

An investigation of pre-service teachers' current reading strategies and future reading classrooms

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Abstract: The way pre-service teachers view and use reading strategies allegedly influences their future pedagogical practice and in turn, plays a crucial role in the development of students' reading engagement. This study attempts to investigate the pre-service teachers' current use of reading strategies. Next, it investigates the pre-service teachers' view of carrying out reading activities in their future teaching. The present study utilizes a single case study method by deploying interviews and questionnaires. The participants pertain to 37 Indonesian pre-service teachers majoring in English language education. The analysis results in the fact that although the pre-service teachers are sufficiently aware of the importance of teaching reading to their future students, they employ a relatively limited area of reading strategies and use an inconsiderable amount of time in their current reading activity. These results lead to some recommendations that are discussed further.

Keywords: A single case study, English language teaching, pre-service teachers, reading activity, reading strategies.

Introduction

Teachers are key figures that heavily influence and inspire students. Teachers' views of reading may influence the choice of pedagogical strategies. They play a crucial role in the development of students' engagement in reading activities (Applegate et al. 2014). When teachers have good reading habits and effective reading strategies, students will potentially imitate them in their daily reading. Reading habits of teachers have a significant role in the success of teachers' teaching practice in the classroom (Wijayanti, Mujiyanto, and Pratama 2022).

A large and growing body of research investigating teachers' cognition proposes that it is not only teachers' knowledge of subject matters that may affect students' learning, but also their behavior (Poulson et al. 2010). Pre-service teachers are supposed to develop good habits in reading English because they will be directly involved in the practice of teaching reading to their future students (Jaelani and Holisah 2015). However,

recent reports show that pre-service teachers often encounter challenges in their reading activities, especially in extensive reading (Draper et al. 2000; Jaelani and Holisah 2015; Nuryantini et al. 2020). They did not consider themselves to be good readers and were not comfortable enough during the reading process. Therefore, they rarely read books (Draper et al. 2000). In addition, Jaelani and Holisah (2015) reveal that pre-service teachers cannot effectively spend time reading English texts. Pre-service teachers argued that they were not interested in reading the content or the topics provided by the lectures. Another finding shows that pre-service teachers did not have sufficient reading awareness (Nuryantini et al. 2020). Therefore, they preferred to only listen to their lecturer's explanation in the classroom to learn the academic material.

Many researchers in the world show interest in this notion. Several studies investigating pre-service reading strategies have been carried out in many contexts, such as the US and Qatar (Alkhateeb et al., 2021), Thailand (Anuyahong

2018; Balan, Katenga, and Simon 2014), Taiwan (Shan-shan 2013; Solak 1995), Saudi Arabia (Altalhab 2019), Turkey (Akyol and Ulusoy 2010), South Korea (Park 1995), and China (Yang and Road 2016). Those studies unanimously proposed that students utilizing reading strategies could have more success in reading achievement than those who did not use any reading strategies. They believe that operating reading could assist them to read fluently and effectively and solve reading difficulties (Shan-shan 2013).

However, those studies show several challenges encountered by students in the reading process. The students have a low level of self-monitoring and could not create reading plans, which means that students do not have additional reading plans after the course. Therefore, they were unable to adapt their reading strategies based on the variety of material (Yang and Road 2016). Furthermore, ELF learners spend very limited time reading English texts on regular basis. It may hinder their knowledge and reading' development (Altalhab 2019). Another study suggests that they need reflections because reflections are very important for making progress in reading. It also assists them to know their reading process and the usage of reading strategies (Yang and Road 2016).

In the Indonesian context, Wijayanti, Mujiyanto, and Pratama (2022) observed that a large number of teachers lack reading habits whereas teachers' reading habits influence their performance in teaching practice. The best effort to deal reading habits of teachers is best started from the teacher's education or since they were pre-service teachers. Therefore, pre-service teachers should read a lot to improve the quality of their future teaching (Wijayanti, Mujiyanto, and Pratama 2022). However, sometimes pre-service teachers already have read a lot but they still did not understand well the information in the text. The potentially caused of this problem is they have less awareness of reading strategies that are appropriate for them to help gathering the information about the text (Pratiwi and Habibi 2019). Erni and Info (2021) revealed that pre-service teachers need to be facilitated with proper reading strategies and reading facilities. Therefore, the teachers are supposed to introduce and apply the appropriate

strategies in teaching and learning processes. The teachers should give some kind of stimulus to the pre-service teachers to conduct reading strategies in their reading (Puspita 2022).

Based on the literature review that we conducted in the Indonesian context, the research investigating pre-service teachers' reading strategies and their willingness to apply the strategies in the future classroom is still limited. Although Wijayanti, Mujiyanto, and Pratama (2022) investigated reading strategies, they researched in-service teachers. Besides, many researchers focused only on reading habits (Jaelani and Holisah 2015; Wijayanti, Mujiyanto, and Pratama 2022) and reading beliefs (Nuryantini et al. 2020). Therefore, against this backdrop, the present study's main goals are to examine the pre-service teachers' use of current reading strategies and investigate the pre-service teachers' use of these strategies in their future teaching. This present study formulates five research questions as shown below:

1. How much time do the pre-service teachers spend on their regular reading?
2. What types of books do the pre-service teachers like reading?
3. Which aspects have negative effects on the pre-service teachers' readings?
4. What kinds of reading strategies do they like in their reading?

What are the pre-service teachers' insights toward the use of current reading strategies and future classrooms?

Materials and Methods

Participant

The participants of this study were 37 pre-service teachers majoring in English education. They were at one of the colleges in Ponorogo, East Java. There were 15 males and 17 females who were in the first and third semesters of their studies. The participants are not ethnically diverse in which, all the participants were Indonesian. Their ages were between 18 and 23 years old.

Research design

To investigate the pre-service teachers' use of current reading strategies and their future classrooms. We used qualitative approaches. Based on the research questions and purposes of this study, it is reasonable to say that qualitative study is the most suitable approach for this research. Qualitative research consisted of a variety of research designs, such as narrative research, phenomenology, grounded theory, ethnography, and case study (Creswell, John W. & Poth 2016). We consider a case study as the best appropriate methodology for our research. Creswell, John W. & Poth (2016) defined a case study as a qualitative approach in which the investigator explores a real life, a single case, or multiple cases over time. A case study attempted to present an in-depth understanding by involving interviews, observations, and documents (Creswell, John W. & Poth 2016).

The procedural approach that is offered by the case study approach is in line with the essence of this present study. The result of interviews and questionnaires become primary data. The data were explained and discussed in the finding section of this study. Hopefully, it can be clear and gives a depth understanding of this study. As a consequence, the results of this study may contribute to the development of education.

Instrumentation

The reading strategies questionnaire was used to investigate the pre-service teachers' use of current reading strategies in their reading (Akyol and Ulusoy 2010). The questionnaire was modified to elicit information from the pre-service teachers. The questionnaire is converted into Google Forms and distributed through WhatsApp. Data collection also includes personal information such as name, age, and gender. The questionnaire uses a 5-point Likert scale to investigate pre-service teachers' reading frequency and pre-service teachers' preferred reading material. Drop-down answers are deployed to know how much time they spend on reading, the negative factors of reading, and their reading strategies.

In the qualitative part of this research, we wanted to investigate the pre-service teachers' current use of reading strategies and their insights

toward implementing these reading strategies in their future classrooms. We conducted semi-structured interviews through WhatsApp's voice note features. The semi-structured interview allowed more flexible and open-ended responses. We listened and paid more attention to the interviewees' responses to the research questions to recognize and avoid miscommunication. We also asked them additional follow-up questions to explore and obtain more depth and detailed information.

Data analysis

There were six research questions in the current research. To answer research questions numbers 1-5, we performed descriptive statistics. Descriptive statistics such as frequency, mean, and percentage to look at the students' responses thoroughly. To answer question number 5, we used not only using descriptive statistics but also tried to classify the statement into reading strategies based on descriptions of expert reading strategies (Mawyer 2019). Besides, we conducted the interviews to answer research question number 5 which is the pre-service teachers' insights toward implementing those reading strategies in their future classrooms. We follow the methodological considerations of interview analysis from Widodo (2014). Firstly, we transcribe verbal data by carefully listening to and reflecting on information that is set within a specific interview environment. Secondly, situating transcribed data ethically by communicating confidential data to her or his participants to avoid ethical conflicts. Thirdly, the researchers share the interview transcripts to ensure the validity of the data because research participants serve as the source of knowledge. After the interviews were conducted. All the interviews were transcribed to make them easier to analyze.

Results and Discussion

The researchers divided the results into six sections based on the research objectives. The first section elaborates on pre-service teachers' time spent on their daily reading, the second section is pre-service teachers' type of books in their reading, the third section namely pre-service teachers' negative

factors that affect their reading, the fourth section namely pre-service teachers' kinds of strategies do they like in their reading, and the last section is pre-service teachers' insights toward the use of current reading strategies and future classroom.

Pre-service teachers' time spent on their daily reading

Table 1: The time spent on daily reading

Duration (minutes)	Number of Participants	Percentage
0-30	25	67.5%
31-60	8	21.6%
61-120	3	8.1%
>121	1	2.8%

Data was obtained from pre-service teachers' time spent on their daily reading. Statistical data (table 1) showed that the majority of pre-service teachers (67.5%) spent 0-30 minutes on their daily reading. Second, most frequently, 21.6% of the participants spent 31-60 minutes reading. 8.1% of the participants spent 61-120 minutes reading. and it turned out that only 2.8% of pre-service teachers used >121 minutes for their daily reading.

Pre-service teachers' type of books do like in their reading

Table 2. Type of books

Type of books	Responses					Means
	SD	D	N	A	SA	
Short stories	5	5	10	11	6	3.22
Informative texts	7	7	7	11	5	3.00
Novels	7	6	13	3	8	2.97
Textbooks	10	8	9	9	1	2.54
Journals	7	17	11	1	1	2.24
Newspapers	14	12	5	4	2	2.14
Epics	13	15	8	1	0	1.92

Note: SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree).

In table 2, the pre-service teacher was asked to choose the types of texts they like the most to read. Short stories were rated as the first choice by means of 3.32. Informative texts were ranked in the second choice by means of 3.00. It was followed by novels (means = 2.97), textbooks (mean = 2.54) journals (means = 2.24), newspapers (means = 2.14), epics (means = 1.92).

Pre-service teachers' negative factors that affect in their reading

Table 3. Negative factors

Negative factors	Frequency	Percentage
Lack of reading habits	23	50%
Lack of enough time	10	21.8%
Lack of suitable reading environment	7	15.2%
Lack of motivation and encouragement	5	10.9%
Financial issues	1	2.1%

In the table 3, The pre-service teachers were asked to describe the negative factors that affect their readings. A lack of reading habits was reported by 50% of the pre-service teachers; a lack of enough time was also stated by 21.8% of the pre-service teachers as a first negative factor; the lack of a suitable reading environment was rated by 15.2% of the pre-service teachers; 10.9% of the pre-service teachers stated that they had a lack of motivation and encouragement and only 2.1% pre-service teacher rated financial problems.

Pre-service teachers' kinds of strategies do they like in their reading

Table 4. Kinds of reading strategies that they often use

Strategy	Statement	Frequency	Percentage
Annotation	I underline the important parts of the text to help me remember them for later reading	21	6.97%
	I use bold and italic characters to learn better what I read	17	5.64%
Identifying important ideas	I take notes during the reading, to know the important part of the text	19	6.31%
	During the reading, I determine important and unimportant ideas	14	4.65%
	I summarize my readings to know the important part of the text	11	3.65%
	During the reading, I list important terms and try to memorize them	9	2.99%
	During the reading, I stop from time to time to think about what I have just read	3	0.99%
	I use graphics, figures and pictures to express what I read	2	0.66%
Monitoring comprehension	if I do not understand the text, I go back and reread it	19	6.31%
	Even though I do not like reading the text, I try to understand it	17	5.64%
	I organize my reading environment	15	4.98%
	I use my reading time efficiently	15	4.98%
	Even the text not interesting enough, I continue reading it	14	4.65%
	I read the text without needing help from somebody else	12	3.98%
	During the reading, I determine the terms that I could not understand well enough	9	2.99%
	I imagine what I read	9	2.99%
	I determine my reading method before starting to read	9	2.99%
	During the reading, I use dictionaries, spelling helper	7	2.32%
Synthesizing	When the text become difficult, I read it with a closer attention	5	1.66%
	Considering the type of the text, I adjust my reading speed	2	0.66%
	if I do not understand the text, I change my reading strategy	2	0.66%
	I think about my consistency between the content of the text and my reading aim	0	0.00%
	I check the accuracy of my guesses about the text	7	2.32%

Table 5 demonstrated that pre-service teachers used eight categories of reading strategies with 35 out of 38 different ways to use them. From all the data, it was clear that pre-service teachers preferred category 1 (Annotation) of reading strategies with the statement, "I underline the important parts of the text to help me remember them for later reading." It has the highest frequency (21) and percentage number of all (6.97%).

Table 5 also showed the highest frequency based on each strategy from the statement, "I take notes during the reading to know the important parts of the text," with a frequency of 19. It had the highest frequency in category 2 of the reading strategies, namely identifying important ideas, with a percentage of 6.31%. Next, the statement "if I do not understand the text, I go back and reread it" was the most frequently made statement (19) in category 3 of the reading strategies, which deals with monitoring comprehension, with a percentage of 6.31%. Then, the statement "I check the accuracy of my guesses about the text," with frequency 17, It had the highest frequency in category 4 of the reading strategies, namely synthesizing, with a percentage of 2.32%. In addition, the statement "I ask questions based on information in the text" had the highest frequency (14) in the categories of reading strategies number 5, which deals with asking questions, with a percentage of 4.65%. The statement "I try to guess the content of the text by using the heading and picture," had the highest frequency (14) in the categories of reading strategies number 6, which deal with utilizing text structure and features, with a percentage of 4.65%. the statement, "I skim and scan the text; I will read it and try to determine important ideas," with frequency 18. It had the highest frequency in category 7 of the reading strategies, namely skimming, with a percentage of 5.98%. Lastly, the statement, "I try to predict conclusions based on available evidence," had the highest frequency (8) in the categories of reading strategies; category 8 deals with asking questions with a percentage of 2.65%.

Pre-service teachers' insights toward the use of reading strategies in their own reading and future classroom

We divided the results of the interview into three parts. Firstly, pre-service teachers use reading strategies in their own reading. Secondly, pre-service teachers' willingness to use reading strategies in their future classrooms. Lastly, pre-service teachers' reading habits.

Pre-service teachers use reading strategies in their own reading

The result of the interviews showed that the pre-service teachers took a course about how to get important information in the text through reading activities. In the course, they tried to get explicit and implicit meanings from the texts. Therefore, they could filter useless information from books or other resources. A female pre-service teacher B stated, "Yes, in the second semester there is a course namely *literal reading*, The lecture presented the *diversity of reading strategies*". In addition, a female pre-service teacher A revealed that she has received a reading course namely thinking skills. After the course, they claimed that they be able to develop their reading skills. A male pre-service teacher stated, "I hope all the pre-service teachers got at least one course related to reading because of the importance of this course for their own reading even for their future student".

The pre-service teacher introduced the variety of reading strategies such as previewing, making inference, understand paragraph, scanning and skimming by the lectures. The pre-service teachers stated that their favorite reading strategies when they were reading fictions are skimming, scanning, previewing, and underline the important parts of the texts. a female pre service teacher revealed that, "I do not know the exact procedures. I commonly read fast. After that I just underline and take notes the important sentences. I can guess that the important sentences commonly appear in the beginning of the paragraph". They also stated that text nonfictions easy to understand. Therefore, they did not need any special strategies.

Pre-service teachers' willingness to use reading strategies in their future classrooms

All the pre-service teachers stated that they have the responsibility to teach and improve the abilities of the students. For instance, a female pre-service teacher revealed, *"I believe I have a big responsibility to improve my future students' language and reading abilities. I will introduce various types of reading strategies and their procedures. I will also introduce the importance of using reading strategies in their own reading. I hope after taking the course, students will know and be able to use reading strategies according to their respective goals."* a female pre-service teacher thought that the use of each reading strategy was different but has the same goal of making it easier for students to understand the contents of the text. She has a lesson plan depending on the level of students. Perhaps for high school she has using the skimming method, it must be followed by other reading strategies. She also considered the students' reading goals.

Pre-service teachers' reading habits

The third appeared theme from the interviews was the pre-service teachers' reading habits. a female pre-service teacher stated, *"I'm a reader who likes to read on something that really directs to an important point. Especially reading for education. I don't like reading in long and long-winded details but I got nothing from the text."* a female pre-service teacher always tries to read a book. She stated, *"I don't really like reading, but in one day I still have hours to read, even though just 3-5 pages"*.

A female and male pre-service teacher who saw themselves as weak readers indicated that they did not have a good reading habit. They revealed that they only reading when they were needed, if they don't need it, they didn't read anything, for example, they will read when they have a task.

Interview results revealed that all pre-service teachers preferred silent places to read non-fiction and fiction books. a female pre-service teacher stated, *"I usually just in my own room, and of course with a quite or calm situation. I can't read in public space, even the situation is quite."* another female pre-service teacher like reading in the library or in the bedroom. she likes reading in the quiet places. a male pre-service teacher revealed, *"I like reading the bedroom or sitting in the living room. I need a cool and*

quiet place." He believes that quite placed can make him more concentrated. a female pre-service teacher agreed with them she needs quite places. but the difference is she likes reading and listening to music at the same time, in her opinion reading and listening to music can make her more relaxed so, what we read can be understood and digested.

Discussion

In this section, we will discuss the findings of this research based on five research questions and the previous relevant studies. First, we will discuss the pre-service teacher's spending time on their daily reading. It continues with the discussion of the pre-service teachers' type of books in their reading. Next, pre-service teachers' negative factors affect their reading. Then, we discuss the kinds of strategies they prefer in their reading. The last part of the discussion deals with the pre-service insight toward the use of reading strategies in their reading and their future classroom

Question number 1: Regarding the pre-service teachers' spending time on their daily reading. The study indicated that 67.5% of the pre-service teachers stated spending 0-30 minutes daily on their reading activities. Only a few pre-service teachers spent their time < 30 minutes. These results are less in line with pre-service from Thailand (Balan, Katenga, and Simon 2014). Balan, Katenga, and Simon (2014) revealed that the participants spent 2-3 hours on their daily reading. The study revealed that there was a statistically significant difference with this present study. The pre-service teacher indicated has the lowest time than Thailand's pre-service teachers.

Question number 2: Each pre-service teacher has a different type of book for their daily reading. They choose the type of book according to what they like the most. Balan, Katenga, and Simon (2014) revealed that the pre-service teachers rated websites and articles as their first two choices to read. The first choice's results are incongruent with this present study. This study reported that the pre-service teacher ranked short stories and textbooks as their first choice. However, the present study and Balan, Katenga, and Simon's (2014) are in line with the reference of the last

choice. They choose the newspaper as their last choice to read.

Question number 3: Regarding the negative factors that affect their reading, the respondents agreed that the majority of respondents choose a lack of reading habits as their negative factor that affect their reading. Interviews also illustrated the same results. The pre-service teachers reported they do read a book fiction or nonfiction to work on the assignment. The results of this study did not match with the results of the research conducted by Akyol and Ulusoy (2010) where students in Turkey stated that the majority of respondents choose lack of enough time as their negative factor that affects their reading activities.

Question number 4: Among those strategies, the pre-service teacher most frequently used eight categories of reading strategies with 35 out of 38 different ways to use them. From all the data, it was clear that pre-service teachers preferred category 1 (Annotation) of reading strategies with the statement, "I underline the important parts of the text to help me remember them for later reading." It has the highest frequency (21) and percentage number of all (6.97%). The findings of this recent study are less in line with the results of Altalhab's (2019) study who indicates translating is their first choice reading strategy. In the interview, pre-service teachers stated they used reviewing, making inferences, understanding paragraphs, scanning, and skimming and they mentioned one of the strategies namely skimming as the strategy that they like the most to read. "I don't know the exact procedures" She added. It proves that the pre-service teachers know several names of reading strategies but they did not know the procedures.

Question number 5: Interview results also revealed that their colleges are offering courses for reading. All pre-service teachers stated that they took a course at least 1 reading course during pre-service teachers' education. This recent study resembles the result of Akyol and Ulusoy's (2010) study. The study stated that all pre-service teachers indicated that pre-service teachers' education programs should have at least one reading strategies course. This study stated that all the pre-service teachers agreed that they have a big

responsibility to improve their reading skills and introduce various reading strategies. They also revealed that they will explain the importance of reading strategies. In both studies, there were different plans to improve their student's abilities. Akyol and Ulusoy (2010) emphasized more on a practical level and this study attempts to give the basic knowledge of reading strategies.

A study conducted in China revealed that many pre-service teachers in China have good reading habits. The study revealed that teachers and parents played an important role in providing a good environment for reading. OECD (2014) revealed that students in Thailand have low reading' habits that affected academic achievement on the PISA test. The study conducted in the Faculty of Education Asia-Pacific International University, Thailand reported they do read a book fiction or nonfiction to work on the assignment. Our finding confirms it. Pre-service teachers stated that they only read when they have an assignment few pre-service teachers revealed that they didn't like reading but they always read for their daily reading. In addition, they believe that quiet places and listening to music made them more concentrated. The findings of a study conducted in Turkey by Akyol and Ulusoy (2010) reported that Turkey pre-service teachers have a general culture. They read always so they can develop their reading skill and choose quiet places to read. As Indonesian pre-service teachers, they agreed to quiet places, and listening to music made them more focused and effective.

Conclusions

Pre-service teachers are sufficiently aware of the essentials of teaching reading but they employ a relatively limited area of reading strategies and use an inconsiderable amount of time in their current reading activity.

This study has presented a lot of information about the use of reading strategies. Although, this study is inseparable from its limitations. It only involved participants and is restricted scope, as it is exclusively based on the Indonesian context. The participants were only from one major namely English education.

In this study, pre-service teachers indicated a lack of reading habits and lack of knowledge about reading strategies. Due to the importance of reading habits, the researcher suggests that pre-service teachers must foster a habit of reading within themselves and determine what kind of resources that appropriate to their interest so, they are more interested to read. Lectures must learn an effective method to develop their reading habit. Due to the lack of knowledge of reading strategies, Stakeholders should conduct a workshop about reading strategies so the pre-service teachers understand the kind of procedures and terms of reading strategies. In addition, this study suggests conducting similar research in different conditions, and countries, and involving a larger of participants.

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