

**Indonesian University EFL Students' Strategies in Reading Article Journal
for Their Undergraduate Thesis Writing**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By

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**INDONESIAN UNIVERSITY EFL STUDENTS' STRATEGIES IN
READING ARTICLE JOURNAL FOR THEIR UNDERGRADUATE
THESIS WRITING**

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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, May 14th 2024

The Writer,



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MOTTO

“You will survive, and you will find purpose in the chaos. Moving on doesn’t mean letting go.” - Mary Van Haute

DEDICATION

In the name of Allah SWT, the Most Compassionate and the Most Merciful, I dedicate this thesis to my parents and all the supportive individuals who have contributed to my journey. Their unwavering prayers and encouragement have illuminated my path and given me direction throughout the writing process. May their blessings continue to guide me in all my endeavors."

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**Indonesian University EFL students' Strategies in Reading Article Journal for
Their Undergraduate Thesis Writing**

ABSTRACT

by

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This study explores the strategies encountered by Indonesian university EFL students in reading academic texts, particularly article journals, upon completing their thesis projects. Through qualitative analysis, data were collected via interviews with a female single participant, who has recently got her english educational degree in one of the universities in central java, Indonesia. Employing coding as a tool, the study analyzed the interview data, using the construct originally developed by Mokhtari & Sheorey's (2002). The finding revealed that the participant faced difficulties comprehending academic texts, including unfamiliar vocabulary and content complexity. Coping strategies employed by the participant included guessing meanings, rereading, consulting dictionaries, and utilizing visual aids like tables and figures. The findings suggest the need for future research to investigate how educators prepare EFL learners to navigate academic reading effectively.

Keywords : Challenges, EFL, Reading, Strategies

CHAPTER 1 INTRODUCTION

1.1. Background of the study

Academic reading cannot be separated from activities done by undergraduate students when they are writing their undergraduate thesis. Reading academic journals could be very challenging for them, as Trudell (2019) indicates that not all students in higher education can read academic texts fast, efficiently, and effectively. The Fast, meaning that students' reading speed of at least 200-400 words per minute is a normal range to achieve good understanding. Meanwhile, reading at a speed of more than 500 words per minute can disrupt the quality as well as students' reading comprehension. Efficiency plays a crucial role in reading proficiency, as it allows readers to conserve mental energy by concentrating their cognitive efforts on extracting meaning from the text. This enables them to sustain longer periods of reading due to enhanced comprehension. Effectiveness, on the other hand, entails the ability of students to achieve a balanced reading outcome by seamlessly integrating speed and comprehension, as emphasized by Ahuja (1991).

Several studies related to academic reading have also been carried out in various countries. For example, study by Yapp (2021) which has discussed the effects of reading strategy instruction in English classes to help students better understand academic reading texts demonstrated that the intervention is significantly effective for reading comprehension of college students, who on average are English as a

second language, in the Netherlands. In addition, Liu (2020) study found through interviews with undergraduate students and language teachers about the needs and challenges related to academic reading in New Zealand that lack of mastery of general academic vocabulary and discipline-specific terminology is a serious threat to their fluency in reading.

The empirical studies described above demonstrate that academic reading research has been conducted in a variety of nations. Further studies, in addition to the empirical studies mentioned above, cover a variety of study topics, The study about thresholds in academic reading developed by Abbott (2013) that also identifies a number of specific thresholds which the lecturers suggest need to be crossed by successful students. Transitioning to Gorzycki's (2016) findings, it is revealed that students may not experience enhanced reading proficiency as they advance towards college graduation, with many encountering challenges across various class levels.

Kalbfleisch (2021) examined the reading abilities of college freshmen and identified potential comprehension challenges. Notably, students performed well in areas such as background knowledge and general comprehension, which have been extensively studied in college populations. Meanwhile, Sharma (2019) explored students' reading habits in terms of time management and self-regulation. Their findings indicated a positive correlation between students' allocation of time to non-reading academic activities and their actual reading engagement.

In Addition, Heeren (2021) studies the predictive validity of a practical, low-stakes, web-based academic reading and vocabulary screening test in the United Kingdom. Furthermore, the researcher found that academic language proficiency is a small but meaningful predictor of achievement in that it can detect the students that are at-risk because of lower language proficiency. Levy (2011) developed blended learning in the United Kingdom and found that the resources and activities developed to support academic reading skills were also designed to promote the students' independence, confidence and engagement with literature.

Liu (2021), the utilization of new media to enhance reading skills revealed that the integration of contemporary technological expertise with strong motivation and learner autonomy emerged as a valuable approach for effectively enhancing English reading proficiency. Meanwhile, research from Jordan conducted by Albashtawi (2019) focused on enhancing the academic reading achievement of English as a Foreign Language. The study found that students generally perceived the Cognitive Academic Language Learning Approach (CALLA) to be effective. Bergey (2017) from Canada, who investigated first-year academic achievement for students with a history of reading difficulties compared to students with no such history, found that students with a history of reading difficulties earn lower GPA (Grade Point Average) and successfully complete fewer credits compared to students with no history of reading difficulty. Desa (2020) delved into the open-ended remarks of college faculty regarding academic reading during undergraduate studies. The study unearthed a paradox: while faculty members across various disciplines recognize the significance of academic

reading for the success of undergraduates, they often refrain from employing specific pedagogical methods related to academic reading.

None of these studies focus on exploring strategies and challenges in reading article journals for undergraduate thesis writing. Therefore, this study aims to explore university EFL students' strategies and challenges in reading article journals for their undergraduate thesis writing.

1.2. Identification of the problem

In this study, the author focuses on how undergraduate EFL students overcome difficulties and the strategies they use when reading academic journal articles for their thesis. Examples of difficulties include lack of understanding of some unfamiliar vocabulary, text structure that is too complex and students' lack of background knowledge related to the topic they read.

1.3. Limitation of the Problem

The problem of this study is limited to challenges experienced and strategies taken by undergraduate EFL students while reading academic journals for the purpose of completing their undergraduate thesis.

1.4. Formulation of the Problem

The research aims to answer the question: 1.) What are the strategies used by Indonesian EFL undergraduate students while they are reading academic journals for writing their undergraduate thesis? 2.) What challenges do Indonesian

EFL undergraduate students face while they are reading academic journals for writing their undergraduate thesis?

1.5. Objectives of the Study

The aim of this research is to explore what are the strategies and challenges used by EFL undergraduate students while they are reading journals for the purpose of compiling a thesis.

1.6. Significance of the study

The results of this study will help further research which also focuses on academic writing and also contributes knowledge to all undergraduate students.

1. Undergraduate students

This study's findings provide significant insights for EFL students working on their thesis projects. This research provides EFL students with practical solutions for overcoming typical problems faced while reading academic journal articles for thesis writing. Students can use active reading approaches to promote vocabulary understanding, such as contextual hints and reference resources. Furthermore, knowing the role of background information in subject comprehension can help EFL students do comprehensive research and construct well-supported arguments for their theses. Implementing the measures presented in this study can help university students enhance their academic reading abilities, resulting in more effective thesis projects and academic successes.

2. Researchers

This study helps us understand how EFL students read scholarly publications and the challenges they confront. By researching undergraduate EFL students learning English, we may discover how they think when reading scholarly publications. This can help teachers educate more effectively. Furthermore, the methodology used in this study may be valuable in future investigations. It demonstrates how we may learn more about how individuals read academic journals.

CHAPTER 2 LITERATURE REVIEW

2.1 Academic Reading: Challenges

Generally, reading is one of the most important things for EFL students because it provides students with information or knowledge. For university students, reading, especially for academic purposes, is also essential. Academic reading is very different from ordinary reading activities because academic reading is complex and it aims at carefully understanding the content of material from a number of sources (Shen, 2013). Specifically, Sengupta (2002) defines academic reading as an activity of reading critically, which aims at completing a study in a particular field.

According to Shen (2013), EFL students struggle to understand academic papers because they are unprepared to cope with them. In addition, he emphasized that the most challenging obstacle for students' academic reading is vocabulary, because most undergraduate students are stuck in bad reading habits because they do not know how to read properly. These are some of the elements that may cause students' vocabulary to become a significant barrier when they enter college and are presented with academic content. Furthermore, Shen (2013) discovered that a lack of vocabulary understanding is one of the challenges to EFL students reading academic materials in their second language. This is consistent with the observation that was also conducted in his research that the majority of EFL students in Taiwan's public institutions have lower vocabulary competency than what is required for college-level mastery in interpreting English literature. After

entering a higher education level, such as college, EFL students are not prepared for the demands of a reading level adequate for this level (Dreyer & Nel, 2003). As a result, students struggle to grasp difficult reading materials and disregard their reading assignments (Cheng, 1999). Another reason is the amount of content that students must obtain during their study hours, which makes them feel rushed while switching between teaching and learning sessions (Sherly, 2018).

Meanwhile, in the context of Indonesian, Anwar (2022) reported that, the majority of EFL students in Indonesia faced problems in academic reading portions that found the meaning of foreign and formal words in reading was one of the most challenging. The findings of Phakiti and Li (2011) and Hirano (2015) support Shen's observation, indicating vocabulary as a key hurdle for EFL students when dealing with formal and advanced academic texts. Mastery of language remains a key barrier to students' comprehension, particularly in difficult academic texts. Sutarsyah's (2008) argument stresses this difficulty, claiming that EFL students with weak reading habits suffer especially with academic literature, which frequently contain terms not seen in popular culture. Furthermore, Zahra (2015) points out that a lack of prior knowledge exacerbates these issues, affecting students' motivation and understanding levels. As a result, students confront significant challenges when encountering academic texts outside their usual themes or missing underlying knowledge. However, Anwar and Sailuddin (2022) found that most participants found reading academic material relatively easy, yet acknowledged the importance and simplicity of reading correctly. Nevertheless, they also identified a significant challenge in understanding difficult vocabulary, which hinders EFL students' ability to comprehend academic literature.

Seiradakis (2019) found that EFL students in Greece struggle with English reading in higher education due to differences in their previous English instruction and goals. At lower education levels, students studied English primarily to fulfill language certificate requirements for job opportunities or further education. This led to limited exposure to authentic English materials, despite the increased demand for such texts at higher education levels, especially for students at institutions like the Merchant Marine Academy. Additionally, parental pressure to excel academically further drives students to seek language certification, which is highly valued for university admission. Consequently, language programs prioritize quick proficiency gains, often at the expense of exposure to more challenging texts.

2.2 Academic Reading: Strategies

According to Andriani (2021), the usage of metacognitive methods among undergraduate students finishing their theses is fairly high in Indonesia. In this study, male students were shown to employ guessing meaning strategies more frequently than female students. Female students, on the other hand, utilize their previous knowledge more while reading academic literature. She states that each gender has an impact on referring to metacognitive methods that might assist individuals when reading academic articles.

Furthermore Sulistyawati (2022) discovered that students with high self-efficacy perform better when they use metacognitive methods to overcome academic reading obstacles such as low motivation, inadequate vocabulary, and lack of understanding. Moreover, the participants in Yogyakarta confirmed that obtaining

the specific meaning and comprehension of foreign terms was challenging, thus they used metacognitive methods such as planning, monitoring, and assessing to overcome these challenges.

2.3. Review on Relevant Studies

There are several studies similar to this research. Firstly, Seiradakis (2019) investigated how transfer from secondary to postsecondary education influences attitudes and reading practices of Greek marine EFL students. This study discovered that students had difficulty reading extended reading materials because they still employ the same reading methods they used in high school. This also makes it difficult for students to read authentic reading literature, such as instruction manuals.

Secondly, Indriyani (2021) conducted research on the reading strategies of EFL students when reading academic articles. This study used a survey, and the researcher used the Oxford (1990) Reading Strategies Questionnaire. The results showed that students used metacognitive techniques the most, followed by cognitive and affective techniques, and social strategies the least. In this study, the metacognitive technique was most commonly adopted by EFL students. Pupils concentrate on the attention-grabbing section, where they read more of the text while skipping sections that are irrelevant to the issue at hand. Indriyani's study suggests that students focus on key sections of the text, skipping irrelevant parts, which enhances their comprehension of academic literature. Moreover, Memiş and Bozkurt (2013) further support the benefits of metacognitive methods,

indicating improved understanding, problem-solving skills, and structured knowledge among students who utilize them.

Thirdly, Dardjito (2019) found that there was no significant correlation between students' metacognitive reading awareness and their academic English reading comprehension. Despite having high metacognitive reading awareness scores, the students were classified as having low reading ability. When faced with the task of determining the meaning of a word, the students used metacognitive reading awareness, which they confirmed in the interview. Additionally, Dardjito's study used mixed methods where researchers use surveys and tests are carried out with a paraphrasing recall protocol, because the research begins with the collection and analysis of quantitative data in the first phase which answers the first and second research questions to then be continued with qualitative interviews.

The last study by Hamza (2018) investigated the difficulties that EFL students in Malaysia face when reading academic texts. This study collects data through qualitative surveys with participants from two different universities. According to the findings of Hamza's study, EFL learners are still lacking the ability to recognize the structure of the text they read, which is followed by a lack of attention, word difficulties, and grammar knowledge. Additionally, the study highlighted that anxiety about writing answers posed a significant obstacle for EFL learners. Interestingly, the research indicated that participants demonstrated better understanding of the reading material in environments with minimal noise and pleasant weather conditions.

The articles mentioned focus on EFL (English as a Foreign Language) students in higher education. These students can be grouped as those planning to attend college and those currently enrolled. The studies considered factors affecting their academic reading skills, recognizing differences based on where they are from and the reading requirements of their programs. This led to various insights and findings. EFL students struggle with vocabulary and identifying text types, making academic reading different from general reading. This study focuses on academic reading among undergraduate students near graduation, a time requiring extensive reading of academic materials to complete their theses. This study involved university students from Indonesia who are learning English as a foreign language (EFL).

2.4. Flow of the Reviewed Literature

The literature in Chapter 2 offers key information about the challenges that EFL (English as a Foreign Language) students face when reading academic material, which aligns with the focus of this study. These studies have identified factors that affect Indonesian university EFL students' reading skills, such as vocabulary ability, understanding how texts are structured, and using metacognitive reading strategies. Additionally, some literature emphasizes the importance of recognizing the unique needs and backgrounds of EFL students in an academic setting. Research conducted on English as a Foreign Language (EFL) students has explored factors influencing their reading skills. These factors include recognizing unfamiliar vocabulary, understanding text structure, and employing effective reading strategies for academic texts, all of which relate to the main theme of this study. By identifying these challenges and strategies, the

literature emphasizes the necessity of addressing reading difficulties in reading academic texts. The flow of reviewed literature of this research can be illustrated in the following diagram:

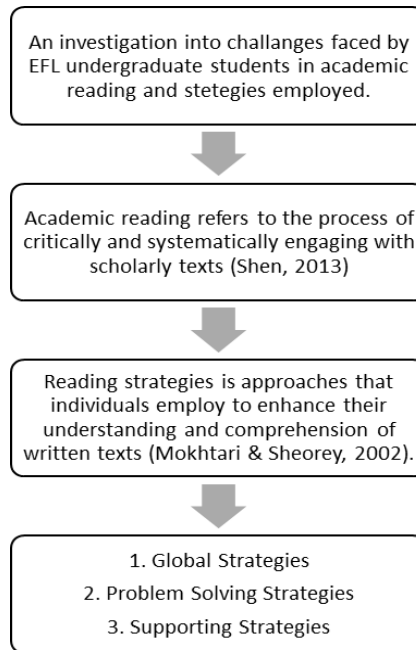


Figure 1: The flow reviewed literatures

CHAPTER 3 RESEARCH METHODOLOGY

In this chapter, the author presents the methods used to collect data in this interview research. This chapter discusses research design, which includes research designs, data preparation, data collection techniques, data analysis and trustworthiness.

3.1. Research Design

This study is designed to know what the strategies and challenges of ELF undergraduate students majoring in English face while reading academic material in preparation for writing a thesis. In this study, the research design is a qualitative descriptive design.

The adoption of a qualitative research approach, as delineated by Patton and Cochran (2002), is marked by its fundamental goals—aimed at a profound understanding of specific aspects of social life and the nuanced generation of textual data rather than statistical analyses. This qualitative paradigm, emphasizing descriptive findings, becomes a methodological cornerstone in the study of challenges and strategies employed by EFL (English as a Foreign Language) students when navigating academic journals.

The most intriguing aspect of this research lies in the unique combination of a single-case design with the participant's background and the context of the study. By focusing on a specific case—referred to as 'The Participant', who shares a history with the author as a fellow member of the high school English language club—both delve into a descriptive that not only enriches the qualitative data but

also provides a personal and nuanced perspective on the challenges and strategies employed during the undergraduate thesis process. This particular case offers a distinctive lens through which we can explore the complexities faced by EFL students in a more detailed and contextualized manner. Furthermore, the findings from this study have the potential to contribute valuable insights to the existing literature on academic reading strategies among EFL students, addressing a gap in current research.

3.2 Data Preparation

Several components of data preparation must be completed by the author over the course of the study. These components are participants of research, types of data, source of data, research instruments and informed consent.

3.2.1 Participants of research

Participants in this study were undergraduate EFL students majoring in English who were working on their final project. This study investigates what are the strategies EFL students utilize when reading academic articles for their undergraduate thesis. Undergraduate English EFL students who have finished their thesis and are in their last year are eligible to participate in this study. In adopting a single qualitative design for this study, with a sole participant or data provider, the rationale encompasses both practical and investigative considerations. Firstly, practical constraints such as limitations in time and resources render a singular focus more pragmatic, enabling a more concentrated and detailed examination. This choice aligns with the qualitative research objective of achieving an in-depth exploration of the interviewee's personal

experiences within the specific context of this research during the interview process (Yin, 2018). Second, the author is also better and more thorough when collecting data from participants, so that this can avoid unwanted events when collecting data. The criteria for participant selection include being a student majoring in English at an Indonesian campus to ensure they are EFL students, and a final semester student working on an undergraduate thesis (Stake, 1995). The decision to have a solitary participant results from their willingness to be interviewed and provide insightful answers based on personal experiences regarding their challenges and strategies when engaging with academic literature (Merriam, 1998). The justification for selecting this particular participant lies in the richness and depth of their experiences, offering a nuanced understanding of the complexities faced by EFL students (Yin, 2014). The singular focus aligns with the study's objectives of delving deeply into the unique aspects of the chosen case, offering valuable insights that may be lost in a broader sampling approach (Stake, 1995). Participants in this research are female students at one of the universities in Indonesia who have completed their final project, namely writing a thesis. This participant's thesis research topic is how to improve descriptive text writing with printed pictures. The result of this research that uses experimental methodology from the participant is that it shows that the experimental class is superior to the control class. According to the narrative of the participant she reads a lot of journal reading because she wants to ascertain the extent to which research that has the same theme is developing. Another consideration for choosing this participant for the research interview is the personal connection with the author, as both were members of the English language club in high school.

This connection is expected to foster openness from the participant in discussing the challenges and strategies they faced while working on their undergraduate thesis (Creswell, 2013). This participant has also learned and known English since elementary school but only focused on learning English more deeply when she decided to enter a higher level of education, which means college. Furthermore, as the participant had already obtained a bachelor's degree in English Education at the time of data collection, their insights into strategies during difficulties in reading academic literature could serve as valuable guidance for the author and other EFL students (Creswell, 2013). Additionally, since the participant had graduated from college, it was anticipated that they would provide honest answers, as they were no longer affiliated with any educational institution (Yin, 2018). In this qualitative research study, the process of obtaining informed consent from participants was an important aspect of conducting ethical research. The research author engaged in a transparent negotiation process with the participant to ensure their understanding of the purpose, procedures, and potential risks and benefits of the research, while also obtaining their informed consent to participate.

3.2.2 Types of data

The data for this research was collected through interviews and is based on how the participants expressed themselves. Transcripts of interviews serve as the organizational structure for the study's type of data. Voice recorders and transcripts will be used to gather documents from responders. In order to protect the privacy of participants, all data gathered during the research was made anonymous and safely stored. Any identifying details were either removed or

replaced with pseudonyms to safeguard the confidentiality and privacy of the participants.

3.3 Data Collection Techniques

Data collection techniques for this research stem from interviews semi-structured with EFL undergraduate students. Interviews are used as a means of collecting information or data. The author utilized semi-structured interviews to capture authentic data derived from the real experiences of the participants in the context of this research. This format is semi-structured, providing flexibility to explore unexpected answers from the participants during the interview or conversation process. The interview will be conducted with a prearranged agreement with the participant and will take place twice to ensure clarity and coherence in the responses. Additionally, the interview will be conducted in the language mastered by both parties, which is Javanese, English and Bahasa Indonesia (Indonesian). This decision is made to facilitate better understanding of the questions posed by the interviewer and the answers provided by the participant. To facilitate this process, the interviewer will utilize tools such as Whatsapp voice notes for recording the session. In this research, data were collected through interviews with a participant. Two interview sessions were conducted on different days to ensure comprehensive data collection. The first interview was conducted face-to-face, with responses recorded via voice notes on the WhatsApp application. However, scheduling conflicts led to the second interview being conducted online via WhatsApp chat. During the second interview, the participant cross-checked their answers to ensure accuracy. The interview was conducted on the weekend at a location that had been agreed with the participant beforehand

with a duration of approximately 60 minutes for the entire session from start to finish. Responses from both sessions were recorded using voice notes and later transcribed for analysis using coding. The following are the interview questions posed to the participant, translated into English without losing their context.

Table 3.3 Interview guidelines

Construct	Conceptual Definition	Components	Questions
Reading strategies Mokhtari & Sheorey (2002)	Approaches that individuals employ to enhance their understanding and comprehension of written texts based on Mokhtari & Sheorey (2002)	global strategies are those intentional, carefully planned techniques by which learners monitor or manage their reading, such as <u>having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures.</u>	1. How do you establish the purpose or goal of your reading when you begin exploring a research journal for your thesis?
		Problem solving strategies are the actions and procedures that readers use while working directly with the text. These are localized, focused techniques used when problems develop in	1. When you encounter a difficult section of text, what do you typically do to adjust your reading speed or approach?

understanding
textual
information;
examples include
adjusting one's
speed or reading
when the
materials
becomes difficult
or easy, guessing
the meaning of
unknown words,
and rereading the
text to improve
comprehension .

support
strategies, are
basic support
mechanisms
intended to aid
the reader in
comprehending
the text such as
using a
dictionary, taking
notes,
underlining, or
highlighting
textual
information

1. How often do
you find yourself
relying on a
dictionary when
encountering
unfamiliar words
in research
journals?

3.4 Data Analysis

In this study, the author gathered information through interviews, voice recorders, and collected transcripts. Coding was chosen as the methodology for analysis due to its suitability in identifying and exploring themes within qualitative data. According to Saldana (2009), coding is a method used to extract words or phrases that highlight significant psychological information, encapsulate the core of facts,

or highlight prominent psychological attributes evident across various sets of language or visual data, such as interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photography, videos, websites, and email correspondences. The use of coding analysis in this study follows the process outlined by Gibbs and Graham (2007), beginning with predetermined codes identified for use during the data collection or interview phase. These codes are established based on the author's objective to explore the challenges and strategies employed by EFL students when reading journals in preparation for their theses. The subsequent data collection involves interviews conducted by the author with participants, and the interview outcomes are transcribed. These transcripts are then coded based on the participants' responses. Coding serves the purpose of restructuring the participants' responses into well-organized sentences, facilitating clearer understanding for the researcher. This is crucial as the interview transcripts transform participants' spoken words into typed sentences, often characterized by non-standard sentence structures and complexity. The final step involves the interpretation of the interview results based on the previously assigned codes.

3.5 Trustworthiness

An author must have a statement that makes sense and can be trusted regarding the research that has been done in order to account for the contents of this research in a study. This is also supported by a statement from Thomas (2011) that the author must include Lincoln and Guba's strict criteria in qualitative research, known as credibility, dependability, confirmability, and transferability, in order to persuade readers that the research conducted can be trusted.

3.5.1 Credibility

In this study, credibility is established through member checking. After the final interpretation via coding analysis, the author seeks input from participants or data providers. This process ensures alignment between the data provided during interviews and the participants' actual experiences. It also serves to guarantee that the interpretation of the interviews remains faithful to the information supplied by the participants.

3.5.2. Dependability

In terms of dependability, the research process adhered to rigorous coding procedures. The coding process was systematically executed to ensure precision and consistency in theme generation, a crucial step in coding analysis. Each stage of the analysis followed established procedures, contributing to the overall dependability of the study. Furthermore, the research was conducted under the guidance of a supervisor, adding an extra layer of reliability to the coding process. This meticulous coding approach, coupled with member checking, aimed to establish the consistency and trustworthiness of the findings, laying the groundwork for potential replication by future researchers.

3.5.3 Confirmability

To enhance confirmability, the research employed member checking as a key strategy. Following the coding analysis framework, participants were provided with the opportunity to review and validate the interpretation of the data. This iterative process aimed to ensure that the interpretations and conclusions derived from the data align closely with participants' experiences. Furthermore, the

research process, including data collection, analysis, and interpretation, was conducted with transparency and explicit documentation. Regular discussions with the supervisor also contributed to the confirmability of the study by providing an external perspective on the research process. These measures collectively fortified the objectivity and credibility of the research findings, contributing to the overall confirmability of the study.

3.5.4 Transferability

The transferability of this research extends to EFL undergraduate students in similar academic settings. While the specific challenges and strategies explored are context-dependent, the core principles and insights gained from this study can offer valuable considerations for EFL students undertaking tasks involving academic literature. The contextual details, such as the Indonesian university setting and the unique challenges faced by EFL students, provide a backdrop for understanding the study's applicability. As with any qualitative research, the potential transferability of findings should be interpreted within the boundaries of the specific context in which the research was conducted. The hope is that educators, researchers, and practitioners in similar settings can draw parallels and insights from this study to inform their own practices and understand the nuances of academic reading among EFL students.

CHAPTER 4 FINDINGS AND DISCUSSION

This chapter outlines the findings obtained from the collected data and provides analysis. The research data is presented to showcase the findings, while the analysis of the data is thoroughly discussed.

4.1 Findings

The findings of this study revealed that the participants practiced three components of Mokhtari & Sheorey's (2002) reading strategies, which include global strategies, problem solving, and support strategies.

The participant had clear goals when searching for materials for their thesis, focused on keywords and less-studied themes. When she struggles with understanding a text, she uses a specific method, which is trying to figure out unfamiliar words by looking at the sentences around them. If that does not work, she turns to a dictionary. The participant also takes notes and underlines important information, like authors' names, to help them remember key points. These findings highlight how the participant approaches reading for their research, using different strategies to understand academic texts better. Detailed findings of each component are reported in the following subsections.

Table 4.1 Findings

Component	Findings
Global Strategies	<ul style="list-style-type: none">- searching for as many journals as possible- determining the topic

	<ul style="list-style-type: none"> - using keywords to find journals - using headings to compare the journals topic
Problem Solving Strategies	<ul style="list-style-type: none"> - adjusting reading speed - adjusting reading material - rereading - guess the meaning
Support Strategies	<ul style="list-style-type: none"> - using dictionary - taking notes - highlight information
Challenge	<ul style="list-style-type: none"> - lack of vocabulary

4.1.1 Strategies

This session focussed on the findings and interpretations of the reading academic journal strategies from the participant interviews.

4.1.1.1 Global Strategies

From the data analysis, it was found that global strategies were employed preparing reading materials while writing the undergraduate thesis. For more specifically, specific actions were prepared when searching for journals for their undergraduate thesis. These actions include having a purpose in mind, previewing the text for its length and organization, or using typographical aids and tables and figures. In terms of the component representing having a clear purpose, the participant of this study applied the strategy of searching for as many journals as possible and then determining whether the chosen thesis topic had been extensively researched or not. Meanwhile, the component representing previewing the text for its length and organization involved them using keywords to find

journals based on her preferences and needs. Lastly, the component representing typographical aids and tables and figures involved, the participant used headings to compare whether the journals she needed complied with the rules of her university or department. After encountering a table in the journal, her reaction and understanding were noteworthy. The participant, primarily concentrated on the table descriptions to comprehend them. In conjunction with having a clear purpose, the participant elaborated his idea below.

*The Participant : “Yes, I used to set goals before reading journals! Like at that time the title of my thesis was using printed pictures to improve writing descriptive text. So, I looked for printed pictures, anything in the article, **looked for as many as possible**, then writing skills also looked for as many articles as possible and descriptive text. So, it was very helpful for my thesis” (Interview, 21-01-2024).*

The participant's answer shows she looked through many journals for her undergraduate thesis, focusing on pictures, writing quality, and descriptions. She knew what to search for and followed general strategies for finding information. In addition, the focus of the participant's approach to selecting academic journals based on her chosen topic. The participant expresses this issue below.

*The Participant : “The aim is to **determine** whether the thesis **topic** I've chosen has been previously explored or extensively researched by others” (Interview, 21-01-2024).*

The participant's answer shows she wants to check what research already exists on her thesis topic. She wants to make sure her research is original and not just repeating what others have done. She understands the importance of doing unique research and avoiding plagiarism or repeating what's already been done. Furthermore, the spotlight is on the participant's strategy for identifying journals

using keywords from her thesis, with a consideration for readership and comprehensibility. He elaborates on this idea below.

*The Participant : “I use **keywords** from the thesis to search for journals with significant readership and understand their contents” (Interview, 21-01-2024).*

The participant described how she searches for journals by using keywords from her thesis and focusing on ones with many readers. She also believes journals with a large audience are important for her research and help them understand the content better. This shows her strategic approach to finding relevant literature for her study. Regarding how the participant incorporates headings into her process of choosing academic journals for reference, while also considering university regulations. The participant shares this issue below.

*The Participant : “By looking through **numerous articles** or journals and then **comparing** the headings to see if the **format matches** the guidelines provided by the university and the faculty, you can determine which ones are suitable” (Interview, 21-01-2024).*

The participant talked about how she carefully goes through journals, using headings to help her understand better. This shows she is serious about her research. She also mentioned how she makes sure the headings in journals match the rules from her university and faculty. This means she wants to pick sources that follow the academic standards. It is clear the participant focused on doing her research the right way. During this interview section, the participant’s shared her encounters with visual aids such as pictures, tables, and charts in academic journals, detailing her methods of comprehension. The participant expressed this idea in the following statement.

*The Participant : “I don't have any specific strategies! However, the way to understand tables, pictures, or other charts is by looking at the **description** first, and then we can understand what is meant by the table or picture” (Interview, 21-01-2024).*

During the interview, the participant talked about how she handles visuals in academic journals. She mentioned depending on the explanations that come with pictures, tables, and charts to understand them better. This shows the participant like having context to grasp what she is seeing. Even though she did not bring up any specific worries, relying on these descriptions seems like a practical way for them to deal with visuals in journals.

4.1.1.2 Problem Solving Strategies

Through data analysis, it was found that the participant employed problem-solving strategies outlined in previous main literature. These strategies involve adjusting reading speed or switching reading materials when faced with difficulty, deciphering the meaning of unfamiliar words, and engaging in rereading to enhance comprehension. These strategies are elucidated in detail below. The first finding showed the participant's approach to problem-solving strategies in reading academic journals. The participant shared insights into her experiences with reading speed and adjusting reading material when faced with challenges. This interview delves into participant's methods for overcoming obstacles encountered while engaging with scholarly literature. This issue is elaborated below.

*The Participant : “As far as I remember I **haven't adjusted** my reading speed. I read text in a normal way, it is meant to be not too slow or too fast. But, Yes, I do **adjust my reading approach** if I encounter a text that I have difficulty understanding, which is rereading the text again until I get bored” (Interview, 08-01-2024).*

The participant's comment shows how she handles reading speed and understanding. She mentioned keeping a steady pace while reading, not too fast or too slow. However, when she comes across tough parts, she changes her reading style by going back over the material until she gets tired of it. This approach shows the participant's are actively trying to overcome any difficulties in understanding and are dedicated to fully getting the content. In this section, the participant shares experiences regarding the speed of reading academic journals in his statement below.

*The Participant : “Since I have mentioned before, I **rarely adjust my reading** speed especially the speed up part, but somehow in **some scenarios I did slow down** my reading speed. These things I usually do, if I have encountered difficult text in a journal” (Interview, 08-01-2024).*

The statement above illustrates the participant's reading habits. She typically maintains a steady pace, avoiding both fast and slow speeds. However, when she encounters challenging sections, she adjusts by reading more slowly. Notably, the participant's engage in rereading as a strategy to improve comprehension when faced with difficulty. This deliberate approach suggests a strong commitment to understanding the journal's content thoroughly. Another finding shows that the participant shares an approach to switching reading journals when faced with challenges. The focus is on her experience and perspective regarding the availability of alternative sources. She shares this idea below.

*The Participant : “Of course! If I come across a **better source** covering the **same topic**, I will not spend too much time struggling to understand a challenging journal. It is not worth the effort” (Interview, 08-01-2024).*

The participant's response suggests that she is open to finding easier-to-understand sources when facing tough journal articles. She also values understanding more than sticking to one source, showing a smart way of dealing with challenging texts. Instead of struggling, she prefers looking for other materials with similar content for better understanding. Furthermore, the participant's share her experiences with encountering unfamiliar words while reading academic journals. The focus is on the strategies employed to understand these words within the context of the text. This idea is shared below.

*The Participant : “I **always encounter unfamiliar words** while reading a journal! There is no way I can avoid these things because all of them are written in scientific language!! and **my strategies usually** I just read the first and the last sentence to guess the meaning of some words that I didn't know. Basically I should know the context of the text so I can guess the meaning of the words better” (Interview, 08-01-2024).*

The participant's response sheds light on how she handles unfamiliar words encountered in academic journals. She also mentions encountering difficult terminology due to the complex / scientific language commonly found in these journals. Additionally, the participant's describe her proactive approach to addressing this challenge, indicating a commitment to understanding the content thoroughly. In a section with unfamiliar words while reading academic journals, the participant had encountered and how she found the meaning of these words. The participant's express this issue below.

*The Participant : “I often hear the word 'pedagogical' from my lectures, both inside and outside the classroom. It is **mentioned frequently**, especially since my thesis is focused on teaching. **Whenever I encounter** this word or any other unfamiliar term, I try to understand its meaning by looking at the context of the text. If I still need **clarification**, I opened a dictionary“(Interview, 08-01-2024).*

The participant talks about encountering the word "pedagogical" a lot in her lectures, especially since her thesis is about teaching. She also has a method for figuring out unfamiliar words, saying it is important to understand the context first. If she still does not get it, she uses a dictionary. This shows that she is proactive about understanding words and how context is key to her learning. The participant shares her experience on how to approach journal rereading in the following statement.

*The Participant : “I **don’t have any special approach** for rereading journals! I just do the way most people do, which is I should reread my journals until I get bored” (Interview, 08-01-2024).*

The participant's response reveals her approach to rereading academic journals. She does not have a particular method but simply keeps reading until she loses interest. This is a common approach among readers. However, it would be beneficial to investigate further how effective this method is for the participant. The participant shares her experience on factors that influence how much she reread an academic journal below.

*The Participant : “**Understanding!** I will never stop rereading my journal references until I fully understand the context of the journal” (Interview, 08-01-2024).*

The statement above highlights how important understanding is for the participant when she reread academic journals. The participant's response shows she is really focused on fully grasping the content. She does not just reread for the sake of it; she wants to truly understand what she is reading. This suggests that she cares more about getting a deep understanding than just going through the motions of rereading. It is like she is prioritizing quality over quantity, making sure she gets the most out of each reading session.

4.1.1.3 Support Strategies

Data analysis revealed that the participant utilized support strategies outlined in existing main literature. These strategies serve as foundational aids to help readers comprehend text, including utilizing a dictionary, taking notes, and highlighting important information. The first finding shows a reliance on dictionaries while navigating academic journals and grappling with challenging vocabulary. The participant describes it below.

*The participant : “I **often** rely on the dictionary for vocabulary that I don't know the meaning of” (Interview, 21-01-2024).*

The participant's answer shows that she often uses a dictionary when she comes across words she does not know. This shows how the participant's actively try to overcome language difficulties and really understand what she is reading. She also makes sure to use reliable sources like a dictionary to help her learn better and engage with the material effectively.

The second finding is related to experiences with the role of dictionaries in helping the participant understand academic journals. The participant expresses this issue below.

*The participant : “contributing a dictionary in understanding a journal is very **important** because a lot of language used is **scientific language** so the role of the dictionary is very important because as I know that the journal uses a lot of scientific language” (Interview, 21-01-2024).*

The statement above emphasizes how important dictionaries are for the participant understanding academic journals, especially since she often contain technical terms or scientific language. This shows the difficulties EFL students encounter when dealing with scientific language. The participant stresses how dictionaries are crucial for navigating through these complex terms found in academic journals. The third finding is the participant’s experience of taking notes while reading academic journals. The habit of taking notes is shared by the participant below.

*The participant : “Yes, I **have a habit** of taking notes when reading research articles because by taking notes we know the **meaning** of this journal” (Interview, 21-01-2024).*

In the interview, the participant talks about taking notes while reading research articles. She does this to better understand the material. By jotting down important points and key ideas, the participant’s make sure she gets the main message from the articles she read. The next finding delves into the participant practice of note-taking during her academic journal readings, with a particular emphasis on the type of information **she** typically wrote. The idea is elaborated below.

*The participant : “what I write when **making notes** is the first is **keyword**, keyword is very important and then **previous study**, in the previous study we can see from the reference of the author who is in the article and then ... **new vocabulary**” (Interview, 21-01-2024).*

In this statement, the participant talks about how she takes notes while reading academic journals. This method helps them remember important information from the journals. The participant's usually write down keywords, references to previous studies to find out who wrote the articles, and any new words she comes across. In addition, experience with underlining or highlighting specific information in academic journals, emphasizes instances where the participant found this practice beneficial in enhancing her comprehension of the content. The participant states her idea below.

*The participant : “Yes, it is very helpful because it is a **reference material** for my thesis with a **similar journal theme**” (Interview, 21-01-2024).*

The participant finds underlining or highlighting helpful when reading academic journals because it provides reference material for her thesis, especially if the journal's theme matches her research topic. This indicates she relies on this method to prepare for her academic work and thesis. The last section is the participant talk about the experience of underlining or highlighting certain information in academic journals. This emphasizes the participant's memorable experiences that found underlining and highlighting certain information helped them indirectly. The participant shares his idea below.

*The participant : “The example or experience is when we **find the author** or book in the same journal so that we can **search for the book** from that journal” (Interview, 21-01-2024).*

The above statement shows how the participant finds underlining or highlighting specific information in academic journals beneficial, particularly for locating authors or book titles mentioned in the same journal. This practice aids the participant in further research, allowing **them** to easily find related resources. It highlights the practical utility of these activities in enhancing her academic pursuits.

4.1.2 Challenges

This session focussed on the findings and interpretations of the reading academic journal challenges from the participant interviews.

4.1.2.1 Challenges

The findings from the interviews and data interpretation from the participants found that the participant encountered challenges in the form of a lack of vocabulary in scientific language. This directly affects the participant's understanding of the academic journals she reads. The lack of vocabulary according to the interview data hindered the understanding of the content of the journals used as reference material by the participant. According to the experience of the participant when reading academic journals, she encountered a lot of scientific language. Which is also difficult for her because at the same time she also has to spend extra time looking for the meaning of words and sentences that are less familiar to get the best results to understand the contents of the journal.

4.2 Discussion

4.2.1 Global Reading Strategies (GLOB)

Global reading strategies involve deliberate techniques that students use to monitor and manage their reading process. These techniques include setting goals, assessing the text's length and organization, and utilizing typographical aids like tables and figures. The participant demonstrated proficiency in all three of these strategies, as evident from the interview data and analysis. Particularly noteworthy was her strategic approach to selecting journals, where she emphasized identifying keywords from her thesis to ensure the uniqueness of the participant's research topic.

Additionally, the participant effectively utilized typographical aids such as tables and figures in academic journals. She relied on descriptions and explanations found within the journals to understand visual aids. This finding contrasts slightly with previous research by Seiradakis (2019), which found that Greek EFL students faced challenges in reading formal materials like academic journals due to their reliance on high school reading methods. Despite differences, it can be inferred that both Greek and Indonesian EFL learners encounter similar challenges when transitioning from secondary school. However, Indonesian EFL learners may adapt slightly better to formal reading, such as academic journals. While participants in this study navigated visual aids well, there are still opportunities to improve their understanding, particularly regarding data visualization. Introducing EFL learners to effective reading strategies can further enhance their academic reading skills.

On the other side, Smith (2018) conducted research supporting the idea that utilizing typographical aids can enhance EFL students' comprehension of academic texts. Smith's study also uncovered two key findings: firstly, that setting clear reading goals improves EFL students' comprehension, and secondly, that assessing the text's structure helps students better organize their reading process. Similarly, Kim (2020) focused on exploring the significance of visual aids for EFL students. Their study investigated how EFL learners utilize visual aids to bolster their understanding of academic texts. The findings demonstrated that EFL students frequently depend on visual aids to clarify complex information and aid comprehension. However, challenges arise in interpreting and analyzing data presented visually, underscoring the necessity for targeted instruction on data visualization strategies.

4.2.2 Problem Solving Strategies (PROB)

When dealing with reading challenges, participants in the study showed she were actively engaged in finding solutions. She also adjusted her reading speed, guessed the meaning of unfamiliar words by looking at the sentences around them before using a dictionary, and reread passages when needed to improve understanding. One interesting finding was that participants preferred to maintain a normal reading speed, even when faced with difficulties. However, she was open to switching to different journals if she found the content hard to understand, as long as the themes were similar.

Another strategy participants used was guessing the meaning of unfamiliar words by looking at the context. She did this before turning to a dictionary for help.

Regarding rereading, participants didn't reveal specific strategies but mentioned she would reread until she got bored. This helped them gain a better understanding of the text. These findings align somewhat with a previous study by Indriyani (2021) on how EFL students read academic journals. That study found that most students used metacognitive techniques, focusing on parts of the text that seemed important while skipping less relevant sections. This suggests that when students concentrate on what's relevant, she understand academic material better.

Metacognitive techniques are strategies people use to monitor and control their thinking processes. She involves being aware of one's cognitive abilities and using them effectively to enhance learning and problem-solving. Examples include setting goals, self-assessment, and reflecting on learning experiences. Both studies emphasize how understanding the context of academic material is crucial. In Indriyani's study, participants focused on the most relevant parts of the text, while our participant used context to understand unfamiliar words. By comparing our findings, we see similar strategies used by EFL students when reading academic texts. This shows that our study adds to what we already know about how EFL students approach reading.

This aligns closely with research conducted by Zhang (2019), who explored how EFL learners tackle challenges when reading academic texts with complex language. The study found that EFL learners often use contextual cues to understand unfamiliar words or phrases in academic texts. By looking at the surrounding context, students can figure out the meaning of new words without

needing to check a dictionary. Additionally, the study discovered that EFL students tend to read selectively, focusing on the parts of the text she find most important for understanding the topic. This helps them use their time effectively and grasp key information better.

Similar discoveries are present in a research by Chen (2020), where EFL students were investigated. The shared result emphasizes the significance of building vocabulary, making it simpler for EFL learners to grasp unfamiliar words by depending on context hints. The primary discovery in this study is that EFL learners frequently utilize metacognitive approaches like setting goals, self-assessment, and reflection to effectively manage their reading when facing challenges in academic materials like scientific journals.

4.2.3 Support Strategies (SUP)

Support strategies, such as using dictionaries, taking notes, and marking text, help the student understand what she is reading. In this study, the participant's often used these methods. She also relied on a dictionary when she did not know certain words, saying it was important because academic journals often have complex language. The participant also talked about taking notes while reading to remember important things like who wrote the journal and key words. Comparing this study findings to Alhaisoni's (2016), found some similarities and differences. Alhaisoni found that EFL students liked using bilingual and online dictionaries, mostly to understand word meanings. The participant also focused on understanding word meanings with a dictionary, but unlike the EFL students, the participant did not specify which type of dictionary she preferred. This is also

consistent with the findings of Johnson and Smith (2020), who investigated the use of dictionaries in language acquisition among EFL students. Their study revealed that EFL students tend to rely on dictionaries for convenience and to comprehend less common terms. Similarly, Lee and Park (2018) explored EFL students' dictionary use and note-taking practices when reading academic texts. She also found that each EFL student had a unique approach to referencing dictionaries, influenced by factors such as language skill, educational experience, and familiarity with academic discourse.

4.3 Answering the research question

The research question formulated in this study is *What are the challenges and strategies that undergraduate students go through when they are reading article journals for their undergraduate thesis writing?* Therefore, there are two aspects that I need to address in this subsection. The first is the challenge and the second is strategies.

Regarding the challenges faced by participants, the analyzed data revealed that participants had difficulty understanding unfamiliar words and sentences in the academic journals she read. The participant revealed based on her experience that she encountered a lot of scientific language when reading journals. This also caused the participant to need to do strategies in reading academic journals so that she would be better at understanding the content.

Furthermore, the strategies that the participant do rely on keywords, when having difficulty reviewing academic journals that have been collected to be used as reference material. Keywords are also used by the participant when searching for

these academic journals. Furthermore, the participant sets a goal first before using keywords to search for journals. These goals include grouping themes that will be needed by the participant. For example, the participant looks for academic journals with the theme of descriptive text, writing text, and academic articles that discuss printed pictures. As for when the participant has difficulty understanding the academic journal, he/she uses several strategies including adjusting the reading speed. According to the story of the participant in the interview that has been conducted the participant has her own reference despite having difficulties. Where she stays at a normal reading speed but sometimes slows down even though this is rarely done. In addition, the participant will also change the reading material of the academic journal that was originally used as a reference when having difficulty understanding the content of the academic journal. She will look for other academic reading sources that are easier to understand, provided that the academic journals are still within one theme of discussion. Furthermore, the participant when faced with an unfamiliar word will use a strategy where she must understand the context around the unfamiliar word to be able to guess the meaning of the word. If this strategy does not work well, she will use the help of both conventional and digital dictionaries. Moreover, the participant also took notes and highlighted certain information that she thought was important when reading academic journals. Things that the participant usually notes are the author's name, new vocabulary, previous studies and keywords. The participant usually uses this information to find new reference materials, such as using the author's name to find new books or journals related to the theme the participant is taking.

CHAPTER 5 CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aims to explore the strategies employed by EFL students when reading academic texts such as journals while working on their thesis as a final project. Based on the interviews that have been conducted with the participant, three important findings were found in this study based on the constructs based on Mokhtari & Sheorey (2002). In terms of Global Reading strategies (GLOB), there are three main findings discovered. Firstly, the participant in this study can understand and use visual typographic aids such as pictures and tables when reading journals. Although in practice, according to the participants, She still depends on the description of the visualization of the journal content. Secondly, the participant's are careful when choosing journals for her thesis reference material, and are aware to choose topics for her thesis that have not been researched by others. Thirdly, the participant also used keywords from the title of her thesis to search for reference journal materials that would later be used in her own thesis.

The findings, which are related to Problem Solving Strategies (PROB), are also identified in three issues. The first issue is that the participant' reading speed when reading academic journals remained at a normal speed or according to the comfort of the participants even though she experienced difficulties when reading academic reading. In this case, the participant has her own reading speed reference regardless of the difficulties she is facing. The second issue is that the participant, if experiencing difficulties in understanding the journal, is willing to

change the journal if she finds other alternatives with the same theme, rather than having to set aside more time to only understand the journal that she finds difficult. The final issue is that the participant's have her own strategies when faced with words that are unfamiliar to them. The strategy is to understand the content of the sentence around the unfamiliar word so that the participant understands what is being said. According to the participants, this is done before she opens the dictionary. The findings of this research is related to the last parameter called Support Strategies (SUP). The findings show that the participant used a dictionary when facing difficulties with unfamiliar words. According to the participant, the role of the dictionary is very important when reading academic journals, especially with the amount of scientific language used in journals. In addition, the participant often makes special notes when reading journals. Things that the participant usually writes when making notes are new vocabulary, previous studies and author names. According to the participants, she usually uses the author's name to find journals that are also written by that author.

In addition, findings on the challenges of reading academic journals have also been found based on interview data with the participant in this study. Lack of vocabulary mastery of scientific language is an obstacle for the participant when reading academic journals. The academic journals that the participant have collected to be used as references and reading materials contain a lot of scientific language. This made it difficult for participants to understand the content of the journals, and they had to take their own time to find the meaning of unfamiliar words and sentences.

5.2 Implications for Practice

The findings of this study have significant implications for both EFL students and their teachers. Based on the participant's experiences, it is clear that addressing the challenges of academic reading, especially during undergraduate thesis research, requires more effective strategies. One potential approach is to introduce targeted interventions to help EFL students become more familiar with the scientific language commonly found in academic literature. Educators can explore various methods, such as integrating vocabulary-building exercises into the curriculum or providing access to specialized resources like glossaries or online tools designed for scientific terms comprehension.

Additionally, teachers can play a crucial role in supporting students by offering guidance on how to use dictionaries effectively and encouraging the adoption of active reading techniques. For instance, providing examples of effective guessing strategies for unfamiliar words or emphasizing the importance of note-taking while reading academic journals. Similarly, EFL learners can benefit from guidance on common challenges encountered when reading academic texts independently. Teachers can provide strategies for effective rereading or highlight the significance of note-taking in comprehension. By implementing these targeted interventions and providing comprehensive support, educators can empower EFL students to navigate academic reading more effectively, thereby enhancing their overall learning experience and academic success

5.3 Limitations

While this study offers valuable insights into the experiences of a specific group of EFL students who have completed their undergraduate thesis, it is essential to recognize several limitations that affect the applicability and interpretation of the findings. By focusing solely on this particular subset of EFL students, the study's findings may not be fully generalizable to other EFL students with different academic backgrounds, proficiency levels, or institutional contexts. Variations in educational systems, thesis requirements, and language proficiency levels among EFL students could influence their approaches to academic reading and thesis writing differently.

Moreover, the use of interviews as the data collection method introduces certain limitations, including the potential for participant bias and the restricted sample size. While efforts were made to ensure objectivity and consistency in the interview process, the subjective nature of qualitative data collection may have influenced the interpretation of participants' responses. Recruitment for the study also encountered challenges, with some eligible participants opting not to take part due to personal reasons, including reluctance to revisit their undergraduate thesis experience. Consequently, the sample may not fully represent all EFL students who have completed a thesis, potentially impacting the breadth and diversity of perspectives captured in the study.

5.4 Suggestion for further research

Based on the findings of this study, the authors suggest that research should also be conducted on lecturers or teachers who will prepare EFL learners to start

writing or reading journals. This can be done to find out more about the difficulties of teaching academic reading to EFL students, as well as what strategies lecturers and teachers apply to deal with these problems. While acknowledging the limitations of this study, it is essential to recognize them as opportunities for future research to uncover new insights and enhance our understanding of EFL students' experiences with academic reading. Researchers interested in this topic should consider these limitations as pathways to innovation and the discovery of unique findings.

One key aspect to address is the diversity of participants involved. Future studies should aim to diversify participant groups by considering factors such as proficiency levels, academic backgrounds, and institutional contexts. By including a broader range of participants, researchers can capture a more comprehensive understanding of the challenges and strategies encountered in academic reading.

Additionally, researchers should explore alternative methodologies beyond qualitative interviews. Quantitative surveys or observational studies can offer complementary perspectives and contribute to a deeper understanding of EFL students' academic reading experiences. By employing diverse research methods, researchers can triangulate findings and provide a more nuanced analysis of the topic.

Moreover, embracing methodological diversity can lead to a richer understanding of EFL students' academic reading experiences. By building upon the limitations of this study and exploring new avenues of research, future studies can contribute to the advancement of knowledge in this field.

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Appendix

Appendix 1 : Interview Transcript

Transcript Interview

Global Strategies (21-01-2024)

1. Bagaimana kamu menentukan tujuan membaca saat memulai baru memulai mencari jurnal untuk skripsi anda sendiri?

Jawaban : Tujuannya yaitu **mencari tahu** dan menemukan apakah skripsi yang saya ambil itu sudah ada atau sudah banyak yang meneliti.

2. Tolong jelaskan metode atau teknik yang anda gunakan untuk review sebuah jurnal? dalam artian panjangnya isi jurnal tersebut.

Jawaban : Metode yang digunakan yaitu saya menggunakan **kata kunci** dari skripsi lalu mencari journal yang sudah banyak viewernya dan memahami isi dari journal tersebut.

3. Dalam situasi seperti apa kamu menggunakan bantuan typography seperti headings dan subheading untuk membantu anda lebih memahami isi jurnal?

Jawaban : Dengan cara mencari banyak artikel atau journal lalu membandingkan heading atau subheading apakah **formatnya sama tidak** dan disitu tau mana yang sesuai dengan aturan yang diberikan oleh kampus, oleh fakultas.

4. Bagaimana cara anda memahami tables, figure ataupun gambar lainnya dalam jurnal? Apakah ada strategies khusus?

Jawaban : Tidak ada strategi khusus! akan tetapi cara memahami tabel, gambar atau chart yang lain dengan **melihat uraian** terlebih dahulu lalu kita bisa mengerti apa apa yang dimaksud dari tabel maupun gambar tersebut

5. Pernah enggak sih ngeset tujuan tertentu sebelum baca jurnal? Kaya "ah mau cari pembahasan A" gitu? Apakah hal itu membantu? Tolong ceritakan lebih jauh.

Jawaban : iya dulu saya pernah mengeset tujuan sebelum membaca journal! seperti waktu itu judul skripsi saya itu using printed picture to improves writing descriptive text. jadi, saya mencari printed picture itu apa saja di artikel itu **mencari sebanyak** mungkin lalu writing skill juga mencari artikel sebanyak mungkin dan descriptive text. jadi, itu sangat membantu untuk skripsi saya.

Problem Solving (08-01-2024)

1. When you encounter a difficult section of text, what do you typically do to adjust your reading speed or approach?

Jawaban : As far as I remember I **haven't adjusted** my reading speed. I read text in a normal way, it's meant to be not too slow or too fast. But, Yes, I **do adjust my reading approach** if I encounter a text that I have difficulty understanding, which is rereading the text again until I get bored.

2. Can you describe a specific instance where you had to slow down or speed up your reading to better understand the material? What prompted this adjustment?

Jawaban : Since I've mentioned before I **rarely adjust my reading speed** especially the speed up part, but somehow in **some scenarios I did slow down** my reading speed. These things I usually do if I've encountered difficult text in a journal.

3. How do you determine when it's necessary to switch to a different reading material or source because the current one is too challenging?

Jawaban : ofc! when I **found a better source** with the same topic. I'm not gonna waste my time trying to understand the journal that is challenging to swallow for me.

4. Have you ever encountered unfamiliar words while reading? If so, what strategies do you use to guess their meaning?

Jawaban : I **always encounter** unfamiliar words while reading a journal! There is no way I can avoid these things because all of them are written in scientific language!! and my **strategies usually** I just read the first and the last sentence to guess the meaning of some words that I didn't know. Basically I should know the context of the text.

5. Could you provide an example of a word or phrase you recently encountered that you had to guess the meaning of? How did you go about figuring it out?

Jawaban : I often hear the word 'pedagogical' from my lectures, both inside and outside the classroom. It's **mentioned frequently**, especially since my thesis is focused on teaching. **Whenever I encounter** this word or any other unfamiliar term, I try to understand its meaning by looking at the context of the text. If I still need clarification, I consult a dictionary.

6. When you're faced with a passage that's difficult to comprehend, do you have a specific approach for rereading it to improve your understanding?

Jawaban : I **don't have any special approach** for rereading journals! I just do the way most people do, which is I should reread my journals until I get bored.

7. What factors influence how many times you reread the journal?

Jawaban : **Understanding!** I never stop rereading my journal until I fully understand the context of the journal.

Support Strategies (21-01-2024)

1. Seberapa sering kamu mengandalkan kamus ketika menemukan kata asing yang tidak bisa dipahami ketika membaca jurnal?

Jawaban : Seringkali saya mengandalkan kamus untuk **kosakata** yang saya **tidak paham artinya**

2. Dapatkan kamu menjelaskan kontribusi atau peran kamus dalam membantu anda memahami jurnal?

Jawaban : contributed dictionary in understanding journal is very **important** because a lot of language yang digunakan yaitu bahasa ilmiah jadi peran di kamus tersebut itu sangat penting karena seperti yang saya tahu bahwa di jurnal itu banyak sekali menggunakan bahasa ilmiah

3. Apakah kamu juga salah satu dari orang yang suka membuat catatan penting ketika membaca jurnal? Coba ceritakan lebih jauh

Jawaban : Yes I have habit of taking notes while reading research articles because with the taking notes we know that the **meaning** of the this journal

4. Informasi seperti apa yang biasanya kamu tulis ketika membuat catatan penting tersebut?

Jawaban : yang saya tulis **ketika membuat catatan** yaitu the first is **keyword**, keyword is very important and then **previous study**, di previous studynya itu kita bisa melihat dari referensi dari penulis siapa saja di artikel tersebut lalu... **kosa kata baru**

5. Situasi seperti apa yang menurut kamu menggarisbawahi atau menghighlight informasi tertentu sangat membantu?

Jawaban : Iya sangat membantu karena sebagai **bahan acuan** atau referensi untuk skripsi saya dengan **tema jurnal** yang hampir mirip

6. Dapatkan kamu membagikan pengalaman dimana menggarisbawahi atau menghighlight informasi tertentu memiliki peran penting dalam pemahaman membaca jurnal anda?

Jawaban : the example or experience pengalaman yang berkesannya yaitu ketika **menemukan author** atau buku di jurnal yang sama sehingga kita bisa mencari buku tersebut dari jurnal itu.

Appendix 2 : Interview guidelines

Construct	Conceptual Definition	Components	Questions
Reading strategies Mokhtari & Sheorey (2002)	Approaches that individuals employ to enhance their understanding and comprehension of written texts based on Mokhtari & Sheorey (2002)	global strategies are those intentional, carefully planned techniques by which learners monitor or manage their reading, such as <u>having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures.</u>	1. How do you establish the purpose or goal of your reading when you begin exploring a research journal for your thesis? 2. Could you describe the methods you use to preview a research article in terms of its length and overall organization before diving into detailed reading? 3. In what ways do you make use

of typographical aids, such as headings, subheadings, or formatting, to enhance your understanding of the content?

4. How do you approach and interpret tables, figures, or graphical representations within a research article? Are there specific strategies you employ?

5. Can you share instances where employing global strategies, like having a clear purpose or previewing, has been particularly effective in helping you comprehend and engage with research articles?

Problem solving strategies are the actions and procedures that readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding

1. When you encounter a difficult section of text, what do you typically do to adjust your reading speed or approach?

2. Can you describe a specific instance where you had to slow down or

textual information; examples include adjusting one's speed or reading when the materials becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension .

speed up your reading to better understand the material? What prompted this adjustment?

3. How do you determine when it is necessary to switch to a different reading material or source because the current one is too challenging?

4. Have you ever encountered unfamiliar words while reading? If so, what strategies do you use to guess their meaning?

5. Could you provide an example of a word or phrase you recently encountered that you had to guess the meaning of? How did you go about figuring it out?

6. When you're faced with a passage that's difficult to comprehend, do you have a specific approach for rereading it to

improve your understanding?

7. What factors influence how many times you reread the journal?

support strategies, are basic support mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlining, or highlighting textual information

1. How often do you find yourself relying on a dictionary when encountering unfamiliar words in research journals?

2. Could you describe a specific instance where using a dictionary significantly contributed to your understanding of a text?

3. Do you have a habit of taking notes while reading research articles for your thesis?

4. What kind of information or key points do you usually include in your notes?

5. In what situations do you find it helpful to

underline or
highlight
information in a
research paper?

6. Can you share
an example where
underlining or
highlighting
played a crucial
role in your
comprehension?
