



Immersion Bootcamp: Treating the Root Causes of TOEFL Reading Comprehension Challenges

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Abstract. A TOEFL prediction certificate is one of the requirements that must be submitted by every student at UIN K.H. Abdurrahman Wahid Pekalongan before their final project or thesis defense. Preliminary data from our language unit show that, out of 598 test takers in 2023, 57% failed on the first try, while 34% had to retake it even after the second try. This research aims to identify the factors that make it challenging for our university students to achieve TOEFL passing scores, especially on the reading section, and address these challenges through a program called Immersion Bootcamp. This is participatory action research. During the program, the students were given activities ranging from watching movies to reading short stories and singing English songs. The results show that 24 out of 41 participants improved their TOEFL reading scores after participating in the Immersion Bootcamp. This shows that immersion bootcamp is highly effective in improving students' reading comprehension skills.

Keywords: TOEFL; Language Immersion; Reading Comprehension; Vocabulary Development; Vocabulary.

1. BACKGROUND

A TOEFL Prediction certificate is one of the requirements that must be submitted by every student of our university before their final project or thesis defense. This test is administered by the university's Language Unit. The passing scores for students in the English Department, the Post-graduate Program, and the non-English Department are 475, 450, and 400, respectively. The only major that requires a score of 500 is Postgraduate Arabic Education.

While the determined passing scores are still between the A2 and B1 of the Common European Framework of Reference (CEFR), preliminary data from our language unit shows that out of 598 test takers in 2023, 57% of them failed the test on the first try, while 34 percent of them had to retake the test even after the second try. Some extreme examples revealed that some students had to take the test 7 to 8 times. This means that students still struggle to comprehend the key ideas of complex texts, whether the topic is abstract or concrete, including technical discussions in specialized areas such as history and sociology. Through a historical and sociological lens, it explores case studies that highlight culture's transformative potential in resolving tensions and building inclusive societies (Prayogi et al., 2025).

Our university curriculum requires that students in non-English departments take at least 1 semester (3 credits) or 2 semesters (4 credits) of English courses during their studies. Pre-research observation shows that there is no mandatory requirement for English lecturers to teach TOEFL-related materials. Lecturers may do so if they wish, but they are free to provide

different materials relevant to the student's major when they see fit. This is where the challenges start sprouting their roots. Students are expected to pass a TOEFL prediction test before graduating, yet most are not prepared for it.

Another preliminary observation of 279 students: when given a reading text, over half found it hard to comprehend due to limited vocabulary. During a listening practice, more than half the population struggled to catch the words they heard. These are two of the three skills tested on the TOEFL, and the Immersion Bootcamp proposed in this research specifically targeted the Reading Comprehension section.

Studies have shown that learners immersed in the language they are learning exhibit higher levels of comprehension (Cummins, 2009). Language immersion bootcamps typically refer to intensive language learning programs in which participants are immersed in the target language for a set period. These programs aim to accelerate language acquisition through a combination of structured lessons, practice, and real-world interactions.

Based on the background explained above, this research aimed to identify the factors that make it challenging for our students to achieve TOEFL passing scores, describe how Immersion Bootcamp addresses the root causes of TOEFL challenges, and explain how Immersion Bootcamp contributes to improving students' TOEFL Reading scores.

To demonstrate novelty in this research, it is important to review previous studies that explore similar topics, either language immersion or specific training methods, to help students improve their TOEFL scores. The following are three (3) previous studies that are relevant to this research:

Research on the English Immersion Program in an EFL setting, which highlights its implementation and effectiveness, collected data through observation and interviews with eight participants and found that English immersion programs foster a learning community, personal qualities, English language acquisition, self-efficacy, language awareness, and language exposure. They concluded that implementing an immersion program for English learners can be one solution for those in non-English-speaking countries learning English (Supriyono et al., 2020).

Baron L. Savage in 2014 conducted research entitled *How does Short-term Foreign Language Immersion Stimulate Language Learning?* He employed a mixed-methods approach to study 140 US Air Force Academy (USAF) cadets who participated in the 2008-2010 Chinese summer language immersion programs conducted at Nanjing University in China. All participants were interviewed, completed a questionnaire, participated in a photojournalism assignment, and took the pre- and post-tests in reading and listening. The results revealed that

all cadets who participated in the program agreed that the short-term language immersion program provided them with myriad opportunities to improve their language skills (Savage, 2014).

Another study found that Korean English immersion camps are designed to provide students with the best possible learning experience and the opportunity to gain linguistic and cultural knowledge of English. Furthermore, it is acknowledged that English immersion camps in an EFL context differ from immersion programs in English-speaking countries or in an ESL context. For example, the Korean English camp curriculum places a strong emphasis on learning English over other subjects with English as the medium of instruction (Ahn, 2015).

The aforementioned research delved into programs offered by well-established institutions; meanwhile, it is important to prepare students to be resourceful. Therefore, this research focused on identifying the root causes of TOEFL challenges by equipping students with easily accessible tools, such as movies, texts, songs, and news articles, that are widely available for free and accessible anytime.

Language immersion is a technique used in bilingual language education in which two languages are used for instruction on a variety of topics. According to Knell et al. (2007), immersion students excelled at English vocabulary, word identification, and oral fluency. Language learners in immersion programs not only learn a second language and develop cultural awareness, but they also excel academically (Caldas & Caron-Caldas, 2010; Ahn, 2015; Poon, 2016; Lee, 2009). Furthermore, according to Goldberg and Noels (2006), immersion programs can promote favorable attitudes about a second language and improve educational equity.

Many scholars have emphasized the relevance of English immersion programs in enhancing language skills (Jeon, 2012; Qiang & Siegel, 2012; Poon, 2016; Ahn, 2015; Lee et al., 2010; Park, 2009). English immersion education uses English as both the medium of instruction and the subject content (Jeon, 2012).

Qiang and Siegel (2012) confirmed that teaching English in an immersive environment includes acquiring both the language and a specialized subject. This strategy distinguishes English immersion from other approaches to learning a second or foreign language. An immersion system teaches the second language by using it as the medium of education for a variety of disciplines. According to Huang, Trube, and Yu (2011), English immersion programs are intended to make language learning more meaningful by connecting it to students' daily lives and increasing the use of English in everyday activities. They mentioned that they teach English in these intensive ways. Teachers should encourage students to actively

participate in the learning process by facilitating the expression of prior knowledge, peer interaction, and idea sharing. Participation should be designed to encourage creativity, diligence, curiosity, and a sense of accountability. It should also contribute to increased confidence, independent learning, self-discipline, and goal orientation (Huang & Trube, 2006).

Bootcamps are intense training programs that provide hands-on experience in a controlled environment. The increasing complexity of management and the limited opportunities for students to gain practical experience are driving demand for these courses, which cover a wide range of topics within a predetermined curriculum (Milburn et al., 2012; Mittal, 2015). Bootcamps have been shown in studies to effectively improve skills and confidence in applying knowledge (Blackmore et al., 2018; Karmali et al., 2018). Furthermore, immersion bootcamps dramatically increase confidence.

Bootcamps also aim to improve learning and preparation for individuals engaged in TOEFL simulation-based practice and other related educational strategies (Blackmore et al., 2014). These programs foster the development of TOEFL courses to enhance students' skills as they advance and assume new roles (Berridge et al., 2019).

Bootcamps are an effective way to enhance students' skills. According to the English Thesaurus Dictionary, "camp" refers to a temporary group living together for a shared purpose. Bootcamp activities, inspired by similar programs in other countries, use English exclusively for communication, enabling participants to practice vocabulary and sentence construction. It is suggested that, to improve the quality of English learning, especially in vocabulary, students should create sentences that are relevant to their interests and needs. In this context, lecturers should offer guidance and support to encourage students to formulate their own sentences.

According to Salina (2011), the camp aims to equip students with essential skills such as effective English communication, teamwork, leadership, responsibility, sense of belonging, and creative and critical thinking. The camp teaches students basic communication skills that are necessary for studying English. It also provides opportunities for individuals to develop their innate abilities in an English-speaking environment. The program strives to be both enjoyable and academically stimulating by immersing students in English-speaking situations. It promotes teamwork and encourages students to take ownership of their own learning journey. The English camp program teaches a variety of soft skills, including communication, critical thinking, problem-solving, teamwork, continuous learning, information management, entrepreneurial skills, ethics and professionalism, and leadership. The goal of bootcamp activities is to employ structured learning exercises to meet educational objectives, which can be categorized as follows: Overall, the activities in an English camp aim to enhance learning

for junior high school students. They are designed to facilitate the teaching and learning process and improve it in accordance with curriculum requirements, ensuring effective and efficient learning; to support teachers and students in their educational endeavors; and to introduce various methods and programs that can be used as learning resources.

Specifically, bootcamps aim to improve the abilities of teachers and students to enhance learning, particularly in English. They focus on skill development, improving learning achievement, and supporting the basic school curriculum. Additionally, they make it easier for teachers to implement the learning process, especially in TOEFL preparation.

2. THEORETICAL REVIEW

To demonstrate novelty in this research, it is important to review previous studies that explore similar topics, either language immersion or specific training methods to help students improve their TOEFL scores. The following are three (3) previous studies that are relevant to this research:

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context. For example, the Korean English camp curriculum places a strong emphasis on learning English over other subjects with English as the medium of instruction (Ahn, 2015). The aforementioned research delved into programs offered by well-established institutions; meanwhile, it is important to prepare students to be resourceful. Therefore, this research focused on identifying the root causes of TOEFL challenges by equipping students with easily accessible tools, such as movies, texts, songs, and news articles, that are widely available for free and accessible anytime.

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Teachers should encourage students to actively participate in the learning process by facilitating the expression of prior knowledge, peer interaction, and idea sharing. Participation should be designed to encourage creativity, diligence, curiosity, and a sense of accountability. It should also contribute to increased confidence, independent learning, self-discipline, and goal orientation (Huang & Trube, 2006). Bootcamps are intense training programs that provide hands-on experience in a controlled environment. The increasing complexity of management and the limited opportunities for students to gain practical experience are driving demand for

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Bootcamps also aim to improve learning and preparation for individuals engaged in TOEFL simulation-based practice and other related educational strategies (Blackmore et al., 2014). As mankind is now globally interconnected through technology, a speech can reach a larger audience than it ever has in human history, especially with the internet (Marina & Prasetya, 2023). These programs foster the development of TOEFL courses to enhance students' skills as they advance and assume new roles (Berridge et al., 2019).

Bootcamps are an effective way to enhance students' skills. According to the English Thesaurus Dictionary, "camp" refers to a temporary group living together for a shared purpose. Bootcamp activities, inspired by similar programs in other countries, use English exclusively for communication, enabling participants to practice vocabulary and sentence construction. It is suggested that, to improve the quality of English learning, especially in vocabulary, students should create sentences that are relevant to their interests and needs. In this context, lecturers should offer guidance and support to encourage students to formulate their own sentences.

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Overall, the activities in an English camp aim to enhance learning for junior high school students. They are designed to facilitate the teaching and learning process and improve it in accordance with curriculum requirements, ensuring effective and efficient learning; to support teachers and students in their educational endeavors; and to introduce various methods and programs that can be used as learning resources.

Specifically, bootcamps aim to improve the abilities of teachers and students to enhance learning, particularly in English. They focus on skill development, improving learning achievement, and supporting the basic school curriculum. Additionally, they make it easier for teachers to implement the learning process, especially in TOEFL preparation.

3. RESEARCH METHOD

To achieve the objectives and significance of this research, as mentioned at the beginning of this proposal, which are to identify the root causes of TOEFL challenges and treat them, especially targeting the Reading Comprehension Part, the design that was used to study this Immersion Bootcamp was an Action Research, focusing on Corrective Action. It was to be conducted over the course of ten (10) days with the following schedule:

Schedule	Boot Camp Activities
Day 1	Pre-test
Day 2	Watching Movies while taking notes of difficult vocabulary
Day 3	Vocabulary follow-up: looking up words (meaning and pronunciation), using them in context.
Day 4	Reading short stories with emphasis on accurate pronunciation.
Day 5	Short story follow-up: looking up words and recounting the short story with their own words.
Day 6	Singing 3 songs with lyrics, take notes of difficult words
Day 7	Vocabulary follow-up: looking up words (meaning and pronunciation), using them in context.
Day 8	Reading news articles with emphasis on accurate pronunciation.
Day 9	Vocabulary follow-up: looking up words (meaning and pronunciation), using them in context.
Day 10	Post-test

Figure 1. Immersion Bootcamp Schedule.

Each day, the Bootcamp ran for 4 hours, during which the language of instruction used was English, and participants were encouraged to talk to each other in English regardless of fluency. The study was conducted in the Faculty of Ushuluddin, Adab, and Da'wah of our University, as it would most benefit students from non-English departments. Observations and in-depth interviews were conducted to obtain the appropriate data. Pre-test and post-test were also conducted. It was further analyzed to determine whether the Immersion Bootcamp addressed the root causes of TOEFL challenges and improved participants' Reading Comprehension scores. The English program at the university provides only about 21 classroom hours per semester, during which students and lecturers have direct interaction. Therefore, it is very important to intentionally create additional immersive language learning

settings on campus. Hence, the writer proposes this Immersion Bootcamp, which specifically targets 40 students from non-English majors. This study involved two types of data. The first is the pre-test and post-test scores of the participants, who were given a set of TOEFL Reading Comprehension questions, and interviews with participants were used as primary data. The secondary data were retrieved through observation, documentation, books, and journal articles.

The following stages were implemented to facilitate the content analysis. They are techniques adapted from various sources (Miles & Huberman, 1994; Berg, 1989; Creswell, 1994).

The next stage is data reduction, during which pre-test and post-test scores were calculated. After that is the step of retrieving questionnaire answers and transcribing interviews into written form, then choosing to focus on and simplify the data that appeared in the previously transcribed text. After the data-reduction identification process was completed, the results were presented as a content-analysis summary, including discussion reconstruction and comments.

4. RESULTS AND DISCUSSION

The research found that there is already a TOEFL Training program called EPT (English Proficiency Test). It is a regular training activity conducted by our language unit to help students master the strategies and materials for the TOEFL test. So, at least, this EPT training has two objectives: to equip students to complete the TOEFL test and to face global challenges that require a TOEFL score as an indicator of mastery of a foreign language.

This EPT training activity really needs to be implemented because, in general, students are still unfamiliar with foreign languages, and the TOEFL test is indicated by the large number of students who have not yet mastered the strategies and materials in the test, which has an impact on their unpreparedness when required to answer the TOEFL questions. In EPT training activities, students are provided with TOEFL test materials and strategies for taking it. This activity lasts for 5 days: a pre-test on the first day to determine students' initial abilities, listening material on the second day, structure and written expression material on the third day, reading material on the fourth day, and a post-test on the fifth day. These materials have a duration of 6 hours/day, and the pre-test and post-test activities each last 2 hours. Therefore, by collecting pre-test and post-test scores, data were obtained on students' ability to master the TOEFL material. Participants in this training activity are active students who already have final project supervisors, and the resource persons to be presented are tutors who are competent in their fields, namely those who have mastered the material for the TOEFL test.

As mentioned in the background, preliminary data from our language unit show that, out of 598 test takers in 2023, 57% failed the test on the first try, while 34% had to retake it even after the second try. Some extreme examples revealed that some students had to take the test 7 to 8 times. This means that students still struggle to comprehend the key ideas in complex texts, whether the topic is abstract or concrete, including technical discussions in specialized areas.

While any program aiming to help students perform better on their TOEFL test should be appreciated. The search for the best formula to boost students' learning achievement must not stop. The current TOEFL training offered by our language unit remains too general. Which means it teaches participants listening, structure, and reading skills in a single program. Considering the results, we need to dig deeper and find the root causes of these struggles and act on them. Hence, this research was carried out, and the results are discussed in the following chapter.

To complement the series of activities in the Immersion Bootcamp. An in-depth interview was conducted to ask the students about what they find challenging when they are studying English, specifically in preparation of a TOEFL test. The result can be categorized into two:

Lack of Vocabulary

Lack of vocabulary makes the TOEFL test challenging because it impedes comprehension, limits the ability to express ideas effectively, and affects performance across all sections of the exam.

In the reading section, test-takers encounter academic texts from various disciplines, such as biology, history, and sociology. These passages often contain specialized vocabulary that may not be familiar to someone with a limited English vocabulary. Without understanding key terms and concepts, comprehending the passages becomes challenging. Many reading questions on the TOEFL require test-takers to identify main ideas, infer information, and understand the author's purpose. Without a strong vocabulary, it's difficult to answer these questions accurately because understanding the text's nuances becomes more challenging. Some questions on the TOEFL require test-takers to identify synonyms or paraphrases of given words or phrases. Without a broad vocabulary, recognizing synonyms becomes difficult, making it harder to select the correct answer choice.

Limited vocabulary can slow down the reading and listening process as test-takers may need extra time to decipher unfamiliar words or phrases. This can lead to time-management issues, causing test-takers to struggle to complete each section within the allotted time.

Inaccurate Pronunciation

Inaccurate pronunciation can pose several challenges to language learning. Accurate pronunciation is essential for effective communication, comprehension, and language proficiency. Addressing pronunciation errors early in the language-learning process and incorporating regular practice and feedback can help learners improve their pronunciation and enhance their overall language-learning experience.

Inaccurate pronunciation can lead to misunderstandings or misinterpretations of language. Learners may misinterpret the meaning of words or phrases if they are pronounced incorrectly, leading to confusion or misconceptions about the language. Accurate pronunciation is often associated with language proficiency. Learners who consistently mispronounce words may be perceived as less proficient in the language, even if their vocabulary and grammar skills are strong. This can affect their confidence and motivation to continue learning.

Mispronounced words may not be understood by native speakers or other learners, leading to communication breakdowns. This can hinder meaningful interactions and make it difficult to convey ideas or understand others. Inaccurate pronunciation can also affect listening comprehension. If learners are not exposed to correct pronunciation, they may struggle to recognize words spoken at a natural pace by native speakers, leading to difficulties understanding conversations, lectures, or media in the target language.

Based on the above findings, the Immersion Bootcamp was implemented by specifically targeting those two root causes.

Pretest

The pretest used a TOEFL reading comprehension section from the Longman Preparation Course for the TOEFL Test by Deborah Phillips. This book was selected as it is one of the most reputable TOEFL preparation books available on the market.

Watching Movies

The students watched a short movie titled "The Islamic World: 1000 Years in 18 Minutes" on YouTube. This movie was chosen because it is freely accessible to students and its duration is reasonable, so it would not take a toll on students' attention spans. The movie also has English, which proved helpful in aiding their understanding.

Watching movies can be a highly effective and enjoyable way to learn a language because movies provide learners with exposure to authentic spoken language, including colloquialisms, slang, and cultural references. This exposure helps learners develop their listening comprehension skills and become more familiar with how native speakers actually

use the language in real-life contexts. Movies provide immersion through insights into the culture, customs, and social norms of the target language's speakers. By watching movies, learners can gain a deeper understanding of cultural nuances, traditions, and societal dynamics, which enhances their overall language proficiency and cultural competence.

English subtitles provide learners with written support to aid understanding of spoken dialogue. For learners who may struggle to catch every word or phrase when listening, subtitles offer visual reinforcement, helping to clarify meaning and enhance comprehension of the spoken language. Subtitles expose learners to a wide range of vocabulary in context. By seeing words displayed on the screen as they are spoken, learners can associate written words with their corresponding spoken forms, facilitating vocabulary acquisition and retention. Learners can pause the video to look up unfamiliar words or phrases, reinforcing their understanding through repeated exposure.

Reading Short Stories

Students read several short stories from the *Interchange 2 Book* published by Cambridge University Press. The book was chosen because Cambridge University Press (CUP) books are renowned for their quality and effectiveness in language learning. It has a long-standing reputation for excellence in educational publishing. With over 400 years of history, CUP is one of the oldest and most respected academic publishers in the world. Their language learning materials benefit from the expertise of experienced linguists, language educators, and researchers.

Short stories provide learners with contextualized language input, allowing them to encounter vocabulary, grammar structures, and expressions in meaningful contexts. Learners can better understand and retain language when it is presented within a narrative framework, rather than as isolated words or phrases.

Short stories are often engaging and entertaining, capturing learners' interest and motivating them to read or listen attentively. The narrative elements, such as characters, plot, and conflict, can draw learners into the story, making language learning feel less like a chore and more like an enjoyable leisure activity.

Singing

The students were assigned to pick a song of their choice. The song must be in English, and they have to sing the lyrics. They are free to choose the singer and the genre appropriate for their age. Songs with monotonous lyrics and children's songs were to be avoided. Songs contain authentic language patterns, including vocabulary, grammar, idioms, and colloquialisms, used in real-life contexts. Listening to songs exposes learners to natural

language variations, regional accents, and cultural nuances, helping them develop a more authentic understanding of the language. Singing along to songs provides valuable pronunciation practice, as learners mimic the singer's pronunciation, intonation, rhythm, and stress patterns. By imitating native speakers' pronunciation in songs, learners can improve their accent, intonation, and overall speaking fluency. Songs also often feature repeated choruses, refrains, and lyrics, which reinforce vocabulary and grammar structures through repetition. Repetition helps learners internalize language patterns and memorize words and phrases more effectively than rote memorization techniques.

Reading News Articles

The students were recommended to read both news articles from the Interchange 2 book and encouraged to read news articles suitable for their hobbies or related to activities that interest them.

News articles often use language similar to that found in academic texts, making them excellent practice material for the reading section of the TOEFL. By regularly reading news articles, test-takers become more familiar with the vocabulary, sentence structures, and writing styles commonly encountered in academic contexts.

The reading section of the TOEFL assesses test-takers' ability to comprehend and analyze written passages. Reading news articles regularly strengthens these comprehension skills by challenging test-takers to understand main ideas, infer information, identify supporting details, and make logical inferences—all of which are essential for answering TOEFL reading questions accurately and efficiently.

The TOEFL reading section may include passages related to current events or contemporary issues. Reading news articles helps test-takers stay informed about current events and global developments, which may enhance their understanding of TOEFL reading passages on similar topics and provide valuable background knowledge for answering related questions.

Vocabulary Follow Ups

All of the above activities during the Immersion Bootcamp required vocabulary follow-ups because this was where the real learning happened. Learning vocabulary is crucial for improving TOEFL reading comprehension. Strong vocabulary mastery allows test-takers to understand the meanings of words encountered in reading passages. Without a sufficient vocabulary, test-takers may struggle to comprehend the main ideas, details, and nuances of the text, hindering their ability to answer questions accurately.

Vocabulary knowledge helps test-takers infer the meanings of unfamiliar words from context. By recognizing familiar words and understanding their relationships within the text, test-takers can deduce the meanings of unknown words, enhancing their comprehension of the reading passages. A diverse vocabulary enables test-takers to access a wider range of reading materials and genres. By exposing themselves to various types of texts, including academic articles, essays, and editorials, test-takers can develop their reading skills and adaptability, better preparing them for the diverse content of the TOEFL reading section.

Post-test

The post-test also used a TOEFL reading comprehension section from the Longman Preparation Course for TOEFL Test by Deborah Phillips, but from a different set. This method was chosen because these books have standardized model tests, which means the questions' validity and reliability have been tested and guaranteed.

After completing the full Immersion Bootcamp cycle, the results show that 24 out of 41 participants improved their TOEFL reading scores after joining the bootcamp. This shows that an immersion bootcamp can be highly effective at improving students' reading comprehension because it involves concentrated, intensive practice. This constant exposure to reading materials, combined with guided instruction, helps students develop their comprehension skills rapidly.

Bootcamps often provide focused instruction tailored to the needs of individual students. This personalized approach allows instructors to address specific weaknesses in comprehension, offering targeted strategies and support. They also often use diverse and engaging reading materials that can capture students' interest and motivate them to read more actively. When students are engaged, they are more likely to invest effort in understanding the text, leading to improved comprehension. Many bootcamps incorporate collaborative learning activities, such as group discussions and peer feedback sessions. These interactions can deepen students' understanding of the text by allowing them to share insights, ask questions, and explore different perspectives. Instructors in immersion bootcamps can provide immediate feedback on students' comprehension, helping them identify areas for improvement and offering guidance on strengthening their reading comprehension strategies.

Additionally, bootcamps often follow a structured curriculum designed to scaffold students' learning. By gradually increasing the complexity of reading materials and comprehension tasks, students can build on their existing skills and make steady progress throughout the program. They also incorporate real-world scenarios or themes into their reading materials, helping students see the practical relevance of their comprehension skills.

This can enhance motivation and deepen understanding by connecting abstract concepts to concrete experiences. Overall, immersion bootcamps offer a holistic approach to improving reading comprehension skills, combining intensive practice, personalized instruction, engaging activities, and immediate feedback to support students' growth and development.

5. CONCLUSION AND SUGGESTION

Based on the description of the data presentation and analysis section in this research, several conclusions are drawn. The research concludes that what students find challenging when studying English, specifically in preparation for the TOEFL test, is a lack of vocabulary and inaccurate pronunciation.

There needs to be an immersion bootcamp where all materials, ranging from listening comprehension, structure, and written expression, to reading skills, are taught. There also needs to be further exploration of the challenges faced by students from non-linguistic aspects, such as motivation, fighting spirit, sincerity, and so on.

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