external factors such as school facilities and instructional time.

The third finding shows that the English teacher implemented several practical solutions to overcome the challenges encountered during reading instruction. One of the primary solutions was introducing important vocabulary before reading activities. This strategy helped students recognize unfamiliar words and improved their understanding of the reading texts.

The teacher also simplified reading materials by selecting texts that matched students' English proficiency and providing easier examples

whenever necessary. This adaptation helped students understand reading passages more effectively and reduced their anxiety when learning English. Another solution involved organizing students into small discussion groups. Through group discussions, students were encouraged to exchange ideas, help one another understand difficult vocabulary, and answer comprehension questions collaboratively. The teacher believed that collaborative learning increased students' confidence and created a more active classroom atmosphere.

Furthermore, the teacher provided individual guidance to students who still experienced learning difficulties. Instead of focusing only on whole-class instruction, the teacher approached students personally, explained difficult vocabulary again, and assisted them in identifying the main ideas of the texts. Continuous motivation was also provided to encourage students to become more confident and actively participate during reading lessons.

Because school facilities were still limited, the teacher maximized the use of available learning media such as printed textbooks, whiteboards, pictures, and printed worksheets. Although the available facilities were limited, the teacher demonstrated creativity and adaptability in managing classroom activities. These efforts showed the teacher's commitment to improving students' reading skills despite various instructional constraints.

Overall, the findings of this study indicate that teaching English reading skills in a rural junior high school requires teachers to be flexible, patient, creative, and adaptive. Successful reading instruction depends not only on the teaching strategies implemented by teachers but also on students' motivation, vocabulary mastery, school facilities, classroom conditions, and institutional support. Therefore, collaboration among teachers, students, schools, and education stakeholders is essential to improve the quality of English reading instruction, particularly in rural schools such as SMPN 14 Kaur.

B. Suggestions

Based on the findings and conclusions of this study, the researcher would like to present several suggestions for English teachers, students, schools, and future researchers.

Suggestions for English Teachers English teachers are encouraged to continue developing creative, interactive, and student-centered reading instruction. Teachers should introduce important vocabulary before reading activities, provide clear explanations, and use reading strategies that match students' language proficiency. Teachers are also expected to use various instructional methods, including group discussions, reading aloud, question-and-answer activities, and guided reading to increase students' participation and reading comprehension. Teachers should continuously motivate students to develop positive reading habits and create a supportive classroom atmosphere where students feel confident expressing their opinions and asking questions. Whenever possible, teachers should also utilize technology and authentic reading materials to make reading activities more interesting and meaningful.

Suggestions for Students Students should develop regular reading habits both inside and outside the classroom. They are encouraged to read English storybooks, short articles, and other simple reading materials to increase vocabulary mastery and improve reading comprehension. Students should also participate actively during classroom discussions, ask questions whenever they experience difficulties, and practice reading English consistently to improve fluency and confidence.

Suggestions for the School

The school should improve learning facilities by providing more English reading books, updated textbooks, digital learning resources, internet access, LCD projectors, and other instructional media that support reading instruction. In addition, the school should encourage English teachers to participate in seminars, workshops, and professional development programs related to English language teaching and reading

instruction. The school is also encouraged to organize literacy programs, reading competitions, and English reading activities that can improve students' interest in reading and create a stronger reading culture within the school environment.

Suggestions for Future Researchers

Future researchers are encouraged to conduct similar studies involving more participants from different schools or educational levels in order to obtain broader findings regarding the challenges of teaching English reading skills. Future studies may also investigate the effectiveness of specific teaching strategies, digital learning media, or reading programs in improving students' reading comprehension. In addition, researchers may compare rural and urban schools to obtain a deeper understanding of the differences in teaching reading skills across different educational contexts.

Finally, this study is expected to serve as a useful reference for future researchers interested in investigating teachers' strategies and challenges in teaching English reading skills. To obtain broader and more comprehensive findings, further research is encouraged to involve more participants, different educational levels, or schools with different educational environments. Future researchers can also use quantitative or mixed-methods approaches to test the effectiveness of specific reading teaching strategies in improving students' reading skills and addressing classroom challenges. Such studies are expected to enrich the existing literature on English reading instruction and contribute to the improvement of English teaching practices, particularly in junior high schools in Indonesia.

REFERENCE

- Apoko, T. W., & Marcellinda, W. (2023). EFL Teachers' Strategies in Teaching Reading Skill in Lower Secondary School. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 312–332. <https://doi.org/10.51276/edu.v4i1.351>
- Aprilia, R., Marhum, M., Agussatriana, A., & Darmawan, D. (2025). Investigating Students' Difficulties in Comprehending English Reading Text. *E-Journal of ELTS (English Language Teaching Society)*, 12(1), 679–689. <https://doi.org/10.22487/elts.v12i1.4433>
- Chotimah, I. C., & Cahyani, D. A. (2023). Students' perceptions on the use of Mentimeter media in learning to write Descriptive Text. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 8(1), 90–105. <https://doi.org/10.26905/enjourme.v8i1.10646>
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks, California, United States: Sage Publications.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). London, England: Routledge.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press
- Hidayat, R., Ilma, R., & Saputra, E. (2024). Teachers' Challenges in Teaching Reading Comprehension at Islamic Junior High School. *Didascein: Journal of English Education*, 5(1), 1–9. <https://doi.org/10.52333/djoe.v5i1.468>
- Hayati, A. R., Afriani, Z. L., & Akbar, A. (2021). Teacher's teaching strategies in EFL class. *Journal of Development and Innovation in Language and Literature Education*, 1(3), 330–341.
- Ikhsanudin, I., & Lestari, R. (2023). Challenges and creativities in encouraging students to read in English language lessons: In-depth interview with junior high school teachers. *Journal of English Language Teaching and Learning (JETLE)*, 5(1), 94–106. <https://doi.org/10.18860/jetle.v5i1.24157>
- Junita, T., Mukhrizal, & Elfrida. (2023). Teachers' Strategies in Teaching Reading Comprehension At Senior High Schools. *Wacana: Jurnal Penelitian Bahasa, Sastra Dan Pengajaran*, 21(2), 110–126. <https://doi.org/10.33369/jwacana.v21i2.29572>

- Khafidhoh, K., & Abdullah, N. N. H. (2022). Junior High School Students' Difficulties in Reading English Texts. *Ahmad Dahlan Journal of English Studies*, 9(2), 78–90. <https://doi.org/10.26555/adjes.v9i2.213>
- Kusumahwati, L. . P. W. . T. P. A. (2022). Exploring EFL Students' Perceptions on Reading Comprehension Difficulties in Indonesian Junior High Students Universitas Pahlawan Tuanku Tambusai. *Jurnal Pendidikan Dan Konseling*, 4(6), 82418250. <https://doi.org/10.31004/jpdk.v4i6.9660>
- Kusumawardani, R., Santosa, R., & Roschsantiningsih, D. (2018). Problem encountered in teaching reading for Junior High School students. *Aplinesia: Journal of Applied Linguistics Indonesia*, 2(1), 19–33. <http://dx.doi.org/10.30595/aplinesia.v2i1.12062>
- Medranda-Morales, N., Palacios Miele, V. D., & Villalba Guevara, M. (2023). Reading Comprehension: An Essential Process for the Development of Critical Thinking. *Journal Education Sciences*, 13(11). <https://doi.org/10.3390/educsci13111068>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). Thousand Oaks, California, United States: Sage Publications. <https://www.sagepub.com/shop/buy-a-book/qualitative-data-analysis-4-246128>
- Muhamad Iqbal Fauzi, & Lilik Yuliawati. (2023). The Effects of Perception on School Environment and Vocabulary Mastery towards Students' Reading Comprehension. *Journal of English Language Learning*, 7(1), 274–281. <https://doi.org/10.31949/jell.v7i1.5394>
- Malik, R., Susanti, R., Hidir, A., et al. (2025). Triangulation and domain analysis in improving qualitative research credibility. Kamboti: *Journal of Social and Humanities*, 6(1), 33–41.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413–468). Academic Press.
- Novita, S., & Sirait, D. (2023). Teacher Strategies In Teaching Reading Comprehension of Eight Grade Students at SMP Perguruan Sumatera Utara Tanjung Morawa. *Jurnal Pendidikan Tambusai*, 7(3), 26839–26843.
- Narina, L. R. (2022). Scaffolding Technique in Reading Comprehension in The Junior High School. *Journal of Educational Study*, 2(2), 142–150.
- Novita, D., & Sirait, S. M. (2023). Teacher strategies in teaching reading

- comprehension of eighth grade students. *Journal of Education, Teaching, and Learning*, 8(2), 123–132.
- Novianti, A., Mulyani, M., & Febriani, P. (2021). The challenges and strategies in teaching reading: An insight into teachers' voices. *Journal of English Language Teaching, Literature and Applied Linguistics*, 3(2), 45–57. <https://doi.org/10.37742/jela.v3i2.57>
- Piaget, J., & Inhelder, B. (1972). *The Psychology of the Child*. New York, United States: Basic Books. <https://www.google.co.id/search?tbo=p&tbm=bks&q=inauthor:%22Jean+Piaget%22>
- Poth, C. N., & Searle, M. (2021). Media Review: 30 Essential Skills for the Qualitative Researcher (2nd ed.). In *Journal of Mixed Methods Research* (Vol. 15, Issue 4). <https://doi.org/10.1177/15586898211028107>
- Ramadhianti, A., & Somba, S. (2023). Reading comprehension difficulties in Indonesian EFL students. *Journal of English Language Teaching and Literature (JELTL)*, 6(1), 1–11. <https://doi.org/10.47080/jeltl.v6i1.2477>
- Ramirez-Avila, M. R., & Barreiro, J. P. (2021). The Effect of Summarizing Narrative Texts to Improve Reading Comprehension. *Journal of Foreign Language Teaching and Learning*, 6(2), PRESS. <https://doi.org/10.18196/ftl.v6i2.11707>
- Saputri, Y. E., & Sukarno. (2024). Teacher's Challenges and Strategies in Teaching English in Rural Areas. *Formosa Journal of Sustainable Research*, 3(9), 2011–2018. <https://doi.org/10.55927/fjsr.v3i9.11494>
- Siregar, F., Lestari, R., & Rusli, M. (2025). Development of English Reading Materials To Improve Reading Comprehension for Grade Eleven Students At Sman 2 Rantau Selatan. *Journal of Language*, 7(1), 148–158. <https://doi.org/10.30743/jol.v7i1.11229>
- Sugiyono. (2021). *Metode Penelitian Kualitatif*. Bandung, Indonesia: Alfabeta. <https://www.scribd.com/document/834709749/sugiyono-2021>
- Sitorus, W. C., & Rahman Hz, B. I. (2024). An Analysis of Teachers' Strategies in Teaching Reading Comprehension in Junior High School. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 10(2), 1749–1761. https://doi.org/10.30605/onoma.v10i2.3586?utm_source=chatgpt.com
- Tuhumury, G. N., & Nikijuluw, R. C. V. (2020). Teachers' Strategies in Teaching Reading at Junior High Schools in Sirimau Sub-District: Problems and

Solutions. *MATAI: International Journal of Language Education*, 1(1), 52–61.

Vera Novitasari, D. D. S. (2024). Cendikia pendidikan. *Cendekia Pendidikan*, 4(4), 50–54.
https://doi.org/10.9644/sindoro.cendekia_pendidikan.v4i4.50?utm_source=chatgpt.com

Vettori, G., Casado Ledesma, L., Tesone, S., & Tarchi, C. (2024). Key language, cognitive and higher-order skills for L2 reading comprehension of expository texts in English as foreign language

students: A systematic review. *Reading and Writing*, 37, 2481-2519.
<https://doi.org/10.1007/s11145-023-10479-3>

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press

