

**UNRAVELING THE ENIGMA: EXPLORING STUDENTS'  
DIFFICULTIES IN THE READING TOEFL PREDICTION TEST**

**THESIS**

In partial fulfillment of the requirements  
for the Degree of Master of English Language Education



By  
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Accepted on

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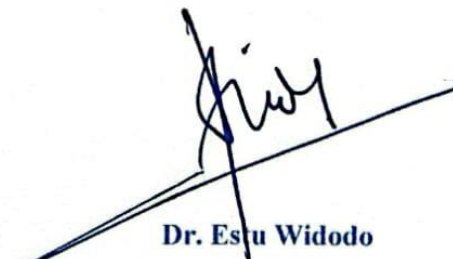
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# **T H E S I S**

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to get the Degree of Master of English Language Education  
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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

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is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
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Malang, 09<sup>th</sup> July 2024

The Writer,


**IRVI TRIYANI**

## **ACKNOWLEDGEMENT**

Praise be to Allah SWT, the Almighty, for His infinite grace and blessings, granting the strength and perseverance needed to complete this thesis. Shalawat and greetings are extended to our Great Prophet Muhammad SAW, his family, his companions, and all his followers.

This research investigates the challenges faced by students in the Reading section of the TOEFL test at Mr. Bob's Kampung Inggris Pare Kediri, aiming to identify specific difficulties and contributing factors. It is my hope that this study provides valuable insights into developing effective strategies to enhance students' reading comprehension and overall performance in TOEFL.

Throughout the process of writing this thesis, I have received immense support and assistance from many individuals. My deepest gratitude goes to:

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I acknowledge that this thesis is not without its imperfections. Therefore, I welcome constructive criticism and suggestions for improvement.

Finally, I hope this thesis will be beneficial to all who read it and contribute positively to the field of language assessment and educational research.

Malang, 09<sup>th</sup> July 2024

The writer

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**UNRAVELING THE ENIGMA: EXPLORING STUDENTS'  
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**ABSTRACT**

This research investigates students' difficulties in the Reading section of the TOEFL test at Mr. Bob's Kampung Inggris Pare Kediri, focusing on identifying specific challenges and contributing factors. Utilizing a quantitative approach, the study analyzed the responses of 120 students to TOEFL Reading tests and questionnaires. Distractor analysis revealed that inference questions posed the greatest difficulty, with an error rate of 83.3%, followed by referential relations and vocabulary in context questions. The study explores internal factors, such as motivation, attitudes, reading habits, and prior knowledge, and external factors, such as the learning environment, teaching methods, and the nature of the reading materials, contributing to these difficulties. Key findings indicate that students' challenges significantly contribute to ineffective reading techniques, unfamiliar topics, lengthy passages, limited vocabulary, memory limitations, concentration issues, lack of practice, and prior test experience. By understanding these factors, the research provides insights into developing effective strategies to improve students' reading comprehension skills and overall performance in the TOEFL Reading section. The study recommends enhancing skimming and scanning skills, providing varied practice with different text types, and addressing external and internal factors through engaging teaching methods and supportive learning environments. These recommendations aim to help students overcome difficulties and achieve better outcomes in the TOEFL Reading test, contributing valuable information to language assessment and test preparation.

**Keywords:** Language Teaching, Reading Difficulties, Reading Techniques, TOEFL

**MENGUNGKAP TEKA-TEKI: MENJELAJAHI KESULITAN SISWA  
DALAM UJIAN PREDIKSI TOEFL MEMBACA**

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**ABSTRAK**

Penelitian ini menyelidiki kesulitan yang dihadapi siswa dalam bagian Membaca tes TOEFL di Mr. Bob's Kampung Inggris Pare Kediri, dengan fokus pada identifikasi tantangan spesifik dan faktor-faktor yang berkontribusi. Dengan menggunakan pendekatan kuantitatif, penelitian ini menganalisis respons dari 120 siswa terhadap tes Membaca TOEFL dan kuesioner. Analisis distraktor mengungkapkan bahwa pertanyaan inferensi menjadi yang paling sulit, dengan tingkat kesalahan sebesar 83,3%, diikuti oleh pertanyaan tentang hubungan referensial dan kosakata dalam konteks. Penelitian ini mengeksplorasi faktor internal, seperti motivasi, sikap, kebiasaan membaca, dan pengetahuan sebelumnya, serta faktor eksternal, seperti lingkungan belajar, metode pengajaran, dan sifat bahan bacaan, yang berkontribusi terhadap kesulitan ini. Temuan utama menunjukkan bahwa teknik membaca yang tidak efektif, topik yang tidak dikenal, teks yang panjang, keterbatasan kosakata, keterbatasan memori, masalah konsentrasi, kurangnya latihan, dan pengalaman tes sebelumnya adalah faktor signifikan yang menyebabkan tantangan bagi siswa. Dengan memahami faktor-faktor ini, penelitian ini memberikan wawasan untuk mengembangkan strategi yang efektif dalam meningkatkan keterampilan pemahaman membaca siswa dan kinerja keseluruhan mereka dalam bagian Membaca TOEFL. Penelitian ini merekomendasikan peningkatan keterampilan skimming dan scanning, memberikan latihan yang bervariasi dengan berbagai jenis teks, dan menangani faktor eksternal dan internal melalui metode pengajaran yang menarik dan lingkungan belajar yang mendukung. Rekomendasi-rekomendasi ini bertujuan untuk membantu siswa mengatasi kesulitan mereka dan mencapai hasil yang lebih baik dalam tes Membaca TOEFL, memberikan informasi yang berharga untuk bidang penilaian bahasa dan persiapan tes.

***Kata Kunci:*** Kesulitan Membaca, Metode Pengajaran, Teknik Membaca, TOEFL

## **1. INTRODUCTION**

Reading is one of the essential parts of the TOEFL test, as it serves as a significant component. The primary objective of including reading in the TOEFL test is to assess the proficiency of both self-learners and individuals intending to undertake the examination. By incorporating reading comprehension, this assessment aims to enhance their reading skills and comprehension in the English language. The TOEFL Reading test is specifically designed to assess comprehension skills when it comes to passages extracted from university-level textbooks. This section comprises 3-4 passages, each accompanied by 10 questions, resulting in a total of 30-40 questions. The length of the passages typically ranges from 600 to 700 words, and you will be given a time frame of 54-72 minutes to complete this section. The TOEFL Reading section encompasses 10 distinct question types, which include vocabulary, reference, inference, purpose, main idea, supporting idea, identifying the author's viewpoint, identifying the author's tone, identifying the author's purpose, and identifying the author's audience.

However, the low average TOEFL Reading scores among course participants represent a significant adversity in the English language learning context. TOEFL preparation course participants often need help developing the reading skills necessary to achieve an adequate TOEFL score (Torikin et al., 2022). Factors such as the quality of course materials, curriculum, and teaching methods used in TOEFL preparation courses can influence participants' performance in the Reading sector (Sadeghi et al., 2021). In addition, feelings of stress and pressure resulting from high expectations in achieving the required TOEFL scores can also harm participants' reading abilities (Roza, 2019). Therefore, a deep understanding of the factors that cause low average scores in TOEFL Reading among course participants is important to formulate effective strategies for improving their learning outcomes.

Reading plays a crucial role in the TOEFL as it is fundamental to developing strong academic skills (Shanks, 2004, p. 19). Effective reading is also

essential for success in college or university. However, many students find the reading comprehension section of the TOEFL to be particularly difficult. Compounding the difficulty, this section is positioned at the end of the exam, demanding complete concentration and focus. To adequately prepare for this section and excel in academic pursuits, it is advisable to engage in extensive English reading. In order to enhance their performance in the TOEFL test, the majority of individuals consider the TOEFL reading test as an essential aspect.

On the other hand, Tuncay (2018) suggests that the most time-consuming aspect of an exam is reading comprehension, which requires the utmost attention from test takers. There are specific time constraints that exam takers must adhere to, making it challenging to read all the given passages and answer the accompanying questions within the allocated time. Each passage is assigned a few minutes, resulting in a total time frame of approximately 50-60 minutes. Various factors can influence an individual's reading comprehension, stemming from both internal and external sources. Internal factors encompass aspects such as motivation, enthusiasm, and abilities, while external factors include the influence of teachers, learning models, approaches, and techniques, media, and suggestions, among others.

Furthermore, the Reading TOEFL Prediction Test is also a useful tool for students preparing for the actual TOEFL test as it simulates exam conditions. It is widely recognized that the TOEFL test, particularly the reading section, holds immense significance for students learning English as a foreign language (EFL) who wish to undertake it. Regrettably, based on pre-observed conducted by the researcher, it revealed that a significant number of participants encountered difficulty and obtained the lowest scores in the reading section. As a result, this research aims to uncover the complexities of these problems and understand the difficulties that students encounter in comprehending academic texts. Thus, this research seeks to answer the following main questions:

1. What are the students' difficulties in TOEFL reading?
2. What are the factors contributing to students' difficulties in TOEFL reading?

By addressing these questions, this research endeavors to shed light on the enigma surrounding students' difficulties in the TOEFL Prediction Test. It will contribute valuable insights to the field of language assessment and test preparation by exploring students' difficulties in the reading TOEFL prediction test, focusing on external and internal factors within the context of the course setting.

## **2. LITERATURE REVIEW**

### 2.1 Reading comprehension

Reading comprehension is a critical ability in understanding written text, which involves interpreting, analyzing, and synthesizing the information contained in the text (Mustafa & Bakri, 2020). Reading comprehension is the process of understanding and interpreting text information, including the ability to draw conclusions, identify main details, and connect new information with existing knowledge Mohd Yussof et al. (2012). Thus, reading comprehension includes understanding a text's literal, implicit, and contextual meaning while allowing readers to relate information to previous knowledge and formulate in-depth interpretations. This ability is an important foundation for developing literacy and understanding data in the context of education and everyday life.

### 2.2 Reading TOEFL

The TOEFL reading section currently follows the Enright et al. (2000) framework, which includes the initial three objectives. Additionally, it incorporates inference tasks that share similarities with other task types, as mentioned by Cohen and Upton (2006). ETS (2007) provides specific task requirements that assess both fundamental and advanced comprehension skills. Fundamental skills focus on word decoding, while advanced skills pertain to sentence comprehension. Additionally, inferencing tasks evaluate higher-order

cognitive abilities, allowing readers to connect information within sentences and draw inferences that are not directly stated but are pertinent to the author's message. Finally, reading-to-learn tasks assess advanced comprehension by examining how information is structured within the text. This includes organizing various data segments related to the topic, developing a conceptual framework, and connecting details to main ideas to achieve specific stylistic goals, such as illustrating cause and effect.

### 2.3 TOEFL Reading Difficulties

Several research studies conducted in the field of literature have shed light on the obstacles encountered by students in the realm of reading. The research conducted by Jasrial et al. (2022) examined the difficulties encountered by many EFL students when taking the TOEFL test, resulting in scores below the minimum requirement. The findings indicated that the students faced a high level of difficulty in comprehending and answering questions related to the TOEFL test. Understanding the main idea of the passage, whether explicitly stated or implied, was identified as the most challenging aspect in the reading comprehension section. Consequently, these difficulties highlight the slow progress of nursing students in terms of their English proficiency. To address this issue, English lecturers or instructors should explore alternative teaching methods or techniques that are better suited to enhance students' English proficiency, enabling them to perform successfully in the TOEFL test.

Moreover, according to the study conducted by Fitria (2022) the Reading Comprehension session is designed to assess the skills of test takers in comprehending, interpreting, and analyzing reading passages on a wide range of topics. The passages being tested adhere to specific patterns and standards. However, a major difficulty arises when test takers feel unmotivated to tackle reading questions, particularly when faced with lengthy passages. This lack of motivation often leads to procrastination, laziness, and frustration. Even when attempting to engage with the material, students or test takers frequently find themselves becoming drowsy as they work through the reading problems.

Consequently, their concentration diminishes, making it increasingly difficult to grasp the meaning and content of the passages.

Answering TOEFL reading questions can be a complex task, as it involves various elements and conditions that affect the level of difficulty. These elements are interconnected, indicating that the difficulty of reading is influenced by multiple variables. Several difficulties are encountered by students when it comes to reading the TOEFL. Firstly, they struggle with employing the reading techniques of skimming and scanning effectively in order to identify the main idea or key points within lengthy passages. Additionally, students often find themselves overwhelmed by the abundance of unfamiliar vocabulary present in TOEFL reading materials, having a restricted capacity for memory retention while perusing the passages of the TOEFL test and are preoccupied with the task of deciphering each individual word and sentence during the process of reading said passages (Fitria, 2022)

According to the findings of a recent study conducted by Friska (2022), it was determined that the reading section of the TOEFL test is considered the most difficult due to limitations in vocabulary. The study revealed that students faced difficulties in answering the reading test due to poor reading comprehension, which is a common issue in EFL classrooms among secondary school students (Nanda & Azmy, 2020). Previous research conducted by (Hung & Huang, 2019) also supports this notion, highlighting the negative consequences of poor reading comprehension on students' future studies and careers. This is particularly significant as English proficiency tests like the TOEFL are often required for students to pursue further education or career opportunities.

Based on numerous studies that have been examined by the researcher, they share a common objective, which is to investigate the difficulties encountered by test takers in comprehending and responding to the TOEFL reading test, particularly in terms of predicting test outcomes. However, previous researchers have also adopted different approaches to identifying the issues and underlying factors. Then, the researcher collective effort lies in exploring the obstacles faced by students in the TOEFL reading test by analyzing previous research and the

problems encountered by the researchers themselves. This knowledge is crucial for test takers to successfully complete the TOEFL reading test. A notable distinction from previous researchers is that they not only focus on the difficulties faced by test takers but also delve into the factors that contribute to these difficulties, aiming to uncover the elements that hinder test takers from effectively answering the TOEFL reading test.

In terms of research relevance to the curriculum, the reading TOEFL prediction test consists of six different question types: Main Idea, Factual Information, Organization and Logic, Referential Relationships, Vocabulary in Context, and Inference. Through the examination conducted in this study, the researcher will focus on identifying the difficulties faced by students in six different types of reading questions. By pinpointing the most problematic areas for participants to respond to, the researcher will be able to determine the level of difficulty associated with each question type.

#### 2.4 Factors in the TOEFL reading test

Reading comprehension is a crucial skill that requires an understanding of various dimensions, and it will be one of the important parts to be mastered in TOEFL reading. According to Abbas (2021) these factors encompass various dimensions. Firstly, internal individual factors such as language proficiency, background knowledge, and emotional intelligence play a significant role in reading comprehension. Secondly, external factors such as the learning environment, teaching methods, and choice of reading materials also have a substantial impact. Furthermore, Schiefele and Schaffner (2016) emphasize the significance of motivation in enhancing reading comprehension. Individual motivation, whether intrinsic or extrinsic, can determine the level of effort one puts into comprehending a text. Hence, the comprehension of reading material is a result of a complex interplay between internal and external factors that mutually influence each other. Understanding the dynamics of this interaction is crucial for developing effective teaching strategies.



The study conducted by Fitria (2022) examined the impact of both internal and external factors on reading difficulties. The research findings of this study demonstrate that internal and external factors play a significant role in influencing reading difficulties. Specifically, the study identifies two main factors that contribute to the challenges encountered during the TOEFL reading test. The first factor pertains to internal factors, which encompass various aspects originating from the reader themselves. These internal factors comprise motivation, attitudes, interest in reading, reading habits, emotional state, physical health, prior knowledge and experiences, reading skills, perceived benefits of reading, and the reader's level of intelligence. On the other hand, external factors refer to elements that arise from outside the reader. These external factors include the surrounding environment, time constraints, technical aspects, and the nature of the text being read. Consequently, there are highlights that students face difficulties in TOEFL reading due to a combination of internal and external factors.

In the research conducted by Alowalid et al. (2018), the identification of factors plays a crucial role in understanding the issues related to reading comprehension and TOEFL reading. In order to achieve success in the TOEFL reading test, individuals must first comprehend the text and grasp the main points effectively. This study reveals that linguistic factors are significant in this regard. The findings indicate that grammar does not have a direct impact on reading comprehension, whereas vocabulary does not influence it either. However, spelling does have an effect on reading comprehension. Among the three linguistic factors examined, spelling emerges as the most influential factor. Therefore, it is essential to consider linguistic factors, particularly spelling, when studying reading comprehension. To enhance reading skills and achieve a better understanding of texts, it is recommended to enhance grammatical knowledge through various methods, such as focusing on form and explicit instruction.

In the study conducted by Febriani et al. (2019), the findings revealed that the Reading section of the TOEFL test presented various challenges for test takers. The researchers utilized a 4-point Likert Scale to assess different aspects of the test, and the results indicated that the highest level of difficulty was observed in

reading comprehension problems associated with the Reading Comprehension Process. Following this, the aspects of Motivation, Background Knowledge, Lack of Reading Strategies, and Language Knowledge were identified as progressively less problematic. These findings suggest that students encounter difficulties in five distinct areas when it comes to the Reading section of the TOEFL test.

Multiple studies in the past have been examined by the researcher with regard to the similarity in their exploration of factors influencing TOEFL reading. However, there are slight variations in the specific types of factors identified by each of these researchers. The current study places emphasis on investigating the factors that contribute to test takers encountering difficulties in obtaining satisfactory answers. In order to get the objective of this research is to identify the specific factors that test takers face and subsequently offer strategies to address these challenges.

### **3. RESEARCH METHOD**

#### **3.1 Research Design**

In this research, the research design used quantitative design. Quantitative research aims to understand a particular phenomenon by providing numerical data and statistical analysis (Ghanad, 2023). This research focused on understanding students' difficulties in reading TOEFL and the factors contributing to these difficulties. Consequently, this research analyzed the results of answers on students' worksheets in the reading section of the TOEFL test as the primary research instrument. Through careful analysis of students' answers, the researcher could reveal error patterns, specific areas of difficulty, and specific aspects of their difficulty in reading the TOEFL prediction test during the learning process of the English course.

#### **3.2 Data and Sources of Data**

This research was conducted at Mr. Bob's Kampung Inggris. As is known, the TOEFL test is the most specialized test studied, and in a course setting, it is more accurate if the students want to make test predictions. The researcher had pre-

observed that most students have several difficulties in TOEFL Reading, with factors that are still unclear. Therefore, the researcher researched this location to identify the most common difficulties and general factors frequently appearing in TOEFL test predictions for the reading section. As it is known, TOEFL is essential for academic purposes, scholarships, and other administrative purposes. The subject of this research focused on the TOEFL reading class at Mr. Bob's Kampung Inggris Pare Kediri, which consists of 120 students. This research aimed to identify, explain, and describe the factors that cause difficulties in the TOEFL reading prediction test. The type of data used in this study is quantitative data, which was collected through student TOEFL reading test worksheets and questionnaires distributed to the students. The sources of data include the results from student TOEFL reading test worksheets and the questionnaires.

### 3.3 Data Collection

The data collection process in this research was carried out for one month, starting from March 22 to April 22 2024. The main data collection method used was tests, with a focus on analyzing the results of students' worksheet answers in the reading section of the TOEFL test from a sample of 120 students. The use of this test instrument is directed at comprehensively identifying the difficulties students face when answering the TOEFL reading section, so that it can provide in-depth insight regarding aspects that require more attention in the context of English learning.

Furthermore, in the second data collection, researchers used a questionnaire distributed via the Google Form link. This questionnaire contains specific statements that aim to explore internal and external factors that influence the difficulties experienced by participants when taking the TOEFL reading prediction test. The process of verifying the accuracy of the information submitted by respondents was carried out through a Google Form questionnaire, as a step to ensure the integrity and validity of the data collected which will be used in the analysis of this research. Thus, the use of questionnaires in parallel with the use of tests provides an additional dimension in understanding the context and factors

that contribute to difficulties in understanding English texts, completing the perspective of the TOEFL test results.

### 3.4 Data Analysis

In analyzing this research data, the researcher used distractor analysis techniques, namely a method that allows researchers to identify and understand the difficulties faced by students by analyzing incorrect answer choices (distractors) in the TOEFL reading test section to count the number of correct and incorrect answers given by students in TOEFL reading questions. Apart from that, the researcher focuses more on describing and explaining wrong answers by examining the types of questions in the TOEFL Reading section. The results will show which types of questions students have the most difficulty with.

Meanwhile, the researcher used a questionnaire instrument to answer the second research question. The questionnaire aims to identify internal and external factors that influence students' difficulties in the TOEFL reading test. The results of the questionnaire analysis would then be presented in a descriptive statistic, allowing the researcher to explore the factors that contribute to students' difficulties thoroughly.

## 4. FINDINGS AND DISCUSSION

### 4.1 Findings

The findings of the study, along with the corresponding discussion to address the research inquiries, are outlined in this chapter. These findings were derived from the TOEFL Reading tests and the result of Questionnaire conducted by the researcher. Further elaboration is provided below.

#### 4.1.1 The students' difficulties in TOEFL reading

This research investigates students' difficulties in answering TOEFL Reading questions using the distractor analysis method. There are six types of questions in this research, namely: Find main idea, Factual Information, Organization and Logic, Referential Relationship, Vocabulary in Context, and Inference. By analyzing the answers of 120 students, this research aimed to identify the most

difficult questions and the most common error patterns. Distractor analysis was carried out for each question to see how many students answered incorrectly and to find out which types of questions most often caused errors. The following are the results of the analysis:

*Type 1: Find main idea*

Find main idea questions test students' ability to identify the main subject of the entire reading or the main subject of one or more paragraphs in the reading. This type of question generally asks about the main discussion of the reading, the answer to a particular question by the reading, or the author's main point in a particular paragraph.

**Table 1 Students' Responses on Find Main Idea Questions**

Item questions	Number of students with errors	Percentage of errors
1	50	41.7%
11	80	66.7%
22	85	70.8%
26	70	58.3%
37	72	60%

Table 1 above provides a clear picture of the difficulties students face in answering TOEFL Reading questions, especially in identifying the main idea of the reading or paragraph. From the data provided, it appears that some students experience significant difficulties in understanding and interpreting the main ideas conveyed in the text. Question number 22 is a prime example, with 85 students or around 70.8% of the total students tested answering incorrectly, indicating a high level of difficulty in identifying the main subject of reading.

Apart from that, question number 11 also showed a significant error rate, where 80 students or around 66.7% answered incorrectly. The difficulty with this question may be due to the complexity or length of the paragraph that students must analyze to find the main idea. However, there were also some questions with

lower error rates, such as question number 1, which suggests that students may be more comfortable identifying the main idea in questions that are more direct or easier.

The findings suggest that the ability to recognize the main idea in reading requires the development of deeper skills and effective reading strategies. To improve students' ability to answer find main idea questions, it is essential to focus on enhancing their skills in identifying the main subject and supporting ideas within paragraphs. Additionally, teaching effective reading strategies such as skimming and scanning, along with providing varied practice oriented towards different types of texts, can significantly contribute to better comprehension and performance in this area.

*Type 2: Factual Information*

Factual information questions require students to pinpoint key details and central information that are explicitly stated in the text. These questions may also inquire about the accuracy of the information, asking whether it is correct, incorrect, or absent from the reading material.

**Table 2 Students' Responses on Factual Information Questions**

Item questions	Number of students with errors	Percentage of errors
8	39	32.5%
9	79	65.8%
19	55	45.8%
21	84	70%
33	54	45%
38	29	24.2%
43	76	63.3%
44	87	72.5%
49	88	73.3%

50	69	57.5%
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Table 2 above shows variations in the number of students who gave wrong answers to various question numbers. For example, in question number 38, only 29 students or around 24.2% of the total students gave the wrong answer, indicating a relatively low error rate. However, in question number 21, the number of students who answered incorrectly reached 84 or around 70% of the total students tested, indicating a high error rate.

Meanwhile, questions number 9, 43, 44, 49, and 50 also show significant error rates, with error percentages above 60%. This shows that students have difficulty identifying the factual information provided explicitly in the text in these questions. However, there are also questions with relatively low error rates, such as questions number 8 and 38. This may indicate that students are better able to recognize factual information in certain contexts or topics that are more familiar to them.

The results of this research highlight the need to develop effective teaching strategies in helping students improve their ability to answer factual information questions. Teaching strategies that can be implemented include increasing students' understanding of factual information in texts, teaching effective reading strategies to identify factual information, and providing varied and oriented exercises on factual information questions.

### *Type 3: Referential Relationship*

Referential relationship questions ask about the connection between pronouns and other grammatical references, as well as words or phrases mentioned earlier in the reading, is a topic frequently explored in these inquiries. Such questions commonly inquire about nouns or concepts that are subsequently referred to by pronouns or abstract nouns in the reading material.

*Table 3 Students' Responses on Referential Relationship Questions*

Item questions	Number of students with errors	Percentage of errors
5	89	74.2%
7	56	46.7%
14	73	60.8%
23	90	75%

Table 3 above shows that students experience significant difficulties in answering referential relationship questions. In question number 5, as many as 89 students or around 74.2% of the total students tested gave the wrong answer. Likewise with question number 23, where 90 students or around 75% of the total students tested answered incorrectly. Meanwhile, question number 7 had a relatively lower error rate compared to the other questions, with 56 students or around 46.7% answering incorrectly. However, this error rate still shows that more than a quarter of students have difficulty identifying referential relationships in texts.

On the other hand, the error rate in question number 14 was 60.8%, also indicating significant difficulty in identifying referential relationships in the text. This shows that students need to improve their understanding of the use of pronouns and other grammatical references in reading contexts.

Overall, it can be concluded that it shows that students need help in improving their understanding regarding the use of pronouns and grammatical references in reading contexts. Teaching strategies that can help students improve this understanding include providing clear explanations of the use of pronouns and grammatical references in texts, providing exercises that involve identifying referential relationships in texts, and encouraging students to read carefully and pay attention to pronouns and other grammatical references in texts. reading context. Thus, it is hoped that students can improve their skills in identifying referential relationships in text and reduce the error rate on this type of question in the TOEFL Reading test.



*Type 4: Vocabulary in context*

Vocabulary in context questions focus on understanding the meanings of specific words and phrases as they appear within the reading material. These inquiries may seek synonyms or definitions of key terms, as well as the straightforward meanings of words or phrases that are employed figuratively. Additionally, vocabulary questions may address words that possess multiple meanings based on their contextual usage.

**Table 4 Students' Responses on Vocabulary in Context Questions**

Item questions	Number of students with errors	Percentage of errors
2	72	60%
3	70	58.3%
6	66	55%
10	48	40%
12	10	8.3%
15	81	67.5%
16	75	62.5%
17	60	50%
18	44	36.7%
24	32	26.7%
25	59	49.2%
27	72	60%
28	64	53.3%
29	75	62.5%
30	34	28.3%
34	54	45%
35	67	55.8%

36	47	39.2%
46	84	70%
48	72	60%

Table 4 shows variations in the number of students who gave incorrect answers to various question numbers. For example, in question number 15, as many as 81 students or around 67.5% of the total students tested gave wrong answers, indicating a significant error rate. Likewise with question number 46, where 84 students or around 70% of the total students tested answered incorrectly. However, there are also questions with relatively lower error rates, such as questions number 12 and 24, with error percentages of only 8.3% and 26.7% respectively. This may indicate that students are more comfortable in identifying the meaning of words and phrases in the context of the reading in these questions.

The results of this research indicate that students experience significant difficulties in answering vocabulary in context questions. Teaching strategies that can help students improve their understanding in this case include improving students' skills in understanding the meaning of words and phrases in the context of reading, providing exercises that involve identifying synonyms or definitions of important words and phrases in texts, and encouraging students to expand their vocabulary and understanding. the meaning of new words in the context of reading.

#### *Type 5: Inference*

Inference questions seek information that is heavily implied within the text. These inquiries rely on details that are clearly stated in the reading material. For instance, if a particular effect is discussed, an inference question could inquire about its underlying cause. Similarly, if a comparison is presented, the inference question may request clarification on the grounds for that comparison.

*Table 5 Students' Responses on Inference Questions*

Item questions	Number of students with errors	Percentage of errors
31	62	51.7%
32	20	16.7%
39	100	83.3%
40	72	60%
41	66	55%
45	33	27.5%
47	91	75.8%

From table 5 above, it can be seen that there is significant variation in the number of students who gave wrong answers to various questions. Question number 39 stands out with a very high error rate, namely 100 students or around 83.3% of the total students tested. This shows students' difficulty in drawing conclusions from the information provided in the reading. However, there are also questions with relatively lower error rates, such as questions number 32 and 45, with error percentages of only 16.7% and 27.5% respectively. This suggests that students may be better able to draw conclusions from certain information in the reading.

Therefore, to improve students' skills in answering inference questions, appropriate teaching strategies are needed. This includes training students in drawing inferences from explicit information in texts, encouraging them to read carefully and understand the implications of the information presented, and providing exercises that involve deeper understanding and interpretation of complex passages. In this way, it is hoped that students can improve their ability to draw conclusions from information in reading and reduce the error rate on this type of question in the TOEFL Reading test.

Consequently, the most frequently selected incorrect answer by students taking the TOEFL reading test is option number 39, with 100 out of 120 students

choosing this distractor. This particular distractor is classified as an inference question type, which seeks information implied within the text. Such questions may require students to deduce effects referenced in the passage or to interpret a new phenomenon based on the characteristics of a previously described one.

In addition, upon analysis it can be concluded that inference question is the most difficult for students due to the presence of distractors. Inference questions in TOEFL Reading can be categorized under the analysis level in Bloom's taxonomy, as identified by Bloom and Krathwohl (1956). The analysis level entails dissecting information into its components by recognizing underlying motives and causes, drawing inferences, and gathering evidence to substantiate generalizations. Conversely, the inference question pertains to the analysis level within Bloom's Taxonomy; however, in the reading segment of the TOEFL exam, the main emphasis is on understanding the text's meaning and making sound logical deductions.

*Type 6: Organization and logic*

Questions related to organization and logic focus on the framework of a text and its inherent reasoning. You might be required to clarify the rationale behind an author's inclusion of specific details, or you may need to recognize the organizational format of the text.

***Table 6 Students' Responses on Organization and Logic Questions***

Item questions	Number of students with errors	Percentage of errors
4	59	49.2%
13	81	67.5%
20	13	10.8%
42	50	41.7%

Table 6 illustrates that there is variation in the number of students who gave incorrect answers to various questions. Question number 13 stands out with a high error rate, namely 81 students or around 67.5% of the total students tested. This

shows students' difficulty in identifying the organizational structure or internal logic of a text. However, there are also questions with a relatively lower error rate, such as question number 20, with an error percentage of only 10.8%. This suggests that students may be better able to identify the organizational structure or internal logic of a particular text.

To help students improve their ability to identify the organizational structure and internal logic of a text, appropriate teaching strategies are necessary. This includes training students in analyzing and understanding the reasons behind the presentation of certain information in a text, as well as providing exercises that allow students to better understand the relationships between parts of a text. In this way, it is hoped that students can improve their skills in identifying the organizational structure and internal logic of a text, as well as reduce the error rate on this type of question in the TOEFL Reading test.

#### 4.1.2 The factors contribute to students' difficulties in TOEFL reading

The primary objective of the second focus study is to address the research question and investigate the level of difficulty associated with the TOEFL prediction test in reading. The form and statements found in the questionnaire table were adopted by the researcher from Fitria (2022). Both external and internal factors play a significant role in contributing to the difficulties faced by students in TOEFL reading. The research has yielded the following findings:

**Table 7 External Factors (Reading Techniques)**

No	Statement	Indicator		
		Yes	Sometimes	No
1	Using the reading technique of skimming to find the main idea or point of the reading as a whole.	42 (35%)	50 (41,66%)	22 (18%)

2	Using techniques of scanning to find more specific information from a long reading in the reading.	42 (35%)	50 (41,6%)	22 (18%)
3	Choosing to do the easy questions first and then the difficult questions in TOEFL reading.	56 (46,6%)	47 (39,1%)	17 (14,1%)
4	Reading the passages first, then reading the questions in reading questions.	76 (63,33%)	15 (12,5%)	29 (24,1%)

The data presented in Table 7 above outlines the external factors associated with the Reading technique. The initial assertion pertains to the utilization of the skimming reading technique to pinpoint the primary idea or essence of the reading material in its entirety. According to the data, 42 students (35%) responded affirmatively, 50 students (41.66%) responded occasionally, and 22 students (18%) responded negatively. These findings indicate that a larger number of students tend to occasionally employ the skimming reading technique to grasp the main idea in TOEFL reading passages. The subsequent statement pertains to the use of the scanning technique to extract more detailed information from extensive reading material. Similarly, 42 students (35%) responded positively, 50 students (41.66%) responded occasionally, and 22 students (18%) responded negatively. The second statement shows the same pattern as the first statement, indicating that students are more inclined to sometimes use the scanning technique to find specific information in TOEFL passages. When answering TOEFL reading questions, mastering both skimming and scanning reading techniques is essential. Skimming enables readers to swiftly review the first or last sentence of a paragraph, helping them to understand the primary topic and concept of the text. On the other hand, scanning involves carefully reading

specific sentences to understand their meaning. It is crucial to have a command of both techniques in order to effectively navigate TOEFL reading passages.

The third statement indicates that a majority of students prefer to tackle the easy questions first before moving on to the difficult ones in TOEFL reading. Out of 120 students surveyed, 56 students (46.66%) answered yes, 47 students (39.1%) answered sometimes, and 17 students (14.1%) answered no. It appears that students tend to prefer answering the easier questions before tackling the more difficult ones in the TOEFL reading section. The fourth point emphasizes the strategy of reading the passages before reviewing the questions in the reading section. Out of 120 students, 76 students (63.33%) answered yes, 15 students (12.5%) answered sometimes, and 29 students (24.1%) answered no. The results indicate that the majority of students prefer Reading the passages first, then reading the questions in reading questions.

Furthermore, Table 8 below illustrates further external factors related to the reading materials under discussion. To begin with, I am not well-acquainted with the topic or theme of the TOEFL reading. A total of 67 students, representing 55.8%, responded affirmatively, while 53% indicated they were not familiar. This indicates that a greater number of students feel unacquainted with the topics presented in the TOEFL reading passages. Regarding the second statement, I believe the reading passages in the TOEFL are excessively lengthy, leading to feelings of being overwhelmed. Here, 89 students, or 74.1%, answered yes, while 31 students, accounting for 25.83%, responded no. It is evident that a significant majority of students perceive the reading passages as too long. In the third statement, I feel that there is a considerable amount of foreign or unfamiliar vocabulary in the reading passages. In this case, 67 students, or 55.83%, answered yes, while 53 students, or 44.6%, answered no. The responses clearly indicate that a larger number of students believe there is a substantial presence of foreign or unfamiliar vocabulary in the reading passages. The factors contributing to students' challenges in completing the TOEFL reading test are reflected in the higher number of affirmative responses to these three statements below.

**Table 8 External Factors (Reading Passage)**

No	Statement	Indicator.	
		Yes	No
1	Feeling unfamiliar with the topic/theme of the TOEFL reading. I am unfamiliar.	67 (55,8%)	53 (44,1)
2	Feeling the reading passages in the TOEFL reading are too long. Feeling too much.	89 (74,1%)	31 (25,83%)
3	Feeling that lots of foreign/unfamiliar vocabulary in the reading passages.	67 (55,83%)	53 (44,6%)
4	Feeling that the TOEFL reading are too high (50 questions).	77 (64,16%)	43 (35,83%)
5	Feeling the amount of time to complete the TOEFL reading questions is short, as it is only about 55-60 minutes	62 (51,66%)	58 (48,33%)

In addition, the fourth statement indicates that 77 students or 64.16% answered yes, feeling that the TOEFL reading questions are too high (50 questions), while 43 students or 35.83% answered no. It is evident that more students answered yes and feel that the TOEFL reading questions are too high (50 questions). Transitioning to the fifth statement, there is a perception that the allotted time for completing the TOEFL reading questions is limited, as it spans merely 55 to 60 minutes., 62 students or 51.66% answered yes, and the remaining 58 students or 48.33% answered no. In this result, it is clear that more students answered yes and feel that the time allocated for TOEFL Reading questions is short. Furthermore, the fourth and fifth statements show that students tend to answer yes more frequently, which is a contributing factor to the difficulties students face when working on the TOEFL reading test.



**Table 9 Internal Factor (Students' Self)**

No	Statement	Indicator		
		Yes	Sometimes	No
1	Having limited memory when reading the TOEFL passages	45 (37,5%)	44 (36,66%)	31 (25,83%)
2	Tending to neglect difficult questions than easy questions	48 (40%)	44 (36,66%)	28 (23,33%)
3	Having a lack of concentration in working on TOEFL reading questions	27 (22,5%)	49 (40,83%)	44 (36,66%)
4	Having previous experience in taking the TOEFL reading test before	20 (16,66%)	20 (16,66%)	80 (66,66%)
5	Having a lack of practice in reading TOEFL's passages	28 (23,33%)	10 (8,33%)	82 (68,33%)
6	Having boredom when doing TOEFL reading questions	32 (26,66%)	22 (18,33%)	66 (55%)
7	Feeling easily distracted by other things when reading the TOEFL reading test	18 (5%)	27 (22,5%)	75 (62,5%)
8	Being busy translating each word/sentence while doing/reading the TOEFL test.	38 (31,66%)	42 (35%)	40 (33,33%)

The data presented in the table 9 related to internal factors by the students. Specifically, 45 students, accounting for 37.5% of the total, responded affirmatively, 44 students (36.66%) responded with "sometimes," and 31 students (25.83%) responded negatively when questioned about experiencing memory limitations while reading TOEFL passages. It is evident that more students answered yes, indicating that they have limited memory when reading passages, but only slightly more students also feel that they sometimes have limited memory when reading TOEFL passages. Moving on to the second statement, regarding In relation to the inclination towards difficult and easy questions, it was observed that 48 students or 40% responded affirmatively, indicating a tendency to neglect

challenging questions. Similarly, 44 students or 36.66% answered that they sometimes neglect difficult questions, while only 28 students or 23.33% responded negatively. Notably, a greater number of students acknowledged their tendency to neglect difficult questions compared to easy ones.

Moving on to the third statement regarding the lack of concentration while working on TOEFL reading questions, it was found that 27 students or 22.5% responded positively, indicating a lack of concentration. Additionally, 49 students or 40.83% answered that they sometimes experience a lack of concentration, while 44 students or 36.66% responded negatively. It is evident that a larger proportion of students occasionally face difficulties in maintaining concentration while working on TOEFL reading questions. Furthermore, the majority of students answered negatively, suggesting that they do not encounter a lack of concentration in this context.

In the fourth statement, 20 students or 16.66% answered yes, 20 other students or 16.66% answered sometimes, a total of 80 students, representing 66.66%, indicated that they had no prior experience with the TOEFL reading test. This suggests that a significant number of students lack previous exposure to this assessment. In relation to the fifth statement, 28 students, or 23.33%, responded affirmatively, 10 students, or 8.33%, said sometimes, while 82 students, accounting for 68.33%, reported no lack of practice with TOEFL reading passages. This indicates that the majority of students do not perceive a deficiency in their practice of reading these passages. Finally, regarding the sixth statement, 32 students, or 26.66%, answered yes, 22 students, or 18.33%, responded sometimes, and 66 students, or 55%, stated no when asked if they experienced boredom while answering TOEFL reading questions. This clearly shows that a larger portion of students did not feel bored during this activity.

Additionally, the seventh statement reveals that a greater number of students indicated they do not feel easily distracted by external factors while taking the TOEFL test. Among the 18 students surveyed, 15% responded affirmatively, 22.5% (27 students) reported sometimes feeling distracted, while the majority,

62.5% (75 students), stated they do not experience distractions. Transitioning to the eighth statement, it addresses the issue of students being preoccupied with translating each word or sentence during the TOEFL test. It is clear that more students answered no. Out of 38 students, 31.66% answered yes, 42 students or 35% answered sometimes, and 40 students or 33.33% answered no. These are some factors that can influence students internally, related to themselves, causing difficulties in completing the TOEFL reading test.

## 4.2 Discussion

### 4.2.1 The students' difficulties in TOEFL reading

The findings of this study reveal several key insights into the difficulties students face on the TOEFL reading section in Mr. Bob's Kampung Inggris, Kediri. Using a quantitative approach and utilizing distractor analysis techniques, researchers identified distinct error patterns and areas of challenge among students. The results of the study highlighted those students had the most difficulty with Inference questions, followed by Referential Relations and Vocabulary in Context questions. For example, question number 39 in the Inference category has an error rate of 83.3%, indicating a major challenge in drawing conclusions from the information provided. This finding is in line with the research from Jasrial et al. (2022), who found that understanding the main idea, whether stated explicitly or implied, was the most challenging aspect for EFL students in the TOEFL reading section.

Fitria's research (2022) also strengthens the results of this research which identified that students often have difficulty with skimming and scanning techniques to identify the main idea or important points in long reading. In addition, Friska (2022) underlines that limited vocabulary is a significant obstacle to comprehension in the reading section of the TOEFL test. This study corroborates these findings, showing that Vocabulary in Context questions also pose a considerable challenge, with error rates reaching up to 70%. Additionally, Hung and Huang (2019) emphasized the long-term negative consequences of

poor reading comprehension on students' academic and professional futures, reinforcing the importance of addressing these difficulties early.

On the other hand, the results of error rate analysis on various types of TOEFL reading questions provide a comprehensive picture of the specific difficulties students face. High error rates in inference questions underscore the need for improved instruction in critical reading and logical reasoning. Developing students' ability to identify important details that support inferential thinking and providing practice with varied and increasingly complex texts can be effective. This is supported by the findings of Nanda and Azmy (2020) which emphasize the need to improve reading comprehension skills in EFL classes.

Students also showed significant difficulty in understanding pronoun usage and grammatical references, with error rates reaching 75% in Referential Relations questions. Teaching strategies should include explicit instruction about the use of referential language and contextual clues in texts. Exercises that focus on tracing referential pronouns back to their antecedents can improve understanding and reduce errors. Although some Vocabulary in Context questions had lower error rates, the overall performance indicated the need for better vocabulary teaching. Integrating vocabulary learning with context-based exercises can improve students' ability to infer meaning from context. Frequently getting to know new vocabulary through reading various texts can increase students' lexical knowledge and application, this is important considering Friska's (2022) findings regarding limited vocabulary.

The error rate of questions about the organizational structure and internal logic of the text suggests that students need more practice in understanding the author's intent and the logical flow of information. Teaching strategies should include analysis of sample texts to identify their structure and logical development, as well as exercises that allow students to better understand the relationships between parts of the text. This strategy is in line with the recommendations of Jasrial et al. (2022) to improve understanding of the main ideas in the text.

Thus, it can be concluded that this research highlights the significant challenges faced by students in the TOEFL reading section and provides targeted recommendations to overcome these difficulties. By focusing on specific identified areas of difficulty, educators can adapt their teaching to address the most challenging aspects of the reading passage. This includes incorporating more exercises with inference questions, improving vocabulary instruction, and providing exercises that enhance understanding of referential relationships and text organization. Additionally, encouraging extensive reading and critical analysis of texts can help students develop the skills necessary to perform better on the TOEFL reading section.

#### 4.2.2 The factors contribute to students' difficulties in TOEFL reading

This section explores the second research question: What are the factors that contribute to students' difficulties in TOEFL reading? By analyzing both external and internal factors through a quantitative approach, we identified significant elements that impede students' performance. The findings are based on descriptive statistics from a questionnaire administered to 120 students at Mr. Bob's Kampung Inggris Pare Kediri.

##### *External Factors*

The use of reading techniques plays an important role in the challenges faced by students in facing the TOEFL test. Most students rely on a combination of skimming and scanning techniques, which are essentially designed to identify key information in text quickly and efficiently. However, the results show that only a small percentage of students consistently apply these techniques effectively. From the research results, around 35% of students adopted skimming as the main tool for finding main ideas, with 41.66% using it sporadically. Likewise, the use of scanning techniques was also found at a similar level, where around 41.66% of students used this technique to find certain information. Nonetheless, the results show a gap between the implementation of these

techniques and an effective understanding of how to use them. This highlights the need for better training and practice in this crucial reading strategy.

It was also found that students had difficulty applying effective reading techniques such as skimming and scanning. Although these techniques are important in identifying main ideas and specific information in TOEFL texts, most students use these techniques only to a limited extent. Furthermore, the preference to complete easier questions first highlights the existence of strategies that may not always be optimal in improving performance. However, the majority of students preferred to read the entire text before answering questions, reflecting a common approach among examinees. This finding is in line with the results of Fitria (2022), who emphasized that effective mastery of skimming and scanning is very important in managing long TOEFL texts well. In this context, greater efforts are needed to provide students with a deeper understanding of effective reading strategies, with the aim of improving their skills in facing the TOEFL test.

The challenges faced by students in the TOEFL reading section are not only related to reading technique, but also to the intrinsic nature of the reading itself. The data shows that there are several obstacles faced by students, including unfamiliar topics, long reading passages, and a high amount of foreign vocabulary. Ignorance of the topic (55.8%) and the length of the passage (74.1%) were the main obstacles faced by students. Additionally, most students (55.83%) felt that the vocabulary used in the passages was unfamiliar to them, which significantly hindered their comprehension and efficiency in reading. This perspective highlights how important it is to overcome such obstacles in facilitating better understanding. The perception that reading passages are too long and contain many foreign terms indicates potential barriers to understanding. In addition, concerns about the volume of questions and time constraints further increase students' anxiety about the TOEFL reading test. This finding is in line with the results of Friska's (2022) study, which highlighted the challenges posed by limited vocabulary in reading TOEFL materials. Therefore,

emphasis on understanding content and expanding vocabulary becomes an important strategy in overcoming difficulties in reading complex TOEFL texts.

Time management is a crucial aspect in handling the TOEFL test, especially in the reading section. With the majority of students (51.66%) feeling that the time allotted (55-60 minutes) was not enough, time pressure was a complicating factor in their difficulty in completing the reading section. These results are in line with previous findings by Jasrial et al. (2022), which highlights that time constraints are often the main obstacle that influences student performance in the TOEFL test. This highlights the need for effective time management, which can help students allocate time optimally for each section of the test, thereby minimizing the impact of time pressure on their performance. Thus, efforts to improve time management are key in increasing students' efficiency and effectiveness in completing the reading section of the TOEFL test.

#### *Internal Factors*

Internal factors, including memory limitations, concentration challenges, and lack of practice, stand out as major contributors to the difficulties students face on the TOEFL reading test. Cognitive skills such as memory and concentration were the main focus in this analysis, with around 37.5% of students reporting memory limitations while they were reading TOEFL passages. These limitations can hinder a student's ability to retain and recall the information necessary to answer questions appropriately. Additionally, the results showed that the majority of students, around 40.83%, experienced difficulty in maintaining concentration during exams, which could potentially significantly impact their performance.

This is in line with a study conducted by Fitria (2022), which examined internal factors that influence reading difficulties. The findings of this study support the view that internal factors, such as motivation, attitudes, and previous experiences, play a key role in students' reading performance. Apart from that, Fitria also noted that lack of reading practice and lack of development of reading skills could be internal factors that strengthen these difficulties.

On the other hand, lack of previous experience with the TOEFL test is another contributing factor. The majority of students (66.66%) reported no previous experience with the TOEFL reading section, highlighting the importance of familiarity and practice in achieving better test results. This is in line with the findings of Abbas (2021) which emphasize the role of experience and practice in improving test performance. The fact that the majority of students are not yet familiar with the format and procedures of the TOEFL reading test emphasizes the importance of efforts to introduce students to this type of exam before they face it officially. Thus, experience and familiarity with the test format can help students feel more confident and skilled in facing the test, as well as minimizing the impact of any confusion or anxiety that may arise due to their previous unfamiliarity.

The role of boredom and distraction in the context of students' experiences in facing the TOEFL test is also the focus point of this research. Although the majority of students, reaching 55%, did not explicitly report feelings of boredom, the presence of some students, around 26.66%, who experienced boredom highlights its potential negative influence on student motivation and focus. In addition, 62.5% of students confirmed that they were not easily distracted, indicating a relatively high level of attention. However, there were 31.66% of students who engaged in the act of translating each word while reading, which indicates the adoption of a less efficient reading strategy and has the potential to cause distraction and loss of time.

The results of this research are in line with research conducted by Abbas (2021) and Schiefele and Schaffner (2016), which highlights the important role of intrinsic motivation in increasing students' engagement and focus in reading. Although the majority of students in this study did not report feelings of boredom, the existence of some students who experienced boredom shows that this factor is still relevant and has the potential to influence students' overall motivation and focus. In addition, the issues that arise related to the act of translating each word while reading, as identified in this study, are consistent



with the view that inefficient reading strategies can result in distraction and decreased concentration.

## **5. CONCLUSION**

This study sheds light on the prevalent challenges encountered by students in the TOEFL reading section at Mr. Bob's Kampung Inggris, Kediri, and explores the factors contributing to these difficulties. Through quantitative analysis and distractor techniques, the research delineated specific error patterns and areas of struggle among students, notably in inference questions, referential relations, and vocabulary comprehension. These findings substantiate the need for tailored instructional strategies to address these hurdles effectively.

External factors, such as ineffective reading techniques, unfamiliar topics, lengthy passages, and limited vocabulary, significantly influence students' difficulties in TOEFL reading. Additionally, internal factors like memory limitations, concentration issues, lack of practice, and previous test experience play pivotal roles in students' reading challenges. The study underscores the importance of implementing evidence-based instructional strategies to enhance students' reading techniques, vocabulary acquisition, and familiarity with the TOEFL test format.

The findings of this research have profound implications for instructional practices, emphasizing the necessity of interventions targeting both external and internal factors to improve students' performance in the TOEFL reading section. By adopting engaging teaching methods, providing ample practice opportunities, and fostering a supportive learning environment, educators can empower students to overcome their challenges and excel in the TOEFL reading section. Additionally, efforts to enhance students' memory, concentration, and motivation are imperative for mitigating reading difficulties effectively. Overall, this study advocates for a comprehensive approach that integrates targeted instructional strategies and interventions informed by empirical evidence to facilitate students' success in the TOEFL reading section.

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