



# Strategies-Based English Instruction as a Method for Enhancing Reading Comprehension Skills in Higher Education Students

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Reading comprehension skills are pivotal for the academic success and future careers of communication science students, making the use of effective teaching strategies essential for their development. This Classroom Action Research (CAR) investigates how Strategies-Based Instruction (SBI) improves students' reading comprehension and overall learning experiences. Data were collected through observation, tests, and interviews, with quantitative analysis conducted using SPSS and qualitative analysis performed thematically. The results indicate that the implementation of SBI in reading classes increases students' reading comprehension and positively influences aspects such as materials organization, student engagement, attitudes towards reading, and motivation to attend classes. Additionally, SBI promotes direct strategies that assist students master key skills, thereby better preparing them for their future careers. This study suggests that teachers should be equipped with both technological and pedagogical knowledge, through workshops or training, to improve their professionalism, particularly in teaching reading through the SBI framework.

**Keywords:** Communication Science students, language learning, reading comprehension, reading strategy, strategies-based instruction.

## INTRODUCTION

In EFL learning, reading comprehension skills have been extensively studied across various educational levels, including higher education, due to their significance (Ghahari & Ebrahimi, 2018; Kavani & Amjadiparvar, 2018; Wong, 2022). These skills enable students to actively engage with written texts, comprehend contexts, and identify connections between ideas (Elleman & Oslund, 2019). Their importance has grown with the increasing demand for literacy proficiency (Rahimi & Yadollahi, 2017), as well as the frequent use of English in students' daily lives in the 21st century (Namaziandost et al., 2022). Additionally, reading comprehension are essential for passing English proficiency exams (Samiei & Ebadi, 2021), which are often required for college graduation and job applications, particularly in countries like Indonesia. Thus, mastering reading comprehension is a critical skill for college students to achieve academic success (Rianto, 2021) and to support their future careers by effectively understanding information from various texts and sources.

The Communication Science Program (CSP) is one of the higher education programs that requires students to develop strong reading comprehension skills. These skills are essential for engaging with newspapers, magazines, international articles, and other English texts related to their field (Lestari, 2020).

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To become effective readers, students must master fundamental reading strategies, such as integrating information from the text with prior knowledge, summarizing key details, drawing conclusions, and formulating questions to gain a deeper understanding of material (Kirmizi, 2010). Current technological advancement, which require significant time spent reading and communicating online, can also Enhance students' reading comprehension skills if managed and utilized appropriately (Marboot et al., 2020). Therefore, the integration of appropriate learning strategies and technology presents valuable opportunities for the improvement of students' reading comprehension skills.

Despite the extensive literature on the importance of reading and effective methods for improving reading skills, reading activities remain a significant challenge (Namaziandost et al., 2020). A study conducted in a CSP English class at a state universities in Yogyakarta identified two key issues (Dewi et al., 2023). First, although students had the potential to be actively engaged in the learning process, the organization of learning materials required improvement, as the materials were presented in separate files. Additionally, the integration of technology was not fully optimized. Second, CSP students struggled to comprehend information from English texts, attributing their difficulties to limited vocabulary and a lack of effective reading strategies. Another study found that students were dissatisfied with traditional teaching methods, which negatively affected their motivation in reading classes (Pradana, 2017). Likewise, Muhassin et al. (2021) reported that many senior high school students in Indonesia faced comparable challenges, with limited English vocabulary being the primary issue (Suryanto, 2017), followed by difficulties in understanding implied meaning in texts (Susanti & Lailiyah, 2021). Addressing these challenges requires the implementation of specific teaching strategies or techniques (Sholeh et al., 2019) combined with appropriate technologies and learning media.

One techniques that employs specific strategies aligned with the intended learning objectives is Strategies-Based Instruction (SBI). SBI offers a learner-centred approach that enhances both English language lessons and the overall development of learners' skills (Gu, 2007). It equips students with targeted strategies to overcome reading challenges and achieve their learning goals by introducing strategic approaches and offering additional practice opportunities in tasks that address their immediate learning needs (Chinpakdee & Gu, 2024). Hence, SBI can be an effective method for enhancing learners' reading performance as well as their metacognitive control over the reading process.

SBI focuses on three key areas: declarative knowledge (awareness of reading strategies), procedural knowledge (how to apply these strategies), and situational knowledge (when to use the strategies) (Akkakoson, 2011). These components foster self-regulated learning,

helping students become proficient readers by understanding how, why, and when to use specific strategies (Chinpakdee & Gu, 2024; Nguyen & Nguyen, 2024). Chamot et al. (1999) proposed a five-stage SBI framework that addresses these challenges: activation of background knowledge, teacher explanation and modelling of strategies, practice of strategies, evaluation of strategies effectiveness, and implementation of strategies in new tasks. SBI is widely used due to its proven effectiveness in addressing reading challenges, enhancing specific skills, and its efficiency in organizing lessons.

The positive impacts of SBI on reading comprehension have been well-documented in previous research, particularly in adult education settings across various global contexts, including North America and Asia (Wong, 2022). For instance, SBI has been shown to significantly enhances the intrapersonal, reading comprehension, and inferential skills of Iranian English language and literature students (Ghahari & Ebrahimi, 2018). Additionally, university students in Vietnam (Nguyen & Nguyen, 2024), Thailand (Akkakoson, 2011), Iran (Hosseini & Amirkhani, 2024; Kavani & Amjadiparvar, 2018), and Azerbaijan (Kashef et al., 2012), as well as high school students in Thailand (Chinpakdee & Gu, 2024) and Jordan (Alkhalwaldeh, 2015) reported improvements in both reading comprehension and their ability to independently manage the reading process as a result of SBI. These findings suggest that SBI is effective in enhancing students' reading comprehension skills.

Existing literature indicates that SBI has primarily been implemented in higher education settings, particularly in fields such as English (Ghahari & Ebrahimi, 2018; Kavani & Amjadiparvar, 2018; Nguyen & Nguyen, 2024; Sholihah et al., 2024), medicine (Hosseini & Amirkhani, 2024), management (Kashef et al., 2012), and science (Akkakoson, 2011). However, little is known about the implementation of SBI in CSP, despite preliminary findings (Dewi et al., 2023) revealing that CSP students face significant reading challenges in their English courses. The organization of reading classes also requires improvement, as it has contributed to students' negative attitudes towards the subject. Therefore, SBI is recommended as a solution to address these issues, helping students not only achieve academic success and proficiency in the Pro-TEFL (Proficiency Test of English as a Foreign Language) but also advance their careers.

The current study seeks to enhance CSP students' reading comprehension skills through SBI by addressing the following research questions:

- 1) How does the application of SBI improve the students' reading comprehension skills?
- 2) How does the application of SBI improve the reading comprehension learning process?

## METHODS

### Participants and Context

This study was conducted in collaboration with a lecturer from the CSP at a state university in the Special Region of Yogyakarta during the 2022-2023 academic year. The lecturer, who has been teaching English for over five years, has been instructing within the program for approximately two years. A total of 52 students participated in the study, 34 of whom were female (65.4%) and 18 were male (34.6%), with ages ranging from 17 to 20 years old. This group was selected based on the following criteria: (1) they were currently studying basic English materials relevant to their major; (2) they experienced difficulties with reading skills; (3) passing the English proficiency test was a graduation requirement; and (4) their class schedule aligned well with the research timeline.

### Research Design

CAR was conducted to investigate how SBI could assist students improve their reading comprehension skills. It was selected because it allows teachers to address classroom issues systematically and effectively (Sadimin et al., 2017). By implementing CAR, teachers can resolve problems and generate solutions that lead to more favourable outcomes (Cohen et al., 2018). It also allows teachers to identify the most effective approaches for their specific classroom context, thereby making informed decisions about their instructional practices (Mettetal, 2002). CAR is particularly appropriate for this study as it focuses on enhancing classroom practices to help students achieve better learning outcomes.

This study employed the Classroom Action Research (CAR) cycle proposed by Coghlan and Brannick (2014). A pre-step was conducted to identify the context and define the desired future state. Following this, four key stages were implemented: (1) diagnosing, which involved identifying the core issues; (2) planning; (3) taking action; and (4) evaluating the action, where interventions were projected and implemented to assess their outcomes. The cycle is illustrated in Figure 1, and the detailed CAR procedures will be further discussed in the CAR Procedure subsection. Ideally, the cycle should be repeated continuously until the desired outcomes are achieved. However, due to time constraints, only one cycle was completed.

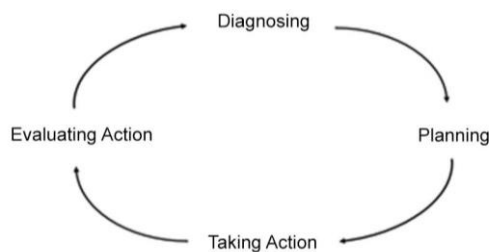


Figure 1 | CAR cycle

### Data Collection Techniques

Data were collected through observations, tests, and interviews. First, a permission letter was submitted to the CSP representative. Following this, a form was provided to the lecturer, which included (1) a consent form and (2) a section for background information such as personal details, educational background, and teaching experience, to gather relevant data on the lecturer involved in the study. Subsequently, an initial classroom observation was conducted in one of the classes.

The observation format was adapted from teaching observation guides developed by London Business School (2018) and re-validated through expert judgment. The guides encompassed three key stages: pre-observation, classroom observation, and post-observations. The pre-observation stage included questions about the session's topic, learning objectives, instructional methods, and technical preparations for the main observation. The classroom observation focused on what happened during the lesson, covering areas such as the lesson's opening, main content delivery, closing, assessment methods, classroom setting, organization of the content, student participation, and technology integration. The post-observation involved the lecturer's reflection on the teaching-learning process, which also served as an informal follow-up interview to validate the observation results. The researchers completed the observation forms independently and then reached a consensus with the lecturer on which aspects of the lesson required improvement.

Before the implementation of CAR, students were provided with a consent form and a demographic information form similar to the one given to the lecturer. This form collected details such as gender, age, and English learning experiences. The forms were distributed during the same week as the initial observation and were followed up in the first CAR meeting to ensure that all students had completed them. Primary data were then collected through two reading tests and classroom observations. Reading Test 1 was administered prior to the implementation of CAR, while Reading Test 2 was given after the CAR cycle was fully completed. Each reading test consisted of 20 questions to be completed within 30 minutes via Google Forms. Additionally, classroom observations were conducted independently by two researchers throughout the CAR process. The observation format was similar to the initial guide but focused specifically on classroom dynamics, content organization, student participation, and technology integration.

In addition to the post-observation questions completed by the observers during the initial observation, the same questions were answered by the lecturer and audio recorded. Furthermore, semi-structured interviews were conducted with four students—two males and two females—selected to represent gender diversity and based on their consistent attendance in either offline or online classes. These interviews were used to support the data gathered from the observations.

The questions were constructed around observed aspects ([Antoni, 2010](#)), including classroom conditions, technology integration, strategies, assessments, and suggestions. Additionally, the interviews addressed students' opinions on (1) their feelings, (2) their participation in the research, and (3) the strategies they found most relevant and valuable ([Torres & Constain, 2009](#)). The interview questions were validated through a pilot interview with one student from the same program who had experienced the same teaching-learning process using SBI. As a result of the pilot, two new questions were added, focusing on blended learning and assessment.

### CAR Procedures

Once the areas for improvement were identified during the diagnosing stage, preparations were made in the planning stage by reviewing relevant literature on SBI to address the issues effectively. Following the completion of these preparations, SBI was implemented in the action stage across four meetings. Evaluation was conducted at the end of each meeting to identify the additional areas for improvement. [Table 1](#) summarizes the six strategies that were taught over the four meetings, along with the corresponding stages designed according to the SBI framework proposed by [Chamot et al. \(1999\)](#).

**TABLE 1** | Course plan and reading strategies

Meetings	Reading Strategies	Stages
1	Identifying the main idea of a passage (summarizing skill)	<ul style="list-style-type: none"> <li>a. <b>Preparation:</b> discussing warming-up questions;</li> <li>b. <b>Presentation:</b> providing a video, explaining how to use the strategy, and giving examples;</li> <li>c. <b>Practice:</b> completing group practice;</li> <li>d. <b>Evaluation:</b> assessing the effectiveness of the strategy;</li> <li>e. <b>Expansion:</b> completing individual homework.</li> </ul>
2	Identifying the unfamiliar vocabulary (contextual guessing skill)	<ul style="list-style-type: none"> <li>a. <b>Preparation:</b> guessing words without contexts;</li> <li>b. <b>Presentation:</b> explaining how to use the strategy and giving examples;</li> <li>c. <b>Practice:</b> engaging in group practice using Bamboozle games;</li> </ul>
	Recognizing the organization of ideas in passages (sequencing skill)	<ul style="list-style-type: none"> <li>a. <b>Preparation:</b> arranging pictures in the correct order;</li> <li>b. <b>Presentation:</b> explaining how to use the strategy and providing examples;</li> <li>c. <b>Practice:</b> engaging the class in answering questions collectively.;</li> <li>d. <b>Evaluation:</b> assessing the effectiveness of strategies;</li> <li>e. <b>Expansion:</b> completing a paired homework assignment that integrates both strategies using Live Worksheet.</li> </ul>
3	Answering transition questions correctly (sequencing skill)	<ul style="list-style-type: none"> <li>a. <b>Preparation:</b> guessing preceding and following pictures from a sequence;</li> <li>b. <b>Presentation:</b> providing a video, explaining how to use the strategy, and giving examples;</li> <li>c. <b>Practicing:</b> answering questions in a large group;</li> </ul>
	Answering stated detailed questions (skimming skill)	<ul style="list-style-type: none"> <li>a. <b>Preparation:</b> identifying stated information from a picture;</li> <li>b. <b>Presentation:</b> explaining how to use the strategy and providing relevant examples;</li> <li>c. <b>Practice:</b> engaging the class in answering questions collectively.;</li> <li>d. <b>Evaluation:</b> assessing the effectiveness of the strategies implemented;</li> <li>e. <b>Expansion:</b> completing a paired assignment through Kahoot.</li> </ul>
4	Answering implied/inferential questions (inferencing skill)	<ul style="list-style-type: none"> <li>a. <b>Preparation:</b> finding implied information from a graph;</li> <li>b. <b>Presentation:</b> providing a video, explaining how to use the strategy, and giving examples;</li> <li>c. <b>Practice:</b> engaging in group practice using games;</li> <li>d. <b>Evaluation:</b> assessing the effectiveness of the strategy;</li> <li>e. <b>Review:</b> practicing using all strategies.</li> </ul>

In the first meeting, Reading Test 1 was administered to evaluate students' reading comprehension skills. The questions, adapted from TOEFL materials (Phillips, 2001), were designed to promote the use of target strategies. Following the test, the first strategy related to summarizing skills was introduced. During the preparation stage, students engaged in a discussion about their reading habits and comprehension strategies to activate their prior knowledge.

A relevant YouTube video was then shown to engage students and illustrate how the strategy works. Subsequently, students participated in a group practice using LiveWorksheet to apply their new skills. The evaluation stage aimed to assess students' difficulties with comprehension and their responses to the questions. Following this, individual homework was assigned as the expansion stage to provide further practice. Finally, an evaluation was conducted to identify necessary adjustments for the subsequent meeting

Moreover, the second and third strategies, which focused on contextual guessing and sequencing skills, were emphasized. As two strategies were highlighted, the evaluation and expansion stages were conducted only once at the end of the session to allow students to practice using both strategies concurrently. To prevent overwhelming students with excessive reading practice, this meeting included fewer reading exercises. Additionally, the selected passages were more closely aligned with students' major, incorporating topics such as cameras, journalism, and photography, as the preceding topic had been too broad

Subsequently, strategies 4 and 5 were introduced, focusing on sequencing and skimming skills. In contrast to the previous lesson, which did not utilize any videos, this session incorporated a variety of instructional inputs, including videos and games. YouTube videos were used to elucidate the fourth strategy, while the Kahoot game facilitated reading practice of both strategies in smaller

of Reading Test 2, which consisted of the same questions as Reading Test 1. Finally, the main evaluation stage of the CAR cycle was conducted after the fourth meeting by arranging an informal interview with the lecturer to validate the observation results.

**Data Analysis**

The primary data were collected through Reading Tests 1 and 2, classroom observations, and interviews, and were analysed using both quantitative and qualitative methods. First, the quantitative data were analysed with SPSS software version 22 employing a paired samples t-test to evaluate the improvement in students' reading scores between Tests 1 and 2. Additionally, the qualitative data from observations, student interviews, and the lecturer's reflections were analysed thematically. Following the framework outlined by Miles et al. (2018), the analysis involved three key stages: (1) data condensation, (2) data display, and (3) conclusion drawing. This process began with focusing on, selecting, and simplifying the data, followed by organizing the information into condensed, categorized formats. The final stage involved interpreting and concluding by identifying patterns, assertions, proportions, explanations, and causal flows. Verification was an integral part of the process, as the researchers engaged in extensive discussions to reach an intersubjective consensus.

To enhance the validity of the analysis, the first and second researchers independently co-coded the data and subsequently compared and contrasted their results (Busetto et al., 2020) to ensure consistency in the findings.

**TABLE 2 | Paired samples test**

		Paired Differences								
		Mean	Std. Deviation	Std. Mean	Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
						Lower	Upper			
Pair 1	Reading test 1 & 2	-256976	21.2855	3.24601		2.24839	-19.14696	-7.917	42	.000

groups. In the final meeting, the sixth strategy was taught using a format similar to that of the third meeting, with the Baamboozle game being reused due to its popularity among students. The class concluded with administration

## RESULTS AND DISCUSSION

### Students' Reading Score Increase

A paired samples t-test was conducted to assess the effect of SBI on the reading comprehension scores of students in the CSP. The results indicate a significant difference between the scores of Reading Test 1, administered before the intervention (M=52.91; SD=14.02) and Reading Test 2, administered after the intervention (M=78.60; SD=17.77); [t (42) = -7.917, p = .000]. This finding shows that the scores from Reading Tests 1 and 2 are significantly different, indicating that the intervention positively impacted the students' reading comprehension outcomes.

To answer the first research question regarding the aspects of the class affected by the SBI, the results of the 95% confidence interval for the difference between the means ranges from [-32.25 to -19.15], indicating a significant difference between the sample means. Therefore, there is a notable difference between the students' reading scores of Tests 1 and 2. This suggests that SBI has a positive effect on the reading comprehension scores of communication science students, as evidenced by increase in their reading scores following the implementation of SBI in the classroom.

### Improvement of Students' Reading Comprehension and Engagement through Learning Stages in SBI

The implementation of SBI in reading classes has significantly enhanced the teaching-learning process, making it more engaging for students. This approach has led to noticeable improvements in both students' reading comprehension and their overall engagement in the learning activities. A summary of these improvements can be found in [Table 4](#). The subsequent paragraphs provide a detailed explanation of each identified enhancement.

**TABLE 3 |** The first emerging theme

Codes	Efficiency of the organization of learning materials
	SBI creating an exciting class with a variety of activities
	Students' active participation through warming-up questions
	Student engagement in discussing and presenting their opinions
	Incorporation of videos and games to attract students' attention and foster innovative ELT engagement of student in watching and discussing YouTube videos
	Enhanced engagement through the use of games for strategies practice
	Student participation in discussing answers to given questions
	Use of technology to improve students' reading comprehension

- Lecturer's encouragement for students participation
- Increased opportunities for students to ask questions, practice, and engage
- Students' willingness to express their understanding and difficulties
- Receiving direct feedback from the lecturer
- Effective use of specific topics in passages for further practice
- Utilization of technology for flexible and independent learning (e.g., LiveWorksheet)
- Effective review and drilling of strategies, particularly the first one

The analysis results indicated that the learning stages and materials were effectively organized, particularly due to their alignment with the SBI framework. A diverse range of activities was incorporated, including warming-up questions, reviews, explanations, discussions, and practice sessions. The warming-up questions, as part of the preparation stage, facilitated active student participation right from the beginning. During the first meeting, two groups expressed their willingness to present their opinions on the questions posed. Additionally, the explanation stage was led by the lecturer, supported by YouTube videos, especially for strategies 1, 4, 5, and 6. This incorporation significantly enhanced student engagement, as evidenced by their active involvement in watching and discussing the content presented in the videos.

For the practice stage, a variety of media were utilized, including PowerPoint, Liveworksheet, Baamboozle, and Kahoot. While PowerPoint was a familiar tool for the students, the other media were more innovative, having been recently introduced in their English class. Despite this, an evaluation was conducted that led to the exclusion of the Kahoot game in subsequent meetings due to its ineffectiveness for reading practice. However, the remaining media were effectively employed to facilitate the application of the strategies. As a result, students demonstrated a greater willingness to participate in discussions aimed at finding correct answers, indicating a significant step toward improved comprehension. These findings suggest that the integration of technology—particularly videos and interactive games—successfully captured students' attention, engaged them in the learning process, fostered a more innovative educational environment, and ultimately enhanced their reading comprehension skills.

Furthermore, the lecturer implemented an evaluation stage to assess the effectiveness of the strategies used in the class. By providing numerous opportunities for students to ask questions, practice, and engage throughout the lesson, students felt empowered to express their learning difficulties, particularly with the strategy of "finding the meaning of difficult words from context clues." The lecturer also offered direct feedback and solutions, enabling students to practice independently.

For the expansion stage, students were assigned individual or pair-work tasks to answer reading questions on Liveworksheet. The reading passages were specifically chosen to focus on topics relevant to the field of communication, with an appropriate number of exercises provided for further practice. This approach demonstrates that technology was effectively integrated to support flexible and independent learning, thereby facilitating the transfer of their understanding into applicable skills. In the subsequent meeting, a review was intentionally included as part of the drilling practice, helping to reinforce their memory of the strategies they had learned.

**Students' Positive Attitudes towards the Utilization of Reading Strategies**

The implementation of SBI in reading classes positively influenced students' learning performances. The direct strategies provided by the SBI not only assisted students effectively answering questions related to reading comprehension skills but also fostered a more positive attitude towards reading

**TABLE 4 | The second emerging theme**

Codes	Getting useful tips to answer reading questions effectively SBI helps students comprehend and answer reading questions Students are becoming more confident in answering questions Increasing motivation for students to attend class High attendance rate among students Students' motivation (due to answering zero questions correctly) to engage in the review session Positive attitude towards utilizing the strategies through games
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Table 5 shows that SBI provided students with direct strategies and useful tips to achieve their learning goals. Students were given six reading strategies that assisted them in answering reading questions effectively. This aligns with the students' interview results, which indicated that answering reading comprehension questions was no longer as difficult as it used to be. Their reading comprehension skills were also reflected in their ability to complete the reading task games and respond to the lecturer's questions

related to the strategies. Therefore, SBI has the advantage of effectively assisting students in improving their reading comprehension skills and answering questions from the passages.

Moreover, SBI increased students' confidence in completing tasks and discussing answers. They gained more insight related to the materials, which positively affected their willingness to participate in class discussions. Additionally, students showed high enthusiasm for implementing the strategies while competing in games. They claimed that their competitiveness and motivation to learn had increased. They also optimized their use of strategies when completing homework to avoid providing incorrect answers that would be reviewed together in the next meeting. The integration of engaging activities into SBI further motivated them to attend class, as indicated by a higher attendance rate. As a result, SBI contributed the development of students' positive attitudes toward reading and their reading comprehension strategies.

**Real-life Relevancies Affected by Reading Strategies**

The observation results indicated that the first and second strategies were significant in helping students comprehend and answer reading comprehension questions. These strategies were also crucial for their academic performance.

**TABLE 5 | The third emerging theme**

Codes	"Identifying main idea of a passage" as the most relevant strategy "Finding the meaning of unfamiliar words" as the second relevant but challenging strategy The first strategy for comprehending reading materials in the field The first strategy for writing an essay
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The data indicated that identifying the main idea of a passage was the most frequently used and reviewed strategy throughout the lessons. This was further supported by students' interviews, which affirmed that it was indeed the first and most relevant strategy for their academic success. Its relevance stemmed from the necessity of reading various resources in the field of communication, such as English newspapers, articles, and books. Consequently, this strategy would be beneficial in helping them comprehend written materials relevant to their studies, in addition to enhancing their reading lessons in English class. Furthermore, the ability to identify main ideas proved to be useful for essay writing, as crafting topic sentences is an essential component of this task.

Furthermore, the second strategy that was deemed relevant was finding the meaning of unfamiliar words using context clues. Its real-life relevance emerged from the frequent encounter of unfamiliar words in daily life.

Thus, understanding explicit strategies for deciphering these words can significantly aid students in comprehending reading passages and other texts. However, despite recognizing its importance and benefits, students still struggled to apply this strategy effectively. This challenge became apparent during classroom observations and was corroborated by the interview results. Consequently, additional practice is necessary for students to become more comfortable using this strategy.

**Follow-up Action for An Improved Learning Environment**

The observation results signified that several follow-up actions needed to be taken to create a better learning environment. These conclusions were drawn from both observations and interviews. However, as the students did not fully understand the SBI framework, their suggestions primarily focused on the overall teaching and learning process (see [Table 6](#)).

**TABLE 6 |** The fourth emerging theme

Codes	Creating classroom regulation for a more conducive teaching-learning process Improving time management and lesson delivery Maintaining and incorporating engaging learning media Providing prompted questions to encourage greater students' participation
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Firstly, classroom rules and regulations should be established to make the teaching-learning process more conducive. Observations indicated that no rules were provided prior to reading tests 1 and 2, nor were any established for other activities. Implementing these rules could help inform students about the classroom's code of conduct. Secondly, due to the high number of passages presented at the beginning, adjustments need to be made to manage classroom time effectively. The interviews revealed that slowing down the lesson delivery pace is essential, considering the students' ability to follow along. Additionally, conclusions should be re-emphasized to reinforce understanding. Furthermore, the current integration of technology and a variety of media should be maintained and further optimized to create interactive learning experiences. Lastly, although students participated well due to the opportunities provided, prompted questions should be utilized to initiate further discussions and enhance students' confidence throughout the process.

The implementation of SBI in reading classes has positively contributed to students' improvement in reading comprehension skills. The majority of students scored better after the SBI implementation.

This finding aligns with previous research, which has also reported positive results, as students significantly improved their scores on the reading comprehension tests ([Ghahari & Ebrahimi, 2018](#); [Hosseini & Amirkhani, 2024](#)). SBI is more effective in improving students' reading comprehension skills than traditional teaching methods ([Sari, 2020](#)). These findings suggest that students are supported by explicit strategies in understanding the information contained in passages, as well as in answering comprehension questions. Students also reported that answering these questions become easier after participating in the SBI class, compared to before the intervention. However, this study found that a few students did not experience an improvement in their reading test scores. The decrease in performance was likely due to their inconsistent attendance in both online and offline classes. Interview revealed that the online component was less effective in enhancing their understanding of the material due to personal distractions, signal interferences, and other technical issues. As these factors are external to SBI, the overall implementation of SBI in reading classes has been shown to optimally improve the reading comprehension skills of most students.

The improvement of such skills is also consistent with existing literature, which indicates that SBI positively affects students' reading comprehension ([Akkakoson, 2011](#); [Alkhalwaldeh, 2015](#); [Kavani & Amjadiparvar, 2018](#); [Nguyen & Nguyen, 2024](#)). This improvement occurs because SBI provides students with a direct approach to answering questions quickly and accurately, rather than reading the entire. SBI encourages students to use their prior knowledge in combination with the newly taught strategies to maximize benefits. The results are consistent with those of [Kashef et al. \(2012\)](#), who found that SBI assists students in overcoming reading challenges and becoming strategic readers. Thus, implementing SBI in reading instruction is advantageous for improving students' reading scores and overall comprehension skills.

Moreover, these stages have contributed to the educational process in multiple ways. Firstly, they enhance the organization of the materials, ensuring that they are well comprehended as they are systematically structured. The phases can also be revisited and adjusted based on classroom conditions. Given that they are designed to achieve three objectives - content, language, and learning strategy ([Akkakoson, 2011](#)) -the study reveals that the lessons do not solely focus on the content and language, but also emphasize the teaching of transferable skills. It is important to note that throughout this process, students are gradually equipped with effective strategies to reduce and resolve comprehension difficulties ([Kavani & Amjadiparvar, 2018](#)). As the strategies are continuously reiterated through systematic processes, students are adequately prepared to apply them when completing specific reading tasks.

The observed improvement can be attributed to the integration of technology within the context of SBI This integration fosters engaging learning activities that enhance students' motivation and engagement. These results are in line with the previous studies that indicate technology



integration (Ahmed, 2019; Momani, 2020) and SBI (Akkakoson, 2011; Ghahari & Ebrahimi, 2018; Kavani & Amjadiparvar, 2018), significantly enhance the motivation and reading comprehension skills of EFL college students. Such an environment, coupled with the explicit strategies they have learned, instils greater confidence in students' ability to comprehend texts and respond to inquiries, thereby motivating them to actively participate in the learning process. Consequently, SBI emerges as an effective approach for improving reading comprehension while simultaneously enhancing students' motivation and engagement in learning.

Furthermore, students' motivation to effectively employ strategies appears to be closely linked to their relevance in real-life situations. The current academic demands necessitate that students engage with numerous academic articles, which heightens their awareness of the importance of utilizing these strategies. This awareness is particularly significant as the strategies not only facilitate success in reading classes but also contribute to their overall academic achievement. This context illustrates that students' intrinsic motivation plays a critical role in influencing their effort in learning, the frequency with which they apply the targeted strategies, and their subsequent skill development and achievements (Kavani & Amjadiparvar, 2018). Additionally, these findings are supported by Kashef et al. (2012), who assert that, in the long term, students who utilize strategies will recognize the importance of flexibility in applying different reading strategies to successfully complete various tasks.

## CONCLUSION

In conclusion, the implementation of the SBI framework in EFL classrooms significantly enhances students' learning experiences and supports the development of their reading comprehension skills. Further, it contributes to their professional growth, positioning SBI as a valuable pedagogical approach in English language teaching. By improving reading proficiency, SBI also prepares students for career opportunities in a globalized world, especially within the context of CSP.

Key implications for improving English reading classes through SBI include the integration of technology to foster a more interactive and engaging learning environment, which also supports the development of students' 21st-century skills. To facilitate this process, it is essential that teachers possess both technological and pedagogical expertise, which can be achieved through ongoing workshops and training programs. Future research could focus on designing reading materials specifically tailored to CSP topics, considering students' language proficiency levels and the time constraints for learning, while ensuring that ample opportunities for independent practice are provided. Moreover, exploring the application of SBI across various fields may yield further insights to reinforce these findings.

Despite the positive outcomes observed in students' reading comprehension, this study has several limitations. First, the implementation of only six reading strategies over a relatively short duration may restrict the depth of insights obtained. Future research could benefit from adjusting the number of strategies based on the specific classroom context and exploring additional strategies to achieve more comprehensive findings. Second, the reading assessments were administered through Google Forms, which lacked an exam mode and may have compromised the accuracy of responses. Future studies should consider utilizing more secure assessment platforms to mitigate such risks. If technological limitations continue to pose challenges, converting the online assessments into a paper-based format may serve as a practical alternative.

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