SKIMMING READING TECHNIQUES ON THE ABILITY TO IDENTIFY INTRINSIC DRAMA TEXT ELEMENTS

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Abstract: This study aims to determine the use of reading techniques that are effective and efficient, and to determine whether there is an effect of skimming reading techniques on students' reading comprehension skills to identify the intrinsic elements present in drama texts read by grade VIII students of SMP Muhammadiyah Tangerang City. This research is a quantitative research. Data collection techniques using tests, namely pretest and posttest. The results of this study indicate the influence of the ability to identify the intrinsic elements of drama text on students who use skimming reading techniques. This effect has been carried out with the results of the t-test. Then it shows the results of t count 0.233 <t table 1.977, t count is smaller than t table, this shows that there is no significant difference between the experiment class students and the control class students on the ability to identify the intrinsic elements of drama text. After the pretest is done posttest to find out, it shows the results of t count 1.982> t table 1,800, t count is greater than t table shows that there is a difference in the ability to identify the intrinsic elements of drama text between students who receive learning about the use of skimming reading techniques and students who get conventional learning. From the data obtained like what is listed above, it can be concluded that there is an effect of using skimming reading techniques on the ability to identify the intrinsic elements of drama text in class VIII students of SMP Muhammadiyah Tangerang City

Keywords: *Skimming Reading Techniques, Intrinsic Drama Texts*

INTRODUCTION

Indonesian lessons are taught in schools so that students have knowledge and skills in language. The knowledge that students acquire in using good and correct language is in accordance with PUEBI. And the language skills possessed by students can be used to communicate both orally and in writing. There are four aspects of language skills taught in schools ranging from SD / MI, SMP / MTS, SMA / SMK / MA, namely: listening skills, speaking skills, reading skills, and writing skills (writing skills). Reading skills are one of the four aspects of these language skills. Reading can get a lot of

information, both knowledge and general. As the saying goes, by reading we can open a window to the world. Reading activities are also carried out to find out communication in writing. Reading is also a cognitive activity that seeks to find various information. This proves that reading activity is a thought process to understand the content of the text being read. Part of the Indonesian language subject matter includes reading drama texts. Reading drama texts is an activity to understand and find out various information that the author wants to convey through the writings written by the author.

Drama script is also a type of literary work written in the form of dialogue between characters in a drama story. Drama is a form of literature favored by the wider community. This is evident from the drama performances which are always crowded with drama-loving audiences. In reading and understanding drama scripts, students must know the elements that make up drama scripts. The elements that make up a drama script are called intrinsic elements. As is the case with other literary works, apart from drama which has intrinsic elements, namely: short stories, short stories, and novels also have intrinsic elements. The intrinsic elements of drama include plot, characters, settings, themes and messages, and other elements that support one another. Reading drama texts aims to enrich students' reading skills. Not only enriching but making students think critically to find elements that build drama script / intrinsic elements of drama. Reading drama texts can also train students' reading skills and make students more creative. It is proven that students are able to make a drama text. Currently there are still many students who have difficulty reading drama texts. This is due to the low reading interest that students have. Students also have difficulty finding / identifying elements that construct / intrinsic elements in drama texts. This is because students do not understand the intrinsic elements in the drama text and do not concentrate on the drama text when reading the text.

The difficulties described above are difficulties that are caused by internal factors. Internal factors are difficulties that occur and are experienced by individuals or individuals who experience it. Where in this case those who experience and feel difficulties are the students themselves. Apart from internal factors, there are also external factors. External factors are difficulties that occur outside of internal factors. This means that this difficulty is a result of the surrounding environment. For example: unfavorable atmosphere, uncomfortable situation, lack of reference books about dramas and others. But this can also occur due to the inaccurate use of the reading techniques used by students. In this case the teacher plays an important role in determining and using appropriate reading techniques to serve as teaching material in the delivery of the material being taught to students. By selecting the correct and appropriate reading techniques to be taught by the teacher, it can help students to understand, know and find / identify the reading they read. So that students become more enthusiastic and fully concentrate on doing this.

So to overcome these difficulties, proper and appropriate reading techniques are needed to make it easier for students. One of these techniques is the use of skimming reading techniques. Reading using skimming techniques is not reading to get information in a relatively short time, but to improve students' understanding when reading the drama text they read. Because students concentrate fully on the reading they are reading. This is why this technique plays a major role in improving students' reading ability.

Drama is an essay that depicts human life and nature in a manner that is staged in several acts. Drama is often referred to as theater arts. According to Oemaryati (1971), the word "drama" entered the Indonesian vocabulary and was brought by Western culture. In the homeland of the drama's birth, namely Greece, drama arose from a ritual worship offered to the gods. Agree with this. According to Baranger (1994), the word "drama" comes from dran (Greek) which implies the meaning to do or to

act aka "action", "action". (Rahmanto and Endah, 2011: 1.3). Agree with this also according to Waluyo (2003: 2) the word "drama" comes from the Greek "draomai" which means: to do, to act, to act, or to act. Drama means action, action or action. Drama means action, action or action. In this case drama contains a broader meaning not only as a literary work but as a branch of art that is enjoyed and favored by literary lovers.

As for other opinions about drama, according to Kosasih (2012) drama is a form of literary work that aims to describe life by conveying contention and emotions through actions and dialogue. The actions and dialogues in drama are not much different from the actions and dialogues that occur in everyday life. Drama is a re-creation of real life or, according to Aristotle's terms, is an imitation of motion that makes use of the elements of real activity. Language is the main element in drama. In this case, the language used in making a drama is the most important element in order to convey the information that the author wants to convey. In line with kosasih's opinion, according to Waluyo (2003: 2), as a literary work, drama language is a literary language because it has connotative characteristics. The use of symbols, figures of speech, rhythm, selection of distinctive words and so on have the same principles as other literary works. However, because what is shown in the drama is dialogue, the language of drama is not as a language of poetry and is more fluid than the language of prose. In other words, the language used in making a drama text uses language that the reader can understand. According to Moody in Rahmanto (2000) drama does not only describe real life events. Drama is more of a "re-creation" of the realities of life. (Rahmanto and Endah, 2011: 131). In line with this opinion, according to Kosasih (2012) drama is a form of literature favored by the wider community. Almost every community group in various parts of the world since ancient times has been familiar with this literary form. In other words, drama has existed since a long time ago where people were very enthusiastic about an event or event that the author wanted to convey. Usually drama is synonymous with a scary

tragedy but for now drama is packaged in the form of a story that contains meaningful values.

As for other opinions about drama according to Waluyo (2003: 1) drama is an imitation of human life that is projected on the stage. Seeing the drama, the audience seems to see events in society. Sometimes the conflicts presented in the drama are the same as inner conflicts within themselves. Drama is a portrait of human life, a portrait of joy and sorrow, bittersweet, black and white of human life. Agreeing with this, according to Zaidan (2007: 60), drama is a variety of literature in the form of dialogue that is intended to be performed on a stage. More specifically, drama refers to plays that question the great and great elements of philosophy and moral values, plays; pendramaan (dramatization) is the presentation of novels, short stories, or poetry in the form of performance works in accordance with the principles of drama.

A drama script is categorized as a literary work and is an individual work made by the author. Drama script is also the most important component in a drama appreciation. According to Waluyo (2003: 6), drama scripts are also called play literature. As one of the literary genres, drama script is built by physical structure (language) and inner structure (semantics, meaning). The physical form of a script is a dialogue or a variety of speech. Variety of speech is a variety of literature. Thus a drama script cannot be said to be perfect if it has not been performed. This is what distinguishes a drama script from a literary script. There are also drama texts written just to be read. This drama text is also called drama to be read (closed drama). Drama text is a printed item or written script in the form of dialogue, describing the character of a person in life that has unity and functions as a literary text to be read or a script to be performed.

According to Waluyo (2003: 47), this type of drama is only beautiful for reading material. The writers who are not experienced in performing plays usually write closed dramas that have no chance of performing or having little chance of performing. Drama writers who

are also directors or actors usually write plays that not only pay attention to the structure, the beauty of the language, but the most important thing is the possibility to be performed. The dramas written before Usmar Ishmael usually had long dialogues and used beautiful language that did not actually imitate everyday life conversations, so they were difficult to perform. In everyday life, we rarely encounter conversations between two or more people, each of which speaks at length like the script. From the description above, it can be concluded that drama is a literary work in which there is a depiction of people's life which is the story of human life. there are many conflicts and contradictions in the form of tests that are staged and made in the form of dialogue, the manifestation is staged in an action in the form of movement and behavior.

Reading drama means doing a reading activity in order to understand the reading it reads. The reading that is read here is a drama in the form of writing, in which the writing contains a description of the problem which is written in the form of a dialogue. In this case the drama is shown in the form of staging a drama. Where the essence of a drama is dialogue and conflict. Dialogue is a conversation between one character and another and conflict is a conflict. The purpose of reading activities is to understand the meaning contained in the reading that is being read, its relation to the drama text in order to understand the problems that the drama text writer wants to convey regarding the problems or problems the author wants to convey to the reader through writing.

According to Oemaryati (1971), like short stories and novels, drama texts also have building blocks that come from within the drama text itself and which are often referred to as intrinsic elements of text, namely plot elements, characters, settings, themes and messages and other elements support each other. (Rahmanto and Endah, 2011: 313). Thus, a drama text also has building blocks known as intrinsic elements. The intrinsic element is an approach that focuses the attention of the reader on the factors that build a literary work from within the work,

which consists of: plot or plot, characters, characters, settings, themes, points of view, language style, and mandate.

Reading is an activity carried out by readers in order to know and understand what the reader is reading. By reading someone who doesn't know something, he knows something, because he gets information from the writing he reads. According to Sulaeman (2018: 51), reading is an activity or process of applying the number of skills in processing reading texts in order to understand the content of the reading. Thus reading requires a process to process the writing that is read by the reader in order to understand the content of the reading that the reader reads. It means that through this reading activity the reader applies his reading skills to understand the content of the text he is reading. According to Faar (1984), stated, "reading is the heart of education" which means reading is the heart of education. (Dalman, 2019: 5). In this case, someone who does reading activities as a daily routine to get a lot of information, then the insight he has will be broad and his education will advance because of his habit of reading. In reading activities, the reader has a goal in reading what he is reading. According to Tarigan (2008: 9), the main purpose of reading is to seek and obtain information, include content, and understand the meaning of reading. Meaning, meaning is closely related to the intent and purpose of reading. This means that in reading activities, the reader has the goal of reading what he is reading, which is to find and obtain information that includes the content and meaning of the reading read by the reader.

According to Nurhadi (2019: 13), the goals of learning to read are divided into two main goals, namely: behavioral goals and expressive goals. Behavioral goals are called closed goals or instructional goals, while expressive goals are also called open goals. It means that instructional goals are more directed at reading for oneself, reading to interpret and reading as a creative activity. Meanwhile, the open goal is more to the reader, namely to increase the comprehension of the reading read by the reader. In reading a reading, sometimes the reader feels bored with

the reading he is reading. It takes a relatively long time to read what the reader is reading. By reading quickly, it can streamline the reader's time so that the information they read becomes more. According to Soedarso (2010: 11), speed reading is a skill that can provide many solutions to modern human problems. It means that reading quickly is a skill or ability that is owned by someone, it can provide many benefits for him in the form of solving problems that are experienced in reading activities that are relatively long and in order to make the reading time effective.

According to Soedarso (2010: 4), reading is a complex activity by directing a large number of separate actions. Includes: one must use understanding and delusion, observe, and remember. We can read without moving our eyes or without using our minds. Comprehension and reading speed become very dependent on the ability to carry out each of the necessary organs of the body. This means that in reading activities, understanding is needed in reading the reading that is read and the speed of reading that is owned by the reader is influenced by the reader's ability to use the body's person in the process of speed reading. The conclusion is that speed reading is the ability that a person has based on the abilities or skills that each individual has to understand the reading he is reading.

METHOD

The research method used by researchers is experiment research methods. In the use of this experiment research method using a Quasi Experiment research design that the researcher will use to research. The type of design used by researchers is the Nonequivalent Control Group Design design. In this type of design, there are two groups, namely the experiment group and the control group. The experiment group was given treatment using the skimming reading technique, while the control group was not given treatment. Then the two groups were given a pretest to find out whether there was a difference between the experiment group and the control group.

FINDINGS AND DISCUSSION

Data Description

The data described are data obtained from the results of filling out the test using the developed instruments. Data presentation is intended to provide an overview of the size of data concentration and the size of data distribution. The data is presented in the form of frequency distribution tables and in graphical form to make it more communicative and easy to understand by readers.

1. Control class pretest data

Based on the results of the control class pretest at SMP Muhammadiyah Kota Tangerang, the following data were obtained from the respondents: The lowest pretest score obtained in the control class was 40 and the highest score was 80. For more details, see the frequency distribution table below:

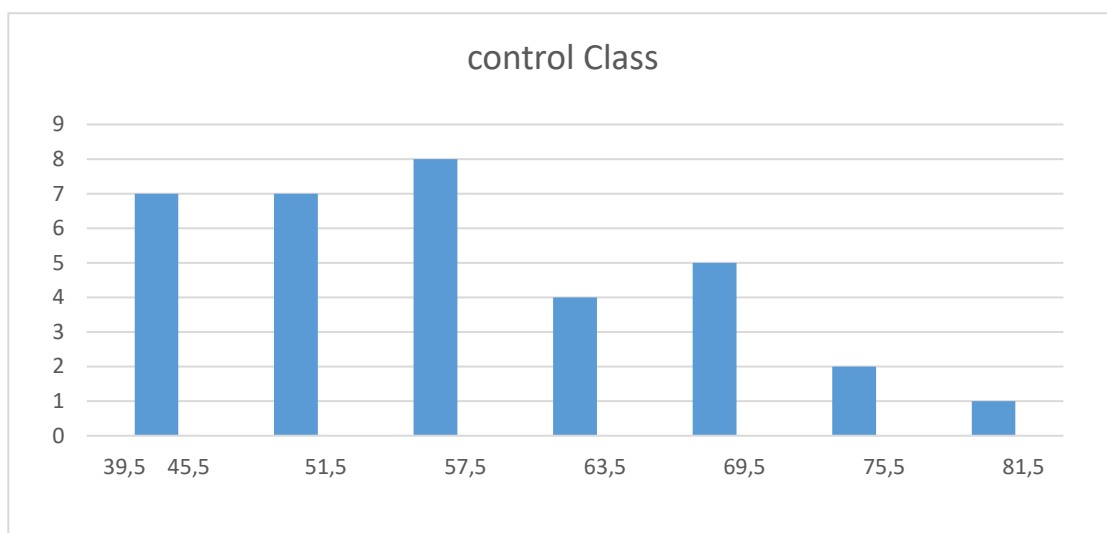Table 1: Frequency Distribution of Control Class Pretest

Class	Interval BBK BAK	Class Interval	Absolute Frequency	F $_{relative}$ (fr) %
1	40 – 45	39,5 – 45,5	7	20,59 %
2	46 – 51	45,5 – 51,5	7	20,59 %
3	52 – 57	51,5 – 57,5	8	23,53 %
4	58 – 63	57,5 – 63,5	4	11,76 %
5	64 – 69	63,5 – 69,5	5	14,70 %
6	70 – 75	69,5 – 75,5	2	5,89 %
7	76 – 81	75,5 – 81,5	1	2,94 %

	Total	34	100%

From the frequency distribution table, the data is presented in the form of a histogram graphic. The form of data presentation that describes the ebb and flow of statistical data. The presentation of this data is easy for readers to understand with the data obtained in the control class as follows: data range 40 - 45 as much as 20.59%, data range 46 - 51 as much as 20.59%, data range 52 - 57 as many as 23.53%, range data 58 - 63 were 11.76%, data range 64 - 69 was 14.70%, data range 70 - 75 was 5.89%, and data range 76 - 81 was 2.94%. For more details, see the chart below:

Graphic 1: Histogram Pretest Control class

Furthermore, the data is presented in the form of a cumulative frequency distribution table and an ogive graph. This data is made to find out the data is less or more than a certain value. Based on the results of the control class pretest data obtained as follows: data less than 39.5 as many as 0 students, less than 45.5 as many as 7 students, less than 51.5 as many as 14 students, less than 57.5 as many as 22 students, less than 63 , 5 as many as 26 students, less than 69.5 as many as 31 students, less than 75.5 as many as 33 students, and less than 81.5 as many as 34 students. Data more than a certain value are as follows: data of more than 39.5 as many as 34 students, more than 45.5 as many as 27 students, more than 51.5 as many as 20 students, more than 57.5 as many as 12 students, more than 63, 5 as many as 8 students, more than 69.5 as many as 3 students and more than 75.5 as many as 1 student and more than 81.5 as many as 0 students. For more details, see the table and graph below:

Table 2: Distribution of pretest cumulative table Control Class

Data	Cumulative frequency	Data	Cumulative frequency
Less than 39,5	0	More than 39,5	34
Less than 45,5	7	More than 45,5	27
Less than 51,5	14	More than 51,5	20
Less than 57,5	22	More than 57,5	12
Less than 63,5	26	More than 63,5	8
Less than 69,5	31	More than 69,5	3
Less than 75,5	33	More than 75,5	1
Less than 81,5	34	More than 81,5	0

Graphic 2: Ogive Data Pretest Control Class
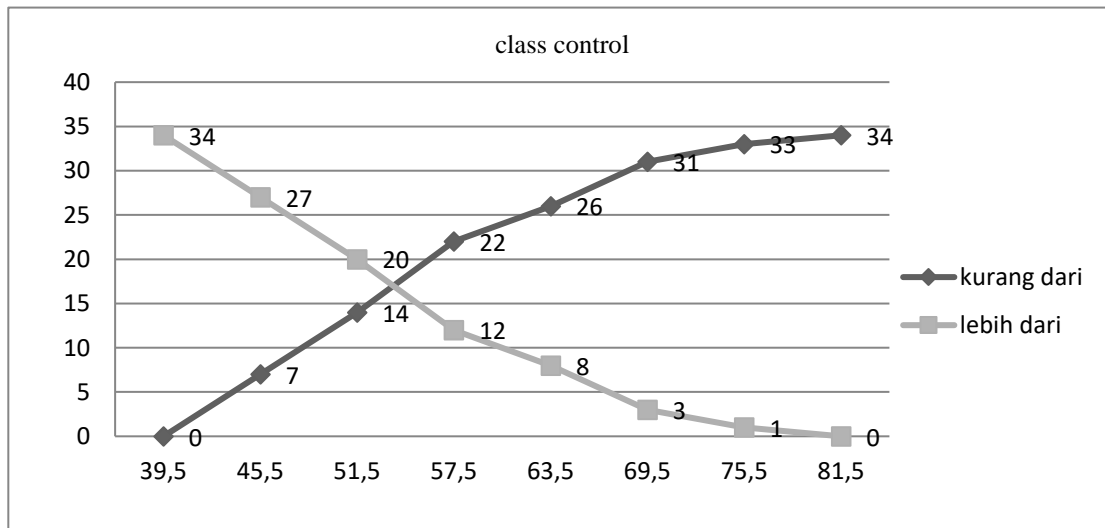
2. Experiment class pretest data

The pretest data obtained in the experiment class are: The lowest pretest score obtained in the control class is 40 and the highest score is 80. For more details, see the frequency distribution table below:

Table 3: Distribution of pretest table experiment Class

class	Interval BBK BAK	Class interval	Absolute frequency	F relative (fr) %
1	40 – 45	39,5 - 45,5	6	17,65%
2	46 – 51	45,5 - 51,5	5	14,70%
3	52 – 57	51,5 - 57,5	10	29,41%
4	58 – 63	57,5 - 63,5	7	20,59%
5	64 – 69	63,5 - 69,5	3	8,82%
6	70 – 75	69,5 - 75,5	2	5,89%
7	76 – 81	75,5 - 81,5	1	2,94%
	Total		34	100%

From the frequency distribution table, the data is presented in the form of a histogram graphic. The form of data presentation that describes the ebb and flow of statistical data. The presentation of this data is so easy for readers to understand with the data obtained in the control class as follows: data range 40 - 45 as much as 17.65%, data range 46 - 51 as much as 14.70%, data range 52 - 57 as much as 29.41%, range data 58 - 63 were 20.59%, data range 64 - 69 was 8.82%, data range 70 - 75 was 5.89%, and data range 76 - 81 was 2.94%. For more details, see the chart below:

Graphic 3: Histogram Pretest Experiment Class
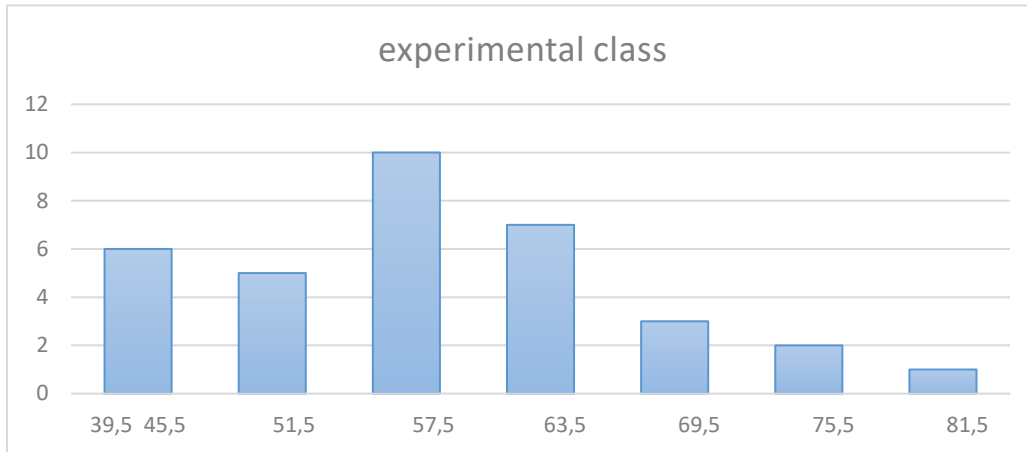
Furthermore, the data is presented in the form of a cumulative frequency distribution table and an ogive graph. This data is made to find out the data is less or more than a certain value. Based on the results of the pretest obtained in the control class, the following data were obtained: data less than 39.5 were 0 students, less than 45.5 were 6 students, less than 51.5 were 11 students, less than 57.5 were 21 students, less than 63.5 as many as 28 students, less than 69.5 as many as 31 students, less than 75.5 as many as 33 students, and less than 81.5 as many as 34 students. Data more than a certain value are as follows: data of more than 39.5 as many as 34 students, more than 45.5 as many as 28 students, more than 51.5 as many as 23 students, more than 57.5 as many as 13 students, more than 63, 5 as many as 6 students, more than 69.5 as many as 3 students and more than 75.5 as many as 1 student and more than 81.5 as many as 0 students. For more details, see the table and graph below:

Table 4: Distribution of pretest cumulative table experiment Class

Data	Cumulative frequency	Data	Cumulative frequency
Less than dari 39,5	0	More than 39,5	34
Less than 45,5	6	More than 45,5	28
Less than 51,5	11	More than 51,5	23
Less than 57,5	21	More than 57,5	13
Less than 63,5	28	More than 63,5	6
Less than 69,5	31	More than 69,5	3
Less than 75,5	33	More than 75,5	1
Less than 81,5	34	More than 81,5	0

Graphic 4: Ogive Data Pretest Experimental Class
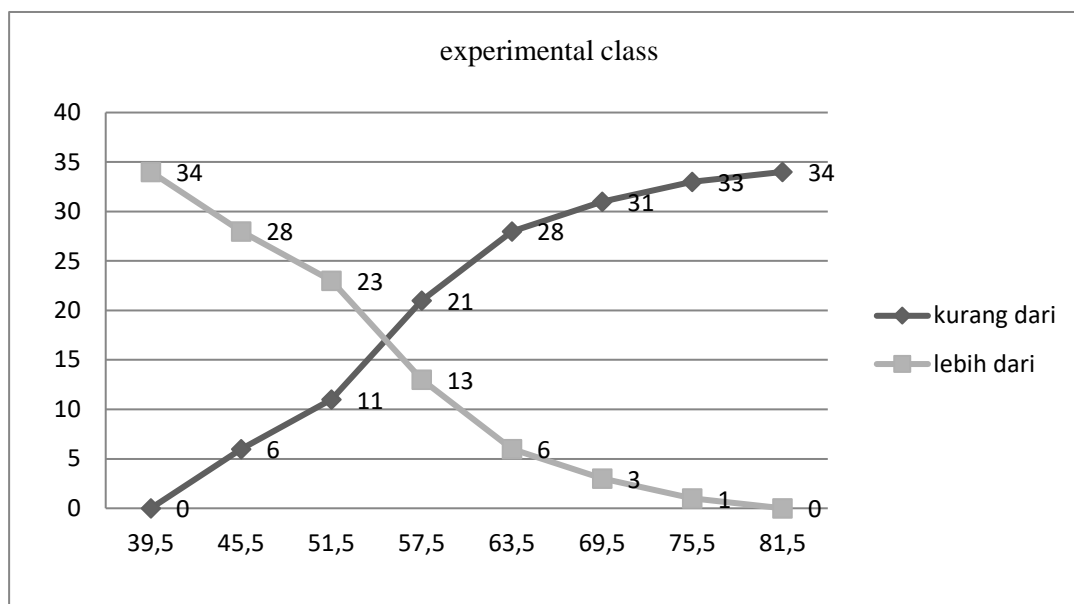
Discussion

1. The control class pretest and the experiment class

Based on the research findings above. As shown in the control class pretest frequency distribution table, the largest number is in the interval 52 - 57 of 23.53%, with the average value obtained in the control class of 55.02, the frequency is above the average value of 20.59%, while the frequency is below the average value of 11.76%. In the pretest frequency distribution table for the experiment class the highest frequency lies in the interval 52 - 57 of 29.41%, with the average value obtained in the experiment class of 55.56, the frequency is above the average value of 14.70%, while frequency below the average value of 20.54%. For more details, see the table below:

Table 5

Class	High interval frequency	High frequency	average (mean)	Above average	Under average
Control	52 – 57	23,53%	55,02	20,59	11,76
experiment	52 – 57	29,41%	55,56	14,70	20,54

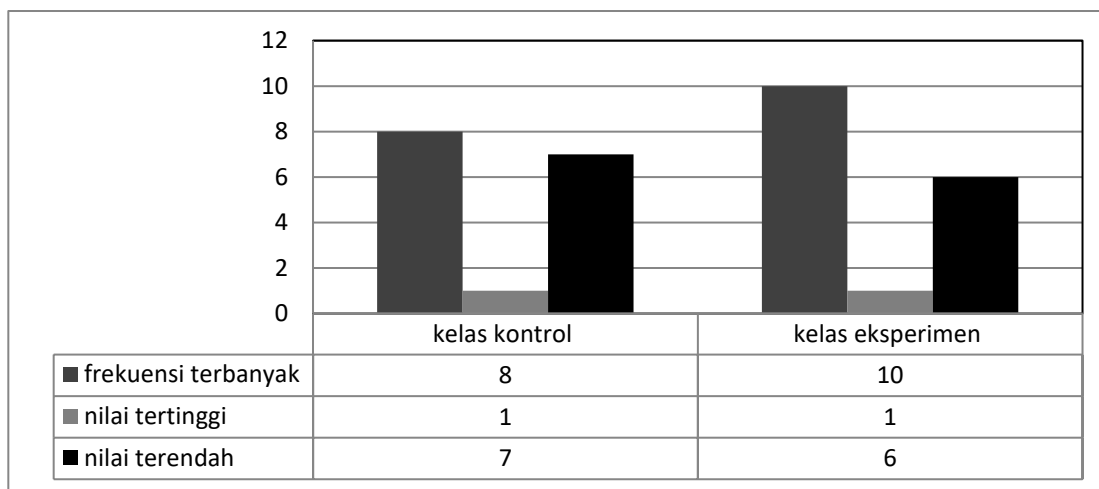Based on the table above, it can be seen the differences in the two classes. The highest percentage of frequency in the control class is 23.53% and in the experiment class is 29.41%,

the value above the average for the control class gets a percentage of 20.59% while in the experiment class it only gets a percentage of 14.70 %, the value below the average for the control class is 11.76%, while the value below the average for the experiment class is higher at 20.54%. So it can be seen that the scores in the control class are almost the same as in the experiment class. The difference is in the values above average and values below the average.

While the histogram graph in the description above, it can be seen that the highest score of the control class pretest histogram is at the value of 51.5 as many as 8 respondents, the highest value is 75.5 as many as 1 respondent, while the lowest value is 39.5 as many as 7 respondents. On the pretest histogram graph of the experiment class the highest graph lies at the value of 51.5 as many as 10 respondents, the highest value is 75.5 as many as 1 respondent, while the lowest value is 39.5 as many as 6 respondents. For more details, see the chart below:

Graphic 5

	kelas kontrol	kelas eksperimen
■ frekuensi terbanyak	8	10
■ nilai tertinggi	1	1
■ nilai terendah	7	6

Based on the graph, it can be seen the differences in the two classes. The difference is the difference between two (2) and one (1) in the highest frequency and the lowest value, while the highest value is the same, namely 1 respondent.

2. Posttest control class and experiment class

For the distribution of the frequency distribution of the control class posttest, the most frequency is located in the interval 62 - 70 amounting to 29.40%, with the average value obtained in the control class is 68.20, the frequency is above the average value of 14.70%, while the frequency below the average value of 17.65%. In the posttest frequency distribution table for the experiment class the highest frequency lies in the interval 68-73 by 10%, with the average value obtained in the experiment class of 72.62, the frequency above the average value is 11.76%, while the frequency in below the average value of 26.47%. For more details, see the table below:

Table 6

Class	Higher frequency position	Higher frequency	Average (mean)	Above average	Under average

Control	62 – 67	29,40%	68,20	14,70	17,65
Experiment	68 – 73	29,40%	72,62	11,76	26,47

If at the time of the pretest the most frequencies were both in the interval 52 - 57 while at the time of the posttest the most frequency in the control class and the experiment class was located at different intervals. Namely in the control class at the interval 62 - 67 with an average value of 68.20, while the highest value in the experiment class was located at the 68 - 73 interval with an average value of 72.62, the value above the average for the control class obtained a percentage that is 14.70%, while in the experiment class it is lower, namely 11.76%, the value below the average for the control class is 17.65%, while the value below the average for the experiment class is higher, which is 26.47%. So it can be seen that the scores in the control class are lower. The difference is in the location of the interval, the average value, the value below the average, and the value above the average.

While the histogram graph in the description above, it can be seen that the posttest histogram graph for the control class graph is located at intervals of 61.5 as many as 10 respondents, the highest value is 85.5 for 2 respondents, while the lowest value is 49.5 as many as 3 respondents. On the histogram graph Posttest of the highest graph experiment class is located in the interval 67.5 as many as 10 respondents, the highest value is 85.5 as many as 3 respondents, while the lowest value is 49.5 as many as 2 respondents. For more details, see the chart below:

Graphic 6

|	kelas kontrol	kelas eksperimen
■ frekuensi terbanyak	10	10
■ nilai tertinggi	2	3
■ nilai terendah	3	2
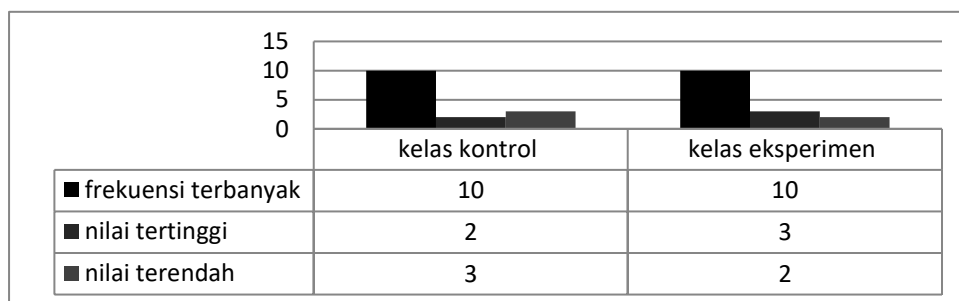
Based on the graph, it can be seen the differences in the two classes. The difference lies in the highest score in the control class with only 2 respondents while in the experiment class 3 respondents, and the lowest score for the control class by 3 respondents while the lowest score in the experiment class is only 2 respondents. Based on the results of the control class pretest and the experiment class, the mean value is obtained, which is a measure that provides an overview of the concentration of a data to determine the average value of a statistical data. The mean (average) value of the control class is (55.02). Meanwhile, in the experiment class, the mean (average) value was (55.56). Meanwhile, during the posttest of the control class and the experiment class the mean value in the control class was (68.20), in the experiment class the mean value was (72.62). For more details, see the table below:

Graphic 7

The Mean Value of Pretest-Posttest Control Class and Experiment Class
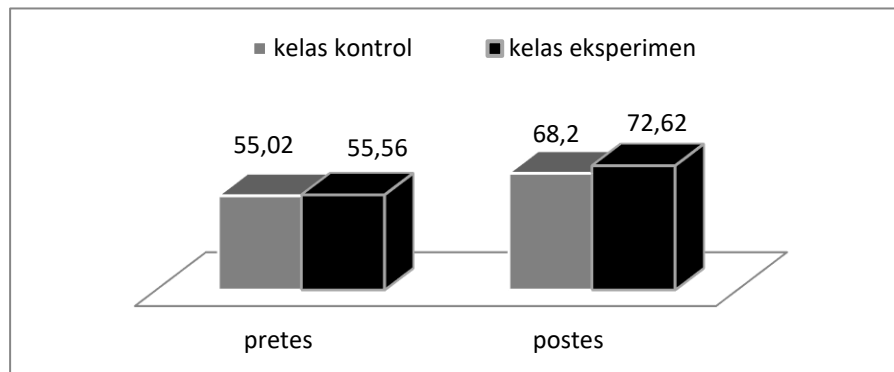
Based on the graph above, the pretest data for the control class and experiment class did not show a significant difference. It can be seen from the graph height that it is almost the same. This is influenced because at the time of the pretest researchers did not use treatment (threat) so that students were less motivated to identify the intrinsic elements of the drama text. From the post-test data of the control class and experiment class, it shows a significant difference. It can be seen from the height of the graphs of the two classes. The experiment class graph was higher than the experiment chart the researcher gave treatment (using the skimming reading technique) while the control class researcher did not give treatment so that there were differences in learning outcomes in the control class and in the experiment class.

Furthermore, to find out whether there is an influence on the pretest data for the control class and experiment class. The researcher conducted a t-test to find out whether there were differences in the two classes. After the calculation is done, the tcount is 0.233 <ttable 1.977. So it can be concluded that there is no difference in learning outcomes between

class. This ... er did not ...). So that ... g of drama ... ements of ... sttest, the ... find out ... the two classes. After doing the calculations, the results obtained tcount 1, 982> t table 1,800. So it can be concluded that there are differences in learning outcomes between the control class and the experiment class. This is influenced by the use of skimming reading techniques. So that students become focused and motivated to identify the intrinsic elements of the drama text. Therefore, the use of skimming reading techniques can affect the ability to identify the intrinsic elements of drama text in the experiment class.

CONCLUSIONS

Based on the results of this study entitled "The Effect of Skimming Reading Techniques on the Ability to Identify Intrinsic Elements of Drama Text in Class VIII Students of SMP Muhammadiyah Kota Tangerang" it can be concluded that the students' reading ability to identify intrinsic elements in a control class drama text that is not treated is lower than their ability. reading students to identify the intrinsic elements of drama text in the experiment class students. By using the skimming reading technique students become more concentrated and also excited in reading activities. So it can be said that there is an effect of using skimming reading techniques on students' reading ability in terms of identifying the intrinsic elements of drama text in class VIII students. This can be seen after doing the t test with a significance level of α = 0.05 and obtained tcount 1.988> ttable 1.800, then accept H1 means that there is an effect of skimming reading techniques on the ability to identify intrinsic elements of drama text which are treated with skimming reading techniques with students who do not. given treatment. From this research, it can be used as a basis for making learning designs and methods

and can be used as a reference in making Indonesian language teaching materials, especially students' reading techniques.

Acknowledgment

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