

IMPROVING READING COMPREHANSION THROUGH VOCABULARY IN A SECONDARY EDUCATION

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Abstract: *This study investigates the impact of explicit vocabulary instruction on improving reading comprehension among students in diverse educational settings, with a focus on under privileged secondary school learners in Malaysia. Reading is a critical skill that requires effective strategies to Enhances comprehension, especially for English as a Second Language (ESL) learners. Explicit vocabulary instruction, compared to implicit methods, has shown significant potential in addressing barriers such as limited resources and linguistic challenges. Using a classroom action research approach, this study employed a two-cycle model with pre-tests and post-tests to evaluate the effectiveness of vocabulary instruction on reading comprehension. Results revealed notable improvements in students' reading proficiency, pronunciation, and contextual understanding through collaborative learning techniques. The study underscores the importance of explicit vocabulary teaching in equipping students with the tools necessary to bridge comprehension gaps and foster academic success.*

Keywords: *Reading comprehension, explicit vocabulary instruction, ESL learners, collaborative learning, classroom action research, educational strategies, vocabulary acquisition.*

Introduction

Reading is a necessary component of English skill which needs to be accomplished by any EFL learner to explore new comprehension, Reading is a complex, purposeful, increative, ccomprehension that takes considerable time and resources to develop. The reader has a purpose for reading, whether it is for entertainment information, or research. Reading for a purpose provides inotivation an important aspects of being a good reader. The success of students of learning in participating in the process of teaching and learning activities at school in largely determined by the mastery of bading skills. Language is the ability that humans have to communicative with other humans using signs, such as words and movement. Without language, information will not be conveyed easily and there will be many limitation that occur. One of the language that is often used on the world is English. Therefore, English is very important for everyone to learn. In learning language, there are faur major skills to complete the language. Those four skills are listening, speaking, reading, aan writing. Acknowledging the importance of the

English language and then loopholes of the previous curriculum the Ministry of Education Malaysia has introduced the standards-Based English Language Curriculum (SBELC) to improve English proficiency levels of the youths starting from their first year in primary education. At higher education, reading becomes important as a way of knowledge gain. The reality reading takes roles in absorbing and disseminating information to readers. There is a close relationship between vocabulary knowledge and reading comprehension. Vocabulary knowledge is fundamental to comprehension reading. Vocabulary plays a great role as a prediction of overall reading ability Having such vocabulary knowledge is a key element to better reading comprehension. Adult education classes in communities play an important role improving that barriers. In today's classrooms, inclusion is increasingly favored by the presence of the diversity of the students body which is very noticeable at present. According to Othman Reading skills also develop intonation and smooth awareness through a text or a word that students need to acquire while the reading in a progress.

Sirin says that children born in poverty often have fewer odds of having access to materials which can help them develop better reading comprehension. As or scholars live in a poverty areas where access internet is limited. Their understanding of L2 may also be less pleasant reading in a tong target language. Therefore this study is focused on improving reading qcomprehension in children from six grade through explicit vocabulary instruction. Reading is flexible, a range of meaning that the reader employs a range of strategies to read efficiently. Reading develops gradually the reader does not become fluent suddenly, or immediately following a reading development course. These insights and knowledge are available in various information media such as magazines, newspapers until the unlimited media such as the internet. Research explored the acquiring vocabulary through reding. Subekti and Lawson conducted researches together in the scape of vocabulary acquisition of postgraduate student. This rescouch focused on in key issues on vocabulary acquisition strategies. They were strategies of English Department students English vocabularies in order to understand the meanings of the words. Moreover, the study concerned about strategy do students applied the most effectively in acquiring vocabularies.

Literature Review

Reading in the process of pronouncing writing to get the contents contained in it. Suggested that Brown reading is essentially complex thing that involves many things, not just reciting writing, but also involving visual, thinking psycholinguistic and metacognitive activities. Reading is a visual process, involves converting written symbols letters into spoken words. In the early years of elementary school, the focus is primarily on the perceptual aspects, which involves teaching the connection between letters and their corresponding sounds

As students advance to higher grades, the emphasis shifts more towards understanding the meaning of what they read. To do reading learning in the early grades well, a teacher needs to understand the basic concepts of early reading, including the nature of reading and the readiness of students to read. Personal engagement in reading activities is shaped by various emotional factors particularly attention, attitudes, and self-perception. These factors determine how seriously a person engages with reading. For example, a child who is highly focused on a particular reading material will read it with more concentration.

As Wilkin's mentioned, that vocabulary instruction is an essential part of reading text to reach the point of comprehension. Sedita support Wilkin's suggestion that word knowledge is crucial for understanding text. Suggested that Cunningham and Stanovich not knowing vocabulary words seem. Challenging for students to enrich their reading comprehension. For instance, they introduced vocabulary as the explicit forms to analyze which one would be the best way to do in order to enrich reading comprehension in children. Is supported by Soureshjoni, who also mentioned that vocabulary words in a text play an essential role in making reading comprehension. Suitable for anyone for this reason, the lack of vocabulary knowledge in student could be a negative factor in the process of reading.

In summary according to Ellis using implicit or explicit vocabulary in reading comprehension is essential for every part of the reading text to improve student' reading comprehension. With the result that as reading has a cognitive outcome that stands beyond the Task, being careful when reading comprehension on children refers to the extended vocabulary in the could frustrate children in understanding the context. In other words, by having time spent on reading from on early age children could learn new vocabulary words to improve not just their reading but their vocabulary words as well as this is doing correctly.

Reading is an intricate cognitive process in which a reader converts written symbols or messages into sounds, in contrast, reading comprehension is an active process of creating meaning from a text and comprehending it fully and effusively.

Barretis taxonomy of reading comprehension identified five different skill categories for reading comprehension, including literal, rekonstruktion, inference, assessment, and appreciation. The taxonomies suggest that rearrangement comprehension requires the ability to synthesise, analyse and integrate the information that is openly presented in the text as opposed to literal comprehension, which refers to the information that is explicitly information that is implied in the text by formulating hypotheses and assumptions. These three skill categories are often used terminology in the field of reading comprehension and have similar taxonomies in terms of concepts and meanings.

Reading and reading comprehension are fundamental skills that play a crucial role in academic achievements and lifelong learning. The ability to comprehend written text is

essential for students to acquire knowledge, develop critical thinking skills, and participate actively in educational activities. However, underprivileged Malaysian secondary school students often face challenges in reading comprehension due to educational resources, low proficiency in the English language, and unfamiliarity with effective reading strategies.

Research has consistently shown that reading comprehension is a complex cognitive process that involves the interaction of various skills and strategies. Reading comprehension is a product of two primary components: decoding skills and language comprehension. Decoding refers to the ability to recognise and decode printed words accurately, while language comprehension involves understanding the meaning and making sense of the text.


In the Malaysian context, the English school textbook serves as a primary resource for language learning. However, there is a need to supplement the textbook materials with additional resources and activities that specifically target reading comprehension skill. By addressing the research gap in providing targeted reading comprehension support to underprivileged Malaysian ESL secondary students, this research aims to contribute to the enhancement of their reading comprehension abilities, academic performance, and overall educational opportunities. Language comprehension especially reading comprehension, is a key proficiency that forms the foundation for all aspects of adult education, including preparation for post secondary education, lifelong learning, workforce training, as well as EL development. Decades of research in cognitive and educational psychology suggest that to comprehend complex content, learners (whether reading in their L1 or L2) need both a strong vocabulary and some background knowledge.

Main Body

The study examined the impact of explicit vocabulary instruction on reading comprehension compared to implicit vocabulary instruction. The standard deviation suggests more variability in individual scores. Based on the result of the initial test, it was found that most of the students made mistakes in reading. This is revealed from the many mistakes made by students in reading the letters of the alphabet, reading words, and reading a sentence. When the researchers asked the class teacher, the teacher said that in teaching reading, the teacher wrote a few sentences on the blackboard. Then the teacher read the sentences followed by the students. Teachers do not use media in teaching reading. The teacher repeatedly reads the sentences on the blackboard and continues to be followed by the students. The success of the second cycle achieved good qualifications. This shows at the post-reading stage that students have been able to read with proper pronunciation and intonation. The success of the actions from cycle students have recognized letters, spelled words, read words, and sentences, making it easier for students

to understand the context of sentences. The research is a classroom Action Research conducted on two cycle. The procedure used in implementing the classroom Action Research follows a model developed by Kemmis and Mc Tanggart in Parmawati, which is a spiral model. There are four stages in the self-reflection spiral system according to Kemmis, namely planning, acting, observing, and reflecting. The subject of this study were the first-grade students of SMP 5 Cimahi. The researcher took 7F as the sample of this research. This class consisted of 36 students. The types of data collected in this study include information about the state of the students viewed from the qualitative aspects. Quantitative aspects are in the from of observstional data, study of documents or archive and inteviews that describe the learning process in the classroom. Quantitative aspects are the result of the assessment of learning reading skills through collaborative learning approach with learning together method obtained by students from the assessment of cognitive abilities, affective tests, and tests of students' social interactions of learning in both cycle I and cycle II. The instruments of this study include learning instruments and assessment instruments. Learning instruments in the form of syllabus, lesson plan, and learning media, which has been validated. The assessment instrument is an assessment of cognitive aspects, affective aspects, and reading skills. This research was conducted in eight meetings. Thus, the researchers administered pre-tests by the second, third, fourth, fifth, sixth, and seventh meetings. The researchers conducted the treatment in two cycles by using collaborative learning. By the eighth meeting, the researchers administered post-tests to find out the students' improvement in their reading skills after they were taught using collaborative learning. Learning is the interaction carried out by teachers with students and students with learning resources in a learning environment to support and develop students' knowledge, attitudes, and skills in experiencing the learning process so as to achieve predterminal learning goals. To achieve the learning objectives that have been formulated there needs to be planning for learning activities. Effective learning activities can support the successful mastery of concept in students optimally.

Researchers claim that vocabulary learning can be either incidental or international. Aknowledge the significant difficulty ESL learners face in comprehending language input, educators should advocate strongly for international learning otherwise known as explicit vocabulary instruction that deliberately engages learners in activities that help them develop word consciousness and vocabulary depth and breadth. This study was a quantitative descriptive. The researchers applied questionnaire was adapted Schimitt's Taxanomy. The sample of this study were third Year students of English Departament, Tarbiyah Faculty of institute Agama Islam Negeri. Vocabulary acts as the foundation for constructing meaning in any text. Students who possess a wide range of words are better equipment to understand to nounces of what they read.



For example, in a science textbook, terms like "photosynthesis" or "ecosystem" carry specific meanings. Without prior knowledge of these words, students cannot grasp the central concepts being discussed. Moreover, vocabulary knowledge extends beyond understanding single words—relationships, connotations, and contextual meanings. A strong vocabulary enables students to interpret complex ideas, infer implied meanings, and make connections between different parts of the text. Secondary school students often encounter several hurdles when it comes to vocabulary. The transition from primary school introduces more specialized and academic language, which many students find intimidating. For those who struggle, the gap between their vocabulary knowledge and the demands of secondary-level texts widens. Another significant factor is exposure to new vocabulary. Students from disadvantaged backgrounds may not have access to books or environments that encourage language growth. Furthermore, traditional learning methods that rely on rote memorization can fail to engage students or encourage deep learning of words.

Conclusion

The study highlights the pivotal role of explicit vocabulary instruction in enhancing reading comprehension, particularly for ESL learners from disadvantaged backgrounds. Vocabulary knowledge forms the foundation for understanding text, facilitating not only word recognition but also deeper comprehension of content. The findings emphasize the necessity of tailored instructional strategies that engage learners in meaningful vocabulary-building activities, ultimately fostering improved academic performance and lifelong learning. Collaborative learning approaches, coupled with structured teaching methods, proved effective in motivating students and addressing comprehension challenges. By integrating explicit vocabulary instruction into teaching practices, educators can empower learners to navigate complex texts, develop critical thinking skills, and achieve greater educational outcomes.

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