

**EFL STUDENTS' DIFFICULTIES IN READING ENGLISH NOVELS
AND THEIR STRATEGIES TO OVERCOME THEM**

THESIS

Presented to State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirements

For the Degree of Bachelor in English Language Education



BY:

MUHAMMAD NASHUHAN

NIM. 22202010

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI**

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KEDIRI

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DECLARATION OF AUTHENTICITY

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I hereby state that the thesis I wrote with the title “EFL STUDENTS’ DIFFICULTIES IN READING ENGLISH NOVELS AND THEIR STRATEGIES TO OVERCOME THEM” is completely my own work. All the sources of references used in this thesis have been fully acknowledged and properly cited. I understand that any form of plagiarism is a serious academic offense and I take full responsibility for the content of this work.

This thesis is to fulfill the requirements for the degree of Sarjana (S1) in English Education Study Program, State Islamic University of Syekh Wasil Kediri.

Kediri, 24 June 2026

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APPROVAL PAGE

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MOTTO

Whatever is seen, might not be what it seems. Whatever is lost, is not always lost as we think. There are many answers from lost places.

(Earth From Tere Liye)

I will let you see my weakness and fragility. I will let you see how pathetic and useless I am. But I will never let you see me give up.

(Natsuki Subaru)

DEDICATION

All praise and gratitude I offer to Allah SWT and the Prophet Muhammad SAW for the extraordinary opportunities and experiences given to me, which have allowed me to gain more knowledge and granted me the strength to complete this thesis. This thesis is wholeheartedly dedicated to:

1. To my parents, thank you for guiding me to become a good child and providing me with facilities so that I can continue to grow without any pressure. Thank you for the endless prayers, which quietly accompany me in every step I take.
2. To all my sisters, thank you for helping and supporting me to continue growing in the field of education or outside of education. Thank you for giving me knowledge that I did not know.
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2. Prof. Dr. Hj. Munifah, M.Pd., Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Syekh Wasil Kediri.
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Kediri, 24 June 2026

The Researcher

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ABSTRACT

Muhammad Nashuhan. (2026). *EFL Students' Difficulties in Reading English Novels and Their Strategies to Overcome Them*. Department of English Language Education, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Syekh Wasil Kediri. Advisor: (I) Dr. Toyyibah, M.Pd. and (II) Ossa Bodhi Tala Sumanto, M.A.,

Keyword: *EFL students, English novels, reading English novels, students' difficulties, students' strategy*

Reading comprehension is one of the essential skills in learning English, and reading materials play an important role for them. English novels can be one way they can use as reading material for inferential comprehension. Therefore, this study aims to analyze the difficulties students face when reading English novels and their strategies to overcome them.

This research uses a descriptive qualitative method. Data were collected through open-ended questionnaire and semi-structured interview. The participants of this study are EFL students of the English Education Department at UIN Syekh Wasil Kediri, with a total of 20 participants for the questionnaire session that focused on the students' difficulties and 10 participants for the interview session that focused on the students' strategy. The researcher uses an English novel as a research aid. The data were analyzed using thematic analysis to categorizing similar data into categories or themes and converting long texts into short labels that represent their meaning.

The findings show that students face difficulties when reading English novels and they strategies to overcome them. The difficulties they face are divided into five categories: vocabulary, long sentences, main topic, grammar, and making conclusions. To overcome these difficulties, the strategies they use are cognitive and metacognitive strategies. Cognitive strategies are further divided into bottom-up and top-down. Bottom-up strategies focus on details in English novels, such as determining the level of difficulty of the novel, identifying the meaning of vocabulary, and focusing on details in the text. Top-down strategies focus on information in the novel, such as connecting information in each paragraph, processing information from the story background, and how they find information they have forgotten. Metacognitive strategies are used to follow up on the strategies, such as evaluating they strategy. This study concludes that students face difficulties when reading English novels, but these difficulties are not a big problem for them because by using several strategies they employ, they can reduce the difficulties they encounter.

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