

## DEVELOPING READING SKILLS IN DIFFERENT STRATEGIES

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**Abstract:** *Developing reading skills is essential for academic success and lifelong learning. Key approaches include active reading techniques such as skimming and scanning, which allow students to quickly identify main ideas and specific information. Finally, self-assessment strategies allow students to help evaluate their understanding and identify areas for improvement. By combining these different strategies, students can develop more effective reading habits, which will ultimately improve their overall literacy skills.*

**Key words:** *active reading, skimming, scanning, study plan, self-assessment, creating a study environment.*

It goes without saying, reading skill has several strategies to achieve the purpose of reading. As Nuttal (2005) states that "the aims of reading program are to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar texts, at appropriate speed, silently and with adequate understanding." The students are able to enjoy reading some texts if they understood well, so it needs more comprehension, as the comprehension means the capability to give details about grammar and structure of a page of text, it also means the ability to sum up the thesis and argument of a whole book in a few sentences (Ann and Lee, 1997). However, of late researchers have come up with a great deal of information about strategies that are applicable to reading. This paper reviews two authors' strategies, they are Luis (2007) and , Pinnel, Su and Foutas (1996). And also pints point which one of these strategies might be the most appropriate for teaching reading as one of language skills today. Skill and strategy both are sounded similar, but in fact, they have different usage and function especially for teachers and students. As Robb (1996, 7) states that "skill has described a set of helpful tools that students practiced in order to improve reading. (They include, but are not limited to: vocabulary in context, sequencing, making inferences, coping with unfamiliar words, and many more)" What is reading? Reading is a complex activity involving perception, related to the understanding of written texts. "From the point of view of psychology," writes O. A. Rozov, - reading is an extremely complex process of activity of the human nervous system, characterized by the unconscious and conscious work of the brain. Reading consists of 2 main processes: acquaintance and understanding of the word. Understanding is the perception of words and the release of the meaning of the text with sentences. The process of extracting meaning from a set of words is text. This process involves thinking as well as word knowledge (vocabulary). Understanding is a type of active process, not a passive process, as opposed to the data given by Durkin. Reading is a complex work, which distinguishes the process of transcribing written speech into sound

speech and understanding the meaning of the read text. These two types of reading are closely connected and together constitute "full reading". The Indian linguist Pahwin Alfarizi, in his scientific work devoted to reading comprehension, provides information on 2 types of reading comprehension. There are two different types of reading. They are comprehensive reading and intensive reading.

- Comprehensive text reading. The main purpose of comprehensive reading of the text is to get cultural leisure by reading the text or enjoying. Of course, students use this type of study a lot in extracurricular situations. Students can read novels, web pages, newspapers, magazines, or any other reference book outside of the classroom. However, the goal of comprehensive reading is not just reading for pleasure, but can also benefit the quality of language usage.

- Intensive reading Nation , argues that for intensive reading, comprehension, soundspelling, vocabulary , grammar, information content, and genres are primary factors. Nation, argues that for intensive reading, comprehension, sound-spelling, vocabulary , grammar, information content, and genres are primary factors.

Reading is a complex process that consists of understanding the intended purpose and meaning of a given text through letters, grammatical rules of the text, punctuation, styles and vocabulary. When learning to read in English, the student can also experience various obstacles or problems at the same time as the teacher. The role of the student and the teacher in the development of reading skills is important. These problems were covered by Indonesian scientist Sustris Harida, in his scientific work. They are as follows:

- Lack of vocabulary;
- The degree of difficulty of the text;
- Complexity of scientific terms;
- The inadequacy of secular knowledge;
- Different in the level of the students in the group;
- Application of traditional and boring methods;
- Inability to understand the purpose and meaning of the text;
- The non-existence of motivation and purpose of the clock;
- Insufficient knowledge of the grammatical rules of the language under study.

Good reading strategies help the student to read in very efficient way. By using those strategies, the student aim to get the maximum benefit from the reading with the minimum effort. Many researches discuss about the reading strategy. This paper should review the strategies which are applied by Luis (2007) and , Pinnel, Su and Foutas (1996). Luis states that there are six strategies that should be done for teaching reading in ESL classroom. They are: 1. Knowing what you want to know. You have to know why you are reading the text. What do you want to know after reading it? Are you reading with purpose or just pleasure? If you know this, you can examine the text to see whether it is going to move you towards this goal. A simple way of doing this is to look at the introduction and the chapter headings. The introduction should let you know at whom the book is targeted, and

what it seeks to achieve. Chapter headings will give you an overall view of the structure of the subject. Ask yourself whether the book meets your need. Ask yourself if it assumes too much or too little knowledge. If the book isn't deal, would it be better to find a better one? Knowing how deeply to study the material Where you only need the shallowest knowledge of the subject, you can skim material. Here you read only chapter headings, introductions and summaries. If you need a moderate level of information on a subject, then you can scan the text. Here you read the introductions and summaries in detail. You may then speed read the contents of the chapters, picking out and understanding key words and concepts. At this level of looking at the document it is worth paying attention to diagrams and graphs. Only when you need detailed knowledge of a subject is it worth studying the text. Here it is the best to skim the material first to get an overview of the subject. This gives you an understanding of its structure, into which you can fit the detail gained from a full, receptive reading of the material.

To enhance reading skills, various strategies can be employed. Here are some effective approaches. Before diving into a text, previewing allows readers to get an overview. This can include looking at titles, headings, and images, which helps set a purpose for reading. Skimming involves quickly looking over text to grasp the main ideas, while scanning focuses on finding specific information. Both techniques can save time and increase understanding of content. Making notes in the margins or highlighting key points can help in retaining information. This active engagement with the text encourages deeper comprehension. After reading, summarizing the material in one's own words reinforces understanding. Practicing this regularly can enhance both comprehension and memory retention. Asking questions about the text while reading encourages critical thinking. Readers can create questions to guide their understanding and keep them engaged with the material. Visual aids like mind maps, Venn diagrams, and charts can help organize information and illustrate relationships between concepts. For challenging texts, re-reading can clarify misunderstandings and reinforce learning. This strategy is essential for complex or dense materials. Incorporating a variety of reading strategies allows learners to approach texts more effectively. Experimenting with these techniques can lead to improved reading comprehension and overall enjoyment of reading. Developing reading skills requires a multifaceted approach that incorporates various strategies tailored to individual needs. By actively engaging with texts, employing skimming and scanning techniques, visualizing content, expanding vocabulary, reading aloud, setting goals, and collaborating with others, readers can enhance their comprehension and enjoyment of literature. Embracing these strategies will not only improve reading proficiency but also foster a lifelong love for reading.

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