

**Uncovering Language Learning Factors in Reading Difficulties:
A Case Study of Thai Students in Indonesia**

SKRIPSI

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**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
2024**

Uncovering Language Learning Factors in Reading Difficulties:

A Case Study of Thai Students in Indonesia

SKRIPSI

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Faculty of Teacher Training and Education
University of Islam Malang
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Sarjana in English Language Education**

BY

LIDAPORN KHAOBAHT

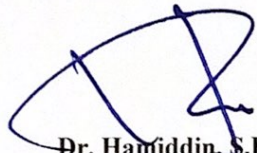
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FACULTY OF TEACHER TRAINING AND EDUCATION
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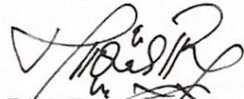
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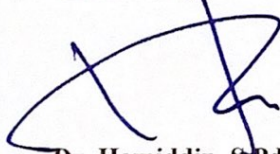
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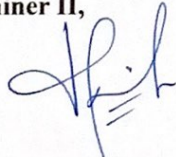
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MOTTO AND DEDICATION

“ It always seems impossible until it’s done. ”

&

“ Doubt Kills more dreams than failure ever will. ”

This thesis is dedicated to:

My beloved family, my Father Arporn, my Mother
Mali, my second Father Hj. Kamaen Luklem for
their valuable endless prayer, sacrifice, and support.

DECLARATION OF AUTHORSHIP

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ABSTRACT

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Keywords: Factors in language learning, Reading difficulties, Thai Students.

Reading is an essential skill for acquiring knowledge and lifelong learning, particularly for students studying English as a Foreign Language (EFL). This study explores the reading difficulties faced by Thai students studying English at the University of Islam Malang, Indonesia. The research employs a qualitative methods approach, this research has studied the factors in language learning that cause reading difficulties, whether it factors in reading behavior, attitude factors, teaching factors, and Environmental factors. Data were collected using questionnaires adapted from the Survey of Reading Strategy (SORS) and unstructured interviews conducted in Thai, later translated into English. The study focuses on two main participants, delving into their experiences, reading difficulties, and strategies for overcoming reading difficulties.

The findings reveal that the study identified four key factors affecting Thai students' reading difficulties in English at the University of Islam Malang. The highest factor was reading behavior (76.19%), influenced by students' skills in reading and their tendency to translate English into their native language, often relying on dictionaries. Teaching and learning factors accounted for 70% of the difficulty, highlighting the impact of cultural differences and teaching methods. Attitude factors were significant at 56.67%, with students facing issues like lack of confidence and anxiety in reading. Lastly, environmental (family) factors were relatively low at 37.33%, indicating insufficient family support for English reading.

However, when the researcher became aware of factors in language learning that affect the reading difficulty of Thai students in Indonesia. Therefore, we analyzed in-depth information from the interviews about Thai students facing hurdles such as Difficulty reading English, unfamiliarity with vocabulary lack of confidence, anxiety, reliance on dictionaries and translation, and insufficient family support for English book reading. Cultural barriers and teaching techniques greatly impact students' struggles with English reading, necessitating adaptations and improvements in teaching arrangements.

Therefore, students' abilities will advance when they regularly apply the reading strategies outlined, such as patience, consistent practice, utilizing resources effectively (including Google Translate initially, but emphasizing repeated reading for comprehension), listening to English media with subtitles for pronunciation and understanding, engaging with social media and real-life experiences, and seeking support from friends and teachers for motivation and recommended reading materials. to develop their reading skills to be a good reader in the future.

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The author feels that the completion of this thesis is supported by the closest people who always provide encouragement, suggestions, criticism, and motivation so far. Their existence is a blessing for researcher. In addition, the researcher would like to express his highest gratitude and appreciation to:

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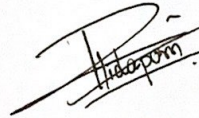
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8. The author is aware that this thesis is still far from ideal. The researcher thinks that this thesis will be helpful to other readers as well as to other researchers and the English department.

Malang, July 23, 2024
The Reseacher



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CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present the background of the study, the research questions, the objective of the study, the significance of the study and the definitions of key terms.

1.1 Background of the Study

Reading is one of the important tools in learning because it is a skill that plays a role in seeking knowledge and being able to use it as a tool for lifelong learning as cited in Yunus and Ubaidillah (2021). Reading has a very important role and has become a necessity in everyday life for everyone who wants to get the necessary information. In other words, reading means that the reader interprets the meaning of the letters from the text read into knowledge and understanding of the message or the story that the writer wants to communicate to the reader in a precise and effective manner. In addition, reading is the perception of a story by using your eyes to look at the letters. Then the brain translates the message. Then it will be sequenced into words, sentences, or various messages according to the knowledge, thoughts, and experiences of the reader (InYaem, 2019). Besides reading will make the reader more creative, and open-minded, fostering a deeper understanding of different cultures and perspectives. It also enhances communication skills and boosts vocabulary, leading to improved reading skills. People who have a habit of reading and have a

high interest in reading, will seek knowledge and study what they learn effectively. They can use the knowledge gained from reading, speaking, and writing very well. Reading in English plays an important role in Thai society today which uses English as a foreign language, students must read English textbooks, or journals in order to have broad and in-depth knowledge in their field of study.

Reading is an indispensable element for acquiring knowledge and comprehending the complexities of the world, forming a crucial prerequisite for individuals striving to become adept readers (Dreher&Mikulecky, 2000). Knowledge, an inevitable outcome of the learning process, is primarily obtained through various sources, with texts being a pivotal medium. Reading, as a fundamental language skill, plays a crucial role in deciphering information and knowledge embedded in written texts JALA, (2020). This process is not passive but an active cognitive endeavor that demands focused attention to understand the thoughts conveyed by authors.

In the realm of education, particularly at the university level, teaching reading becomes a challenging task, given the broader scope of materials compared to high school. This challenge is further magnified for English as a Foreign Language (EFL) students, especially when attempting to comprehend vocabulary and grasp the essence of the text. Despite schools implementing reading strategies to alleviate these challenges, research indicates persistent difficulties in reading comprehension among students, categorized into external and internal factors. Internal factors encompass issues such as difficulty in understanding lengthy sentences, a lack of background knowledge, difficulties in

applying appropriate reading strategies, and problems with concentration, all contributing to inadequate performance in reading tests Abbas, (2021).

Additionally, students encounter hurdles related to a lack of interest in the reading topic, unwillingness to engage in extensive reading, and a deficit in vocabulary among EFL learners, constituting the most common difficulties in reading comprehension, motivational issues, minimal reading habits, and a reluctance to read further compound these challenges, impacting students' reading processes negatively Satriani, (2018). Further complexities arise from students needing more time to navigate reading texts, struggles with information retention, and the added challenge of unfamiliar topics and grammatical intricacies (Kheirzadeh & Tavakoli, 2012).

Related to reading difficulties, some previous studies have investigated Arab EFL learners, and revealed that students faced reading difficulties that impacted their English proficiency and academic performance (Al-Jarrah & Ismail, 2018). to overcome these challenges, concerted efforts involving instructional policymakers, English teachers, and academic institutions are crucial for enhancing learning outcomes among EFL learners (Al-Jarrah & Ismail, 2018). Additionally, research has shown that employing problem-solving reading strategies can significantly boost EFL students' reading comprehension Par, (2020).

According to Lestari (2023), the specific methods readers use to successfully accomplish reading assignments are known as reading strategies. Therefore, Students' reading abilities will advance when they regularly apply the

reading strategies. Readers learning different reading strategies understand how to utilize them in the processes of reading comprehension (Banditvilai, 2020).

In addition, Ayun and Yunus (2017) stated that reading is a complicated process. Therefore, to understand the whole text, a reader must decode it and interpret its meaning of a text, the reader must have a variety of strategies, methods, and skills.

However, reading difficulties are considered a major problem for students worldwide, especially for EFL learners. Chawwang (2008) delved into the reading problem of Thai EFL learners, revealing widespread difficulties in comprehending English text. To address specific concerns about Thai Students at the University of Islam Malang and their challenges in learning English reading difficulties in Indonesia, the study aimed to identify the difficulties, explore causative factors, and uncover strategies employed by students to overcome these obstacles. The research sought to analyze and depict the actual condition faced by the subjects in light of the mentioned problem.

Sanford (2015) expressed a crucial hindrance to students' reading comprehension is phonemic awareness, which involves processing individual letter sounds for effective word recognition. Inadequate working memory is identified as another factor impacting a student's reading proficiency and comprehension. Vocabulary knowledge is highlighted as a positive contributor to both reading comprehension and overall academic performance. Insufficient prior knowledge, indicating poor general knowledge, and a limited vocabulary breadth are additional factors associated with reading difficulties. Motivation is also recognized as a potential influencer on students' reading processes.

Unfortunately, the research on Thai students' reading difficulties in Indonesia, particularly in the Thai students' context does not get enough attention. The existing studies primarily concentrate on assessing the efficacy of specific techniques or strategies aimed at enhancing students' reading ability.

Therefore, this research serves as a crucial reference for comprehending the challenges confronted by international students, particularly EFL Thai students in Indonesia, offering insights into the intricacies of their reading difficulties. Its potential utility extends to the theoretical and practical development of teaching and learning methodologies tailored for international students. By shedding light on specific factors and strategies, this study aims to capture the attention of researchers, urging them to refine existing formulas and techniques for the benefit of foreign students. In essence, the research strives to enhance collaboration between students and educators, fostering improved reading skills and successful strategies in EFL learning environments.

1.2 Research Questions

1. How do language learning factors contribute to reading difficulties among Thai students in the English department in Indonesia?
2. What strategies can support Thai students in overcoming reading difficulties within the English department in a multicultural educational setting?
3. How do cultural differences influence the reading difficulties experienced by Thai students learning English in an Indonesian academic environment?

1.3 Objectives of the Study

1. To analyze the factors in language learning that affect the reading difficulties of Thai students in the English department in Indonesia.
2. To study tailored strategies to support and enhance the reading proficiency of Thai students in the English department within a multicultural educational setting.
3. To understand how cultural disparities affect the reading abilities of Thai students learning English in a foreign language environment

1.4 Significances of the Study

Theoretical Significance: This study contributes a focused investigation into the language learning factors in reading difficulties for Thai students within English departments in Indonesia, enhancing the understanding of language acquisition in a multicultural context.

Practical Significance: The findings will provide educators and policymakers with valuable insights to develop tailored interventions that can effectively support Thai students in improving their reading skills in an English academic environment within Indonesia.

1.5 Scope and Limitation

This study focuses on the factors of language learning difficulties in reading among Thai students in the English Department at the University of Islam Malang, Indonesia. It aims to delve into aspects such as vocabulary limitations, pronunciation challenges, cultural influences, teaching methodologies, familial

support, and the role of intention and confidence in shaping reading proficiency. This study was conducted between March 13, 2024 and March 20, 2024. This study was limited to three students in qualitative analysis because it is sufficient for qualitative studies.

Moreover, the researcher realized that there were several weaknesses of the participants in this study. First, the researcher distributed questionnaires to the participants. Distributing the questionnaire may require time and resources to print. Second, the researcher limited the participants in the interviews. Only two had the highest scores on the questionnaire, the last thing is data collection using interviews was done in Thai and then translated into English. The researcher therefore decided to record the participants' voices. This is to avoid causing the researcher to misunderstand later in the translation.

1.6 Definition of Key Terms

- a. Language Learning Factors: The linguistic, phonetic, and cultural elements influencing the acquisition of English as a second language and their impact on reading abilities.
- b. Reading Difficulties: Challenges experienced by individuals in understanding written material, including issues in phonetics, syntax, vocabulary, and cultural nuances, specifically in the English language.
- c. Strategies Interventions: Customized strategies designed to address the unique needs and challenges of Thai students in improving their reading skills in an English academic environment within Indonesia.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter focuses on examining prior research studies, methodologies, and findings that explore the challenges and factors influencing language acquisition and reading difficulties among Thai students studying English as a Foreign Language (EFL) in Indonesian educational institutions. This section investigates various studies that have examined linguistic variations, cultural influences, and pedagogical interventions aimed at understanding and addressing the hurdles faced by Thai students in their English language learning within the Indonesian EFL academic setting.

In higher education, students are required to adeptly master the skill of academic reading, as emphasized by Woods (2022). Regardless of their chosen disciplines, students must utilize reading skills to acquire essential information. However, according to Navarette (2019), research indicates a prevalent focus among teachers on evaluating students' reading comprehension levels rather than actively instructing them on enhancing their comprehension abilities (Rahmat et al., 2022).

2.1 Factors in Learning the English Language

Factors influencing the learning of the English language, especially among non-native speakers such as Thai learners in an Indonesian context, encompass a diverse array of elements that significantly impact the acquisition and proficiency

of the language. These factors form the bedrock of challenges faced by English as a Foreign Language (EFL) students and play a crucial role in determining their success in mastering the language. These factors encompass various challenges that influence their overall language acquisition:

a. Vocabulary Limitations:

The scarcity of an extensive vocabulary is a substantial challenge for non-native English learners. Limited vocabulary affects their ability to comprehend, express, and navigate the intricacies of the English language. and supported by City (1996) that vocabulary is one of the vital things to be educated in learning a foreign language as a result it'll be not possible to talk while not form of words.

In addition, (Susanto et al., 2021) research, based on hypotheses and thorough analysis, concludes by providing profound insights into the various challenges students encounter in acquiring English vocabulary. The analysis brought to light several issues, mainly centered around pronunciation, spelling, and intricate grammatical aspects like inflections.

A considerable number of students struggle with correctly articulating words and mastering spelling. The complexities of different grammatical forms, particularly inflections, emerged as a significant factor contributing to students' difficulties in vocabulary acquisition. Additionally, students face challenges in deciphering the meanings of words appropriately and using them effectively in context, leading to a sense of confusion.

The study highlighted the perplexity students experience when encountering idiomatic expressions, adding an additional layer of complexity to their journey of acquiring vocabulary. Various factors contribute to students' struggles in this domain, including disparities between written and spoken English, the substantial quantity of words students must learn, limitations in accessing diverse sources of work-related information, and the nuanced nature of word knowledge.

The lack of comprehension of the grammatical aspects of words, combined with frequent pronunciation errors resulting from differences between English and students' native language sounds, intensifies the challenges faced by learners. Such as EFL Thai students in Indonesia who use Thai language as their first language mother tongue interference refers to the influence of the native language of the learner on his/her acquisition of the target language (Thyab, 2016).

2.2 Cultural Disparities and Contextual Understanding

Cultural differences pose significant barriers to understanding the context of the English language. Idioms, cultural references, and social nuances embedded within English can be challenging for learners from different cultural backgrounds to grasp, affecting their comprehension. Research by Az Zahra, (2022) based on interviews between Thai and Indonesian students revealed interesting insights into stereotype perception and cross-cultural communication experiences. The majority of Thai students, 83.3%, have the opinion that Indonesian students have superior English and academic skills. A pattern emerges, showing Indonesian students as active participants in classroom discussions, demonstrating ambition, friendliness, and an emphasis on understanding through sharing opinions. As for the question of

whether friends from other countries have abilities superior to their own, both Thai and Indonesian students confirmed this belief 100% unanimously. This shows mutual respect for each other's abilities and A positive view of cross-cultural friendship. However, a pattern emerged as well, with 66.6% of Indonesian students considering Thai students to be better at speaking English. This feeling is accompanied by a fear of linguistic inferiority and communication challenges. On the other hand, 66% of Thai students admitted that stereotypes about Indonesian students affect them in class, creating feelings of inferiority while 34% felt unaffected due to the convenience of communicating frequently with Indonesian friends. Studies have revealed awareness of cross-cultural communication among students, emphasizing the importance of friendships from not only different countries. But only in ASEAN but also in Europe and Africa. Recognizing the benefits of these connections, students emphasize gaining insights into different ideas, enhancing their English language skills, and sharing culture. Barriers to cross-cultural communication were identified, with concerns about starting conversations, language barriers, accents, and background differences. Stereotypes play an important role in determining attitudes and abilities. Thai students view Indonesians as active learners, while Indonesians view Thais as learning-focused and friendly. Stereotypes about English proficiency have a notable impact in discussion forums, influencing student participation levels. Feelings of insecurity related to language skills are prevalent during first cross-cultural encounters. Stereotypes also influence communication styles, with the majority (76%) reluctant to start a conversation with a foreigner.

The insights gained from interviews between Thai and Indonesian students provide valuable perspectives on stereotype perceptions and cross-cultural communication experiences. While the focus of these interviews is not explicitly tied to the title "Uncovering Language Learning Factors in Reading Difficulties: A Case Study of Thai Students in Indonesia," there are relevant connections.

1. English Proficiency Perception: The interviews highlight perceptions of English proficiency among Thai and Indonesian students. This aspect is crucial in understanding potential language learning factors and difficulties faced by Thai students in Indonesia.
2. Impact of Stereotypes: Stereotypes, especially those related to English proficiency, play a significant role in influencing attitudes and communication styles. Understanding these stereotypes is relevant to exploring potential challenges Thai students might face in a foreign language learning environment.
3. Cross-Cultural Communication Barriers: The interviews touch upon barriers to cross-cultural communication, including concerns about starting conversations, language barriers, accents, and background differences. These barriers may contribute to reading difficulties and language learning challenges for Thai students in Indonesia.
4. Awareness of Cross-Cultural Communication: The studies mentioned reveal an awareness of the importance of cross-cultural communication among students. This awareness and emphasis on friendships from different countries could contribute to understanding the social dynamics and potential challenges faced by Thai students in Indonesia.

5. Influence on Student Participation: Stereotypes about English proficiency have a notable impact on student participation levels in discussion forums. This insight is relevant to understanding the broader context of language learning challenges and factors that Thai students might encounter in Indonesia.

While the interviews primarily focus on broader cross-cultural communication experiences, the findings may offer contextual insights into the language learning environment for Thai students in Indonesia, contributing to the overarching theme of uncovering language learning factors in reading difficulties.

2.3 The Difficulties factors and reading strategies

The difficulties in reading skill include challenges in processing detailed information, dealing with vocabulary, determining main ideas, and making inferences. Good reading skills are an important factor in accessing information efficiently and effectively. Good reading enables accurate, rapid, and accurate interpretation and analysis of information, which is an important basis for effective decision-making and learning (Ashari & Hamiddin, 2020). The study also identifies factors such as difficult vocabulary, lengthy sentences, and concentration issues affecting students' ability to comprehend English reading material. Strategies like highlighting, translating, and repeated reading are employed to overcome these difficulties (Ratnasari et al., 2023).

Students face challenges categorized as internal and external factors, according to Rahim (2006). Internal factors encompass physical, intellectual, and psychological aspects, while external factors involve family and school environments. Internally, challenges arise during reading, including struggles with understanding lengthy sentences, limited background knowledge, ineffective use of reading strategies, and concentration issues (Fajar:2009).

a) Difficulty in Understanding Long Sentences

Many students face challenges in understanding long sentences with intricate structures, a common issue. Supported by a report, students unable to comprehend such sentences often miss the text's main idea.

b) Difficulty in Understanding Vocabulary

An excess of vocabulary prompts readers to use a dictionary or skip crucial words, impacting comprehension Klima and Yunus et. al., (2020) stated that EFL learners often face various difficulties in reading and understanding English texts. This is because students have no idea of unfamiliar vocabulary and the concepts of the text.

c) Difficulty in Concentration

Psychological factors contribute to concentration issues during reading. Students with poor concentration struggle to comprehend text, especially during reading tests. Lack of concentration significantly hinders effective reading.

2.4 Reading Difficulties in English Language Education

Reading is a fundamental skill in language acquisition and education. However, for many learners, particularly in English as a second language (ESL) contexts, reading difficulties can pose significant challenges. These difficulties can encompass various aspects, impacting comprehension, fluency, vocabulary acquisition, and overall language proficiency.

Defining reading difficulties in English Language Education, reading difficulties refer to the impediments that learners encounter when attempting to comprehend, process, or engage with written text. In English language education. Some of the difficulties experienced come from various factors that are beyond human control. According to Chandran and Shah (2019), problems in reading and comprehension emanate from environmental, instructional, and biological sources. These causes mean that the surroundings that one is born and brought up determine their ease of grasping new languages and, in this case, English. Another difficulty that ESL learners encounter challenges because of the way English is structured. The words in English can be unclear and use unfamiliar vocabulary, especially for those in countries where English is a second language (Mohammed & Rashid, 2017). Additionally, these learners often have limited time to process texts and provide the needed responses, especially when interacting with native speakers. Some difficulties stem from mispronouncing words due to cultural differences, encountering new words, not understanding their meanings, and having ineffective reading habits (Mohammed & Rashid, 2017). In these situations, ESL students may

require more time and dedication to grasp and use English confidently in social settings.

2.5 Difficulties in Learning English Reading of Thai Students

Reading is considered as basic skill that facilitates the acquisition of other necessary language skills. because English is a foreign language.

In the Thai context, EFL students face difficulties in reading. This difficulty arises because of the differences between the mother tongue and the second language. Kasim and Raisha,(2017) stated that reading in a foreign language It emphasizes that EFL readers, despite their experience in their first language, but it had to face new linguistic elements. hen engaging with English media, English is very different to the first language.

English is a foreign language in Thailand. Thai students may have difficulty reading. These difficulties can be caused by misrecognition of words, mispronunciation, or not understanding the meaning. Mahyuddin, (2019) emphasizes the complexity of reading for students. This is because their difficulty arises from their limited ability and vocabulary to understand textual content. Most EFL learners show poor reading ability. It remains in a constant state due to lack of awareness Alrabai, (2016). People who initially dislike foreign languages will have great difficulty understanding reading material related to English.

And when considering the specific case of Thai students learning English as a foreign language, the difficulty of reading became even more pronounced. Potential problems mentioned above such as language differences poor reading

ability and dislike of foreign languages It may affect the overall reading skills of Thai students.

However, it's a significant challenge worldwide, particularly for English as a Foreign Language (EFL) learners (Snow, Burns, & Griffin, 1998). Investigating Thai EFL learners, Chawwang, (2008) found widespread difficulties in reading English texts. This research focuses on the challenges faced by Thai students at the University of Islam Malang in learning English in Indonesia, aiming to provide insights and practical solutions for international student education. According to Aji (2022), this research delves into the reading difficulties faced by Thai students studying English at the University of Muhammadiyah Jember in Indonesia. Findings were based on interviews and tests conducted with two subjects, revealing challenges like guessing text meanings, identifying main ideas, finding references, pronunciation, and word identification in sentence structures. These hurdles were identified as fundamental, impeding the subjects' English reading comprehension.

The difficulties were attributed to both internal and external factors. Internal factors included the subjects' different native languages, limited vocabulary, struggles in understanding lectures, lack of confidence, forgetfulness, and a lack of interest in reading. External factors encompassed issues like language differences and lecturers' explanations.

The subjects employed various techniques to overcome these challenges, such as seeking help from friends, using online dictionaries like Google Translate, double-translating between Indonesian, Thai, and English, practicing extensive reading for skill enhancement, and intensive reading to extract information.

Comparisons were made with a previous study by Permatasari (2017), which identified similar difficulties faced by Thai EFL learners but also highlighted differences, such as the recognition of plot and generic structure. These distinctions were attributed to variances in research methodologies and data collection techniques.

In conclusion, this research identified multiple reading difficulties faced by Thai students in Indonesia, emphasizing the significance of guessing text meanings, finding main ideas, and references. The challenges stemmed from a variety of factors, including language differences, vocabulary limitations, and a lack of interest. The subjects adopted diverse techniques to cope, providing insights valuable for developing effective strategies in teaching and learning English, especially for international students.

2.6 Previous Studies

Many researches was carried out on reading difficulties. Many researchers have discussed the definition and components of reading difficulties, but only a few have researched language learning in reading difficulties of Thai students in Indonesia.

Based on studies from Jayanti(2016) highlight the challenges students face in learning to read in English, which include vocabulary acquisition, text analysis, inferential meaning, and effective reading strategies. These challenges are particularly significant for struggling readers and necessitate varied instructional

approaches that focus on cultivating reading habits, expanding vocabulary, and providing bilingual instruction.

This is consistent with a study by Shah et al, (2022) a qualitative study conducted on Nawabshah college students in Pakistan English reading skills identified several factors contributing to reading difficulties. These factors include vocabulary limitations, L2 knowledge gaps, pronunciation challenges, text selection issues, and varying levels of interest. In response, teachers proposed strategies that emphasize creating a supportive environment, building background knowledge, enhancing vocabulary, and motivating teachers. However, the study also identified limitations and suggested areas for future research, underscoring the complexity of addressing reading difficulties comprehensively.

Furthermore, Rungswang & Kosashunhanan (2021) found that the challenges faced by Thai Gen Z undergraduates in EFL classrooms are challenges consist of hesitation over unknown words, variable reading speeds, reliance on context clues, and dependence on word roots/affixes for meaning. The study highlighted the absence of explicit instruction on reading strategies, leading to difficulties in effective reading. The bottom-up model of reading instruction, emphasizing vocabulary storage, was found to disproportionately benefit students with extensive vocabulary, creating a disparity among learners. Additionally, the reliance on dictionaries, prohibited during exams, added pressure, impacting motivation negatively.

Therefore, it can be concluded that research on Thai EFL students in Indonesia highlights varied challenges in reading, including vocabulary limitations,

pronunciation issues, and reliance on context clues. Factors contributing to these difficulties range from cultural differences to teacher-student dynamics. Strategies like creating a supportive environment and enhancing vocabulary are proposed. The study underscores the need for comprehensive approaches to address language learning and reading challenges among Thai students, fostering confidence and effective reading skills in English.

CHAPTER III

RESEARCH METHOD

In this section introduces the methodologies, techniques, and procedures deployed to scrutinize the intricate challenges in language acquisition faced by Thai students within English departments in Indonesia. The prologue outlines the specific research approaches chosen and their alignment with the study's goals in unraveling language learning complexities and reading difficulties in this multicultural educational setting.

3.1 Research Design

This study is used to understand a real-life phenomenon in depth. It focuses on collecting information that occurred in real conditions. The researcher chooses a particular instance of a phenomenon under investigation to understand a specific problem in everyday practice. The design of this research is qualitative and the type is descriptive research. The researcher used the qualitative method in this study to learn about language learning factors in reading difficulties of EFL Thai students in Indonesia.

3.2 Setting and Participant

The study focuses on a specific population within the EFL program, specifically Thai students at the University of Islam Malang. Three participants, comprising two females and one male, are drawn from both the seventh and third semesters.

The participants will be provided with information about the research, its objectives, and the expected time commitment. Informed consent will be obtained from each participant, ensuring their voluntary participation. They will be assured of the confidentiality and anonymity of their responses.

3.3 Research Instrument

The instrument of this study uses a Questionnaire and interview.

The participants are asked to fill out the questionnaires and answer the questions of the interview.

a. Questionnaire

The researcher has studied and researched from relevant sources by using the questionnaire.

The questionnaire used the Survey of Reading Strategy (SORS) that was adapted from (Mokhtari & Sheorey, 2002). A tool for this research and let the experts validate and evaluate the questionnaire's validity (IOC) and whether it meets its objectives before taking action on the sample

b. Interview

The study on titled "Uncovering Language Learning Factors in Reading Difficulties: A Case Study of EFL Thai Students in Indonesia" aligns with contemporary discourse on language learning intricacies. Conducted through face-to-face interviews, it delved into challenges faced by Thai students learning English in Indonesia, aiming for deeper insights beyond questionnaire responses. The focus

was on individuals grappling with reading difficulties in the context of learning a new language, reflecting a nuanced approach recommended by Jayanti (2021).

Employing semi-structured interviews, the study clarified questionnaire content and explored specific challenges. Two representatives were selected for interviews, each lasting 10-15 minutes. These methods not only contribute to understanding language learning factors among EFL Thai students but also highlight the value of face-to-face interactions in capturing detailed insights, echoing contemporary research methodologies.

3.4 Data Collection

The researcher has the following procedures for data collection.

A. Questionnaire

A questionnaire is a study tool that consists of a set of questions or different styles of activities that objectives to accumulate data from a respondent. In this study, the researcher has procedures for data collection as follows.

The researcher chose participants who are Thai students in Indonesia dealing with English learning difficulties, particularly in reading. Questionnaires were given to all three participants to gather both subjective and objective data. The questionnaire had two parts. First, General information of the respondents

The objective is to ask for general information. The respondents were gender and age. Second, the questionnaire used the Survey of Reading Strategy (SORS)

adapted from Mokhtari & Sheorey (2002). This part explored participants' perceptions of reading difficulties through 33 items on a 5-point Likert scale 1= "Never", 2= "Rarely", 3= "Sometimes", 4= "Often", 5= "Always"

The questionnaire was developed based on the results of the comprehensive review of reading strategies, particularly on skills, components and factors involved in reading activity.

B. Interview

The interview is a verbal conversation for gathering information between two people to collect relevant information for research. This involved asking questions, listening to and recording answers from individuals or groups in a structured, semi-structured, or unstructured format in an in-depth. This time, the researcher interviewed the participants by face-to-face method.

This interview aimed to clarify the contents of the questionnaire. The interview is intended to get further information related to the respondent's responses to the questionnaire and a better understanding of sources of language learning factors in reading difficulties among Thai students in Indonesia encompassing cultural differences, linguistic challenges, and varying educational environments. Strategies to support Thai students in overcoming these obstacles include incorporating culturally relevant teaching methodologies, fostering a supportive and inclusive learning environment, and providing tailored assistance based on individual readiness levels.

The participant agrees to share their stories and their name will be anonymized. Ethical approval for this study was granted at the institutional level and both participants gave informed consent. Every participant was scheduled for an interview, depending on the participants' readiness. Each interview lasted for about 10-15 minutes. For the result of the interviews, the researcher will analyze the data by following the technique of qualitative research.

3.5 Data Analysis

This research entitled “Uncovering Language Learning Factors in Reading Difficulties: A Case Study of EFL Thai Students in Indonesia” was guided by a two-pronged approach—questionnaires and interviews.

Data collection techniques used a questionnaire and interviews. The questionnaire is a data collection technique that did by giving a set of questions written for the respondent to answer who have prepared by researcher concerning Language Learning Factors in reading difficulties.

The scale to use in this research is the Likert scale. The Likert scale is used to degree the attitudes, opinions, and person behavior or the background of the participants, such as the family environment.

Likert scale graduation from very positive to very negative (Ketsinee, 2018). Instrument research used a Likert scale made in the form of a checklist (✓). The checklist is given in the available column and the statement is by the alternative subject state the answers used are 1.) “never”, 2.) “Rarely”, 3.) “Sometimes”, 4.) “Often” and 5.) “always” Total the score based on the response category: 1.) Never

(Score 1), 2.) Rarely (Score 2), 3.) Sometimes (Score 3), 4.) Often (Score 4), 5.) Always (Score 5) To study and analyze the data on Language Learning Factors in Reading Difficulties of Thai Students in University Islam Malang. from 33 questionnaires, the questionnaire has five options and their respective scores.

Therefore, to find the score, the researcher must calculate the total score by the number of students who responded to the questionnaire to get the score for each item.

Set percentage value 1 - 50 as a low value

51-100 as a high value.

The interview will analyze 5 questions from the answers of 2 students. The researcher will select only 2 people from those with high questionnaire scores. for gathering information between two people for research. for this interview the data were analyzed using six thematic analysis procedures adopted by Brain and Clarke (2006), namely: Become familiar with the data, Generate initial codes, search for themes, review themes, define themes, and write up.to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words.

This involved asking questions, listening to and recording answers from individuals or groups in a structured, semi-structured, or unstructured format in an in-depth. which this research The researcher conducted face-to-face interviews with the participants. In conducting the interview, the Thai language was used for ease of understanding of the participants and interpretation of the researcher. after

that, the researcher summarized the participants' answers and translated them into English in order to discuss the results further.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the results and discussion of the study. The data collected from the questionnaire and interview are discussed based on the technique and concept, this chapter is presented based on the research problems in the first chapter.

4.1. The Factors of Language Learning in Reading Difficulties

Based on the results of the questionnaire including English reading attitude, reading behavior, environment factors (family), and teaching and learning factors. The factors in language learning in reading difficulties of Thai students in University of Islam Malang in many aspects such as Lack of confidence, anxiety, nervousness in reading, and insufficient support for English book reading at home. Those challenges are due to cultural differences and teaching methods.

The results are presented from the highest percentage to the low percentage respectively as shown in the table below:

Table 4.1. Factors that contribute to overall English reading

Statement	Sum of scores	Percentage %	<i>percentage value</i>
English reading behavior	160	76.19%	<i>high</i>
Teaching and learning factors	84	70%	<i>high</i>
English reading attitude	51	56.67%	<i>high</i>
Environment factors (Family)	28	37.33%	<i>low</i>

From the table, it can be seen that Thai students encounter factors in learning the language and encountering difficulties in reading. The factor with the highest percentage was English reading behavior, the second was teaching and learning factors, and the third was reading attitude. The lowest percentage was found to be family factors.

In terms of reading behavior factors, the questionnaire results indicate a high engagement in effective reading English, with a percentage of 76.19% this indicates that Thai students may find that English has a different vocabulary and sentence structure than Thai. This may cause reading difficulties, such as learning new vocabulary and understanding new sentence structures. Moreover, students need to develop reading skills and adapt to reading methods that are different from their native language. By using reading tools such as dictionaries and learning reading techniques and strategies. So that students can develop reading skills. or understand the content better.

Moreover, teaching and learning factors with the second highest percentage of 70%. Thai students may find that teaching and learning methods in the Indonesian education system are different from those in their own country. This may affect reading difficulty, for example, the cultures of teachers and students are different. Learning in an uninteresting way or losing interest in reading or the content does not provide appropriate support for developing reading skills.

Additionally, it was found that the attitude factors had the third highest percentage of 56.67% showing that students are nervous and unsure about learning English. This may affect reading in general, such as concerns that English is difficult to learn or lack of confidence in their own reading abilities. These things create emotional barriers that hinder students' willingness to read in English.

And the family factors have a percentage of 37.33%, which shows that it's at a low also affects students' reading, such as not having family support in reading English books or the lack of a reading culture in the home. This environment affects reading difficulties, which may prevent students from receiving adequate support to develop reading skills.

Therefore, Thai students learning English in Indonesia will face reading difficulties caused by these factors, which require them to develop reading skills and adapt to the learning environment appropriately. To be a good reader and be able to read and understand content better in the future. Using reading aids and learning appropriate reading methods is therefore important in increasing your ability to read in English.

4.2. Strategies that Can Support Thai Students in Overcoming Reading Difficulties

In a multicultural education setting within the English department, supporting Thai students in overcoming reading difficulties requires a variety of approaches. The same as understanding the factors contributing to reading difficulties, such as reading behavior, limited English

proficiency, teaching methods, differences in linguistic structures between Thai and English, and unfamiliarity with English phonics and vocabulary, is crucial. By addressing these factors through tailored interventions and fostering a supportive learning environment, Thai students can develop their English reading skills effectively.

Therefore the researchers analyzed to find the result from the highest percentage to the low percentage respectively as shown in the table below:

Table 4.2. English reading behavior

No.	Item	Sum of scores	Percentage %
13.	When I read, I translate from English into my native language.	14	93.33
2.	I think about what I know to help me understand what I read.	13	86.67
9.	I try to picture or visualize information to help remember what I read.	13	86.67
12.	When I read, I guess the meaning of unknown words or phrases.	13	86.67
3.	I take an overall view of the text to see what it's about before reading it..	12	80.00
4.	When text becomes difficult, I read aloud to help me understand what I am reading.	12	80.00
10.	I try to guess what the content of the text is about when I read.	12	80.00
6.	I read slowly and carefully to make sure I understand what I am reading.	11	73.33
7.	I use reference material (e.g. a dictionary) to help me understand what I read.	11	73.33
8.	When text becomes difficult, I pay closer attention to what I am reading.	11	73.33
11.	I usually end up translating word by word when I'm reading English.	11	73.33
14.	When I read, I think about information in both English and my mother tongue.	11	73.33
5.	I underline or circle information in the text to help me remember it.	10	66.67

Based on the results of “English Reading Behavior” in a survey of Thai students using reading strategies based on the findings from Mokhtari & Sheorey (2002). The level was found to be high because the percentage value is 51 % – 100%. The highest percentage in this table was in the item “When I read, I translate from English into my native language” the total is 93.33 %. The second highest percentage was in the items “I think about what I know to help me understand what I read”, “I try to picture or visualize information to help remember what I read” and “When I read, I guess the meaning of unknown words or phrases” the total is 86.67%. The third highest percentage was in the items “I take an overall view of the text to see what it is about before reading it”, “When text becomes difficult, I read aloud to help me understand what I am reading” and “I try to guess what the content of the text is about when I read.” The total is 80.00%. The fourth was in the items “I read slowly and carefully to make sure I understand what I am reading”, “I use reference materials (e.g. a dictionary) to help me understand what I read.”, “When text becomes difficult, I pay closer attention to what I am reading.”, “I usually end up translating word by word when I’m reading English” and “When I read, I think about information in both English and my mother tongue” The total is 73.33%. And the last was in the item “I underline or circle information in the text to help me remember it.” The total is 66.67%.

The five items the researcher mentioned above, showed that Thai students often face difficulties when reading English, especially with unfamiliar words or passages. They tend to rely on translating each word into their native language, which can slow down comprehension. Using a dictionary to translate words or

passages is common, but this method may not always be efficient. Instead, students should focus on understanding the overall context and guessing the meanings of difficult words or phrases. Visual aids like pictures or symbols can also help in understanding the text better. To overcome these difficulties, students can practice strategies like reading slowly and carefully, visualizing information, and thinking about what they already know about the topic.

Additionally, considering the overall vocabulary before reading can improve comprehension. Creating a supportive learning environment where students feel comfortable asking questions and discussing difficult concepts is also essential. By employing these strategies, Thai students can enhance their English reading skills and overcome challenges more effectively.

Table 4.3. Environment factors (family)

No.	Item	Sum of score.	Percentage %
2.	Your parents are strict with you and force you to read English books regularly.	7	46.67
1.	Family members encouraged you to read English books from a young age.	6	40.00
3.	Your family members recognize the benefits of the English language and therefore always buy books with content in English to keep at home.	6	40.00
5.	Parents are attentive and supportive in finding ways to improve your English	5	33.33
4.	Members of your family regularly read English books to you when you were a child.	4	26.67

Based on the results in the table “Environment factor. The level was found to be low because the percentage value is 1% – 50%. The low percentage in this table was in the Item “Your parents are strict with you and force you to read

English books regularly” The total is 46.67%. The second low percentage was in the items “Family members encouraged you to read English books from a young age” and “Your family members recognize the benefits of the English language and therefore always buy books with content in English to keep at home” The total is 40%. The third of the low percentage was in the item “Parents are attentive and supportive in finding ways to improve your English” the total is 33.33%. and the fifth of the low percentage was in the item “Members of your family regularly read English books to you when you were a child” The total is 26.67%.

The five items the researcher mentioned above, showed that there's a lack of sufficient support in promoting English book reading among Thai students, as evidenced by the relatively low average scores observed in the five items. This indicates that reading isn't yet emphasized as a regular activity within families, potentially contributing to the reading problems encountered by Thai students, particularly in English. Despite efforts such as purchasing English books for home, there's still a gap in encouraging students to independently learn and understand. To address these challenges and overcome reading difficulties, targeted strategies are essential. Firstly, fostering a culture of reading within families by setting aside dedicated time for reading activities and providing access to a variety of English reading materials can promote literacy development. Additionally, encouraging self-directed learning through activities like journaling, summarizing, and discussing readings can enhance students' comprehension and critical thinking skills. Moreover, integrating reading assignments into the curriculum that align with students' interests and abilities can further motivate them to engage with

English texts. By implementing these strategies, Thai students can develop a stronger foundation in English reading.

4.3. Cultural Differences that affect the Reading Difficulty of Thai students Learning English in Indonesia

The researcher analyzed data from the opinions of two Thai students who encountered difficulties in reading English. The researcher analyzed 5 interview questions that students gave their opinions on. The researcher found that Thai students studying at the University of Islam Malang gave opinions below:

4.3.1. Adapting to English reading materials

A first analysis of Thai students' adjustment to unfamiliar English reading materials found that Studies have suggested different methods to help students adapt and succeed in reading English.

The first person 1 stated that patience and diligence in reading must be present continuously and consistently.

“Must have patience and perseverance in reading and doing it continuously and consistently. Ex. When we come across new words Idioms or phrases in the early English language we don't understand and always use Google Translate. But if we practice reading repeatedly Read it often and you'll get used to it and never have to use translation again. “TS2”

The second person suggested a method for practicing listening and reading from podcasts or media in English that have English subtitles, such as songs or series. To become familiar with hearing and pronouncing words and closest to native speakers.

“Try to practice listening along with reading from podcasts. or media in English and has English subtitles along with it, such as songs or series. So that we can get used to hearing the pronunciation of the vocabulary and be accurate and as close to a native speaker as possible “TS.3”

Therefore, Thai students' adaptation to unfamiliar English reading can be achieved by practicing reading regularly. Listening to podcasts or other media in English with subtitles and using media that is interesting and consistent with one's interests by practicing these methods, students will be familiar with and be able to understand English better in the long run.

4.3.2. Cultural differences among Thai students

The second analysis of cultural factors influencing the reading ability of Thai students learning EFL in Indonesia highlights the cultural differences that influence Thai students' English learning in this environment. These are different, such as problems with pronunciation, accents, and spelling of letters that affect understanding and reading in the target language Thai students learning EFL in Indonesia must adapt to

situations they encounter in using the language of teachers or fellow students with a mix of English and Indonesian. Including local languages regularly together.

Thai students studying EFL in Indonesia confirm cultural issues affecting language learning. This is an example of using a language that is a combination of English and Indonesian. There is emphasis on pronunciation and use of words different from the mother tongue. As a result, the understanding of the context or message in the target language is different.

“Cultural differences such as pronunciation, accents, and even the spelling of letters in English are different between Thais and Indonesians. This may cause Thai students studying Indonesian to have to adjust. For example, sometimes friends or teachers tend to mix English and Indonesian. For example, pronouncing the letter "R" with emphasis and clarity, such as the words "Speaker" or "Number" makes it possible to sometimes interpret or understand the context of the message differently. “TS2”, “TS3”

Therefore, it shows that Cultural factors play an important role in the development of the reading ability of Thai students learning EFL in Indonesia. Adaptation and learning to use language in different environments is important for useful communication in daily life and further education. Understanding and adapting to cultural issues is

therefore important to help EFL students in Indonesia develop their reading skills effectively.

4.3.3 Friend or teacher with the development of reading skills

The third analysis is about Support from friends and teachers in developing Thai students' reading skills and focuses on the role that friends and teachers play in students' learning processes. Both Thai students confirmed the support they received from friends and teachers in developing their reading skills. Leading by example and appropriate teaching help foster students' enthusiasm for reading.

Friends and teachers play an important role in supporting and stimulating students' interest in reading. This type of support results in students becoming more enthusiastic in practicing reading, and can develop reading skills better because some friends or teachers give advice and offer appropriate reading guidelines.

“Of course, friends are another factor that helps improve our reading skills. For example, if a friend can read fluently but we can't read well, Makes us more enthusiastic about practicing reading. And friends can help. Or give us some reading advice? And teachers are another factor that helps us develop reading skills. If the teacher has good teaching techniques The content is easy to understand. It will make us learn in a fun way. And because of this, we like to read books. And can improve our reading skills as well” “TS2”, “TS3”

Therefore, it shows that Support from friends and teachers plays an important role in improving Thai students' reading skills. By leading by example and teaching well, learning situations are fun and easy to understand. This will result in students being interested and enthusiastic in reading. and can develop their reading skills effectively

4.3.4. Exposure to language outside the classroom for Thai students

The fourth analysis of the day-to-day experiences of Thai EFL students studying in Indonesia focused on language learning opportunities and opportunities to communicate in English outside of the classroom.

The first student learned the language from social media in his daily life by using various apps to read stories or news stories about the experience to understand words that might be used in other media from the classroom

“In my daily life, outside of the classroom, I will learn languages from social media, such as playing various applications and reading novels or various news” “TS2”

The second student learns the language by spending time outside and reading billboards or public relations signs, it also helps in learning English. Even though sometimes mistakes occur Thai students will learn from those mistakes. And use it to develop yourself further. However,

understanding from using language in real situations helps to develop language skills effectively.

“I spend most of my time outside. I will learn the language extensively. Learning new vocabulary, such as reading menus in restaurants, and reading advertising signs. Public information signs in various places will increase the opportunity for me to practice reading English in real situations, which sometimes will be wrong. But I will learn from those mistakes. and use it to develop reading skills further. “TS3”

It can be concluded that the daily communication and language use of Thai EFL students in Indonesia plays an important role in the development of English reading skills. Because students can choose the text they want to read by themselves. This means that students have the freedom to choose the content or use of media that matches their interests and skill level Ni'mah&Umamah (2020). Understanding real situations encountered in daily life helps create a growing learning experience.

4.3.5. Challenges in developing reading skills

From the perspective of Thai students studying EFL in Indonesia, the challenge faced in developing English reading skills is the challenge of overcoming oneself and encountering new and unfamiliar words, phrases, or expressions. Additionally, they must practice and read regularly to

improve their understanding of the language. Also, worrying about correct grammar and correct pronunciation is another challenge.

“Overcoming oneself takes patience, effort, and determination.

To develop your reading skills, try to practice and read

regularly” “TS2”

"The challenge is encountering new vocabulary, phrases, or

expressions. Sometimes I worry about reading. Will the grammar

be correct? Will it be pronounced correctly or not? Including the

reading accent as well. “TS3”

It can be concluded that the development of English reading skills of Thai students studying EFL in Indonesia faces the challenge of overcoming themselves and mastering new vocabulary and situations encountered in reading English. They also face concerns about correct grammar and correct pronunciation in the language.

Based on the interview, the researcher found that when developing reading skills, patience, perseverance, and consistent practice are crucial. Initially using tools like Google Translate for unfamiliar words or phrases is common, but repeated reading fosters comprehension without relying on translation. Listening to English podcasts or media with subtitles aids in pronunciation and understanding, crucial for bridging cultural

pronunciation differences. Cultural nuances, including pronunciation and accents, between Thai and Indonesian students, require adaptation. Friends and teachers play vital roles in motivation and assistance, encouraging practice, and recommending reading materials. Learning extends beyond classrooms through social media and real-life exposure, enhancing language skills. Challenges like encountering new vocabulary and grammar provoke worries, yet determination fuels progress. In essence, developing reading skills entails dedication, utilizing resources effectively, and embracing diverse learning experiences.

4.4. Discussion

The analysis of questionnaire results from Thai students at the University of Islam Malang. The results of this study found that many factors affected the students' language acquisition causing difficulty in reading. The factor with the highest average value was the English reading behavior factor. It has 76.19 percent which may be caused by many aspects such as skills in reading sentences, and texts or guessing the meaning of words. When students encounter difficult passages, or words they often translate English into their native language, they often use reference documents such as dictionaries to help them understand what they read. This is consistent with the previous study in Chapter 2. Research by Jayanti (2016) highlights the difficulties students face in learning to read in English including message processing and learning vocabulary text analysis some problems arise from cultural differences. The learner's native language or

discovering new vocabulary making it impossible to understand the meaning.

This results are inefficient reading behavior, consistent with the theory of Aji (2022) states that learners of English as a second language face many reading difficulties, including problems found in Reading English content which discusses the coordination of meanings of the text such as guessing the meaning of a message, identifying the main topic, pronunciation and identifying words in sentence structure. Problems encountered including difficulty reading content in a language different from one's native language.

The second important factor is Teaching and learning factors representing 70 percent of Thai students studying at the University of Islam Malang face difficulties in reading English. The highest percentage is related to cultural differences. Teachers' teaching methods influence English language learning, as Shah et al (2022) study said problems in reading and comprehension arise from information sources in the learning environment. These reasons mean that the environment in which one is born and raised determines the understanding of a new language, in this case, English, even though EFL learners have experience in their first language. But they had to face new language elements. Social and cultural differences affect students from different backgrounds. Research by Az-Zahra (2022) showed an interview with Thai students studying in Indonesia It was found that language barriers were an important factor affecting the development of their English reading skills. Coping with accents and

dialects in the learning environment and communicating in the classroom and everyday life. It is important to correctly recognize and understand English texts. Furthermore, background differences play an important role in shaping students' behavior, abilities, and attitudes. This can sometimes make them feel uncomfortable or unsure about using language. and may affect their adjustment and learning in an environment different from their home country. Therefore, in learning and developing English reading skills Thai students abroad must consider environmental factors. language and culture to create an appropriate and supportive learning environment.

The third factor is the attitude factor in reading English, showing 56.67 percent, it was found that Thai students face the issue of lack of confidence, anxiety in reading in class or exam situations, and in unprepared situations. Encountering new words that are important for understanding the text in addition, Rungsawang & Kotchunhanan (2021) found that Thai students face in the EFL classroom is a challenge that consists of hesitation with unknown vocabulary. Variable reading speed and reliance on roots detailed processing Managing difficult vocabulary, long sentences, and concentration problems that affect students' ability to read English. Various strategies such as highlighting, translation, and repeated reading are used to overcome this difficulty (Ratnasari et.al., 2023)

The factor with a relatively low average score is the environmental (Family) factor, showing 37.33 percent, indicating that there is not enough

support to promote reading English books. That is one part that affects Thai students' problems in reading English. If the family encourages and Encourage children and grandchildren to read books, especially English books, so that children will be able to read English books without any problems in the future, Greaney and Hegarty (as cited in Jabbar Mahmood, 2021) said that children in an environment that encourages them to read books They will see that reading can be an activity or hobby that brings happiness. In addition, the availability of books and the reading behavior of parents are also related to children's love of reading. They will be able to absorb. Understanding and becoming familiar with reading English books by having parents as role models. And when they grow up, they won't have any problems reading English. Moreover, what is clear from the research on environmental factors at home is that only a small percentage of family members read English books to them. Thai students listened to it when they were children. As a result, many Thai students may have trouble reading English when they grow up. This is consistent with what Bailey (as cited in Jabbar Mahmood, 2021) said. Good literacy experiences in the early and preschool years contribute to children's reading success. This is the source of the reading problems that students may encounter especially in English.

However, when the researcher became aware of factors in language learning that affect the reading difficulty of Thai students in Indonesia. Therefore, we analyzed in-depth information from the interviews about Thai students facing hurdles such as lack of confidence, anxiety, reliance

on dictionaries and translation, and insufficient family support for English book reading. Cultural barriers and teaching techniques greatly impact students' struggles with English reading, necessitating adaptations and improvements in teaching arrangements.

According to Lestari (2023), the specific methods readers use to successfully accomplish reading assignments are known as reading strategies. Therefore, students' abilities will advance when they regularly apply the reading strategies outlined, such as focusing on context, patience, consistent practice, using pictures or symbols to help understand and remember the text, utilizing resources effectively (Google Translate), reading preparation, listening to English media with subtitles for pronunciation and understanding, engaging with social media and real-life experiences, Family reading culture and parental participation, and seeking support from friends and teachers for motivation and recommended reading materials. To effectively develop the reading skills of Thai students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is about conclusions and suggestions. It is an ultimate review of the previous discussion in this research and it provides some suggestions for those who have difficulty reading and other researchers.

5.1 Conclusion

The analysis of the questionnaire and interview question results from Thai students at the University of Islam Malang. Based on the study highlights key factors in language learning and reading difficulties. These include English reading behavior, teaching methods, cultural differences, and family support. English reading behavior emerged as the most significant challenge, followed by teaching and learning factors, with family factors ranking the lowest. From all the factors mentioned above. It will affect being a good reader.

However, different strategies should be used. to overcome reading difficulties. This includes practicing and developing yourself regularly. Listening to English media with subtitles helps with pronunciation and understanding. Using social media and real-life experiences to enhance language skills and support from friends and teachers in practicing and recommending reading materials. To create an appropriate learning environment and support the development of one's reading skills. Doing so will help you become a good and steady reader in learning English effectively and sustainably.

5.2 Suggestions

From the summary of the study, the researcher advised students, teachers, and future researchers as follows:

For the students, it is recommended to practice reading regularly and be patient when encountering words or passages that are difficult to understand. Increase comprehension by using repeated reading strategies. and English listening practice with subtitles to improve reading and pronunciation skills.

For the teachers and lecturers, it is recommended to prepare interesting reading materials. and teaching methods Reading curriculum design allows students to choose their reading materials. By using a variety of teaching tools and strategies. To foster an appropriate learning environment and use technology in teaching to enhance student learning as well

For the next researcher, it is recommended that further studies be conducted on Thai students' English reading problems in different contexts. and conduct in-depth research to create understanding and find appropriate solutions in different context.

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APPENDIX

Appendix 1: Questionnaire and interview validation sheet

QUESTIONNAIRE AND INTERVIEW QUESTIONS VALIDATION SHEET

Name : Lidaporn Khaobaht
 NPM : 22001073102
 Thesis title : Uncovering Language Learning Factors in Reading Difficulties: A Case Study of Thai Students in Indonesia.

Research Questions :

1. How do language learning factors contribute to reading difficulties among Thai Students in the English department in Indonesia?
2. What strategies can support Thai Students in overcoming reading difficulties within the English department in a multicultural educational setting?
3. How do cultural differences influence the reading difficulties experienced by Thai students learning English in an Indonesian academic environment?

Objectives of the Study :

1. To analyze the factors in language learning that affect the reading difficulties of Thai students in the English department in Indonesia.
2. To study tailored strategies to support and enhance the reading proficiency of Thai students in the English department within a multicultural educational setting.
3. To understand how cultural disparities affect the reading abilities of Thai students learning English in a foreign language environment

Name of Validator : Fiki As.
 Degree : S2
 Number of Years in Teaching : 9 year
 Rating : Number of YES marks

☒ 16-18 Very Satisfactory ☐ 12-10 Fair
☐ 15-13 Satisfactory ☐ 10 below Needs re-validation

To validator : Check the necessary documents and tick the columns which fit your evaluation of the item.

Items	Yes	No
A. Ethical Consideration		
1. The purpose of the study is stated well.	☒	☐

2. A 'confidentially clause is mentioned or stated.	✓	
3. A 'choice clause is included.	✓	
4. The procedures in the conduct of the study are stated.		✓
5. The participant(s) is informed of the duration of the study.		✓
6. Informed consent is included.	✓	
B. Construction of Questions		
7. Introduction which allows the interviewer to introduce himself/herself is included.		✓
8. Questions are written in 5w and 1h manner.		✓
9. Questions are short and can easily be understood by the participants.	✓	
10. Questions are appropriate to the topic.	✓	
11. Questions allow story telling of narration of experiences.	✓	
C. Accuracy / Thoroughness of Questions		
12. Questions are open-ended.	✓	
13. Questions are positively stated.	✓	
14. Follow-up questions are included.	✓	
15. Questions are deductively arranged. They give highest priority to information questions than opinion questions.	✓	
16. Questions are stated in clear/ precise and simple words.	✓	
17. Entire questions can be covered within an hour.	✓	
18. Main questions are not more 10 items for every research question.	✓	

Remarks: Statement in the questionnaire form & interview is good for investigating the first research quest. It's better for the researcher to gain create / propose another question in interview to gain deeper information for collecting data on the first refer to 2nd & 3rd RQ.

Malang, 19 March 2024

Validator,



Fitri Awaliyatush Sholihah, M.Pd
NPP. 150605198932221

Appendix 2 : Questionnaire Forms

The questionnaire used the Survey of Reading Strategy (SORS). (Mokhtari& Sheorey,2002).

The checklist is given in the available column and the statement is in accordance with the alternative subject state the answers used are Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5).

Table 1: Factors in language learning in reading difficulties.

No.	Statement	1	2	3	4	5
	<i>English reading attitude</i>					
1.	I feel insecure about my English while reading English in the classroom.					
2.	The more I prepare for the English-reading test, the more anxious I become					
3.	I felt frightened when called upon to read or text or articles in class in English.					
4.	I am nervous. When the teacher asks a question or tells me to read something that I have not prepared for in advance.					
5.	The reading passage is difficult because there are many new words.					
6.	I often get frustrated when reading English text.					
	<i>English reading behavior</i>					
1.	I take notes while reading to help me understand what I read.					
2.	I think about what I know to help me understand what I read.					
3.	I take an overall view of the text to see what it is about before reading it.					
4.	When text becomes difficult, I read aloud to help me understand what I am reading.					
5.	I underline or circle information in the text to help me remember it.					
6.	I read slowly and carefully to make sure I understand what I am reading.					

7.	I use reference materials (e.g. a dictionary) to help me understand what I read.					
8.	When text becomes difficult, I pay closer attention to what I am reading.					
9.	I try to picture or visualize information to help remember what I read.					
10.	I try to guess what the content of the text is about when I read.					
11.	I usually end up translating word by word when I'm reading English.					
12.	When I read, I guess the meaning of unknown words or phrases.					
13.	When I read, I translate from English into my native language.					
14.	When I read, I think about information in both English and my mother tongue.					
	<i>Environment factors (Family)</i>					
1.	Family members encouraged you to read English books from a young age.					
2.	Your parents are strict with you and force you to read English books regularly.					
3.	Your family members recognize the benefits of the English language and therefore always buy books with content in English to keep at home.					
4.	Members of your family regularly read English books to you when you were a child.					
5.	Parents are attentive and supportive in finding ways to improve your English.					
	<i>Teaching and learning Factors</i>					
1.	Teaching and learning activities about English reading are not interesting or outdated.					
2.	English teachers have good techniques for teaching reading, making you understand and love reading.					

3.	Do you think that additional English reading subjects should be added to the curriculum of the faculty you study at.					
4.	Teachers' teaching and learning arrangements make you read English books with greater understanding than before.					
5.	The content learned cannot be used in real life.					
6.	Reading is difficult when the culture of the teacher and the student are different.					
7.	English culture and ideas seem very foreign to me.					
8.	The teacher's teaching methods affect my English learning.					
	Total					

Appendix 3: SOME SAMPLES OF ANSWER FROM THE RESPONDENTS

Sample 1

Questionnaire

The questionnaire used the Survey of Reading Strategy (SORS). (Mokhtari & Sheorey, 2002).

Instruction: using the 5-point scale show below. Rate the following questions by placing a check in the box. Please answer the question honestly. Do not leave each item unanswered.

GENDER: FEMALE SEMESTER: 8 AGE: 24

Scale:

1= "never" 2= "Rarely" 3= "Sometimes" 4= "Often" 5= "always"

Table 1: Factors in language learning in reading difficulties.

No.	Statement	1	2	3	4	5
	English reading attitude (เจตคติในการอ่านภาษาอังกฤษ)					
1.	I feel insecure about my English while reading English in the classroom. (ฉันรู้สึกไม่มั่นใจในภาษาอังกฤษของฉันในขณะที่อ่านภาษาอังกฤษในห้องเรียน)			/		
2.	The more I prepare for the English-reading test, the more anxious I become. (ยิ่งฉันเตรียมตัวสอบการอ่านภาษาอังกฤษมากเท่าไร ฉันก็ยิ่งวิตกกังวลมากขึ้นเท่านั้น)			/		
3.	I felt frightened when called upon to read or text or articles in class in English. (ฉันรู้สึกกลัวเมื่อถูกเรียกให้อ่านหรือส่งข้อความหรือบทความในชั้นเรียนเป็นภาษาอังกฤษ)				/	
4.	I am nervous. When the teacher asks a question or tells me to read something that I have not prepared for in advance. (ฉันรู้สึกกังวล เมื่อครูถามคำถามหรือบอกให้อ่านสิ่งที่ไม่ได้เตรียมไว้ล่วงหน้า)				/	

5.	The reading passage is difficult because there are many new words. (ข้อความที่อ่านยากเพราะมีคำศัพท์ใหม่ๆ มากมาย)	/				
6.	I often get frustrated when reading English text. (ฉันมักจะหงุดหงิดเมื่ออ่านข้อความภาษาอังกฤษ)	/				
English reading behavior (พฤติกรรมในการอ่านภาษาอังกฤษ)						
1.	I take notes while reading to help me understand what I read. (ฉันจดบันทึกขณะอ่านเพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)	/				
2.	I think about what I know to help me understand what I read. (ฉันคิดถึงสิ่งที่ฉันรู้เพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)				/	
3.	I take an overall view of the text to see what it is about before reading it. (ฉันพิจารณาข้อความโดยรวมเพื่อดูว่าเนื้อหามีเกี่ยวกับอะไรก่อนที่จะอ่าน)				/	
4.	When text becomes difficult, I read aloud to help me understand what I am reading. (เมื่อข้อความเริ่มยาก ฉันจะอ่านออกเสียงเพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันกำลังอ่าน)				/	
5.	I underline or circle information in the text to help me remember it. (ฉันขีดเส้นใต้หรือวงกลมข้อมูลในข้อความเพื่อช่วยให้ฉันจำได้)	/				
6.	I read slowly and carefully to make sure I understand what I am reading. (ฉันอ่านอย่างช้าๆ และรอบคอบเพื่อให้แน่ใจว่าฉันเข้าใจสิ่งที่ฉันกำลังอ่าน)	/				
7.	I use reference materials (e.g. a dictionary) to help me understand what I read. (ฉันใช้เอกสารอ้างอิง (เช่น พจนานุกรม) เพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)	/				
8.	When text becomes difficult, I pay closer attention to what I am reading. (เมื่อข้อความกลายเป็นเรื่องยาก ฉันจะให้ความสนใจกับสิ่งที่ฉันอ่านมากขึ้น)			/		
9.	I try to picture or visualize information to help remember what I read. (ฉันพยายามนึกภาพหรือแสดงภาพข้อมูลเพื่อช่วยจำสิ่งที่ฉันอ่าน)				/	
10.	I try to guess what the content of the text is about when I read. (ฉันพยายามเดาว่าเนื้อหาของข้อความเกี่ยวกับอะไรเมื่อฉันอ่าน)				/	

11.	I usually end up translating word by word when I'm reading English. (ฉันมักจะต้องแปลทีละคำเมื่อฉันอ่านภาษาอังกฤษ)		/			
12.	When I read, I guess the meaning of unknown words or phrases. (เมื่อฉันอ่าน ฉันเดาความหมายของคำหรือวลีที่ไม่รู้จัก)					/
13.	When I read, I translate from English into my native language. (เมื่อฉันอ่าน ฉันจะแปลจากภาษาอังกฤษเป็นภาษาแม่ของฉัน)			/		
14.	When I read, I think about information in both English and my mother tongue. (เมื่อฉันอ่าน ฉันคิดถึงข้อมูลทั้งภาษาอังกฤษและภาษาแม่ของฉัน)		/			
Environment factors (Family) (ปัจจัยด้านสิ่งแวดล้อมทางบ้าน)						
1.	Family members encouraged you to read English books from a young age. (สมาชิกในครอบครัวสนับสนุนให้คุณอ่านหนังสือภาษาอังกฤษตั้งแต่อายุยังน้อย)		/			
2.	Your parents are strict with you and force you to read English books regularly. (พ่อแม่ของคุณเข้มงวดกับคุณและบังคับให้คุณอ่านหนังสือภาษาอังกฤษเป็นประจำ)		/			
3.	Your family members recognize the benefits of the English language and therefore always buy books with content in English to keep at home. (สมาชิกในครอบครัวของคุณทราบถึงประโยชน์ของภาษาอังกฤษ จึงมักจะซื้อหนังสือที่มีเนื้อหาเป็นภาษาอังกฤษเพื่อเก็บไว้ที่บ้านเสมอ)			/		
4.	Members of your family regularly read English books to you when you were a child. (สมาชิกในครอบครัวของคุณอ่านหนังสือภาษาอังกฤษให้คุณฟังเป็นประจำเมื่อคุณยังเป็นเด็ก)		/			
5.	Parents are attentive and supportive in finding ways to improve your English. (ผู้ปกครองเอาใจใส่และสนับสนุนในการหาวิธีพัฒนาภาษาอังกฤษของคุณ)		/			
(Teaching and learning Factors) (ปัจจัยการเรียนการสอน)						
1.	Teaching and learning activities about English reading are not interesting or outdated. (กิจกรรมการเรียนการสอนเกี่ยวกับการอ่านภาษาอังกฤษไม่น่าสนใจหรือล้าสมัย)			/		

2.	English teachers have good techniques for teaching reading, making you understand and love reading. (ครูสอนภาษาอังกฤษมีเทคนิคดีๆ ในการสอนอ่าน ทำให้คุณเข้าใจและรักการอ่าน)		/			
3.	Do you think that additional English reading subjects should be added to the curriculum of the faculty you study at. (คุณคิดว่าควรเพิ่มวิชาอ่านภาษาอังกฤษเพิ่มเติมในหลักสูตรของคณะที่คุณเรียนอยู่หรือไม่)		/			
4.	Teachers' teaching and learning arrangements make you read English books with greater understanding than before. (การจัดการเรียนการสอนของครูทำให้คุณอ่านหนังสือภาษาอังกฤษมีความเข้าใจมากขึ้นกว่าเดิม)				/	
5.	The content learned cannot be used in real life. (เนื้อหาที่เรียนไม่สามารถใช้ในชีวิตจริงได้)		/			
6.	Reading is difficult when the culture of the teacher and the student are different. (การอ่านเป็นเรื่องยากเมื่อวัฒนธรรมของครูและนักเรียนแตกต่างกัน)				/	
7.	English culture and ideas seem very foreign to me (วัฒนธรรมและแนวคิดภาษาอังกฤษดูเหมือนแปลกสำหรับฉันมาก)		/			
8.	The teacher's teaching methods affect my English learning. (วิธีการสอนของครูส่งผลกระทบต่อการเรียนรู้ภาษาอังกฤษของฉัน)					/
Total		/	/	/	9	2 / 3

Sample 2.

Questionnaire

The questionnaire used the Survey of Reading Strategy (SORS). (Mokhtari & Sheorey, 2002).

Instruction: using the 5-point scale show below. Rate the following questions by placing a check in the box. Please answer the question honestly. Do not leave each item unanswered.

GENDER:male..... SEMESTER:8..... AGE:.....22.....

Scale:

1= "never" 2= "Rarely" 3= "Sometimes" 4= "Often" 5= "always"

Table 1: Factors in language learning in reading difficulties.

N o.	Statement	1	2	3	4	5
	<i>English reading attitude</i> (เจตคติในการอ่านภาษาอังกฤษ)	☒				
1.	I feel insecure about my English while reading English in the classroom. (ฉันรู้สึกไม่มั่นใจในภาษาอังกฤษของฉันในขณะที่อ่านภาษาอังกฤษในห้องเรียน)		☒			
2.	The more I prepare for the English-reading test, the more anxious I become (ยิ่งฉันเตรียมตัวสอบการอ่านภาษาอังกฤษมากเท่าไรฉันก็ยิ่งวิตกกังวลมากขึ้นเท่านั้น)		☒			
3.	I felt frightened when called upon to read or text or articles in class in English.	☒				

	(ฉันรู้สึกกลัวเมื่อถูกเรียกให้อ่านหรือส่งข้อความหรือบทความในชั้นเรียน เป็นภาษาอังกฤษ)				
4.	I am nervous. When the teacher asks a question or tells me to read something that I have not prepared for in advance. (ฉันรู้สึกกังวล เมื่อครูถามคำถามหรือบอกให้อ่านสิ่งที่ไม่ได้เตรียมไว้ล่วงหน้า)	✓			
5.	The reading passage is difficult because there are many new words. (ข้อความที่อ่านยากเพราะมีคำศัพท์ใหม่ๆ มากมาย)		✓		
6.	I often get frustrated when reading English text. (ฉันมักจะหงุดหงิดเมื่ออ่านข้อความภาษาอังกฤษ)	✓			
English reading behavior (พฤติกรรมในการอ่านภาษาอังกฤษ)					
1.	I take notes while reading to help me understand what I read. (ฉันจดบันทึกขณะอ่านเพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)		✓		
2.	I think about what I know to help me understand what I read. (ฉันคิดถึงสิ่งที่ฉันรู้เพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)				✓
3.	I take an overall view of the text to see what it is about before reading it. (ฉันพิจารณาข้อความโดยรวมเพื่อดูว่าเนื้อหาเกี่ยวกับอะไรก่อนที่จะอ่าน)				✓
4.	When text becomes difficult, I read aloud to help me understand what I am reading. (เมื่อข้อความเริ่มยาก ฉันจะอ่านออกเสียงเพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันกำลังอ่าน)			✓	
5.	I underline or circle information in the text to help me remember it. (ฉันขีดเส้นใต้หรือวงกลมข้อมูลในข้อความเพื่อช่วยให้ฉันจำได้)				✓
6.	I read slowly and carefully to make sure I understand what I am reading. (ฉันอ่านอย่างช้าๆ และรอบคอบเพื่อให้แน่ใจว่าฉันเข้าใจสิ่งที่ฉันกำลังอ่าน)				✓
7.	I use reference materials (e.g. a dictionary) to help me understand what I read. (ฉันใช้เอกสารอ้างอิง (เช่น พจนานุกรม) เพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)				✓
8.	When text becomes difficult, I pay closer attention to what I am reading.		✓		

	(สมาชิกในครอบครัวของคุณอ่านหนังสือภาษาอังกฤษให้คุณฟังเป็นประจำเมื่อคุณยังเป็นเด็ก)				
5.	Parents are attentive and supportive in finding ways to improve your English. (ผู้ปกครองเอาใจใส่และสนับสนุนในการหาวิธีพัฒนาภาษาอังกฤษของคุณ)	/			
	(Teaching and learning Factors) (ปัจจัยการเรียนการสอน)				
1.	Teaching and learning activities about English reading are not interesting or outdated. (กิจกรรมการเรียนการสอนเกี่ยวกับการอ่านภาษาอังกฤษไม่น่าสนใจหรือล้าสมัย)	✓			
2.	English teachers have good techniques for teaching reading, making you understand and love reading. (ครูสอนภาษาอังกฤษมีเทคนิคๆ ในการสอนอ่าน ทำให้คุณเข้าใจและรักการอ่าน)				✓
3.	Do you think that additional English reading subjects should be added to the curriculum of the faculty you study at. (คุณคิดว่าควรเพิ่มวิชาอ่านภาษาอังกฤษเพิ่มเติมในหลักสูตรของคุณหรือไม่)	✓			
4.	Teachers' teaching and learning arrangements make you read English books with greater understanding than before. (การจัดการเรียนการสอนของครูทำให้คุณอ่านหนังสือภาษาอังกฤษมีความเข้าใจมากขึ้นกว่าเดิม)		✓		
5.	The content learned cannot be used in real life. (เนื้อหาที่เรียนไม่สามารถใช้ในชีวิตจริงได้)		✓		
6.	Reading is difficult when the culture of the teacher and the student are different. (การอ่านเป็นเรื่องยากเมื่อวัฒนธรรมของครูและนักเรียนแตกต่างกัน)				✓
7.	English culture and ideas seem very foreign to me (วัฒนธรรมและแนวคิดภาษาอังกฤษดูเหมือนแปลกสำหรับฉันมาก)				✓
8.	The teacher's teaching methods affect my English learning. (วิธีการสอนของครูส่งผลต่อการเรียนภาษาอังกฤษของฉัน)				✓
	Total				

Sample 3.

Questionnaire

The questionnaire used the Survey of Reading Strategy (SORS). (Mokhtari & Sheorey, 2002).

Instruction: using the 5-point scale show below. Rate the following questions by placing a check in the box. Please answer the question honestly. Do not leave each item unanswered.

GENDER: Female **SEMESTER:** 4 **AGE:** 20

Scale:

1= "never" 2= "Rarely" 3= "Sometimes" 4= "Often" 5= "always"

Table 1: Factors in language learning in reading difficulties.

No.	Statement	1	2	3	4	5
	English reading attitude (เจตคติในการอ่านภาษาอังกฤษ)				<u>4</u>	
1.	I feel insecure about my English while reading English in the classroom. (ฉันรู้สึกไม่มั่นใจในภาษาอังกฤษของฉันในขณะที่อ่านภาษาอังกฤษในห้องเรียน)					✓
2.	The more I prepare for the English-reading test, the more anxious I become (ยิ่งฉันเตรียมตัวสอบการอ่านภาษาอังกฤษมากเท่าไร ฉันก็ยิ่งวิตกกังวลมากขึ้นเท่านั้น)					✓
3.	I felt frightened when called upon to read or text or articles in class in English. (ฉันรู้สึกกลัวเมื่อถูกเรียกให้อ่านหรือส่งข้อความหรือบทความในชั้นเรียนเป็นภาษาอังกฤษ)					✓

4.	I am nervous. When the teacher asks a question or tells me to read something that I have not prepared for in advance. (ฉันรู้สึกกังวล เมื่อครูถามคำถามหรือบอกให้อ่านสิ่งที่ไม่ได้เตรียมไว้ล่วงหน้า)				✓	
5.	The reading passage is difficult because there are many new words. (ข้อความที่อ่านยากเพราะมีคำศัพท์ใหม่ๆ มากมาย)			✓		
6.	I often get frustrated when reading English text. (ฉันมักจะหงุดหงิดเมื่ออ่านข้อความภาษาอังกฤษ)			✓		
English reading behavior (พฤติกรรมในการอ่านภาษาอังกฤษ)						
1.	I take notes while reading to help me understand what I read. (ฉันจดบันทึกขณะอ่านเพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)			✓		
2.	I think about what I know to help me understand what I read. (ฉันคิดถึงสิ่งที่ฉันรู้เพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)				✓	
3.	I take an overall view of the text to see what it is about before reading it. (ฉันพิจารณาข้อความโดยรวมเพื่อดูว่าเนื้อหามีเกี่ยวกับอะไรก่อนที่จะอ่าน)			✓		
4.	When text becomes difficult, I read aloud to help me understand what I am reading. (เมื่อข้อความเริ่มยาก ฉันจะอ่านออกเสียงเพื่อช่วยให้ฉันเข้าใจสิ่งที่กำลังอ่าน)				✓	
5.	I underline or circle information in the text to help me remember it. (ฉันขีดเส้นใต้หรือวงกลมข้อมูลในข้อความเพื่อช่วยให้ฉันจำได้)				✓	
6.	I read slowly and carefully to make sure I understand what I am reading. (ฉันอ่านอย่างช้าๆ และรอบคอบเพื่อให้แน่ใจว่าฉันเข้าใจสิ่งที่ฉันกำลังอ่าน)					✓
7.	I use reference materials (e.g. a dictionary) to help me understand what I read. (ฉันใช้เอกสารอ้างอิง (เช่น พจนานุกรม) เพื่อช่วยให้ฉันเข้าใจสิ่งที่ฉันอ่าน)					✓
8.	When text becomes difficult, I pay closer attention to what I am reading. (เมื่อข้อความกลายเป็นเรื่องยาก ฉันจะให้ความสนใจกับสิ่งที่ฉันอ่านมากขึ้น)					✓
9.	I try to picture or visualize information to help remember what I read. (ฉันพยายามจินตนาการหรือสร้างภาพในใจเพื่อช่วยจำสิ่งที่ฉันอ่าน)				✓	

	(ฉันพยายามนึกภาพหรือแสดงภาพข้อมูลเพื่อช่วยจำสิ่งที่ฉันอ่าน)					
10.	I try to guess what the content of the text is about when I read. (ฉันพยายามเดาว่าเนื้อหาของข้อความเกี่ยวกับอะไรเมื่อฉันอ่าน)			✓		
11.	I usually end up translating word by word when I'm reading English. (ฉันมักจะต้องแปลทีละคำเมื่อฉันอ่านภาษาอังกฤษ)				✓	
12.	When I read, I guess the meaning of unknown words or phrases. (เมื่อฉันอ่าน ฉันเดาความหมายของคำหรือวลีที่ไม่รู้จัก)			✓		
13.	When I read, I translate from English into my native language. (เมื่อฉันอ่าน ฉันจะแปลจากภาษาอังกฤษเป็นภาษาแม่ของฉัน)					✓
14.	When I read, I think about information in both English and my mother tongue. (เมื่อฉันอ่าน ฉันคิดถึงข้อมูลทั้งภาษาอังกฤษและภาษาแม่ของฉัน)				✓	
Environment factors (Family) (ปัจจัยด้านสิ่งแวดล้อมทางบ้าน)						
1.	Family members encouraged you to read English books from a young age. (สมาชิกในครอบครัวสนับสนุนให้คุณอ่านหนังสือภาษาอังกฤษตั้งแต่อายุยังน้อย)			✓		
2.	Your parents are strict with you and force you to read English books regularly. (พ่อแม่ของคุณเข้มงวดกับคุณและบังคับให้คุณอ่านหนังสือภาษาอังกฤษเป็นประจำ)				✓	
3.	Your family members recognize the benefits of the English language and therefore always buy books with content in English to keep at home. (สมาชิกในครอบครัวของคุณทราบถึงประโยชน์ของภาษาอังกฤษ จึงมักจะซื้อหนังสือที่มีเนื้อหาเป็นภาษาอังกฤษเพื่อเก็บไว้ที่บ้านเสมอ)			✓		
4.	Members of your family regularly read English books to you when you were a child. (สมาชิกในครอบครัวของคุณอ่านหนังสือภาษาอังกฤษให้คุณฟังเป็นประจำเมื่อคุณยังเป็นเด็ก)			✓		
5.	Parents are attentive and supportive in finding ways to improve your English. (ผู้ปกครองเอาใจใส่และสนับสนุนในการหาวิธีพัฒนาภาษาอังกฤษของคุณ)				✓	

(Teaching and learning Factors) (ปัจจัยการเรียนการสอน)						
1.	Teaching and learning activities about English reading are not interesting or outdated. (กิจกรรมการเรียนการสอนเกี่ยวกับการอ่านภาษาอังกฤษไม่น่าสนใจหรือล้าสมัย)			✓		
2.	English teachers have good techniques for teaching reading, making you understand and love reading. (ครูสอนภาษาอังกฤษมีเทคนิคดี ในการสอนอ่าน ทำให้คุณเข้าใจและรักการอ่าน)				✓	
3.	Do you think that additional English reading subjects should be added to the curriculum of the faculty you study at. (คุณคิดว่าควรเพิ่มวิชาอ่านภาษาอังกฤษเพิ่มเติมในหลักสูตรของคณะที่คุณเรียนอยู่หรือไม่)			✓		
4.	Teachers' teaching and learning arrangements make you read English books with greater understanding than before. (การจัดการเรียนการสอนของครูทำให้คุณอ่านหนังสือภาษาอังกฤษมีความเข้าใจมากขึ้นกว่าเดิม)					✓
5.	The content learned cannot be used in real life. (เนื้อหาที่เรียนไม่สามารถใช้ในชีวิตจริงได้)			✓		
6.	Reading is difficult when the culture of the teacher and the student are different. (การอ่านเป็นเรื่องยากเมื่อวัฒนธรรมของครูและนักเรียนแตกต่างกัน)					✓
7.	English culture and ideas seem very foreign to me (วัฒนธรรมและแนวคิดภาษาอังกฤษดูเหมือนแปลกสำหรับฉันมาก)				✓	
8.	The teacher's teaching methods affect my English learning. (วิธีการสอนของครูส่งผลต่อการเรียนภาษาอังกฤษของฉัน)			✓		
Total		+	6	6	1	1 = 14

Appendix 4: SCORE ITEMS AND PERCENTAGES OF QUESTIONNAIRE DATA

The researcher used a code to represent all 3 participants using *TS* (an abbreviation for Thai students).

For example, Thai student 1 : *TS1*, Thai students 2 : *TS2*, Thai students 3 : *TS3*

<i>English reading attitude</i>					
Item	TS1	TS2	TS3	sum of scores	%
I feel insecure about my English while reading English in the classroom	3	2	5	10	66.67
The more I prepare for the English-reading test, the more anxious I become	3	1	5	9	60.00
I felt frightened when called upon to read or text or articles in class in English	4	1	5	10	66.67
I am nervous. When the teacher asks a question or tells me to read something that I have not prepared for in advance.	4	1	4	9	60.00
The reading passage is difficult because there are many new words	2	2	3	7	46.67
I often get frustrated when reading English text.	2	1	3	6	40.00
<i>total</i>	18	8	25	51	56.67
<i>English reading behavior</i>					
Item	TS1	TS2	TS3	sum of scores	%
I take notes while reading to help me understand what I read	1	2	3	6	40.00
I think about what I know to help me understand what I read	4	5	4	13	86.67
I take an overall view of the text to see what it is about before reading it.	4	5	3	12	80.00
When text becomes difficult, I read aloud to help me understand what I am reading.	4	4	4	12	80.00
I underline or circle information in the text to help me remember it.	1	5	4	10	66.67
I read slowly and carefully to make sure I understand what I am reading.	1	5	5	11	73.33
I use reference materials (e.g. a dictionary) to help me understand what I read.	1	5	5	11	73.33
When text becomes difficult, I pay closer attention to what I am reading.	3	3	5	11	73.33
I try to picture or visualize information to help remember what I read	4	5	4	13	86.67
I try to guess what the content of the text is about when I read.	4	5	3	12	80.00
I usually end up translating word by word when I'm reading English	2	5	4	11	73.33
When I read, I guess the meaning of unknown words or phrases	5	5	3	13	86.67
When I read, I translate from English into my native language	4	5	5	14	93.33
When I read, I think about information in both English and my mother tongue.	2	5	4	11	73.33
<i>total</i>	40	64	56	160	76.19
<i>Enviroment factors (Family)</i>					

Item	TS1	TS2	TS3	sum of scores	%
Family members encouraged you to read English books from a young age.	2	2	2	6	40.00
Your parents are strict with you and force you to read English books regularly.	2	2	3	7	46.67
Your family members recognize the benefits of the English language and therefore always buy books with content in English to keep at home.	3	1	2	6	40.00
Members of your family regularly read English books to you when you were a child.	1	1	2	4	26.67
Parents are attentive and supportive in finding ways to improve your English	1	1	3	5	33.33
total	9	7	12	28	37.33
Teaching and learning factors.					
Item	TS1	TS2	TS3	sum of scores	%
Teaching and learning activities about English reading are not interesting or outdated.	3	3	3	9	60.00
English teachers have good techniques for teaching reading, making you understand and love reading.	2	5	4	11	73.33
Do you think that additional English reading subjects should be added to the curriculum of the faculty you study at	2	1	3	6	40.00
Teachers' teaching and learning arrangements make you read English books with greater understanding than before.	4	3	5	12	80.00
The content learned cannot be used in real life.	2	3	3	8	53.33
Reading is difficult when the culture of the teacher and the student are different.	4	5	5	14	93.33
English culture and ideas seem very foreign to me	2	5	4	11	73.33
The teacher's teaching methods affect my English learning.	5	5	3	13	86.67
total	24	30	30	84	70

It can be seen that the highest percentage regarding English reading behavior is at 76.19 and the lowest percentage is family factors at 37.33. Therefore, the researcher has sought answers about Strategies that can support Thai students to overcome reading difficulties This has been discussed in Chapter 4.

And after knowing the scores of the 3 participants, the researcher selected 2 people to interview for those with high questionnaire scores. To allow Thai students studying in the surrounding environment in Indonesia to share their experiences, including daily use in learning English.

Appendix 5: DATA OF INTERVIEW QUESTION.

The answer of interviews

1. How do Thai students adapt to English reading materials? Especially media that may be culturally unfamiliar to you.?

TS2: I started by adjusting myself. Try to practice reading regularly, starting with building a basic knowledge of English vocabulary and grammar. Regular reading practice helps me become familiar with sentence structure and reading style. Although sometimes it can be too difficult, I am patient and always try to learn. I also use an online dictionary. or language learning applications To help me understand the meaning of the words Learn the correct pronunciation. To make me familiar with the words When I practice reading repeatedly, I get used to it and don't need to use an online dictionary. or another translation application.

TS3: I'm a podcast listener. By listening to podcasts I will hear the correct pronunciation and how to use words in a variety of contexts. Listening will help increase your vocabulary and understanding of sentence structure. I like to listen and practice reading what the podcast talks about. To improve reading and listening skills at the same time This includes Media in English that can be subtitled with English subtitles, such as songs or series. This

makes me accustomed to listening to the pronunciation of words as accurate and close to native speakers as possible. In addition, podcasts or various media It is also a source of up-to-date and interesting information. It helps learning English to be fun and not monotonous.

2. How do cultural factors influence the reading ability of Thai students learning EFL in Indonesia?

TS2, TS3: *Both participants had the same opinion that “Cultural factors influence the reading ability of Thai students learning EFL in Indonesia. This includes differences in pronunciation, accents, and even spelling of letters in the English language. There are differences between Thais and Indonesians. This can be difficult for Thai students studying Indonesian. For example, friends or teachers sometimes use a mix of English and Indonesian. For example, pronouncing the letter "R" with emphasis and clarity, such as in words like "speaker" or ". Numbers" sometimes make the interpretation or understanding of the context of the message inconsistent. Additionally, differences in spelling can make reading and speaking more difficult. Different learning cultures, such as teaching methods and classroom expectations also affect confidence and intention to learn English. Students must continually adapt and practice to be able to read and understand English better.”*

3. How much do friends or teachers support Thai students' English learning?
Especially in developing reading skills?

TS2, TS3: *Both participants had the same opinion that “Peer and teacher support play an important role in improving the reading skills of Thai students learning EFL in Indonesia. Peers help create a supportive, non-stressful learning environment. Exchanging ideas and practicing reading together helps boost confidence. For example, if a friend can read fluently, it will inspire students who are not good at reading to try harder. Friends can also give you advice and help you improve your reading skills. Discussing and learning together with friends is therefore very useful.*

The role of the teacher is to help guide and advise students. Teachers can organize various and interesting reading activities to stimulate students' interest. Teaching effective reading techniques and providing ongoing guidance helps students identify their weaknesses and improve their reading skills. If the teacher has good teaching techniques and the content is easy to understand. It will make students learn with fun and love reading. Both friends and teachers working together in the learning process will encourage students to develop their English reading skills effectively”

4. Can you describe the day-to-day experiences of EFL Thai students studying in Indonesia regarding language exposure and opportunities to communicate in English outside of the classroom?

TS2: *I like to learn languages from Facebook, Instagram, and Twitter because in these applications There are many vocabulary words. Even more than in the classroom. Including reading novels on various online websites. Or playing online games as well.*

TS3: *I am a person who likes to travel. or go out to various places Most of my language learning came from going out, such as going to the mall. Going out to eat in various restaurants I often see menu signs. or advertising signs in stores or department store Public relations signs in various locations This can increase the opportunity for me to practice reading English in real situations. Which may be wrong. But I will learn from those mistakes. and use it to develop reading skills further.*

5. From your perspective what are the common challenges Thai students face in improving their English reading skills?

TS2: *I think the hardest challenge is overcoming oneself Conquering yourself takes patience, effort, and determination. Sometimes I find things difficult. I've given up. So then in overcoming yourself When faced with new or unfamiliar words, it takes patience and regular practice to improve your reading skills. Try to practice and read regularly.*

TS3: *I find it challenging when I come across new words, phrases, or sentences. Sometimes it makes me worry about reading. Will I read it wrong? Will I read it correctly? Will the grammar be correct? Is the pronunciation correct or not? Including the reading accent as well. These*

things sometimes affect the reading skills of students in developing their reading skills as well.

Appendix 6: Pictures

