Addressing diverse challenges in teaching reading comprehension: Voices among Indonesian university teachers

Langgeng Budianto [1]*, Rendhi Fatrisna Yuniar [1], Wahyu Indah Mala Rohmana[1]

[1]English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang, Indonesia
*Email: langgeng@bsi.uin-malang.ac.id (corresponding author)

Abstract

Many students struggle with reading comprehension due to limited vocabulary and lack of background knowledge, often leading to insufficient understanding of texts. While research has extensively explored reading comprehension at primary and secondary levels, challenges in higher education, particularly in Islamic-based institutions, remain underexamined. This study investigates the difficulties faced by Indonesian university teachers in teaching reading comprehension within such a context. Using a mixed-methods approach, the research combined qualitative data from non-participatory observations and semi-structured interviews with quantitative survey data. Participants included three English teachers teaching reading comprehension at a university in Malang, Indonesia, selected through purposeful sampling for their direct classroom engagement and ability to provide first-hand insights. Data analysis involved data reduction, data display, and drawing conclusions to identify recurring themes and patterns, combined with descriptive statistics to summarize survey results of the identified challenges. The findings reveal multifaceted challenges of teaching reading, stemming from both instructional and student-related factors, such as limited vocabulary mastery, low motivation, and inadequate resources. These findings emphasize the need for better professional development, resource management, and strategic intervention to support students and teachers. The study offers valuable insights for policymakers, educators, and researchers to improve instructional practices in Indonesian higher education.

Introduction

In the field of English language teaching (ELT), teaching is recognized as a challenging profession that requires a diverse set of skills, proactive strategies, and effective decision-making abilities (Maqsood et al., 2024; Pertiwi et al., 2022; Radosavlevikj, 2021). English teachers are tasked not only with presenting language learning materials but also with guiding students in developing critical thinking and proficiency in both oral and written communication. EFL teachers' attitudes towards critical thinking instruction are crucial, as these activities not only improve students' thinking levels but also increase their confidence in learning a foreign language (Asgharheidari & Tahriri, 2015). Hence, teachers play a crucial role in fostering both oral and written communication skills, ensuring all students can succeed academically and beyond.

Within the teaching and learning process, students are expected to master four essential language skills: listening, reading, speaking, and writing (Kusuma et al., 2017). Reading is considered the most critical of the four language skills, as it significantly contributes to overall language proficiency (Qrqez & Rashid, 2017; Snow & Mathews, 2016). Reading aims to comprehend written texts, integrate new concepts, and draw generalizations from the material. It is considered meaningful when students are able to grasp the text's meaning effectively (Budianto & Yuniar, 2023). Reading not only enriches students' vocabulary but also fosters critical thinking and enhances their ability to express thoughts effectively and coherently. Fahim and Sa'eepour (2011) emphasize that critical thinking skills, like analysis and evaluation, are essential for reading comprehension and help students express their ideas more effectively. Therefore, exposure to diverse reading materials expands vocabulary and strengthens overall comprehension (Lesaux & Kieffer, 2010; Uccelli et al., 2015).

Previous studies have examined various reading comprehension challenges.

Sari et al. (2020) and Roinah (2019) found that Indonesian high school students struggled with narrative texts due to limited vocabulary and genre unfamiliarity. Suwanaroa(2021) explored the role of motivation and access to resources in Thai university students' reading skills. Riadil (2020) noted that EFL students often use ineffective strategies for complex texts, while Hezam et al. (2022) explored similar difficulties in Yemen. These studies underscore the need for targeted interventions to improve reading comprehension in diverse educational settings.

Given the vital role of reading in language acquisition, teachers must prioritize developing students' reading comprehension skills. Effective instruction requires engaging, creative approaches (Kaplan, 2019) and consistent practice (Yeatman & White, 2021). However, higher education teachers, particularly in Indonesia, face challenges such as limited institutional support and insufficient training (Agusniati, 2022), hindering their ability to adopt new methods. Innovative teaching techniques are essential to captivate students, promote active learning, and foster a positive environment for skill development. Preliminary observations in the English Department show that many students struggle with reading comprehension due to limited vocabulary and background knowledge. The traditional teaching method, where students read independently and answer questions, often leads to disengagement and a disruptive classroom environment. To improve reading comprehension, it is crucial to explore insights from Indonesian university teachers. Thus, it is important to address the challenges in teaching reading comprehension by learning directly from the experiences and ideas of Indonesian university teachers.

Despite extensive research on teaching reading comprehension, there remains a critical gap in understanding the specific challenges faced by higher education teachers, particularly in Indonesia. Most studies focus on primary and secondary levels (Daniel et al., 2022; Foorman et al., 2018; Kent et al., 2012; Stevens et al., 2020), where linguistic tasks differ significantly from those in universities. Brooks and Frankel (2018) highlight that oral reading practices in secondary education may not fully address students' diverse needs, raising questions about the long-term effectiveness of existing interventions and underscoring the need for further research in higher education settings.

A study on reading interventions in Sri Lanka shows the failure of educational policies to effectively support struggling readers, leading to ongoing challenges as they progress in their education (Safeek et al., 2023). This reveals a gap in research on the transition of students from primary and secondary education with reading difficulties to university, where support systems may be inadequate. Similarly, Graham et al. (2018) found that many students complete

school without essential literacy skills, emphasizing the need for balanced reading and writing instruction. This finding points to a systemic issue in literacy education that may contribute to the challenges faced by university students, who often arrive with insufficient reading proficiency. In summary, while previous studies have explored reading challenges at the primary and secondary levels, there is a significant lack of research focusing on the specific reading difficulties faced by university students. Most studies focus on exploring teaching methods and interventions and reading challenges that may not fully prepare students for the demands of higher education (Brooks & Frankel, 2018; Graham et al., 2018; Safeek et al., 2023). Therefore, this study delves into teaching reading challenges in an Islamic-based educational institution within Indonesia.

This study aims to identify and understand the specific challenges teachers face in teaching reading comprehension. Thus, it is urgently needed to address this issue since struggling with comprehension can hinder progress in other subjects, and addressing these challenges ensures equal opportunities for all students. The study provides a more nuanced balance between the prevalence and the depth of reading comprehension complexities faced by teachers (James et al., 2023; Ouellette, 2006). It is envisaged that these findings will provide useful input to improved classroom practice and to policy adjustments which may help teacher development and resource allocation (Ahmadi & Ismail, 2012; Wang, 2024). Understanding these challenges and proposing effective strategies help teachers improve their instructional practices, thereby fostering better learning outcomes for students (Attah, 2024; Tran & Nguyen, 2021). Moreover, by addressing these issues, teachers can inspire and empower students, encouraging collaborative and shared responsibility in the learning process. The following research questions guide the present study:

(1) What are the challenges faced by Indonesian university teachers in teaching reading comprehension?
(2) To what extent do Indonesian university teachers encounter challenges in teaching reading comprehension?

Literature review

Reading comprehension and its challenges

Reading comprehension is defined as the ability to understand the content of a text, with emphasis traditionally placed on the knowledge the reader brings to the comprehension process (Wijayanti, 2020). Reading comprehension entails understanding what has been read through an active thinking process (Yuniar, 2021). The thinking process depends not only on comprehension skills but also

on the student's prior experiences and knowledge. Moreover, reading comprehension as a broad set of skills for acquiring knowledge, enabling individuals to learn and internalize information through written language (Apriani, 2023).

Thus, understanding the reading content is achieved by interpreting the meaning of words and phrases. In this process, there is a connection between new information and the reader's prior knowledge, facilitating the integration of facts, concepts, and generalizations with the topic presented (Buehl, 2020). Reading comprehension depends on students' thinking processes, prior knowledge, and engagement with texts. However, applying these concepts in practice can be challenging, especially in Indonesian university settings. This study examines the difficulties teachers encounter in fostering reading comprehension and how these challenges relate to theoretical perspectives.

Vocabulary and student engagement

Reading comprehension is challenging for students with limited vocabulary and low motivation. When students do not know enough words, they struggle to understand texts, making reading frustrating (Honorato-Errázuriz & Ramírez-Montoya, 2021). Crowded classrooms also make it hard for teachers to help each student (Husna et al., 2021). Based on previous studies, various opinions have been expressed regarding the challenges teachers face in teaching reading comprehension. Aryana and Apsari (2018) identify these challenges as stemming from internal and external factors. Internal factors are those issues that originate within the instructor. These include the use of inappropriate media and teaching practices, such as content selection and teaching methodologies.

Some problems arise from inadequate teaching preparation (Songbatumis, 2018). These issues include teachers' inability to manage classroom problems due to insufficient preparation, poor language competence, and the hiring of teachers who are not specialized in English. On the other hand, external factors are challenges that come from outside the instructor's control. These problems are not related to the teachers themselves but rather to the facilities provided by schools, such as adequate study spaces, access to books, and the availability of technology as a teaching tool. To ensure a smooth teaching and learning process, it is essential for schools to provide appropriate and sufficient facilities (Merga, 2015; Morton et al., 2016; Sun et al., 2012). This literature review highlights challenges in teaching reading comprehension, including vocabulary gaps, overcrowded classrooms, and teacher preparation, relevant in Indonesian universities. Therefore, the present study explores how these challenges manifest and the strategies teachers use to address them.

Motivation in reading comprehension

To find out the students' challenges in reading comprehension, it is also crucial to find out what stipulates students to be more motivated and unmotivated in reading as well. Motivation, both intrinsic and extrinsic, plays a crucial role in determining reading engagement and comprehension outcomes. For instance, Toste et al. (2020) highlight that intrinsic motivation is positively associated with reading achievement, suggesting that students who find pleasure in reading are more likely to engage deeply with texts, thereby enhancing their comprehension skills. Similarly, McGeown et al. (2012) found that motivation correlates strongly with reading frequency and performance, indicating that students who are intrinsically motivated tend to read more and perform better academically.

The role of classroom practices in fostering motivation and comprehension is also significant. Guthrie and Klauda (2014) demonstrate that supportive classroom environments that emphasize competence and collaboration can enhance students' motivation to read, which in turn positively influences their comprehension abilities. This aligns with findings from Kuşdemir and Bulut (2018), who assert that increasing reading motivation through engaging activities leads to higher academic achievement in reading comprehension. In addition to instructional strategies, individual factors such as students' attitudes towards reading and their reading habits significantly influence comprehension outcomes. Labrigas (2022) asserts students' habits and attitudes towards reading, alongside their mastery of the language, are pivotal in determining their reading comprehension abilities. Thus, effective instructional strategies that promote active engagement and positive reading attitudes are crucial for enhancing students' reading comprehension skills.

Previous research on EFL reading challenges

Previous studies highlight various challenges in reading comprehension, influenced by both internal and external factors. Sari et al. (2020) found that limited vocabulary and unfamiliar text genres hinder students' understanding of narratives. Suwanaroa (2021) showed that motivation and access to resources significantly impact university students' reading performance. Riadil (2020) noted that many EFL learners struggle due to ineffective reading strategies, while Hezam et al. (2022) identified issues with complex syntax and idiomatic expressions. In conclusion, these studies emphasize the need for targeted interventions to enhance students' reading comprehension skills (Hezam et al., 2022; Riadil, 2020; Sari et al., 2020).

Research shows that effective reading strategies significantly improve comprehension, which is key to academic success. Active engagement with texts through critical reading enhances understanding (Islamy & Suka, 2018). Additionally, using certain approaches or strategies is also proven not only to enhance reading comprehension strategies; for example, using audio-assisted reading (AAR) not only boosts comprehension but also improves grammar, as Nushi and Jahanbin (2024) found that AAR helps EFL learners retain the present perfect tense better than reading alone. The link between reading proficiency and academic performance further highlights the importance of developing strong reading skills (Suacillo et al., 2016).

While many studies explore factors affecting reading comprehension, few provide a comprehensive view that integrates internal, external, and individual challenges. Limited research examines how teachers adapt their methods to students' diverse background knowledge, especially in schools with limited resources. This study addresses these gaps by investigating both the challenges teachers face and the strategies they use, drawing on theories of schema development, vocabulary acquisition, and student motivation to enhance reading comprehension instruction.

The present study offers a practical framework for teaching reading comprehension in different and resource-limited settings, providing useful guidance for educators and policymakers. By reviewing past research, identifying key gaps, and suggesting solutions, it builds a strong foundation for understanding the challenges of teaching reading comprehension. Unlike earlier studies that focus on isolated factors, this research takes a broader approach, making it a valuable contribution to the field. It also highlights effective teaching strategies, even in schools with limited resources, and emphasizes the importance of teacher training (Clark & Graves, 2005; Dugasa et al., 2022; Saori et al., 2024). The study's findings can help improve future teaching methods and support further research in this important area.

Method

Research design

This study is particularly suited for a mixed-methods research design (Creswell et al., 2014) because it sought to explore both the experiences and perceptions of Indonesian university teachers and the challenges they face in teaching reading comprehension. Combining qualitative and quantitative approaches allows for a deeper understanding of their perspectives while providing measurable data to support findings (Creswell et al., 2014). Qualitative analysis captures the

complexities of teaching challenges, while quantitative analysis strengthens the study by assessing their impact. This mixed-methods research design enhanced the reliability of the findings and provides a comprehensive view of reading comprehension instruction.

Participants

The participants in this study were three English lecturers teaching a Reading Comprehension 1 course and 20 students enrolled in the EFL classroom at the English Department of a university in Malang, Indonesia. The participants were selected using purposeful sampling (Patton et al., 2015). We selected them as they directly engage with students in the classroom and are well-positioned to provide insights into the challenges of teaching reading comprehension. The participant's criteria of selecting the participants included: they must be English lecturers at the Department of English Language with at least one year of experience in teaching reading comprehension; they were required to hold a minimum of a Master's degree in English Education and have a proven track record of teaching reading comprehension; and they must be willing to share detailed experiences and challenges they have faced in teaching reading comprehension, particularly focusing on vocabulary-building strategies and improving student engagement during lessons. The demographic information of the participants is shown in Table 1.

Table 1
Demographics of the participants

Participants	Gender	Age range	Teaching experience	Highest degree	Experience of teaching reading comprehension
T1	Male	30-40	0-5 years	Master's degree	2 years
T2	Female	40-50	5-10 years	Master's degree	7years
T3	Male	50-60	25 years	Doctoral degree	10 years

Table 1 reveals a range of teaching experiences and backgrounds of the research participants. Participant 1 (T1) is a male lecturer aged 30-40, with 0-5 years of teaching experience and 2 years teaching Reading Comprehension 1 course. Participant 2 (T2) is a female lecturer aged 40-50, with 5-10 years of teaching experience and 7 years teaching Reading Comprehension 1 course. Participant 3 (T3) is a male lecturer aged 50-60 with 25 years of teaching experience and 10 years of teaching the course. These participants were selected to provide a range of insights, with varying years of experience, and to offer a diverse perspective on the challenges of teaching reading comprehension.

This research followed ethical guidelines to ensure the integrity and respect of all participants. Prior to the study, all participants were informed about the purpose, nature, and scope of the research, as well as any potential risks or benefits. Informed consent was obtained from each participant, ensuring they understood that participation was voluntary and they could withdraw at any time. The consent form outlined the study's purpose and the expected duration of their involvement. Participants were also assured that their responses would remain anonymous and their identities would be protected throughout the study.

Data collection

Data collection involved a combination of semi-structured interviews, classroom observations, and a survey, each designed to gather specific types of information. Semi-structured interviews (Adeoye-Olatunde & Olenik, 2021) were conducted with the three lecturers to explore their challenges in teaching reading comprehension. These interviews aimed to gather in-depth information by allowing participants to express their thoughts openly. This approach was chosen due to its effectiveness in eliciting rich, detailed responses, which are essential for understanding complex phenomena (Kallio et al., 2016). The interview questions were developed based on the research objectives. The interviews, each lasting between 5-10 minutes, focused on understanding the specific difficulties encountered in the classroom and the strategies employed to address the challenges. The aim of these interviews was to gather detailed, first-hand insights into the specific difficulties the lecturers encounter in their classrooms. The interview process began with informing participants about the study's purpose and assuring them of confidentiality. Interviews were scheduled at convenient times for the lecturers, lasting between 5-10 minutes to allow for in-depth discussions. The format was semi-structured (Adeoye-Olatunde & Olenik, 2021), which meant that a core set of questions was used to guide the conversation, but follow-up questions were asked to explore answers more deeply, providing flexibility for participants to express their experiences freely. The interview questions were developed based on the research objectives and focused on the challenges of teaching reading comprehension and the strategies used to address these challenges. The interview consisted of five main questions. Examples of the questions included: (1) 'What are the main challenges you face when teaching reading comprehension?' (2) 'How do you assess students' reading comprehension in your course?' (3) 'What strategies or techniques do you use to improve students' reading comprehension? (4) 'How do you adapt your teaching methods to address the different reading levels of students in your

class?' and (5) 'How do you address common misconceptions or difficulties that students face while learning reading comprehension?' These questions allowed the participants to reflect on their teaching practices, describe specific examples, and discuss the effectiveness of different strategies. Follow-up questions were asked as needed to clarify or expand on responses, ensuring that each participant's experiences were fully captured.

We then conducted non-participatory observations (Snowdon et al., 2010) in the classrooms where the three lecturers taught. The observation was utilized to gather real-time data on the behaviors and interactions of participants within their natural environment. This method is particularly effective in capturing contextual factors that may influence participant behavior, which surveys alone may not fully reveal (Snowdon et al., 2010). The observation guidelines were developed to ensure consistency and to capture relevant information aligned with the research questions. Throughout four meetings, two sessions were observed for each teacher. During each 40-minute session, we acted as independent observers, documenting the teaching methods used, student engagement, and any evident challenges in reading comprehension instruction. These observations were crucial for validating the data gathered from the interviews and providing contextual understanding.

A survey was then administered to the lecturers using a closed-ended questionnaire whereby we presented participants with statements about a matter of interest, and participants selected an answer from predetermined options (Hansen & Świderska, 2023). The survey included Likert-scale questions designed to quantify the frequency and severity of the challenges identified during interviews and observations. To ensure validity, experts reviewed the content, and a pilot survey with EFL teachers helped refine the questions for clarity and relevance. Cronbach's alpha (≥ 0.70) confirmed the reliability of the responses, ensuring the survey produced consistent and trustworthy data. The development of the survey was informed by themes that emerged from the qualitative data, ensuring alignment with the study's focus. The survey was distributed online using Google Form, ensuring accessibility and anonymity to encourage honest responses. Participants were given clear instructions and examples to ensure consistent interpretation of the questions. Additionally, this survey assessed the perceived effectiveness of various teaching strategies and the adequacy of resources provided by the institution. For instance, lecturers were asked to rate statements and "The resources provided by the institution are sufficient to support effective reading comprehension instruction," using a five-point Likert scale, where Participants rated their agreement on a scale from 1 to

5, where 1 represented Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, and 5 Strongly Agree.

Data analysis

We conducted data analysis involving qualitative and quantitative procedures, each with structured steps to ensure accuracy and depth.

Qualitative data

The qualitative data were analyzed using Miles and Huberman's (1994) framework: data reduction, data display, and conclusion drawing. Key themes such as "vocabulary challenges" and "teaching strategy limitations" were identified through coding. The data were then organized into matrices to compare findings across participants and classified into overarching themes. For example, difficulties in engagement were grouped under "Student Motivation," while struggles with vocabulary comprehension formed the "Vocabulary Challenges" theme. Teaching strategies, including visual aids and personal materials, were categorized under "Teaching Methods." Finally, conclusions were drawn by identifying patterns, such as the link between vocabulary difficulties and low motivation, ensuring data saturation and providing insights into instructional challenges and strategies. Table 2 illustrates the example of how raw interview and observation data were systematically coded, grouped into categories, and ultimately classified into overarching themes.

Table 2

An example of the coding process

Data excerpts	Initial codes	Themes
Students' interest in reading English texts is generally low, and it becomes harder for them to stay engaged.	Motivation, engagement issues	Student motivation
The vocabulary is difficult to understand, and the sentence patterns are unlike what we use in Indonesian.	Vocabulary challenges	Vocabulary challenges
The instruction based solely on textbooks often bored us as students.	Teaching strategy limitations	Teaching strategy limitations
I prepare posters or visual aids at home to make reading activities less monotonous.	Effective teaching strategies	Teaching methods
I do often bring my own teaching materials from home to fill in the gaps.	Lack of institutional support	Lack of technological resources
We lack the essential resources which would provide an immersive learning environment in English.	Infrastructure challenges	School facility limitations

Quantitative data

We conducted a quantitative analysis using descriptive statistical methods to examine the challenges teachers face in teaching reading comprehension. First, we collected survey responses from participating teachers, which included closed-ended questions designed to assess the prevalence and impact of specific instructional challenges (Cooksey, 2020). Once the data collection was complete, we organized and cleaned the responses to ensure accuracy and consistency. Next, we applied descriptive statistical techniques: mean and standard deviation.

To ensure a comprehensive analysis, we combined both inductive and deductive approaches. We employed an inductive analysis by transcribing and coding open-ended responses. Through a systematic coding process, we identified emerging themes and patterns that reflected teachers' real-life experiences and concerns. This approach allowed for flexibility and ensured that insights were grounded in authentic classroom experiences. For the quantitative data, we applied a deductive analysis based on predefined categories derived from the survey questions. Each response was classified according to these categories, enabling to quantify specific challenges teachers faced.

To ensure the validity and reliability of the data, several steps were taken. we took several practical steps throughout the study. First, we created the interview questions to match the research objectives and focus on the main challenges in teaching reading comprehension. These questions were reviewed by an experienced lecturer to make sure they were clear and relevant. For the classroom observations, we used a clear set of guidelines to focus on the teachers' challenges in teaching reading. We observed two sessions for each lecturer to get a better and more accurate picture of their teaching practices (Halim et al., 2018). The survey questions were developed based on common themes from the interviews and observations to keep everything consistent. Experts also reviewed the survey questions to ensure they were clear. We conducted a small pilot test with a few participants to check if the questions were easy to understand. Finally, to make sure the findings were reliable, we cross-checked the data from interviews, observations, and surveys (triangulation) (Noble & Heale, 2019). This combined approach helped ensure that our study's results were accurate and trustworthy, giving a clear understanding of the challenges in teaching reading comprehension.

Findings

The result of the study reveals the challenges in teaching reading comprehension, which are categorized into student-related issues, teaching methods and media,

and school facilities. Table 3 summarizes the key challenges in teaching reading comprehension and includes quantitative data and strategies implemented by teachers to address these challenges.

Table 3

Challenges in teaching reading comprehension and teacher response

Category	Specific challenge	Teachers reporting (%)	Students reporting (%)	Impact level (1-5)	Mean	SD	Strategies implemented by teachers
Student-related issues	Lack of student motivation	75	68	4.2	2.86	0.35	- Integrated games - Interactive discussion - Positive reinforcement
Student-related issues	Limited vocabulary knowledge	82	70	4.5	3.04	0.4	- Vocabulary games, - vocabulary notebooks - Memorization techniques
Teaching methods & media	Traditional and monotonous teaching methods	60	N/A	3.9	2.4	0.28	- Used group discussions and creative tasks - Prepared visual aids
Teaching methods & media	Lack of technological resources	72	N/A	4.0	2.88	0.32	- Created visual aids - Encouraged interactive and collaborative learning
School facilities	Inadequate school facilities	80	65	4.3	2.9	0.33	- Brought personal teaching materials - Advocated for better resource allocation

Notes: Impact Level (1-5): Represents the perceived severity of the challenge, with five being the most severe; N/A: Not applicable or not measured in the study.

Table 3 also provides a summary of the key challenges identified in the study, along with the prevalence of these issues as reported by both teachers and students. Table 3 also highlights the strategies that teachers have implemented to mitigate these challenges, giving a comprehensive overview of the findings. The specific problems identified in each category are as follows.

Lack of students' motivation

The result shows that one of the teachers' lack of studies challenges is a lack of enthusiasm to learn English, particularly in reading comprehension. During classroom observations, many students were tired and did not pay attention to the teacher during lessons. Many expressed that English was difficult and uninteresting. English, according to S1 and S2, is a difficult topic to comprehend due to their limited understanding of the language, particularly vocabulary and sentence structure. S1 mentioned, "The vocabulary is difficult to understand, and the sentence patterns are unlike what we use in Indonesian." Similarly, S2 expressed frustration, stating, "Many of the words and sentence structures are confusing, and this makes learning English harder."

These challenges, particularly the differences between English and Indonesian, often cause many students to become disinterested in this class. Meanwhile, according to T2, the lack of student enthusiasm towards reading, especially English materials, is a significant concern. T2 claims, "Students' interest in reading English texts is generally low, and it becomes harder for them to stay engaged."

The most publication barrier to reading comprehension is unmotivated students. The questionnaire results revealed that 75% of the teachers and 68% of the students reported motivation problems as being high impact 4.2. This lack of motivation, voiced by Students S1 and S2, flows from their inability to comprehend the structure of texts in English and its vocabulary. In direct interviews, S1 and S2 expressed feelings of frustration, with S1 noting, "It's hard to stay motivated because English feels so foreign."

They did not like reading and found English to be one of the most complicated subjects. This was countered by T1 and T2, who combined games and question-and-answer sessions interactively to make learning more interactive. T1 and T2 used games, interactive discussions, and positive reinforcement to increase engagement. T2 claimed that "Students responded more positively when lessons included dynamic, game-based elements."

The teacher's response to this challenge is to incorporate games into the classroom. According to T1, kids are more interested in studying reading comprehension through games. T2 also stated in his interview that he used the

conversation and question-and-answer technique in his learning process since it makes learning more dynamic. Accordingly, the teachers employed strategies that were intrinsic to motivational theories. T1 mentioned games, which would be used to "raise students' enthusiasm and participation" in reading comprehension activities. For T2, a conversational approach meant that question-and-answer sessions made the activity more attractive. As T2 described it, "Students responded better when involved in the process of learning."

This was a non-anxiety-provoking kind of activity, and thus, participation was higher. Moreover, positive reinforcement played a role because T2 "highlighted acknowledging students' progressive result to motivate for reading comprehension." Furthermore, to promote motivation in studying reading comprehension, he complimented the students for their efforts in learning reading comprehension.

Lack of students' vocabulary

One of the issues in improving reading comprehension is students' lack of vocabulary competence. According to T1 and T2, the fundamental issue in teaching and acquiring reading comprehension is a lack of students' vocabulary. According to class observations, several students were unable to respond when the teacher inquired about the meaning of terminology. S1 and S2 both stated that they struggled to comprehend the meaning of English terms since they were rarely used in everyday situations. The lack of vocabulary was pointed out by 82% of the teachers and 70% of the students, with an impact level of 4.5. T1 and T2 identified limited vocabulary as a core barrier to reading comprehension. In classroom observation, several students were unable to define basic terminologies when asked by the teacher. S2 also disclosed, "I always get lost when I see some unfamiliar words while reading, and it makes reading really slow and frustrating." S1 and S2 mentioned that they could not understand many words in English because those hardly or seldom appeared in life.

The teacher's response to this difficulty is to enhance vocabulary through games, learn language, and record new words in notebooks. T1 stated in an interview that he improves his vocabulary through games and memorization. T2 also stated that he instructed students to write new vocabulary terms in notebooks and then check them up in the dictionary.

Teaching method and media

The findings showed that for the teachers, 60% viewed traditional teaching methods as a challenge, and the perceived impact was above the average at 3.9.

In the interviews, it was revealed that T2 agreed that "Instruction based solely on textbooks often bored us as students."

T1 added that the lack of technological resources barred them from employing several teaching strategies; hence, they had very limited chances to incorporate multimedia and interactive activities. According to the observation, adopted diverse approaches, including group discussions and the use of visual aids to lighten up the lessons. She elaborated, "I prepare posters or visual aids at home to make reading activities less monotonous." She also assigned students to make reading-related posters. As described by T2, "It was a way to combine creativity with comprehension tasks, enabling students to approach reading from a fresh perspective."

To address teaching challenges, teachers develop varied strategies to help students absorb content, as technological support in schools remains limited. During interviews, T2 shared that she used group discussions and Q&A sessions, along with assigning students to create posters related to reading materials. This approach enhances comprehension while fostering enthusiasm and creativity. The teacher also prepares learning resources, such as images and examples, in advance to support instruction.

School facilities

Inadequate school facilities reported by 80% of the teachers and 65% of the students impeded the instruction of reading comprehension at an intensity level of 4.3. During the observation, it was noticed that the library had very few books in English and very poor facilities in the language lab. Teachers expressed their frustrations during interviews. T1 highlighted the lack of resources, stating,"We lack the essential resources which would provide an immersive learning environment in English."

This points to a pressing need for better infrastructure to create a conducive atmosphere for language acquisition and reading comprehension. In addition, T2 emphasized the impact of inadequate facilities on student engagement in reading,"The inadequate facilities have made it difficult to maintain the interests in reading." These remarks illustrate how the poor quality of the learning environment not only hampers educational outcomes but also diminishes students' enthusiasm and motivation for reading. With these shortcomings, the teachers used to fall back upon personal resources. To address these challenges, teachers have resorted to relying on personal resources to fill the gaps left by insufficient institutional support. T1 reported, "I do often bring my own teaching materials from home to fill in the gaps."

This demonstrates their dedication to ensuring that students receive quality instruction despite the barriers. They also called upon better allocation of resources to the school administration by mentioning that the libraries and the language labs need updating. Moreover, teachers have been proactive in advocating for improvements, urging the school administration to allocate more resources toward updating libraries and language labs. Their efforts were acknowledged, as T2 remarked, "The school management listened to our pleas and promised gradual improvement in terms of facilities." This proactive behavior shows teachers are committed to fighting environmental obstacles for a comprehensive learning process. By continuing to advocate for better resources and adopting creative solutions to compensate for existing deficiencies, teachers play a pivotal role in mitigating the adverse effects of inadequate facilities on educational outcomes.

Discussion

We investigated the challenges in teaching reading comprehension in the English department of one Islamic university in Malang. This study identified several significant challenges in teaching reading comprehension, including student-related issues and teacher-related issues particularly the lack of motivation and lack of vocabulary, teaching methods and media, and school facilities. The specific problems identified within each category are detailed below.

Issue one: Low motivation in reading comprehension

The survey results revealed that 75% of teachers identified low student motivation as a major barrier to reading comprehension, while 68% of students found English reading materials difficult to engage with due to unfamiliar vocabulary and complex sentence structures. Observations further supported these findings, showing that many students displayed passivity, sleepiness, and a lack of attention in class. This aligns with intrinsic motivation theory (Toste et al., 2020), which highlights that when students lack a genuine interest in the subject, their reading engagement and comprehension skills decline. Many students in this study perceive English as unpleasant and difficult to understand, which reflects the absence of intrinsic motivation, as students are not deriving enjoyment from the activity itself (Toste et al., 2020). As McGeown et al. (2012) noted, when students lack the intrinsic motivation to engage with texts, their reading performance and academic achievement are hindered. Furthermore, according to Husna et al. (2021), when students engage in activities unrelated to listening to the teacher during lessons, it often indicates a lack of interest in the

subject matter. A lack of motivation due to boring teaching methods highlights the need for teachers to create a more engaging learning environment.

To address this challenge, teachers implemented various strategies to enhance student motivation. T1 incorporated games to make reading activities more appealing, while T2 used interactive methods like discussions and question-and-answer sessions to foster engagement. Additionally, teachers provided positive reinforcement, such as praise, to encourage student participation. These strategies align with Suwanaroa (2021), who found that motivation and resource availability significantly influence reading comprehension. While Suwanaroa (2021) highlights the role of educational support, this study underscores the importance of teacher-driven strategies, particularly in resource-limited settings. Moreover, Riadil (2020) noted that students struggling with vocabulary often disengage instead of seeking clarification, reinforcing the need for interventions that promote self-directed learning and active participation.

Issue two: Limited vocabulary knowledge in reading comprehension

The results of the study show that limited vocabulary knowledge was a major barrier to reading comprehension. Many students found English difficult because they rarely used it in daily life. As Songbatumis (2018) noted, vocabulary gaps directly impact comprehension, aligning with Hoa and Mai (2016), which found that students struggle with English vocabulary due to a lack of daily use, leading to low motivation. To address this, teachers used games and memorization techniques to help students learn and retain vocabulary more effectively (Rafiqah, 2013). Classroom observations confirmed that many students struggled to explain word meanings, reinforcing Guthrie and Klauda's (2014) argument that engaging and supportive learning environments enhance motivation and performance.

In this context, the vocabulary barrier among the students became a priority issue: 82% of teachers reported this obstacle as a key problem in comprehension. The findings are supported by the study of Sari et al. (2020), who state that "vocabulary deficiencies limit students in comprehending narrative texts and thereby reduce their ability to understand essential story elements and plot continuity". This paper extends Sari's findings that the problem of vocabulary impinges not only on the comprehension of narratives but also limits the general comprehension of genres. The importance of vocabulary enrichment as a basic skill has been underscored, which the teachers here tried to answer with some strategies, including the vocabulary notebook and memory games.

This research also parallels Hezam et al. (2022) in which complex syntax and idiomatic expressions were mentioned as specific obstacles to comprehension. While the latter above involved some vocabulary games and weekly challenges, less support was provided for understanding sentence complexity and figurative language. According to Hezam et al. (2022), only comprehensive strategies will be available that include both vocabulary and syntax training, which really means schools should consider adding targeted instructional resources to their curricula on those aspects to help students navigate the complexities of English reading material.

Issue three: The challenges in enacting teaching methods and media

The study results indicated that 60% of teachers found their teaching methods insufficiently engaging, while 72% cited a lack of technological resources as a major barrier to implementing interactive approaches. This shows that teaching methods and instructional media pose challenges in teaching reading comprehension. It is also revealed that traditional methods often lead to student boredom and disengagement, making comprehension difficult. This is in line with a study by Songbatumis (2018), which attributes these issues to teachers' lack of training and understanding of effective teaching strategies, noting that monotonous lessons cause students to lose interest.

In response to these challenges, teachers have sought to diversify their instructional strategies. For instance, T2 incorporated group discussions, question-and-answer sessions, and creative tasks like poster-making to foster interactive and collaborative learning. These activities not only improved comprehension but also enhanced student enthusiasm and creativity. Additionally, due to limited technological resources, T2 prepared visual aids at home to make lessons more engaging and accessible. This aligns with Suryati et al. (2024), who emphasize the importance of aligning teaching methods with lesson topics to optimize learning outcomes. Schools must invest in digital resources and instructional materials to support teachers in implementing more dynamic and effective strategies.

Issue four: Limited availability of school facilities

The study also found several issues related to inadequate school facilities, particularly the limited availability of English literature in the school library and the absence of language laboratories. These shortcomings hinder both students' learning experiences and teachers' ability to deliver effective reading comprehension instruction. It is aligned with Songbatumis (2018) and Roinah

(2019), who stipulates that inadequate facilities make the learning environment very unfavorable.

Facilities play a crucial role in the teaching and learning process, and a lack of adequate English teaching resources can impede students' progress and achievement (Songbatumis, 2018). Currently, the school has not provided comprehensive and suitable classroom facilities to support effective teaching and learning. In response, instructors often bring equipment from home and utilize whatever resources are available at the school to enhance the learning process. The presence of proper facilities and infrastructure is essential in learning English, as it helps students overcome challenges throughout the educational process (Roinah, 2019). Previous studies have primarily examined the structural impact of resource limitations, whereas this study highlights the psychological burden on teachers who must constantly compensate for these shortages. This added strain can indirectly affect teaching quality, emphasizing the need for schools to address resource constraints. For low-budget schools, gradual investments—such as setting up language labs or expanding digital access to English texts—can provide essential support. These resources can help teachers deliver effective reading comprehension lessons without the ongoing challenge of supplementing materials on their own.

While this research provides valuable insights into the challenges of teaching reading comprehension, it has several limitations. First, since the study was conducted at a single university, the findings may not be fully generalizable to other institutions with different facilities or socioeconomic contexts. Although strategies like incorporating games and creating supplementary materials show promise, further research is needed to evaluate their long-term effectiveness and scalability. Despite these limitations, the study highlights the importance of student motivation, vocabulary knowledge, effective teaching methods, and adequate resources in fostering reading comprehension. While teachers' innovative approaches can help address resource constraints, systemic improvements—such as enhanced educational support and better facilities—are crucial for lasting change. Future research should examine these challenges across diverse educational settings and assess the long-term impact of targeted interventions.

Conclusion

This study aimed to explore the challenges faced by English teachers in teaching reading comprehension in the English Language Department. Findings reveal that students' low motivation, limited vocabulary, and lack of engagement hinder reading activities. Teachers also face difficulties with traditional teaching

methods and limited access to technological resources. Additionally, insufficient facilities, such as a lack of reading materials and language labs, further complicate instruction. Despite these challenges, teachers have adapted by incorporating interactive games, group discussions, and vocabulary-building exercises to enhance the learning experience. These findings show the need for better resources and modern teaching tools to help students stay engaged and improve reading comprehension. This study helps understand the challenges and offers ideas to improve teaching in similar situations.

This study has two main limitations: it is limited to one institution, which may limit the generalizability of the findings, and it did not examine the impact of certain factors, such as teacher training or classroom environment, which could influence teaching practices. For future research, two suggestions are made: First, studies should compare reading comprehension challenges across multiple institutions and disciplines to gain a broader perspective and inform educational policies and resource allocation. Second, future research could focus on investigating the impact of specific teaching methods or technologies, such as interactive digital tools, adaptive learning systems, or differentiated instruction, on student engagement and reading comprehension outcomes.

Acknowledgments

Disclosure statement

No potential conflict of interest was reported by the author(s).

ORCID

Langgeng Budianto https://orcid.org/0000-0002-3512-2054
Rendhi Fatrisna Yuniar https://orcid.org/0000-0002-9887-8668
Wahyu Indah Mala Rohmana https://orcid.org/0000-0002-0520-4358

References

Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *JACCP: Journal of the American College of Clinical Pharmacy*, 4(10), 1358–1367. https://doi.org/10.1002/jac5.1441

Agusniati, A. (2022). The effect of education finance on the quality of education in Indonesia. *Devotion : Journal of Research and Community Service*, *4*(1), 104–109. https://doi.org/10.36418/dev.v4i1.354

Ahmadi, M. R., & Ismail, H. N. (2012). Reciprocal teaching strategy as an important factor of improving reading comprehension. *Journal of Studies in Education*, *2*(4), 153–173. https://doi.org/10.5296/jse.v2i4.2584

Apriani, P. A. (2023). *Teachers' challenges in teaching reading comprehension for eighth-grade students at MTs Wahid Hasyim 01 Dau* [Bachelor's thesis, Universitas Islam Negeri Maulana Malik Ibrahim]. http://etheses.uin-malang.ac.id/57875/

Aryana, S., & Apsari, Y. (2018). Analysing teacher's difficulties in teaching listening. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, *6*(2), 100–106. https://doi.org/10.22460/eltin.v6i2.p100-106

Asgharheidari, F., & Tahriri, A. (2015). A survey of EFL teachers' attitudes towards critical thinking instruction. *Journal of Language Teaching and Research*, *6*(2), 388–396. https://doi.org/10.17507/jltr.0602.20

Attah, E. (2024). Assessment of perceived teaching strategies used by teachers of English in teaching reading comprehension. *The International Journal of Humanities & Social Studies*, *12*(2), 17–24. https://doi.org/10.24940/theijhss/2024/v12/i2/HS2401-017

Brooks, M. D., & Frankel, K. K. (2018). Oral reading: Practices and purposes in secondary classrooms. *English Teaching: Practice & Critique*, *17*(4), 328–341. https://doi.org/10.1108/ETPC-01-2018-0010

Budianto, L., & Yuniar, R. F. (2023). The effect of Suggestopedia method on Indonesian EFL learners' reading achievement. *Journal of English Language Teaching and Learning (JETLE)*, *4*(2), 56–69. https://doi.org/10.18860/jetle.v4i2.20573

Buehl, D. (2020). *Classroom strategies for interactive learning* (4th ed.). Stenhouse Publishers.

Clark, K. F., & Graves, M. F. (2005). Scaffolding students' comprehension of text. *The Reading Teacher*, *58*(6), 570–580. https://doi.org/10.1598/RT.58.6.6

Cooksey, R. W. (2020). *Illustrating statistical procedures: Finding meaning in quantitative data*. Springer. https://doi.org/10.1007/978-981-15-2537-7

Creswell, J., Codlin, A. J., Andre, E., Micek, M. A., Bedru, A., Carter, E. J., Yadav, R.-P., Mosneaga, A., Rai, B., Banu, S., Brouwer, M., Blok, L., Sahu, S., & Ditiu, L. (2014). Results from early programmatic implementation of Xpert MTB/RIF testing in nine countries. *BMC Infectious Diseases*, *14*(1), 1–12. https://doi.org/10.1186/1471-2334-14-2

Daniel, J., Vaughn, S., Roberts, G., & Grills, A. (2022). The importance of baseline word reading skills in examining student response to a multicomponent reading intervention. *Journal of Learning Disabilities*, *55*(4), 259–271. https://doi.org/10.1177/00222194211010349

Dugasa, G., Olana, T., & Ali, S. (2022). Effects of explicit reading strategy instruction on grade 9 students' achievement in reading comprehension. *Education Research International*, *2022*(1), 7872840. https://doi.org/10.1155/2022/7872840

Fahim, M., & Sa'eepour, M. (2011). The impact of teaching critical thinking skills on reading comprehension of Iranian EFL learners. *Journal of Language Teaching and Research*, 2(4), 867–874. https://doi.org/10.4304/jltr.2.4.867-874

Foorman, B. R., Herrera, S., & Dombek, J. (2018). The relative impact of aligning tier 2 intervention materials with classroom core reading materials in grades K–2. *The Elementary School Journal*, *118*(3), 477–504. https://doi.org/10.1086/696021

Graham, S., Liu, X., Aitken, A., Ng, C., Bartlett, B., Harris, K. R., & Holzapfel, J. (2018). Effectiveness of literacy programs balancing reading and writing instruction: A meta-analysis. *Reading Research Quarterly*, *53*(3), 279–304. https://doi.org/10.1002/rrq.194

Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, *49*(4), 387–416. https://doi.org/10.1002/rrq.81

Halim, S., Wahid, R., & Halim, T. (2018). Clasroom observation- A powerful tool for continuous professional development (CPD). *International Journal on Language, Research and Education Studies*, *2*(2), 162–168. https://doi.org/10.30575/2017/IJLRES-2018050801

Hansen, K., & Świderska, A. (2023). Integrating open- and closed-ended questions on attitudes towards outgroups with different methods of text analysis. *Behavior Research Methods*, *56*(5), 4802–4822. https://doi.org/10.3758/s13428-023-02218-x

Hezam, T. A., Ali, J. K. M., Imtiaz, S., Saifi, M. A., & Islam, M. R. (2022). Challenges and problems of reading comprehension experienced by EFL learners. *Journal of English Studies in Arabia Felix*, *1*(2), 11–21. https://doi.org/10.56540/jesaf.v1i2.28

Hoa, N. T. T., & Mai, P. T. T. (2016). Difficulties in teaching English for specific purposes: Empirical study at Vietnam universities. *Higher Education Studies*, *6*(2), 154–161. https://doi.org/10.5539/hes.v6n2p154

Honorato-Errázuriz, J., & Ramírez-Montoya, M. S. (2021). Innovative public policies in the development of reading skills in basic education: Regarding

the systematic mapping protocol. *The 8th International Conference on Technological Ecosystems for Enhancing Multiculturality*, 20, 326–333. https://doi.org/10.1145/3434780.3436575

Husna, F. H., Edi Rozal, & Reni Andriani. (2021). Teachers' challenges in teaching English at seventh grade students of Junior High School 18 Jambi. *JR-ELT (Journal of Research in English Language Teaching)*, *5*(1), 28–36. https://doi.org/10.30631/jr-elt.v5i1.17

Islamy, G. N., & Suka, R. (2018). The correlation of students' critical reading strategies and their reading comprehension achievement at the second grade of SMKN 1 Kotabumi. *U-Jet: Unila Journal of English Language Teaching*, *7*(5), 1–14. https://doi.org/10.23960/UJET.V7I5.201806

James, E., Thompson, P. A., Bowes, L., & Nation, K. (2023). Heterogeneity in children's reading comprehension difficulties: A latent class approach. *JCPP Advances*, *3*(4), e12177. https://doi.org/10.1002/jcv2.12177

Kallio, H., Pietilä, A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, *72*(12), 2954–2965. https://doi.org/10.1111/jan.13031

Kaplan, D. E. (2019). Creativity in Education: Teaching for creativity development. *Psychology*, *10*(02), 140–147. https://doi.org/10.4236/psych.2019.102012

Kent, S. C., Wanzek, J., & Al Otaiba, S. (2012). Print reading in general education kindergarten classrooms: What does it look like for students at–risk for reading difficulties? *Learning Disabilities Research & Practice*, *27*(2), 56–65. https://doi.org/10.1111/j.1540-5826.2012.00351.x

Kuşdemir, Y., & Bulut, P. (2018). The relationship between elementary school students' reading comprehension and reading motivation. *Journal of Education and Training Studies*, *6*(12), 97–110. https://doi.org/10.11114/jets.v6i12.3595

Kusuma, D., Zakaria, Z., & Djuwita, P. (2017). English learning management in enhancing junior high school students' writing skills. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, *11*(3), 254–262. https://doi.org/10.33369/mapen.v11i3.3256

Labrigas, M. A. (2022). Factors affecting reading comprehension in Cebuano and English language texts. *International Journal of English Literature and Social Sciences*, *7*(4), 110–120. https://doi.org/10.22161/ijels.74.17

Lesaux, N. K., & Kieffer, M. J. (2010). Exploring sources of reading comprehension difficulties among language minority learners and their

classmates in early adolescence. *American Educational Research Journal*, *47*(3), 596–632. https://doi.org/10.3102/0002831209355469

Maqsood, M., Zahid, A., Asghar, T., Farooqi, S.-H., & Shahbaz, M. (2024). Issues in teaching English in a cultural context. *Migration Letters*, *21*(S4), 1020–1027. https://doi.org/10.59670/ml.v21iS4.7411

McGeown, S., Goodwin, H., Henderson, N., & Wright, P. (2012). Gender differences in reading motivation: Does sex or gender identity provide a better account? *Journal of Research in Reading*, *35*(3), 328–336. https://doi.org/10.1111/j.1467-9817.2010.01481.x

Merga, M. K. (2015). Access to books in the home and adolescent engagement in recreational book reading: Considerations for secondary school educators. *English in Education*, *49*(3), 197–214. https://doi.org/10.1111/eie.12071

Morton, K. L., Atkin, A. J., Corder, K., Suhrcke, M., & van Sluijs, E. M. F. (2016). The school environment and adolescent physical activity and sedentary behaviour: A mixed-studies systematic review. *Obesity Reviews*, *17*(2), 142–158. https://doi.org/10.1111/obr.12352

Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence Based Nursing*, *22*(3), 67–68. https://doi.org/10.1136/ebnurs-2019-103145

Nushi, M., & Jahanbin, P. (2024). The effect of audio-assisted reading on incidental learning of present perfect by EFL learners. *Open Education Studies*, *6*(1), 20240043. https://doi.org/10.1515/edu-2024-0043

Ouellette, G. P. (2006). What's meaning got to do with it: The role of vocabulary in word reading and reading comprehension. *Journal of Educational Psychology*, *98*(3), 554–566. https://doi.org/10.1037/0022-0663.98.3.554

Patton, C., Sawicki, D., & Clark, J. (2015). *Basic methods of policy analysis and planning* (3rd ed.). Routledge. https://doi.org/10.4324/9781315664736

Pertiwi, C. A. A., Mustofa, M., Ubaidillah, M. F., & Hariyanto, S. (2022). The portrait of challenges in teaching English to young learners: A case study in an Indonesian Islamic school. *Journal of English Language Teaching and Linguistics*, *7*(3), 467–478. https://doi.org/10.21462/jeltl.v7i3.892

Qrqez, M., & Rashid, R. (2017). Reading comprehension difficulties among EFL learners: The case of first and second year students at Yarmouk University in Jordan. *Arab World English Journal*, *8*(3), 421–431. https://doi.org/10.24093/awej/vol8no3.27

Radosavlevikj, N. (2021). Teachers' and students' perceptions and challenges in communicative language teaching. *Journal of Teaching English for Specific and Academic Purposes*, *8*(3), 307–317. https://doi.org/10.22190/JTESAP2003307R

Rafiqah, P. (2013). *Enhancing English vocabulary through picture-based play in group B at PAUD Kuncup Mekar Wiro, Bayat, Klaten* [Unpublished bachelor, Universitas Negeri Yogyakarta].

Riadil, I. G. (2020). Investigating EFL learners reading comprehension problems and strategies in Tidar University. *JELLT (Journal of English Language and Language Teaching)*, *4*(1), 48–58. https://doi.org/10.36597/jellt.v4i1.7690

Roinah, R. (2019). Problems in English language learning at STAIN Bengkalis. *QUALITY*, *7*(1), 153–166. https://doi.org/10.21043/quality.v7i1.4966

Safeek, N. M., Hock, K. E., & Nachiappan, S. (2023). Analyzing the requirement for module-based reading intervention for children with reading difficulties in Sri Lanka. *International Journal of Academic Research in Progressive Education and Development*, *12*(4), 544–559. https://doi.org/10.6007/IJARPED/v12-i4/19813

Saori, S., Indriana, P., & Hikmah, H. (2024). Teachers' strategies in teaching reading comprehension. *Academy of Education Journal*, *15*(1), 456–461. https://doi.org/10.47200/aoej.v15i1.2224

Sari, G. R., Santihastuti, A., & Wahjuningsih, E. (2020). Students' perception on reading comprehension problems in narrative text. *LLT Journal: A Journal on Language and Language Teaching*, *23*(2), 342–353. https://doi.org/10.24071/llt.v23i2.2211

Snow, C. E., & Matthews, T. J. (2016). Reading and language in the early grades. *The Future of Children*, *26*(2), 57–74. https://doi.org/10.1353/foc.2016.0012

Snowdon, A., Rothman, L., Slater, M., Kolga, C., Hussein, A., Boase, P., & Howard, A. (2010). Methodology of estimating restraint use in children: Roadside observation or parking lot interview survey. *Accident Analysis & Prevention*, *42*(6), 1545–1548. https://doi.org/10.1016/j.aap.2010.02.020

Songbatumis, A. M. (2018). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, *2*(2), 54–67. https://doi.org/10.18196/ftl.2223

Stevens, E. A., Vaughn, S., Swanson, E., & Scammacca, N. (2020). Examining the effects of a tier 2 reading comprehension intervention aligned to tier 1 instruction for fourth-grade struggling readers. *Exceptional Children*, *86*(4), 430–448. https://doi.org/10.1177/0014402919893710

Suacillo, C. M., Um, S. E., Velasquez, J. M., Villaflores, H. N. R., & Cequena, M. B. (2016). Critical reading strategies, reading comprehension and writing performance of ESL college students: A correlational study. *International Journal of Advanced Research*, *4*(9), 610–623. https://doi.org/10.21474/IJAR01/1526

Sun, J., Flores, J., & Tanguma, J. (2012). E-Textbooks and students' learning experiences. *Decision Sciences Journal of Innovative Education*, *10*(1), 63–77. https://doi.org/10.1111/j.1540-4609.2011.00329.x

Suryati, I., Ratih, K., & Maryadi. (2024). How can teachers tailor success? Innovative strategies for content, process, and product in EFL classrooms. *Voices of English Language Education Society*, *8*(1), 150-162. https://doi.org/10.29408/veles.v8i1.24451

Suwanaroa, S. (2021). Factors and problems affecting reading comprehension of undergraduate students. *International Journal of Linguistics, Literature and Translation*, *4*(12), 15–29. https://doi.org/10.32996/ijllt.2021.4.12.3

Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). A meta-analytic review of the relations between motivation and reading achievement for K–12 students. *Review of Educational Research*, *90*(3), 420–456. https://doi.org/10.3102/0034654320919352

Tran, C. N., & Nguyen, H. B. (2021). Teachers' perceptions of scaffolding EFL students' reading comprehension at high schools in the Mekong Delta, Vietnam. *European Journal of English Language Teaching*, *6*(5). https://doi.org/10.46827/ejel.v6i5.3854

Uccelli, P., Galloway, E. P., Barr, C. D., Meneses, A., & Dobbs, C. L. (2015). Beyond vocabulary: Exploring cross-disciplinary academic-language proficiency and its association with reading comprehension. *Reading Research Quarterly*, *50*(3), 337–356. https://doi.org/10.1002/rrq.104

Wang, L. (2024). Reform and practice of college English reading teaching based on OBE concept. *Frontiers in Educational Research*, *7*(5), 194–199. https://doi.org/10.25236/FER.2024.070531

Wijayanti, S. W. (2020). *The effectiveness of teaching reading using Simplemind Lite application to facilitate students' reading comprehension for non-English department students (An experimental research at Tose preparation 2 academic year 2019/2020)* [Bachelor's thesis: IAIN Surakarta]. https://eprints.iain-surakarta.ac.id/182/

Yeatman, J. D., & White, A. L. (2021). Reading: The confluence of vision and language. *Annual Review of Vision Science*, *7*(1), 487–517. https://doi.org/10.1146/annurev-vision-093019-113509

Yuniar, R. F. (2021). The impact of students' perception on their academic background on their learning motivation. *Journal of English Language Teaching and Learning (JETLE)*, *2*(2), 78–84. https://doi.org/10.18860/jetle.v2i2.11921