

MASTERING READING SKILL FASTER

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ABSTRAK

Penelitian ini merupakan jenis penelitian kualitatif, dimana si penulis menggunakan pendekatan paradigma literatur *review*. Tujuan dari penelitian ini adalah untuk memberikan informasi cara tercepat untuk meningkatkan kemampuan *reading*. Objek dari penelitian ini adalah beberapa jurnal dan artikel yang terkait dengan cara meningkatkan kemampuan *reading* seseorang.

Temuan penelitian ini mengungkapkan bahwa, bahan bacaan dan kegiatan harus sangat menarik bagi siswa agar mereka mudah menyerap buku, dan harus disesuaikan dengan tingkat kompetensi mereka. Guru harus memotivasi siswa mereka untuk membaca bahan-bahan ini, peka terhadap kesulitan pemahaman siswa mereka, dan membantu siswa mereka dalam mengubah sikap mereka terhadap membaca dan mengembangkan sikap positif terhadap kegiatan membaca mereka sehingga mereka dapat lebih memahami berbagai teks.

Kata Kunci: *kemampuan membaca*

ABSTRACT

This is a qualitative study in which the author use a literature review paradigm approach. The goal of this research is to discover the quickest technique to increase reading skills. Several periodicals and articles about how to increase one's reading abilities are the focus of this study.

The findings of this study reveal that, reading materials and activities should be very interesting for students so that they can easily absorb books, and must be adapted to their level of competence. Teachers should motivate their students to read these materials, be sensitive to their students' comprehension difficulties, and assist their students in changing their attitudes towards reading and developing positive attitudes towards their reading activities so that they can better understand various texts.

Keywords: *reading comprehension skill*

INTRODUCTION

Reading is an interactive process in which readers construct a meaningful image of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have established the special motivation on students' reading comprehension aptitude.

"Reading" is defined in The World Book of Encyclopedia (Susanti, 2002: 89) as "the act of deriving meaning from printed or written words." Reading is defined as analyzing ways of reacting to written materials as part of communication, according to Wallace (1992: 4). Reading is the foundation for learning and one of the most crucial life skills. The reader is concerned not just with the amount of word recognition, but also with comprehending the text's meaning and message. Reading is an extremely difficult talent to perfect. Reading is a difficult activity that necessitates the reader's specific abilities. It's also a comprehension process. Reading, according to Williams (1992: 11), is a process of extracting meaning from text.

Reading is defined by Anderson et al. (1985) as the process of extracting meaning from written texts. It necessitates the synchronization of numerous interconnected data sources. Reading, according to Wixson,

Peters, Weber, and Roeber (1987), is a process of making sense out of (a) the reader's prior knowledge, (b) the text information, and (c) the reading environment. Reading is defined by Grabe (1991, as referenced in Alyousef 2005) as an interaction activity between readers and texts that affects reading fluency. Readers interact with texts in order to extract meaning, and there are two types of knowledge: linguistic or systems knowledge (bottom-up processing) and schematic knowledge (top-down processing) (top-down processing). The basic purpose of reading, according to Pourhosein Gilakjani and Ahmadi (2011), is to obtain reliable information.

Comprehension, according to the RAND Reading Study Group (2002), is the process of eliciting and producing meaning from written language through interaction and involvement. McNamara and Magliano (2009) stressed that this process is a result of both reader and text elements occurring in a larger social context. According to Duke (2003), comprehension is a process in which readers make sense of literature by interacting with it using a combination of past knowledge and experience, information in the text, and readers' perspectives on the text.

Reading is a lifelong ability that can be employed in school and in everyday life. Reading is a basic life skill, according to Anderson, Hiebert, Scott, and Wilkinson (1985). It is essential for a child's academic and personal development. Opportunities for personal fulfillment and professional success will eventually be lost if you can't read proficiently. Despite the significance, reading is one of the most difficult subjects in school. This challenge is exacerbated by our technological society's increasing demand for high levels of literacy (Snow, Burns, & Griffin, 1998).

Students' attitudes toward the purposes of reading have an impact on their reading skills. Students must learn to read critically or analytically if they are to get the most out of the contents they are given. The concept is that when we read something, we should strive to figure out what the author is trying to say. When we read, we come across two layers of reality: one that we can see and one that we can't. As a result, the goal of reading is to reveal and clarify the hidden layer, or underlying meaning (Kose, 2006). Teele (2004, p. 92) claims that all readers should strive to comprehend what they read. According to research, good readers are engaged in the text. They are also aware of the methods they employ to comprehend what they read. Teachers can assist students increase their comprehension by teaching reading skills. Research has demonstrated that predicting, creating connections, picturing, inferring, questioning, and summarizing are effective ways for improving reading comprehension (Block & Israel, 2005). It is critical to teach the strategies by naming them and demonstrating how to use them through the think-aloud process, group practice, partner practice, and autonomous use (Duke & Pearson, 2005).

Based on preliminary observations of the teaching and learning process in the classroom, the researcher discovered that pupils had various issues with comprehension. Students continue to struggle with reading English texts. This is due to the lack of vocabulary, which makes it difficult to read the text or extract meaning from it. Students struggle to understand sentences, broad ideas, and primary ideas in the book because they have trouble interpreting foreign terms in the text. Students have trouble distinguishing between implicit and explicit text information.

METHOD

This study is library research that uses a literature review strategy to gather information. A literature review is more than just reading the literature; it is an in-depth and critical assessment of past research on a subject. A literature review is a thorough and critical analysis of prior research (Shuttleworth, 2009). A good literature review assesses the quality of a scientific paper as well as its fresh results. It is important to note that so-called scientific publications might take the form of: Paper from Scientific Journal, Paper from Conference (Proceedings), Thesis and Dissertation, Reports from Trusted Organizations, or Textbook. Literature study is a way to solve problems by tracing the sources of writings that have been made before. In other words, the term Literature Study is also very familiar with the term literature study. In research to be carried out, of course, a researcher must have broad insight regarding the object to be studied. If not, then it is certain in a large presentation that the research will fail (Salmaa, 2021).

A literature review is a procedure for discovering, analyzing, and synthesizing research works and ideas created by academics and practitioners that is systematic, explicit, and repeatable. The goal of a literature review is to assess and synthesize existing knowledge about the issue in order to identify gaps in the research. Okoli and Schabram (2010) went into greater detail about the objectives, which included (1) providing a theoretical background/base for the research to be conducted, (2) studying the depth or breadth of existing research related to the topic to be researched, and (3) answering the following questions: practical questions with an understanding of what previous research has produced.

Following a literature review, the researcher not only examines the literature, but also summarizes, analyzes, and synthesizes the studied or reviewed papers critically and in depth. The outcomes of this summary, analysis, and synthesis are subsequently written as scientific publications, which are frequently classified as survey articles. It is important to understand that the paper is separated into two categories: technical paper and survey paper. Technical papers represent the findings of our trials and research, which frequently necessitate fresh discoveries that contribute to knowledge. While the survey paper provides the findings of a literature review, in this case in the form of a summary, analysis, and synthesis of hundreds or even thousands of papers, the literature review paper contains the results of a literature review.

FINDING & DISCUSSION

Kinds Of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

1. Extensive Reading

Extensive reading is defined in a variety of ways. Hafiz and Tudor (1989, as cited in Alyousef 2005) stated that exposing learners to vast volumes of meaningful and engaging information and activities will have a major impact on their knowledge of L2. In recent years, many researchers have expressed an interest in doing considerable reading. Hafiz and Tudor conducted a three-month thorough reading research (1989 as cited in Alyousef 2005).

According to Hedge (2003), extended reading changes depending on learner motivation and school resources. A well-trained and highly motivated teacher can undoubtedly choose relevant materials and activities for their students. Extensive reading should be incorporated into EFL/ESL programs, according to Hedge (2003), because it helps learners improve their reading skills. However, the materials chosen must be valid and categorised. Furthermore, considerable reading, whether done in class or at home, aids learners in gaining independence.

Extensive reading activities, according to Carrell and Eisterhold (1983, as cited in Alyousef 2005), can help learners become self-directed persons seeking meaning if they are based on student-selected texts and the learners are interested in what they are reading. The process of selecting reading books will be based on content, difficulty level, and duration. Students can improve their language competence, grow in their reading skill, become more independent in their study, obtain cultural information, and gain confidence and motivation to continue their own learning, according to Hedge (2003).

2. Intensive Reading

Learners read a page to identify the meaning and become familiar with writing skills in this style of reading. Students can gain foundational practice in performing these tactics based on a series of resources by reading this book. Text-based or learner-based techniques are both possible. The first is text organization recognition, and the second is text organization methods such as linguistic, schematic, and metacognitive strategies (Hedge, 2003).

Intensive reading, according to Yang, Dai, and Gao (2012), is beneficial for improving reading comprehension. Intensive reading, according to Waring (1997), is critical for learning vocabulary and comprehending how literature is constructed. Stahl (2003) discovered that extensive reading activities and language proficiency are linked. For greater language preparedness, retention, and activation tactics, teachers need to boost the three periods of learning called pre, while, and post-reading, according to Paran (2003). According to Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011), focused reading is a valuable tool for enhancing reading comprehension.

Models Of Reading Process

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

1. The Bottom-up Model

The main focus of this paradigm, according to Carrell (1989, as stated in Ahmadi & Pourhosein Gilakjani 2012), is the smaller units of a text, such as letters, words, phrases, and sentences. Before understanding a phrase or a sentence, the reader examines all of the words in it. This paradigm begins by decoding the lowest language units, such as phonemes, graphemes, and words, and then works its way up to the largest ones. The reader applies his or her prior knowledge to the information found in the texts. There are some issues with this model. One of the disadvantages is that the reader only succeeds in reading when he or she deciphers the linguistic units and comprehends the relationship between words.

The reader is not be able to remember the meaning of every word. Another issue is that it is impossible to link one word to another.

2. The Top-down Model

Reading, according to Goodman (1967, cited in Ahmadi & Pourhosein Gilakjani 2012), is a "psycholinguistic guessing game" in which readers use their prior knowledge to relate to a text and connect it to new information obtained in the text in order to comprehend it. Readers do not read every word in a text; instead, they concentrate on recognizing the next few words. They try to figure out what words or phrases signify. Readers begin anticipating from the reading text's title, which allows them to limit the scope of their reading. They then assume the writer's intended message and adjust their assumptions based on what they read in the text. Comprehension begins with higher levels of processing and progresses to the application of lower levels (Nuttall, 1996, as referenced in Ahmadi & Pourhosein Gilakjani 2012).

3. The Interactive Model

Effective reading, according to Rumelhart (1977), Nunan (1990), and Grabe (1991), requires both top-down and bottom-up decoding. Top-down reading can help L2 readers compensate for weaknesses in bottom-up reading. To compensate for the lack of bottom-up knowledge, they use their schemata (as cited in Ahmadi & Pourhosein Gilakjani 2012). This model is built on information from multiple sources such as orthographic, lexical, syntactic, semantic knowledge, and schemata, according to Stanovich (1980 as referenced in Ahmadi & Pourhosein Gilakjani 2012). Decoding processes help each other while readers read. If students are having trouble understanding readings, they should use their prior knowledge to assist them. Readers who rely on the top-down approach derive meaning from textual signs, but they must compensate for shortcomings such as word recognition problems and a lack of effective bottom-up processing. This methodology produces the most efficient text processing. To improve the skills of L2 readers, teachers should identify reading instructions based on this paradigm. The interactive model is used in the mutual teaching technique of reading education. There are four main reading strategies involved.

Effective Strategies For Reading Comprehension

There are numerous reading comprehension methods available. This section goes into these methods in depth.

1. Activating and Using Background Knowledge

Readers use this method to activate their prior knowledge and apply it to better understand what they are reading. This knowledge is made up of people's experiences with the world, as well as their ideas about how written texts work, such as word recognition, print concepts, word meaning, and how the text is constructed (Anderson & Pearson, 1984).

Anderson & Pearson (1984); Anderson, Reynolds, Schallert, & Goetz (1977) emphasize the importance of schema theory in the understanding process. This hypothesis is based on how humans acquire and use prior information. According to this hypothesis, people construct a succession of knowledge frameworks or schemas as they learn about the world. As people gain new information through experience and reading, their schemas evolve and adapt. For example, a child's schema for dog may include understandings of the family pet such as white, fuzzy, and entertaining. The dog schema develops and can be improved as the youngster gains more experiences with a variety of dogs in various contexts. It can be applied to various schema-types of dogs, such as dog colors, dog meals, sites where the family stays when on vacation, and dangerous dogs.

Successful readers, according to cognitive scientists, maintain a lasting link between their existing knowledge and the new information they encounter in texts. When good readers begin reading, their schema is activated. The first schema has an impact on how readers understand and respond to a text (Pichert & Anderson, 1977). Reading comprehension is especially dependent on schemas. When students grasp how a text is organized, they are better able to comprehend that text (Armbruster, Anderson, & Ostertag, 1987).

2. Generating and Asking Questions

Readers use this method to ask themselves relevant questions while reading the content. This method aids readers in combining information, identifying important concepts, and summarizing data. Successful readers can concentrate on the most relevant information in a text by asking the right questions (Wood, Woloshyn, & Willoughby, 1995). Creating relevant questions allows good readers to focus on comprehension issues and take the required steps to resolve such issues (Pressley, Symons, McGoldrick, & Snyder, 1995).

3. Making Inferences

Readers evaluate or derive inferences from textual information. Writers who use this method do not always convey complete information about a topic, location, person, or event. Instead, they supply information that readers can utilize to read by drawing inferences from the text that combine text information with prior knowledge. Readers' ability to make sense can be improved through this procedure. Making inferences is a crucial aspect of good reading for readers (Anderson & Pearson, 1984; Hansen & Pearson, 1983).

4. Predicting

Readers can deduce meaning from a text using this method by making educated guesses. To make sense of what they read, successful readers use forecasting to apply their prior knowledge to new information from the text. Readers can use what they know about a writer to predict what a piece will be about before they start reading. The title of a text can trigger memories of similar messages, allowing individuals to guess the content of a new one. Successful readers can guess what will happen next or what ideas the writer will offer to promote a discussion while reading. Readers attempt to constantly check these predictions and revise any prediction that is not supported by the reading (Gillet & Temple, 1994).

5. Summarizing

Readers mix facts in a text to explain what the work is about in their own words. Summarizing is an important method for helping readers remember text quickly. Readers can be aware of text structure, what is significant in a text, and how viewpoints are related to one another using this method. Condensing the steps in a scientific process, the stages of the evolution of an art movement, or the occurrences that lead to certain significant historical events are all examples of effective summarizing of explanatory material. Connecting events in a story line or recognizing the components that motivate a character's behaviors and behaviour are examples of effective summarizing of narrative material (Honig, Diamond, & Gutlohn, 2000).

6. Visualizing

Readers can visualize a book to better understand the processes they encounter when reading. This ability demonstrates how a reader interprets a text. Pressley (1976) found that readers who create a mental image while they read are better able to recall what they have read. When it comes to narrative materials, visualizing is crucial. When readers read narrative texts, they can quickly grasp what is going on by imagining the setting, characters, or plan's activities. It can also be used to read expository materials. Readers recalling abstract ideas or significant names by imagining steps in a process or phases in an occurring or constructing an image (Gambrell & Bales, 1986).

7. Comprehension Monitoring

Readers can use this method to recognize when they understand what they're reading, when they don't, and how to use appropriate strategies to improve their comprehension. Successful readers are aware of their cognitive processes and check them as they read. Fix-up strategies are methods used by effective readers to increase their comprehension. Rereading, reading forward, explaining the terms by looking them up in a dictionary, or asking someone for help are all examples of mending strategies (Paris, Wasik, & Turner, 1991).

Successful readers employ a variety of ways to interpret what they read. They don't utilize the same techniques; instead, they prefer to broaden and practice the ones that work for them. Furthermore, they are quite versatile in how they apply their methods, switching from one to the next and using different techniques with different sorts of texts (Paris, Wasik, & Turner, 1991). The key point here is that effective readers may make informed decisions about which methods to employ and when to employ them. Many students can benefit from explicit education that teaches them how to use specific strategies to comprehend a material. The other argument is that certain comprehension strategies may be taught and learned, and that their deliberate application can aid readers in improving their understanding (National Reading Panel, 2000).

CONCLUSION

This study's findings revealed that reading techniques had a significant impact on pupils' reading comprehension abilities. Students are active producers of meaning rather than passive users of knowledge. Successful readers use a variety of skills to extract meaning from texts. Readers should participate in the reading process by employing various ways to track their meaning. This study underlined the premise that a variety of tactics influence understanding processes. All of these techniques work together to make the

meaning-making process simple and effective. According to the conclusions of this study, reading materials and activities should be very appealing to students in order for them to readily absorb a book, and they should be matched to their competence levels. Teachers must motivate their students to read these materials, be sensitive to their students' comprehension difficulties, and assist their students in changing their attitudes toward reading and developing positive attitudes toward their reading activities so that they can better understand the various texts.

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