

Self-Perceived Reading Strategies Of Public Senior High School Students

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Abstract

This study determined the extent and the significant difference in the reading strategies of public senior high school students in Jolo enrolled during the school year 2018-2019. It employed the descriptive-quantitative research design with 120 student-respondents. It used mean, standard deviation, t-Test for independent samples and One-Way ANOVA. This study revealed that students' perceived their global reading strategies, problem solving strategies, and support reading strategies as high extent. Variables gender, educational attainment and parent's monthly family income do not influence students' ways of perceiving the extent of reading strategies. Students' perceptions along these categories are closely correlated. This study seems to support the model introduced by Mokhtari and Sheory (2002) which designed to measure metacognitive reading strategies of L2 learners while reading academic materials. It further supports the concepts in which the strategic awareness and monitors of the comprehension process are critically important aspects of skilled reading. Hence, reading teachers should be keen and sensible in ascertaining students' level of reading strategies since this variable is found to have significant role in enhancing students' reading ability. Parents should be well-oriented and be familiar with the k-to-12 curriculum especially those programs related to reading.

Keywords: Reading strategies, Mean, Standard deviation, t-Test, One-Way ANOVA.

Introduction

Reading ability is a determinant as to whether students are going to be successful throughout their adolescent years and into adulthood. Students' handicap in reading may lead them to difficulty in comprehending the reading materials of any sort. Persistent problem in reading comprehension may hinder students in obtaining quality education and leading a successful life. A major factor in reading fluency and reading comprehension lies in students' ability to adopt reading strategies.

Reading strategies are among the simplest way of learning which help how the high school students read and get most of their time in learning the language skills. Their success or failure depends on how they can cope with different strategies in reading that they will employ in learning language.

In other words, appropriate use of reading strategies can lead students to become good readers who are active, have clear goals in mind for their reading, constantly evaluate whether the text, and their reading of it, is meeting their goals. Moreover, these types of readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals (Duke and Pearson, 2002).

As they read, good readers frequently make predictions about what is to come, read selectively, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on. Good readers construct, revise, and question the meanings they make as they read, try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed. They draw from, compare, and integrate their prior knowledge with the materials in the text. They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so on. They monitor their understanding of the text, making adjustments in their reading as necessary. They evaluate the text's quality and value, and react to the text in a range of ways, both intellectually and emotionally.

Good readers read different kinds of text differently. When reading narrative, good readers attend closely to the setting and characters. When reading expository text, these readers frequently construct and revise summaries of what they have read.

For good readers, text processing occurs not only during “reading” as we have traditionally defined it, but also during short breaks taken during reading, even after the “reading” itself has commenced, even after the “reading” has ceased. Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

Mokhtari and Sheory (2015) identified reading strategies as (1) Global Reading strategies which are intentional, carefully planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. (2) Problem solving Strategies are the actions and procedures that readers use while working directly with the text. These are localized, focused techniques used when problem develop in understanding textual information and (3) Support Strategies which are basic support mechanisms intended to aid the reader in comprehending the text such as using dictionary, taking notes, underlining, or highlighting textual information.

The senior high school students as the target respondents of this study, are assumed to learn to read when they get in touch with selection which will enable them to make most of their high school life. From the books they read through following the correct reading strategies, good reading abilities, good reading study habits, good reading attitudes and good reading procedures will prosper in their life, as they too will learn to express themselves in speech and in writing.

According to Flores, reading is a pleasure of mind. It is like sports, your eagerness, knowledge and quickness make a good reader. Reading widens ones horizons because books can offer multifarious lives that students want to experience. It leads them to the fancies and imagination.

Taking into consideration, the reading strategies in this study, the students read with an open mind learning about the past and what people are believing, studies like history and biography that they will read using these reading strategies are fascinating and exciting compared to other forms of studies. Thus, this study is found to be of great help to them.

The recent k-12 curriculum offered a lot of reading programs that can be of great help to the students in the elementary and secondary schools. The Department of Education has imposed upon elementary schools, to have their own reading intervention program where students are given time to read handled by a language teacher. This is to solve the problems of non-reader.

In some senior high schools there exists the presence of slow readers in a way that reading strategies can be employed. These standardized reading strategies are used in Muslim areas, where the researcher focused the conduct of this study. Hence, this study was conducted so as to gather empirical data from among teachers and students at senior high schools in Jolo that serve as bases to confirm or deny the aforementioned claims.

Review of Literature and Studies

Reading is an interactive process of the readers in obtaining the information of our surroundings. It serves as a fundamental tool of the development in our second language competence. It is a basic life skills and lack of reading can affect learner's academic performance growth. Students' success or failure in reading at the early grades resonates throughout the rest of their lives. It can provide wider range of the reader's horizons and windows of day-to-day lives of L1 speakers and their cultures, experiences more varieties of conversational situations through their own interactions of the target language speakers both academic and non-academic professional purposes.

Similarly, Braunget and Lewis et al. (1998) stated, reading is an interactive process in which readers actively engage with text, building their own understanding of the authors message. The reading they make is the heart of the reading process.

In terms of reading strategies, Gardner (1987) defines reading strategies as “an action or series of action employed in order to construct meaning.” Readers benefit from some strategies to help them with the acquisition, storage and retrieval of information. Readers can face some comprehension troubles and use strategies to get rid of the difficulties. Using these strategies could lead reader to target in a faster and clearer ways (Tercaulioglu, 2004). Acquisition of reading using these strategies can be of great help to the non-native readers. Because it may serve as an effective way of overcoming language deficiency and obtaining better reading achievement both for regular school assignments and on language proficiency test (Zhang, 1992).

In addition to Epler and Finkbinner (2007) and Paris, Lipson and Wixon (1994), reading strategies are self-directed actions where readers flexibly take control with a certain degree of awareness to retrieve, store, regulate, elaborate and evaluate textual information to achieve reading goals. Readers’ strategy use while reading demonstrated their interactions with written text, and effective use of strategies can improve their reading efficiency with and text comprehension (Carell, 1998).

In the definitions and classifications of reading strategies it is also conceptualized in terms of the classification of language learning strategies by Oxford (1990) as cognitive, metacognitive, memory, effective, compensation and social strategies. In line with Singhal (2001) within the broader context of general reading strategies, the specific reading strategies are defined as: Cognitive reading strategies - used to manipulate the language that include note-taking, summarizing, paraphrasing, predicting, analyzing and using context clues. Memory reading strategies - which are technique use to assist the learner to recall information, such as word association and semantic mapping. Compensation reading strategies such as inferencing and guessing while reading, which can assist the learner making up for reading deficiencies. Affective reading strategies, involving, collaborating with peers, for example, to ask questions, seek help or correction and to get feedback while reading.

Furthermore, Solak and Altay (2014) examined the reading strategies used by prospective English teachers in Turkish. The aimed of the study is to determine what types of reading strategies the prospective teachers use to accomplish in their reading assignments and activities and answer the following questions. What are the most and the least reading strategies used by the prospective teachers? And what groups of strategies do the prospective teachers prefer. They were 130 prospective English language teachers and taking up the lecture of teaching language skills during 2012- 2013 academic year. The results showed that the participating language learners used reading strategies moderately. In other words, the researcher reported that there was a kind of balance about the choice of reading strategies and each skill is essential for the readers. The study also revealed that there was no statistically significance difference with to gender. According to the researchers indicated that reading is an essential skill to master in academic context. Since prospective teachers are exposed to reading in many efforts, they must proficient good readers to fulfill requirements in academic studies.

In 2011, Madoda Cekiso and Naphawn Madilika investigated the reading strategies used buy grade 9 English second language (ESL) learners. The aimed was to find out what reading strategies learners in the selected school used and with what frequency to approach English second language (ESL) texts and whether differences in strategy choice between boys and girls exist. One hundred ninety two (192) grade 9 language learners (both boys and girls ESL learners) participated in a questionnaire that focused on how frequently they used pre-reading and post-reading strategies. Madoda Cekiso and Nophawn Madilika (2011) find that both groups of learners revealed that the learners did not employ a wide range of reading strategies. However, the researcher found that ESL learners were not aware of and were not using a wide range of the reading strategies. These results indicated that the majority of learners were not using some reading strategies at all. In addition to this study, Madoda et al. (2011) conclude that based on the results of the this study, teachers are strongly advised to administer the reading

strategy questionnaires to their learners to identify the problem areas that might need attention in order to improve the reading comprehension of the learners.

Hwang, Diana and Embi, Mohamed Amin (2007) studied the "Approaches Employed by Secondary School Teachers to Teaching the Literature Component in English" The purpose of the study was designed to identify approaches employed by teachers to teaching the literature component in selected secondary schools in Sabah. The study was conducted in 15 urban secondary schools in Sandakan, Sabah with a population of 112 English teachers. The approaches and activities conducted in the literature lesson were identified whilst the reasons to why teachers employed the approaches and activities were explicated. Triangulation involving the questionnaire as the primary data, classroom observation and focused interview as the secondary data was used. A total of 87 teachers responded to the questionnaire; whereas, in a related case study, an English option teacher (a TESL graduate) and a non-option teacher (a History graduate) were observed for four weeks and then be interviewed.

Findings show that the paraphrastic approach (mean = 4.05) is popularly used by teachers, followed by the information-based approach (mean = 4.04) and the moral-philosophical approach (mean = 3.93). This seems to go concurrently with the findings of the case study whereby both teachers exhibited similar teaching approaches. The findings draw attention to the fact that teaching approaches are largely influenced by students' language proficiency, attitudes, the exam-oriented culture, the prescribed literary materials and the number of students in the classroom. The implication is that literature teaching which aims at generating students' personal response and appreciation maybe a futile exercise if the issues are not tackled wisely.

Rouai Souhila (2013-2014) Conducted study on the Use of Reading Strategies in Improving Reading Comprehension, Reading in Foreign Language which considered one of the most challenging and difficult tasks that most EFL learner face. Due to the complexity of this skill, many students suffered from reading for their failure in the achievement of reading comprehension. For these

reasons, the main purpose of this research is to make EFL learners aware of reading dealing with some effective strategies that will help them to overcome their difficulties in reading comprehension. In this research works the hypothesis states that the practice of first year English students in using these strategies of reading appropriately; they will be able to achieve comprehension in reading easily. To test this hypothesis it was administered questionnaire and practical exercises to students in order to collect data about their use of these strategies and their ability to achieve comprehension in reading. The obtained data from questionnaire and practical exercises indicate that students' problems in reading can be avoided to achieve comprehension in reading effectively, that means some of these students understand what they read their appropriate use of reading strategies. Furthermore, the data suggested that there are students still faced some problems in reading for their lack and misuse of reading strategies correctly.

Methodology

Research Design

A descriptive research design through a quantitative research method was adopted in this study, i.e. with purport to determine the phenomenon on reading strategies, and the relationship and differences in these variables when data are classified in terms of gender, age, parent's average monthly income, parent's educational attainment and type of school. It adopted the principle that research design is "a program that guides a researcher in collecting, analyzing and interpreting observed facts (Higson-Smith et al., 1995: p.63). Similarly, Babbie and Mouton (2001, p.75) regard research design as the road map or blueprint by which one intends to conduct a research and achieve his/her research goals and objectives."

Research Locale

The study was conducted in four senior high schools in the Mainland Jolo, Province of Sulu. The senior high schools are composed of Patikul National High School, Sulu High

School, Jolo School of Fisheries and Jolo Agricultural School.

Respondents of the Study

One hundred twenty (120) senior high school students coming from these public senior high schools were the respondents. Out of these four senior high schools, 30 were from Patikul National High School, 30 from Sulu High School, 30 from Jolo School of Fisheries and 30 from Jolo Agricultural School.

Sampling Design

In the selection of the respondents from which the data were gathered, analyzed, simple randomization by selection was employed. The names of the senior high school students were filed into separate files. From each file, 120 students were selected. The selection was done through handpicked (i.e. Fish Bowl) procedure by the researcher.

The Research Instrument

This survey instrument used in this study consists of two parts. Part I is for the respondents profile and part II is for the collection of data on variables concerning global reading strategies, problem solving reading strategies and support reading strategies. These sub-categories on awareness of reading strategies inventory (MARS) questionnaire is a standardized research instrument adapted and slightly modified from Mokhtari and Sheorey (2002).

This research instrument composed of 30 items and five points Likert scale ranging from 1 to 5 (1 means "I never or almost never do this, 2 means I do this only occasionally, 3 means I sometimes do this (about 50% of the time) , 4 means I usually do this and 5 means I always or almost do this).

Data Gathering Procedure

In the administration of the research instrument, the researcher sought first permission from the schools division superintendent. As permission was granted, the researcher went to the different senior high schools to inform and seek permission from the principal of each

school one day before the administration of the research instrument. The respondents were briefed on the purpose of the instrument. After all of these were done, the researcher started distributing the research instrument personally to the respondents and collected it afterwards.

Validity and Reliability

The instrument that was used in this research was patterned and adapted from standardized questionnaire on Awareness of Reading Strategies Inventory (MARS) by Mokhtari and Sheorey (2002). This standardized questionnaire was already used in study by Mokhtari and Sheorey (2002) "Measuring ESL Students' Awareness of Reading Strategies", thus its validity and reliability are already established. However, to suit its applicability with the present study, this was subjected for perusal of at least two experts from among the faculty members of the School of Graduate Studies of the Sulu State College.

Statistical Techniques

Descriptive and inferential statistical tools were used in the treatments of data collected for this study, namely: 1) Frequency and percentages for the profile of the respondents; 2) Mean and standard deviation for the extent of self-perceived reading strategies; 3) t-test for independent samples for the significant difference in self-perceived reading strategies when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) when data are grouped according to age, parent's monthly family income; and parent's educational attainment; and 4) Pearson's r for significant correlation between sub-categories subsumed under the self-perceived reading strategies.

The Scoring Procedures

The respondents in this study made use of the 5 keys scoring procedures. These are Never, occasionally, sometimes, usually and always of the perceived reading strategies. Each respondent marked his/her responses by checking the corresponding column indicated in the blank space provided with choices as 1, 2, 3, 4 and 5.

Results and Discussions

Demographic profile of public senior high school students

Table 1 Profile of respondents in terms of gender, parent's average monthly income, and parent's educational attainment

Gender	Frequency	Percent
Male	40	33.3%
Female	80	66.7%
Total	120	100%
Monthly Income	Frequency	Percent
20,100 & above	1	.8%
15,100 to 20,000	5	4.2%
10,100 to 15,000	19	15.8%
10,000 & above	95	79.2%
Total	120	100%
Parent's Educational Attainment	Frequency	Percent
Elementary	51	42.5%
High School	46	38.3%
College degree	22	18.3%
Master's degree	1	.8%
Total	120	100%

Table 1 shows the demographic profile of public senior high school students in Jolo in terms of gender, parent's average monthly income, and parent's educational attainment. It is reflected in this table that out of 120 student-respondents, 66.7% are female and only 33.3% are male. This means that female public senior high school students in Jolo during the school year 2018-2019 are more than twice of their male counterparts.

In terms of parent's monthly income, it can be gleaned from this table that out of 120 student-respondents, 79.2% are whose parents' monthly income is 10 Thousand & Below and 15.8% at the income range of 10,100 to 15 Thousand. This means that majority of the parents of the public senior high school students enrolled during school year 2018-2019 are belong to families with meager family income.

In terms of parent's educational attainment, the table shows that out of 120 student-respondents, 42.5% are whose parents' have obtained only elementary education, 38.3% are high school graduates while only 18.3% are college degree holders. This means that majority of the parents of the public senior high school students enrolled during school year 2018-2019 have obtained only basic educational level. This implies that most of these student-respondents have lesser possibility of enjoying their academic supports since their parents might have insufficient background of the k-to-12 curriculum.

The extent of self-perceived reading strategies of public senior high school

Table 2 Extent of self-perceived reading strategies of public senior high school students

No	Factors	Mean	S.D.	Extent
1	Global reading strategies	3.7269	.5524	High extent
2	Problem solving strategies	3.9302	.5620	High extent
3	Support reading strategies	3.9167	.5506	High extent
Total Weighted Mean		3.8579	0.5450	High extent

Legend: Legend: (5) 4.50 – 5.0 = I always or almost always do this (Very High Extent); (4) 3.50 – 4.49 = I usually do this (High Extent); (3) 2.50 – 3.49 = I sometimes do this (Moderate Extent); (2) 1.50 – 2.49 = I do this only occasionally (Low Extent); (1) 1.00 – 1.49 = I never or almost never do this (Very Low Extent)

Table 2 shows that, on global reading strategies, generally this category obtained a weighted mean score of 3.72694 with standard deviation of .55244 which is rated as "High Extent". This means that public senior high school students in Jolo are usually having the sense of purpose when reading. Specifically, these student-respondents rated the following items with "High Extent" when reading, namely: "I think about what I know to help me understand what I read", "I take an overall view of the text to see what it is about before reading it", "I think about whether the content of the text fits my reading purpose", and "I

critically analyze and evaluate the information presented in the text”.

On problem solving strategies, generally this category obtained a weighted mean score of 3.9302 with standard deviation of .56201 which is rated as “High Extent”. This means that public senior high school students in Jolo are usually curious of the meaning of the text when reading. Specifically, these student-respondents rated the following items with “High Extent” of which they usually do when reading, namely: “I read slowly and carefully to make sure I understand what I am reading”, “When text becomes difficult, I pay closer attention to what I am reading”, “I stop from time to time and think about what I am reading”, and “When text becomes difficult, I re-read it to increase my understanding”.

On support reading strategies, generally this category obtained a weighted mean score of 3.9167 with standard deviation of .55063 which is rated as “High Extent”. This means that public senior high school students in Jolo are usually adept in referring support or cues outside of the text to gain understanding and comprehension when reading. Specifically, these student-respondents rated the following items with “High Extent” of which they usually do when reading, namely: “I take notes while reading to help me understand what I read”, “I underline or circle information in the text to help me remember it”, “I use reference materials (e.g., a dictionary) to help me I understand what i read”, and “When reading, I translate from English into my native language”.

The significant difference in self-perceived reading strategies of public senior high school students when data are classified according to gender, parents’ average monthly income, and parents’ Educational attainment

By gender

Table 3 Differences in self-perceived reading strategies of public senior high school students in Jolo when data are classified according to gender

Variables		Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping Gender							
Global Reading Strategies	Male	3.7096	.49531	-.02596	-.242	.809	Not Significant
	Female	3.7356	.58170				
Problem Solving Strategies	Male	3.8812	.58353	-.07344	-.673	.502	Not Significant
	Female	3.9547	.55306				
Support Reading Strategies	Male	3.9167	.55740	.00000	.000	1.000	Not Significant
	Female	3.9167	.55075				

*Significant at alpha 0.05

Table 3 shows the difference in self-perceived reading strategies of public senior high school students in Jolo when data are classified according to gender. It can be gleaned from this table that, generally the mean differences of -.02596, -.07344 and .00000 and t-values of -.242, -.673 and .000 with p-values of .809, .502 and 1.000 obtained by sub-categories subsumed under this component indicate no significant difference. This means that male and female public senior high school students in Jolo do not differ in their perceptions towards the extent of reading strategies in their respective schools. This implies that being a male student will make one differs in his perceptions towards the extent of reading strategies that usually use in comprehending the text when reading than those being female students, or vice-versa. Therefore, the claim that there is no significant difference in self-perceived reading strategies of public senior high school students when data are classified according to gender is established.

By Parents' Monthly Family Income

Table 4 Differences in reading strategies public senior high school teachers in Jolo when data are classified according to parents' monthly family income

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Global Reading Strategies	Between Groups	.470	3	.157	.507	.679	Not Significant
	Within Groups	35.848	116	.309			
	Total	36.318	119				
Problem Reading Strategies	Between Groups	.362	3	.121	.376	.770	Not Significant
	Within Groups	37.225	116	.321			
	Total	37.587	119				
Support Reading Strategies	Between Groups	.442	3	.147	.480	.697	Not Significant
	Within Groups	35.638	116	.307			
	Total	36.080	119				

*Significant at alpha 0.05

Table 4 shows the differences in reading strategies of public senior high school students in Jolo when data are classified according to parents' monthly family income. It can be gleaned from this table that the F-values of .507, .376 and .480 and p-values of .679, .770 and .697 obtained in sub-components subsumed under this category indicate no significant difference at alpha .05.

This means that public senior high school students in Jolo though having different ranges of parents' monthly family incomes do not differ in their perceptions towards reading strategies in terms of global reading strategies, problem solving strategies and support reading strategies. This finding implies that for student to have parent whose monthly income is 10 Thousand & Below cannot assure one to be better in perceiving the extent of reading strategies than other student whose parent's monthly income is 10,100 to 15 Thousand, or 15,100 to 20 Thousand or even 20,100 Thousand & Above, or vice versa. Therefore, the notion that there is no significant difference in self-perceived reading strategies of public senior high

school students when data are classified according to parent's monthly family income is accepted.

By Parent's Educational Attainment

Table 5 Differences in reading strategies public senior high school students in Jolo when data are classified according to parent's educational attainment

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Global Reading Strategies	Between Groups	.476	3	.159	.513	.674	Not Significant
	Within Groups	35.842	116	.309			
	Total	36.318	119				
Problem Reading Strategies	Between Groups	1.497	3	.499	1.604	.192	Not Significant
	Within Groups	36.090	116	.311			
	Total	37.587	119				
Support Reading Strategies	Between Groups	.415	3	.138	.450	.718	Not Significant
	Within Groups	35.665	116	.307			
	Total	36.080	119				

*Significant at alpha 0.05

Table 5 shows the differences in reading strategies of public senior high school students in Jolo when data are classified according to parent's educational attainment. It can be gleaned from this table that the F-values of .513, 1.604 and .450 and p-values of .674, .192 and .718 obtained in sub-components subsumed under this category indicate no significant difference at alpha .05.

This means that public senior high school students in Jolo though having different educational attainment of parents do not differ in their perceptions towards reading strategies. This finding implies that for student to have parent with master's degree cannot assure him/her to be

better in perceiving the extent of reading strategies than other student whose parent's educational attainment is bachelor's degree, or vice versa. Therefore, the assumption that there is no significant difference in self-perceived reading strategies of public senior high school students when data are classified according to parent's educational attainment is established.

Conclusions

This study concludes that senior high school students in Jolo are mostly female and whose parents' monthly income is 10 Thousand & Below with basic level of educational attainment. On the average, students' have high extent in global reading, problem solving and support reading strategies. Variables gender, position, educational attainment and parent's monthly family income do not influence students' ways of perceiving the extent of reading strategies. This study supports the notion in which the strategic awareness and monitors of the comprehension process are critically important aspects of skilled reading. It is the contribution of conscious awareness of the strategic reading process and the actual use of reading strategies that distinguishes skilled from unskilled readers. It is recommended in this study that reading teachers at public senior high schools in Jolo should be keen and sensible in ascertaining students' level of reading strategies since this variable is found to have significant role in enhancing students' reading ability. Parents should be well-oriented and be familiar with the k-to-12 curriculum especially those programs related to reading. Student-researchers in the field of language teaching are encouraged to conduct similar study but to include other individual learner's variables such as learning motivation, learning styles and language learning anxiety in some other settings.

Pedagogical Implication

Owing to the determined attitude and factors affecting EFL learning, concerns and opportunities are available for senior high school administrators to devise programs and strategies for the enhancement in the implementation of K-to-12 curriculum particularly EFL program. Efficient

application of Social Constructivism Theory towards EFL teaching and learning in upper secondary level will entail effective and favorable results.

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Conflict of Interest

The author declares that he has no competing interests.

Research ethics

The author of this study declares that he has obtained informed consent from the respondents and this study was conducted according to the guidelines approved by the Institutional Review Board of Sulu State College.

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