

ABSTRACT

Reading comprehension is an essential skill that vocational high school (SMK) students must possess to understand a range of authentic texts related to the world of work, including digital business letters. This study aims to investigate students' reading comprehension of digital business letters and identify the factors that influence their comprehension, drawing on their learning experiences. This study employs a qualitative approach using a case study method involving 30 students of Class XI Office Management and Business Services Program at a vocational high school in Ciamis Regency. Data were collected through participatory observation and semi-structured interviews, then analyzed using thematic analysis. The results show that most students were able to identify the main ideas and communicative purposes of digital business letters due to the clear text structure. However, students still struggled to understand detailed information, the content of the letters, and business-related vocabulary. Vocabulary mastery is the most dominant factor influencing reading comprehension, along with other factors such as reading strategies, teacher explanations, and student participation in learning. Most students still rely on translation apps and keyword searches to understand the text. Therefore, reading instruction in vocational high schools needs to integrate authentic business texts and strategic learning to support the development of students' reading comprehension skills and readiness for the world of work.