EXPLORING READING COMPREHENSION DIFFICULTIES AMONG THE SECOND-SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF BORNEO TARAKAN UNIVERSITY

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ABSTRACT

This research investigated the reading comprehension difficulties and the factors that contributed to reading difficulties faced by second-semester students in the English Department at Borneo Tarakan University. Using a sequential explanatory mixed-methods approach, the research integrated quantitative data from a TOEFL reading comprehension test and qualitative insights from interviews with selected students. The TOEFL test results revealed that a significant proportion of students struggled with basic reading comprehension, with 45.71% failing to meet the A2 level of the CEFR. Specifically, students found "finding definitions from structural clues" to be the most difficult skill, while "recognizing the organization of ideas" was the easiest. The qualitative phase explored the factors contributing to these difficulties. Students cited vocabulary limitations, concentration issues, and varying levels of motivation as key internal challenges, while external factors included teaching methods, background knowledge, and environmental support. The findings underscored the need for targeted interventions to address these diverse challenges, emphasizing the importance of a supportive learning environment and effective teaching strategies in enhancing reading comprehension skills among students.

Keywords: Factors caused difficulties, Reading comprehension skills, Reading comprehension difficulties

INTRODUCTION

Language serves as a fundamental tool for human communication, enabling individuals to interact and share ideas. Among the myriad languages spoken worldwide, English has established itself as the global lingua franca, facilitating international communication in various domains such as business, education, and technology. As English is widely recognized as an international language, its mastery is essential, particularly in formal educational settings. However, the question arises: Do students fully understand what they read in English? Are they able to express the information they have acquired, both orally and in writing?

These questions underscore the necessity for professional educators to guide students toward becoming independent and effective communicators, particularly in our fast-paced, information-driven society. A critical skill that underpins this ability is reading comprehension. In learning English, students are expected to develop proficiency in the four key language skills: listening, speaking, writing, and reading. Among these, reading is particularly crucial as it serves as a gateway to acquiring knowledge and information from various sources, thereby enhancing critical thinking. Despite its importance, students in Indonesia, including those at Borneo Tarakan University, continue to face significant challenges in mastering English reading skills.

Proficiency in both written and spoken English is essential for students, as reading provides the foundational knowledge necessary for effective speaking and writing. Reading is intrinsically linked to the other three language skills; thus, it should be taught in conjunction with them. According to Attiyat, (2019), reading not only expands students' vocabulary and grammatical knowledge but also improves their writing skills. By exposing students to diverse texts, reading enables them to acquire the terms and expressions they will later use in writing and speaking, leading to more effective communication.

Reading comprehension, however, is not merely about recognizing words on a page. As Safitri & Zainil, (2020) assert, reading is the "window to the world," providing access to vast amounts of knowledge and information. Effective reading requires students not only to understand the text but also to comprehend its deeper meanings, purposes, and implications. This involves a complex interplay of skills, including word recognition, fluency, background knowledge, and the ability to apply this information in real-world contexts (Zainal et al., 2022). To fully grasp a text, students must integrate their existing knowledge with the new information they encounter, making reading comprehension a highly active, complex, and demanding skill.

Despite its importance, many students struggle with reading comprehension, particularly when reading in English, which is a foreign language for them. One of the primary challenges they face is a limited vocabulary. According to Anggara, (2021), students with a restricted vocabulary are likely to struggle with reading, as they encounter unfamiliar words that disrupt their comprehension of the text. This lack of vocabulary forces students to focus on individual words rather than the overall meaning of the text, leading to a fragmented understanding.

Beyond vocabulary, reading fluency is another critical aspect that influences comprehension. According to Rasinski et al., (2016), fluency involves not just the speed of reading but also the accuracy and expressiveness with which a student reads. When fluency is compromised—whether due to complex sentence structures, difficult vocabulary, or unfamiliar content—students struggle to maintain the flow of reading, which is essential for understanding the text as a coherent whole. A lack of fluency can result in choppy reading, where students read word by word without grasping the connections between ideas, thereby impairing comprehension.

Background knowledge is also a critical element in reading comprehension. When students lack sufficient background knowledge related to the text, they find it difficult to make connections between what they already know and the new information presented. According to Willingham (2017), comprehension is heavily dependent on prior knowledge because it enables students to fill in gaps in understanding and make inferences about the text. Without this, students may struggle to grasp the text's deeper meanings and implications, limiting their ability to engage critically with the content.

Motivation is another significant factor affecting reading comprehension. Many students perceive reading, especially in a foreign language, as a tedious and challenging task. When students are not motivated, their engagement with the text diminishes, leading to superficial reading or avoidance altogether. Guthrie and Wigfield (2000) note that motivation is closely linked to reading achievement; students who are motivated to read are more likely to engage deeply with texts, which enhances their comprehension. Conversely, a lack of motivation, often due to uninteresting content or uninspiring teaching methods, can lead to disengagement and poor comprehension outcomes.

Moreover, external factors such as the learning environment and instructional practices can significantly impact reading comprehension. A classroom environment that does not encourage active engagement with reading or that relies heavily on rote learning and repetitive tasks can stifle students' interest and ability to comprehend texts. The lack of interactive and student-centered approaches to teaching reading can result in students viewing

reading as a passive activity, which diminishes their motivation and engagement (Richards & Rodgers, 2010).

Given these challenges, it is crucial to explore the specific difficulties that students face in reading comprehension, particularly in the context of second-semester students at Borneo Tarakan University. Understanding these difficulties, as well as the underlying factors that contribute to them, is essential for both students and educators. By identifying the obstacles to effective reading comprehension, educators can develop targeted strategies to improve students' reading skills, thereby enhancing their overall proficiency in English.

Based on the background and the identified challenges, this research aimed to address the following questions: (1) What are the specific difficulties in reading comprehension faced by second-semester students of the English Department at Borneo Tarakan University? (2) What factors contribute to the reading comprehension difficulties experienced by these students?

METHOD

The research employed a sequential explanatory mixed-methods approach, an effective strategy for integrating both quantitative and qualitative data. This approach is particularly advantageous when researchers aim to uncover the underlying mechanisms or reasons behind patterns observed in quantitative data, thus allowing for a more nuanced understanding of the research problem (Creswell & Clark, 2018; Gay et al., 2012). The sequential design consists of two distinct phases: an initial quantitative phase, followed by a qualitative phase that builds on the quantitative findings.

In this research, the researchers began by administering the TOEFL reading comprehension test developed by Philips (2001) to 70 second-semester students from the English Department at Borneo Tarakan University, specifically in local A1 and local A2 classes. This test provided a comprehensive measure of each student's reading comprehension proficiency, yielding numerical scores that were analyzed to identify general trends and performance levels. Based on their test scores—categorized as high, moderate, or low—10 students were then selected to participate in in-depth interviews. This purposive sampling ensured a diverse range of perspectives, enabling the researchers to explore the various factors contributing to reading comprehension difficulties among students.

The data analysis in this research was conducted in two stages, reflecting the mixed-methods design. The quantitative data from the TOEFL test were first analyzed using descriptive statistics. This included calculating measures such as mean scores and frequency distributions, which provided a clear overview of the students' overall reading comprehension skills and highlighted specific areas of strength and weakness.

Following the quantitative analysis, the qualitative data from the interviews were subjected to thematic analysis. This method involved coding and categorizing the interview transcripts to identify recurring themes and patterns related to the difficulties students faced in reading comprehension. Thematic analysis is particularly well-suited for identifying and interpreting complex qualitative data, as it allows researchers to develop a rich, detailed understanding of participants' experiences and perspectives (Braun & Clarke, 2019).

To ensure the validity and reliability of the findings, data triangulation was employed. This process involved comparing and contrasting the results from the quantitative and qualitative phases to corroborate the findings. By integrating data from both phases, the researchers were able to provide a more comprehensive and nuanced understanding of the difficulties students face in reading comprehension. This approach not only validated the findings but also enhanced the credibility and depth of the research, offering valuable insights into how reading comprehension skills were better supported in the educational context.

FINDINGS

1. Students' Overall Score of Reading Comprehension

The students' performance in the TOEFL reading section highlighted varying levels of difficulty across different reading comprehension skills. By categorizing these skills based on the average percentage of correct responses, we can identify which skills were easier for students and which presented significant challenges. The analysis below categorizes the skills into three groups: easier, moderate, and difficult.

Table 1. Distribution of Students' Reading Comprehension Scores Based on CEFR Levels

No.	CEFR Level	Interval	Frequency	Percentage
1	Proficient User-Effective Operational Proficiency (C1)	60-68	0	0,00
2	Independent User-Vantage (B2)	55-59	5	7,14
3	Independent User-Threshold (B1)	41-54	9	12,86
4	Basic User-Waystage (A2)	33-40	24	34,29
5	Uncategorized	≥ 32	32	45,71
	Total		70	100,00

The table above classifies the students' reading comprehension abilities according to the CEFR levels. The data reveals that a significant portion of the students—45.71%—scored below 33, placing them in the "Uncategorized" category, which indicates that their performance did not meet the minimum threshold for classification within the CEFR levels. Moreover, none of the students achieved the Proficient User–Effective Operational Proficiency (C1) level, which reflects a high level of reading competence.

A closer examination of the results shows that only 7.14% of the students reached the Independent User–Vantage (B2) level, and 12.86% were categorized as Independent User–Threshold (B1). The largest group of students, representing 34.29%, fell within the Basic User–Waystage (A2) level, which corresponds to a rudimentary understanding of English reading comprehension.

The average score for all participants was 38.96, which corresponds to the A2 level. This indicates that, on average, students are struggling with basic reading comprehension tasks. The fact that nearly half of the students were unable to meet the A2 threshold suggests that there are significant challenges in reading proficiency among second-semester students at Borneo Tarakan University.

2. Students' Scores in Each Reading Comprehension Skill

The students' performance in the TOEFL reading section reveals significant challenges across various reading comprehension skills. The following are the results of students' reading comprehension in each skill as presented in Table 2.

Table 2. Students' Reading Comprehension in Each Skill

Skills of Reading Comprehension	Number of Items	Average Percentage
Skill 1. Answer the main idea question correctly	1, 20, 31	24,33
Skill 2. Recognize the organization of ideas	11	47
Skill 3. Answer stated detail correctly	4, 5, 12, 22, 25, 33, 36, 47	30,13
Skill 4. Find unstated detail	18, 28, 37	18,67
Skill 5. Find pronoun referent	45	45
Skill 6. Answer implied detail question correctly	8, 14, 26, 34, 44	17,40

Skills of Reading Comprehension	Number of Items	Average Percentage
Skill 7. Answer transition question correctly	9, 10,29, 41	20,25
Skill 8. Find definition from structural clues	16	9
Skill 9. Determine meaning from word parts	6, 13, 17, 23, 24, 35	29,67
Skill 10. Use context to determine meaning of difficult word	3, 7, 15, 32, 39, 42, 48	28,14
Skill 11. Use context to determine meaning of simple word	2, 21, 27, 38, 43, 46	35,50
Skill 12. Determine where specific information is found	19, 49	31,50
Skill 13. Determine the tone, purpose, course	30, 40, 50	29,33

By categorizing these skills based on the average percentage of correct responses, it can be identified which skills were easier for students and which presented significant challenges. The analysis below categorizes the skills into three groups: easier, moderate, and difficult.

a. Easier Skills

The analysis of students' TOEFL reading comprehension skills shows that certain skills were relatively easier for them to master. Recognizing the organization of ideas (Skill 2) emerged as the easiest, with an average score of 47%. This skill requires students to identify how ideas are structured within a text, such as understanding the sequence or the logical flow of information. The high success rate suggests that students are generally familiar with this type of task, likely due to its emphasis in academic settings.

Finding pronoun referents (Skill 5) also fell into the easier category, with an average score of 45%. This skill involves tracing pronouns back to the nouns they replace, a fundamental aspect of understanding sentence structure and meaning. The relatively high percentage indicates that students are proficient in this area, suggesting a solid grasp of basic syntactical relationships within texts.

Lastly, using context to determine the meaning of simple words (Skill 11) had an average score of 35.50%. This skill requires students to infer the meaning of less complex words based on the surrounding text. The ability to use context clues effectively in simpler scenarios shows that students can manage basic vocabulary challenges, which is a crucial skill in reading comprehension.

b. Moderate Skills

In the moderate difficulty range, several skills showed mid-range average scores, indicating that students had a fair but not complete mastery of these areas. Determining where specific information is found (Skill 12), with an average score of 31.50%, requires students to locate particular details within a passage. This skill's moderate success rate suggests that while students can often find direct information, they may struggle with more complex or nuanced details.

Answering stated detail questions (Skill 3) also fell into the moderate category, with an average score of 30.13%. This task involves identifying explicitly stated facts in the text. The moderate performance indicates that students can locate and recall direct information but might miss or misinterpret certain details under time constraints or in more complex passages.

Determining the tone, purpose, or course of a passage (Skill 13), which had an average score of 29.33%, requires students to understand the author's intentions and the overall direction of the text. The average performance here suggests that while students can sometimes discern these elements, they may find it challenging, especially when the text's tone or purpose is subtle or less explicit.

Determining meaning from word parts (Skill 9), with an average score of 29.67%, involves breaking down unfamiliar words into prefixes, suffixes, and roots to infer their

meanings. The moderate success rate suggests that students have some understanding of word morphology but may struggle with more complex or less familiar words.

Finally, using context to determine the meaning of difficult words (Skill 10), with an average score of 28.14%, was more challenging than its simpler counterpart. This skill requires students to use contextual clues to infer the meaning of more complex vocabulary. The lower success rate indicates that while students can sometimes use context effectively, they struggle when the vocabulary is difficult or the context is less straightforward.

c. Difficult Skills

The most challenging skills, with the lowest average scores, highlight areas where students struggled significantly. Answering the main idea question correctly (Skill 1), with an average score of 24.33%, was one such difficult skill. Identifying the main idea requires students to synthesize information and understand the overall message of a passage, which many students found challenging, particularly when the main idea was not explicitly stated.

Answering transition questions correctly (Skill 7), which had an average score of 20.25%, also proved difficult. This skill involves understanding how ideas are connected through transitional words or phrases. The low success rate suggests that students often struggled to follow the logical progression of ideas, especially when transitions were subtle or implied rather than clearly stated.

Finding unstated details (Skill 4), with an average score of 18.67%, and answering implied detail questions correctly (Skill 6), with an average score of 17.40%, were among the most challenging tasks. Both skills require inferential thinking—drawing conclusions and reading between the lines to extract meaning. The low scores in these areas indicate that students found it particularly difficult to grasp information that was not directly stated, pointing to a need for improved instruction in critical reading and inference.

The most difficult skill, with an average score of just 9%, was finding definitions from structural clues (Skill 8). This task involves understanding how words are defined or clarified within a sentence using grammatical or syntactical structures. The extremely low success rate suggests that students are largely unfamiliar with this strategy, indicating a significant gap in their reading comprehension skills. This finding underscores the need for focused instruction on using structural clues to decipher word meanings, which is crucial for understanding complex texts.

The analysis of students' performance in each TOEFL reading comprehension skill reveals clear patterns of difficulty. Skills involving explicit information and simple contextual clues were easier for students, while those requiring inference, structural analysis, and understanding of complex vocabulary were significantly more challenging. This distribution suggests a need for targeted instruction in higher-order reading skills, particularly those involving inferential comprehension and structural analysis, to better prepare students for the demands of the TOEFL reading section and other advanced reading tasks.

3. Factors of Students' Difficulties in Reading Comprehension

The research also sought to understand the factors contributing to students' difficulties in reading comprehension by interviewing six students from different proficiency levels. The interviews covered internal factors such as psychological aspects, vocabulary limitations, and motivation, as well as external factors such as background knowledge, teacher techniques, and environmental influences.

a. Psychological factors

Concentration is a critical component of reading comprehension, as it allows readers to process and understand the text effectively. In response to the interview questions

regarding reading habits and concentration, students reported that they could focus better when reading in quiet environments, particularly at night when there were fewer distractions.

The following were the answers to the interview results from the students who were interviewed: *"siswa cukup sering membaca, siswa membaca 2-5 kali dalam seminggu dan siswa lebih suka mendengar berita atau cerita. Dan mereka lebih sering membaca lewat social media. Siswa memiliki focus dan konsentrasi yang tinggi saat berada dalam situasi atau pada saat sendiri atau tidak ada orang disekitar, oleh karena itu, siswa belajar dimalam hari agar dapat menjaga konsentrasi dan focusnya, dan ada juga yang mudah terganggu saat di ajak berbicara"*

b. Lack of vocabulary

Vocabulary knowledge is a fundamental building block of reading comprehension. The students indicated that they struggled with understanding texts due to a limited vocabulary, which hindered their ability to grasp the meaning of unfamiliar words. They often resorted to writing down unfamiliar words and using dictionaries to decode them.

The following were the answers the students who were interviewed: *"Yaa ada,di setiap mata kuliah siswa selalu mendapat vocabulary baru, dan diajarkan mengenai unfamiliar word". "Untuk strategi dalam memperluas kosakata, siswa biasanya membaca buku dan komik, atau menulis kata-kata yang baru pertama kali dilihat atau di dengar, menonton film"*

c. Motivation to learn

Motivation plays a crucial role in students' willingness to engage with reading tasks. The students expressed that their motivation to learn English, particularly reading, was driven by the desire for better career prospects and the opportunity to expand their knowledge.

The following were the answers the students who were interviewed: *"Siswa tertarik dan termotivasi belajar Bahasa inggris karena memiliki prospek atau peluang karir yang baik, terkhusunya dalam reading karena lewat membaca dapat memperluas ilmu, dan dari membaca juga banyak mendapat banyak kosakata, karena melalui reading ke empat skill dalam Bahasa inggris ini dapat berjalan bersamaan"*

d. Leaners' background knowledge

Background knowledge is essential for making connections with new information and improving comprehension. The students reported that they could understand the material better when they had prior knowledge related to the content, and they used various resources, such as books, articles, and videos, to build this knowledge.

The following were the answers the students who were interviewed: *"Siswa dapat memahami materi yang diajarkan karena dosen menjelaskan materi dengan baik dan dapat dimengerti, dan cara yang dapat membantu siswa dalam meningkatkan pemahaman membaca mereka yaitu dengan membaca, banyak memperluas kosakata, diskusi dan tanya jawab. Dan untuk sumber yang digunakan siswa dalam membaca yaitu youtube, komik, buku, artikel, jurnal, webtoon"*

e. Teachers' Technique

The effectiveness of teaching techniques plays a significant role in students' reading comprehension abilities. The students mentioned that their teachers provided strategies for identifying main ideas, supporting details, and unfamiliar words, which helped them navigate complex texts.

The following were the answers the students who were interviewed: *"Iya, dosen mengajarkan cara menemuka main idea, supporting sentence, dan informasi lainnya yang berkaitan dengan suatu teks, dan juga dosen juga mengajarkan bagaimana mengartikan sebuah kata yang tidak dipahami saat membaca".*

f. Leaners' Environment

The environment in which students read can significantly affect their comprehension. Students reported that supportive environments, including encouragement from parents and friends, played a positive role in their reading habits.

The following were the answers the students who were interviewed: *"Sangat mendukung lingkungan tempat tinggal yang damai, serta dukungan dari orang tua, karena orang tua mengajarkan bahwa membaca itu sangat penting, dan juga lingkungan pertemanan karena saling merekomendasikan untuk membaca buku. Karena lingkungan sangat berpengaruh dalam mendukung dan mendorong dalam kegiatan membaca".*

DISCUSSION

Effective communication between students and text is a complex process requiring significant cognitive effort. Reading comprehension involves more than just decoding words; it necessitates active engagement with the text to extract meaning, make inferences, and synthesize information. Understanding a text fully requires both the reader's ability to decode the written language and their capacity to engage in higher-order thinking skills.

The analysis of test results provided further insight into students' reading comprehension abilities. The data showed that skill 8, "Find Definition from Structural Clues," was particularly challenging for the majority of students, with a mean score of only 9. This difficulty suggests that students might struggle with contextual vocabulary acquisition, a critical component of reading comprehension that requires the ability to infer meaning from surrounding text. On the other hand, skills 2 and 5, which focus on "Recognize the organization of ideas" and "Find pronoun referent," respectively, were the easiest for students, with mean scores of 47 and 45. This aligns with previous research, such as Badu, (2020), who found similar patterns where skill 5 was widely recognized as the easiest, while skill 8 was the most difficult. These findings suggested that students were more comfortable with extracting explicit information but struggled with more inferential tasks, which require deeper cognitive processing.

The analysis of the results of interviews with six second-semester students from two different classes in the English Education Department, it highlighted several factors influencing students' reading comprehension skills. Students reported varied reading habits, with some reading frequently and others less so. Those who read regularly did so for short periods, typically 15-30 minutes, while others read less consistently. The ability to concentrate was another significant factor; students found it easier to focus when alone or in quiet environments, often choosing to study at night to maintain concentration. This variation in reading habits and concentration levels suggests that external factors such as environment and time of day play a crucial role in students' ability to comprehend texts. This aligns with the concept of cognitive load theory, which suggests that reducing extraneous cognitive load (e.g., environmental distractions) can improve the efficiency of working memory, thereby enhancing comprehension (Sweller et al., 2011).

Motivation levels also varied among the students. Some expressed a genuine interest in learning English, particularly in reading, due to personal or professional goals. Others admitted to forcing themselves to read out of necessity rather than interest. This variation in intrinsic motivation aligns with self-determination theory, which posits that motivation is influenced by both intrinsic factors (e.g., personal interest) and extrinsic factors (e.g., academic requirements) (Deci & Ryan, 2015; Legault, 2017). Students with higher intrinsic motivation are likely to engage more deeply with reading tasks, leading to better comprehension outcomes.

When it came to understanding the material, students reported mixed experiences. Some were able to grasp the content well, often due to the effective teaching strategies employed by

their lecturers. However, others struggled, particularly when in a bad mood, which affected their ability to focus and comprehend the material. This highlights the role of emotional factors in learning, where negative emotions can act as barriers to effective comprehension (Pekrun, 2014). Students who did not understand the material would often seek clarification from peers or instructors, indicating a proactive approach to overcoming comprehension challenges.

The interviews also underscored the importance of a supportive environment. Students who received encouragement from parents and peers were more likely to develop an interest in reading, suggesting that social and emotional support plays a crucial role in fostering positive reading habits. A conducive learning environment, where reading is valued and encouraged, can significantly enhance students' motivation and engagement with texts (Guthrie et al., 2014).

One of the most significant challenges identified was the limited vocabulary knowledge among students. Many struggled to understand texts due to unfamiliar words, which hindered their overall comprehension. Vocabulary knowledge is a critical predictor of reading comprehension, as it directly affects a reader's ability to decode and make sense of the text (Nation, 2022). Students often attempted to mitigate this by using dictionaries or asking for help, but the underlying issue of limited vocabulary remained a significant barrier to comprehension.

Students' difficulties are influenced by a combination of cognitive factors (e.g., vocabulary knowledge, concentration), emotional factors (e.g., motivation, mood), and environmental factors (e.g., support from family and peers). Addressing these challenges requires a comprehensive approach that includes developing students' vocabulary, fostering a positive and supportive learning environment, and implementing teaching strategies that cater to the diverse needs of learners. By understanding and addressing these factors, educators can help students overcome challenges in reading comprehension and improve their overall reading skills.

CONCLUSION

The TOEFL Reading section consists of 50 multiple-choice questions that must be completed within 55 minutes. This time constraint requires test-takers to manage their time effectively, carefully read the passages, and employ various strategies and skills to answer the questions accurately. As discussed in the previous chapter, the performance of students on the reading test shows considerable variation when applying Philips' strategies. These strategies encompass thirteen key skills: (1) answering main idea questions accurately, (2) recognizing the organization of ideas, (3) answering stated detail questions correctly, (4) identifying unstated details, (5) finding pronoun referents, (6) answering implied detail questions accurately, (7) answering transition questions correctly, (8) finding definitions through structural clues, (9) determining meaning from word parts, (10) using context to determine meaning of difficult words, (11) using context to determine meaning of simple words, (12) determining where specific information is found, and (13) determining the tone, purpose, or course.

Among these skills, "recognizing the organization of ideas" was found to be the easiest for students, with 47% of them answering correctly. The next most accessible skill was "finding pronoun referents," which 45% of students mastered. On the other hand, "finding definitions from structural clues" proved to be the most challenging, with only 9% of students providing the correct answer.

The variability in students' performance can be attributed to both internal and external factors. Internally, psychological aspects such as anxiety and a lack of vocabulary play significant roles. Externally, the students' backgrounds, the teaching techniques employed by

instructors, and the surrounding environment significantly influence outcomes. Students' reading habits also varied in terms of frequency, duration, and the sources they used. They reported better concentration when reading alone or at night when external distractions were minimized. Interest in reading also fluctuated; some students were genuinely interested, while others engaged with the material out of necessity due to academic requirements. Additionally, comprehension was often influenced by mood; a poor mood made it more difficult for students to engage with the material effectively. In cases of confusion, students typically sought help from peers or lecturers. Finally, environmental support, particularly from parents and friends, played a crucial role in fostering students' interest in reading. A lack of support could diminish this interest, reducing reading activities to mere obligations rather than acts of genuine curiosity or engagement.

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