

STRATEGY IN UNDERSTANDING CONTEXT IN ENGLISH READING

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Abstract

Reading is one of the important skills in English. In reading, students must have reading strategies to help them understand the texts they read. Reading strategies have a good impact because they help students overcome reading problems and make learning easier, faster and more transferable. This study aims to determine the use of reading strategies used by learners. English has an important role in communication and as a bridge with the outside world. In education, learning English is crucial because it is the basis of language skills. Reading is a skill that is needed by everyone, including those who are learning English. This need is influenced by the fact that most time is spent in school reading.

Keywords: *Improving reading in English, Reading, Reading Strategies.*

INTRODUCTION

Researchers have found that teaching reading strategies is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students. Therefore this study aims to study the effective reading strategies in order to improve reading skills in language classes. The main question of the study is “Would reading strategies help my students’ reading comprehension studies?” The results of the study indicate that the students had an improvement to a great extent have been tutored about the reading strategies.

DISCUSSION

According to (Hernowo, 2003: 23-25) there are seven kinds of strategies that can be applied to improve reading skills. The seven strategies are described as follows:

1. The center of the problem or main idea to be mapped is positioned in the middle.
2. The main idea consists of ideas expressed using key words.
3. The ideas in the form of key words are connected to the main idea that has been positioned in the center of the lines.
4. If the ideas have subsections, they are placed close to the corresponding related ideas using the same colored marker or pencil to show the relationship.
5. Each idea is developed in an organized way.

This strategy involves placing the main point or main idea of the text being read in the center of a mind map. It aims to provide the main focus and center of attention in understanding the text. By placing the main idea in the center, the reader can easily identify and understand the main focus of the reading.

2. The main idea consists of ideas expressed using key words.

Key words are used to represent the main idea contained in the text. The use of key words makes it easier for readers to remember and relate important information without having to reread the entire text. These key words are usually chosen because they represent the important concepts discussed in the text.

3. The ideas in the form of key words are connected to the main idea that has been positioned in the center of the lines.

Main ideas and key words are connected by using lines that show the relationship between them. This helps visualize the structure of the information and the relationship between different ideas, making it easier to understand and recall the material.

4. If the ideas have subsections, they are placed close to the corresponding

related ideas using the same colored marker or pencil to show the relationship. The relationship main ideas that have subsections or further details are placed close together using the same colored markers or pencils. This helps to mark and show the relationship between the main idea and its subsections, making it easier for the reader to identify and categorize related information.

5. Each idea is developed in an organized way.

Ideas are developed in an orderly fashion to ensure a logical and cohesive flow of the information presented. The orderly development of ideas helps the reader follow the writer's train of thought and understand the information.

Reading

According to Noor (2011), Reading opens up a world of experiences that connect people in ways that transcend distance and time. Reading gives the individual experience, allowing him to broaden his horizons, identify, extend, and intensify his interests, and gain a better understanding of himself, other humans, and the world. Reading is essential for students in general in order to cope with new information in a changing world, particularly in the technological age. Reading is a fundamental ability that must be developed while learning a language (Chandran & Shah, 2019). The primary problem is that, despite being recognized as the most crucial academic skill, reading comprehension is not encouraged or as successful as one might hope among students. This has resulted in a situation in which school children in our country are unable to grasp reading English texts and in result failed to comprehend the meaning of it. Reading is an activity of obtaining factual and inferential information from a written text. What is much more important in reading activities is the activity of taking the essence in the form of a summary of the content of reading.

Best Practices for Teaching Strategic Reading

The International Reading Association's Commission on Adolescent Literacy stated succinctly, "Continual instruction beyond the early grades is needed" (Moore, Bean, Birdyshaw, & Rycik, 1999, p. 3). Getting readers off to a good start certainly is crucial in the early grades, but ongoing instruction in the later grades is necessary for maintaining and, in many cases, accelerating readers' growth. Comprehension strategies are vital components of adolescent literacy instruction. The comprehension strategy instruction in Edge was designed with the following principles and practices in mind.

1. Direct, Explicit Instruction

Effective comprehension strategy instruction for adolescents includes direct, explicit teaching (Biancarosa & Snow, 2004). Such instruction calls for teachers to

scaffold students' learning by guiding them to a particular strategy then openly and plainly describing it. Teachers model, or demonstrate, the strategy-frequently thinking through the process aloud to show it in action. On every Before Reading page in Edge, the "how to" of each reading strategy is explicitly modeled, using the actual text to be read. Strategy questions during and after reading provide additional scaffolds, allowing teachers to gradually release responsibility for the use of the strategy to students, so that they can make it their own.

2. Show, Don't Tell

An important part of direct, explicit instruction calls for teachers to demonstrate and explain why particular strategies are useful as well as how and when to use them (Biancarosa & Snow, 2004). Every strategy has explicit step-by-step explanations of how to perform the strategy. The explanations are tailored to fit youths' funds of general knowledge and facility with everyday strategic thinking. In every instance the explanatory steps contain model responses so youth actually see an example of what is being emphasized; no step is merely mentioned.

3. Connect Reading to Students' Lives and Their Out-of-School Literacies

We know that youth come to school with substantial funds of everyday knowledge acquired from their families, communities, peers, and popular culture (Moje, et al., 2004). In effective secondary schools, teachers regularly form webs of connections between this knowledge and the lesson being taught (Langer, 2002). Teachers overtly point out these connections and invite students to make their own. Every strategy introduction in Edge ("How to Read Short Stories", for example) begins with an inductive learning experience, in which students are able to connect the skills and processes involved in the reading strategy to something they already know how to do in their everyday lives. "Connect Reading to Your Life" shows students who may have negative opinions about their abilities as readers that they really do have valuable cognitive abilities that they can bring to bear on texts.

4. Focused Instruction

Focusing comprehension strategy instruction-one strategy at a time-guards against overwhelming students (Nokes & Dole, 2004). A noteworthy feature of Edge is its focus on a single reading strategy in each unit. Throughout each unit students have multiple, varied opportunities to develop expertise with a particular strategy.

5. Promote Transfer Across Genres A time-honored finding among researchers is that

The characteristics of various genres present readers varying challenges (Jetton & Alexander, 2004; Moore, Readence, & Rickelman, 1983; RAND Reading Study Group, 2002). Strategies for reading fiction in an English/language arts class do not travel well to reading algebra in a mathematics class. In Edge students meet recurring commentaries on one particular strategy along with multiple opportunities to perform it with different genres and passages. Every main reading selection in Edge is paired with a secondary, or adjunct, selection with which the targeted reading strategy is also taught. This pairing helps students understand, for example, that the way that they relate main ideas and details in expository nonfiction is both similar and different than the way that they do it with poetry. Explicitly teaching how the same reading strategy works across genres helps students truly own the strategy and apply it independently to whatever reading they do in the future.

6. Encourage Cognitive Collaboration

BriZNg students together to work through comprehension tasks is another effective practice (Applebee, Langer, Nystrand, & Gamoran, 2003; Greenleaf, Schoenbach, Cziko, & Mueller, 2001). Youth team with others, mixing perspectives and insights to solve problems. They converse in the form of a dialogue, with speakers responding to what one another said. Thinking is aloud/allowed. Among other things, youth think and talk about the ways they apply comprehension strategies to particular text.

CONCLUSION

With the implementation of these strategies, learning to read can become more effective and help students develop better comprehension skills. Reading comprehension strategy instruction provides adolescents with rich and meaningful opportunities to take control of their reading. This shows young people that reading proficiency is not a matter of innate intelligence, but also a matter of applying the right strategies

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