

PREFACE

Reading plays a vital role in second language acquisition, particularly in English as a Foreign Language (EFL) learning. It supports students' academic success and enhances other language skills such as speaking, writing, and listening. Among the essential elements of reading, fluency and comprehension stand out as two interrelated aspects that determine how effectively learners process and understand texts. Despite extensive studies on reading, the relationship between reading fluency and reading comprehension among EFL students, especially at the tertiary level, remains an area worth exploring.

This thesis, entitled “Investigating the Relationship between EFL Students’ Reading Fluency and Reading Comprehension” aims to investigate the correlation between these two variables. The study is expected to contribute theoretical insights into how fluency supports comprehension and to provide practical guidance for future English teachers in designing effective reading instruction.

The thesis is structured into several chapters, encompassing the introduction, the literature review, the research methodology, the results and discussion, and the conclusion. It is my sincere hope that this thesis provides valuable insights for educators, researchers, and students interested in understanding how reading fluency contributes to the development of reading comprehension in EFL contexts. I humbly apologize for any shortcomings contained herein. For further inquiries or constructive suggestions, I can be reached at 222122087@student.unsil.ac.id.

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