

## THE USE OF HARRY POTTER' BOOK 1 TO IMPROVE STUDENTS' READING ABILITY AT MASTER PLATO COLLEGE (MPC)

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### ABSTRACT

*This community service was inspired by the authors' desire in order to be able to give contribution to society, especially for young generation of Indonesia, students at the program of tutoring. This community service was addressed to the third grade of senior high school students and alumni who are going to take the SBMPTN and also officialdom institution such as police and military academy. This community service is expected to be able to give great contribution to the students' reading ability and accustom them to practice reading in advance level and it is expected they are going to be successful in answering English test especially in reading comprehension. This activity successfully conducted. There are 30 students who attended this activity, there are 27 boy students and 3 girl students. They are divided into three classes which two class consist of six students, and the other class consists of 10 students. The teachers determined the group name of every class, namely A, B, C class according to the number of teachers. For the first day, three teachers opened the class with self-introduction and the purpose of the activity and then followed by giving theories related to advanced reading topic. At the second day, the students were presented the material of advanced reading, the synopsis of Harry Potter book 1 as the tea according to what was discussed by the teachers, the class was opened by giving the reading material and some questions in hard copy, the students were given 45 minutes to answer the question related to the material individually and independently. After 45 five minutes, each teacher invited the students discussing the questions. Each teacher chose the students answering the questions randomly, and if one student answered incorrect then the teacher asked the other students to answer, but if the students still answered incorrect so the teacher would give the correct answer, and explained reason why the answer is correct, and so on to all questions. The implementation of program runs smoothly, successfully and was as expected in Master Plato College (MPC) institution as during the program students get change into the betterment of reading skill. The similar activity needs to conducted frequently in this institution (MPC) as it can provide students with advanced reading practices offers several advantages that contribute to their overall academic and cognitive development*

**Keywords:** social community, reading, reading comprehension, reading ability

### INTRODUCTION

An age-old saying asserts that "The pen is mightier than the sword," emphasizing the profound impact of written ideas on individuals and nations, shaping destinies for better or worse. The unstoppable flow of ideas underscores the importance of reading and research to build upon positive ideas and expose detrimental ones before they wreak havoc. Reading is crucial not only for intellectual development but also for fostering a positive self-image. Individuals with limited reading abilities often struggle with low self-esteem, feeling isolated and encountering behavioral issues. Proficiency in reading is fundamental for functioning in modern society, as it affects

various aspects of daily life, from interpreting medicine bottle instructions to completing job applications. Additionally, good reading skills are essential for securing well-paying jobs that involve reading and responding to reports and memos. Reading contributes to mental development by exercising the mind, enhancing language skills, and promoting effective communication. Governments that oppose open communication often target literacy, as illiterate individuals are more susceptible to control and manipulation. The removal of phonics from schools a century ago may be linked to the desire to limit independent research and critical thinking. Ultimately, the power of words spoken and written shapes individuals, families,

relationships, and nations, emphasizing the enduring importance of reading in our lives.

Reading provides numerous benefits for students in the third grade of senior high school. Here are some advantages:

#### 1. Academic Success

Reading enhances vocabulary, comprehension, and critical thinking skills. Students who read regularly tend to perform better in various subjects as they can better understand and analyze course materials.

#### 2. Improved Writing Skills

Exposure to diverse writing styles and genres through reading contributes to the development of effective writing skills. Students can learn different writing techniques, sentence structures, and styles that they can incorporate into their own work.

#### 3. Expanded Knowledge Base

Reading exposes students to a wide range of subjects, ideas, and perspectives. It broadens their knowledge base beyond the curriculum, fostering a more holistic understanding of the world.

#### 4. Enhanced Critical Thinking

Engaging with different texts encourages students to think critically, analyze information, and draw informed conclusions. These skills are crucial for academic success and future problem-solving.

#### 5. Stress Reduction

Reading can serve as a form of escapism, providing students with a break from the pressures of academics. It can be a relaxing and enjoyable activity that helps reduce stress.

#### Cultural Awareness:

Reading literature from various cultures exposes students to diverse backgrounds and experiences. This fosters cultural awareness, empathy, and a broader understanding of the global community.

#### 6. Language Proficiency

Regular reading contributes to language proficiency by exposing students to proper grammar, syntax, and a rich vocabulary. This, in turn, helps them communicate more effectively, both in writing and verbally.

#### 7. Preparation for College and Career:

Strong reading skills are essential for success in higher education and many professions. Reading prepares students for the demands of college coursework and develops the lifelong learning habits necessary for success in various careers.

#### 8. Enhanced Focus and Concentration:

Reading requires sustained focus and concentration, helping students develop these essential skills. Improved concentration can positively impact academic performance and productivity in various tasks.

#### 9. Personal Development:

Reading literature often involves characters facing challenges, making decisions, and experiencing personal growth. Students can relate to these characters, gaining insights into their own lives and personal development.

Encouraging a love of reading among senior high school third-grade students can have lasting positive effects on their academic achievements, cognitive abilities, and personal growth.

## REVIEW OF LITERATURE

### 2.1. DEFINITION OF READING

Reading is an intricate cognitive activity involving the interpretation of symbols to construct meaning. It serves as a method of acquiring language, facilitating communication, and sharing information and ideas. As a crucial skill at all levels of education, reading is essential for obtaining knowledge from written sources. Nunan (2003) describes reading as a fluent process where readers blend information from a text with their background knowledge to create meaning. Baker and Brown, cited in Dorn and Soffos (2005), highlight reading as a multifaceted process that integrates cognitive actions to construct meaning. Johnson defines reading as the act of connecting one idea to another in his book. Linguists offer diverse perspectives on reading, with some emphasizing it as a means to acquire, comprehend, and extract information from written texts efficiently.

Regarding the purpose of reading, the way one approaches a text depends on its intended purpose. Reading every word meticulously from start to finish is not always necessary. Instead, various skills such as skimming, scanning, and deliberate reading can be applied to academic texts based on the specific purpose of the reading task.

Typically, the primary objective of your reading is to establish connections between your existing knowledge and the information you seek. Understanding the purpose behind your reading significantly enhances your ability to grasp the material. Various reasons may drive your decision to read a particular text:

#### 1. Pleasure and Enjoyment:

This represents a compelling motive to read,

chosen for the sheer enjoyment it brings. Reading serves as a source of entertainment and relaxation. However, this is seldom the purpose behind academic readings at the university level.

#### 2. Practical Application:

The goal here is to acquire information that can be applied or utilized in practical situations. Texts like laboratory manuals, computer guides, instruction booklets, and recipe books are consulted to gain specific and applicable knowledge.

#### 3. To Obtain an Overview:

This involves obtaining a general sense of the material, assessing its relevance, usefulness, and currency, while understanding the author's treatment of the topic. This is likely the primary purpose when:

- a. Given an extensive reading list for an assignment.
- b. Conducting initial library research for essays, tutorials, research reports, or similar assignments.
- c. Needing to determine which texts are most pertinent or beneficial for your assignment.

### 2.3. Types of Reading

#### 1. Extensive Reading:

Extensive reading, a language teaching approach, involves reading large volumes or lengthy texts for a comprehensive understanding. The primary aim is to derive pleasure from the text (Bamford, Extensive Reading Activities 1). Palmer (1964) considers it as rapid reading, emphasizing the focus on the text's meaning rather than its language. Extensive reading serves purposes of enjoyment and information, also known as "supplementary reading."

#### 2. Intensive Reading:

Palmer's work (1921) defines "intensive reading" as a method where readers meticulously study a text line by line, frequently referring to the dictionary for grammar clarification. It is linked to advancing language learning under the guidance of a teacher. Intensive reading aids in addressing structural challenges, expanding vocabulary, and supporting language control in speech and writing. Students engage with short stories and novel excerpts chosen for language difficulty and interest.

### 2.4. Reading Comprehension

Comprehension involves making sense of words, sentences, and connected text. According

to Leam (2010), it is the process of deriving meaning from connected text, encompassing word knowledge, thinking, and reasoning. Reading comprehension is defined as the simultaneous extraction and construction of meaning through interaction with written language. Galda and Beach (2000) outline three elements in comprehension: the reader, the text, and the activity. Reading comprehension is an active process involving constructing meaning, making inferences, and connecting key ideas. Harris and Graham describe it as a complex process influenced by reader-text interactions and variables related to the text itself, such as interest and understanding of text types.

#### 2.4.1. Interpretive Reading

Interpretive communication includes listening, viewing, or reading a text, such as announcements, movies, or newspapers. This one-way communication lacks interaction with the author and involves various challenges depending on the mode. Reading, as an interactive process, occurs between the reader and the text, requiring coping with the structure and using skills and strategies for comprehension. Interpretive communication always involves text comprehension, categorized as literal or inferential. Instructional objectives for comprehension should encompass both literal and inferential understanding in the target language, mirroring objectives in the students' first language.

### 2.5. Skimming: Main Idea Reading

Skimming, as outlined by Marks (2013), is a tool for efficient reading that allows individuals to cover more material in less time. It involves seeking general or main ideas and is most effective with nonfiction or factual content. Skimming entails reading only what is crucial for the intended purpose, reducing overall comprehension because not every detail is read. It is a quick process that allows readers to grasp main ideas without delving into specifics, making it particularly useful for tasks such as reviewing extensive reading lists or conducting initial library research.

#### 2.5.1. Purposes for Skimming

In skimming, the overarching goal is to focus on parts of an article or selection that contain the most information. Specific purposes for skimming include:

- a. A section of a text chapter.
- b. A section of a reference book used for research

- papers.
- A newspaper report on a current political event.
  - A movie review.

### 2.5.2. How to Skim

To effectively skim, follow these steps:

- Note any bold print and graphics.
- Quickly glide your eyes over the text, starting from the beginning.
- Avoid reading the entire text; focus on a few words in each paragraph, perhaps the first and last sentences.
- Gain an overview or skim before reading in detail.

To illustrate the skimming process, consider the following steps:

- Title
- Subtitle or introductory byline
- Introductory paragraph
- Headings
- First sentence of each paragraph
- Key words
- Title or legend of maps, graphs, charts, or diagrams
- Last paragraph

### 2.5.3. Using Skimming Effectively

Skimming serves three main types:

- Preview Skimming:** To become familiar with the organization and content before reading.
- Overview Skimming:** To gain an overview of content and organization without complete reading.
- Review Skimming:** To revisit material already read and review main points.

Example Exercise:

The provided passage discusses ways to save money. The topic is ways to save money, and the main idea is that when trying to save money, one needs to know about available options.

### 2.6. Definition of Scanning

Scanning, another valuable reading tool, involves searching for specific information without reading the entire text. Unlike skimming, scanning requires understanding the material's structure and comprehending what is read to locate desired information quickly. It is a rapid process for finding details and other information efficiently.

#### 2.6.1. How to Scan

Effective scanning involves a systematic approach:

- Check the organization of the article or

material.

- Form specific questions to guide scanning, ensuring a purposeful search for information.

### 2.7. Advanced Reading Skills

In various disciplines, research reports share a specific form, posing challenges for novice readers due to unfamiliar language, presentation styles, content, and vocabulary. Successful comprehension of academic articles requires an active approach. This unit introduces an approach to dense and technical academic reading, making it easier and more productive.

#### 2.7.1. The Research Article: Structure

Different disciplines have their own journals, each with a unique style of presentation. Experimental research, aiming to determine the effect of a variable on a specific outcome, often features highly structured articles. The components of a research article include an introduction, methodology, results, discussion, and implications.

#### 2.7.2. Reading for Meaning

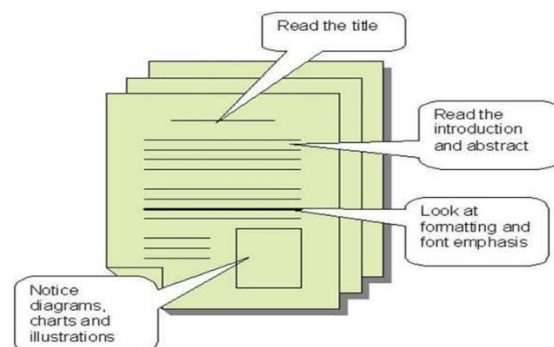
Reading a research article differs from casual reading, requiring an active approach. It involves understanding the structure, content, and vocabulary specific to academic articles.

#### 2.7.3. Reading with Goals

Approaching research articles with goals ensures purposeful engagement. Readers should identify why they want to read a particular article, whether it's on a recommended list, to answer a specific question, or due to citations from other authors. Establishing a goal guides active reading and maximizes the benefits of the article.

Example Exercise:

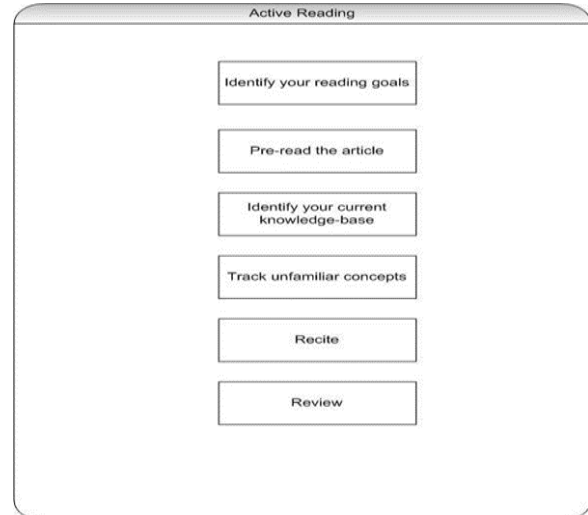
Consider why you want to read a particular article and set a goal accordingly. Whether it's on a recommended list, to answer a specific question, or due to citations from other authors, establish a goal for active engagement with the article.



Pre-read one of the articles you chose for the previous activity and predict the following: How do you know?

- The topic of the article
- The key themes, words and concepts covered in the article
- The method used to answer the researchers' questions
- The way you expect it may (or may not) fill your needs (goal).
- Engage with the Article - Identify what you know Let's review:

1. On a sheet of paper, list the concepts that you already have that can help you to understand this article. You may wish to look at your course notes, or textbook to clarify these concepts before you start reading. Make another list where you can keep track of unfamiliar words and concepts as you read through the articles.
2. Start reading, with your goals in mind. These goals will help you to focus on the things you must understand, and help you to skim through the bits which, while potentially interesting, are not the purpose of your engagement with this article.
3. Having troubles understanding something? If it's just one word, write it down on your list, and see if you can make meaning of the section without understanding that word. You can look it up later. If you can't make meaning of the section, look it up now. If the problem is greater than just a word, see if you can move on to the next concept without full understanding. If you can't make sense of the next parts without getting a handle on the troublesome area, [identify what concepts within the section you do understand, identify the concepts that you don't understand, and look up that particular concept in a different publication for clarification.
4. Recite, as you read. As you acquire information, restate it in your own mind, or in writing on your piece of paper. Can you say it in your own words? It will help you to retain the concepts and to concentrate as you read.
5. And finally, review your understanding of the article when you get to the end. See if and how it answered your question, expanded your understanding of the concepts and brought new concepts to your awareness. Put this review into writing with a brief paragraph summarizing your findings.



### PROGRAM' IMPLEMENTATION METHOD

#### Reading Material

Narrative Text: Harry Potter' Synopsis (book 1)

Mr. Dursley, a well-off Englishman, notices strange happenings on his way to work one day. That night, Albus Dumbledore, the head of a wizardry academy called Hogwarts, meets Professor McGonagall, who also teaches at Hogwarts, and a giant named Hagrid outside the Dursley home. Dumbledore tells McGonagall that someone named Voldemort has killed a Mr. and Mrs. Potter and tried unsuccessfully to kill their baby son, Harry. Dumbledore leaves Harry with an explanatory note in a basket in front of the Dursley home.

Ten years later, the Dursley household is dominated by the Dursleys' son, Dudley, who torments and bullies Harry. Dudley is spoiled, while Harry is forced to sleep in a cupboard under the stairs. At the zoo on Dudley's birthday, the glass in front of a boa constrictor exhibit disappears, frightening everyone. Harry is later punished for this incident.

Mysterious letters begin arriving for Harry. They worry Mr. Dursley, who tries to keep them from Harry, but the letters keep arriving through every crack in the house. Finally, he flees with his family to a secluded island shack on the eve of Harry's eleventh birthday. At midnight, they hear a large bang on the door and Hagrid enters. Hagrid hands Harry an admissions letter to the Hogwarts School of Witchcraft and Wizardry. Harry learns that the Dursleys have tried to deny Harry's wizardry all these years.

The next day, Hagrid takes Harry to London to shop for school supplies. First, they go to the wizard bank, Gringotts, where Harry learns that his parents have left him a hefty supply of money. They shop on the wizards' commercial street known as Diagon Alley, where Harry is fitted for his school uniform. Harry buys books, ingredients for potions, and, finally, a magic wand—the companion wand to the evil Voldemort's.

A month later, Harry goes to the train station and catches his train to Hogwarts on track nine and three quarters. On the train, Harry befriends other first-year students like Ron Weasley and Hermione Granger, a Muggle girl chosen to attend Hogwarts. At school, the first-years take turns putting on the "Sorting Hat" to find out in which residential house they will live. Harry fears being assigned to the sinister Slytherin house, but he, Ron, and Hermione end up in the noble Gryffindor house.

As the school year gets underway, Harry discovers that his Potions professor, Snape, does not like him. Hagrid reassures Harry that Snape has no reason to dislike him. During their first flying lesson on broomsticks, the students are told to stay grounded while the teacher takes an injured boy named Neville to the hospital. Draco Malfoy, a Slytherin bully, snatches Neville's prized toy and flies off with it to the top of a tree. Harry flies after him. Malfoy throws the ball in the air, and Harry speeds downward, making a spectacular catch. Professor McGonagall witnesses this incident. Instead of punishing Harry, she recommends that he play Quidditch, a much-loved game that resembles soccer played on broomsticks, for Gryffindor. Later that day, Malfoy challenges Harry to a wizard's duel at midnight. Malfoy doesn't show up at the appointed place, and Harry almost gets in trouble. While trying to hide, he accidentally discovers a fierce three-headed dog guarding a trapdoor in the forbidden third-floor corridor.

On Halloween, a troll is found in the building. The students are all escorted back to their dormitories, but Harry and Ron sneak off to find Hermione, who is alone and unaware of the troll. Unwittingly, they lock the troll in the girls' bathroom along with Hermione. Together, they defeat the troll. Hermione tells a lie to protect Harry and Ron from being

punished. During Harry's first Quidditch match, his broom jerks out of control. Hermione notices Snape staring at Harry and muttering a curse. She concludes that he is jinxing Harry's broom, and she sets Snape's clothes on fire. Harry regains control of the broom and makes a spectacular play to win the Quidditch match.

For Christmas, Harry receives his father's invisibility cloak, and he explores the school, unseen, late at night. He discovers the Mirror of Erised, which displays the deepest desire of whoever looks in it. Harry looks in it and sees his parents alive. After Christmas, Harry, Ron, and Hermione begin to unravel the mysterious connection between a break-in at Gringotts and the three-headed guard dog. They learn that the dog is guarding the Sorcerer's Stone, which is capable of providing eternal life and unlimited wealth to its owner and belongs to Nicolas Flamel, Dumbledore's old partner.

A few weeks later, Hagrid wins a dragon egg in a poker game. Because it is illegal to own dragons, Harry, Ron, and Hermione contact Ron's older brother, who studies dragons. They arrange to get rid of the dragon but get caught. Harry, Ron, and Hermione are severely punished, and Gryffindor is docked 150 points. Furthermore, part of their punishment is to go into the enchanted forest with Hagrid to find out who has been killing unicorns recently. In the forest, Harry comes upon a hooded man drinking unicorn blood. The man tries to attack Harry, but Harry is rescued by a friendly centaur who tells him that his assailant was Voldemort. Harry also learns that it is Voldemort who has been trying to steal the Sorcerer's Stone.

Harry decides that he must find the stone before Voldemort does. He, Ron, and Hermione sneak off that night to the forbidden third-floor corridor. They get past the guard dog and perform many impressive feats as they get closer and closer to the stone. Harry ultimately finds himself face to face with Quirrell, who announces that Harry must die. Knowing that Harry desires to find the stone, Quirrell puts Harry in front of the Mirror of Erised and makes him state what he sees. Harry sees himself with the stone in his pocket, and at that same moment he actually feels it in his pocket. But he tells Quirrell that

he sees something else. A voice tells Quirrell that the boy is lying and requests to speak to Harry face to face. Quirrell removes his turban and reveals Voldemort's face on the back of his head. Voldemort, who is inhabiting Quirrell's body, instructs Quirrell to kill Harry, but Quirrell is burned by contact with the boy. A struggle ensues and Harry passes out.

When Harry regains consciousness, he is in the hospital with Dumbledore. Dumbledore explains that he saved Harry from Quirrell just in time. He adds that he and Flamel have decided to destroy the stone. Harry heads down to the end-of-year banquet, where Slytherin is celebrating its seventh consecutive win of the house championship cup. Dumbledore gets up and awards many last-minute points to Gryffindor for the feats of Harry and his friends, winning the house cup for Gryffindor. Harry returns to London to spend the summer with the Dursleys.

#### Narrative Text Essay Practice (Harry Potter)

##### Exercise 1:

Based on passage above (Harry Potter' synopsis: book 1), do the following activities:

1. What is the best title for the passage?
2. Determine the main idea for every paragraph (11 paragraphs)
3. Make the conclusion for the passage above!

##### Exercise 2:

1. What happened to Harry Potter's parents?
2. Who cursed Harry Potter when he was just a baby?
3. How did Harry Potter's uncle and aunt treat Harry during living with them?
4. In what age Harry received a letter inviting him to study magic at the Hogwarts School of Witchcraft and Wizardry?
5. In 10 years old, where was Harry forced to sleep?
6. In the eve of Harry's eleventh birthday, what happened at the midnight?
7. When did Harry look his parents alive?
8. What did Harry discover at the Christmas night?
9. Why did Harry decide to find out the stone?
10. What special thing that the stone could give so many try to have it?



#### Short Description about Master Plato College (MPC)

This community dedication is inspired from the previous research conducted by the writers. The writer conducted research related to Reading Skill in SPAN Vocational Aviation

School, and this research inspired the writer conducted the community dedication in other institution, Bimbingan Belajar – Bimbingan Khusus IPS dan Kedinasan Master Plato College (MPC) which locates in Sei Bertu Street, No.23a, Merdeka, Kec. Medan Baru, Kota Medan, Sumatera Utara. MPC is a tutoring and special tutoring for Social Science students that opens class 1 – 3 for SeniorHigh School students.

MPC has incredible trip record in the world of tutoring has. It has been successfully made an extraordinary history in sending hundreds of students from in and out of town pass the SBMPTtest and other official school test such as test of PKN STAN, IPDN, STSN, STIN, Politeknik Statistika STIS, STMKG, ATKP, AKPOL, etc. MPC has quite a lot of students every year as the students of MPC can be the promotor to their friends at school and other places on their satisfied achievement at school, and certainly this becomes strong reason for the new students joining MPC.

#### **Description of Teaching – Learning Activities**

This activity successfully conducted for 2 days, at 10 and 12 of October 2022. There are 19 students who attended this activity, there are 15 girl students and 4 boy students. They are divided into three classes which two class consist of six students, and the other class consists of 7 students. The teachers determined the group name of every class, namely A, B, C class. Mrs. Kresna Ningsih handled students at A class, Mrs. Dollie Rotua handled students at B class and Mrs. Merry Susanty handled students at C class. For the first day, three teachers opened the class with self-introduction and the purpose of the activity and then followed by giving theories related to advanced reading topic.

the second day, the students were presented the material of advanced reading, the synopsis of Harry Potter book 1 as the tea according to what was discussed by the teachers. This material is expected able to trigger the students' spirit in reading comprehension and enable the students have good reading skill. At this second day, the class was opened by giving the reading material and some questions in hard copy, the students were given 45 minutes to answer the question related to the material individually and independently. At the previous day, each teacher has explained and discussed some theories

related to answer some questions about reading comprehension for instance how to determine main idea, topic, theme, subject, purpose, main information, best title of the text, etc. Next, at this second day, the students were expected to be able to apply the whole theories.

After 45 five minutes, each teacher invited the students discussing the questions. Each teacher chose the students answering the questions randomly, and if one student answered incorrect then the teacher asked the other students to answer, but if the students still answered incorrect so the teacher would give the correct answer, and explained reason why the answer is correct, and so on to all questions. At last session, each teacher closed the class and thanked to all students and expected the students have good reading skill and all knowledge given by the teachers can be very useful for their future.

#### **CONCLUSION AND SUGGESTION**

The implementation of program runs smoothly, successfully and was as expected in Master Plato College (MPC) institution as during the program students get change into the betterment of reading skill. The similar activity needs to conducted frequently in this institution (MPC) as it can provide students with advanced reading practices offers several advantages that contribute to their overall academic and cognitive development. Here are some key benefits:

##### **1. Enhanced Comprehension Skills**

Advanced reading practices challenge students to engage with complex and sophisticated texts, improving their comprehension skills. Dealing with more intricate material helps them develop a deeper understanding of content.

##### **2. Increased Vocabulary**

Exposure to advanced reading materials exposes students to a broader and more specialized vocabulary. This expanded language proficiency not only aids in comprehension but also enhances their communication skills.

##### **3. Critical Thinking Development:**

Advanced reading requires students to analyze, evaluate, and synthesize information from challenging texts. This fosters critical thinking skills as they engage with complex ideas, arguments, and perspectives.

##### **4. Preparation for Higher Education**

Advanced reading practices prepare students for the rigors of higher education, where complex



texts and research materials are common. This helps ease the transition to college-level coursework.

#### 5. Expanded Knowledge Base

Advanced reading exposes students to a wider range of topics, disciplines, and perspectives. This broader knowledge base contributes to their overall education and makes them more well-rounded individuals.

#### 6. Improved Analytical Skill

Engaging with advanced reading materials encourages students to analyze the structure, style, and argumentation within the text. This strengthens their analytical skills, allowing them to deconstruct complex information.

#### 7. Increased Confidence

Successfully tackling advanced reading materials boosts students' confidence in their academic abilities. This confidence extends beyond reading and positively influences their overall approach to learning and problem-solving.

#### 8. Preparation for Specialized Fields

Advanced reading practices in specific subject areas prepare students for future specialization. Whether in science, humanities, or other fields, exposure to advanced texts helps lay the foundation for in-depth study.

#### 9. Better Research Skills:

Advanced reading often involves research-oriented texts. Engaging with such material helps students develop effective research skills, including the ability to locate, evaluate, and synthesize information from various sources.

#### 10. Cultural Awareness

Advanced reading often includes diverse perspectives and cultural contexts. This exposure fosters cultural awareness and a more nuanced understanding of different societies, beliefs, and historical contexts.

#### 11. Life-Long Learning Habits

Encouraging advanced reading practices instills a love for learning and promotes life-long reading habits. Students become more self-directed learners, seeking out challenging material even outside formal educational settings.

In summary, advanced reading practices contribute to students' intellectual growth, critical thinking abilities, and overall academic preparedness, laying the groundwork for success in both education and life.

## SUGGESTION

In order to conduct advanced reading practices for students in Master Plato College (MPC), English tutors can follow these simplified suggestions:

#### 1. Evaluate Students' Skills:

Assess how well students can read to choose the right level of difficulty for the texts.

#### 2. Consider Their Interests:

Pick reading materials that match what students like to keep them engaged.

#### 3. Clearly State Goals:

Make sure students know what they should achieve with the advanced reading practice.

#### 4. Use Various Reading Materials:

Include different types of texts to expose students to various writing styles.

#### 5. Encourage Thinking Skills:

Create activities that make students think and discuss what they read.

#### 6. Connect to the Real World:

Choose texts that are relevant to the real world to show the practical side of advanced reading.

#### 7. Help with Difficult Words:

Teach or explain tough words so students can understand the reading better.

#### 8. Encourage Group Talks:

Have group discussions where students can share ideas and learn from each other.

#### 9. Use Technology:

Bring in tech tools to make reading practices more interesting.

#### 10. Assign Reflections:

Ask students to write about or talk about what they learned from the reading.

#### 11. Give Feedback:

Regularly tell students how they're doing and where they can improve in their advanced reading skills.

#### 12. Support Independent Reading:

Guide students to explore advanced reading on their own and suggest extra resources.

#### 13. Create a Positive Space:

Make the classroom a friendly place where students feel comfortable discussing what they read.

#### 14. Provide Extra Materials:

Offer more articles or books on the advanced reading topic for students who want to learn more.

#### 15. Be Flexible:

Adjust the pace and difficulty based on what students say and how they learn best.

Following these suggestions can help tutors

make advanced reading enjoyable and beneficial for students' language and thinking abilities.

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