

TEACHING IELTS READING SKILLS: WHAT STUDENTS' SHOULD KNOW AND PREPARE WHEN TAKING THE TEST?

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Abstract: This research describes the teaching of IELTS Reading for students. This research is library research. The analysis shows that the IELTS reading test evaluates participants' understanding of information and language, requiring them to synthesize, interpret, and respond to information. The test consists of 14 types of questions, including Choosing a Title, True False Not Given / Yes No Not Given, Matching Features, Matching Headings, Matching Paragraph Information, Matching Sentence Endings, Sentence Completion, List Selection, Multiple Choice, Short Answer, Summary Completion, Flow Chart Completion, Diagram Completion, and Table Completion. The resulting test is graded on a band scale from range from 0 (did not take the test) to 9 (proficient in English) which indicates students' understanding and ability to read in English. Understanding the types of questions on the IELTS is crucial for students to prepare for the test. However, the test requires precise abilities for success. Teachers can create lesson plans for teaching Reading IELTS to help students prepare for the test and prepare them for the test. To answer IELTS Reading questions, students need fast and accurate reading skills and the right strategy. Teaching reading skills for the IELTS test can be challenging, but several strategies can help teachers structure effective teaching. These include understanding the test format, analyzing previous questions, building academic vocabulary, teaching active reading, practicing explaining the main idea, teaching skimming and scanning techniques, managing class discussion and analysis, practicing with varied reading material, using an integrated approach, giving constructive feedback, simulating reading tests, giving homework, training students to compose an outline, and promoting flexibility in learning.

Keywords: *international english language testing system, IELTS reading, reading*

INTRODUCTION

Test-taking strategies have been playing a crucial role for language learners as nowadays test is used as a reliable way of checking and evaluating learners' knowledge (Mùi & Quỳn, 2021). According to Khoshsima et al. (2018), language proficiency tests have evolved into prevalent tools utilized to assess individuals' performance. Therefore,

the results obtained from language proficiency assessments, including Teaching English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS), are of the utmost importance to the individuals taking the tests (Fitria, 2021a, 2021b, 2022). As the pressure on students to achieve high scores on these assessments has increased, preparatory courses for testinations have surfaced. These preparatory courses, which are typically brief and time-constrained, provide IELTS candidates with test-taking strategies, which are the necessary skills to pass the test.

IELTS has gained global recognition for its outcomes as a standard for evaluating English language proficiency (Shirinbakhsh & Saeidi, 2018). According to Binh & Trinh (2019), IELTS is widely acknowledged as a reliable instrument for determining whether or not an individual is capable of learning or training in English. The IELTS test is a system a test designed to measure the English ability of someone who wants to learn or work in a tool country communication uses the language England, especially in England or Commonwealth countries, such as Australia and New Zealand seems to be the most rigorous assessment among candidates aspiring to pursue advanced degrees or migrate for migration intentions (Senevirathne et al., 2020).

The IELTS test consists of 4 components: listening, speaking, reading, and writing (Ellis et al., 2013). IELTS testinations are a type of English proficiency assessment that evaluates the reading, listening, writing, and speaking abilities of non-native English speakers (Nahampun, 2023). The IELTS destination is a written composition that incorporates a range of knowledge regulations and insightful information that has undergone rigorous scientific scrutiny.

Reading is the most crucial skill for a student to master in school because reading is a prerequisite for learning other subjects (William, 2012). This implies that a child who excels at reading will typically struggle to learn other material as well. Unfortunately, an alarming proportion of people now have poor reading comprehension, which leads to poor learning comprehension. Reading has historically been an indispensable component of collegiate coursework. Once upon a time, the prevailing expression for scholarly engagement in a particular field was during college (Taylor et al., 2012).

Reading comprehension skill is the capacity to comprehend a given text. The majority of reading assessments measure this ability by having candidates respond to queries that follow the provided texts (Zhou, 2011). Reading is the most crucial skill for

a student to master in school because reading is a prerequisite for learning other subjects (William, 2012). This implies that a child who excels at reading will typically struggle to learn other material as well. Unfortunately, an alarming proportion of people now have poor reading comprehension, which leads to poor learning comprehension. Behfrouz & Nahvi (2013) explain that reading is one of the abilities that requires cognitive processes. The ability to read enables students to become acquainted with the concepts of others, compare and contrast various ideas, analyze and assess arguments, interpretations, beliefs, or theories, draw conclusions, forecasts, or interpretations, investigate implications and consequences, and ultimately cultivate critical thinking skills.

Reading comprehension is assessed on the IELTS considerably differently from linguistic competence, which is not specifically tested (Alderson, 2000). Test takers must consider time allocation so that they are strategic. The right one is very necessary in working on the Reading section questions. Candidates are required to read to comprehend particular details, key concepts, the essence, and personal viewpoints. Each section comprises a variety of assignment types. Completion, matching, paragraph headings, True/False/Not Given, and multiple-choice questions are among them (Brook-Hart & Jakeman, 2012).

Reading has not historically been regarded as the most challenging component of the IELTS (Zarifa, 2023). Students are given prepared texts and assignments and must select accurate responses, but some misconceive the test's purpose, focusing excessively on word meanings rather than overall comprehension. This leads to inefficient use of time and doesn't contribute to successful completion. Additionally, technical terms in IELTS texts, often from media, science, or journalism, pose challenges for many students. Overall, the main difficulties with the reading section stem from misunderstanding the test's purpose and encountering unfamiliar vocabulary and language expressions. Poulaki et al. (2020) reveal that participants struggled with finding specific details, interpreting words or phrases within the text, grasping key ideas at the paragraph level, making inferences, and understanding the writer's intentions and perspective. My et al. (2023) indicate that the students regularly used strategies related to the text, the questions, and general practical approaches to tackle the IELTS reading test. The findings suggested that providing students with more opportunities to engage with test scenarios and incorporating instruction on test-taking strategies could be beneficial.

Besides, EFL learners may often encounter several difficulties when tackling the IELTS reading test, impacting their performance. One major challenge is limited vocabulary, which can impede their understanding of the varied and often academic terms used in the passages. Additionally, complex sentence structures within the text can be difficult to decipher, leading to misunderstandings and incorrect answers. Identifying main ideas versus supporting details is another common struggle, as learners may find it hard to distinguish between the two, affecting their accuracy on related questions. The test frequently uses paraphrasing and synonyms, which can be challenging for EFL learners to recognize, leading to missed information. Time management is also a significant issue; learners may spend too much time on difficult sections, leaving insufficient time for the rest of the test. Understanding implied meanings and drawing inferences from the text can further complicate comprehension, while unfamiliar topics can hinder their ability to grasp the content fully. Adhering to specific instructions, such as word limits for answers, can also pose problems, leading to potential errors. Cultural references and idiomatic expressions in passages might be unfamiliar to non-native speakers, causing confusion and misinterpretation. Lastly, maintaining attention to detail under time pressure can be challenging, resulting in missed critical information. Overcoming these difficulties requires focused practice and strategies to enhance vocabulary, sentence comprehension, paraphrasing skills, and effective time management, as well as exposure to a range of reading materials to build familiarity and confidence. Therefore, this research wants to describe the teaching of IELTS Reading for students.

METHOD

This research is descriptive qualitative. Descriptive research is a type of research that aims to present a complete picture of social conditions. Simply put, this research is intended to explore and clarify a phenomenon or social reality. The purpose of descriptive research is to describe the features of a group without making any generalizations or putting statistical hypotheses to the test (Suter, 2012). This research collects data from a document. The most common form of qualitative data collection is a document (Powner, 2014). Documents are comprised of existing records (Biddix, 2018). Documentation techniques or documentation studies are a data collection technique by collecting and

analyzing documents, both written, image, and electronic documents. In this research, the researcher collects data from article journals. This included analyzing textbooks and educational resources on IELTS Reading, reviewing national and international academic journals for research on teaching methods, and consulting key books on IELTS preparation. Online resources and recent studies were also examined for current information, while case studies and institutional reports provided practical insights into teaching practices. This diverse range of sources helped create a thorough understanding of effective IELTS Reading teaching strategies and practices.

The method of analyzing data uses three steps qualitative analysis including data reduction, data display, and conclusion (Miles et al., 2018). Data reduction means making data simpler by sorting data that isn't needed. Data presentation is the process of putting together a set of data in a way like in picture tables, graphs, or charts. The last step in qualitative data analysis methods is to draw conclusions and check the data. This is done by looking at the results of reducing the data and remembering the goals of the analysis.

FINDINGS AND DISCUSSION

IELTS Reading Questions

IELTS reading passages utilize lexical cohesive devices, including collocation and reiteration, with a total of twenty occurrences. Reiteration involves synonymy, antonymy, hyponymy, and repetition, appearing thirteen times in total (Pandie et al., 2023). Collocation, another lexical cohesive device, appeared seven times. In contrast to grammar cohesive devices, which connect elements structurally or grammatically, lexical cohesive devices establish connections through related words and prior knowledge. A statement supported by Tampubolon et al. (2023) supports the importance of lexical cohesion for language comprehension, especially for English learners. Given its frequent use in IELTS academic passages, understanding lexical cohesion can aid teachers, students, and individuals seeking to enhance English literacy skills and vocabulary proficiency.

IELTS incorporates reading comprehension as a critical component, requiring candidates to analyze given passages and respond to a series of questions (Firoozi, 2021). The IELTS Reading section consists of 40 questions, with each passage typically containing 3 question types and worth a total of 13-14 points. Question types vary,

including matching headings and filling in gaps, among others. Questions assess various reading skills such as detail comprehension, identifying main ideas, understanding implications, and recognizing the writer's opinions. Content sources range from books to newspapers, with passages totaling 2,150-2,750 words. Special abilities aren't necessary, as careful reading enables finding answers, with glossaries provided for technical terms. Test takers must read quickly and efficiently, completing the questions within the 60-minute time frame allotted for both Academic and General Training modules. The average length of each passage is between 700 and 800 words although sometimes they can be a little bit longer (to give us an idea this section of the book is about 450 words) These passages range from descriptive and factual to discursive and analytical.

The structure of the IELTS Academic Reading Test comprises three distinct sections. Students will encounter various types of passages during their preparation, including argumentative, descriptive, and narrative. When technical terms are present in the passage, a straightforward glossary is appended. Written in lengthy sections, Sections 1, 2, and 3 are intended for applicants who are seeking admission to universities or professional programs. Every text was extracted from periodicals, newspapers, or journals. To evaluate the skills of the candidates, the topics are written in argumentative, descriptive, or narrative styles. Graphs and diagrams may also be incorporated into passages.

The IELTS General Training Reading Test consists of three sections, each containing excerpts from various sources such as notices, advertisements, newspapers, and books. The difficulty level increases with each section. Section 1 usually includes brief texts with factual information, like advertisements or leaflets. Section 2 may have two documents with more complex language, focusing on workplace-related topics such as compensation or working conditions. Section 3 is typically the longest and most complex, featuring longer texts on general interests or subjects, often extracted from periodicals or literary works.

Reading consists of 40 questions in 60 minutes. In the Academic version, there are three long readings taken from books, journals, magazines, and newspapers. Sometimes there are also diagrams or illustrations in the reading that can be used as material for questions. Generally, in IELTS Reading, there are 14 types of questions consisting of 3 parts with a total of 40 questions such as: Choosing a Title, True False

Not Given / Yes No Not Given, Matching Feature, Matching Headings, Matching Paragraph Information, Matching Sentence Endings, Sentence Completion, List Selection, Multiple Choice, Short Answer, Summary Completion, Flow Chart Completion, Diagram Completion, and Table Completion. Typically, each section has three or four different types of questions to answer. We will have a single hour to read and respond to three passages and forty questions on the IELTS reading section. Below are the 14 types of questions in the IELTS Reading test with explanations and tips as follows:

Matching headings questions

In the ‘matching heading’ type, students have to read the paragraphs and choose a suitable topic for each paragraph. It is important to understand the main idea, supporting ideas, and how they differ from each other in a paragraph. To answer questions more easily, we can follow the steps: a) Read the list of topics before reading the paragraphs. b) Usually, the list of available topics will be larger than what is needed. c) Note down keywords on each topic and match them to the paragraphs. d) Answers are often numbers.

Matching paragraph information questions

In this type of question, we will be given a reading passage followed by a list of statements. From there, students are asked to choose the statement that best fits the content of the reading. Apart from paying attention to keywords and paragraph content, we must be familiar with paraphrasing to find the right information. Since the answers are not in consecutive paragraph locations, be sure to read each section carefully. There may be two answers in one paragraph, while the other paragraph does not provide the required information.

Matching features questions

Matching features is an important type of test to assess your ability to understand the relationship between facts from reading, as well as your ability to recognize ideas and opinions. We are asked to read the paragraph, and then match the list of statements with the information provided. For example, based on the reading, we need to match the names of researchers with their discoveries, or historical events with their timeline. To take this type of IELTS Reading test, students need to pay attention to several things, including a) Understanding each specific piece of information in the reading, so we don't have to read the entire paragraph. b) Remember synonyms of words, because statements or answers

may use other words that have not appeared in the reading. c) Mark keywords or important information contained in the paragraph.

Matching sentence endings questions

In matching sentence endings, we will be given reading material along with two lists of sentences. The first sentence list contains incomplete sentences, while the others are alternative sentences. Students need to match the incomplete sentences with alternative sentences based on the reading provided. One tip for working on this type of question is to practice grammar, such as subject-verb agreement, noun & pronoun, and tenses. Because, by understanding it, students can find which next sentence is more suitable in terms of grammar.

True false not given or yes no not given questions

When working on this type of question, we must find out whether each statement is consistent with the information in the reading or not. Because, as the name suggests, if the question is appropriate, the answer we can choose is 'True' or 'Yes'. Meanwhile, if it is not suitable, students can choose 'False' or 'No'. Apart from that, we can choose 'Not Given' for statements that are not in the reading.

Multiple choice questions

We must be familiar with the multiple-choice question type. Apart from IELTS Reading, this type of question is also often found in tests or tests in Indonesia. To complete the test, we must choose the correct answer based on the reading. Apart from understanding the main idea of the paragraph, students also need to look for specific information in the reading. Therefore, the skimming technique may be very useful in this type of question. If students have difficulty choosing one of the four available options, we can use the elimination method. Try to reduce some of the options that are considered the least suitable.

List of options/list selection questions

Almost the same as multiple choice, in this type of question we will be asked to choose the most correct answer. More specifically, the selection list contains words, information, or names. So, the question asked will lead to a list of amounts that must be stated and we can choose more than one option. For example, 'Which three of the following materials are mentioned?'

Choose a title question

Students only need to select one of the titles from the list. We will be given reading material and then asked to choose the most appropriate title. As with the 'matching headings' type of question, students need to understand the difference between the main idea and supporting ideas and know the purpose of the reading.

Short answers questions

Students will be given reading passages followed by a series of questions. This type of question assesses your ability to identify and understand information based on reading material. Typically, questions and information in paragraphs follow the same order. So, it will be easier for them to find answers to these types of questions.

Sentence completion questions

Students will be given a reading along with an incomplete list of questions. We must complete the blanks that are not filled in based on the reading provided. Therefore, it is important to learn paraphrases and synonyms so that students can find answers more easily to 'sentence completion' type questions.

Summary completion questions

Apart from sentences, there are also types of IELTS Reading test questions that require us to complete a conclusion from the reading. The way to is to find out the classification of the missing words in the paragraph, whether they are nouns, adjectives, etc. Students can find the right words that comply with English grammar.

Table completion questions

In this type of question, we will get to see a table with some pieces of information missing. Students need to fill in the blanks with appropriate information based on the reading material.

Flow chart completion questions

Similar to 'table completion', in the 'flow chart completion' question type we will also be asked to complete the missing information. The difference is, the data will be presented in chart form. Students must fill in the blanks in the chart based on the reading material provided.

Diagram completion questions

Finally, students need to complete the missing information on the diagram. Like the previous question types, ‘diagram completion’ aims to assess our ability to understand synonyms, paraphrase, and find significance in the text.

IELTS Reading Band

IELTS Reading provides several texts and have to answer questions related to these texts. These texts vary from those of an academic nature to those originating from newspapers, magazines, and books. There are at least three sections in IELTS Reading, each section has a different level of difficulty, and we must answer all the questions within 60 minutes. Thus, the IELTS Band Score not only includes our ability to understand text but also our ability to manage time. For the IELTS Band Reading Score assessment component, each aspect of this test is measured and assessed based on certain criteria. A special strategy is needed for each component.

Table 1. IELTS Band Reading Score Assessment Component

Component	Description
Text Understanding	The extent to which you understand the main idea, details, and implicit meaning in the text
Dictionary Knowledge	Your ability to understand and use appropriate vocabulary
Reading Speed	How quickly you can read and understand text
Time Management	How well can you manage your time in answering questions?

The IELTS Band Score encompasses mastery of vocabulary and sentence structure in English, evaluating reading comprehension and interpretation abilities. Ranging from 0 to 9, with 9 indicating proficiency, this score is crucial for university admissions worldwide. It reflects one’s comprehension across diverse text types, aiding in knowledge enrichment. Each band indicates a level of expertise in reading, guiding individuals in setting learning goals and strategies.

If participants take IELTS paper-based, they must follow several rules that apply to all types of modules. We may not open the question sheet before it is asked; We have to write our name and candidate number at the top of the question paper sheet; We must follow each question and instructions carefully; We may not leave blank answers and all must be answered on a sheet of paper with a pencil; We have to complete all the questions within the given time. Unlike the Listening test, we are not given additional time, also known as transfer time, to move your answers from the question paper to the answer sheet. So, we must immediately write the answers on the answer sheet.

Table 2. IELTS Band Reading Score Rating Scale

Band	Ability Level	Description
1.	Non-users	Has no ability to use language beyond a few isolated words.
2.	User stutters	No real communication is demonstrated except for the most basic information in isolated words or short formulas in familiar situations and to meet immediate needs. Has great difficulty understanding written and spoken English.
3.	Very limited users	Conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
4.	Limited users	Basic competencies are limited to common situations. Often experience problems in understanding and expressing. Cannot use complex language.
5.	Basic user	Has partial mastery of the language, understanding the overall meaning in most situations, although prone to making many mistakes. Only able to deal with basic communication in known areas.
6.	Competent user	Generally have effective language skills despite some inaccuracies, discrepancies, and misunderstandings. Can use and understand quite complex language, especially in situations that have been experienced.
7.	Good user	Have operational mastery of the language, despite occasional inaccuracies, discrepancies, and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
8.	Very good user	Having full operational mastery of the language only occasionally causes unsystematic inaccuracies and discrepancies. Misunderstandings can occur in unfamiliar situations. Handles complex detailed arguments well.
9.	Expert user	Have full operational mastery of the language: appropriate, accurate, and fluent with full comprehension.

Source: <https://ielts.idp.com/indonesia/results/scores/reading>

Teaching IELTS Reading

Masna (2016) reviews its development and language test performance. In the process of developing the module for the IELTS reading test, developers need to take into consideration several aspects. These aspects include the validity, reliability, fairness, and effect impact of the test. Zarifa (2023) explains that books are among the most effective resources for IELTS preparation. Consistent reading facilitates the expansion of students' knowledge. Students gain a deeper understanding of distinct societies, individuals, cultures, locations, and events with each book they peruse. Additionally, those who have developed strong reading habits have been shown to possess greater levels of intelligence. The primary objective of the IELTS reading is to evaluate a candidate's proficiency in comprehending English texts encompassing a wide range of subjects. This section of the test assesses candidates' comprehension of a text, ability to identify its primary idea, analysis skills, and capacity to derive conclusions from the material. For the reading portion, only correct responses to the forty questions provided are considered for scoring.

While studying for the IELTS, one of the most crucial aspects is for students to get an awareness of the various sorts of questions that will be on the test. Students will

benefit from having a better understanding of them since they will assist them in approaching the test. One of the issues with the IELTS is that it requires students to have a very precise set of abilities for them to do well on the test. Teachers/lecturers can prepare lesson plans for teaching IELTS Reading in the table below:

Table 3. Lesson Plan for Teaching Reading IELTS

Lesson Plan	Description
Developing Reading Skills	This comprehensive lesson introduces students to the sub-skills of reading that are essential for the IELTS Reading test. Exercises that allow students to identify the skills of surveying, skimming, and scanning help to prepare them for the application of these skills in a final test practice. This practice stage provides an opportunity to focus on close reading and a final analysis of how and when to use each of the essential reading skills.
General Training Reading	This lesson provides an overview of what can be expected in the General Training Reading Test. Beginning with a familiarisation activity to raise awareness of its format, the lesson then provides practice in dealing with multiple texts – a feature of the first two sections of GT Reading. This lesson also consolidates the main reading skills that are essential across both Academic and GT Reading Tests.
Dealing with T/F/NG (and Y/N/NG) questions	Starting with an analysis of the question type, this lesson helps students clarify the differences between the options, true/yes, false/no, and not given. Employing the reading skills covered in previous lessons, students are then introduced to a strategy to help clarify the statements provided and locate answers with a greater degree of confidence. This strategy is then put into practice with an IELTS reading text.
Dealing with Matching Headings questions	From a general overview of the text to a specific search for topic sentences, this lesson follows a step-by-step breakdown of strategy which involves the reading skills covered in the lesson at the top of this page. Students are supported in their application of strategy before final test practice.
Dealing with Completion questions	Through a jigsaw task and peer-teaching, this dynamic lesson raises awareness of the common threads running through Summary, Note, Table, and Flow chart completion questions. Splitting the class into expert groups on each type allows for a guided discovery approach to strategy which is then consolidated in open class. A focus on instructions allows for clarification of the need for accuracy in these question types.
Dealing with Matching Features questions	This lesson begins with a quick practice task that familiarises students with an idea of the types of features and characteristics that they could be asked to look for in a text. A clear application of the previously covered reading skills then allows students to arrive at a possible strategy to apply to this question type. Finishing with test practice, students can immediately put this strategy to use.
Dealing with Short Answer Questions	Effective test-taking practices are encouraged in this lesson through an application of reading skills which help students navigate a text quickly and accurately. This leads to a specific focus on the identification of keywords, synonyms, and scanning skills. Following on from this practice, students are then given the chance to reflect on their approach and identify the strategy used before applying this to an additional test practice task.

Source: <https://takeielts.britishcouncil.org/teach-ielts/teaching-resources/lesson-plans-reading>

One of the fundamental abilities assessed in IELTS reading examinations is 1) Reading Comprehension, where applicants must rapidly assimilate and comprehend information and concepts while answering questions simultaneously. 2) Glancing is essential due to the strict time limit, requiring rapid scanning to grasp the essentials and overall concept quickly, involving strong vocabulary skills and rapid eye movement. 3) Scanning Information is crucial, involving selective scanning to locate specific facts and

precise information required for multiple "search and answer" tasks. 4) Reading for Precise Information is another fundamental skill, requiring detailed reading to absorb specific details and the overall narrative, and to determine points of view and summarize passages.

Teaching reading skills for the IELTS test can be challenging, but several strategies can help structure effective teaching. 1) Give an understanding of the test format, including the types of questions that usually appear and how to answer them. 2) Analyze previous IELTS reading tests and provide students with as many sample questions as possible to help them recognize question types and develop answering strategies. 3) Build academic vocabulary by focusing on words that frequently appear in the test and discussing their meanings and contexts. 4) Teach active reading by training students to look for key information, details, and the author's purpose, and explore the main idea of each paragraph. 5) Provide exercises to practice explaining the main idea of each paragraph, as questions often relate to text structure. 6) Teach skimming and scanning techniques to increase reading efficiency. 7) Encourage regular practice with timed sessions to develop speed and time management skills. 8) Manage class discussions and analysis after reading texts to discuss correct answers and appropriate approaches to questions. 9) Provide varied reading materials, such as journal articles, reports, and essays, to develop diverse reading skills. 10) Use an integrated approach by combining reading skills with listening and writing skills, and integrating audio-visual materials for comprehensive practice. 11) Give constructive feedback on student performance, highlighting strengths and suggesting improvements. 12) Simulate the reading test occasionally to help students become comfortable with test conditions. 13) Assign homework that includes additional reading practice and IELTS test questions. 14) Train students to compose outlines before reading to clarify text structure and content. 15) Maintain flexibility in learning by adapting teaching approaches to students' needs and readiness, and providing extra support when needed. Combining these strategies can help students build the reading skills necessary for IELTS test success.

To excel in the IELTS reading section, effective strategies are essential for enhancing comprehension. Begin by skimming the passage to grasp its general theme and structure, which provides context and makes it easier to identify specific information later. Reading the questions before the passage helps you pinpoint what to look for,

making it simpler to locate relevant details. Utilizing the keyword matching technique is crucial; focus on keywords in the questions and find their equivalents in the text, paying attention to synonyms and paraphrasing. Practice scanning for specific information to quickly find details related to the questions, using highlighting or underlining to mark key points. Understanding the passage's structure, including topic sentences and paragraph layout, aids in navigating the text more efficiently. Strong vocabulary skills are vital, so improve your ability to understand words in context and recognize synonyms. Time management is also important; allocate time wisely across passages and practice pacing to avoid spending too long on any one question. Developing critical reading skills, such as making inferences and distinguishing between opinions and facts, will further enhance your comprehension. Regular practice with timed tests helps build familiarity with the exam format and improves both reading speed and accuracy. Incorporating speed reading techniques, such as reading in chunks and minimizing subvocalization, can also boost your efficiency. Consistently applying these strategies will lead to better reading comprehension and a stronger performance on the IELTS test.

Durdon et al. (2023) provide information on a variety of strategies, including "Primary skills required", keyword searching, and emphasizing. In pursuit of parallel and synonymous expressions, skimming (rapidly perusing the text), the act of scanning (in search of an object without reading) reading for specific information that may assist candidates in attaining a higher band score on the Academic IELTS Reading section. When preparing for IELTS, we need to study the material and practice sample questions. But, what is no less important is finding out what types of questions will arise. That way, we can prepare ourselves better and find the best way to complete it.

To practice reading, teachers can familiarize students with academic literature in books, journals, magazines, and newspapers, as vocabulary is similar in all formats. If unfamiliar with a vocabulary, search for its meaning in a dictionary and record it in a notebook. This enriches vocabulary, which is crucial for reading and writing. Internet sources, IELTS books, and the IELTS Preparation Course offer important vocabulary words for IELTS reading and writing. Mastering skimming and scanning strategies is also essential for quick and accurate information retrieval in long reading sessions.

Improving our IELTS Reading Band Score requires practice and the right strategies. A good understanding of the test structure, and question types, as well as

efficient reading skills, will help us achieve the desired score. There are several strategies to increase your IELTS Reading score, including: 1) Increase reading speed, 2) Practice understanding text by reading various types of reading material. 3) Improve vocabulary and sentence understanding. 4) Practice answering questions within the allotted time. 5) Watch the test simulation. 6) Learn techniques for answering questions. 7) Identify and understand the types of questions. 8) Learn to analyze and understand questions. 9) Using skimming and scanning techniques. 10) Get enough rest before the test. To prepare ourselves for the IELTS test and improve our IELTS Band Reading Score, it is a good idea to consider taking IELTS preparation or training offline or online.

CONCLUSION

The IELTS reading test is a comprehensive evaluation of students' comprehension, language, and vocabulary skills. It comprises 14 question types, totaling 40 questions, graded on a band scale from 0 to 9. Success requires both fast, accurate reading skills and effective strategy application. Understanding question types is crucial for preparation, while precise abilities are essential for success. Teachers can facilitate preparation by creating lesson plans tailored to the test format, aiding students in readiness and performance improvement.

Teaching IELTS Reading can be challenging, but several strategies can help teachers structure effective teaching. Teaching reading skills for the IELTS test requires a multifaceted approach that encompasses understanding the test format, analyzing past questions, building vocabulary, and practicing active reading techniques like skimming and scanning. By incorporating diverse reading materials and employing an integrated approach that integrates listening and writing skills, educators can effectively prepare students for success. Providing regular practice, constructive feedback, and opportunities for simulations and homework further enhances students' readiness for the test. Flexibility in teaching methods ensures that individual student needs are met, ultimately empowering students to develop the reading skills necessary to excel in the IELTS test and beyond.

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