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The Correlation between Students' Metacognitive Reading Strategies and Reading Comprehension

Putri Salsyabillah.M[1], Sulastri Manurung[2], Adam Adam[3]
[1,2,3]Universitas Riau Kepulauan, Indonesia

[1]putri.salsabila78910@gmail.com

Abstract

Reading comprehension is an essential skill for academic success, particularly for students developing literacy through reading. Nevertheless, lack of awareness or ineffective reading strategies frequently lead to students encountering challenges in understanding texts. Metacognitive strategies have been considered important means to improve students' Reading comprehension. This study aims to analyze the relationship between metacognitive reading strategies and reading comprehension using a quantitative approach with a correlational design. The study employed the Survey of Reading Strategies (SORS) developed by Mokhtari to measure metacognitive strategies and a reading comprehension test compiled based on language assessment theory. Data were collected from 98 students at a Vocational School in Batam, Kepulauan Riau, Indonesia. The Spearman Rho non-parametric correlation method was used to analyze the data. The findings imply no statistically significant relationship exists between metacognitive reading strategies and students' reading comprehension. This study provides important insights into the effectiveness of learning strategies in educational contexts. Therefore, it is recommended that further research be conducted to investigate other factors that may contribute to reading comprehension and evaluate more comprehensive learning approaches in improving students' reading skills. The practical implication of this study is the importance of integrating metacognitive strategies in reading learning to enhance students' learning outcomes.

Keywords: *Correlation, Metacognitive Strategies, Reading Comprehension, Quantitative*

Introduction

Reading is a complex thinking process in determining the meaning of printed materials that involve most of the reader's intellectual actions, such as pronunciation and understanding, to receive ideas or information expanded by the text. According to Bidin A (2017) reading is a proficient "cognitive process" that involves decoding symbols to create or extract meaning. He also explained that reading comprehension is a process of extracting and constructing meaning simultaneously through interaction and engagement with written language. Reading regulates communication, language learning, and the exchange of ideas and information. Reading comprehension is one of the important aspects in the learning process, especially in the context of language education. Reading is an important skill in language learning as it helps readers to obtain information from a written text and understand what they read. Reading is a process of readers' combining information from a text and their own background knowledge to build meaning (Anderson, 2004). Based on the study conducted by (Aziz et al., 2019), reading is considered a difficult activity by most of students because students prefer a quick and simple way to understand a reading. Moreover, Many students face difficulties due to the inherent complexity of the texts they have to read, which can hinder their understanding and their engagement with the material. For example, students often find it difficult to navigate texts that

are too advanced for their reading level, which can lead to frustration and disengagement (Jugas, 2024). This ability can significantly affect their overall academic performance, as reading is a very important skill to succeed in a variety of subjects. In addition, students themselves often have difficulty in understanding the main concepts and main ideas contained in the texts they read. This can happen because they are not familiar with the vocabulary or concepts present in the material, which makes it difficult for them to extract important information from their reading materia (Chen, 2024). In the process of reading comprehension, students must be able to follow the logical sequence presented in the text. When students encounter difficulties in connecting concepts or understanding the flow of information, they may experience confusion and are more likely to misinterpret the meaning of the text.

The process of obtaining and creating meaning simultaneously through engagement with written language is known as reading comprehension. Reading comprehension is one of the essential skills in language learning. Good reading comprehension depends not only on basic language skills, but also on the strategies used by students in understanding the text. One strategy that has been proven effective in improving reading comprehension is metacognitive strategies (Ahmadi, 2013).

Metacognitive strategies which involve planning, monitoring, and evaluating one's learning process, has been identified as crucial for enhancing reading comprehension. Students who concentrate on using metacognitive strategies might use a variety of techniques, including summarizing, asking questions, and going over the material again to grasp its main points. This enhances their comprehension of the reading material and gives them more influence over their learning process. Students gain the ability to create reading objectives, select effective strategies to meet these objectives, and apply and integrate what they have learned while reading. This supports them in overcoming difficulties encountered during the reading process. This strategy also involves assessing students' understanding as they read. By how well they understand the material, students can identify parts that need attention or deeper understanding, thus improving overall understanding. They are able to overcome the challenges they face when reading because to this. Assessing student understanding while they read is another aspect of this strategies. Students can improve their overall understanding by identifying areas that require more attention or in-depth comprehension by assessing their own comprehension of the content. Learners who regularly apply metacognitive strategies gain strategic competency. This implies that they improve their ability to organize, track, and assess their reading process, which eventually results in increased understanding.

By using metacognitive strategies, underachieving students can improve their reading ability to the level of high-achieving students, showing that metacognition can help close the achievement gap in English learning (Momdjian & Chidiac, 2024). This approach encourages self-reflection and awareness of one's learning processes, enabling students to identify their strengths and weaknesses. As a result, they become more engaged and motivated, fostering a positive feedback loop that further enhances their academic performance. Metacognitive strategies help students plan their approach to the text better. Student can set reading objectives, choose appropriate approaches, and establish steps to improve comprehension. This creates a more structured context for students to focus on absorbing information (Ortega-Ruipérez, 2022).

Issues about Metacognition or metacognitive knowledge is one of the most important thing in academics at school, especially in English language learning. An American psychologist named John Flavel has introduced the concept of metacognition in 1976. In Metacognitive strategies, always explain as "thinking about thinking," that is describe to individuals' conscious and deliberate processes to regulate learning experiences (Bria & Mbato, 2019). On the other

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hand, the strategies that teachers often use to support the students in figuring out how they learn many kinds of skills in the learning environment are metacognitive strategies. According to Flavell (1979) students' reading comprehension can be achieved through appropriate metacognitive strategies. They can actively engage with the text, evaluate their comprehension, and modify their reading strategy as necessary by using metacognitive strategies including summarizing, revising, and asking questions. This gives students the chance to take ownership of their learning. Metacognition is a system that arranges knowledge, experiences, goals, and strategies. Flavell also defined that metacognition refers to the process of thinking about thinking or the awareness of someone own thought process. People can improve their learning process by using metacognition to help them engage with their behavior and thought processes. In metacognition strategies allow students to actively engage with texts, evaluate their knowledge, and adjust students' reading approaches as needed for language development and reading comprehension.

To measure and assess metacognitive awareness and reading strategies Mokhtari & Sheorey (2002) developed the MARSI inventory, which learners use to read educational or school-related literature. The instrument has been frequently used to determine reading learners' metacognitive techniques. Furthermore, Mokhtari and Sheorey created SORS, another inventory with the same goal as MARSI. SORS is designed for students who are learning English as a second or foreign language. There is three categories of reading methods have been assessed by MARSI and SORS: Global Reading Strategies, and Problem Solving Strategies, Support Strategies.

1. Global Reading Strategies (GLOB)

   Students utilize the process known as "global reading strategies," which are thoughtfully crafted techniques for structuring or thinking about their reading. These strategies include setting a goal in their mind, using typing aids as well as tables and pictures, or previewing the length and organization of the text.
2. Problem Solving Strategies (PROB)

   Readers directly apply problem-solving techniques to the material. These targeted methods are applied when the text becomes more difficult or even simpler to understand. These techniques include reading the book once more to improve comprehension, speculating on the meaning of terms you don't understand, and adjusting the speed of reading as the text becomes easier or more difficult.
3. Supportive Strategies (SUP)

   Supporting strategies are fundamental assistance mechanisms that students often use when they are struggling to understand a reading book. Examples of these tactics include using a dictionary, taking notes, underlining, or emphasizing specific facts.

Metacognition strategies have been identified as crucial for enhancing reading comprehension and previous studies have revealed that metacognition can help students in understanding texts. However, the extent to which students utilize these strategies and how they impact comprehension remains a significant area of inquiry. In addition, most studies involved tertiary students while studies involving secondary students are still scarce. To fill the gap, this study examines the relationship between metacognitive strategy use and students' reading comprehension in Senior High School.

Method

This study used a quantitative approach with the correlational method. The Correlational research involves data collection to decide whether and to what degree, a relationship is available between two or more quantitative variables. In with this line, Creswell (2015) notes a

correlational design is a procedure in quantitative research in which the researcher measures the degree of relationship between two or more variables using the statistical procedure of correlation analysis. This study's quantitative approach examines the relationship between metacognitive strategies and students' reading comprehension.

Population, Sampling and Sample

According to Sugiyono (2013) Population is the generalization area of an object or subject with a certain feature to be investigated by the researcher. In general, a population is a group of people who have certain characteristics. the population was the second grade students in a Vocational High School in Batam, Indonesia. There were 120 Students in three classes, making up the population.

Sampling is the technique to collect the sample (Sugiyono, 2019). This study used nonprobability sampling. The researchers used purposive sampling to obtain more in-depth and specific data following the focus of the study regarding the relationship between metacognitive strategies and students' reading comprehension. A purposive sampling technique was chosen Because the purpose of this research is to generate samples with specific characteristics pertinent to the study's topic to be covered. By using this technique, the researcher can choose students who actively use metacognitive strategies in their learning process and who have differing reading comprehension levels. This allows the chosen samples to offer more detailed as well as greater information regarding the relationship between the two research variables. Students with high reading comprehension skills were selected by the researcher. Therefore, before choosing the sample, the researcher first gave the students a screening test on the reading text lesson to determine their degree of competence. As a result, the researcher can gather targeted and pertinent samples using the purposive sampling technique, giving more precise and comprehensive information about the connection between students' reading comprehension and metacognitive processes.

As defined by Sugiyono (2013), a sample is a part of the population's size and features. The 98 students in the study's sample were selected from a variety of classrooms and given filter exams to determine their reading comprehension proficiency. The sample consisted of students who demonstrated a high degree of reading comprehension.

Instrument

Renowned researchers in literacy Mokhtari & Sheorey (2002) developed an instrument in this study consisting of a reading comprehension test and a metacognitive reading strategies survey known as the Reading Strategies Survey (SORS). This instrument is designed to measure students' metacognitive awareness and their understanding of their application of reading strategies as they study English academic texts. The instrument is used because it has been used extensively in various studies (Alkhaleefah, 2023; Khellab et al., 2022; Nath, 2021; Pahrizal et al., 2025), and its well-established reliability with the Cronbach's alpha was 0.89 indicating high internal consistency. The 30 items in the inventory are divided into three categories of reading strategies: 13 items in the Global Strategies (GLOB) category, 8 items in the Problem Solving Strategies (PROB) category, and 9 items in the Supportive Strategies (SUP) category using a five-point Likert scale ranging from 1 ("I never or almost never") to 5 ("I always or almost always do this). Then, a reading comprehension test was developed based on the language assessment framework (Brown., 2004). A reading comprehension test was administered to participants to investigate students' reading comprehension which consisted of 30 items of multiple choice. Before administering the test to the samples, the test was tested to a group of non-samples students to check its validity. The validity of the test items was confirmed, ensuring that the questions effectively measured adding comprehension skills. Additionally, the reliability of the reading test was examined using Cronbach's alpha through IBM

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SPSS 27.0. which resulted in a coefficient of 0.892. This high reliability score shows that the test was consistent and accurate to measure students' reading comprehension.

Table 1. Validity & Reliability Test Cronbach's Alpha of Reading Comprehension Test *Result*

Aspect	Method	N of Item	Result	Criteria	Interpretation
Validity	Pearson Correlation	30		R table : 0.195	All item are Valid
Reliability	Cronbach's Alpha	30	0.892	> 0.6	Reliable

Results

Before examining the correlation between metacognitive strategies and reading comprehension, a normality test was conducted as a prerequisite statistical analysis. The normality test used was Kolmogorov-Smirnov with *N* = 98 and significance values = 0.05 to assess whether the data were distributed normally. The hypotheses proposed were as follows:
H_0 = The data are normally distributed
H_1 = The data are not normally distributed

Table 2. Normality Result of Kolmogorov-Smirnov

	Statistic	df	Sig.
Metacognition Strategies	.131	98	<.001
Reading Comprehension	.259	98	<.001

Based on the Kolmogorov-Smirnov normality test results, a significance value (*Sig. <0.001) below the common alpha level of 0.05. The result leads to the rejection of the null hypothesis (H0) and confirms that the data significantly deviates from normal distribution. Non-normality in the data can arise due to various factors, including sample characteristics or the nature of the measured variables. The result indicated that the data did not follow a normal distribution, necessitating the use of a non-parametric statistical method for correlation analysis.

Table 3. Correlation between Metacognitive Reading Strategies and Reading Comprehension (N=98)

		Metacognitive Strategies	Reading Comprehension
Metacognitive strategies	Spearman Correlation	1.000	.037
	Sig. (2-tailed)	.	.716
Reading Comprehension	Spearman Correlation	.037	1.000
	Sig. (2-tailed)	.716	.

After analyzing the data of 100 participating respondents, it was found that the Pearson correlation coefficient between the variables of metacognitive reading strategy (X) and reading comprehension (Y) was r = 0.037. The relationship between metacognitive strategies and reading comprehension showed a correlation coefficient of 0.037 based on Spearman's rho non-parametric correlation analysis results. The relationship between two variables is weak or

almost non-existent, as the value is small and almost zero. Conventionally, a correlation coefficient close to 0 indicates no meaningful linear relationship between two variables. Thus, students' use of metacognitive reading strategies is hardly directly related to their level of reading comprehension.

In addition, the two-axis significance test showed a value of 0.716, which is greater than the significance limit of 0.05. This shows that the relationship between metacognitive strategies in reading and reading comprehension is statistically insignificant. This suggests that the use of metacognitive strategies does not directly impact their reading comprehension performance.

Based on these findings, it can be concluded that the metacognitive strategies measured in this study have no direct correlation with reading comprehension. This could be due to various factors, such as the quality of the sample, the quality of the measurement instrument, or there other factors that have more influence on reading comprehension than the metacognitive strategies used by the research participants.

Discussion

This study examines the correlation between metacognitive reading strategies and reading comprehension. While most studies demonstrate the impact of metacognitive strategies on reading comprehension, this study yields distinct findings. The findings indicate no significant relationship between metacognitive reading strategies and reading comprehension. The result aligned with Villar and Mercado which revealed that despite using metacognitive reading strategies, students did not demonstrate high inferential reading comprehension (Mercado, 2024; Villar-Mayuntupa, 2021; Zeleke, 2022).

The low correlation between metacognitive reading strategies and students' reading comprehension may be affected by several factors. One of them is the variety of students' proficiency, which makes it difficult to establish a direct relationship between strategy use and reading comprehension performance.

Another potential reason for the findings is that metacognitive strategies alone may not be sufficient to improve reading comprehension. Other factors, such as motivation, prior knowledge, cognitive abilities (Phakiti, 2003). Might play significant role in determining reading comprehension outcomes. This align with previous research suggesting at a combination of multiple strategies is often more effective than relying on metacognitive strategies alone (Dewi & Premini, 2018). This implies that a variety of factors other than metacognitive awareness affect sophisticated reading comprehension.

The three studies above show that metacognitive reading strategies do not necessarily correlate with improved reading comprehension. Students' mechanical use of ineffective strategies without in-depth understanding or adjustment for the reading context, lack of motivation, background knowledge, and basic language skills have more impact on reading comprehension than metacognitive strategies, are some of the potential causes of these non-significant results. Limitations of Measurement Tools Self-report questionnaires such as SORS may cause bias as students may report strategies they do not use.

The lack of a correlation between metacognitive strategies and reading Comprehension may indicate that there are a number of other variables that could influence participants' reading comprehension in an academic context. For instance, the student's use of unintentional or unconscious reading strategies which may be connected to metacognition may be the most likely cause of this problem. In the meanwhile, students' comprehension can be affected by their motivation to read and their engagement with the material. If students are interested in the topic, they are more likely to make an effort to understand the text. Students are more inclined

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to try to comprehend the literature if they are engaged with the subject. Metacognitive strategies include emotional elements and the drive to learn. Reading strategies such as skimming, scanning and summarizing can also affect comprehension. These strategies can help students navigate complex texts more easily (Ghaith El-Sanyoura, 2019).

Moreover, limitations in measuring metacognitive strategy use accurately could have contributed to the non-significant results. Self-inventories such as SORS, may not reflect students' actual use of strategies during reading tests. Teachers are required to provide training on when and how to apply the strategy in reading academic texts (Alkhaleefah, 2023), and teach how to evaluate and monitor their own strategy (Carrell, 1998) in (Nath, 2021).

Nonetheless, since most studies support a relationship between students' use of reading strategies and their reading comprehension, researchers have long recognized the role of reading strategies in improving students' reading comprehension in the purpose of language. The consequence is that reading methods should be employed in foreign language classrooms since it has been demonstrated that they aid language learners enhance their reading comprehension.

However, this finding does not show a significant correlation between metcognitive strategies in reading and students' reading comprehension, which suggests that when students read as something boring and difficult to understand the content of the reading. Teachers must ensure that students are able to adapt the strategies used to the type of text and specific reading objectives to help them learn English, especially in areas such as vocabulary and sentence structure. Research needs to be conducted with a more diverse sample from various educational backgrounds because it is vital for teaching approaches that not only present a variety of reading strategies but also teach how to use these strategies in a contextually in a suitable way.

Conclusion

The weak relationship between metacognitive strategies and achievement in reading indicates that several other factors influence students' reading skills in their academic context. The overall result shows no significant correlation between students metacognitive strategies and reading ability. This implies that when taking the reading comprehension test practically, students do not use their perceived strategies. A system for bridging the gap between theory and practice ought to exist. Accordingly, the researchers suggest that a high level of exposure to the target language (TL) can enhance the application of metacognitive strategies. This implies that in order for students to apply the accepted reading strategies, they should receive intense reading practice. It is worthwhile to suggest metacognitive reading strategy teaching in order to enable this. This research implies that assessment methods should not only measure students' reading comprehension outcomes but also evaluate the strategic processes they use while reading. Combining assessments that focus on students' metacognitive awareness and strategy use can offer a more comprehensive understanding of their reading development. Educators and policy makers are encouraged to design interventions that explicitly aim to improve students' ability to plan, monitor and evaluate their reading comprehension processes. All things considered, this study emphasizes how crucial metacognitive strategies contribute to reading comprehension and advocates for educational procedures and policies that support students' metacognitive abilities. Improving students strategic reading skills is crucial in ensuring their academic achievement and the development of future learning abilities that are necessary in modern information-rich culture.

Therefore, reading comprehension requires more than just understanding certain reading comprehension. Teachers must interact directly with students, especially when teaching them

how to read. One of the main differences between good and bad readers is that good readers tend to use better reading strategies. Therefore, providing clear instructions on reading strategies will help students do better in reading activities. Furthermore, this study implies that assessment methods should not only focus on students' reading comprehension outcomes but also evaluate their strategic approaches to reading. Educators and policymakers could consider designing interventions that enhance students' ability to monitor, plan, and evaluate their reading processes. For future research, these findings provide additional options for exploring the long-term impacts of metacognitive strategy training on different proficiency levels. Additionally, expanding the study to a broader or more varied population could further corroborate these results and provide deeper insights into the role of metacognition in reading comprehension. Overall, this study emphasizes the importance of metacognitive techniques in reading and argues for educational policies that foster their development to boost students' academic success.

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