

## The Effectiveness of Strategy-based Reading Instruction (SBRI) for Teaching Reading and the Students' Perception toward the Instruction

**Semi Sukarni, M.Pd.**

A Doctorate Student of Universitas Negeri Semarang  
A lecturer of English Education Program, Universitas Muhammadiyah Purworejo, Indonesia

**Prof. Dr. Dwi Rukmini, M.Pd.**

A Lecturer of Universitas Negeri Semarang, Indonesia

**Drs. Ahmad Sofwan, M.A., Ph.D.**

A lecturer of Universitas Negeri Semarang, Indonesia

**Dr. Rudi Hartono, M.Pd.**

A lecturer of Universitas Negeri Semarang, Indonesia

### **Abstract**

*The objective of the study is to investigate the effectiveness of Strategy-based Reading Instruction (SBRI) for teaching Reading. It also has purpose to examine the students' Perception toward the implementation of the reading instruction. The model of strategy-based instruction that can help students to read more effectively and become independent learners was suggested by Chamot (2008) namely Cognitive Academic Language Learning Approach (CALLA). There are five phases of the instructional sequence, namely Preparation, Presentation, Practice, Self-evaluation and Expansion. The study involved two classes: one class was treated as experimental group and another class was treated as control group. The instruction was carried-out for 12 meetings with one meeting each week. There were two instruments for collecting the data namely reading comprehension test and a questionnaire of students' Perception toward the instruction. The finding of the study shows that the students' reading ability increases. The mean score of the experimental group is 66.46 as it is in the good level, while the mean score of the control group is 61.4 as it is in the sufficient level. The inferential statistics shows that the t-test is 2.27 higher than the t-table 2.00 with the significant level 0.027 ( $< 0.05$ ). The students found that Strategy-based Reading Instruction were helpful and practical for solving reading comprehension difficulty.*

**Keywords:** SBRI, reading comprehension, proficiency, perception

### **1. Introduction**

As the country become more developed the need of English skills is urgently required. Reading as one of the skills is badly needed to advance the new knowledge and technology that mostly written in English. Reading has many purposes. Reading for searching information, reading to learn from text and reading for general comprehension (Grabe and Stroller, 2013). These give reason why people read.

However, reading in foreign language such English is not as easy as reading in the first language. These are often hindered by limited vocabulary knowledge, lack of fluency, lack of familiarity with subject matter, readability in text level, inadequate use of effective reading strategies (Westwood, 2008). In order to be able to read more effectively in foreign language learner must be trained with explicit instruction in reading comprehension.

Many research on reading had been done by focusing of Language Learning Strategy (LLS) in the form of explorative studies by using Strategy Inventory for Language Learning (SILL). These learning strategies had been issued by Oxford which cover Direct Strategies and Indirect Strategies. Direct Strategies include Memory Strategies, Cognitive Strategies and Compensation Strategies, while Indirect strategies cover Metacognitive strategies, Affective strategies and Social Strategies (Oxford, 1990).

Research in reading had more developed into the explicit instruction of teaching learning strategies. There are a few frameworks which can be applied for teaching strategy in reading, namely: (1) The 4-Pronged Comprehension Strategy Framework by (McNamara, 2006); (2) Cognitive Academic Language Learning Approach (CALLA) by (Chamot, 2008); (3) Patterson Instructional Model by (Patterson, 2010).

The framework that was more recommended is Cognitive Academic Language Learning Approach/CALLA (Chamot, Ph, Robbins, & Ph, 2005). Based on the CALLA framework there are five stages in teaching the strategies i.e. Preparation, Presentation, Practice, Self-evaluation and Expansion. In this research, the researcher adopted this framework to give instruction in reading comprehension in the term so call Strategy-based Reading Instruction (Chamot, 1995).

In Strategy based Reading Instruction, reading strategies are taught explicitly; students are told the names of particular strategies; they are given the reasons for using the strategy; they observe the teacher modelling the strategy; and they are given opportunities to practice the strategies (Cohen, 1996).

There are some earlier research using this strategy (SBRI). Among them are firstly Yousefv and Lotfi (2011) focused on investigating reading comprehension of graduate students and their attitude. The findings of the research showed that most of students improved their reading comprehension and their attitude towards reading become more positive (Yousefvand & Lotfi, 2011). Secondly is Medina (2012) focused on investigating the effect of strategy instruction of EFL reading of effectiveness of this strategy in improving reading comprehension of undergraduate students of Colombian university. The result revealed that reading instruction is really useful and students become more self-confident and enhanced their motivation (Medina S. Lopera, 2012). Thirdly is Kashef et al. (2014) focused on investigating the impact of SBRI on students' reading strategy use. The result of the study showed that the teaching intervention had a significant effect on the use of strategy in reading. The fourth is Mohammadi et al. (2015)

focused on investigating the impact of teaching learning strategy on reading comprehension ability and the learners' believe. The result of the study showed that the strategy instruction could boost the reading comprehension ability and it could change the learners' belief (Mohammadi, Birjandi, & Maftoon, 2015). Finally Alkhawaldeh (2015) focused on investigating the effect of reading strategy-based EFL program on reading achievement of high school students and their awareness of strategies. The finding shows that students had better understanding on texts (Alkhawaldeh, 2015).

The five earlier studies shows that Strategy-based Reading Instruction (SBRI) has showed its effectiveness in improving students reading ability particularly in EFL context. In line with the previous studies above the researcher conducted a research with the aim to investigate effectiveness of *Strategy-based Reading Instruction (SBRI)* for teaching reading and find out the the students' perception toward the instruction.

The following research questions were formulated to serve the objective pursued in the study.

- (1) How is the effectiveness of *Strategy-based Reading Instruction (SBRI)* for teaching reading?
- (2) How is the students' perception toward *Strategy-based Reading Instruction (SBRI)*?

## 2. Review of Literature

### 2.1 Reading

Reading is an activity to get information and process to understand the material from different kinds of text critically. According to Harmer (2003:199) reading is called receptive skills are the ways in which people extract meaning from the discourse they see or hear (Harmer, 2007). Grabe and Stoller (2002: 9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2013). In other definition reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text (Blanton et al. in (Westwood, 2008)).

From the definitions above, it can be concluded that generally reading is about constructing meaning and understanding of written texts. However, to understand a written text is not simply by looking at the symbols, reading is a complex activity that involves both perception and thought.

### 2.2 Language Learning Strategy (LLS)

Learning strategies have been described by Wenden and Rubin (1987:19) as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval,

and use of information”. It was argued by Richards and Platt (1992:209) that “learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information”. Learning strategies were also illustrated by O’Malley and Chamot (1990:1) as “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”.

Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information. Whereas prior descriptions of learning strategies paid more attention to products of learning and behaviors reflecting unobservable cognitive processes, definitions eventually provided clearer understanding of what learners think and do during language learning. Furthermore, it was stated by Cohen (1990:4) that “learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language”.

Rubin (1987) suggested that there are three kinds of strategies that contribute directly or indirectly to language learning: learning strategies, communication strategies, and social strategies. O’Malley and Chamot (1990) proposed a framework in which three major types of learning strategies are classified: metacognitive, cognitive, and social/affective. Metacognitive strategies are the ones that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. Cognitive strategies, according to O’Malley and Chamot (1990:8), “are more directly related to individual learning tasks and entails direct manipulation or transformation of learning materials”, strategies such as repetition, translation, grouping, deduction, contextualization, and transfer. Social/affective strategies concern interaction with other learners and native speakers and management of the affective demands made by language learning such as cooperation, question for clarification, and self-talks.

Oxford’s model of learning strategies is believed to be one of the most comprehensive classifications. In Oxford’s taxonomy (1990:37), she distinguished between direct and indirect strategies. The strategies under the first category (direct), according to Oxford, are memory strategies, cognitive strategies, and compensation strategies. The second category (indirect) include metacognitive strategies, social strategies and affective strategies. These strategies cover actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.”

### **2.3 Strategy-based Reading Instruction**

According to Cohen et al. (1996) strategy-based instruction is a learner-centered approach that has two major components: (1) students are explicitly taught how, when, and why strategies can

be used to facilitate language learning and language use tasks, and (2) strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into the language tasks. The first of these components has often stood alone as the approach when strategies are included in the language classroom. The field has referred to this approach as "strategy training," "strategies instruction," or "learner training".

In a typical classroom strategy training situation, the teachers describe, model, and give examples of potentially useful strategies; they elicit additional examples from students based on the students' own learning experiences; they lead small-group/whole class discussions about strategies (e.g. the rationale behind strategy use, planning an approach to a specific activity, evaluating the effectiveness of chosen strategies); and they encourage their students to experiment with a broad range of strategies.

The second component focuses on integrating and embedding strategies into classroom language tasks. To apply this, teachers may start with a set of strategies that they wish to focus on and design activities to introduce and/or reinforce them, start with the established course materials and then determine which strategies might be inserted, or insert strategies spontaneously into the lessons whenever it seems appropriate (e.g. to help students overcome problems with difficult material or to speed up the lesson). In all likelihood, teachers will be engaged in strategies-based instruction with an explicit focus on strategies only part of the time, while the rest of the time the strategies will be implicitly embedded into the language tasks. The goal of this kind of instruction is to help foreign language students become more aware of the ways in which they learn most effectively, ways in which they can enhance their own comprehension and production of the target language, and ways in which they can continue to learn on their own and communicate in the target language after they leave the language classroom. In other words, strategies-based instruction aims to assist learners in becoming more responsible for their efforts in learning and using the target language. It also aims to assist them in becoming more effective learners by allowing them to individualize the language learning experience.

Strategy-based reading instruction that proposes to help students to read more effectively and independently is based on a learner-centre approach. The features of these instructions are: (1) reading strategies are taught explicitly; (2) students are told the names of particular strategies; (3) they are given the reasons for using the strategy; (4) they observe the teacher modelling the strategy; and (5) they given opportunities to practice the strategies with ordinary classroom tasks (Cohen, Weaver & Li, 1996).

### 2.3 Reading Instruction framework

In this research the writer chose Cognitive Academic Language Learning Approach (CALLA) with the reasons that CALLA instructional framework is more easily applied and match with the learners' need. The proposed framework can be seen as follows.

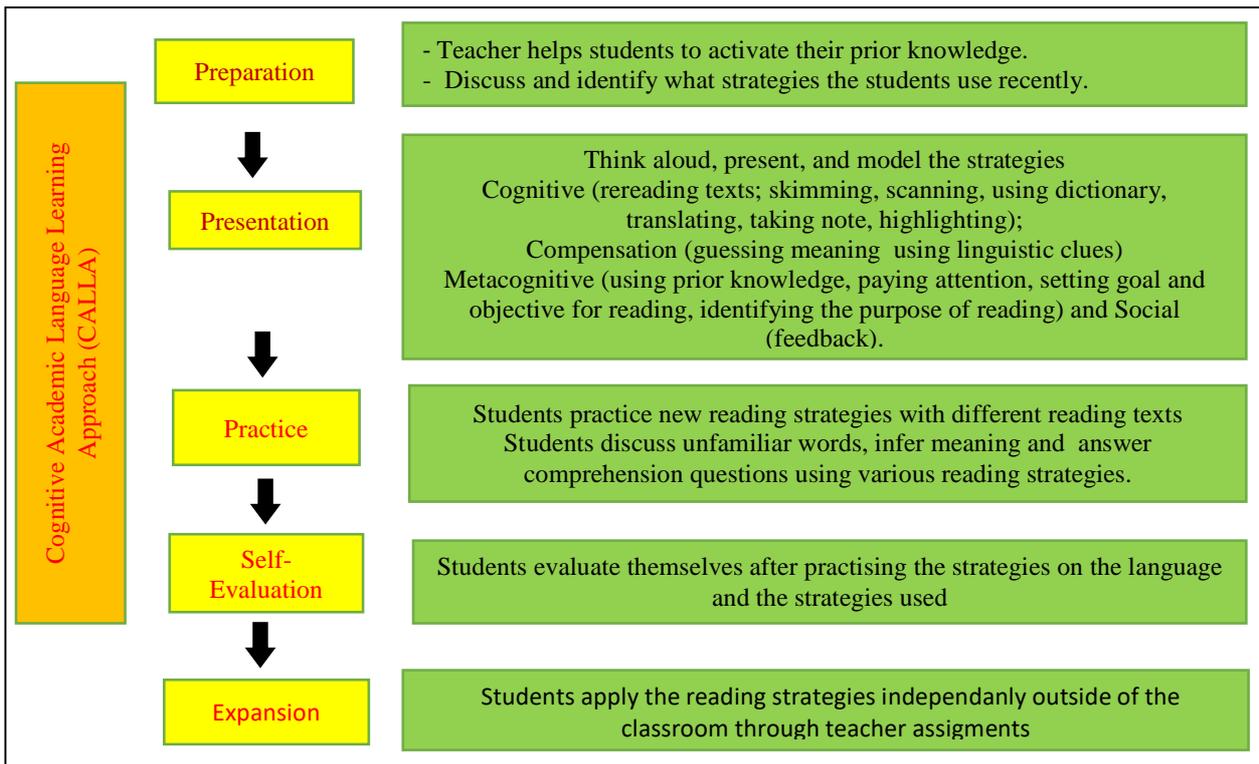


Figure 2.1 CALLA framework adopted from Chamot, 2008

### 3. Methodology

The research was carried out through experimental design pretest-posttest control group. There are two groups as one group is experimental group receiving a treatment by using SBRI while the other control group was taught by the existing method.

The research was conducted in English Education Program of Universitas Muhammadiyah Purworejo involving the fifth semester students. Sixty three students participated in this research, 28 students were in the experimental group and 35 students were in the control group. The treatment was done for 12 meetings in 12 weeks, one meeting each week lasted for 100 minutes.

After the treatment completed, the both groups were given posttest. The experimental group was given students' perception questionnaire.

The data of this study are in the form of test score and students' perception toward the implementation of the Reading Instruction. So, the instruments which used are reading comprehension test and student' perception questionnaire. The reading test was adopted from TOEFL and FCE which consists of 40 items. The student' perception questionnaire consists of 12 items.

The data were analyzed by both descriptive and inferential analysis. The descriptive analysis includes determining the mode, median and mean of the students' reading ability. The inferential analysis was applied using using SPSS verse 22. T-test independent sample was used to determine the effectiveness of the treatment.

## 4. Findings

### 4.1 Students' Reading Ability

The data of Reading ability was taken from the pretest and posttest result of reading reading proficiency test both in experimental group and control group. To make classification of students' reading ability the researcher adopted from the Classification of Student Achievement by Arikunto (2009:245). The classification can be seen as follows.

Table 1. Classification of student achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Low

#### 4.1.1 Students' Reading Ability in Experimental Group

The data of reading ability of experimental group were taken from the result of pretest before given the treatment and posttest which given after the treatment. The different score between pretest and posttest can be seen in the following table.

Table 2. Frequency and percentage of pre-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80 – 100	Excellent	A	0	0
66 – 79	Good	B	5	17.85
56 – 65	Sufficient	C	6	21.42
40-55	Fairly Sufficient	D	12	42.85
30-39	Low	E	5	17.85
Total			28	100

The table shows the pretest score of 28 students in experimental group. It can be seen that there are five students belong to good category, six students belongs to sufficient category, twelve students belong to fairly sufficient category, five students belong to low category and none of student belongs to excellent category.

Table 3. Frequency and percentage of post-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80-100	Excellent	A	3	10.71
66-79	Good	B	8	28.57
56 65	Sufficient	C	13	46.42
40-55	Fairly Sufficient	D	4	42.85
30-39	Low	E	0	0
Total			28	100

The table shows the posttest score of 28 students in experimental group. It can be seen that there are three students belong to excellent category, eight students belong to Good category, thirteen students belongs to sufficient category, four students belong to fairly sufficient category, and none of students belongs to low category.

Table 5: Descriptive Statistics of Pretest and Posttest in Experimental group

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	35	53,00	30,00	83,00	1779,00	50,8286	11,12095	123,676
Posttest	35	33,00	50,00	83,00	2149,00	61,4000	8,16449	66,659
Valid N (listwise)	35							

Based on the descriptive analysis of pretest and posttest experimental group there are different score before and after treatment of teaching Reading Comprehension by using Strategy-based Reading Instruction (SBRI). Before treatment the minimum pretest score is 30 and after treatment the posttest score is 53. The maximum pretest score is only 77, while in posttest is 88. There is also different mean score, in the pretest is only 50.50, while, in the posttest is 66.46. Based on achievement category the students reading proficiency belongs to good.

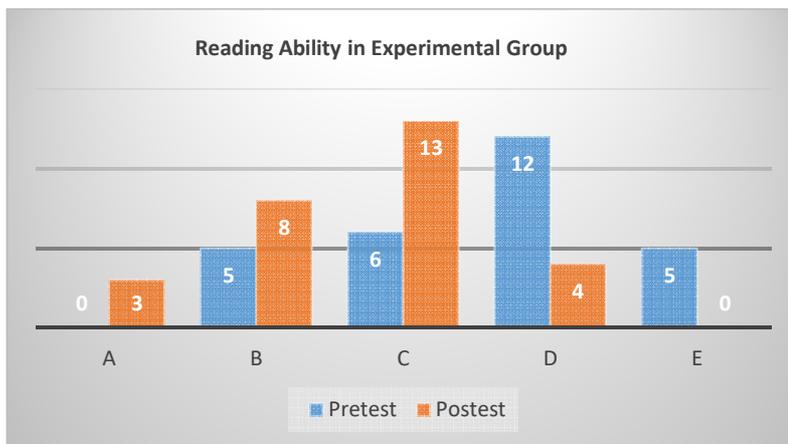


Figure 1 Chart of Reading Ability in Experimental Group

#### 4.1.2 Students' Reading Ability in control group

The data of Reading Ability in control group were taken from the result of pretest and posttest. In the experimental group the lecturer taught reading comprehension using Strategy-based Reading Instruction, while in control group the students were taught reading by using conventional method. The different score between pretest and posttest can be seen in the following table.

Table 6. Frequency and Percentage of pre-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80-100	Excellent	A	1	2.85
66-79	Good	B	3	8.57
56-65	Sufficient	C	7	20
40-55	Fairly Sufficient	D	21	75
30-39	Low	E	3	8.57
Total			35	100

The table shows the pretest score of 35 students in control group. It can be seen that there is one student belong to excellent category, three students belong to good category, seven students belongs to sufficient category, twenty-one students belong to fairly sufficient category and three students belong to low catogory.

Table 7. Frequency and percentage of post-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80–100	Excellent	A	1	10.71
66–79	Good	B	10	28.57
56–65	Sufficient	C	14	40
40-55	Fairly Sufficient	D	10	28.57
30-39	Low	E	0	0
Total			35	100

The table shows the posttest score of 35 students in control group. It can be seen that there is one student belong to excellent category, ten students belong to good category, fourteen students belongs to sufficient category, ten students belong to fairly sufficient category and none of the student belongs to low catogory.

Table 8: Descriptive Statistics of Pretest and Posttest in Control group

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	35	53,00	30,00	83,00	1779,00	50,8286	11,12095	123,676
Posttest	35	33,00	50,00	83,00	2149,00	61,4000	8,16449	66,659
Valid N (listwise)	35							

Based on the descriptive analysis of pretest and posttest in control group the minimum pretest score is 30 and the posttest score is 53. The maximum pretest score is 83 and the same score gotten in posttest. There is different mean score, in the pretest is only 50.82, while in the posttest is 61.40. Based on achievement category the students reading proficiency belongs to sufficient.



Figure 2 Chart of Reading Ability in Control Group

Table 9: Descriptive Statistics of Experimental and Control group

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
SBRI	28	35	53	88	1861	66,46	1,803	9,543	91,073
CM	35	33	50	83	2149	61,40	1,380	8,164	66,659
Valid N (listwise)	28								

Based on the descriptive analysis there are different score in experimental and control group. The minimum score of experimental group is 53, while the minimum score of control group is 50 and the maximum score of the experimental group is 88, while maximum score of the control group is 83. There is a different mean score too, in the experimental group 66.46, while in the control group is only 61.40. Based on achievement category the students' reading proficiency in of experimental group belongs to "Good", while in the control group is "Sufficient".

The researcher used t-test for the inferential analysis which is done using SPSS Verse 22. T-test is used to test the different mean between the experimental group and the control group. The result of the t-test can be seen in the table below.

Table 10. Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
	Exp	28	66,46	9,543	1,803
	Control	35	61,40	8,164	1,380

Table 11. Statistical Analysis of Hypothesis

Hypothesis	t-value	t-table	Note
Hypothesis 1	2.269	2.000	Ha: accepted

Based on the analysis using t-test, it is found that t-value of t-observe 2.27 is higher than the t-table 2.00 with the significant level 0.027 ( $< 0.05$ ). It means that the use of Strategy-based Reading Instruction (SBRI) is effective to teach reading comprehension. So,  $H_0$  which says “the use of SBRI is not effective for teaching Reading” is rejected.  $H_a$  is accepted. It means the use of SBRI is effective for teaching Reading.

This finding is in line with earlier studies related to strategy-based reading instruction in foreign language learning context. In Yousef and Lotfi study (2011) after training by strategy-based reading instruction most of their students improved their reading comprehension. Similar finding on Effects Of Metacognitive Strategy Instruction conducted by Wichadee (2011) shows after the instruction, the reading score and metacognitive strategy use were significantly higher. The finding of the study also support Medina research’s finding (2012) as the result showed that reading strategy is really very helpful to students and can reduce the use of dictionary. Finally, the finding also support the result of research conducted by Mohammadi et al. (2015) as the result suggested that the instruction of learning strategies changed the students’ belief about learning and the instruction could boost their reading comprehension ability.

#### 4.2 Students’ Perception toward Strategy-Based Reading Instruction

To answer the second research question, the researcher used the data of the students’ perception taken from the students’ questionnaire of SBRI class. The questionnaire covers a statement and 5 responses with five rating scales. Strongly Agree (SA) rates 5; Agree (A) rates 4; Neutral (N) rates 3; Disagree (D) rates 2 and Strong Disagree (SD) rates 1. The researcher calculates the score of each statement from the students’ responses. Then, she finds the mean score by dividing the total score by the total number student. The table of class interval and category can be seen as follows.

Table 12: Criterion Category based on Class Interval

Class Interval	Category
1.00 – 1.79	Totally (Disagree/Bad/Dislike)
1.80 - 2.59	Disagree/Not Good
2.60 – 3.39	Sufficient/Neutral
3.40 – 4.19	Agree, Good, Like
4.20 – 5.00	Totally (Agree/Good/Like)

Silaen &amp; Widiyono (2013)

The result of the students' perception can be seen as follows.

Table 13. Students' Perception toward Strategy-Based Reading Instruction

No	Statement	SA	A	N	D	SD	Total Score	Mean
1	Through SBRI you can improve in comprehending reading texts.	7	20	1	0	0	118	4,214
2	Presentation of the strategies, modeling and discussion are carefully organized and planned in coheren manner.	5	21	2	0	0	115	4,107
3	Clear explanation to help students connect new and challenging materials through relating your background knowledge.	5	21	2	0	0	115	4,107
4	Lecturer presents the materials clearly.	5	19	4	0	0	113	4,036
5	Lecturer gives attention and entuasiam during the reading instruction.	10	15	3	0	0	119	4,25
6	Through SBRI you can practice the reading strategies for completing the reading exercices.	9	17	2	0	0	119	4,25
7	Lecturer encourages active involvement, participation and interaction of students during the class.	5	20	3	0	0	114	4,071
8	Lecturer provides clear guidance for learning and stimulates learning environment.	7	19	2	0	0	117	4,179
9	Lecturer provides constructive feedback on the students' work so students can learn by mistakes.	8	18	2	0	0	118	4,214
10	Through SBRI you can do self-evaluation on your vocabulary, answer completion and strategy use.	4	20	4	0	0	112	4
11	After following the reading instruction, you can expand your knowledge and reading skills to complete reading proficiency exercices.	2	26	0	0	0	114	4,071
12	After following the reading instruction, when you encounter difficulties while reading English, you will use the reading strategies that the teacher taught to solve problems.	2	19	7	0	0	107	3,821

The table shows there are 4 statements in the questionnaire (S1, S5, S6 and S9) that can be interpreted that the students are *totally agree* to certain condition in the instruction. In other words, the students have “Very Good” appraisal to Strategy-Based Reading Instruction (SBRI) as the mean is in the class interval between 4.2 – 5. Eight statements in the the questionnaire (S2, S3, S4, S7, S8, S10, S11 and S12) can be interpreted that the students “Agree” to the condition as the mean is in the class interval between 3.40 -4.19).

Through Strategy-Based Reading Instruction the students feel that they can improve their comprehension; they can do self evaluation on vocabulary, answer completion and strategy use; they can expand their knowledge and reading skills to complete reading comprehension exercises and when they encounter difficulties they can use the reading strategies that the teacher taught to solve problems.

The perception toward the lecturer in the SBRI class is “Good”. They students think the lecturer presents the materials clearly, encourages active participation during the class, provides constructive feedback on the students’ work so students can learn by mistakes.

## 5. CONCLUSION

Based on the finding and discussion the conclusion is made as follows.

Strategy-based Reading Instruction (SBRI) is effective for teaching reading comprehension as it can be proved by the different mean score of reading ability between the experimental group and the control group. The mean score of the experimental group is 66.46 as it is in the good level, while the mean score of the control group is 61.4 as it is in the sufficient level. The inferential statistics shows that the t-test is 2.27 higher than the t-table 2.00 with the significant level 0.027 ( $< 0.05$ ). So,  $H_0$  which says “the use of SBRI is not effective for teaching Reading” is rejected.  $H_a$  is accepted. It means the use of SBRI is effective for teaching Reading.

The overall students’ perception toward Strategy-Based Reading Instruction is “Good”. With the reading strategy they can overcome the difficulty in reading text and they feel that they can improve their comprehension.

## 6. Suggestions and Recommendations

The suggestion will be addressed to the students and the reading lecturers.

### 6.1 To the lecturers

In order to develop the students’ reading ability the lecturers should understand the common reading problems faced by their students. One of the techniques to anticipate the problems, the

reading lecturers can teach the students reading comprehension strategies which were adopted from Language Learning Strategy (LLS) from Oxford (1990) such cognitive strategies, metacognitive strategies, compensation strategies and social strategies. The lecturers can integrate the strategies through the reading tasks, model and practice the strategies regularly.

## 6.2 To the students

In order to develop their reading ability, the students should apply reading strategies in answering reading comprehension questions. They should learn from the way the lecturers model the strategies and should practice through reading questions. Through applying the reading strategies the students will not always depend on dictionary and they can read more efficiently and more accurately in answering the reading questions.

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