

USING DIFFERENT KINDS OF READING TECHNIQUES IN HIGH SCHOOLS

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Abstract: This article will help young people who will learn English and who are currently learning English to develop and improve the reading skills, which is one of the 4 skills of the English language. The article also gives ideas about the used techniques to enhance reading skills.

Key words: Intensive Reading, Extensive Reading, Reading Comprehension, Skimming, Scanning, Predicting, Aloud Reading.

Ability of reading in a foreign language is an uphill struggle for most students. Even with simple reading tasks, students often lose interest and do not complete them. Research on this issue indicates that creating a good of reading is considered an extremely difficult skill, even for native readers. [2;86] One reason why reading is so difficult is the fact that, in addition to, knowing the appropriate grammar and vocabulary, readers ideas must be presented clearly and well organized structure. This is big challenge for second language learners (readers) and of course dilemma for us, teachers who are responsible to look for successful and effective ways to teach the skill. [1;177]

Reading is one of the most fundamental skills in the English language. Teachers and students in the English language alike should work on these three skills. If students are proficient in reading, they would be proficient in other fields. The process of reading requires the reader to construct meaning from a written text. The researcher believes the reading process involves getting meaning from printed word symbols[3;25].

There are several reading sorts and significant reading types can be seen in the following.

Intensive Reading. Hornby pointed out that the task is often carried out in a classroom under teacher supervision and extended to short texts to collect relevant details. The high school is engaged in vocabulary learning, emphasizing new concepts, structures, speech, features, pronunciation, and cultural perspectives. While there is evidence that this form of reading helps language learners, it helps them acquire vocabulary by deducing the meaning of words in context [4;56]. Furthermore, Brown said intense reading: an emphasis on grammatical forms, discourse markers, and the structure of the text in order to grasp the better literal meaning, ambiguity of interactions, and retention over a prolonged period. According to the researcher, Intense reading is a kind of reading where readers other than linguistic expertise should be aware of and concentrate on text, context and semantic comprehension since the aim is to obtain such facts. In other words, intense reading calls for learners to locate the words, recognize their meanings, and eventually identify an accurate reading [5;156].

Extensive Reading. Extensive reading is a language teaching tool where learners are expected to read a considerable amount of text for global comprehension. The goal is to derive enjoyment from the texts for educational purposes; comprehensive reading has been described differently by educators, scholars, and reading specialists. In language instruction, a form or form of reading is referred to as intensive reading. Thus, extensive reading is used to gain a broad interpretation of a language [6;45].

Reading Comprehension. "Text comprehension" denotes the ability to understand beyond the words, to grasp the ideas conveyed in the entirety of the text. Besides, snow mentioned that reading comprehension is defined as "the simultaneous ability to construct and extract meaning using interactive and involve written materials." According to the researcher, Comprehension is the process of making meaning from text. Therefore, our goal is to comprehend what is written in the text rather than extract meaning from single words or sentences.

Readers are capable of understanding written materials if they have reading comprehension. Therefore, it is pronounced that understanding is the primary component of literacy. In the absence of understanding, the act of reading should not be alluded to as a mental operation. Reading comprehension is not an inherent ability; instead, it is a facilitated capability that the student masters after understanding written symbols and pronouncing them.

In reality, it is a complicated operation, made up of multiple stages, and that depends on mental skills and potentials and requires practice and drilling to get better at it. The researchs importance is that educational institutions pay particular attention to improving students literacy skills to enhance reading comprehension, one of the recent research exploring the impact of visual word-formation on reading comprehension [7;89].

Skimming. Skimming is one of the reading strategies, and it is used when the wants to get the main idea of ideas from a passage. Skimming is essential to comprehending the general meaning of a passage, comprehending how the passage is structured, the structure of the text, and understanding the writers intentions. The reader must organize the information and retain some of it because it is not enough to locate it. It is also a writing tool. According to the researcher, skimming strategies are utilized by readers to obtain a general idea about the content of printed materials by scanning the text [8; 167]. Scanning. The scanning is a reading technique that uses readers to find specific information without reading the entire text by first looking in at the title, table of contents, and so on. The researcher believes that the scanning is a type of reading strategy and that it is used to locate specific information [9; 98]. Predicting. Predicting strategy is related to what is expected to happen again in the text. It is achieved by successful readers who mean: they used diagrams, headings, and text, and personal knowledge to shape projections before starting to read [10; 143].

Aloud Reading. Reading aloud is a significant and magic way to develop students oral English. The researcher claims that reading aloud is critical for

improving pronunciation, oral communication, intonation, tension, and enabling learners to gain fluency in the language [11;98].

In other words, reading aloud is vital aspect of English instruction because of the fact that it sets the groundwork for sound pronunciation. In conclusion, developing reading comprehension skills can result from how much text processing students do while summarizing and how challenging summarizing is. Summarizing puts students to the test, and the challenges they face during it reflect the most fundamental processes of creating the macro structure of a text and require higher-level processing skills. We achieve the gains we have made through these techniques. They improve our ability to think deeply and they help us to work well with text. They are the most essential techniques for us, so that we should learn how they are used.

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