



## **Increasing Students' Reading Comprehension Skill by Using Written Text Book**

**Karimov Sherzod**

*Teacher, UzSWLU, Department of Integrated English course 3*

### **Abstract**

The purpose of this article is to thoroughly review some issues concerning improving students' reading comprehension skills through the use of written text. Giving students written text that piques their interest, such as a comic, novel, short story, or storytelling, is an important step in improving their reading comprehension. Other issues concerning students' reading ability are also worth discussing, such as teaching reading methods, the benefits and drawbacks of teaching reading ability through written text. The high success rate in increasing students' reading skill is critical to ensuring that they have input in mastering or improving their English. However, increasing students' reading comprehension skill is not easy and it needs to be discussed to figure the best way out.

**Keywords:** reading comprehension, written text, methods.

### **INTRODUCTION**

There are four skills in English: reading, speaking, listening, and writing. However, the focus of this paper is on reading ability. Furthermore, we can use a variety of methods or teaching methods to teach reading comprehension, as well as state theories of reading comprehension, review effective strategies for reading comprehension, and one of good methods in reading comprehension. Reading comprehension can be improved with the right strategy. It is suggested that the SMART strategy be used to improve reading comprehension. Text structure tasks, on the other hand, become a reading comprehension strategy. According to statistics, the number of texts to read has steadily increased in recent years. Furthermore, opportunities to create written texts have been expanding in favor of humanity. Actually, written text is too general for some people to learn. Written text here means some passages which will be able to attract the students' curiosity, such as: comic, novel, short story etc.

According to the study, prepared Text Structure Tasks can improve the reading comprehension skills of English students. It is possible to conclude from the cycle's four acts that there are six steps taken to improve students' reading comprehension through text structure tasks. They are as follows: 1) asking students to identify the type of writing used by the writer; 2) asking students to identify how the writer organizes the text; 3) asking students to identify how the text is developed; 4) asking students to work in pairs to identify how the idea is classified into groups; 5) asking students to identify the main idea of paragraphs; and 6). requesting that students determine how each paragraph is related to each other. From the idea above, it can be clarified that to help the students construct meaning and integrating information from the text.

The use of such interesting written text books is intended to improve students' reading comprehension skills. This method can be used in teaching English, particularly in teaching reading, to eliminate students' negative perceptions or impressions of reading. Reading appears to be a critical skill for improving students' English mastery. As a result, using a text book will be



more beneficial in teaching reading. It is also an example of good innovation in the teaching of reading by utilizing their interest in some written text. As a result, it is critical to investigate or comprehend more deeply about increasing students' reading comprehension skill by using written text, how to teach reading through written text, and the benefits and problems that arise in teaching reading through written text book. According to Steve (2009), comprehension is the only one reason or condition in reading. The use of such interesting written text books is intended to help students improve their reading comprehension skills. This method can be used to eliminate students' negative perceptions or impressions of reading when teaching English, particularly when teaching reading. Reading appears to be an important skill for students' English mastery. As a result, using a text book to teach reading will be more beneficial. It is also an example of good innovation in reading instruction by leveraging their interest in a written text. As a result, it is critical to investigate or comprehend in greater depth how to increase students' reading comprehension skill by using written text, how to teach reading through written text, and the benefits and problems that arise when teaching reading through written text. Reading is defined as the process of extracting meaning from written texts. It necessitates the coordination of numerous information sources. It is the process of making meaning that includes: (a) the reader's prior knowledge; (b) text information; and (c) the reading context. Reading is not only a source of information and a pleasurable activity, but it can also be used to consolidate and expand one's knowledge of the language. Reading is required to broaden one's mind and gain an understanding of a foreign culture. So, the primary goal of reading is to obtain the message intended by the writer for the reader to receive.

Reading, it appears, is also about expanding our vocabulary. It means that by reading, we will be able to achieve certain benefits or goals in a single step. We cannot deny that reading is an essential skill. The skills used in teaching reading to improve students' comprehension should not only focus on old or traditional skills such as common questions, but should also be expanded by making or driving students to understand or comprehend the meaning structure. It means that it not only focuses on finding the answer of classical theory, such as the main idea, but it can also be in retelling the passages in a concise manner or summarizing using their own words.

The most important aspect of teaching comprehension skills is stimulant, or how to stimulate all skills that students possess. It is meant to succeed the pure meaning of teaching in general. It is not teacher-centered teaching, but rather teacher facilitation in the learning process, particularly in reading learning. Comprehension is about more than just the general meaning; it is also about all of the skills associated with reading. It means that reading comprehension skills using written text are not just about the surface or general meaning, but we can dive deeper into that meaning. As a result, it is to assist students in developing the necessary knowledge, skills, and experiences.

### **TEACHING READING BY USING WRITTEN TEXT**

Apparently, the most important aspect of teaching reading is how to help our students or learners become independent or autonomous readers. It means that we teach them by giving them books or changing their mindset or perception of reading. We must pique their interest by providing them with written text that will inspire them to read. The true meaning of teaching is how to teach and help students understand the material better. When we teach students, it is not about simply delivering the material and assuming that they will understand. However, it is also about making or driving them to have a continuous effect, such as becoming self-sufficient readers.

Another way to improve students' comprehension is to assign text structure tasks. The students perform the text structure tasks orally. It can be clarified that the teacher can use text structure tasks to help students construct meaning and integrate information from the text because by doing the tasks, for example, by asking the students some text structure questions, the students will understand the comprehension questions more easily. However, in order to solve the problem of



teaching text comprehension to a classroom full of students from diverse cultural and linguistic backgrounds, the researcher must accept responsibility and take personal initiative to improve the classroom in which the researcher works.

Elucidating deeply the real meaning of reading means that the readers should understand well about what they need to get from that reading activity, such as: the accuracy of the passage, the comprehension, and the follow up. It is meant to make the readers get more knowledge. So, teaching reading by using written text here means teaching the students with giving them the written text which is considered appropriate to their level of comprehension.

As an example, one of the teaching reading goals at the junior high school, as stated in the content standard, is to enable students to understand formal or informal written texts in the forms of recount, procedure, descriptive, report, and in the context of daily life. As teachers, we must find some dares or obstacles to overcome when delivering our explanation. To make it easier for us to teach reading, we must first understand the concept, such as making preparations for situations that may arise during the process and possibilities. It is possible that it is due to a well-prepared lesson plan, power point, passage, and some ice-breakers because the reading section is mostly boring for the students. So, we need to anticipate it by making some appropriate learning strategy, such as interesting topic, picture and game. Another method in teaching reading is grading the ability and giving them the appropriate passages based on their level. On the other hand understanding their interest and need are also important to be considered.

### **THE BENEFITS OF READING THROUGH WRITTEN TEXT**

One of the most important topics to cover when teaching reading is benefit. It is because by examining the benefits, we will be able to determine how far success will be obtained. We will be able to consider the risen problems by looking at the benefits. In other words, the benefits of teaching reading through written text include everything gained from doing the reading activity through written text, which allows students to gain knowledge expansion. Although written text is a type of classical theory in reading instruction, we will be able to perceive its flying number.

According to Ghali (2019), written text is the most effective method for teaching students to read than any other method. However, we must modify the written text that we will distribute or show to students. In other words, we must consider their interest in a specific passage or it may pique their interest in reading the passage, with the hope that students will continue the reading activity or become independent readers. Some schools have observed and implemented that data, and it can reveal the outcome in some schools.

These are some risen problems in teaching reading by using written text:

#### **1. Issues with decoding**

Decoding, also known as sounding out words, occurs when children can associate sounds with letters in order to sound out written language. It is common for new readers to struggle when they come across a strange term. Decoding, comprehension, and the interaction of the two processes are all part of reading a passage. However, until recently, reading assessment and research on reading disability were primarily focused on word decoding skills. This emphasis was most likely due to the fact that decoding is fundamental to comprehension and that decoding failures are easier to define than comprehension failures, making understanding decoding a more tractable problem than understanding comprehension.

#### **2. Poor comprehension**

Reading involves a variety of skills, ranging from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph levels. In other words, when a beginner encounters



new vocabulary, they will simply ignore it. According to Keenan (2008), there are numerous test formats used in the development of reading comprehension tests. They include (a) whether the reading is oral or silent, (b) the length of the passage, and (c) the type of comprehension assessment used. Reading habits are classified as very low, rather low, medium, high, and extremely high. It is determined by several factors, including the number of reading practices, the amount of time set aside for reading, and English proficiency. Thus, a person's reading habits influence poor comprehension.

### 3. Speed

The more students read, the more unfamiliar terms they come across. They simply guess based on prior knowledge. To succeed, it requires collaboration from all stakeholders, including students, teachers, and the government. It can be fixed by anticipating all potential problems and obstacles. According to Perwira et al. (2019), One of the factors required to entice students to read textbooks is readability. He claimed that the textbook has a number of beneficial effects on language learning. It also has the advantage of maintaining the quality of the course and syllabus organization. A good textbook is well structured to allow students to follow and understand the content. It should also have graphics to help understanding by giving a pictorial representation of ideas, which facilitate the ease of remembering information. In the textbook, there should be references to other related sources. A good textbook also includes exercises, which learners can use to test their skills. So, textbooks should also trigger critical thinking for students and it affects the level of student reading speed.

## CONCLUSION

The term of teaching reading by using written text is not something new, it is just like classical theory which has been modified to adapt with recent condition. All aspects in bad or possibilities should be anticipated by preparing it well. We can also perceive the high number of success or benefits as long as we recognize it well. It is like making it as decoration if we just let the common problem come and go in other word without cooperation. Therefore, it is like the decision where it will be taken, and how we will solve the obstacles by searching the solution without rewinding.

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