USING READING SUB-SKILLS TO IMPROVE THE NON-MAJOR FRESHMEN'S ABILITY OF INDEPENDENT READING CỎMPREHENSION AT TAN TRAO UNIVERSITY

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Article info	Abstract:
	Listening skill plays an important role in students' learning process and in the communication process. With effective listening strategies, students would have better chance to improve their listening comprehension. Accordingly, this study aims to explore first year legal English-major students' tendency in using listening strategies, the problems that they encounter during the process, and students' feelings regarding the implementation of flipped learning method. By applying the quantitative method, a questionnaire survey was executed during a seven-day period. Due to the outbreak of the Covid-19 pandemic, the survey was conducted online with the participation of 77 respondents. Findings show that listening strategies are employed with high frequency by first year legal English-major students at HLU. Moreover, results indicate that students still encounter difficulties upon implementing listening strategies and they are willing to study listening skill through flipped learning method. The study illustrates HLU English-major students' tendency and perception of legal English listening learning strategies during Covid-19 pandemic at HLU.

ĐÁNH GIÁ QUAN ĐIỂM CỦA SINH VIÊN TIẾNG ANH PHÁP LÝ NĂM NHẤT VỀ CHIẾN LƯỢC NGHE THÔNG QUA MÔ HÌNH HỌC ĐẢO NGƯỢC

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Thông tin bài viết	Tóm tắt
	Kỹ năng nghe đóng một vai trò quan trọng trong quá trình học tập của sinh viên và trong giao tiếp. Với các chiến lược nghe hiệu quả, sinh viên sẽ có cơ hội tốt hơn để cải thiện khả năng nghe hiểu của mình. Theo đó, nghiên cứu này nhằm mục đích khám phá xu hướng của sinh viên năm nhất chuyên ngành tiếng Anh pháp lý trong việc sử dụng các chiến lược nghe, các vấn đề mà họ gặp phải trong quá trình này và cảm nhận của sinh viên về việc thực hiện phương pháp học nghe thông qua mô hình học đảo ngược. Bằng việc áp dụng phương pháp định lượng, bảng khảo sát câu hỏi đã được thực hiện trong khoảng thời gian bảy ngày do sự bùng phát của đại dịch Covid-19, khảo sát được thực hiện trực tuyến với sự tham gia của 77 người tham gia. Các phát hiện cho thấy rằng các chiến lược nghe được sử dụng với tần suất cao bởi các sinh viên chuyên ngành tiếng Anh pháp lý năm thứ nhất tại HLU. Hơn nữa, kết quả chỉ ra rằng sinh viên vẫn gặp khó khăn khi áp dụng các chiến lược nghe và họ sẵn sàng học kỹ năng nghe thông qua phương pháp học đảo ngược. Nghiên cứu minh họa xu hướng và nhận thức của sinh viên chuyên ngành tiếng Anh của HLU về các chiến lược học nghe tiếng Anh hiệu quả trong đại dịch Covid-19 tại HLU.

1. Introduction

Reading is a human activity, using the eyes to recognize symbols and writing, using the pronunciation apparatus to make sounds to convey to the listener, and using the mind to think of and store the contents that I have read.

Understanding is answering the questions What? How? How? It means that discover and master the relationship of things, phenomena, particular objects, and the meaning of that relationship. Understanding is also covering the content and can be applied to life. Reading comprehension is reading combined with the formation of the ability to explain, analyze, generalize, and argue right and wrong about logic, combined with competence, thinking, and expression.

2. Content

2.1. English reading comprehension sub-skills: Skimming and Scanning

Skimming has long been an important method of reading skills, many reseachers have come up with a concept for this method: according to Maxwell (1972), [2]. Skimming is "getting the main idea or gist of a selection quickly in a written text where the students develop powers of inference through systematic practice which encourages them to anticipate the

content of a text" this help understand the main idea or main idea of a particular paragraph in a text quickly and encourage learners to anticipate the content of the text; they will develop the ability to reason through systematic practice of this method.

Acorrding to Oxford dictionary, "Scan" is a reading technique to be undertood when you want to find specific information quickly in order to absorb all the information. It's necessary for answering the questions.

The purpose of Scanning is to save readers' time of reading because just focus on finding real information. It's necessary for the reader can answer questions. Abdul (2019) pointed out that, "Scanning prevents ineffective and time-consuming reading habits such as reading word by word, reading all the details, reading and translating the whole text" , [3].

2.2. Features of English reading comprehension

2.2.1 Skimming

Skimming is the skill of quickly skimming to find the main content

Skimming exercises:

Matching

Summary completion

Diagram labelling

The steps of the Skimming skill

+ Read the main title and subheading of the essay

+ Read the first paragraph (because this is the author's introduction to the main topic)

+ Read the opening sentence of each paragraph and skim the following to get the main idea

2.2.2. Scanning

Scanning is the skill of quickly skimming, to find specific details without understanding the content of the text

Scanning is applied in exercises:

True/False/ Not given or Yes/ No/ Not given

Multiple Choice

Gap-Fill

Matching features

Note/ Sentence completion

- The steps of Scanning skill

+ Identify and remember the information based on the keywords in the question.

+ It would be impossible to classify keywords into replaced keyswwords and unreplaced keywords.

+ Skim the text and find those keywords

2.3. Necessary iitechniques

When performing Skimming and scanning sub-skills, readers need to incorporate the following techniques:

2.3.1. Word iigrouping iitechnique.

The words in the sentence should be grouped. into clusters according to the function, composition of the sentence such as subject, verb phrase, object. This not only helps improve reading comprehension skills, but also helps learners to skim faster.

2.3.2. Techniques iifor iilinking iisentences iiin iiparagraphs.

Each paragraph usually contains. topic sentence: state the main content of the paragraph; sub-topic sentence: make the point smaller than the main body; supporting sentence: adding meaning to the topic or subtopic sentence. When performing Scanning, readers need to combine more. eye movement technique. This is a technique. very necessary. for Scanning because it helps the reader to focus solely on finding words without trying. Read and understand the content of the reading, thereby saving. homework time.

2.3.4. Set iiclear iigoals

When you just started practicing. reading comprehension skills, especially for students. First year has limited vocabulary, should focus on one. certain topic. This helps students with the necessary vocabulary. to understand the content of the document, master the information. of the topic, creating interest in reading comprehension. At the same time, help students. Memorize vocabulary faster and more effectively.

2.3.5. Read iia iidocument iimany iitimes

This increases the likelihood. content comprehension, as well as reading speed. significantly after training. According to the linguist. New Zealander Paul Nation, in training. To practice reading comprehension, students should read the text. at least three times, focus on. new aspects that students. discovered after each reading. This exercise will help students. First familiarize yourself with the content. and focus on how the author. Use language to convey ideas. Students can combine. with reading aloud. to practice speaking and pronunciation at the same time.

2.3.6. Take iitime iito iipractice

Finally, to improve. reading comprehension ability, students need to set. a specific amount of time to create a habit. daily practice. Reading for 30 minutes a day, or 10 pages in the evening. before going to bed, every month students. can read all. 1-2 books, besides reading. other texts of the day. This will quickly increase. amount of time students spend on work. reading as well as exposure to foreign languages, and increase ability. reading comprehension over time.

2.4. iiConditions iifor iiapplying iisub-skills iiof iiskimming iiand iiscanning.

When teaching reading comprehension skills. requires teachers to have a lot of time to design lessons. and prepare documents, proficient in English at a high level. Hold on to the definition. read, understand and effectively exploit strengths. of reading comprehension method to. applied in teaching practice.

Student's learning motivation. The application of reading comprehension sub-skills. in reading lessons. Whether it succeeds or not depends. Student's learning motivation: Intrinsic motivation do. the learners themselves decide. One of the important factors. influence the intrinsic motivation of learners. is the level of success. about their language; Extrinsic motivation is influenced by many external factors such as: Student's attitude. for teachers: students like teachers. or not affected. their learning psychology. Learning environment: classroom space, class size, lighting, tables and chairs, tables, equipment, etc.

Learning materials: documents that need to be authenticated (authentic materials), expressed by. natural language, such as newspapers, information on social networks, etc.

Manager: need to facilitate. invest in equipment, organize classes, organize teaching. reasonable.

Cultural factors: need to have a change of mind. that the teacher is a knowledge transmitter and the student is the receiver. Passive receiver knowledge. Sullivant (1996: p340) has shown that Students in Vietnam are used to learning in this way speak in unison, fear of speaking alone (one-person-speak-at-a-time) also ask the teacher must be

flexible offer solutions appropriate for each particular situation.

2.4. Some measures applied in teaching reading comprehension skills

2.4.1. Teaching reading comprehension applying sub-skills of skimming to find the main content (Skimming)

The Purpose and Importance of Skimming: Skimming is a relatively useful method for reading comprehension. So in daily life, when can learners use this method? When learners have little time and conversely there is too much material to read When faced with the right. Read and understand a large amount of material. big in. In short, Skimming will help. thrifty learners. his time. by being determined. important parts. need to study or study deeply, instead of reading widely. even the parts that aren't real. necessary, needs.

When learners want to increase the effectiveness of the reading comprehension process By skimming first. content of the text. or some information, learners will grasp. main idea of the text. or get information. importance. This will also help. increase concentration. of learners when. reading comprehension to text. Find answers, and increase efficiency. for reading comprehension as well. receive information. When learners are reading about a topic they already know and have a lot of knowledge

Reading over and over on a topic. that the learner already knows. sometimes it is not necessary, learners just need to skim. to get the gist. of the text and focus on. unclear parts. to be able to receive it. more knowledge and information.

When learners are in need of revision for a test

The amount of knowledge that the student learns. must review to prepare for a test. can be relatively large. Learners can too. Use the Skimming method to get the hang of it. important information. and decide if it should. dive deeper into the study. to save time. Read unnecessary parts.

Steps to Skimming and Elements for Effective Skimming: Skim the table of contents or the introduction

When reading a book, researching, etc., the reader can find the sections. as table of contents, introduction or overview. the content will. contained in that text. Here, learners can easily. understand the main content. and can select content. really necessary to. Go deep into study, instead of having to read it all. a whole book. At the same time, these parts – especially for . studies, also often show. direction, how the author deploys. information, will help the process. read better by learners.

Read the title and subheading if any (heading & sub heading)

For articles. or shorter text, without a table of contents. or the intro, the fastest way to. learners understand the content. main text. is the title study. and their subheadings (if any).

Title example. The title of one paper is: "Reducing the Effects of Climate Change", and the subheading below is "Mark Rowe reports on the increasingly ambitious geo-engineering projects being explored by scientists". Thus, learners. immediately conceivable. This article will say. about problems. Main title. will be general content. the best of the text – minimize the impact. of climate change.

Read the first paragraph in its entirety

Opening paragraph. is a relative part. important, because the author can. Use it to guide you. the reader gets to the point. Readers can collect. get concepts. or internal overview. of text. So this paragraph. need learners. study more thoroughly.

Read the topic sentence of the remaining paragraphs and skim to find the main idea. Opening sentence. usually contains the main idea. of the whole paragraph. However, if the opening sentence is a question. then the next paragraph. will most likely go in. look for answers. for the question, and the last sentence of the paragraph. will be the conclusion. Therefore, learners also need to pay attention. to this sentence.

throughout. in the text, learners. Just skim to get the gist. by paying attention to:

Subtopic sentences, usually begin with. the words First, second,… or similar – to point out. specific arguments. than the topic sentence. The following sentences are intended to give. arguments develop, prove for. this point the learner. can be skimmed.

Content words – important words. contains the main content. sentences such as nouns, verbs, and adjectives.

Keywords. such as names of people, places, things, phenomena, events; Words are bold, highlighted; Read the last paragraph in its entirety Just like the beginning and the ending. is also quite important. Ordinary author. draw conclusions. for the issue raised. throughout the text here. Learners should focus. more in this paragraph.

Factors for effective Skimming. The core of Skimming is not having to read all the words

In some specific situations. such as reading to correct errors (writing, spelling, expression,...) or reading works. literature such as poetry, short stories, reading formulas. math… learners need. really comprehensive reading. and studied carefully. can only be achieved. its purpose, as analysis. the author's use

of words. understand the formula. math. However, in fact, when just want to. After acquiring information and knowledge, learners can use the skimming method with the majority. text types.

The ability to recognize keywords

As previously introduced. In the above sections, keywords are. main content keywords. sentences, usually nouns, verbs, and adjectives. In the process of practicing Skimming, learners should practice. recognizability. these keywords. After a while, learners can. keywords will be filtered out. this right in the process. skimmed but not. takes a lot of effort.

The skill of grouping phrases when reading for faster Skimming

An essential skill for the Skimming process. is a group of phrases when reading. to be readable. faster. The words should be grouped. into clusters. function and composition of a sentence. as subject, verb phrase, and object. This is not only. help improve reading comprehension skills. but also helps learners to skim. be faster. To do that, learners must have awareness. about ingredients. in the sentence. A sentence always has two components. are the subject and the main verb. In addition, sentences can have the following components:

S (Subject) + V (Verb) + Object (Object) + Subordinate (Modifiers)

2.4.2. Teaching reading comprehension applying sub-skills of skimming to find specific details (Scanning)

2.4.2.1. The purpose and importance of scanning

Purpose of the Scanning technique. is to find the necessary information quickly. to be able to answer the question. In other words, according to Sutz and Weverka, this technique focuses on two factors: Reading style and search content.

Reading convention

Scanning technique required. Readers only read the information necessary to answer. questions without having to read. all information. included in the article. Besides, readers need to search. these information. quickly. To do This is what the reader needs. a reading method that helps them both identify. Get the information you need among the multitude. information and help them at the same time. read quickly.

2.4.2.2. Content to look for

Content to search when. Scanning is the content. related to the question. and serve the purpose. help answer the question. To be able to search the content. This is fast, the reader needs to determine. before the keywords you really need. needed when reading the question. and look for words. this key in . readings.

Important keywords. and to look for are the keywords shown. be focused. and main content. of the question.

Steps for effective "Scanning"

Based on the purpose of. Scanning technique is. help readers find information. needed fast, three steps to do it. Effective scanning includes:

Step 1: Read the question carefully, identify the keywords to find

At this step, the reader needs to read carefully. questions and definitions. important keywords. in question. by underlining. or circle. those words. Important keywords. are the expression keywords. focus and content. main question.

Example: TRUE/FALSE/NOT GIVEN question type

Roy Porter disagrees with Professor Macfarlane's findings

The main body of the question. is the disagreement between Roy Porter and Professor Macfarlane. Therefore, the reader needs to underline the information. as important as "Roy Porter, disagree, Professor Macfarlane".

Step 2: Categorize the keywords identified in step 1

Readers need to categorize. important keywords. has been determined. above. Word classification. Key helps readers prioritize. information search order. and locate. information to be used. faster.

There are 2 types of keywords. that the reader needs to determine. when reading and analyzing the question:

Hard-to-replace keywords: These are words. key cannot be replaced. or express. another way, these keywords. usually kept the same. in the reading. Therefore the reader will. easily. detect them. live. in the reading. These keywords. often. is proper name, place, day, month, year, metric.

Predictable keywords. be substituted: These are keywords. may be replaced. by synonyms. or other expression. in the reading. Identify words. This key helps readers. predictable changes. in word usage and grammar. of the sentence.

Step 3: Memorize the keywords to look for, scan the text and find those keywords

Readers need to keep in mind. identified important keywords. in the above step and proceed. Read articles quickly by method. read backwards to locate. of these words. The principle of skill. Scanning is there a way. Reading helps readers read quickly. and just get the information. needed among the multitude of information. In the reading passage, reading backwards is the method. help meet the above criteria. Read

backwards. is the reader will read the word. bottom to top and. from right to left instead. Read from top to bottom. and from left to right.

2.5 Result and discussion

Table 1: There is no difference in students' perception based on scores before & after experimental teaching of students in group 01 – The group did not use subskills in forging independent reading comprehension skills for students in class. experimental teaching.

Mean Score of student	Df	Computed t - value	P - value	VI	Description
pre – test : 5.6 Post – test : 6.3	29	-1.68	0.103	Accept Ho	No significant

Table 1 shows that the students' cognitive ability before and after the experiment in group 01 – The group did not use sub-skills to forge independent reading comprehension skills for first-year students in experimental teaching activities. , measured by the results of the test scores before and after the experimental teaching of group 01 – The group did not use sub-skills of skimming and scanning. With the calculation results p= 0.103 > 0.05, (Greater than the acceptable error value of 5%), therefore, it can be confirmed, the null hypothesis given is ''No difference. In terms of cognitive ability of students, the group that did not use sub-skills to forge independent reading comprehension skills for freshmen was accepted. It also means that the cognitive ability of students in the group that does not use the sub-skills of skimming and scanning in teaching is unchanged. with the lecture without using the sub-skills of skimming and scanning, there was an increase but not significant.

Table 2: There is no difference in students' perception based on the scores before & after experimental teaching of students in group 02 – The group uses sub-skills of skimming and scanning to practice independent reading comprehension skills for students. first year in experimental teaching

Mean Score of student	Df	Computed t2 - value	P - value	VI	Description
pre – test : 5.7 Post – test : 7.1	29	-3.25	0.003	Reject Ho	Significant

Table 2 shows the students' cognitive ability before the experiment and after the experiment. Group 02- The group uses sub-skills to practice independent reading comprehension skills in teaching based on the results of

the test scores before and after Experimental teaching of group 02 – The group uses sub-skills to forge independent reading comprehension skills for first-year students in teaching. With the calculation results p= 0.003 < 0.05, (Smaller than the acceptable error value of 5%), therefore, it can be confirmed, the initial hypothesis is ''There is no big difference. In terms of students' cognitive ability, the group using sub-skills in teaching '' is not acceptable. It also means that the

cognitive ability of students in group 02 – The group that uses sub-skills to improve reading comprehension skills for first-year students in teaching has changed a lot compared to the class that does not use it. sub-skills. The above results clearly show that with the lesson using the sub-skills of skimming and scanning, there has been a marked increase in students' awareness.

Table 3: There is no difference in students' cognitive level when experimentally taught in 2 different ways (Cotrol & Experimental Groups)

Mean Score of post test of student - Primary education-K8 & mathematics teacher education K4	Df	Computed t2 - value	P - value	VI	Description
Primary education-K8: 6.3 Mathematics teacher education k4: 7.1	29	-2.12	0.042	Reject Ho	Significant

Table 3 shows the cognitive ability of students of both groups when experimentally taught in two different ways (Group 01 does not use sub-skills and Group 02 uses sub-skills), as measured by results of test scores after experimental teaching of both groups. With the calculated results p = 0.04 < 0.05, (Smaller than the acceptable error value of 5%) is inconsistent with the null hypothesis, therefore, it can be confirmed, the initial hypothesis given is there is a big difference in students' cognitive ability about using sub-skills to improve independent reading comprehension skills for first year students of 2 classes is completely acceptable. It also means that the cognitive ability of students in the group using the sub-skills in teaching has a great change and has a clear increase.

3. Conclusion

On the basis of theoretical and practical research on English reading comprehension and the use of sub-skills to improve English reading comprehension for first-year non-specialized students at Tan Trao University, the author has conducted investigating the current situation of learning English Reading Comprehension skills at Tan Trao University to serve as a basis for the experimental part of using sub-skills to improve English reading comprehension for first-year non-specialized students at the University. Studying at Tan Trao and having obtained good results, the thesis proposes two measures to improve independent reading comprehension for first-year non-specialist students at Tan Trao University. The test results of the sub-skills are both necessary and possible. In order to effectively develop independent reading comprehension for first-year non-specialist students at Tan Trao University, it is necessary to implement synchronous and flexible measures. The author hopes that the English reading

comprehension sub-skills can be replicated in the future teaching process.

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