



An Analysis of Students' Problems in Reading Comprehension at SMK Negeri 1 Gorontalo (*Analisis Masalah Pemahaman Membaca Siswa di SMK Negeri 1 Gorontalo*)

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Article Info	Abstract
Article history: Received: 30 Juni 2026 Revised: 23 Juli 2026 Accepted: 24 Juli 2026 Keywords: Reading Comprehension Linguistic Bottleneck Vocational Students Merdeka Curriculum Multimodal Scaffolding Kata Kunci: Pemahaman Membaca Hambatan Linguistik Siswa Kejuruan Kurikulum Merdeka Scaffolding Multimodal	This study aimed to identify and thoroughly analyze the specific reading comprehension problems faced by tenth-grade vocational students at SMK Negeri 1 Gorontalo within the implementation of Kurikulum Merdeka. The research employed a descriptive qualitative methodology utilizing the interactive data analysis model framework. The participants consisted of 21 tenth-grade vocational students (Batch 2023). Data were collected using a 42-item Likert-scale diagnostic questionnaire administered via Google Forms, complemented by semi-structured interviews with 10 selected key respondents. The theoretical foundation was grounded in Duke and Cartwright's Active View of Reading model. The findings revealed a severe "linguistic bottleneck" where 85.7% of students struggled significantly with unfamiliar vocabulary, forcing 90.4% to rely heavily on mechanical word-for-word translation. Furthermore, 71.4% experienced cognitive overload when encountering complex sentence structures and multi-clause syntactic patterns. Externally, an instructional gap was prominent, with 76.1% of students highlighting a critical deficiency in visual or multimodal learning media in the classroom. Conversely, cultural schema activation acted as a major catalyst; 80.9% exhibited high motivation when reading local folklore. The study concludes that vocational reading failure is primarily driven by linguistic barriers and instructional limitations rather than motivational apathy, emphasizing an urgent need for multimodal scaffolding in vocational EFL contexts. Abstrak Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis secara mendalam masalah pemahaman membaca yang dihadapi siswa kelas sepuluh di SMK Negeri 1 Gorontalo dalam kerangka Kurikulum Merdeka. Penelitian ini menggunakan metode deskriptif kualitatif dengan kerangka model analisis data interaktif. Partisipan penelitian terdiri dari 21 siswa sekolah menengah kejuruan (Angkatan 2023). Pengumpulan data dilakukan melalui kuesioner diagnosis skala Likert berisikan 42 butir menggunakan Google Form dan wawancara semi-terstruktur dengan 10 siswa terpilih. Landasan teoretis penelitian ini didasarkan pada model Active View of Reading dari Duke dan Cartwright. Hasil penelitian menunjukkan adanya hambatan linguistik (linguistic bottleneck) yang parah di mana 85.7% siswa kesulitan memahami kata-kata asing, yang memaksa 90.4% dari mereka bergantung pada penerjemahan harfiah kata-per-kata. Selain itu, 71.4% siswa mengalami beban kognitif berlebih (cognitive overload) saat berhadapan dengan struktur kalimat yang kompleks. Dari faktor eksternal, ditemukan adanya kesenjangan

instruksional di mana 76.1% siswa mengeluhkan kurangnya media pembelajaran visual atau multimodal di kelas. Sebaliknya, aktivasi skema budaya menjadi katalisator motivasi; 80.9% siswa antusias membaca ketika topik teks berkaitan dengan cerita rakyat lokal. Penelitian ini menyimpulkan bahwa kegagalan membaca utamanya disebabkan oleh hambatan linguistik dan minimnya fasilitas instruksional, bukan karena kurangnya minat membaca, sehingga intervensi berbasis multimodal scaffolding sangat mendesak diterapkan di sekolah kejuruan.

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1. INTRODUCTION

Reading comprehension stands as an indispensable core competence within English as a Foreign Language (EFL) pedagogy in Indonesia, acting as a critical gateway to academic achievement, critical thinking, lifelong learning, and professional literacy (Grabe, 2009; Nation, 2001). In the contemporary national educational landscape, vocational high schools (*Sekolah Menengah Kejuruan/SMK*), including SMK Negeri 1 Gorontalo, have progressively adopted the *Merdeka Curriculum* framework. This transformative national curriculum signifies a major paradigm shift away from rigid, teacher-centered, and content-heavy instruction toward an adaptable, competency-based model that prioritizes learner autonomy, differentiated learning, and real-world vocational alignment (Dacholfany et al., 2022). Under this updated policy framework, English language instruction is systematically organized into integrated domain skills rather than isolated, discrete linguistic components. Within Phase E, which specifically targets tenth-grade vocational students, the "Reading and Viewing" (*Membaca dan Memirsa*) strand serves as a vital focal point, underscoring the necessity for students to process, interpret, and evaluate both printed textual inputs and complex visual representations effectively.

According to the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency (BSKAP) No. 033/H/KR/2022, reading competence is no longer conceptualized as a passive, linear, or mechanical decoding exercise. Instead, it is rigorously defined as an active, interactive, and constructivist cognitive process requiring learners to reconstruct meaning, critically evaluate textual claims, and synthesize complex ideas by strategically mobilizing their existing prior knowledge (BSKAP, 2022). Furthermore, the deliberate integration of reading and viewing elements within the national curriculum underscores the imperative role of visual and multimodal literacy in modern secondary education. In a vocational secondary context, this integrated approach is purposefully designed to enable students to comprehend authentic technical manuals, visual diagrams, procedural texts, infographics, and digital media relevant to their specialized vocational majors and prospective industrial fields (Hidayat, 2022). Vocational graduates are expected not only to possess basic conversational skills but also to demonstrate functional literacy when interacting with specialized technical documentation written in English.

Notwithstanding these elevated curricular expectations and ambitious policy mandates, empirical reality in the classroom reveals a substantial, troubling gap between overarching policy standards and actual student reading proficiency. Preliminary assessment records and diagnostic evaluation data at SMK Negeri 1 Gorontalo indicate that approximately 65% of tenth-grade students failed to attain the Minimum Learning Objective Completion Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran/KKTP*) in English reading assessments. Exploratory diagnostic interviews conducted with English language teachers at the school further corroborate these quantitative findings. Teachers consistently report that students display pronounced text avoidance behaviors, experience rapid cognitive fatigue when encountering passages exceeding a few paragraphs, and demonstrate severe, persistent difficulty in parsing complex syntactic structures across various text genres, including narrative, descriptive, and expository discourses. When presented with English texts, students frequently exhibit visible frustration, often disengaging from the task entirely or relying passively on peers and automated translation tools without genuinely understanding the material.

Previous scholarship in EFL reading instruction has predominantly attributed low reading achievement among secondary students to generalized affective factors, such as student demotivation, classroom anxiety, lack of effort, passive learning attitudes, or generic study habits (Brumfit, 1984; Horwitz et

al., 1986). While affective factors undoubtedly influence learning outcomes, this study posits that vocational students encounter distinct, interconnected cognitive, linguistic, and instructional bottlenecks that cannot be resolved through motivational encouragement or disciplinary measures alone. Vocational learners often face a unique "double burden": they are required to master general English foundational mechanics while simultaneously attempting to process technical, domain-specific vocabulary and dense syntactic structures without having received adequate instructional scaffolding. Therefore, a systematic, evidence-based diagnostic mapping of these specific learning barriers is urgently required to understand why current instructional practices fail to produce proficient readers.

To address this empirical and theoretical gap, the current investigation adopts the *Active View of Reading* framework pioneered by Duke and Cartwright (2021). This comprehensive theoretical model expands significantly upon the traditional *Simple View of Reading* (Gough & Tunmer, 1986)—which conceptualized reading comprehension strictly as the mathematical product of decoding and linguistic comprehension—by integrating three overarching, highly interconnected domains: word recognition, language comprehension, and active executive functions. Executive functions, such as attentional control, working memory management, strategy monitoring, cognitive flexibility, and goal setting, act as the crucial cognitive bridge connecting low-level word decoding to high-level language processing. Within the *Active View of Reading*, reading failure can occur not only due to deficits in isolated decoding or language skills but also due to breakdowns in how executive functions coordinate these processes during real-time reading tasks.

Operationally, this study operationalizes this theoretical framework by focusing on four primary diagnostic indicators: (1) vocabulary knowledge and lexical breadth, (2) grammatical and syntactic comprehension, (3) background knowledge and schema activation, and (4) classroom instructional media support. Analyzing vocabulary knowledge and lexical breadth is essential because word recognition forms the prerequisite foundation for textual processing. Without an adequate threshold of vocabulary, readers cannot achieve automaticity, which in turn severely hampers overall comprehension. Examining grammatical and syntactic comprehension allows researchers to identify how sentence length, clause coordination, passive voice constructions, and complex word order create severe cognitive overload during real-time reading. Furthermore, investigating background knowledge and schema activation reveals how cultural familiarity or prior topic knowledge can either facilitate top-down inferential reasoning or exacerbate comprehension failure when texts are culturally alienated from the students' lived experiences. Finally, evaluating classroom instructional media support provides crucial insight into the external environmental factors that either mitigate or exacerbate internal cognitive constraints.

The choice of SMK Negeri 1 Gorontalo as the research site is particularly salient. As one of the prominent vocational institutions in the region, the school serves a diverse population of students preparing for immediate entry into the workforce or higher vocational technical education. The implementation of *Merdeka Curriculum* at this school offers a critical window to examine how new policy ideals translate into classroom realities. However, without identifying the precise nature of students' reading bottlenecks, the curricular goals of producing work-ready, globally competitive, and literate vocational graduates remain unfulfilled. Many vocational teachers feel ill-equipped to diagnose reading difficulties systematically, often mistaking a linguistic or cognitive barrier for a lack of student interest or discipline.

Furthermore, the theoretical synergy between cognitive load theory and reading instruction in vocational settings deserves deeper exploration. Vocational students are predominantly tactile, visual, and applied learners who thrive when abstract concepts are grounded in concrete, visual contexts. When forced to navigate dense, text-only English passages without visual aids or explicit strategic modeling, their working memory capacity is quickly overwhelmed by extraneous cognitive load. This cognitive overload leads directly to the text avoidance and mental fatigue observed by teachers. By examining reading comprehension through a lens that combines cognitive-linguistic models (*Active View of Reading*) and instructional design principles (*Multimedia Learning Theory* and *Cognitive Load Theory*), this study provides a holistic diagnostic perspective that addresses both the internal cognitive architecture of the learner and the external instructional environment of the classroom.

The primary significance of this study lies in its precise theoretical and empirical diagnosis of the root causes underlying reading comprehension failure among vocational learners within an emerging curriculum framework. By clearly delineating whether primary learning barriers stem from internal cognitive-linguistic deficits (such as lexical shortages or syntactic parsing failure) or external instructional limitations (such as a lack of visual media or explicit strategy modeling), educators, researchers, and curriculum designers can move beyond generic instructional approaches. Instead, they can formulate targeted, evidence-based pedagogical interventions. These interventions include the strategic implementation of multimodal scaffolding, the integration of visual learning aids, the selection of culturally responsive reading materials, and the practical application of *Teaching at the Right Level* (TaRL) principles, all of which closely align with the core philosophy and transformative goals of *Merdeka Curriculum* (Sari & Ariningsih, 2023).

In conclusion, addressing reading comprehension in vocational high schools is not merely an academic exercise; it is an urgent educational imperative that directly impacts students' future employability and technical competence. By establishing a clear, empirical foundation regarding the specific reading problems faced by tenth-grade students at SMK Negeri 1 Gorontalo, this research aims to bridge the gap between policy expectations and classroom practice. Ultimately, this study contributes valuable empirical evidence to the broader international and national discourse on EFL literacy development, differentiated instruction, and multimodal pedagogy in vocational secondary education.

2. RESEARCH METHODS

This study employed a descriptive qualitative research design to investigate the specific types and underlying root causes of reading comprehension difficulties encountered by vocational high school students. A descriptive qualitative approach was intentionally selected as it provides a comprehensive, nuanced, and contextualized understanding of learning barriers as naturally occurring phenomena within the classroom setting without manipulating experimental variables (Miles et al., 2014). The empirical investigation was conducted at SMK Negeri 1 Gorontalo, involving a total of 21 tenth-grade vocational students (Class of 2023) as the primary participants for the initial diagnostic questionnaire. Additionally, 10 selected key respondents (coded sequentially as S1 through S10) participated in subsequent, in-depth semi-structured interview sessions. In strict alignment with qualitative research paradigms, the researcher functioned as the primary human instrument, directly responsible for designing research tools, collecting empirical data, and analyzing qualitative findings in the field. Data collection was systematically executed through methodological triangulation, integrating two complementary primary data-gathering instruments:

- 1) **Diagnostic Questionnaire:** Developed using a standard 5-point Likert scale (ranging from *Strongly Agree* to *Strongly Disagree*) comprising 42 comprehensive diagnostic items. Distributed digitally via Google Forms, this quantitative instrument systematically measured and categorized internal learning barriers (linguistic deficits, vocabulary constraints, and cognitive processing challenges) alongside external environmental factors (instructional delivery, classroom environment, and learning media availability).
- 2) **Semi-Structured Interviews:** Conducted with the 10 key student informants to uncover the underlying cognitive, affective, and contextual rationales behind their survey responses. The interview protocol was carefully structured around four core reading comprehension indicators: unfamiliar vocabulary decoding strategies, main idea extraction, syntactic sentence complexity, and student preferences regarding instructional learning media.

The collected qualitative and descriptive quantitative data were systematically processed and analyzed using the *Interactive Model of Data Analysis* formulated by Miles, Huberman, and Saldana (2014). This rigorous analytical framework encompasses three concurrent, interrelated activity streams:

- 1) **Data Condensation:** The continuous process of selecting, focusing, simplifying, abstracting, and transforming raw dataset responses from Google Forms alongside detailed audio interview transcripts. Raw data were meticulously filtered to isolate actionable insights directly addressing the core research questions regarding cognitive and instructional bottlenecks.
- 2) **Data Display:** Organizing condensed metrics into clear, thematic percentage tables while pairing quantitative distributions with relevant verbatim interview quotes to clearly elucidate inter-variable patterns and underlying thematic relationships.
- 3) **Conclusion Drawing and Verification:** Interpreting emerging empirical patterns by benchmarking them against established theoretical frameworks, specifically the *Active View of Reading* (Duke & Cartwright, 2021), *Cognitive Load Theory* (Sweller, 1988), and the *Cognitive Theory of Multimedia Learning* (Mayer, 2001), thereby ensuring structural validity and analytical rigor.

To maintain maximum trustworthiness and data credibility throughout the research process, rigorous validity checks were performed through source and technique triangulation, extended observational field engagement, referential adequacy verification, and peer debriefing procedures.

3. RESULTS AND DISCUSSION

The empirical data obtained from questionnaire and interview instruments are categorized into internal (cognitive-linguistic) and external (instructional) dimensions. Table 1 summarizes the distribution of the main indicators of student reading barriers based on the percentage of questionnaire approval.

Table 1. Main Metrics Indicators of Reading Barriers for Students of SMK Negeri 1 Gorontalo

Dimensions / Obstacle Indicators	Key Metrics/Approval Percentage
1. Internal Barriers: Linguistic & Lexical - Difficulty understanding foreign words (Vocabulary deficit) - Reliance on literal word-for-word translation	85.7% (18 out of 21 students) 90.4% (47.6% strongly agree)
2. Internal Barriers: Cognitive & Sentence Structure - Confusion about complex/long sentence structure - Loss of concentration if the text is > 1 page	71.4% (15 out of 21 students) 66,6%
3. External Barriers: Instructional Gaps - Lack of use of visual/multimodal media in the classroom - Teachers' teaching strategies lack focus on reading techniques - Lack of in-depth feedback on reading errors	76.1% (38.1% Strongly Agree) 61,9% 57,1%
4. Internal Factors: Motivational Potential & Cultural Scheme - High reading enthusiasm if the text topic is interesting/familiar - Pride when you successfully understand the content of the text independently	80,9% 71,4%

The qualitative interview findings provide a deeper explanation of the quantitative results presented above. Regarding lexical barriers, students reported a strong dependence on dictionaries and word-for-word translation as their primary strategy for understanding English texts, indicating limited vocabulary knowledge and an overreliance on bottom-up processing.

S1: *"Honestly, I immediately lose motivation when I see many unfamiliar English words. If I do not even know the meaning of the words, how can I understand the story?"*

S5: *"I usually translate the text word by word in my mind. That is the only way I can get at least a general idea of what the text is about."*

Concerning sentence complexity and text length, students consistently described experiencing rapid cognitive fatigue when processing long and syntactically complex passages.

S3: *"If the sentences are short, I can still understand them. But when they become long and contain many commas, I get confused about which part is the subject. My head starts to hurt when the text is that dense."*

S8: *"Halfway through the story, I lose my concentration. The story is actually interesting, but because it is in English and the text is so long, I end up just skimming it without really understanding the meaning."*

Furthermore, interviews concerning the role of cultural background knowledge revealed that students' prior knowledge (schema) substantially enhanced their reading comprehension and engagement.

S10: *"When the story is about Bawang Merah Bawang Putih or other local folktales, I understand it more quickly because I already know the storyline. So, even if there are difficult words, I can guess their meanings from the context."*

The empirical findings of this study provide important theoretical and practical insights into the complex nature of reading comprehension difficulties experienced by vocational high school students within the implementation of the *Merdeka Curriculum*. Rather than reflecting a general lack of reading interest or cognitive disengagement, the findings demonstrate that students' comprehension difficulties arise from the interaction of multiple cognitive-linguistic constraints and instructional factors. Specifically, limited vocabulary knowledge, syntactic complexity, cognitive overload, and insufficient strategic reading support collectively impede students' ability to construct meaning from English narrative texts. To provide a comprehensive interpretation of these findings, the discussion is organized into four major thematic dimensions grounded in established theories of reading comprehension, cognitive psychology, and psycholinguistics.

3.1 Critical Impact of Vocabulary Deficits and the 'Linguistic Bottleneck'

The empirical data strongly confirm that a severe deficit in vocabulary knowledge constitutes the most fundamental internal barrier for vocational students, with 85.7% of participants reporting significant difficulty when encountering unfamiliar words. This pervasive lexical constraint forces an overwhelming majority of students (90.4%) to rely almost exclusively on mechanical, word-for-word translation strategies as a primary survival mechanism. From a theoretical standpoint, this excessive reliance on literal translation traps learners entirely within bottom-up processing modes (Nuttall, 1982). Bottom-up processing requires the reader to decode individual graphemes, phonemes, and isolated words sequentially before attempting to construct higher-level sentence meanings.

As articulated by Chen (2023), when a reader's finite cognitive capacity is entirely consumed by the low-level mechanical task of decoding individual words, virtually no working memory capacity remains allocated for high-level top-down processing, contextual integration, or critical inferencing. The tenth-grade students at SMK Negeri 1 Gorontalo suffer from a severe *linguistic bottleneck*, wherein mental energy is fully exhausted at the foundational lexical level, effectively preventing them from synthesizing the global meaning of the text (Kim & Kim, 2019; Sedita, 2005). Within Duke and Cartwright's (2021) *Active View of Reading* model, word recognition and language comprehension must operate fluidly in tandem, bridged by active executive functions. When the word recognition domain is severely compromised by lexical deficits, the bridge breaks, leaving students unable to access the broader communicative message embedded within vocational and academic English texts.

3.2 Sentence Complexity, Syntactic Processing, and Cognitive Load

In addition to isolated vocabulary barriers, the structural architecture of English texts presents a formidable cognitive obstacle. Questionnaire metrics indicate that 71.4% of students experience profound confusion when confronted with complex, multi-clause grammatical structures, directly leading to rapid attentional decay and loss of concentration (66.6%) whenever a reading passage exceeds one page in length. This phenomenon aligns precisely with *Cognitive Load Theory* formulated by Sweller (1988), which posits that human working memory has a strictly limited processing capacity when handling novel information.

Because these vocational students operate below the required threshold of lexical automaticity, the sudden introduction of complex syntactic patterns—such as embedded relative clauses, passive voice constructions, and dense noun phrases—imposes an excessive *extraneous cognitive load* on their mental architecture (Ross, 2025). As emphasized by Grabe (2009), processing a second language (L2) requires simultaneous syntactic parsing and semantic decoding; when texts are structurally dense and lengthy, the cognitive strain increases exponentially. Consequently, instead of engaging in meaningful reading to extract functional information, students become hopelessly bogged down in an exhausting, fragmented process of grammatical deconstruction. They lose the overarching narrative or expository thread, leading to mental fatigue, frustration, and eventual text avoidance behaviors in the classroom.

3.3 Instructional Gaps and the Imperative Need for Multimodal Scaffolding

From an external, environmental perspective, the findings highlight a stark instructional void within the vocational learning context. A substantial 76.1% of students explicitly reported a critical lack of visual or multimodal learning media during English reading activities, while 61.9% indicated that active reading strategies—such as skimming, scanning, and context-based decoding—were rarely taught or modeled explicitly by teachers. Qualitative interview accounts further reinforced this gap, with students expressing a strong desire for visual representations to bridge the gap between abstract written prose and concrete meaning.

These empirical observations provide strong support for Mayer's (2001) *Cognitive Theory of Multimedia Learning*, which posits that the human cognitive system possesses dual-channel information processing capacity (auditory/verbal and visual/pictorial). Cognitive processing operates at optimal efficiency when verbal textual inputs are systematically paired with corresponding visual representations. For vocational high school students—who overwhelmingly exhibit practical, applied, and visual learning preferences—the total absence of visual scaffolding doubles the severity of their existing linguistic barriers (Hidayat, 2022). Without visual cues or explicit strategic modeling, students are left without instructional handrails, rendering complex EFL reading tasks unnecessarily intimidating and pedagogical targets unachievable.

3.4 Schema Activation, Cultural Familiarity, and Unlocking Motivational Potential

Amidst the severe linguistic and instructional challenges identified, this study uncovered a highly promising pedagogical opportunity regarding student motivation and background knowledge. Survey responses revealed that 80.9% of students demonstrate high reading enthusiasm when the topic is familiar or culturally resonant, and 71.4% express a genuine sense of pride and self-efficacy when they successfully comprehend a text independently. The qualitative evidence provided by informant S10 strikingly illustrates this mechanism: when reading familiar local narratives, such as traditional Indonesian folklore (*Bawang Merah Bawang Putih*), students were able to comprehend the plot despite encountering unfamiliar English vocabulary.

From a theoretical perspective, cultural schema activation functions as a vital cognitive safety net (Smith & Lee, 2020). Pre-existing background knowledge allows learners to engage in top-down processing, using context clues and prior narrative familiarity to infer the meaning of difficult words and complex sentences without experiencing cognitive collapse. This finding offers crucial scientific proof that reading failure among vocational students is not caused by inherent apathy, low intelligence, or an absence of learning motivation. Rather, it is the direct outcome of an instructional mismatch—specifically, the lack of appropriate linguistic scaffolding, culturally relevant text selection, and multimodal media support in the daily classroom setting. Addressing these systemic gaps through targeted interventions, such as *Teaching at the Right Level* (TaRL) and multimodal instruction, holds immense potential for unlocking vocational students' true literacy capabilities under *Merdeka Curriculum*.

4. CONCLUSIONS AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

Based on the analysis of empirical data and theoretical discussions, this study concludes that the problem of reading comprehension experienced by grade X students at SMK Negeri 1 Gorontalo mainly stems from a combination of linguistic bottleneck (internal lexical barrier) and instructional void (lack of external visual media support). The root of the main problem is not the lack of motivation or interest in reading students, but the absence of tools for modeling reading strategies and visualization of materials in the classroom. Vocabulary limitations force students to rely on word-for-word translation methods that drain cognitive load. However, the fact that the activation of the local cultural background scheme is able to improve students' understanding is proof that students' literacy potential can be optimized if they are provided with appropriate instructional support (multimodal scaffolding).

4.2 Suggestions/Recommendations

As the implications of the results of this study, some reconstructive suggestions are proposed as follows:

- 1) For English Teachers: They should take advantage of the flexibility of the Independent Curriculum to apply the principles of Teaching at the Right Level (TaRL). Learning to read should be integrated with image/infographic-based media (multimodal viewing) and explicitly teach active reading strategies (skimming, scanning, and context-clue decoding).
- 2) For Schools: SMK Negeri 1 Gorontalo is recommended to facilitate the provision of multimodal-based teaching materials that are relevant to the vocational context to support the achievement of the elements of Reading and Watching holistically.
- 3) For Further Researchers: It is recommended to conduct classroom action studies (CARs) or experiments that test the effectiveness of multimodal scaffolding interventions specifically on reducing cognitive load and improving vocabulary mastery of vocational students.

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