

CHAPTER II

LITERATUR REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Reading

Reading is a process carried out by the reader to get the message that the author wants to convey through words or written material, or to understand the meaning contained in the written material (Tarigan in Hariyanto, 2020). The main purpose of reading is to obtain information, understand a message, or enjoy a written work. Reading also includes the ability to recognize words, understand sentence structure, and relate information in the text to prior knowledge or experience.

Reading is a complex cognitive process involving the decoding of symbols to derive meaning (Grabe & Stoller, 2021). Reading is an essential component of language proficiency, alongside listening, speaking, and writing. These four skills are interconnected and collectively contribute to effective communication. The first pair reading and listening are categorized as receptive skills, as they involve understanding information. In contrast, speaking and writing fall under the category of productive skills, as they concern the active expression of thoughts and ideas.

In the EFL context, reading comprehension is particularly crucial as it enhances students' ability to acquire new knowledge, develop critical thinking, and improve language proficiency (Zarei & Alipour, 2022). Comprehension occurs at different levels, including literal, inferential, and evaluative comprehension (Koda, 2021). Literal comprehension refers to understanding explicit information, inferential comprehension involves reading between the lines, and evaluative comprehension requires critical analysis of the text.

Reading skills while one aspect of academic competencies; play a crucial role in the learning process, alongside other important skills. This significance arises from the necessity for both students and lecturers to

Engage in extensive reading to acquire knowledge. The insights gained from reading can then be effectively communicated through productive skills like writing and speaking. Without strong reading practices, conveying ideas through writing becomes a significant challenge. Thus, reading emerges as an essential activity in the academic lives of both students and lecturers in higher education. For students, mastering reading skills is vital, as it enables them to quickly comprehend and process texts, facilitating a more efficient learning experience.

The view of the importance of reading skills as described above is also explained by Magdalena (2021), saying that reading is one aspect of language skills that has received a lot of attention in human life, because it plays an important role in language learning. It is said so, because reading not only helps individuals in understanding information presented in the form of text, but also contributes to the development of vocabulary, language structure, and critical thinking skills. For modern society, reading activities are a daily necessity, this is as stated by Winingsih (2021), quoting Tarigan, that success in the academic field is influenced by reading skills. Reading is a must for individuals who consider themselves intellectuals.

Based on the discussion above, it can be concluded that Reading is a fundamental skill that is very important in improving the quality of human resources and supporting individual and societal progress. As part of a complex cognitive process, reading not only helps in understanding information, but also contributes to the development of vocabulary, language structure, and critical thinking skills.

2.1.2 The Purpose of Reading

The purpose of reading is to get information, understand the content of reading, and get entertainment. Pang et al. (2019), the purpose of reading can be divided into several categories, namely:

1. Reading to obtain factual information.

The purpose of this reading is to look for specific facts or data from the text being read. Usually, this involves reading news articles, scientific reports, or documents that present clear and concrete information. The reader focuses on finding precise and objective information without the need to understand the entire text in depth. For example, looking for dates or statistics in a report.

2. Reading to obtain general understanding.

In this type of reading, the reader seeks to understand the main idea or overview of the text. The goal is not to acquire specific details, but to capture the main gist or message of the text. This is often done when reading articles or books that provide general information, such as guides or nonfiction books.

3. Reading to find specific information Reading to obtain in-depth understanding.

In this type of reading, the reader focuses on a deeper understanding of the text, be it analysis, interpretation or more complex understanding. It involves reading the text carefully and relating the information to prior knowledge. Readers usually reflect and think critically about the content of the text to understand the deeper meaning, such as in reading scientific papers, textbooks, or literature that requires analysis.

4. Reading for entertainment.

The purpose of this reading is to gain pleasure or entertainment. The reader is not focused on gaining information or deep understanding, but rather enjoying the story or experience presented in the text. This type of reading is usually found in novels, fiction stories, comics, or other types of reading that are fun and entertaining. The reader is involved in the story and characters, and the reading process is more for relaxation and escape from everyday life.

Meanwhile, Guntur et al. (2022) argued that there are several purposes of reading, including:

1. Enjoyment, such as Reading for entertainment or recreation, for example reading novels or short stories.
2. Reading numbers correctly, such as the ability to read numbers accurately, which is important in certain contexts, for example reading statistical data or other numerical information.
3. Using specific strategies, such as Applying specific reading techniques to understand text more effectively, such as skimming or scanning.
4. Updating knowledge about a topic, such as Reading to gain new information or deepen understanding of a particular subject.
5. Connecting, such as Relating information read to previous knowledge or experience to form a more comprehensive understanding.

Based on the discussion above, it can be concluded that the purpose of reading is varied, largely influenced by the individual's needs. Generally, readers engage with texts to gather information, comprehend content, and find enjoyment. Furthermore, reading serves as a means to refresh one's knowledge, link new information to prior experiences, and implement strategies that enhance comprehension and effectiveness in understanding written material.

2.1.3 Function of Reading

Reading is a foundational language skill that allows individuals to absorb and comprehend information from written texts. This process goes beyond merely recognizing letters and words; it requires a profound understanding of the ideas expressed by the author. In educational settings, reading is crucial to the teaching and learning process. It provides learners with access to a wealth of information that enhances their knowledge and skills. Setyaningrum et al. (2023) said that reading has an important role in the learning process, especially in improving receptive written language skills. Reading not only helps learners obtain information, but also serves as a tool to expand one's language knowledge.

In a similar view, Yesika et al. (2020) reading has several important functions in the development of language and cognitive abilities these functions include:

1. Enhancing Language Skills

Reading plays a crucial role in boosting communication abilities, both spoken and written. As readers engage with various texts, they can expand their vocabulary, grasp sentence structures, and master correct grammar usage.

2. Fostering Critical Thinking

Reading also nurtures essential thinking and reasoning skills. It equips individuals with the ability to critically evaluate information, draw inferences, and discern arguments within the text.

3. Broadening Perspectives

Engaging with literature allows individuals to gain new insights and appreciate diverse viewpoints. This process enriches one's understanding of the world and introduces topics that may have previously gone unexplored.

Furthermore, Yesika et al. (2020) underscored the significance of employing learning models like Survey, Question, Read, and Recite, Review (SQ3R) to enhance reading comprehension skills. This approach encourages students to engage more actively in the learning process, thereby boosting their attention and motivation in mastering the Indonesian language.

In today's digital age, strong reading skills are more essential than ever, especially when it comes to navigating and comprehending the wealth of information available across various media platforms. Developing the habit of reading actively and critically is a crucial step toward enhancing personal growth and deepening our understanding of the world around us.

Based on the discussion above, it can be concluded that Reading is crucial for developing language skills, enhancing critical thinking, and fostering personal insight. It not only improves communication abilities

but also encourages deeper analysis of information and an appreciation for diverse perspectives. By employing effective strategies like the SQ3R method, readers can engage more actively with the text, leading to a richer understanding of its content.

2.1.4 Types of Reading

Reading is an essential skill that plays a vital role in our lives. It goes beyond merely recognizing and comprehending words; it encompasses a complex thought process that enables us to gather information, grasp ideas, and analyze and evaluate the content of a text. Whether in academic, professional, or everyday contexts, strong reading skills significantly influence our ability to absorb knowledge and cultivate deeper insights.

Reading is a multifaceted skill that can be approached in various ways, tailored to the goals and needs of the reader. Each type of reading employs different techniques and strategies, making it essential for individuals to understand and master these approaches to read effectively and efficiently.

Generally speaking, reading can be categorized based on the intended purpose and the level of comprehension desired. Common types of reading include reading aloud, silent reading, reading for comprehension, critical reading, intensive reading, extensive reading, skimming, and scanning. Each of these categories possesses unique characteristics, setting them apart in terms of method, purpose, and depth of understanding the text. As Harianto (2020) said, reading is not just about pronouncing words; it also encompasses the acquisition of language from printed materials. This multifaceted activity requires a range of complex skills such as critical thinking, analysis, integration, and problem-solving which collectively enable the reader to interpret and understand information effectively.

For instance, reading aloud is a common practice in early reading development for children and is particularly beneficial in certain

contexts, such as poetry and speeches, where pronunciation and intonation are crucial. Additionally, reading can be tailored to meet specific needs. Skimming, for example, allows readers to quickly grasp the main ideas of a text, while scanning is employed to locate specific information. On the other hand, intensive reading requires deep concentration to comprehend every detail, whereas extensive reading focuses on volume, aiming to enhance overall understanding and broaden perspectives.

Based on the above statement, Saddhono & Slamet (2019) argued that reading can be categorized into several types based on its purpose and method of implementation, including:

1. Reading Aloud

Reading aloud is the practice of vocalizing words so that they can be heard by others. It is commonly used in early literacy development, pronunciation practice, and enhancing comprehension through auditory engagement. When reading aloud, elements such as intonation, articulation, and vocal expression play a crucial role in ensuring that the listener fully understands the text being conveyed.

2. Silent Reading

Silent reading involves engaging with text quietly, relying solely on our eyes and thoughts. This method enhances efficiency by eliminating the need for vocalization, which can accelerate comprehension.

3. Speed Reading

Speed reading is a technique designed to help readers quickly extract the essential information from a text. The primary goal of speed reading is to enhance reading speed while maintaining a clear understanding of the material.

4. Intensive reading

Intensive reading is a focused approach where readers engage deeply with the material at hand. This method emphasizes a

thorough understanding of the text as a cohesive whole, allowing for careful analysis and exploration of the connections between different sections.

5. Extensive Reading

Extensive reading involves engaging with a substantial volume of texts to achieve a broad understanding of diverse reading materials. The primary aim of this approach is to enhance insight, expand vocabulary, and improve overall reading proficiency.

6. Critical Reading

Critical reading involves engaging with a text in a way that allows for thorough analysis, evaluation, and assessment of its content.

Understanding the various types of reading and the techniques associated with each can significantly enhance one's ability to gather information and gain a deeper comprehension of a text. Consequently, it is essential for everyone, particularly students and professionals, to develop reading skills that align with their specific needs and circumstances.

Based on the discussion above, it can be concluded that Reading is a skill that is not only limited to recognizing words, but also involves comprehension, analysis, and evaluation of the text. Different types of reading have different purposes and techniques, such as reading aloud to practice pronunciation, reading silently for efficiency, intensive reading for deep comprehension, and extensive reading to broaden horizons. Skimming helps to get an overview quickly, while scanning is used to find specific information.

2.1.5 Characteristics of Reading

Reading is a vital language skill that plays a significant role in our lives. Engaging in reading goes beyond merely recognizing letters and words; it encompasses understanding, interpreting, and evaluating the information presented in a text. Each person approaches reading differently, influenced by their objectives, the type of material, and their comprehension abilities. As a result, grasping the characteristics of reading is crucial for enhancing one's reading effectiveness. These characteristics

encompass various elements, including the cognitive processes at play, the strategies employed, and the level of comprehension attained by the reader.

Ilham and Desinatalia (2022) in their article titled “Improving Critical Reading Skills through Project-Based Learning” identified several important characteristics of quoted reading. They emphasized that cited reading requires a deep understanding of the original text as well as the ability to integrate the information into a new context. In contrast, Putri et al. (2023) reading has several important characteristics that need to be considered such as The Purpose of Reading, Language Development in Early Childhood, and the Stages of Reading.

This discussion will explore the key characteristics of active reading, emphasizing the dynamic interaction between the reader and the text. It will delve into the various factors influencing reading comprehension, including background knowledge, personal interests, and specific reading goals. Moreover, we will examine different types of reading that cater to these needs, such as intensive reading, extensive reading, critical reading, and reading for comprehension.

Based on the discussion above, it can be concluded that Reading goes beyond merely recognizing letters and words; it is a complex process that encompasses comprehension, interpretation, and evaluation of the information presented in the text. This dynamic interaction between the reader and the text is shaped by individual goals, strategies, and the depth of understanding attained.

2.1.6 Definition of Skimming

Skimming is a fast reading technique that aims to get an overview or main idea of a reading without reading the entire text in detail. This technique is usually used when someone wants to find the main information in a short time. This technique allows readers to get an overview or main idea of a reading quickly, without having to read every word in detail. Skimming is very useful in situations where someone needs

to understand the content of the reading in a short time, such as when looking for important information in an article, journal, or book. By understanding how skimming works, readers can develop more effective and efficient reading skills.

Rahim (2019) stated that Skimming is reading the entire reading to find out the general idea or part of a reading quickly. Seodarso (2010) stated that Skimming means looking for important things from the reading such as main ideas and important details. In this case, it is not always at the beginning of the paragraph, sometimes in the middle of the paragraph and at the end. Skimming is usually used to quickly summarize a reading. To be able to summarize, we must read the entire contents of the reading and collect the main ideas and main ideas in it.

A person's reading speed is still associated with the purpose of reading. Someone who reads with the aim of getting complete information will of course have a different reading speed than someone who reads only to find important information. Speed reading is reading that prioritizes speed and does not ignore the understanding of the contents of the reading. When someone reads, speed is very important. However, understanding the contents of the reading is also considered. Therefore, speed reading and reading comprehension cannot be separated. From the opinion above, it can be concluded that speed reading is how we can read with better understanding in a faster time.

Based on the discussion above, it can be concluded that Skimming is a fast reading technique that aims to find the main idea or important information in a text without reading in detail. This technique is very useful for understanding the contents of the reading in a short time, especially in finding important information.

2.1.7 The Purpose of Skimming

Skimming is a fast reading technique that aims to obtain a general overview or main idea of a reading without reading the entire contents in detail. Yuliana & Wahyuni (2020)

In their journal published in the *Scholarly Journal of Education*, Yuliana and Wahyuni (2020) stated that Skimming is used to get the main idea or overview of a text without reading the entire content in depth. The goal is that readers can:

- a. Determine the relevance of the text to information needs.
- b. Save time in searching for information
- c. Get a global understanding of reading content

In addition, according to Aizid in Sultan (2019), the purpose of the skimming speed reading technique is to get an overview of a reading material. This requires good coordination between the brain that actively asks, analyzes, compares, and makes conclusions. The skimming technique is usually done by reading the title, subtitles, first sentence of each paragraph, table of contents, and words in bold or italics.

Based on the discussion above, it can be concluded that Skimming is a speed reading technique that helps readers understand the general idea of the content without having to read in detail. By reading important parts such as headings, subheadings, the first sentence of each paragraph, and bold or italicized words, readers can save time and determine the relevance of information. This technique also trains the brain to think actively in analyzing and inferring the content of the reading.

2.1.8 Steps of Skimming Strategy

Skimming allows readers to recognize the main topic, author's point of view, and main idea of a text without having to read the entire passage in detail. To be able to use this technique effectively, it is important that we understand the steps that must be taken. Skimming allows readers to recognize the main topic, author's point of view, as well as the main idea of a text without having to read the entire passage in detail. To be able to use this technique effectively, it is important that we understand the steps to take.

According Australian National University (2020) recommends the following approach as systematic skimming steps:

1. Read the abstract and introduction to determine the author's purpose - what they set out to do and why. Perhaps the argument to be developed will be mentioned and/or the conclusions reached will be stated. Read the conclusion at this stage as well.
2. Read quickly through the sub-division headings trying to work out what might be more or less relevant for your topic.
3. Next, skim read the first sentence in each paragraph. These are topic sentences that carry the main ideas or generalizations that the author wants to develop. These main ideas are brought forward to support their position - the overall thesis being developed.

Similarly, Grellet (2019) states that the skimming strategy includes the following steps:

1. Read titles and subheadings first
Headings and subheadings provide key clues about the topic and scope of the reading. By reading them first, the reader can immediately grasp the gist of the discussion without having to read the entire text.
2. Observe the beginning and end of the text (first and last paragraphs)
The first paragraph usually introduces the main topic, while the last paragraph often contains a conclusion or affirmation of the main idea. Reading these two sections can give you a comprehensive overview of the content.
3. Pay attention to key words and important phrases
Such as Key words (keywords) and important phrases are usually related to the main idea and often appear repeatedly or in bold/ italics. Paying attention to them helps to grasp the gist of the information quickly.
4. Skip details or examples
Such as Details and examples are explanatory and supporting, not the core of the text. In skimming, this section can be skipped so that the reader can focus on the main idea and save time when searching for information quickly.

Many people believe that skimming involves reading words in a random or irregular manner. However, to skim effectively, it's essential to approach it in a structured way. While we certainly don't need to read every detail, having a method can greatly enhance the process.

Based on the discussion above, it can be concluded that Skimming is a speed reading technique that aims to capture the main idea, main topic and author's point of view without reading in detail. To do it effectively, it requires structured steps such as setting a reading goal, paying attention to headings and subheadings, reading the beginning and end of the text, and ignoring unimportant details. By following these strategies, readers can grasp the gist of the reading quickly and efficiently

2.1.9 Advantages and Disadvantages of skimming

a. Advantages of Skimming

Grabe and Stoller (2021) in their book *Teaching and Researching Reading*, skimming is a reading strategy that aims to get an overview or main idea of a text quickly. They state that the main advantages of skimming are time efficiency and the ability to identify important information quickly, which is very useful in academic and professional contexts.

Some of the advantages of skimming according to Grabe & Stoller (2021):

1. Save time

By using reading strategies such as skimming (reading quickly to get the gist of the information) and scanning (looking for specific information), readers can understand the content of the text without having to read the whole thing in depth. This is especially useful when dealing with long texts or when time is limited.

2. Determine relevance of text

Speed reading allows readers to assess whether a text is relevant to their needs or purpose (e.g. an assignment, research

or exam). By quickly capturing the main idea and important information, readers can decide whether to continue reading in depth or look for other sources.

3. Improve critical reading skills

When reading, reader's speeds are trained to focus on the main idea, text structure and keywords. This helps in recognizing arguments, distinguishing facts and opinions, and evaluating the accuracy and credibility of information.

4. Assist with exam preparation or quick research

In situations such as exams or research, time is very limited. Speed reading allows the student or researcher to sift through a lot of information in a short period of time, find appropriate references, and grasp important points to use in answers or scientific writing.

b. Disadvantages of skimming

Here are some disadvantages of skimming:

1. Limitations for Detailed Information

Skimming allows readers to get an overview or the main idea of the text, but it is not effective for acquiring detailed information that may be needed for in-depth understanding. This technique often overlooks specific information that could be important in an academic or professional context.

2. Dependence on Reader Skills

The success of skimming depends largely on the reader's skills to be able to identify key elements in the text (such as headings, subheadings, and main sentences). Readers who are poorly trained or unfamiliar with a particular text may struggle to skim effectively, which can reduce the efficiency of this technique.

3. Not Suitable for All Text Types

Some text types, such as highly detailed technical or academic texts, are not suitable for skimming. Such texts require more in-depth and careful reading to truly understand them.

2.1.10 Definition of Scanning

In reading skills, there are various techniques that can be used to understand text effectively and efficiently. One reading technique that is often used in certain situations is scanning. Scanning is the process of reading quickly to find keywords or certain information such as numbers, names, dates, or certain facts in a text.

Suryanto & Iskandarwassid (2021) argue that Scanning is a speed reading technique used to find specific information in a text without having to read the entire text thoroughly. Readers only focus on certain keywords or phrases related to the information they are looking for. In line with that, Tarigan (2019) also revealed that scanning is a speed reading technique that aims to find specific or certain information without reading the entire text.

Scanning is also called scan reading. Speed reading means reading that prioritizes speed without neglecting comprehension. Usually, the speed is related to the reader's purpose, need, and reading material, meaning that a good speed reader does not apply a constant reading speed in various weather and conditions. Speed constantly in various weather and reading conditions. The application of reading skills is adjusted to the purpose reading, the aspect of reading that is explored (needs) and the weight of the reading material.

When a person reads using the scanning method, he will be able to improve his ability as said by Sinaga (2019) in his journal stating that the use of scanning techniques can improve students' ability to understand narrative text. This technique helps students find specific information quickly without reading the entire text, thus increasing efficiency in reading.

Based on the discussion above, it can be concluded that Scanning is a speed reading technique that is very useful for finding specific

information in a text, such as names, dates, or numbers, without having to read the entire content. This technique improves reading efficiency and comprehension, especially if it is tailored to the reader's goals and needs.

2.1.11 The Purpose of Scanning

The main purpose of scanning is to find specific information quickly without having to read the entire text. This technique is very useful when we are just looking for certain facts or data and want to save time. Here is a more detailed explanation of the purpose of scanning:

1. Finding Specific Information

The main purpose of scanning is to find clear and detailed information in text without having to read every word or sentence. For example, looking for: Phone numbers in directories, Dates in schedules or agendas, Numbers or statistics in reports or news articles and Names or locations in text.

2. Save Time

By using scanning techniques, we can find the information we need more quickly. This is especially useful when dealing with long texts or documents that have a lot of information, but we only need a small portion of the text.

3. Finding Facts or Data for Decision Making

Scanning helps in the decision making process by providing certain information needed in a short period of time. For example, looking up the price of an item in a catalog or searching flight schedules to determine the best time to travel.

4. Facilitating Reading in Special Situations

Scanning is often used in situations that require a quick search, such as Exams or reading tests, where we need to find answers based on information in the text both Research or research, to find the necessary quotations or references and Navigating long texts, such as reports or articles, to find relevant key passages.

5. Focusing Attention on Specific Information

In some contexts, we are only interested in certain parts of the text. Scanning allows readers to focus their attention on that information, such as numbers, names, or keywords, and ignore other irrelevant parts.

2.1.12 Steps of Scanning Strategy

To be able to use scanning techniques effectively, it is necessary to understand the strategic steps that must be taken. Grabe & Stoller (2020) these two academic literacy experts state that scanning is search reading, which is reading to find certain information. Here are the steps:

1. Identify keywords

Before starting to read, the reader should select important words or phrases related to the purpose of the search.

2. Focus on text formatting

Pay attention to headings, subheadings, numbers, and bold/italic print to aid the scanning process.

3. Use selective eye movements

Readers do not read full sentences, but only scan for words or passages that stand out.

4. Verify the information

After finding the word or phrase they are looking for, readers make sure that the context is what they want.

Meanwhile, Moreillon (2020) mentions that scanning is part of an active reading strategy that aims to find specific details. The steps are as follows:

1. Determine the purpose of reading

Readers should know what they are looking for, for example: a specific name, date, number or keyword.

2. Recognize the text structure

Understanding the structure of the text (such as lists, tables, and descriptive paragraphs) will help speed up the search.

3. Move your eyes quickly and with focus

The eyes do not read line by line, but scan the entire page to recognize certain words or visual patterns.

4. Stop when information is found

When the information you are looking for is found, the reader stops reading and takes notes or uses the information.

2.1.13 Advantages and Disadvantages of Scanning

a. Advantages of Scanning

Nasution (2023) stated that scanning has several advantages in improving reading skills, especially in the context of English language learning. One of the main advantages is that it helps students find specific information in the text quickly and efficiently. This technique trains students to use quick eye movements and focus on keywords, so they can identify important details without having to read the whole text thoroughly.

In addition, the use of scanning techniques can also increase students' engagement in the learning process. By focusing on finding specific information, students become more active and engaged in reading activities, which in turn can improve their understanding of the material studied.

Nuraiza et al. (2021), also argue that the scanning reading technique has several significant advantages in improving students' reading comprehension. Scanning helps readers to find specific information, minimizes the time needed to answer questions in the text, and allows them to learn more effectively.

Based on the discussion above, it can be concluded that Scanning has various advantages in improving reading skills, especially in English language learning. By helping students find information quickly and efficiently, this technique not only speeds up the reading process, but also increases students' engagement and understanding of the material being studied.

b. Disadvantages of skimming

In reading skills, scanning is one of the strategies often used to find specific information in a text quickly. This method is especially useful when the reader already knows the information they are looking for, such as a specific date, number or name. While efficient in some situations, scanning also has a number of disadvantages that need to be understood.

Nunan (2019) argues that scanning is a speed reading strategy to find specific information in a text. However, there are some disadvantages such as:

1. Readers may miss important information

Here, the scanning technique makes readers only focus on certain predetermined information, such as keywords or specific data. As a result, readers tend to ignore other parts of the text that may contain important or relevant information. This can lead to a less thorough understanding of the content, especially if the important information is not immediately apparent or does not match the reader's initial expectations.

2. Less effective for long and complex texts

Also here Scanning is not always suitable for texts that are long and have a complex structure, such as scientific articles, technical reports, or analytical essays. In such texts, important information is often scattered and interconnected between sections. Relying on scanning can make the reader lose context or not understand the relationship between ideas.

2.1.14 Definition of Reading Strategies

Reading strategies is a methods or procedures that readers use before, during, and after reading a text to understand the content or overcome problems that may arise during the reading process. Reading Strategies refer to the various ways or techniques used by readers to understand, remember, and interpret texts more effectively.

Shanahan (2023) reveals that reading strategies involve deliberate steps to connect new information with existing knowledge, which can improve text comprehension.

2.1.15 Purpose of Reading Strategies

Reading is a fundamental skill in language learning that not only helps comprehend texts, but also develops critical and analytical thinking skills. To achieve optimal comprehension, effective reading strategies are required. These strategies assist readers in identifying key information, understanding implied meaning, and improving reading speed and efficiency.

Applying the right reading strategies can improve learners' ability to understand various types of texts, both academic and non-academic. Therefore, this section will discuss the purpose of reading strategies, including how they can improve text comprehension, expand vocabulary, and develop analysis and evaluation skills in reading.

Diniya and Puspitasari (2019) in the journal “Reading Strategies of High School English Students”, reading strategies have the main purpose of helping students overcome reading problems, so that learning becomes easier, faster, and transferable. In addition, reading strategies also aim to improve students' understanding of the reading text, help them remember new vocabulary, and overcome difficulties that may arise during the reading process. By implementing effective reading strategies, students can significantly improve their reading skills.

In contrast, Bania & Imran (2020) state that the main purpose of reading strategies is to improve students' reading comprehension skills. Their research shows that primary school students are better able to answer comprehension questions directly compared to questions that require reasoning and opinion. This emphasizes the importance of reading strategies in helping students understand texts effectively and answer questions appropriately.

Based on the discussion above, it can be concluded that reading strategies play an important role in improving text comprehension, enriching vocabulary, and developing critical thinking skills. By applying the right strategies, readers can overcome reading difficulties, understand information more effectively, and increase speed and efficiency in reading.

2.1.16 Types of Reading Strategies

Reading strategies help readers to absorb information faster, understand the content more deeply, and improve critical thinking skills. Each strategy has different functions and applications, depending on the context and needs of the reader. Here are some types of reading strategies that are commonly used, ranging from skimming, scanning, to extensive and intensive reading.

1. Skimming

Skimming is a speed reading strategy to get the general idea or main idea of a text. Readers only pay attention to important parts such as headings, subheadings, the first sentence of each paragraph, and key words. This technique is suitable when you want to know the general content of the text in a short time.

2. Scanning

Scanning is used to find specific information in text, such as names, dates, numbers, or terms. The reader doesn't read the whole text, but instead jumps straight to the part that contains the information they are looking for. This technique is useful when time is limited and the information needed is obvious.

3. Extensive Reading

This strategy is done to understand the content of the reading as a whole with the aim of increasing insight or entertainment. Readers read texts with a large number of words, such as novels, articles, or long stories, without focusing too deeply on every detail. The main goal is to acquire general meaning and improve reading fluency.

4. Intensive Reading

Different from extensive reading, intensive reading is done deeply and thoroughly to understand the content of the text in detail. Readers pay attention to vocabulary, sentence structure, implied meaning, and the relationship between parts of the text. This strategy is very useful in academic activities or text analysis.

5. Critical Reading

Critical reading requires readers to not only understand the content of the text, but also evaluate, analyze, and provide an assessment of the author's argument or point of view. Readers are required to think logically and skeptically about the information presented.

6. Predictive Reading

This strategy involves predicting the content of the text based on the title, images, or keywords before reading the whole text. This helps the reader activate prior knowledge and prepare themselves to understand the context of the reading.

2.1.17 Stages of Reading Strategies

Reading strategies can be grouped based on the stages of reading, namely before reading, while reading, and after reading.

1. Pre-Reading Stage

These strategies are used to prepare one before starting to read the text.

- a. Previewing is one of the reading strategies used to get a general idea of the content of a text before reading it in depth.

The steps are → Glance at the text by paying attention to the title → subtitle → images → table's → key words to get a general idea of the content.

- b. Predicting is one of the reading strategies that involves making estimates or predictions about the content of the text before and during reading.

The steps include → Looking at Headings and Subheadings → Observing Images and Graphics → Reading the First Sentence

or Opening Paragraph → Paying Attention to Keywords or Key Phrases → Making Questions About the Text → Reading and Verifying Predictions → Revising or Adjusting Predictions

- c. Activating Prior Knowledge is a reading strategy that involves using prior knowledge to help understand new text.

The steps are → Previewing the text → Brainstorming → Asking questions → Making predictions → Reading and confirming → Reflecting and summarizing.

2. While-Reading Stage

This strategy is applied when the reader is reading the text in order to understand the content more deeply.

- a. Skimming is a speed reading strategy that aims to get the general idea or main idea of a text without reading every word in detail. This technique is useful when readers want to find the main information quickly, for example when reading articles, reports, or chapters in books.

The steps are as follows → Read Titles and Subtitles → Pay Attention to Opening and Closing Paragraphs → Identify Topic Sentences in Each Paragraph → Use Keywords and Key Phrases → Pay Attention to Images, Graphs, and Tables → Use Rapid Eye Movement Techniques.

- b. Scanning is one of the reading strategies used to find specific information in a text quickly. This technique does not require an in-depth understanding of the entire text, but rather focuses on finding specific keywords, numbers, or phrases.

The steps are → Decide on the Information You Want → Look at the Text Structure → Use Your Eyes to Scan Quickly → Use Visual Clues → Stop When You Find the Information You Need → Do a Quick Check.

- c. Questioning is one of the reading strategies that involves creating and using questions to improve text comprehension.

The steps are like Pre-Reading Questions → During-Reading Questions → Post-Reading Questions.

- d. Inferring is a reading strategy used to understand meanings that are not explicitly stated in the text. In other words, the reader makes inferences based on clues given in the text as well as prior experience and knowledge.

The steps are as follows, Reading Carefully → Connecting Information → Analyzing Context → Asking Questions → searching for Evidence in the Text → Confirming or Modifying Inferences.

- e. Context Clues are clues in the text that help readers guess the meaning of an unfamiliar word or phrase based on the context of the sentence or paragraph.

The steps are as follows, Identify the Unknown Word → Read the Sentence or Paragraph as a Whole → Look for Clues in the Text → Use Prior Knowledge → Guess the Meaning of the Word → Verify by Rereading.

- f. Visualizing is a reading strategy that involves forming mental or visual images of what is read.

The steps are like: Read with a Focus on Details → Use Senses to Create Mental Images → Look for Descriptive Words in the Text → Use Sketches or Visual Notes → Connect to Personal Experiences → Discuss or Share Visualizations with Others.

- g. Making inferences is a reading strategy used to understand the implied meaning in the text by connecting existing information with prior knowledge.

The steps are: Reading the Text Carefully → Identifying Information Not Mentioned Directly → connecting with Background Knowledge → Analyzing Context and Evidence in the Text → Inferring Implied Meanings → Verifying Inferences.

- h. Summarizing is a reading strategy that involves reorganizing the main information from the text into a shorter and clearer form.

The goal is to understand the gist of a passage by distilling the main ideas and eliminating unimportant details.

The steps are: Read and Understand the Text → Identify the Main Ideas → Use Paraphrasing → Create a Clear and Concise Summary → Check and Revise.

3. Post-Reading Strategies Stage

Post-Reading Strategies are strategies used after reading a text to ensure comprehension, analyze information, and connect the content with existing knowledge.

- a. Summarizing & Retelling are two reading strategies that help in understanding and remembering the content of the text better. Summarizing is a reading skill that involves restating the content of the text in a more concise form, including only the main ideas and omitting less important details whereas Retelling is a strategy where the reader restates the content of the text in more detail, often including the sequence of events and additional information found in the text.
- b. Questioning & reflecting are two reading strategies that help readers understand texts more deeply and think critically. The questioning strategy refers to the process of asking questions before, during, and after reading to improve comprehension while the reflecting strategy involves deep thinking about what has been read and how it relates to prior knowledge or personal experience.
- c. Making Connections is one of the reading strategies that help readers understand text by connecting it to personal experiences, prior knowledge, or other information they have learned.
- d. Drawing Conclusions is a skill in reading that involves the process of drawing conclusions based on information available in the text as well as prior knowledge or experience. In this skill, readers connect clues given in the text with their own

understanding to infer something that may not be explicitly stated.

- e. Discussing & Teaching others is a learning strategy where one deepens their understanding of a topic by discussing it with others or teaching it. It is based on the principle that teaching a concept helps one understand the material better.

2.1.18 The Importance of Teaching Reading Strategies

Reading teaching strategies are essential in improving students' literacy skills. Reading is not just about recognizing words, but also understanding, analyzing and applying the information obtained. With the right strategies, students can become more effective and critical readers. Every student has different learning needs. One of the main reasons for the importance of reading instruction strategies is to improve reading comprehension. Mainly By applying techniques such as skimming (reading quickly to get an overview) and scanning (looking for specific information), students can develop faster and more accurate reading skills.

Amanda et al. (2022) The implementation of effective reading teaching strategies is essential to enable teachers to customize learning according to each student's ability level and learning style, so that all students get the opportunity to develop according to their potential. Similarly, Widodo (2020) argues that explicit teaching of text comprehension strategies is essential in improving students' reading ability.

The use of appropriate reading strategies also helps to increase students' motivation and interest in reading. If students find it difficult to understand the text, they may lose interest in reading. In addition to improving comprehension, reading strategies also play a role in developing critical thinking skills. Students, who are taught to evaluate text content, connect information with prior knowledge, and draw conclusions will be better able to analyze various types of reading.

In addition, research discussed in the journal *Didactics* emphasizes that reading has an important role in producing the next generation of smart, creative, and critical nations (Zaifa, 2019). Thus, the implementation of effective reading teaching strategies not only helps students understand texts better, but also builds critical thinking skills, increases interest in reading, and prepares them for future challenges.

Based on the discussion above, it can be concluded that it is Reading teaching strategies are essential in improving students' literacy skills. By applying the right techniques, such as skimming and scanning, students can understand texts more effectively and quickly. In addition, reading strategies also help improve motivation, critical thinking skills and the ability to analyze texts. With teaching tailored to students' needs, they can develop according to their potential.

2.1.19 The Role of Teachers in Teaching Reading Strategies

Teachers have a very important role in helping students develop effective reading skills. In the learning process, the teacher not only acts as a conveyor of information, but also as a facilitator, motivator and guide who help students understand various reading strategies that can improve their understanding of the text.

First, teachers are responsible for introducing various reading strategies, such as skimming, intensive reading and scanning. By understanding these techniques, students can adjust the way they read according to the purpose and type of text at hand. Second, teachers should encourage students to think critically while reading. One way is to ask questions before, during, and after reading the text.

Muhammad (2020) emphasizes that the role of teachers includes several aspects, including as educators and teachers, mediators, and models and role models for students. In the context of teaching reading strategies, teachers not only deliver the material but also guide students in choosing appropriate reading materials and creating a supportive environment, such as providing a reading corner in the classroom.

Teachers also play a role in guiding students in the use of contextual vocabulary. When encountering difficult words in reading, students need to be taught how to guess the meaning of the word based on context or use a dictionary effectively as well as how to use the dictionary effectively. Teachers also need to create a conducive learning environment and motivate students to read independently. For example, by providing a variety of interesting and relevant texts, teachers can foster students' interest in reading and help them become more active and critical readers.

In addition, Fitri (2018) said that the role of teachers in developing school literacy includes several main aspects, namely being a role model in reading and writing, providing literacy support facilities, and guiding and motivating students in reading activities. Thus, the role of teachers in teaching reading strategies is crucial to forming students who are not only able to read, but also understand, analyze, and evaluate the information they get from various reading sources.

Based on the discussion above, it can be concluded that Teachers play a crucial role in developing students' reading skills by acting as facilitators, motivators, and guides. They introduce effective reading strategies, encourage critical thinking, and create a supportive learning environment. By serving as role models and providing literacy support, teachers help students become independent, analytical, and critical readers who can effectively understand and evaluate various texts.

2.1.20 Challenges in Implementing Reading Skills teaching Strategies

Although there are many effective reading teaching strategies, teachers often face challenges in implementing them. Some of the main barriers identified in research by Grabe and Stoller (2019) and Rahman and Sari (2023) include:

a. Lack of Resources

Limited resources pose significant challenges to effective reading instruction. The scarcity of high-quality reading materials, appropriate teaching aids, and access to technology or libraries can hinder students' opportunities to develop their reading skills. For instance, schools located in remote areas often have restricted book collections, leaving students with fewer chances to engage with a diverse range of texts. Additionally, the lack of access to digital materials and learning technologies further complicates students' ability to find supplementary reading resources.

b. Lack of Student Motivation

Low motivation to read can stem from several factors, including insufficient reading habits cultivated at home, a lack of relevance in the texts to students' everyday lives, or uninspiring teaching methods. When students feel disinterested or unmotivated, they often struggle to comprehend texts and develop effective reading skills.

For example, a student who hasn't developed a reading routine at home may view reading as a tedious chore, failing to recognize its benefits in their daily life. Additionally, students compelled to read materials that do not resonate with their interests are likely to become disengaged and lose focus in their learning.

c. Variation in Student Abilities

Each student possesses a unique level of reading comprehension, presenting a challenge for teachers in effectively delivering lessons. In any given class, some students may read fluently, while others struggle with the fundamentals of understanding basic texts. This disparity necessitates that teachers adapt their instructional methods to accommodate all learners; however, achieving this in a large classroom can be quite difficult.

d. Time Limitation

The limited time allocated in the curriculum often hampers the ability to deliver thorough reading instruction. Teachers must balance their attention among various subjects and other educational priorities, which can prevent them from dedicating the necessary focus to cultivating comprehensive reading skills.

Yunus et al. (2023), said that solutions to this challenge could include increasing teacher training in reading teaching strategies, using technology in learning, and developing a more flexible curriculum to suit students' needs.

Based on the discussion above, it can be concluded that although there are various effective reading learning strategies, teachers often face obstacles in implementing them. Differences in reading ability levels in one class also require teachers to adjust teaching strategies to meet the needs of all students, which is often difficult to do, especially in large classes.

2.2 Conceptual Framework

The conceptual framework in this study aims to be a guideline in conducting research and as a reference in understanding the flow of thought so that the analysis carried out is more systematic. In this study, the researcher chose UPTD SMP Negeri 1 Mandrehe Barat as the research location with a focus on English teachers of class VIII as the main informants of the study.

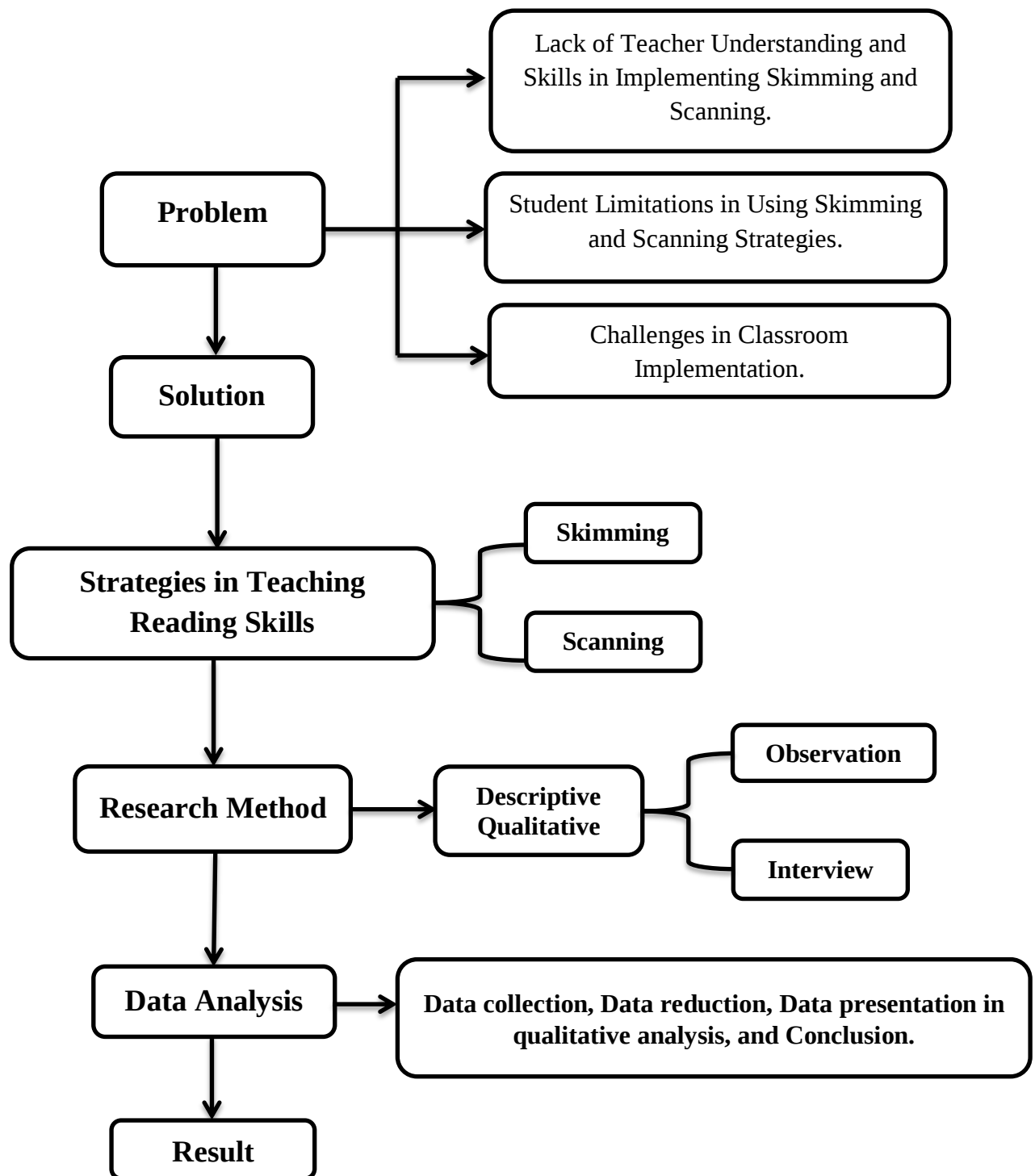
National Education Number 20 of 2003, education in Indonesia must be able to improve the quality of students' skills, including reading skills. However, the reality in the field shows that there are still various obstacles in the implementation of reading learning strategies by teachers. Several factors such as lack of student motivation, limited resources, and variations in reading abilities in one class are challenges faced by teachers in teaching reading skills effectively.

The focus of this study covers two main aspects, namely: Reading skill learning strategies used by English teachers in the learning process in grade VIII, and Obstacles faced by teachers in implementing these

strategies. Therefore, this study uses a descriptive qualitative approach to gain an in-depth understanding of the strategies used and the obstacles faced by teachers in teaching reading skills. In data collection, researchers used several instruments, namely Interview Guidelines, which were used to obtain information from English teachers regarding the reading learning strategies they used, and Observation, to see directly how these strategies were implemented in the classroom and how students responded and were enthusiastic about reading learning.

After the data is collected, the researcher will report the research results according to the real conditions in the field based on the data obtained without making changes or adjustments to the results. Data analysis in this study refers to the theory of Miles & Huberman which includes data collection, data reduction, data presentation, and drawing conclusions. Thus, through this study, it is expected to obtain a clear picture of the reading learning strategies applied by English teachers in grade VIII and the obstacles they face in the learning process.

Furthermore, the conceptual framework of "An Analysis of Skimming And Scanning Strategies in Teaching Reading Skill Used By English Teacher At Eighth Grade of UPTD SMP Negeri 1 Mandrehe Barat" is depicted in the following scheme:



Picture 2.2 Conceptual Framework