TECHNIQUES TO LEARN ENGLISH READING SKILLS EFFECTIVELY

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Annotation: *This article explores the various strategies employed by effective readers throughout the stages of skimming, scanning, prediction- making, questioning, pre-reading, reading, and post-reading in language learning classrooms The study aims to discern the techniques utilized in both learning and teaching effective English reading skills. It emphasizes the importance of learners mastering techniques for efficiently skimming and scanning texts, as well as for making accurate predictions and posing insightful questions.*

Keywords: *Techniques, effectively, skimming, reading skills, scanning, making predictions.*

Reading is a cognitive activity which is essential for adequate functioning and to gain information in the today's communities. Nowadays, to outburst of researches in SL reading have been focused on readers' strategies. Research in second language reading suggests that learners use a variety of strategies to assist them with the acquisition, storage, and retrieval of information.[1]

Reading is a receptive skill through it the people receive information. According to reading is useful for language acquisition. A lot or lack of students' understanding depends on what they read. The more they read, the more understanding they can receive. Reading is a mental process. There are many meanings of reading. Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Moreover, states reading is tedious if there are many unfamiliar words on the page, and having to look up lots of words in the dictionary is time-consuming and discouraging.[2]

Reading techniques.

Skimming

Skimming is a reading manner for fast reading. The goal of skimming is to get an overview of the preparation of the text and its main idea from a quotation in a book. To skim a paragraph, the readers read through the portion quickly and skip the details. They read the first structure of each paragraph. Each paragraph usually involves a topic sentence that affirms the main idea. Skimming is done at a speed three to four times faster than usual reading. Moreover, readers often skim when they have commonalities of materials to read a limited number of times. In skimming, readers only have to take the most important clues and the main idea rather than read all of the words. They also provide the procedure of the skimming technique in three strides as follows.

1. Read the first structure of the paragraph

2. Read the last structure of the paragraph

3. Read main words in between

Scanning

Scanning is reading skills that allow the reader to detect definite information fast. With scanning, we already know before we begin what sort of information you are searching for. Scanning aims to get definite information. Scanning is chiefly useful for increasing our reading. Many learners try to read every word when they read, so they read very calmly. Scanning can help learners learn to read and accept faster. Scanning is dissimilar to skimming because readers are not regarded with the broader meaning of the text, but the detail. Moreover, scanning aims to excerpt specific information without reading all the text. According to Thamrin, the procedures of scanning approaches are as follows.

1. Keep in mind only the clear information to be discovered

2. Make a decision, on which clues would provide for the finding of the required information. Have a rush view and brush off the page fast to catch sight of the clues. If the clues are found out.

3. Read that sector to get the information needed.

Making predictions

Making predictions strategy is an effective strategy that can be used by the teacher in teaching reading a text which helps students to organize their thoughts as they move from considering what is in the text to predicting their background knowledge. Making predictions is a strategy in which readers use information from pictures, and titles to make predictions about the story. The title of a text can be operated by memories of texts, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion.

Questioning

Questioning helps students monitor their comprehension and stay engaged and interested in their reading. Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning. enhance understanding, find answers, solve problems, find information, and discover new information. Questioning is a process that the readers apply before, during. and after reading.[3]

In English there are four skills, such as: reading, speaking, listening and writing. However, this paper focuses on reading skill. Moreover, we can also apply teaching reading via many methods or teaching ways, state theories of reading comprehension, review the effective strategies for reading comprehension, and one of good methodsin reading comprehension. The right strategy can improve reading comprehension. Syafi'l suggests that SMART strategy to reading comprehension. However, Rohman text structure tasks become a strategy to reading comprehension. According to Topuzkanamis , the number of texts to read has been constantly increasing in recent years. In addition, opportunities to produce written texts have been thriving in humankind's favor. Actually, written text is too general to be learnt by some people. Written text here means some passages which will be able to attract the students' curiosity, such as: comic, novel, short story etc.

According to previous study conducted by Rohman, Text Structure Tasks which are prepared can improve the English students' reading comprehension skill.

It is shown by the increasing students' mean score 67.65 in pre-test to75.88 in posttest. From four acts in the cycle, it can be concluded that there are six steps done to improve the students' reading comprehension through text structure tasks. They are: 1). asking the students the type of writing the writer uses; 2). asking the students to find the way the writer organizes the text; 3). asking the students to find how the text is developed; 4), asking the students to work in pair and find how the idea is classified into groups: 5). asking the students to find what the main idea of paragraphs is; and 6). asking the students to find how each paragraph is related to each other. From the idea above, it can be clarified that to help the students construct meaning and integrating information from the text.

According to Steve, comprehension is the only one reason or condition in reading. Without comprehension, reading is a frustrating, useless exercise in word calling. Several years ago, teaching reading comprehension was based on the concept of reading as set of application skills, such as: identifying words, finding main ideas, identifying cause and effect relationship, comparing and contrasting. and sequencing. Those are as mastery skills in reading. When we figure out in teaching reading or reading learning process, we will be able to find out those common things or questions which are questioned in reading or written text. Some passages actually do not only contain those skills but also another skill such as: pronunciation in reading it aloud, the sentence structure or grammatical structure as well.[4]

When completing the reading task, you need to save a dictionary and understand what each paragraph is about. It will be useful for you to write down and memorize the words you don't know. And you should always practice. The most important thing in the exam is to study carefully without rushing.

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