



RESEARCH ARTICLE

**DISCUSS THE DIFFERENT TYPES OF READING TECHNIQUES AND DEVELOP ITS SKILLS**Md. Harun Rashid¹, Wang Hui² Jahirul Islam³^{1,2,3}(Faculty of Modern language and communication, Universiti Putra Malaysia, Malaysia.)Email: harun.sh96@gmail.com, Orchid: 0000-0003-2205-6649Email: vicky0176742521@gmail.com, Orchid: 0000-0003-0541-217Email: Jahirupm17@gmail.com, ORCID: 0000-0003-4451-150Xdoi.org/10.33329.joell.8.3.21.36**ABSTRACT**

The outcomes of an examination of EFL students' reading techniques and extensive reading show that, rather than only teaching reading methods, reading a lot in both L1 and L2/FL becomes the essential component in enhancing reading skills. Extensive reading provides learners with rich background knowledge, vocabulary recognition, and a strong desire to read more. It also serves as the foundation for rapid reading, the discovery of reading methods by learners, and increased context guessing ability.

Keywords: *Different kinds of reading, identifying words, Understanding, Reading techniques*

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1. INTRODUCTION

Reading is an essential ability for primary school children, which results in a drop in their success in other subjects. A simple way to learn some information and ability is to read. Alderson (1984) said that to get good grades in school, one needs to learn a foreign language. Moreover, reading is an essential skill, especially in English as a foreign language (Carrel, 1993). Reading is an important

ability that lets people learn about other people's expertise and experience. It is well acknowledged that there are various levels or strands of Comprehension or understanding of a book. There are three types of understanding: literal, referential, and critical. Literal Comprehension comprehends meanings that are explicitly expressed in the text or one that comprehends the principal implications. At this level of Comprehension, readers look for facts



and ideas that are openly stated explicitly in the text interpretative understanding is the second level. Readers at this level go beyond the basics for more profound significance in what is said and read. Readers must read attentively and critically, and they must analyze what they have read.

The reader needs to be able to identify connections between ideas, such as how they fit together and the implicit links. The meanings of these concepts go without saying that before readers can do this, they must first comprehend the concepts. Drawing, for example, is an example of referential understanding; conclusions, generalizations, and forecasting outcomes are all part of the process. Finally, critical reading is the third stage. The value of ideas and information is assessed once readers have grasped the concepts can critical appraisal take place information that the author has presented. Appreciative comprehension reading to elicit an emotional or other valuable response from a text.

2. DEFINITION OF READING

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 (Durkin, 2020).

3. TYPES OF READING

There are many reading types, and two significant reading types can be seen as the following.

A. Intensive Reading

Hornby (2008) 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 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. Furthermore, Brown (1988) 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.

B. Extensive Reading

According to Bamford et al. (2004), 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.

4. READING COMPREHENSION

According to Seyed et al. (2010), "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.



5. READING STRATEGIES

The researcher sees there are many types of reading, such as the 1-Skimming strategy. 2- Scanning strategies. 3- Summarization strategies. 4- Predicting strategies. 5- Inferring strategy.

6. SKIMMING STRATEGIES

Richards et al. (1992) discovered that the skimming strategy 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 writer's 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.

7. SCANNING STRATEGIES

Great (1981) argued that the scanning strategy is a reading technique that utilizes 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 strategy is a type of reading strategy and that it is used to locate specific information.

8. PREDICTING STRATEGIES

According to Magiliano (1993), prediction 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.

9. SUMMARIZATION STRATEGY

The summarization technique is one of the reading techniques, and it is a method of restarting the original text's context with one's own words. The findings are usually relatively short and contain the critical point, which summarizes the text succinctly. It is sufficient for stages of high education. This approach includes summarizing the remaining

content in a succinct description by consistently extracting unimportant material. Thus, in other words, it is the only tactic readers have left. The details or the fundamental concepts of a given text must be arranged or preserved using the reader's type.

10. SILENT READING

Pressly (2006) said that it is a significant ability for Comprehension. Thus, it can be used during the early stages of studying the language. A wide variety of activities can help you attain perfect Comprehension of this ability. According to the writer, silent reading is an integral part of teaching English. As silent reading can enhance reading capacity, learners must use it. This reading practice will save time when all students participate at the same time. As a result, improving reading speed is very helpful, and playing a significant role in enhancing student comprehension is essential.

11. ALOUD READING

Reading aloud is a significant and magic way to develop students' oral English, according to Huang (2010). The researcher claims that reading aloud is critical for improving pronunciation, oral communication, intonation, tension and enabling learners to gain fluency in the language.

In other words, reading aloud is a vital aspect of English instruction because it sets the groundwork for sound pronunciation.

12. READING STRATEGIES IN CLASSROOM

Omulando (2009) viewed a strategy in a language classroom as a class assessment specifying the teacher-learner roles" The learner can be understood as an engaged reader who builds context by combining pre-existing schemas and the incorporation of new information. The researcher thinks we should look at what methods are used to help students learn to read before settling about which abilities need improvement in reading capacity.

13. THE DEVELOPMENT OF READING SKILLS



It is frequently a fundamental competence in cognitive development, an important teaching and learning goal in the early schooling years, and a guide to knowledge acquisition. Receptive expression, descriptive language, reading, publishing, and applying written and verbal language in everyday life. (Al-Khasawneh, 2020). Reading Comprehension is a crucial ability and essential to complete the entire reading process. A significant trait of good readers is that they are eager to assist the growth of society. It is an exercise requiring precision, autonomy when reading, deep understanding and comprehension level, enjoying reading, the variety of reading purposes, and providing input.

The school emphasizes increasing reading skills among students with learning disabilities, especially their reading comprehension capacity. The new research in the area looks at the effects of visual word-forming abilities on reading comprehension. As a consequence of this analysis, it can be said that a digital image teaching guide that may help with students with learning disabilities' development of reading comprehension skills is currently underway. The report focused on reform mandates pushing for emerging technology and software to assist students with learning disability competencies and skills, which is ongoing now. The current study offers Arabic curriculum creators the ability to use visual word-formation technology in teaching Arabic.

14. THE TEACHING PROGRAM

The mixture of visual word formulation technology, which included linking the written word technique, linking the spoken word technique, word recognition strategy instruction, and word squares technique instruction, is an instructional drill.

15. STUDENTS WITH LEARNING DISABILITIES

Students experienced a disruption in at least one of the essential neurological mechanisms, including awareness and use of written and verbal phrases and sensory impairments such as hearing loss, problems in thought, communicating, interpreting spelling, and mathematics. This condition is not linked to any other type of disability, whether mental, sensory, hearing deficiency, or otherwise. In this case, the

regular test that the educational district in Hayel Area recognizes as a method for diagnosing intellectual disorders is used to make a diagnosis.

16. VISUAL WORDS

Famous words are written so that the reader can understand them at a glance. Many who have a diminished ability to shape certain visual words will have restricted potential to integrate words in simple thought units to achieve reading fluency and Comprehension. Additionally, he would encounter significant difficulties in understanding new or unusual terms. (Khasawneh & Al Khawaldeh, 2018).

17. 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 research's 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 (Khasawneh, M.A, 2020).

18. RECOMMENDATIONS

In light of the results found in the current study, the following recommendations were developed. To employ the instructional language program based on visual picture techniques in presenting words in teaching students with learning disabilities at Abha Region reading comprehension skills. Train teachers to use the instructional language program based on visual picture techniques in teaching students with learning disabilities. To capitalize on the developed



reading comprehension skills list proposed in the current study.

19. CONCLUSION

This finding suggests that effective reading development is possible. Students who practised summarizing could perform well on tests based on reading comprehension assessment methods other than summarizing. It was also observed that it is likely that the effort students make to summarize a text has a high pedagogic value since there was no correlation between the quality of their summaries and their reading skills. To sum up, 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.

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