

INTERPRETIVE *and* EFFECTIVE READING

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PREFACE

Reading comprehension is one of the pillars of the act of reading. When a student reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text.

Reading comprehension strategies must be taught over an extended period of time by the teachers who have knowledge and experience using them. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, teachers need to continue to help their students develop reading comprehension strategies. As their reading materials become more diverse and challenging, students need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for students and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

Finally, the writer realizes that the material and content of this book still need to be developed. Therefore, readers’ comments, criticisms, and constructive suggestions will be highly appreciated

Sidenreng Rappang, Desember 2024

Roni ,S.Pd.M.Pd

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CHAPTER I

INTRODUCING INTERPRETIVE READING

A. What is Reading?

1. Definition of Reading

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. Reading is one of the subjects to get information and knowledge about everything readers need from the written form. Reading is very important, and it is one of the four language skills that should be mastered by student for all level. According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Then, Baker and Brown in Dorn and Soffos (2005) says that reading is a complex process involving a network of cognitive actions that work together to construct meaning. Then, Johnson states in his book that reading is the act of linking one idea to another. In addition, Linguists also give definitions about reading, their opinions about reading vary. Some of them say that reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible. Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is process to understand the text content and to get information.

2. Purpose of reading

The purpose of your reading determines how you will read. You are not expected to read every reading on your reading list carefully from beginning to end, word for word. Skimming, scanning and careful, deliberate reading, are all skills which can be applied to reading academic texts, depending on the 'purpose' of your reading.

There are various academic purposes for reading, but only two are in evidence in the modern classroom. The first is recreational. One would think that recreational reading and academic reading would occupy different worlds, but, in the modern classroom, they do not. Recreational reading, especially in the

upper elementary grades and middle school, affords the student the sole opportunity to improve his primary reading skills, especially fluency and comprehension. If the reading choices are controlled by a list, what is described as recreational in nature also serves an academic purpose. If 8th graders are reading "The Red Badge of Courage," they are also accessing the canon of Western literature.

Usually the main purpose behind your reading is to make connections between what you already know and what you need to know. Knowing why you are reading will greatly increase your chances of understanding the material. There are many reasons why you might be reading some particular text:

a. Pleasure and Enjoyment

This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you. However, this will rarely be the purpose behind the reading you need to do for your subjects at university.

b. Practical Application

Here the purpose is to gain information that you can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets, and recipe books are all texts that you would consult with the purpose of gaining specific information.

c. To get an overview

The point here is to get a general feel for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind your reading when you:

- 1) are given an extensive reading list for an assignment
- 2) are doing initial library research for an essay, tutorial, research report or similar assignments
- 3) need to decide which texts are most relevant or useful for your assignment

d. To locate specific information

Sometimes you know what you are looking for but do not know exactly where to find it. For example, you might be looking for:

- 1) a specific quotation
- 2) evidence to support a particular argument
- 3) details about a specific person or event
- 4) a map
- 5) a diagram
- 6) a statistic or table of statistics

- 7) To find this sort of information might mean that you have to consult several books or sources. In these circumstances you will be reading with the aim of zeroing in on the information you are looking for.

e. To identify the central idea of theme

Looking for the main ideas rather than individual words and so-called facts. Once you identify a main idea, look for the deeper meanings:

- 1) What evidence is being presented to support it?
- 2) What evidence might there be against it?
- 3) What connections might there be between the main points and what you already know?
- 4) How does what the speaker is saying match up with what you have read in the relevant literature?

f. To develop a detailed and critical understanding

From the theories above, we know that what we are going to get after reading. The readers have their aim when they read something.

3. Kinds of reading

There are two kinds of reading:

a. Extensive reading

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text (Bamford, Extensive Reading Activities 1). It is the view of Palmer (1964) that “extensive reading” is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information. Thus, extensive reading is also termed as “supplementary reading”.

Extensive is a form of reading instruction. Its definition and purpose are expressed as follows: “Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” Richards and Schmidt (2002: 193–194). Although there are various ways of implementing.

Extensive reading in educational settings, the top ten principles by Day and Bamford (2002) provide a good guideline for conceptualizing extensive reading in a teaching/ learning process:

- 5) The reading material is easy.
- 6) A variety of reading material on a wide range of topics must be available.
- 7) Learners choose what they want to read.
- 8) Learners read as much as possible.

- 9) The purpose of reading is usually related to pleasure, information and general understanding.
- 10) Reading is its own reward.
- 11) Reading speed is usually faster rather than slower.
- 12) Reading is individual and silent.
- 13) Teachers orient and guide their students.
- 14) The teacher is a role model of a reader.

b. Intensive Reading

The work of Palmer (1921) notes that “intensive reading” means that the readers take a text, study it line by line, and refer at every moment to the dictionary about the grammar of the text itself. It is related to further progress in language learning under the teacher’s guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greater control of the language and speech and writing. Students will study short stories and extracts from novels, chosen for the standard of difficulty of the language and for the interest they hold for this particular group of students.

Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide socio cultural insights.

B. Reading Comprehension

Comprehension is the process of making sense words, sentences, and connected text. Phang (2011: 15) stated that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Readers must use the information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page.

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. According to Galda and Beach (2001), Comprehension entails three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part

Beside, comprehension is the active process of constructing meaning concepts, making inferences, and linking key ideas. It is supported by Karen R.Harris and Steve Graha state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge and strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that comprehension is a process that involves prior knowledge and interaction between readers and text in comprehending the text.

While, reading is comprehending. It means that if they can read the words of a text, but do not understand what they are reading, they are not really reading. How much and how easily readers comprehend depends on variables within and outside them. These key variables of reading comprehension include the reader, the activity of reading, and the text

Reading comprehension includes the following:

1. Applying one's knowledge and experiences to the text,
2. Setting goals for reading, and ensuring that they are aligned with the text,
3. Using strategies and skills to construct meaning during and after reading,
4. Adapting strategies that match the reader's text and goals,
5. Recognizing the author's purpose,
6. Distinguishing between facts and opinions, and
7. Drawing logical conclusions.

From the explanation above, known that reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.

Moreover, as pointed out by Lems, Miller and Soro (2010: 170), reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. It means that to comprehend the text the readers need to use some strategies before, during and after reading.

Fundamentally, King and Stanley (1989), the components of reading comprehension are as follows:

- a. Finding Factual Information.

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

b. Finding Main Idea.

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

c. Finding The Meaning of Vocabulary.

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

d. Identifying Reference.

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

e. Making Inference.

Inference is a skill where the reader has to be able to read between the lines.

C. Interpretive Reading

Interpretive communication includes listening, viewing, or reading a text, such as listening to an announcement on a public address system, watching a movie, or reading a newspaper. The listener, viewer, or reader does not have any way to question the author of the text, ask for repetition, or negotiate meaning. This type of communication is referred to as one-way communication.

When talking about interpretive communication the content of the language input that is listened to, watched, or read is referred to as a “text” regardless of the mode. Not all interpretive communication is the same; listening to an announcement in an airport requires a different sort of listening capability than listening to a story on the radio, and reading an ad in the newspaper requires a different sort of reading capability than reading a newspaper article. In addition, listening, viewing, and reading each pose unique challenges.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning and the reader uses knowledge, skills, and strategies to determine what that meaning is. The reader must cope with the way the writer has structured the material, but can look backwards and forward in the text to increase comprehension.

Interpretive communication always involves comprehension of a text. Comprehension is usually described as literal or inferential. Your instructional objectives for comprehension in the target language should include both literal and inferential comprehension, just as they do in the students’ first language.

Literal Comprehension is comprehension of the facts that are explicitly stated in a text that is read, listened to, or viewed. A recipe, for example, is a series of explicit statements about ingredients, amounts, and the steps taken in preparation.

In contrast, Inferential Comprehension is comprehension of ideas or facts derived from inferences, predictions, and elaborations that are based on the literal interpretation of a text. If a student reads that a man is opening an umbrella as he walks outside, s/he may infer that it is raining, even if the text does not include that specific information.

While, Interpretive reading is when a person reads aloud from a written literary script in a way that makes it feel as though it is being performed though the person is not performing the script. The audience must imagine the action happening rather than seeing it in front of them. Interpretive readers will use vocal and physical cues to help convey the action that the script suggests.

CHAPTER II

STRATEGIES FOR ACTIVE READING

A. What is Active Reading

Active reading takes place when students are proactively involved in the reading of a text. Active reading is about more than reading words in black and white and answering questions afterwards. Student engagement is important in order to optimize learning, so when you, as the teacher, get your students involved in what they are reading, they are more likely to better understand the meaning within the text.

Active reading simply means reading something with a determination to understand and evaluate it for its relevance to student's needs. Simply reading and re-reading the material isn't an effective way to understand and learn. Actively and critically engaging with the content can save their time. Research reveals that effective reading is not a single-step process, but a complex set of skills involving activities before, during and after reading. Here is a partial list of some of those skill:

8. Before reading:
 - a. Determining the subject of the material
 - b. Determining how the material is organized
 - c. Deciding what you need to remember from the material
 - d. Defining your purpose for reading
9. During Reading
 - e. Identifying what is important
 - f. Determining how key ideas are supported
 - g. Identifying patterns of thought
 - h. Drawing connections among ideas
 - i. Anticipating what is to come next
 - j. Relating ideas to what you already know
10. During and after reading
 - k. Identifying the author's purpose for writing
 - l. Analyzing the writer's technique and language
 - m. Evaluating the writer's competence or authority
 - n. Asking critical questions
 - o. Evaluating the nature and type of supporting evidence

Active readers get involved with the material they are reading. They think, question, challenge, and criticize the author's idea. They also try to make the material their material.

B. Pre Reading

Pre reading is a way to familiarize yourself with the organization and content of the material. It involves getting a quick impression or overview of what you are going to read before beginning to read. As a result, you will be able to read faster and follow the author's train of thought more easily. Pre reading likes a road map before you start out on a drive to unfamiliar place. The road map, such as pre reading, gives you an idea of what lies ahead and how it is arranged.

1. How to pre read

This the way how to do pre reading:

- p. Read the title
- q. Read the introduction or opening paragraphs
- r. Read each boldface heading
- s. Read the first sentence under each heading
- t. Notice any typographical aids
- u. Notice any graphs or picture
- v. Read the last paragraph or summary

2. How to pre read articles without headings

To get an overview of the content of an article without headings, read the first sentence of each paragraph: it often states the main idea of the paragraph. By reading first sentences, you will become familiar with most of the main ideas contained in the selection.

3. Adapting pre reading to various types of material

If the key to becoming a flexible reader lies in adapting techniques to fit the material, then the key to successful pre reading is the same. You must adjust the way you pre read to the type of material you are working with. Here are a few suggestion to help you make these adjustment.

Table II.1
How To Adjust Pre Reading To The Material

No	Types of material	Special features to consider
1	Textbooks	Title and subtitle Preface Table of contains Appendix Glossary
2	Textbook chapters	Summary Vocabulary list Review and discussion questions

No	Types of material	Special features to consider
3	Article and essays	Title Introductory paragraphs Concluding paragraphs
4	Tests and exams	Instructions and directions Number of items Types of questions Point distribution

(McWhorter, 1992: 24)

4. Why pre reading is effective

Pre reading is effective because it:

- w. Helps you become interested and involved with what you will read
- x. Gives you basic information about the organization and the content of the article
- y. Allows you to read somewhat faster, since the material is familiar
- z. Provides you with a mental outline of the material

C. Making predictions and connections

Pre reading is similar to watching a film preview. After pre reading you should be able to make predictions about the content and organization of the material and make connections with what you already know about the topic.

1. Making Prediction

Predictions are educated guesses about the material to be read. It are made based on your experience with written language, as well as your background knowledge and familiarity with the subjects. To get started making predictions, keep the following questions in mind.

- What clues does the author give? What will this material about?
- What logically would follow? How could this be organized?

Table II.2 Sample Predictions

No	Title	Prediction
1	Highlights of marketing research	An overview of the history of market research will be presented
2	Laws affecting competition	How competition works and what affects it will be explained
3	Why new products fail or succeed	Factors that influence a product's sales will be discussed
4	A test of your consumer rights awareness	Questions and answers about consumer rights will be presented

Exercise 2-1

Directions: Predict the content or organization of each of the following textbook chapter headings taken from a sociology textbook

aa. Inequality in the United States

bb. Nontraditional marital and family lifestyles

cc. What is religion?

dd. Education and change in the 1980s

ee. Computers in the school

2. Making connection

Once you had pre read an assignment, an important next step is to call to mind what you already know about the subject. Do this by making connections between the material to be read and your background knowledge and experience. For example, learnings occurs more easily if you can relate new information to information already stored. Material that is familiar and meaningful is easier to learn than that which is not.

Search your previous knowledge and experience for ideas or information to which you can connect the new material in an assignment. You might think of this process as tying a mental stringing between already stored information and new information. Then as you pull out, or recall, old information, you will find new information is also recall. To draw on or active your prior knowledge and experience, think about the subject using one of the following techniques:

ff. Ask as many questions as you can about the topic and attempt to answer them

gg. Divide the subject into as many features or subtopics as possible

hh. Free associate, write down anything that comes to mind related to the topic.

D. Developing guide question

Reading should also be a purposeful activity. Before you begin reading any article, selection, or chapter, you should know what you want to accomplish by reading it. One of the best ways to develop specific purposes is to form guide questions.

1. How to develop guide questions

Guide questions can be formed by turning the chapter or essay titles and headings into questions that you will try to answer as you read.

2. Asking the right guide questions

To put guide question to their best use, you must ask the right questions. Questions that begin with *what*, *why* or *how* are useful because they usually require you to think or consolidate information and ideas. Questions that begin with *who*, *when* and *where* are less useful because they can often be answered in a word or two; they often refer to a specific fact or detail rather than to larger ideas or concepts.

Exercise 2-2

Directions: For each of the following titles or headings, write a guide question that would be useful in guiding your reading of the material that would follow.

ii. Political Party functions

jj. The thinking of men and machines

kk. Comparing X-Rays and Visible Light

ll. Ghana and Rhodesia- A Study in Contrasts

mm. The constitution: New Challenges

E. Monitoring Comprehension

Cognitive monitoring means keeping track or being aware of what is happening mentally as you read. In cognitive monitoring, you maintain an awareness of your level of understanding by picking up clues or signals that indicates whether you are understanding what you are reading.

Read the following paragraph, as you read, be alert to your level of understanding.

The two most common drugs that are legal and do not require a prescription are caffeine and nicotine. Caffeine is the active ingredient in coffee, tea and many cola drinks. It stimulates the central nervous system and heart and therefore is often used to stay awake. Heavy use say, seven to ten cups of coffee per day—has toxic effects, that is, acts like a mild poison. Prolonged heavy use appears to be addicting. Nicotine is the active ingredient in tobacco. One of the most addicting of all drugs and one of the most dangerous, at least when obtained by smoking, it has been implicated in lung cancer, emphysema and heart disease.

In this paragraph, everything seemed to fit together and make sense. Ideas seem to lead from one to another, you could follow the author's train of thought easily.

1. Recognizing comprehension signals

The table below are some common signals that may assist you to monitor your comprehension.

Table II.3 Comprehension Signals

No	Positive Signals	Negative signals
1	Everything seems to fit and make sense; ideas flow logically from one to another	Some pieces do not seem to belong; the material seems disjointed
2	You are able to see where the author is leading	You feel as if you are struggling to stay with the author and are unable to think ahead
3	You are able to make connections and see patterns of thought developing	You are unable to detect relationships; the organization is not apparent
4	You read at a regular pace without slowing down or rereading	You need to reread frequently, and you make frequent regression
5	You begin to see uses or applications to other situation	You do not know why the material was assigned and cannot explain why it is important
6	You feel comfortable and have some knowledge about the topic	The topic is unfamiliar, yet the author assumes you understand it
7	You recognize most words or can figure them out from context	Many words are unfamiliar
8	You can express the main ideas in your own words	You must reread and use the author's language to explain an idea
9	You understand why the material was assigned	You do not know why the material was assigned and cannot explain why it is important
10	You read at a regular, comfortable pace	You often slow down or reread
11	You understand what is important	Nothing or everything seems important

(McWhorter, 1992: 42)

2. Correcting incomplete comprehension

Once you recognize clues that signal your level of understanding, you will find situations where you are not comprehending as well as you should. When this happens:

- nn. Analyze the time and place in which you are reading
- oo. Rephrase each paragraph in your own words
- pp. Read aloud sentences or sections that are particularly difficult
- qq. Write a brief outline of the major point of the article
- rr. Do not hesitate to reread difficult or complicated sections
- ss. Underline key ideas
- tt. Slow down your reading rate
- uu. Summarizing

CHAPTER III

SKIMMING: READING FOR MAIN IDEA

According to Marks (2013), skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas. In other words, skimming is reading a text quickly to get a general idea of meaning. Skimming allows you to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes.

A. Purposes for skimming

In skimming, your overall purpose should be to read only those parts of an article or selection that contain the most information. The basic task of skimming is to identify those parts of any reading material that contain main ideas.

Here are a few examples of material for which skimming would be the most effective technique to use:

1. A section of a text chapter that reviews the metric system.
2. A section of a reference book that you are using to complete a research paper
3. A newspaper report of a current political event
4. A movie review

B. How to skim

1. Note any bold print and graphics.
2. Start at the beginning of the reading and glide your eyes over the text very quickly.
3. Do not actually read the text in total. You may read a few words of every paragraph, perhaps the first and last sentences.
4. Always familiarize yourself with the reading material by gaining an overview and/or skimming before reading in detail.

To acquaint you with the process of skimming, a basic, step-by-step procedure is presented and applied to a sample article. As general guide, read the following items:

1. The title
2. The subtitle or introductory byline
3. The introductory paragraph
4. The headings
5. The first sentence of each paragraph
6. Key words
7. The title or legend of any maps, graphs, charts, or diagrams
8. The last paragraph

C. Using skimming effectively

There are three types of skimming:

1. Preview skimming: to become generally familiar with the organization and content of material before reading it.
2. Overview skimming: to get an overview of the content and organization without reading the material completely.
3. Review skimming: to go back over material you have already read to review the main points of the material

D. Skimming various material

Effective skimming hinges on the reader's ability to recognize the organization and structure of the material and to locate the main ideas of the selection. The following suggestions should help you become familiar with the technique of skimming.

Table III.1 Adapting Your Skimming Strategy

No	Type of material	Focus on
1	Textbook chapters	a. Chapter objectives and introductions b. Headings and typographical aids c. Graphic and visual aids d. Review and discussion questions
2	Reference sources	a. Date b. Organization of the source c. Topical index
3	Newspaper article	d. Title e. Opening paragraphs f. First sentences of remaining paragraphs

4	Magazine articles	a. Title / subtitle / byline b. Opening paragraphs c. Photograph / captions d. Headings / first sentence e. Last several paragraphs
5	Nonfiction book	a. Front and back cover of book jacket b. Author's credentials c. Table of contents d. Preface e. First and last chapter

(McWhorter, 1992:87)

CHAPTER IV

SCANNING RAPIDLY INFORMATION

A. Definition of scanning

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

Scanning is a process of rapidly locating specific information in printed material. Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can be also be arranged in non- alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.

B. How to scan

The key to effective scanning is to approach the material in a systematic manner. The following steps provide asystematic approach.

1. Check the organization

Before you begin to scan, check to see how the article or material is organized

2. Form specific question

Scanning is effective only if you have a purpose, so try to fix in your mind what you are looking for by forming specific questions about the topic

3. Anticipate word clues

This step may help you locate the answer more rapidly. The table below, lists additional clues for finding various types of information.

Table IV.1 Clues for Scanning

No	Type of Information need	Clues	Example
1	Statistics, amounts, quantities,	Numbers (words or digits): words expressing quantities	1.389.000 gallons of oil
2	Dates, timers	Digits, clue words: before, after, during...	After 1983,...
3	Definitions	Boldface or italicized print: clue words: is referred to as, can be defined as, means, is termed; pairs of commas enclosing parenthetical information, dashes, parentheses	The playbill (poster reviewed...
4	Reasons /causes	Clue words: because consequently, for that reason, as a result; enumeration: one cause..., a second cause	Consequently, air flows upward
5	Names, places	Capitalized nouns: pairs of parenthetical commas	The famous general, George C. Marshal
6	Location, position	Capitalized nouns, clue words: besides, next to, adjacent, below...	In Indonesia,...
7	Characteristics	Item listed in a series separated by commas, synonyms, features, variables, qualities	Platinum is a steel grey malleable, ductile chemical elements...
8	Process (how does)	Clue words: first, then, next... Enumeration: 1)... 2)... 3)...	First, blood is circulated

(McWhorter, 1992:108)

4. Identify likely answer locations
Using what you have learned from checking how material is organized try to identify likely places where the information you are looking for might appear.
5. Use a systematic patterns
Scanning should be organized and systematic. Do not randomly skip around, searching for clues. Instead, rhythmically sweep your eyes through the material. The pattern or approach you will use depend on material.
6. Confirm your answer
Once you think you have located the information you have been looking for, check to be sure you are correct. Read the sentence or two that contain the answer, confirming that is the information you need.

C. Scanning particular types of material

Materials to be scanned can be divided into two broad categories: columnar material and prose material. Columnar material includes all sorts of information presented in lists, tables, columns, schedules, or charts. On the other hand, prose material refers to any information presented in paragraph form and includes materials such as encyclopedia series, newspaper and magazine articles, textbooks, and brochures and pamphlets.

1. Scanning Columnar Material

The most important step is to become familiar with its organization. It is essential to recognize how the writer has arranged the information. First, check to determine the overall organization and then see if it is divided in any particular way. In scanning a zip code directory you would see that it is arranged alphabetically but that there is a separate alphabetical list for each state. Many reference books that are arranged alphabetically have guide words at top of each page to indicate the words or entries that are included on each page. In scanning columnar material you will often be able to scan for a specific word, phrase, name, date, or place name.

The most effective scanning pattern for most columnar material is a straight down-the column pattern often called the arrow pattern. It is a swift, down-ward sweep. In using this pattern with material arranged alphabetically, focus on the first letter of each line until you reach the letter that begins the word you are looking for. Then focus on the first two letters until you reach the two letter combination you are searching for. Successively widen your focus until you are looking for whole words.

2. Scanning prose materials

It more difficult to scan prose materials than columnar material. For prose materials you must rely heavily on identifying clue words and predicting the form of your answer. It is useful to think of scanning prose material as floating process in which your eyes drift quickly through a passage searching for clue words or phrases.

CHAPTER V

TECHNIQUE FOR READING FASTER

A. Eye-movement

Reading is primarily a thinking process. There are physical aspect of reading: your eyes recognize words and transmit them in the form of signals to the brain. While physical aspects of reading are far less important than the cognitive process, it is worthwhile to consider briefly what occurs physically when you read.

1. What Happen When You Read

Your eyes are highly specialized and complicated instruments. They have the capacity to recognize words rapidly and to transmit them in the form of signals to the brain. Mental process become involved as your brain attaches meaning to the signals it receives. As these two process occur, you comprehend what you are reading. To explain what occurs as your eyes move across a line of print, let us look at some physical features of eye- movement process.

a. Left to right progression

Your eyes are already well trained to move in a left-to- right pattern across the page. The speed of this progression is variable and can be significantly increased with practice and training.

b. Fixation

As your eyes move across a line of print, they move and stop, move and stop. When your eyes in motion, they do not see anything. When your eyes stop, or focus, this is called a fixation.

c. Eye span

As your eyes stop, or fixate, while progressing from left to right across the line, they see a certain number of words or letters. The amount you see during each fixation is called your eye span.

d. Return sweep

When your eyes reach the end of line of print, they return to the beginning of the next line. This return motion is called the return sweep.

e. Regression

Normally, your eyes progress in a left-to-right direction, seeing each word in the order it was written. Occasionally, your eyes will, instead of moving to the next word, move backward, or regress. This word may be on the same line or on a previous line.

2. Observing eye-movement patterns

Most of the process described so far can be readily observed by watching another person read. To get a better understanding of eye movement patterns, choose another person to work with and try the following experiments.

Experiment 1: observing eye movement

Experiment 2: counting fixations

Experiment 3: regression

3. Reducing regression

There are various mechanical devices used to reduce regression, but you can easily get the same result by using one or more of the following techniques.

- a. Be conscious of your tendency to regress and force yourself to move your eyes only from left to right. Do not regress in the middle of a sentence
- b. Use a 5'x8' index card to prevent regression to previous lines
- c. Use a pen, pencil or finger to guide your eyes in a left-to-right direction across each line as you read.

B. Reading in meaning cluster

Clustering is the technique of grouping words together. You recall that your eyes move and stop, move and stop as they proceed across a line of print. It involves widening your eye span so that you see several words in one fixation.

1. How to cluster read

Essentially, clustering involves widening your eye span and / or point of concentration to encompass two or three words. To cluster most effectively, however, you should try to group words together naturally fit or go together. In both written and spoken language, words fall into natural groupings. Our languages contains many words that carry little meaning alone, but when combined with others, express a thought or idea.

2. Learning to cluster read

To develop this skill, try to read as many things as possible in clusters. Begin by reading easy material, such as newspaper and magazines article, in phrases. Later as you feel more confident about the skill, progress to more difficult types of material.