

Reading for Academic Purposes: Problems Faced by Undergraduate Students of Visual Communication Design, University of Indraprasta PGRI

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Abstract

This study aimed at investigating reading for academic purposes problems of undergraduate students of Visual Communication Design at University of Indraprasta PGRI academic year 2016-2017 and to provide solutions to these problems. The target population included all undergraduate students of non-English department, studying at University of Indraprasta PGRI, and 78 students were taken as the object of this study. The data for this study were collected by questionnaire and reading test. Qualitative data were analyzed by analysis content, while quantitative were processed by statistical program. The study found that the problems faced by the most students were taking brief and relevant notes, understanding organization of text, paraphrasing by using own words, and understanding register words.

Keywords: Reading, Academic Purposes, Visual Communication

INTRODUCTION

English is one of the languages that used by many people in the world. It is also recognized as the main language for communication with other people from different countries and cultures. Richards (2007:2) stated that "English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to pray." By using a language, people are able to convey their messages, to express their idea in oral or written language so that they can communicate with each other.

However, understanding the meaning of certain language especially English that is not our own language is more difficult. People should understand every single word until they can find the meaning of one sentence and get the correct insight of that sentence.

As an international language, English has been included to Indonesian Educational System Curriculum. It is one of main subjects in junior high school, senior high school, and in the university level. There are four main skills in English learning, such as listening, speaking, reading, and writing. Speaking as one of the main skills in English subject has an own passion to make students learn more about English. Speaking skill is an ability that every English learner needs.

Nowadays, English plays an important role in education and students are expected to communicate effectively in institutions where English is the medium of instruction. Learners face the task of mastering content area in subjects such as mathematics, social studies, science, and business which are taught in the target language (English). In such cases, teaching and learning of English can help the students to deal successfully with their academic demands and to perform successfully in their disciplines and professional contexts (Adams & Keene, 2000).

English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion. English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understated, learning English really can change your life. Many of the world's top films, books and music are published and produced in English. Therefore, by learning English, people will have access to a great

wealth of entertainment and will be able to have a greater cultural understanding.

In General English contexts, students need informal discussion skills, everyday transactional skills, such as practice in roleplay activities, and ultimately to be able to communicate successfully. Quite often those students who have good communication skills in their first language are able to transfer them successfully to a second language. In an academic context, these general skills are still important, but specifically, there are two key areas which require focus, namely: participating in seminars and giving academic presentations. As these are actually important in everyday conversation, then they are skills which are already accessible to the lecturer; they are things that we should be able to do too.

In education, by reading a passage or story, students will get more knowledge and information. The knowledge or information that they got from reading can be used for communication or sharing their ideas with other students through giving opinion or idea. Unfortunately, how to teach reading efficiently has not been given much attention in some schools. Most of the English learners have a problem in comprehending English texts. They get trouble because of unfamiliar words and their inability in understanding the context. Very often readers begin to panic and stop reading to find the meaning of unfamiliar words in dictionaries and it interrupts the normal reading process. It actually destroys their chances to comprehend much of the text. Many of the students admit that sometimes they do not understand what they read because of the words are too hard for them. When they are unable to deal with the problem, it will make them likely to be reluctant to read the whole text.

According to Hirsch (2003:10-20) "Students who already know 90 – 95 percent of words in a text are able to get the main idea of the text and therefore to guess correctly the remaining unfamiliar word's meaning. On the opposite, those who know only 10 percent of words in a text do not comprehend the passage. They miss the opportunity to understand the text and learn more words. Vocabulary knowledge grows when new words occur repeatedly in context through reading or listening".

Sanders (2001: 26) classifies reading comprehension into two separate categories, the "passive" unskilled readers and skilled or the active readers. Skilled readers do not merely read, but they have an ability to interact with the text. Skilled readers are able to predict what happens next using clues in the text, identify the main idea of text they read, and monitor understanding of the sequenced, context, or characters. In the opposite, unskilled readers unable to predict or identify the main idea and understand the context or character of text they read.

In undergraduate studies in Visual Communication Design (VCD), English plays a vital role in helping to initiate students into the academic community in acquiring not only the language proficiency necessary but the specific genres pertaining to these communities. Like any second language learners, VCD students face many problems in acquiring English, it found that students commit serious lexical errors while communicating in English. Another reason was the limited opportunities of VCD learners have to learn English through natural interaction in English since they only encounter English lecture once a week. The students appeared to have many problems when reading in English, like not knowing how to organize ideas, because it is a new experience for them. For students to succeed in a foreign language generally, and reading skill specifically, they need to surround themselves in a language learning environment. As a result, many problems occur when they study at a university where the medium of instruction is a foreign language like English.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an approach to language teaching which aims to meet the needs of particular learners. Language description is the way language system is broken down and described for the purposes of learning. It means that language description is about ideas of language which influences ESP. In order to achieve this goal, ESP activities have to be presented in context because context is the central idea of ESP. The other point that has to be taken into

consideration in teaching ESP is to use authentic materials; this will lead the students to acquire what they need to develop for their jobs (Hutchinson & Waters 1987). According to Dudley-Evans (2001), the absolute characteristics of ESP are:

1. ESP is designed to meet the specific needs of the learners.
2. ESP makes use of the underlying methodology and activities of the specialization it serves.
3. ESP is not a matter of teaching “specialized varieties” of English.
4. ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.
5. It is centered not only on the language (grammar, lexis, register), but also on the skills, discourses and genres appropriate to those activities.

ESP is divided into English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). It aims to prepare students, in a relatively short period of time, to communicate, read, and write better so they can work appropriately and successfully in certain activities.

1. EAP and EOP are branches of ESP
2. The skills in EAP and EOP: reading, listening, listening and speaking, speaking and writing.

Table 1
The Differences between EAP and EOP

English for Academic Purposes (EAP)	English for Occupational Purposes (EOP)
<ol style="list-style-type: none"> 1. EAP is a branch of ESP in that the teaching content is matched to the requirements of the learners. 2. EAP students are usually higher education students. 3. Learners need to learn English in order to succeed in their academic careers. 4. EAP teaching is task based, using the types of academic task commonly found in higher education 5. EAP courses is the close attention that is paid to the learners' aims and what they are working on, studying or planning to study 6. Students need to attend the class. 	<ol style="list-style-type: none"> 1. EOP is a branch of ESP and cover situation in which learners are studying English for work related reasons. 2. EOP learners are likely to be adults. 3. Learners need to learn English in order to improve their job performance. 4. EOP was also seen as an opportunity for personal development among those who have a long-term goal to improve English communication skills of work and life. 5. They may have not succeeded as a language learner in the past. 6. Students may be reluctant to attend the class.

Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation. It is important to ask a very wide range of questions: general and specific, theoretical and practical. We should investigate these basic questions by considering them and emphasize three factors separately, like this:

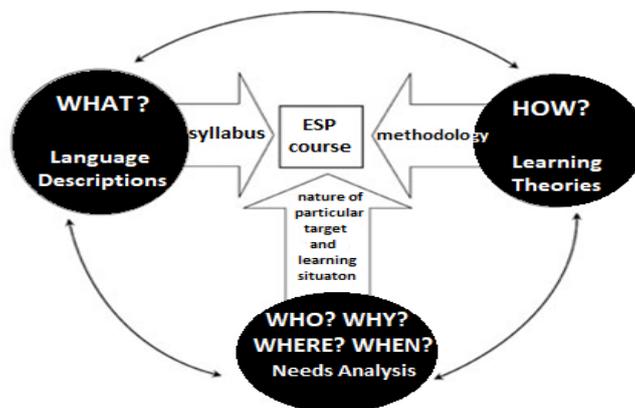


Figure 1
 Factors affecting ESP course design

First a word about terminology: a lot of confusion is undoubtedly caused in discussion about ESP course design by the imprecise use of terms such as 'communicative', 'structural', 'functional' etc. thus it is not uncommon to hear people talk of a 'functional approach' or a structural method', although not such things really exist; that much abuse terms, 'communicative', is often used as if it were synonymous with functional, which is not. To try and prevent such confusion, we shall adopt two strategies.

Firstly, where possible, we shall avoid the term communicative. This has become such an emotive word, rather like 'democracy or freedom, it's claimed by everyone and is capable of innumerable interpretations, many of which are flatly contradictory. It has come, in effect, to mean simply a good, modern approach to language teaching, rather than indicating what that approach might consist of. Indeed, it is now almost an insult to infer that someone's materials methods are communicative. It is for this reason that taken in preference the term learning-center, since it expresses more specifically what the principles of the approach are.

The second strategy we have adopted is to make a clear distinction between the two elements of language description theory. The language description is the way in which the language system is broken down and described for the purpose of learning. Terms such as structural, functional, national, proper belong to this area. They refer to ways of analyzing and describing language. They say nothing about how the learner items described can or should be thought. It is, therefore, inappropriate to use this terms in conjunction with approach or method, since this latter term indicate a way of, or attitude to, teaching. An approach or method derives not from a view of language, but from a view of learning. It's learning theory which provides the theoretical basis for the methodology, by helping us to understand how people learn. It's also importance to note the theories of learning are not necessarily confined to how people learn language, but can refer equally to the learning of any kind of knowledge, For example how to drive a car. In the area of learning theories that relevant terms we shall consider are 'behavior', 'cognitive', 'affective'.
 (Hutchinson & Waters, 1987:22)

Reading for Academic Purpose

Anyone enrolled in a university degree understands the challenges of academic reading. It is a painstaking, time-consuming and stressful task. Unlike reading for pleasure for which many people can spend days and nights sticking with the same book, reading for academic purposes can sometimes cause boredom and frustration. Many people are put off by the academic style of writing, full of specialist terms. Clearly, it requires so much more from readers than other types of reading. Nevertheless, reading for academic purposes is inevitable given the knowledge it provides, whether as a primary source of knowledge or a supporting source for writing academic papers. Undoubtedly, the more effectively one reads, the more thoroughly he or she understands the topic and, of course, the more successfully he or she can present his or her ideas through writing.

Rather than reading passively, as with reading for other purposes, academic reading demands the reader's active and considerable engagement with the text and author. To put it simply, one needs to be 'critical'. A critical reader will dare to question the author and the text itself. The process of questioning begins as soon as one picks up a book, an article or a journal and decides whether this book is relevant to his or her area of interest. Once he or she begins to read, the reader will have to find out what the text is saying. What is the message of the author? Does the reader agree with the author? Why? Why not? It is through the process of questioning that the 'argument', a significant part of academic writing, is developed. The argument will then urge the reader to find out more information from other sources to support his or her argument. By critically engaging with the text, the reader will realize which part of the text is useful and can be used to support or oppose his or her ideas in a convincing and powerful fashion, rather than merely reading and not reflecting upon the text.

Reading is a major part of learning and since learning can only take place in an active environment, reading must also be active. A person who can make the best use of reading is one who can make the sense of the text, think about it and be able to use it.

When we read, we read for a variety of purposes. We sometimes read to get the main idea but not much more (e.g., skimming a newspaper story), and sometimes we read to locate specific information (e.g., scanning for a name, date, or term). Commonly we read texts to learn information (i.e., reading to learn), and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take a critical position with respect to that information (i.e., reading to integrate and evaluate information). Perhaps most often, we read for general comprehension (i.e., reading to understand main ideas and relevant supporting information). We also read for pleasure, with the intention of being entertained or informed, but not tested. In academic settings, almost every major purpose for reading comes into play. Thus, an EAP reading curriculum must account for how students learn to read for multiple purposes, including at least the reading:

1. to search information
2. for general comprehension
3. to learn new information
4. to synthesize and evaluate information

Reading comprehension is not essentially different from other kinds of comprehension. Comprehension is sometimes, but not always related to the speed of reading. Reading comprehension means the ability to understand the material given by the writer. Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. Sheng (2000: 13) states "Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. In other words, it deals with language content. Sheng also writes that to reach comprehension, the reader should foster his/her ability to understand the feelings of writer."

According to Klinger (2007: 2), reading comprehension is “The process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency.” It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Bos and Vaugh (2009: 314) mention three types of reading comprehension based on how readers activate their background knowledge to construct the 12 meaning: a) The first type belongs to what is textually explicit. In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply. b) The second type belongs to what textual implicit is. In this reading type, readers need to make use of their background knowledge to find out the information of the text, because the information that is obtained in the text is not enough to help them in comprehending the text. c) The last type belongs to what scripturally implicit is. When readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend the text.

Brown (2001: 312) mentions two types of reading comprehension based on the reading performance. The first category includes silent and oral reading. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading. The next category includes intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read using extensive reading when they are reading for pleasure. Those types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. Therefore, students have various ways of reading. In this case, the teacher should not teach students the theories of reading type. The teacher can only guide the reading activity using the reading type.

When students start reading with a purpose, they will have the same problem as every other student: how to get through the vast amount of reading given for each course. There is not enough time to read everything line by line. students need to be able to read efficiently. The way they read something will depend on their purpose. It needs to read quickly to find relevant sections, then read carefully when students have found what they want. General efficient reading strategies such as scanning to find the book or chapter, skimming to get the gist and careful reading of important passages (Wallace, 1980, pp. 9-51) are necessary as well as vocabulary building exercises in its own area. Learning about how texts are structured can also help to read more efficiently.

When student picks up a book for the first time, uses the index, the preface, the blurb (publisher's comments on the cover), the table of contents and glance through it rapidly in order to identify the relevant sections. Look at the chapter titles. If the chapter seems useful, look at the headings and sub-headings. Quickly survey any useful chapters by reading the first few lines of each paragraph or by reading the first and last paragraphs.

When she/ he thinks that she/ he has identified relevant sections, skim through them, read the conclusion perhaps, to be sure they are relevant. Many students still rely on painstakingly slow word by word reading. It soon becomes clear to them, however, that they cannot read every word in the library. They will need to practice:

1. Understanding meaning: deducing the meaning of unfamiliar words and word groups; relations within the sentence/complex sentences; implications - information not explicitly stated, conceptual meaning, e.g. comparison, purpose, cause, effect.

2. Understanding relationships in the text: - text structure; the communicative value of sentences; relations between the parts of a text through lexical and grammatical cohesion devices and indicators in discourse.
3. Understanding important points; distinguishing the main ideas from supporting detail; recognizing unsupported claims and claims supported by evidence - fact from opinion; extracting salient points to summarize; following an argument; reading critically/evaluating the text.
4. Reading efficiently: surveying the text, chapter/article, paragraphs, skimming for gist/general impression; scanning to locate specifically required information; reading quickly.
5. Note taking.

EAP will be defined by emphasizing its difference from General English. The chapter also discusses the purposes and procedures of needs assessment including text analysis based on readability levels and vocabulary frequency, and the use of questionnaires and interviews to gather data. Information on academic reading is then presented in the second section including sub-sections on reading skills and strategies. The purposes and reading problems of second language learners are also included. Within academic reading skills, knowledge structures in reading texts are defined. The final section presents information on the importance of vocabulary for successful academic reading in EAP.

Through reading, students are provided with sufficient knowledge to be ready for higher education. Specifically, in order to fully understand a reading, it requires students not only to have enough vocabulary but also a partial knowledge of the topic. Writing and reading skills are also incorporated when students write a summary of the paragraph. Speaking and listening skills have a strong connection with the reading skills because students can practice those skills in reading section. For example, listening to the short conversation and discussing with other classmates about the article often applies while they are in the reading lecture. Other skills such as identifying the subject of the paragraph, citing references to the knowledge that students had, questioning and answering questions are also improved after the course.

METHODOLOGY

The target population included all non English Department undergraduate students of University of Indraprasta PGRI. The sampling was taken from two classes of Visual Communication Design students of academic year 2016-2017 with the total number was 78 students. This study was mixed methods in which both quantitative and qualitative methods were used. Gay and Airasian (2003:185) refer to this type of research as QUAN-QUAL 'which integrates simultaneous qualitative and quantitative methods with equal weight'. With reference to the classification of types of mixed method designs by Creswell, Plano-Clark, Gutmann and Hanson (2003), the type of the current mixed methods study is concurrent triangulation because of three reasons: (1) quantitative and qualitative data were collected and analyzed at the same time, (2) priority was usually equal and given to both forms of data, and (3) data analysis was usually separate and integration occurred at the data interpretation stage.

The first part which was conducted to obtain the data in this study was by questionnaire according to Hyland (1997) and Evans and Green (2007) in which they were required to rate the academic reading difficulties by using a five-point Likert-scale, ranging from 'very easy' to 'very difficult'. The second part included 10 items to get information on students' perceptions of their reading for academic purposes.

In this study, descriptive analysis was done the data technique in distribution table. Beside that each variable was tabulated and analysed the center measurement and the mean. To limit the time, and for technology application, the calculation for descriptive statistic in this research was by using SPSS.

RESULT AND DISCUSSION

Table 2
 Frequencies of aspects of reading for academic purposes

Aspects of reading for academic purposes		Very Easy		Easy		Neutral		Difficult		Very difficult	
		N	%	N	%	N	%	N	%	N	%
1	Identifying supporting details	6	7.69	14	17.9	36	46.2	12	15.4	10	12.8
2	Reading to understand whole text	8	10.3	14	17.9	28	35.9	23	29.5	5	6.41
3	Identifying keywords	7	8.97	12	15.4	24	30.8	24	30.8	11	14.1
4	Understanding organization of text	5	6.41	8	10.3	21	26.9	29	37.2	15	19.2
5	Taking brief, relevant notes	3	3.84	8	10.3	18	23.1	29	37.2	20	25.6
6	Paraphrasing by using own words	2	2.56	6	7.69	20	25.6	28	35.9	22	28.2
7	Scanning significant details	10	12.8	15	19.2	40	51.3	8	10.3	5	6.41
8	Skimming to get main ideas	6	7.69	12	15.4	38	48.7	10	12.8	10	12.8
9	Understanding register words	2	2.56	4	5.13	28	35.9	28	35.9	16	20.5
10	Working out meaning of register words analysis	4	5.13	4	5.13	33	42.3	20	25.6	17	21.8

Based on table 2 presented above, the most problem of reading for academic purposes faced by students of Visual Communication Design in this study were (1) taking brief and relevant notes on point 5, (2) understanding organization of text on point 4, (3) Paraphrasing by using own words on point 6, and (4) understanding register words on point 9.

The reference to the reading for academic purposes of taking brief notes, 37.2% of the students viewed it as difficult, 25.6% indicated that it was very difficult, and 23.1% considered this reading for academic purpose as neither easy nor difficult. Regarding the reading for academic purposes of understanding organization of text, 37.2% of the respondents found it difficult, 19.2% indicated that it was very difficult, and 26.9% chose 'neutral' to describe their perceptions of the difficulty of this purpose. The reference to item no. 6 which focused on paraphrasing by using own words, 35.9% of the respondents felt that it was difficult, and 22 students (28.2%) marked this reading for academic purpose as very difficult. However, 25.6% of the students considered that paraphrasing by using own words as neither easy nor difficult. While 35.9% felt that the reading for academic purpose of understanding register words was neither difficult nor easy for them, 35.9% felt that it was difficult for them to understand register words in the reading materials they had to do.

Nevertheless, the percentage of other aspects of reading for academic purposes as presented in this study, on point 1, identifying supporting details, there were 6 students (7.69%) felt it was very easy, 17.9% considered it was easy, 46.2% stated it was neither difficult nor easy, 12 students (15.4%) thought it was difficult, and only 12.8% (10 students) realized that identifying supporting details was very difficult. While on point 2, reading to understand whole text, there were 8

students (10.3%) felt it was very easy, 17.9% considered it was easy, 35.9% stated it was neither difficult nor easy, 23 students (29.5%) thought it was difficult, and only 6.41% (5 students) realized that reading to understand whole text was very difficult. Next on point 3, identifying keywords, there were 7 students (8.97%) felt it was very easy, 15.4% considered it was easy, 30.8% stated it was neither difficult nor easy, 24 students (30.8%) thought it was difficult, and 14.1% (11 students) realized that identifying keywords was very difficult. On point 7, scanning significant details, there were 10 students (12.8%) felt it was very easy, 19.2% considered it was easy, 51.3% stated it was neither difficult nor easy, 8 students (10.3%) thought it was difficult, and 6.41% (5 students) realized that scanning significant details was very difficult. The reference for skimming to get main ideas on point 8, there were 6 students (7.69%) felt it was very easy, 15.4% considered it was easy, 48.7% stated it was neither difficult nor easy, 10 students (12.8%) thought it was difficult, and 12.8% (10 students) realized that skimming to get main ideas was very difficult. The last aspect of reading for academic purpose in this study was working out meaning of register words analysis located on point 10, there were 4 students (5.13%) felt it was very easy, 5.13% considered it was easy, 42.3% stated it was neither difficult nor easy, 20 students (25.6%) thought it was difficult, and 21.8% (17 students) realized that working out meaning of register words analysis was very difficult.

On the basis means of aspects of reading for academic purposes described in table 3 below, the four top aspects as perceived by most of the students were taking brief and relevant notes (mean 3.53), understanding organization of text (mean 3.46), paraphrasing by using own words (mean 3.28), and understanding register words (mean 2.96). The analysis of the qualitative data showed that students of Visual Communication Design at University Indraprasta PGRI highly estimated the importance of developing reading for academic purposes in order to improve both productive and receptive academic skills. Furthermore, they showed that they encountered some problems in enhancing reading for academic purposes.

Table 3
Descriptive statistics (*Mean*) aspects of reading for academic purposes

No.	Aspects of Reading for academic purposes	Total Score	Mean (average point)
1	Taking brief, relevant notes	275	3.53
2	Understanding organization of text	269	3.46
3	Paraphrasing by using own words	256	3.28
4	Understanding register words	231	2.96
5	Identifying keywords	219	2.81
6	Reading to understand whole text	217	2.78
7	Working out meaning of register words analysis	210	2.69
8	Identifying supporting ideas	204	2.62
9	Skimming to get main ideas	201	2.58
10	Scanning to significant details	195	2.50

N=78

All ten of these purposes are important parts of critical thinking in reading for academic purposes. Critical thinking basically includes the use of information and learning in new situations to solve problems or make decisions (Angelo & Cross, 1993). Based on the interview findings and the qualitative data in the questionnaire, those aspects of reading for academic purposes are basic

expectations of all participants in the study. Students are expected not only comprehend the information in a text with a purpose, but also identify the point of view, make comments on it and relate it into real life situations or practice.

It is significant to mention that the students in this study revealed that one of the factors that contributed to their academic reading problems was their educational background, in which lack of focus on English for academic purposes. The students also added that they had not received any teaching or training on how to deal with large amounts of reading from academic texts. In other words, the students showed that the required amount of reading was beyond what they expected.

This study showed that reading for academic purposes problem faced by students of Visual Communication Design at University of Indraprasta PGRI were taking brief and relevant notes, understanding organization of text, paraphrasing by using own words, understanding register words, and also about managing their time for completion of reading academic materials. Dealing with what these undergraduate students read with their previous knowledge in their fields, non-English department, was also found to be a major concern of these students. Most of these reading for academic purposes problems faced by Visual Communication Design undergraduate students can be attributed to low proficiency in English, the amount of vocabulary they have, and to the slow rate of their reading.

Students need to come prepared to the class in order to follow the course. As the instruction is English-medium, this creates an extra workload for students. They are also expected to read the course book after classes in order to review the lesson, analyze, synthesize, and apply the new information.

CONCLUSION

In an academic context, reading is an essential skill for all students, but particularly for non-native English speaking students. University students are required to research, analyze, and synthesize information in academic texts in their fields as a regular part of their courses. Reading for academic purposes is to obtain necessary information, to understand ideas or theories, to recognize authors' viewpoints, and to search for evidence in order to support personal viewpoints.

To overcome these academic reading difficulties, international graduate students in this study have reported using the following strategies:

1. Enrolling in some intensive English language courses
2. Participating in workshops conducted by the University
3. Taking active participation in colloquiums organized by their respective schools
4. Reading books on how to improve academic reading
5. Seeking help from peers.

This study made two main contributions to knowledge in the field of adjustment and adaptation of non-English department students, especially students of Visual Communication Design at University of Indraprasta PGRI. First, a focus on academic challenges encountered by students as participants seems to be an issue that is important. Second, this study revealed some strategies that were employed by the students to cope with reading for academic purposes problem they faced in their undergraduate studies. Focusing on these strategies, institutions develop remedy programs to help students to overcome their reading for academic problems.

This study has focused on one group of students of Visual Communication Design at University of Indraprasta PGRI. So, future studies may focus on all students from other departments/majors to find out more about their experiences in learning of reading for academic purposes. Since students of VCD in this study revealed that they encountered a range of reading for academic difficulties, future researchers may need to focus on the non-language academic difficulties to complement the findings of this study. In addition, further studies can employ a qualitative approach to focus on understanding specific difficulties of reading for academic purposes, such as to find out

authors' point of view from any source books, or to make inferences to get implied message in a text. Another suggestion is an investigation of lecturers and supervisors' perceptions of their students' academic difficulties, comparing their perceptions with those of the students so as to provide a holistic perspective.

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