STUDENTS' UNDERSTANDING IN READING TEXT: A LITERATURE STUDY

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ABSTRACT; *Students' understanding of reading texts is an important basic skill in the teaching and learning process, especially in the context of learning foreign languages. This article discusses the role of reading techniques such as skimming and scanning in improving students' reading comprehension. Skimming helps students get an overview of the text, while scanning is used to find specific information. In addition, factors such as learning style, vocabulary, and knowledge background also affect students' understanding of reading. The main challenges students face in improving reading comprehension include difficulty in understanding vocabulary, identifying key ideas, and lack of motivation to read. Therefore, an innovative and adaptive teaching approach is urgently needed to overcome this challenge. With the application of appropriate reading techniques and support for students' learning styles, reading comprehension can be improved, which contributes to mastery of the subject matter and an increase in overall intelligence.*

Keywords: *Reading Texs and Literatur Texs.*

ABSTRAK; Pemahaman siswa terhadap teks bacaan merupakan keterampilan dasar yang penting dalam proses belajar mengajar, khususnya dalam konteks pembelajaran bahasa asing. Artikel ini membahas peran teknik membaca seperti skimming dan scanning dalam meningkatkan pemahaman membaca siswa. Skimming membantu siswa mendapatkan gambaran umum teks, sedangkan scanning digunakan untuk mencari informasi spesifik. Selain itu, faktor-faktor seperti gaya belajar, kosa kata, dan latar belakang pengetahuan juga mempengaruhi pemahaman membaca siswa. Tantangan utama yang dihadapi siswa dalam meningkatkan pemahaman membaca meliputi kesulitan dalam memahami kosa kata, mengidentifikasi ide-ide kunci, dan kurangnya motivasi untuk membaca. Oleh karena itu, pendekatan pengajaran yang inovatif dan adaptif sangat diperlukan untuk mengatasi tantangan ini. Dengan penerapan teknik membaca yang tepat dan dukungan gaya belajar siswa, pemahaman membaca dapat ditingkatkan sehingga berkontribusi pada penguasaan materi pelajaran dan peningkatan kecerdasan secara keseluruhan.

INTRODUCTION

Students' understanding of reading texts is an important aspect of the teaching and learning process, because reading is a basic skill that supports mastery of subject matter in various fields (Hasanah, Romdanih, and Susilawati 2021). This comprehension includes not only the ability to understand word for word, but also the ability to interpret and analyze the text thoroughly. Various factors affect text comprehension, one of which is the reading strategy used by students. The two main strategies that are often used in reading text are scanning and skimming. Scanning is a reading strategy to find specific information or certain details in the text without reading the entire text in depth. For example, a person searching for a phone number in a directory listing or looking for specific information in a reference text uses scanning techniques. On the other hand, skimming is a reading strategy to get an overview of the content of the text by quickly reading certain sections, such as the heading, subheadings, and the first sentence of each paragraph, to gain a general understanding of the content of the text. Both of these techniques are very useful in helping students process information efficiently, especially in the context of tests or exams that demand quick and selective understanding. Several studies show that students' ability to use scanning and skimming can improve the efficiency of reading and understanding texts better. A deeper understanding of how these methods are used in a variety of academic contexts can provide guidance for more effective teaching of reading skills. By integrating these techniques in teaching, it is hoped that students can optimize their strategies in understanding the text more quickly and precisely.

In addition to providing broad knowledge, reading also plays a big role in developing critical thinking skills, enriching vocabulary, and improving focus and concentration. Reading skills are not only about speed, but also how we can understand and analyze information in depth. For this reason, it is important for every individual to build good reading comprehension skills, especially in the context of education. One effective way to improve these skills is to practice speed reading techniques, such as skimming and scanning reading. This technique practice not only helps to improve reading speed, but also ensures comprehension is maintained. Reading is one of the main doors to be able to access knowledge. This knowledge will certainly

be understood and mastered optimally through an active, diligent, and continuous learning process. Reading allows individuals to increase intelligence, access information and also deepen knowledge in a person. The more often you read books, the wider the knowledge that individuals have. On the contrary, the less you read books, the more limited the knowledge that individuals have. Through reading, people can explore and search for various kinds of knowledge and knowledge stored in books and other written media. Reading comprehension is not just about reading texts, but also involves the ability to analyze, interpret, and draw conclusions from the information obtained (Pambudiyatno, Susila, and Sutiadiningsih 2021).

RESEARCH METHODS

This study uses a descriptive qualitative method with a library research approach. The descriptive qualitative method is used to describe in depth how students' understanding of reading texts and the influence of scanning and skimming techniques on this understanding. In this approach, researchers focus on collecting descriptive data, which is data that describes existing phenomena or problems without conducting manipulation or experiments.

Meanwhile, library research is used as the main source of data collection. Library research means research that relies on written materials, such as books, journals, scientific articles, and other sources available in libraries or digital databases. The data collected did not come from direct observation or interviews, but rather from the review and analysis of literature relevant to the research topic. In collecting literature, the researcher searched for and collected various sources related to students' understanding of reading texts, as well as scanning and skimming techniques. These sources can be books, journals, articles, and theses that are relevant to the research topic. The literature sought includes basic theories, previous research, and study results that discuss reading comprehension and reading techniques used in the context of education. Data Analysis: After the literature is collected, the researcher will analyze and identify various information related to scanning and skimming strategies, as well as how these two techniques can affect students' comprehension in reading texts. Researchers will compile the information obtained in the form of descriptive narratives, focusing on students' understanding of the text and the effectiveness of reading techniques in improving that understanding. In the preparation of results: The results of the research will be compiled in the form of a description that describes the results of the literature analysis that has been carried out. The researcher will draw

conclusions about how scanning and skimming techniques affect students' reading comprehension and provide recommendations related to the application of these two techniques in reading teaching. This research method is suitable for exploring a deeper understanding of the reading strategies used by students, as well as providing broader insights into how reading techniques can be applied in improving text comprehension.

RESULTS AND DISCUSSION

A.   Reading Comprehension

Reading is one of the essential objects of the four skills as a foreign language. However, the process of mastering reading is actually very complex and clearly seen with the number of students who are not skilled in reading. Reading is an activity to understand the content of the text we read. By reading, readers can acquire any message and information that can add to their knowledge. Reading is very important for life because reading can make us know all the information we need. Students are able to read not by chance or driven by inspiration, but because they are taught. Reading is a complex activity that requires a large number of separate information, including the use of understanding, imagination, observation, and memory. Reading is a thought process that relies heavily on the way the eyes work (movements) and the way the brain works. Reading can sharpen the mind, the recommendation applies to all types of reading, even students' comics (Chrisbianto Sachran and Aeni 2022). Reading is not a hereditary factor, but must be educated and trained from an early age. This is actually where the role of the family is very big, which is to get students used to reading, speaking, and writing with the guidance of their parents.

According to Pang et al. (2003), reading about understanding written texts and comprehension is the process of understanding connected words, sentences, and texts. Reading comprehension involves perception and thinking. Readers will use their background knowledge, vocabulary, grammar knowledge, and other strategies to help them understand the written text (Dechant 2013). This means that reading is a communication process between the writer and the reader. Writers have messages such as feelings, facts, ideas, and arguments that they want to convey. Then the author pours the message into words. The purpose of reading lessons is to create students who love to read. Usually this can be stimulated by using stories. Because stories

must be a very important part of their lives. Students use their reading skills in a relaxed way, according to their needs: whether it is just for pleasure or to increase knowledge.

So, reading is a way in which something is interpreted or understood. Reading does not only mean understanding words or grammar. Not just translating but reading is thinking, to read well the text of English reading materials, and the reader must think about what the meaning of the text is. Reading is not a passive process but an active process of understanding and receiving messages from the resource text. It is an active process in which the reader must understand the meaning of each word in the text (Maiti and Bidinger 1981). In addition, they must also understand the sentence and structure of the text. In reading theory, there are several reading strategies. Basically, reading strategies describe how the reader processes the text so that he or she gains an understanding of the text. To gain understanding, the reader must choose a strategy related to several factors in comprehension, such as, the reader of the text and the context.

Adler (2004) states that an understanding strategy is a conscious plan, a series of steps that a good reader uses to understand a text. Comprehension strategy instruction helps students become active and purposeful readers who are in control of their own reading comprehension (Lubis et al. 2024).

English is a foreign language for Indonesian students. Of course, it is not easy for students to interpret the meaning or idea of the written text. Because to understand the reading text, students must have good competence in knowing the meaning of words, sentences, content, and most importantly, knowing the author's ideas. From the explanation above, researchers conclude that reading comprehension is the process of getting meaning from the content and all information about the topic in the text. Understanding an English text is not an easy thing for students to do because English is a foreign language. Many readers are unable to grasp the author's ideas due to limitations in thinking and analyzing the meaning of words and sentences. Therefore, the reader must have a good concentration in reading the text to get meaning from the author's ideas (Juwita et al. 2024).

B.   Factors That Affect Reading Comprehension

There are many factors, which affect the reading comprehension strategy. One of the factors is the learning style. Then a teacher/lecturer must consider the student's learning style as well. This is because not only teaching strategies can advance student achievement, but also their learning styles. Learning style is how everyone begins to concentrate, process, and store

new and difficult information. Concentration occurs differently for different people at different times. It's important to know a lot about *Individual traits* to determine what is most likely to trigger each teen's concentration, energize his processing style, and intervene to improve long-term memory. Student learning activities are influenced by several factors, such as lack of motivation and support from family, students' readiness to accept learning, student-teacher relationships, students' relationships with their peers, verbal skills, level of freedom, sense of security, and lack of teachers' skills in communicating. If the above factors are met, then through learning students can learn well. In this regard, as the person in charge of explaining something, teachers should try to make things clear to students, and try to be more skilled in solving problems(Astuti 2023).

In the learning process, learning styles are used in a variety of ways. Each student has unique learning strengths and weaknesses. It is important for teachers/lecturers to deliberately carry out various leaning strategies to achieve optimal student achievement. Teachers must be aware that the ability of students to learn is different. For example, to understand what students are reading at the moment, they will do something that works for them. Teaching strategies and learning style development are important for reading comprehension because learning strategies and styles mean where learners can guide and evaluate their own understanding. By implementing learning strategies and styles that are expected to advance student achievement in reading comprehension are the main points that underline this research (Research 2022).

In reading, there are also factors that support his success. There are many influencing factors such as physiological, intellectual, environmental and psychological factors. According to Johnson and Pearson in Darmiyati Zuchdi (2000:1) stated that the factors that affect reading comprehension can be distinguished into two types, namely those that exist in the reader and those that exist outside the reader. Factors that are in the reader include; linguistic ability (language), interest (how much the reader cares about the reading he or she is facing), motivation (how much the reader cares about the reading task or general feeling about reading), and the set of reading ability (how well the reader can read). Factors outside the reader are divided into two categories, namely reading elements and reading environment. Elements on the reading or textual characteristics include; The language of the text is the level of difficulty of the reading material and the organization of the text. The reading environment includes the following factors: (1) the teacher's preparation before, during or after the reading lesson to help students

understand the text, (2) the way students respond to the task, and (3) the general atmosphere of completing the task (obstacles and encouragement in reading). Skimming is a quick reading to get the gist of a discourse (Ilmiah and Khusus 2013).

C. Methods Or Techniques To Improve Reading Comprehension

To achieve a deep understanding of the text being read, there are a variety of methods or techniques that can be used. These methods not only help students understand the text as a whole, but also facilitate them in overcoming the various challenges that arise when reading foreign texts. One very useful technique is skimming. Skimming is a speedreading technique to get an overview of the content of the text. By focusing attention on the headings, subheadings, the first and last sentences in the paragraph, and the key words, students can gain a general understanding of the main topic of the text without having to read deeply (Nurcahyanti 2018).

This technique is especially useful when students only need to understand the core or main idea of the text, especially when dealing with long and complex texts. With skimming, students can be more efficient in filtering out important information and not get bogged down in irrelevant details. In addition to skimming, scanning techniques are also very useful for improving reading comprehension (Vaughn and Stevens, n.d.). Scanning is a technique for searching for specific information in text, such as numbers, names, dates, or specific facts. This technique requires the reader to focus only on the parts that contain the required information, while other parts can be overlooked. Scanning helps students to find the information needed in the text more quickly, especially in situations that require speed and accuracy, such as in exams or research. While Skimming refers to a way of reading quickly to get an overview or the main idea of a text. This is especially useful when students are trying to understand the main theme or important points of the text without having to check every detail. For Indonesian students reading English texts, skimming allows them to understand the topic, key ideas, and structure of the text, even before focusing on specific vocabulary or grammar. Skimming involves a quick reading through the text, often by focusing on the heading, subheadings, and the first and last sentences in a paragraph to capture the essence of the text. This can help students avoid feeling overwhelmed by the complexity of language and focus more on identifying the main arguments or messages that the writer wants to convey. On the other hand, scanning is a strategy used when readers need to search for specific information, such as names, dates, or specific facts, without having to read the entire text. This technique involves searching for specific keywords or details,

while ignoring other parts of the text. For students learning English, scanning is especially useful when they need to find specific information, such as definitions, examples, or answers to specific questions, without having to interpret the entire text.

Both skimming and scanning are active processes that involve strategic thinking. As discussed in the article, reading comprehension is not a passive activity, but a dynamic interaction between the reader and the text. Using these strategies, students can actively interact with the material, which helps them understand the text as a whole. In addition, these strategies are in line with the process of "encoding" and understanding the meaning of texts, as described in the theory of reading comprehension by Pang et al. (2003) and Adler (2004).

Skimming and scanning are two strategies that play a vital role in improving reading comprehension, especially for learners of foreign languages such as English. By utilizing these techniques, students can more easily navigate complex texts, improve their comprehension, and become more confident readers. These strategies also support active and reflective nature in reading, allowing students to take control of their learning process and understand the material more effectively.

In addition to these two techniques, predicting techniques can also help students improve reading comprehension. Before reading, students can try to predict the content of the text based on the title or existing image. This will prepare them to more easily understand the content of the text when they read it. This technique encourages the reader to think about the topic to be read and relate it to previous knowledge, which can deepen their understanding of the text. Another technique that is no less important is note-taking. Students who are used to taking note of important points when reading tend to have a better understanding. Taking notes helps students to focus more on relevant information and allows them to return to important points in the future. It also trains critical and analytical thinking skills as students need to determine which information is most important to record (Harida 2014).

The questioning method is also very effective in improving reading comprehension. This technique engages the reader in a more active thought process by making questions about the text being read. For example, students can ask themselves about the author's reason for writing the text, what the purpose of the text is, or what the author wants to achieve. By asking questions, students can more easily understand the main idea and the relationships between parts of the text.

In addition, visualization is also a very useful technique in improving understanding. Readers can imagine or describe a visual picture of what they read. For example, when reading a narrative or descriptive text, students can imagine a scene or situation depicted in the text. This technique not only makes understanding more in-depth, but also improves memory because it is easier for students to remember the information presented in visual form (Suryani 2020). The above methods, both technical and those that rely on cognitive skills, can help students to more easily and effectively understand the texts they read. However, what is no less important is constant practice. The more often students practice reading and applying these techniques, the better their ability to comprehend the text. Therefore, teachers and educators should encourage students to use these various techniques in their learning process. With the application of the right techniques, students' reading comprehension can be significantly improved. These techniques not only help students in understanding the text better, but also train them to become more active, critical, and reflective readers. Over time, students' reading skills will develop, allowing them to more easily understand different types of texts, whether they are informative, descriptive, or narrative.

D.   Challenges In Improving Reading Comprehension

Reading comprehension is not just the ability to read words technically, but also the ability to understand, interpret, and apply the information contained in the text. The challenge of improving reading comprehension in students is a very relevant topic in the current educational context. Some of the main challenges faced in efforts to improve reading comprehension are as follows:

1.   The inability to recognize and understand the vocabulary used in the text is often a major obstacle. Many students, especially at the elementary education level, have difficulty understanding the meaning of words that they rarely encounter. This inability prevents them from capturing the overall meaning of the text. Therefore, the development of students' vocabulary is essential in an effort to improve their understanding.

2.   The challenges related to the lack of skills in identifying the main idea are also very significant. Many students struggle to find the essence of a text or distinguish between relevant and irrelevant information. This can be caused by an inability to filter the information available, which makes students overwhelmed with the many details in the text.

3. The factor of lack of motivation and interest in reading is also the main obstacle. Without a high interest in the text being read, students are less likely to fully engage themselves in the reading process. They may read without really understanding or without trying to absorb the information well. For this reason, creating a strong interest in reading is an integral part of improving reading comprehension.

Furthermore, less effective learning strategies also contribute to this challenge. A monotonous learning approach or not involving active interaction of students with the text can make them feel unchallenged or not gain a deep understanding. Therefore, innovative teaching methods based on the development of critical thinking skills are indispensable. No less important, differences in learning styles between students are also a challenge in itself. Every student has a different way of absorbing information, and one approach may not be effective for all. Students with visual learning styles may find it easier to understand text with pictures or diagrams, while students with kinesthetic learning styles may need a more interactive approach. Finally, limitations in understanding cultural or social contexts also often affect reading comprehension. Students who are unfamiliar with the context or background of the text being read may find it difficult to understand the implicit meaning in the reading (Destian, Islam, and Ulama 2021).

CONCLUSION

Reading comprehension is a very important basic skill in the teaching and learning process, especially in the context of foreign language education such as English. Reading comprehension involves not only the ability to understand word for word, but also the ability to interpret, analyze, and draw conclusions from the text thoroughly. The two main reading techniques, namely skimming and scanning, have proven to be very effective in increasing the efficiency of reading comprehension. Skimming helps students to get an overview of the text, while scanning is useful for finding specific information. Both of these techniques allow students to read faster and more selectively, which is especially useful in exams or tests that require quick and precise comprehension.

Factors that affect reading comprehension include learning styles, vocabulary, and students' knowledge background. Therefore, it is important for educators to understand students' learning styles and provide appropriate teaching approaches. In addition, the challenges faced

by students in improving reading comprehension, such as difficulties in recognizing vocabulary, identifying main ideas, and lack of motivation and interest in reading, need to be overcome with a more innovative and adaptive approach. Overall, to improve reading comprehension, it is necessary to apply various effective reading techniques, develop interest in reading, and provide support for students' learning styles. With constant practice and a proper approach, students' reading abilities can be significantly improved, which will contribute to mastery of the subject matter and overall improvement of intelligence.

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