



**“I Hate Reading”
Revealing Academic Reading Difficulties of Indonesian
Learners of English**

THESIS

Written by:

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**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITY OF JEMBER**

2020



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Presented to the English Department Faculty of Humanities University of Jember
as One of the Requirements to Obtain the Award of Sarjana Sastra Degree in
English Studies

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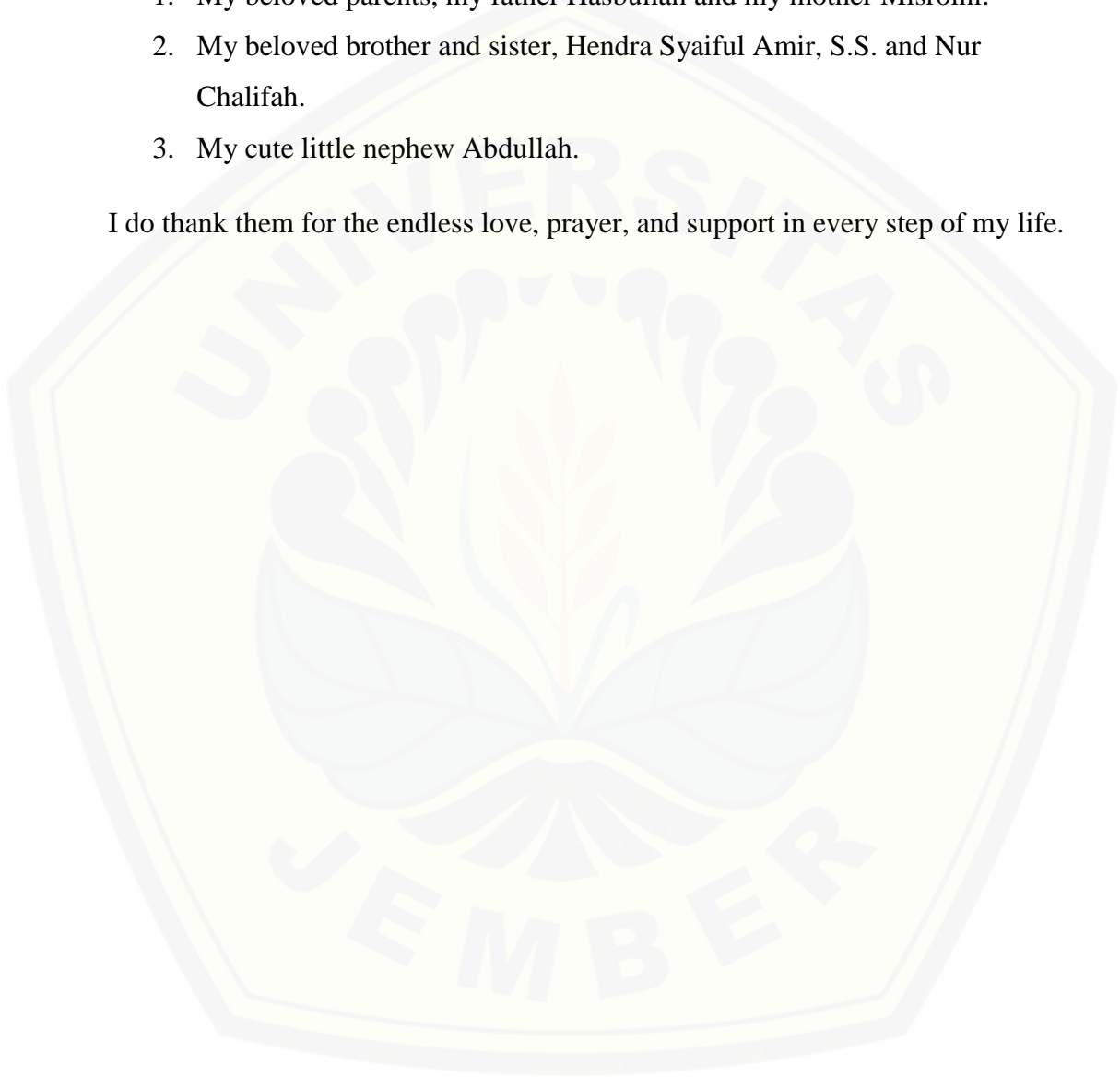
2020

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Hasbullah and my mother Misroini.
2. My beloved brother and sister, Hendra Syaiful Amir, S.S. and Nur Chalifah.
3. My cute little nephew Abdullah.

I do thank them for the endless love, prayer, and support in every step of my life.



MOTTO

“Reading is a good tool in the leaving of a good life”

(Mortimer J. Adler)*



* https://www.goodreads.com/author/quotes/22395.Mortimer_J_Adler

DECLARATION

I hereby state that the thesis entitled **“I Hate Reading” Revealing Academic Reading Difficulties of Indonesian Learners of English** is an original piece of writing. I certify that the research described in this thesis has never been submitted for any other degree or any publication. I certainly certify to the best of my effort and knowledge that all sources used and helps received during the composition of this thesis have been properly acknowledged.

Jember, 2020

The Researcher

Nuril Lailatul Mabruroh

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THESIS

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ACKNOWLEDGEMENT

My best praise is due to the almighty Allah who always gives me blessings and mercy so I can finish writing this thesis. In this opportunity, I would like to express my gratitude towards those who help me and give many contributions to my research that without them this research will never be completed. Accordingly, I present my gratitude to:

1. Prof. Dr. Akhmad Sofyan, M.Hum., the Dean of Faculty of Humanities, University of Jember;
2. Dr. Ikwan Setiawan, M.A. The Head of English Department;
3. Prof. Dr. Hairus Salikin, M.Ed. as my first supervisor for the valuable time, support and patience given in helping writing this study;
4. Dewianti Khazanah, S.S., M.Hum. as my second supervisor for the guidance, advices, supports, inspirations, and patience given to me during the process of writing this research;
5. Drs. Wisasongko, M.A. as my first examiner for his valuable suggestions in improving this study by giving constructive comments, advices, and suggestions.;
6. Reni Kusumaningputri, S.S., M.Pd. as my second examiner for helping me improving my thesis by giving constructive comments, advices, suggestions and I do thank you for helping me choosing this topic as my thesis, and also for the guidance given;
7. Indah Wahyuningsih, S.S., M.A., as my academic advisor who always guides me since day one;
8. All lecturers of English Department for the valuable lessons and knowledge they have shared during my academic years;
9. All my participants in this study, the senior students of English Department, Faculty of Humanities, academic year 2015/2016, who help me completing this research by sharing their experience in academic reading;

10. All the staffs of Faculty of Humanities for helping me completing all the requirements needed to get my degree;
11. My cute little nephew who gave me indirect motivation through his adorable videos;
12. All my *hijrah* friends who always support me in every good step I take;
13. My close friends in Jember who accompany me during my academic years;
14. Everybody whom I can not mention one by one. Thank you for the contribution during the writing of this research;
15. My Alma Mater.

Jember, 2020

Nuril Lailatul Mabruroh

SUMMARY

“I Hate Reading” Revealing Academic Reading Difficulties of Indonesian Learners of English; Nuril Lailatul Mabruroh, 150110101087; 2019; 76 pages; English Department, Faculty of Humanities, University of Jember.

Academic reading can be defined as reading for academic or educational purpose which differs from non-academic reading since it is more complex and multi-level (Sengupta, 2002). Dealing with academic reading force the learners to have good skills in reading since academic reading is not easy to do, especially for L2 learners who need to read using their second language such as English. Academic reading tends to use specific rules such as complicated structures and even the use of specific words or terms. This is the reason why many learners, especially L2 learners, often face several difficulties during reading academic texts.

This research investigates the academic reading difficulties faced by Indonesian learners of English, especially senior students of English Departement academic year 2015/2016. It employed mixed method strategy as the strategy of this research by combining quantitive and qualitative methods. In addition, this study used several previous research findings (Elwer, 2014; Sultana, 2016; Al Seyabi and Tuzlukova, 2015; Alghail and Mahfoodh, 2016; Shen, 2013; Wutthisingchai, 2011; Medjahdi, 2015; Abdelaal & Sase, 2014; Ullah & Fatemah 2013; Savic, 2016; Birhan, 2017) that were collected and classified to disclose the academic reading difficulties faced by the senior college readers of English.

The results showed that the participants faced several difficulties during reading academic texts. Those difficulties are one of the aspects that has the highest score at each four-points asked in the questionnaire. Those difficulties are having poor vocabulary of specific terms, comprehension difficulties which focus on the reading repetition, difficulties related to concept and topic that focus on the use of title, and having lack of teachers' motivation. From those findings, the results showed that unlike the previous researches that point out vocabulary as the most difficult aspect, this research reveal that in term of academic reading, the

students find comprehension is the most difficult aspect. The results also showed that having academic reading difficulties affected the participants having comprehension difficulties considering that the academic reading difficulties they faced lead them having poor comprehension. For the worse impact, having academic reading difficulties does not only affect the participants' understanding, but also can affect the reading interest of the participants.

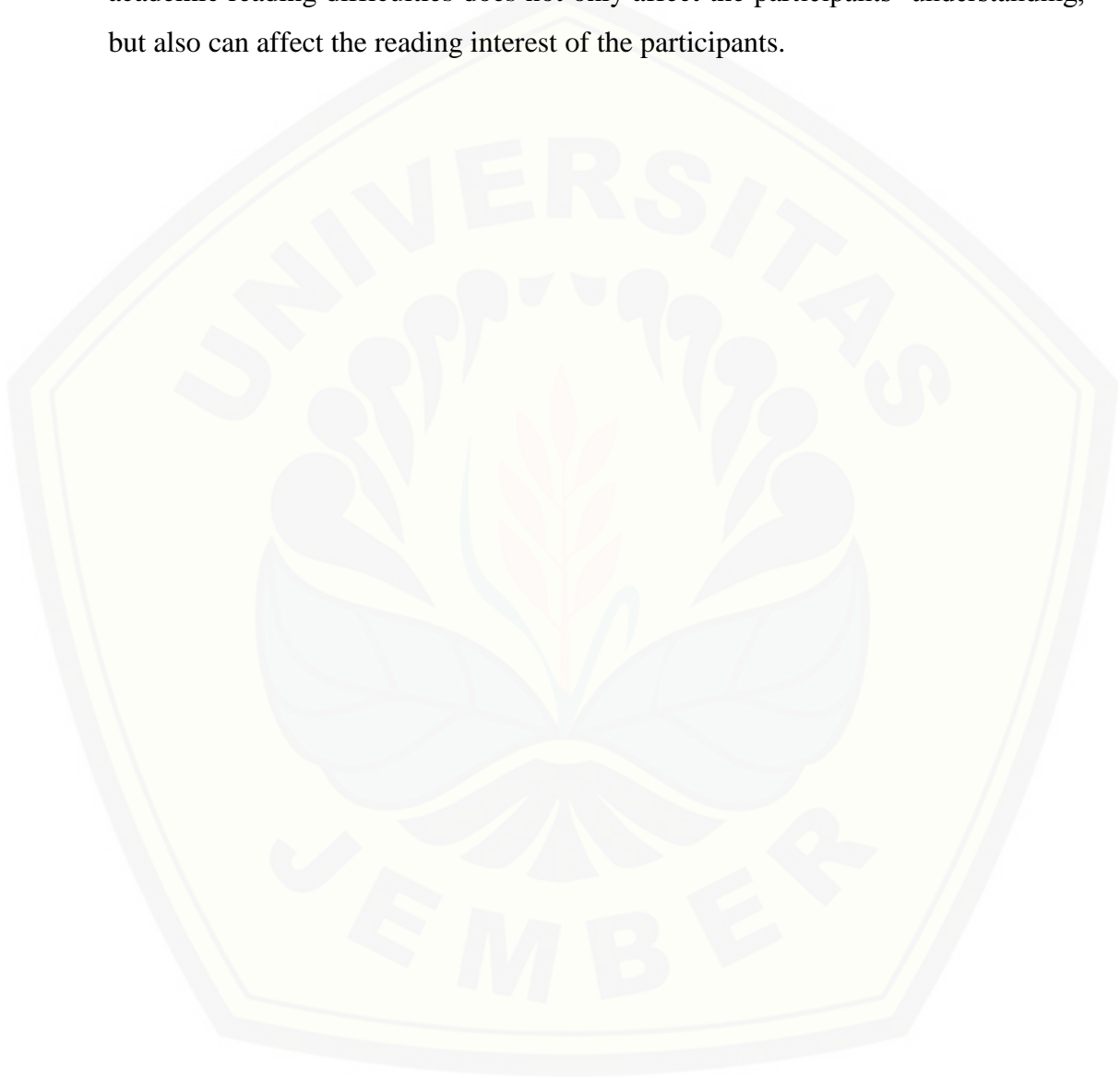


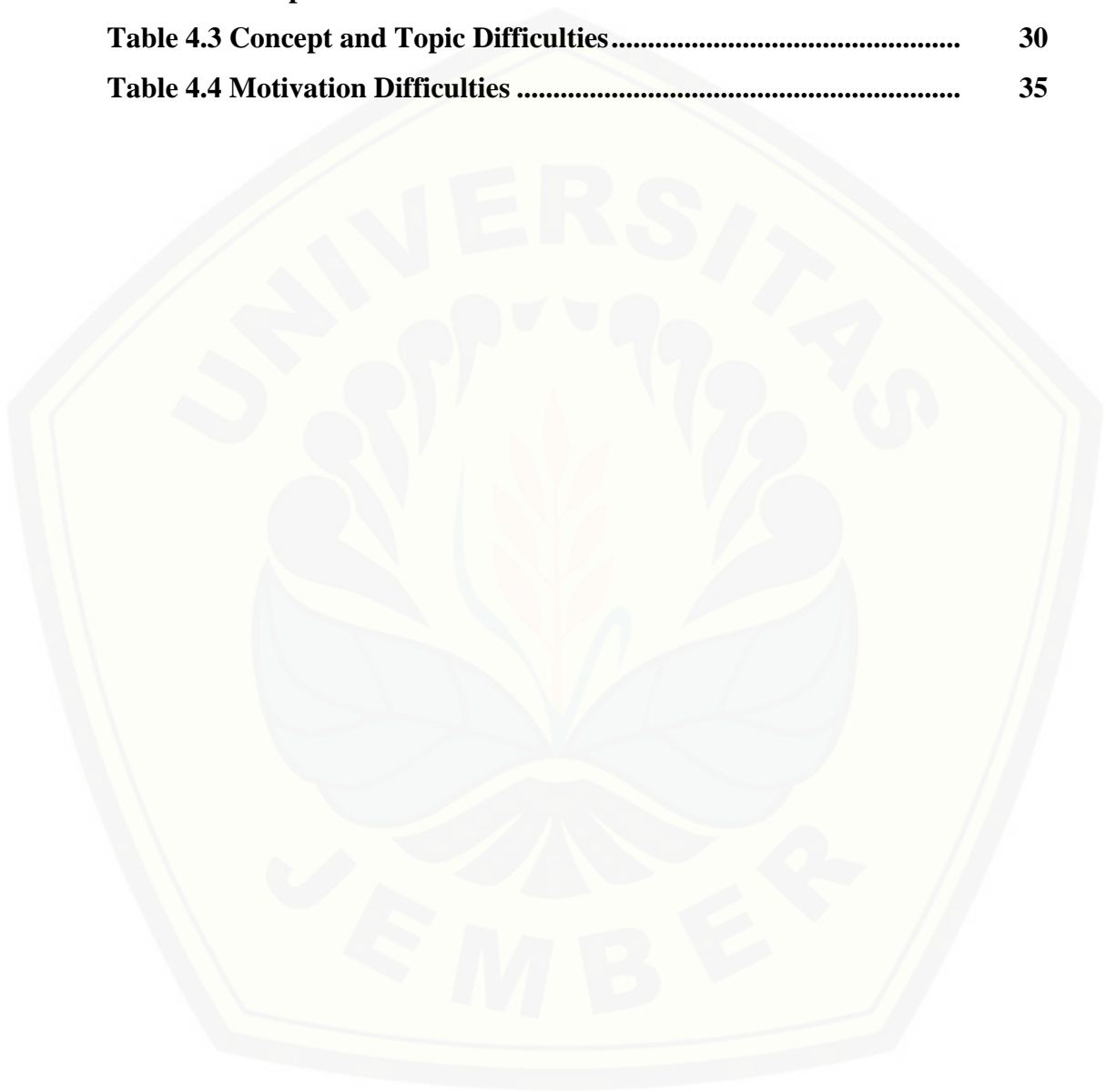
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CHAPTER 1. INTRODUCTION

This chapter demonstrates the basic concept of doing this research. There are five subchapters presented in this chapter. The beginning of subchapter here presents the background of study which clarifies the reason of choosing the topic. The second subchapter describes the topic of this research which relates to the reason. Then, it leads to the third subchapter which shows the problem found related to the topic. The fourth one reveals the research questions used in this chapter that relates to the problem of the research. Afterwards, the purpose of this research provided in the last subchapter.

1.1 Background of Study

Academic reading can be defined as reading for academic or educational purpose. It differs from other kinds of reading that normally do not have any important purpose and also it is more complex and multi-level (Sengupta, 2002). Generally, academic reading is a part of learning strategies which are often done by many students especially by EFL students. They have several kinds of reasons in reading academic text such as to obtain new information that is related to the subject taken by students, or even to complete the assignment of the courses taken.

In higher education, reading is considered the most prominent academic skills for university students because they could learn, evaluate, and interpret new information to help them to acquire deep understanding about their subject matter (Noor, 2006). To get a deep understanding in reading academic text, university students, especially for L2 learners, need to have good skills in reading such as skill regarding comprehension (Duran, Goldman, & Smith, 1989). Besides, vocabulary and prior knowledge are also important skills needed to comprehend texts (Westwood, 2008). Hence, skills regarding with vocabulary, prior knowledge, and cultural background are included into points needed in academic reading

comprehension skills. By having good skills in reading, it is possible that EFL students can get an understanding easily about what they read.

English as Foreign Language (EFL) is taught in high schools effectively with the aim of preparing the students for the use of English in higher education (Hellekjær, 2009). They are expected to be ready for the demands of reading that keeps increasing in university which is different from high school (Albashtawi, Jaganathan, & Singh, 2016). Thus, the ability to read is a crucial skill as learners need to interact and process information from texts in higher education (Noor, 2010). It becomes a central role as a part of learning approach for university students because academic reading could underpin the students' academic works. According to Fairbairn & Fairbairn (2001) university students must read as it may help them to keep their awareness to their subject, to keep their knowledge and understanding up to date, and to check their work, ideas, and research against their peers.

However, a research stated that many first year students, specifically L2 learners who enter institutions of higher learning, were unprepared for the reading demands placed upon them and they encounter difficulties (Noor, 2010). It had been also proved by several researches (Sultana, 2016; Ganese, F., Savage, R., Erdos, C., & Haigh, C. 2012; Shen, 2013) that L2 learners often faced many challenges in reading academic texts. One of the researches noticed that language proficiency is the basic factor of L2 learners (Noor, 2006). For example, L2 learners have a big problem in vocabulary. They have inadequate vocabularies and difficulties in new words that they found on the text they read (Shen, 2013; Medjahdi, 2015; Mohammed & Rashid, 2017). L2 learners also faced difficulties in comprehending the meaning of text (Shen, 2013). They also faced problems in reading academic text such as being unable to recreate the content of passage as the proof of understanding (Alghail & Mahfoodh, 2016).

According to statistical data from UNESCO cited in Witanto (2018), Indonesia has a worse rank compared to Malaysia. The rank of Indonesia is the 60th rank with low literacy rates from total of 61 countries. The 59th rate is filled by Thailand and the

last rank is filled by Botswana, which is the 61th rank, whereas Finland occupies the first rank with the high literacy level, almost reaching 100%. This data clearly indicate that the reading interest in Indonesia is still extremely low. This kind of low reading interest must be caused by several factors, for instance, the reading habit that has not been properly implanted since early ages caused by the parents' influence, the facility to access the education has not been evenly distributed, lack of quality for educational facilities, and others. Since English in Indonesia is Foreign Language (EFL), it is taught formally in schools or courses and learned at least since elementary school. Even so, students of English sometimes still do not have a good ability in using English. Hence, it is possible that L2 learners in Indonesia are faced with challenges in reading academic text, moreover, the university students of English Department.

1.2 Research Topic

Academic reading is a must to do for EFL university students. They are forced to read academic reading even though they may still have lack of skills in language proficiency that could cause them in having difficulties in reading. In addition, the nature of academic reading is not simple as well. It has some specific forms and some specific terms used since academic reading is written by professionals in a given field so that this could make the readers are like stepping into the middle of an unfamiliar conversation. Therefore, these kinds of problem may lead them to have difficulties regarding comprehension.

1.3 Research Problem

Senior college readers of English may not be able to reach their goals in reading academic text by having several difficulties during reading. They may often compete with their own problems toward reading. The problems that they may compete with could come from intrinsic factors and extrinsic factors. Intrinsic here is described as their ability, motivation to read, and other things they face toward reading which come from them themselves. For example, the students have less vocabularies, could

not catch the point of passages they read, need much time to understand the main idea, and others. On the other side, extrinsic factors refer to the environment of the learners. It may be from the influence of the teachers, friends, parents, or the other side that later could affect to their motivation.

1.4 Research Question

1. What kinds of difficulties do the senior college readers of English face in reading academic text?
2. What is the impact toward having the difficulties in reading academic text for senior college readers of English?

1.5 Research Purpose

This research provides two purposes. The first purpose is to examine the difficulties faced by senior college readers of English toward reading academic texts. While the second one is to seek what kind of effects of having those difficulties for the senior college readers of English.

1.6 Research Organization

This research contains five chapters. The first chapter is the introduction of this research which consists of six subchapters. Those are the background of study, research topic, research problem, research questions, research purpose, and the organization of this research. The second chapter is literature review. It consists of two subchapters such as the previous studies and the theoretical framework. Those subchapters deal with some previous researches that have the same topic of this research and also deal with the theory used as the basic concept to disclose the results of the problems in this research. Then, research design and methods are the third chapter which contains five subchapters. Those are the type of this research, the strategy used in this research, the methods of collecting data, data processing, and data analysis. Afterwards, the next chapter is discussion. It describes the results of

questionnaire and interview conducted in this research. The last chapter is conclusion. It explains the summary of the analyzing data and the results as well.



CHAPTER 2. LITERATURE REVIEW

This chapter consists of two subchapters. Those are the previous studies and theoretical framework. The previous studies show some previous researches that also analysed the same topic as this research. In addition, the theoretical framework presents the theory used as the basic concept to disclose the results of the problems exist in this research.

2.1 Previous Studies

There are several previous researches used in this study. The first one is the study which is conducted by Al Seyabi and Tuzlukova (2015). They conducted the study aimed to investigate the problems that post-basic and university foundation program students in Oman faced in reading English text and identified the strategies the students used to help them deal with their reading problems. The study administered a questionnaire on EFL reading problems and strategies to 1114 students from grades 11 and 12 in post-basic schools such as Muscat Governorate, Batinah South Governorate and Dhakeleya Governorate. The questionnaire was also distributed to 317 university Foundation Program students such as students from Sultan Qaboos University in Muscat, Sohar University in Batinah, and Nizwa University in Dhakeleya. The results of this study revealed that the students in both contexts faced multiple problems in reading especially with vocabulary. They did not know the meaning of new vocabulary they found. The results also showed that opening dictionary was the best strategy the students in both contexts used to check the meaning of new vocabulary they did not know. In addition, underlining the important information was also another strategy used by the students of Foundation Program.

The second study is conducted by Alghail and Mahfoodh (2016). They examined how international graduate students in a Malaysian public university perceive and overcome academic reading difficulties. This study employed a mixed

method approach in which both quantitative and qualitative methods for data collection were used. The results showed that the academic reading difficulties faced by international graduate students were having less skills in taking brief and relevant notes, using their own words in note taking, working out meaning of difficult words, identifying supporting ideas/examples, and managing their time for completion of reading academic materials. To overcome academic reading difficulties, international graduate students used strategies such as enrolling in some intensive English language courses, attending workshops organized in the University, attending colloquiums organized by their schools, getting help from other graduate students, and reading books on English for academic purposes.

The last previous study is conducted by Mohammed and Rashid (2017). This study examined about English as a Foreign Language (EFL) reading comprehension difficulties faced by students at a university in Jordan. The data of this study were collected using questionnaires which were distributed to 200 students at Yarmouk University. The results of this study showed that the participants were motivated to learn as they are in dire need for acquiring English. However, they face several problems in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text.

The previous studies above give contributions to this research. Those are providing some contents of the questionnaire that are going to be adopted, choosing method to analyze the data, choosing the research strategy, and providing theory about academic reading difficulties. However, this research is different from those three studies. The studies examined the difficulties in reading English texts faced by L2 learners and the strategy used to overcome the problems while this research investigates the difficulties in reading academic texts and to reveal how the difficulties affect the participants to their learning process. In addition, this research is also collecting data from senior university students who already passed the fourth stage of reading comprehension class and need to read academic texts that help them doing their final project or thesis.

2.2 Theoretical Framework

2.2.1 Reading

According to Rumerhalt cited in Husaini, Aziz, Saad, Hashim, & Baharuddin (2012), reading is the process of understanding written language which begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message. Reading is an essential tool for lifelong learning for all learners since it provides experience to expand horizons, identify, extend and intensify interest and gain deeper understanding of human being and of the world (Noor, 2011). Reading is closely connected with literacy which consists of identifying a single or few characters, pronouncing correctly and the ability to comprehend its meaning (Husaini, Aziz, Saad, Hashim, & Baharuddin, 2012). Hence, reading literacy is the core of academic competence for processing the information gained, innovating it and consequently creating new knowledge (Delgadova, 2015).

Based on Sohail (2015) reading is a complex and critical skill and involves a dynamic interaction between the reader's contextual knowledge, the evidence gathered by means of the printed language, and the reading framework. It is a receptive skill for which the reader has to decode in order to construct the meaning of the text and the skill is extremely important for students as well as professionals. It is the process of constructing meaning through the written texts which the readers are needed to coordinate the consistent sources of information to construct meanings from the text. They need to establish an interaction between their contextual information, meaning from the printed text, and the reading framework. Thus, reading is such kind of complex process to gain knowledge.

In academic settings, reading becomes even more crucial as it is connected with knowledge transmission and expansion. According to Cheng (1995) reading is one of the most pervasive and important skills for most learners to carry out their academic studies and compete with their peers. Thus, reading is a significant activity to do to increase their progress in academic. Hermida (2009) stated that reading an academic

text does not simply involve finding information on the text itself but on the contrary, it is the process of working with the text. The readers need to recreate the meaning of the text.

Reading is considered as the main pillar in academic and higher education context for EFL and ESL learners (Kavlu, 2015). Students receive new information through reading which can help them to gain comprehension and interpretation in order they can improve continuously their knowledge in their study field. According to Gonzalez (2015) reading effectively in a foreign language is one of the most challenging activities for many students at school. It is the crucial tool for students in fostering their academic success (Al Seyabi & Tuzlukova, 2015). They are asked to read increasingly complex informational and graphical texts in their courses as their school progress.

2.2.2 Academic Reading

Academic reading is a necessity for students to help them in acquiring information especially for their successful education. That is one of the reasons why reading class in school or university exists. Based on Shuyun and Munby cited in Sohail (2016) academic reading is a very thoughtful, serious, and multifaceted process. It requires the learners to have and develop a large number of reading strategies to help themselves facing difficulties when they encounter comprehension problems.

Sengupta (2002) defined that academic reading is complex, multi-level and different from other kinds of reading. This statement is also supported by Sohail (2016). He explained that the texts of academic reading are challenging as they have philosophies which are expressed in a complex language and may include challenging words and sentences. Thus, it can be concluded that in reading academic texts which have complicated languages, it will probably make the readers difficult to understand the contents.

Normally, academic reading is written by scholars for other scholars (Birhan, 2017). It could be defined that academic reading is written by professionals in a given field by using formal language and containing specific words and terms related to the field such as journals and articles. As stated by Chanock (2013) that journal articles are not addressed to students but to fellow scholars. Thus, it is clear that academic reading is intended to university students especially for the students that are in the same field as the author.

According to Grabe & Stoller cited in Sahbaz (2005) the main purposes of academic reading are to look for information, skim quickly, learn from texts, to transfer the information to other skills such as speaking and writing, to critique texts, and for general comprehension. Thus, readers are expected to be aware of what to expect from academic reading texts. Based on Graham's argument (2012) reading academic text can become straightforward because academic disciplines have conventional forms that the authors must use in order to be understood by scholars. In its natural form, academic text is expected to be written by using specific language which is language for education, or academic language. The features of academic language most commonly noted are conciseness which aims avoiding redundancy, using a high density of information-bearing words, ensuring precision of expression, and relying on grammatical processes to compress complex ideas into few words (Snow, 2010).

By knowing the characteristic of academic reading above, it is possible to find several difficulties for university students while reading. It is like stepping into the middle of an unfamiliar conversation since academic reading uses specific terms based on the specific field and sometimes the content of the academic reading has specific topic that relates to cultural background of the author. In addition, there are various levels of academic reading as well which is read depends on the reading ability level of the readers.

2.2.3 Academic Reading Difficulties

Difficulties in academic reading could become a central problem for students' successful education. It is often faced by students, especially university students since they need to interact with a large degree of academic reading. It has also been observed by many researchers because difficulties in academic reading could affect the readers' performance and also to prevent and find several solutions for the university students. This may happen due to the EFL students' ability regarding their low language proficiency skills.

According to Savić (2016) reading difficulties are divided into two levels made between specific reading difficulties, i.e. impairments or disorders, and general reading difficulties which focus on word level and text level. The researcher explains that the word level here is related to the oral reading difficulties which means that students have problem in reading some words orally. In addition, text level refers to the reading comprehension difficulties which are often proved by several researchers (Elwér, 2014; Medjahdi, 2015; Mohammed & Rashid, 2017).

EFL students may have reading difficulties in his or her mother tongue, the problems may get worse when reading is applied to a second language. As Mohammed and Rashid (2017) noted that students might be lagging behind in a number of reading components, including accuracy, comprehension, and speed. Thus, the difficulties faced by EFL students are caused by their less skills in reading components.

Based on Casanave and Hubbard cited in Birhan (2017) academic writing is not easy for most students, especially for non-native speakers since they have different cultural, educational, and linguistic backgrounds. Since reading is as the basic thing to do to gain several information before doing academic writing, it is potential that readers, especially non-native speakers compete with some difficulties in reading academic text because they have different cultural, educational, and linguistic backgrounds. Thus, cultural background may also become one central point in

reading academic text that could cause the students' difficulties toward academic reading.

By the statements above, it could be concluded that the problems that are faced by students could be from intrinsic and extrinsic factor. Those are:

2.2.3.1 Intrinsic Factor

Intrinsic factor here refers to the students' ability in reading that may cause them having difficulties in reading academic texts. This factor is crucial since students often compete with it. The difficulties that come from the students' ability may be difficulties regarding vocabulary, comprehension, and concept or topic level.

2.2.3.1.1 Difficulties Regarding Vocabulary

Medjahdi (2015) stated that EFL students suffer mainly from understanding vocabulary. This results is indicated by the high percentage of the two elements used to describe the difficulties in reading at vocabulary level which are ambiguous words and meaning of words. This results is also proved in Seyabi & Tuzlukova (2015) study that vocabulary problems are at the top list faced by students. Most of them often face the words that they do not know the meaning and it becomes their biggest problem. Lost the vocabulary that the students had learned is also another element used by Sultana (2016) to describe the problem in reading at vocabulary level. Students do not only suffer in the lack of vocabulary but also they often lost the vocabulary they learn. Hence, insufficient vocabulary is a crucial problem in reading academic texts since lexis has a very important role for a successful reading and these difficulties may lead students to many obstacles in reading comprehension.

2.2.3.1.2 Difficulties Regarding Comprehension

Elwer (2014) stated that the last 25 years of research in reading comprehension has shown that a relatively large group of readers show problems with reading comprehension despite fluent word decoding. Several researchers (Sultana, 2016; Al Seyabi and Tuzlukova, 2015; Shen, 2013; Wutthisingchai, 2011) proved that

difficulties in comprehension during reading academic texts is also a crucial problem faced by students. Those researchers use several elements to indicate the difficulties regarding comprehension such as having problems in connecting ideas, understanding the main idea, rereading the text to make sense, understanding sentence structures, having weak grammar that causes misinterpretation, reading slowly, and others. By those several elements, the possibility to have difficulties regarding comprehension during reading academic texts is high for the students since they need to catch the point and able to recreate the meaning of what they read.

2.2.3.1.3 Difficulties Regarding Concept or Topic

Difficulties regarding the concept or the topic of academic text becomes a central point in reading comprehension. This problem may cause students' performance in reading academic texts. One of the biggest point that makes students having these difficulties are the lack of background knowledge faced by students. Abdelaal & Sase (2014) stated that it is important to have high prior knowledge to achieve high performance in reading comprehension.

However, several researchers (Medjahdi, 2015; Al Seyabi and Tuzlukova, 2015; Abdelaal & Sase, 2014) proved that there are many students deal with this difficulties during reading. There are several elements used by those researchers to indicate the difficulties regarding concept or topic. Those are handling uninteresting topic, handling unfamiliar topic, using title to guess the content, and using prior knowledge. It clearly indicates that students tend to use their prior knowledge to understand the texts they read and they often compete with several topics that are uninteresting or unfamiliar because they have different languages and different cultures.

2.2.3.2 Extrinsic Factor

Extrinsic factor here refers to the environment of the students such as teachers and parents. The environment of the students may also have a big role in creating difficulties for the students in reading academic texts. Since the aim of reading

academic texts is not for pleasure but for requirements or needs academically, students tend to need special motivation from their environment.

As stated by Mendil (2016) that students need motivation in their studies because most academic learning requires offering the readers with sufficient energy during the years of study. Hence, the lack of motivation may cause students in having difficulties during reading academic text (Ullah & Fatemah, 2013). This factor may not only affect them in reading academic texts but also may cause them having lack of motivation to read. This means that students would tend to avoid reading academic texts whereas they are expected to read academic text in large number. Thus, one of the most crucial extrinsic factor here is motivation the students have.

As Sultana (2016) and Ullah & Fatemah (2013) mentioned in their study, motivation is one of the problems that cause students having difficulties in reading. They used several elements to indicate the students' difficulties regarding motivation. Those are teachers' motivation and parents' encouragement. Hence, both teachers' motivation and parents' encouragement are really important for the students since they are in charge to push the students to have successful education.

2.2.4 Impacts of Having Academic Reading Difficulties

From those difficulties mentioned above, having those kinds of problem during reading academic texts may block them to have successful education. Savić (2016) noted that difficulties toward reading may also negatively affect the learners' self-esteem, motivation, attitude, confidence, and academic and career prospects. In addition, reading has correlation with writing, students may not be able to write without improving their knowledge by reading. As Birhan (2017) proved that students have problems in producing academic writing and one of the causes is they lack of available sources which could be obtained from reading. Thus, it may not only affect the knowledge of the EFL students, but it also may affect to their writing skills since difficulties with academic reading prevented someone from writing coherent, academic-style texts themselves.

CHAPTER 3. RESEARCH DESIGN AND METHODS

This chapter contains five subchapters. The first subchapter explains the type of the research used in this section. The second subchapter shows the strategy used in this research. The third subchapter describes the methods of collecting data in this research. The fourth one explains about the way of processing the data. While the last subchapter presents the way of analyzing the data.

3.1 Type of Research

The type of this research is combining quantitative and qualitative methods in collecting and analyzing the data. According to Descombe (2007) qualitative research usually uses non-numerical data. Thus, the type of the qualitative analysis tends to be interpretation or explanation in detail rather than statistical. On the other hand, quantitative analysis uses quantification data and some sort of numerical analysis. In this research, quantitative analysis is used to know the numerical data about the percentage of difficulties in reading academic texts faced by Indonesian college readers of English from the highest percentage to the lowest one. While qualitative analysis used to reveal the impacts toward having the difficulties to Indonesian college readers of English.

3.2 Research Strategy

The strategy used in this research is mixed method strategy. Mixed methods strategy is the strategy of research that combines more than a single method. Denscombe (2007) recommends that qualitative and quantitative are methods that usually combined in mixed-methods strategy. In this study, statistical analysis is used and aims to know which the highest or the lowest percentage of difficulties in academic reading faced by Indonesian college readers of English. Besides, quantitative analysis is used as well and aims to reveal how the impacts of having difficulties during reading academic text that may affect Indonesian college readers of English.

3.3 Data Collection

All of the data of this study are taken from all senior students of English Department in Faculty of Humanities, University of Jember, who already passed the fourth stage of reading comprehension class and they need to read a large degree of academic texts such as journal articles (Noor, 2011) which aim to help them finishing their final project or thesis. There are 75 participants that are going to be reached in this research. Through those participants, there would be 25% of participants chosen to be interviewed as Descombe (2007) states that 25% would produce better results. This interview aims to get the clarification related to the results of the online questionnaire. Therefore, this research is using several methods to collect the data. Those are:

3.3.1 Questionnaire

The questionnaire used in this study is an online questionnaire through Google-form system that is distributed to 75 participants of senior students of English Department academic year 2015/2016 through social media such as WhatsApp. This number is chosen because the total of these senior students are 80 students. Thus, 75 students is expected to be reached easily. Besides, they are currently focusing on reading academic texts to help them conducting their thesis. This questionnaire aims to examine what kind of difficulties of reading academic texts faced by those senior college readers of English.

The questionnaire of this research is adopted from some studies conducted by Al Seyabi and Tuzlukova (2015), Alghail and Mahfoodh (2016) and Sultana (2016). The items involved the questions about types of difficulties in reading academic texts. Those types are divided into four types which are difficulties regarding vocabulary, comprehension, motivation, concept and topic level. This questionnaire would be set on a four-point Likert-scale, ranging from “strongly disagree” to “strongly agree”. In this questionnaire, “neutral answer” is not used since it may have unclear answer such as the possibility to choose neutral answer is because the participants may feel both

agree and disagree or they may feel nothing to the both sides. Thus, the use of a four-point Likert-scale is to expect the participants to enter directly in which sides they are, agree or disagree.

3.3.2 Interview

After collecting the data from the online questionnaire which followed by the first interview and processing it, interview is conducted informally with semi structured and open-ended questions. This aims to make the interview session more relaxed but still serious so that the participants could take part in this session comfortably and express their clarification in detail. The interview is conducted to 25% of senior students using purposive sampling to get some descriptions and clarifications. The first interview aims to get the clarification how they face the aspects of difficulties in detail. It also intends to know the causes that lead them to have difficulties in reading academic texts based on the aspects of difficulties in the questionnaire. In addition, the second interview is conducted to reveal the impacts toward having academic reading difficulties.

3.4 Data Processing

After collecting the data through online questionnaire, the data are processed by summing up the answers of each student's choices in the four-point Likert-scale to know which kind of difficulties of academic reading that mostly chosen. The average score is used to determine the highest point of which aspects that mostly faced by the participants. After summing up the answer, the interviews are conducted to get the clarification regarding participants' choices in the questionnaire. Afterwards, 25% of participants are selected to be interviewed in the interviews session with some questions related to the effects they get by having difficulties during reading academic texts.

3.5 Data Analysis

After processing the data, all items are done to gather the information on students' academic reading difficulties both through online questionnaire and interview. The data are analyzed using several research findings (Elwer, 2014; Sultana, 2016; Al Seyabi and Tuzlukova, 2015; Alghail and Mahfoodh, 2016; Shen, 2013; Wutthisingchai, 2011; Medjahdi, 2015; Abdelaal & Sase, 2014; Ullah & Fatemah 2013; Savic, 2016; Birhan, 2017) that are collected and classified to find the academic reading difficulties faced by the senior college readers of English through the online questionnaire. The media of using the online questionnaire already has its own system that could automatically compile, tabulate, and analyze the quantitative data that later reveals the percentage of academic reading difficulties. Mean here is used to know which difficulties of academic reading that are faced the most. An interview is conducted to get clarification from the participants related to their answers in the questionnaire. This study also analyzes the impacts of having difficulties in reading academic texts by conducting the second interview session.

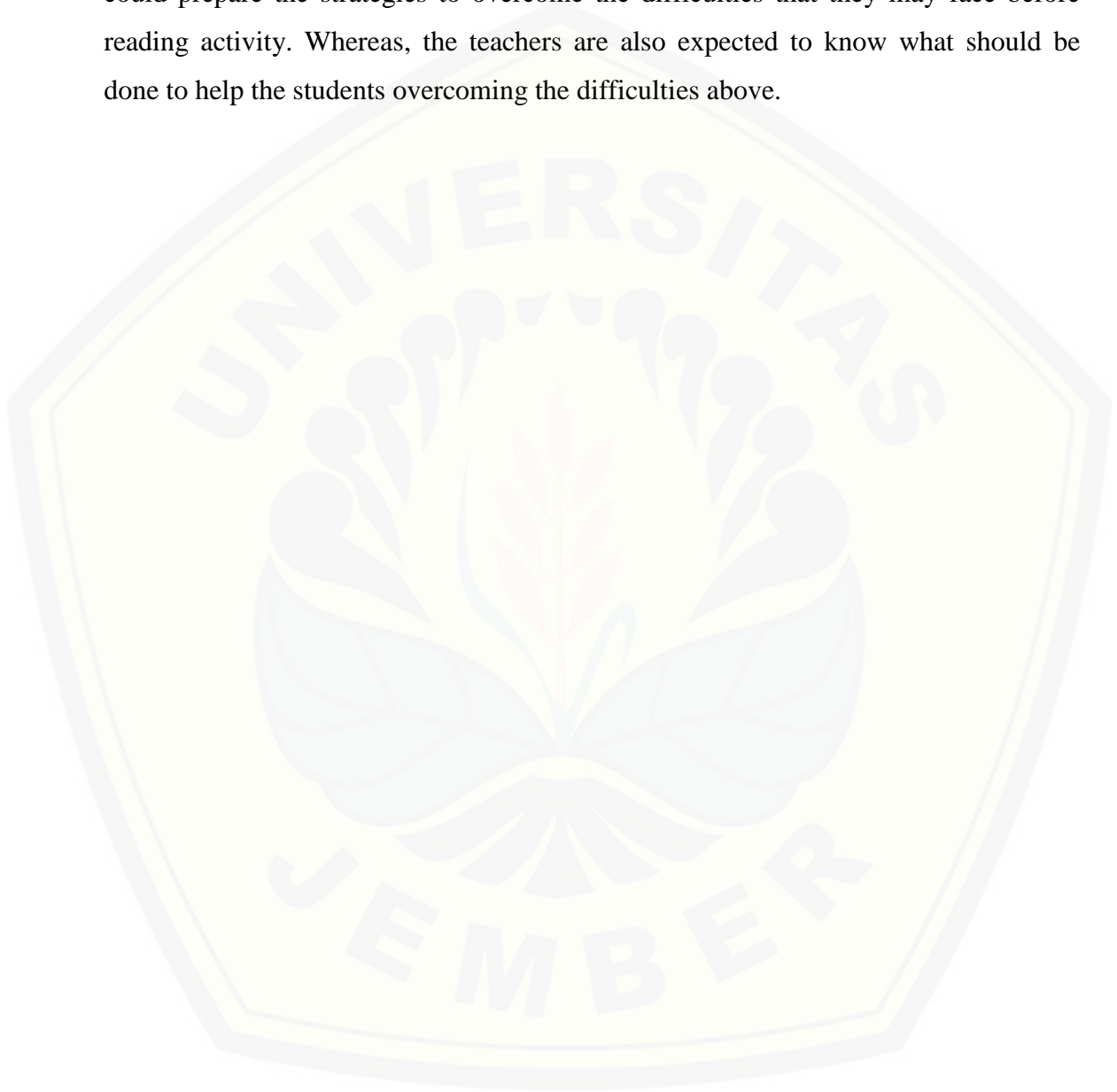
CHAPTER 5. CONCLUSION

This chapter presents a summary of the analyzes from chapter 4.1 and chapter 4.2 that have been validated. Concerning the topic of this research, academic reading is considered a must read for the students, especially students in higher level that should completing their theses. It may help students to obtain information that corelated with their academic success. However, academic reading is not easy to do since it has specific rules that differ from non-academic reading. Therefore, students who need to read academic reading need to struggle with several difficulties they face.

This study finds that Indonesian EFL learners, especially senior university students in University of Jember face several difficulties in reading academic texts. Those are difficulties regarding vocabulary which focuses on the aspect of having poor vocabulary of specific terms, comprehension difficulties which focuses on the reading repetition, difficulties related to concept and topic focused on the use of title, and the last is difficulties in having lack of teachers' motivation. However, the results of the interviews show that those four difficulties in reading academic texts lead to the one point, comprehension difficulties. The participants could not understand the content of academic texts if they encounter specific terms that they do not know the meaning of, need to reread the academic texts since reading once could not help them to understand the content, must read the title as the important part that can predict the content, and also they need teachers' motivation to be able to read. Furthermore, these difficulties also affect the participants' reading interest concerning that their reading interest is very weak. Thus, having those difficulties do not only affect their understanding but also their interest to read.

Hence, this conclusion aims at evoking people's attention, especially to students and teachers. This study would be very beneficial for people to improve their

skills in reading, specifically reading academic texts. Students are expected to know what kind of difficulties they may face during reading academic texts so that they could prepare the strategies to overcome the difficulties that they may face before reading activity. Whereas, the teachers are also expected to know what should be done to help the students overcoming the difficulties above.



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APPENDICES

Academic Reading Difficulties

This questionnaire aims to collect information related to the difficulties in reading academic texts faced by senior students of English Department academic year 2015/2016 in Universitas Jember. This questionnaire is adapted from Al Seyabi and Tuzlukova, 2015; Alghail and Mahfoodh, 2016; Sultana, 2016. The result is required to fulfill the data of research which is conducted by Nuril Lailatul Maburroh.

* Required

Email address *

Your email

Description

Academic text is texts written by professionals in a given field by using formal language, academic or educational language, and containing specific words and terms related to the field of study.

Name *

Your answer

Phone Number/Whatsaap Number *

Your answer

Does reading become your one of favorite things to do? *

Yes

No

Do you think you are a good reader? *

Yes

No

What academic texts do you often read? *

Academic books

Academic Articles

Academic Journals

Description of Likert-scale

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

I get a difficulty in understanding ambiguous words during reading academic texts *

1

2

3

4

I forgot the vocabulary that I ever learn from reading academic texts *

1

2

3

4

I have poor vocabulary related to the specific terms that exist in academic texts *

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I do not know the meaning of the new words I found during reading academic texts *

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I have difficulty in grasping the main idea of academic texts that I read *

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I have a weak grammar that causes misinterpretation *

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I have difficulty in connecting the ideas together in academic texts *

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I have difficulty in understanding sentence structures of academic texts *

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I reread academic texts to make sense *

- 1 2 3 4
-

I read slowly; must read every single words, otherwise, I am afraid I might miss the important point which will affect my comprehension of the whole text *

- 1 2 3 4
-

I use title to guess the content of the academic texts *

- 1 2 3 4
-

I use prior knowledge in reading new academic texts *

- 1 2 3 4
-

I do not like unfamiliar topics; from other fields of study I know very little about *

- 1 2 3 4
-

I fail to read when the academic texts are too difficult, boring, and uninteresting *

- 1 2 3 4
-

Teacher's motivation is really important *

1

2

3

4

Parents' encouragement is really important *

1

2

3

4

Consent Form for Participation in Interview for Research

Research Area : Second Language Acquisition (SLA)

Data taking : The Effects of Academic Reading Difficulties

I agree to participate in a research project conducted by Nuril Lailatul Mabruroh from English Department, Faculty of Humanities, University of Jember. I understand that the project is designed to gather information about my academic reading difficulties and the effect I experience for having academic reading difficulties. The interview in this project is intended to understand more about difficulties faced in reading academic texts instead of exposing some defects that may cause negative consequences in the future. In this case, the report of this research project could inspire the further researches. I would be the one of some students interviewed in this research project.

1. However, if I feel uncomfortable in some questions during interview session, I have right to decline to answer those questions.
2. I understand that the honest answer during the interview must be given in order to help the academic work of the researcher.
3. With my permission, I give the permission to the researcher to write down my answer in the report of this research.
4. I also give the researcher permission to record my answer during the interview session.

5. The interview would be end for 30 minutes in each meeting.
6. I understand that the researcher would not show my real name in the report of this research. Thus, my confidentiality as participant will remain secure.
7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction and I voluntarily agree to participate in this study.
8. I have been given the copy if this consent forms.

Participant's Signature

Date,

Nuril Lailatul Mabruroh