



The English Reading Comprehension, Skill, And Strategy of Senior High School Students

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Abstract

There is a demand for all students to be expert readers since today's life requires everyone to adapt to the fast development of technology and information that has changed the way information is presented. To help students acquire knowledge and skills in comprehending English written text, the intervention should be based on some considerations about the reading text, the students' characteristics, and the problems in comprehending a text. This study provides an investigation and analysis of the reading comprehension of senior high school students in two schools in Manokwari. There were 90 students as participants in this study. The students were given a 508-word expository text to be read. Six questions represented six reading comprehension skills were used to measure students' comprehension. The results were analyzed through the WINSTEPS computer package, Version 3.73, and explained using the Rasch model and reading comprehension models. The data showed that there were two reading comprehension skills are needed to be improved in all participants and the five basic skills demand intensive training for some participants. Some possible strategies to use for the future intervention process are discussed.

Keywords: *L2 Reading comprehension, Reading Models, Reading Skills, Reading Strategies, Rasch Model*

Introduction

Reading involves cognitive processes in which meanings are extracted from written text. To comprehend a text, readers need to actively monitor and control the process in order to construct the meaning of words and sentences appearing in the text. This activity becomes one of the most frequent tasks in almost all spheres of today's life as abundant information is available to be accessed every time and everywhere. Reading literacy became the main subject assessed in Programmer for International Student Assessment (PISA) in 2018.

The reading literacy test in PISA required students to show their capacity to understand a text and apply their knowledge and skills to evaluate and reflect on the written text. Many students who were between fifteen to sixteen years as targeted participants of this test were able to identify the main idea and find explicit information in a text of moderate length but only a few succeeded in inferring and evaluating information in longer text. The students in developing countries, particularly Indonesian students, were reported to have scored far below the Organization for Economic Cooperation and Development (OECD) average in reading literacy. It is assumed that the students still had less experience in reading a text like the PISA format.

The availability and quality of material resources with the teachers' capacity to integrate digital devices into their practice are factors that can be used to predict students' reading scores in PISA (OECD, 2020). Educational materials such as textbooks, computers, library materials, or laboratories are thought to support teachers in providing up-to-date instructions and helping students in developing their critical thinking and engaging with long reading text. The data showed that only 36% of students attended a school that enabled teachers to incorporate digital devices into their teaching practice due to the unsupported physical infrastructure of their school. This recent study intends to study the reading comprehension of the students who are in that kind of school and the reading test used by the teachers in assessing the students' reading in a second language – English language.

Many students in the schools might be nonproficient readers in English. Some of them can understand most of the words in the text given but may not succeed in giving correct responses to the provided reading comprehension questions. Some factors related to cognitive processes or other factors as the bases of this phenomenon can be used to describe the students' reading comprehension and skills to develop teaching instructions, strategies, and materials for comprehending written text. It is expected that the results of this current study can give insight into what the students can do before English teachers decide an intervention to be utilized in teaching and learning process. As a complex process, students' reading comprehension will be analyzed based on the specific approaches that underlie the reading comprehension process.

Reading comprehension takes place in a cognitive system in which working memory, general knowledge, and language proficiency play crucial roles in a cognitive process. In the reading systems framework (RSF) proposed by Perfetti & Stafura, 2014, reading is seen as a dynamic process in which multi-systems and components interact. The main components in the reading system framework are knowledge and processes. The processes need readers' knowledge. In the lower-level process, lexical knowledge mediates orthographic and phonological identification. Word meaning is the output of this process. In the higher-level process, the word is integrated with all other sources of knowledge including linguistic knowledge and general knowledge such as the knowledge of text forms

and genres for meaning-context processing. This word-to-text integration process produces paraphrases and inferences that can be observed in the propositions made. The complexity of the process and the output of the process leads to diverse models with different perspectives about reading comprehension.

There are some approaches or models were reviewed by Davoudi & Moghadam (2015) to explain the different skills in comprehending a written text. Based on the Top-Down Processing Approach that highlights the roles of background knowledge, the more experiences the readers have, the more reading comprehension skills they use. In this view, proficient readers are those who effectively use their experiential and interpretive prior knowledge in understanding the meaning of the text they read. On the other hand, the bottom-up approach offers a different framework for the steps or procedures the readers adhere to in becoming proficient readers. The experienced readers in this model have acquired recognition skills used in comprehending words, sentences, and text to automatically apply the skills during the reading activities. These two reading processes top-down and bottom-up processing are deemed too general and simple in explaining the complexity of the reading process.

The interactive model shows how the reader's working memory interacts with various sources of knowledge during the meaning-making process. Based on these concepts, readers that lack a source of knowledge still have opportunities to successfully make inferences to comprehend the text they read. Their ability to compensate for the deficiency defines their reading skill, whether they are skilled or unskilled readers (Stanovich, 1980). However, understanding written text is not merely about how all sources of knowledge (readers' prior knowledge) are used to construct a mental representation of words, phrases, and sentences, there are some complexities in decoding and representing a text. Text type and its components can affect the framework of reading comprehension processes. Narrative text, for instance, is required readers to connect multiple events through the process of situation construction models while expository text demands not only to construct meaning from explicit information but also to integrate all text elements and readers' knowledge to extract the implicit meaning of the text as well.

In a second language or foreign language (L2), reading demands readers (students) to be more conscious and make efforts to comprehend a written text. The linguistic differences between the native language of students and English as the target language led the students to rely on the bottom-up L2 analyses. However, students who have been proficient in English can apply various strategies in the reading process (Li & Clariana, 2019; Zhang, 1994). In his study, Zhang found that Asian Students with high proficiency in English used cognitive and compensation strategies systematically and effectively as South American Students did. Furthermore, Li and Clariana showed that there was a shift in the strategy used as L2 students become more highly proficient in English. L2 proficiency can

distinguish how students approach a written text.

Students with low L2 proficiency will rely on cognitive resources to access and retrieve the meaning of words they read (word-level processing) and use semantic networks less efficiently (Li & Clariana, 2019). They tend to use a bottom-up word-by-word strategy that may reduce their ability in inference-making (Grant et al., 2015; Li & Clariana, 2019). They are likely to have a problem in monitoring such as being unable to encode the meaning of text both in sentence and text level due to a lack of syntactic knowledge. The level of comprehension knowledge, low or high, can be also associated with monitoring strategies (Silawi et al., 2020).

Based on the reading comprehension model, students cannot use monitoring strategies effectively during reading a text unless they have a certain level of language proficiency (Grabe & Stoller, 2013; Perfetti & Stafura, 2014; Roman Taraban, Kimberly Rynearson, 2000; Silawi et al., 2020; Tsai et al., 2010). There is a correlation between the use of monitoring strategies and language proficiency. Students with low proficiency in comprehending English text might be competent readers in their native language (Tsai et al., 2010). Monitoring strategies with high L2 proficiency enable students to succeed in building the mental representation of words in a text, connecting information among sentences, and making inferences.

Highly proficient students in reading an English text use various strategy to comprehend the text. Tsai et al (2010) in their investigation of specific reading strategies that distinguished skilled from less-skilled readers found that skilled readers employ all five categories of reading skills: textual content, reader response, concrete technique, and local problem-solving and task perception. In their research, they modified the reading strategy questionnaire proposed by (Block, 1986; Roman Taraban, Kimberly Rynearson, 2000; Taillefer & Pugh, 1998). Block in his study divided two types of learners based on the patterns they used in comprehending the text they read, those patterns are integration, text structure recognition, personal experience utilization and association, and the use of extensive mode response. They described that while the "Nonintegrators," preferred to use their personal experiences and reflexive mode response, the integrator readers were aware of text structure, monitored their understanding consistently, and read for clues in the text when they encounter a difficulty.

Furthermore, Taillefer and Pugh (1998) concerning the different strategies used by groups of learners with different L1 reading proficiency and L2 language competence showed that good readers in L1 with good linguistic knowledge in L2 can transfer their reading strategies in L1 to comprehend L2 text. The list strategies that are used in reading are guessing, punctuation awareness, emotional reaction, judgment confidence (feeling oneself an effective reader, learning something new), comprehension check, interpretation, and the identification of ideas organization, local problem-solving strategies (comparing a word to L1 word, skipping an insoluble difficulty, translating, analyzing a word in itself, comparing a word to a French word (L1) and analyzing a difficulty grammatically). The ability to use those

strategies is also affected by the availability of the strategies and the goals the students have in mind while reading an L2 text as mentioned by Taraban, Rynearson, and Kerr (2000). Skilled readers will adjust their reading strategies use to their reading goals by focusing on relevant information and activating their prior knowledge related to the information.

The literature on reading comprehension strategies, skills, and test scores has provided information about the rules of some factors such as working memory, knowledge structure (prior knowledge, background knowledge, general knowledge), language proficiency, and monitoring strategies. The studies suggested helping students with low reading proficiency to acquire reading comprehension skills and strategies by creating instructional settings in which students have the opportunity to use the strategies. The given interventions should be conducted in light of students' difficulties in comprehending L2 written text. There are many strategies are available to use in the intervention process. This study will focus on discovering students' reading comprehension by looking at the result of the reading score test and analyzing students' comprehension skills to predict reading strategies that might be able to use and discuss some possible instructions for future intervention.

Method

Ninety (90) students from two schools in Manokwari were chosen to participate in this study, 35 students from a private school and 55 students from a public school. The participants were in the second and third grades of senior high school. They were taught by professional English teachers with limited facilities for learning and teaching English. The participants were given reading comprehension text and test (paper-based test) adopted from a reading-text book used by the teacher in the schools. The students had 30 to 60 minutes to read the passage and to answer six multiple-choice questions for reading comprehension. The genre of the text given was expository and the 6 questions for reading comprehension represented six basic reading skills. The result of the test was analyzed through the WINSTEPS computer package, Version 3.73, and the explanation of the result was based on the Rash Model and reading models from some previous studies presented in the introduction.

66% of the participants were female and 34% were male. There were 61% of the participants from a public school and 39% from a private school (table 1). The public school had A accreditation and the private school had B accreditation. The expository text with six reading comprehension questions was 508-word length. There were eight short paragraphs and one long paragraph. The text provided information and explanation about the genes that determine the physical appearance of people (hair, eye color, skin color, and facial features). The six questions given as a comprehension test were multiple-choice with four options.

Answering each question needs different reading skills (table 2), five for explicit information and the other one for implicit information, that is question 4. Question 1 was asked for the first paragraph-the longest paragraph comprehension. It required text-connecting inference skills. The provided correct answer in the option had been paraphrased. The other explicit questions were in paragraph 4 (question 2), paragraph 5 (question 3), and paragraph 7 (question 5). Question 6 was asked for the text title and question 4 (in paragraph 6) was a gap-filling inference (generating an idea from an implicit condition).

Table 1. The Profiles of students as respondents

	Respondents	Frequency	Percentage
Gender	Male	31	34
	Female	59	66
School type	Public School (A)	55	61
	Private School (B)	35	39

Table 2. The Comprehension skills in reading

Entry Number	Comprehension skills
1	paraphrasing skills- text-connecting inference - long paragraph level
2	guessing skill
3	text-connecting inference - sentence level
4	gap-filling inference skill
5	text-connecting inference - short paragraph level
6	topic identification skill

The data obtained from WINSTEPS and the Rasch model analysis provide some sophisticated evidence to explain the reading comprehension level of the participants and to generate some predictions about the skills and strategies used by students in line with reading models from previous studies. The results of the validity and reliability of instruments, the gender bias, the school type bias, and the students' logit are applicable to explain the reading comprehension skills and strategies.

Findings and Discussion

Findings

Table 3 provides information about the validity and reliability of the reading comprehension test given to measure students' reading comprehension. The data was the output tables from WINSTEP in the table summary statistics.

Table 3. The validity and reliability of the test used

CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .60

SUMMARY OF 6 MEASURED (NON-EXTREME) Item

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD
MEAN	38.2	90.0	.00	.34	.99	-.3	1.33	.0
S.D.	21.4	.0	2.05	.08	.21	1.5	.78	1.3
MAX.	58.0	90.0	2.96	.47	1.25	1.7	2.44	1.4
MIN.	8.0	90.0	-1.83	.28	.62	-3.2	.47	-2.1
REAL RMSE	.36	TRUE SD	2.02	SEPARATION	5.53	Item	RELIABILITY	.97
MODEL RMSE	.35	TRUE SD	2.02	SEPARATION	5.78	Item	RELIABILITY	.97
S.E. OF Item MEAN = .92								

The item reliability is 0.97 (Very high: >0.94), INFIT MNSQ is 0.99 (Ideal value:1.00), OUTFIT MNSQ is 1.33 (Ideal value:1.00), INFIT ZSTD is -0.3 (ideal value 0.0), OUTFIT ZSTD is 0.0 (ideal value: 0.0), and SEPARATION is 5.53, the Cronbach Alpha is 0.60 (good), and Person Reliability is 51 (weak: <0.67).

Table 4. The gender bias in the reading comprehension questions

DIF class specification is: DIF=\$S3W1

Person CLASSES	SUMMARY DIF CHI-SQUARE	D.F.	PROB.	BETWEEN-CLASS MEAN-SQUARE	t-ZSTD	Item Number	Name
2	2.4816	1	.1152	1.0427	.5012	1	Q1
2	.2956	1	.5866	.1225	-.5963	2	Q2
2	.3128	1	.5760	.1299	-.5757	3	Q3
2	.5355	1	.4643	.2097	-.3896	4	Q4
2	.1695	1	.6805	.0714	-.7698	5	Q5
2	.0535	1	.8170	.0226	-1.0502	6	Q6

Table 5. The school type bias in the reading comprehension questions

TABLE 30.4 D:\UNIPA\2022\ARTIKEL 2022\ANALISIS D ZOU014WS.TXTS Dec 3 8:55 2022
 INPUT: 90 Person 6 Item REPORTED: 90 Person 6 Item 2 CATS WINSTEPS 3.73

DIF class specification is: DIF=\$S4W1

Person CLASSES	SUMMARY DIF CHI-SQUARE	D.F.	PROB.	BETWEEN-CLASS MEAN-SQUARE	t-ZSTD	Item Number	Name
2	.0110	1	.9165	.0028	-1.3505	1	Q1
2	.6322	1	.4266	.2952	-.2374	2	Q2
2	5.5158	1	.0188	2.7831	1.3340	3	Q3
2	2.8713	1	.0902	1.1253	.5566	4	Q4
2	.4844	1	.4864	.2403	-.3311	5	Q5
2	1.8696	1	.1715	.9475	.4336	6	Q6

The mean probability index seen in PROB table 4 in all provided questions has exceeded 0.05 indicating that both genders, male and female have the same probability in giving correct responses to the questions. To see whether the test contains bias based on school types, table 5 shows that one question, question 3 (Q3), has mean Prob below 0.05 indicating that the question does not provide the same probability for the students from different types of schools.

The students' scores and logit on the given reading comprehension test shown in WINSTEP, *person measure table*, is summarized in table 6. The mean logit seen in the measure is -0.71 with a 1.98 standard deviation (SD). With the mean and SD, the category of very high-ability students is at 1.28 to 3.25 (2SD). There are 4 (4%) out of 90 students at this logit. They are able to answer five out of six questions. The students at -0.72 to 1.27 (1SD) can be categorized as high ability. There are 41 (46%) students at this logit. They can give correct responses to three or four questions representing their reading comprehension.

Table 6. Students' score and logit in reading comprehension Test

No	Score	Measure	Frequency	Percentage
1	6	4.63	2	2
2	5	2.95	4	4
3	4	1.14	23	26
4	3	-0.39	18	20
5	2	-1.45	16	18
6	1	-2.58	19	21
7	0	-4.01	8	9
Sum			90	100
Mean		-0.71		
Sd		1.98		

Of the students who have logit below the mean score with -1SD, the logit between -0.72 to -2.69, 18% of the participants, are in the low ability category and the others 21% are in the very low category. There are ten (10) students who are outliers, eight (9%) participants labeled as a minimum measure, and 2 (2%) as the maximum measure.

There are six skills of reading comprehension in the test used in this study. Each skill is represented by one question. The skills are shown in table 3.

Table 7. Reading comprehension skills in the provided test

Entry Number	
1	8 paraphrasing skills-long paragraph level
4	9 gap-filling inference skill
2	45 guessing skill
3	52 text-connecting inference - sentence level
5	57 text-connecting inference – short paragraph level
6	58 topic identification skill

Three reading skills represented by item number 6,5, and 3 are expected to have by more than half of the participants in this study. Fifty-eight out of ninety students can identify the topic of the reading passage. For text-connecting inferences in which some clues (item number 5) and few clues (item number 3) are provided, 57 and 52 students should succeed in answering these types of reading comprehension questions.

The percentage of students who are expected to show their reading comprehension skills and strategies by choosing the correct answer is presented in table 4.

Table 4. Reading comprehension skills to be improved

Entry Number	
1	9% paraphrasing skills by reading some sentences in a long paragraph
4	10% gap-filling inference skill by reading for implicit information
2	50% guessing skill by looking at word synonyms in two-clause sentence
3	58% text-connecting inference skill by reading specific clues
5	63% text-connecting inference skill by reading some specific clues
6	64% topic identification skill by reading the main ideas in each paragraph of the passage

The percentage of the students who have already used the six reading skills and strategies in comprehending the text they read shows that each skill still needs to be improved in some students. Item numbers 1 and 4 represented the gap-filling inferences and paraphrasing skills are the most difficult questions for the students.

Only 9% and 10% of the students successfully apply these two skills.

Discussion

The students as participants of this study are categorized into 4 levels of ability: very high ability (4%), high (46%), low (18%), and very low (21 %). The very high are expected to have the correct response in six or five reading comprehension questions while the very low only succeed in one question. The mean logit of the participants (-0.71) is at below the mean logit of the instrument (0.0). It indicates that the difficulty level of the test is above the average level of students' ability in comprehending the provided text. All items in the test except item number 4 are intended to measure the five basic skills in understanding explicit information from the text. Around 50% to 60% of the students can be successful in this type of comprehension test. However, only a few students (9%) show their ability in paraphrasing (item number 1). This item requires students to read some sentences about the topic (genes and our appearance) in the first paragraph (longer paragraph) and choose the best paraphrasing statement from the four provided options. Skilled readers with good general knowledge and English proficiency will do this automatically while less skilled readers will need to read the sentences in paragraph for several times, Taraban, Rynearson, and Kerr (2000).

By looking at the percentage of students' responses in each item in table 4, all reading skills are still required to be improved in some participants. Around 40% of the students are categorized as low-proficient readers or less skilled readers. As mentioned by (Li & Clariana, 2019), this type of reader might approach the text they are reading by using a word-by-word strategy. Their low comprehension skills can be affected by low language proficiency, in this case, English proficiency. When they encounter difficulty regarding unfamiliar vocabulary, they will lose the meaning of sentences and have difficulty monitoring their comprehension.

The forty-percent of students with low English proficiency did not automatically activate the monitoring strategies while reading the given text. Silawi and others in the previous study explained the correlation between language proficiency and monitoring strategy use in L2 reading comprehension. To help students utilize the strategy, specific strategies to improve students' English proficiency through reading activities should be put in the first phase. There should be activities in which students have the opportunity to practice understanding words in context by reading some specific clues and explicit instructions on how to understand the information in a text by discussing sentence structure and text structure. It is based on the reading systems framework (RSF) from (Perfetti & Stafura, 2014), that the word-to-text process in comprehending written text requires knowledge of words, sentence structure, and text structure.

The students with ability above the mean logit (about 50% of the participants) are thought to have good English knowledge but lack text-structure knowledge, monitoring strategies, reading strategies and reading goals (Block, 1986; Roman Taraban, Kimberly Rynearson, 2000; Taillefer & Pugh, 1998). The questions (items 1 and 4) in which they failed to choose the correct response, gap-filling inference questions, and paraphrasing ideas from a long paragraph demand the utilization of various reading strategies. In the future intervention process, the strategies and specific goals should be informed, discussed, and practiced through the use of various structures (description, causation, comparison-contrast, sequence, and causation), length (short, moderate, and long), topic (science, social, literature), and the difficulty level (easy, moderate, difficult) of text. It is believed that reading comprehension skills can be acquired and learned. The awareness of the strategies and goals while reading can help them monitor their cognitive activities and activate relevant background knowledge.

This study only used the results from multiple-choice tests as the bases to predict the skills and strategies that students used in comprehending the given L2 text in order to identify which skills and strategies should be developed in the intervention process. For more accurate data, English teachers can administer other comprehension tests such as essay tests or summary writing in L1 and L2. The teacher can also test and compare the students' reading comprehension skills in L1 and L2 proficiency. Taillefer and Pugh (1998) discovered that students with good L2 linguistic knowledge will transfer their strategies in understanding L1 text to comprehend L2 text.

The provided text and the reading comprehension questions for comprehension were not suitable for the students with logit below the logit of the instrument. Based on the simple view of reading, bottom-up processing, the students might fail to show their reading skills and strategies they have due to the difficulty level of vocabulary, structure, and text. To acquire the various strategies listed by Taillefer and Pugh in their study, the text and the questions used in this study might be useful for training purposes. The presence of difficult words and sentence structures in the text can be used as a learning prompt to practice local-solving strategies for the students as novice readers in L2 text. The students should be given opportunities to learn reading strategies and linguistic knowledge as well.

Another strategy to approach the reading text in this study is top-down processing in which prior knowledge is seen as a requisite component in understanding the meaning of the text, particularly exposition text. Comprehension can be impeded when the students are unfamiliar with the concept in the given text. Therefore, in this approach, teachers are expected to provide prior knowledge or help the student to activate relevant background knowledge before while reading process. To understand expository text, linguistic knowledge and text structure have to be accompanied by background knowledge of the text

content. However, text coherence could help students and teachers in discussing how to generate paraphrases and make an inference.

In attempts to help students acquire the reading skills and strategies in the school context in Manokwari, all parties including English teachers, textbook authors, researchers with schools, and the government are called to collaboration action in providing students the same opportunities to have access to high textbook discourse readability. Based on the study done by (Sultan dkk 2020), only students with high interest and from well-educated mothers and rich parents had the access to high-quality textbook discourse in Indonesia. It is implied that textbook discourse has effects on students reading interest and motivation and resulted in the development of reading comprehension skills and strategy. In their study, Mallipa & Murianty (2019) showed that even the English teachers in the best public schools in Manokwari still relied on the available textbook in schools in teaching reading.

In classroom conditions with limited time and facilities, English teachers might find it difficult to improve students' reading comprehension, particularly students with low English proficiency. The teachers could provide models for reading strategies in the classroom and train students to develop Self-regulated learning (SRL) skills. Mallipa & Murianty (2022) in their other study provided an explanation about how to assist students in developing SRL capacities. Students with SRL skills will be able to learn everywhere and at every time. Incorporating technology into the English learning process is a requisite to cope with the development of technology and to prepare students to take and compete in an international test like the PISA. Students with a smartphone in their hands should be trained to use the technology for learning purposes. Many applications and websites can be used in learning English. Mustadi et al. (2022) showed how to help novice English readers employ Android-based learning in their English learning process.

Conclusion

The results of students' scores and skills on the test in this study are used as the bases to predict what strategies the students have and applied in comprehending the provided text. The approach used to analyze and explained the result of this study can be a model for planning actions for the future intervention model. This study shows how to use the information from the results of the reading comprehension test to predict the current strategies used by the students in reading for comprehension in order to plan for strategies in helping the students with different levels of comprehension.

Students were different in their level of comprehension. The instruments used in this study divided the participants into 5 categories: very high, high, low, very low, and outlier. Based on the reading models from previous studies, the students are thought to have different strategies in approaching the reading text.

Each level of comprehension demands a different type of process and knowledge. The lack of requisite knowledge will affect the strategy used in processing text and can impede comprehension. The very high and high categories have a good possibility to comprehend the given text while the low, very low, and outliers find some difficulties with some possible factors such as the difficulty level of the text and sentence structure, the familiarity of the topic content, and text structure. The explanation of results using Rasch models and reading models suggested planning strategies for future intervention based on the problems encountered by the students to fully comprehend the text.

The next researchers in attempts to improve the reading comprehension of these students are supposed to divide the students into two groups, the high and the low ability, and teach them reading comprehension skills and strategies. Providing high-quality reading text, incorporating digital devices, training to use reading skills, and providing models for SRL skill development are needed to apply in the intervention process in order to prepare the students to take and compete in an international test like PISA.

The strategies used by the students in comprehending the given text can be predicted by using the students' scores on reading comprehension tests. However, it cannot give accurate information about the reading skills that the students have acquired due to some constraints such as text difficulty and individual characteristics of the students. The complexity of reading comprehension requires teachers to develop reading comprehension tests that can measure all reading skills listed in previous studies. This current study provides only six reading comprehension skills for comprehending expository text. The skills in understanding the other types of reading text such as narrative text was not investigated and discussed in this study.

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