

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, Finding and discussion have found techniques and students' difficulties in reading journals on the EAP course. Which had collected around 12 participants in the interview data and after that it was collected around 68 participants filled out the questionnaire data which had been shared with the 2019 English department students. therefore several findings are discussed in this chapter and this chapter the researcher describes it in 2 phases, the first phase is the interview which is narrated and the second phase is the questionnaire which is in the form of chart results.

A. Findings

In this section, the findings are based on 2 research questions in this research. Then, here are some findings that have been found by a researcher in this study :

1. Student's Techniques in Reading Journal

Techniques in reading should indeed be needed by students to accelerate and support student work. besides that, it can be said that reading with technique is very important in reading, especially in reading journals. Ulmi (2015) explained that in reading, readers are not required to read the entire text, but students can search or get the information needed only, so this can be said a reading technique; with reading techniques, students can manage time more effectively.

The techniques in reading described in this study whereas focusing on techniques in reading journals, there are 8 Techniques used by students :

a. Intensive Reading

Intensive Reading Technique is a technique in which students' understanding of a reading text is very important in reading so in this technique students are required to understand the text and increase their vocabulary. Apart from that, it is not wrong that this technique is also used by university-level students to read scientific texts which require a lot of understanding and knowledge of scientific terms. In the findings, several students stated that students used the Intensive Reading Technique in reading journals. Student Said :

“Usually, maybe I just use skimming, first thing that I have to do is find the keywords that I’m looking for then I read the journal like fastly and quickly find the keyword has been looking for and other techniques also I ever use intensively in reading”

“Yes, usually I also read the journal in detail, because we really can't read the journal once we need to read the journal maybe twice and maybe I can read the journal slowly but it depends on the journal that I read”

The student Interviews’ statement above states that they have used Intensive Reading in reading where there is a need for further accuracy in reading journals.

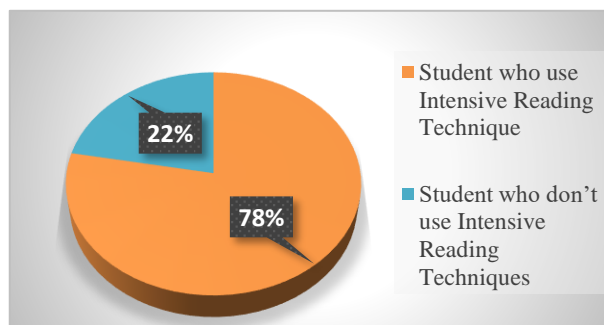


Figure 4.1. Student's Reading using Intensive Reading Technique.

In the Figure 4.1. above, it can be seen that around 78% or 53 people out of the total number of participants, around 53 people used intensive reading in reading journals and only a few did not use this technique, around 22% or 15 people. Dominantly, students also use the Intensive Reading Technique in reading a journal. Where it can be said that students reading journals also need comprehension when reading. Then, this result by the questionnaire that the researcher share to the student.

b. Extensive Reading

Extensive Reading Technique is a technique where students have a habit of reading or students have an interest in a topic that is usually read because of the experience of students in reading so that students have a high understanding of a reading text. In the extensive reading technique, it can be said that students have a high level of language and a lot of reading experience. So that in reading journals students are not too difficult for because they have this expertise and this technique can be used by students in reading journals. As found in this study, :

“I think reading a journal is Fun and I Really love Reading because it's my habit and my hobby when I read a journal it occurs my curiosity so it helps my task and finds out my curiosity either”.

In the Interviews' Statement above that Extensive reading gives students a habit of reading and it is also very helpful for students in some academic tasks besides that it is also because of curiosity that makes you want to continue reading.

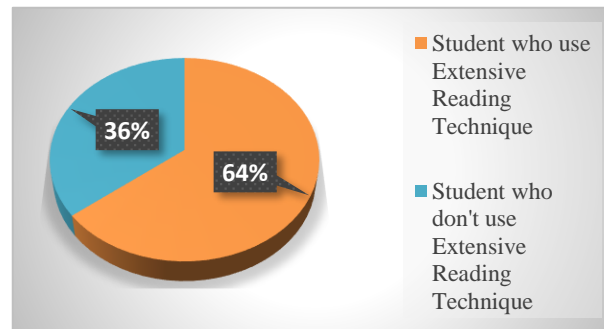


Figure 4.2. Student's Reading using Extensive Reading Technique.

From Figure 4.2. above it can be seen that quite a large number of students used the extensive reading technique 68 participants, around 41, or the equivalent of 64% used this technique in reading journals. Those who do not use Extensive Reading in reading journals are around 36% or the equivalent of 27 people. It can be said that the dominant reading of students is quite a lot by using extensive reading techniques. Then, this result by the questionnaire that the researcher share to the student.

c. Speed Reading

Speed Reading Technique is a fast reading technique where students are required to read quickly in a short time. In this technique, students have a language that is at a high level for reading, especially in reading foreign language journals. In this technique, students can read the entire journal text quickly and can capture the contents of the journal text they read.

*“maybe the technique that I take is probably that I often use **speed reading techniques** such as looking at only the important highlights in the journal and then the specific technique used is only speed reading” (S1)*

*"In reading journals I usually use **speed reading techniques** in reading journals or directly to conclude what is in this journal and I choose this technique to make it easier and faster for me to interpret the meaning of a journal."(S2)*

*“Yes I do, when Reading I usually use **speed Reading** and scanning techniques. I chose speed reading because it was an easy technique to use and it saved time and energy so it made me enjoy reading more and didn't make me dizzy. Also, for scanning, in my opinion reading journals actually doesn't bother us if we immediately look for what we are looking for. There is no need to read the journal in its entirety, so I always use scanning techniques when reading journals.”(S3)*

From some of the student Interviews' statements above, they stated that speed reading is a technique they use in reading journals and of course using speed reading makes time more efficient and also states that using this technique makes work faster and does not waste more energy. Apart from that, it makes reading more enjoyable.

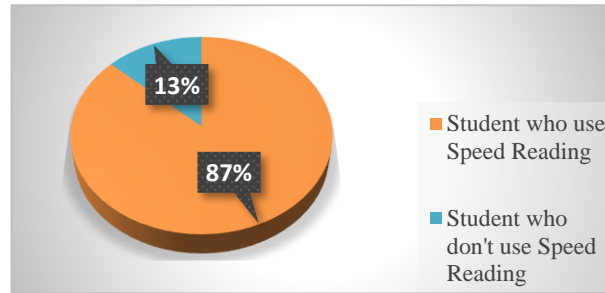


Figure 4.3. Students' Reading using Speed Reading Technique.

In Figure 4.3. above it can be seen that the use of speed reading by students in reading journals is more which is around 87% or the equivalent of 59 students using Speed Reading in reading Journals. And about 13% or about 9 people who answered did not use speed reading in reading journals. It can be concluded that around 87% of students often use speed reading in reading and also students read texts quickly when reading journals. Then, this result by the questionnaire that the researcher share to the student.

d. Skimming

The skimming technique is one of speed reading, the difference is that this skimming technique only seeks or determines a main idea or general information in a text. Therefore this technique allows students to speed up their reading by only looking at the main ideas or keywords that are included in reading journals. Some statements of students who use the Skimming Technique. Student said :

“Yes, I use techniques, Actually I use Skimming and summarizing. Because if we use skimming we can find it out whereas the important parts that we need to know and summarizing also important for us to make a paper and these are the important techniques to do” (S1)

*“Yes I do, like scanning and **skimming**, because its too easy to look for the main idea in the reading journal” (S2)*

*“Usually, maybe I just **use skimming**, first thing that I have do is find the keywords that I’m looking for then I read the journal like fastly and quickly to find the keyword has been looking for and other techniques also I ever use intensively in reading” (S3)*

*“I think yes I do, of course. Firstly, I **use skimming** if I turn really like the journals but when if I like the journals I just read surely that is a thing. For example, if I have one journal to read and it is suitable with my topic I use skimming and scanning but when the contents of the journal are not in accordance with the topic, the journal is immediately abandoned”(S4)*

From some of the student Interviews’ statements above, skimming makes it easier to find the main ideas and keywords. In addition, other statements were also made by students that if the topic read in a journal is a suitable topic, then it will make it easier to use the skimming technique in reading.

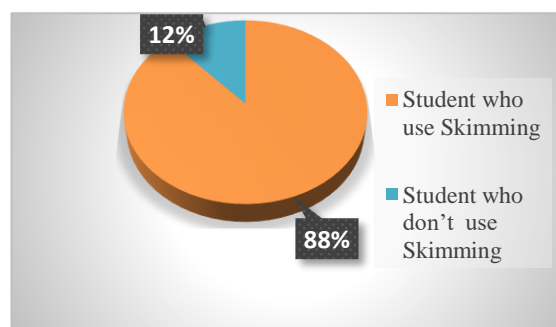


Figure 4.4. Students' Reading using Skimming Reading Technique.

In Figure 4.4. above that Skimming is often and widely used which can be seen from the percentage above of the 68 participants in this study around 88% of students or around 60 students used the Skimming Technique in reading journals and only a few did not use it or around 12% or the equivalent 8 students who do not use it. It can be concluded that students read more to find a main idea in a text journal and around 88% of dominant students often read using skimming techniques. Then, this result by the questionnaire that the researcher share to the student.

e. Scanning

Scanning is a fast reading technique but has different from other fast reading methods where in the scanning technique students only determine important points and find specific information and techniques can be used in reading journals for students. Some statements of students who use scanning techniques in reading journals said:

*“Yes I do, **like scanning** and **skimming**, because it is too easy to look for the main idea in the reading journal” (S1)*

*“I think yes I do, of course. Firstly, I **use skimming** if I turn really like the journals but when if I like the journals I just read surely that is a thing. For example, if I have one journal to read and it is suitable with my topic I use **skimming** and **scanning** but when the contents of the journal are not in accordance with the topic, the journal is immediately abandoned” (S2)*

In the student interviews' statement above, it is assumed that scanning is also an easy technique, and especially if a topic is suitable for student reading it will make it easier for students to apply the scanning technique.

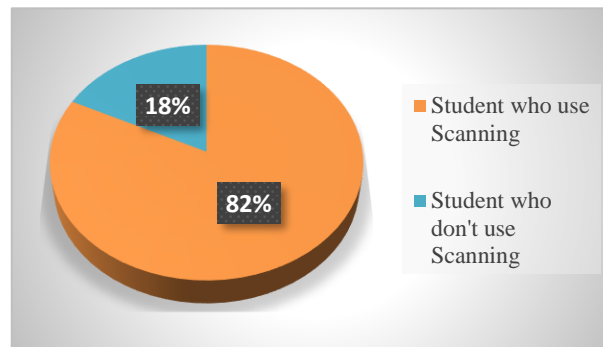


Figure 4.5. Students' Reading Using Scanning Technique.

Seen in Figure 4.5. above it can be said that the use of the reading technique by scanning is around 82% or the equivalent of 56 students using scanning and around 12 people or around 18% who do not use it were of the total participants in this study were around 68 people. And it can be said that students use quite a lot of dominant Scanning techniques and also students often read a journal to find specific information and read the points of the text only. Then, this result by the questionnaire that the researcher share to the student.

f. Summarizing

Summarizing is a reading technique in which students read a text and end it with a note. And from here, this summarizing technique is also used by students in reading, especially in reading journals where after reading from the journal students summarize the contents of the journal they

have read and this helps students also in doing some coursework, especially during the EAP course. Statements of students who use the summarizing technique said:

*“Yes, I use techniques, Actually I use Skimming and **summarizing**. Because if we use skimming we can find it out whereas thimportantts parts that we need to know summarizing also important for us to make a paper and these are the important techniques to do” (S1)*

*“yes, I use techniques in reading journals. The technique I **use is summarizing**, which is to make it easier for me to find the main contents of a journal”(S2)*

In the Interviews’ Statement above that Several students stated that summarizing is a technique that is very important to do especially in carrying out assignments and according to students also that this technique makes it easy to find the main contents in journals.

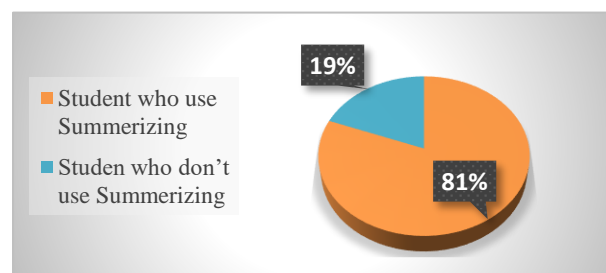


Figure 4.6. Students reading Using Summarizing Technique.

Can be seen in Figure 4.6. above that the summarizing technique is also often used by students in reading journals where 68 participants in this study around 81% or around 55 people chose Summarizing as a technique

in reading journals and about 19% or around 13 percent did not use it from the number of presentations on The dominant student technique uses this technique in reading scientific journals and it can also be concluded that students also often summarize when reading a journal. Then, this result by the questionnaire that the researcher share to the student.

g. Making Inferences,

Making inferences is a technique in which students in reading require critical thinking in reading so that students can interpret the meaning of the journal and make sentences read in a text into sentences that are appropriate to their language. Where making inferences will also make students think critically in a journal will increase knowledge in reading and also make it easier for students to do scientific or research assignments. In the use of the technique, some students said:

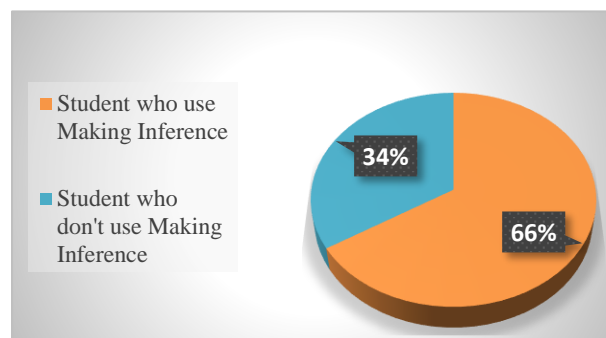


Figure 4.7. Students reading Using the Making Inference Technique.

In Figure 4.7. It can be concluded that the use of the making inferences technique among students is also quite widely used where around 66% or the equivalent of 45 students use this technique in reading journals

and around 34% of students or the equivalent of 23 people do not use this technique but dominantly use this technique tolerably many and it can be said that around 66% students read journals by thinking critically and also often interpreting students' reading results in a reading journal. Then, this result by the questionnaire that the researcher share with the student.

h. PQRST (Preview, Question, Read, State, and Test)

PQRST Techniques or Preview, Question, Read, State and Test is a technique where students have several steps when determining a reading so that students can study the reading according to the topic they want to read. The first technical stages are *Preview* where students look at glance the title or subtitle before reading usually from the book you can see the prologue but in a journal or scientific research you can see the abstract first, then the second is *Question*, where when reading or having received reading on an appropriate topic students have several questions that they want to look for in a journal. third, namely *reading*, students read the entire contents of the journal and then fourth, namely the *state* where students state or summarize, or conclude the results of the reading and finally is the *Test*, where students can test it on a statement or writing about what has been obtained in a what has been read. And here are some student statements in using the PQRST technique said :

“I think I ever used PQRST Technique while reading journal but maybe I don’t know the names of that techniques but after you explained that I think I ever used”

From the student Interviews' statements above, it can be said that it is possible that students have used the PQRST technique, but maybe some just use it without knowing the name of the technique.

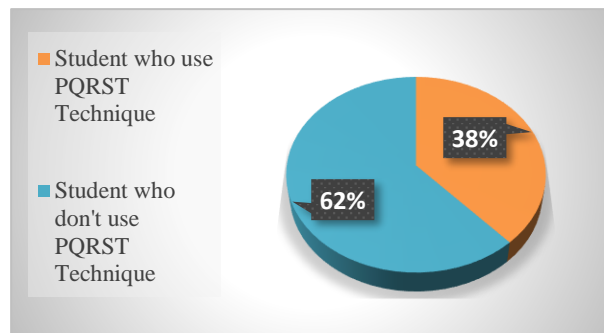


Figure 4.8. Students' Reading using PQRST Technique.

In Figure 4.8. it can be concluded that around 38% of students or the equivalent of 26 people used the PQRST technique and around 62% of students or the equivalent of 42 people do not use the technique. From this, it can be seen that the dominant students around 62% *do not* use the PQRST technique where students may read directly without any technical steps in reading. Then, this result by the questionnaire that the researcher share with the student.

1. Students' Difficulties In Reading Journal

Reading journals is an important thing to do for students apart from helping to support existing theories for doing a scientific or research assignment but also adds insight and knowledge to students. However, in this finding, it turns out that there are some students who have difficulties when reading where difficulties in reading have different opinions for each individual, one of the explanations from Fisher (2020) states that the difficulty or failure of the student in reading is when

the student considers that reading is a demand always to read the text correctly and feels that reading is an unpleasant activity. There are some reading difficulties that students get in this discovery where there are some student difficulties that fall into the lack of mastery of techniques so that students have difficulty reading journals.

a. *Students' Difficulties in Intensive Reading*

Intensive Reading is a technique where students have to reproduce Vocabulary and understand a text slowly which can be said to be a technique of using comprehension in reading. There are some findings found in student difficulties in reading Journal :

"Yes, I have had difficulties understanding the terms in journals because the terms in books and journals are different, so I had to think twice"

"Maybe from the terms or words in the journal, there may be some that I haven't mastered and I read the whole of the journal"

"I found it difficult, I don't really like to do it (reading a journal). Because the language he uses is difficult or the terms used and it makes you dizzy at first even though you only finish 1 journal but it takes a long time" (S1)

In the Interviews' Statement above that several students that in the reading journal, the difficulty that often arises is understanding the terms in the journal where according to students reading journals requires understanding and sometimes allows students to read slowly and read it

twice so that students can find the meaning and what they are looking for in a Journal text.

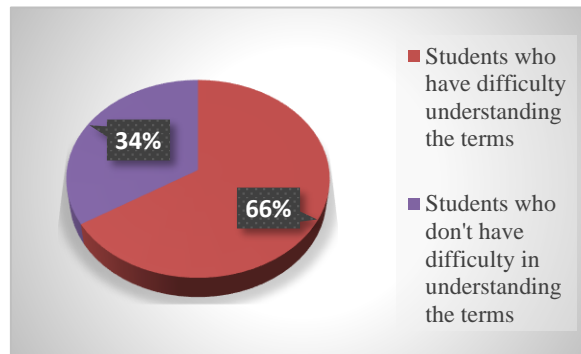


Figure 4.9. Student's Difficulties in Comprehend the Terms.

The results of Figure 4.9 state that around 66% or the equivalent of 45 students have difficulty understanding terms in the journal and around 34% or the equivalent of 23 students have no difficulty understanding terms. It can be concluded that from the 68 participating students, around 45 dominant students had difficulty understanding the terms in the journal text whereas according to students, there were some journal texts that had to be studied carefully in order to understand their meaning. Then, this result by the questionnaire that the researcher share to the student.

"Sometimes there are some words that I don't understand, but after that, I can condition them like looking for the meaning of the word"

"I think so, Maybe I have a limited vocabulary for Reading Journal and it can be difficult for me in Reading"

In the Interviews' Statement above that explained that students have a limited vocabulary which is they have difficulties in reading journal but

one of them also state that the student has to look for the meaning while reading journal.

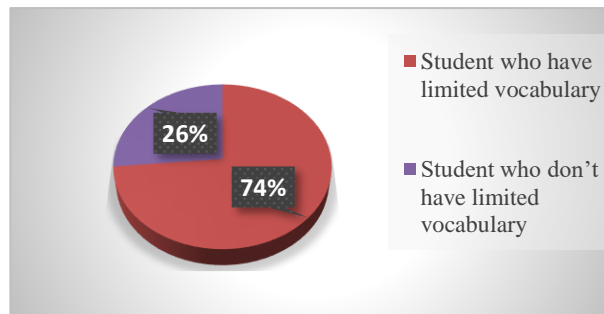


Figure 4.10. Students have Limited Vocabulary.

Figure 4.10 above consists of 74% or the equivalent of 50 students who have difficulty in vocabulary or can be said to have limited vocabulary and around 26% or the equivalent of 18 students do not have difficulty in limited vocabulary. From the results that can be seen from the 68 students, there are around 50 dominant students who have limited vocabulary so because of this it will be difficult for students to read several scientific journals. Then, this result by the questionnaire that the researcher share to the student.

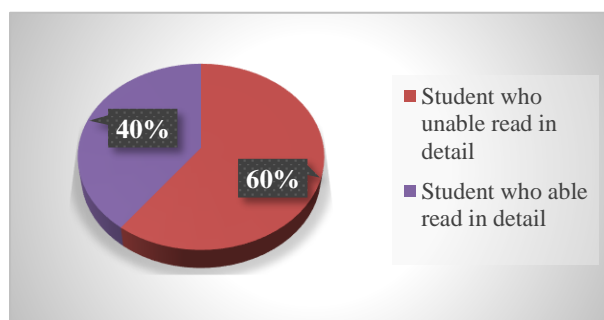


Figure 4.11. Students were not able to read in detail so, could not comprehend the text.

In Figure 4.11. it can be concluded that of the 68 participants here was around 60%, or the equivalent of 41 students was unable to read in detail which resulted in not understanding the contents of the journal text however, there were around 40% of students, the equivalent of 27 students who were able to read in detail and also understand the text but dominant students are still not able to overcome this difficulty. Then, this result by the questionnaire that the researcher share to the student.

b. *Student Difficulties in Extensive Reading*

Extensive Reading is a reading technique where students already have techniques in reading and also in terms of understanding students are at a high level of understanding so that when reading students are easier and faster. There are some findings found in student difficulties in reading journal :

"I think, my understanding is not high when reading journals, especially when the language in the journal is at a high level and it is very difficult for me"

In this Interviews' statement above that students' understanding is not too high, especially since the language in the journal is at a higher level, which makes it difficult for students to read journals.

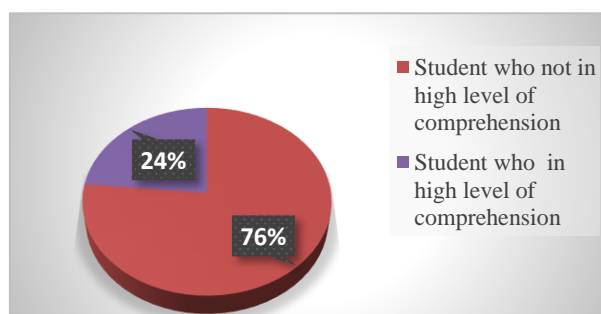


Figure 4.12. Students are not at a high level of comprehend of the text in reading a journal

In Figure 4. 12. It can be concluded that around 76% or the equivalent of 52 students are not at a high level of understanding in understanding text journals whereas only a little around 24% or the equivalent of 16 students have no difficulty in that regard. However, the number of participants was around 68 people, of which 52 students were predominant, and had difficulties at the level of understanding where high understanding is needed in reading scientific journals. Then, this result by the questionnaire that the researcher share to the student.

"When topics that I think are not interesting, maybe in my opinion it will be difficult for me because maybe topics that are not interesting will be difficult to find"

"I don't have an interest in reading or don't have a habit of reading so it's hard for me to find topics that I think are related to my interests"

"In my opinion, searching for topics is the most difficult thing, as when EAP had one task, namely making a journal, and even now I make proposals, the topic is still very difficult to find."

"I once had difficulties in making journals during the EAP class and there we were very confused in finding topics. And when we got a topic, it turned out that even when looking for theories, it was even more difficult to find a suitable topic."

“I had difficulty reading journals, but maybe at that time I didn't really understand my topic either, so that made it difficult for me to find a suitable journal”

In the Interviews' Statement above that student have difficulty choosing topics that are appropriate and according to them interesting which is still a difficulty for students in reading journals. Furthermore, Some of the student statements above have some difficulties in reading journals such as students not having a habit of reading or not being too interested in reading, students do not have sufficient understanding, and students are very difficulty finding topics that students find interesting.

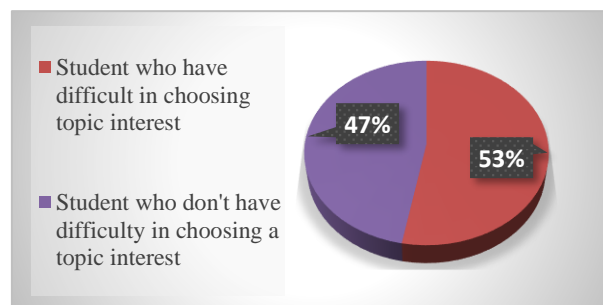


Figure 4.13. Students' Difficult in choosing topics of interest in Reading

In Figure 4.13. it can be stated that around 53% of students or the equivalent of 36 students from a total of 68 student participants had difficulties in choosing interesting topics for students in reading. In addition, around 47% of students, or the equivalent of 32 students have no problems with this difficulty. However, the dominant students have difficulties with this problem it is indeed possible that students tend to lack interest in reading

so choosing topics that are of interest to them is quite difficult. Then, this result the questionnaire that the researcher share with the student.

c. *Students difficulties in Speed Reading*

In the Speed reading technique, students only read quickly and accurately. Where in this speed reading technique students also need a good and high understanding so that reading with speed reading is not only reading quickly but also understanding is also prioritized. There are some findings found in students' difficulties in the reading journal.

“Actually, of course, I have difficulties in Speed reading because I can not speed when I Read a journal because I really have to read it and understand it”

“Yes, I think it's quite difficult. which in my opinion is less effective so I find it difficult to catch what the journal contains when reading quickly and reading it should be slow in order to get the gist of a journal”

“I think I can not speed in reading because I have limited Vocabulary”

It can be stated that some student interviews statements above state that students cannot read quickly and indeed rarely use speed reading as a reading technique because according to students that reading requires understanding and reading fast will make it difficult to understand the text so it is necessary to read slowly and carefully there are also some students who are unable to use speed reading techniques due to limited vocabulary.

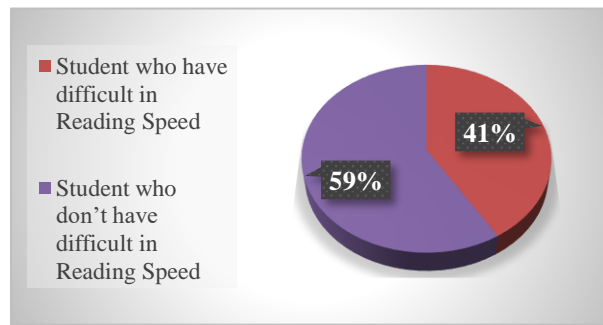


Figure 4.14. Students' difficult in reading quickly when read a journal.

In Figure 4.14. It can be concluded that of the 68 student participants, there were around 41% or the equivalent of 28 students had difficulty reading quickly when reading journals, but around 59% or the equivalent of 40 students were able to read fast. In this case, dominant students are able to read quickly which is possible in reading students are used to or have a habit of reading quickly so it allows students to have a fast reading when reading journals. Then, this result by the questionnaire that the researcher share to the student.

d. *Students difficulties in Skimming*

In the Skimming Technique, it is also a speed reading technique, but in this technique, students only look for keywords and main ideas in a text so that when reading students are already focused on that alone. There are some findings found in student difficulties in reading journal :

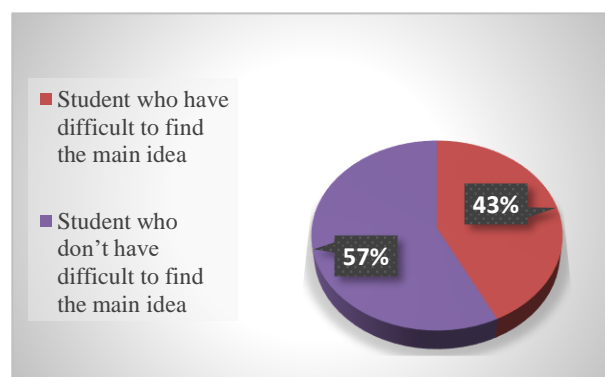


Figure 4.15. Students' difficulty finding the main idea.

In Figure 4.15 above it can be concluded that students are dominant negative in having this difficulty which can be seen from the results above that of the 68 student participants who have difficulty finding main ideas around 43% or the equivalent of 29 students who have problems, in this case, will but there are around 57% or the equivalent of 39 students who have no difficulty finding main ideas. From the results of this conclusion that dominant students have no difficulty in finding main ideas when reading journals. Then, this result by the questionnaire that the researcher share to the student.

“I had difficulty adjusting my keywords to my topic. where when I have a keyword or topic that I want to search for it is different from what is in the journal”

“Yes, I found difficulties, for example when I want to do my thesis proposal like I have one keyword which is collaborative writing but the point I want to find collaborative writing turns out is that doesn't answer what I'm looking for, wow...!! it turns out that you have to be smart to find keywords related to what you are looking for. Sometimes I want to find something about collaborative writing which has a big title but when I read it it's different and instead, I get it in other unrelated journals.”

In the Interviews' Statement above that stated students had difficulty finding keywords that matched the topic they were looking for

which according to students looking for keywords that matched the topic when reading journals was quite difficult and sometimes this made the journals that were read sometimes not in accordance with the topics or keywords because it allowed it could be a journal that doesn't have keywords that match the topic in the journal, maybe someone discusses student topics.

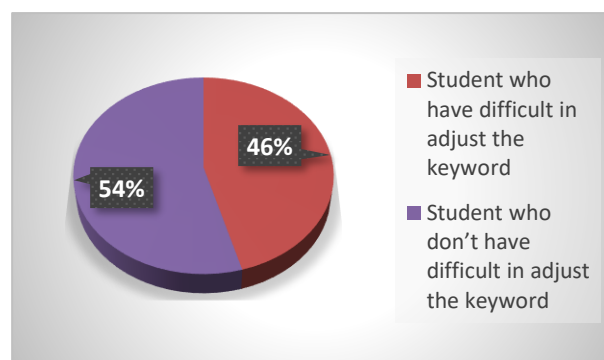


Figure 4.16. Students difficult in adjusting the keyword.

In Figure 4.16. it can be seen that dominant negative students have difficulty adjusting the keyword where the results can be seen above that around 46% or the equivalent of 31 students have difficulty with this problem and around 54% or the equivalent of 37% of students have no difficulty adjusting keywords in reading journals. Even though it looks almost balanced, some students are still quite capable of adjusting the keywords in reading the journal. Then, this result by the questionnaire that the researcher share to the student.

e. Students difficulties in Scanning

In the Scanning technique, it is a precise reading technique, but in the technique, students only determine reading points that they want to

know or read, or students directly look for more specific information in a reading text. There are some findings found in students' difficulties in reading journals:

“Yes I have difficulties in determining the points in the journal because I think we can not read a journal only once we have to more than”

“Yes, I have difficulties in determining points in a reading journals, because usually, I read little by little. Can't read straight to the point and know what the contents of the journal are”

“I think I sure it fifty-fifty for me, but this depends on the journal because when you read you have to read a couple of times”

Several students Interviews' statements stated that they had difficulty determining points when reading journals because indeed in reading students can read little by little to get points in journals where students are not able to directly determine points that can be taken in a journal text and some students also stated that this depends on the journal read.

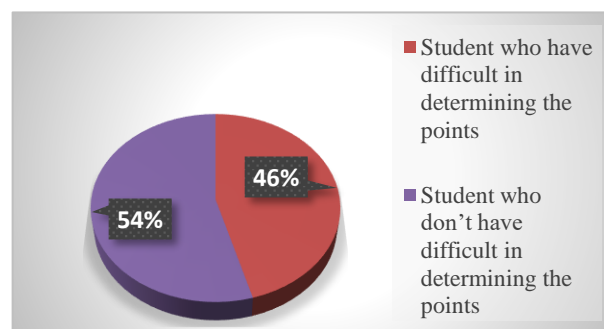


Figure 4.17. Students' Difficult determining points in Reading.

In Figure 4.17. above it can be concluded that from the 68 student participants, there were around 46% of students, or the equivalent of 31 students had difficulty determining important points in reading journals and there were around 54% or the equivalent of 37 students had no problems in that regard. From what can be seen, the results are almost the same, but from these results, students who do not have difficulty in determining points are more dominant than those who have difficulty determining difficulties in determining points. Then, this result by the questionnaire that the researcher share to the student.

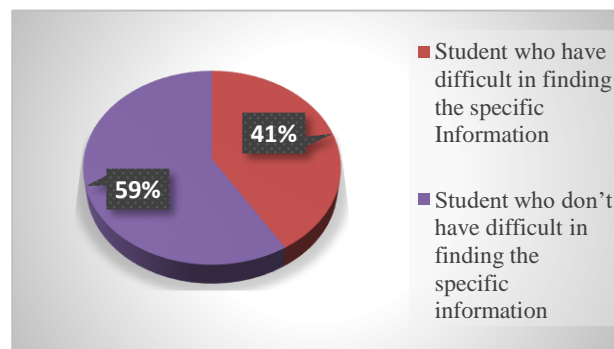


Figure 4.18. Students' difficulty in finding the specific information.

In Figure 4.18 it can be concluded that of the 68 student participants, there were around 42% or the equivalent of 28 students had difficulty finding specific information in reading journals and there were around 59% or the equivalent of 48 students had no difficulty in this regard. From these results, it can be seen that the dominant 48 people or 59% of students have no difficulty finding specific information in reading journals. Then, this result by the questionnaire that the researcher share to the student.

f. Students' difficulties in Summarizing

The summarizing technique is a technique where students summarize the results of the reading that has been read, which can be summarized when reading so that in this case students can determine or understand the results of a reading that has been read. There are some findings found in students difficulties in reading journal :

“of course, there must be I have difficulty in summarizing.

But this also depends on the level of understanding in the journal”

“yes I have difficulties summarizing when summary the contents of the journal when I read a journal”

Several student Interviews’ statements that students find it difficult to summarize the contents of the journal because students may find it difficult to determine whether this sentence is important and needs to be summarized students it also depends on understanding in reading the journal when summarizing.

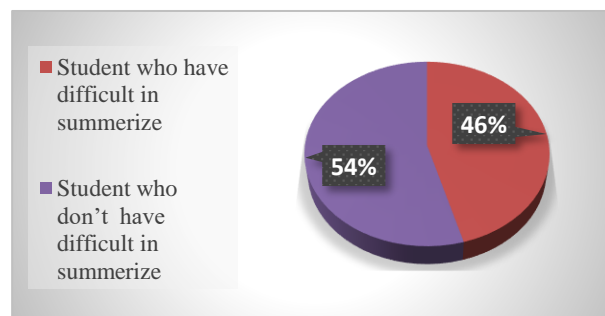


Figure 4.19. Students' have difficulty summarizing the content then, couldn't find the information.

In Figure 4.19. above it can be concluded that students who read and have difficulties in summarizing so that they cannot find the information

they are looking for in a journal there are around 46% of students or the equivalent of 31 people and students who are able to summarize content when reading or after reading and can find related information there are around 54% or the equivalent of 37 students. So from the results, it can be seen that it is dominant that students are able to summarize in reading and find information in the journal even though the results seen are almost the same between students who have difficulties and who are not in this problem. Then, this result by the questionnaire that the researcher share to the student.

g. *Students difficulties in Making Inferences*

The Making Inferences technique here is a technique where when reading students immediately think critically about what they read or interpret what they have read. So that with this, students can understand the reading carefully or really understand the intent of the reading text. Besides that, critical thinking will make students continue to seek knowledge and insight. There are some findings found in students' difficulties in reading that journal :

“Yes, I have difficulties in critical thinking when reading because critical thinking is like we have to think about the sentence or the Figure more. So then I have difficulties”.

The student interviews' statement is that indeed reading with critical thinking is indeed difficult where students need to think about the sentences or Figures that have been read.

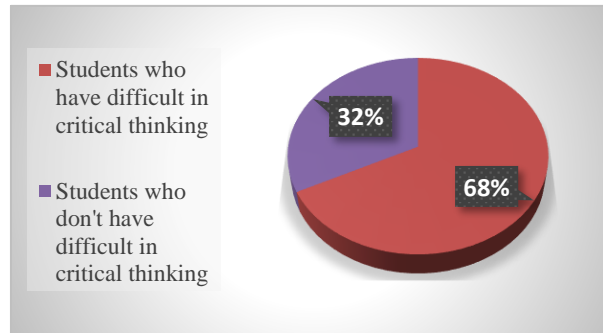


Figure 4.20. students' difficulties in critical thinking while reading.

In Figure 4.20. It can be seen that the results of students who have difficulty in thinking critically in reading are around 68% or the equivalent of 46 students who have difficulties in this regard and there are around 32% of students or the equivalent of 22 people who do not have difficulties in this regard. From the results above, the dominant students who have difficulty in critical thinking are more than those who do not. It means that critical thinking in reading is a challenge for students in reading scientific journals. Then, this result by the questionnaire that the researcher share to the student.

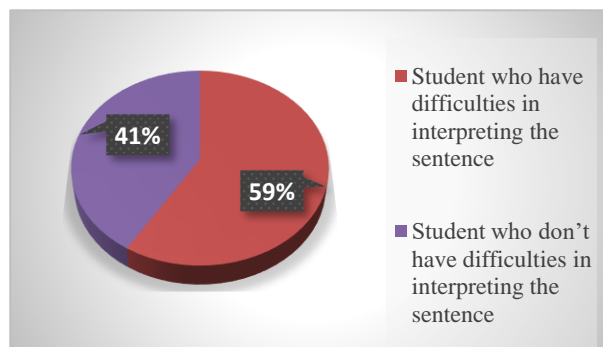


Figure 4.21. student's difficulties in interpreting the sentence in Reading.

In Figure 4.21. above it can be concluded that students who can interpret sentences in reading scientific journals are less which is only

around 41% or the equivalent of 28 students and students who have difficulty interpreting sentences in journals are around 59% or the equivalent of 40 students. It can be seen from the results that dominant students have difficulty interpreting sentences in scientific journals so this may have an impact on students' understanding of reading as well. Then, this result by the questionnaire that the researcher share to the student.

h. Students difficulties in PQRST (Preview, Question, Read, State, and Test)

In the PQRST technique here students can use this technique before and after reading whereas in this technique students use it with steps such as Preview, Question, Read State, and Test. So that the steps in reading using this technique will be regular and know a goal or topic to look for in a reading text. There are some findings found in students' difficulties in reading journals :

"I found it very difficult to find the topic I wanted and it turned out that it was indeed difficult to find at the time of the search, maybe because the topic I raised was still small with a new year in the search."

"I find it difficult to find journal topics because the faculty is limited, so it's difficult for me to find my topic with the most recent year because there are more previous topics"

Some students Interviews' statement stated that the difficulty they often get is that students find it difficult to find topics when reading journals that allow students to review journals students are a little confused in finding

topics where there are two obstacles: topics that are not related or years that are not appropriate and topics that they want limited search.

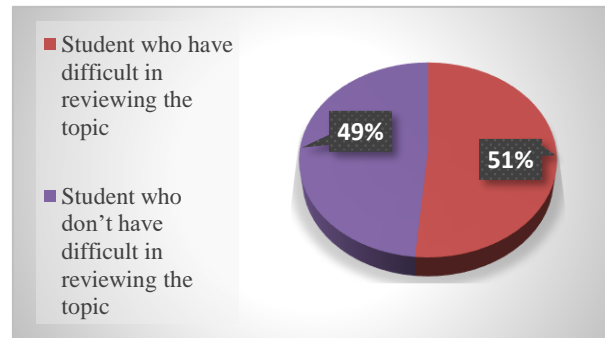


Figure 4.22. Student's difficulties in reviewing the topic they want to find.

In Figure 4.22. above it can be concluded that of the 68 participants, students who had difficulty reviewing the topic they wanted to find were around 51% or the equivalent of 35 students, and had no difficulty in this case there were around 49% or the equivalent of 33 students. From the results, it can be concluded that the dominant students are indeed more students who have difficulties around 51% or the equivalent of 35 students where the comparison between having difficulties in this problem and not having difficulties is only a difference of 2 people. Even so, from the results, it can be said that there are some students who have difficulty reviewing the topic of the journal they want to find. Then, this result by the questionnaire that the researcher share to the student.

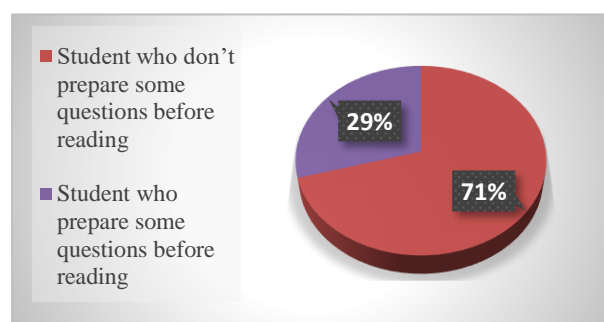


Figure 4.23. Students do not prepare questions before reading so it is difficult to read the journal.

In Figure 4.23. above it can be concluded that of the 68 student participants, there were around 71% or the equivalent of 48 students did not prepare a number of questions before reading and as a result, made students difficult or confused when reading the journal. However, there are around 29% of students, or the equivalent of 20 students have no problems with that. From the results, it can be concluded that there may be some students who immediately read without any preparation before reading such as preparing questions about the reading they want to read and some dominant students have difficulty reading because of this which might make students confused about what they want looking for when reading the journal. Then, this result by the questionnaire that the researcher share to the student.

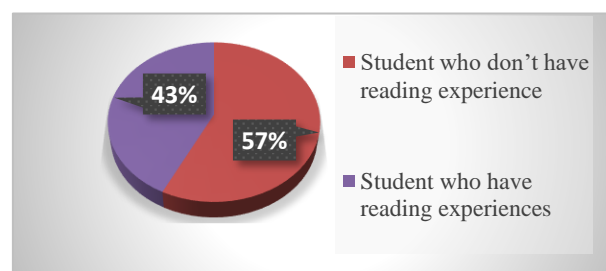


Figure 4.24. Students did not have reading experience.

In Figure 4.24. it can be concluded that of the 68 student participants, there were around 57% of students or the equivalent of 39 students had no experience reading scientific journals but there were around 43% or the equivalent of 29 students who had an experience when reading, the reading

experience is very important for students which experience reading can makes knowledge broader and already knows what scientific reading format is like. From the results, it can be seen that dominant students do not have reading experience when reading scientific journals which are around 57% or 39 students. Then, this result by the questionnaire that the researcher share to the student.

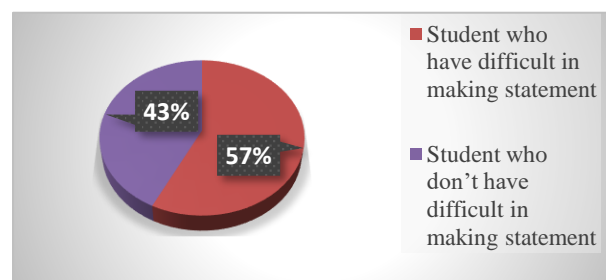


Figure 4.25. Students have difficulties in making Statements of Ideas that have been read while reading.

In Figure 4.25. above, it can be concluded that of the 68 student participants, around 57%, or the equivalent of 39 students had difficulty making statements of ideas after reading and around 43%, or the equivalent of 29 students had no problems in this regard. From the results, it can be seen that dominant students have difficulty making statements or making writing ideas after reading so this can cause students to be unable to get results after reading or are still confused about making statements in reading scientific journals.

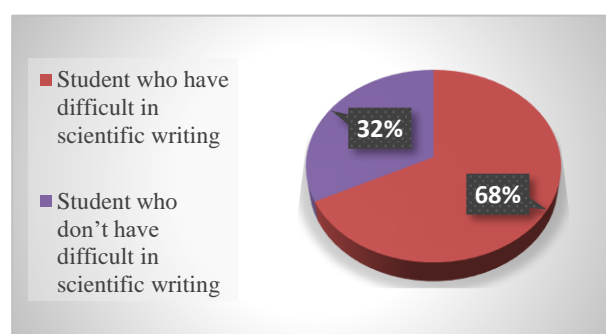


Figure 4. 26. students have difficulty in writing scientific writing after reading.

In Figure 4. 26. It can be seen that around 68% or the equivalent of 46 students have difficulty writing scientific papers after reading journals and around 32% or the equivalent of 22 students have no difficulties. from 68 student participants it can be concluded that dominant students have difficulty writing scientific writing after reading journals which students may not understand or find it difficult to read actually there are several factors that students may not have difficulty writing scientific writing but here it is not discussed in detail This is because here the researcher only sees how the results of students after reading the journal whether students can catch the text that has been read or not. Then, this result by the questionnaire that the researcher share to the student.

B. Discussions

After obtaining data findings from several statements through the Interview and Questionnaire that has been described. Next, the researcher collects and adjusts the findings to the existing theories in Chapter 2. Therefore, in this section, the researcher adjusts the research to findings about the techniques students use in reading journals and students' difficulties in reading journals. Then, the researcher found out about Students' techniques and the difficulties besides it has been answered two questions in this research and it is discussed in this discussions part by the findings that have been investigated by the researcher and adjusted to the previous theories.

1. The Techniques Students Use When Reading The Journal

Techniques in reading are indeed needed by students in reading journals apart from providing convenience with techniques students can complete several scientific assignments quickly. From what is known that reading techniques not only give students more effective time but also help students in understanding reading. This was conveyed by Wulandari (2014) that using techniques can provide convenience for students with difficulty in reading and will also improve students' comprehension of reading. Even so, there are some students who unconsciously use techniques in reading and there are also those who know the techniques used.

From the several findings that have been examined by researcher, there are some students who know the techniques used when reading journals and there are also some who are unsure of the techniques used. In this study, there are 8 techniques that have been described, such as Intensive Reading, Extensive Reading, Speed Reading, Skimming, Scanning, Summarizing, Making Inferences, and PQRST (Preview, Question, Read, State, and Test).

- a. Intensive Reading is an intensive reading technique in which students read in detail and with understanding while reading which is similarly explained by Tibinko (2018) that Intensive reading is reading by getting detailed information. In addition, it also says that the intensive reading technique is an intensity with high understanding and retention of reading in a slightly longer period. Some students consider that reading requires accuracy and understanding which in reading cannot be read once but requires up to two

times so that students can understand it. Granda & Moran (2016) also stated that intensive reading is said to be a reading skill with comprehension.

- b. Extensive Reading technique is a technique in which students do have an interest in reading or a habit of reading beforehand so that reading is a common thing to do which is the same statement stated by Pangsatornpiat (2021) explained that in extensive reading, the reader usually reads with the topic or refraction they like, which can lead to better reading habits and make the reader read as much as possible. There is one student statement which found that she stated that reading is a fun thing and reading is her hobby that does or can be said to be a habit. However, there are indeed not many students who consider reading as an interest but only read it when necessary.
- c. Speed Reading is reading quickly or it can be said to be reading in a shorter time at a speed reading which when reading quickly also requires understanding. Hatauruk (2020) explained that reading quickly does not mean reading as soon as possible but reading with comprehension during reading. In addition, students use speed reading in reading to speed up reading and students think that reading with speed reading techniques makes time more efficient and easier.
- d. Skimming is a speed reading technique by searching for keywords and main ideas that you want to find in a text so that students have a more efficient and fast time. The student stated that the skimming technique allows students to directly or easily find the main ideas as stated by Wahyuningsih (2018) explains that reading with this skimming technique is a technique that can be

used well when reading non-fictional or authentic texts in which this technique refers to the main idea or general topic in the text and with this technique students can find out the important parts in the journal. Gulo (2020) explained that in this technique the reader does not need to read the entire text but only looks for the idea he wants to find in a text and skips unnecessary or unimportant words or sentences.

- e. Scanning is a reading technique where the reader only needs to look for specific information and reading points in the journal. Several students stated that they found it easier to read by using the scanning technique, especially since the journal they read matched the topic they were looking for and if it was not possible, the journal would not be read again. The student's statement that time scanning can be more efficient which is the same as stated by Saputra (2021). Scanning techniques can help the reader find information in the reading text, and this makes the reader unnecessary to read every word so that the time reader is more efficient, fast, and short.
- f. Summarizing is a technique in which students summarize a reading or journal they have read. With this technique, students can retell a short version so that students may understand the text they read. Which Fisher (2016) states that summarizing is a technique of retelling with a shorter version and paraphrasing ideas. According to students with the summary technique, will help them in making papers, and summarizing is an important technique which is also stated by Fisher (2016) that summary writing is one of the academic skills to demonstrate reading comprehension. And from student statements also that the

summarizing technique makes it easy for students to find the main contents of the journal.

- g. Making inferences is a critical reading technique in which students while reading journals also examine sentences or paragraphs in journals so as to make students better understand the contents of reading journals while reading. Fisher (2016) also explains that by making inferences the reader can become a detective where the reader looks for clues, and then with those clues the reader guesses about the text and ideas from the author. But in the findings of this study, There were differences in the results of the interviews and questionnaires where during the student interviews no one stated that they used this technique, but in the survey, there were about 45 students out of 68 students who used it.
- h. PQRSST is a technique with several steps to facilitate readers with step-by-step reading. From the results, it was found that some students used it but had never known the technique. And from the survey results it was also seen that only about 26 students used it out of 68 respondents

The results have been there shown that the use of techniques with the highest percentage, is the Skimming Technique in reading journals. Which from the survey concluded that around 88% of students used this technique in reading which according to students reading using skimming was easier and more efficient. And the lowest percentage of techniques used is the PQRSST technique in which around 38% of students use this technique in reading. Then, many students not only using one technique in reading journals, however, students use several techniques with different journals depending on the journals students read.

2. Difficulties That Occur When Students Reading Journal

When reading journals, each student has their own difficulties they think are difficult which is explained by Fisher (2020) states that the difficulty or failure of the student in reading is when the student considers that reading is a demand always to read the text correctly and feels that reading is an unpleasant activity. Besides that, students need to understand the text in the journal, so some students think that reading journals is only for doing assignments, not for fun activities or one of their habits.

In this study, there were differences in the results between the results of the questionnaire and interview data. From the results of the interviews, it was found that students experienced some difficulties in reading journals. However, from the results of the questionnaire, many students stated that they used several reading techniques in reading journals. when students master and understand reading techniques properly and correctly, they should not have difficulty in reading online journals. but it turns out that the data obtained there are differences between students who state that students use techniques in reading journals but also experience difficulties in reading journals. then from the data obtained it turns out that students do not understand and master reading techniques. As a result, students who state that they use reading techniques experience difficulties when reading journals.

The following are the difficulties experienced by students in reading journals:

a. Students' Difficulty in Intensive Reading Techniques

Reading comprehension techniques are included in the Intensive Reading technique, which states that Intensive Reading is a technique with reading comprehension. If students have difficulty understanding reading journals, it is possible for students to lack mastery or use of this technique so that students have difficulty reading journals.

Moreover, some students stated that the language used in the journals or the terms used are very difficult so completing just 1 journal takes a long time also reading journals also requires 2 times of reading to understand. In the survey, it can be seen that *students' difficulties in understanding terms in journals and limited vocabulary* are things that students find difficult in reading journals, which might affect the use of Intensive Reading in reading which according to Balraj, et al (2021) states that reading using intensive reading can increase students' vocabulary. So that students can use the Intensive Reading technique in understanding the text.

Then, with intensive reading techniques according to Granda & Moran (2016), students understand in detail the scope of the reading text whereas intensive reading aims for students to capture as much information as possible in a reading text and then connect it appropriately, therefore intensive reading is said to be a reading skill with comprehension. From this statement, it can also be a guide for *students who have difficulty not being able to read in detail* so they don't understand the text their reading

b. Students' Difficulty in Extensive Reading

Habits and interest in reading make it easier for students to read, where understanding of reading will increase and the extent to which reading techniques

students can use is Extensive reading. Even so, students have difficulties in reading journals which allows students to lack a master of this technique or not use this technique in reading.

From the statements of several students stated that students did not have a high understanding of reading especially according to students language which was difficult to understand when reading journals whereby with extensive reading students could overcome these difficulties or problems which was said by Waring (2011) explained the purpose of extensive reading is for students' fluency in reading, speed in reading, and comprehension as well as, training students' skills in reading.

In addition, the next difficulty experienced by students is that it is difficult to determine topics that students think are of interest to them. However, in general, it is because students do not have an interest or habit in reading. And with these difficulties you can use extensive reading techniques to overcome them which is explained by Pangsatornpipat (2021) explained that in extensive reading, the reader usually reads with the topic or refraction they like, which can lead to better reading habits and make the reader read as much as possible.

On this difficulty, it can be seen that many students have difficulty reading journals and of course, it allows students to not master the techniques used even though students mention that they use techniques in reading journals but it is seen that students have some difficulties so when reading students use several techniques with different journals. different.

c. Students' Difficulty in speed reading

Speed reading is one of the solutions technique to improve reading skills as well as reading comprehension, where the speed reading technique that can be used is the Speed Reading technique and this technique is useful for students in reading journals. Also, according to Mahriza (2016) in reading so when students use this technique students also need to expand their language skills.

However, students have difficulties in speed reading because it allows students not to be able to read fast because of limited vocabulary when reading journals from problems that students face, this can use speed reading to train in speed reading understanding which Hatauruk (2020) explained that reading quickly does not mean reading as soon as possible but reading with comprehension during reading.

Moreover, some students also stated that they were unable to read quickly which speed reading actually resulted in students not being able to capture existing information and this could use speed reading techniques which were described by Manurung & Izar (2020) stated that speed reading students can read faster and get more information in a shorter time.

d. Students' Difficulty in Skimming

One of the student difficulties that was found was that students found it was difficult to determine appropriate keywords students stated that when reading journals sometimes the keywords did not match the topics in the journal so it was very difficult for students to read journals. From the students' difficulties, the technique that can be used is skimming which is stated by Utami (2022) explained that a reader is required to understand how to choose or adjust keywords when

reading a text where each question requires the use of keywords as predictions and the reader is not required to read every word in the skimming technique.

Apart from that, students also experience difficulties in determining the main idea when reading a journal, which according to students, determining the main idea is a little difficult so that in this case students can use a skimming technique, which Wahyuningsih (2018) explains that reading with this skimming technique is a technique that it can be used well when reading non-fictional or authentic texts in which this technique refers to the main idea or general topic in the text.

e. Students' Difficulty In Scanning

There are some students who have difficulties in reading journals. One of these difficulties is that students find it difficult to determine the points in the journal. At the time of reading allows students difficult to determine the point of reading. Which solution to reading techniques that students can use is the scanning technique which is stated by Lesmana (2020) in his research, one of the difficulties students have in reading is that it is difficult to determine the points in a text and scanning can be used by students to overcome these difficulties.

In addition, the difficulty experienced by students is determining specific information when reading the journal, as said by scanning techniques, can help the reader find information in the reading text, and this makes the reader unnecessary to read every word so that the time the reader is more efficient, fast, and short (Saputra, 2021). So that by scanning, it is possible for students to overcome the difficulties experienced when reading journals.

f. Students' Difficulty in summarizing

When reading, summarizing is something that can give students an understanding when reading. By summarizing students can find out which parts that can be taken so that students can understand the essence of the reading. Which is stated by Tibinko (2018) added that summarizing has important points, namely ideas and supporting points which in summarizing starts with reading and ends with notes after reading.

From what was found in this case, students find it difficult to summarize the reading they have read due to the inability of students to summarize so they cannot find information in the journal because there may be a lack of understanding of which of these students' difficulties can use the summarizing technique which according to Khoshsima & Rezaeian (2014) stated that this summarizing technique is also beneficial for students in reading, especially in reading English because with this students can better understand the reading and ask for it and organize it.

g. Students' Difficulty in Making Inferences

In reading sometimes students think critically to understand every reading read in a journal so that when reading students really understand the contents of the journal they are reading and students can make inferences based on facts or through experience related to the text which is stated by Putra et al. (2014) explained that in this making inference technique the reader makes an inference according to the facts that exist and can also be from the experience of the reader or related to the text that has been read.

Meanwhile, students have difficulties in making inferences where students state that students have difficulties thinking critically, let alone having to think about sentences or paragraphs in the journal. Therefore, students can use the making inferences technique to overcome difficulties that occur, which Fisher (2016) stated, concludes by combining some information from reading and taking some important points. Besides that, she also explained that by making inferences the reader can become a detective where the reader looks for clues, and then with those clues the reader guesses about the text and ideas from the author.

h. Students' Difficulty in PQRSST

There are some students who have natural difficulties in reading correctly which allows students to use the PQRSST technique with reading steps.

The difficulty experienced by students was the difficulty in previewing the topic journals they wanted to search for, which resulted in students finding it difficult to find the appropriate journal. So from this difficulty, students can use the PQRSST technique which is stated that Syafitri (2017) explains before reading they can preview it first such as to survey the chapter/text to get an idea of what's ahead. This will prepare their brain to think in terms of that subject.

In addition to that, students difficulties difficulty preparing questions when reading journals which can use this technique as well Mariana (2015) explained at this stage, it is also a question to ask yourself which is like “what am I looking for in this text, or what do I want to learn about this text? therefore it will make a purpose in reading.

Moreover, the student's difficulty stated by students is that students do not have experience in reading from this problem students can use the PQRSST technique which according to Syafitri (2017) explains that students can read carefully and think about the meaning of reading also students can relate it to one with something else that students know or with the same topic.

The next difficulty is that students find it difficult to make statements from what they have read. One can also use this technique as explained by Amah (2021) by students also concluding a statement from the answers to questions that have been thought of before.

Besides that, the next student's difficulty is difficulty in writing scientific writing after the reading solution students can use this technique as well which is explained by Syafitri (2017) explains that students make sure they know and remember it.