

THE CORRELATION AMONG TEXT READABILITY, READING STRATEGY AND READING COMPREHENSION

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Abstract

This investigation explores the correlation among readability, learners' reading strategy and reading comprehension that was completed with 96 secondary school 10th grade students who received two kinds of reading comprehension tests, early of them including the simpler readability level content, and the subsequent one is the troublesome. The two of them were joined by a survey on reading strategy they utilized. This study discovered five unique results and was also aligned with the question posed. The first outcome was centered on the measure level of text readability of English textbook which has 4 levels. Secondly, this study found the most frequently reading strategies used by students are problem solving reading strategies (PROB) and support reading strategies (SUP). Third, the result of this investigation revealed that there is correlation between text readability and reading comprehension ($r_{xy} = -0.345$), however the coefficient is negative. Secondly, there is correlation ($r_{xy} = 0.254$) between text readability and reading strategy and the coefficient is positive. Finally, there is also positive correlation ($r_{xy} = 0.434$) between reading strategy and reading comprehension. These outcomes implicated that the teacher should consider the readability level of text used as teaching material and familiarize reading strategies to their students let they have good reading skill.

Keywords: text readability, reading strategy, reading comprehension

INTRODUCTION

Reading is a vital capacity in L1, L2 and FL settings and recollects the debilitating cycle as reading for L1 is incredibly interesting with reading in L2/FL settings. (Yeganeh, 2012: 1786). L1 reader have taken in their nearby language orally before figuring out some approach to read, and they are satisfactory acquainted with language, yet L2/FL readers oral language and reading development happen all the while, and their connection with second or unknown dialect data is compelled to the point that is the explanation reading in L2/FL is burdensome interaction since students regularly felt trouble and difficulty to develop their own comprehension and understanding.

Meanwhile, particularly in reading comprehension, there are some problems faced by the students. One of them is an assertion that some students have difficulties in reading comprehension because they have not mastered reading fluently. Moreover other problems faced by the students are lengthy texts and difficult vocabularies which make a text harder to understand and make the students not be motivated to read. As Hariz (2015) stated that Students often found a lengthy text intimidating and tiring. Then, the text, which is too difficult, is unlikely to be suitable for particular students and make them give up reading at once.

The researcher assumes from those specific problems faced by the students that the careful text selection may solve the problems and affect their comprehension. So, it is crucial to select the suitable text based on students' level. Therefore, one of teacher's responsibilities is to provide the appropriate learning materials for their students. Textbook is one of the learning materials which are commonly used. Textbook commands a significant job in educating and learning activity since educators give their explanation based on the textbooks alone as the only resource of materials. Textbook contains many reading texts inside. In connection with text, Sitepu (2012) express that one of component which influences the text is readability. The readability of the text relates to how easily human readers can process and understand a text as the writer of a text intended. The readability of the content identifies with how effectively human readers can measure and comprehend a book as the author of a book expected. Therefore, if a textbook is used as a resource, then it is crucial for the teachers to have an ability to decide readability levels of the course reading for viable educating and learning process. Because by considering the text readability, it is possible for the teachers to provide challenging materials to the students without overwhelming them. That is why it is important to assess the right level for the right students. (Nuttal, 2000).

Another past investigate was conducted by Husna (2016) which appeared that there was a critical relationship between readability` level of text and reading comprehension while r value is 0.925 and the coefficient is positive. Next, there was moreover critical relationship between reading strategy and reading comprehension with r value is 0.890 and the coefficient is positive. The last, there was noteworthy relationship between text readability and reading strategy with r value is 0.992 and the coefficient is positive. This consider moreover appeared that text readability gave the commitment to reading comprehension with the value of R square is 0.855 and reading strategy gave the commitment to reading comprehension with the value of R

square is 0.792. Then another issue confronted by the students' in reading comprehension is related to reading strategy. Reading could be an exceptionally imperative issue which isn't as it were approximately delight but too approximately a need. In show disdain toward of the truth that it is troublesome to be an incredible L2 readers, understudies who lock in extraordinary reading strategies can wind up incredible readers. (Grabe and Stoller 2019). Subsequently, it is imperative to utilize fitting strategies in numerous content materials. Strategies utilized by students are shifted. As Piece (1986) expressed that reading strategies utilized by students were diverse. Students have their claim strategies in reading in arrange to adjust with their level in picking up the data from the materials that they read. The techniques which are suitable to the content materials will back the students to comprehend the content materials well. Without any strategies, it is troublesome to urge the data and comprehend the meaning of the content. Reading strategies are basic, not as it were for effective comprehension, but too to overcome reading issues and gotten to be a good reader. (Ulker: 2017). In other words, reading strategies are exceptionally imperative to assist students comprehending the text.

To advance examine the part of reading strategies, Mistar, Zuhairi and Yanti (2016), for case, detailed their study about on two classes in a professional senior secondary school in East Java, Indonesia. They analyzed two bunches of understudies, one group tolerating perusing systems preparing, including foreseeing, text planning, and summing up, while the other assemble got a customary technique. After a specific time of treatment, the two groups were attempted and looked at. The correlation gave the idea that the understudies who are told perusing using perusing procedures preparing method have out and out higher scores of strict and inferential perception than the individuals who are instructed utilizing more conventional one.

Actually, there are many sorts of strategies that can be implemented in teaching reading; one of them is the metacognitive reading strategy. Metacognitive reading strategy awareness has gotten one of the reasonable ways to deal with empower understudies perusing understanding in the field of second/obscure lingo analyzes. Early examinations on metacognitive perusing system mindfulness would when all is said in done make courses of action of procedures and various features endeavored to be fundamental for all language learning understudies (Oxford, 1999).

Findings of studies discovered that Saudi college-level EFL students moderately used the different metacognitive reading strategies when reading scholarly messages. Problem-Solving Strategies (PROB) is the most normally utilized from the three sorts of metacognitive reading strategies,. (Meniado, 2016). Regardless, various examination projects with correlational plan neglect to demonstrate that a utilization metacognitive reading strategy has no huge relationship on the understanding perception. In spite of the respondents' accounted for utilization of metacognitive reading strategies, their comprehension was still less than ideal.

Nonetheless, Miller (2017) addressed that L2 students with tough metacognitive aptitudes can strengthen their training in a way that is better than others since they ought to be orchestrated once they think about the choices they are forming. In this way, Metacognitive mindfulness might be an engaging contraption to use in L2 reading.

Moladoost (2014) is an endeavor to explore the association between cohesive readability of expository texts and reading comprehension in EFL understudies with various capability levels. 100 schools undergrad considering English at University of Isfahan students shaped the member of this examination. To accumulate the appropriate information, individuals were characterized into three social affairs of low capable, center and high capable subject to their scores on an OPT capacity exam. A progression of informative reading comprehension exams was arranged and their durable comprehensibility was assessed via connected undertakings. They were parceled into two social occasions of dependable and controlled writings, accompanied by the firm clarity of controlled writings contracted. The individuals tended to the connected exams in a solitary gathering because of information investigation, the discoveries indicated that control, for instance firm clarity decline straightforwardly influences the students' cognizance in reading explanatory writings.. It was furthermore revealed that text control, for instance lessening of strong comprehensibility, was more powerful on the halfway gathering, for example positive connection between the understudies' ability level and their perusing understanding of informative compositions with different strong readability levels,

It is now that the current examination was done. The researcher is interested to conduct a research on reading that correlate among text readability, reading strategies and reading comprehension because there is gap previous research which investigated the correlation among these three variables. Also this research used online readability formula for measuring the readability level of text. This research has an aim that is to test the correlation among text readability, reading strategies and reading comprehension by conducting multiple correlational research with the title "The Correlation among Text Readability, Reading Strategies and Reading Comprehension".

METHOD

This research applies quantitative approach because the information is as numerical data while the method used is correlational as the present study only investigates the correlation among the readability levels of text materials, reading strategy with the reading comprehension of pupils.

The 10th grade students of Vocational Senior High School in Pamekasan 2020/2021 academic year consists of ninety six students are subjects of this study.

There are three kinds of instrument which are used in the present study. The first is a readability formula. The formula will be used to determine the level of readability of text materials the teacher utilized in the process of teaching and learning. The formula is Flesch Reading Ease used to gain the readability level of texts is available online. The second instrument is questionnaire used to acquire the students' mindfulness' level in applying metacognitive reading strategies while connecting with scholarly text. The questionnaire proposed by Kouider Mokhtari and Ravi Sheorey (2001) namely Survey of Reading Strategies (SORS) was conducted. Finally, is a reading comprehension test to measure students' comprehension, they get a reading comprehension test which texts in the test of reading were match to the pupils' level from the coursebook.

Briefly, the procedures of doing the research are: (1) Read each of text in the textbook, (2) Open the browser on www.ReadabilityFormulas.com, (3) Type the text on the box, (4) Calculate the result counting of each text by choosing Flesch readability formula, (5) The researcher spreading out the test and read the instruction, (6) The researcher spread out questioners about reading strategy used by the students, (7) The researcher classifies the result of questioners, (8) The researcher correlates the score of level of text readability, students' reading strategy and students' reading comprehension to the Pearson product moment formula by using SPSS to makes conclusion and interpretation of the outcome of statistical calculation.

RESULTS AND DISCUSSION

The Result Calculation of Text Readability

The researcher utilized one formula namely Flesch Reading Ease to discover the level of readability of the reading texts on the course book, the readability score was gotten by tallying the syllables, words, and sentences, score and levels of every content through readability formulas on the web. The figuring consequence of the sentences, words, and syllables, scores and levels of every text is introduced in table.

Table Readability level of text

No	Title of passages	Words	Syllabels	Sentences	Scores	Levels
1		210	288	22	74.7	fairly easy
2	How to Congratulate someone	175	275	15	64	Standard
3	Skycar M400: Car of the Future	140	183	13	79.3	fairly easy
4	-	122	176	16	75	fairly easy
5	Announcement 1	208	323	14	61.2	Standard
6	-	256	361	28	80	Easy
7	-	171	289	13	47	Difficult
8	-	143	207	12	81.7	Easy
9	-	444	694	26	66.4	Standard
10	-	264	376	33	75.7	fairly easy
11	Public Transport Is a Real Winner	286	407	19	74.7	Fairly easy
12	Making Flat Glass	192	273	16	78.7	Fairly easy
13	-	242	330	24	85.1	Easy

14	How does the Water Cycle work?	215	312	15	72.7	Fairly easy
15	-	147	210	16	65.4	Standard
16	Tenants advised to obey regulations on apartment	223	367	12	48	Difficult
17	-	99	161	5	41.5	Difficult
18	-	139	202	10	74.7	Fairly easy

Based on the measure of readability using Flesch readability formula, there are 18 texts from the textbook which consist of 3 texts are in easy level, 8 texts are in fairly easy level, 4 texts are in standard / average level and 3 texts are in difficult level. The highest readability level is assumed to be easier to read, while the lowest readability level is harder to read according to Flesch Readability Formula. So that, there were 2 texts used on the reading comprehension test, "text 6" and "text 7" which had score 80 and 47, both are easy level and difficult level.

The Result of Student's Reading Comprehension

Subsequent to appropriating respondents a trial of reading comprehension for simple content, hence this examination announced the information as underneath:

Statistics

Reading Comprehension	
N	Valid 48
	Missing 0
Mean	77.50
Std. Error of Mean	2.008
Std. Deviation	13.915
Minimum	50
Maximum	100
Sum	3720

Based on the descriptive statistics, the minimum score of reading comprehension test was 50 and the maximum score was 100. Then, the mean score of reading comprehension test was 77.50. This mean score indicated that the reading comprehension of the tenth grade Vocational Senior High School Pamekasan were in the good category.

Then, in the following day the researcher distributed respondents the test of reading comprehension for difficult text, subsequently this investigation announced the information as beneath:

Statistics

Reading Comprehension	
N	Valid 48

Missing	0
Mean	71.04
Std. Error of Mean	1.554
Std. Deviation	10.766
Minimum	50
Maximum	90
Sum	3410

Based on the descriptive statistics, the minimum score of reading comprehension test was 50 and the maximum score was 90. In the interim, the mean score of reading comprehension test was 70.63. This mean score indicated that the reading comprehension of the tenth grade Vocational Senior High School Pamekasan were in the good category.

The Result of Students' Reading Strategy

The outcome of metacognitive reading strategies used by students' for the first text namely text that has easy level was mostly introduced in four areas. The primary segment presents generally strategies awareness of students. At that point the table of subsequent segment consciousness of Problem-solving (PROB) strategies utilization. Thereafter, in the following and final zone, enlightening measurement information of Support reading (SUP) strategies was introduced just as information of Global reading (GLOB) strategies.

		Statistics			
		Reading Strategy	GLOB	PROB	SUP
N	Valid	48	48	48	48
	Missing	0	0	0	0
Mean		90,31	36,54	25,58	28,33
Std. Error of Mean		2,211	,873	,716	,849
Std. Deviation		15,318	6,049	4,963	5,879
Minimum		61	26	14	17
Maximum		123	50	37	39
Sum		4335	1754	1228	1360
Mean (Item) ^a		3,04	2,81	3,19	3,14

The descriptive statistical calculation of SORS for the participant is appeared in table above. 123 was the highest score and 61 was the lowest score. The range of SORS score in this study was 61 to 123. The mean were 90.31 and the standard deviation was 15,318. As for the subcategories, the mean of global reading strategies score was 36.54 and 6.049 was the standard deviation; the mean of problem solving strategies score was 25.58 and the standard deviation was 4.963; and the mean score of support reading strategies score was 28.33 and the standard deviation was 5.879.

Moreover, It was obvious that there were five the most frequently reading strategies used since their mean scores were 3.5 or higher than. The most frequently reading strategies used are available in the table.

Table the Most Commonly Utilized of Reading Strategies in Easy Text

Name	Mean	SD
PROB 9	4.00	1.28
SUP 29	3.79	1.48
SUP 13	3.69	1.32
SUP 18	3.44	1.33
SUP 30	3.44	0.87

Among top five strategies, PROB 9 positioned the first concurring mean for single thing. It showed that the students would in general utilize essential reading ability in problem solving reading strategies, for example I try to get back on track when I lose concentration.

While the outcome of metacognitive reading strategies utilized by students for the second text namely the text that has difficult level were partly presented in four sections also

		Statistics			
		Reading Strategy	GLOB	PROB	SUP
N	Valid	48	48	48	48
	Missing	0	0	0	0
Mean		130,54	37,02	29,23	33,46
Std. Error of Mean		7,937	,684	,512	,479
Std. Deviation		54,986	4,738	3,550	3,320
Minimum		84	26	24	28
Maximum		127	49	38	40
Sum		6266	1777	1403	1606
Mean (Item) ^a		3,40	2,84	3,65	3,71

The descriptive statistical analysis of SORS for the participant is shown in table 4.4. 127 was the highest score and 84 was the lowest score. The range score of SORS in this study was 84 to 120. The mean were 130.54 and the standard deviation was 54.986. As for the subcategories, the mean of global reading strategies score was 37.02 and the standard deviation was 4.738; the mean of problem solving strategies score was 29.23 and the standard deviation was 3.550; and 33.46 was the mean score of support reading strategies score and 3.320 was the standard deviation.

Moreover, It was obvious that there were five the most frequently reading strategies used since their mean scores were 3.5 or higher than. The most frequently reading strategies used are available in the table.

Table the Most Commonly Utilized of Reading Strategies in Difficult Text

Name	Mean	SD
SUP 29	4.65	0.56
SUP 13	4.56	0.89
PROB 9	4.44	0.87
PROB 7	4.13	1.06
PROB 25	4.08	0.87

Among top five strategies, SUP 29 positioned the first concurring mean for single thing. It showed that the students would in general utilize essential reading ability support reading strategies (SUP) such as when reading, I translate from English into my native language.

The Result of Correlation Statistical Analysis

Pearson Product Moment formula was administered to see if there was or not a significant correlation between readability and reading comprehension, reading strategy and reading comprehension, and readability and reading strategy,

Correlations

		readability	strategy	comprehension
readability	Pearson Correlation	1	-.345**	.254*
	Sig. (2-tailed)		.001	.013
	N	96	96	96
strategy	Pearson Correlation	-.345**	1	.434**
	Sig. (2-tailed)	.001		.000
	N	96	96	96
comprehension	Pearson Correlation	.254*	.434**	1
	Sig. (2-tailed)	.013	.000	
	N	96	96	96

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

* . Correlation is significant at the 0.05 level (2-tailed).

The outcome displayed that there was a significant correlation between readability and reading strategy. -0.345 was R-value and it was higher than r- table, i.e. -0.198 and p value i.e. was lower than p table ($0.001 < 0.05$). It implies that there was a significant correlation between readability and the reading comprehension. Be that as it may, the coefficient is negative. Along these lines, it very well may be

reasoned that variable increments as different declines, for this situation, when the readability builds, the reading strategy decline.

The value is less than the alpha value of the probability, which is 0.05, ($p = 0.001 < 0.05$). It indicates that H_0 is denied. Moreover, because the r value (0.345) is greater than r table (0.198), the null hypothesis is ruled out, and the alternate hypothesis is valid that there is a correlation between readability and reading strategy.

At that point, the aftereffects of correlation statistical calculation indicated that there was a significant correlation between readability and reading comprehension. However, the coefficient is positive while the r value was 0.254 with 0.013 as significant level. The r - obtained was higher than r -table, i.e. 0.198 and p value was lower than p table ($0.013 < 0.05$). It implies that there was correlation between readability and reading comprehension. Notwithstanding, the coefficient is positive. Accordingly, it very well may be presumed that variable increments as different increments as well, for this situation, when the readability builds, the students' reading comprehension will increment as well.

The probability value is 0.013. This value is less than the alpha value of the probability, which is 0.05, ($p = 0.013 < 0.05$). It means that H_0 is declined. Moreover, because the r obt 0.254) is greater than r crit (0.1987), the null hypothesis is ruled out, and the alternate hypothesis is valid that there is a correlation between reading strategy and vocational students' reading comprehension.

At last, the final analysis is correlation between reading strategy of the students and students' reading comprehension. The consequences of correlation statistical calculation indicated that there was relationship between reading strategy of the students and students' reading comprehension. 0.434 was r value with 0.00 as significant level. The r - obtained was higher than r -table, i.e. 0.198. It implies that there was relationship between reading strategy and reading comprehension. Be that as it may, the coefficient is positive. Accordingly, it tends to be presumed that variable increments as different increments additionally, for this situation, when the students' reading strategy expands, the students' reading comprehension will increment moreover.

The probability value shown in Table 4.4.1 is 0.000. This value is less than the alpha value of the probability, which is 0.05, ($p = 0.00 < 0.05$). It indicates that the H_0 is denied. Moreover, because the r obt (0.434)0.951) is greater than r crit (0.198), the H_0 is ruled out, and the H_a is accepted that there is a correlation between students' reading strategy and students' reading comprehension.

The Interpretation on the Result of Data Analysis in Relation to the Earlier Theories

The discoveries of this research are deciphered as follows. To start with, the researcher discover that there was a positive significant relationship ($r = 0.254$) between readability and students' reading comprehension. The outcome was in accordance accompanied by Hariz's investigation (2005) including 30 pupils of the senior vocational high schools in Bandung zeroing in on the readability levels of EFL texts and students' reading comprehension. His research indicated that there was a correlation between the readability level of EFL texts and the level of students' comprehension.

Moreover, in accordance with the past discoveries, the current research uncovered that there is a positive relation between the two factors. Contrasted with Stephens' (2000) attestation that the way that the intensity of connection isn't exceptionally solid might be because of that readability isn't actually proper to quantify conceivability of a book, that is why readability is unable to gauge comprehensibility. This is on the grounds that readability just takes a specific number of viewpoints which adds to comprehension.

This finding implicated that the teacher should consider the readability level of text used as teaching material which should be suitable with their students' level as its critical ramifications additionally for the the teaching and development of reading at all periods of learning toward schooling writing for creating writings and coordinating those writings to the capacities and requirements of students. (Wray and Dahlia, 2013).

Next, this research discover that there was a critical relationship ($r=0.434$) between reading strategy and reading comprehension. The aftereffect of this finding demonstrated that the higher students' reading strategy, the higher students' reading comprehension also. The outcome embroiled that 10th graders of senior vocational high school have great reading strategy and reading comprehension. This finding was in accordance with the investigation led by Dangin (2020) who detected that there was a cozy correlation between students' reading strategy and students' reading comprehension. He indicated that fruitful readers utilize a larger number of strategies than the individuals who accomplish more regrettable outcomes on comprehension test. This was substantiated by Sun (2011) who directed the examination on the connection between Chinese English Majors' utilization of metacognitive and cognitive reading strategies and students' reading comprehension. He found that both of those gatherings of systems assume a significant part in reading comprehension and those fruitful readers utilize more procedures when reading. Moreover, this finding involved the educators need to acquaint perusing systems to their understudies so as the understudies can have great reading comprehension ability.

Third, this examination found that $r = - 0.345$ meaning a negative relationship between readability and students' reading strategies. This outcome was upheld by Koterovak study (2016) in secondary school third graders in Croatia which zeroing in on the readability of science course book utilized. This examination indicated that nothing contrast between their reading strategy while reading the text of various trouble levels. From this outcome, the lower students' reading strategy the higher readability level of the text. It tends to be deciphered that the easier text, the least reading strategy that students use in reading. The implication of this finding that the students are expected to be conscious of the reading strategies they used in EFL materials so they are able to have good reading comprehension.

CONCLUSION

There were five ends dependent on the discoveries of this research. First, there are 4 kinds level of course book on readability utilized by the students at 10th grade of Vocational Senior High School they are easy, fairly easy, standard and difficult level. Secondly, this study found the most frequently reading strategies used by students in reading comprehension test for easy text is problem solving reading

strategies while in reading comprehension test for difficult text is support reading strategies. Third, based on the result of Pearson product moment correlations, it was found that r value = -0.345. It means there was a negative relationship between readability and students' reading strategy. Then, there was a positive relationship between readability and reading comprehension, it was found that the r value was 0.254. Finally, it was found that r value was 0.434. It implies there was a positive significant relationship between reading strategy of the students and students' reading comprehension

Hopefully this study will be useful for English teacher to consider the readability level of text that will be used as a teaching material before giving to the students, in assisting students to adapt to their reading comprehension issues, the educators helps ought to be lead them to utilize fitting strategies. For future researcher, who are inquisitive about this point to have more differing information approximately the students' reading comprehension and more different level of readability by utilizing another readability formula.. As the readability levels of text may fluctuate in various classes, more examinations are required the following scientist with various gatherings of students in comparable circumstance and setting to research their viewpoints on intelligibility dependent on the genre of text. Ideally, a specific sort which is acknowledged to will in general have the most important readability level among other genre can be perceived. Besides, this research about will be useful for the students to mindful approximately the utilize of reading strategies.

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