Practical Strategy Understanding English Reading Comprehension

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INFO ARTIKEL	ABSTRAK
	Pemahaman bacaan bahasa Inggris merupakan keterampilan penting yang dibutuhkan dalam berbagai bidang kehidupan. Namun, banyak siswa yang kesulitan memahami bacaan bahasa Inggris. Artikel ini merupakan luaran kegiatan pengabdian masyarakat yang bertujuan untuk membahas beberapa strategi praktis yang dapat membantu meningkatkan pemahaman membaca bahasa Inggris. Strategi tersebut meliputi *skimming, scanning, word-attack skills, vocabulary building, interpreting reference, recognizing text-organization and inferencing.* Metode yang digunakan adalah ceramah, diskusi, dan praktek langsung. Pesertanya adalah 30 siswa Madrasah Aliyah Negeri (MAN) 2 Parepare yang tergabung dalam School English Meeting Club. Hasil dari pengabdian kepada masyarakat ini adalah (1) meningkatkan keterampilan membaca pemahaman teks siswa, (2) meningkatkan kesadaran peserta akan pentingnya keterampilan membaca, (3) siswa yang berkompeten dalam memahami teks membaca pemahaman.

ARTICLE INFO	ABSTRACT
	English reading comprehension is an important skill needed in various areas of life. However, many students have difficulty understanding English reading. This article is the output of community service activities which aims to discusses several practical strategies that can help improve English reading comprehension. The strategies comprise skimming, scanning, word-attack skills, vocabulary building, interpreting reference, recognizing text-organization and inferencing. The methods used are lecture, discussion, and direct practice. The participants are 30 students of Madrasah Aliyah Negeri (MAN) 2 Parepare who are members of the School English Meeting Club. The results of this community service are (1) increasing students' reading comprehension text skills, (2) increasing participants' awareness of the importance of reading skills, (3) students who are competent in understanding reading comprehension texts.

1. Introduction

English remains a compulsory subtest among the other optional topics assessed in school examinations or college entrance tests. However, the english test, which is essentially a non-native language, frequently poses a formidable obstacle and even instills anxiety among students in Indonesia. This frequently poses a challenge in exams or tests when it comes to English problems. It is crucial to devote extra attention to fully understanding and excelling in the questions presented in the English test.

The reading comprehension test is a kind of subtest that is consistently appear on english tests. This kind aims to assess students' proficiency in comprehending english texts and their literacy skills (Pang et al., 2003). The purpose of this part on reading comprehension questions is to assess one's capacity to comprehend and interpret brief articles on subjects akin to the reading material encountered in educational settings or the immediate surroundings (Hasanah Batubara et al., 2022). Typically, students may be presented with multiple text articles and must respond to various brief narratives or locate certain information within the text. The objective is to facilitate students' comprehension, examination, and potential engagement with the reading material they come across. Ultimately, engaging with reading prompts will enhance your writing proficiency and sustain your attention span during extended reading sessions (Fitriana, 2018).

One of challenge on reading comprehension test is the lack of vocabulary (Kartika Sari et al., 2020). Mastering adequate vocabulary is mandatory for understanding english reading texts. Lack of vocabulary will make students even more overwhelmed when working on reading questions on english tests. Moreover, students must hunt for time to complete the test. On the other hand, mastering adequate vocabulary will be very helpful in working on test questions quickly and accurately (Hasanah Batubara et al., 2022). However, vocabulary mastery will not be enough without being accompanied by understanding and effective strategies in working on this type of reading comprehension questions.

In other english test, such as TOEFL, you are encouraged to use reading techniques or reading strategies which are often called reading skills which include skimming, scanning, word-attack skills, vocabulary building, recognizing text organization, interpreting reference, and inferencing. These reading skills are very useful in understanding English texts (Hermida, 2009) because these activate schematic knowledge or non-linguistic knowledge which includes socio-cultural, discourse, thematic and general knowledge that is relevant to the texts read (Hedge, 2008).

Pang suggest that the process of building meaning is related to various reading activities including (1) connecting previous knowledge and messages in the text, (2) finding the meaning of linguistic forms in the text and (3) constructing text content in order to understand the texts read (Pang et al., 2003). In this process, you use previous knowledge to find the topic, main idea, text organization, linguistic forms used in order to find the message or intentional meaning that the author has (Lenz, 2005). Therefore, you are advised to use a reading strategy that is suitable according to your goals and the type of text you are reading (Johnson, 2008).

Based on the background above, the problems that arise for students are relatively the same. The problems experienced by the students English Meeting Club of MAN 2 Parepare can be summarized as follows:

- Limited hour of english subject in class. It is only 3 hours which means students will only get English learning no more than once of week.
- The English Meeting Clubs, as extracurricular school program, has run unoptimally. It is due to the lack of extracurricular teaching staff in schools.
- Low interest in exploring english reading.So most students become passive learners.
- The students generally take a lot of time on english reading test. They are used to read all the text without any strategies.

To facilitate students' limitations in learning English and comprehending their knowledge regarding reading comprehension test, this community service is then very necessary to train students the strategies for answering reading comprehension test efficiently and effectively.

Furthermore, the objectives of this community service can be formulated as follows:

- Facilitate the Student of English Meeting Club of MAN 2 Parepare to receive adequate English language learning.
- Providing the Student of English Meeting Club of MAN 2 Parepare with good skills in understanding and working on reading comprehension text questions.
- Train the Student of English Meeting Club of MAN 2 Parepare to master skills on how to effectively work on reading comprehension text questions that always appear in school exams.

2. Method

The method used in this community service are lecture, discussion, and direct practice. Lectures are used to convey general material. Discussions are used to encourage participants to discuss and share knowledge with each other. Direct practice is used to give participants direct experience of the material being studied. The subject of this activity are students of Madrasah Aliyah Negeri (MAN) 2 Parepare who are members of the English Meeting Club. There were 30 participants who took part in this event. The initial observation is also carried out through interviewing teacher and representative students. It is to find the gaps and students' need regarding english learning on school. The final step is an evaluation through a google form quesionare.

3. Practical Reading Strategies: The Use and Application

As mentioned before, reading techniques or reading strategies are important to understand when you do reading comprehension test. It is because these strategies can answer reading questions efficiently and accurately. The following describes various reading strategies along with examples of their application.

3.1. Skimming

Skimming is defined as reading fast to determine the topic or subject of thought in the text. Using this technique, you can predict the purpose of writing the text, the topic of reading, and the main points of thought. The following is an example of the application of skimming strategy.

<div style="border:1px solid">

TikTok is a wildly popular app that lets people create and share short videos. It first hit the scene in 2016 and quickly gained massive popularity, especially among younger users. What sets TikTok apart is its simplicity – it's easy to use, and its algorithm learns what you like, showing you videos that match your interests.

On TikTok, everyone has a chance to shine. Users become content creators by making anything from funny dances and lip-sync performances to unique and creative videos. The platform has given rise to a new wave of internet celebrities, and it's not just about entertainment – TikTok has the power to turn little-known songs into chart-topping hits.

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| 1) What is the topic of the text? | TikTok. |
| 2) What is the main idea of the text? | TikTok is a wildly popular app is a wildly popular app. |

3.2. Scanning

Scanning refers to the way reading text by moving eyes to find targeted information present in the text. The purpose of this technique is to extract specific information without reading through the whole text. Brown added that scanning is concerned with finding detailed information such as names, place descriptions, time descriptions, keywords, things related to numbers (Brown, 2007). This can be used to answer questions related to who, what, how long, where, when, how much, how far, and so on. The following is an example of the application of this strategy.

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The Third President of Indonesia

Bacharuddin Jusuf Habibie, widely known as B.J. Habibie, was an influential Indonesian engineer, politician, and the third President of Indonesia. Born on June 25, 1936, in Parepare, South Sulawesi, he played a crucial role in shaping Indonesia's technological landscape. Habibie studied aviation and engineering in Germany, earning a doctorate in aerospace engineering. His expertise in the field led him to a successful career with the German aircraft manufacturer Messerschmitt-Bölkow-Blohm.

Habibie's career took a significant turn when he returned to Indonesia. He became involved in politics during the Suharto era, serving as Minister of Research and Technology. In 1998, following President Suharto's resignation, Habibie assumed the presidency. During his short term, he implemented political reforms, released political prisoners, and initiated democratic changes. However, his presidency was also marked by economic challenges and social unrest, leading to his decision not to seek re-election in 1999.

Beyond his political contributions, B.J. Habibie is remembered for his commitment to technological advancement in Indonesia. His efforts to promote research and development left a lasting impact on the country's aerospace and technology sectors. Following his presidency, Habibie continued to be active in various fields, including academia and philanthropy. His legacy endures as a leader who steered Indonesia through a pivotal period of political change and contributed significantly to the nation's scientific and technological progress. B.J. Habibie passed away on September 11, 2019, leaving behind a legacy of leadership and innovation.

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Referring to the text mentioned above, the following questions are presented related to factual information that can be approached using scanning strategy.

No.	Questions	Answers
1	*Who is B.J. Habibie?*	*The Third President of Indonesia*
2	*What is the expertise of B.J. Habibie?*	*Aviation and engineering*
3	*What is his huge contribution fro Indonesia?*	*Technological advancement*
4	*When did B.J. Habibie become president of indonesia?*	*In 1998*
5	*When did B.J. Habibie pass away?*	*September 11, 2019*

3.3. Word-attack skills

Word-attack skills are reading strategy that involve guessing difficult words using grammatical and contextual relationships. Grammatical relationships are defined as types of relationships related to the form and function of words in a particular construction while contextual relationships are concerned with relationships between certain words and other words in a series of meanings. The following is an example of the application of this strategy.

> In the bustling city, students gathered at the local library for a study session. The atmosphere was filled with a sense of determination as textbooks were opened and laptops powered on. Among the group, Sarah focused on her research paper, delving into the intricacies of historical events. Across the room, Mark engaged in lively discussions with classmates about a science project. As the librarian quietly navigated the aisles, the students exemplified the diverse pursuits of knowledge within the academic community, each forging their unique path towards success.

3.4. Vocabulary building

This reading strategies deals with two main processes in the realm of morphology, namely derivation and inflection. The derivation process is defined as a morphological process that results in changes in meaning and/or changes in categories. The inflection process refers to the morphological process in the form of affixation which is closely related to rationing, markers of tense changes, and ownership. The following is an example of the application of this strategy.

Verb	Noun	Adjective	Adverb
read	reading	readable	readably
differ	difference	different	differently
enjoy	enjoyment	enjoyable	enjoyably
interested	interest	interesting	interestly
criticize	critic	critical	critically

Note the bolded words in the following text. Identification of words as a result of derivation and inflection.

At the university, students study a variety of subjects. They go to classes in big buildings with lots of rooms. Some buildings have libraries where students can read and study. Professors teach different courses, and students meet new friends from various backgrounds. There's a busy feeling on campus with people going to and from classes. Students also join clubs or groups to share hobbies and make their time at the university more enjoyable. The university is like a community where everyone is learning and growing together.

Inside the classrooms, students sit at desks, listening to professors explain interesting topics. They take notes and ask questions to better understand the material. Sometimes, they work on projects or experiments, applying what they've learned. The goal is not just to memorize facts but to think critically and solve problems. It's a place where curiosity is encouraged, and each student's unique perspective adds to the richness of the learning experience.

3.5. Interpreting reference

This strategy refers to finding references or reference sources of pronouns that appear in the text. This interpreting reference has two properties, namely anaporic and cataporic. It is said to be anaporic when the reference or reference is before the word being replaced. Conversely, if the reference is after the replaced word, it is called cataporik. Between the two types, anaporics is commonly found in various problems related to interpreting references. The following is an example of the application of this strategy.

Example 1. Find the refering words of each of the underlined words.

In the heart of the bustling city, there stands an old library with towering shelves and creaking wooden floors. It is a treasure trove of knowledge, filled with books on a myriad of subjects. As you enter, the musty scent of aged paper envelopes you, transporting you to a different time. The librarian, a kind and knowledgeable woman, welcomes visitors with a warm smile. She guides them through the labyrinth of literature, recommending titles based on their interests. The library's collection is vast, and each book holds a wealth of information. For example, one particular volume on ancient civilizations provides insights into the customs and traditions of societies long gone. The librarian is passionate about sharing these stories, making the library not just a repository of books but a living testament to the richness of human history.

Example 2. Find the refering words of each of the underlined words.

As Sarah walked through the bustling market, she couldn't resist the aroma of freshly baked bread. Mesmerized by the scent, she approached a small bakery tucked between vibrant stalls. The baker, a cheerful woman with flour-dusted hands, welcomed her with a warm smile. Entranced by the array of pastries on display, Sarah asked the baker about her favorite creation. The baker, eager to share her passion, recommended the cinnamon rolls. With a sense of anticipation, Sarah ordered one. As she bit into the warm, gooey delight, it surpassed her expectations. The baker's expertise in crafting these delicious treats, evident in every bite, left Sarah with a newfound appreciation for the culinary treasures hidden in the heart of the market.

3.6. Recognizing text-organization

This strategy is defined as one of the reading techniques related to the recognition of text organizing patterns or the introduction of various paragraph types. This is especially important when you want to recognize how the author organizes his ideas in a text. The following is an example of the application of this strategy.

Example. Consider the following text and write the sections as forming text.

> Expository text, a fundamental type of reading material, serves the primary purpose of conveying information, explaining concepts, or presenting facts in a clear and organized manner. Unlike narrative texts that tell a story, expository texts are designed to inform and educate the reader. They often employ a structured format, such as cause and effect, problem and solution, or chronological order, to enhance clarity and understanding. These texts can be found in various forms, including textbooks, articles, encyclopedias, and research papers. Whether delving into scientific principles, historical events, or educational topics, expository texts provide readers with a foundation for acquiring knowledge and understanding complex subjects. Effective comprehension of expository texts involves recognizing key details, understanding relationships between concepts, and grasping the central ideas presented by the author.

Main Idea	
Supporting Detail 1	
Sub-supporting Details	
Supporting Detail 2	
Sub-supporting Details	
Concluding Sentence	

3.7. Inferencing

This type of reading is concerned with making inferences based on information obtained from the text read. The following is an example of the application of this strategy.

> Artificial Intelligence (AI) has become a part of our daily lives, quietly working behind the scenes to make things easier and more efficient. From virtual assistants on our smartphones that help us set reminders and answer questions, to personalized recommendations on streaming services and online shopping platforms, AI enhances our daily experiences. Smart home devices use AI to learn our preferences, adjusting temperature, lighting, and even anticipating our needs. In healthcare, AI aids in diagnostics and treatment planning, while in navigation, it powers GPS systems and ride-sharing apps. Social media platforms also leverage AI algorithms to tailor content to our interests. While AI simplifies tasks and adds convenience, it is important to be mindful of its responsible use and potential impact on privacy, ensuring that it remains a helpful and positive aspect of our daily routines.

Write TRUE if the statement is a valid conclusion, and write FALSE if the statement is an invalid conclusion.

No.	Statements	True/False
1	Artificial Intelligence (AI) did not make things easier	
2	Artificial Intelligence (AI) has become a virtual assistant in our daily lives.	
3	Smart home devices have not supported by AI.	
4	AI enhances our daily experiences.	
5	Today's AI have existed in smartphones, shoping platform, and healthcare.	
6	AI algorithms may not personalized our interests	
7	AI is helpful but have risk as well	

4. Conclusion

In conclusion, reading is a basic skill that must be learned from an early age. Furthermore, reading as a skill is a process of (1) connecting previous knowledge and messages in the text, (2) finding the meaning of linguistic forms in the text, and (3) constructing the content of the text to understand the texts read. This makes reading strategies an important thing to master if you want to improve your ability to understand English texts as conveyed in the reading comprehension questions found in the english test. These reading skills include skimming, scanning, word-attack skills, vocabulary building, interpreting reference, recognizing text-organization, and inferencing as outlined in the discussion above. You can use this technique based on the types of questions you face.

5. References

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DOCUMENTATIONS OF EVENT

Figure 1. Initial Observation.
This figure shows the team manages initial observations by visiting the school and meeting with the english teacher.

Figure 2. Meeting with school's Principal.
This figure shows the team holds a meeting with the School's Principal to set the permissions, time, location, and the participants of event.

Figure 3. The main event.
This figure shows the first speaker delivering the material to participants of event in School's Hall.

Figure 4. The main event.
This figure shows the second speaker delivering the material to participants of event in School's Hall.

Figure 5. The main event.
This figure shows the discussion between both speakers and participants in the Q&A session.

Figure 6. Evaluation session.
This figure shows the participants are listening to instructions of the evaluation session delivered by the team.

Figure 7. The team, speakers, and participants.
This figure shows all the participants of the event involves the community service team, speakers, and students as participants of event.