

## Students' Ability in Reading Comprehension through Drta Strategy

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### Abstract:

Identifying the purpose of reading, inferring meaning from context, analyzing vocabulary, applying prior knowledge to make sense of new information, and asking questions about the text prior to, during, and after reading are the only strategies that are specifically addressed in this article as being linear to the students' reading problems.

**Keywords:** Reading, purpose, selection, anticipation, a picture, a diagram, or a combination and comprehension.

**Introduction.** Reading has so many different meanings. Reading is defined in a variety of ways by linguists. They claim that reading is a process for gaining comprehension and retaining reading information. They also emphasize that reading is a process for comprehending written material, which entails efficiently extracting the necessary details from it. Reading, according to Smith, is a creative and constructive activity that has four key characteristics: it is purposeful, selective, anticipatory, and comprehension-based. These are all areas in which the reader must obviously exert control.

**Literature analysis and methodology.** Hedgcock continues by saying that reading involves a complicated interaction between the reader's cognitive processes and tactics and different kinds of information (contained in the text). According to Brown and Yule, reading involves learning how to make reasonable interpretations of a written text. Earlier models of reading instruction have a tendency to focus primarily on either bottom-up processes (for decoding and comprehending the text) or top-down skills (for activating the background knowledge and prediction strategies of the reader).

Reading is a rather broad activity. It does more than only understand the meaning of specific words in a document. In other terms, reading is the activity of applying logic to understand a book that possesses four qualities: purpose, selection, anticipation, and comprehension.

Reading is the process of extracting information from a text, whether it be in the form of text, a picture, a diagram, or a combination of all three. Reading also involves knowing, seeing, and comprehending the material that is being read. In other words, the reader already is aware of the knowledge gained from what he has read. Understanding the interaction between the writer and the reader is a crucial aspect of reading.

One of the English language skills that pupils must master is reading. Students who want to learn new information and gain the knowledge need to have reading skills. Reading is the most important skill in the educational environment, in Brown's opinion, because it can be used to evaluate pupils' overall language proficiency. One facet of linguistic proficiency that a pupil must achieve is reading comprehension. Students need to be able to understand in order to interpret and take in information from reading material. Every subject calls for reading comprehension because reading is an integral part of every instruction. Therefore, students must possess strong comprehension skills.

Brown has suggested a few reading techniques. They are 1) determining the purpose of reading, 2) utilizing graphic rules and patterns to aid in bottom-up decoding, 3) employing effective silent reading techniques for relatively rapid comprehension, 4) skimming, 5) scanning, 6) making educated guesses when the reader is unable to understand, 7) analyzing vocabulary, 8) differentiating between literal implied meaning, and 9) utilizing discourse markers to process relationships.

Pearson (in Tovani) identifies seven additional tactics utilized by good readers in addition to Brown's techniques. The seven strategies are: 1) using prior knowledge to interpret new information, 2) inferring from the text, 3) keeping track of one's own comprehension, 4) resorting to "fix-up strategies" when meaning becomes muddled, 5) figuring out what's crucial, and 6) synthesizing knowledge to generate fresh ideas. With reference to Brown's and Pearson's, reading techniques aid the instructor in helping pupils become effective and successful readers.

**Discussion.** Students are occasionally just required to read the material aloud before responding to questions about its subject matter. Students are not engaged in the active reading process because it excludes their ability to think critically. In fact, the communicative method will not be isolated from any instruction. However, it will be challenging to improve students' cognitive processes if any learning is just based on the communicative technique and the students are only visible as passive bystanders and just as an object of learning rather than as a subject of learning.

One of the factors influencing teaching and learning will be the application of appropriate methods. even when learning to comprehend what you read. The technique or approach employed ought to be capable of enhancing students' reading comprehension. One of the obstacles to reaching learning objectives is the failure to use methods or learning strategies. Every learning teacher must pay attention to the characteristics of their students while choosing their teaching strategies. In order to prevent pupils from becoming weary or bored throughout the learning process, approaches and strategies might be diversified in addition to being utilized just once.

When pupils are motivated to learn properly, it will be easier to teach them and make learning more conducive and enjoyable. As a result, learning will attain its aim.

A reading comprehension strategy is a flexible and selected method for understanding the meaning of texts while reading. The three stages of reading techniques are frequently (a) before reading, (b) during reading, and (c) after reading. Students should have their reading methods ready in order to read texts.

Therefore, in order to address the issues with reading comprehension skills, revisions must be made using engaging learning methodologies that will inspire pupils to advance their abilities. Here, we provide a suggestion. One method for enhancing pupils' reading comprehension skills is the Direct Reading Thinking Activity (DRTA).

One method for teaching reading comprehension is the Directed Reading Thinking Activity (DRTA) strategy. Using a strategy called a Directed Reading Thinking Activity (DRTA), students are encouraged to focus on the text because they are required to predict and justify their answers as they read. The major themes in the text can be located by pupils while teaching reading comprehension. The Directed Reading Thinking Activity (DRTA) strategy aims to give readers the skills necessary to assess reading materials in light of the purposes of reading, extracting, comprehending, and assimilating information, making predictions about them, passing judgment on them and finally making decisions based on the knowledge gained from reading. Students automatically ask themselves questions as part of the process of studying a text while using the

DRTA technique, which is predicted to be effective. To ensure that they comprehend the reading text, students will read carefully and critically.

From some of the information offered above, it could be inferred that reading is an activity that involves the reader interacting with the author, who is represented by his writings, in order to learn information from written material. The reader's traits and the researcher's attributes come into contact in this interaction. The reader's comprehension of the authors primary idea will emerge from the interaction of the two features.

This means that reading involves more than just understanding written language and reading the text word for word; reading entails attempting to fully comprehend the message, the purpose, and the meaning that the authors have attempted to convey through their reading materials.

**In conclusion**, we can say this When reading, the reader uses his or her cognitive skills (such as attention, memory, critical analysis, inference, and visualization), motivation (such as a reading goal or interest in the material), knowledge (such as vocabulary and topic knowledge, linguistic and discourse knowledge, and comprehension strategy knowledge), and experiences.

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