

# Factors and Barriers of Reading Comprehension: Basis for Strategical Planning

HAZELYN G. CAJAYON  
AL S. JAMINDIN  
PRESSE A. PASCUAL

*Abstract* — The study was an attempt to discuss the causes of reading comprehension factors and barriers of Grade 11 students at The Thomas Aquinas Institute of Learning and the possible strategies and interventions to improve their reading skills and abilities. The respondents of the study comprise of 91 students. The data were gathered using a standardized test about the barriers and strategies on reading comprehension. The research utilized the descriptive type of research in developing a strategic plan to better enhance their reading comprehension. Results revealed that students need further improvement on reading skills because of the following key areas: language factors; vocabulary barriers, grammar barriers, discourse barriers, culture background barriers, and non-language factors; psychological factors, reading habit factors, reading interest factors, reading strategy factors.

Given the results, often these students do not possess adequate reading comprehension skills to do what is expected of them. It is important for teachers to reinforce proper strategies and intervention in teaching to develop their critical thinking capabilities. On the other hand, students should realize numerous benefits of possessing a good understanding of what they read for lifelong learning and improvement of their career and life itself.

While reading is a crucial life skill and delivers wide-reaching educational value to all, the ability to read and understand its meaning opens a lifetime of pleasure and discovery. Teachers and students should work hand-in-hand to promote improvement in terms of barriers that impede students' ability to comprehend the subject matter.

*Keywords* — *Research, Teaching Strategies, Reading Strategies, Reading Comprehension, Language Barriers, English, High School*

---

## I. Introduction

Reading is one of the most important skills an individual may have. This skill serves as the key in learning in school and throughout life. It helps on continuous passage of ideas and understanding and allows connection of the prior knowledge to the new ones (Torres, 2019). As important as it is, reading is a fundamental skill each student must have to gain knowledge, attain learning, and move on to a higher level in education. There are various reasons why people read, it may be for entertainment, relaxation, pleasure, and knowledge according to Idulog et al. (2023). Hence, reading is a relevant skill in dealing with learning in our daily lives. It is expected that a student must climb in educational ladder. With this, subjects that are associated with reading will become denser and more complex. Moreover, Sari (2017) said that it is essential for learners to know how to read not just for the subject of English but also with others, as it is needed in literacy

to add knowledge of the learning materials. Together with reading is the ability to understand written text and this is comprehension. According to the Department of Education of the State of Victoria (2019), comprehension is the ability to understand text through spoken, written and/or visual. This includes extracting and constructing the meaning of the text especially when being applied in problem solving. On other words, comprehension is the individual's ability to understand what was read. As we dive into the complexities of reading comprehension, it will become evident that there are various factors, both linguistic and non-linguistic, that play an important role in shaping each learner's proficiency in this critical skill. The primary goal of this study is to decipher the factors and barriers that impact the reading comprehension skill of grade 11 students at The Thomas Aquinas Institute of Learning.

Based on the report of DepEd region IV-A on a National Economic and Development Authority conference last June of 2015, they identified that the learning difficulties of the students' reading comprehension has a contributing factor on the results of the National Achievement Test (NAT) and early language, Literacy and Numeracy Program. DepEd also indicated on the report that there is a downward trend from 2016- from the region of CALABARZON on the said examinations. Thomas Aquinas Institute of Learning is a private institution located in the City of Imus, province of Cavite. The school is just one of the many schools in Imus City that contributes on the result of the yearly conducted NAT and they are not in exception when it comes to students who has face opportunities in terms of reading comprehension.

The main purpose of the study is to present the factors and barriers of reading comprehension and provide a basis for strategic planning for teachers in enhancing students' reading comprehension skill.

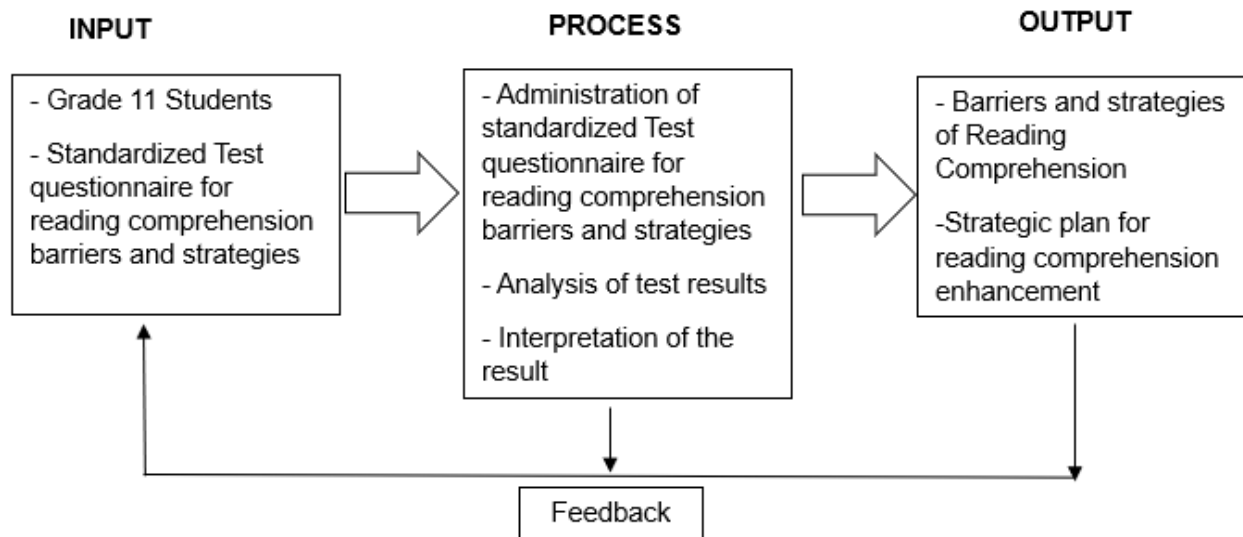
Specifically, this study sought to answer the following questions:

1. What are the factors that affect Grade 11 students' reading comprehension skill in terms of;
  - 1.1. Language
  - 1.2. Non-Language
2. What causes the students' reading comprehension barrier?
3. What reading comprehension enhancement method may be developed as a result of the study?

### **Conceptual Framework**

The study of Komilovna (2023) stated that reading comprehension is vital in becoming an academic achiever. The barriers of English comprehension are divided into two, language and non-

language factors according to Zhang Tong (2017). This study was conceptualized and guided using the said studies. The conceptual framework is presented below.



**Figure 1.** Research Paradigm

Figure 1 presents the framework of the study. The respondents of the study are Grade 11 students. The respondents will take a standardized test about the barriers and strategies of reading comprehension. The results of the test will serve as the basis for developing a strategic plan for enhancing reading comprehension.

## II. Methodology

### Research Methods

The research utilized the descriptive type of research in developing a strategic plan in enhancing reading comprehension of Grade 11 students. The reason it was used is according to Gazzola et. Al. (2023), descriptive research design is used to describe the basic characteristic of data that was collected for a study. In this study, the barriers and strategies of reading comprehension will be described based on the result of the standardized test in determining the barriers and strategies of reading comprehension. Whatever the result of the test is will be a basis in developing a strategic plan in enhancing reading comprehension skill of grade 11 students. In addition, the researchers used Likert scale for the standardized test in determining how the respondents strongly agree or disagree on a certain topic (McLeod, 2019).

### Respondents of the Study

The research has a total sample population of 91 grade 11 students from a selected Senior High School of The Thomas Aquinas Institute of Learning. The school is located in Imus City, Cavite. The total population of the said Senior High School is 117. Using Slovin's formula with

5% margin of error, the total sample population of the study is 91. In addition, to ensure that the study will comply on the required number of sample population based on the result of the Slovin's formula, the researcher decided to add an additional 15 students as a buffer just in case some of the original 91 respondents will withdraw from the study or can't return the responses on time.

### **Research Instrument**

The researchers used a standardized test in determining the reading comprehension barriers and strategies. The test consists of thirty items which cover both linguistic and non-linguistic factors. It is divided into sections, linguistic factors include vocabulary, grammar, discourse, and culture background. On the other hand, non-linguistic factors include psychological, reading habit, reading interest, and reading strategies. Since the test is a standardized test from a study conducted by Zhang Tong (2017, December) then it doesn't require the current researchers to have a separate validation and reliability test.

### **Statistics**

The statistical treatment that the researchers used for the data analysis is the frequency and percentage distribution. The process on creating the frequency and the percentage distribution involves identifying the total number of the number of observations and the counting of the total number of observations within each data point. The formula that a used in getting the frequency and percentage distribution is shown below.

Formula:

$$P = \frac{f}{N} \times 100$$

Where:

P= percentage

f= frequency

N= total number of respondents

## **III. Results and Discussion**

There are two main factors that the study used in answering the research questions, these are the linguistic factors and the non-linguistic factors. Under linguistic factors are the vocabulary barriers, grammar barriers, discourse barriers, and culture background barriers. On the other hand, non-linguistic factors are psychological factors, reading habit factors, reading interest factors, and reading strategy factors.

### Language Factors

Based on the results of the Grade 11 students on vocabulary barriers, 42% doubtful that they have difficulty to grasp a passage or text owing to the vocabulary, 32% disagree, 9.89% highly disagree, 13.19% and 1.10% strongly disagree. 42.86 percent of respondents believe that a passage's abundance of new terms makes it difficult for them to understand what they're reading, while 34.07% are unsure, 3.30% strongly disagree, 13.19% disagree, and 6.59% strongly agree. 42.86 disagree that they can't understand articles when there are words with similar spelling or meaning. 24.18% are unsure, 13.9% strongly agree, and 9.89% that words with similar spelling and meaning can affect their vocabulary. 65.93% agreed that they can guess the meaning of new words can also a barrier on their reading comprehension, there 13.9% unsure and disagree of this, 4.40% are strongly disagree and 3.30% they are strongly disagreed. Moreover, 65.93% on the percentage on vocabulary barriers the meaning of a new words has the highest barriers in reading comprehension.

**Table 1: Vocabulary Barriers**

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Vocabulary Barriers</b>						
1. I feel difficult to understand a passage due to the vocabulary.	9(9.89)	30(32.97)	39(42.86)	12(13.19)	1(1.10)	91(100)
2. I feel reading barriers when there are lots of new words in a passage.	3(3.30)	12(13.19)	31(34.04)	39(42.86)	6(6.59)	91(100)
3. I can't understand articles accurately when there are words with similar spelling or meaning.	9(9.89)	39(42.86)	22(24.18)	9(9.89)	12(13.19)	91(100)
4. Although I can guess the meaning of the new words, there are still barriers on details.	3(3.30)	12(13.19)	12(13.19)	60(65.93)	4(4.40)	91(100)

**Table 2: Grammar Barriers**

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Grammar Barriers</b>						
5. When facing with long sentences, I feel difficult to understand the structure.	9(9.89)	42(46.15)	19(20.88)	19(20.88)	2(2.20)	91(100)
6. I can't understand the sentences due to the subordination relations.	6(6.59)	48(52.75)	27(29.67)	6(6.59)	4(4.40)	91(100)
7. I can't understand articles due to the complexity of tense.	3(3.30)	42(46.15)	42(46.15)	2(2.20)	(2.20)	91(100)

The table number 2 shows 46.15% among Grade 11 students disagree that they feel difficult to structure to understand the text when facing long sentences, 20.88% feel unsure and strongly disagree, 9.89% strongly disagree and 2.20% of them strongly agree. 52.75% of the Grade 11 students disagree that they can't understand the sentences due to the subordination relations, 29.67% says they unsure, some of them 6.59% are unsure and strongly disagree. Thus, 4.40% are

strongly agree. The complexity of tense in grammar can also a hindrance to understand the articles. 46.15% of disagree and unsure got the highest percentage on this, 3.30% strongly disagree, 2.20% agree and strongly agree have the same percentage.

**Table 3:** Discourse Barriers

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Discourse Barriers</b>						
8. I can't find the topic sentence of the article.	9(9.89)	56(61.54)	21(38.08)	3 (3.30)	2 (2.20)	91 (100)
9. I can't find the main idea of the article.	18(19.78)	51(56.04)	12(13.19)	6(6.59)	4(4.40)	91(100)
10. I always forget the former information when reading to the end of the article.	9(9.89)	45(49.45)	21(23.08)	12(13.19)	4(4.40)	91(100)

In language factors discourse barriers, 61.54% disagree that they can't find the topic sentence of the article, 23.08% unsure, 9.89% are strongly disagree, 3.30% agree and 2.20% are strongly disagree. 56.04% of grade 11 students disagree that they can't find the main idea, 19.78% are strongly disagree, 13.19% unsure, 6.59% agree and 4.40% strongly agree. 49.45% totally disagree they always forget the former information when reading to the end of article, 23.08% off them are unsure, 13.19% strongly agree, 9.89% are strongly disagree and 4.40% totally agree.

**Table 4:** Culture Background Barriers

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Culture Background Barriers</b>						
11. I often do extra English reading training after finishing homework.	6(6.59)	31(34.07)	21(23.08)	24(26.37)	9(9.89)	91(100)
12. I don't understand the profound content of the article due to lacking cultural background information.	3(3.30)	32(35.16)	45(49.45)	6(6.59)	5(5.49)	91(100)
13. I feel difficult to understand western idioms.	9(9.89)	15(16.48)	30(32.97)	19(20.88)	18(19.78)	91(100)

Shown on table 4 that 40.66% (N=37) of the respondents disagreed on the idea that they often do extra English reading training after finishing homework while 36.26% (N=33) agreed on the idea.

49.45% (N=45) of the respondents are unsure if they don't understand the profound content of the article due to lacking cultural background information. 38.46% (N=35) disagreed with the idea while 12.08% (N=11) disagreed.

On the sense of understanding western idioms, 40.66% (N=37) agrees that they feel difficult understanding western idioms while 26.37% (24) answered that they disagreed on the idea.

### *Non-Language Factors*

On a study by Zhang Tong (2017, December), reading in English can be affected not just by linguistic factors but also with non-linguistic factors. These non-linguistic factors are psychological, reading habits, reading interest, and reading strategy.

Questions under psychological factors were designed as follows, shown in table 5.

**Table 5: Psychological Factors**

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Psychological Factors</b>						
14. I think reading English is very important.	3(3.30)	6(6.59)	12(13.19)	21(23.08)	49(53.85)	91(100)
15. I like reading English articles.	3(3.30)	18(19.78)	18(19.78)	39(42.86)	13(14.29)	91(100)
16. I feel hard to continue to read long and difficult passages.	6(6.59)	30(32.97)	36(39.56)	15(16.48)	4(4.40)	91(100)
17. I read carefully at the beginning, but it is hard to continue when I meet new words and difficult sentences.	3(3.30)	21(23.08)	30(32.97)	33(36.26)	4(4.40)	91(100)

Table 5 shows that 23.08% (N=21) agree and 53.85% (N=49) strongly agree that reading English is very important. In contrary, there are 6.59% (N=6) and 3.30% (N=3) who disagree and strongly disagree respectively about the idea.

A combination of 57.15% (N=52) students indicated that they like reading and 23.08 (N=21) who don't like the idea of reading English articles.

The data shows that 39.56% (N=36) they want to continue reading a long and difficult passage. That's also the same number who says that they are unsure of the idea. Only 20.88% (N=19) say that they don't want to continue reading a long and difficult passage.

40.66% (N=37) of the students agree that they carefully read a text at the beginning but when facing new words and difficult sentences they are having a hard time to continue reading.

Questions about reading habit factors are shown on table 6.

**Table 6: Reading Habit Factors**

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Reading Habit Factors</b>						
18. I just translate the passages without using any strategies while reading.	3(3.30)	60(65.93)	5(5.49)	18(19.78)	5(5.49)	91(100)
19. I usually read aloud, point to text, look up new words in dictionary while reading.	9(9.89)	30(32.97)	24(26.37)	21(23.08)	7(7.69)	91(100)

Data shows that 65.93% (N=60) or the majority of the respondents indicated that they disagreed with the idea that they just translate a passage without using any strategies while reading. However, 25.27% (N=23) agree on the idea.

42.86% (N=39) said they usually read aloud, point to text, and look up new words in dictionary while reading. Zhang Tong (2017, December) mentioned that this behavior when reading may greatly affect the speed of reading.

Questions for reading interest factors are shown on table 7.

**Table 7: Reading Interest Factors**

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Reading Interest Factors</b>						
20. I feel encouraged when meeting familiar topics.	3(3.30)	4(4.40)	7(7.69)	44(48.35)	33(36.26)	91(100)
21. I am not interested in exposition.	6(6.59)	36(39.56)	30(32.97)	10(10.99)	9(9.89)	91(100)
22. I am not interested in argument.	18(19.78)	33(36.26)	27(29.67)	9(9.89)	4(4.40)	91(100)
23. I only read for tasks.	24(26.37)	36(39.56)	10(10.99)	18(19.78)	3(3.30)	91(100)

As shown in table 7, 84.61% (N=77) said that they feel encouraged when meeting familiar topics. Only a combination of 7.70% (N=7) of the respondents disagree on the item. In terms of other article styles, the majority of the respondents with the rate of 46.15% (N=42) are not interested in exposition. 32.97% (N=30) are unsure if they are interested or not in the exposition. 56.04% (N=51) are not interested in argument, and 65.93% (N=60) of the respondents read for a task.

Questions about reading strategy factors are shown on table 8.



**Table 8: Reading Strategy Factors**

Questions	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
<b>Reading Strategy Factors</b>						
24. I never think about what I should do before reading.	15(16.48)	36(39.56)	18(19.78)	21(23.08)	1(1.10)	91(100)
25. I am better at intensive reading than scanning.	3(3.30)	12(13.19)	45(49.45)	30(32.97)	1(1.10)	91(100)
26. I seldom forecast the following passage while reading.	3(3.30)	18(19.78)	60(65.93)	8(8.79)	2(2.20)	91(100)
27. I am not good at looking for the key words.	9(9.89)	42(46.15)	21(23.08)	18(19.78)	1(1.10)	91(100)
28. I am not good at looking for the main idea.	36(39.56)	46(50.55)	4(4.40)	3(3.30)	2(2.20)	91(100)
29. I rarely ask others even though I don't understand the article.	12(13.19)	27(29.67)	18(19.78)	33(36.26)	1(1.10)	91(100)
30. I rarely accumulate new words after reading.	3(3.30)	33(36.26)	28(30.77)	15(16.48)	12(13.19)	91(100)

Table 8 shows that 56.04% (N=51) of the respondents disagreed that they never think about what I should do before reading.

34.07% (N=31) agreed that they are better at intensive reading while 49.45% (N=45) were unsure of the idea. Only 16.49% (N=15) of the respondents said that they are not into intensive reading.

Data shows that majority of respondents with the rate of 65.93% (N=60) said that they seldom forecast the following passage. 10.99% (N=10) agrees on the idea while 23.08 (N=21) disagrees.

In terms of looking for key words, 56.04% (N=51) of the respondents indicated that they are good in looking for keywords while 20.88% (N=19) said that they are not. 90.11% (N=82) of the respondents answered that they are good on looking for the main idea.

Feedback is a quite essential part of reading. However, 37.36% (N=31) students answered that they rarely ask others when they don't understand an article. Most of the respondents with a percentage of 42.86% (N=39) responded on the survey that they disagree on the idea.

As for accumulation of new words after reading, 29.67% (N=27) of the respondents agreed while 39.56% (N=36) disagreed on the idea.

The result of table shows some positive points about the strategies that the respondents are practicing while reading. However, to ensure the maximization of reading comprehension skills, students and teachers must work hand in hand in securing that all reading strategies will be

practiced. Further parts of the research paper will provide recommendations on how to overcome the opportunities seen above.

In the light of findings from our study, several implications emerged for both theory and practice in the field of teaching. Firstly, our results underscore the importance of identifying key factors and barriers to reading comprehension, suggesting that it plays a significant role in developing a more suitable strategical planning. This challenges previous assumptions regarding the effectivity of strategies laid out to address the concern and opens new avenues for further research into the underlying mechanisms at play.

Furthermore, our results have broader implications for society at large. By elucidating the relationship between the students and the teachers, we contribute to a deeper understanding of the problems encountered by students with reading comprehension difficulties, which may inform policy-making efforts at addressing this issue more effectively.

#### **IV. Conclusion**

Reading comprehension is vital in developing the students' critical thinking and abilities. Students can get to make connections with what they read and come up with new ways essential for daily communication. Although reading comprehension is regarded as one of the most important skills students must learn, it is also deemed to be one of the areas where students lack.

This paper carried out a questionnaire survey on the Grade 11 students at The Thomas Aquinas Institute of Learning to identify the reading comprehension factors and barriers that students encounter. The major findings can be conducted as follows:

1. First, two main factors affect the reading comprehension of respondents: language factors and non-language factors. Language factors include vocabulary barriers, grammar barriers, discourse barriers, and cultural background barriers. Non-language factors include psychological factors, reading habit factors, reading interest factors, and reading strategies factors.
2. Second, this paper suggests possible solutions as the results obtained in the analysis of questionnaires proved persistently that students lack essential requirements for reading comprehension. It is highly recommended for students to expand their language skills through strengthening vocabulary, grammar, discourse, and culture background knowledge.
3. Lastly, multiple intervention strategies can be applied by students and teachers to aid this setback. Teachers and students should make joint efforts in refining students' reading abilities. Traditional teaching methodology is less likely to raise students' interest in reading, thus, teachers need to incorporate a more advanced method in teaching for

approximate understanding and retention of information. On the other hand, students should allow themselves to exert more effort in the process of learning and understanding a certain text being read. Open communication between students and teachers is also essential in addressing this barrier.

## V. Recommendations

The following are hereby recommended based on the data gathered and conclusions drawn:

### *Language Factors*

**Vocabulary Barriers.** The importance of vocabulary knowledge is consistently recognized across models of reading comprehension; thus, lack of vocabulary significantly impedes reading comprehension of high school students.

Students can build their vocabulary skills by identifying a rightful learning technique and continually practicing. They can familiarize unfamiliar words encountered, use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions, use new vocabulary in a variety of contexts through various activities such as extended reading and use component of words to derive the meaning of unfamiliar words.

**Grammar Barriers.** Grammar is regarded as difficult by many due to the differences between the first language and the intended learned language; thus, focusing on grammar structures impedes successful interaction. For details, learning grammar through sentences or paragraphs is a good idea for enhancement.

Students must learn to employ more complex sentences in their oral and written language, which can show great improvement as their ability to make sense of what they read increases, too. It is also essential that teachers apply structured, sequential, and cumulative nature in teaching grammar to allow students to master various grammatical concepts.

**Discourse Barriers.** Discourse comprehension involves several cognitive skills, such as attention, memory, and inferencing. It goes beyond simply understanding the rules of language. Using metacognitive strategies is essential as students will be able to clarify the purpose for reading. Moreover, they get to identify the essential parts of the texts such as the main idea, topic sentence, and so on.

**Culture Background Barriers.** Processing related culture background knowledge will contribute to the students' accurate understanding of texts as more known information can promote comprehension. Students must educate themselves particularly with the Western culture to help them better understand other perspectives.

As cultural background is limited in high school textbooks, after school reading is the main method to gain information and address the cultural background barrier. Students can also be accustomed to foreign idioms through culture related lessons and activities for the whole class.

#### *Non-language Factors*

**Psychological Factors.** Psychological factors play a crucial part in the process of reading. Students find it difficult to continue reading long passages thus, interest did not make up positively and there's insufficient attention and emotional involvement. To address this issue, students should have a positive attitude, self-efficacy, and motivation to not only reduce their anxiety in comprehension but also encourage them to accomplish their tasks successfully.

Teachers should also exert their best effort to develop students' interest through creating a conducive learning environment that meets students' needs.

**Reading Habit Factors.** The role of teachers is vital in cultivating the learners' reading habits. Teachers should play their proactive role such as teaching and encouraging students to apply proper reading strategies to eliminate their bad reading habits. They can also help students to develop the proper skill of locating, evaluating, organizing, and retaining what is read.

On the other hand, students can improve their reading habits by dedicating some time for reading each day, choosing a specific material that interests them and minimizing distractions while reading on their own.

**Reading Interest Factors.** Cultivating love for reading is essential for everyone. Students get motivated to read if they are led by examples, thus, teachers should not only emphasize the benefits from reading but should also be a role model to the students.

Based on the data gathered, it is evident that students only read for tasks. It's either they think reading is boring or they simply can't absorb what they're reading. Teaching students reading strategies is essential to help change their negative perception towards reading and lead to a renewed interest in reading books.

**Reading Strategies Factors.** The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it, and make it their own. Students can draw on prior knowledge, identify the main idea, and summarize the text to determine what's important and put it on their own.

Teachers, on the other hand, can teach strategies relevant to the text structure such as story map, retelling, prediction, answering comprehension questions, and summarization. It can also accelerate the reading comprehension process and promote in-depth understanding of the text. It is also important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.

## REFERENCES

- [1] Bautista, R., Casaldon, H., Dequito D et al. (2023). Filipino Students Reading Abilities: A Note on the Challenges and Potential Areas for Improvement. *International Journal of Education and Teaching Zone*, 2(2):233-242. [https://www.researchgate.net/publication/371470260\\_Filipino\\_Students'\\_Reading\\_Abilities\\_A\\_Note\\_on\\_the\\_Challenges\\_and\\_Potential\\_Areas\\_for\\_Improvement](https://www.researchgate.net/publication/371470260_Filipino_Students'_Reading_Abilities_A_Note_on_the_Challenges_and_Potential_Areas_for_Improvement)
- [2] Shah, S.H., Kadir, Z., Naveed S. (2022). Factors Affecting English Reading Skills at Collegiate Level in Pakistan. *Journal of Positive School Psychology*, Vol. 6 No. 11. <https://journalppw.com/index.php/jpsp/article/view/14319>
- [3] Alowalid, A.F., Mujiyanto J. (2018). The Linguistic Factors that Affect Poor Reading Comprehension Among Libyan Students. *English Education Journal*, 8(2), 229-240. <https://doi.org/10.15294/eej.v8i3.22466>
- [4] Andrianatos, K. (2019). Barriers to Reading in Higher Education: Rethinking Reading Support. *Reading and Writing – Journal of the Reading Association of South Africa*. <https://files.eric.ed.gov/fulltext/EJ1230910.pdf>
- [5] Mustikasari, M. (2020). Psychological Barriers in Reading Comprehension Encountered by the Students at Fourth Semester of English Education Study Program of University of Muhammadiyah Kotabumi Academic Year 2019-2020. <https://www.scribd.com/document/675139804/admin-Maysarah-277-291>
- [6] Stenner, A. J. (2023). Measuring Reading Comprehension with the Lexile Framework. In: Fisher Jr., W.P., Massengill, P.J. (eds) *Explanatory Models, Unit Standards, and Personalized Learning in Educational Measurement*. Springer, Singapore. [https://doi.org/10.1007/978-981-19-3747-7\\_6](https://doi.org/10.1007/978-981-19-3747-7_6)
- [7] Tambis, D., Panis Jr., D., Mocorro, V. et al. (2023). Assessment of Reading Comprehension Skills of Senior High School ALS Learners: Basis for School Reading Progress Program. *International Journal of Research and Review*, Vol. 10; Issue 7. <https://doi.org/10.52403/ijrr.20230708>
- [8] Lastiri, L. (2022) What Causes Reading Comprehension Problems? (Important Facts). *Reading at the Speed of Thought*. <https://irisreading.com/what-causes-reading-comprehension-problems-important-facts/>
- [9] Powell-Smith, K. (2020). Problem-Solving the Complexities of Reading Comprehension. *National Association of School Psychologists*. <https://www.nasponline.org/professionaldevelopment/a-closer-look-blog/problem-solving-the-complexities-of-reading-comprehension>
- [10] Literacy Teaching Toolkit: Comprehension. (2021). Victoria State Government, Department of Education. <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocuscomprehension.aspx#:~:text=Page%20Content,%2C%20writ ten%20and%2For%20visual>
- [11] Komilovna, K. (2023). Mastering Reading Comprehension: A Vital Skill for Academic Success. *Scientific Conferences Platform*. <http://econferences.ru/index.php/arims/article/view/9089>
- [12] Gazzola, P., Grechi, D., Pavione, E., Pezzetti, R. (2020). Trends in the Fashion Industry: The Perception of Sustainability and Circular Economy: A Gender/Generation Quantitative Approach. MDPI. <https://doi.org/10.3390/su12072809>

- [13] Statistical Treatment of Data. (2018). Slideshare.  
<https://www.slideshare.net/senseiDelfin/statistical-treatment-of-data>
- [14] IvyPanda. (2020). Ethical and Legal Considerations in Quantitative Research.  
<https://ivypanda.com/essays/ethical-and-legal-considerations-in-quantitative-research/>
- [15] Mumu, J., Prahmana, R. Tanujaya, B. (2022). Likert Scale in Social Sciences Research: Problems and Difficulties. FWU Journal of Social Sciences, Vol. 16, No. 4 89-101.  
<http://doi.org/10.51709/19951272/Winter2022/7>