

The Theory of Deconstruction and Its Significance in Developing the Reading Skills

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Abstract: *Comprehending the text in a foreign language has always remained a challenge for students due to the difficult nature of the language and the ambiguity of the multiplicity of meanings. This study aims to analyse Jacques Derrida's Deconstruction theory. The study analyses Deconstruction theory using its three principles: binary opposition, Difference, and logocentrism, to enhance EFL students' learning skills. The researcher used a qualitative theoretical framework to conduct the study. The study analysed the works of different researchers and, based on that, formed an opinion on including the Deconstruction theory in teaching reading skills to EFL learners. The study aims to answer the two research objectives. First, analyse the deconstruction theory and its contribution to developing reading skills. Secondly, to address the elements of language, meaning and interpretation in the context of deconstruction theory. The findings showed that Deconstruction can be a valuable strategy for enhancing critical reading skills. The findings also highlighted the multiplicity of meaning in language when analysing the text through the Deconstruction approach.*

Keywords: Deconstruction theory, binary opposition, textual analysis, reading skills, and Logocentrism

1. Introduction

The term deconstruction originates from the French word *deconstruite*, which implies dismantling the growth of something (Sediq 2024). Martin Heidegger initially introduced the concept of 'deconstructive' analysis. In response, Jacques Derrida coined the term deconstruction in the late 1960s, emphasising literature, politics and philosophy (Sediq 2024). The term "deconstruction" first appeared in Derrida's work in the 1960s, particularly in his groundbreaking book "Of Grammatology" (1967) and the essay "Structure, Sign, and Play in the Discourse of the Human Sciences" (1966). Deconstruction, a post-structuralist approach, is a reading strategy that focuses on understanding the text from the structure and influences the interpretation from another side (Aprilia and Arianto 2021). Deconstruction has two major concepts: literary and philosophical. The literary aspect focuses on analysing the text, whereas the philosophical concept demolishes the hierarchy of one concept over another (Sahu, Sarangi et al.2021). The literary aspect challenges traditional notions of language, meaning, and interpretation, radically reevaluating how texts are understood and analyzed. The origins of Deconstruction can be traced to various intellectual influences, including structuralism, phenomenology, and postmodernism. Derrida critiqued the notion of structuralist "presence" and argued for language's inherent instability and indeterminacy. Deconstruction, for Derrida, involved both a method of textual analysis and a broader philosophical stance that emphasised the play of language and the impossibility of fixed meaning (Ghosh 2019).

Deconstruction quickly gained prominence in literary studies and philosophy, spreading beyond Derrida's writings to influence various disciplines, including literary criticism, cultural studies, political theory, and art criticism. Derrida's lectures, seminars, and essays further disseminated deconstructive ideas, leading to their adoption and adaptation by scholars worldwide (Sahu, Sarangi et al.2021).

The study aims to uncover the application of Deconstruction theory in developing EFL students' reading skills. Reading skills have long been hailed as essential for intellectual growth and communication. However, when viewed through the lens of deconstruction theory, the significance of reading skills takes on a nuanced and multifaceted dimension. Reading is a complex phenomenon that considers all the prior knowledge to interpret the text (Ahmed Okasha 2020). Deconstruction, a critical theory pioneered by Jacques Derrida, challenges traditional notions of meaning and interpretation, emphasising the instability and fluidity of language (Ghosh).

Reading skills are the cornerstone of comprehension, analysis, and communication in academic and professional spheres. Proficient reading skills enable individuals to navigate complex texts, deconstructing them to uncover layers of meaning that conventional interpretations may obscure. Engaging critically with texts is paramount in academic disciplines such as literature, philosophy, and cultural studies. Students and scholars can dissect texts by honing their reading skills and uncovering the underlying assumptions and ideological frameworks that shape discourse. It will also allow students to accept or reject something based on the reasoning and logic by interpreting the text (Din 2020).

Moreover, reading skills are indispensable for effective communication and decision-making in professional contexts. Whether interpreting legal documents, analysing market trends, or understanding scientific research, individuals must be able to read and interpret complex information accurately. Deconstruction theory highlights the importance of questioning linguistic structures and uncovering the hidden meanings encoded within texts, equipping professionals with a critical lens through which to navigate diverse contexts; reading also tries to develop these skills in the students (Ali and Razali 2019).

A commitment to critical thinking and interpretation lies at the heart of Deconstruction theory. Within this framework, reading becomes an active engagement with the text rather than passively receiving information. It is not limited to generating meaning but also the activation of prior knowledge (Elleman and Oslund 2019). Deconstruction challenges the notion of fixed, stable meaning, asserting that texts are inherently unstable and open to multiple interpretations.

Reading skills are instrumental in cultivating critical thinking, as they empower individuals to question assumptions, challenge dominant narratives, and explore alternative perspectives (Debnath 2019). By deconstructing texts, readers can uncover contradictions, ambiguities, and gaps in meaning, fostering a deeper understanding of complex issues.

Furthermore, reading skills play a crucial role in interpretation, allowing individuals to discern the underlying tensions and complexities within a text (Pasaribu and Iswandari 2019). Deconstruction encourages readers to embrace the inherent indeterminacy of language, recognising that meaning is always deferred and context-dependent. Through close reading and analysis, individuals can unravel the layers of meaning embedded within a text, illuminating its ideological underpinnings and assimilating their knowledge to experience the world more effectively (Din 2020).

The undergoing study is significant as it unveils the application of Deconstruction theory in developing EFL students' critical reading skills. It discusses the ability of Deconstruction to allow students to question and challenge the text's underlying assumptions and power structure. Deconstruction theory also promotes students to a multiplicity of meanings rather than to be fixed with a single word meaning. It allows students to interact more openly with the text from different perspectives. Readers engage with the text and use social and historical backgrounds to make sense of the text, which emphasises a broader social-cultural milieu and influence of the background knowledge on the text. It encourages readers to interpret the text from different perspectives, thus contributing to the pedagogy of teaching reading skills and adding to the existing literature.

2. Theoretical Framework

2.1 Structuralism

Before the twentieth century, literary texts were understood under structuralism. Structuralism was an approach introduced by Ferdinand De Saussure. Structuralist theory aims to analyse literary texts by focusing on their structures. Proponents of the structuralist approach highlight the use of interpreting meaning through structures. The structuralist focus was never on understanding that a literary text constitutes great literature but on analysing the text using the principles of genres, codes, and conventions (Azizah, Kuncara et al.2022).

2.2 Origin of Deconstruction

Deconstruction theory, developed primarily by the French philosopher Jacques Derrida in the mid-20th century, is a critical approach to interpreting and understanding texts that

challenge traditional notions of meaning, language, and truth. Rooted in continental philosophy and literary criticism, deconstruction seeks to expose language's inherent instability and ambiguity, highlighting the complex interplay between text and interpretation. According to Deconstruction theory, a scholarly text holds multiple meanings, and this is due to the interpretation done by many readers (Aprilia and Arianto 2021). Deconstruction highlights binary opposition, logocentrism and difference as its main objectives (Hacer 2022).

Central to Deconstruction is the recognition that language is not a transparent medium for conveying meaning but rather a complex system of signs and symbols that are inherently unstable and open to interpretation. Derrida famously argued that language is characterised by "difference," a term that captures both the process of deferral of meaning and the play of differences between signifiers. The concept of difference explains that one thing has many meanings and can be interpreted differently (Aprilia and Arianto 2021). Deconstruction constructs the idea that meanings are unstable in any text, and the text dismantles and destroys itself to create new meanings (AYYUB and AFSAR 2019). In other words, meaning is deferred indefinitely, and words derive their significance through their relationships with different words in the linguistic system.

2.3 Binary Opposition

Deconstruction challenges the reliance on binary oppositions, such as presence/absence, speech/writing, and self/other, which traditionally structure language and thought. Binary opposition aims to uncover the hierarchical system as something that should be heard (Marbun and Wijaya 2019). Binary opposition in Deconstruction is also defined as two opposing poles that aim to open the reader's mind. Binary opposition, for example, can be honesty and dishonesty (Aprilia and Arianto 2021). Instead of viewing these oppositions as fixed and hierarchical, Deconstruction reveals their inherent instability and mutual dependence. Derrida argued that these oppositions are interdependent and contain within themselves the seeds of their Deconstruction, as each term relies on the other for its definition. Derrida's binary opposition emerged in response to constructionism in the 1980s. According to binary opposition, meaning is unclear and implies plurality. By that, the meaning can be interpreted by either inferring from the material present in the text or by the structure is broken down (Pourmahmoud 2021)

2.4 Logocentrism

Phonocentrism/ logocentrism is a phonological domain that establishes the superiority of the word over writing and makes it dependent on the word (Hacer 2022). Logocentrism argues that language is produced due to thought processes and assumes that expression provides writing (Muqit 2020). Deconstruction critiques the logocentric bias of Western thought, which privileges speech over writing and presence over absence. According to Derrida, logocentrism perpetuates a hierarchical understanding of language and reality, wherein speech is perceived as more immediate and authentic than writing (KATSUMORI 2019). Deconstruction seeks to destabilise this hierarchy by showing how writing, far from

being secondary to speech, is integral to producing meaning and subjectivity.

Deconstruction challenges the metaphysical assumptions that underpin Western philosophy and culture, including the belief in a stable, knowable reality and the existence of transcendental truths. By exposing the linguistic and conceptual frameworks that shape our understanding of reality, deconstruction disrupts the notion of a fixed, objective truth. It foregrounds the contingent and provisional nature of knowledge.

Deconstruction is a critical theory that studies the relationship between text and meaning. It dismantles the belief that there exists a unified meaning to every text. Rather, it is the belief that a text is understood differently. It emphasises minute grammatical changes in interpreting texts. Deconstruction suggests that meaning cannot be interpreted independently; it is only about other words in the text (AYYUB and AFSAR 2019) .

2.5 Influence of Structuralism on Deconstruction:

Structuralism is primarily concerned with how structures are organised into meaningful entities and the relationship between these meaningful structures and other things. It arises from the works of Ferdinand de Saussure (Sikirivwa 2015) . Structuralism identifies the meaning of a word by the deep structures and disapproves the meaning of the speaker’s intention. Derrida’s Deconstruction is in some way influenced by Saussure’s structuralism theory. For instance, Derrida takes the idea of language and meaning, binary opposition and the role of language in mediating experiences (Sikirivwa 2015) .

Overall, Deconstruction theory offers a radical critique of language, meaning, and representation, challenging conventional modes of interpretation and uncovering texts' inherent complexities and ambiguities. Figure 1 shows the theoretical framework of the study. By dismantling binary oppositions, exposing Logocentrism, and questioning metaphysical assumptions, Deconstruction invites readers to engage critically with language and culture, opening up new possibilities for understanding and interpretation.

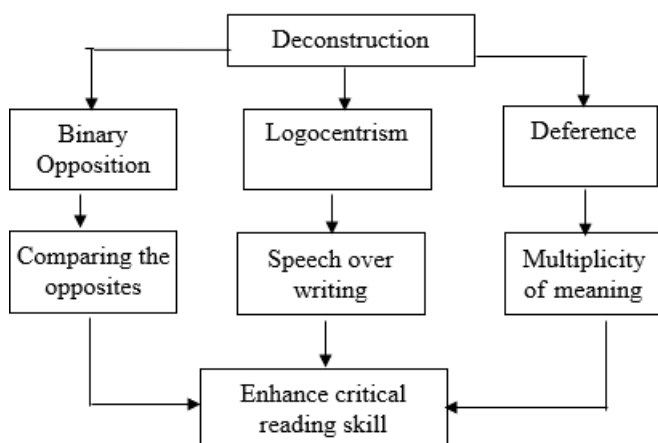


Figure 1: The Theoretical framework of Deconstruction Theory

3. Literature Review

The present study highlights the use of Deconstruction theory in honing EFL students' reading skills. The Deconstruction approach to textual analysis allows for interpreting the hidden meanings in text. As a post - structuralism approach, deconstruction enables the readers to immerse themselves in the text to determine the meaning of the text. The readers apart themselves from the author's point of view and make sense of the ideas of the text by their understanding of the focal points (Shah and O Abahussain 2019) .

Afsar & Ayyub, in 2019, studied the binary opposition by Derrida in his work in analysing Emily Dickinson’s selected poems. The research paper delves into the Deconstruction of binary oppositions within Emily Dickinson’s poem "Success is Counted Sweet. " By applying deconstructive methodologies, the study aims to unveil the complexities inherent in the poem's thematic dichotomies. Through meticulously examining language, imagery, and symbolism, the paper seeks to demonstrate how Dickinson disrupts conventional binaries, such as success and failure, to reveal deeper layers of meaning. Using the principles of Jacques Derrida, the research employs textual analysis to deconstruct the meaning using Derrida’s binary opposition. The findings of this analysis contribute to a nuanced understanding of Dickinson’s poetic techniques and shed light on the broader implications of Deconstruction in literary criticism (AYYUB and AFSAR 2019).

Mina, in 2019, conducted a study on the ‘Fault in Our Stars’ from the perspective of Deconstruction theory. In the research article, John Green analysed the words' lack of predictable and unified meaning in the novel. The study was conducted in two phases, first and second reading. In the first phase, the researcher determined the novel's binary opposition and explored the text's hierarchical system. In the second reading, the researcher observed that the hierarchical system is reversed. The research paper found that Deconstruction is valuable in resolving the contradictory ambiguities in the text. It also proved that a fixed interpretation is not possible for the text (Mina 2019).

Indriana &Wiyatmi also conducted a study to analyse a character from the point of view of Deconstruction theory. The research article explored Midun's Protagonist in the Novel Sengsara Membawa Nikmat by Tulis Sutan Sati. The researcher highlighted the characteristics of the characters using textual analysis. Using the Deconstruction approach, the researcher highlighted that the protagonist and antagonist of the novel both contain traits that are not by their character. It was highlighted that a character contains more characteristics than what is highlighted in the text. These characteristics were determined using a critical analysis of Jacques Derrida’s Deconstruction. The researcher found that the protagonist Midun, possesses traits that are not positive character of Midun (Indriana 2022).

Khaled Hosseini’s novel The Kite Runner, highlighted the notion of fixed meanings in a text using Deconstruction approach. The purpose of the research article was to analyse the novel's main characters based on the Deconstruction theory. The research had two aims: firstly, to identify the

characteristics of the main characters and then analyse those characters based on the Deconstruction theory proposed by Derrida. The researcher aimed to investigate the fixed meanings and identify the meanings that were previously unthinkable. The results of their findings showed that both the characters had three characteristics present at first. After analysing the characters from a Deconstruction perspective, the researcher found three more traits for each character (Azizah, Kuncara et al.2022)

Shah & Abahussain, in 2019, conducted a study on “A Deconstructive Reading of William Golding's *Lord of the Flies*”. Their research was specifically tailored for English as a Foreign Language (EFL) learners in the Saudi context. The study aimed to provide Saudi EFL learners deeper insights into the novel's themes, characters, and narrative techniques through a deconstructive lens. By examining the text's inherent contradictions and complexities, the paper seeks to enhance learners' critical thinking skills and foster a more nuanced understanding of literature. Through a systematic analysis of the novel's language, symbolism, and thematic tensions, the study offers valuable pedagogical insights for educators seeking to engage Saudi EFL learners with complex literary texts (Shah and O Abahussain 2019).

In the analysis of “Dismantling the meaning of love: a Deconstruction in the novel *Cinta Terakhir* by Vincentius J. Boekan”, Mauk & Adholy explores the meaning of love through the Deconstruction theory. The researcher discusses the binary opposition concerning the use of love. As mentioned by Derrida, binary opposition analyses two opposite concepts in parallel, highlighting the importance of one concept over another (AYYUB and AFSAR 2019). In the novel, he analyses the opposite idea of love vs hate to express the meaning of one over another. The researcher further utilises the concept of language and meaning, as stated by Derrida, to analyse the novel's text and interpret the meaning of love as expressed in the book (Mauk and Afdholy 2020).

Another research study by Altobai in 2020 explored “John Donne’s ‘A Valediction Forbidding Mourning’” from a Deconstruction perspective. The researcher aims to explore the coherence and unity of the poem. Through a close reading, the researcher examined the inconsistency and coherence in the poem (Altobai 2020). Huiqing conducted a study on “Deconstruction of Binary Oppositions in John Donne’s *A Valediction: Forbidding Mourning*”, in which he explored the deconstruction of thoughts in the poetry of John Donne. The results showed the deconstruction of binary opposition in the poem as male vs female and soul vs flesh (Huiqing 2019).

A study by Lismalinda & Silviyanti in 2019 on “Deconstructing Binary Oppositions in The Short Story *Dokter* Written by Putu Wijaya” explored the binary opposition in the story. The researcher used a qualitative approach to analyse the story and find its binary opposition. There were 5 binary oppositions in the story, mainly doctor - shaman, God - human, Traditional - modern, rich - poor, and peaceful - conflict. The analyses showed the hierarchical position of each concept over another. As a result, the researcher concludes that every word in the text has a different meaning (Lismalinda and Silviyanti 2019).

The research conducted on “Deconstruction Perspective Toward the Characters in Gilman’s *The Yellow Wallpaper Short Story*” adopted a deconstructive approach. Through the deconstructive approach, the study aims to uncover the complexities and contradictions between the characters John and Jennie. Drawing on the principles of Deconstruction, this study aims to fill the gap by examining how Gilman's characters resist fixed interpretations and defy traditional literary conventions. Using Deconstruction methodologies founded by Jacques Derrida and textual analysis, the study deconstructs “*The Yellow Wallpaper*” short story. The findings of this analysis contribute to a nuanced understanding of Gilman's characters and shed light on the broader implications of Deconstruction in literary analysis. It also highlights the portrayal of power, gender and agency in the story (Romlah, Kuncara et al.2019).

The underlying study is conducted to fill in the gap in literature and to provide a strategy for enhancing EFL student’s reading skills. The present study aims to explore the contribution of Deconstruction theory in developing reading skills and to address the issues of language, meaning, and interpretation in the context of reading.

4. Research Methodology

The study employs a qualitative theoretical framework to explore the use of Deconstruction theory in developing EFL students' reading skills. The theoretical framework reflects the theories the researcher uses to use a theory in a study (Varpio, Paradis et al.2020). Theoretical exploration of Deconstruction theory provides insights into how the readers can comprehend and best understand a literary text and develop their critical reading skills. Using a theoretical framework, the study will help synthesise the ideas of the previous researchers for using Deconstruction theory to develop reading skills, and it will build upon this research to create meaningful insights for the present study (Kivunja 2018). Using the theoretical perspective of Deconstruction, the study investigates textual analysis, highlighting the interpretation of language and the multiplicity of meaning in the text.

The study uses a deductive approach to highlight the significance of Deconstruction theory in developing reading skills. The deductive approach uses a theoretical framework to shape the area of interest under research by applying a set of assumptions and articulating specific language (Varpio, Paradis et al.2020).

The theoretical framework best suits the study as it will allow for a more nuanced approach to using Deconstruction theory in developing reading skills.

5. Results and Discussion

Deconstruction offers a valuable approach to developing reading skills. It allows for a more nuanced approach to interpreting text in different ways. It provides a useful approach to developing critical reading skills by allowing students to understand and analyse the text beyond surface - level meaning. Deconstruction will enable readers to interpret the text beyond its appearance as it challenges the underlying

assumptions and contradictions in the text. Through close attention to the text, language, imagery and rhetorical devices used in the text, EFL students can have a nuanced understanding of the literary text.

5.1 A tool for close reading and critical skills

The present study analyses how Deconstruction enhances EFL students' reading skills by employing close reading techniques. Deconstruction does not accept that a text has a fixed meaning, allowing for multiple definitions of the words (Altobai 2020). By applying Deconstruction to close reading, researchers may examine how binary oppositions, presence, absence of truth or falsehood, are destabilised by a text. For instance, Emily Dickinson's poem *The Soul Selects* contains many binary oppositions, such as feminine/masculine, power/powerless, divine/human, one/many, closed/open, and exclusion/inclusion. These binary oppositions, such as feminine/masculine, show the hierarchal system of society (Ayyub and Afsar 2019). Comparing one with another allows us to view one in a positive light and the other in a negative light. Power and powerful show the two types of people in society. The poem reflects how a powerful man is compared to a man without control. These binary oppositions allow a deeper understanding of the text beyond its appearance.

Another study on binary opposition through the novel *Cinta Terakhir* by Vincentius J. Boekan studies the binary opposition in the theme of love. The researchers examine the use of binary opposition in analysing the text as the existence of one word depends on the other. For instance, the researcher provides examples of man/women, land/sea and day/night; these combinations are opposite and are mentioned because of their existence (Mauk and Afdholy 2020). Through their study, the researchers derive the meaning of love in different ways rather than a definite manner. It highlights the use of binary opposition in interpreting the text. By using this strategy, EFL students can better understand the text and enhance their reading skills.

Studying these binary oppositions through the theory of Deconstruction allows EFL students to develop a deeper understanding of the text, which, as a result, enhances their reading and interpreting skills. This will also enable teachers to integrate this technique into their teaching pedagogy.

5.2 Understanding Language and Meaning: Implications for Reading Comprehension

The present study underlies the concept that Deconstruction theory can enhance reading skills. Successful reading involves the reader interpreting the text in a way that helps them understand and comprehend the meaning (Muqit 2020). In a deconstructive reading, the reader plays a dominant role in deconstructing the text by identifying gaps. A Deconstruction approach was introduced to substitute the rigid structure of meaning and construction process that applies to a word with a fixed meaning. To read text using Deconstruction, students reread the text and evaluate the underlying meaning in the text. This method allows the learners to immerse themselves and identify any forms of caps as binary opposites in the text. This helps develop readers'

critical thinking skills and an understanding of language and meaning. As a part of learning and decoding the text, the learners can be assigned a task to interpret the text (Altobai 2020).

The present study examines the concept of Logocentrism in determining the meaning of texts. Logocentrism is the concept that came in opposition to Phonocentrism. According to Derrida, Logocentrism refers to the written text. It establishes that writing is an integral part of the study and enhances EFL students interpreting skills (Muqit 2020). EFL students can improve their reading skills by applying the Deconstruction theory. Using Logocentrism, students comprehend the text while reading the text and vice versa. During this, the students can interpret and give their thoughts a form of writing, allowing them to state their comprehension. This will enable EFL students to understand and become aware of their thoughts and interpretations. Using Logocentrism, teachers can enhance EFL students' critical reading skills and give way to their interpretive thoughts (Katsumori 2019).

5.3 Strengths and Limitations of Deconstruction Theory

Derrida's Deconstruction is a useful practice in the discourse of literary text. Deconstruction offers a varied range of interpretations of the meaning of the text. Through Deconstruction, readers have the full authority to view and interpret an article based on prior knowledge. Readers are free from the limitation of interpreting the text from the author's point of view. Rather, they are free to express their ideas and interpret the text in an oral or written format. Deconstruction allows the readers to think critically and express their thoughts without limitations (Sulistiani and Sudikan 2020). Deconstruction is also a form of writing for Derrida, as it is a process of continuous thinking and understanding of the text. It overcomes the limitations of knowledge and comprehending the meaning of text in a picture. Deconstruction allows for the intellectual exploration of the literature text. It does so by giving the reader the freedom to have their way of interpreting the text. Deconstruction allows the readers to interpret the meaning in the context and through binary opposition in a literary text. It assigns meaning to the text's words and traces what each word stands for in the literary context. Deconstruction is a strategy for reading text. It uncovers the text's cultural association, ideologies and prerequisites (Indriana 2022).

On the other hand, Deconstruction is widely criticised for its arbitrariness. The present study finds that Deconstruction needs to provide a more specific approach to students' understanding of the text. It allows students to use social and cultural values to interpret the text, and therefore, the original meaning of the text is lost. Deconstruction has been widely criticised for its inimical relationship between the reader and the text. Critics believe deconstruction is responsible for the heavy emphasis on theoretical rather than practical criticism. Deconstruction has also been criticised for its lack of seriousness about reading literature.

Therefore, deconstruction can be a valuable tool to enhance reading skills.

5.4 Synergies and Tensions with Other Theoretical Perspectives

Deconstruction shares close affinities with post-structuralism. Post structure lists the idea that a word has a fixed meaning, which opposes the structuralist approach. Post-structuralists believe that to understand a word, the background knowledge and structure should be understood to make the text a clear meaning. The role of post-structuralism is very influential in the literary world. The theory of deconstruction is also a part of the post-structuralist viewpoint. Ask deconstruction allows the analysis of a text beyond its reading and gives the reader freedom to interpret it according to their knowledge (Aprilia and Arianto 2021).

Deconstruction plays an important role in the feminist theory. Derrida's work has highly influenced feminist theory. Many feminists appreciate Derrida's Logocentrism technique, which supports feminist theory. Derrida's concept of difference has also become a powerful course in feminist theory.

Structuralism opposes the deconstruction theory as the structuralist approach focuses on analysing deep structures in a text to understand the words. The structuralist view of the word has a fixed meaning, while deconstruction views that the word can have multiple meanings (Azizah, Kuncara et al.2022).

5.5 Deconstructive Strategies for Enhancing Reading Proficiency

Using deconstructive strategies for enhancing the reading skills of EFL students, the study explored various techniques. The present study finds that students can develop reading skills through binary opposition, Logocentrism, and difference techniques. Through deconstruction in teaching reading skills, teachers can pave the way for students critical reading skills to be enhanced. Teachers can use binary opposition to allow students to read while considering the opposite. Students can make sense of the text by comparing one word to the other (Pourmahmoud 2021). Logocentrism allows students to write their thoughts and expressions while critically analysing the text when reading. Logocentrism makes room for writing over speech. Difference, conversely, establishes the concept of multiplicity of meaning. It defies the idea that a definite sense of the word exists and allows multiple ways to interpret the text. Using this technique, the students can enhance their reading skills (Hacer 2022).

6. Conclusion

In conclusion, Derrida's Deconstruction theory is an important tool for enhancing reading skills. This study is based on implementing the different elements of deconstruction in improving reading skills. Using post-structuralist theory in teaching reading skills to EFL students proves to be a valuable strategy. The study further provides the teacher with an additional method to improve reading skills rather than following the traditional method. The study is based on the author's opinion of integrating the deconstruction theory in teaching pedagogy. Therefore, paves a new way for EFL learners to enhance their critical reading skills.

7. Recommendations

- 1) Educational institutions should incorporate deconstruction theory in teaching reading skills.
- 2) Foster a classroom questioning culture where students are encouraged to interrogate texts and challenge underlying assumptions.
- 3) Facilitate collaborative learning environments where students can engage in peer discussions and collective deconstructive analysis
- 4) Provide professional development opportunities for educators to deepen their understanding of deconstruction theory and its application in teaching reading skills.
- 5) Longitudinal studies should be conducted on Deconstruction theory and its impact on reading skills.

8. Limitations

- 1) The study is limited to using Deconstruction theory in enhancing reading skills.
- 2) The study allows the use of deconstruction theory only in the presence of the teacher.
- 3) It only focuses on using the deconstruction approach for reading skills to enhance EFL learner's skills.

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