# THE CORRELATION BETWEEN STUDENTS' READING STRATEGY AND READING COMPREHENSION IN SECONDARY SCHOOL

**\*Ika Nur Aini[1], Suvi Akhiriyah[2]**
*corresponding author's email \*Ikanur.18028@mhs.unesa.ac.id.*
English Language Education, Faculty of Languages and Arts,
Universitas Negeri Surabaya, Indonesia

**Abstract:** Reading strategies are procedures to assist students' reading comprehension which play an active role in reading literacy. This quantitative study aims to find out the reading strategies mostly used by students and to find out the correlation between students' reading strategies and their reading comprehension. The research design used was correlational study. The total sample in this study was 74 ninth graders in one of junior high schools in Surabaya. The participants were chosen using the convenience sampling method due to the availability of the students. The data were collected by using Survey of Reading Strategies (SORS) questionnaire and reading comprehension test. The data were analyzed by using descriptive statistics to find out the strategy mostly used by students, and Pearson Product Moment to find out the correlation between variables. The results showed that the students often used Problem-Solving Strategy (M= 4), Global Reading Strategy (M= 3.04), and Support Reading Strategy (3.04). Furthermore, it was found that there was no correlation between the two variables ($p$-value= 0.790, >0.05). According to the result, good reading strategy does not affect the reading comprehension correlation.

**Keywords**: *reading comprehension, reading strategy*

## INTRODUCTION

Reading is one of the important skills that need to be acquired to be successful in learning especially an educational context for students who learn English as a foreign language (Nasri & Biria, 2016). According to Devito (2014), reading helps students to develop their skills, increase a new knowledge, connect their eyes and hand coordination, and give a variety of activity. Al - Awidi and Ismail (2014) also claimed that through reading they will be more critical and creative to connecting between letters and audio, increase vocabulary, think about ideas and concepts, and gain new abilities such as scanning, skimming, making references and inferences. Furthermore, Suyitno (2017) stated that reading significantly helps students in their

studies because reading plays role in their thinking and responding to something that they read actively. It means, when students have reading skills, their skill will improve in many areas. This skill will give effects on their academic success (Kung, 2019).

Reading comprehension becomes an important thing in reading because it influences academic success (Wigfield, Gladstone, & Turci, 2016). Talebi (2015) stated that reading comprehension helps students to construct the meaning of a text that they have read. Reading comprehension process makes the students understand the direct meaning of a text deeply. Moreover, the knowledge of the students will increase automatically. Talebi (2015) also stated that good reading comprehension means how far students can comprehend a text in academic through reading performance. It means comprehension is the main point of reading especially for academic purposes (Bharuthram, 2012).

However, reading becomes a challenging skill for English as foreign language students, particularly Indonesian students. Most of the difficulties that students face while reading are lack of motivation, vocabulary knowledge, proficiency, and strategy use (Jayanti, 2016; Sheorey & Mokhtari, 2001; Wang, Jia, & Jin, 2020). It is because Indonesian learners as EFL students has different forms, words, sounds, and structures. Moreover, these problems in reading also can affect the result of students' reading performance and make them cannot get the comprehension deeply (Oberholzer, 2005). Therefore, a good way to get comprehension for being a good reader is by applying reading strategies to students (O'Malley, Barnwell, & Chamot, 1991; Oxford, 1990; Sheorey & Mokhtari, 2001).

Kung (2019) stated that reading strategy is one of the significant ways to enhance second language acquisition effectively. Reading strategies play an active role in students' reading literacy. In Oxford, (1990) strategies are a kind of learning process technique, attitude, a problem-solving ability that will help students to get success in learning. Sheorey and Mokhtari (2001) said that procedures to assist students' comprehension significantly are reading strategies. In general, reading strategies also help students to predict the context of any text (Gretta *et al*., 2017). Students who have reading strategies will have their way to interpret the meaning of a text that they have read. By using reading strategies, students can determine the important part of a text that they have read (Yapp *et al*., 2021).

O'Malley et al. (1991) divided reading strategies into eight components. These are rehearsal or remembering, organizing, summarizing, or taking notes, inferencing, deducing, imagining, transferring, and last elaborating. Rehearsal is a way to remember the vocabulary which have been read by repeating the words. Organizing is a way to collect the information that has been obtained. Summarizing is giving short statements such as the important points, and main ideas, and eliminating the unimportant points. Inferencing is about guessing the new meaning of words according to the context of the text. Deducing is making a logical conclusion based on the information obtained. Imagining is the way to draw a meaning in their brain so that they can imagine about the situation, emotion, and the background. Transferring is providing familiar language information by giving a new task. Lastly, elaboration plays a role in drawing the deducting and transferring.

Furthermore, Oxford (1990) also stated there are practicing, receiving, analyzing, and creating that cover reading strategy. First, practicing means a way that may be used by the reader to read the text slowly to find important information within the

text. The next strategy is receiving. Receiving is the process of getting the information. In this part, there are scanning and skimming as the way to read. Moreover, analyzing is a way of explaining common phrases and making assumptions about what a known word means. Last, creating is a way when students understand what the text about, so the student can make new words especially simple paragraphs.

Mokhtari and Sheorey (2002) also stated that reading strategies can be categorized into three types such as Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Reading Strategies (SUP). Global Reading Strategies (GLOB) is one of the surveys of reading strategies (SORS) that help students in the way to organize their text in reading. It involves the students seeing their text by caring about the purposes and the organization. Then, students can use tables, illustrations, and typographical to arrange the long text. Students can use this strategy before they read so that they can generalize their reading, for example guessing the purpose and material intentionally. This strategy contains 13 items that focus how the way students focus on the text analysis. Thus, this strategy appears to assist the student in the way to read consciously.

Problem-Solving Strategies (PROP) is the second strategy that involves the difficult part of the text. PROB is used when students face any difficulties when comprehending the text. For instance, students cannot find the information because the text is quite difficult. This strategy assists the students the way to find any information creatively. Students can reread the text while thinking about the text. This strategy contains 8 ways to contribute to their problems.

Support Reading Strategies (SUP) is the last strategy that helps students to grasp the text by using some tools. Students can use a device or technique to highlight the important point. Then, students can also use the dictionary as their reference. This strategy contains 9 items that involve activities such as taking notes, underlines, and circles. The purpose of this strategy is to help students to keep their minds in reading.

Research on the correlation between reading strategy and reading comprehension has been widely studied; most studies revealed a positive correlation between the two variables (Muijselaar *et al*, 2017; Novianti, 2017; Sun *et al.*, 2021; Theresia, 2019; Zare & Othman, 2013). Thus, this correlation showed that the use of this strategy will assist a better students' comprehension. In addition, Theresia (2019) also reported gender differences in the use of reading strategies as well as the correlation of the two variables for each gender. Yet, using a different questionnaire for capturing students' use of reading strategies, Sun *et al.* (2021) found that only two categories of reading strategies (Monitoring Strategy and Organization Strategy) that positively correlated to students' comprehension.

Most prior research have college students as participants (Muijselaar *et al*, 2017; Novianti, 2017; Sun *et al*, 2021; Theresia, 2019). Consequently, it appears essential to undertake a study with a different degree of participation. In this case, the researcher is interested in investigating reading strategies of secondary school students. In addition, to find out students' reading strategies, Survey of Reading Strategies (SORS) consisting of (Global reading strategies, Problem-solving strategies, and Support reading strategies) conveyed by Mokhtari and Sheorey (2002) was used.

In the light of the background of the study above, this research tries to find out; (1) the reading strategies that secondary students mostly use and (2) the correlation between reading strategies and reading comprehension of the student

## METHODOLOGY
### Subjects
The total sample in this study was 74 ninth graders in one of the junior high schools in Surabaya. The participants were chosen using convenience sampling method due to the availability of the students. Those participants were also chosen based on the English teacher's recommendation; therefore, only students in that class can fill out the questionnaire.

### Design and Procedures
Since this current study is intended to know the correlation between two variable (students' reading strategy and their reading comprehension) a correlational study is implemented. Two instruments were used in this study; they are Survey of Reading Strategies (SORS) and a reading comprehension test.

Survey of Reading Strategies (SORS) was developed and adopted by Mokhtari and Sheorey (2002). The purpose of using this questionnaire is to find out students' reading strategies, especially reading strategies that they mostly used. It consists of 30 items from 3 aspects (a) Global reading strategies (13 questions), (b) Problem-Solving reading strategies (8 questions), and (c) Support reading strategies (9 questions).

Table 1. SORS subcategories

| Strategy Category | Number Items |
|---|---|
| Global Reading Strategies | 1,3,4,6,8,12,15,17,20,21,23,24,27 |
| Problem Solving Strategies | 7,9,11,14,16,19,25,28 |
| Support Reading Strategies | 2,5,10,13,18,22,26,29,30 |

In each item, there is a scale of 1 to 5 ranges from *Never* to *Always*. This questionnaire has been tested and validated by learners at 2 universities in America and the results showed an internal consistency of SORS 0.89 which states that this survey is valid (Sheorey & Mokhtari, 2001). Then, the reliability of this questionnaire was tested using Cronbach's alpha; Global Reading Strategies (0,92), Problem Solving Strategies (0,79) and Support Strategies (0,87). Thus, the score indicates that the questionnaire is considered reliable since it is >0.60. Furthermore, the questionnaire was translated into the Indonesian language to help the students answering the survey.

The second measure is a test of reading comprehension. It consisted of 20 multiple-choice questions pertaining to narrative text as learning resource. Each of the four texts contained five comprehension questions that were to be completed in 30 minutes. In this study, the questions were taken from the UN and USBN 2020 Book (Published by SASIS). This test was deemed acceptable because the lecturer and English instructor had already verified that it measured basic competencies.

### Data Collection and Data Analysis
To collect the data, both questionnaire and test was given to the students at school on different days. In the analysis process, the results of students' reading strategies

Likert-scale were analyzed using descriptive statistics to find out reading strategies mostly used by the students. The mean and standard deviation were reported to identify the reading strategy that students used. The results of the mean have been interpreted by Mokhtari and Sheorey (2002) in several categories:

Table 2. The category of reading strategy

| Mean | Category | Interpretation |
|---|---|---|
| 4.5-5.0 | High | Always or Almost |
| 3.5-4.4 | | |
| 2.5-3.4 | Medium | Sometimes |
| 1.5-2.4 | Low | Generally or never |
| 1.0-1.4 | | |

Then, to get students reading comprehension results, the following formula was used.

$$\text{Reading test score:} \quad \frac{\text{N correct answer}}{\text{N questions}} \times 100$$

Moreover, the results of the students reading comprehension scores were categorized into several classification achievements as suggested by Hartina *et al* (2018).

Table 3. Distribution of reading comprehension achievement

| Score | Classification |
|---|---|
| 86-100 | Very Good |
| 71-85 | Good |
| 56-70 | Moderate |
| 41-55 | Low |
| 0-40 | Fail |

Furthermore, to calculate the correlation, a normality test using One-Sample Kolmogorov-Smirnov was carried out. The result of the normality test for reading strategies showed the probability value was 0.055 and reading comprehension was 0.67 which means the data were normal (Cohen et al., 2007). Since the data were normal, Pearson Product Moment could be used to find out the correlation between the students' reading strategy and their reading comprehension. Cohen et al (2007) explained that two variables will be correlated if the p-value is <0.05. After the p-value was obtained, the correlation coefficient was measured by referring to Cohen et al. (2007) who suggested 4 coefficients of correlation as follows:

Table 4. Coefficient of correlation

| Correlation value | Levels of correlation |
|---|---|
| 0,20-0,35 | Low |
| 0,35-0,65 | Moderate |
| 0,65-0,85 | High |
| .0,85 | Very high |

**FINDINGS AND DISCUSSION**
**Findings**
*Students Reading Strategies*

The 30 questions of Survey Reading Strategies (SORS) were responded by 74 ninth graders of the selected secondary school. According to the survey, there are 3 categories that students mostly used. They were PROB (Problem-Solving Reading Strategy), GLOB (Global Reading Strategy), and SUP (Support Reading Strategy). The questionnaire was rated from 1 "never" to 5 "always".

Table 5. Descriptive statistics of SORS

|  | GLOB | PROB | SUPP |
|---|---|---|---|
| N (Valid) | 74 | 74 | 74 |
| Mean | 3.43 | 4 | 3.04 |
| Std. Deviation | 2.95 | 2.29 | 2.33 |
| Minimum | 37 | 27 | 22 |
| Maximum | 50 | 37 | 34 |
| Sum | 3302 | 2370 | 2026 |

From the questionnaire result shown in the table 5 above, Problem-Solving Strategies (PROB) was mostly used by the students with a mean score of 4; in the second position, there is Global Reading Strategies (GLOB) that have 3.43 mean score, and SUP got the fewest score with 3.04. The mean details of each item are shown in table 6 below:

Table 6. Problem-Solving strategies mean scores

| Item | Statements | M |
|---|---|---|
| 7 | I read slowly and carefully to make sure I understand what I am reading. | 4.77 |
| 9 | I try to get back on track when I lose concentration. | 3.93 |
| 11 | I adjust my reading speed according to what I am reading. | 3.41 |
| 14 | When text becomes difficult, I pay closer attention to what I am reading. | 4.45 |
| 16 | I stop from time to time and think about what I am reading. | 3.33 |
| 19 | I try to picture or visualize information to help remember what I read. | 3.72 |
| 25 | When text becomes difficult, I re-read it to increase my understanding. | 4.64 |
| 28 | I ask myself questions I like to have answered in the text. | 3.72 |
| | Overall Mean | 4 |

Problem-Solving Strategies are the strategy to solve the problem when students find any adversities while reading by providing the appropriate plan. Based on table 6, problem-solving strategies become the most commonly used reading strategy for secondary school students. This part has 8 items relating to the students' common strategic use. The result shows that item number 7 becomes the highest item that students agreed because the mean shows a score of 4.77. This means that students

always read slowly and carefully to make sure that they understand better. Another strategy that becomes students' choice in this part is item number 25 with mean 4.64. This means that they often re-read the text when they lost their focus to get back their comprehension. In average, the mean scores for each item in table 6 are categorized high. Item number 16, however, got medium response from the students. It reveals that the students sometimes paused and reflected on what they are reading.

Table 7. Global reading strategies mean scores

| Item | Statements | means |
|------|-----------|-------|
| 1 | I have a purpose in mind when I read. | 3.40 |
| 3 | I think about what I know to help me understand what I read. | 4.13 |
| 4 | I take an overall view of the text to see what it is about before reading it. | 4.32 |
| 6 | I think about whether the content of the text fits my reading purpose. | 4.08 |
| 8 | I review the text first by noting its characteristics like length and organization. | 2.81 |
| 12 | When reading, I decide what to read closely and what to ignore. | 2.97 |
| 15 | I use tables, figures, and pictures in text to increase my understanding. | 2.31 |
| 17 | I use context clues to help me better understand what I am reading | 2.35 |
| 20 | I use typographical features like bold face and italics to identify key information. | 2.64 |
| 21 | I critically analyze and evaluate the information presented in the text | 3.32 |
| 23 | I check my understanding when I come across new information. | 4.40 |
| 24 | I try to guess what the content of the text is about when I read. | 3.94 |
| 27 | I check to see if my guesses about the text are right or wrong. | 3.90 |
| | Overall means | 3.43 |

Global Reading Strategy is strategy that the reader can use before reading, when reading and understanding a text. As it is shown in table 5, GLOB becomes the second reading strategies chosen by the students. GLOB has 13 statements and according to table 7, item number 23 becomes the highest mean (4.40) which shows that students tried to verify their comprehension to discover new information. Item number 15 becomes the lowest item selected for reading strategy. It shows that students occasionally put tables, figures, and pictures after reading.

Support Reading Strategies (SUP) are the lowest chosen strategy used by students at the secondary level. Of the 74 participants, the highest mean score is 3.89 (item 18) which indicates that the students often paraphrased other words to their own. On the other hand, item number 26 fell into low category which show that students never ask themselves to answer questions when reading text. Hence, Support Reading Strategies are strategies in which students must highlight, organize, and underline what they read to retain the information. In addition, students rarely apply these Support Reading Strategies, particularly in an EFL context.

Table 8. Support reading strategies mean scores

| Item | Statements | M |
|---|---|---|
| 2 | I take notes while reading to help me understand what I read. | 3.20 |
| 5 | When text becomes difficult, I read aloud to help me understand what I read. | 2.91 |
| 10 | I underline or circle information in the text to help me remember it. | 2.95 |
| 13 | I use reference materials (e.g. a dictionary) to help me understand what I read. | 3 |
| 18 | I paraphrase (restate ideas in my own words) to better understand what I read. | 3.89 |
| 22 | I go back and forth in the text to find relationships among ideas in it. | 3.01 |
| 26 | I ask myself questions I like to have answered in the text. | 1.82 |
| 29 | When reading, I translate from English into my native language. | 3.41 |
| 30 | When reading, I think about information in both English and my mother tongue. | 3.18 |
| | Overall Means | 3.04 |

### The Correlation Between Students' Reading Strategy and Reading Comprehension

The questionnaire and the reading comprehension test were responded by 74 ninth-grade students. The score of the reading comprehension test was needed to find the correlation between the two variables. It was found that the higher score was 95 and the lowest score was 60. After calculating the scores, the mean showed 77.7. It means that the reading comprehension of the students were categorized good. The results of the reading score are shown in the chart below.
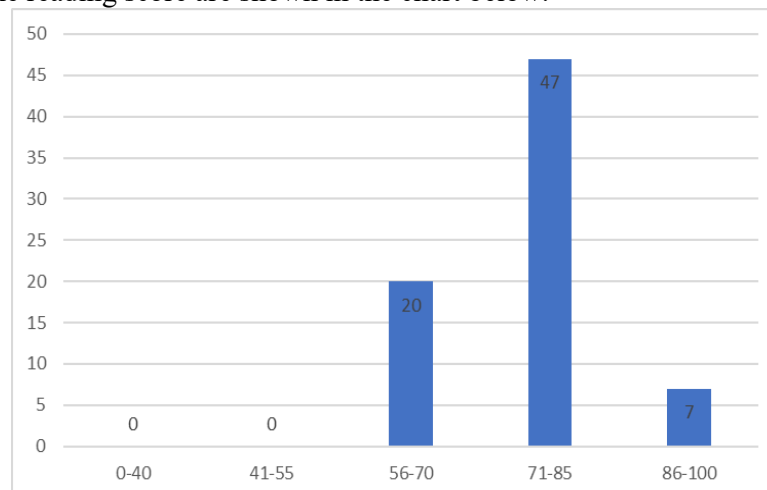


*Figure 1*. Reading comprehension score

Then, using Pearson Product Moment, students reading comprehension with three categories of SORS which are GLOB, PROB, and SUP were correlated.

Table 9. Correlation result

| Reading Comprehension | | Glob | Prop | Sup | Total |
|---|---|---|---|---|---|
| | Pearson Correlation | 0.42 | 1.22 | -.133 | 0.31 |
| | Sig (2-tailed) | .723 | .302 | .337 | .790 |
| | N | 74 | 74 | 74 | 74 |

According to the table of Pearson correlation, it is shown that the two variables are not significantly correlated in each category and in total. The correlation between reading comprehension and GLOB reading strategies results in p= 0.723, >0.05; the correlation between PROB reading strategies and reading comprehension is indicated by p= 0.302, >0.05; and the correlation between SUP Strategies and reading comprehension was shown by p= 0.337, >0.05. Those three reading strategies are not significantly correlated with reading comprehension. Furthermore, the correlation between reading strategies and reading comprehension in total shows p=0.790, >0.05 which means that there is no significant correlation between reading strategies and reading comprehension.

## Discussion
### Reading strategies of secondary students
The result of this study proves that students have implemented reading strategies. The questionnaire shows a mean score ranging from 1 to 5 which shows category selected by most of the students.

### Problem-Solving Strategy (PROB)
According to table 6 above, PROB is considered the most widely used reading strategy for students. The mean score is categorized as a higher category which can be interpreted 'always'. The highest score in this part is shown in the item number 7 "*I read slowly and carefully to make sure I understand what I am reading*" with mean score 4.77. Miller (2017) stated that when students face difficulties in comprehending, students will read the text more slowly. Another evidence shown in item number 25 "*When text becomes difficult, I re-read it to increase my understanding*" with mean 4.64. This explains what students do when they face other difficulties. It is in line with Kurniawati (2020) who said that students will try to regain their focus when faced with a problem in the reading process. Thus, Problem-Solving strategies is kind of a way to solve problems when students find any adversities while reading by providing the appropriate plan.

### Global Reading Strategy (GLOB)
With mean score 3.43, GLOB is the category dominantly used by the students after PROB. In this category, 20 students were more familiar with these strategies. Students preferred to imagine what they have been read before such as checking new information based on their understanding. O'Malley et al. (1991) stated *Imagining* is the way to draw meaning in their brain so that they can imagine the situation, emotion, and the background. Of the 13 items, item 23 "*I check my understanding when I come across new information,* item 23*"* got the highest mean. Another item

with higher mean is item 4 "*I take an overall view of the text to see what it is about before reading it,* item 4". As stated by Kung (2019), scanning is a speed-reading technique to find out any certain information by looking at all text. In addition, a global reading strategy is what the reader does before starting to read and understand a text.

### Support Reading Strategy (SUP)

Support Reading Strategy became the last strategy used by students; 15 students were more dominant in using these strategies. This is evidenced in table 5 (M = 3.4) that this strategy is rarely used by students in reading. Statement number 26, for example, "*I ask myself the question I want to answer in the text"* got mean 1.82 which indicated in a low level. This is because when students faced difficulties in reading, they just read without paying more attention to the text. Freahat (2014) stated that the harder the text, the more difficult it is to understand, and students are more frustrated with the text. Furthermore, most of the statements in this aspect allow students more time to underline, organize, summarize, and take notes. Mokhtari and Sheorey (2002) stated Support Reading Strategies are strategies where students must underline, organize, and underline what they read. In this case, they have to remember information; they get from problems in the text so they will take more time. Therefore, the support reading strategy can be concluded as a reading technique involving tools in the reading process.

### The Correlation between Student's Reading Strategy and Their Reading Comprehension

According to table 9, this study found that there was no significant correlation between students' reading strategy and their reading comprehension (p value= 0.79, > 0.05). The result of this study was inconsistent with those (Theresia, 2019; Sun *et al*, 2021) who found a correlation between reading strategy and reading comprehension. This could be caused by not all reading strategies have effect on the students' reading comprehension as Erliana (2015) stated that reading strategies are not determinants of students' understanding. Furthermore, another possible explanation is the students' lack of knowledge about various reading strategies, especially students in the secondary school who are still in the beginning level. Mutiara (2014) stated that students who are still in junior high school level can be identified as having a beginning level of reading proficiency according to their minimum ability.

Furthermore, the correlation between reading strategy and each component is not significant. Global Reading Strategies with p=0.723, >0.05 does not correlate with reading comprehension. The possible reason is that teachers at junior high schools do not teach reading strategies in detail, especially GLOB strategies. Tuhumury (2020) argued that teaching reading strategies are more difficult so that it requires a more effective approach. There is no significant correlation between PROB and reading comprehension (p= 0.302= >0.05). Students have a lack concentration because of poor reading comprehension (Jitendra & Gajria, 2011). Ultimately, Support, Reading Strategy (p= 0.337, >0.05) shows no relationship with reading comprehension. The students do not pay attention to the manner of this strategy. Therefore, Support Reading Strategies are strategies where students must organize and underline what they read so that students should be more aware of it (Mokhtari & Sheorey, 2002).

A previous study by Siregar *et al.* (2019) explained that many students did not understand various reading strategies in reading comprehension. Another previous study conducted by Sari (2016) found that students with good reading strategies do not always have good reading comprehension. It was proven in the study that the result was good evaluation of the reading strategy used by the students.

## CONCLUSION AND SUGGESTION

This current study aims to identify students' reading strategy, and the correlation between reading strategy and reading comprehension in secondary school. The results obtained indicate that the students' reading strategies mostly used are PROB (M = 4), GLOB (M = 3.43), and SUP (M = 3.04) respectively. The result of reading test showed in the "good" level, which had a mean value (77.7).

Moreover, based on the Pearson product-moment correlation, it was found that the students' reading strategy and their reading comprehension were not correlated since the p-value was (0.790, >0.05). The correlation between reading strategy and each component also shows no relationship (GLOB, 0.723; PROB, 0.302; SUP, 0.337, >0.05). In addition, not all students who have a good reading strategy have good reading comprehension.

Teachers are encouraged to investigate more and introduce students to the appropriate reading strategy. Similar research can be conducted on these two factors using another questionnaire pertaining to the reading strategy. They are also advised to utilize higher participant numbers and a variety of levels.

## REFERENCES

Al-Awidi, H. M., & Ismail, S. A. (2014). Teachers' perceptions of the use of computer assisted language learning to develop children's reading skills in English as a second language in the United Arab Emirates. *Early Childhood Education Journal*, *42*(1), 29–37. https://doi.org/10.1007/s10643-012-0552-7

Bharuthram, S. (2012). Making a case for the teaching of reading across the curriculum in higher education. *South African Journal of Education*, *32*(2), 205–214. https://doi.org/10.15700/saje.v32n2a557

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th Ed). New York: Routledge.

Devito, B. F. (2014). *Why reading so important for children*. Family Resource. http://www.familyresource.com/parenting/child-development/why-reading-is-so-important-for-children.

Erliana, S. (2015). Correlation between reading strategies and reading motivation to reading comprehension of the third semester students at the English Education Study Program of STAIN Palangkaraya. *Linguistics Literature English Teaching, 5*(2), 153-185. https://doi.org/10.18592/let.v5i2.1722

Freahat, N. M. (2014). A comparison of reading levels of high school and freshmen university students in Jordan. *Theory and Practice in Language Studies*, *4*(10), 2042-2050. https://doi.org/10.4304/tpls.4.10.2042-2050

Gretta *et al*. (2017). Financial inclusion and growth. *The Business & Management* Review, 8(4), 434–441.

Hartina, S. S., Vianty, M., & Inderawati, R. (2018). Correlation between students' metacognitive strategy used in writing process and essay. *The Journal of English Literacy Education, 5*(2), 158–167.

Jayanti, F. G. (2016). Reading difficulties: Comparison on students' and teachers' perception. *Proceedings of ISELT FBS Universitas Negeri Padang*, *4*(1), 296–301. http://ejournal.unp.ac.id/index.php/selt/article/view/6939

Jitendra, A., & Gajria, M. (2011). Reading comprehension instruction for students with learning disabilities. *Focus on Exceptional Children, 43*(8), 1-16. https://doi.org/10.17161/foes.v43i8.6690

Kung, F. W. (2019). Teaching second language reading comprehension: The effects of classroom materials and reading strategy use. *Innovation in Language Learning and Teaching*, *13*(1), 93–104. https://doi.org/10.1080/17501229.2017.1364252

Kurniawati, L. (2020). *Correlation between students' reading strategies and their reading comprehension achievement at the elevent grade of MAN 1 Kediri.* [Undergraduate Thesis, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri].

Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of developmental education*, *25*(3), 2-11.

Muijselaar, M. M. L., Swart, N. M., Steenbeek-Planting, E. G., Droop, M., Verhoeven, L., & de Jong, P. F. (2017). Developmental relations between reading comprehension and reading strategies. *Scientific Studies of Reading*, *21*(3), 194–209. https://doi.org/10.1080/10888438.2017.1278763

Mutiara, L. I. (2014). *Vocabulary Coverage of a Junior High School Textbook*. [Undergraduate Thesis, Universitas Sanata Dharma]. Repository.usd.ac.id.

Nasri, M., & Biria, R. (2016). Integrating multiple and focused strategies for improving reading comprehension and l2 lexical development of Iranian intermediate EFL learners. *International Journal of Applied Linguistics and English Literature*, *6*(1), 311. https://doi.org/10.7575/aiac.ijalel.v.6n.1p.311

Novianti, R. (2017). *The correlation between teacher's teaching reading strategy and students English reading: A correlational study at smp negeri 1 minasatene Kabupaten Pangkep.* [Undergraduate Thesis, Muhammadiyah University Makassar].

O'Malley, J. M., Barnwell, D., & Chamot, A. U. (1991). Learning strategies in second language acquisition. *In Language* (67). https://doi.org/10.2307/

Oberholzer, B. (2005). *The Relationship Between Reading Difficulties and Academic Performance* [Master's Thesis, University of Zululand].

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know.* New York, NY: Newbury House.

Sari, T. (2016). The correlation between reading attitude and writing achievement of the eleventh-grade students of SMA Muhammadiyah 6 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, *3*(1), 45–52.

Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System*, *29*(4), 431–449. https://doi.org/10.1016/S0346-251X(01)00039-2.

Siregar, N.O., Afriazi. R., Arasuli. A. (2019). The correlation between reading strategies and reading comprehension achievement of the sixth semester in the English education study program of Bengkulu University. *Journal of Applied Linguistics, 3*(2).

Sun, Y., Wang, J., Dong, Y., Zheng, H., Yang, J., Zhao, Y., & Dong, W. (2021). The relationship between reading strategy and reading comprehension: A meta-

analysis. *Frontiers in Psychology*, *12*, 1–11. https://doi.org/10.3389/fpsyg.2021.635289

Suyitno, I. (2017). Cognitive strategies use in reading comprehension and its contributions to students' achievement. *IAFOR Journal of Education*, *5*(3), 107–121.

Talebi, S. H. (2015). Linguistic proficiency and strategies on reading performance in English. *International Journal of Instruction*, *8*(1), 47–60. https://doi.org/10.12973/iji.2015.814a

Thresia, F. (2019). The correlation among reading strategies, reading comprehension achievement, and gender differences of the second-year students of SMP Negeri 17 Palembang. *Premise: Journal of English Education*, *1*(1), 24–35.

Tuhumury, G. N. (2020). Teachers' strategies in teaching reading at junior high schools in Sirimau Sub-district: Problems and solutions. *MATAI Onternational Journal of Language Education, 1*(1), 50–59.

Wang, X., Jia, L., & Jin, Y. (2020). Reading amount and reading strategy as mediators of the effects of intrinsic and extrinsic reading motivation on reading achievement. *Frontiers in Psychology*, *11*, 1–16. https://doi.org/10.3389/fpsyg.2020.586346.

Weinstein, C. E., & Mayer, R. E. (1983, November). The teaching of learning strategies. In *Innovation abstracts* (Vol. 5, No. 32, p. n32).

Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond cognition: Reading motivation and reading comprehension. *Child development perspectives*, *10*(3), 190-195.

Yapp, D., de Graaff, R., & van den Bergh, H. (2021). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*. https://doi.org/10.1177/1362168820985236

Zare, P., & Othman, M. (2013). The relationship between reading comprehension and reading strategy use among Malaysian ESL learners. *International Journal of Humanities and Social Science*, *3*(3). 187-193.

**About the Authors**

Ika Nur Aini is one of the students in the last semester in English Language Education, Faculty of Languages and Arts, Universitas Negeri Surabaya.

Suvi Akhiriyah is an English Lecturer in the English Language Education, Faculty of Languages and Arts, Universitas Negeri Surabaya.