



READING STRATEGIES PREVIEWING SKIMMING AND SCANNING

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Abstract: It is important for teachers to provide students with a variety of reading materials that are appropriate for their level and interests. This can help to increase their motivation and engagement in the reading process. Teachers can also incorporate activities that promote critical thinking and analysis of the text, such as discussion groups and written reflections. In addition, it is important for teachers to assess students' reading comprehension regularly and provide feedback on their progress. This can help to identify areas where students may need additional support or instruction. The implementation of effective reading strategies such as scanning and skimming can greatly benefit students' reading comprehension and overall English language learning. It is important for educators to prioritize teaching these skills in their reading classes and provide support and feedback to ensure that students are able to fully engage with and benefit from the learning process.

Key Words: reading comprehension, reading strategies, scanning, skimming, receptive skill

Therefore, it is essential for teachers to provide students with a variety of reading materials that are relevant to their academic and career goals. This can include academic texts, news articles, and literature that relate to their field of study or interests. Moreover, teachers should encourage students to read extensively and independently outside of the classroom. This can be done by providing recommendations for books and online resources, as well as setting aside time for independent reading during class. Teachers should also incorporate reading comprehension strategies into their lessons, such as predicting, summarizing, and questioning. These strategies can help students to better understand and analyze the text, and improve their overall reading proficiency. Reading is a crucial skill for English language learners, and teachers play a vital role in helping students develop their reading comprehension abilities. By providing a variety of reading materials, assessing student progress, and incorporating effective reading strategies into their lessons, teachers can help students achieve success in their academic and professional pursuits.

Reading has many beneficial effects in language acquisition. Many linguists believe that reading facilitates language development (Martin-Chang & Gould, 2008). The more a person reads, the more they will develop their knowledge of the language and vocabulary.

The more a person reads, the more they will develop their vocabulary knowledge. Reading can also help students improve their spelling and writing skills (Harmer, 2007).

Reading is a receptive skill. Readers or students can be claimed successful where they are like expert in all most of some sub-skills, and apply it to get a good comprehension when reading a text. According to Brown (2001), he stated that "technique is any of a wide variety of exercises, activity, or devices used in the language classroom for realizing lesson

objectives". There are many techniques or strategies that can be used in reading. In this research, the researcher decided to choose five of techniques in reading (Skimming, Scanning, Previewing and Predicting, Making Inference and Summarizing) based on the theory from Mikulecky and Jeffries (2004) to get an efficient and effective reading comprehension for readers/students for basic need in academic reading.

One theory concerning why prior knowledge effects comprehension is the ability of the students to make inferences. According to Hammadou (1991), inference refers to a cognitive process used to construct meaning through a thinking process that involves reasoning beyond the text through generalization and explanation. In the study, Hammadou (1991) examines inference strategies used by students and finds that background knowledge affects the comprehension process. The results of the study show that beginner readers use a greater amount of inference in recall than advanced readers. Because greater inference is used by novice readers, this is an indication that the readers' background knowledge affects the comprehension process and that recall and comprehension are not the products of the text alone.

However, it is important to note that vocabulary building alone is not sufficient for effective reading comprehension. Prior knowledge plays a crucial role in understanding the context of the text and making connections between new information and what the reader already knows.

Therefore, foreign language teachers should also incorporate activities that promote the acquisition of background knowledge. This can be done through various means such as discussing current events, introducing cultural aspects of the target language, and incorporating authentic materials such as news articles, literature, and films. By providing opportunities for students to acquire background knowledge, foreign language teachers can enhance their students' reading comprehension skills and help them become more proficient in the target language.

According to Binder, Cote, Lee, Bessette, and Vu (2018), reading comprehension involves understanding the vocabulary, seeing relationship among words and concepts, organizing ideas, recognizing the author's purpose and intention, evaluating the context, and making judgments. Because of this complexity, researchers have studied reading comprehension from many different perspectives. Some of them have looked at the influence of vocabulary knowledge on reading comprehension (Tavanpour and Biria, 2017; Schmitt, 2010).

Surveying the literature review indicates that vocabulary knowledge is the important factor in language proficiency and success in school due to its strong relation with text comprehension (Tavanpour and Biria, 2017). Such findings motivate many researchers to delve into the relationship between vocabulary knowledge and reading comprehension (Moghadam, 2012; Gu, 2016; Abedi, 2017; Jafaripour, Ghavami and Sepahvand, 2018).

The sequence of the class included skimming and scanning for the following purposes:

1. Identifying purposes and organizational patterns of the text.
2. Understanding unknown vocabulary and key terms.
3. Inferring information from the passage.
4. Understanding facts and details from the text.
5. Defining author's attitude, tone, and purposes on the passage.

Several exercises such as fill in the gaps, true or false and multiple-choice questions, as well as open ended questions were practiced for six weeks to reinforce the analysis of the text and concepts through skimming and scanning. During this innovation, students received five hours of class weekly that lasted 40 minutes. English classes were one hour in the laboratory, and four hours in the classroom. Furthermore, there were few didactic resources to increase their motivation; the researcher had to create worksheets and online games using Kahoot for them to challenge their reading comprehension through skimming and scanning

Mikulecky and Jeffries suggest reading strategies that can help students understand English reading. The first strategy presented by Mikulecky and Jeffries is scanning. Scanning is a very fast reading strategy. This strategy can be used when the reader already has a question to look for in the text. In other words, this scanning strategy is used when the reader wants to find specific information contained in the reading. Therefore, readers do not need to read word by word in the text, but readers can focus on the core information that can answer the question. The second strategy is previewing and predicting. Previewing can be defined as reviewing the elements contained in a text. For example, before the reader starts their reading activity, they can briefly review the title of the reading, the author, pictures, maps or graphics in the text, and so on. After conducting a review, readers can predict the content of the reading. This strategy would take some time at the beginning of the reading activity, but by implementing this strategy, readers can understand the text faster and better.

In addition, it was confirmed that reading comprehension helped students to succeed in their academic lives, so reading was proven to be an important resource in that research (Luguaña, 2019). Students reached the conclusion that these two techniques may be useful in other subjects. The outcomes were that learners had a meaningful improvement in their reading comprehension and a positive change in attitude after applying the innovation, (Perlaza, 2020). Students claimed that the new strategies brought them confidence, now they are more interested in reading, so they read more. With the use of the skimming and scanning technique, further than improving their reading comprehension, the two techniques help them understand some texts which seemed to be an enjoyable experience (Chamba, 2019). In the learning logs, students shared their experience claiming that they can find information faster than before, so they do not get bored. After taking the pre and the post test, there was a considerable improvement in reading comprehension among the students.

In conclusion, previewing and predicting involves looking at the title, headings, and subheadings of the text to get an idea of what it is about. This helps readers to make predictions about the content of the text before they start reading it. Scanning involves quickly looking through the text to find specific information. This is useful when readers are searching for a particular piece of information, such as a date or a name. Skimming involves reading quickly through the text to get a general idea of what it is about. This is useful when readers want to get an overview of the text before they read it in more detail.

Guessing the word meaning involves using context clues to work out the meaning of unfamiliar words. This is useful when readers come across words that they don't know. Finding the pattern of organization involves identifying how the text is structured. This helps readers to understand how the different ideas in the text are connected to each other. By

using these reading strategies, students can improve their reading comprehension skills and become more confident readers of online authentic materials.

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