

The Effectiveness of Reading Strategies on Reading Comprehension

Choosri Banditvilai

Abstract—This research aimed to investigate the effectiveness of reading strategies on reading comprehension of the second year English major students who enrolled to study English Reading at the faculty of Liberal Arts and Science, Kasetsart University, to find out whether, after being trained in reading strategies, they were able to apply any of these strategies to their reading processes. The data were collected from a questionnaire and reading tasks and semi-structured interviews. The statistical techniques used were the mean value and standard deviation. The analysis of qualitative data and summary of key points were made from the interview. The findings were that reading strategies had a positive effect on the students' reading comprehension. The students had favourable attitudes towards skimming, scanning, making predictions and questioning and they could apply these strategies to their reading processes and they helped them to comprehend the text better.

Index Terms—Reading strategies, reading comprehension, English reading, reading processes.

I. INTRODUCTION

Reading is a lifelong skill for academic learning and success in school. According to Anderson [1], reading is a basic life skill. Thai university students have to spend a great time on reading materials. However, the students face the problem of not understanding the passages of what they had read. This is reflected in their poor reading scores. In reading, students need to use various strategies to help them in the acquisition, storage, and retrieval of information [2]. Therefore, reading strategies are assumed to be important for students reading comprehension and the reading strategies equip the students with the skills of how to handle their reading effectively. Research reveals that good readers are actively involved with the text and they are aware of processes they use to understand while they read. Teachers can help students improve their reading comprehension through reading strategies. Reading strategies are purposeful means of comprehending the author's message [3]. They are believed to influence readers in adjusting their reading behaviours to work on text difficulty, task demands and other contextual variables. Adams [4] identified the types of reading strategies as follows:

A. Skimming

Skimming is a reading technique for speed reading. The purpose of skimming is to get an overview of the organization of the text and its main idea from a passage in a book. To skim a passage, the readers read through the passage

quickly and skips the details. They read the first sentence of each paragraph. Each paragraph usually contains a topic sentence which states the main idea. McWhorter [5] suggests a topic sentence can appear differently within a paragraph. The most common location of a topic sentence appears in the first sentence of the first paragraph. The second most likely place for a topic sentence is the first sentence of the last paragraph.

B. Scanning

Scanning is a reading skill that allows the reader to locate specific information quickly. With scanning you already know before you begin what sort of information you are searching for. The purpose of scanning is to get specific information. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. Scanning can help the students learn to read and understand faster.

C. Making Predictions

Hutchinson [6] defines prediction as "A matter of using an existing knowledge of a pattern or system in order to anticipate what is likely in a novel situation". Many researches have shown that good readers use their experiences and background knowledge to make predictions and formulate ideas as they read [7]. This strategy also allows students interaction, which increases students' interests and improves their understanding of the text [8]. Making predictions is a strategy in which readers use information from picture, title, to make predictions about the story. The title of a text can operate memories of texts, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion. Readers try to assess these predictions ceaselessly and change any prediction that is not approved by the reading [9].

D. Questioning

Questioning helps students monitor their comprehension and stay engaged and interested in their reading. Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information [10]. In this strategy, the students return to the text throughout the reading process to find the answers to the questions. Questioning helps students to clarify and comprehend what they are reading. In this strategy, asking appropriate questions permits successful readers to concentrate on the most important information of a text [11]. Asking questions while involving in the reading process provides students with an opportunity to think about what are they reading, be active and independent readers, and be able

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Journal Articles On Reading Comprehension Strategies

Michael Brown



Journal Articles On Reading Comprehension Strategies:

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- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Journal Articles On Reading Comprehension Strategies.

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