An Analysis of Students' Interest in Reading Comprehension at the Islamic Education Department of UIN Alauddin Makassar

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ABSTRACT

This study investigated students' interest in reading comprehension among learners of the Islamic Education Department at UIN Alauddin Makassar. Employing a quantitative survey design, data were gathered from 42 respondents through a Likert-scale questionnaire distributed via Google Form. The analysis, conducted using Microsoft Excel and Ridwan's (2014) classification, revealed that most students demonstrated a high level of interest in reading comprehension, with a smaller number showing very high or moderate levels. These findings indicate that students are generally motivated and engaged in reading activities, recognizing their importance for academic success. Contributing factors included relevant learning materials, effective teaching strategies, and a supportive classroom environment. The study highlights the need for lecturers to implement innovative instructional methods and provide meaningful reading resources to sustain and enhance students' reading interest, while also offering insights for future research on motivation in English language learning at the tertiary level.

Keywords: *Women's students' interest, reading comprehension, motivation, quantitative study*

1) INTRODUCTION

Education is basically a strategic means to increase the nation's potential so that it is able to take part at a more global level as an investment in developing individual abilities and the level of social life. Developing human resources is the duty and responsibility of education in guiding individual potentials by facilitating their needs so that they are able to understand what they are learning and become members of society to achieve the highest level of safety and happiness. Iskandar, (2021) Reading is one of the language skills which might assist students in the process of learning English. It serves as a source of information for students to acquire knowledge during language learning. Reading is also recognized as the most required skill for anybody, particularly students (Sarjaniah et al., 2022). This is in accordance with Surah Al-'Alaq verses 1–5, which emphasize the importance of reading as the first command from Allah SWT:

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اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ .خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ .اقْرَأْ وَرَبُّكَ الْأَكْرَمُ .الَّذِي عَلَّمَ بِالْقَلَمِ .عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: Read in (mentioning) the name of your lord who created, He created man from a clot of blood. Read, and your Lord is the Most Gracious, who teaches (humans) by means of kalam, He teaches humans what they do not know.

Reading is sometimes compared to a window to the world. According to Handayani & Koeswanti (2020) that Interest in reading grows from an individual person, so if you want to increase interest in reading you need collective understanding. Reading improves students' vocabulary knowledge, their ability to pronounce words correctly, and their comprehension of the information and meaning contained within the text. It also has an effect on the extent and accuracy of information as well as their attitudes, morals, beliefs, and judgments. It is important to teach reading to foster students' interest and reading habit in expanding their knowledge. In addition, reading activity should be formed and developed as an interest instruction which will gradually turn into a reading habit.

Interest is a crucial thing for enjoying reading activities. Students should consequently be encouraged to read more, because strong enthusiasm and sufficient knowledge will be very helpful in mastering reading. Sarjaniah et al., (2022) in pratama sari, (2018) stated that there is a study "Most Littered Nation in the World" conducted by Central Connecticut State University in 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding interest in reading. At the primary education level, children's reading habits are still low. Successful reading comprehension demands complex cognitive skills, and consequently, the motivation to make meaning from text (Barber & Klauda, 2020).

According to Duke et al., (2021) to the essential understanding of the process and teaching of reading comprehension, including the following: Teaching comprehension should start early, teaching word reading and bridging skills (including graphophonological semantic cognitive flexibility, morphological awareness, and reading fluency) supports the development of reading comprehension, reading comprehension is not automatic even when fluency is strong, teaching the structure and features of texts encourages the development of reading comprehension, the comprehension process varies depending on what and why we read, comprehension strategy instruction improves comprehension, vocabulary and knowledge builds supports the development of reading comprehension, supports engagement with the text (reading volumes, discussions and text analysis,

and writing) promote the development of understanding, and teaching practices that ignite reading motivation improve comprehension.

According to Tomlinson, 2001 in (Iskandar, 2021) saying that differentiated learning can be done in three ways; (1) readiness to learn; (2) interests (3) learning profile. Interest in reading involves both internal and external factors such as attention, willingness, encouragement, and enjoyment. Reading will be more meaningful and beneficial if the reading interest that precedes the reading is based on one's intrinsic motivation rather than the force of other parties or extrinsic rewards. So, it is commonly considered that reading will occur meaningfully if an interest in reading precedes it. For that reason, it is necessary to increase students' interest in reading in order to foster an awareness of the importance of developing students' knowledge and skills (Sarjaniah et al., 2022).

According to data from the Central Statistics Agency (CSA) and The United Nation of Education Social and Cultural (Unesco) in 2012, the number of people interested in reading is only 1: 1000. This means that out of 1000 Indonesians, only one person is interested in reading, the remaining 999 people have little desire to read (Lubis et al., 2023). Previous research has effectively demonstrated that reading comprehension teaching techniques are very important in the learning process and may have an impact on students' reading comprehension (Nguyen, 2022). This research was conducted at UIN Alauddin Makassar, specifically within the Faculty of Tarbiyah and Teacher Training, focusing on students of the Islamic Education Department (*Pendidikan Agama Islam*). This department was chosen because reading is an essential component of its English learning curriculum. Given the crucial role of reading comprehension in enhancing students' academic achievement and language development, this study aimed to analyze their level of interest in reading comprehension. Supported by previous studies indicating a generally low interest in reading, this research sought to identify students' current level of interest in learning reading comprehension within this context.

Literature Review

Interest plays a fundamental role in the learning process as it serves as a key motivational factor that influences students' engagement, attention, and persistence in academic activities (Slameto, 2010; Hurlock, 1978). In the educational context, students' interest in reading is essential for fostering comprehension skills and overall learning achievement. However, research indicates that many students exhibit low interest in reading due to unappealing instructional methods and limited learning

resources (Hiko et al., 2022). Factors such as lack of motivation, inadequate teaching strategies, and insufficient library facilities contribute to this issue, leading to reduced engagement and weaker cognitive development. Consequently, understanding students' interest is crucial for improving their participation and outcomes in reading comprehension activities.

Reading comprehension itself is a multidimensional process that goes beyond recognizing words to include constructing, interpreting, and evaluating meaning from texts (Westman et al., 2019; Cartwright, 2020). Scholars such as Grabe and Stoller (2011) and Vygotsky (1978) emphasize that comprehension involves active interaction between the reader and the text, mediated by prior knowledge and social context. The comprehension process can be categorized into several levels literal, inferential, critical, and applied each demanding progressively higher cognitive engagement. These stages reflect the development of readers' ability to extract explicit information, infer implied meanings, evaluate arguments, and apply knowledge in real-life situations.

Furthermore, various types of comprehension, including summarization, synthesis, contextual, analytical, comparative, and predictive comprehension, illustrate the complexity of reading as both a cognitive and social activity (Ramirez-Avila & Barreiro, 2021; Martínez et al., 2015). These sub-skills enable learners to condense key ideas, integrate multiple perspectives, understand contextual backgrounds, and critically analyze information. For EFL learners in Indonesia, mastering these dimensions of reading comprehension is vital not only for academic success but also for developing higher-order thinking and global communication competence. Thus, exploring students' interest in reading comprehension provides valuable insight into how motivation and engagement contribute to more effective English language learning outcomes.

Reading comprehension is a fundamental skill in English language learning, as it enables learners to understand, interpret, and analyze written texts effectively. Numerous studies have investigated students' difficulties and levels of interest in reading comprehension, particularly in the context of English as a Foreign Language (EFL). Widyastuti (2020), found that both reading interest and learning motivation significantly influence students' reading comprehension skills, emphasizing the importance of maintaining students' enthusiasm for reading. Similarly, Puspita and Rosyidi (2019) identified internal factors such as motivation, attitude, and awareness, along with external factors including teachers, peers, and learning media, as determinants of students' interest in learning reading comprehension.

Ningsih (2018) demonstrated that the application of the CIRC (Cooperative Integrated Reading and Composition) approach can enhance students' interest and performance in reading comprehension, indicating the effectiveness of collaborative reading strategies. Furthermore, Sari and Kurniawan (2017) reported that the use of audio-visual media positively affects students' interest in reading comprehension, showing that technological tools can make reading activities more engaging. According to Paramitha and Wachidah (2021), the implementation of skimming techniques helps improve students' reading knowledge and comprehension of textual content. Supporting this, Putri (2023) noted that many students still struggle to comprehend the meaning and context of texts, which underscores the need for more effective reading strategies.

Nanda and Azmy (2020) identified three major factors contributing to poor reading comprehension among Indonesian students: low motivation, limited prior knowledge, and insufficient English vocabulary. These factors negatively impact students' learning achievement, problem-solving ability, and future opportunities. In line with this, Sari et al. (2019) highlighted the importance of developing teachers' competence in designing and teaching effective reading comprehension strategies, suggesting that teacher preparedness plays a vital role in improving students' reading outcomes. Rahmawati and Sari (2021) also established a significant correlation between students' reading motivation and their reading comprehension performance, where highly motivated learners achieved better understanding of texts. Likewise, Hidayat and Syamsuddin (2022) emphasized the importance of a supportive classroom environment and engaging materials in fostering students' reading interest and participation.

In summary, previous studies have primarily examined the factors contributing to low reading comprehension and the effectiveness of teaching strategies in improving students' reading abilities. However, there is still limited research focusing specifically on students' interest in reading comprehension. Therefore, this study aims to fill this gap by analyzing students' interest in reading comprehension within the context of the Islamic Education Department at UIN Alauddin Makassar. By focusing on students' affective engagement and motivation, this study seeks to contribute to a deeper understanding of how interest influences reading comprehension learning among EFL learners.

2) METHODS

This study employed a quantitative research design using a survey method to examine students' interest in reading comprehension. Quantitative research was selected because it enables systematic collection and statistical analysis of numerical data to describe relationships between variables objectively (Creswell, 2014). In this context, the study focused on identifying the levels of students' interest and the factors influencing their engagement in reading comprehension activities. Through the use of measurable data, the study aimed to provide empirical evidence that reflects the actual condition of students' reading interest within the Islamic Education Department at UIN Alauddin Makassar.

The population of this study consisted of 102 students from the Islamic Education Department, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. From this population, a sample of 42 students was selected using a random sampling technique to ensure representativeness and reduce bias. This number was determined based on methodological and practical considerations, as it provided sufficient data for statistical reliability while remaining manageable for in-depth analysis. The selected respondents represented various levels of academic performance and engagement in reading comprehension, allowing the researcher to obtain diverse perspectives within the study context.

The instrument used in this research was a structured questionnaire designed to measure six key dimensions of students' interest in reading comprehension: attention, willingness, needs, enjoyment, attitude, and participation. Each aspect consisted of several items reflecting cognitive, affective, and behavioral indicators of interest. The questionnaire used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This design ensured that the collected data captured not only students' motivation and engagement but also their emotional responses and participation in reading-related tasks, thus providing a comprehensive understanding of their overall interest.

The data collection and analysis procedures were conducted systematically to ensure validity and reliability. Questionnaires were distributed directly to the selected students after providing clear instructions and explanations regarding the purpose of the study. The responses were then tabulated and analyzed using Microsoft Excel to calculate percentages and categorize interest levels based on predetermined classifications (Ridwan, 2014). The interpretation of results followed five categories: very high, high, high enough, low, and very low, allowing the researcher to describe patterns of student

interest quantitatively. This approach provided a clear and structured framework for identifying the general trends of students' reading interest and for drawing conclusions relevant to the development of English reading comprehension instruction.

3) RESULTS AND DISCUSSION

Results

Based on the participants' questionnaire responses, the results of the data analysis were presented in this section. The organization of the findings into predetermined categories and percentage ranges made it possible to provide a clear picture of the distribution of respondents' performance levels. The categorization of scores offered an overview of the general trends and patterns that emerged from the data, illustrating both the percentage of respondents who performed at lower or higher levels and the most frequently occurring levels of achievement.

Table 1. *The Classification of Students' Interest in Learning Reading Comprehension*

No.	Score	Category	Frequency	Percentage
1.	81-100%	Very high level	3	7.14
2.	61-80%	High level	15	35.7
3.	41-60%	High enough level	21	50
4.	21-40%	Low level	3	7.14
5.	0-20%	Very low level	0	0
		Total	42	100

The findings from Table 4.1 demonstrated that students' interest in learning reading comprehension was distributed across several levels of classification. A small proportion of students,

namely 3 respondents or 7.14%, were categorized at the very high level, indicating that only a few students demonstrated a particularly strong motivation and engagement in reading comprehension. Meanwhile, a more substantial group of 15 students, representing 35.7%, fell within the high level, suggesting that over one-third of the participants showed a consistently positive attitude and interest toward reading comprehension activities. The majority of students, 21 respondents or exactly 50%, were categorized at the high enough level, which indicated that most students showed a moderate but not fully developed interest. This result highlighted that while many students displayed interest in reading comprehension, their engagement was still not maximized.

On the other hand, only a small number of students, 3 respondents or 7.14%, were classified at the low level, suggesting that a minority of the participants experienced difficulties or showed minimal enthusiasm toward reading comprehension tasks. Importantly, no students were classified at the very low level (0%), which indicated that all respondents at least demonstrated some degree of interest in the subject. Overall, these findings suggested that although a significant portion of students had moderate to high levels of interest in reading comprehension, efforts were still needed to further enhance motivation and engagement, particularly to elevate those in the high enough and low categories into higher levels of interest.

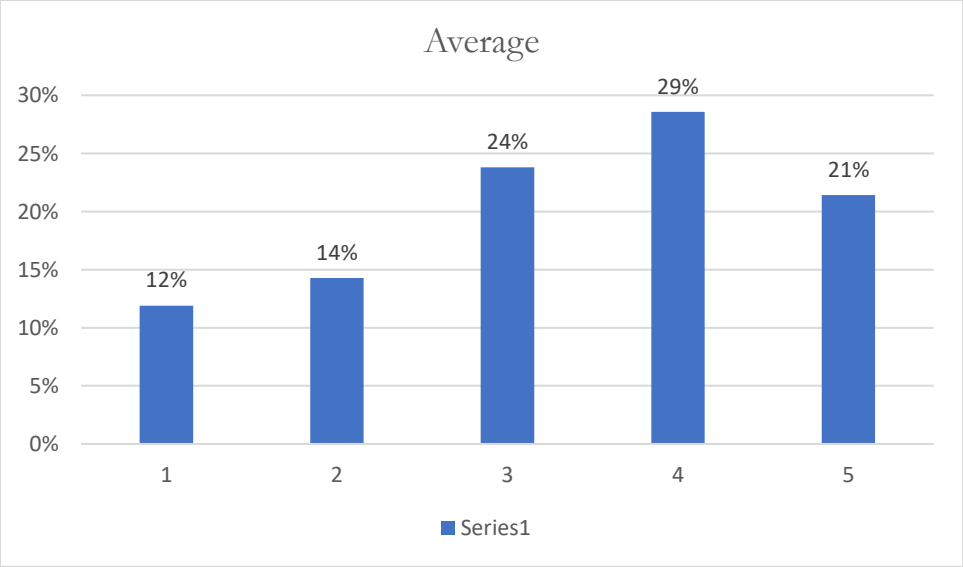
Table 2. *The Mean Score of Students' Interest*

Mean Score	Category
68.78	High level

The results presented in Table 4.2 revealed that the overall mean score of students' interest in learning reading comprehension was 68.78, which falls within the high-level category. This finding indicated that, on average, students demonstrated a relatively strong level of motivation and engagement toward reading comprehension. The classification at the high level suggested that students generally possessed positive attitudes, such as showing concentration during lessons, willingly engaging in reading activities, and recognizing the importance of reading comprehension for their academic development. The mean score therefore reflected a favorable tendency among students to

participate in reading-related tasks and to value reading as an essential component of their learning process.

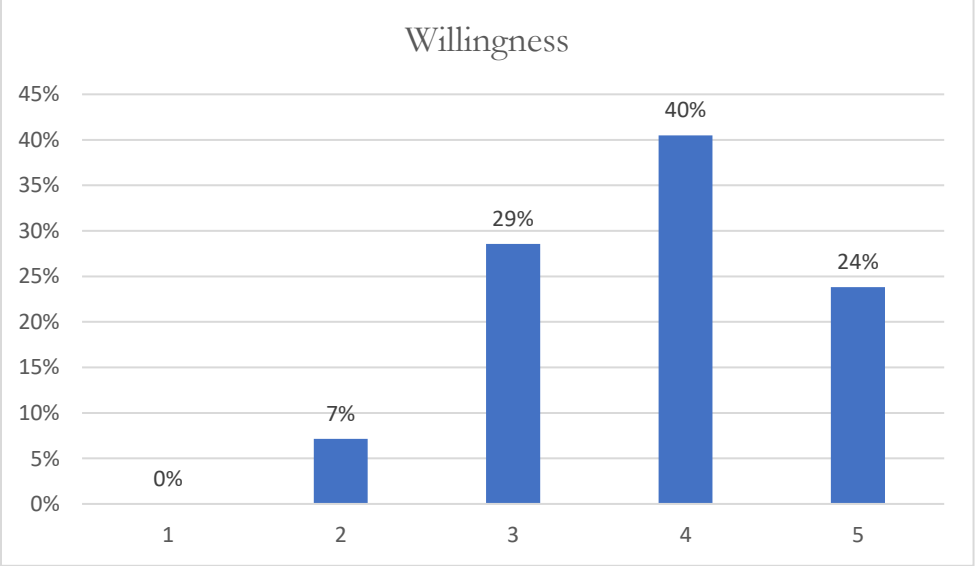
However, although the mean score indicated a high level of interest, it also implied that students had not yet reached the very high category, which would reflect a more consistent and exceptional degree of interest. This result suggested that while most students were positively inclined toward reading comprehension, their enthusiasm and engagement still had room for improvement. Some students may have shown only moderate interest, which lowered the overall average. These findings highlighted the need for further instructional strategies and supportive interventions to enhance student motivation, with the aim of raising the mean score closer to the very high category.



Picture 1. *Average Section*

The bar chart titled Average presents the distribution of responses across five categories, with percentages ranging from 12% to 29%. Category 1 recorded the lowest proportion at 12%, followed closely by category 2 at 14%. A notable increase occurred in category 3, which accounted for 24% of the responses, while the highest concentration appeared in category 4 at 29%, indicating that nearly one-third of participants were positioned in this category. Category 5 followed with 21%, reflecting that although fewer participants reached this level compared to category 4, it still represented a substantial portion of the sample.

The overall distribution indicated that the majority of participants clustered within the middle-to-higher categories (3, 4, and 5), which together comprised 74% of the responses. By contrast, only 26% of the participants were situated in the lower categories (1 and 2). This pattern suggested that the general tendency of participants was positively inclined, with a clear peak at category 4. The findings therefore highlighted that while a large proportion of respondents demonstrated moderate to high levels of achievement or interest, additional pedagogical interventions may be necessary to elevate more students into the highest category and to reduce the proportion in the lower ranges.

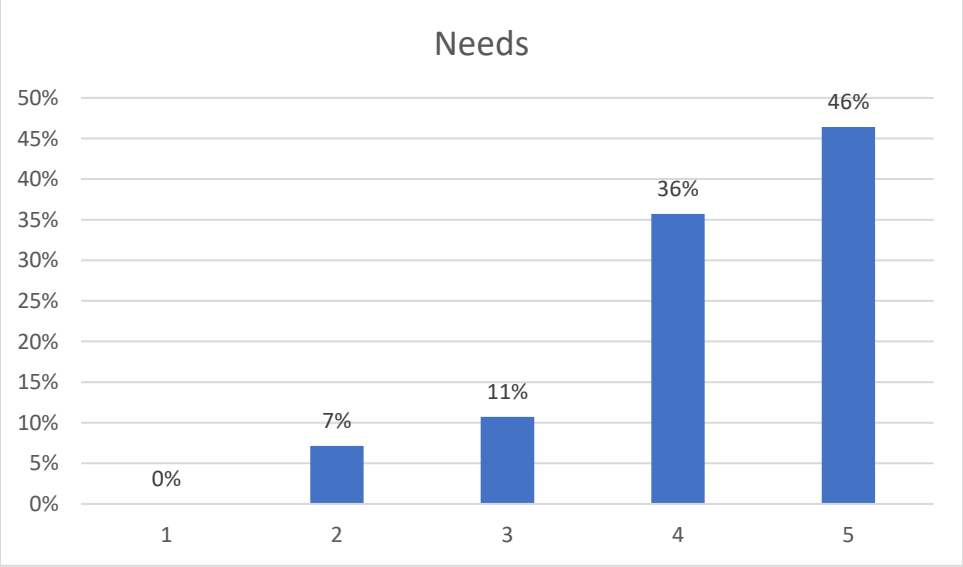


Picture 2. *Willingness Section*

The bar chart titled Willingness illustrates the distribution of responses across five categories, showing a clear concentration in the middle-to-higher ranges. No participants were recorded in category 1 (0%), while only a small proportion, 7%, fell into category 2. A more substantial percentage, 29%, belonged to category 3, indicating a moderate level of willingness among nearly one-third of respondents. The highest proportion was observed in category 4, at 40%, suggesting that a significant number of participants demonstrated a strong level of willingness. Meanwhile, category 5 accounted for 24%, highlighting that nearly one-fourth of respondents reached the highest level of willingness.

The data indicated that participants generally leaned toward higher levels of willingness, with 93% distributed across categories 3, 4, and 5. The dominance of category 4 as the peak response suggested that while many participants showed strong willingness, relatively fewer advanced to the maximum

level represented by category 5. This distribution implied that while the overall attitude was positive, efforts could be made to further strengthen participants' willingness so that more individuals reach the highest category. The findings therefore reflect a strong but not yet fully maximized trend of willingness among the group studied.

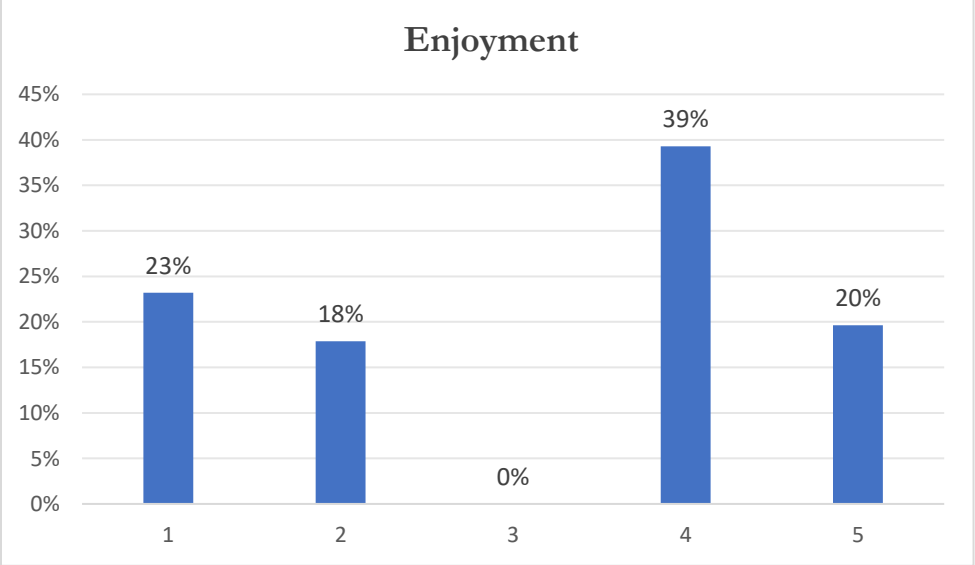


Picture 3. *Needs Section*

The bar chart titled Needs demonstrates that participants predominantly perceived a strong to very strong level of necessity regarding the aspect being measured. No respondents were classified in category 1 (0%), indicating that none considered the need as negligible. Only a small minority of participants were distributed in the lower categories, with 7% in category 2 and 11% in category 3, suggesting that less than one-fifth of respondents expressed relatively weak or moderate levels of need. In contrast, higher categories dominated the distribution, with 36% of participants in category 4 and the largest proportion, 46%, in category 5. This distribution highlights that a significant majority acknowledged the importance of the measured construct at a high or very high level.

The findings suggested a strong consensus among participants regarding the significance of the needs assessed. With 82% of respondents positioned in the top two categories, it can be inferred that most individuals considered these needs essential and integral to their academic or personal development. The absence of responses in the lowest category further reinforced the notion that the perceived needs were universally recognized to some extent, though varying in intensity. Overall, the

data indicated that participants demonstrated a heightened awareness of the relevance of these needs, which implies that targeted instructional or institutional strategies responding to such demands would be both timely and effective.

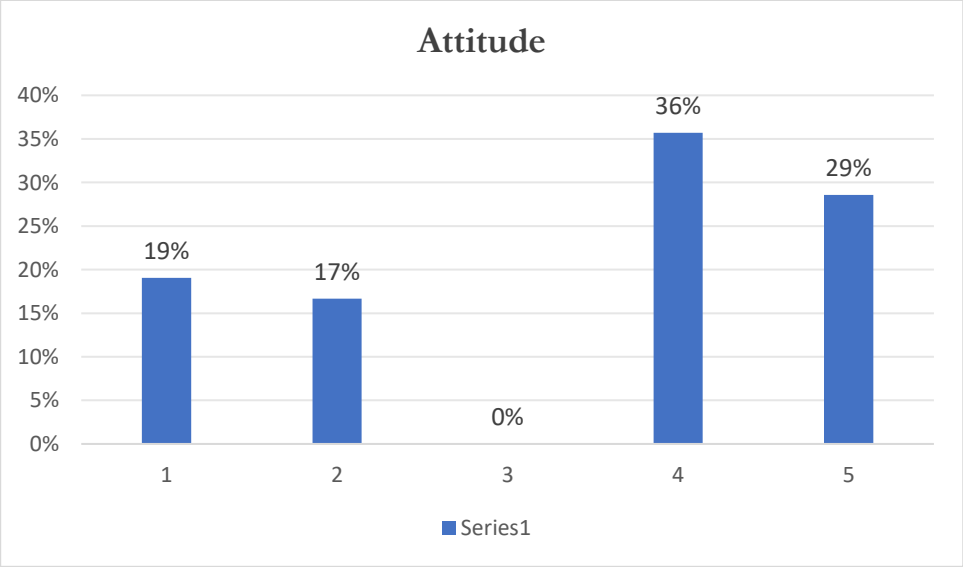


Picture 4. *Enjoyment Section*

The bar chart titled Enjoyment illustrates the distribution of students' perceptions regarding the degree of enjoyment in the given context. The data reveal that 23% of respondents selected category 1 and 18% chose category 2, indicating that a notable proportion of students experienced low levels of enjoyment. Interestingly, no respondents fell into category 3 (0%), suggesting the absence of moderate responses and thus a polarization of opinions toward either lower or higher levels of enjoyment. On the other hand, higher levels of enjoyment were reflected in category 4 with the largest proportion of 39%, followed by 20% in category 5. This distribution indicates that while a substantial number of students reported high enjoyment, a considerable minority expressed minimal engagement.

The findings demonstrate a divided perception of enjoyment among students. Almost 60% of respondents (categories 4 and 5 combined) reported high to very high enjoyment, suggesting that a majority found the activity or learning process engaging and satisfying. However, the significant percentages in the lowest categories (41% combined in categories 1 and 2) indicate that a considerable portion of students struggled to derive enjoyment, which may reflect differences in learning preferences, materials, or teaching approaches. The absence of responses in the middle category

further highlights the polarized nature of students' experiences, pointing to the need for pedagogical strategies that can bridge the gap and ensure more balanced levels of enjoyment across the cohort.

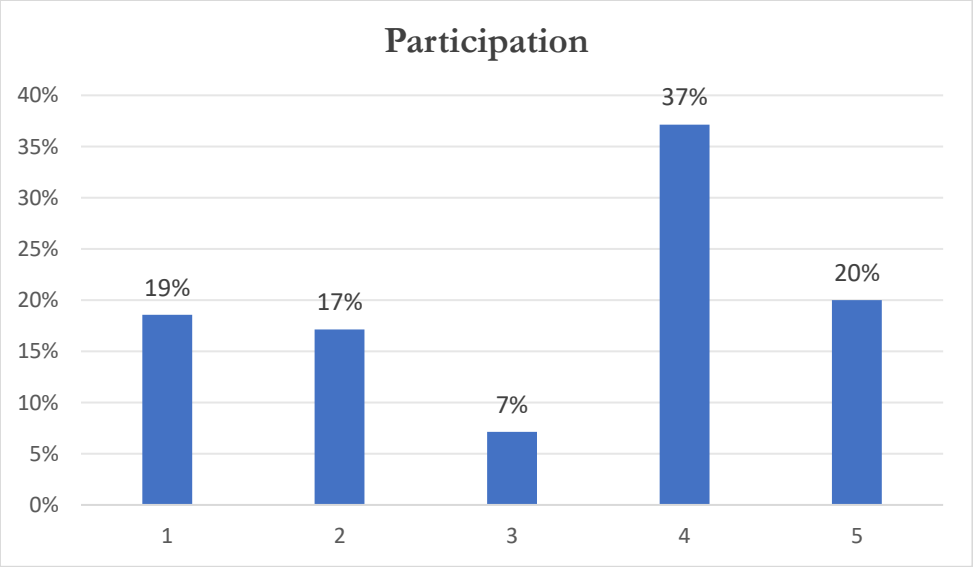


Picture 5. *Attitude Section*

The bar chart titled Attitude illustrates the distribution of students' responses regarding their attitudes in the given context. The data indicate that 19% of respondents fell into category 1 and 17% into category 2, suggesting that a considerable minority expressed unfavorable or less positive attitudes. Interestingly, no respondents selected category 3 (0%), which highlights the absence of moderate responses and implies that students' perceptions tended to be polarized between low and high levels of attitude. On the positive side, the highest proportion of students, 36%, were placed in category 4, followed by 29% in category 5, reflecting a significant tendency toward positive and highly positive attitudes.

The results suggest that the majority of students displayed constructive attitudes, with 65% (categories 4 and 5 combined) demonstrating positive engagement and receptiveness. However, the presence of 36% in the lowest categories indicates that a notable portion of students may still struggle with adopting favorable attitudes, which could affect their participation and achievement. The lack of moderate responses underscores a divergence in students' perceptions, where learners either strongly supported or resisted the learning process. This finding suggests the need for tailored strategies to

strengthen positive attitudes among less engaged students, ensuring that more individuals align with the majority who expressed higher levels of positivity.



Picture 6. *Participation Section*

The bar chart illustrated the distribution of participation levels among the respondents, expressed as percentages. It was evident that participation varies across the five measured categories. Notably, the highest level of participation is observed in category 4, with 37% of respondents reporting active engagement. Conversely, the lowest participation was recorded in category 3, accounting for only 7% of the total. Categories 1, 2, and 5 display moderate levels of participation, comprising 19%, 17%, and 20% of respondents, respectively.

This data indicates a general trend of increased engagement at category 4, suggesting that a significant portion of participants exhibit a relatively high level of involvement. Meanwhile, the lower percentages in category 3 imply that fewer respondents demonstrate minimal participation. The distribution highlights the variability in participant engagement and may provide insight into factors influencing active involvement, which could be valuable for designing interventions to enhance overall participation.

Discussion

The findings revealed that students in the Islamic Education Department generally exhibited a high level of interest in reading comprehension, with a mean score of 68.78, categorized as high. This indicates that students had positive attitudes toward reading activities, though their enthusiasm varied. While most students demonstrated consistent engagement, others only showed moderate motivation. Such variation reflects the complexity of interest development, suggesting that educators must understand these different motivational levels to better support students' learning engagement.

Approximately 50% of students fell into the "high enough" category, showing moderate interest in reading comprehension. This finding aligns with Hidi and Renninger's (2006) four-phase model of interest development, which explains that many learners remain in the transitional stage between situational and individual interest. Their engagement is often triggered by classroom activities rather than internal motivation. Without sufficient intervention, these students risk maintaining surface-level participation, depending heavily on external factors like teacher guidance or course requirements.

Meanwhile, 35.7% of students achieved the high category, indicating stronger internalized motivation, consistent with Deci and Ryan's Self-Determination Theory (1985). These learners appeared to move from extrinsic to intrinsic motivation, viewing reading not merely as an obligation but as a meaningful academic pursuit. The 7.14% of students in the very high category represented learners with well-developed individual interest (Krapp, 2002), showing deep engagement and intellectual curiosity. Conversely, another 7.14% were categorized as low, revealing a lack of motivation possibly linked to low self-efficacy (Wigfield & Guthrie, 1997). Addressing this small group requires targeted strategies that consider both cognitive and affective barriers in reading comprehension.

Notably, no students were categorized as very low, suggesting that all respondents demonstrated at least some degree of reading interest. This differs from findings in other contexts where reading disinterest is widespread. The cultural and academic environment of the Islamic Education Department, where reading especially of religious texts holds central importance, likely sustains a baseline level of engagement among students. However, the dominance of moderate interest emphasizes the need for instructional improvements to move students toward higher engagement

levels. According to Schiefele (1991), interest directly influences text processing quality, meaning that greater interest leads to deeper comprehension.

This interpretation aligns with expectancy-value theory (Eccles & Wigfield, 2002), which posits that motivation depends on both task value and self-perceived ability. Students in moderate or low categories may undervalue reading comprehension or doubt their capability, thereby reducing motivation. Strengthening their self-efficacy and helping them see the relevance of reading to personal and professional goals could enhance their engagement. Furthermore, in the Indonesian EFL context, cognitive challenges such as limited vocabulary and complex text structures (Cahyono & Widiati, 2006) further diminish motivation, emphasizing the need to integrate language support with motivational strategies.

The results correspond with previous studies showing that reading interest significantly affects comprehension and broader language skills. For instance, Salwa al Anqoudi et al. (2024) found that intensive reading activities via Read-Theory enhanced intrinsic and extrinsic motivation. Similarly, Amrina and Nafiah (2025) demonstrated that high reading interest correlated positively with speaking proficiency, while Musta'aliyah et al. (2022) confirmed a strong link between interest and comprehension. Studies by Reflinda et al. (2023) and Juliari et al. (2024) also revealed that literacy programs, teacher competence, and parental motivation substantially influenced reading engagement. These findings collectively support the present study's interpretation that students' moderate-to-high interest stems from both individual and environmental factors.

Additional supporting evidence comes from Sarjaniah et al. (2023), who highlighted text relevance as crucial for maintaining students' reading interest, and Retno Wulan et al. (2023/2024), who found that vocabulary mastery and reading interest jointly enhanced comprehension. Likewise, the study on literature circles (2025) demonstrated that collaborative reading discussions fostered engagement and comprehension through active participation. Ibhar (2022) emphasized teacher competence as a moderating factor linking motivation, vocabulary, and interest, while Simanjuntak et al. (2023) confirmed that literacy programs strongly shaped students' positive perceptions of reading. Together, these findings validate that fostering interactive learning environments, teacher effectiveness, and text relevance are vital to enhancing students' sustained interest.

In conclusion, the present findings reaffirm that students in the Islamic Education Department generally show moderate to high interest in reading comprehension but have yet to reach maximal

engagement. Their motivation is influenced by individual, instructional, and socio-cultural factors that interact dynamically within the EFL learning context. Consistent with previous research, the study underscores the importance of intrinsic motivation, effective pedagogy, literacy initiatives, and language support to transform moderate engagement into sustained reading interest. Therefore, the findings contribute not only to the understanding of reading motivation among EFL learners but also to the development of context-specific strategies for improving reading comprehension and fostering a lasting culture of reading within Islamic higher education.

4) CONCLUSION

The conclusion was students' interest in learning reading comprehension was generally high, with a mean score of 68.78, indicating a strong overall motivation and engagement. Most students (50%) were classified at the high enough level, while a substantial portion (35.7%) fell into the high level, and only a small number (7.14%) were at the very high or low levels. No students were categorized at the very low level, showing that all participants demonstrated at least some interest in reading comprehension. These results suggested that although students were positively inclined toward reading comprehension, their interest had not yet reached the very high level, indicating the need for further strategies to enhance engagement and elevate students' motivation to higher levels.

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