Review article

Effective Reading Instruction in ESP: Practical Approaches to Improving Vocational Students' Content-Area Reading Comprehension

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Abstract:
Effective reading instruction in Vocational Higher Education (henceforth VHE) has been criticized as ineffective, as demonstrated by poor reading test results, indicating a deficient students' reading performance. This article examines and gains insight into the reasons why things occur as they do by discussing the following four topics: (1) describing the context in which reading instruction occurs and why this instructional effort does not work as expected; (2) describing the nature of content area reading; (3) unpacking things that could potentially encourage students' interests and increase their reading involvement, thereby making their reading more effective; and (4) proposing a set of pedagogical principles that could potentially improve the students optimal reading and comprehension.

Keywords:
ESP, Reading, Vocational Higher Education (VHE), Content-area reading

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INTRODUCTION

Low levels of mastery (approximately 45% - 50%) of the curriculum content being taught in English in Vocational Higher Education are frequently cited as evidence that the current approach to teaching English is ineffective. Insufficient classroom participation (lack of student involvement) is a contributing factor (Musthafa, 2011). The same is likely to occur in PNUP. In PNUP, reading instruction was ineffective, as evidenced by the fact that only about 40% of graduates passed the reading section of the standardized exam (UPT Industrial Relations PNUP, 2012; UPT Language PNUP, 2012). That is to say, the vast majority of PNUP alumnus cannot read at an adequate level. One reason is that low engagement between students and reading materials during teaching and learning in class. This article (1) describes the context in which reading instruction occurs and the factors that

contribute to the lack of instruction, (2) the nature of reading subject texts, (3) factors that have the potential to arouse and increase students' interest and engagement in reading effectively, and (4) offer a set of pedagogical principles that can be used to teach students to read field-of-study texts effectively.

THE CURRENT PRACTICES

The essence of the problem, which is a lack of interaction (low engagement) with PNUP students while learning to read texts in the field of study (content area reading) in English courses, will be found by looking at the issues of learning English, especially reading skills instruction from the perspective of curriculum implementation. An extensive study by Guthrie and Wigfield (2000) demonstrates that "engagement" in reading activities implies a synchronous, purposeful, and strategy-using relationship between the reader and the text. Therefore, it is the responsibility of every educator to foster meaningful student-material connections. In order to learn to read, it is essential to foster engagement between students and textbooks, according to research (Guthrie and Wigfield, 2000). The reasoning behind this is that there is a pressing need to improve student's reading skills, so it is essential to design an effective instruction model for reading text in the field of study (content area reading), which facilitates student interaction (engagement) with reading texts to the maximum.

As the author has noted in his work, several factors contribute to students' disengagement from the reading materials they are supposed to be using to improve their literacy skills. However, the instruction objectives component comes out as the most notable. Unfortunately, most lessons are not geared toward helping students become better readers, which would be an ideal endpoint because it would be both transparent and strategic. As a result, students do not improve their reading comprehension beyond what they learn in class lectures. An example is the student's poor performance on the TOEFL, especially in the reading section. It occurs because students typically read without a specific purpose, such as effective reading.

The character also has a role as a cause. The reading material is not adapted to the students' needs as adolescent learners, who bring their knowledge, experience, and interest do not assimilate with the reading materials. Reading materials, such as neatly bound textbooks, are usually the go-to options for educational reading. Examples of such textbooks include Herbert's (1965), The Structure of Technical English. Students who fit this profile are more likely to make an effort to improve their English language skills and to read content-specific articles relating to their field of study. Studies conducted by Pearson et al. (2010: 47) reveal that students prefer reading materials directly related to their majors and future professions.

The dimensions of the type of reading text also contribute to the lack of engagement between students and reading texts in the reading instruction process. Unfortunately, the chosen reading material does not confirm to the standards of the text typical of the discipline (expository). For the most part, students have been assigned readings in the form of narrative texts that feature general knowledge content. Actually, it is expected that students will be able to use their reading skills in the text area of study (content area reading) closely related to their study program, as well as comprehend texts with general knowledge content. Students in the Mechanical Engineering Study Program, for instance, will need these reading abilities when tackling texts from the field of mechanical engineering. The age range, hobbies, and cultural background of the learners to whom the readers they wish to follow should inform the topics of the selected reading texts.

Effective reading strategies is the final factor. Reading does not provide students with the multi-strategy knowledge necessary to grasp texts effectively at the level of complexity presented in reading instruction. Conditions of reading instruction that do not include many strategies like this do not lead to improve students reading proficiency (Bell and Lee, 2005). Researchers Bell and Lee (2005) showed no statistically significant change in average test results for learning to enhance reading comprehension abilities using textbooks that only used "think aloud" in the context of vocational education, such as PNUP. To this end, they advocate for a multi-pronged approach to future studies.

CONTENT-AREA READING

The following defines what it means to read field-specific literature and what such texts look like so that readers can thoroughly understand the process.

Exploring the Subject Area Texts

Content Area Reading involves reading texts in the field of studies, such as those found in the fields of accounting and mechanical engineering, and is thus fundamentally distinct from reading literary works. According to McKenna and Robinson (1993: 8), Content-Area Reading is defined as the use of reading and writing skills to learn about a particular subject area, such as science. Understanding and using rhetorical frameworks to organize textual material, as well as making in-text connections between the reader's prior knowledge and the text at hand, are necessary for these tasks (Grabe and Stoller, 2002: 13).

In agreement with the aforementioned literacy expert, Perfetti in Mustafa (1996) specifies three cognitive principles necessary for the ability to acquire new knowledge or knowledge content in scientific disciplines: Literacy, in general (1) (for example, understanding the meaning of texts and placing the main idea in the text). (2) content-specific literacy skills (such as reading conventional symbols in mathematics and reading maps in the social sciences) and (3) prior knowledge about content subject , general reading skills. The

ability to read proficiently across disciplines, the expertise to break down complex texts into more manageable chunks, and the context to connect new information and prior knowledge are all necessary components of a well-rounded education. Figure 1 shows where people read texts from three fields of study. Reading relevant texts is the ability to engage with writings to interpret and construct meaning, leading to high scientific content for the reader.

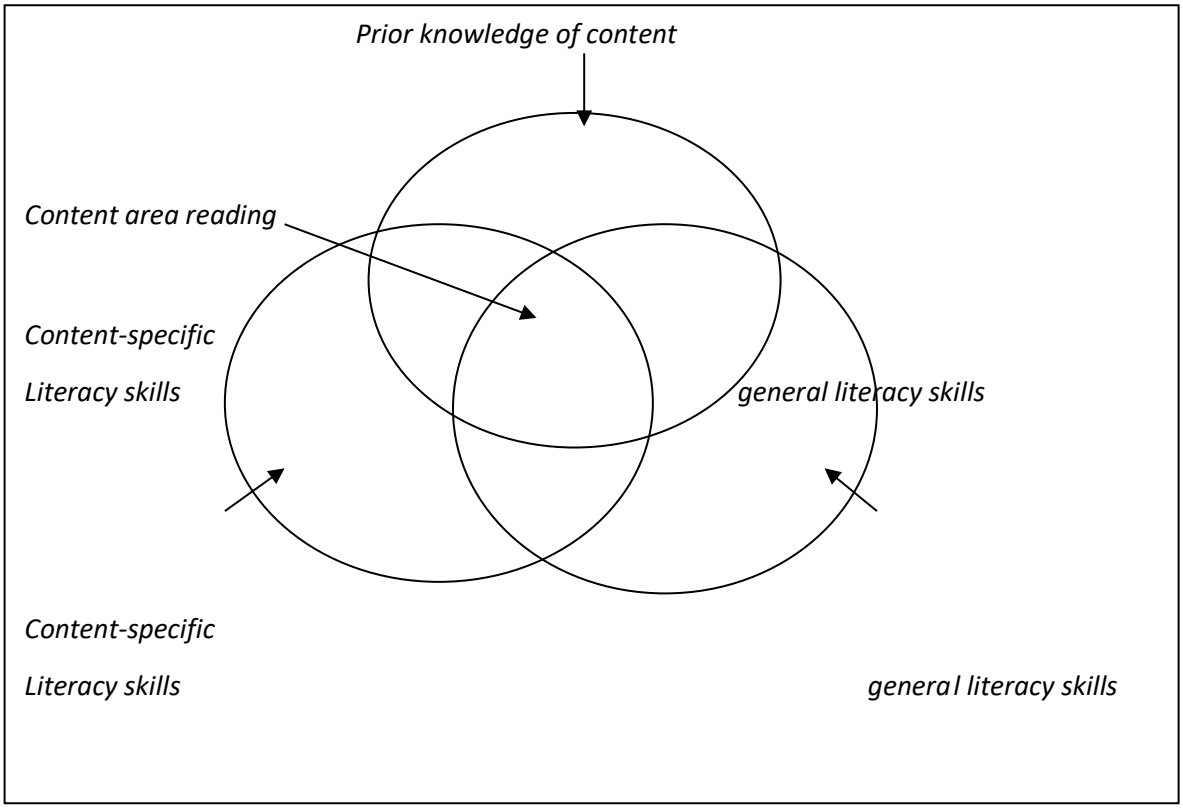

FIGURE 1. Content Area Reading

It is suggested that students whose reading skills are still at the "Learning to read" level should have their skills improved so that they can move into the "Reading to learn" level. They can read the text and get knowledge from it in this way (Mushafa, 1996; Vacca and Vacca, 1993). Students' text comprehension is inextricably tied to their level of reading and writing proficiency (McKenna and Robinson, 1993).

Content Area Reading Characteristics

Content Area Reading is distinct from content knowledge, teaching students to read field of study texts leads to skepticism about the subject matter, and content area reading has essential characteristics like being specific and related to all subjects. Content Area Reading is not the same as content knowledge, but it does cause students to be more content literate, which is content specific, in reading texts, as noted by McKenna and Robinson (1993). Writing and reading are two tasks that are not only intertwined but also mutually beneficial; they are

closely related to all subject areas, can be taught by content area lecturers without requiring students to learn writing mechanics, are routinely expected of students, and have the potential to increase students' knowledge retention (McKenna and Robinson, 1993: 9-13).

Content Area Reading conveys meaning to students by providing background information and introducing them to the creation of new knowledge (findings) in a topic area that is relevant to the one in which they are now engaged in learning. According to Anderson and Ambruster (1984: 196), one of the main purposes of reading books in the field is to spread concrete examples of abstract ideas. This objective is consistent with the "content literacy" goals articulated by other literacy specialists including McKenna and Robinson (1993) and Kamil (2003), among others.

According to the labels, the text is either narrative, with the intent to entertain, or procedural, with the intent to demonstrate how to carry out a specific task, or expository, with the intent to disseminate knowledge. In the end, the field-specific text is the sort of text that corresponds to the category of texts read (Texas Reading Initiatives, 2002: 3). The text is an exposition, and it has a complex text structure (Texas Reading Initiatives, 2002: 3), a cueing system (a protrusion system) that deals with the arrangement and ways of connecting ideas to convey course text materials (subject area material, and specialized and technical vocabulary) that students explore when reading (Meyer and Rice, 1984), and more specifically, the purpose of expository texts is in accordance with the purpose of reading (Anderson and Ambruster in Mustafa, 1996: 14).

Expositional texts typically follow a format that includes elements such as problem-solving, describing, establishing a cause-and-effect link, enumerating, categorizing, and comparing (Texas Reading Initiative, 2002). Each form of this written content serves a distinct function and displays unique qualities. For instance, the use of transitional words like "like," "as," "still," "although," "still," "but," and "on the other hand" signals the structure of a comparative narrative that draws parallels and contrasts between two or more concepts, persons, places, or events. Text headings and subheadings are typical organizational components in expository writing. Prefaces to individual chapters and sections, as well as an overall overview that typically includes a table of contents, index, and glossary, are all part of the expository text. Tables, graphs, photos, and illustrations are all commonplace in exposition texts since they aid in comprehension (Farrel, 2002).

Reading texts in the field of study (subject area reading) is proposed as a model for learning to read based on a number of features, including those listed above, that are thought to allow for interaction with students. By introducing students to the features of text in the field of study, the instruction model for reading text in the content area (content area reading) aids students in reading the text. As a result, it is expected of them that they would learn how to effectively read texts within their profession by mastering the structural features unique

to such texts (Meyer and Rice, 1984). However, students typically struggle to understand the meaning of textual material in their field of study if they do not have a solid grasp of the structure of expository texts, which are reflective of textbooks.

Dewey in Joyce and Weil (1992: 4) suggests that "The core of the process of teaching is the arrangement of environments within which the student can interact". The same principle is applied in this model. If the essential characteristics mentioned above are arranged in such a way as to be interacted with students through multi-strategy learning (Kamil: 2003: 14) and if the characteristics of the Content Area Reading are linked through appropriate content literacy activities, student learning potential can be optimal (McKenna and Robinson). , 1993: 9). In line with this opinion, Hall (2005: 404) has obtained research evidence that reveals that students can benefit from reading instruction combined with reading texts in the field of study. For example, students will have reading skills which can potentially affect the way they are able to read and interpret the meaning of texts in their field of study (Bryant et al., 1999). Students at all ability levels can improve their understanding of the content of their field of study texts if they are presented with reading instruction in their field of study text (Bos et al., 1989; Boone and Lovitt, 1999 in Hall, 2005: 404).

In order to help students avoid difficulties in understanding Content Area Reading, they should be introduced to the structure of exposition texts (Meyer and Rice, 1984). On the other hand, without a good mastery of the structure of expository texts – the types of texts that reflect textbooks – students often have difficulty absorbing the meaning content of the text material in the field of study. Research has proven that there is a strong relationship between understanding the structure of the text and the ability to absorb students' reading comprehension (Meltzer and Hamann, 2004: 6). To facilitate students understanding this Content Area Reading, according to Carnine et al. (1990: 339) explicit instruction in reading and understanding should be carried out in the classroom to bridge students with content are textbooks. Basically, reading the text of the field of study is "the real needs" of students and can motivate them to study and try to achieve the expected standards. In short, presenting an exposition text – a text that reflects the structural framework of the field of study – will lead students to understand the text without significant obstacles on a macro level because students are familiar with the structural framework that contains content related to their field of study.

Elements Necessary for an Effective Reader

It is important to focus on the aspects that emphasize the needs of competent readers when learning to read the text of the topic of study (active readers, engaged readers, good readers). Due to individual differences, the elements that highlight the requirements of efficient readers change accordingly. In order to improve effective reading skills for PNUP students, for example, it is crucial to pay attention to three factors that potentially make reading

effective. These factors have been identified through a search and study of various concepts, theories, principles, and the results of the latest and relevant research. Consider the reader, the text, and your strategy as the three components. Effective reading requires a number of reader-specific factors to come into play, such as goal setting, intrinsic drive, social interaction (engagement), subject matter expertise, and self-awareness. Vocabulary, word recognition, and fluency are all aspects of text that contribute to a complete understanding. Strategic considerations include both internal and external texts. This study calls the use of all three of these elements together a "multi-strategy" approach to teaching reading (Kamil, 2003: 14). In the following paragraphs, we'll go over each of these aspects in more detail.

Reader Influence

Setting reading goals is essential before starting any reading project. When that is done, we can choose our approach. Reading for information requires a different approach than reading for entertainment (enjoyment). When reading a novel, for instance, our reading strategy differs from when reading a dictionary (Pang et al., 2007: 15). Literacy specialists like McKenna and Robinson (1993) argued that "the most effective reading is purposeful" for the three reasons listed below, each of which is essential for making reading activities interactive (engaging). To begin with, students are more prone to become dissatisfied while they are reading for no apparent reason, especially if the reading material is difficult and they lack the necessary background knowledge. Second, students have poor comprehension because their professors did not explain the reading's purpose. Third, the purpose of reading is to foster an understanding that keeps the reader interested, as this kind of reading activates pertinent prior information and so contributes to the development of motivations for learning.

By setting clear goals, students are not only focused on achieving effective results but also automatically interact with the reading material. In order for the interaction to become stronger which leads to an increase in effective reading, another aspect is needed, namely motivation. The second essential aspect needed for students to be involved in interacting with reading texts is motivation. Motivation is related to the willingness to engage in interaction (engagement) in reading learning activities including completing reading tasks (Kamil, 2008). Motivation is one of the determinants of reading success because motivation and engagement are like two sides of a coin that cannot be separated. Motivation can lead to interaction and engagement can also increase motivation (National Institute for Literacy, 2007: 35; National Academy of Sciences, 2003). Specifically Guthrie et al. (1999) claim that motivation and engagement are highly correlated in increasing student understanding.

Motivation cannot be separated from engagement in reading. Therefore, it takes a variety of strategies to generate motivation that will lead to engagement when someone reads. Included in strategies for generating motivation and triggering interaction are a set of questions, which both lecturers and students can apply when reading (Wigfield, 1997). In

reading, setting goals that are reinforced by motivation is not enough to interact with the text of the field of study, but background knowledge is needed so that the contents of the reading can be accessed (learning from text). This aspect is background knowledge.

From the student's perspective, apart from the objectives and motivational aspects, the aspect that must receive attention in order for interaction (engagement) to occur between students and the text is the student's background knowledge (McKenna and Robinson, 1993; Vacca and Vacca, 1996). More and more relevant (knowledgeable) background knowledge such as general knowledge (world), culture, linguistics and specifically knowledge related to fields of study and subjects will facilitate students accessing reading texts that will lead to effective reading (Pang, 2007; McKenna and Robinson, 1993; Vacca and Vacca, 1993). In other words, students' background knowledge plays a critical role in effective reading comprehension and that effective readers activate prior knowledge to understand what they read. (Crandall et al. and Lin in El-Koumy, 2004:10).

However, efficiency is essential for maximizing reading's effectiveness. Because of this, the metacognitive factor is required for efficiency to be truly effective in addition to the aforementioned three aspects. One definition of metacognition is "thinking about one's thinking" (Harris and Hodges in Israel, 2007). In light of this definition, we might think of metacognition as a person's ability to recognize, store, monitor, and recall information in order to more efficiently fulfill their learning goals. Metacognition is used by proficient readers at all three stages of the reading process: (1) pre-reading activities, such as determining why they are reading and skimming passages for key ideas; (2) activity stages during reading, such as checking comprehension, adjusting reading speed to the difficulty of texts, and addressing existing comprehension problems; and (3) post-reading activities, such as reflecting on what they've read to ensure they've retained the material (Adler in El-koumy 2004).

Relating to Text

In reading, vocabulary and vocabulary, as well as the text factor section, are important considerations. One's vocabulary is the collection of words they have mastered for a certain language. The idea that vocabulary is word knowledge and understanding is consistent with that suggested by Lehr et al. (2004: 1). Reading vocabulary is crucial since it aids with comprehension and interaction (National Institute of Literacy, 2007: 14). On the other side, if a student has an insufficient amount of subject-specific vocabulary, they may grow frustrated when reading and skip over key terms, which can lead to a lack of comprehension. Students' reading comprehension and academic success are strongly impacted by the depth and breadth of their vocabulary knowledge, as demonstrated by studies by (Basman et al., 2003 and Becker, 1977; Lehr et al., 2004: 2). To rephrase, you can't hope to grasp the meaning of the text without a solid grasp of the words within it.

According to the previous section, students learn the text's macro structure by interaction (engagement) with the text inside the expository text framework. Additionally, pupils need to have a more in-depth interaction with the material in order to grasp its conceptual significance. Students need language knowledge in this context of interaction (engagement). Vocabulary knowledge is crucial in interacting with texts, hence it's important to acquire it using eclectic learning approaches, or practices that draw on aspects of many vocabulary learning methods. In this way, the whole potential of education can be tapped into. Given the wide range of students' vocabularies, it seems to reason that teaching them how to identify unfamiliar words would let them continue reading and discussing the book even if they didn't understand every word.

Word recognition is another text-related part of reading that needs attention. Ability to recognize, categorize, and understand novel and multisyllabic words is a key component of word identification (= alphabetic by Kamil, 2003). Sorting out unhappiness (un + happy + ness), for instance, reveals that the prefix Un signifies "no," the adjective happy means "happy," and the suffix ness is employed to transform adjectives into nouns. As a result, the word "unhappiness" is a noun whose origin is the word "happy," which means "joy." Students who have mastered these abilities will have an easier time reading and comprehending texts containing both common and unique content-specific terms and polysyllabic words. Mastering word identification abilities is a crucial feature of interacting (engaging) with the text of the subject of study, particularly while reading, and effective readers develop skills in detecting and comprehending unique words and polysyllabic words (Kamil, 2003: 8). Word identification training has been demonstrated to aid readers in understanding polysyllabic and new terms, and it is preferable to avoid these difficulties in the first place (Kamil, 2003: 9).

Knowing how to identify words is crucial if students are going to maintain interest in the book when they come across uncommon words and multisyllabic terms. Accurate word identification, familiarity with expository text structure, and a wide vocabulary are the foundations for students to comprehend three crucial parts of any text. Students' ability to effectively read in English will benefit from their familiarity with these three elements, since doing so will allow them to engage with the text to the fullest. An additional ability, summarizing, is required, however, for reading comprehension to be not only effective but also measurable. The process of summarizing involves rephrasing the key points of a longer piece in a more concise manner. One of the main goals of summarizing is to guarantee that the material has been grasped. Every section of the original text is summarized, from the opening line to the final period.

Students can learn to extract and arrange the most relevant information from a text by practicing the skill of summarizing (Mikulecky, 1990: 145). The skillful reader summarizes as

they go, keeping related ideas together and zeroing in on the most crucial aspects of what they're taking in. These key components are succinct and associated with pivotal concepts, events, supplementary ideas, structural markers, or information that helps the reader to convey meaning from the text. But as Gerlach and Ely (1980: 184) explain, "efficiency must balance with effectiveness," (i.e., reading proficiency must be improved in a way that is both effective and efficient), we need to focus on another factor: fluency.

The degree to which readers engage with the material has a direct bearing on their reading fluency. That is to say, the ability to interact with and understand the content being read is directly related to how fluently the reader is able to read it. That is to say, fluent readers are considered effective readers. Reading fluency is a skill that may be developed during lectures, and it is especially useful when students are expected to read and comprehend a large amount of technical or specialized text in a short amount of time (as is often the case with reading assignments; see, for example, Kamil, (2003). To read accurately and fluently without being conscious of mechanical reading is what the National Institute for Literacy calls "fluent reading" (2007: 11). Kamil (2003: 12) agrees, defining fluency as the capacity for rapid reading, accurate comprehension, and natural expression. Given these two definitions, it's clear that reading fluency refers to the capability of reading texts rapidly and accurately, without confusion regarding the meaning of words. The ability to interpret and grasp a text concurrently is the essence of reading fluency, as described by Samuels (Iwahori, 2008).

Reading instruction in the field of study should enable students achieve a high level of accuracy and speed in their reading; place an emphasis on understanding; and encourage engagement with texts. Previewing texts before reading them, as well as having students read in silence for an extended period of time followed by a group discussion, are two strategies for enhancing students' reading comprehension (Texas Reading Initiative, 2002: 7). Textual elements such as exposition text, word identification, vocabulary, summarizing, and fluency based on concepts, principles, theories, and research results are brought together by lecturers with reader variables such as goals, motivations, and background knowledge. In the context of reading instruction, this will build readers' interactions (engagements) with the text of the discipline at hand (classroom context engagement). The term "interaction" refers to the two-way conversation that takes place between the reader and the text (Guthrie, 2010: 4). Engagement, according to Guthrie and Wigfield (2000), "also rely on proper training regarding strategic reading." Therefore, it is necessary for the reader to engage the text by employing a variety of reading tactics.

Importance of Strategy

Reading strategies, as defined by Farrell (2002: 22), have to do with how readers interpret what they read and what they do when they encounter difficulty understanding the material.

They devise more complex techniques, such as summarizing and relating what is being read to the reader's prior knowledge, in addition to more straightforward methods, such as revisiting a problematic section of text or attempting to guess the meaning of an unknown word based on context. From their perspective as "behaviors and thoughts that a learner engages in during learning that are designed to impact the learners encoding process," Weinstein and Mayer (Duarte, 2009: 2) describe reading strategies. Reading strategy, then, might be thought of as the reader's methodical, deliberate, all-out, all-willing, and facilitating interaction with the text in order to extract its core meaning (its information).

Collins and Decker (1994) found that good readers employ this technique, and that it is one of the key factors separating good readers from poor readers. In general, proficient readers employ the most efficient methods for grasping the text's essential ideas. The two researchers argue that students might be taught reading methods by increasing their sense of agency and self-awareness in the classroom. According to Swan (Komiyama, 2005), kids need to be taught reading strategies in order to achieve meaningful comprehension. Accordingly, instructing kids in effective reading skills is crucial (Duarte, 2009: 3). There are two broad categories of text-based strategies: internal and external. Paragraph organization, word identification, vocabulary, pronouns (such as it), possessive (possessive pronouns, for example, his), and summary are all components of the text itself. Read-select, read-jump, read-skip, and read-face includes external text; determination of objectives, familiarity, motivation, and engagement.

Paragraph structure includes a topic sentence, a core concept, and supporting details. Definitions, illustrations, sequences, categories, causes, contrasts, and summaries are all examples of the types of ideas that can be used to elaborate on a topic. There are signal words in each of these paragraph structures. If the reader is familiar with certain signal words, they'll be able to quickly and simply digest the material. The reader needs to ask themselves, "What is this paragraph about?" after every reading. Such inquiries help the reader zero in on an article's main point. Skimming is a reading strategy that can help readers find what they're looking for by allowing them to swiftly read for the topic or the gist of an article or paragraph (Philiph, 2001).

The concept of the paragraph's central idea is also relevant. There is a connection between the core idea and the author's intended message. The primary point is typically stated in the opening sentence or at the beginning of the paragraph. The reader can speed up the process of locating the central message by coming up with a number of potential questions from which to choose. For instance, try asking yourself, "What is the chapter about?" Find out the author's major point in the passage. What exactly is the author worried about? Those findings can be seen in (Philiph, 2001).

Learning the definitions of key terms in a literature is just as important as learning its main themes and topics. The term "definition" refers to a crucial aspect of any intellectual debate. Vocabulary is introduced together with definitions to aid readers in learning and comprehending the necessary ideas. Italics and boldface are common in textbook typography for definitions. Economics, as an example, might be described as the study of the production and distribution of wealth for the purpose of improving human material well-being.

Words like "to be," "who," "which," and "where" are used as "signal words" for definitions, as in the example, A university is an educational institution that offers both undergraduate and graduate-level courses and programs, as well as research opportunities. Which is used to refer to things and animals, Who is used to refer to individuals, and Where is used to refer to locations (Wiriyachitra and Apichatrakul, 1984). Every time the author finishes giving the definition of a subject or thing, the author provides an example or illustration as in the definition above. Economics can be defined as the study of the materials welfare of the human race, for instance, the production and distribution of wealth. Signal words for this example include for examples, for instance, such as, a case in point, an example, particularly, and as an illustration (Wiriyachitra and Apichatrakul, 1984).

Another aspect that needs attention to make it easier to understand paragraphs or texts is the sequence. This paragraph structure pattern is used to organize two things, namely events in order of time and processes with steps or sequences. Events are ordered chronologically by time as in historical texts. The process is sequenced by steps as in the experimental steps. Signal words for this sequence include first, next, last, after, at last, finally, later, before, while, at the same time (Wiriyachitra and Apichatrakul, 1984). Paragraphs with comparison and contrast patterns are usually used as a way to show two things that are the same or different. Signal words for difference include however, but, unlike, on the other hand, in contrast, while, although, conversely, instead, yet, rather, different from, more tha , less than. Signal words for similarity include like, both, similarly, in the same way, as, same, also, and in common (Neufeld, 2005).

Paragraphs with causal patterns are used to show an event or condition occurs because of other factors. Cause-and-effect is a linear relationship with the cause preceded or preceded by the effect. The patterns commonly used to describe this relationship include reason, consequence, purpose, and result as illustrated below.

- CAUSE EFFECT
- REASON RESULT
- PURPOSE CONSEQUENCE

Signal words used to mark this cause and effect include causes, results in, leads to, produces therefore, hence, thus, for this reason, accordingly, because of this, and accordingly. In writing, sometimes the effect is placed before the cause. To recognize a pattern like this, the signal words that can be used are due to, is a result of, because of, results from, since, because, as (Neufeld, 2005).

The purpose of a conclusion is to restate the article's or paragraph's essential points in a condensed form. Paragraphs and passages often end with a conclusion, signaled by terms like in conclusion, to conclude, or in brief (Wiriyachitra and Apichatrakul, 1984). There is additional text that can be found on the outside of the system. The external text covers topics like establishing objectives, acquiring necessary context information, maintaining motivation, engagement with the text, and so on. The term "selecting" refers to the process by which a reader swiftly chooses the sections of a text that he determines would be most useful to him based on his goals for reading. In order to swiftly locate the desired text or passages, skimming is used. Skimming is used when the reader has a short amount of time and wants to quickly locate the general essential information (theme) included in a reading text. To swiftly discover the portions or elements of the reading structure that contain the crucial information determined before reading, the reader employs scanning; these are then read more attentively and thoroughly until a thorough understanding is achieved.

In this analysis, we refer to the blending of internal and exterior textual strategies as multistrategy. Use of more than one reading technique (both internal and external text) in an endeavor to grasp a text presented in one's field of study, whether in a sequential, alternating, or simultaneous fashion (Tampubolon, 1987: 48-49). Skimming, in-depth reading, making predictions, keeping tabs on what you've read, inferring, and summarizing are all reading tactics that can help you better understand and retain what you've read. Research shows that the reader is able to comprehend the material because of the learning tool. Therefore, students should be provided with a learning tool that facilitates interaction with the text in the area of study as part of the process of learning to read texts in the field of study. This means the students' reading proficiency will improve. Alliance for Excellent Education (2004) found that, "A numerous methods approach is superior to teaching techniques one at a time."

Principles in Content Area Reading

The principles that can be used to promote engagement between readers and reading text materials in the field of study are based on the theories, concepts, research results, and principles discussed above, and if the teacher knows and applies the syntax, will essentially be able to improve students' effective reading skills. Teachers activate past knowledge by (a) identifying paragraph structures with signal words and words with internal and external multi-strategies of text and (b) guiding students through the implementation of various strategies through offering guidelines during the activation stage before reading. The goal of

this phase is to set up (scaffold) the next phase, in which pupils engage with the topic/reading material, so that they can learn more from it.

Students read independently using a wide range of tactics during the engagement phase of the reading process (internal and external texts). They automatically stop reading when they don't grasp the content and make improvements (fix up) to their reading technique; for instance, they analyze the paragraph structure with its signal word and self-monitor their reading comprehension to ensure they understand it. After reading, students participate in small group discussions to further their knowledge of the text from a variety of perspectives, and they jot down a summary of the most important points they learn from the reading. When it comes time to assess learning, teachers commonly use tests that incorporate readings from the students' specific fields.

CONCLUSION

The discussion leads to the conclusion that goals, motivation and interaction, background knowledge appropriateness, and metacognition are all crucial for readers to effectively achieve learning to read texts in the subject of study. Skills in vocabulary, word recognition, summarizing, and fluency are all necessary for proficient reading. Internal texts and external texts are the two main categories of materials associated with efficient reading processes. Paragraph formation, word recognition, vocabulary, pronouns (such as it), possessive pronouns (for example, his), and summaries are all components of the text itself. There have been reveals of extra-textual materials including "read-select," "read-jump," "read-skip," and "read-face," among others. As a conclusion, a number of instruction concepts have been offered that appear more applicable and will encourage reading to learn for PNUP students. This essay has demonstrated to English Reading instructors at PNUP that the concept of enhancing interactive reading instruction skills (engagement) has been discussed in length, describing the (difficult) issue of reading to learn (dis)engagement.

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