

**INVESTIGATING STUDENTS' DIFFICULTIES IN READING  
ACADEMIC TEXT AT A PRIVATE UNIVERSITY IN INDONESIA**

**A Thesis**

Submitted as Partial Fulfilment of the Requirements for Getting *Sarjana*  
*Pendidikan* Degree of English Language Education Study Program



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**2024**

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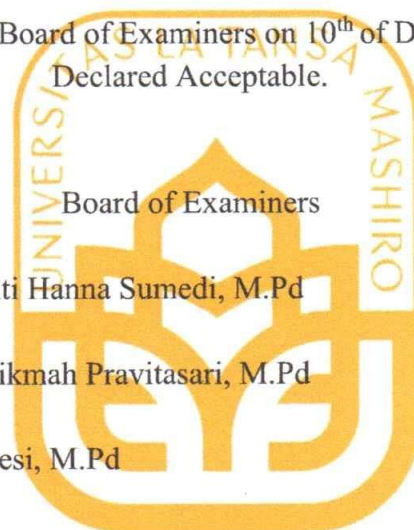
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 23 of December 2024

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## **MOTTO**

“Have real dreams, make real plans, take real action, then your success will  
become real”

- **Merry Riana** -

## **DEDICATION**

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents, Mr. Usman Husein and Mrs. Mas Ayu, S.Pd. Thank you for your prayers, love, and support, thank you for giving me the best and always encouraging me to complete my studies. Also, my beloved brother Fajar Ilham Al-Husein and not forgetting the entire large family of the descendants of Abdul Wahid, Muhammad Husen, Sukma Jaya. Thank you for the enthusiasm and motivation you always give.
3. My beloved husband, Mr. Destiyan Adi Pratama. Thank you for giving me so much support, love, prayer, and always accompanying me in the process of preparing this thesis.
4. My supervisors, Ms. Siti Hanna Sumedi, M.Pd and Ms. Hikmah Pravitasari, M.Pd. who give me support, input, and advice and help me in finishing this thesis. Thank you very much Ma'am.
5. My beloved classmates, Annisa Indri Hastuti, Dewi Sartika, Siti Komala Sari, Siti Himatul Aliyah. Thank you for accompanying me sincerely from the beginning of the semester until now, hopefully, our friendship will never end.
6. My beloved best friends: Kakotama group, Dewi Sarmila, Elsa Indriyani, Imas Nur 'Azizah, and Indah. Ila Nur Kholis Fatihah.
7. Thesis partners, Annisa Indri Hastuti, Alifia Mulyadina, Elis Amaliah Risqiana, and Fauzan Fawwaz Yusuf.
8. All those who have helped the researcher to complete the thesis which may not be mentioned one by one.
9. Sonia Archelia Putri, thank to myself for taking the responsibility to finish what you have started. Thank you for persevering.

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Aalamiin, All praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank Allah SWT who has bestowed me a great blessing, strength, and willingness that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible unless the support of many people. Sincerely I really appreciate and address my gratitude especially, to my beloved father (Usman Husein), my beloved mother (Mas Ayu, S.Pd), and my beloved younger brother (Fajar Ilham Al-Husein).

My special gratitude goes to my first consultant, Siti Hanna Sumedi, M.Pd. who not only guided, gave advice, supported, as well as criticized me in a very qualified manner, but also motivated me thoroughly with his leadership. I could learn much from him. A great appreciation and thanks will also go to all of my lecturers at the English Language Education Study Program of La Tansa Mashiro University who had given me beneficial knowledge and had taught me lovingly and patiently. English teacher of Academic Reading (Ms. Fheby Indriyanti Nurpratiwi, M.Pd), who had facilitated me in conducting the research, teachers, and staff of La Tansa Mashiro University who had welcomed me during my research. The others, who cannot be mentioned one by one, who have given their spirit to accomplish this thesis, I also give my respect.

Finally, I believe this thesis is far from perfect; However, it is hoped that it will be useful and contribute to the English teaching process, especially in teaching Academic reading students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Rangkasbitung, of December 2024

Sonia Archelia Putri

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## **ABSTRACT**

This study investigated students' difficulties in reading academic texts at a private university in Indonesia. This study aimed to apprehend how students read the academic text and explore students' difficulties in reading academic texts at a private university in Indonesia. This study applied qualitative research method specifically case study design. Data were obtained from observation and interviews. The data were analyzed using thematic analysis. The participants of this study were fourth-semester students of the English Education Study Program. The aspects that contributed to students' difficulties in reading academic text at a private university in Indonesia were: limited vocabulary knowledge, readability problems, inadequate use of reading strategies, and lack of reading fluency. Based on the findings of this study, the students' difficulties in reading academic texts were significantly caused by limited vocabulary knowledge. This study showed that students experienced difficulties in reading academic texts due to limited vocabulary and knowledge of academic vocabulary, and confirmed that the main challenge of difficulty of lexical words. Therefore, helping students recognize and understand these difficulties is an important step to improve their understanding and comprehension of reading academic texts.

*Keywords: Students' reading difficulties, Academic text, Case study.*

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Reading is the process of deciphering meaning from a succession of written sources. When we read, our eyes acquire written symbols (letters, punctuation marks, and spaces), and our brains translate them into words, sentences, and paragraphs to communicate. Reading can be done silently (in our brains) or vocally (for others to hear). Reading is a receptive ability; we get information through it. Reading is fundamental to writing and doing research at university, but often gets overlooked – lecturers assume that students know how to read, and students assume there is only one way to read – but neither of these things is necessarily true. There are ways to read that can improve information processing, can help with building an argument, and can convey messages (Hurst, 2011). Reading is the activity to interpret the information from the text which is read by the reader. In fact, reading is one of the activities that is not easy to do by some people. The readers should pay attention to the text which they read.

The value of reading has been emphasized more recently, yet despite this, there is not much discussion on this important subject emphasizing the importance and value of reading for life and social skills. Reading books improves physical and mental health, and the effects can last a lifetime. According to Pradani (2021), there are three advantages of reading for life and social skills. First, boosting mental health as the brain, like every other organ in the body, requires exercise to maintain its strength and health. Reading books can help keep the brain busy and functioning

properly. Second, relieving tension as it often happens that doing daily tasks after a long day can cause stress. Short-term reading exercises have been shown to reduce the production of stress chemicals such as cortisol. Third, strengthening interpersonally and reading this book and other similar activities have an impact on aspects of human social life. Furthermore, it enables one to gain more knowledge of the various characteristics, habits, and social dynamics of a community also acknowledging a written form of communication.

Recently, text refers to the words and original form of a written or printed work. In literary theory, a text is any object that can be read. In educational theory, a text refers to written material used as a learning resource or tool to convey information to students (Munna & Kalam, 2021). This text can take the form of textbooks, articles, modules, or other materials designed to support the learning process. In educational theory, a text not only includes written words but can also encompass images, diagrams, or other visual elements that help convey a message or information. According to Syaripuddin (2023), texts in education aim to provide coherent and structured understanding to readers (students) about a particular topic. One of the topics included in the English proficiency test is reading. Generally, reading is related to a text that mostly used in English learning. Texts have a specific social purpose or function. There are fourteen kinds of English texts that need to be understood and learned. However, there are only a few types of text that are commonly used or read in social context, such as narrative, descriptive, explanatory, recount, news items, processes, and text reviews. On the other hand,

there are also types of text that rarely use in everyday life as it aims for academic purpose, one of which is academic text.

Furthermore, academic texts are objective, critical, and specialized texts that are written by professionals or experts in a particular field. They are written in a formal language and often use specialized vocabulary. Academic texts are based on research and facts rather than personal opinions. According to McWhorter (2004), academic reading is an advanced reading text that gives strategies for reading in the main academic subjects as well as comprehensive coverage of critical thinking and reading comprehension. Academic reading is an active process that goes beyond merely reading and highlighting a text. Reader needs to interact with the text by taking notes, making connections between the text and what reader already know or have experienced, and asking critical questions about the material that are currently read. Reading academic text is very different from reading for pleasure where people can spend a long time on a book without feeling bored. It requires complex skill which involves engagement of reader's contextual knowledge and printed language. In order to efficiently convey the meaning from a text, students must be able to use various reading strategies. Unlike other types of reading, academic reading requires deeper and critical analytical skills to engage with various kinds of text.

Academic reading differs from pleasure reading, requiring complex skills and strategies to engage with contextual knowledge and academic words. It requires deeper, critical analytical skills to effectively convey meaning (Sohail, 2016). Academic reading helps students to interact and make connections and judgments

between texts, question contributions, and challenge existing biases and arguments, as academic reading is linked to the development of critical thinking. According to Andrianatos (2019) in North - West University (NWU), students do not have reading problems but experience reading barriers hindering their reading development and in affect their academic literacy. One of the factors contributing to high student attrition rates in South Africa is low reading proficiency. It appears that those in positions of authority in this field believe that students have problems with reading that need to be fixed frequently through general reading instruction.

One of the main problems faced by students in acquiring and learning English was difficulty in reading. Many factors that contribute to low reading ability in students include lack of interest in reading, lack of parental attention and guidance at home, inadequate teaching methods and resources, under-resourced schools, lack of effective instruction, and developmental or hereditary diseases. However, according to research conducted by the U.S. national institutes for child health and development, there is one overriding reason above all others that is the root cause of the unacceptably high percentage of individuals who struggle as readers. These individuals have not been taught scientifically-based reading instruction with a comprehensive and systematic phonics component. According to their findings, struggling readers have difficulty identifying, discriminating, and isolating sounds—foundational skills for fluent reading.

Furthermore, students also have low interest in reading. According to Anwar & Sailuddin (2022), high school students whose lacking reading skill will find even more difficulties when entering college. These difficulties in reading

comprehension eventually can influence students' academic success. As conducted, there are several reading difficulties faced by students at university level. These data are corroborated by a qualitative assessment that shows 43% of students struggle to translate and comprehend complex and formal words. Besides, Marra (2021) revealed that the majority of students were still having difficulty reading article texts due to a range of problems, including the text's structure.

Furthermore, academic reading texts are challenging as they are longer than general reading, the paragraphs are denser, and contain complex sentences and difficult vocabularies. In order to read effectively, students must bring their prior knowledge and adequate vocabularies in the process of reading (Westwood, 2008). The nature of university reading is very different compared to high school reading. In study conducted by Hirano (2015), students felt a greater challenge when reading academic text in English. English reading tasks are common in higher education. Students are often assigned to read various English reading sources such as textbooks and journal articles. In addition, low motivation and interest when reading texts influence students' academic success.

Based on preliminary observation in reading class at one of private universities in Indonesia, the researcher found several issues in academic reading. Phenomenon that commonly occurred at university level for academic reading itself, students still experience difficulties due to a lacks of vocabulary and in paraphrasing a theory or argument. Most students still just copy paste without paraphrasing. The most important thing is the issue of motivation in reading, because most of them are not interested in reading texts that are too long. In fact, for academic reading itself,

students are expected to be able to read as many scientific journals as possible to improve their ability to read academic texts. Practically, most of the students were able to carry out critical analysis of academic texts quite well yet the rests were not. In academic reading circles, the majority of students were able to visualize the information they obtain well. What is still lacking is the role as a connector where students still have difficulty connecting ideas in the text with ideas outside the text or with their experiences into a paragraph.

Furthermore, the researcher was interested to further investigate the phenomenon. Accordingly, one of ways to overcome the problem occurred in academic reading class was to deeply know students' difficulties in reading academic text. Referring to the description above, researcher was interested in investigating it under the title "Investigating students' difficulties of Reading Academic Texts in Private University in Indonesia."

## **1.2 Identification of the Problems**

Based on the background of the study above, the researcher identified the problem as follows:

1. Students are lack of vocabulary to understand reading academic text or material.
2. Students are unable to do paraphrasing while reading academic text or material.
3. Students at a private university have low interest in reading academic text.
4. Students still have difficulty connecting ideas in the text during academic reading courses.

### **1.3 Limitation of the Problem**

Based on the explanation above, the researcher only focused on discussing students' difficulties in reading academic text at a private university.

### **1.4 Formulation of the Problems**

Based on the background of the study above, the researcher wanted to find students' difficulties in reading academic text at a private university in Indonesia.

1. How do students read the academic text at a private university in Indonesia?
2. What are the students' difficulties in reading academic text at a private university in Indonesia?

### **1.5 Objectives of the Study**

Based on the formulation of the problem above, the objectives of the study are:

1. To know how students read the academic text at a private university in Indonesia.
2. To know the students' difficulties in reading academic text at a private university in Indonesia.

### **1.6 Significance of the Study**

There are several advantages of this study in terms of theoretical and practical, as follow

#### **1. For Teachers**

The result of this study is expected to evaluate and help the teacher recognizing the students' difficulties in reading academic text. In further, the result of this study also provided additional information about what academic reading strategies can be used in teaching academic reading.

## **2. For Students**

The result of this study will motivate students to practice more than they did before and encourage them to learn English well to help the students to easier read academic text and help the students a private university in Indonesia. This will also enable students to understand what should be improved in order to enhance their reading skills in reading academic text.

## **3. For Further Researchers**

The result of this study can be used as reference for other researchers to develop their research around the topic reading academic text. The researcher recommended that students' academic reading skills are determined right at the beginning of the academic program for relevant intervention strategies to be developed and implemented. The researcher would also like to recommend that for further research, theoretical models used in addressing students' metacognitive reading skills could be developed.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Academic Reading**

Academic reading is defined as reading with materials that focus on academic and education purposes. According to Inie et al., (2021), academic reading is an active form of reading, often involves interaction with text. Academic reading enables students to interact with materials, make connections and judgments about them, question contributions, and confront inherent biases and arguments. Emphasis and annotation are some of the most common strategies for interacting with academic texts, but learners have a limited understanding of exactly how such interactions affect the understanding of reading. Academic reading is different from other reading activities, not only in terms of content, but also in terms of reading techniques, and what the author expects from the readers. Examples of academic reading include traditional books, dictionaries, encyclopedias and journal articles. Academic reading involves a complex process of deciphering, interpreting, and understanding written material (Seventilofa, 2022). Academic reading is a source of information, and understanding a reading material necessitates skills, techniques, and prior knowledge. Scientific reasons and reading strategies both contribute to successful reading. Improper reading strategy contributes to poor reading comprehension achievement (Erni, 2021). Academic reading is an interactive reading process in which the reader engages with the book by establishing connections between what they have already read and what other texts have said, taking notes, and posing important questions on what they have read. In

order to assess the scope and relevance of a piece and choose which sections to read more closely, readers of academic literature employ a variety of reading strategies, including prediction, surveying, skimming, scanning, analysis, reading in detail, and summarizing (Banditvilai, 2020). Academic reading necessitates a more active, probing, and iterative approach than recreational reading. Therefore, academic reading strategically is essential for comprehending the topic, gathering research materials, and developing ideas.

## **2.2 Academic Reading in University Level**

Referring to a curriculum that applied in University, reading activity implements the teaching method (student-centered activities) combined with the Teaching model: Scaffolding and Discovery Learning derived from the Cognitive approach for meaningful learning (Tang, 2023). Computer Assisted Instruction method which comes from the Behavioral approach and project-based learning derived from the Humanistic approach (Tulasi & Rao, 2021). Types of activities implemented at the University: lectures, discussions, e-learning, presentations and quizzes. Academic reading learning aims to equip students with the knowledge, skills, and practice of reading academic texts in English so that they can comprehend academic texts, analyze the organizational structure of academic texts, evaluate academic texts, and be able to express the results of their knowledge and practice orally and/or in writing (Abdulrahman et al., 2020). In addition, this material is taken from the fourth semester syllabus at a private university in Indonesia. Likewise, on the syllabus there are several components material discussed for learning Academic reading is Introduction to Academic Reading.

Academic Reading itself looking for the right source (Virtual Library Tour), known as Academic Words: Definition and Use. Reading Circles: pre-reading, while reading, and post-reading. Academic Reading Activities (1): Skimming and Scanning Techniques. Academic Reading Activities (2): Paraphrasing and Summarizing. The aim is for students to know the rules of academic assessment and be able to read quickly and get ideas from their reading.

In terms of learning material, academic reading activities include reading habits and reading strategies activity on academic texts. Students read e-books, journal articles, and educational websites in libraries. In this matter, students are expected to complete reading tasks through using four different reading strategies: cognitive strategies, compensatory strategies, which involve comparing reading texts, looking for contextual clues, and reading other sources to expand vocabulary; metacognitive strategy, which includes evaluating reading and awareness processes; and mind mapping as memory strategies in academic reading activities (Utami et al., 2022). So, it can be concluded that at the university level, students are directed to have the habit of reading academic texts that are undermined by reading strategies.

Academic reading assessments will assess higher-level abilities that enable readers to generate meaning from text, such as finding, connecting, and synthesizing information. Academic reading tests assess skills such as gist, main idea, details, skimming, understanding logical arguments, and acknowledging the author's opinions, attitudes. The goal to pick typical academic reading abilities from which fair inferences about students' overall ability can be derived is extremely important in the assessment decision-making process. Students at the university

level must read scholarly publications to aid in their studies. Ultimately, effective academic reading assessments are vital for enhancing students' comprehension and critical thinking skills, enabling them to succeed in their university studies and beyond.

### **2.3 Difficulties in Reading Academic Text**

In term of difficulties, reading academic text proposed specifically reading comprehension issue. Reading comprehension difficulties can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials like a students have difficulty in understanding the complexity of grammar, the students have difficulty in knowing certain vocabulary when understanding reading, and students have difficulty in using reading strategies. According to Westwood (2008), there are eight causes of reading comprehension difficulties, they are limited vocabulary knowledge, lack of fluency, lack of familiarity of the subject matter, inadequate use of reading strategies, readability, weak verbal reasoning, problems in processing information, and problems in recalling after reading. In addition, the researcher will explain in detail concept of the Westwood (2008) theory of difficulties in academic reading, as follows:

1. Limited vocabulary knowledge. Studies indicated that a student's degree of spoken language competency and reading comprehension are highly associated with a students' limited vocabulary knowledge. Students are having difficulties understanding what he or she is reading, assess whether there is a significant mismatch between the learner's own knowledge of

word meanings (expressive and listening vocabulary) and the terms used in the text. This phenomenon causes the error of understanding appropriate meaning during the reading process.

2. Lack of reading fluency. Studies revealed that oral reading comprehension and fluency are highly correlated. Based on study findings, the limitation of a student's basic reading skills to recognize words smoothly and quickly can impede reading comprehension, which is caused by a lack of letter or word recognition, resulting in a slow and inefficient reading process.
3. Lack of familiarity with the subject matters. Students are unfamiliar with the texts they are reading because they rarely read the texts before. The lack of prior exposure leads to difficulties in understanding complex concepts and hinders their ability to engage critically with the material, which ultimately affects their academic performance.
4. Inadequate use of effective reading strategies. Students did not know the strategies in reading comprehension like skimming and scanning strategies and some of the students did not master in using reading strategies.
5. Difficulty level of the text (readability). The texts that have concepts, themes, vocabulary, complex text structures and long sentences make it difficult for students to understand the meaning of the text.
6. Weak verbal reasoning. The weak ability of students to understand and explain the contents of reading texts makes it difficult to remember and know the meaning of the texts properly.

7. Problem with information processing. Studies revealed that students have problems understanding the meaning of material when sentences and paragraphs are collected. Students should be able to store essential information in working memory and establish necessary connections between ideas.
8. Problems in recalling after reading. Students have difficulty retaining information after reading. Studies indicated that students have limitations in focus or attention while reading texts. When students do not focus properly during the reading process, it is resulting in poor information capture and retention. Split focus or a lack of awareness will be required to learn and retain crucial data, affecting memorization ability.

In conclusion, the researcher adopted four aspects out of Westwood (2008) theory, including: limited vocabulary knowledge, readability problem, inadequate use of effective reading strategies and lack of reading fluency. The reason the researcher chose these four aspects was the results of the preliminary observation indicated that these four aspects needed further investigation. Accordingly, these four aspects represented a novelty in the recent study also concise, precise and related in a manner that aligned most closely with the characteristics of academic reading.

#### **2.4 Review of Relevant Studies**

There are some previous researchers which are relevant to this study. The first research conducted by Andrianatos (2019) entitled "*Barriers to Reading in Higher Education: Rethinking Reading Support*". This study aimed to uncover some of

barriers in the reading process of an empirical study conducted at the North-West University (NWU). This study was conducted at the North-West University Potchefstroom campus. The qualitative methodology involved 14 individual interviews and 7 focus group interviews. Thematic analysis was used to examine the data. The interviews aimed to get insight into lecturers' and students' perspectives on the reading process, including factors such as reading aptitude, text, task, and social setting. Understanding the barriers and interconnectedness of the reading process can help role players collaborate to improve undergraduate reading support, with the lecturer playing a critical role.

The second research conducted by Adilla & Muljanto (2020) entitled “*An Analysis of Students’ difficulties in Reading Academic Text (A qualitative Study at One of Universities in Garut)*”. The aims of the study were to investigate what kind of the difficulties in comprehending academic text and factors that caused the students’ difficulties in comprehending academic text that have been faced by English Department students at university in Garut. The participants were fifth semester students. Data were acquired using a demographic questionnaire and interviews with English department students. The descriptive method is implemented because the data analysis is presented descriptively. The results revealed that English students had four issues comprehending their text throughout the course of five semesters. The challenges comprised four primary themes: vocabulary, working memory, a lack of significant reading, and the sort of literature. Then, seven elements influenced English pupils’ difficulties understanding academic text. They included vocabulary level, understanding

capacity, physical state, mental state, material interest, and background information. The findings of the study indicate that students struggled to understand their course text, and that there were seven elements that made it difficult for them to read their textbooks.

The third research conducted by Setiawan & Tjitrakusuma (2021) entitled *“Reading Strategies Used in Reading Academic Texts by Students of High and Intermediate Reading Proficiency Levels”*. The purpose of this study is to discover the reading strategies used by the English Department students with high and intermediate reading proficiency levels in reading academic texts. In this study, the reading strategies used by students of high and intermediate reading proficiency levels were qualitatively examined. Reading strategies are important factors that affect someone's reading proficiency. In the development of education, reading strategies are continuously carried out to facilitate the learning process and sharpen students' reading skills. This study uses thematic analysis, combined with the interview questions to examine the reading strategies of ten participants consisting of five people with high reading proficiency level and five other people with intermediate reading proficiency level. This study showed that students of high reading proficiency levels tend to use more reading strategies than students with intermediate reading proficiency level. The biggest difference is in the use of text-structure awareness and inferencing strategies. It indicates that the mastery of text structure is directly related to reading effectiveness. Without text structure awareness, other reading strategies such as summarizing, inferencing, and elaborative interrogation will be seriously disrupted.

The fourth research conducted by Utami et al., (2022) entitled “*A Case Study of a Student’s Reading Habits on Academic Texts*”. The purpose of this study was to gain insight into how people read academic texts. The inquiry focused on reading practices and tactics for scholarly texts. The study's participant was an eight-semester English Language Education Study Program student who excels academically, particularly in reading-related courses. The research methodology used in the data extraction process was a qualitative case study. Then, using direct observations, diaries, and a semi structured interview, the researcher employed data triangulation. The inquiry addressed two research topics, including the academic reading habits and methods of the research participant, by using theme analysis to examine all of the data. The study found that participants spent 30 minutes to 3 hours reading e-books, journal articles, and educational websites for various academic purposes, including assignments, self-development, creating ideas, gaining knowledge, problem-solving, recalling memories, and filling spare time. This study's findings may motivate readers to prioritize academic reading and incorporate academic reading practices into their activities.

The fifth research conducted by Tiwari (2022) entitled “*Exploring the Challenges Faced by the Bachelor’s level Students in Reading English Textbooks*”. Investigated the difficulties that second-year bachelor students have when reading the textbook 'Readings for the New Horizons'. This descriptive phenomenological study included 15 second-year B.Ed. students specializing in English. Purposive sampling was used to choose participants, and data was collected through unstructured interviews. The study's findings were presented and evaluated using

descriptive qualitative data analysis methodologies. The study found that students perceive unfamiliar terms to be the most challenging, followed by longer reading texts, limited English proficiency, sentence structure, textbook content, and the number of lessons or reading materials. Additionally, poor reading habits are observed. Teachers should engage students in rigorous reading to overcome difficulties and build the habit of reading texts that uses a second language.

Lastly, research conducted by Chimanya (2022) entitled “*Academic Reading Strategies Among Multilingual first Year Students In South African University*”. Investigated academic reading problems among first-year extended degree students at the University of Johannesburg's Department of English in South Africa. The study followed the interpretive paradigm, employing qualitative research methods. This research used qualitative research design using a case study technique. Data collecting methods included interviews, focus group talks, and an open-ended questionnaire. There are several qualitative data analysis strategies, and in this study used thematic analysis and authentic narrative analysis. Two instructors and 48 first-year extended degree students were carefully selected to participate in the study. The data demonstrated that lecturers use a variety of reading techniques and interventions to teach reading strategies and improve students' critical reading skills. Despite these treatments, the study found that students continue to struggle with reading academic texts.

Based on the previous studies above, the researcher found similarities and differences between the research conducted in this study and previous studies. The similarities between this study and previous studies mostly investigated or analyzed

students' difficulties and strategies in reading academic text and applied qualitative method in terms thematic analysis. The difference with previous research is in data collection techniques: Andrianatos (2019) used data collection with interviews and focus group discussions. Adilla & Muljanto (2020) used demographic questionnaires and interviews. Setiawan & Tjitrakusuma (2021), used interviews and thematic analysis. Utami et al., (2022) used observation, diaries, and semi-structured interviews. Tiwari (2022) used interviews and thematic analysis. In further, Chimenya (2022) used interviews, focus group talks, and an open-ended questionnaire. In this study, the researcher used a case study with observation and interview to obtain the data. Thematic analysis theory by Braun & Clarke (2021) was used to analyze the data in order to reveal the reading difficulties in reading academic text faced by a private university students in Indonesia. The novelty of this current research was in the aspect of difficulties of reading comprehension which used four concepts of Westwood (2008) theory: limited vocabulary knowledge, readability problem, inadequate use of effective reading and lack of fluency.

## 2.5 Theoretical Framework

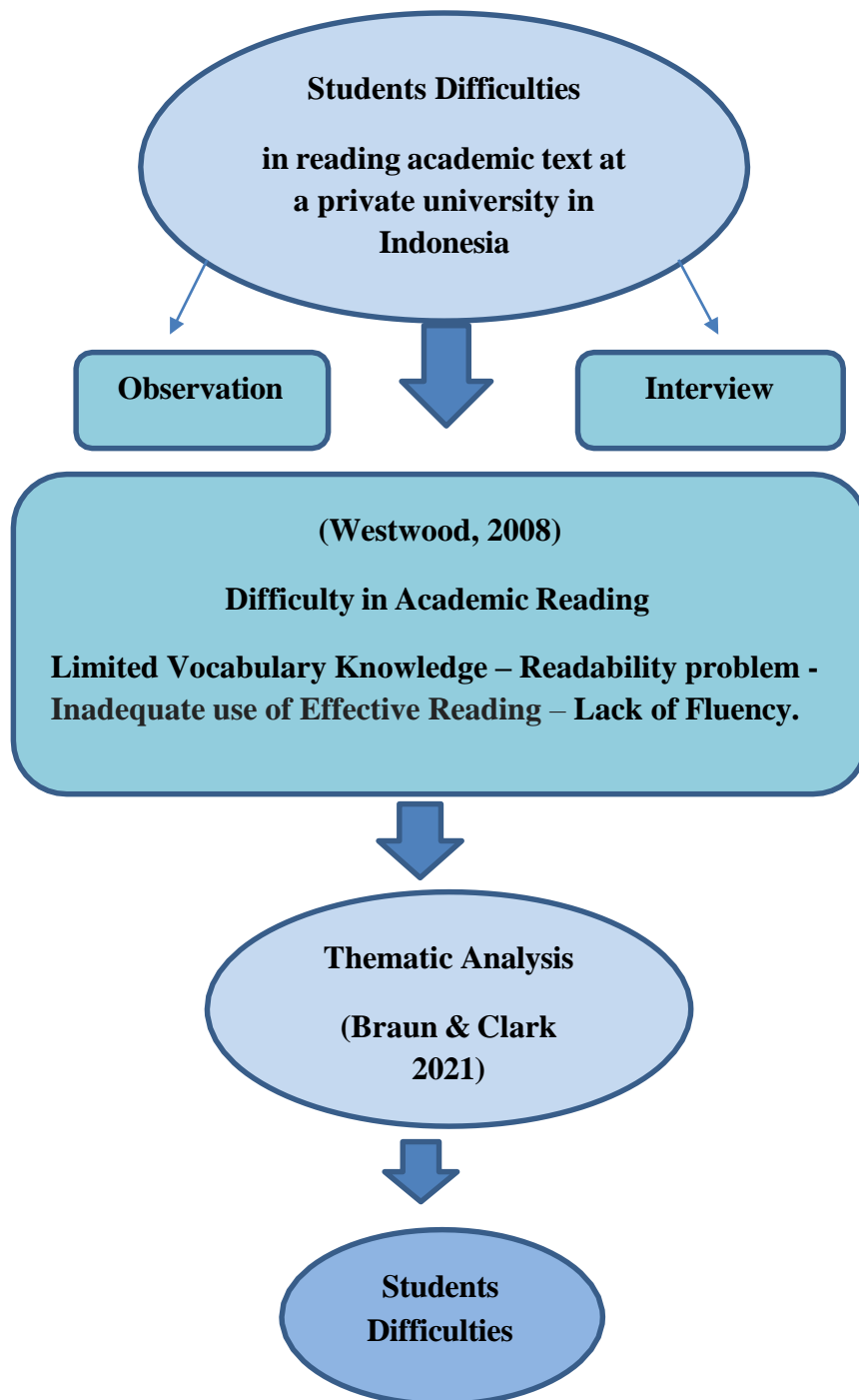


Figure 2.1. Theoretical Framework

Figure 2.1 showed the theoretical of the study with the concept of academic reading. This research was conducted at a private university in Indonesia. In this context, students were asked to reveal what difficulties they faced while reading academic text through observation and interviews. According to Westwood (2008), there are eight causes of reading comprehension difficulties, they are limited vocabulary knowledge, lack of fluency, lack of familiarity of the subject matter, inadequate use of reading strategies, readability, weak verbal reasoning, problems in processing information, and problems in recalling after reading. But in this study the researcher uses only four aspects, including: limited vocabulary knowledge, readability problem, inadequate use of effective reading strategies and lack of fluency. Since this research applied a case study, Braun & Clarke (2021) thematic analysis was further used for identifying, analyzing, and reporting themes, patterns in data. Therefore, the result of data analysis revealed students' difficulties in reading academic texts in the research context at a private university in Indonesia.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this research, the researcher used a qualitative method. This research had a purpose to know difficulties in confirmability of qualitative data, which was ensured by checking and rechecking data during data collection and analysis to ensure that results could be replicated by others reading academic text of university students in academic reading. Qualitative research aim to understand how people or groups interpreted social or human problems (Creswell, 2018). The research process involved developing questions and procedures, collecting data in the participant's context, analyzing it inductively, and interpreting the findings. A variety of research designs, including ethnographies, grounded theory, phenomenology, case studies, and narrative research, can be used with qualitative techniques in a variety of studies (Creswell, 2018). Specifically, this research used a case study as a research design.

Case study is a research design that analyzes a program, event, activity, process, or individual in depth. They are commonly used in evaluation of a case, phenomenon, or problem. Researchers use various data gathering strategies over time to gather extensive information on cases based on time and activity. According to Yin (2016), a case study is a thorough investigation of a single event in a real-world setting. Researchers utilize case studies to explore complex phenomena, such as an individual, a group, an organization, or an event. According to Yin (2018), a case study is a detail examination of one individual, group, or event. A case study

examines practically every element of the subject's life and history to identify patterns and reasons for behavior. Case studies can be applied in a variety of disciplines, including psychology, medicine, education, anthropology, political science, and social work. Likewise, this research will specifically conduct in education discipline. The goal of a case study is to learn as much as possible about an individual or group so that the information can be applied to many others. The case study approach is an "intensive study of a single unit or a small number of units (the cases) for the purpose of understanding a larger class of similar units a population of cases (Gerring, 2006). As emphasize by Gerring, case studies lend themselves to idiographic analysis. The case study method is appropriate for answering the aforementioned research question and determining research results. A case study uses theoretical propositions to drive design, data collection, and analysis. It relies on various sources of evidence and requires trustworthiness. Therefore, case study was appropriate to deeply investigate a case in which students' difficulties in reading academic text in a particular setting, academic reading subject at a private university in Indonesia.

### **3.2 Setting and Participants**

The setting and participant of this research were conducted in students of the English Education study program at a private university in Indonesia. The research involved 18 students whose fourth-semester of a private university as participants, but the researcher selected only 10 of them for interviews, consisting of one male and nine female students aged 19 to 20 years. As a result, the researcher had to employ convenience sampling to obtain samples from the population. According to

Golzar et al., (2022), the goal of convenience sampling was to approach entails selecting persons that were easy for the researcher to contact. Instead of selecting persons at random from a given population, convenience sampling selected people from whom the researcher could easily obtain information. When collecting data from participants, the researcher has submitted a permission form to secure the identity of the participant and obtain consent that they are willing to be recruited and their data used for research purposes.

### **3.3 Data Collection Techniques**

#### **3.3.1 Instrument**

In this study, the researcher collected all of the data through observations and interviews. The researcher observed their daily reading activities through observation, and the research participants shared their difficulties of reading academic text through an interview. Through discovering observations, the researchers were able to study regular reading habits, particularly the practice of reading academic materials. Then, after observations of reading activities, the interview began. Therefore, the observation and interview data allowed the researcher to gain a comprehensive understanding of the challenges faced by students in their academic reading practices.

##### **1. Observation**

In this study, the researcher aimed to determine the significance of a phenomenon from the perspectives of those involved. Observing participants behavior during activities was one of the most important aspects of this kind of data collection. Observation was a qualitative research instrument in

which researchers examined participants' continuing activity in natural settings. The goal of this instrument of research was to obtain more dependable findings. In other words, researchers could collect data on what individuals did rather than what they claimed they did. Adapted by Raftery (2018), observation was an instrument of acquiring data by observing behaviors, events, or physical qualities in their natural environment. In this study, the researchers used observation as one of the instruments to observe and find out what existed students difficulties in the academic reading class. Researcher collected data by writing field notes and also by watching zoom meetings of student reading activities with lecturers.

## **2. Interview**

Interview is one of qualitative research instruments. The researcher's goal in this study is to investigate a problem of reading academic text. The type of this interview used a semi-structured interview. Semi-structured interviews comprise of individual conversations between two participants. Semi-structured interviews were chosen because of the focus on the constitution of knowledge and the discursive constructions of the social and the self (Adeoye & Olenik, 2021). People are asked detailed questions to find out how they have personally been oppressed. In this study, face-to-face interviews were employed. In other words, the researchers performed in-person interviews with participants. The researchers conducted interviews to learn about challenges in academic reading texts at universities. Ten (10) of the 18 fourth-semester students were interviewed, with researchers selecting 10 of them

(one male and nine female) based on the active participation of students in the learning process. The researcher can ensure that the respondents have direct experience with the challenges of reading academic texts, thereby enhancing the relevance and depth of the collected data. Researchers conducted interviews by asking 12 questions regarding difficulty reading academic text at colleges, utilizing themes adapted from (Westwood, 2008).

### **3.4 Data Analysis Techniques**

In this study, the researchers utilized thematic analysis, as described by Braun & Clarke (2021), to examine the obtained data from the instruments. Theme analysis was a technique for identifying, analyzing, and reporting theme patterns in data Braun & Clarke (2021), explaining data sets in great depth while minimally organizing them. The goal of thematic analysis was to find themes, or patterns of data, that are essential or intriguing, and then use these themes to address research or say something about an issue; it did more than just summarize the data. A strong thematic analysis understood and made sense of the information. Clarke et al. (2013) identified a typical issue of utilizing the major interview question as the topic. Typically, this indicated that the material was summarized and organized rather than examined. According to Braun & Clarke (2021), the researcher then examined the data following a step-by-step guide. The Six-phase approach provided an effective framework for undertaking this type of investigation. These six steps in data analysis include;

### 1. Familiarizing yourself with the data

In this step, the researcher collects data from respondents through observation and interview notes to get the information needed. After collecting data, the researcher needs to understand the data that has been obtained by investigating classroom activities, listening and observing video during the zoom meeting to collect data. The first step in qualitative analysis is to read, and reread the transcripts.

### 2. Generating initial codes

In this step, the researcher begins to organize the data in a meaningful and methodical way. A lot of data is reduced to small meaningful parts by creating codes. There are various coding techniques, and the researcher chooses depending on the topic and the researcher's point of view.

### 3. Searching for themes

In this theme-finding step, after refocusing the analysis process from a broad theme level and sorting the different types of codes into potential themes and subthemes, the researcher has found themes by looking for groups of words and seeing what the words connect. The first technique requires multiple readings of a text. On the first reading, the salient themes are clearly visible.

### 4. Reviewing the themes

In the reviewing themes step, the researcher reviews, modifies, and develops the initial themes identified in step 3. At this stage, it is useful to collect all the data relevant to each theme.

#### 5. Defining and naming themes

At this stage, the researcher refines the themes and determines the final theme. This step is the final stage in refining the themes, with the aim of identifying the core of each theme, understanding the meaning contained in the theme, whether there are sub-themes, and how these sub-themes relate to the main theme. In addition, the researcher also analyzed how the themes interacted with each other. One of the themes that stood out in this analysis was students' desire for feedback, which became the main theme that was closely related to the other themes.

#### 6. Producing the report/writing.

After doing all the stages, the initial stage is for the researcher to provide a concise, consistent, and logical story of the research results that tells the data in various themes.

In applying thematic analysis, researchers analyzed text data through observations and interviews to synchronize data analysis. Interviews with ten participants were conducted to confirm and further explore their experiences and difficulties in dealing with English academic texts. Data enriched previously distributed observations and provided a comprehensive understanding of emerging themes through thematic analysis. Inductive thematic analysis was a qualitative research method that involved identifying patterns and themes in data without predetermined categories. After obtaining the data, the analysis was conducted by aligning the findings with relevant aspects, allowing the researcher to develop a deep understanding of the participants' experiences and perspectives.

### **3.5 Trustworthiness**

To establish reliability and validity in qualitative research, trustworthiness had to be checked thoroughly. According to Miles et al. (2014), four general factors were used to determine trustworthiness. These included credibility, transferability, dependability, and confirmability. In this study, the researcher explained credibility and confirmability in order to establish trustworthiness. The reason for focusing on these two types of trust was because both could effectively demonstrate the validation and accuracy of the research data

#### **3.5.1 Credibility**

In an effort to achieved stability in research, it was important to consider various approaches that could enhance the validity and reliability of the data. According to Miles et al. (2014), several suggestions for achieving stability included activities such as elongation involvement, persistent observation, data collection triangulation, and researcher triangulation. To enhance credibility, the researcher employed practical strategies. Where participants were invited to review the difficulties students faced in reading academic texts using four aspects and interpretations derived from their observation and interviews. To achieve the research objectives, the researchers also formulated research questions on the issue. This allowed them to confirm that their perspectives were accurately represented. Additionally, the researchers engaged in prolonged interactions with the participants, spending sufficient time in the classroom to explore the students'

difficulties in reading academic texts. This immersion helped in capturing the nuances of how students read academic texts and what their difficulties were.

### **3.5.2 Confirmability**

The confirmability of qualitative data was ensured by examining and re-examining the data during data collection and analysis to ensure that the results could be replicated by others. Confirmability was the ability to achieve objectivity, or the likelihood that two or more independent people agreed on the truth, application, or significance of those facts (Miles et al., 2014). For confirmability, researchers maintained a detailed audit trail, documenting all research, data collection processes, and analysis steps. This transparency was used for external review of the research process, allowing lecturers, supervisors, or other parties to verify the findings. The researcher also conducted data triangulation from observations and interviews, comparing insights from various sources to ensure that the conclusions drawn were well-supported and reliable.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Research Finding

This study used two instruments, namely observation and interview. Observation that aimed to capture how students read academic texts including activities and difficulties in reading. Additionally, an interview in the form of students' semi-structured interview was also applied to further support the result of observation. In this matter, students' semi-structured interview proposed to explore further regarding students' difficulties in reading academic text. Therefore, the data obtained from observation and interviews can complement each other to provide a more in-depth depiction of the activity and difficulties faced by students in reading academic texts. Besides, the findings derived from data analysis process can also show the confirmability in which the result of the findings drawn well-supported and reliable. The Following is a table of aspects of students' difficulties in reading academic text.

**Table 4.1 Aspects of Students Difficulties in Reading Academic Text**

<b>Aspects Westwood (2008)</b>	<b>Theme</b>
<b>Limited Vocabulary Knowledge</b>	<b>1. Unfamiliarity of Lexical word</b> a) Unfamiliar of Vocabulary b) Limited Academic Vocabulary Knowledge
<b>Readability Problem</b>	<b>2. Complexity of Textual Structure</b> a) Complexity of Academic Text Structure b) Complexity of Sentence in Academic Text

Aspects Westwood (2008)	Theme
<b>Inadequate Use of Effective Reading Strategies</b>	<b>3. Complexity of Reading Strategies</b> a) Unfamiliarity of Reading Strategies b) Inability of Using Reading Strategies
<b>Lack of Reading Fluency</b>	<b>4. Difficulty of Function Word</b> a) Difficulty of Understanding the Word b) Difficulty of Understanding the Sentence

Table 4.1 showing aspects of students' difficulties in reading academic text. In this study, generally, there are four aspects of students' difficulties: Limited vocabulary knowledge, readability problem, inadequate use of effective reading strategies and lack of reading fluency based on the result of observation and interview. First, in the aspect of limited vocabulary knowledge there is a problem in the unfamiliarity of lexical words. Second, the aspect of the readability problem is a problem in complexity of textual structure. Third, the aspect of the inadequate use of effective reading strategies is a problem in the complexity of reading strategies. Lastly, in the aspect of lack of reading fluency, there is a problem in difficulty of function words. In further, the aspects of students' difficulties will be specifically discussed as follows:

#### **4.1.1 Limited Vocabulary Knowledge**

In terms of limited vocabulary knowledge, the observation results showed students' limited vocabulary knowledge. Specifically, students possessed poor vocabulary knowledge and somewhat unfamiliar of academic words. In this matter, it was clear that students' limited vocabulary not only limited their ability to

understand certain academic terms, but also impacted on their general understanding of difficult texts or specialized terminology not commonly used in everyday discourse. In particular, this problem is seized by students' lack of habit of practicing and applying words into reading activity. Many students interpret words in isolation, focusing on individual keywords rather than understanding phrases or sentences as meaningful units, thus disrupting their reading flow and reducing comprehension.

Specifically, it was then emphasized by the result of interview related to the limited vocabulary knowledge. In further, students experienced difficulties in terms of unfamiliarity of lexical word.

### **Theme Unfamiliarity of Lexical word**

In terms of limited vocabulary knowledge, students are unfamiliar and rarely used words or academic vocabulary that they do not often encounter in their daily lives. Correspondingly, unfamiliarity of lexical word relates to the unfamiliar of vocabulary and limited academic vocabulary knowledge, as discussed below:

#### **a) Unfamiliar of Vocabulary**

First, students struggled to understand the material due to limited vocabulary mastery, making them feel less familiar with some of the terms used. As it is testified by student (S2 and S4):

*Yes, I have experienced difficulties, for example, **if there is unfamiliar vocabulary it becomes difficult.***

(Interview with S2-IN-LVK-UV-2)

The similar finding in regard with unfamiliarity of vocabulary happened to student (S4):

*Yes, I have. Because unfamiliar academic vocabulary and the vocabulary level is high, it is difficult.*  
(Interview with S4-NA-LVK-UV-2)

Based on the data above, the students have difficulty understanding academic texts, especially when they encounter unfamiliar or advanced academic vocabulary. Unfamiliarity with academic vocabulary hinders the reading process because, overall, the ease of reading and understanding the text is affected by sufficient vocabulary knowledge.

#### **b) Limited Academic Vocabulary Knowledge**

Second, students have a lack of mastery over academic vocabulary due to synonyms that make students feel challenged. It was revealed that students; if they encounter academic vocabulary, will have difficulty since academic vocabulary is rarely used. As emphasized by the student (S8 and S7):

*Because of the many unfamiliar academic vocabulary words, which usually make it difficult for me, and also because academic vocabulary is more difficult than general vocabulary, it makes it hard for me to learn.*  
(Interview with S8-HE-LVK-LAVK-3)

The similar finding in regard with limited academic vocabulary knowledge happened by student (S7):

*Sometimes synonyms make it difficult in academic reading. The general can be done but when it comes to **academic vocabulary**, it's difficult. And also because the academic vocab is rarely used.*  
(Interview with S7-RH-LVK-LAVK-3)

Based on the data interview above, the students were having difficulty with academic vocabulary. Students' knowledge of academic vocabulary is limited and it makes their understanding of academic vocabulary difficult. In fact, academic words are different from words commonly used in everyday life.

The finding from observation and interview indicated that students have difficulty in the aspect of limited vocabulary knowledge. In this difficulty, student's faced significant challenges with academic vocabulary, which impacts their ability to comprehend academic texts effectively. Students possess limited vocabulary knowledge, particularly of academic words that differ from everyday language and often have confusing synonyms. This lack of familiarity not only hinders their understanding of specialized terminology but also disrupts their reading flow and overall comprehension, as they tend to interpret words in isolation rather than as part of meaningful phrases or sentences. This issue is exacerbated by students' lack of practice and reliance on digital tools portrayed during the observation, which simplify the process but limit natural vocabulary expansion. As emphasized by Smith et al. (2021) and Bombo et al. (2022), vocabulary knowledge is crucial for reading comprehension, as students cannot fully grasp the meaning of texts without a strong vocabulary foundation. Addressing this problem requires integrating vocabulary instruction into reading activities to help students build and apply their vocabulary knowledge, ultimately enhancing their academic reading skills.

#### **4.1.2 Readability Problem**

In terms of readability problem, it was observed that students had difficulty in understanding the contents of the journal article. In the context of this study, journal article is one of the forms of academic texts used to identify students' abilities and challenges in understanding academic texts, especially in terms of vocabulary limitations and readability aspects that were often found in scientific or academic text. One of the reasons why students found it difficult is the length of the journal article which makes them feel overwhelmed. In addition, the difficulty level of the language in the journal article is also considered too high for them.

Specifically, it was then emphasized by the result of interview related to readability problem. In further, students experienced difficulties in terms of complexity of textual structure

##### **Theme Complexity of Textual Structure**

In terms of readability problem, students faced difficulties in understanding academic texts caused by the complexity of academic text structure and complexity of sentence in academic text. Correspondingly, complexity of textual structure relates to the complexity of academic text structure and complexity of sentence in academic text, as discussed below:

##### **a) Complexity of Academic Text Structure**

In reading academic texts, many students faced difficulty due to the complexity of academic text structure. These difficulties often stem from a limited understanding of basic concept theories, as well

as the lengthy density of the text and the difficulty in organizing sentences. As emphasized by the student (S5 and S8):

*Yes, I have difficult, because don't understand theory and the text is too long so it's difficult.*  
(Interview with S5-AM-RP-CATS-5)

A similar finding related to the complexity of academic text structure that occurs in students (S8):

*Yes, I have difficulties. Difficulty understanding and organizing sentence, lack of vocabulary and also due lack of context.*  
(Interview with S8-NR-RP-CATS-5)

Based on the data above, students experienced difficulties in understanding academic texts due to complex structure, difficult to understand theories, and the length of the texts which makes reading academic even more challenging. Therefore, students find it difficult to understanding academic texts due to their complex structure, complicated theories, lengthy texts, and limited vocabulary and context.

#### **b) Complexity of Sentence in Academic Text**

Second, the problem occurred due to the length of the sentence. The difficulty in connecting sentences, and also the complicated sentences or difficult terms, which will make it hard for students. As emphasized by the students (S6 and S5):

*Yes, often, because it is still often difficult to connect sentences.*  
(Interview with S6-DI-RP-CSAT-6)

A similar finding related to the complexity of academic sentence structure that occurs in students (S5):

*Yes, often, **because the reading is difficult and the sentences are too long.** And also because of the lack of vocabulary, I get dizzy first.*

(Interview with S5-AM-RP-CSAT-6)

From the results obtained, both observation and interview findings indicated that students faced significant challenges in understanding the contents of journal articles. In this study, journal articles were used as one type of academic text to identify students' abilities and difficulties, particularly related to vocabulary limitations and readability problems often found in scientific or academic texts. These challenges primarily stemmed from the length of the text and the high complexity of the language, which overwhelmed students and hindered their comprehension. Research showed that more than 35% of university students report difficulties with reading academic texts due to the dense and technical nature of academic English, which is very different from the simpler texts they have encountered previously (Eriksson, 2023). Complex vocabulary and long sentence structures in difficult texts significantly impacted comprehension. Similarly, the observation and interview results revealed that students often struggled with academic texts because lengthy and complex sentences, combined with limited vocabulary, make it hard for them to maintain focus or follow the context while reading. This finding suggested that without

additional support or effective strategies, students would continue to face barriers in understanding academic texts, limiting their academic progress.

#### **4.1.3 Inadequate Use of Effective Reading Strategies**

In terms of inadequate use of effective reading strategies, it was revealed from observation that students' difficulties in understanding academic texts are mostly due to lack of using effective reading strategies led to inability to identify key terms within the text. Likewise, those issues led students struggling while understanding the context, structure, and content of academic texts in the form the journal article. Therefore, student who unfamiliar and inability of using reading strategies tend to have difficulty understanding the texts they read. During observation session, without effective reading strategies, students often cannot grasp the meaning or main idea of the text, identify key words, or understand the structure and arguments presented. This makes it harder for them to gain a deep understanding of the material being studied.

Furthermore, the problems related to inadequate use of effective reading strategies then confirmed in the result of interview. Specifically, the students faced difficulties in the matter of complexity reading strategies.

#### **Theme Complexity of reading strategies**

First, students unfamiliar with reading strategies and unable to use reading strategies. This refers to the difficulties experienced by students in understanding and applying effective reading strategies when facing academic texts. Moreover, complexity of reading strategies relates to the

unfamiliarity of reading strategies and inability of using reading strategies in academic text, as discussed below:

**a) Unfamiliarity of reading strategies**

In this case, students sometimes struggled to understand the text and its meaning. This is also caused by a lack of understanding of theory in reading strategies. As stated by student (S4 and S8):

*Sometimes, it is difficult to understand the text and the meaning of the text. This is also due to comprehension in reading strategies.*

(Interview with S4-NA-RS-URS-8)

A similar finding related to the unfamiliarity of reading strategies that occurs in students (S8):

*Yes, sometimes it can be difficult, because I don't have in-depth knowledge about reading strategies.*

(Interview with S8-HE-RS-URS-8)

Based on the data above, it can be seen that difficulties in understanding the text often occur due to limitations in knowledge of reading strategies. When students are not familiar with methods like skimming and scanning, they often feel confused and overwhelmed due to limited vocabulary and minimal practice or understanding of the underlying theory of these strategies. This results in the reading process becoming less effective, and they cannot grasp the meaning or purpose of the text well. Therefore, it is clear that effective reading strategies contribute significantly to the improvement of academic text reading.

### **b) Inability of Using Reading Strategies**

Furthermore, students sometimes struggled to understand long or complex academic texts, such as journal articles. This is also caused by students having difficulty using the appropriate reading strategies, making it hard for them to read academic texts. As stated by student (S1 and S3):

*It depends on the text. If there is a lot of text like journal articles, it becomes difficult. Also because lack of vocabulary and I don't understand how to do it, it's difficult to reading strategies.*

(Interview with S1-AD-RP-IRS-9)

A similar finding related to the unfamiliarity of reading strategies that occurs in students (S3):

*Because it is difficult to understand the sentences read and do not know the strategy and how to use it.*

(Interview with S3-KKM-RP-IRS-9)

Based on the findings, one of the main difficulties in reading academic texts is that students struggle to understand long and complex academic texts, such as journal articles. Students often find it challenging to comprehend the content of the text due to a lack of ability to use effective reading strategies, including a lack of understanding, limited vocabulary, and minimal knowledge of appropriate reading strategies.

Based on the observations and interview results, one of the main difficulties in reading academic texts is that students often

struggle to understand long and complex texts, such as journal articles. Observations revealed that these difficulties are primarily due to students' inability to use effective reading strategies, which leads to challenges in identifying key terms within the text and understanding its context, structure, and content. Similarly, the interviews highlighted that a lack of understanding, limited vocabulary, and minimal knowledge of appropriate reading strategies further hinder students' comprehension. According to Ibrahim et al. (2024), students who lack effective reading strategies find it difficult to comprehend the material. Overall, both the observations and interviews emphasized the importance of mastering reading strategies and enhancing vocabulary to help students better understand complex academic texts.

#### **4.1.4 Lack of Reading Fluency**

In the lack of reading fluency, it was observed that students' reading fluency in processing words or meanings is hindered by limited vocabulary and lack of letter or word recognition, resulting in a slow and inefficient reading process and making it difficult for them to understand the text as a whole. Since students often interpret text word by word, students frequently pause to find the correct word the meanings of unusual words. This activity restricts their comprehension to the word level, preventing students from grasping the meaning at the word or paragraph level. This pattern can limit their ability to understand the broader context or grasp the meaning of a paragraph, leading to fragmented comprehension. As observed, students have

difficulty understanding the overall context or the main point of the reading, and this confuses them when they encounter difficult words or sentences. A student's failure to recognize words fluently and rapidly can impair reading comprehension. This is caused by inability to recognize letters or words, which results in a delayed and inefficient reading process. Furthermore, student's ability to quickly identify words impedes their reading comprehension, making the reading process slow and inefficient.

Moreover, the student's difficulties related to lack of reading fluency then emphasized in the interview session. In this case, students experienced lack of reading fluency in terms of difficulty of function word.

### **Theme Difficulty of Function Word**

In lack of reading fluency, difficulty of function words refers to the students' difficulty in understanding the word and sentences. Accordingly, difficulty of function word relates to the difficulty of understanding the word and difficulty of understanding the sentence in academic text, as discussed below:

#### **a) Difficulty of Understanding the Word**

First, in lack of reading fluency difficulty of function word, the difficulties in understanding the word experienced by the students when faced with unfamiliar vocabulary. The student admitted to being confused about how to interpret and process the words. It means that even though student was read, student finds it difficult to truly

understand or connect the meaning of those words in the appropriate context. As stated by students (S9 and S5):

*Yes, I have, but I'm confused about how to interpret and process the words.* (Interview with S9-NR-RF-DUW-10)

A similar finding related to the difficulty of understanding the word that occurs in students (S5):

*Yes, I have, because there are many unknown vocabulary words that make it **difficult to process words and their meanings**. Because the key is in the vocabulary, if the vocabulary is lacking, it also makes it difficult.*  
(Interview with S5-AM-RF-DUW-10)

Based on the data above, it was found that students have difficulty understanding and processing certain words that appear in the reading material, which hinders their reading process. Student S9, for example, expressed that even though he had read the text, he felt confused about how to interpret and process the words. This difficulty indicates an obstacle in processing reading, especially when it comes to understanding more complex contexts or concepts. Similar difficulties are also experienced by S5 students, who explain that the abundance of unfamiliar vocabulary poses the main challenge for them in understanding and processing the text's content. The students highlighted that vocabulary mastery is the key to how quickly or slowly one can process or understand reading; a lack of vocabulary mastery makes the comprehension process more difficult.

### **b) Difficulty of Understanding the Sentence**

Second, students have difficulty in understanding the sentence due to limited vocabulary and lack of understanding of its meaning. These obstacles make it difficult for them to process the sentences they read, coupled with the lack of exercises that strengthen vocabulary understanding in the context of reading. As stated by students (S4 and S6):

*Due to the lack of vocabulary, and also not yet mastering the meaning, it is **difficult to process the sentences read.***

(Interview with S4-NA-RF-DUS-12)

A similar finding related to the difficulty of understanding the sentence that occurs in students (S6):

*Because of the lack of vocabulary, and also not mastering the meaning, it is **difficult to process the sentence and also because of the lack of practice.***

(Interview with S6-DI-RF-DUS-12)

Based on the data above, one of the biggest challenges faced by students when reading and processing sentences is their lack of vocabulary and word recognition. Students seem to have a limited vocabulary, which combined with a lack of understanding of word meanings, makes it difficult for them to comprehend the sentences they read quickly. That is, when faced with a sentence, students take longer to understand or even connect the meaning from one word to the next. In other words, a lack of vocabulary and comprehension,

as well as a lack of practice in reading or analyzing sentences, hinders one's ability to fully comprehend sentences.

Based on the observations and interview results, one of the main challenges in students' reading fluency is their difficulty in processing words or meanings effectively. Observations revealed that these challenges are largely caused by a limited vocabulary and a lack of letter or word recognition, which slows down the reading process and restricts comprehension to the word level. As a result, students often interpret texts word by word, frequently pausing to find the correct meanings of unfamiliar words, which prevents them from understanding the text as a whole. Similarly, the interview results highlighted that limited vocabulary, insufficient understanding of word meanings, and a lack of practice in analyzing sentences further hinder students' ability to comprehend sentences quickly and connect meanings across words or paragraphs. As stated by Wahyuni & Husen (2023), students' difficulties in reading show that they struggle to understand the words in the text, emphasizing the importance of vocabulary expansion to help students read, understand, and interpret academic texts more effectively. Overall, both the observations and interviews emphasize the need to address these issues by improving vocabulary, enhancing word recognition skills, and encouraging consistent practice in reading and analyzing texts.

In this study, according to the result of data analysis from observation and interview, students faced several difficulties when reading academic texts, primarily due to limited vocabulary knowledge, readability problem, inadequate use of effective reading strategies, and lack of reading fluency difficulties. The main issue is students' poor vocabulary knowledge in academic contexts, which is often due to a lack of practice and application of words in reading activities. This limited vocabulary makes it hard for students to understand complex academic texts and forces them to rely on dictionaries, disrupting reading fluency and comprehension. Another challenge is readability problem, students struggled to comprehend journal articles due to the length and complexity of the text, along with the high level of language that does not match their abilities. This results in issues with readability, making it harder for students to grasp the content of the text.

Additionally, students' inadequate use of effective reading strategies, such as skimming and scanning, further hinders their ability to identify key terms and understand the text's structure, arguments, and context. Lack of reading fluency is another issue, students' lack of reading fluency is impeded by limited vocabulary and difficulty recognizing words or letters, causing them to pause frequently and slowing down the reading process. This leads to difficulties in understanding the text in its entirety. The lack of

mastery in reading strategies and unfamiliarity with academic vocabulary also makes it challenging for students to comprehend complex sentence structures, theories, and academic vocabulary. This, in turn, affects their ability to connect ideas and understand the text as a whole. Overall, the observation and interview results highlighted the importance of improving vocabulary knowledge, mastering reading strategies, and practicing sentence comprehension. By focusing on these areas, students can better understand and process academic texts, improving their overall reading comprehension and fluency.

#### **4.2 Discussion**

In this study, the researcher discussed students' difficulties in reading academic texts. This study aims to apprehend how students read the academic text and explore students' difficulties in reading academic texts at a private university in Indonesia. Related to the research purposes, there are four difficulties that associated with reading academic texts such as limited vocabulary knowledge, readability problems, inadequate use of effective reading strategies, and lack of reading fluency. These aspects are important to explore students' difficulties in reading academic texts. Therefore, the researcher applied those aspects to the study to further explored students' difficulties in reading academic texts.

First, limited vocabulary knowledge becomes a barrier, as many students struggle with unfamiliar academic terms. As observed during reading activity, the difficulty is compounded by the lack of students' habits in practicing and applying

academic vocabulary in reading activities, which impacts their comprehension in an academic context. As stated by Tran & Nguyen (2023), limited vocabulary can hinder comprehension, even for students with basic comprehension skills. It captured during the observation that without a strong vocabulary base, students faced significant challenges in understanding academic reading materials. Second, the issue of readability arises for students who have difficulty understanding journal articles due to the length of the text and the complex language used. As indicated by Westwood (2008), complex vocabulary and sentence structures increase cognitive load and reduce comprehension. Furthermore, readability issues are not solely due to the length of words but also due to the internal complexity of the text (Zainurrahman et al., 2024). Correspondingly, it was proved from the observation result that complexity of the text led to the readability problem in which makes academic text difficult for students to process, which often results in limited understanding.

Third, inadequate use of effective reading strategies poses a significant challenge, as many students did not employ techniques such as skimming or scanning to quickly discovered main ideas and understand the text structure. The result of observation captured the importance of employing reading strategies to comprehend reading text correctly and rapidly during the reading activity. It is emphasized that the critical role of reading strategies in enhancing comprehension, especially when dealing with complex materials (Alghonaim, 2020). Without applying reading strategies, students struggled to identify key terms and arguments, leading to a superficial grasp of the content. Lastly, the lack of reading fluency

further impedes comprehension, as students frequently pause to interpret text word by word, resulting in a slow and inefficient reading process. In this matter, limited skills in letter and word recognition lead to fragmented reading, which hinders students' ability to comprehend text effectively at the paragraph and overall text levels (Westwood, 2008). This highlights the importance of developing reading fluency as a foundational skill to support deeper comprehension and overall reading efficiency.

Moreover, students' difficulties of reading academic text further related to unfamiliarity with lexical words. In the interview, one of the main challenges was their limited of academic vocabulary, especially for complex words that are rarely used on a daily basis. This limitation forces students to use dictionaries frequently, which hinders effective comprehension and also hampers their reading flow and overall comprehension. As stated by Afzal (2019), the students' limited vocabulary knowledge hindered their ability to comprehend academic texts, as they were unable to read academic materials effectively. In conclusion, this difficulty highlights that students struggle to read academic texts due to limited academic vocabulary, which hinders comprehension and effective reading.

In addition to vocabulary problems, the complexity of textual structure is also an obstacle long sentences with inadequate theory make it difficult for students to connect information from one sentence to another, which in turn reduces focus and causes confusion in understanding the content of the text. As stated by Ramdhani et al (2021), when students struggle to understand the complexities of textual structure, comprehension instruction should be provided. It means that when

students struggle to understand the complexity of text structures, it is important to provide reading comprehension instruction. In conclusion, addressing the challenges posed by complex textual structures is essential. It is emphasized that providing targeted reading comprehension instruction can equip students with the necessary strategies to navigate difficult texts, improve focus, and enhance their overall understanding.

In further, the result of interview also showed that the lack of understanding of reading strategies, such as skimming and scanning, exacerbated students' reading strategies. In fact, understanding the reading strategies can actually help understand long and dense texts, such as journal articles, however the lack of mastery in reading strategies makes students tend to struggle in the reading and comprehension process. As stated by Fatmawan et al (2023), skimming and scanning are simple reading strategies that help improve students' understanding during reading activities. The emphasis appeared that skimming and scanning proof that reading strategies can help students in improving reading skill. As a result, the use of skimming and scanning tactics is proven to improve students' comprehension in reading activities.

Another aspect that hinders comprehension is the understanding of functional words. The difficulty in understanding these words causes students to experience obstacles when trying to understand complex sentences. Lack of practice in reading and analyzing sentences compounded this challenge. According to Fauziah & Dania (2024), fluent reading requires much practice in reading, spelling, and writing. It is

important to read at the proper degree of difficulty; meaning students must be aware of their reading skill including vocabulary knowledge and comprehension level.

Furthermore, it is highlighted that during the observation session, students significantly experienced greater difficulties highlighting in the first aspect, limited vocabulary knowledge, as all aspects emphasized the students' lack of vocabulary knowledge and their unfamiliarity with vocabulary. Similarly, in the interview session, across all themes, students significantly had more difficulties in the first theme, which is unfamiliarity with lexical words. This was evidenced by the overall sub-themes where students had difficulties in word and vocabulary recognition. Therefore, it can be stressed that significant difficulties observed and reported in the semi-structured interviews were due to the students' lack of vocabulary.

In summary, the findings of this study illustrated the importance of knowing difficulties and helping students recognize academic reading difficulties. The findings derived from both observational and interview data underscore the critical need to address students' challenges in academic reading. These results emphasized the importance of equipping students with understanding the tools and strategies necessary to overcome these difficulties, which had significant implications for students in terms of theoretical and practical interventions aimed at improving academic reading outcomes. By identifying and addressing these difficulties, lectures can foster a more supportive learning environment. Ultimately, enhancing students' academic reading skills could lead to improve academic performance and greater overall confidence in their abilities.

Moreover, the findings of this study related with previous studies on students' difficulties with academic texts. On the other hands, this study provides a more comprehensive and nuanced perspective by focusing on specific difficulties faced by students at a private university in Indonesia. Referring to Westwood (2008) theory, this study identified four primary difficulties: limited vocabulary knowledge, readability problems, inadequate use of effective reading strategies, and a lack of reading fluency. While corroborating to prior studies, these findings also provide deeper insights, enhancing understanding of the complexities of academic reading in this context. This expanded perspective not only supports existing literature but also contributes new dimensions to the discussion, paving the way for more targeted and effective educational strategies specifically in academic reading of EFL students.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

This study captures students' difficulties in reading academic texts at a private university in Indonesia. The aspects that contributed to students' difficulties in reading academic text at a private university in Indonesia were: limited vocabulary, readability problem, inadequate use of reading strategies, and lack of reading fluency. In this case, students' difficulties in reading academic texts are significantly caused by limited vocabulary knowledge, especially in the aspect of limited vocabulary knowledge. Observations showed that students experienced difficulties in reading academic texts due to limited vocabulary and knowledge of academic vocabulary, while interviews confirmed that the main challenge of difficulty of lexical words. Therefore, helping students recognize and understand these difficulty is an important step to improve their comprehension of the content of academic texts. This effort not only aimed to expand students' vocabulary, but also to implement effective reading strategies and support their reading skills in understanding complex text structures and abstract concepts in academic materials. Thus, the solution to this difficulty is expected to improve students' overall academic literacy skills.

Furthermore, this study has fulfilled the importance of revealing the difficulties of students in reading academic texts. This study also showed the significance of identifying students' difficulties in reading academic as those can help to further understand difficulties that hinder students' comprehension

and reading skills. Understanding these difficulties allows lecturers to design more effective learning strategies, such as providing reading guides, context comprehension strategies, and relevant vocabulary assistance. Additionally, this research is also beneficial in the development of a reading materials that is more reliable to students' needs and students' level of reading, thereby enhancing their ability to analyze, understand, and comprehend academic texts more effectively. Thus, this research plays a significant role in improving the quality of learning, students' literacy skills, and their readiness to face academic demands.

## **5.2 Recommendation**

Based on findings, the researcher draws some recommendations. The researcher hopes that these recommendations will be useful. Especially for teachers, students, and further researchers. The recommendations are, as follows:

### **1. For Teachers**

Teachers can provide various structured reading strategies to help students face the types of difficulties often encountered in reading academic texts, such as understanding terminology or complex text structures. Additionally, teachers can discuss skimming and scanning techniques in their teaching, especially when teaching academic texts. By teaching this strategy, teachers can help students understand the content of the text more quickly and improve their skills in finding specific information.

## **2. For Students**

Students are expected to know and understand the difficulties that often occur when reading academic texts, after reading academic texts students can use skimming and scanning strategies to help them understand academic texts more efficiently. Students can be trained to recognize important information in the text and ignore parts that are not relevant to the reading purpose. It is important for students to understand their needs in selecting sources or reading materials and determining the appropriate reading level, so the activity of reading academic texts becomes more effective. By knowing the type and difficulty level of suitable reading materials, students can be more focused and directed in the learning process.

## **3. For Further Researchers**

Researcher suggest that students' academic reading skills be evaluated from the beginning of their study program to enable the development and implementation of appropriate intervention strategies. Further research is proposed to develop intervention strategies based on identified student profiles. In further, this can help overcome various types of difficulties in reading academic texts.

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# **APPENDICES**

## **Appendix 1**

### **Code**

LVK	: Limited Vocabulary Knowledge
LAVK	: Limited Academic Vocabulary Knowledge
ULW	: Unfamiliarity of Lexical Word
UV	: Unfamiliar Vocabulary
RP	: Readability Problem
CTS	: Complexity of Textual Structure
CATS	: Complexity of Academic Text Structure
CSAT	: Complexity of Sentence in Academic Text
IERS	: Inadequate use of Effective Reading Strategies
CRS	: Complexity of Reading strategies
URS	: Unfamiliarity of Reading Strategies
IRS	: Inability of using Reading Strategies
LRF	: Lack of Reading Fluency
DFW	: Difficulty of Function Word
DUW	: Difficulty of Understanding the Word
DUS	: Difficulty of Understanding the Sentence
MK	: Moderate Knowledge

**Appendix 2**  
**Observation Sheet**

<b>Aspect</b>	<b>Session</b>	<b>Description of Activity</b>	<b>Notes</b>
<b>Limited Vocabulary Knowledge</b>			
<b>Readability Problem</b>			
<b>Inadequate Use of Effective Reading Strategies</b>			
<b>Lack of Reading Fluency</b>			

**Appendix 3**  
**The Result of Observation Sheet**

Aspect	Session	Description of Activity	Notes
<b>Aspect 1</b> Limited Vocabulary Knowledge	<u>Introduction</u> 04 <sup>th</sup> Sept 2024	The lecturer asked the students about their knowledge in academic vocabulary as a trigger.	<p>The lecturer started with questions that focused on academic vocabulary that was important for academic understanding and discussion. The aim is to gauge the extent to which students were familiar with relevant academic terms in the learning context.</p> <p>The questions asked by the lecturer were intended as a trigger or stimulus, so that students were more active in responding and participating. With these questions, students were expected to start thinking critically and connect the knowledge they have with the proposed context.</p>
	<u>Core Activity</u>	The lecturer triggers students' memory with general and academic vocabulary/word e.g. find in general and investigate in academic vocabulary/word.	Lectures not only focus on high frequencies academic vocabulary, but also involve more general vocab/word or terms to provoke students' memories. This aims to help students connect simpler vocabulary with more complex academic terms, making it easier for them to understand and

Aspect	Session	Description of Activity	Notes
			<p>use academic vocabulary effectively.</p> <p>This session showed how the lecture makes the connection between general vocabulary and academic vocabulary. “Find” is the more general word, while ‘Investigate’ is the academic version. With this example, students can understand how common vocabulary can be expanded and applied in an academic context.</p> <p>The emphasis in this process is for students to actively build their skills in using academic vocabulary through linking to terms them.</p>
	<p><u>Closing</u></p>	<p>Generalization (conclusion drawing activities accompanied by reflection where lecturers and students conclude the learning material through direct discussion about their difficulties and challenges while learning the subject matter and discuss solutions to these difficulties and challenges.</p>	<p>In this closing session, the students confirmed that they have limitations or deficiencies in terms of vocabulary acquisition, especially vocabulary relevant to formal learning or communication. This deficiency can be seen in their ability to express ideas, both orally and in writing.</p>

Aspect	Session	Description of Activity	Notes
			<p>One of the main causes of this lack of vocabulary is that students rarely use new or difficult words in Daily conversations and academic assignments. Infrequent use makes them unfamiliar with the words, so they are less able to remember and apply them in the right context.</p> <p>Students tend to rely more on tools like AI, Google Translate and similar technologies To translate or construct sentences rather than trying to remember and understand vocabulary on their own.</p>

Aspect	Session	Description of Activity	Notes
<p><b>Aspect 2</b></p> <p>Readability Problem</p>	<p><u>Introduction</u> 04<sup>th</sup> Sept 2024</p>	<p>The lecturer shows a journal about “The influence of teacher-students relationship on student learning.</p>	<p>Lecturers use an academic journal that discusses the influence of teacher-student relationships on student learning as a teaching material or discussion in class.</p> <p>This journal contains research or study that show how important positive interactions between teachers and students in supporting the learning process.</p>
	<p><u>Core Activity</u></p>	<p>The lecture asks the students to read the displayed text and analyse the difficulty of the journal.</p>	<p>The lecture asks the students to read the text, then the students are instructed to analyse or find about the difficulties in the journal. In other words, students are expected to understand the content of the journal and identify things that are difficult to understand or parts that may need more attention in explanation.</p> <p>The aim of this activity is for students to develop their analytical and critical Skills in understanding academic or scientific text.</p>

Aspect	Session	Description of Activity	Notes
	<u>Closing</u>	<p>Generalization (conclusion drawing activities accompanied by reflection where lecturers and students conclude the learning material through direct discussion about their difficulties and challenges while learning the subject matter and discuss solutions to these difficulties and challenges</p>	<p>In this matter, it appears that students have difficulty in understanding the contents of the journal. One of the reasons for this is the length of the journal, which may make students feel overwhelmed.</p> <p>In addition to the length of the text, the level of language difficulty or “text class” in the journal was also considered too high for students. This one should be based on students statements, so it has to “The students confirmed/emphasized that the vocabulary used is too technical or complex, the sentences are long and complicated, or the concepts conveyed are too abstract for students’ level of understanding. As a result, students have difficulty in interpreting and understanding the content of the journal.</p>

Aspect	Session	Description of Activity	Notes
<p><b>Aspect 3</b></p> <p>Inadequate Use of Effective Reading Strategies</p>	<p><u>Introduction</u> 04<sup>th</sup> Sept 2024</p>	<p>The lecturer shows the journal, entitled “The influence of teacher-students relationship on student learning as material to move into the inadequate use of reading strategies step.</p>	<p>The lecture showed me a journal that discusses the effect of the teacher-student relationship on student learning. This journal is used as a reference material to explore whether a student has achieved sufficient proficiency in using reading strategies. That is, the journal is used as a material that challenges students to develop their reading comprehension skills, and if students struggle to understand it, this could be an indication that they have not used reading strategies well.</p> <p>The phrase “inadequate use of reading strategies” refers to situations where students are unable to apply effective reading techniques or strategies in understanding or absorbing information from the texts they read.</p>

Aspect	Session	Description of Activity	Notes
	<p data-bbox="608 454 716 521" style="text-align: center;"><u>Core Activity</u></p>	<p data-bbox="775 454 1046 925">The lecturer asked students to find the purpose of the journal as a reference and challenge the extent of their understanding of the journal they read and also their accuracy in finding the purpose of the journal.</p>	<p data-bbox="1069 454 1353 1402">In this session the lecturer asked students to look for the purpose or key points of the journal they had read, to see how far the students have understood the content of the journal. The purpose of this session is to help students focus on the key points of the journal, such as the purpose of the research or writing, the main idea, argument, or other important information contained in the text. Looking for these key points served as a tool to help students focus when analysing the journal.</p> <p data-bbox="1069 1480 1353 1805">In other words, the lecturer sought to evaluate the extent to which students understood the content and purpose of the journal, while also assessing their analytical skills.</p>

Aspect	Session	Description of Activity	Notes
	<u>Closing</u>	<p>Generalization (conclusion drawing activities accompanied by reflection where lecturers and students conclude the Learning material through direct discussion about their difficulties and challenges while learning the subject matter and discuss solutions to these difficulties and challenges.</p>	<p>In the end of the session, there were variations in students' abilities. Some students were able to understand and find the main idea of the journal. However, others still had difficulty in finding or determining the key Points in the text, perhaps due to the complexity of the material or lack of understanding of academic reading strategies.</p> <ul style="list-style-type: none"> <li>- One of the main problems experienced by struggling students is their ability to identify keywords in the text.</li> <li>- These keywords are important to help them understand the core or theme of the journal, as they usually recur frequently and are key to the broader discussion. If students struggle to find keywords, they will also struggle to understand the context and structure of the argument in the journal.</li> </ul>

Aspect	Session	Description of Activity	Notes
<p><b>Aspect 4</b></p> <p>Lack of Reading Fluency</p>	<p><u>Introduction</u> 04<sup>th</sup> Sept 2024</p>	<p>The lecturer shows the journal to the students as a material to analyse the extent to which students are able to process the reading given and how fluent they are in reading and interpreting the meaning.</p>	<p>The lecturer shows the journal to the students so that they can use it for analysis. This is done to evaluate the extent of students' ability to understand and process the reading that has been given. In addition, the teacher also wants to see how fluent the students were in reading and interpreting the meaning of a word also a whole text in a journal level. This analysis includes the ability to read well and understand the reading content thoroughly.</p>
	<p><u>Core Activity</u></p>	<p>The lecturer asked the students as part of analysing how well they understood and could process or interpret the meaning of the text they read in front of the class.</p>	<p>The lecturer asked students questions with the aim of assessing or analysing the extent to which students understand and are able to process or interpret the content of the text they read in front of the class. This is part of the evaluation of students' understanding of the reading, and helps the teacher know whether</p>

Aspect	Session	Description of Activity	Notes
			<p>students could grasp the meaning contained in the text. The questions asked by the lecturer aimed to explore students' understanding and skills in comprehending and analysing the content of the reading and are also designed to measure students' understanding of the overall meaning of the reading, not only at the word level, but also at the context and message conveyed in the text</p>
	<p><u>Closing</u></p>	<p>Generalization (conclusion drawing activities accompanied by reflection where lecturers and students conclude the learning material through direct discussion about their difficulties and challenges while learning the subject matter and discuss solutions to these difficulties and challenges</p>	<p>In the end of the session, it was found that the students' difficulties in terms of lack of reading fluency due to vocabulary limitations. In this matter, students still have difficulty in processing reading fluency: One of the main problems faced by students is vocabulary limitation. Due to their limited vocabulary, they struggle with reading fluency. Reading fluency refers to the ability to read</p>

Aspect	Session	Description of Activity	Notes
			<p>quickly, accurately, and with good comprehension.</p> <p>Vocabulary limitations made students had to stop frequently to look up the meaning of words or process words they didn't understand, which hinders their reading fluency.</p> <p>Still understanding word by word, not yet at the sentence stage: This showed that students were still at the early stage of text comprehension, Where they tend to understand the reading passage by deciphering it word by word. They had not yet reached the ability to understand the meaning of the sentence as a whole. In this case, they focus more on the meaning of each individual word rather than trying to capture the full meaning of the sentence or paragraph. As a result, they struggle to understand the larger context or the main idea conveyed in the reading.</p>

## Appendix 4

### The Result of Thematizing and Coding Students' Semi-Structured Interview

(Braun and Clarke, 2021)

Aspect	Theme	Sub Theme	Code	Total Trend
1. Limited Vocabulary Knowledge	Unfamiliarity of Lexical word	<ul style="list-style-type: none"> <li>• Unfamiliar of vocabulary</li> </ul>	LVK/ULW UV	10
		<ul style="list-style-type: none"> <li>• Limited Academic Vocabulary Knowledge</li> </ul>	LAVK	10
2. Readability Problem	Complexity of textual structure	<ul style="list-style-type: none"> <li>• Complexity of academic text structure</li> </ul>	RP/CTS CATS	10
		<ul style="list-style-type: none"> <li>• Complexity of sentence in academic text</li> </ul>	CSAT	10
3. Inadequate use of Effective Reading Strategies	Complexity of reading strategies	<ul style="list-style-type: none"> <li>• Unfamiliarity of reading strategies</li> </ul>	IERS/CRS URS	10
		<ul style="list-style-type: none"> <li>• Inability of using reading strategies</li> </ul>	IRS	10
4. Lack of Reading Fluency	Difficulty of Function word	<ul style="list-style-type: none"> <li>• Difficulty of understanding the word</li> </ul>	LRF/DFW DUW	10
		<ul style="list-style-type: none"> <li>• Difficulty of understanding the sentence</li> </ul>	DUS	10

## Appendix 5

### The Result of Student Interview Sheet

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 14.00 – 14.30

Researcher : Sonia Archelia Putri

Students : Students 1 – AD

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound knowledge of vocabulary for reading academic texts?</i>		S1-AD-1
S-1	Jujur aja kak kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja kalo academic vocabulary Kurang pemahaman.  <i>Honestly, I don't know much about vocabulary knowledge. I only know the general meaning if the academic vocabulary lacks understanding.</i>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S1-AD-2
S-1	Iya kk, pasti pernah kk, kalau ada unfamiliar vocab jadinya sulit.  <i>Yes, I have. If there is unfamiliar vocab it becomes difficult.</i>	<b>Unfamiliar of Vocabulary</b>	<b>LVK-UV</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S1-AD-3
S-1	<p>Terkadang synonym yang bikin sulit di academic reading kk. General nya bisa tapi kalau udah masuk academic vocabulary sulit. Dan Vocabulary nya jarang dipakai.</p> <p><i>Sometimes synonyms make it difficult in academic reading. <b>The general can be done but when it comes to academic vocabulary, it's difficult. And the vocabulary is rarely used.</b></i></p>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK - LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S1-AD-4
S-1	<p>Iya tau kk, Tapi dalam segi jenis jenis text saja.</p> <p><i>Yes, I know, but in terms of text types only.</i></p>	<b>Moderate Knowledge</b>	<b>RP-GK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S1-AD-5
S-1	<p>Iya punya kk. Kalo penjelasan judul terlalu panjang bikin boring dan sulit dipahami.</p> <p><i>Yes, I have. If the <b>title explanation is too long, it makes it boring and difficult to understand.</b></i></p>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S1-AD-6

<b>Code</b>	<b>Statement (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
S-1	Ya, sering bingung kk. Karena limit nya vocabulary sehingga ada kesulitan dalam tingkatan kalimatnya  <i>Yes, often confused because of the vocabulary limit so there are difficulties in the level of sentence.</i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. Do you have profound knowledge of Reading Strategies for reading academic texts?		S1-AD-7
S-1	Ada kk, sedikit paham penjelasan yang dikasih sama dosen, secara konsep dan praktek seimbang.  <i>Yes. A little understanding of the explanation given by the lecturer, conceptually and practically balanced.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. Do you often find difficulties when use reading strategies while reading academic texts? Explain!		S1-AD-8
S-1	Terkadang, ga sering kk. Kesulitan dalam pemahaman vocabulary yang menghambat proses skimming dan scanning.  <i>Sometimes, not often. Difficulty in understanding vocabulary which hinders the skimming and scanning process.</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. What makes it difficult for you to use reading strategies while reading academic texts? Explain!		S1-AD-9
S-1	Tergantung text. Kalo text nya banyak seperti artikel journal gitu jadi sulit. Kurangnya kosakata Dan juga karena kurang paham caranya jadi kesulitan dalam reading strategies.	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
	<i>It depends on the text. If there is a lot of text like journal articles, it becomes difficult. also because lack of vocabulary and <b>I don't understand how to do it, it's difficult to reading strategies</b></i>		
R	<i>10. Do you have any difficulties in terms of fluency while reading academic texts? Explain!</i>		S1-AD-10
S-1	Ya punya, karena terbatasnya kosakata dan juga sulit dalam memproses kata secara tepat dan cepat  <i>Yes, I have, due to limited vocabulary and also <b>difficulty in processing words precisely and quickly.</b></i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<i>11. Do you often find difficulties in terms of fluency in reading academic texts?</i>		S1-AD-11
S-1	Ga terlalu sering, kadang kadang aja.  <i>Not too often, just <b>sometimes</b></i>	<b>Sometimes</b>	<b>RF-S</b>
R	<i>12. What makes you have difficulties in terms of fluency while reading academic texts?</i>		S1-AD-12
S-1	Karena kurangnya kosakata, kalo vocab nya ga tau itu yang membuat reading fluency nya sulit dan juga karena kesulitan mengenali kalimat dengan cepat.  <i>Because of limited vocabulary, if you don't know the vocab that makes reading fluency difficult and also <b>because of the difficulty in recognizing sentence quickly.</b></i>	<b>Difficulty of understanding the sentence</b>	<b>RF-DUS</b>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 14.00 – 14.30

Researcher : Sonia Archelia Putri

Students : Students 2 – IN

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	<i>1. Do you have profound knowledge of Vocabulary for reading academic texts?</i>		S2-IN-1
S-2	<p>Ga terlalu mendalami tentang ini kk, hanya sekedar tau konsepnya aja. Kalo praktek masih suka kesulitan dengan unfamiliar vocab</p> <p><i>I don't really delve into this, I just know the concept. I still have trouble with unfamiliar vocab when practicing.</i></p>	<b>Moderate Knowledge</b>	<b>LVK- MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S2-IN-2
S-2	<p>Iya kk, pernah mengalami kesulitan contohnya, kalau ada kosakata yang tidak familiar jadinya sulit.</p> <p><i>Yes, I have experienced difficulties, for example, if there is unfamiliar vocabulary it becomes difficult.</i></p>	<b>Unfamiliar of Vocabulary</b>	<b>LVK- UV</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S2-IN-3
S-2	Biasanya karena Unfamiliar vocab k, jadinya sulit ketika baru denger atau baru menemukan kosakata Academic baru  <i>Usually it's because of <b>unfamiliar vocabulary</b>, so it's difficult when you just heard it or just found new Academic vocabulary.</i>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK- LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S2-IN-4
S-2	Ga terlalu mendalami tentang ini k, hanya sekedar tau konsepnya aja  <i>I'm not too deep into this, I just <b>know the concept.</b></i>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S2-IN-5
S-2	Iya punya k. Kalau struktur bahasa dan kalimat nya terlalu panjang itu yang bikin sulit dan pusing  <i>Yes, I have, but the <b>language structure and the sentences are too long</b>, which makes it difficult and dizzy.</i>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S2-IN-6

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
S-2	Sering kali kk, jika kalimatnya terlalu panjang, itulah titik kesulitannya  <i>Yes, Often. If the sentence is too long that's the point of difficulty.</i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. Do you have profound knowledge of Reading Strategies for reading academic texts?		S2-IN-7
S-2	Tau, tapi hanya sekedar konsep kalo praktek masih kurang  <i>I know, but only the concept, I still don't understand the practice.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. Do you often find difficulties when use reading strategies while reading academic texts? Explain!		S2-IN-8
S-2	Terkadang masih suka bingung cari keyword dan karena limitnya vocabulary jadinya sulit  <i>Sometimes I still get confused when looking for keywords and because of the limited vocabulary, it's difficult to find the right keywords.</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. What makes it difficult for you to use reading strategies while reading academic texts? Explain!		S2-IN-9
S-2	Karena kurangnya kosa kata akademik dan ga paham caranya dan faktor itulah yang membuat kesulitan dalam menggunakan reading strategies.  <i>Because of the lack of academic vocabulary and not understanding how to do it, that factor makes it difficult to use reading strategies.</i>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	<i>10. Do you have any difficulties in terms of fluency while reading academic texts? Explain!</i>		S2-IN-10
S-2	Ya, Struktur bahasanya yang bikin sulit memahami kata dan sulit memproses makna.  <i>Yes, it's the language structure that makes it <b>difficult to understand the word and difficult to process the meaning</b></i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<i>11. Do you often find difficulties in terms of fluency in reading academic texts?</i>		S2-IN-11
S-2	Ga terlalu sering, kadang kadang aja.  <i>Not too often, just <b>sometimes</b></i>	<b>Sometimes</b>	<b>RF-S</b>
R	<i>12. What makes you have difficulties in terms fluency while reading academic texts?</i>		S2-IN-12
S-2	Karena kurangnya kosakata jadinya sulit untuk memproses kalimat.  <i>The lack of vocabulary makes it <b>difficult to process sentences.</b></i>	<b>Difficulty of understanding the sentence</b>	<b>RF-DUS</b>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 14.00 – 14.30

Researcher : Sonia Archelia Putri

Students : Students 3 - KKM

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound knowledge of vocabulary for reading academic texts?</i>		S3-KKM-1
S-3	Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja kalo academic vocabulary kurang pemahaman.  <i>Honestly, I don't know much about vocabulary knowledge. I only know the general meaning if the academic vocabulary lacks understanding.</i>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S3-KKM-2
S-3	Iya kk, pasti pernah kk, Minimnya kosa kata dan kurang familiar jadinya sulit  <i>Yes, I have. Lack of vocabulary and unfamiliar vocabulary its difficult</i>	<b>Unfamiliar of Vocabulary</b>	<b>LVK-UV</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S3-KKM-3
S-3	Karena kurangnya pemahaman dalam academic vocabulary maka hal ini menjadi sulit.  <i>Because of lack of Comprehension in academic vocabulary it becomes difficult.</i>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK-LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S3-KKM-4
S-3	Jujur aja kk kalo pengetahuan dalam Readability itu kurang. Hanya sebatas tau jenis teks atau struktur aja, kalo praktek masih suka sulit.  <i>Honestly, my knowledge in Readability is lacking. I only know the type of text or structure, but in practice I still find it difficult.</i>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S3-KKM-5
S-3	Iya punya kk. Kesulitan memahami dan menyusun teks, dan juga karena kurangnya kosakata.  <i>Yes I have. Difficulty understanding and composing texts, and also due to a lack of vocabulary.</i>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S3-KKM-6
S-3	Ya, Sering, karena bacaannya susah dan kalimatnya terlalu panjang.  <i>Yes, Often, because the <b>reading is difficult and the sentences are too long.</b></i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S3-KKM-7
S-3	Tau, tapi hanya sekedar konsep kalo praktek masih kurang kk.  <i>I know, but only the concept, I still don't understand the practice.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S3-KKM-8
S-3	Sering menemukan kesulitan karena kurangnya kosakata. Iya kk jadi kalo lagi praktek ada unfamiliar vocab itu yang menghambat proses reading strategies dan juga karena kurangnya pemahaman tentang reading strategies  <i>I often find difficulties due to lack of vocabulary. If there is <b>unfamiliar vocabulary in the practice, it hinders the reading strategies process and lack of knowledge of reading strategies theory</b></i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		<b>S3-KKM-9</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
S-3	<p>Karena sulitnya memahami kalimat yang dibaca dan kurang tau strateginya dan cara menggunakannya</p> <p><i>Because it is difficult to understand the sentences read and <b>do not know the strategy and how to use it.</b></i></p>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>
R	<p>10. Do you have any difficulties in terms of fluency while reading academic texts? Explain!</p>		S3-KKM-10
S-3	<p>Ya, karena punya kesulitan dalam memproses kata secara tepat sehingga menghambat reading fluency</p> <p><i>Yes, because it has <b>difficulty in processing words correctly</b>, which hinders reading fluency.</i></p>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<p>11. Do you often find difficulties in terms of fluency in reading academic texts? Explain!</p>		S3-KKM-11
S-3	<p>Ya, sering, karena kurangnya kosakata sehingga sulit untuk memahami dan harus membaca ulang. Karena ketika membaca tidak mengerti maksudnya dan sulit untuk memproses kata-kata.</p> <p><i>Yes, <b>often</b>. Because of the lack of vocabulary it is difficult to understand and have to reread. Because when reading, you don't get the point and it is difficult to process words.</i></p>	<b>Often</b>	<b>RF-O</b>
R	<p>12. What makes you have difficulties in terms fluency while reading academic texts?</p>		S3-KKM-12

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
S-3	<p>Karena sulitnya memproses kalimat dan terbatasnya kosakata yang membuat terhambatnya reading fluency</p> <p><i>Due to the <b>difficulty of processing sentences</b> and limited vocabulary, reading fluency is hampered.</i></p>	<p><b>Difficulty of understanding the sentence</b></p>	<p><b>RF-DUS</b></p>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 14.00 – 14.30

Researcher : Sonia Archelia Putri

Students : Students 4 - NA

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound of vocabulary knowledge for reading academic texts?</i>		S4-NA-1
S-4	<p>Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja kalo academic vocabulary kurang pemahaman. Dan kalo praktek masih sulit</p> <p><i>Honestly, I don't have much knowledge in vocabulary knowledge. I only know the general meaning if the academic vocabulary lacks understanding. And if practice is still difficult.</i></p>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S4-NA-2
S-4	<p>Ya, pernah kk Karena kurang familiar kosakata akademik dan tingkat kosakata yang tinggi, jadi sulit.</p> <p><i>Yes, I have. Because unfamiliar academic vocabulary and the vocabulary level is high, it is difficult.</i></p>	<b>Unfamiliar of Vocabulary</b>	<b>LVK-UV</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S4-NA-3
S-4	<p>Karena kurangnya mempelajari dan menambah kosakata akademik, jadinya kekurangan kosakata akademik. Dan itulah factor yang bikin sulit.</p> <p><i>Because of the lack of understanding and increasing academic vocabulary, so <b>the academic vocabulary limited.</b> That's the factor that makes it difficult.</i></p>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK- LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S4-NA-4
S-4	<p>Jujur aja kk kalo pengetahuan dalam Readability itu kurang. Hanya sekilas ingatan aja seperti jenis teks atau struktur. Kalo praktek masih suka sulit.</p> <p><i>Honestly, I lack knowledge in <b>Readability.</b> I only have a glimpse of memories such as text types or structures. It's still difficult to practice.</i></p>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S4-NA-5
S-4	<p>Iya punya kesulitan kk. Karena kurangnya kosakata, dan karena tingkatan level text nya terlalu tinggi jadinya sulit</p> <p><i>Yes, I have difficulties, because of the lack of vocabulary, <b>and because the level of the text is too high, it is difficult.</b></i></p>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		<b>S4-NA-6</b>
S-4	Ya, Sering, karena bacaannya susah dan kalimatnya terlalu panjang. Dan juga karena kurangnya kosakata jadinya pusing duluan.  <i>Yes, often, because the reading is difficult and the sentences are too long. And also because of the lack of vocabulary, I get dizzy first.</i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S4-NA-7
S-4	Tau, tapi hanya sekedar konsep kalo praktek masih kurang kk. Perlu ada pertanyaan dulu baru bisa nyari yang dibutuhkan.  <i>I know, but only the concept if the practice is still lacking. There needs to be a question first and then you can get what you need.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S4-NA-8
S-4	Kadang kadang, suka susah kalo ga paham text dan makna teks. Itu juga dikarenakan kurangnya pemahaman dalam reading strategies  <i>Sometimes, it is difficult to understand the text and the meaning of the text. This is also due to comprehension in reading strategies</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>

Code	Statement (Raw Data)	Preliminary Code	Final Code
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		S4-NA-9
S-4	Karena kurangnya kosakata, sulit untuk memahami kalimat yang dibaca. Dan juga kalo teksnya panjang dan ga paham strateginya jadi waktu nya terbuang sia-sia.  <i>Because of the lack of vocabulary, it is difficult to understand the sentences read. Also, if the text is long and don't understand the strategy, it's a waste of time.</i>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>
i	10. <i>Do you have any difficulties in terms of fluency while reading academic texts?</i>		S4-NA-10
S-4	Ya punya, karena kurangnya kosakata dan kefokusannya yang menghambat dalam memproses kata secara tepat dan cepat  <i>Yes, I have, because my lack of vocabulary and focus makes it difficult to process words correctly and quickly.</i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	11. <i>Do you often find difficulties in terms of fluency in reading academic texts?</i>		S4-NA-11
S-4	Ya, kadang-kadang. Karena kurangnya kosakata sehingga sulit untuk memahami dan harus membaca ulang. Karena ketika membaca tidak mengerti maksudnya dan sulit untuk memproses kata-kata.  <i>Yes, Sometime, because of the lack of vocabulary it is difficult to understand and have to reread. Because when reading, you don't get the point and it is difficult to process words.</i>	<b>Sometimes</b>	<b>RF-S</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	<i>12. What makes you have difficulties in terms fluency while reading academic texts?</i>		S4-NA-12
S-4	<p>Karena kurangnya kosakata, dan juga belum menguasai makna jadinya sulit untuk memproses kalimat yang dibaca</p> <p><i>Due to the lack of vocabulary, and also not yet mastering the meaning, it is difficult to process the sentences read</i></p>	<b>Difficulty of understanding the sentence</b>	<b>RS-DUS</b>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 14.30 – 15.00

Researcher : Sonia Archelia Putri

Students : Students 5 - AM

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound of vocabulary for reading academic texts?</i>		S5-AM-1
S-5	<p>Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja kalo academic vocabulary kurang pemahaman. Dan kalo praktek masih sulit</p> <p><i>Honestly, I don't have much knowledge in vocabulary knowledge. I only know the general meaning if the academic vocabulary lacks understanding. And if practice is still difficult.</i></p>	<b>Moderate Knowledge</b>	<b>LVK - MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S5-AM-2
S-5	<p>Ya, saat membaca teksnya terlalu banyak dan kurangnya kosakata yang membuatnya sulit.</p> <p><i>Yes, when reading the text it is too much and <b>the lack of vocabulary is what makes it difficult.</b></i></p>	<b>Unfamiliar of Vocabulary</b>	<b>LVK- UV</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S5-AM-3
S-5	Karena kosakata akademiknya susah jadi ke generalnya juga susah kk.  <i>Because the academic word is difficult, then general word is also difficult.</i>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK - LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S5-AM-4
S-5	Jujur aja kk kalo pengetahuan dalam readability itu kurang. Kesulitannya kompleks, dalam teks struktur dll  <i>Honestly, my knowledge in Readability is lacking. The difficulty is complex, in text structure etc.</i>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S5-AM-5
S-5	Iya punya kesulitan kk. Karena ga paham theory dan terlalu panjang teksnya jadi sulit  <i>Yes, I have difficult, because don't understand theory and the text is too long so it's difficult.</i>	<b>Complexity of academic text structure</b>	<b>RP- CATS</b>
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S5-AM-6
S-5	Ya, Sering, karena bacaannya susah dan kalimatnya terlalu panjang. Dan juga karena kurangnya kosakata jadinya pusing duluan.		

Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>Yes, often, because <b>the reading is difficult and the sentences are too long</b>. And also because of the lack of vocabulary, I get dizzy first.</i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S5-AM-7
S-5	Tau, tapi hanya sekedar konsep kalo praktek masih kurang kk.  <i>I know, but <b>only the concept</b> if the practice is still lacking.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S5-AM-8
S-5	Terkadang, saya pusing dan bingung karena pernyataan tesis tidak selalu berada di bagian atas. Saya harus lebih teliti untuk menemukannya.  <i>Sometimes, I get dizzy and <b>confused because the thesis statement is not always at the top</b>. I have to be more careful to find it.</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		S5-AM-9
S-5	Karena kurangnya kosakata, sulit untuk memahami kalimat yang dibaca. Dan juga kalo teksnya panjang dan ga paham bentuk reading strategies jadi waktu nya terbuang sia-sia.  <i>Because of the lack of vocabulary, it is difficult to understand the sentences read. Also, <b>if the text is long and you don't understand the reading strategies</b>, it's a waste of time.</i>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>10. Do you have any difficulties in terms of fluency while reading academic texts? Explain!</i>		S5-AM-10
S-5	<p>Ya punya, karena banyak kosakata yang ga diketahui jadinya itu yang bikin sulit untuk memproses kata dan makna nya kk. Karena kuncinya kan di kosakata ya kk, kalo kosakata nya kurang itu juga bikin sulit.</p> <p><i>Yes, I have, because there are many <b>unknown vocabulary words that make it difficult to process words and their meanings.</b> Because the key is in the vocabulary, if the vocabulary is lacking, it also makes it difficult.</i></p>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<i>11. Do you often find difficulties in terms of fluency in reading academic texts?</i>		S5-AM-11
S-5	<p>Ya, kadang-kadang. Karena kurangnya kosakata sehingga sulit untuk memahami dan harus membaca ulang. Karena ketika membaca tidak mengerti maksudnya dan sulit untuk memproses kata-kata.</p> <p><i>Yes, <b>Sometime</b>, because of the lack of vocabulary it is difficult to understand and have to reread. Because when reading, you don't get the point and it is difficult to process words.</i></p>	<b>Sometimes</b>	<b>RF-S</b>
R	<i>12. What makes you have difficulties in terms fluency while reading academic texts?</i>		S5-AM-12
S-5	<p>Karena kurangnya kosakata, dan juga belum menguasai makna jadinya sulit untuk memproses kalimat dan juga karena kurang praktek</p> <p><i>Because of the lack of vocabulary, and also not mastering the meaning, it is <b>difficult to process the sentence and also because of the lack of practice.</b></i></p>	<b>Difficulty of understanding the sentence</b>	<b>RF-DUS</b>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 14.30 – 15.00

Researcher : Sonia Archelia Putri

Students : Students 6 - DI

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound of vocabulary for reading academic texts?</i>		S6-DI-1
S-6	<p>Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja, dan masih banyak unfamiliar kosakata dan terkadang itu yang bikin sulit, dan juga kurangnya praktek.</p> <p><i>Honestly, I think my vocabulary knowledge is lacking. I only know the general meaning, and there are still many unfamiliar vocabulary words and sometimes that makes it difficult, and also the lack of practice.</i></p>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S6-DI-2
S-6	<p>Ya, saat membaca teksnya terlalu panjang dan banyaknya kosakata yang kurang familiar menambah kesulitan saya.</p> <p><i>Yes, the text is too long and the unfamiliar vocabulary added to my difficulties.</i></p>	<b>Unfamiliar of vocabulary</b>	<b>LVK-UV</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S6-DI-3
S-6	<p>Suka keliru dan bingung membedakan kosakata akademik general dan specific kk. Mungkin karena kurangnya praktek jadinya masih suka bingung dan kesulitan</p> <p><i>Likes to be mistaken and confused about distinguishing Academic vocabulary general and specific. Maybe because of the lack of practice so I still like to be confused and have difficulty.</i></p>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK - LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S6-DI-4
S-6	<p>Jujur aja kk kalo pengetahuan dalam readability itu kurang. Hanya sekedar paham aja kalo pas praktek masih kesulitan.</p> <p><i>Honestly, I lack knowledge in readability. I only understand it when I'm practicing it.</i></p>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S6-DI-5
S-6	<p>Iya punya kesulitan kk. Sering bingung kalo mau bikin paragraph gitu karena kurangnya memahami theory</p> <p><i>Yes, I have difficulties. I often get confused when I want to make a paragraph because I don't understand theory.</i></p>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S6-DI-6
S-6	Ya, sering. karena masih sering kesulitan mengkoneksikan kalimat  <i>Yes, often, because it is still often difficult to connect sentences</i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S6-DI-7
S-6	Tau, tapi hanya sekedar konsep kalo praktek masih kurang kk.  <i>I know, but only the concept if the practice is still lacking.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S6-DI-8
S-6	Terkadang, kalo lagi mode skimming dan scanning saya pusing karena kurangnya kosakata dan kurangnya praktek dan theory jadinya sulit.  <i>Sometimes, when I'm in skimming and scanning mode, I get dizzy because of the lack of vocabulary and insufficient practice and theory, making it difficult.</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		<b>S6-DI-9</b>
S-6	Karena kurangnya kosakata, sulit untuk memahami kalimat yang dibaca. Dan juga kalo teksnya panjang dan kurang pemahaman dalam reading strategies jadi waktunya terbuang sia-sia harus baca ulang.		

Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>Because of the lack of vocabulary, it is difficult to understand the sentences read. And also if the text is long and there is a lack of understanding in reading strategies so the time is wasted having to re-read.</i>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>
R	<i>10. Do you have any difficulties in terms of fluency while reading academic texts? Explain!</i>		S6-DI-10
S-6	Ya punya, karena banyak kosakata yang ga diketahui jadinya itu yang bikin sulit memproses kata nya kk.  <i>Yes I have, because there are many unknown vocabulary words that make it difficult to process the words.</i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<i>11. Do you often find difficulties in terms of fluency in reading academic texts?</i>		S6-DI-11
S-6	Ya, kadang-kadang. Karena kurangnya kosakata sehingga sulit untuk memahami dan harus membaca ulang. Karena ketika membaca tidak mengerti maksudnya dan sulit untuk memproses kata-kata.  <i>Yes, Sometime, because of the lack of vocabulary it is difficult to understand and have to reread. Because when reading, you don't get the point and it is difficult to process words.</i>	<b>Sometimes</b>	<b>RF-S</b>
R	<i>12. What makes you have difficulties in terms fluency while reading academic texts?</i>		S6-DI-12
S-6	Karena kurangnya kosakata, dan juga belum menguasai makna jadinya sulit untuk memproses kalimat dan juga karena kurang praktek		

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
	<i>Because of the lack of vocabulary, and also not mastering the meaning, it is difficult to process the sentence and also because of the lack of practice.</i>	<b>Difficulty of understanding the sentence</b>	<b>RF-DUS</b>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 15.00 – 15.30

Researcher : Sonia Archelia Putri

Students : Students 7 - RH

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound of vocabulary for reading academic texts?</i>		S7-RH-1
S-7	<p>Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja, dan masih banyak unfamiliar kosakata yang terkadang itu yang bikin sulit.</p> <p><i>Honestly, I think my vocabulary knowledge is lacking. I only know the general meaning, and there are still many unfamiliar vocabulary words that sometimes make it difficult.</i></p>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S7-RH-2
S-7	<p>Ya, saat membaca teksnya terlalu panjang dan banyaknya kosakata yang kurang familiar menambah kesulitan saya, apalagi kalo disuruh jelasin makin pusing.</p> <p><i>Yes, when reading the text, the length and the number of <b>unfamiliar vocabulary added to my difficulty</b>, especially if I was told to explain it, it made me dizzy.</i></p>	<b>Unfamiliar of vocabulary</b>	<b>LVK-UV</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S7-RH-3
S-7	<p>Terkadang synonym yang bikin sulit di academic reading kk. General nya bisa tapi kalau udah masuk academic vocabulary sulit. Dan juga karena academic vocab nya jarang dipakai.</p> <p><i>Sometimes synonyms make it difficult in academic reading. The general can be done but when it comes to academic vocabulary, it's difficult. And also because the academic vocab is rarely used</i></p>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK - LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S7-RH-4
S-7	<p>Jujur aja kk kalo pengetahuan dalam readability itu kurang. Hanya sekedar paham aja kalo pas praktek masih kesulitan.</p> <p><i>Honestly, I lack knowledge in readability. I only understand it when I'm practicing.</i></p>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S7-RH-5
S-7	<p>Iya punya kesulitan kk. Kalo text nya banyak seperti artikel journal gitu jadi sulit, dan juga karena kurangnya kosakata yang membuat ada kesulitan.</p> <p><i>If there is a lot of text like journal articles, it becomes difficult, and also Because of the lack of vocabulary that makes it difficult.</i></p>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S7-RH-6
S-7	Ya, sering. Karena kurangnya familiar dengan kosakata dan kalimatnya terlalu panjang serta susah memahaminya  <i>Yes, often. Because of lack of familiarity with the vocabulary and the sentences are too long and difficult to understand.</i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S7-RH-7
S-7	Tau, tapi hanya sekedar konsep kalo praktek masih kurang kk.  <i>I know, but <b>only the concept</b> if the <b>practice is still lacking.</b></i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S7-RH-8
S-7	Iya kk terkadang suka kesulitan untuk mengkoneksikan konsep dengan praktek, agar seimbang.  <i>Yes, sometimes it is <b>difficult to connect the concept with practice</b>, so that it is balanced.</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-DCCP</b>
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		S7-RH-9
S-7	Karena ga paham strategi membaca dan belum terbiasa menerapkan konsep dalam praktek		<b>RS-IRS</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
	<i>Because I don't understand reading strategies and I'm not used to applying concepts in practice.</i>	<b>Inability of using reading strategies</b>	
R	10. <i>Do you have any difficulties in terms of fluency while reading academic texts? Explain!</i>		S7-RH-10
S-7	Ya punya, karena banyak kosakata yang ga diketahui jadinya itu yang bikin sulit kk. Dan kurang yakin dengan text itu yang bikin sulit untuk memproses kata.  <i>Yes, I have, because there are a lot of unknown vocabulary so that makes it difficult. And lack of confidence in the text makes it difficult to process word.</i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	11. <i>Do you often find difficulties in terms of fluency in reading academic texts?</i>		S7-RH-11
S-7	Ya, kadang-kadang. Karena kurangnya kosakata sehingga sulit untuk memahami dan harus membaca ulang. Karena ketika membaca tidak mengerti maksudnya dan sulit untuk memproses kata-kata.  <i>Yes, Sometime, because of the lack of vocabulary it is difficult to understand and have to reread. Because when reading, you don't get the point and it is difficult to process words.</i>	<b>Sometimes</b>	<b>RF-S</b>
R	12. <i>What makes you have difficulties in terms fluency while reading academic texts?</i>		<b>S7-RH-12</b>
S-7	Karena kurangnya kosakata, dan juga belum menguasai makna jadinya sulit untuk memproses kalimat dengan tepat		

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
	<i>Because of the lack of vocabulary, and also not mastering the meaning, it is difficult to process the sentence appropriately.</i>	<b>Difficulty of understanding the sentence</b>	<b>RF-DUS</b>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 15.30 – 15.45

Researcher : Sonia Archelia Putri

Students : Students 8 - HE

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound knowledge of vocabulary for reading academic texts?</i>		S8-HE-1
S-8	<p>Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja kalo spesifiknya kurang tau. Dan masih banyak kosakata yang kurang familiar.</p> <p><i>Honestly, I lack knowledge in vocabulary knowledge. I only know the general meaning. I don't know the specific meaning. And there are still many vocabulary words that are not familiar</i></p>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S8-HE-2
S-8	<p>Ya, saat membaca teksnya terlalu panjang dan kurang familiar dengan kosakata dan juga kosakata nya terbatas jadi karena itu general nya aja yang tau kalo ditanya spesifik itu tetep sulit.</p> <p><i>Yes, when reading the text it is too long and there is a lack of familiarity with the vocabulary and also the vocabulary is limited so that's why only the general knows if asked specifically it is still difficult.</i></p>	<b>Unfamiliar of Vocabulary</b>	<b>LVK-UV</b>

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S8-HE-3
S-8	<p>Karena banyaknya kosakata Akademik yang kurang familiar itu yang biasanya buat saya kesulitan, dan juga karena kosakata akademik lebih sulit daripada kosakata umum, yang membuat saya sulit mempelajarinya</p> <p><i>Because of the many unfamiliar academic vocabulary words, which usually make it difficult for me, and also because academic vocabulary is more difficult than general vocabulary, it makes it hard for me to learn.</i></p>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK - LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S8-HE-4
S-8	<p>Jujur aja kk kalo pengetahuan dalam readability itu kurang. Hanya sekedar tau aja kalo pas praktek masih kesulitan.</p> <p><i>Honestly, I lack knowledge in readability. I just know that it's still difficult when practicing.</i></p>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S8-HE-5
S-8	<p>Iya punya kesulitan kk. Banyak, kesulitan memahami dan menyusun kalimat, kurangnya kosakata dan juga lack of context</p> <p><i>Yes, I have difficulties. Difficulty understanding and organizing sentence, lack of vocabulary and also due lack of context</i></p>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>

Code	Statement (Raw Data)	Preliminary Code	Final Code
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S8-HE-6
S-8	Ya, sering. Karena kurangnya familiar dengan kosakata dan karena kalimatnya terlalu panjang serta banyak kalimat yang kurang dimengerti  <i>Yes, often. Because of the lack of familiarity with the vocabulary and because the sentences are too long and many sentences are not understood.</i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S8-HE-7
S-8	Tau, tapi hanya sekedar konsep kalo praktek masih kurang kk.  <i>I know, but only the concept if the practice is still lacking.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S8-HE-8
S-8	Iya kk terkadang suka sulit, karena ga punya pengetahuan mendalam tentang strategi membaca.  <i>Yes, sometimes it's difficult, because I don't understand the strategy and rarely practice.</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		S8-HE-9
S-8	Karena kurang paham, dan belum terbiasa menerapkan konsep dalam praktek.  <i>Because of a lack of understanding, and not being used to applying concepts in practice.</i>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>

Code	Statement (Raw Data)	Preliminary Code	Final Code
R	<i>10. Do you have any difficulties in terms of fluency while reading academic texts?</i>		S8-HE-9
S-8	Ya punya, tergantung kelas kata nya. Level text nya. Karena itu mempengaruhi dalam memproses kata  <i>Yes, it depends on the word class. The level of the text. <b>Because it affects the processing of word.</b></i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<i>11. Do you often find difficulties in terms of fluency in reading academic texts?</i>		S8-HE-11
S-8	Ya, kadang-kadang. Karena kurangnya kosakata sehingga banyak kosakata yang kurang dimengerti, mengakibatkan kesulitan dalam memproses bacaan dan makna.  <i>Yes, <b>sometimes.</b> Due to the lack of vocabulary, there are many words that are not understood, resulting in difficulties in processing the readings and meaning</i>	<b>Sometimes</b>	<b>RF-S</b>
R	<i>12. What makes you have difficulties in terms fluency while reading academic texts?</i>		S8-HE-12
S-8	Karena kurangnya kosakata, dan juga karena kurang memahami kalimat jadinya sulit untuk memproses makna yang dibaca.  <i>Because of the lack of vocabulary, and also because of the <b>lack of understanding of sentence, it is difficult to process the meaning of what is read.</b></i>	<b>Difficulty of understanding the sentence</b>	<b>RF-DUS</b>

Day/Date : Wednesday, 04<sup>th</sup> Sept 2024

Place : Class

Time : 15.45 – 16.00

Researcher : Sonia Archelia Putri

Students : Students 9 – NR

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	<i>1. Do you have profound of vocabulary for reading academic texts?</i>		S9-NR-1
S-9	<p>Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Hanya sebatas tau yang arti general aja kalo spesifiknya kurang tau.</p> <p><i>Honestly, I lack knowledge in vocabulary knowledge. I only know the general meaning. I don't know the specific meaning.</i></p>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	<i>2. Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S9-NR-2
S-9	<p>Ya, Sulit ketika ujian, karena fokus pada kosakata akademis jadi buyar, karena kurang terbiasa dan kurangnya familiar kosakata sehingga menyulitkan, dan akhirnya poin-poin penting terlewatkan.</p> <p><i>Yes, It's difficult when it's an exam, because the focus on academic vocab is so shattered, because of lack of familiarity and lack of vocabulary that makes it difficult. And finally the important points are missed.</i></p>	<b>Unfamiliar of Vocabulary</b>	<b>LVK-UV</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S9-NR-3
S-9	Karena, Kata akademis berbeda dengan umum sehingga sulit  <i>Because, academic word it is different from general so it is difficult</i>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK - LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S9-NR-4
S-9	Iya tau kk, Tapi dalam segi konsep saja.  <i>Yes, I know, but only the concept</i>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S9-NR-5
S-9	Ada, kalo teks nya terlalu panjang masuk paragraph selanjutnya suka sulit.  <i>Yes, if the text is too long, entering the next paragraph is difficult.</i>	<b>Complexity of academic text structure</b>	<b>RP- CATS</b>
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		<b>S9-NR-6</b>
S-9	Ya, sering. Karena kurangnya familiar dengan kosakata dan kalimatnya terlalu panjang dan juga sulit.  <i>Yes, often. Because of lack of familiarity with the vocabulary and the sentences are too long and difficult.</i>	<b>Complexity of sentence in academic text</b>	<b>RP- CSAT</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S9-NR-7
S-9	Tau, tapi harus ada pertanyaan pemantik dulu biar bisa cari yang dibutuhkan.  <i>I know, but have to ask a thought-provoking question first so I can find what needed.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S9-NR-8
S-9	Iya kk terkadang suka sulit menemukan keyword dan bingung dalam paraphrase.  <i>Yes, I sometimes find it <b>difficult to find keywords and get confused in phrases.</b></i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		S9-NR-9
S-9	Karena minim yang diketahui dari reading strategies kk dan juga pas praktik ga tau strategi yang tepat dan ujungnya buang buang waktu karena ga dapet point penting dari yang dibaca  <i>Because of the lack of knowledge of reading strategies and also when practicing do not know the right strategy and end up wasting time because they do not get important points from what they read</i>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>
<b>R</b>	10. <i>Do you have any difficulties in terms of fluency while reading academic texts?</i>		S9-NR-10

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
S-9	Ya punya, kalo kata perkata suka bingung mengartikan dan memproses nya.  <i>Yes, I have, but I'm confused about how to interpret and process the words.</i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<i>11. Do you often find difficulties in terms of fluency in reading academic texts?</i>		S9-NR-11
S-9	Ya, sering. Karena kurangnya kosakata sehingga banyak kosakata yang kurang dimengerti, mengakibatkan kesulitan dalam memproses bacaan dan makna.  <i>Yes, often. Due to the lack of vocabulary, there are many words that are not understood, resulting in difficulties in processing the readings and meaning</i>	<b>Often</b>	<b>RF-O</b>
R	<i>12. What makes you have difficulties in terms fluency while reading academic texts?</i>		S9-NR-12
S-9	Karena kurangnya kosakata, dan juga belum menguasai makna jadinya sulit untuk memproses kalimat dan juga karena kurangnya praktek.  <i>Because of the lack of vocabulary, and also not mastering meaning, it is difficult to process sentences and also because of the lack of practice.</i>	<b>Difficulty of understanding sentence</b>	<b>RF-DUS</b>

Day/Date : Sunday, 09<sup>th</sup> Sept 2024

Place : Zoom Meeting

Time : 19.15-19.45

Researcher : Sonia Archelia Putri

Students : Students 10 - HA

Code	Statements (Raw Data)	Preliminary Code	Final Code
R	1. <i>Do you have profound of vocabulary for reading academic texts?</i>		S10-HA-1
S-10	Jujur aja kk kalo pengetahuan dalam Vocabulary knowledge itu kurang. Ga terlalu tau, tapi masih paham  <i>Honestly, I don't know much about vocabulary knowledge. I don't really know, but I still understand.</i>	<b>Moderate Knowledge</b>	<b>LVK-MK</b>
R	2. <i>Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!</i>		S10-HA-2
S-10	Ya Pernah kk, kadang karena ada kosakata yang kurang familiar, dan aku baca artikel aja, ga baca academic journal jadinya kurang kosakata akademis  <i>Yes, sometimes because there are unfamiliar vocabulary, and I just read articles, don't read academic journals so I lack academic vocabulary.</i>	<b>Unfamiliar of vocabulary</b>	<b>LVK-UV</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	3. <i>What makes you find that vocabulary knowledge difficult while reading academic texts?</i>		S10-HA-3
S-10	Kalo lagi uas tuh kk Cuma bisa buka kamus, ga paham paham banget karena di kamus beda arti academic.  <i>When I take an exam, I can only open the dictionary, I don't really understand it because the dictionary has different academic meanings.</i>	<b>Limited Academic Vocabulary Knowledge</b>	<b>LVK- LAVK</b>
R	4. <i>Do you have profound knowledge of readability for reading academic texts?</i>		S10-HA-4
S-10	Paham konteks kalo praktek masih sering bingung kk.  <i>Understand the context if the practice is still often confused.</i>	<b>Moderate Knowledge</b>	<b>RP-MK</b>
R	5. <i>Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!</i>		S10-HA-5
S-10	Ada, contohnya kalo terlalu panjang paragraph nya bingung, masuk paragraph lain makin bingung, jadi harus baca ulang, kurangnya kosakata juga mempengaruhi.  <i>There is, for example, if the paragraph is too long, it is confused, entering another paragraph is even more confused, so you have to reread it, the lack of vocabulary also affects it.</i>	<b>Complexity of academic text structure</b>	<b>RP-CATS</b>
R	6. <i>Do you often get confused while finding the readability of sentences in reading academic texts? Why?</i>		S10-HA-6

Code	Statements (Raw Data)	Preliminary Code	Final Code
S-10	Ya, sering. Karena kurangnya familiar dengan kosakata dan bingung academic Vocabulary nya. dan kompleksitas teks kalo kalimat terlalu panjang  <i>Yes, often. Because of the lack of familiarity with vocabulary and confusion of academic vocabulary. <b>And text complexity if the sentence is too long.</b></i>	<b>Complexity of sentence in academic text</b>	<b>RP-CSAT</b>
R	7. <i>Do you have profound knowledge of Reading Strategies for reading academic texts?</i>		S10-HA-7
S-10	Tau, tapi harus ada pertanyaan pemantik dulu biar bisa cari yang dibutuhkan.  <i>I <b>know</b>, but have to ask a thought-provoking question first so I can find what needed.</i>	<b>Moderate Knowledge</b>	<b>RS-MK</b>
R	8. <i>Do you often find difficulties when use reading strategies while reading academic texts? Explain!</i>		S10-HA-8
S-10	Kadang-kadang, masih sering. Misalnya, waktu sudah mepet dan saya tidak tau strateginya jadi saya sering melewatkan poin-poin penting yang harus dibaca.  <i>Sometimes, still often. For example, it's already tight on time and <b>I don't know the strategy</b>. So I often skip important points that must be read.</i>	<b>Unfamiliarity of reading strategies</b>	<b>RS-URS</b>
R	9. <i>What makes it difficult for you to use reading strategies while reading academic texts? Explain!</i>		<b>S10-HA-9</b>
S-10	Karena teks nya terlalu panjang dan tidak tau strategi membaca yang tepat sehingga kesulitan menyimpulkan dan meringkas bacaan yang penting  <i>Because the text is too long and do not know the right reading strategy, it is <b>Difficult to summarize and summarize the important reading.</b></i>	<b>Inability of using reading strategies</b>	<b>RS-IRS</b>

<b>Code</b>	<b>Statements (Raw Data)</b>	<b>Preliminary Code</b>	<b>Final Code</b>
R	<i>10. Do you have any difficulties in terms of fluency while reading academic texts?</i>		S10-HA-10
S-10	Ya punya, kalo kurangnya kosakata. Suka bingung mengartikan dan memproses kata  <i>Yes, there is a lack of vocabulary. I like to be <b>confused about the meaning and processing of word.</b></i>	<b>Difficulty of understanding the word</b>	<b>RF-DUW</b>
R	<i>11. Do you often find difficulties in terms of fluency in reading academic texts?</i>		S10-HA-11
S-10	Ya, kadang. Karena kalau text bahasanya academic text jadinya sulit.  <i>Yes, <b>sometimes.</b> Because if the text is academic text, it's difficult.</i>	<b>Sometimes</b>	<b>RF-S</b>
R	<i>12. What makes you have difficulties in terms fluency while reading academic texts?</i>		S10-HA-12
S-10	Karena kurang biasa baca artikel dan journal, kalo soal atau text nya terlalu panjang jadi sulit, dan juga karena kurangnya kosakata jadinya sulit memproses kalimat dengan tepat dan cepat.  <i>Because I don't usually read articles and journals, if the questions or texts are too long, it becomes difficult, and also because of my lack of vocabulary, it is <b>difficult to process sentence correctly and quickly.</b></i>	<b>Difficulty of understanding the sentence</b>	<b>RF-DUS</b>

**Appendix 6**  
**Interview Sheet**

Title	Investigating students' difficulties in reading Academic text at a private university in Indonesia
Purpose	To find out students' difficulties in reading academic text.
Source	(Westwood, 2008)

No	Aspect	The Purpose of The Questions	Source
1.	Limited Vocabulary Knowledge	To find out students' difficulties in terms of vocabulary knowledge while reading academic text.	(Westwood, 2008)
2.	Readability problem	To find out students' difficulties in terms of readability while reading academic text.	
3.	Inadequate use of effective reading strategies	To find out students' difficulties in terms of inadequate use of effective reading strategies in reading academic text.	
4.	Lack of Reading Fluency	To find out students' difficulties in the matter of fluency in reading academic text.	

(Westwood, 2008)

No	Indicators	Questions Items	Item Number
1.	Limited Vocabulary knowledge	Do you have profound knowledge of vocabulary knowledge for reading academic texts?  Do you ever have difficulties in terms of vocabulary knowledge while reading academic texts? Explain!  What makes you find that vocabulary knowledge difficult while reading academic texts?	1  2  3
2.	Readability Problem	Do you have profound knowledge of readability for reading academic texts?  Do you have difficulty in understanding the readability of sentences while reading academic text? Explain!  Do you often get confused while finding the complexity of sentences in reading academic texts? Why?	4  5  6
3.	Inadequate use of effective reading strategies	Do you have profound knowledge of Reading Strategies for reading academic texts?  Do you often find difficulties when use reading strategies while reading academic texts? Explain!  What makes it difficult for you to use reading strategies while reading academic texts? Explain!	7  8  9
4.	Lack of Reading Fluency	Do you have any difficulties in terms of fluency while reading academic texts? Explain!  Do you often find difficulties in terms of fluency in reading academic texts?	10  11

<b>No</b>	<b>Indicators</b>	<b>Questions Items</b>	<b>Item Number</b>
		What makes you have difficulties in terms fluency while reading academic texts?	<b>12</b>

## Appendix 7

### Documentation of Observation and Interview



