THE EFFECTS OF READING STRATEGIES ON GRADE SEVEN STUDENTS' READING COMPREHENSION SKILLS IN ENGLISH

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Abstract

This paper aimed to investigate the effects of reading strategies on Grade Seven students' reading comprehension skills in English for the academic year 2023-2024. The study applied one of the Quasi-experimental designs, viz, the nonequivalent control group design to determine the effects of reading strategies. The sample schools were No. (5) Basic Education High School and No. (12) Basic Education High School, Mandalay. Participants in this study were 90 Grade Seven students at No. (5) Basic Education High School, Mandalay and 60 Grade Seven students at No. (12) Basic Education High School, Mandalay. The posttest items were constructed based on the content assigned for this study for measuring the types of questions such as True/ False items, Gap-Filling items, Multiple-choice items, and Short questions. The collected data was analyzed by using inferential statistics, such as independent samples *t* test, to find out the effects of reading strategies on Grade seven students' reading comprehension skills in English. Research findings pointed out that the students were good at comprehending English text at literal, reorganization, and inferential levels, but they were low at comprehending English text at the evaluation level. This research was a good one for the teachers and students who would like to focus on the effects of reading strategies on Grade Seven students' reading comprehension skills in English.

Keywords: reading, comprehension, reading comprehension, skill, strategy

Introduction

Teaching and learning English pose significant challenges for both teachers and students because English is a foreign language. There are four skills in the language learning process namely listening, speaking, reading, and writing. Reading is one of the important skills in English and it gives many benefits to people. Reading cannot be separated from comprehension because reading requires comprehension of meanings stated in the passage or text. Comprehension is the understanding of the meaning of the written and covers the conscious strategies that lead to understanding (Kurniawan, 2018). Moreover, Lems, Miller, and Soro (2010) stated that teachers apply different reading strategies to teach reading comprehension skills. These strategies include a set of word-reading strategies, phrase-and sentence-level reading strategies, paragraph-and discourse-level reading strategies, strategies for active reading of an informational text, and strategies for understanding narrative text .

Statement of the Problem

Reading is a complex cognitive process that involves the integration of various skills and strategies to comprehend written text effectively. Reading comprehension is an essential skill for students to succeed in both English and other areas. Despite spending years in school, it has been observed that students struggle to make significant improvements in their reading comprehension skills and overall academic achievement in English. The lack of proficiency in reading

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comprehension skills not only hampers their mastery of the English language but also adversely affects their performance in other subjects taught in English. Students' difficulties in reading comprehension impact their English proficiency and performance in other subjects. Challenges include limited access to resources, language barriers, and insufficient emphasis on critical reading skills. This study aims to investigate the impact of reading strategies on Grade Seven students' English reading comprehension skills.

Purposes of the Study

This study is to investigate the effects of reading strategies on Grade Seven students' reading comprehension skills in English. The specific objectives of the study are:

- find out the effects of reading strategies on Grade Seven students' reading comprehension skills in English.
- examine the levels of reading comprehension skills in English on Grade Seven students.
- make suggestions based on the results of the study to improve teaching reading comprehension skills in English.

Hypotheses of the Study

The following hypotheses will guide this study:

1. There are significant effects of reading strategies on Grade Seven students' reading comprehension skills in English.
2. There are significant differences in the levels of reading comprehension skills in English between the students who are taught reading strategies and those who are not.

Definition of Key Terms

This study is guided by the following definition of key terms.

Reading: Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands (Elizabeth & Rao, 2014).

Comprehension: A process of gaining meaning on three levels (a) literal level of reading for explicit meaning, (b) interpretative level of reading for implicit meaning, (c) evaluative level of reading for critical insight (Shukla, 2012).

Reading Comprehension: Reading comprehension is the act of understanding and interpreting the information within a text (Shanahan, 2005).

Skill: The capacity to perform particular tasks or to achieve particular goals, often acquired through long periods of training and practice (Shukla, 2012).

Strategy: Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, and planned designs for controlling and manipulating certain information (Brown, 2000).

Scope of the Study

The following points indicate the scope of the study.

- The study involved a sample of Grade Seven students from No. (5) Basic Education High School (Mandalay) and No. (12) Basic Education High School (Mandalay).
- Participants were selected using a simple random sampling technique, ensuring representation from different language proficiency levels and educational backgrounds.

Significance of the Study

Oakhill, Cain, and Elbro (2014) stated that reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. Panjaitan, Putri, and Anni (2019) said that reading strategies can enhance understanding of the content information presented in a text, improve attention and concentration while reading, increase students' motivation, create interest, and make reading in more active process. Applying reading strategies in reading will help the students to more comprehend the text and recall the information that is needed from the text. Therefore, this study was conducted to investigate on the effects of reading strategies on Grade Seven students' reading comprehension skills in English.

Review of Related Literature

Reading is a complex cognitive process that involves decoding written symbols (letters, words, etc.) and understanding the meaning conveyed by those symbols. Several models attempt to explain the process of reading and how it works.

1. Bottom-Up Model

According to Grabe and Stoller (2013), the "bottom-up model suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's background knowledge". Second, this model requires readers to apply the vocabulary-by-vocabulary decoding process, which is considered a slow process that requires a lot of time and attempts from the reader to understand a text.

2. Top-Down Model

A gestalt, "top-down" theory of reading encourages more emphasis on comprehension, with less emphasis on subskill practice and tests and on word-by-word accuracy (May, 1986).

3. The Interactive Model

Building on the work of Baha (2017), Stanovich (1980) argued that this model gathers the features of the bottom-up and the top-down models and gives reading more meaning. They use their knowledge of the subject theme, their pre-experiences of written words, their reading, and their expectations to make predictions about the reading text. So, the textual details are the best way the recognize the words and the letters the text contains. The most important advantage of this model is that the communicative activities and the reading skills are integrated.

Reading Comprehension Strategies

Lems, Miller, and Soro (2010) have identified reading comprehension strategies for the proficient reader: a set of word reading strategies, phrase-and sentence-level reading strategies, and paragraph-and discourse-level reading strategies. Klingner, Vaughn, and Boardman (2007) also stated that reading comprehension strategies are described as follows: strategies for active reading of the informational text, strategies for understanding narrative text, and metacognitive strategies.

Levels of Reading Comprehension

In order to assess reading comprehension, teachers should use several methods and no single technique can truly measure students' reading skills. A reading comprehension test may subsume activities such as gap-filling, short questions, multiple choice questions, true or false questions, and yes-no questions (Habib, 2016).

Barrett's Taxonomy (Barrett, 1976 as cited in Reeves, 2012) comprises five main 'comprehension' levels as opposed to the Revised Bloom's six cognitive process levels. These are (1) Literal Comprehension; (2) Reorganization; (3) Inferential Comprehension; (4) Evaluation; and (5) Appreciation. It can be inferred that it is important to build strong literal, reorganization in lower-order cognitive processes and inferential reading comprehension in the middle-order cognitive processes as a foundation for students in the higher-order cognitive processes.

Research Method

Research Design

The design used in this study was the quasi-experimental design, viz, the nonequivalent control group design to measure the effects of reading strategies on Grade Seven students' reading comprehension skills in English (Mills & Gay, 2016). In this design, two treatment groups were pretested, administered treatment, and posttested.

Instruments

To measure the effects of reading strategies on Grade Seven students' reading comprehension skills, the following instruments were employed.

Pretest

To test the reading comprehension skills of the students, a lesson from the Grade Seven English textbook was selected. Therefore, Unit (4, 5, and 6) were taken in the Grade Seven English Textbook from the Ministry of Education (2020). All the items were included in the pretest before teaching to establish a baseline of students' initial reading comprehension skills.

Posttest

In this study, the posttest was used to investigate the effects of reading strategies on Grade Seven students' reading comprehension skills in English. The posttest items were constructed based on the content assigned for this study for measuring the types of questions as (5) True/ False items, (5) Gap-filling items, (10) Multiple-choice items, and (15) Short questions. The

allocated time for the test was an hour and the given mark was 50. These questions were constructed from Units (7, 8, and 9) in Grade Seven English Textbook.

Population and Sample Size

The samples were confined to Grade Seven students in the 2023-2024 Academic Year. The sample of our work was restricted to Chanayethazan Township, Mandalay Region. The sample schools were from No. (5) Basic Education High School (Mandalay) and No. (12) Basic Education High School (Mandalay). The participants in this study were 90 Grade Seven students at No. (5) Basic Education High School (Mandalay) and 60 Grade Seven students at No. (12) Basic Education High School (Mandalay).

Procedure

For theoretical information, relevant data were collected through educational journals, books, and the Internet. Then, the literature review was made based on the obtained data. To carry out an experimental study, a nonequivalent control group design was used to measure the effects of reading strategies on Grade Seven students' reading comprehension skills in English. Permission to conduct the study was obtained from the Headmistress of the school and the Township Education Officer from the Chanayethazan Office. A research schedule was agreed upon within which data will be collected and when the study was conducted. This was done by visiting the classrooms before the pilot and main study. The students were selected to conduct the study. This aimed to create security and a relaxed atmosphere during the study.

In this study, a pilot study was conducted to try out the instruments, to see whether the instruments were appropriate for the students, to test whether there were identifiable ambiguities in the structure of the questions to make improvements, and to get the validity of the instruments. Therefore, the (38) students of Grade Seven from Practising Middle School (Mandalay) were selected for the pilot study.

No. (5) Basic Education High School (Mandalay) and No. (12) Basic Education High School (Mandalay) were selected by a simple random sampling technique. The experimental group received reading strategies such as (a) A Set of Word Reading Strategies, (b) Strategies for Active Reading of Informational Text, and (c) Strategies for Understanding Narrative Text while the control group had to learn the same materials conventionally for two weeks in each school. Each group taught in one period for 45 minutes and Seven periods per week. A posttest was held at the end of the treatment period. The collected data will be analyzed by using appropriate statistical method, such as independent samples *t* test to find out the effects of the reading strategies and measure the levels of reading comprehension.

Data Analysis

To be able to determine whether there were significant differences between the experimental group and the control group, the posttest scores of the two groups were used. To analyze the quantitative data, the Statistical Package for the Social Sciences (SPSS) version (22) was used. After collecting the required data, the data was analyzed by inferential statistics. The independent samples *t* test was used to find out the effects of reading strategies on Grade Seven

students' reading comprehension skills in English. Data analysis and findings for this study will be thoroughly discussed in the next chapter.

Research Findings

Table 1 ***The Results of Independent Samples t Test for Pretest Scores of Grade Seven Students in selected Schools***

School	Group	*n*	*M*	*SD*	*MD*	*t*	*df*	*Sig (2-tailed)*
S 1	Experimental	46	27.48	4.28	.93	.82	88	.413
	Control	44	26.55	6.32				
S 2	Experimental	31	26.81	3.11	.91	.77	58	.442
	Control	29	25.90	5.70				

Note. S1= No 5, Basic Education High School (Mandalay); S2= No 12, Basic Education High School (Mandalay); ns= not statistically significant.

According to the results of Table 1, there were no significant differences between the entry behaviors of the experimental group and control group in selected schools regarding the reading comprehension skills on the pretest before intervention. The results obtained from the pretests on selected schools can be seen in Figure 1.

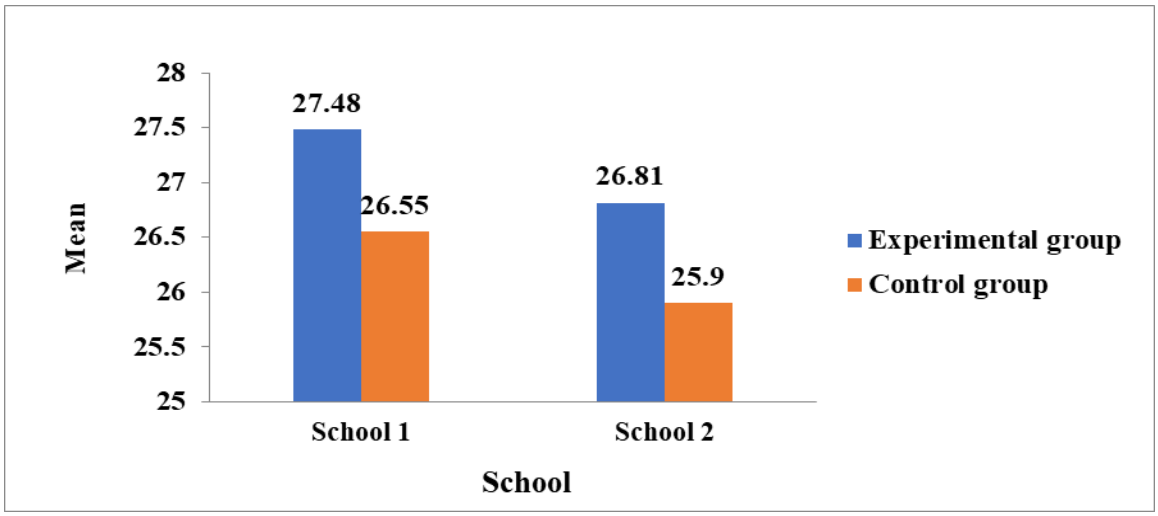

Figure 1. Mean comparison for reading comprehension skills on overall pretest.

It can be indicated that both groups in each school were equivalent in basic knowledge of reading comprehension skills. There were no significant differences between the entry behaviors of the experimental group and control group in selected schools.

Table 2 The Results of Independent Samples t Test for Posttest Scores of Grade Seven Students in selected Schools

School	Group	n	M	SD	MD	t	df	Sig (2-tailed)	η_p^2
S 1	Experimental	46	34.35	4.61	6.39	3.57	88	.001	0.13
	Control	44	27.95	11.19					
S 2	Experimental	31	35.29	4.43	9.11	5.32	58	.000	0.33
	Control	29	26.17	8.37					

Note. S1= No. 5, Basic Education High School (Mandalay); S2= No. 12, Basic Education High School (Mandalay). ***p*<.01. ****p*<.001.

An independent samples *t* test was conducted to compare the posttest for reading comprehension skills. There was significant difference in scores for experimental group (*M* = 34.35, *SD* = 4.43) and control group (*M* = 27.95, *SD* = 11.9; *t* (88) = 3.57, *p*= .001, two-tailed). The magnitude of the differences in the means (mean difference = 6.39, 95% *CI*: 2.5to 9.95) was very large (eta squared= 0.13). The result indicates that there was a statistically significant gain in scores for the reading comprehension skills.

Based on the results as shown in Table 4.2, there was a significant difference in the posttest scores between the two groups on Grade Seven students' reading comprehension skills in English. An independent samples *t* test was conducted to compare the posttest for reading comprehension skills. There was significant difference in scores for experimental group (*M* = 35.29, *SD* = 4.43) and control group (*M* = 26.17, *SD* = 8.37; *t* (58) = 5.32, *p* = .000, two-tailed). The magnitude of the differences in the means (mean difference = 5.32, 95% *CI*: 5.69 to 12.55) was very large (eta squared= 0.33). This result suggests that students provided more correct answers to the reading comprehension questions in the posttest than in the pretest.

Based on the posttest results, it shows the mean comparison of Grade Seven students' reading comprehension skills on the posttest in the selected schools in Figure 2.

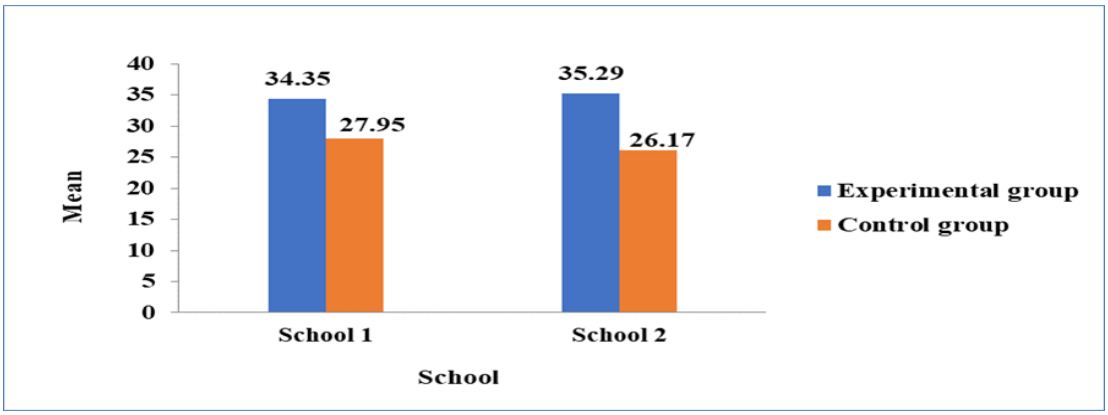

Figure 2. Mean comparison for reading comprehension skills on overall posttest.

It can be indicated that reading strategies had significant effects on students' reading comprehension skills in English among Grade Seven students, as indicated by the observed

differences between the experimental groups and control groups within both S1 and S2. The study carried out analyses at each level of the comprehension questions in order to acquire the reading comprehension skills, such as the capacity to identify the main concept, respond to factual inquiries, and summarize the reading comprehension text. Therefore, based on these results, there were significant effects of reading strategies on reading comprehension skills in English is strongly supported and accepted. This study suggests a strong relationship between the reading strategies and reading comprehension skills among Grade Seven students.

Table 3 ***The Results of Independent Samples t Test for Reading Comprehension Level Scores of Grade Seven Students in School 1***

School	Level	Group	*n*	*M*	*SD*	*MD*	*t*	*df*	*Sig (2-tailed)*	η_p^2
S1	Literal	EG	46	9.89	2.29	2.14	3.86	88	.000***	.152
		CG	44	7.75	2.94					
	Reorganization	EG	46	12.93	2.68	2.61	3.08	88	.003***	.115
		CG	44	10.32	5.05					
	Inferential	EG	46	6.72	1.37	.92	2.49	88	.015**	.064
		CG	44	5.80	2.07					
	Evaluation	EG	46	4.83	1.37	.73	1.83	88	.069 (ns)	.030
		CG	44	4.09	2.32					
	Total	EG	46	34.37	4.60	6.41	3.58	88	.001***	.165
		CG	44	27.95	11.19					

Note. EG = Experimental Group; CG = Control Group; ns = not statistically significant.

***p* <.01. **p* <.05. ****p* <.001.

According to the results of Table 3, an independent samples *t* test was conducted to compare the posttest for literal comprehension level. There was significant difference in scores for experimental group (*M* = 9.89, *SD* = 2.29) and control group (*M* = 7.75, *SD* = 2.29; *t* (88) = 3.86, *p* = .000, two-tailed). The magnitude of the differences in the means (mean difference = 2.14, 95% *CI*: 2.5to 9.95) was very large (eta squared= 0.14). This process can be impacted by a wide range of other factors, including the students' capacity to read about what they comprehend and remember what they have read. For the reorganization comprehension level, an independent samples *t* test was conducted to compare the posttest for reorganization comprehension level. There was significant difference in scores for experimental group (*M* = 12.93, *SD* = 2.68) and control group (*M* = 10.32, *SD* = 5.05; *t* (88) = 3.08, *p* = .003, two-tailed). The magnitude of the differences in the means (mean difference = 2.61, 95% *CI*: 0.93 to 4.30) was very large (eta

squared= 0.10). This result can be showed by the fact that summarizing a text requires more than just text comprehension helps to explain this outcome.

For the inferential comprehension level, an independent samples *t* test was conducted to compare the posttest for inferential comprehension level. There was significant difference in scores for experimental group (M = 6.72, SD = 1.37) and control group (M = 5.80, SD = 2.07; t (88) = 2.49, p = .015, two-tailed). The magnitude of the differences in the means (mean difference = 0.92, 95% *CI*: 0.19 to 1.66) was very large (eta squared= 0.06). This result can be explained by the fact that prediction requires more than just text summarization. For the evaluation comprehension level, an independent samples *t* test was conducted to compare the posttest for evaluation comprehension level. There was no significant difference in scores for experimental group (M = 4.83, SD = 1.37) and control group (M = 4.09, SD = 2.32; t (88) = 1.83, p = .069, two-tailed). The magnitude of the differences in the means (mean difference = 0.73, 95% *CI*: - 0.05 to 1.53) was very large (eta squared= 0.03). This result can be explained by the fact that the evaluation of fact or requires more than merely predicting the outcomes of the text.

Based on the results of the reading comprehension levels in School 1, it can be found clearly in Figure 3.

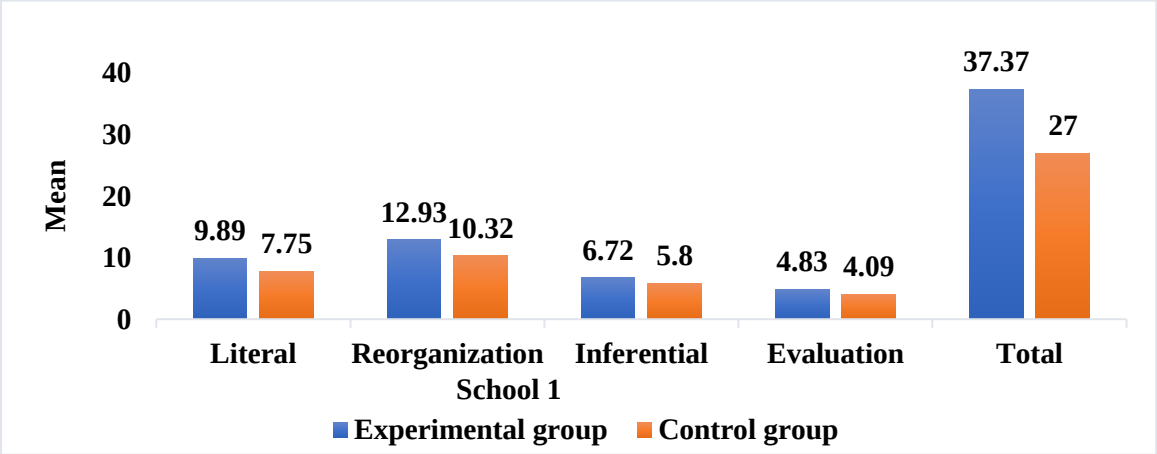

Figure 3. Mean comparison of overall posttest on the reading comprehension levels in School 1.

According to Figure 3, it can be interpreted that the experimental group performed better than the control group on literal comprehension, reorganization, and inferential comprehension levels in School 1. It can be concluded that the hypothesis was accepted for reading comprehension levels (literal, reorganization, and inferential) but there might be rejected for evaluation comprehension based on the results provided. The main reasons for this difficulty are interference from their mother tongue and insufficient reading practice in early chapter-end tests.

Table 4 The Results of Independent Samples t Test for Reading Comprehension Level Scores of Grade Seven Students in School 2

School	*Level*	*Group*	*n*	*M*	*SD*	*MD*	*t*	*df*	*Sig (2-tailed)*	η_p^2
S2	Literal	EG	31	11.23	1.45	4.15	7.08	58	.000***	.607
		CG	29	7.07	2.90					
	Reorganization	EG	31	12.81	2.56	2.35	3.12	58	.002***	.221
		CG	29	10.45	3.19					
	Inferential	EG	31	6.84	1.41	1.52	3.58	58	.001***	.210
		CG	29	5.31	1.87					
	Evaluation	EG	31	4.39	2.01	1.01	1.80	58	.077 (ns)	.055
		CG	29	3.38	2.32					
	Total	EG	31	35.26	4.43	9.05	5.28	58	.000***	.698
		CG	29	26.21	.36					

Note. EG = Experimental Group; CG = Control Group; ns = not statistically significant.

*p<.05. **p<.01. ***p<.001.

Table 4 shows that the different treatments given to the experimental group and control group resulted in significantly different reading comprehension skills. An independent samples *t* test was conducted to compare the posttest for literal comprehension level. There was significant difference in scores for experimental group (*M* =11.23, *SD* = 1.45) and control group (*M* = 7.07, *SD* = 2.90; *t* (58) = 7.08, *p* = .000, two-tailed). The magnitude of the differences in the means (mean difference = 4.15, 95% *CI*: 2.98 to 5.33) was very large (eta squared= 0.46). This process can be impacted by the other factors, including the students' capacity to read about what they comprehend and remember what they have read. For the reorganization comprehension level, an independent samples *t* test was conducted to compare the posttest for reorganization comprehension level. There was significant difference in scores for experimental group (*M* = 12.81, *SD* = 2.56) and control group (*M* = 10.45, *SD* = 3.19; *t* (58) = 3.12, *p* = .002, two-tailed). The magnitude of the differences in the means (mean difference = 2.35, 95% *CI*: 0.87 to 3.85) was very large (eta squared= 0.15). This result can be showed by the fact that summarizing a text requires more than just text comprehension helps to explain this outcome.

For the inferential comprehension level, an independent samples *t* test was conducted to compare the posttest for inferential comprehension level. There was significant difference in scores for experimental group (*M* = 6.84, *SD* = 1.41) and control group (*M* = 5.31, *SD* = 1.87; *t* (58) = 3.58, *p* = .001, two-tailed). The magnitude of the differences in the means (mean difference = 1.52, 95% *CI*: 0.67 to 2.38) was very large (eta squared= 0.18). This result can be explained by the fact that prediction requires more than just text summarization. For the evaluation comprehension level, an independent samples *t* test was conducted to compare the

posttest for evaluation comprehension level. There was no significant difference in scores for experimental group (M = 4.39, SD = 2.01) and control group (M = 3.38, SD = 2.32; t (58) = 1.80, p = .077, two-tailed). The magnitude of the differences in the means (mean difference = 1.01, 95% *CI*: - -0.11 to 2.12) was very large (eta squared= 0.05). This result can be explained by the fact that the evaluation of fact or requires more than merely predicting the outcomes of the text.

Based on the results of the reading comprehension levels in School 1, it can be found clearly in Figure 4.

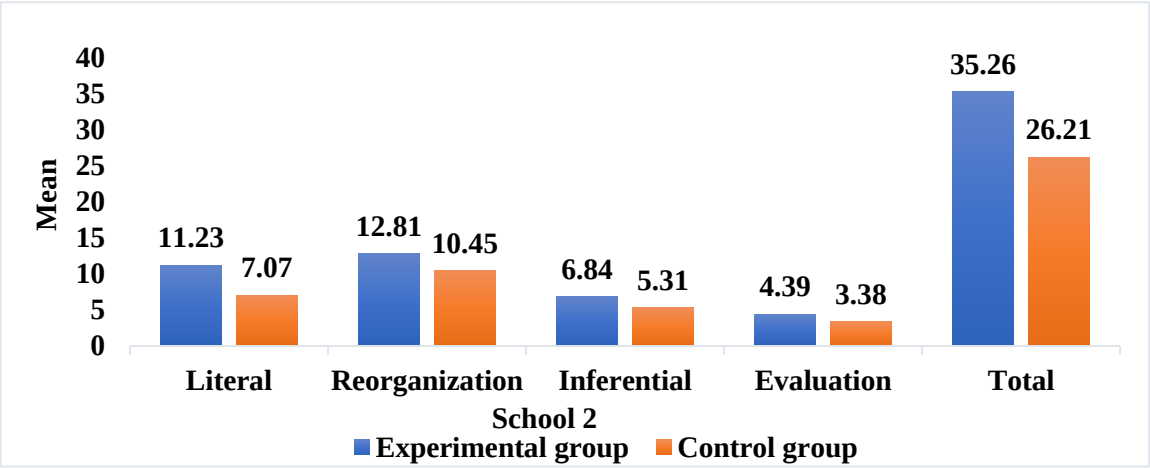

Figure 4. Mean comparison of overall posttest on the reading comprehension levels in School 2.

According to Figure 4, it can be interpreted that the experimental group performed better than the control group on literal comprehension, reorganization, and inferential comprehension levels in School 2. Therefore, there were significant differences in reading comprehension levels such as literal, reorganization, and inferential comprehension levels, in English among Grade Seven students was supported and accepted. This study suggests that the use of reading strategies significantly improved these specific comprehension levels in school 2.

However, the hypothesis might be rejected as there was no significant difference between the experimental and control groups for evaluation comprehension level. The result indicates that there was no statistically significant difference on the students' ability to make an evaluative judgment of fact or opinion. The main reasons for this difficulty are interference from their mother tongue and insufficient reading practice in early chapter-end tests. It can be concluded that the hypothesis was accepted for reading comprehension levels (literal, reorganization, and inferential) but there might be rejected for evaluation comprehension based on the results provided.

Discussion, Suggestions and Conclusion

Discussion

This study was conducted to investigate the effects of reading strategies on Grade Seven students' reading comprehension skills in English. The discussion of the research findings focuses on the relation of the results of quantitative studies.

For the first hypothesis, it was investigated whether there were statistically significant differences between the experimental group and the control group in the pretest and posttest scores. The results of this study indicated that there were significant differences between the two groups. Therefore, it can be concluded from the findings that using reading strategies to teach comprehension has a positive effect on students' academic performance.

Secondly, the results of this study showed that in both schools, there were significant differences between the experimental and control groups at the .000 level with regard to the overall posttest. The results of studies on vocabulary and reading comprehension (Kusumawati & Widiati, 2017), informational text knowledge and reading strategies and reading comprehension (Banditvilai, 2020) and Mistar, Zuhairi and Yanti (2016), and narrative text knowledge and reading comprehension (Sanam, Pereira, Gaspar, and Costa, 2021) also supported these findings. These studies demonstrated that teachers could help students develop successful reading strategies by teaching them reading comprehension skills.

According to the second hypothesis, the present study focused on the four categories from Barrett's (1976 as cited in Reeves, 2012) taxonomy of reading comprehension, namely literal comprehension, reorganization comprehension, inferential comprehension and evaluation. These findings were suggested to contribute to the field of study by giving insight into how literal, reorganization, and inferential reading comprehension as the lowest level of comprehension have important roles in students' language development.

For School 1 and 2, the analysis of the significance of the differences between the experimental group and the control group found the value (p <.001) for literal comprehension, the value (p <.01) for reorganization, (p <.05 and p <.01) for inferential comprehension level, and (p >.05) for evaluation level respectively. Therefore, the students from these schools were able to comprehend the English text well at literal, reorganization, and inferential levels, but they were low at comprehending English text for evaluation level. This result is in agreement with those obtained by Mistar, Zuhairi and Yanti (2016) and Ali, Javed, and Shabbir (2017) who gauged ESL students' capabilities in literal reading comprehension, reorganization, reading comprehension, and inferential reading comprehension.

According to the present study, the students' ability of literal, reorganization and inferential comprehension levels from given passages were significantly enhanced through teaching in the use of reading strategies. Thus, reading strategies should be incorporated into regular reading instructions so that students will acquire effective reading strategies to facilitate good comprehension skills.

When considering word reading strategies, preparing for the reading and word walls and labelling aided in literal comprehension level by activating prior knowledge and reinforcing vocabulary. Literal comprehension level forms the foundational level of reading comprehension. According to this study, students can effectively comprehend and accurately recall the fundamental information found in a text, which helps them to expand their knowledge. Prediction, story recipes, summarizing, note-taking, and questioning contribute to various levels

of comprehension: reorganization, inferential, and evaluative in both narrative and informational texts by understanding the storyline and characters, grasping factual information, making inferences, and critically analyzing the content. Reorganization comprehension level involves synthesizing and summarizing information. This study may indicate that it integrates various reading skills, including literal comprehension and higher-order cognitive processes, to foster a more comprehensive understanding of the material.

Inferential comprehension involves middle-order cognitive processes as a foundation for students in the higher-order cognitive processes, such as drawing conclusions, making predictions, and interpreting cause and effect. It encourages students to actively engage with texts, fostering curiosity and inquiry. The finding of this study indicates that reading strategies integrate inferential thinking with other comprehension levels, fostering a more comprehensive understanding of texts. Evaluation comprehension level often involves independent judgment of fact or opinion, and personal interpretation. It may be suitable during the early stages of reading development, allowing students to gradually develop and refine their evaluative level as they progress in their reading comprehension skills. Each strategy contributes to different levels of comprehension in both narrative and informational texts.

To sum up, this study highlighted the significant role of diverse reading strategies in enhancing comprehension across different text types. Besides, reading strategies serve as pivotal tools in fostering different levels of comprehension: literal, reorganization, inferential, and evaluative within narrative and informational texts.

Suggestions

Based on the findings of the study, a few suggestions can be made to the teachers, students, administrators, curriculum designers, and further researchers.

Key points about teachers will include the following.

- Language teachers at primary and secondary levels should adopt reading strategies to teach the English language to improve the reading comprehension level of students.
- Language teachers should explore the effects of reading strategies on primary, secondary, and university students' reading comprehension skills for a long period.
- Language teachers should plan a suitable lesson with reading strategies to assist students in developing their lower or higher-level comprehension skills for their fullest reading potential.
- Language teachers should use questions in general to foster higher-order comprehension skills such as evaluation, and appreciation.

For students, identifying their reading comprehension levels and reading strategies can empower them to improve and develop effective reading habits. Therefore, students should have adequate practice and are more likely to continue enriching their vocabulary and better comprehension, seek knowledge and information, seek out reading opportunities independently, think critically, question ideas, and evaluate information throughout their lives, becoming lifelong learners.

Curriculum designers should discuss how reading strategies can be adapted for students with diverse learning styles and needs and should explore how to assess students' proficiency in employing these strategies effectively.

Researchers should conduct further research to explore the efficacy of these strategies in enhancing reading comprehension and explore how these strategies can be adapted for different age groups, reading abilities, and cultural contexts. The researchers should investigate the long-term impact of consistent use of reading strategies on reading comprehension skills.

To sum up, teachers, curriculum designers, and researchers play vital roles in advocating, implementing, and researching the efficacy of these strategies to foster comprehensive literacy skills and critical thinking among students.

Conclusion

The main purpose of this study was to investigate the effects of reading strategies on Grade Seven students' reading comprehension skills. The findings suggested that the reading strategies positively impact students' reading comprehension skills with significant differences observed between the experimental and control groups in terms of pretest and posttest scores. Various reading strategies, such as activating prior knowledge, word reading strategies, prediction, story recipes, summarizing, note-taking, and questioning were found to enhance Grade Students' comprehension levels across different text types. Besides, the students could comprehend the English text well at literal, reorganization, and inferential levels, but they were low at comprehending English text for evaluation level.

Moreover, reading strategies can be adapted to meet the diverse needs of learners based on individual students' reading levels, learning styles, and strengths. Besides, incorporating these strategies into teaching reading comprehension skills helps create a supportive learning environment that prepares students for academic challenges and lifelong learning. Therefore, these reading strategies empower both students and teachers, fostering a positive learning environment that promotes literacy and prepares students for future academic and life challenges. This study was a good one for the teachers and students who would like to focus on the effects of reading strategies on Grade Seven students' reading comprehension skills in English.

Acknowledgements

We would like to express our deepest gratitude to Dr. Myat Myat Thaw (Rector, Sagaing University of Education) for her rightful permission for M.Ed. degree through the careful and systematic research study and Dr. Khin Hnin Yee (Pro-rector, Sagaing University of Education) and Dr. Cho Kyi Than (Pro-rector, Sagaing University of Education) for allowing to present this paper. We wish to thank our external examiner, Dr. Soe Than, Professor and Head of Department (Retired), Department of Curriculum and Methodology, Sagaing University of Education, for his invaluable suggestions, encouragement and patience with me throughout the process. Special gratitude to the respectable teacher, Dr. Wai Wai Oo (Professor, and Head of Department of Curriculum and Methodology, Sagaing University of Education) for her ongoing support, guidance, patience and endless encouragement throughout the entire educational journey. Finally, we would like to express our gratitude and special thanks to all who support and encourage me.

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