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## Difficulties and strategies of learning English reading skills in large classes: A systematic literature review

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### ABSTRACT

*Keywords:*

*reading skill,  
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Reading in large classes can lead to many difficulties demanding for various teaching strategies to overcome any difficulties. This research aimed to find the difficulties found in large classes of reading and analyzed the strategies used to overcome them. It used a systematic analysis method that identifies existing literature available online. The data collection was carried out through systematic literature review stages: 1) framing questions for a review, 2) identifying relevant work, 3) assessing the quality of studies, 4) summarizing the evidence, and 5) interpreting the findings. The results show that students learning English in large classes particularly in secondary schools are always constrained in making inference, finding main idea, retention of detail information, understanding vocabulary, and locating reference. Concerning the strategies, junior and senior high school students must be involved in joyful and meaningful group fun activities for reading. However, at university level, the self and autonomous learning style must be implemented. The finding implies on the need for collaborative learning method and also group fun activities for reading. It can be also helped by utilizing the technology and digital platform to make the students have more experiences in learning reading in large class.

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### 1. INTRODUCTION

Currently, English teachers are facing the challenge of teaching reading in large classes, particularly in the transition period after teaching online for two years to teaching reading classes on-site, especially in large classes. If previously in online classes teachers were helped by distant learning platform facilities with various learning tasks and attractive games, now teachers are again facing the challenges of teaching English reading in large classes. In this case, teachers are required to professionally face these challenges during the transition period, especially in the post-pandemic era (Hargreaves & Fullan, 2020).

This study concerns the dynamic of teaching reading. Reading is an activity to understand the content of the text that we read. By reading, readers can get any message and information which can increase knowledge. Such an understanding of written texts and comprehension is the process of making sense of words, sentences, and connected text (Pang et al., 2003). Reading comprehension involves both perceptions and thought. Readers will use background knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It reflects a process of communication between the writer and the

reader. The writer has a message such as feelings, facts, ideas, and arguments they want to share. Then, the writer puts the message in the words. Therefore, reading is a way in which something is interpreted or understood (Best & Marcus, 2009). Reading does not only mean understanding the words or the grammar. It is not just translating but reading is thinking, to read well in English reading material text, the reader must think about what the text means. Reading serves as an important tool in every field of professional service. In many situations, reading is considered to be the indispensable channel of communication in an ever-widening world (Pang et al., 2003).

Despite the overwhelming benefit of reading, it comprises several difficulties to learn reading such as the problem in understanding long sentences with complicated structures, particularly in graded stories and academic text (Barfield, 1999), and difficulty in using reading strategies. Students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack the tools necessary to succeed in the reading comprehension test (Duarte, 2005). Difficulty in concentration also affects reading which can be caused by a psychological factor that will lead the students to fail to comprehend the text (Soemer & Schiefele, 2019).

Reading strategies are important for helping students in reading activities (Susanti, 2020). They are the way readers understand what they read and what they do when they don't understand. This matter assists students in reading and improves reading comprehension (Karolidis, 2020). In improving reading skills, the students have to practice reading a lot and use certain strategies. The student's ability to comprehend the text depends on their ability to use strategy to understand what the writer says. It means that strategy helps the students to comprehend the text they read. The stages or strategies to teach reading are pre-reading, during-reading, and post-reading activities. The examples of pre-reading stage are setting the purpose of reading, signpost questions, and prediction's activities, skimming and scanning in groups, breaking up the text in groups, brainstorming, and pre-teaching important words. During-reading activities cover think in pairs, finding the main idea, signal words, keywords, and developing data banks. The post-reading activities include cloze passages, individual comprehension questions, compare ideas in pairs, and discussion as a whole class (Saricoban, 2002).

Several studies consider teaching in large classes requires special teaching competences (Mulryan-Kyne, 2010); (Chi & Kadandale, 2022) and demands effective teaching method (Carpenter, 2006; Kakar & Sarwari, 2022). However, it still needs more exploration on how the current findings show the dynamic of teaching reading in large classes, particularly in its difficulties and strategies. In addition, whether the difficulties and strategies mentioned in the previous studies are still relevant to the current digital era also needs further analysis through the current study. Accordingly, this study derives from the assumption that the description of difficulties and strategies of teaching reading in large classes can be portrayed by the current research findings. It can contribute to broadening the insight to prepare for more competent teachers in facing the challenges during the post-pandemic era. Accordingly, the purpose of this paper is to complement and develop previous studies related to the application of strategies to overcome difficulties in reading. The current research was also motivated by several findings of difficulties and strategies that can be applied to find various problems and solutions in teaching reading in large classes (Babu, 2019; Dwiningtiyas, G. N., Sofyan, D., & Puspita, 2020; Hasanah, 2022; Nisak, A. K., Suparman, U., & Suka, 2021; Prihatini, 2020). In turn, the better student's ability to read not only allows him or her to improve work skills and mastery of

various academic fields but also allows participating in sociocultural life, politics, and meeting emotional needs.

## **2. METHOD**

This study uses a Systematic Literature Review (SLR), which uses a research design to review previous research. A systematic review is a method that uses systematic methods to collect data and research studies (Munn et al., 2018). This type of systematic analysis identifies the existing literature on Google Scholar. The research process began in October until November 2022 by using the keywords difficulty and strategies in learning English reading skills.

The purpose of this systematic literature review is to provide an overview of overcoming difficulties and finding strategies for learning reading skills, especially in English. As a result, the researcher adopted the steps given by (Khan et al., 2003) to analyze the literature to be investigated. The steps are as follows:

### **1. Framing questions for a review**

Reading is considered an indispensable channel of communication in an ever-expanding world. We live in a 'reading' world where it is difficult to manage without reading. The difficulties found and the strategies used are still very unsupportive in today's digital era. Therefore, this study aims to analyze the findings of difficulties and strategies in reading skills in English.

### **2. Identifying relevant work**

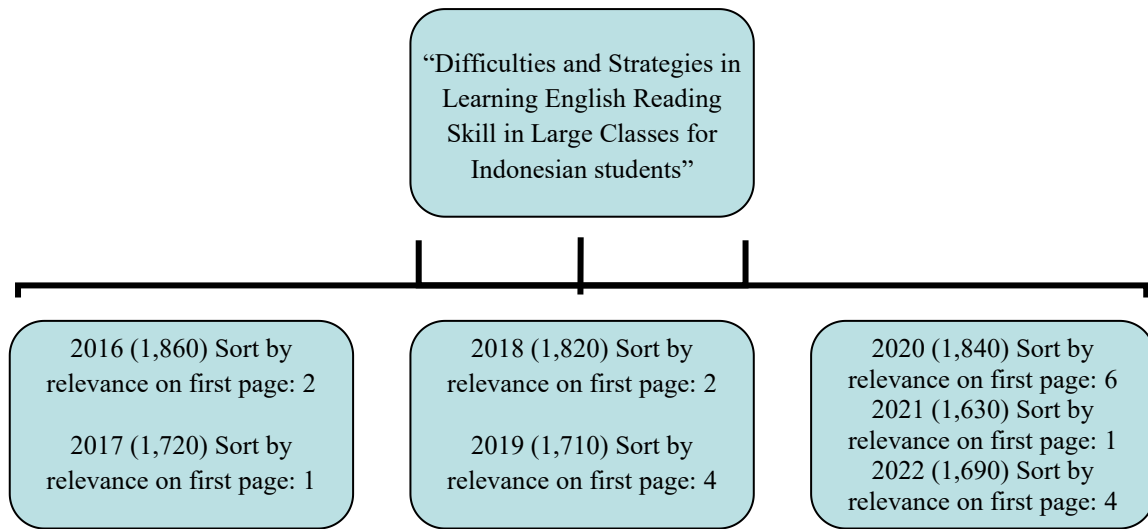
This stage aims at searching for studies that are relevant to the research objectives. The source of the research data obtained is in the form of articles or journals relevant to the topic. In this step, the researchers looked for articles published between 2016 and 2022 which are used as data contained in a journal listed on Google Scholar. In this study, the researchers searched for the keyword "Difficulties and Strategies in Learning English Reading Skill" from 2016 to 2022 and found there were 17,000 articles. With the addition keywords into "Difficulties and Strategies in Learning English Reading Skill in Large Classes", it reaches 15,000 titles. When the search is limited to "Difficulties and Strategies in Learning English Reading Skill in Large Classes for Indonesian students", the total becomes 4,000 titles. Among these titles only those published in open-access sources were taken as the data. To reduce the number of titles, the next stage is sorting based on the custom year, for instance 2016 to 2017 and sort with relevance. The article chosen was among those listed in the first page of the searching result. Then, selection was made by excluding the titles which are not directly mention the keywords such as English, reading, large class.

### **3. Assessing the quality of studies**

In this study, the researchers used Google Scholar as a source of quality-assured data. In addition, they also sort out relevant studies by looking at the quality of more refined studies without reducing the heterogeneity of information related to the appropriate topic of discussion. The inclusion covers: finding difficulties in learning English reading skills, and strategies to overcome difficulties in learning English reading skills. In addition, the selection made also concern to the publication of the article which is related to the reputable indexing journal data bases such as EBSCO, DOAJ, Scopus, Web of Science, etc.

4. Summarizing the evidence

After compiling the articles, the next step was summarizing the evidence presented in the following chart:



**Figure 1.** The systematic literature review summary evidence

5. Interpreting the findings

The last step is the researcher interprets the results of data analysis. The last step of this study is drawing conclusions. The purpose of this paper is to complement and develop previous studies related to the application of strategies to overcome difficulties in reading.

**3. RESULTS AND DISCUSSION**

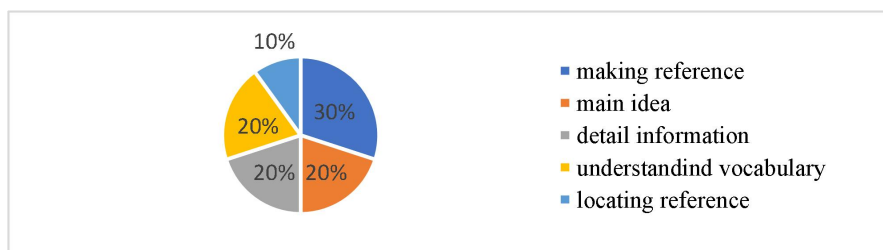
After conducting the five phases of the systematic literature review, several articles were selected. The selection process is carried out by searching based on the title, abstract, and the results of the research findings analyzed. The resulting findings contained 20 relevant studies classified into two parts on difficulties and strategies. The various findings comprising difficulties in learning English reading skills in large classes are as summarized in table 1.

Table 1. The findings on difficulties of learning reading skills

Studies	Difficulties	Context	Implication
(Fisher, 2016)	Making inference	University students	Giving guidance & modelling
(Masri, 2016)	Decoding, comprehension, retention	Junior High School students	Providing some contextual teaching learning reading materials
(Satriani, 2018)	Remembering information read, slow reading, unfamiliar topics, grammatical complexity, low motivation	University students	Enriching vocabulary and improving grammar competence.
(Babu, 2019)	Identifying main idea, synonym, and reference	Junior High School students	Encouraging students to learn more through various reading activities
(Larasati, 2019)	Identifying main idea, understanding vocabulary, making inference, finding detail information	Senior High School students	Exposing students to various reading activities to improve vocabulary

Studies	Difficulties	Context	Implication
(Harida, E. S., Sinaga, Y., Siregar, S. R., Matondang, N., & Rahmadani, 2022)	Difficulties in determining idea, understanding vocabulary, finding detail information, and making inferences	Boarding school students	Giving more interesting model and providing authentic reading materials
(Prihatini, 2020)	Literal, inferential, critical, and creative comprehension	Senior High School students	Providing adequate instruction encourage reading habit and vocabulary improvement
(Nisak, A. K., Suparman, U., & Suka, 2021)	Determining main idea, vocabulary, making inference, locating reference, and detail information	Vocational High School students	Using various teaching strategies to improve more reading exposure and skills
(Anwar & Sailuddin, 2022)	Careful reading, understanding difficult words, translating	University students	Planning reading moduls, encouraging higher reading habits
(Septia et al., 2022)	Finding main idea, vocabulary, and making inference	Junior High School students	Encouraging students to have higher reading motivation

Several previous studies on "difficulties and strategies for learning English reading skills in large classes" show some similarities and differences. Based on table 1, the reading difficulties can be summarized in the following figure:



**Figure 2.** The reading difficulties

Making inference as the common problem that most students face in reading is in line with (Barfield, 1999) that showed making conclusions or inference become student's problem particularly in multilevel stories and in academic texts. Another difficulty that is retention of information to remember is supported by slow reading, foreign topics, grammatical complexity, and low motivation. In this issue, it also relates to students lacking of implementing reading strategies so that they often fail to understand texts. Students who are not familiar with reading strategies such as skimming and scanning will feel sad and frustrated because they lack the tools necessary to succeed in reading comprehension tests (Duarte, 2005)

In table 2, some findings on the strategies of learning English reading skills in large classes are listed.

Table 2. The findings on strategies of learning reading skills

Studies	Strategies	Context	Implication
(Kurniawan, 2017)	Memorizing, finding relationship, using games, and discussion	Senior High School students	Teachers make the class more interesting and encouraging by using relevant games
(Sari, D. K., Pratiwi, E., & Thereana, 2018)	Questioning, inferring, and summarizing strategies	Intermediate proficiency level	Designing effective reading comprehension strategies
(Diniya & Puspitasari, 2020)	Global reading, problem solving, and support strategies	Senior High School students	Supporting students with appropriate strategies
(Handayani et al., 2019)	Collaborative learning strategy	University students	Implementing various collaborative learning to enhance reading comprehension.
(Dwiningtiyas, G. N., Sofyan, D., & Puspita, 2020)	Brainstorming, reading aloud, and asking for specific information	Junior High School students	Combining the strategies with games and jokes
(Nurjanah & Pratama, 2020)	Self-regulated learning strategy instructions	University students	Developing the materials or tasks with SRL strategy
(Puspita & Nuroh, 2022)	Reciprocal strategy	Junior High School students	Implementing reciprocal strategy to improve the skill to identify main idea
(Wibowo, Y., Syafrizal, S., & Syafryadin, 2020)	Question generating and encouraging the use of dictionaries	Senior High School students	Implementing the strategies in various reading context
(Zulianti, H., & Hastomo, 2022)	Partner reading strategy	Junior High School students	Integrating online-based learning media with effective learning techniques
(Zulianti, H., Wiratno, P., & Novia, 2022)	Cloze strategy	Senior High School students	Implementing various types of cloze strategy

Based on table 2, the strategies recommended are various in each level. For the context of Junior High School, learning reading in big classes requires more collaborative activities such as brainstorming, partner reading and reciprocal strategy. In this case, students also need more reading aloud practice. In Senior High School context, the strategies for learning English reading cover support strategy such as discussion and problem-solving task. The interaction in the class also focused on questioning and the use of cloze strategy. Meanwhile for university students, learning English reading is encouraged through self-regulated learning and collaborative work.

The various strategies employed in learning English reading aim at enhancing the skill for effective reading which according to (Kustanti, 2016) the purpose of reading is one of the important aspects which is often overlooked in effective reading. As a result, many readers, especially English readers, tend to generalize their strategies for all types of reading. Not infrequently a learner who actually only needs to get the main idea of a reading is "stuck" in the struggle with difficult words that appear in his reading. Not a few also argue that reading, for whatever purpose, requires a precise understanding of the meaning of each word in the text. The

negative impact is clear: reading goals fail to be achieved, or even if achieved, not in an efficient way.

### **3.1 Difficulties of Learning Reading in Large Classes**

Learning reading in large classes with the capacity of more than 40 students provides various issues to the teacher in monitoring the progress of each student where each of them faces their own problems. This demand can be limited by the teacher's pedagogical abilities in teaching reading and it can also be caused by teachers ignoring the keyword "large class". Teachers who ignore large class keywords make them have monotonous reading learning which mostly involves individual activities. It means things related to learning are closely related to the teacher as a subject that determines the direction of effective learning (Carpenter, 2006). However, learning reading challenges in large class come from various directions such as from the students, reading materials, teaching, stakeholders and from the teachers. The subject of the origin of these factors has a variety of issues that are even more complex than each of them in each level of education (see table 1). The challenge in learning reading in large classes covers the following issue.

#### **a. Understanding vocabulary and synonyms**

The choice of high and academic vocabulary in reading texts is not the authority of the teacher or even the students. It has become the author's style to appear all out in writing performance. Moreover, the selection of reading texts and reading materials has also been determined by stakeholders which are often very different from the original conditions where the large class is the dominating class in Indonesia with a very large number of students. Yet, considerations are only based on the classification of their formal education level such as junior high school, high school, and college, not their English level. This is what makes students helpless with the provision of reading text which in the end ends and is hampered identically in the issue of vocabulary for junior high school students (Rohmana & Amalia, 2022; Septia et al., 2022), and senior high school students (Harida, E. S., Sinaga, Y., Siregar, S. R., Matondang, N., & Rahmadani, 2022). Basically, before they try to read and understand the text, students with large classes can have the same problem, namely having a dangerous perception that will lead to reluctance to read or that can be said to be reading anxiety. That's because of their prejudice with the first impression that the reading text is too long and the vocabulary is too difficult before trying to grasp the topic and direction of discussion from the reading.

Moreover, the situation that can be called a large class with very abundant students, then they will tend to influence other friends who are a minority by the majority. It indicates that students have inaccurate thinking, namely they think that reading English text is an activity to translate into native language. On the other hand, vocabulary enrichment is very helpful in reading activities. Therefore, the teacher's role is very large to appear as a guide and stay away from the word subject which provides inappropriate steps and procedures in having reading activities. If this happens, then it will be a double attack on students and teachers. This issue does not have a classification of differences between levels of formal education in learning English in Indonesia, since all education levels revealed that they agree with this problem. However, the reading activity is not translating words one by one, but the basic meaning is understanding which has various factors in it. Therefore, the teacher in directing students should look at the context and examine the vocabulary in the context of the discussion on the reading so that students can reach the stage of understanding not translating coca words. In addition to

vocabulary that is based on context, teachers can give brainstorming (Dwiningtiyas, G. N., Sofyan, D., & Puspita, 2020) and discuss vocabulary (Wibowo, Y., Syafrizal, S., & Syafradin, 2020) that will be key words in the reading to be discussed.

b. Finding main idea

Besides their vocabulary mastery which is still low, the way they are not confident enough to guess and predict the meaning from the context related to vocabulary is still an issue. Activities related to exposure to find main ideas in longer sentences in a paragraph will be greatly hampered (Babu, 2019; Harida, E. S., Sinaga, Y., Siregar, S. R., Matondang, N., & Rahmadani, 2022; Larasati, 2019; Nisak, A. K., Suparman, U., & Suka, 2021; Septia et al., 2022). Moreover, with large class conditions, activities should be able to maximize group activities to discuss together about texts that are given continuously. Students need to discuss to familiarize themselves and find strategies to find the main idea, with frequent frequency in providing group activities from the main idea material. The understanding of the context in advance and students' prior knowledge are very helpful (Kurniawan, 2017) The emphasis on comprehensive questions about the main idea is also very important (Wibowo, Y., Syafrizal, S., & Syafradin, 2020), such as "what is the paragraph about? What keywords mostly appeared? Students have a lack of prior knowledge, therefore the main idea and all skills in reading comprehension must be supported by brainstorming vocabulary and prior knowledge.

c. Making inferences

If the main idea relates to the core discussion material for each paragraph, and a complete and critical review of the main idea, it requires students and teachers to be able to understand the context of the topic of discussion in drawing inferences in one whole text. This stage departs from understanding vocabulary and main ideas. In the course of the context, the difficulty in finding inference is more at the junior and senior high school levels (see table 1), and university students tend to have more prior knowledge with the discussion in the reading. It can be drawn into an understanding that the higher the level of students, the more prior knowledge they will get which of course will help in reading comprehension. In reading comprehension activities that bring most students in Indonesia to large class conditions, this will be a challenge for the teacher where the teacher must continue to monitor the progress of each student, and students can intervene with each other. The keyword for this intervention must be prevented by the teacher from going in a negative direction and must be brought in a positive direction, where group activities with distribution based on students' performance really must be considered.

d. Creative, critical and literal comprehension

Making inference can be the basis and basis for a student's reading comprehension, but other understanding comprehension that must be considered as a component of reading comprehension is creative, literal and critical reading comprehension. Critical, literal and creative reading comprehension can be closely related to reading learning and reading comprehension activities which are full of many main components that must be considered (see the implication in table 2). The number of focuses can break students' focus on one skill. However, many skills will greatly help the situation of many students who definitely have various types or understanding skills. The level and type of understanding can lead to an implication where the higher the level of formal education, the more prior knowledge the



university students have. Literal, inference, creative and critical comprehension are very closely related to the type of understanding and level (Prihatini, 2020). However, literal understanding becomes the basis of all understanding which will also interfere with other understandings such as inference, creative and even critical reading comprehension.

e. Understanding unfamiliar topics

Prior knowledge in reading is very important to have in order to support it with a major contribution to understanding. In large classes, conditions can be directed in a direction where students will have a variety of knowledge with different widths. The basic thing here is the lack of exposure of instructional material in emphasizing prior knowledge to each student which can be obtained from teaching activities in the classroom. If students do not have prior knowledge, then it can be said that comprehension in reading will be incomplete and complex. University level students practicing self-regulated learning are expected to be able to provide convenience in reading activities (Nurjanah & Pratama, 2020), especially with the prior knowledge they have in large numbers. There are two possibilities that cause prior knowledge to be unable to meet the reading text, first is from the students who really have to be boosted with general information or from reading material that provides topics outside the world of students both at the junior high school level and at the university stage.

f. Handling grammatical complexity

In learning grammar, grammar material in Indonesia still does not have an identity whether it is taught separately or there must be a special grammar subject. This is what makes the success or failure of reading learning can also be influenced by students' understanding of grammar (Satriani, 2018). However, the grammar used as an excuse in reading comprehension is the result of unclear instructions for reading activities, which must look for the main idea and core of the reading and must avoid unnecessary activities such as grammar and word-for-word translation. Grammar will really help them in giving meaning, but it's a different context if understanding has to be related to grammar factors, because they are two different things.

g. Encouraging motivation to read

Motivation can be drawn and associated with learning materials (see the implication in table 2). If the material is interesting, students will be motivated and interested in learning it. Less precisely, at that time it was clear that students would be very bored with the display of long reading paragraphs with many sentences, but there seemed to be no reflection on whether to change the appearance of the text or the presentation of the text. This leads students to interest in reading.

### **3.2 Strategies of Learning Reading in Large Classes**

Learning reading as the main skill that must be owned by someone as input knowledge. This is what the government has used to adopt a genre-based approach in which the majority input and language learning are dominated by reading. Moreover, the abundant number of students has ushered in a learning setting and an overwhelming demand from the era where education 4.0 requires students to develop literacy. Therefore, innovation, creativity, and mostly strategies to face students' challenges to reading skills must be discussed in depth and fundamentally. Strategies offered in the following are initiatives to balance the students' challenges, innovation, and special treatment for learning reading in large classes to provide good changes in other skills.

Teaching reading in large classes required particular strategies compared to that in small classes. In small classes, teachers can easily pay attention and have adjustments to cater to the needs of each of the students. However, in large classes, teachers need to employ more interactive and student-centered strategies to engage students effectively. Group work, peer teaching, and the use of technology can also be beneficial in enhancing students' reading skills in large classes. Additionally, teachers can use various assessment methods to monitor students' progress and provide them with feedback and support. Overall, teaching reading in large classes requires a different approach and set of strategies compared to small classes, and teachers must be prepared to adapt and innovate to meet the needs of their students. The following are some examples of the strategies as recommended by some studies.

a. Group fun activities

A reading class that has an abundance of students is like giving a double burden to the teacher because of two situations, namely reading which is one of the most difficult skills for students and the condition of the class that is quite large with quite a lot of students. Therefore, the teacher must also have a very strong and effective strategy to face the many and large challenges. The strategy must be a strategy that can be relied on by the teacher in every situation where students can move, work together in groups and peers and have learning situations that are lively, active and exciting (Handayani et al., 2019; Zulianti & Hastomo, 2022). This is what the teacher must pay attention to in order to upgrade any time and any time related to exciting activities in certain English materials, especially in learning reading. These activities can be accessed from the use of digital information such as YouTube, music and literacy from the internet. Fun reading activities can also be accessed through the latest research articles. Indeed, this requires a very hard effort from the teacher, but it will greatly impact students. Moreover, language learning must prioritize creative and fun principles apart from the perspective of a joyful and meaningful activity.

Reading activities that are fun can minimize things that become a barrier for students such as the understanding that reading is a boring activity and also difficult to do. Fun reading activities in the era of technology can also be said to be something that is highly recommended to provide reading activities by allowing students to access all kinds of digital literacy from the internet. The thing that can be done during reading activities in class is to give students a pleasant experience to read with interesting learning technologies and applications. Technology that can be utilized for reading activities can be linked to technological developments such as kahoot, socrative and so forth. Other interesting activities in reading which also lead to group activities are discussions, drama reading content, props, pictures, videos, music and story-telling.

b. Generating comprehension questions

Basically, students' understanding can be seen by the way they answer questions that measure their understanding. However, what kind of questions can be a strategy in reading activity, namely questions that can direct their understanding of a text. Questions should start with easy questions and explicit answers in the text (Wibowo, Y., Syafrizal, S., & Syafriyadin, 2020). Furthermore, it can be continued with questions that are in the realm of inference but the answers are in the easy questions before. Another thing that can be done is to ask students to make questions about what they don't understand so that the teacher can generalize their difficulties to a text and discuss it together. In addition, students can also make questions related to reading texts and they can exchange them with their friends (Zulianti & Hastomo, 2022)

c. Collaborative learning

Large classes with an abundance of student direct teachers towards initiatives that must be owned in order to maximize existing conditions. On the one hand, large classes will make it difficult for teachers to maximize their focus on students. On the other hand, this situation actually has a pretty good and effective impact if the teacher wants to have learning procedures that involve many students and activities in groups or peers. That is what will be called collaborative learning (Handayani et al., 2019). Selection of peers or groups is with the aim that active students are united with passive ones in one group. Collaborative learning does not mean that the teacher is released from responsibility so that students learn on their own with their groups, but the teacher's job is to monitor and must often guide so that collaboration can be maximized. At all times, the progress of the group must be questioned, recorded and measured. This is what actually requires more hard work from the teachers.

d. Self-Regulated Learning Strategies

In a condition students must also be given an experience where they will realize that they must be fully responsible for their learning activities. In every learning situation, the teacher is expected to be able to provide combinations or alternate learning strategies so that students can get various experiences in learning and provide experiences for teachers to examine the most effective strategies. At one time, reading activities can use this strategy where the teacher must give full responsibility to students to do anything and from anywhere learning activities. However, that does not mean that the teacher does not have to do anything, but the teacher must be a guide and monitor progress at all times and what students have done and achieved. teachers are expected to provide templates and guides for students for them to plan learning activities, have activities and evaluate themselves. This activity works well at the University stage (Nurjanah & Pratama, 2020). Middle and high school stages are stages where students still have to continue to get a lot of teacher's involvement.

e. Brainstorming

Students can receive anything from the teacher. However, it is not uncommon for students to not really understand the topics of discussion in the text or the vocabulary. Therefore, before students step into reading activities which they will feel that it is boring and difficult, the teacher is expected to give brainstorms or guide them in discussion activities related to the reading (Dwiningtiyas et al, 2020). The teacher can prepare media for activities in the classroom such as pictures that can be discussed according to the contents of the text, videos, miniatures, props and so forth. These activities can be continued with a discussion of the media which is closely related to the information that students will get through reading activities. Furthermore, in brainstorming students can be given activities related to the vocabulary in the text, such as charades, pictures, and so forth.

f. Cloze strategy

Reading in large classes and especially at the junior and senior high school levels directs the teacher to the majority of the students who must be given challenges and activities that involve students. Students can be presented with a cloze reading strategy activity in which some words in text that are not too long are omitted for the purpose. The omission must be with a purpose such as looking for all nouns, verbs with pseudo tenses, adjectives, or all three, but instructions must be given clearly (Zulianti, H., Wiratno, P., & Novia, 2022). The parts that are

omitted will be presented to students for them to complete with the vocabulary they know or those that are randomly available on the list. The first thing that must be done by the teacher is to prepare the media, namely reading that is not too long and main ideas that are neatly arranged with vocabulary according to the abilities of the students. After the reading has been selected, some parts of the vocabulary can be removed for specific purposes, such as removing only adjectives, verbs with a certain tense, nouns as well as combinations. Yet, they must be arranged properly so that students can understand easily and are interested, not just making them more reluctant to Reading. Furthermore, due to the large class conditions, the students were divided into several groups to fill in the blanks with clear instructions from the teacher. Afterwards students and groups can be required to share understanding with each other and discuss with their teammates with questions provided by the teachers.

#### 4. CONCLUSION

The aim of this study is to determine the challenges and strategies of learning reading in large class as shown by current research in Indonesian context. It is revealed that every school level has their own challenges and strategies, but it is similar in general. However, each level has characteristic strategy, such full guidance for junior high school students and senior high school students. Even though, they still have the same difficulty in reading skill in their level, but university students are found that they have more prior knowledge to support reading activity. The uncovered finding of challenges is still the same for each level, it is about comprehension, vocabulary, and motivation. On the other hand, for the strategies, in junior high school and senior high school level, the students must be involved with joyful and meaningful group fun activities for reading. However, in university level, the self and autonomous learning style must be most of the time implemented. Therefore, it is implied that teachers must have initiative to discover more references about collaborative learning method and also group fun activities for reading. It can be also helped by utilizing the technology and digital platform to make the students have more experiences in learning reading in large class. For the upcoming researchers, it is suggested to follow up the strategies and challenges of learning reading in large class by utilizing technology.

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