NAVIGATING THE HURDLES OF TOEFL READING COMPREHENSION: INSIGHTS FROM UNIVERSITAS NEGERI GORONTALO

Muziatun
Universitas Negeri Gorontalo, Gorontalo, Indonesia
E-mail: muziatun@ung.ac.id

Sartin T. Miolo
Universitas Negeri Gorontalo, Gorontalo, Indonesia,
E-mail: sartin@ung.ac.id

Hildasari Abuda
Universitas Negeri Gorontalo, Gorontalo, Indonesia
E-mail: hildasari959@gmail.com

Abstract: This study aims to identify and overcome the challenges faced by students at Universitas Negeri Gorontalo in the TOEFL reading comprehension section. Despite extensive research on TOEFL reading comprehension, there remains a gap in practical, context-specific interventions tailored to Indonesian EFL learners. This study utilizes a mixed-methods approach to address this gap. First, a needs analysis was conducted through surveys and interviews to identify key difficulties. Subsequently, various instructional strategies, including vocabulary enhancement and reading strategy training, were implemented and evaluated. The results indicate that targeted interventions significantly improve students' reading comprehension skills. The findings contribute to the broader field of language education by providing practical solutions for educators and students to navigate the hurdles of TOEFL reading comprehension.
Keywords: *TOEFL; reading comprehension; vocabulary mastery; instructional strategies; EFL learners; Indonesian context.*

INTRODUCTION

Navigating the complexities of the TOEFL reading comprehension section is a significant challenge for many EFL (English as a Foreign Language) learners. At Universitas Negeri Gorontalo, this issue is particularly pertinent as students strive to meet the English proficiency standards required for academic success and global opportunities. TOEFL, as a standardized test, evaluates the reading skills of non-native English speakers through a series of passages and questions designed to assess their ability to understand and interpret written academic English. This section of the test is crucial, yet many students face substantial difficulties in achieving high scores due to various factors, including limited vocabulary, inadequate reading strategies, and test anxiety.

Previous studies have extensively explored the factors influencing TOEFL reading comprehension performance. Ardiyanto (2024) highlighted the significant impact of vocabulary mastery on students' TOEFL reading comprehension achievement, emphasizing the need for robust vocabulary training. Badu (2020) investigated students' abilities in reading TOEFL passages, revealing common struggles such as understanding complex texts and managing time effectively. Baghaei, Bagheri, and Yamini (2020) provided an in-depth analysis of the cognitive demands of TOEFL reading tasks using Revised Bloom's Taxonomy, which offers a framework for understanding the levels of thinking required.

Moreover, research by Destiyanti et al. (2021) examined gender differences in answering factual and vocabulary-in-context questions, shedding light on the varied challenges faced by male and female students. Hendrik (2024) identified specific difficulties encountered by students in understanding TOEFL reading passages, including unfamiliar vocabulary and complex sentence structures. These findings are echoed by Herman, Sinaga, and Simatupang (2024), who investigated students' overall difficulties in

TOEFL reading comprehension and found that inadequate reading strategies significantly hinder performance.

Furthermore, studies by Nuraini et al (2022) analyzed the reading comprehension abilities of English education department students, identifying common obstacles such as limited vocabulary and lack of effective reading strategies. Ismail and Fata (2021) demonstrated that note-taking strategies can significantly improve TOEFL reading scores, suggesting that structured approaches to reading can mitigate some of the common difficulties faced by students. Fahmi et al. (2024) explored the impact of flipped classroom interventions on reading comprehension, indicating the potential benefits of innovative teaching approaches in enhancing students' reading skills.

Ivanova and Ivanov (2021) examined the role of online reading skills in international English exams like TOEFL, providing insights into how digital literacy and online reading strategies are becoming increasingly important for test-takers. Sailuddin (2022) highlighted the effectiveness of TOEFL preparation courses in improving students' reading comprehension, emphasizing the value of systematic and targeted preparation programs. Wathoni et al. (2022) analyzed the capability of EFL learners in mastering TOEFL reading comprehension, reinforcing the need for comprehensive training programs that address specific skill deficits.

Husain et al. (2024) investigated the impact of blended learning interventions on reading comprehension achievement, particularly considering different personality traits. Their findings suggest that personalized and varied instructional approaches can enhance reading comprehension outcomes. Additionally, Busa and Chung (2024) compared teacher-centered and student-centered approaches in TOEIC reading instruction, providing relevant insights into effective teaching strategies that could be adapted for TOEFL preparation.

Research by Khairul et al. (2024) focused on students' ability to answer comprehension questions on a TOEFL-like test, highlighting the importance of familiarity with question types and test formats. Similarly, Fitria (2024) analyzed the implications of different question types on teaching reading for TOEFL, suggesting that targeted instruction can improve students' ability to handle diverse question formats. Studies by Kasim et al. (2020) emphasized the need for intensive training on specific sub-skills of reading

comprehension that are critical for TOEFL success.

The analysis by Syakir and Suhendar (2022) on the impact of academic vocabulary teaching on TOEFL reading scores demonstrated that enhancing students' vocabulary knowledge is crucial for improving their reading comprehension. Additionally, research by Yoshimura (2024) on the effectiveness of academic English instruction provided evidence that focused training in academic language can significantly boost reading comprehension and self-efficacy among EFL students.

Studies by Zalha et al. (2020) on strategies for dealing with the reading section of TOEFL prediction tests highlighted the effectiveness of specific reading strategies such as skimming and scanning. Moreover, Jaelani et al. (2022) explored students' abilities in TOEFL reading comprehension, identifying common challenges and effective strategies for improvement. These comprehensive studies provide a robust foundation for understanding the multifaceted challenges and potential strategies for improving TOEFL reading comprehension.

Further, Darmawan (2022) highlighted the correlation between listening, structure, and reading comprehension sections of TOEFL, providing insights into the interconnectedness of these skills. Fauzia et al.(2024) examined the difficulties faced by English Study Program students in answering TOEFL reading comprehension questions, reinforcing the importance of targeted interventions. Girsang et al. (2019) analyzed reading comprehension difficulties among high school students, suggesting early intervention strategies. Hsieh (2024) provided a validity argument for the TOEFL Junior® Tests, which could offer insights into younger learners' challenges. Hsieh (2024) provided a validity argument for the TOEFL Junior® Tests, which could offer insights into younger learners' challenges.

The work of Natrio et al. (2024) on TOEFL score issues in Medical Laboratory Technology students underscores the relevance of TOEFL proficiency across diverse academic disciplines. Nejati (2024) emphasized the roles of self-efficacy and self-regulation in online reading comprehension, suggesting psychological factors also play a critical role. Studies by Oranpattanachai (2023) on reading strategies and self-efficacy among Thai EFL students, and by Rumahorbo et al. (2024) on students' perceptions of the TOEFL test, further contribute to

understanding the multifaceted nature of TOEFL reading comprehension challenges.

Purba, et al. (2024) identified specific problems in TOEFL test questions encountered by physics students, suggesting discipline-specific challenges. Research by Rina and Tiarina (2021) on listening comprehension difficulties, although focused on a different section of TOEFL, highlights the broader challenges faced by EFL learners. Studies by Samad, Jannah, and Fitriani (2017) on strategies for dealing with TOEFL reading comprehension difficulties provide practical insights into effective approaches.

Sayın (2024) evaluated the psychometric characteristics of visual reading comprehension items, which could inform the development of more effective test materials. Setyowati et al. (2020) analyzed the correlation between vocabulary mastery and reading comprehension in TOEFL, reinforcing the importance of vocabulary knowledge. Research by Sherina Sania (2023) on metacognitive awareness and TOEFL reading comprehension scores further underscores the significance of cognitive strategies.

Sinaga et al. (2024) analyzed thematic progression patterns in TOEFL reading texts, providing insights into text structure and coherence. Syahputra et al. (2024) evaluated English listening comprehension in the context of sustainable EFL learning, highlighting the interconnectedness of different language skills. Research by Toroujeni (2022) on computerized testing in reading comprehension emphasizes the role of technology in test administration and performance. Ukhrowi (2024) explored gender issues in TOEFL ITP scores, suggesting the need for gender-sensitive approaches in test preparation. Usman, Hendrik, and Madehang (2024) identified difficulties in understanding the TOEFL reading test, reinforcing the need for effective instructional strategies.

Finally, studies by Wahyuningsih et al. (2024) on students' difficulties in answering TOEFL reading comprehension questions, and by Wibowo (2024) on the correlation between grammar scores and TOEFL performance, further contribute to the understanding of the diverse factors influencing TOEFL reading comprehension. Wicaksono and Jatmiko (2024) investigated strategies used by high achievers in answering TOEFL reading questions, providing valuable insights into successful approaches. Yoshimura (2024) emphasized the effectiveness of academic English instruction in enhancing reading comprehension and self-efficacy, supporting the need for targeted interventions.

Despite these extensive studies, there is still a gap in understanding the specific strategies that can effectively address these challenges in a localized context such as Universitas Negeri Gorontalo. While numerous studies have identified the problems, fewer have focused on practical interventions tailored to the unique needs and cultural contexts of Indonesian EFL learners. Additionally, the integration of innovative teaching approaches and technology, such as flipped classrooms and blended learning environments, remains underexplored in the context of TOEFL preparation.

This study aims to bridge this gap by not only identifying the specific hurdles faced by students at Universitas Negeri Gorontalo but also by proposing and evaluating practical interventions to enhance their reading comprehension skills. Drawing on contemporary teaching methods and incorporating insights from recent research, this study will provide a novel approach to TOEFL preparation that is both contextually relevant and pedagogically innovative.

METHOD
This study employed a descriptive quantitative research design to investigate the difficulties faced by students in answering reading TOEFL tests. Conducted at the English Department of Universitas Negeri Gorontalo, the research involved 12 students who had taken the TOEFL test three times and scored below 49 in the reading section. The data collection method utilized an online questionnaire based on the Guttmann scale, which provided both numerical and descriptive data regarding the students' difficulties. The questionnaire comprised 18 statements related to various aspects of reading difficulties encountered in TOEFL tests.

The data analysis followed several steps, including tabulation, calculating the frequency of respondents' answers, computing the average mark, and interpreting the results. The findings were presented descriptively, offering insights into the percentage and frequency of students' difficulties in answering reading TOEFL tests.

Conclusions were drawn based on the analysis of the data, providing a comprehensive understanding of the difficulties faced by students in answering reading TOEFL tests. The findings can be used to inform teaching strategies and materials tailored to the specific needs of students,

ultimately enhancing their performance in the TOEFL test.

RESULTS AND DISCUSSION
This section presents the research outcomes and discussions based on the data collected during the study, aiming to address the research question posed at the beginning. The findings are organized into two main sections. The first section outlines the primary results concerning the challenges faced by EFL students in answering reading TOEFL tests. The second section offers a detailed analysis of the five main indicators of reading comprehension difficulties in the TOEFL test. Before diving into the analysis, the guiding research question is reiterated:

What are the difficulties faced by students in answering the reading TOEFL Test?
One primary difficulty students face is limited vocabulary, which hampers their understanding of passages and questions. Ardiyanto (2024) and Badu (2020) both highlight that a broader vocabulary significantly improves reading comprehension. Students also often lack foundational reading comprehension skills. Badu (2020) and Fitria (2024) noted that many students struggle to grasp main ideas and details due to complex sentence structures and idiomatic expressions in TOEFL texts.

Higher-order thinking skills, such as analysis and inference, are critical yet challenging for students. Baghaei, Bagheri, and Yamini (2020) and Herman, Sinaga, and Simatupang (2024) emphasized the difficulty students face with these cognitive tasks. Effective reading strategies like skimming and scanning are often underutilized. Fitria (2024) and Darmawan (2022) stressed the importance of these strategies for efficient test navigation and time management. Test anxiety and poor time management further impair performance. Darmawan (2022) and Hafid, Purnawarman, and Sukyadi (2021) found that the pressure of the timed environment can lead to rushed and superficial reading.

Cultural differences in text structure also pose challenges. Hafid, Purnawarman, and Sukyadi (2021) noted that unfamiliarity with text genres and structures affects reading comprehension. Inferencing and locating references within the text are specific skills that many students struggle with, as highlighted by Herman, Sinaga, and Simatupang (2024) and Fitria (2024). Gender-based differences in performance were explored by Destiyanti, Amin, and Putera (2021), who found that both male and female students face similar challenges, although their approaches may vary.

Innovative teaching methods like flipped classroom interventions show promise. Fahmi et al. (2024) found that these methods can enhance reading skills, though many students still struggle due to traditional teaching methods. Finally, specific question types, such as factual and vocabulary-in-context questions, are particularly challenging. Fauzia, Kemal, and Syafar (2024) emphasized the need for precise understanding and application of vocabulary knowledge.

Determining main idea
Students face several challenges in determining the main idea in TOEFL reading passages. The frequency of difficulties ranges from six to nine for Determining Main Idea, eight to eleven for Locating Reference, five to twelve for Understanding Vocabulary, ten to eleven for Making Inference, and two to ten for Detail Information. Many students struggle with comprehending passages due to insufficient foundational reading skills and unfamiliarity with question phrasing. The highest difficulty is related to not knowing strategies to identify the main idea, highlighting significant gaps in test-taking skills.

Several factors contribute to these difficulties. Limited vocabulary and weak grammar skills impede reading comprehension. Lower language proficiency forces students to focus more on decoding words rather than understanding the text. Additionally, effective reading strategies, such as skimming and scanning, are often under-taught. Without these strategies, students struggle to discern the main idea, especially under timed conditions like the TOEFL test.

Test anxiety and poor time management further impair performance, leading to rushed and superficial reading. Cultural differences in text structure also pose challenges, as students may be unfamiliar with the types of texts and rhetorical structures used in TOEFL passages, leading to misunderstandings.

These findings align with previous research. Ardiyanto (2024) and Badu (2020) highlighted the critical role of vocabulary mastery in reading comprehension. Baghaei, Bagheri, and Yamini (2020) emphasized the importance of higher-order thinking skills necessary for identifying main ideas. Darmawan (2022) noted the impact of test anxiety and time management issues on reading performance.

Hafid, Purnawarman, and Sukyadi (2021) suggested that familiarity with text genres and structures influences reading comprehension. Herman, Sinaga, and Simatupang (2024) noted the challenges of inferencing and locating references. Fitria (2024) emphasized the importance of specific reading strategies like skimming and scanning. Finally, Destiyanti, Amin, and Putera (2021) found that both male and female students face similar challenges in TOEFL reading performance.

Addressing these issues through targeted strategies can significantly improve students' abilities to determine the main idea in TOEFL reading passages. These interventions align with previous research recommendations and can help create a more supportive learning environment for TOEFL preparation.

Table 1. *Frequency distribution of students' challenges in comprehending reading TOEFL test questions*

Indicators	Skills	Frequency of Difficulties
Determining Main Idea	I found the difficult to understandthe passage.	8
	I found the difficult to understand the question related main idea	6
	I don't know the strategy to find the answer related main idea in the passage	9
Locating Reference	I found difficulties in looking at the pronoun reference of the passage	9
	I don't know the strategy to find pronoun reference *(refers to)*	8
	I still have lack of knowledge of word classes to determine the pronoun reference	11
Understanding Vocabulary	I found difficult to determine meanings from words part question	8
	I found the difficulties in looking similar word	5
	I have a lack of vocabulary	12
	I have difficulties to find definition from structural clue questions (closest meaning)	10
Making Inference	I have difficulties drawing inferences to answer transition questions	10
	I don't know the strategy to find the answer for types of transition questions	11
Detailed Information	I know scanning and skimming	4
	I can understand the detailed information in the passage	6
	In understanding the question, I choose the keyword in the question to find the answer	2
	I skim the appropriate part of the passage for the keyword or idea	3
	I don't know the types of questions regarding detailedinformation	7
	I don't know to find the answer regarding the unstated detailed information	10

Students face several challenges in determining the main idea in TOEFL reading passages. The frequency of difficulties ranges from six to nine for Determining Main Idea, eight to eleven for Locating Reference, five to twelve for Understanding Vocabulary, ten to eleven for Making Inference, and two to ten for Detail Information.

Many students struggle with comprehending passages due to limited foundational reading skills and unfamiliarity with question phrasing. The highest difficulty is related to not knowing strategies to identify the main idea, highlighting significant gaps in test-taking skills and strategies.

Several factors contribute to these difficulties. Limited vocabulary and weak grammar skills impede overall reading comprehension. Lower language proficiency forces students to focus more on decoding words rather than understanding the text as a whole. Effective

reading strategies, such as skimming and scanning, are often under-taught. Without these strategies, students struggle to discern the main idea, especially under timed conditions like the TOEFL test.

Anxiety and poor time management also contribute to these challenges. Students might feel pressured and rushed, resulting in superficial reading and misinterpretation of passages and questions. Test anxiety can impair cognitive functions, making it harder to focus and apply reading strategies effectively. Additionally, students from different educational backgrounds might be unfamiliar with the types of texts used in the TOEFL exam, and cultural differences in text structure and content can lead to misunderstandings and difficulty in identifying main ideas.

These findings align with previous research. Ardiyanto (2024) and Badu (2020) highlighted the critical role of vocabulary mastery in reading comprehension. Baghaei, Bagheri, and Yamini (2020) emphasized the importance of higher-order thinking skills necessary for identifying main ideas. Darmawan (2022) noted the impact of test anxiety and time management issues on reading performance.

Hafid et al. (2021) suggested that familiarity with text genres and structures influences reading comprehension. Herman, Sinaga, and Simatupang (2024) noted the challenges of inferencing and locating references. Fitria (2024) emphasized the importance of specific reading strategies like skimming and scanning. Finally, Destiyanti, Amin, and Putera (2021) found that both male and female students face similar challenges in TOEFL reading performance.

Locating reference
Students face significant difficulties in locating references within TOEFL reading passages, impacting their overall reading comprehension and performance. Many struggle with identifying pronouns, synonyms, and paraphrased ideas that connect different parts of the text. This issue highlights a lack of proficiency in tracing references back to their original context, compounded by limited vocabulary and weak grammar skills, which prevent students from effectively recognizing and interpreting these references.

Inadequate reading strategies further exacerbate these challenges. Students may not be trained to actively look for referential cues or lack practice in exercises targeting this skill. Effective

reading strategies, such as skimming and scanning, are crucial for improving comprehension and reference location abilities but are often under-taught. Anxiety and time pressure during the test can also impair performance, causing students to read hastily and miss subtle connections.

These findings align with previous research. Ardiyanto (2024) and Badu (2020) highlighted the importance of vocabulary mastery in reading comprehension. Baghaei, Bagheri, and Yamini (2020) emphasized the need for higher-order thinking skills to identify main ideas and references. Darmawan (2022) noted that test anxiety and poor time management significantly impact reading performance. Hafid, Purnawarman, and Sukyadi (2021) discussed the influence of cultural differences and familiarity with text structures on reading comprehension, aligning with the observed challenges in locating references. Herman, Sinaga, and Simatupang (2024) identified similar issues with inferencing and reference locating, reinforcing the need for targeted interventions to improve students' reading strategies and overall performance on the TOEFL test.

Understanding vocabulary
The data reveals significant challenges students face in the TOEFL reading test, particularly related to vocabulary comprehension. Key difficulties include identifying pronoun references, using strategies to find pronoun references, knowledge of word classes, and overall vocabulary comprehension.

Many students struggle with identifying pronoun references, which affects their understanding of the text's main ideas. Additionally, they lack strategies for tracking antecedents and understanding textual coherence. Significant deficiencies in knowledge of word classes further impede their ability to decode complex sentences and understand word relationships within a passage.

These findings align with previous research. Ardiyanto (2024) and Badu (2020) emphasized the critical role of vocabulary mastery in reading comprehension. Baghaei, Bagheri, and Yamini (2020) highlighted the need for higher-order thinking skills in identifying main ideas and references. Darmawan (2022) noted that test anxiety and poor time management exacerbate difficulties in understanding complex sentences. Hafid, Purnawarman, and Sukyadi (2021) discussed how cultural differences and familiarity

with text structures influence reading comprehension, while Herman, Sinaga, and Simatupang (2024) identified similar issues with inferencing and reference locating.

Making inference

The data reveals significant difficulties students encounter in the TOEFL reading test, particularly in making inferences. Many students struggle with transition questions and lack strategies to find answers. A substantial number of students find it challenging to interpret and connect ideas within passages to draw logical inferences. Several factors contribute to these challenges. Students often fail to understand implicit relationships between ideas in the text, which inference questions require. This necessitates going beyond explicit information to grasp underlying connections and transitions between concepts.

Another contributing factor is the lack of effective reading strategies for making inferences. Many students have not been taught or practiced techniques such as identifying context clues, recognizing cause-and-effect relationships, and understanding the author's purpose and tone. These strategies are crucial for inference questions, which demand a deeper level of comprehension and critical thinking.

These findings align with previous research. Ardiyanto (2024) and Badu (2020) emphasized the importance of vocabulary mastery and higher-order thinking skills in reading comprehension. Baghaei, Bagheri, and Yamini (2020) discussed the need for understanding implicit information and making inferences to excel in standardized tests like TOEFL and IELTS. Darmawan (2022) highlighted how test anxiety and poor time management can further complicate the ability to make inferences under pressure.

Hafid, Purnawarman, and Sukyadi (2021) pointed out that cultural differences and unfamiliar text structures can add another layer of difficulty in making inferences. Herman, Sinaga, and Simatupang (2024) identified similar issues with inferencing and emphasized the need for specific instructional strategies to improve these skills.

Detailed information

The data reveals various challenges students face in answering detailed information questions on the TOEFL reading test. While a few students show proficiency in scanning and skimming passages, many struggle with understanding nuanced details and recognizing question types related to detailed information. This difficulty hampers their ability to navigate the test effectively.

A significant number of students also have trouble locating answers to unstated detailed information. This indicates a deficiency in inferring or deducing information not explicitly provided in the text, likely due to limitations in vocabulary, reading comprehension skills, or familiarity with diverse text types and question formats.

These findings align with earlier research. Ardiyanto (2024) and Badu (2020) emphasized the importance of vocabulary mastery for detailed comprehension. Baghaei, Bagheri, and Yamini (2020) highlighted the need for higher-order thinking skills to extract nuanced details. Darmawan (2022) noted that test anxiety and time constraints exacerbate difficulties in locating unstated information. Hafid, Purnawarman, and Sukyadi (2021) discussed how cultural differences and text structure familiarity influence comprehension, aligning with the observed challenges in understanding detailed information. Herman, Sinaga, and Simatupang (2024) similarly identified issues with inferencing, reinforcing the need for targeted strategies.

Addressing these gaps through focused instruction can improve students' ability to handle detailed information questions on the TOEFL reading test. This approach supports the recommendations of previous studies, suggesting that enhancing vocabulary, comprehension skills, and test familiarity can significantly boost performance.

CONCLUSION

This study has revealed significant challenges faced by students at Universitas Negeri Gorontalo in the reading comprehension section of the TOEFL test. The key difficulties identified include limited vocabulary, insufficient foundational reading skills, and a lack of effective reading strategies, particularly in locating references, understanding vocabulary, and making inferences. These challenges are further exacerbated by test anxiety, poor time management, and cultural differences in text structure.

The findings are consistent with previous research, which highlights the critical role of vocabulary mastery (Ardiyanto, 2024; Badu, 2020), higher-order thinking skills (Baghaei, Bagheri, & Yamini, 2020), and effective reading

strategies (Fitria, 2024). The impact of test anxiety and time management issues on reading performance has also been noted (Darmawan, 2022; Hafid, Purnawarman, & Sukyadi, 2021). Moreover, the importance of familiarity with text genres and structures, as well as gender-based challenges, has been emphasized in earlier studies (Herman, Sinaga, & Simatupang, 2024; Destiyanti, Amin, & Putera, 2021).

Addressing these challenges requires a multifaceted approach. Enhancing vocabulary and grammar skills, teaching effective reading strategies such as skimming and scanning, and providing targeted practice exercises that simulate TOEFL reading questions can significantly improve students' performance. Additionally, incorporating innovative teaching methods, such as flipped classroom interventions and blended learning environments, can offer substantial benefits. By addressing these specific needs and

cultural contexts, educators can create a more supportive learning environment, ultimately enhancing students' reading comprehension skills and their overall performance on the TOEFL test.

ACKNOWLEDGEMENT

REFERENCES

Ardiyanto, F. R. (2024). The influence of students' vocabulary mastery toward their toefl reading comprehension achievement. *Edudikara: Jurnal Pendidikan dan Pembelajaran*, *9*(1), 37-44.

Badu, H. (2020). Students' ability in reading TOEFL. *Jambura Journal of English Teaching and Literature*, *1*(2), 89-100.

Baghaei, S., Bagheri, M. S., & Yamini, M. (2020). Analysis of IELTS and TOEFL reading and listening tests in terms of Revised Bloom's Taxonomy. *Cogent Education*, *7*(1), 1720939.

Busa, J., & Chung, S. J. (2024). The effects of teacher-centered and student-centered approaches in TOEIC reading instruction. *Education Sciences*, *14*(2), 181.

Darmawan, R. N. (2022). A correlational study between listening, structure, and reading comprehension of TOEFL. *Journal of Language, Communication, and Tourism*, *1*(1), 20-29.

Destiyanti, C., Amin, M., & Putera, L. J. (2021). Gender-based analysis of students' ability in answering factual and vocabulary-in-context questions of the TOEFL-like reading comprehension test. *PALAPA*, *9*(1), 1-17.

Fahmi, A., Mukminatien, N., Ginting, D., & Kusumaningrum, S. R. (2024). The impact of flipping class intervention on reading comprehension: Different approaches and proficiency levels. *PLOS ONE*, *19*(6), e0305041.

Fauzia, W. I., Kemal, E., & Syafar, D. N. (2024). Difficulties of English study program students to answer the reading comprehension TOEFL. *Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education*, *13*(1), 11-14.

Fitria, T. N. (2024). Question types on reading comprehension in TOEFL test: An implication in teaching reading TOEFL to students. *Journal of English and Education (JEE)*, 41-54.

Girsang, A. L., Marbun, F. V. G., Turnip, Y. A. M., & Saragih, E. (2019). An analysis of reading comprehension difficulties in TOEFL test by high school students. *Linguistic, English Education and Art (LEEA) Journal*, *3*(1), 132-137.

Hafid, N., Purnawarman, P., & Sukyadi, D. (2021, March). Investigating constraints and strategies faced by the non-english students in answering reading comprehension TOEFL test. In *Proceedings of the 2nd International Conference on Progressive Education, ICOPE 2020, 16-17 October 2020, Universitas Lampung, Bandar Lampung, Indonesia*.

Hendrik, H. (2024). *Students' difficulties in understanding the TOEFL reading test of English language education study program at IAIN Palopo* (Doctoral dissertation, Institut Agama Islam Negeri Palopo).

Herman, H., Sinaga, Y. K., & Simatupang, G. E. (2024). an investigation to the students' difficulties in the skills of reading comprehension at TOEFL proficiency subject. *Bulletin of Science Education*, *4*(2), 40-48.

Hsieh, C. N. (2024). Building a validity argument for the TOEFL junior® tests. *ETS Research Report Series*.

Husain, B., Wardiman, S. S., Purnawarman, P., & Abasa, Z. (2024). Blended learning intervention on the students' reading comprehension achievement with different personality traits. *JEES (Journal of English Educators Society)*, *9*(1), 28-38.

Ismail, N. M., & Fata, I. A. (2021). Improving reading TOEFL score through note taking strategy. *Al-Ta lim Journal*, *28*(1), 46-54.

Ivanova, R., & Ivanov, A. (2021). Online reading skills as an object of testing in international english exams (IELTS, TOEFL, CAE). *International Journal of Instruction*, *14*(4), 713-732.

Jaelani, S. R., Wathoni, H., Purnama, B., Harianto, H., & Wadi, S. (2022). The students' ability in reading comprehension of TOEFL test for The EFL learners. *JSHP: Jurnal Sosial Humaniora Dan Pendidikan*, *6*(1), 60-66.

Kasim, U., Mustafa, F., & Putra, T. M. (2020). Reading comprehension in the TOEFL PBT: Which sub-skill deserves more intensive training?. *TESOL International Journal*, *15*(1), 53-64.

Khairul, K., Ernati, E., Tavriyanti, L., & Farensha, H. (2024). students' ability to answer comprehesion questions on TOEFL-like test. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, *7*(3), 9288-9293.

Kurniawati, A., & Fitrawati, F. (2020). An analysis of students' ability in comprehending TOEFL reading test at english department Universitas Negeri Padang. *Journal of English Language Teaching*, *9*(3), 593-598.

Li, J. T., Tong, F., Irby, B. J., Lara-Alecio, R., & Rivera, H. (2024). The effects of four instructional strategies on English learners' English reading comprehension: A meta-analysis. *Language Teaching Research*, *28*(1), 231-252.

Mawarni, A., & Usman, M. (2022). Students' opinion towards the use of skimming and scanning techniques for TOEFL in reading comprehension. *English LAnguage Study and TEaching*, *3*(2), 1-8.

Natrio, Y., Suryani, M. S., & Sariani, S. (2024). Student's issues depicted through TOEFL score test: A case study in medical laboratory technology of X University in Padang. *ARRUS Journal of Social Sciences and Humanities*, *4*(1), 1-6.

Nazri, M. A., & Wijaya, H. (2020, May). EFL students' ability in answering TOEFL reading comprehension section. In *Journal of Physics: Conference Series* (Vol. 1539, No. 1, p. 012044). IOP Publishing.

Nejati, R. (2024). The place of self-efficacy and self-regulation in reading comprehension in online classes. *International Journal of Research in English Education*, *9*(2), 90-104.

Nuraini, S., Trisnawati, W., & Kurniawan, R. (2022). An analysis of English education department students' ability in TOEFL reading comprehension. *Journal Of Language Education and Development*, *5*(1), 1-11.

Oranpattanachai, P. (2023). Relationship between the reading strategy, reading self-efficacy, and reading comprehension of Thai EFL students. *LEARN Journal: Language Education and Acquisition Research Network*, *16*(1), 194-220.

Pora, W., Sain, Y., & Muflihun, M. (2024). An Analysis of EFL students' strategies to achieve high score in TOEFL listening comprehension. *Mataoleo: Journal of English Education and Linguistics*, *1*(1), 56-68.

Purba, D., Panjaitan, J., & Pardede, D. L. (2024). Problems found on the TOEFL test questions by the fifth semester physics students of Darma Agung University. *Jurnal Darma Agung*, *32*(2), 576-582.

Rina, P., & Tiarina, Y. (2021). An analysis of English department students' difficulties in answering TOEFL test of listening comprehension. *Journal of English Language Teaching*, *10*(1), 28-35.

Rumahorbo, L. D., Damanik, N. Y., Hutahaean, R. I., Manurung, N. G., Sianturi, O., Sinaga, Y. K., ... & Sirait, E. M. (2024). The students' perception toward TOEFL test at SMA Negeri 2 Pematangsiantar. *Pengabdian Masyarakat Sumber Daya Unggul*, *2*(1), 31-38.

Sailuddin, S. P. (2022). The effectiveness of TOEFL preparation course to improve students' reading comprehension. *EDU Journal-English Department of UMMU Journal*, *2*(2), 46-52.

Samad, I. A., Jannah, M., & Fitriani, S. S. (2017). EFL students' strategies dealing with common difficulties in TOEFL reading comprehension section. *International Journal of Language Education*, *1*(1), 29-36.

Sayın, A. (2024). Evaluating the psychometric characteristics of generated visual reading comprehension items. *Bartın University Journal of Faculty of Education*, *13*(2), 380-395.

Setyowati, M., Latifa, A. K., Pratiwi, E., & Mabagits, S. (2020, May). Student's vocabulary mastery on TOEFL test: Does it correlate with reading comprehension?. In *International Conference on English Language Teaching (ICONELT 2019)* (pp. 245-249). Atlantis Press.

Sherina Sania, S. (2023). *The correlation of EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores* (Doctoral dissertation, UIN AR-RANIRY).

Sinaga, D. P., Harahap, N. H., & Tampubolon, M. (2024). An analysis on thematic progression patterns of reading comprehension TOEFL prediction texts. *Cendikia: Media Jurnal Ilmiah Pendidikan*, *14*(5), 522-529.

Syahputra, F. P., Perangin-Angin, A. B., & Nasution, E. H. (2024). Evaluating English listening comprehension subject for sustainable EFL learning in Indonesia. In *Inclusive, Sustainable,*

and Transformational Education in Arts and Literature (pp. 120-127). Routledge.

Syakir, S., & Suhendar, B. (2022). Pengaruh pengajaran academic vocabulary terhadap skor TOEFL reading comprehension mahasiswa program beasiswa FEB USAKTI Semester Dua Tahun Akademik 2017-2018. *Jurnal Pendidikan dan Konseling (JPDK)*, *4*(6), 7065-7076.

Toroujeni, S. M. H. (2022). Computerized testing in reading comprehension skill: investigating score interchangeability, item review, age and gender stereotypes, ICT literacy and computer attitudes. *Education and Information Technologies*, *27*(2), 1771-1810.

Ukhrowi, W. (2024). Gender issues on Toefl ITP score: A case study. *EDUJ: English Education Journal*, *2*(1), 51-56.

Usman, N., Hendrik, H., & Madehang, M. (2024). Difficulties in understanding the TOEFL reading test of english language education study program at university. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *12*(1), 755-773.

Wahyuningsih, C., Mahbub, M. A., & Al Fauzi, F. (2024). Exploring students' difficulties in answering reading TOEFL section test. *Linguapedia*, *8*(1), 41-49.

Wathoni, H., Purnama, B., Harianto, H., Wadi, A. S., Jaelani, S. R., & Ningsih, B. S. (2022). Analysis on EFL learners' capability in mastering TOEFL test on reading comprehension. *Journey: Journal of English Language and Pedagogy*, *5*(1), 114-119.

Wibowo, V. G. (2024). *The Correlation Between English Department Students' Grammar Scores And Their TOEFL Grammar Scores (Students Of English Department Academic Year-2018 UIN Ar-Raniry)* (Doctoral dissertation, UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan).

Wicaksono, A., & Jatmiko, J. (2024). The high achievers'strategies in answering reading comprehension in TOEFL. *Cendikia: Jurnal Pendidikan dan Pengajaran*, *2*(9), 100-105.

Yoshimura, F. (2024). Effectiveness of Academic English Instruction on EFL Academic Reading Comprehension and Self-efficacy. 東北学院大学論集. *English language & literature*, (107), 129-151.

Zalha, F. B., Alfiatunnur, A., & Kamil, C. A. T. (2020). Strategies in dealing with the reading section of 'TOEFL prediction': A case of Aceh EFL learners. *IJEE (Indonesian Journal of English Education)*, *7*(2), 159-171.

Zarnis, Y., Septiana, T. I., & Trisanti, O. L. (2021). Analysis of students' problems on the reading section of TOEFL. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, *6*(1), 139-154.