

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provided an overview of the research findings and a discussion of the gathered data. The data collection involved a combination of questionnaires and interviews. Furthermore, the chapter examined the diverse factors affecting the reading development of the students.

A. Findings

1. Results from The Questionnaires on The Development of Students in Reading English Journals

The data for this study was collected through a questionnaire containing 12 statements. A total of 21 students from three classes participated by responding to the questionnaire. The following presents the percentage data, indicating the choices made by students for the 12 statements in the questionnaire, addressing their development in reading English journals.

Table 4.1 The Percentage of Students' Chosen Preferences in Questionnaire of The Students' Development in Reading English Journals

| No. | Statement | The Percentage of Students' Chosen Preferences | | | |
|-----|--|--|--------------|-------------|-----|
| | | SA | A | DA | SDA |
| 1 | I frequently engage with reading journal articles for academic or research purposes. | 47,6% (10) | 42,9% (9) | 9,5% (2) | 0% |

| | | | | | |
|----|--|--------------|---------------|--------------|-------------|
| 2 | I feel confident in my ability to understand and analyze the language used in academic journal articles. | 14,3% (3) | 85,7% (18) | 0% | 0% |
| 3 | I feel confident in identifying the main objectives and key points of a journal article. | 4,8% (1) | 76,2% (16) | 19% (4) | 0% |
| 4 | Reading journal articles is a task I find enjoyable and intellectually stimulating. | 19% (4) | 42,9% (9) | 33,3% (7) | 4,8% (1) |
| 5 | I find it helpful to preview an article, identify key concepts, and create a mental roadmap before diving into the details | 23,8% (5) | 61,9% (13) | 14,3% (3) | 0% |
| 6 | I use specific strategies or techniques to enhance my comprehension when reading academic articles. | 14,3% (3) | 42,9% (9) | 38,1% (8) | 4,8% (1) |
| 7 | I am motivated to read journal articles to deepen my understanding of specific topics. | 9,5% (2) | 76,2% (16) | 14,3% (3) | 0% |
| 8 | The prospect of gaining new knowledge through journal articles is a strong motivator for me. | 9,5% (2) | 57,1% (12) | 33,3% (7) | 0% |
| 9 | I actively seek opportunities to improve my reading ability in the context of academic articles. | 14,3% (3) | 57,1% (12) | 28,6% (6) | 0% |
| 10 | Reflecting on and learning from challenges in reading helps me continuously enhance my proficiency. | 9,5% (2) | 81% (17) | 9,5% (2) | 0% |

| | | | | | |
|----|---|--------------|---------------|--------------|----|
| 11 | I find intrinsic satisfaction in the process of understanding and analyzing journal articles. | 19% (4) | 57,1% (12) | 28,3% (5) | 0% |
| 12 | Reading journal articles has contributed to my overall academic and professional growth. | 42,9% (9) | 57,1% (12) | 0% | 0% |

According to the data presented in Table 4.1, the researcher found that 18 participants (85.7%) expressed a strong agreement with statement number 2, which pertains to their confidence in understanding and analyzing language used in academic English journals. As a result, students in the fifth semester of the English Language Education program have shown notable improvement in reading English journals, indicating the development of their skills over time.

Table 4.2 Category of Students' Development in Reading Journals

| Description | Very Good | Good | Moderate | Low |
|--------------------|------------------|-------------|-----------------|------------|
| Range | 37-48 | 25-36 | 13-24 | 0-12 |

Below is the presentation of the questionnaire findings, revealing the primary data discovered by the researchers. The provided data encompasses 12 statements and category outcomes derived from responses provided by 21 students, along with the results obtained from the entire questionnaire.

Table 4.3 Questionnaires' Result about Students' Development in Reading**English Journals**

| Student | Statement | | | | | | | | | | | | Score |
|------------|-----------|---|---|---|---|---|---|---|---|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Student 1 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 35 |
| Student 2 | 3 | 3 | 2 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 35 |
| Student 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 35 |
| Student 4 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 38 |
| Student 5 | 2 | 3 | 3 | 3 | 4 | 2 | 3 | 2 | 2 | 3 | 2 | 4 | 33 |
| Student 6 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 4 | 4 | 38 |
| Student 7 | 3 | 2 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 30 |
| Student 8 | 4 | 3 | 3 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 32 |
| Student 9 | 4 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 3 | 28 |
| Student 10 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 34 |
| Student 11 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 40 |
| Student 12 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 37 |
| Student 13 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 45 |
| Student 14 | 4 | 3 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 3 | 3 | 4 | 35 |
| Student 15 | 3 | 3 | 3 | 4 | 4 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 36 |
| Student 16 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 29 |
| Student 17 | 4 | 4 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 36 |
| Student 18 | 4 | 3 | 3 | 1 | 3 | 4 | 2 | 3 | 4 | 3 | 3 | 4 | 37 |

| | | | | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Student 19 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 34 |
| Student 20 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 34 |
| Student 21 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 41 |
| Result | The category includes 7 students, representing 33.3% as Very Good, and 14 students, constituting 66.7% as Good. | | | | | | | | | | | | |

According to the information in Tables 4.2 and 4.3, the researcher found that 7 students (33,3%) were in "Very Good" category, and 14 respondents (66,7%) were in "Good" category.

The students at the State Islamic University of Antasari Banjarmasin, particularly those in the "Very Good" and "Good" categories, exhibited characteristics of both intensive and extensive reading levels. Students in the "Very Good" category excelled in understanding complex academic texts, actively reflected on their learning, and demonstrated motivation to explore topics further, aligning with intensive reading. Conversely, students in the "Good" category demonstrated solid skills in reading English journals and showed motivation to enhance their understanding, reflecting traits of extensive reading. Overall, these students demonstrated proficiency in comprehending complex academic texts (intensive reading) while also appreciating covering a significant amount of material to gain a broad understanding (extensive reading). Therefore, they could be considered to operate at both intensive and extensive reading levels, depending on the specific context and goals of their reading activities.

Among fifth-semester students at the State Islamic University of Antasari Banjarmasin, those with a 'very good' level of reading English journals excelled in understanding complex academic texts. They confidently identified main ideas and themes, actively reflected on their learning, and felt motivated to explore topics further. These students contributed significantly to their academic and professional growth through their deep engagement with scholarly material.

On the other hand, students classified as 'good' also demonstrated solid skills in reading English journals, though they faced occasional challenges. They showed potential for improvement and were motivated to enhance their understanding. While not as driven as the 'very good' students, they understood the importance of reading for their academic and professional development. Overall, these descriptions provided valuable insights into the different levels of student proficiency and motivation in academic reading.

This implied that fifth-semester students enrolled in the English Language Education Department at State Islamic University of Antasari Banjarmasin during the academic year 2023/2024 were doing well in developing their skills to read English journals, falling mainly into the "Very Good" and "Good" categories.

2. Results From the Interview on The Development of Students in Reading English Journals

The researcher collected data through face-to-face interviews, recording students' responses to aid in data analysis. The participants in these interviews were fifth-semester students in the English Language Education Department. Among the 21 individuals who completed the questionnaire, 9 students were selected for interviews. The main aim of these interviews was to gain more detailed insights into the development of these fifth-semester students in reading English journals. Several factors influencing students' reading development were identified from the six questions posed during the interview.

a. Linguistic Competence

Linguistic competence emerges as a critical factor in students' proficiency in comprehending academic English journals, evident in the challenges faced by some students who expressed difficulty and confusion due to unfamiliar vocabulary within the journals. Their struggles are reflected in statements such as: Student 1, who mentioned, "*I sometimes have to double-check the meaning of some words in the journal,*" and Student 2, who shared, "*I have to read again from the beginning to the end, if I want to understand more, I read over and over again.*" Similar sentiments were echoed by Students 3 and 4, noting that "*...some journals related to our research are sometimes difficult to understand.*" Student 5 conveyed moments

of silent contemplation, stating, "*There were several moments when I was silent and reconnected the academic languages that were mixed up in my head.*" Additionally, Student 6 emphasized the need to sift through past journals, explaining, "*I have to sort out several journals that I don't understand, take the information I need because some parts are very difficult to understand, and it uses scientific language that I rarely encounter.*"

These reflections were reiterated by Students 7, 8, and 9, who similarly highlighted the challenges of comprehending academic language and the need for diligent efforts to extract meaningful information from complex English journals. These reflections collectively underscore the significant role of linguistic competence in navigating comprehension challenges posed by academic English journals.

b. Interest

Interest is a crucial factor driving students to engage with scholarly content. It sparks curiosity, promotes engagement, and enhances comprehension. Many students are drawn to English journals due to course requirements, while those working on thesis proposals find the need to review numerous English journals heightening their interest in academic literature.

This finding was derived from the responses of the 9 students in my thesis study. Notable patterns emerged, with Student 1 stating,

"I enjoyed reading journal articles that were clear and well-written." Echoing this sentiment, Student 2 mentioned, *"...I was all about articles that got straight to the point. Clear and simple writing was my preference. If I could easily grasp the concepts and findings, I was all in."* In addition, Student 3 noted, *"Most of the journals I read were connected to research, and some were chosen for course assignments."* Student 4 added, *"There were numerous new journals that caught my attention and were relevant to my search."* Furthermore, students 5-9 collectively shared a common trajectory, initially not engaging much with English journals but eventually finding the experience enjoyable, even though it presented occasional challenges.

c. Motivation

Motivation is essential for students reading English journals. It fuels their interest, persistence, and overall development in understanding academic content. Drawing upon the interview responses, it is apparent that the motivation demonstrated by several students in reading English journals emerged as a noteworthy factor contributing to their overall development in this academic pursuit.

This insight is reflected in the narratives shared by multiple students. Student 8 recounted, *"...I had this one topic that felt like a something hard to understand; I kept at it, did some searching, and asked questions..."*. Student 4 shared, *"I took the interesting bits from*

journals and threw them into my research or coursework."

Additionally, students 9 and 3 added, *"I was curious about or what I was digging into for my research. In the end, I read more... even though it was a little difficult to find some journals..."*. Student 1 agreed, stating, *"I remember this one time I was really into a topic, I kept pushing, did some extra research, and it all clicked. That motivation to understand more paid off big time."* Student 7 offered, *"Engaging with peers who shared similar challenges and discussing complex content together kept me motivated."* Student 6 explained, *"I was genuinely passionate about research. academic journals offered a wealth of knowledge that fueled my enthusiasm for exploring new ideas and contributing to existing research."* Students 5 and 2 shared nearly identical responses to the experiences recounted by the seven students mentioned earlier.

d. Reading Ability

A strong reading ability significantly contributes to a student's development in comprehending and extracting valuable insights from academic English journals. It serves as the foundation for effective information processing, enhancing critical thinking skills and fostering a deeper understanding of complex scholarly content.

It can be seen from the statement that student 5 said, *"I usually skim through the article first to get an overview. Then, I go back and scan for key points and main ideas. It helps me grasp the structure*

before diving into details." In a similar vein, student 1 added, *"When I come across complex language, I take a moment to look up unfamiliar terms."* Student 9 contributed another perspective, stating, *"I often discuss articles with my peers. Explaining concepts to each other not only reinforces understanding but also provides different perspectives on the content."* Students 3 and 7 jointly remarked, *"If a section is particularly challenging, I don't hesitate to read it multiple times."* Students 2 and 4 concurred, stating, *".... following scanning, I summarize key points in my own words. This practice, combined with skimming, ensures a comprehensive grasp of the main ideas before delving deeper."* Student 6 added, *"I integrate scanning and skimming into my arsenal of reading strategies, ensuring versatility and effectiveness in approaching diverse academic texts."* Student 8 also shared a similar opinion, affirming, *"I employ scanning and skimming techniques to quickly identify key themes and structures..."*

The effectiveness of these techniques to enhance overall comprehension and information retrieval. A proficient reader with a strong reading ability is likely to utilize scanning and skimming as strategic tools to navigate through complex academic texts more efficiently.

e. Reading Environment

An interactive reading environment, such as engaging in discussions with peers or attending lectures, plays a pivotal role in

advancing students' proficiency with journal articles. These dynamic settings promote collaborative learning, providing students with diverse perspectives and valuable insights that contribute to their continual growth in comprehending academic content. Considering the outcomes of the interview, many individuals shared a common sentiment, acknowledging that fostering discussions with both friends and lecturers within their reading environments proved instrumental in enhancing their grasp of the journal readings they were tasked with comprehending.

From students' statements 3-6 and 8-9, it is evident that active reading techniques, such as summarizing paragraphs and posing questions, which were discussed with lecturers, helped them a lot. Student 7 mentioned, "*We were taught to obtain journals easily and how to quote effectively from them, we were even instructed on reading journals and identifying important points within them.*" Adding more detail, student 1 stated, "*In fact, I frequently engaged in discussions with my friends about parts of the journal that I didn't understand.*" Student 2 also expressed, "*Google Scholar was my go-to search engine for scholarly articles, it assisted me in quickly locating relevant research.*" These students concurred that over time, they felt this type of environment enhanced their ability to comprehend English journals.

The research examined the factors that influenced fifth-semester students' reading abilities regarding English journals at Antasari State Islamic University Banjarmasin. Through interviews with nine students, significant factors emerged. Firstly, students encountered challenges with unfamiliar vocabulary and complex language structures, requiring additional effort to grasp academic journals. Secondly, their interest in topics and their relevance to coursework drove their engagement with the material. Thirdly, students' motivation, fueled by curiosity and enthusiasm for research, propelled their ongoing commitment to reading journals. Fourthly, they applied effective reading strategies such as skimming, scanning, summarizing, and discussing with peers to improve comprehension. Lastly, a supportive reading environment, including peer discussions and guidance from lecturers, contributed to their overall progress in understanding academic content. These findings underscored the importance of linguistic competence, interest, motivation, reading ability, and the reading environment in shaping students' proficiency with English journals.

B. Discussion

Based on the identified problems mentioned earlier, the researcher thoroughly discussed these issues in the research titled "The Students' Development in Reading English Journals." The ensuing discussion is outlined below:

1. The Development of Fifth-Semester Students in English Language Education Department in Reading English Journals

As students navigate their academic pursuits, the art of reading journal articles emerges as a pivotal skill. Alderson (2000, p. 28) highlights this skill, characterizing reading not merely as a task but as a profoundly absorbing and enjoyable private pursuit. According to Alderson, the impact of reading varies among individuals, shaped by their unique perspectives. Simultaneously, to discern the factors constraining comprehension at various developmental stages, it is crucial to delve into the intricate interactions among knowledge, language, and cognitive resources (Cain, Compton, and Parrila, 2017, p. 272). In this exploration of the students' development in reading journal articles, recognize the dynamic interplay between the enjoyable pursuit of reading and the complex factors influencing comprehension at different stages of cognitive growth.

The researcher identified 21 students with varying levels of development in reading English journals based on the responses to the 12-item questionnaire statements. Firstly, 7 students (33,3%) were classified in the "Very Good" category, with scores falling within the range of 37-48. Secondly, 14 students (66,7%) were placed in the "Good" category, where the score range was 25-36. In the questionnaire findings, 18 participants (85,7%) agreed with statement 2, indicating confidence in their ability to understand and analyze the language used in academic

English journals. This suggests that students in the fifth semester of the English Language Education Department have shown development in their reading of English journals. In academic English journals, it aligns with the notion presented by Cain, Compton, and Parrila (2017, p. 273). The questionnaire responses showed that students can understand and interpret texts to create meaning. Recognizing the concept of a situation model, representing the actual situation in the text, was important for evaluating the development of their reading confidence. This exploration extended beyond mere reading comprehension, providing valuable insights into a broader understanding of cognitive development.

Based on the questionnaire findings, four statements received the highest number of responses from students. Statement 2, "I feel confident in my ability to understand and analyze the language used in academic journal articles," garnered 29 responses (85,7%), while Statement 10, "Reflecting on and learning from challenges in reading helps me continuously improve my proficiency," received 28 responses (81%). Statement 3, "I feel confident in identifying the main objectives and key points of a journal article," was endorsed by 26 respondents (76,2%), and Statement 7, "I am motivated to read journal articles to deepen my understanding of specific topics," received 25 responses (76,2%). Additionally, Statements 8, 9, 11, and 12, encompassing motivations, seeking opportunities for improvement, intrinsic satisfaction, and contributions to academic and professional growth, respectively,

collectively received 12 responses (57,1%).

Statements 2 and 10, highlighting confidence in understanding academic language and improving proficiency through reflecting on reading challenges, are linked to embodied cognition. Embodied cognitive processes closely align with sensory and motor experiences (Barsalou, 2010; Glenberg et al., 2013; Pulvermüller, 2013). Statement 2, where students express confidence in understanding academic language, suggests that their proficiency is linked to past experiences interacting with language in a sensory and motor way. This aligns with the embodied cognition concept, emphasizing the connection between mental understanding and physical engagement. Similarly, statement 10, which focuses on proficiency improvement through reflection on reading challenges, recognizes that the learning process involves both cognitive thinking and past embodied experiences. These statements collectively emphasize the importance of integrating mental and physical aspects in students' journey to comprehend and enhance their language proficiency while engaging with English journals.

Acknowledging the challenges of comprehending complex texts, particularly under high cognitive load, it became crucial for students to have felt confident in identifying key points in journal articles (Statement 3). The motivation to read articles and deepen understanding (Statement 7), as emphasized by Cain, Compton, and Parrila (2017, p.272), played a pivotal role in the development of students in reading English journals.

This underscored the importance of confidence and interest in navigating the intricacies of comprehending scholarly content, contributing to a holistic growth in their academic skills.

The alignment of statements 8, 9, 11, and 12 underscores the pivotal role that reading English journals plays in students' intellectual and professional development. The prospect of acquiring fresh knowledge, as highlighted in statement 8, emerges as a potent motivator, propelling students toward scholarly literature. Statement 9 emphasizes a proactive stance, as students actively seek opportunities to enhance their reading abilities within the academic context. The intrinsic satisfaction derived from understanding and analyzing English journals, as expressed in statement 11, speaks to the intellectual gratification inherent in this scholarly pursuit. Furthermore, statement 12 corroborates the transformative impact of reading English journals, affirming its contribution to students' overarching academic and professional growth. Collectively, these statements underscore the interconnected nature of motivation, skill development, satisfaction, and growth in the realm of reading academic literature, emphasizing its profound influence on students' holistic development.

Among fifth-semester students at the State Islamic University of Antasari Banjarmasin, those identified as having a "very good" level of proficiency in reading English journals displayed exceptional abilities in grasping intricate academic texts. These students confidently discerned

main concepts and themes within the articles, actively engaged in critical reflection on their learning, and expressed a keen interest in further exploration of the subject matter. Their commitment to deepening their understanding significantly contributed to their academic and professional advancement. Conversely, students categorized as "good" also exhibited commendable skills in reading English journals, albeit with occasional hurdles. They demonstrated a willingness to improve and were motivated to enhance their comprehension. While not reaching the same level of enthusiasm as their "very good" counterparts, they acknowledged the significance of reading for their academic and career progression. In essence, these distinctions shed light on the diverse levels of student competence and motivation in academic reading among fifth-semester students at the university.

In summary, the fifth-semester students of the English Language Education Department at State Islamic University of Antasari Banjarmasin exhibited a very good and good degree of development in reading English journals. This was affirmed by the questionnaire results, indicating their development in understanding English journals.

2. Factors Influencing the Development of Reading Skills Among Fifth-Semester Students in The English Language Education Department at State Islamic University of Antasari Banjarmasin

From interviews with fifth-semester students in the English Language Education Department at the State Islamic University of

Antasari Banjarmasin, the following outlines the factors that contribute to the development of students' reading skills in comprehending English journals.

The research identified five main factors that affected the progress of students in reading English journals. These factors aligned with the general framework proposed by Johnson and Pearson (cited in Zuchdi, 2008, p. 23), which posited that reading comprehension was typically shaped by two main categories: internal factors intrinsic to the reader and external factors. The research findings pinpointed five out of the six examined factors, namely linguistic competence, interest, motivation, reading ability, and reading environment.

a. Linguistic Competence

As defined by Johnson and Pearson, Linguistic competence is foundational. Students equipped with phonological knowledge, syntactic understanding, and semantic comprehension are better positioned to tackle the linguistic challenges inherent in academic texts. Teachers can support students' development in reading by incorporating activities that enhance these linguistic competencies, such as phonics exercises, syntactic analysis, and discussions on word meanings within the context of scholarly writing. As students strengthen their linguistic competence, they are likely to experience improved reading comprehension, leading to more effective engagement with English journal articles.

b. Interest

Interest, as described by Magner et al. (2012, p. 3), is the interactive connection between an individual and an object in their surroundings. This connection is vital for fostering a mutual bond that can significantly impact students' engagement with academic materials. Dechant (1982, p. 73) underscores the importance of students' enthusiasm for reading and highlights the pivotal role of interest in achieving successful reading outcomes. Teachers can employ strategies to spark interest in challenging topics before introducing related English journals.

This might include connecting the material to real-world examples, demonstrating its relevance, or highlighting the potential impact on students' lives or future careers. By establishing this initial interest, teachers can create a foundation that encourages students to approach even the less captivating articles with a more focused and engaged mindset. Overall, understanding and leveraging the role of interest in the reading process can significantly contribute to students' development in comprehending and engaging with English journals.

c. Motivation

Motivation is a crucial focus for teachers aiming to encourage students in reading English journals. Recognizing that motivation is an inherent part of the reader, teachers use incentives, reinforcement, and diverse stimuli to influence students' engagement. While

traditional reading instruction often prioritizes cognitive aspects, there is a growing argument, highlighted by Johnson and Pearson (1978, p. 13-14), that a comprehensive approach should include motivational elements. This means not only developing cognitive skills but also addressing the affective dimension of students' motivation to read. By connecting content to students' interests, future goals, or real-world applications, teachers can enhance motivation, fostering a more holistic learning experience and contributing to students' overall development in comprehending and critically analyzing English journals.

d. Reading Ability

In the context of students' development in reading English journals, the significance of Reading Ability is closely tied to enhanced comprehension, especially when considering the skills of scanning and skimming. Scanning, as defined by Harmer (2007, pp. 100-101), involves searching for specific information, like a phone number or details in an article. Skimming, on the other hand, entails quickly going through material to identify key names or details. These skills are essential components of Reading Ability, allowing individuals to efficiently gather information without the need to read every word and line. For effective use of scanning and skimming, it is imperative to first prioritize accuracy and automaticity in decoding skills, as suggested by Johnson and Pearson (1978, pp. 14-15). This

sequential approach ensures that students develop the foundational skills necessary not only for navigating and comprehending complex English journals but also for efficiently employing scanning and skimming techniques in their academic pursuits.

e. Reading Environment

In the context of students' development in reading English journals, the reading environment plays a crucial role in influencing comprehension. At home, the environment aids students in their reading preparation, fostering an understanding of the world around them. The school setting, including teachers, peers, and the classroom, introduces both positive and negative effects on comprehension. Additionally, the university environment adds another layer of influence on how students engage with and comprehend academic content. As emphasized by Johnson and Pearson (1978, pp. 15-19), acknowledging and understanding the dynamics within these environments is essential. It highlights the diverse factors that can impact the development of effective reading skills, providing insights for teachers and students as they navigate the complexities of English journals.

The research explored the factors that influenced fifth-semester students' ability to read English journals at Antasari State Islamic University Banjarmasin. Through interviews with nine students, key factors were identified. Firstly, students struggled with unfamiliar

vocabulary and complex language structures, requiring extra effort to understand academic journals. Secondly, their interest in topics and relevance to coursework motivated them to engage with the material. Thirdly, students' motivation, driven by curiosity and enthusiasm for research, influenced their persistence in reading journals. Fourthly, they employed effective reading techniques such as skimming, scanning, summarizing, and discussing with peers to enhance their comprehension. Lastly, a supportive reading environment, including discussions with peers and guidance from lecturers, contributed to their overall development in comprehending academic content. These findings highlighted the importance of linguistic competence, interest, motivation, reading ability, and reading environment in students' proficiency with English journals.