



“I simply read the question first”: A Narrative Inquiry into Pre-service English Teachers’ Strategies on IELTS Reading Comprehension

Beny Hamdani¹, Haida Umiera Hashim²

¹ Universitas Islam Zainul Hasan Genggong, Indonesia

² Academy of Language Studies, Universiti Teknologi MARA(UiTM) Shah Alam, Selangor, Malaysia

¹Email Correspondence: benyhamdani.ielts9.consultation@gmail.com

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Abstract

Many studies on reading strategies have been carried out on reading proficiency levels. The conflicting findings and rarity of studies concerning the use of reading comprehension strategies in English testing have become the impetus for further study of reading comprehension strategies. The recent research aims to delve into Indonesian pre-service English teachers’ reading strategies and how they enhance their reading comprehension on IELTS. This study employs a narrative and in-depth semi-structured interview to collect the data. Six Indonesian pre-service English teachers were involved as research participants and were periodically interviewed for adequate data regarding their reading comprehension strategies. The follow-up interview was performed throughout data collection until data saturation was achieved, and the data were then analyzed qualitatively by transcribing, coding, categorizing, and thematizing to discover the emerging themes concerning reading comprehension strategy. The results reveal four themes: vocabulary mastery, activating background knowledge, test-taking strategies, and appropriate institutional policies. The results of this study can be used as a reference to foster reading comprehension on IELTS. Suggestion for further research is discussed at the end of this research.

Keywords: *Narrative inquiry, Pre-service English teachers, Reading comprehension strategies, IELTS*



1. Introduction

The importance of reading for second language learners (SLLs) in second language acquisition (SLA) may have contributed to the increased focus on reading in recent years (Kung, 2019). Reading has been attached with great importance as an essential skill for English learners. Literature has offered several meanings of reading. According to Anderson (2000) and Klinger et al. (2015), reading is an interaction between readers and texts that improves automaticity and fluency (Celce-Murcia, 2001). Because it allows students to acquire knowledge, reading is a crucial ability in education (Fjeldstad, 1994). To receive knowledge, students must complete the meaning-construction process (Snow, 2002). Understanding is the result of the meaning-construction process. Only when they grasp the material in a text do students show that they have understood it. Consequently, comprehension of written language and the information being read in a text can be characterized as reading comprehension.

Furthermore, the foundation of reading proficiency is reading comprehension. According to Koda (2015) and Spiro et al. (2017), it is the capacity to comprehend and grasp the meanings of words, sentences, and texts. Eng et al. (2016) state that reading comprehension is commonly linked to detecting key concepts, inferring from written texts, forming conclusions, and locating supporting details. In addition, according to Duke (2005), reading comprehension is a complicated concept comprising multiple processes. According to Silva and Cain (2015), reading is a process in which readers decode words and determine their meaning, utilize their syntactic understanding to arrange them into longer units like sentences and clauses, and integrate information from various text sections. They frequently use prior knowledge to deduce information that the author has left out.

Reading comprehension improvement has been linked to several essential aspects, including reading strategy. Teaching reading strategies has long been the primary focus of second language reading research. Research shows that teaching strategies improve reading comprehension, strategy application, and independent reading behavior (Aghaie & Zhang, 2012). According to Maasum & Maarof (2012)

and Nergis (2013), strategic knowledge and awareness are essential for proficient reading and a powerful indicator of academic reading comprehension.

Reading comprehension procedures heavily rely on reading methods for at least three reasons. The first is that reading comprehension requires focused cognitive effort, which includes awareness of and control over cognitive processing. It does not happen independently (Pressley & Afflerbach, 1995). The second reason is that those who employ reading strategies indicate that they are aware of their reading processes, motivating them to monitor their reading comprehension (Grabe, 2009) actively. The last reason is that employing reading strategies reflects that readers are metacognitively aware. Such awareness may enable them to respond to the text and how to deal with the nature of texts, as well as reading problems they encounter while reading. There have been some research studies investigating reading achievement, reading comprehension and reading strategies issues in EFL/ESL Settings has been conducted namely reading achievement (e.g. Albashtawi, 2019), reading comprehension (e.g. Bouck, 2021; Brown et al., 2021; Maghsoudi, 2021; Webster et al., 2021; Rollins et al., 2022; Yang & Hu, 2022; Alumbungu & Mpofu, 2023; Lissi et al., 2023; Liu et al., 2023; Watanabe, 2023), reading strategies (e.g. Mawyer & Johnson, 2019; Feller, 2020; Gavora et al., 2020; Razkane & Diouny, 2022; Villanueva, 2022), reading skill (e.g. Rianto, 2021; Yılmaz & Melekoğlu, 2023), reading fluency (e.g. Görgün & Melekoğlu, 2022), reading compliance (e.g. Ritchey & List, 2022). However, not much attention and underdevelopment has been devoted to delving into Indonesian pre-service English teachers' strategies in reading comprehension on IELTS across Islamic-based universities in the Indonesian context and how these reading strategies enhance Indonesian pre-service English teachers' reading comprehension on IELTS.

To fill in the research gaps, this research explores Indonesian Pre-Service English Teachers' Strategies in Reading Comprehension on IELTS across Islamic-based universities in the Indonesian context. The research questions arise: To what extent do Indonesian Pre-Service English Teachers employ reading comprehension strategies on IELTS across Islamic-based universities in the Indonesian context? Moreover, how do these reading strategies enhance Indonesian pre-service English

teachers' reading comprehension on IELTS? Referring to the research questions, this research aims to deeply comprehend how Indonesian Pre-service English Teachers employ reading comprehension strategies on IELTS across Islamic-based universities in the Indonesian context and to investigate the impact of reading strategies.

This study gives both theoretical and practical contributions. Theoretically, this study fills the identified gap: how Indonesian pre-service English teachers employ reading comprehension strategies on IELTS and how these reading strategies enhance Indonesian pre-service English teachers' reading comprehension on IELTS. Furthermore, the study's findings are expected to inform readers how to employ reading strategies to enhance reading comprehension. Besides, English lecturers can teach and train students to employ reading comprehension strategies and provide an informative source and basis for conducting further studies, such as replicating this study for a more comprehensive understanding of this domain.

2. Literature

2.1. Reading Comprehension

According to Eng et al. (2016), reading comprehension is a receptive skill in which students gather and organize the meanings from written texts authored by one or more authors. It is the capacity to comprehend and assimilate textual, linguistic, and sentence meanings (Eng et al., 2016; Spiro et al., 2017). Effective readers can recognize key concepts, acknowledge supporting facts, make deductions, and draw conclusions from written materials (Koda, 2015; Landi & Ryherd, 2017). This specific skill is essential for lifelong and academic learning (Spiro et al., 2017). One theory that is thought to help with reading comprehension is an internal mental lexical representation (Asher, 2017). According to Landi and Ryherd (2017) and Ness (2016), internal attention is strongly linked to this type of schemata.

To read and understand a reading passage, the reader must pass through three critical phases of attention processing within themselves. First and foremost, a reader must be attentive and actively access pertinent mental lexical representations involving syntax, grapheme-phoneme connection, and specific word or text

meanings (Landi & Ryherd, 2017). The reader must then selectively process relevant and specific information (Ness, 2016). The reader must thus control their cognitive abilities at the last stage of internal attention because the brain can only process so much information at a time (Landi & Ryherd, 2017). According to Asher (2017), a successful reading comprehension outcome requires the reader to consistently emphasize decoding, relating, assimilating, and integrating schemata. Hence, with little forceful attention to information processing, a skilled reader can readily and spontaneously access the schemata.

Being able to read is an active ability. According to Grellet (2010), reading can involve several metacognitive processes, including guesswork, prediction, self-checking, and self-inquiry. In line with that, Grellet (2010) states that "reading is a constant process of guessing and what one brings to the text is often more important than what is found in it". According to the rationale given above, students must relate new words or information in the text to prior knowledge in order to gain some context or understanding of the meaning of the text, in addition to simply reading the sentences. Therefore, the key factor determining whether students can successfully acquire a language, especially English, is their reading comprehension level.

According to Patel and Jain (2008), reading is a crucial everyday activity that keeps our knowledge current. Academic achievement depends on reading since it allows one to expand knowledge by blending previously learned material with fresh information. McNamara (2007) asserts that comprehension is not always simple to attain and that in some cases, reading slowly is necessary to understand what is being said. Cognitive techniques are especially crucial in cases where understanding breaks down at any level. As a result, a successful reader is committed to making every effort and taking their time to comprehend the challenging passages in the text. Extracting meaning from text is a complicated reading skill (Grabe, 2008). Reading comprehension requires various strategic processes and underlying cognitive skills, vocabulary recognition, sentence processing to improve comprehension, interpreting meaning about prior knowledge, and interpreting and evaluating texts by the reader's goals and purposes.

2.2 Reading Strategies

In psychology, strategies to address the cognitive components of information processing gained widespread popularity in the 1970s. However, when they were incorporated into basic instruction in the early 1990s, they started to be used in language classrooms (Afflerbach et al., 2008). Numerous scholars have proposed taxonomies for applying strategies (O'Malley & Chamot, 1990; Oxford, 1990, for example). In her early work, Oxford (1990) conceptualized techniques as direct and indirect. Memory, cognitive, and compensatory techniques were included in the direct group; metacognitive, affective, and social strategies were included in the indirect category. O'Malley and Chamot (1990) provided another well-liked definition of strategies that included three categories: metacognitive, cognitive, and social/affective strategies.

Although these taxonomies raised awareness of strategies' usage, questions were raised about their validity (Dornyei, 2005). The key issue was that, despite the taxonomies' assertion that they measured strategic competency, there was still an implicit direct alignment with an information processing paradigm (Purpura, 1999). Oxford (2011) created an updated model of strategic competence that concentrated on how students utilize strategies to control their language learning behavior. Several learning theories influenced the model. It outlined meta-strategies, such as metacognitive, meta-affective, and meta-sociocultural-interactive techniques, that directed behavioral tactics.

Generally speaking, strategies are deliberate, methodical plans that are continuously reviewed and modified to enhance learning performance (Harris & Hodges, 1995). Specifically, reading strategies are considered flexible and selective ways of accessing the meanings of texts in the course of reading (Richards & Schmidt, 2010). According to Afflerbach et al. (2008), these are intentional, goal-oriented attempts to manage and alter the reader's attempts to comprehend words, decode text, and create meanings from text.

In order to increase self-efficacy based on aptitude and effort, they say that they are driven by control, flexibility, and sound decision-making. Expert readers know the tactics through a metacognitive awareness (Anderson, 2014). This includes

determining when to apply particular strategies, monitoring their application, combining different strategies, and assessing the efficacy of their application (Anderson, 2012). Focus on reading strategies can encourage students to become independent readers, capable of making wise strategic choices concerning interpreting any given text (Celce-Murcia & Olshtain, 2014). Strategic readers know how to choose and skillfully apply reading strategies to foster comprehension (Ediger, 2014). This results in a correct interpretation of the text as the writer's intention and the strategic reader's expectations match (Celce-Murcia & Olshtain, 2014).

3. Method

3.1 Design

This study applies a narrative inquiry (Barkhuizen, 2008). Narrative inquiry uses "storytelling to analyze data and present findings". Deepening participants' experiences in reflective teaching for future teachers, the primary purpose of narrative inquiry is to comprehend how people make sense of their lived experiences (Clandinin & Connelly, 2000). Further, Clandinin & Rosiek (2007) state that Narrative inquiry is the study of experience through the stories people tell about their experiences. Narrative research tends to reveal another dimension of the "practical" related to accumulated life experiences that usually resurface unnoticed in everyday behaviour (Conle, 2000). In addition, Schaefer & Clandinin (2018) state that Narrative Recruiting Design provides access to a broader understanding of the lives of teacher educators, both personal and professional. Thus, it enables for the subjectivity of meaning derived from participants' lived experiences. Therefore, this method aims to inform the readers that it is not only about telling stories but also about making meaning in life experiences. It is the activity of gathering personal reflections of events, the causes, and the effects of an individual. We used narrative inquiry to deeply explore the graduate students' experiences in writing for publication.

3.2 Participants

The participants were six pre-service English teachers at the English education study program at three public universities in Malang, Indonesia. The participants were selected from a category of good English users. All participants have already taken and experienced IELTS at their public universities. For confidentiality, the researchers used a pseudonym for the participants' names. The details of these participants are shown in Table 1.0.

Table 1.0. Participants' Profiles

No	Participants (pseudonym)	Age	Gender	Study Program	University
1	Nisak	19	Female	English Education	Public
2	Yuli	19	Female	English Education	Public
3	Hamsiya	20	Female	English Education	Public
4	Asmuni	20	Male	English Education	Public
5	Nawawi	19	Male	English Education	Public
6	Fikri	19	Male	English Education	Public

3.3 Data Collection

The data were gathered using in-depth semi-structured interviews. Each interview session was audio recorded for an hour and was transcribed word for word. Interview transcripts were coded using both descriptive and interpretive codes. (Vanassche & Kelchtermans, 2014). During the interviews, the researchers asked participants several questions about their experiences with reading comprehension strategies on IELTS. The researchers then asked them how they handled such situations. The data obtained from these in-depth semi-structured interviews was converted into a narrative format for further research. To guide the interview, the following questions were used:

1. What did you do initially when you were assigned a reading passage to read for comprehension? Did you have many new words? What was your approach to them?

2. When reading a section on IELTS, which reading approach do you believe is more crucial, e.g., understanding English grammar, mastering vocabulary, learning new information, or something else?
3. Did you focus on the primary concepts or specifics? Have you noticed the logical relationships between the texts or their arrangement?
4. What did you do when you read a reading passage for comprehension and could not understand a term, idea, etc.?
5. What steps did you take to grasp the text when it became difficult, for example, did you reread it, read it slowly and carefully, pay greater attention, or just stop and reflect?
6. What steps or strategies (such as making notes, reading aloud, using dictionaries, underlining or circling new material, paraphrasing, translating, etc.) did you take or apply to improve your comprehension when reading the passage?
7. Did you use or refer to your mother tongue when reading for comprehension? How, when, and why?
8. What do you believe to be the main challenges you face when reading? How do you get beyond these challenges?
9. How would you rate your ability to read a reading passage?

3.4 Data Analysis

Thematic analysis analyzes the narrative data (Braun & Clarke, 2014). Thematic analysis is suitable for multiple case studies because it compares the narratives in the dataset, shares themes, and highlights individual differences. We used the thematic analysis model proposed by Barkhuizen et al. (2014). First, the researchers familiarised themselves with the recording by repeatedly listening to the participant's storied experiences. The researchers emphasize the necessary narratives given by the participant. Second, the researchers transcribed and read the interview recording several times to understand the data comprehensively. This part was validated to interpret participants' teaching experiences. Third, before managing coding on the data, the researchers re-read the interview transcript and

identified patterns that complemented the theory. Fourth, the researchers started coding by grouping the same statements, expressions, and phrases into tables. Fifth, themes were created after analysing the appropriate codes. This was done by sorting unrelated codes out of the table. Then, the final themes were categorised into several themes.

Ethical considerations

Clandinin (2006) states that Narrative researchers must negotiate with participants about relationships, research goals, transitions, and how they will benefit from this research. In this study, researchers can perceive participants throughout conversations and interactions inside and outside class. All participants were fully informed about the research goal, the methodology, and what they would be required to do to participate. The researcher supplied the participant with a consent form to sign, indicating her agreement to have all the data released. The researchers ensure that the participants are aware of the purpose of the goal and that ethical clearance has been granted, ensuring that their rights are respected and upheld. Participants agreed to participate in the research and signed a consent form confirming that they were aware of the research and intended to take part.

4. Results

This section consists of two parts. The first part answers the first question, and the second part answers the second question.

4.1 Part one

From the interview, it was found that when reading the passage, four themes on reading comprehension strategies on IELTS, namely Vocabulary Mastery, Activating Background Knowledge, Test-taking Strategies, and Appropriate Institutional Support.

Theme 1: Vocabulary Mastery

One of the most crucial aspects of studying English as a second language is expanding the English vocabulary. For those learning a foreign language, expanding

their vocabulary is crucial. An individual proficient in vocabulary can comprehend a wide range of written or spoken English-language content. One of the key elements influencing reading comprehension is vocabulary knowledge. Vocabulary plays a critical role in reading comprehension and impacts how effectively pupils comprehend the text, especially when it comes to terms with numerous meanings. For Instance:

Since I was in an English education study program, I have tried to remember several words with multiple meanings in English, such as Homonym, Homograph, Homophone, and English words. Those words helped me comprehend the reading test on several English tests, especially the campus English as a Foreign Language test. (Nisak)

Yuli added:

By examining meaningful word segments in a reading passage from an English as a foreign language test, one can ascertain or elucidate the meaning of words and phrases that are unclear or have multiple meanings. (Yuli)

Besides, understanding lexical Items is crucial for enhancing reading comprehension and developing lexical competency. As a result, language instructors should provide lexical knowledge development activities to extend the component beyond spelling and meaning. Understanding a lexical unit requires a more comprehensive method that uses grammatical functions, constraints, and collocations. Giving students the chance to understand words extensively in various situations can improve their reading and speaking skills. For Example:

I must be careful not to be lazy when frequently memorizing vocabulary and reading text. Laziness is a big problem when doing something, and memorizing a foreign language is even more important. Comprehending lexical Items is important in reading skills to know the text's translation and understand the text (Hamsiya).

Asmuni also added:

The biggest obstacle in my reading is vocabulary. To solve this problem, I have to memorize many vocabulary words. Therefore, my effort is to expand my

vocabulary by understanding word parts to help contextual clues surrounding new words and phrases in the reading passage (Asmuni).

In addition, according to the interviews, most participants answered the reading portion by skimming and scanning the sections to find specific information.

Namely:

To grasp the content, I quickly glanced and skimmed the passage. I utilize the technique to quickly get the solution because the texts are typically too long. (Fikri)

Nawawi added that:

It is too dull to read a lengthy section, so sure, I am attempting to read it quickly. If I cannot discover the solution in the opening paragraph, I will skim and scan the passage to find the text's primary point. (Nawawi)

Thus, it can be said that vocabulary knowledge and reading comprehension are correlated to comprehending reading passages on the English as a foreign language test. A learner's lack of language knowledge can impede their learning process. On the other hand, if a pupil is proficient in vocabulary, this will make it easier for them to understand texts or other content.

Theme 2: Activating Background Knowledge

The interviewee mentioned using prior knowledge as a reading approach. Given that the majority of the reading comprehension section's topics are broadly connected to subjects like physics, technology, or history, it is interesting to note that every participant agreed that having prior knowledge made it easier for them to understand the material in the passages and to respond to the questions. For Instance:

Okay. Even though my comprehension of the language is limited, I can relate to writings if I am familiar with their subjects—if I have some prior information about them. I can locate the answers more easily. (Nisak)

Furthermore, the other participants likewise emphasized the significance of prior knowledge when reading the reading section's texts. For example:

It is quite helpful. For instance, if the passage discussed politics and I understood anything about politics, it would be easier to answer the questions and comprehend the passage. Indeed, background information is crucial. (Hamsiya)

Theme 3: Test-taking Strategies

In addition to reading strategies, other tactics, known as test-taking strategies, can be used to answer reading section questions. Based on the interview, it was discovered that the participants used two tactics to deal with the reading section questions: going over the questions again and giving easy questions priority.

The participants felt it was beneficial to review the questions before beginning the reading process when completing the reading portion. For Instance:

Usually, I start by looking for the questions so that I only read the portion of the passage required to answer the question. Yes, we know that after reading the question, we must reread the passage. (Asmuni)

Nawawi supported this statement, namely:

I read the question first and search for the solution using its keywords before reading the passage because, in most cases, I can get the answer quickly. Reading every chapter at once could cause me to forget what I have read, which would waste time. (Nawawi)

Prioritizing simpler questions when responding to the test was the other test-overcoming technique discovered in this study. Specific questions were deemed simpler than others, and participants tended to prioritize answering those questions first. As stated by a participant:

Since I could find the answers to simpler questions like vocabulary immediately in the text, I believe I would respond to those first. I could then ask another question without delay. Additionally, I employ a few ways to address the primary idea, implied message, and how to choose the reading passage's title in response to the customary five reading passage questions on the IELTS exam. (Nisak)

Hamsiya added:

I read the text carefully to understand its content. If there were new words that I didn't understand, I would pass them and read the next question. Because if I keep reading with one question, it will waste a lot of time (Yuli).

Theme 4: Appropriate institutional policies

The Weekly English meeting program enables an excellent environment to comprehensively learn English testing, particularly IELTS. Most participants reported that effective policies at the institutional level positively impact pre-service English teachers' strategies in reading comprehension on IELTS. The participants commented:

I am so excited and happy because our weekly English program focuses on the Test of English as a Foreign Language preparation. This program was initiated by the head of the English education study program to enhance the university students' scores on English testing, especially the Test of English as a Foreign Language. When I joined IELTS at my university, it was easier for me to do it because I could answer it easily with some strategies that we have learn at the weekly English program (Hamsiya).

Through these findings, it is clear that the weekly English meeting program had a more significant positive impact on pre-service English teachers' strategies in reading comprehension for IELTS.

4.2 Part two

This section investigates the impact of reading strategies on reading comprehension in IELTS. Nawawi, a participant, asserts that vocabulary mastery can help one comprehend the passage easily. For instance:

I have memorized many advanced English vocabulary, such as phrasal verbs, idioms, synonyms, and polysemy. These English vocabulary words help me to understand the passage and answer correctly. Some questions on the IELTS test are about the closest meaning of the word related in the reading passage, and I can answer it well (Nawawi).

Asmuni added that activating background knowledge is essential to comprehending a passage on IELTS. For an illustration.

Building and activating my background knowledge is my effort to understand the passage well (Asmuni) easily.

In addition, Hamsiya explained that implementing test-taking strategies is an excellent strategy to comprehend reading passages on IELTS. For example:

I apply some strategies in the reading section on IELTS. I believed that some questions related to the main idea, topic, synonym, and the implied meaning. I have learnt many things about how to answer those questions briefly. So, I can answer the questions correctly (Hamsiya).

Nisak also added that the weekly English program at her university is excellent. For Instance:

I am so happy with the weekly English program at my university because it focuses on English testing and discussion, especially the Test of English as a Foreign Language preparation. This program encourages me to regularly exercise by reading passages in the reading section. After joining this program, my English score on IELTS is high (Nisak)

5. Discussion

The findings reveal that reading strategies are essential to Indonesian pre-service English teachers' comprehension of reading passages. These reading strategies consist of four themes: vocabulary mastery, activating background knowledge, test-taking strategies, and appropriate institutional policies.

The first theme is vocabulary mastery. Pre-service English teachers should encourage memorization and vocabulary mastery. Vocabulary mastery is needed to provide pre-service English teachers with opportunities to apply the skills and strategies they usually learn from intensive reading instruction. This finding is similar to Sarbazi et al.'s (2021) finding that vocabulary knowledge is the strongest predictor for reading comprehension, and syntactic knowledge is stronger than metacognitive awareness of reading strategies. This finding is similar to Biseko

(2023), who reveals that vocabulary knowledge is central to successful reading comprehension.

The second theme is activating background knowledge. The findings could encourage them to be more aware of the utilization of learning strategies while facing a reading passage. They must go deeper inside of activating background knowledge to apply various strategies appropriately and relevantly. They should come along the way to recognize their cognition. It means that they need to look at the features of those strategies before using them. By understanding the attributes of those strategies, learners consequently come to be highly motivated and effective readers. This finding is in line with Smith et al. (2021), who highlight that background knowledge has been a well-recognized and researched aspect of reading comprehension and the importance of the systematic and sequential building of background knowledge for an increased ability to comprehend reading passages.

There is a positive relationship between students' activating background knowledge in using reading strategies and reading comprehension. This means that these strategies are one of the influential factors determining students' success in reading passages. Additionally, English instructors must encourage and raise students' metacognitive understanding of language acquisition processes, particularly reading strategies.

The third theme is test-taking strategies. Most of the participants used test-taking strategies on the reading section of the IELTS. This finding is similar to Singh et al.'s (2021) statement that the students used metacognitive techniques to connect the passage's ideas to real-world situations, self-reflection, applying past knowledge, guesswork as compensation, and cognitive techniques, including repetition and translation. The fourth theme is appropriate institutional policies. Some participants state that their universities have an English program, namely a weekly English program, to support the English program, especially for IELTS. It is vital to use reading methods, and it is especially important for English learners. Using reading strategies as heuristics and tools can overcome comprehension failures at the word and sentence levels and improve reading comprehension. To summarize these findings, Indonesian pre-service English teachers frequently use

reading strategies when they read an English passage on IELTS. This study will give implications. First, the findings can help EFL lecturers in faculties recognize English reading strategies to help them improve their English reading competence. Besides, the findings can help EFL lecturers determine and develop the proper reading strategies and various reading instructions. Then, the result can be used by practitioners for developing customized reading strategies for students at different comprehension levels because the reading strategies used by students at a high comprehension level may not be appropriate for those at either the intermediate or the low. Therefore, EFL lecturers should clearly understand what reading strategies are the most effective for each comprehension level.

6. Conclusion

This finding suggested that learners' reading comprehension may be directly and favorably impacted by applying reading methods. Thus, it is crucial that students understand how important it is to use these tactics. In order to accomplish this, English professors should work to both increase students' knowledge of the possible advantages of applying these tactics and motivate them to do so in order to improve their reading comprehension performance. According to this study, reading training should include enough reading exercises for participants, word meaning guessing, and context-related tactics that could aid in expanding their vocabulary. Additionally, it is recommended that further research be done to determine whether elements other than the application of strategies, such as prior knowledge or schema, motivation, engagement time, familiarity with the subject, and text types, can enhance students' reading achievement.

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