RESEARCH ARTICLE

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STUDENTS' PERCEPTION OF USING EFFICIENT READING STRATEGIES IN ENGLISH READING CLASSROOM
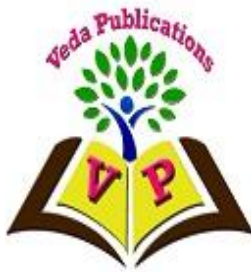
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ABSTRACT

This study aimed to investigate students' perceptions of using reading strategies. To do so, descriptive case study design was applied to 152 students who were chosen using simple random sampling technique to fill out the questionnaire. In contrast, five students and five teachers were selected to participate in the interview. Data were collected through questionnaires and interviews. A 37-item questionnaire was adapted from Oxford's Strategy Inventory for Language Learning (SILL) and the Mokhtari and Sheorey's Survey of Reading Strategies (SORS) and administered to all selected students. The collected data was then fed into Statistical Package for Social Science (SPSS) version 20, where mean, standard deviation, and correlation coefficient were calculated and interpreted in words. In addition, the interview was conducted with students and teachers and was transcribed, coded, categorized thematically, and interpreted. During the discussion, data collected through the questionnaire were cross-checked against data collected through interviews. The study's findings revealed that students perceive the use of reading strategies as inappropriate, whereas cognitive reading strategies were used most frequently. Furthermore, there is a strong and significant relationship between students' perceptions and their use of reading strategies. Thus, students should be encouraged and given a variety of reading strategies.

INTRODUCTION

Reading takes on meaning when students understand and apply a range of appropriate reading strategies. More diverse strategies are employed by effective language learners in a way that is appropriate for the language learning task (Kumaravadivelu, 2006). Good comprehension is the outcome of using reading strategies effectively, and this leads to the improvement of students' reading abilities

When students employ appropriate and effective reading strategies, they read effectively. Effective reading strategies are woven into the very fabric of 'reading for meaning' and the development of this cognitive ability, which improves comprehension and boosts readers' confidence (Gruyter, 2006). Put another way, it's thought that effective foreign language reading requires the self-regulated application of comprehension strategies.

Research findings showed that students struggle to employ a variety of efficient reading techniques. It was noted by Nadiah (2016) and Oakley (2011) that students prioritize reading comprehension products over using reading strategies to practice reading. This is similar to the notion that students struggle to apply various reading strategies successfully since their goal is to comprehend what they read without using strategies. Poor comprehension is the outcome of reading without using reading strategies.

Students at Hinde high school appear to be in a similar situation practically speaking. According to the researcher's perspective and his experience of teaching English at Hinde High School, students appear to struggle with understanding and applying reading strategies in a constructive and appropriate manner. Put another way, when they are seen, it appears that they are odd for applying effective reading techniques in a suitable manner, whether at school or not.

As far as the researcher is aware, not many research on students' perceptions and their application of effective reading strategies have been done in Ethiopia. In his research, Belilew (2015) studied on the relationship between reading strategy use and comprehension among Ethiopian EFL learners, and found that learners can be classified as medium readers of strategies. Additionally, Dagne and Gemechis (2014) investigated how EFL teachers applied reading strategies to help their students improve as readers and discovered that there were no issues with the use of reading strategies by the teachers. Moreover, Yohannes (2013) studied how teachers perceived and used their teaching strategies, and concluded that the majority of students require intensive instruction in the application of metacognitive and cognitive reading strategies.

However, the current study differs from the previous research in that the perception of students utilizing effective reading strategies has not been examined in any of the aforementioned studies. In order to accomplish this goal, the research looked for answers to the following queries.

1. How do students perceive efficient reading strategies?

2. What are the reading strategies students use?

3. Is there a relationship between students' perception and their reading strategy use?

REVIEW OF LITERATURE

READING STRATEGIES

Reading strategies are particular steps that a learner takes to facilitate learning and help them become more self-directed, comfortable in new environments, easier, faster, and enjoyable. They are deliberate, conscious processes by which readers attempt to overcome a reading difficulty and improve their reading skills; they are efficient means of understanding the author's message; or they are problem-oriented actions and techniques used to achieve production goals (Leyla, 2004; Anderson, 2008). These are cognitive operations that occur when readers approach a text to make sense of what they read.

TYPES OF READING STRATEGIES

Reading strategies can be categorized in to three main areas: cognitive, metacognitive and affective or social reading strategies.

Meta-cognitive reading strategies include thinking about the reading process, planning and monitoring reading as it occurs, self-evaluation of reading after reading activities, and paraphrasing (Gruyter, 2006; Alderson, 2001; Troike-Saville, 2006). As a result, meta-cognitive reading strategies are a high-level thinking process that involves planning and evaluating reading tasks. Metacognitive reading strategies also include the following sub-elements. Purpose-oriented reading strategies that involve planning what to do next, reminding oneself the purpose of reading, evaluating information in terms of whether it leads to one's purpose and deciding whether a text is relevant to one's purpose (British Council, 1987).

Cognitive reading strategies is another term which includes deliberate methods of approaching learning materials and linguistic input. They are strategies used by students to become interested in and manipulate what they are learning. These include mentally repeating words or phrases, outlining and summarizing what has been learned from reading and using keywords, and associating new target language words with familiar words (Alderson, 2001; Larsen-Freeman, 2000). Cognitive reading strategies also involve strategies involving different ways of reading quickly (scanning and skimming), reading slowly, re-reading, ignoring specific texts or parts of a text, reading out loud, and reading selectively. Getting the idea quickly (scanning and skimming) strategies are related to the reading speeds at which students grasp the message by skimming the text. Scanning is looking for a specific piece of information (Alderson, 2001; Ur, 2009; Greenall and Swam, 2007).

Affective and social strategies are the third category which are ways to interact with others to leach (Larsen-Freeman, 2000). These include: creating situations for others to practice the target language, using self-talk, receiving feedback, completing tasks, and cooperating with others to share information. In relation to this, cooperation plays a great role in this context and it is collaborating with peers to solve problems (O'Malley, 1990; Oxford, 1990).

STUDENTS' PERCEPTION OF USING READING STRATEGIES

Atkins et al. (1996) demonstrated that the type of strategy that students prefer is influenced by their perception. For example, students believe that learning English (to read) is more difficult than learning other languages or skills. Students with such perceptions or view may develop a negative attitude toward reading. Students believe that rather than using a variety of reading strategies, it is sufficient to read the text word for word in order to comprehend each individual idea. Edge (1993) stated that some students are hesitant to move on from a text until they have understood every detail. This means that because students are unaware of various reading strategies, they prefer to read for specific ideas.

Richards (1996) added that students neglect learning to read from their peers in groups. The evidence suggests that, while affective and social reading strategies are important in improving students' reading skills, it is critical to reject the benefit of working or reading together, and that everything should be done by the teacher. As a result, they see themselves a passive reading strategy user.

STUDENTS' USE OF READING STRATEGIES

The ability to use appropriate and effective reading strategies is a characteristic of an effective reader. Gruyter (2006) discovered that effective readers are aware of various reading strategies and use them while reading to comprehend what they are reading. However, there is evidence that students do not use reading strategies (Chen and Chen, 2015).

THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTION AND READING STRATEGIES USE

Students' perceptions influence the type of strategy they use. If students perceive efficient reading strategies incorrectly, they will be unable to use them effectively. On the other hand, when they see reading strategies in an appropriate way, such as

believing that efficient use of reading strategies speeds up their reading, their reading becomes effective.

When students use effective and appropriate reading strategies, the situation assists them in determining appropriate attitudes and purposes towards text. This may lead to improved comprehension (British Council, 2015; Gruyter, 2006). In contrast, when they employ inefficient reading strategies, reading becomes poor and ineffective.

METHOD

RESEARCH DESIGN

To address the intended objective, a descriptive case study research design with a mixed-method (quantitative and qualitative) approach was used. This is because conducting a descriptive case study using a mixed-method approach appears to be more convenient than using one of the two methods in a single school (Creswell, 2012), and enables the researcher to reach valid conclusions.

PARTICIPANTS OF THE STUDY

The study's target population was Hinde High School students in grade nine during the 2019 academic year. From a total of 508 (253 male and 255 female) grade nine Hinde high school students, 30% were chosen as a sample based on Neuman (2007), who proposed that the sample size for a small and homogeneous population (under 1000) should be determined to 30% and that a small population is sufficient for qualitative study in a descriptive case study research design. Five teachers were randomly chosen to answer interview questions. Thus, 152 (75 male and 77 female) students were chosen to fill out the questionnaire. Five students were taken using a simple random technique, and five teachers were taken comprehensively to respond to the questions identified for the interview.

The student respondents were selected using a simple random probability sampling technique, which ensures that every person in the population has an equal chance of being chosen (Cresswell, 2012). To select the sample respondents, all members of the

population (students) were identified and assigned a number. The sample was then randomly selected using the lottery method until the required population was included.Five students and five teachers were selected using simple random and comprensive sampling technique to answer interview questions.

INSTRUMENTS

Questionnaire

Closed-ended questions are useful because everyone can answer the question using the options provided (Creswell, 2012). As a result, based on a review of related literature and stated research objectives, 37 questions were adapted to answer the first and second research questions respectively from Oxford's Strategy Inventory for Language Learning (SILL) and Mokhtari and Sheorey's Survey of Reading Strategies. The questions were adapted through a pilot study, and were distributed to fifty students followed by some modifications to ensure the questionnaire's validity. To assist students in understanding the information clearly and easily, two master's degree holder English teachers from Hinde High School translated the questions into students' mother tongue. These two teachers were chosen to translate the questions because they had taught English as a major subject and Afan Oromo as a minor subject at Hinde High School for many years. Besides, they had experience of translating research questions while conducting their own study. In addation, the researcher realized their translation experience when they assisted in translating other teachers' research questions. Furthermore, because the researcher is an English teacher who has taught Afan Oromo as a minor subject in school, he oversaw the translation process. For questions 1-6, a five-point likert-scale ranging from 1 to 5 "Strongly Disagree(1), Disagree(2), Undecided(3), Agree(4), and Strongly Agree(5)" were used to indicate students' perceptions of reading strategies, whereas a five-point scale "I Never or almost never do this(1), I do this only Occasionally(2), I Sometimes do this (3), I Usually do this(4), and I Always or almost always do this(5)" was used. (Mokhtari & Sheory, 2002) were

used for questions 7–37, which indicated the reading strategies used by students.

Interview

Interview is used to gather specific information and elicit more reliable information from the interviewees (Dawson, 2002). So, semi-structured interview was used to gather qualitative data from both students and teachers to answer research questions one and two. Interview was designed on the basis of a questionnaire so as to keep its validity. Besides, before conducting interview it was given to trained persons (language teachers) for comment, and they suggested some translation parts and the researcher made some modifications. Interview was also translated into students' mother tongue by the same teachers who translated the questionnaire.

DATA COLLECTION PROCEDURES

The researcher collected data using the procedures outlined below. The researcher first informed the respondents about the study, after which he assigned selected sample respondents and provided those questions. After they had finished filling the questions, the researcher collected the questions

back. The questionnaire data was then entered into a computer and analyzed with SPSS version 20. Concerning interview, the researcher contacted respondents when they were available and interviewed them individually, and notes were taken as the interviewees explained and expressed their thoughts on the perception and application of reading strategies.

METHOD OF DATA ANALYSIS

Mean and standard deviation of each item related to the research questions was computed using the Statistical Package for the Social Sciences (SPSS) to determine how students perceive reading strategies and the strategies they use. Pearson correlation was calculated at $p<.01$ to determine if there is a significant relationship between students' perceptions and reading strategy use. Then, the results of SPSS analysis were interpreted in words. In addition, the interview results were transcribed, coded, categorized and interpreted to supplement the data obtained from the students' questionnaire. Finally, a summary of key findings, conclusions, and recommendations were developed.

RESULTS AND DISCUSSIONS

Students' Perception about using efficient reading strategies

Table 1: Students' Perception about using efficient reading strategies

Category	Reading Strategies	N	Mean	Std. Dev.
Perc1	As to me efficient reading strategies are techniques used to approach the text during reading to read effectively.	152	2.34	1.52292
Perc2	I believe using varied reading strategies with purpose of the text makes me read effectively.	152	2.39	1.53182
Perc3	I read more when I apply different reading strategies to what I read.	152	2.22	1.47920
Perc4	I prefer to read in my first language rather reading in English.	152	1.93	1.03644
Perc5	For me, it is merely important to go through the text word to word when reading.	152	2.34	1.30260
Perc6	I believe working to read with my friends makes me read easily.	152	4.05	.91195
Overall		152	2.55	1.19038

To begin the discussion, item 1 was designed to collect information about how students perceive the concept of English reading strategies. As shown in table 1, the majority of respondents (M=2.34) stated

that reading strategies were unusual for them. The responses from students and teachers to item 1 of the interview also revealed that they misunderstood the concept of reading strategies. Teachers stated, "Reading strategies are a bottom-up and top-down process." This means that they have a limited understanding of the concept of reading strategies, and this implies they are not familiar with reading strategies

Item 2 in table 1 was created to collect information about how students perceive using various reading strategies based on the purpose of the text they are reading. So, students indicated (M=2.39) that they did not know how and use various reading strategies in accordance with the purpose of the text. This finding agrees with Jing's (2018) finding that claims students' perception of the effectiveness of reading strategies was closely tied to assessment rather than for overall understanding. This indicates that they perceive that using reading strategies is to do examinations. Students lack how to use some reading strategies appropriately (Souhila, 2014), and his could be due to a lack of training in how to practice reading strategies relevant to the reading purpose. Furthermore, responses from both students in interview item 5 and teachers in interview item 3 indicated that they use reading strategies based on the purpose of the reading. However, they simply replied "yes" without explanation. This indicates that, while their response appears to be positive, it actually refers back to item 1.

Item 3 was designed to ask the respondents to collect data on students' perceptions of using various reading strategies to better understand the text. As a result, the data revealed that students did not use a variety of reading strategies to better understand the text (M=2.22) which is supported by the findings that students do not employ varied reading strategies (Belilew, 2015).This implies that students could not use different reading strategies depending on the text they are reading. That is, they lack knowledge of how to use reading strategies with the text. Aside from that, the interview item 4 results showed that students agreed that using various reading strategies is important to them. However, because they were

unable to correctly label the reading strategies they used, they are unaware of the use of various reading strategies. They do not understand the importance of reading strategies which means they do not apply to text. In line with this, in interview item 3, students indicated that they frequently use grammar as a reading strategy. However, they did not give any reason, and this indicates that they know very limited reading strategies.

Item 4 in table 1 was designed to collect data on whether students prefer to read in their first language (Afan Oromo) rather than in English. As a result, the mean value of the responses is (M=1.93) indicated that students were eager to read in English in this language. As a result, given that the data revealed that students are interested in reading in English, there may be other factors, such as a lack of training, that contribute to students' unawareness of reading strategies.

In item 5 of table 1, respondents were asked to report on whether they believe that simply reading a text word for word is important or not. As a result, they reported (M=2.34) that they were unfamiliar with the strategy. This means reading word-for-word only is not important. Chen's & Chen's (2015) in their finding put idea in similar way that reading word-for-word is not crucial. Based on the response, it is possible to conclude that using alternative strategies such as context clues rather than looking at each word is important.

As shown in table 1, item 6 was designed to collect information on whether reading with friends is important in increasing comprehension of a text. Respondents indicated (M=4.05) that they were aware of the use of reading together and have no concerns about viewing this strategy negatively. Lee's (2012) finding is consistent with this finding in that students think that they understand the text more when they read with their friends. This implies that most of the students read the text with their friends to understand more.

In sum, from the above result and discussion, it is possible to conclude that students perceive reading strategies in inappropriate way. However, regarding preferring to read in first language and working to

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read with friends is good for them. That is, they like to read in English language and they are interested in

reading together.

Use of Metacognitive Reading Strategies

Table 2: The Metacognitive Reading Strategies Used by Students

Category	Reading Strategies	N	Mean	Std. Dev.
Mcog7	I have a purpose in mind when I read.	152	2.32	1.57556
Mcog8	I adjust my reading speed according to the purpose of reading.	152	2.30	1.29102
Mcog13	I evaluate the information presented in the text.	152	2.26	1.25933
Mcog14	When the text becomes difficult, I reread it to increase my understanding.	152	2.39	1.31244
Mcog19	I underline or circle information in the text to help me remember it.	152	2.13	1.27992
Mcog20	I have a plan to read constantly.	152	4.30	.84602
Mcog25	I Paraphrase to better understand when I read.	152	2.07	1.46333
Mcog29	I summarize what I read to reflect on important information in the text.	152	4.26	.91157
Overall		152	2.75	1.09738

Item 7 in table 2 was designed to collect data on whether study participants read with a specific purpose in mind. Their response (M=2.32) indicated that they had lack of reading purpose in mind, and the researcher concluded that students simply read without considering why they are reading the text provided to them. As a result, they are said to use this strategy infrequently.

In item 8, participants were asked to report whether they adjust their reading speed based on the purpose of their reading. The statistical analysis in table 2 for this question revealed (M=2.30) that students were unable to adjust their reading speed. As a result, they were unsure how to adjust their reading speed based on the reading purpose. In addition, the responses from both students in interview item 5 and teachers in interview 4 demonstrated that they use reading strategies based on the purpose of the reading despite the fact that they simply replied in a brief response with no explanation while only one student reasoned out appropriately. This indicates that though their response seems positive the fact goes back to (item 1) which showed that they could not use reading strategies with a purpose without understanding what reading strategies mean.

Item 13 was designed to determine whether students evaluated the information presented in the text. As shown in table 2, the subjects' responses were low in frequency (M=2.26). This demonstrates that few students assess the text presented in the text, and the majority of students rated "I never/almost never do this" on the rating scale. This strategy is also one of the least commonly used metacognitive reading strategies.

The purpose of item 14 was to gather information on whether study participants reread the text to improve their understanding. The majority of participants (M=2.39) stated that they lacked the ability to reread the text to improve their understanding because the mean value falls in the low frequency range (1.00-2.40). Dawaideh and Al-Saadi (2013) and Jing (2018) in contrast found that most students frequently reread the text.

Item 19 in table 2 above attempted to collect data on whether students circled or underlined important information in the text to better understand it. As a result, their response (M=2.13) indicated that they did not circle the information to improve their understanding. The finding of Lee (2012) conversely concluded that most students, especially male students are high users of this strategy. However, for

this study, it was found that students used the strategy at low frequency level.

In item 20, respondents were asked to report on whether they have a regular reading plan. As shown in table 2, because the mean value obtained from the respondents' responses is (M=4.30), they have a regular reading schedule. This also indicates that the majority of students rated this as "I always/almost always do." It can be concluded that students use this strategy frequently. In line with this finding, Lee (2012) found that most students are high users of this strategy whereas Jing (2018) in contrast found that few students have reading plan.

Item 25 in table 2 was designed to ask respondents if they paraphrase the text in their own words when reading. According to students' response (M=2.07), the text was not paraphrased by students in their own words. Thus, they are considered as low users of this strategy, as evidenced by the low frequency level of the mean average obtained from their responses.

Item 29 asked respondents to report whether they summarized the general idea of the text and reflected on important information. The data obtained from their responses revealed (M=4.26) that a large number of students summarized the text as they read. The previous study Jing (2018) in contrast found that students do not summarize what they read. Because the mean average high, students employ this strategy frequently.

Generally, the above discussion indicates that meta-cognitive reading strategies used among students in the range between low and high frequency excluding medium frequency. Having reading plan and summarizing are used in high frequency while the rest fall in low frequency. Paraphrasing is the least used strategy from the category in contrast. However, there is no reading strategy which is used at medium frequency level. From this, it is possible to infer that few students use the reading strategies at high frequency whereas most of them use the strategy at low frequency level.

Use of Cognitive Reading Strategies

Table 3: The Cognitive Reading Strategies Used by Students

Category	Reading Strategies	N	Mean	Std. Dev.
Cog9	I read carefully to make sure I understand what I am reading.	152	4.45	.78764
Cog10	I use context clues to help me better understand what I am reading.	152	4.38	.85300
Cog11	When reading, I decide what to read closely and what to ignore.	152	4.52	.89124
Cog15	I use typographical features like bold face and italics to identify key information.	152	2.34	1.37675
Cog16	I go back and forth in the text to find relationships among the idea in it.	152	2.30	1.19069
Cog17	When the text becomes difficult, I pay closer attention to what I am reading.	152	2.17	1.14958
Cog21	I ask myself questions I like to have answered in	152	4.26	.95249
Cog22	I use reference materials (e.g. dictionary) to help me understand what I read.	152	4.38	.87506
Cog23	When reading, I translate from English in to my first language.	152	4.43	.83469
Cog26	I think about what I already know to help me understand what I read.	152	2.15	1.49949
Cog27	I adjust my prediction about the text while reading.	152	2.22	1.40575

Cog28	I take the overall view of the text to see what it is about before reading.	152	4.30	1.08597
Cog30	I analyze the grammar of long complex sentences for better understanding	152	2.22	1.48243
Cog33	When a text becomes difficult, I read aloud to help me understand what I read.	152	4.18	1.01916
Cog34	I use tables, figures and pictures to increase my understanding.	152	4.23	1.01296
Cog37	When a text becomes difficult, I read aloud to help me understand what I read.	152	4.40	.92256
Overall		152	3.56	.89289

As shown in table 3, item 9 was designed to collect information on whether students were reading carefully to ensure their comprehension. Their response revealed that most of them (M=4.45) used the strategy frequently. This means that students have no problems with using this strategy.

In response to item 10, students were asked to gather information about using context clues to improve understanding. The collected data showed (M=4.38) that the majority of students were familiar with the strategy. Similarly, Chen and Chen (2015) and Jing (2018) stressed that students relay a lot on using context clues in their reading. Therefore, for this study, the result showed similarity in that most students employ context clues highly.

Students were asked in table 3 by item 11 to provide information on whether they choose what to read and what they ignore. As a result, they reported that the majority of them (M=4.52) chose what to read and what to ignore while reading. Lee's (2012) finding in relation to using this strategy showed similarity in that students decide what to read and ignore when they read.

The goal of item 15 in table 3 was to collect data on whether students use topographical features such as boldface and italics to identify important information. Accordingly, the majority of students are unfamiliar with the concept, as evidenced by their reported mean value (M=2.34). This means they did not rely on topographical features to identify important information. As a result, this study's participants use the strategy infrequently.

Regarding item 16, as shown in table 3 above, study participants were asked to provide feedback on

going back and forth in the text to find relationships between ideas. As a result, they stated (M=2.30) that they did not go back and forth to discover relationships between ideas. This also indicates that they use the strategy rarely.

Item 17 in table 3 attempted to collect data on whether students pay more attention to the text. They demonstrated (M=2.17) that they were unable to pay close attention while reading. Using this strategy is common only among female students whereas male students do not use the strategy (Poole, 2005). However, for this study, most students did not employ the strategy.

As shown in table 3 above, item 21 aimed to ensure whether students asked themselves the questions they needed to ask themselves. The collected data revealed (M=4.26) that the majority of them rated "I always/almost always", implying that they used the strategy frequently. Poole's (2009) finding also supports that students use this strategy at medium frequency though the present study concluded that students used at high frequency.

Item 22 in table 3 attempted to identify whether study subjects used reference materials such as dictionaries. The result obatained showed that they (M=4.38) that they use reference materials when they read in most cases. Conversely, Dawaideh & Al-Saadi (2013) found that students use reference materials at lowly whereas Jing (2018) concluded they use the strategy highly, and the present study supports the latter finding.

Respondents were asked to respond to item 23 by reporting whether they translated what they understood into their first language (Afan Oromo) for

better understanding. Table 3 shows that the majority of students have no problems with this strategy. The response to this item yielded a mean score (M=4.43), implying that students translate what they understand in English into their first language for better understanding.

Item 26 was created as one of the items designed for cognitive reading strategies in order to collect data on whether study participants think about what they already know. They (M=2.15) reported that they did not consider their prior knowledge while reading.

As shown in table 3, item 27 was created to elicit information about adjusting predictions about the text. The analysed dxata showed that the majority of students did not change their predictions based on what they read. This means that because the response is generalized (M=2.22), it indicates that the strategy was rarely used.

In response to item 28, respondents were asked to provide feedback on their overall impression of the text and majority of them (M=4.30) used the strategy frequently. This means that the mean value is within a high frequency range, and it is reasonable to assume that they are familiar with the strategy.

In table 3 above, item 30 was designed to collect reliable data on whether students analyze the grammar of long complex sentences. They stated that (M=2.22) they did not analyze the grammar of long sentences in order to better understand their meaning. Contrary to this finding, Jing (2018) and Lee (2012) found that students often analyze the grammar of long complex sentences. To the findings of interview item 2, students and teachers employ tenses as reading strategies. However, simply using grammar does not imply that they have analyzed it,

Affective and Social Reading Strategies Use

because they did not show in data obtained from questionnaire.

As shown in table 3, item 33 was created to ask respondents whether they read aloud to improve their comprehension. Poole (2009) found that reading aloud is higher only among male students However, the analysis of the collected data revealed that the majority of respondents read aloud (M=4.18) to improve their comprehension. This also tells most students rated in the rating scale "I always/almost always do this" with respect to the mean value.

Item 34 was designed to collect data to ensure whether study participants used tables, figures, and pictures while reading. The participants (M=4.23) stated that they make extensive use of tables, figures, and images which is consistent with Jing's (2018) findings that put students often use this strategy.

Item 37, one of the cognitive reading strategies, was created to elicit information from respondents regarding note-taking. As shown in table 3, the analysis concluded that the response has a high frequency (M=4.40), indicating that students take their own notes while reading. In support of this finding, Lee (2012) found that taking note is used at highly among students.

In general, students used the cognitive reading strategies in the range between low and high frequency. Deciding what to read closely and what to ignore is the most highly used strategy whereas thinking about prior knowledge was applied in contarst.

Table 4: The Affective and Social Reading Strategies Used by Students

Category	Reading Strategies	N	Mean	Std. Dev.
Aff12	I encourage myself to read even when I am afraid of making mistakes in sharing what I understand with my friends.	152	2.18	1.36222
Aff18	I reward myself when I read well.	152	2.20	1.36822
Aff24	I talk to someone else about how I feel when I read.	152	2.02	1.43960
Aff31	I ask other students to verify that I have understood.	152	4.20	.88654

Aff32	I discuss what I understand with my friends.	152	4.13	1.05675
Aff35	I practice reading with other students.	152	4.56	.72545
Aff36	I have regular reading partner.	152	4.38	.78000
Overall		152	3.38	.88565

Item 12 was designed to measure students' self-encouragement while reading. As a result, they demonstrated (M = 2.18) that they did not motivate themselves when reading. The analyzed data also revealed that the mean value occurred in a low frequency range.

Item 18 asked respondents to explain how they rewarded themselves. The students' responses in table 4 showed a low mean frequency score (M=2.20), indicating that they were unfamiliar with self-encouragement and did not use it while reading, and one can infer that they do not use such strategy in their reading.

Item 24 in table 4 above was designed to determine whether students discuss how they feel while reading. Responses from respondents in this study are relied on items 12 and 18. This implies that students' performance is nearly as low (M=2.02) as that of items 12 and 18.As a result, it is ossible to conclude that students do not communicate while reading.

Table 4 above includes item 31 for students to ask if they asked other students to confirm their understanding. Participants in this study (M=4.20) responded that they had no difficulty of using this strategy, and they did with other students to help them understand while reading.

Table 4 depicts an attempt to collect data on whether students share their understanding with their friends. Respondents reported (M=4.13) that they frequently discuss their understanding with their friends while reading. Lee's (2012) finding is consistent with this finding in that students use the strategy highly.

Item 35 is another social reading strategy that seeks information about practicing reading with other students. Most of respondents (M=4.56) reported that practicing reading with friends was common among them. As a result of this finding, one can conclude that students use this strategy frequently, as the mean value is high.

Item 36, the final question in the affective and social reading strategies, was created to gather information on whether students have a regular reading partner. As shown in table 4, most of students (M=4.38) reported having a regular reading partner was known among them since the majority of them rated "I always/almost always do this", and this indicates that they used the strategy frequently.

The discussion revealed that students used the affective and social reading strategies in the range between low and high frequency though they did not use the strategy at medium frequency. Besides, practicing reading with other students is the most frequently used strategy whereas talking to someone is the least used strategy.

Correlation between students' perception about using reading strategies and their Reading Strategy Use

Table 5: Correlation between students' perception about using reading strategies and Reading Strategy Use

Correlations

		Perception	Metacognitive	Cognitive	Affective/social
Perception	Pearson Correlation	1	.981**	.893**	.908**
	Sig. (2-tailed)		.000	.000	.000
	N	152	152	152	152
Metacognitive	Pearson Correlation	.981**	1	.922**	.932**
	Sig. (2-tailed)	.000		.000	.000
	N	152	152	152	152
Cognitive	Pearson Correlation	.893**	.922**	1	.964**
	Sig. (2-tailed)	.000	.000		.000
	N	152	152	152	152
Affective /social	Pearson Correlation	.908**	.932**	.964**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	152	152	152	152

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows a significant between students' perception and their use of metacognitive (r = -.981, n = 152, p <.001), cognitive (r = -.893, n = 152, p <.001) and affective/social (r = -.908, n = 152, p <.001) reading strategies. That is, there is a strong correlation between students' perceptions and use of reading strategies. That is, students' inaccurate perceptions of using reading strategies resulted in inefficient use of reading strategies.

CONCLUSION

According to the study's findings, students viewed the concept and   application of efficient reading strategies as nothing, and there are no specific reading strategies used at a medium frequency by students. On the other hand, students used cognitive reading strategies more frequently than metacognitive and affective/social reading strategies. Furthermore, there is a strong and statistically significant relationship between students' perceptions and their use of reading strategies. As a result, they should be made aware of the importance of using efficient and effective reading strategies. Students should also be encouraged and provided with a variety of reading strategies so that they can use them more effectively, which should be followed by encouragement and continued practice.

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