



**COLLAGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM
AND COMMUNICATION**

(GRADUATE PROGRAM)

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

THESIS ON:

**EXPLORING FACTORS THAT AFFECT THE DEVELOPMENT OF
ENGLISH READING COMPREHENSION SKILL: IN CASE OF GRADE 8
STUDENTS OF TEJI PRIMARY SCHOOL**

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July, 2023

Addis Ababa, Ethiopia

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**THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY THE
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
(GRADUATE PROGRAM)
IMPARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN TEACHING ENGLISH AS FOREIGN LANGUAGE
(TEFL)**

July, 2023

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DECLARATION

I undersigned, declare that this thesis is my original work which has not been presented for a degree in any other universities and that all sources of material used for the thesis have been duly acknowledged.

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ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to my advisor Abebe G/Ts (Ph.D), for his unreserved guidance and encouragement starting from the beginning of the research proposal to the time of this special event. Their kind approach, constructive comments and suggestions, Share of scholastic guidance and smooth treatment are some of their qualities which I really admire them. Secondly, my appreciation also goes to both English teachers and students of grade eight of Teji primary School for their willingness to participate in the process of data collection. It also gives me a great pleasure to extend my thanks to Teji primary school Principal, Mr. Jalataa Tolaa for his valuable assistance motivation

Thirdly I'm grateful to my brother Ziyad Ahmed for his willingness support and advice during this thesis. Above all, I give honor to Allah, the omnipotent for every protection he did to me and my families.

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ABSTRACT

The aim of this study is to examine factors that affect Grade 8 students reading comprehension in Teji primary School. To attained this objective descriptive case study research design in which mixed methods qualitative in the qualitative were employed to collect and analyze the data; to interpret the findings and drawing inferences the data were collected from 82 Grade 8 students who were randomly chosen from the total population of 272. In addition, the two English teacher who teach EFL in this grade level where included using purposive sampling techniques for the sake of collecting additional data for the study. The researcher used both questionnaire and reading comprehension test as major data collection tools, while classroom observation and structured interview where used as supportive data gathering tools and a means of data triangulation and validation for study. Consequently, the data obtained through the these tools were analyzed and discussed by integrating quantitative and qualitative methods in order to compensate the limitations in either method to obtain more reliable insights into the problems being investigated. Accordingly, The data obtained through the presentation of the reading comprehension test and the questionnaire were analyzed and interpreted quantitatively by employing descriptive statistical techniques, such as frequency counting, percentage, while data obtained from teachers interview and classroom observation checklist were analyzed, described, and interpreted qualitatively. The findings of the study indicated that students' reading comprehension problems are multifaceted. From the analysis and interpretations of the standardized reading comprehension test result, it was found that students' reading comprehension performance was low. The majority of the student problem extracting meanings from the reading comprehension test. The findings obtained from student's as low. The majority of the student problem of extracting questionnaire and reading comprehension test result, it was found that most students have difficulty how to skim and scan a text for the gist of the text, and the specific information respectively. They also have a challenge ignore out meanings of unfamiliar words from their contextual clues. Beside, most the students lack skills and knowledge to construct meanings for inferential understanding they have also problem of looking information which relates to their reading purposes. Generalist speaking, the majority of the students lack cognitive strategies, and meta-cognitive awareness how to skim and scan the text, how to guess meanings of new words contextually, ho to infer meanings unstated in the text. Besides, from the analyses and interpretations of the qualitative data, interview an classroom observation, revealed hat the concerned teachers lack practical skills in implementing the three stages of reading activities: pre-reading. While-reading and post-reading stages, during their actual classroom reading lesson instructions. They rarely activate students' prior knowledge with the actual text to be read. It was found that students were not encouraged to read a text(s) actively silently and individually. As a result, students could not resolve their reading difficulties or problems they may encountered particularly during reading lesson instructions. Based on the major findings and conclusions drawn from them, the research made some recommendation on what should be done to minimize the impact of factors that affect students' reading comprehension.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Reading is an essential and useful skill in education, knowledge, occupation, and practice especially in today's world where information about reading will help us. It can be said that reading is essential to life because reading is not just cooking. Words and commands rather it is a tenant of knowledge because it helps us understand the meaning, character and cause of new ideas from the old ways. As Pennsri, Rangsi, and Yangkul (1987) said reading only provides the meaning of calmness of the alphabet. But this must not mean reading as well the results of the strange things by bringing the original meanings to the competition and to find out how less accurate it is, Reading is still considered necessary for achieving success in one's life. Richek, (1996) has commented that children with poor reading ability tend to have a level of self-esteem, which in turn affects their higher education prospects. Due to the importance of this foreign language, the Ministry of Education has designated the English language to be used in all classes to strengthen the foundation, build potential to think and work creatively and prepare for students to be in line with the information age society helping students to be visionary, able to develop ideas and look at the wider world.

Similarly, English is used as the medium of instruction in our country in the secondary and tertiary levels and is taught as a subject starting from grade one. Though English as a foreign language is learnt in our country, our students do not have exposure of conversing with native speakers. So, they should read different literatures such as periodicals, journals, newspapers. etc. which are written in English. Unfortunately, as most teachers are complaining, one of the most crucial problems facing primary school teachers in our country today is that many students come into grade 8 without the prior knowledge, skills, or disposition to read and comprehend the materials placed for them. As a result, they have got the problem of understanding the meaning of written texts or comprehend written texts. The ability to read and comprehend the text books and notes they gain in English subject and the materials all written in English determine the academic success or failure of the learners. Unless students comprehend or understand what they are reading, especially in the language classroom, their reading for other academic and non-

academic purposes will be directly or indirectly affected. Thus, from the researchers long time teaching experience, has observed that most students have the problem of understanding the written materials. That means they (the majority of the students) lack reading comprehending skills. As result, students who had comprehension problem didn't score higher on comprehension testes, didn't able to express verbally or in written communication what they have read, didn't score higher on tests of all school subjects including sciences, and social sciences and even they didn't get a pass mark on these subjects. McDonough, Shaw, & Masuhara, (2013)

In academic setting where English as a foreign language serves as a medium of instruction at secondary and tertiary levels, as the case in Ethiopia, the role of reading comprehension skill is highly significant in students' academic achievement. Thus, in order to achieve the educational objectives of the curriculum, reading as one of the four skills plays a crucial role. Regarding this, Nation (2005) states that reading is one of the most important academic skills needed by students. Consequently, students' overall academic success or failure basically depends. to a large extent, on their abilities to read and comprehend the textbooks and notes they receive in different subjects they study, and even to do any of their tests or examinations. Cross and Carney (1950) underlines that much of the success of the students in school and later in life depends, to a larger extent, upon how well they can read, and how well they can use the meanings, which they have gained from their reading situation. Likewise, Thompson (2001) also explains that in order to meet one's every day reading needs and later in life. The ability to read in English has more importance for students. It can be concluded from these arguments that reading plays a significant role in promoting learning, and serving as instrument by which students could study academic subjects in the curriculum of the nation.

According to MoE (2003 E.C), the aim of the reading section is to develop students' reading skills including the ability to read for different purposes, to increase one's reading speed, to comprehend and to read for inferential meaning. It also provides the context for new vocabulary, and many exercises encourage students to infer the meaning of unfamiliar words and expressions from context. Accordingly, the syllabus of grade nine 9 requires the readers to have the following reading competencies: predicting the content of a text from topics, titles, extracts, etc.; inferring meanings of new words using contextual clues and/or knowledge of word formation; skimming and scanning to get the gist of the text, and specific information respectively;

identifying main points; identifying detailed information. Reading class is aimed at training students' reading comprehension skill and improving their reading speed. Reading speed facilitates comprehension and both have direct relationship. Nuttall (2005) underlines that speed and comprehensions are closely linked. Hence, when a reader reads, it is better to read quickly and repeatedly than reading slowly and once based on the type of the material to read. In order to comprehend, or construct meaning out of a written text, readers should actively engage with the text to be read by making use of their prior knowledge, drawing inferences from the words and expressions that a writer uses to Communicate information, ideas and viewpoints (Pang, et al, 1986: 14). It can be inferred from this that reading is the process of making meaning, or understanding from a written text, and without comprehension, reading can be considered as frustrating, fruitless, or pointless exercise in word calling. Hence, learners are expected to read and comprehend different subjects at reasonable level of proficiency in the various underlining skills, such as the ability to comprehend, read and write which, in turn, so as to integrate reading and writing skills and achieve ones' academic performance. This is because with effective reading skills, they will make greater progress and attain greater development in their academic study. Gezahegn (2013) underlines that the ability to read effectively is highly significant not only for students academic success but also for making them lifelong autonomous learners, which is the ultimate goal of education.

1.2. Statement of the Problem

English reading is important, but research constantly reflects that students' English reading ability is at the problem level. Naowarat Noomura (1991) stated that students' reading capacity is also low particularly in understanding the reading material, where students are not able to sort events and comprehend the importance of readable stories. English reading achievement of Teji students is poor, and it will take many years to learn English due to a lack of knowledge in reading and understanding (Malinee Chantavimol, 1992). According to Damnet's (1998) study, most English reading problems of the students are caused by a lack of training in reading strategies. In addition, the research results of Chanida Srisongmuang (2003) supported that Thai students at this educational level still have problems with reading strategies, such as reading a chapter and understanding the importance of the script. Most understand the importance of reading according to the report of the Ministry of Education (2008) which indicates that the

student's reading ability is not satisfactory. Students have trouble understanding. The reading text makes them unable to grasp the ideas. In the Ethiopian context, as far as reading comprehension is concerned, students' reading proficiency in secondary school and in tertiary level seems to be below the expected standard. In other words, students reading comprehension ability, particularly in Secondary schools, appears to be less developed, and less motivating. As a result, students' academic achievement in English language in particular, and in other academic subjects in general, is getting lower and lower. This argument is made based on the evidence from different scholars' findings in the field of Reading skills in general, and reading comprehension, in particular. To cite some of them, for example, Taye (1999), and Girma (1994), as they are cited in Gezahegn (2013: 3). Their findings suggest that students' reading ability of secondary students and tertiary level, in Ethiopia, has been declining, On the other hand, Dubale (1991 as cited in Edaso Mulu, 2007:4) also underlines that the great majority of the students in government secondary schools in Ethiopia lack the basic reading skills in English.

The ability to extract meaning from text is an important skill. Students need to read textbooks, articles, magazines or academic texts written in English to acquire knowledge and gather information for both their careers and their academic studies. To this end, Linse (2005) as Stated, there are two reasons that people read: the first is for pleasure. For example stories provide enjoyment for readers of all ages. The second is for information. Reading for information can be as simple as reading menu at restaurant. Whatever the purpose of the reading is the main task is comprehension because trying to read without comprehension is not reading. Moreover, the Ethiopian education and training policy concerns in providing quality education at every level to the learners. To insure this notion reading is important. Hence, to comprehend the text, the learner should read actively but according to my observation there was a concern that learners in secondary school are experiencing problems with reading tasks and comprehending comprehension questions. Indeed, it is clear that reading comprehension in a foreign language is not an easy task. Especially, employing English language as a medium of instruction, like the Ethiopian context, intensifies the problem of reading comprehension. The goal of this research is to increase our understanding of the factors that underlie the factors affecting students' reading comprehension abilities of students because to help the learner to be active reader, concerned bodies for instance teachers, school administrators etc. should know that what kind of factors affect students reading comprehension. Based on these facts, this study tries to explore factors

affecting primary school grade 8 students reading comprehension with reference to Teji primary School.

There are some local studies which have been conducted on the issue of factors affecting students' reading comprehension. For example, Biruk Abera (2014) and Gezahegn Fikade (2013). The findings of these researchers mainly stressed the teacher related factors. For example, as Biruk Abera (2014) explained and the results of his study show that teaching reading techniques and strategies were not almost exercised by the teachers, students motivation was very low, shortage of reading materials at home and library were the most major factors that affect students' reading comprehension. Similarly, Gezahegn Fikade, (2013) as explained, teachers: didn't use reading strategies while they are teaching reading, guide and practice students how to use reading activity, give attention to reading activities, only focuses on the text book instruction and Student participants did not use different types of reading strategies because of the following factors. He added also lack of training about reading activities, lack of awareness about reading activities, language proficiency and reading skill, poor background, motivation, practice and exposure to different types of reading strategy.

Abera (2013) also carried out a study on 'Assessing the factors that impact the teaching reading skills: The case of Bedeno Secondary School Grade 10, and found there is no a one- to-One correspondence between teachers' perception regarding to the notion of reading strategies and teachers' practice in actual situation in the classroom. That is to mean, language teachers in the respective school have clear understanding on the role and importance of the various reading strategies and procedures, but they fail to use them in practical situation(s). According to him, one of the reasons which limits teachers' endeavors to implement these strategies was the presence of large class size accompanied by insufficient time as compared to the broadness of the various language contents.

Gezahegn (2013) has undertaken a study on "Assessing the factors that affect reading comprehension at Degahabour Secondary School, with a special focus on grade nine students. The findings of his study revealed that students' reading competencies were found to be low, i.e., the majority of the students were unable to comprehend what they read. This happened due to various reasons, for example, lack of implementing extensive reading, unable to use reading

strategies due to lack of training, and inadequate support and guidance to practice reading comprehension.

On the other hand, Hailu (2008) evaluated the level of quality of English for Ethiopia grade 11 student's textbook with respect to reading skill, and the study revealed that the textbook lacks good level of quality, and according to him, some of the exercises are not designed for genuine communications, and significant number of topics and contents are not suitable to the learners' interest and culture. Likewise, Endrias (2014) conducted a study on "Evaluating the relevance of grade 11 reading comprehension texts and activities for developing students' reading skills. The purpose of his study is to evaluate relevance of grade 11 the reading comprehension texts and activities to develop reading skills. Accordingly, his analysis showed the reading text and activities seemed to be relevant and suitable, but some part of the reading text and exercises appear to be a bit demanding for the students as their grammar and vocabulary are beyond their level of understanding, and they not based on students' native culture.

From the researcher's experience of teaching English for many years in primary school, she has come to believe that the above problems are existing. This is true for Teji primary School where the current investigation is being conducted. In addition to the researcher, nearly two English teachers and all other subject teachers who teach in the target grade level in the respective school raise complains about their students' poor reading background, and poor reading comprehension skill. They mentioned that students reading ability seems to discouraging and appeared to be below the required standard. This problem might be originated from students' poor reading background, lack of reading habit and interest, difficulty in deducing, or guessing new words from their context, unable to employ reading strategies, may be the difficulty of the text itself.

As far as the current researcher's knowledge is concerned, nobody has carried out a study on Factors Affecting Students' Reading Comprehension: The case of Grade 8 Students in Teji primary School. Hence, this study mainly focuses on examining student and teacher related factors that affect grade 8 students' reading comprehension in the school under investigation. Unlike the reviewed studies, the current study differs in a number of ways. Unlike Solomon (2013), the current study mainly focuses on the challenges of students reading comprehension and carried out at the preparatory level. With respect Abera (2013) and Gezahegn (2013), the

former focus on identifying factors that impact teaching reading skills, and the latter focus on factors affect reading comprehension at grade ten and grade nine respectively.

1.3. Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study is to explore factors that affect the development of effective English reading comprehension skill in case of grade 8 students of Teji primary school.

1.3.2 The Specific Objectives

The study specifically intends to:

- To assess the problem related to English reading comprehension
- To identify student related factors that hinder the development of effective English reading comprehension skill
- To identify teacher related factors that hinder the development of effective English reading comprehension skill
- To identify environmental related factors that hinder the development of effective English reading comprehension skill

1.4. Research Question

- What is the problem related to English reading comprehension skill of Teji school Grade 8 students?
- What student related factors are hindering the development of effective English reading comprehension skill?
- What teacher related factors are hindering the development of effective English reading comprehension skill?
- What environmental related factors are hindering the development of effective English reading comprehension skill?

1.5. Significance of the Study

The findings of this study may have the following significances. Firstly, the result of the study helps the learner to have clear impression, or understanding about the actual situation regarding the difficulty, or problems they encounter with respect to reading comprehension activities, or tasks. At the same time, it is hoped that the learners in the target school would be able to maximize their reading competencies, i.e., reading skills in general and reading comprehension in particular, and promote their academic achievement. This could be done by making use of the different reading strategies, techniques and procedures. Secondly, the study may help school teachers, particularly English language teachers to aware the existing situation and, make their efforts to improve students 'reading comprehension skills by implementing appropriate reading strategies, and procedures. Finally, the findings of the study may be useful for other researchers who are inspired to conduct further exploring in the area of students' reading comprehension skills.

1.6. Scope of the Study

This research deals with exploring factors that affect the development of reading comprehension skills at Teji primary school in case of grade 8 students. Conceptually, the study majorly focuses on development of reading skills. However in order to clarify the issue under exploring, other related aspects of effective reading problems were elaborated. Geographically the study is limited to Teji Primary school grade 8 students, owing to the shortage of time and limitation of budget.

1.7. Limitation of the Study

Because of resource constraints only small portion of target population included in the study, it would have been better if the whole target population were incorporated into the study and made the findings of this study became more reliable. Secondly, due to time and resource constraints, the outcomes of this study will be limited in its scope, and more findings would have been drawn better than the existing ones.

1.8. Operational Definition of Key Terms

Words are subjected to have various meanings, hence certain words, or phrases are operationally defined so as to avoid ambiguity.

Comprehension skill: the ability to employ micro-skills of reading, such as skimming, scanning, guessing the unfamiliar words, predicting, inferring,

Comprehension: is the process of deriving meaning from a written text.

Factors: problems, difficulties, or obstacles which affect students 'reading comprehension.

Post-Reading: are the activities in which students summarizes, reflect or question what they have read. They are cardinal for building reading comprehension activities.

Pre-reading: refers to the Preview to the topics on text presented for the lesson, facilitates the learners in activating their acquired knowledge (Schemata) through questions, key sentences structures included in the beginning of a lesson on reading comprehension.

Reading: is a process of looking at a series of written symbols and getting meaning from text.

Reading Comprehension: It is a meaning construction process through interactions between a reader, a text and the context.

Standardized test: is a test in which all the questions really measures what test developers claim it measures the test takers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical considerations regarding to the pertinent related literature which helps the researcher to meet the intended result. To this end, the following literatures were thoroughly discussed. In the first instance, concept of reading, basic Skills in Reading, reading Purposes, type of reading, Classroom Reading Strategies, factors that affect learning reading skill and empirical review.

2.1. Definition of Reading

“Reading” is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Effective reading is the ability to comprehend or understand what you read “effective reading is the way that allows you to understand the writer’s message without spending too much time in the process. It is also about reading with a clear purpose in mind so that you only read materials in relevant” Atkins J. Hailon and Nuru, (1984:1).

Reading more effectively and efficiently means developing a water tight process to capture ideas, analyze arguments and ask the right questions. It means identifying the right books to read, understanding the different reading goals, and using evidence-based techniques to increase reading productivity. Auabdaal.com<read-more-affectivity.

A great deal has been written about reading. Different people use the term reading in different ways. It is not easy to have a complete coverage of such a vast topic. Accordingly, different scholars defined reading differently. For instance, Venkateswaran (1997:85) defines reading as the process of decoding print, or deciphering print, or it is understanding, interpreting or making sense of a given text. Similarly, Nunan (1989) defines reading as the process of decoding written symbols working from smaller unit to larger one in order to arrive at meaning. It has been variously described as a process, mode of thinking, a kind of real experience, a type of vicarious experience, an aspect of communication, and a tool of subject (Bekele 2018).

A study by Mumba and Mkandawire (2020) reported that reading is a process of looking at a series of written symbols and getting meaning from them and this is the central focus of reading comprehension. The reading skill should be a primary school's biggest priority as it is one of the most important skills any child needs to succeed in education. Reading is applied in our daily lives to survive as it is used when reading receipts, newspapers, books, and others. When learners construct meaning from text, they many times use comprehension knowledge and skills (Maala 2022). The goal of all reading instruction is targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message (Maala 2022).

2.2. Basic Skills in Reading Comprehension

2.2.1 Vocabulary

Hsueh-Chao and Nation (2000) stated that knowledge of vocabulary and reading comprehension has a close relationship. In particular, this is a two-way correlation relationship. Knowledge of vocabulary can affect reading comprehension and reading comprehension can change vocabulary ability as well (Huyen and Anh 2022). (Dilek Karakoc and Gul Durmusoglu Kose 2017) investigated the relationship between vocabulary and reading comprehension and to do this they employed 175 students studying intensive language program in Turkey. The result of the study revealed that students' receptive vocabulary knowledge was larger than their productive vocabulary knowledge. Especially, the lexical level of the student essays and the students' productive vocabulary knowledge were significantly related (Dilek Karakoc and Gul Durmusoglu Kose 2017).

Vocabulary being a vital factor that affects reading comprehension, different researchers have suggested different amount of vocabulary for reading comprehension. According to (Melani et al. 2021) investigated to find out how much amount of vocabulary is necessary for reading comprehension. It concluded that 95 per cent tokens of the text should be familiar to the reader to comprehend the whole text. These research show that vocabulary is an essential factor for reading comprehension of the text and if students' vocabulary is weak, they will not be able to

understand or comprehend the whole meaning of any texts. Students who have problems in reading comprehension have poor or limited vocabulary (Al-Khasawneh 2019; Maala 2022).

Additionally, vocabulary is another cardinal sub skill in teaching reading comprehension and teachers are expected to teach new vocabulary words in a meaningful context. Learning a large amount of vocabulary is necessary for the development of reading skills. The lack of lexical knowledge mainly hinders the comprehension of a learner because many of them fail to know the meaning of unknown words used in a text. It therefore important for teachers to implement extensive reading to pupils in Grade eight classes to develop vocabulary knowledge and comprehension skills (Maala 2022).

(Pathan, Ismail, and Soomro 2019) Holds that the vocabulary in discourse is not merely an occurrence of isolated words in a comprehension text, but it includes multiword units which collectively form a pattern to convey authors' intended message and bring about coherence in a text. These multiword units are consisted of idioms and phrasal verbs formulating a string in a sentence to represent a single meaning that is used as a conventional of speech. The Learnt vocabulary items should also be revisited regularly as well as practiced in new contexts. The provision of a rich literature helps learners to explore new words from the environment and read literature from other subjects easily is also needed. The development of structured vocabulary is vital in the teaching of comprehension.

2.2.2 Comprehension

Proposes that reading comprehension is a complex activity which involves conscious and unconscious use of various strategies (e.g. problem-solving strategies) to construct a model of the meaning which the text is assumed to have intended. Reading comprehension is an active process that readers infer the writer's intention by using their own prior knowledge, various cognitive and metacognitive processes as well as the clues that are revealed between the lines. He) also suggests that assessment of performance on reading comprehension test is based on the nature of the task, characteristics of the text, and the context and the person's prior knowledge and reading abilities (Johnson 1983).

In 1972, Barrett developed a taxonomy of reading comprehension according to the readers' purposes in reading. (1) Literal comprehension: reading in order to understand, remember or

recall information explicitly appeared in a passage. (2) Inferential comprehension: reading in order to find information that is not explicitly contained in a passage and to use the reader's experience to infer information. (3) Critical or evaluative comprehension: reading in order to get information in a passage which is based on the reader's personal knowledge as well as values. (4) Appreciative comprehension: reading in order to obtain an emotional or other kind of valued response from a passage (Sun 2011).

The teachers during comprehension lessons must acknowledge that for the pupils to gain comprehension skills pupils should monitor meaning to what is read so that it is not lost. It is prominent to know that pupils who have not learnt much on vocabulary or extensive reading in grade seven might have challenges in comprehension skills in grade eight when reading and comprehending the text on their own without the assistance of the teacher. Therefore, the teacher ought to be a stakeholder in the reading process to provide a stimulating learning environment consisted in a comprehension text and lessons in Grade eight classrooms.

2.3. Reading Purposes

Reading comprehension is a process in which words are interpreted and meaning is created. We read for a variety of reasons: to obtain information, to communicate, and for enjoyment. In order to comprehend or assign meaning to a text, various linguistic, conceptual, reasoning, and metacognitive abilities must work efficiently and simultaneously within the reader (Ahmed 2015). Reading is an important skill which is the foundation for the improvement of other skills, such as speaking and writing. As we know, reading and listening belong to receptive skill, whereas writing and speaking belong to productive skill. In order for language acquisition to take place, the acquirer should first receive comprehensible input through listening and reading before using it (Sun 2011).

In the development of second language reading research, researchers have acknowledged the importance of reading skills for language learners. (Ahmed 2015) Claims that the crucial significance of reading skills in academic contexts has resulted in considerable researches on reading in a second language. For second language learners, reading is the main way for them to acquire information, to understand other nations' cultures and to know the world of English-

speaking countries. Reading plays a very important role in second language learning and teaching (Kim 2009).

Mumba (2013) holds that reading comprehension is also influenced by the purpose for reading, which the reader brings to the text. The initial purpose might change depending on what the reader encounters as he or she reads and could be influenced by whether the reading is for studying for a particular examination or skimming to get the gist from the text (Maala 2022).

Reading activities takes place by the time a reader has an interest and purposes for reading as Atkins, Hailom and Nuru, (1996:39) stated:

Reading is the most important of the language skills for academic success in the country like Ethiopia, where English is used as the medium of instructions. This is basically because of students' eventually academic success or failure depends to a large degree on their ability to read and comprehend the text books and notes they receive in different subjects they study, all this study materials being written in English.

In addition to this, the need for efficient reader for academic purposes; acquiring this skill is increasingly important for particular purposes in real world after school. When students read, clearly students' can have different purposes in their reading. These might include:

2.3.1 Reading for Survival

We might call the kind of reading in response to our environment reading for survival (Wallace 2003).

2.3.2 Reading for Learning

It is a means of finding out information and strictly utilitarian basis reading for survival reading serves as the wider role of extending our general knowledge of the world. This reading for learning to be exclusively school related, while a good deal of reading to support learning clearly takes place in academic contexts and discuss the nature of some of these section could be important, (Wallace 2003).

2.3.3 Reading for Pleasure

Reading for pleasure is done for its own sake although already a fluent reader, expressed the view that the purpose of learning to read was that you can stop. If readers do not read for pleasure in their mother tongue they are very unlikely to do so in a second or foreign language (Wallace 2003).

2.3.4 Reading for Specific Purposes

Many students learn English for very particular purposes and term such as ESP (English for Specific purpose) and EAP (English for academic purpose) ESP learning is usually related to particular content areas.

2.3.5 Reading for General Purposes

“Even in the case of a very clear defined specific need, students of English will need still need and want to be general readers and to provide opportunities, even for beginner readers, to read a wide range of interesting material” (Wallace 2003).

Depending on the above views of points, students can have different purposes in their reading. These may include: to obtain information (fact, data) to understand ideas or theories, to discover authors’ view points and to seek evidence for their own point of view (and to quote) all of which may be needed for writing their essay, etc.

2.4. Type of Reading

Different scholars divided and perceive kinds of reading differently, though most of them share some ideas in common. Almost all of them divided them in to four types naming as techniques of reading. Grellet (1981), for example identifies two kinds of reading techniques and verifies: among other reading techniques. Such as, sensitizing, improving reading speed. Skimming and scanning are the two techniques of reading. Nuttall (1996) states that that both skimming and scanning are specific reading techniques necessary for quick and efficient reading (pp. 49). Nuttall (1996) states that skimming refers to the process of quickly running one's eyes over a text to get an overall understanding, or the gist, of the text. Scanning, on the other hand, is going through a text quickly to find a particular piece of information. Thus, as to the agreement of

many scholars in connection to either techniques or strategies to teaching reading, skimming and scanning can be type of reading. Generally speaking, many scholars categorized reading into two broad types depending on the purpose of the text for reading, the length of the text, the objective the text prepared for, the classroom procedures. They are intensive and extensive readings regarding this, Nuttall (1996). States that "extensive reading and intensive reading are not contrasting types of reading rather they are complementary and both are important and necessary in the teaching and learning reading comprehension".

2.4.1 Intensive Reading

Intensive reading refers to the reading of short text. It entails the reading activity at classroom level under the guidance of the teacher (Nuttall, 1982), She adds: the main aim of intensive reading is to arrive at a profound and detailed understanding of the text, not only of what it means but also of the meaning is produced. It tends to develop the strategies of the learners.

In this respect, Nuttall (1982) claims that: The intensive reading lesson is intended primarily to train students in reading strategies". Moreover, Wilgam (1981 as cited in Gezahegn. 2013:15) state that in early stage of reading for comprehension, reading aloud is recommended. In contrast, in the secondary schools students read practice activities should aim at developing student's ability for understanding and identifying meanings. It should as well focus on developing reading skills and strategies. At this level, however reading aloud may not help since in the real situation of reading people tend to read silently. Thus, learners should be instructed to not only avoid reading aloud but also get rid of the following habits: Mouthing the words while reading, pointing to the words being read and moving the head every time they read a word. These are things students need to be instructed to avoid at higher levels so that they could maintain silent reading. Patel and Jain (2008: 118) explain that "intensive reading will provide a basis for explaining difficulties of Structure and for extending knowledge of vocabulary and idioms. It was also providing material for developing grater control of the language in speech and writing (118)." Thus, one can explicitly understand that intensive reading can play a crucial role in enhancing not only the reading ability of students but also student's language skills in general. To sum up, the practice of intensive reading at secondary level is vital. It is the base for other reading strategies and plays a role in helping students to develop other language skills.

2.4.2. Extensive Reading

Extensive reading refers to reading that learners often do away from the classroom for instance: reading novels, magazines, and newspaper articles ...etc. Concerning this Thompson (2001) explains that extensive reading is, in most instances, usually a kind of reading that takes place out of the classroom, and is done for the sake of pleasure, to obtain information, or to satisfy interest. Through extensive reading, the reader enriches his/her background knowledge, and expands his/her vocabulary; he/she also recognizes the spelling forms. Generally speaking, extensive reading increases students' confidence in their reading ability, increases their reading in fluency specifically, decrease dependence word by word comprehension, and it increases reading speed.

Therefore, the learner chooses his\her own books and reads at his/her pace. But, English teachers have to guide learners to select books depending on students level of comprehending ability, reading pace and the nature of material to be read. According to Patel and Jain (2008), extensive reading has the following advantages. Firstly, it helps a learner to develop active vocabulary, and it is done silently. Secondly, in extensive reading the subject matter is emphasized, and the learner plays main role in his her reading. Thirdly, in extensive reading the idea can be developed. Fourthly, the aim of extensive reading is to enrich learners' knowledge. Lastly, through extensive reading the good reading habit can be developed.

2.4.3 Skimming

Skimming is reading a text quickly to get a general idea and works best with non-fiction (or factual) material.

2.4.4 Scanning

Scanning is a way of reading to extract specific information and a process of going through a text to extract a particular piece of information. On the other hand, is not a through activity mainly, because we use it to locate specific isolated or scattered information?

2.5. Classroom Reading Strategies

There are different strategies to teaching in classroom “...looking exploration in terms of the three places helps not only with the problem of investigation, but also with the other of language.” The three phases of reading activities are: pre-reading, while-reading and post-reading.

2.5.1 Pre-reading Phase

In pre-reading stage, students will be motivated and they bring their background knowledge, in the reading of a given topic. Regarding this stage, Baker and Westru's (2000), as cited in Gezahegn (2013:18) states that pre- reading activities should be short and focused, i.e. five minutes is usually long enough. Medjahdi (2015:15) states that the pre-reading stage may arouse the students' interest and help to pre-teach some vocabulary as well as it sets the mood for reading. The pre-reading stage seeks to:

- Improve the interest of the students in the topic.
- Lead them to make predictions\guessing for the reading passage.
- Relate the students' background knowledge with the topic.
- Prepare them for the content.

The major stages of this activity according to Williams (1984) are the following: to introduce and feeling interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text. This stage as discussed above is the stage where students' previous knowledge are compared to the text they are reading is made to be activated. In other words, it is a stage where schemata knowledge could be made use of. Generally, the pre-reading phase is the stage in which the students predict what would be the text about based on topic, the picture and etc. establish a reason for reading and create motivation for reading the text.

2.5.2. The While- Reading Activity

Richards (1990), underlines that the while reading stage "as an integration of top-down processes that utilize background knowledge and schema, as well as bottom up processes that are primarily text or data driven. "The while- reading phase or simply the reading stage attempts to:

- Develop the student's comprehension of the writer purpose.
- Develop the student's linguistic knowledge.
- Make the student recognize the meaning of unfamiliar words.
- Develop conscious reading.
- Teach the student how to skim and scan.

The while reading stage is a stage in which the students are made to read silently in order to answer the questions already set. In relation to this, Baker and Westru's (2000) state that students need practice in the real life activity of silent reading. If they don't use silent reading, the teacher can help them become better readers by giving a time limit. This encourages students to read more quickly and not to stop at unknown words. Reading speed facilitates comprehension and both have direct relationship. In connection to this, Nutall (2005:54) states that there is no doubt that reading speed and comprehension are closely linked. It is suggested that when a reader are involved in reading a text, they read quickly and repeatedly than reading slowly and once.

2.5.3. The Post- Reading Activity

Baker and Westru's (2000), explains that there are certain activities to be done after students have read a text. These can include:

- Retell the story in small groups or as a class. Students act out the story, using their own words.
- Rewrite the story in their own words, preferably in pairs or in groups to encourage discussion.
- Discuss the story in pairs or small groups, giving their opinions of what they have read, or suggesting different endings.

Hedge (2000) also states that a wider range of activities focusing either on the content of the text can be undertaken, for example, debate, role-play, reading of contrasting texts, or focusing on its language (i.e., bottom-up processing). In the post-reading stage, students will be asked whether they have understood the general information of the text in relation to their previous knowledge.

In the post reading phase there are three levels of comprehension questions. These are:

- **Questions for exact meaning:** These are the easiest; answers could be guessed from the passage.
- **Questions for inferred meaning:** This activity entails thinking about the text and understanding the relationship between ideas.
- **Questions related to the students own experience:** post-reading activities should always involve this kind of questions where students relate what they read with their own experience.

According to Williams (1984), this stage can be carried out by arranging small group discussion that could be followed by whole class discussion. "It can also serve as a stage in which the teacher checks whether students have understood the text or not (Thompson, 2001).

2.6. Model of reading

With the increasing understanding of what reading is, many experts have paid much attention to the researches on the reading process. Three general models of reading processes are proposed by researchers. These three models are bottom-up, top-down and interactive models, which are constructed to describe the whole reading process (Sun 2011).

2.6.1 Bottom-up Theory

This model describes reading as a process that starts with the learner's knowledge of letters, sounds and words and how these words are formed to make sentences. This model is called part to whole model because it goes from partial to whole knowledge. This model is so effective in the early childhood, especially students as young learners. It's effective because the emphasis here is on the letters, recognition of their shapes and reading individual words. However, this model has many disadvantages if used for higher levels since it forgets the reader's expectations,

experience, and attitudes. Furthermore, it doesn't pay attention to the context since it only encourages remembering (Baha 2017).

The bottom-up model is related to behaviorism. The main characteristic of this model is focusing on the function of the text itself. Bottom-up models analyze reading as a process in which small chunks of text are analyzed and then added to the next chunks until they become meaningful. With all these deficiencies, the bottom-up (text-driven) model of comprehension is replaced by the top-down model in 1967 (Sun 2011).

2.6.2 Top-down Theory

The top-down model is known as the psycholinguistic model. The top-down approach is described as the process in which readers make predictions about the text according to their prior background knowledge or experience, and then read the text for confirmation of these predictions. The top-down reading model, which is also called the concept-driven reading model, stresses the importance of the readers' background knowledge in reading comprehension. (Baha 2017) Argues that "readers use their knowledge of syntax and semantics to reduce their dependence on the print and phonics of the text." The readers make use of their reading strategies as well as reading skills to infer what the writer means and what information is intended. The readers do not process a text by identifying and interpreting every letter and word in the text. Instead, they predict the meaning by taking advantage of their prior knowledge. Obviously, this model emphasizes the reconstruction of meaning rather than decoding the single words or word phrases of the text. However, the top-down model of reading has its limitations too. If readers pay less attention to letters or words in the text, comprehension will become a guessing game which preventing predictions from being confirmed (Sun 2011).

2.6.3 The Interaction Theory

The interactive model stresses that the meaning of a text is acquired by an interaction between the knowledge stored in the readers' mind and the written language information. The model tells us that readers are not passive information receivers, but they are active information searchers and information reconstructions (Sun 2011). Stanovich (1980) argued that this model gathers the features of the bottom-up and the top-down models and gives reading more meaning. Here, the readers are more involved in reading. They use their knowledge of subject theme, their pre-

experience of written words, their reading and their own expectations to make predictions about the reading text. So, the textual details are the best way in the recognition of the words and the letters the text contains. The most important advantage of this model is that the communicative activities and the reading skills are integrated. In my opinion, if we were allowed to do so in Palestine, we would adopt this model, simply because it is more realistic and enjoyable to all kinds of students. Moreover, whenever the students' experience is involved, the more interesting, thrilling and lovely the reading will be (Baha 2017).

Therefore, the interactive reading model quickly becomes central to second language reading theory and is widely put into practice in the field of English reading teaching.

2.7. Empirical Review

A study conducted in Vietnam show that, most of the participants posited that they had obstacles in vocabulary, grammatical structures and unfamiliarity of the topic and vocabulary was seen as the most problematic. Then, grammatical structures were seen as the second most difficult. Furthermore, they thought that true/false questions, sentence completion questions; tasks like summary/table completion; and multiple-choice questions hindered them from understanding the reading comprehension tasks. Next, guessing the meaning from the context was found to be the most difficult strategy while spotting the specific information to answer the questions was seen as the second difficulty (Huyen and Anh 2022).

A study conducted in China on relationship between reading Strategies and reading achievements re show that, English majors use reading strategies in medium level when doing reading comprehension tests. Both metacognitive and cognitive reading strategies significantly correlate with reading achievements and both of them play important roles in reading comprehension. There are differences in the application of reading strategies between high-proficiency readers and low-proficiency readers. Teachers do not pay high attention to instructing reading strategies in the classroom (Sun 2011).

A study conducted in Namibia showed that, insufficient reading books, poor teaching methods, insufficient teachers' and learners' interactions and overcrowded classrooms were some of the factors that made the teaching of reading unsuccessful. From the interviews of the circuit inspector, principals and teachers it was revealed that inadequate teacher training workshops for

teachers teaching English reading, lack of parental involvement, low budget allocation to Primary Education and lack of reading capacity in vernacular affected the teaching of reading negatively (Junias 2009).

A study conducted in Zambia Lusaka among eight grade students show that, the comprehension lesson revealed some weaknesses in the level of teaching and learning from both teachers and learners in all the three selected schools. It was observed that the lesson in English reading comprehension from school X stated that most learners couldn't read effectively, and the teacher was not creative in improvising enough reading comprehension textbooks. The teacher at School X did not have enough learning and teaching materials, he used one textbook and could not give out written exercise but instead he used oral questions as an assessment for comprehension (Maala 2022).

A study conducted in Buno Badalle zone in Ethiopia show that, the students failed to comprehend a given passage and how the intended meanings are extracted from the grammatical structure of a sentence. In similar way, the students have no skills of using text based clues or contexts to guess new vocabulary meaning. Moreover, insufficient time given for reading comprehension activities during lesson for the teachers run to cover the units of the textbook allocated for the semester (Degefe 2019).

A study conducted Western Wallagga zone, Manasibu secondary school grade ninth showed that, the teachers rarely played their roles to improve the students' reading speed and comprehension in the classroom reading due to lack of awareness. In addition, the main factors students' related factors that affect the students' reading speed and comprehension skills in the target grade level where such as carelessness, negative attitudes toward reading, poor background knowledge, lack of knowledge of using appropriate reading strategies to the purpose of the reading, lack of practice and low participation in classroom reading. The finding also revealed the problem related to school like less orientation to the reading skills, lack of finance, lack of awareness, large number students in each class, unsuitability of seating arrangements to pair and group works and lack of access to teaching aids (Walga Adaba 2016).

Similarly study conducted in Chelenko primary school show that, the majority of the student problem of extracting meanings from the reading comprehension test. The finding was found that

most students also have a challenge how to figure out meanings of unfamiliar words from their contextual clues. Besides, most the students lack skills and knowledge to construct meanings for inferential understanding. Generally speaking, the majority of the students lack cognitive strategies, and meta-cognitive awareness how to skim and scan the text, how to guess meanings of new words contextually, how to infer meanings unstated in the text. Besides, the concerned teachers lack practical skills in implementing the three stages of reading activities: pre-reading, while-reading, and post-reading stages, during their actual classroom reading lesson instructions (Bekele 2018).

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents the methodological aspects of the study. It contains description of the research design employed, research site, population of the study, sample and sampling techniques, data collection instruments, data collection procedures, and data analysis method.

3.1. Research Design

A descriptive research design was employed to assess factors that affect students' reading comprehension since the study is mainly concerned with describing data observed through questionnaires and interviews. Moreover, the researcher feels that it was enable her to have these instruments of gathering information.

3.2. Research Approach

The research approach that was employed for this study is quantitative and qualitative. In order to achieve the intended objectives of the study mixed research method in which the researcher incorporates both qualitative and quantitative methods to answer the research question are required. Because both quantitative and qualitative data helps the researcher to better understand the research problem. According to Cresswell (2012:535), the basic assumption behind using this approach is that using both quantitative and qualitative approaches provide better understanding of the research problem and answer the research questions than any other approach. In quantitative phase, data were collected with questionnaire and collected quantitative data (it involved collecting numerical data) and then follows up with qualitative interview data to help explain the initial quantitative results (it involves collecting descriptive information). Therefore, the researcher incorporates both qualitative and quantitative approaches.

3.3. Research Setting

Teji primary School will be chosen to be the setting of the study. The school is found in South West Shoa Zone, in Oromia Regional State. It is located South-West away from the capital city,

Addis Ababa, with the distance of 55 km. In order to facilitate the data collection process, the school is purposefully chosen for the study as it is found within the reach of researcher's residence since he has been engaged in teaching as his regular duty. Besides, he could also observe the issue under study. Thinking that students reading comprehension is getting lower and below the expected standard. He determined to undertake the study aforementioned earlier. Thus, it is hoped that the findings of this study will provide some remedies for the problems encountered.

3.4. The Population of the Study

The target population of the study is grade 8 students of Teji primary who have been attending their education in the current academic year. 2022/2023, and their respective English Language Teachers. There are all together 272 students who are registered in the academic year mentioned above. All these students are assigned to attend their education into four separate sections on the average of 68 students in each section. Therefore targeting the population is believed to have direct concern with the study and provide valuable information for the success of the study.

3.5. Sample and Sampling Techniques

Different sampling techniques was employed for this study. A simple random sampling technique is used for students. Thus, an attempt was made to randomize the students in each section in order to ensure all students was supposed to be fairly represented. In light of this, Robert and John (2003) state that Random sampling technique is vital in enabling the researcher to give unbiased opportunity of participation to the target population and to obtain a representative sample from total population. Accordingly, to determine students' representation in the sample, the researcher selects 30% (82 students) out of the total population. All of them participated in answering students questionnaire and took the reading comprehension test which will be adapted from the internet (www.englishteststore.com) by the researcher based On the competencies developed/presented in the syllabus of respective grade level. On the other hand, available sampling technique was used to gather relevant data from the school's English Language teachers as their numbers is limited and manageable. Excluding the researcher, there are two English Language teachers. Hence, the researcher purposefully uses both of them to get their opinions in order to get a reasonable evidence for the study.

3.6. Data Collection Instruments

In order to obtain appropriate data for the study, the researcher was used mixed type of data collection instruments. Hence, for quantitative data category, questionnaire and reading comprehension test utilized. On the other side, interview and classroom observation checklist was used for qualitative data as additional instruments to obtain relevant data for the study.

3.6.1. Reading Comprehension Test

Reading comprehension test was the first major data collecting instrument for this study. The purpose of the test was to assess students' reading comprehension problems. In the course of the study, the researcher hopes to explore the major challenges that affect students' reading comprehension ability, For this purpose, the researcher adapts a standard reading comprehension test from the internet (www.englishteststore.com). The adaptation will be made into two ways. Firstly, constructing some additional questions to the original test items. These include questions for inferring/guessing meanings unfamiliar words and questions for referencing. Next, all the questions of the test again sorted and categorized into different question items to analyze the test results. These are questions that are asked for inferential. Main idea, details of the text content, the author's purpose, referencing, and word meaning in context.

3.6.2. Questionnaire

In this research work, closed-ended questionnaire (was used as a major data collecting instrument. This is because the data that intended to be obtained through this questionnaire were more uniform and standard as the same questionnaire is given to all respondents (Selinger and Shohamy, 1990). Moreover, questionnaires are popular for gathering descriptive information and are less expensive.

The purpose of undertaking this questionnaire was to assess students' reading comprehension problems. This is to check whether they employ the different reading strategies and techniques or not. This is because reading strategies and techniques were helpful; enable the reader to comprehend a reading text effectively and easily. What sort of challenges, or difficulties they encountered that hamper their reading comprehension. For this purpose, nineteen items of this questionnaire were partly adapted from Laura (2009), and from Reutzel and Cooter (2011),

based on the objectives of the study and its related literature. Lastly, the data obtained through the questionnaire was analyzed quantitatively to get the intended result. In doing so, the researcher intended to cross check the result obtained through the questionnaire with that of the reading comprehension test.

3.6.3. Classroom Observation

Observation is the third instrument used by the researcher to collect data. Classroom observation is planned as a supportive data gathering tool for the study because it helps the researcher to cross-check the validity of the data collected through both reading comprehension test, and student questionnaire. The main advantage of using observation for collecting data was that they allowed the study of phenomenon at closed range with many of the contextual variables presented a feature which was very important in studying language behaviors. In connection to this, Morrison (2000 as cited in Abera Daba, 2013) states that Observations are useful tools for providing direct information about language and language learning, and it is the best data collecting technique for gaining insights into the subject in a natural environment.

The observations were conducted in the English periods, particularly when the teacher carry out his actual reading lesson instruction(S) in their respective grade level based on the teacher's consent. Consequently, all EFL teachers are parts of the classroom observation Accordingly, each English teacher was observed four times carefully to check his manner of reading lesson presentation, i.e., whether the respective English teacher exploits the reading procedures, strategies and techniques properly or not. The intentions to see how much emphasis has been given to the effective treatments of the reading procedures, strategies and techniques in the actual lesson presentation so as to make students effective user of the various reading stages, strategies and techniques to maximize their efforts to become effective readers, who can make meanings out of their reading practices. The observer also planned to check whether adequate number of English textbook is present in the reading classroom instruction. In addition to this, he intended to see the nature of students interactions, and their level of motivations on reading lesson practices. In other words, how do they interact with the text they supposed to read, and with their teacher, and among themselves?

3.6.4. Interview

Interview is also used as an additional or supportive tool to gather data for the study. Interviews are personalized and hence permit a level of in-depth information, free response and flexibility that cannot be obtained by other procedures (Selinger and Shohamy, 1990, Pp.167).

For the current study, the researcher preferred to use structured interview to obtain additional data. This interview conducted between the researcher and the two English Language teachers of Teji primary School. The purposes of undertaking this interview are described hereafter. Firstly, it is intended to identify major challenges that the English teachers encounter when they teach their learners reading comprehension in the actual situation. Secondly, it is also helpful in identifying students reading comprehension problems from teachers perspectives based on their observations and experiences. Lastly, what efforts the respective English teacher makes to help the students alleviate their reading comprehension problems.

3.7. Procedure of Data Collection

All data gathering instruments by which the researcher intended to collect relevant data for the study are designed and drafted based on the review of the related literature. In order to increase the quality of the respondents' replies, its rate of return, the convenient time is held. Firstly, The sample of students determined to take the standardized comprehension test. During the presentation of the test, the respondents are instructed to respond to the test items by employing silent reading techniques as it helps the readers for good comprehension. The results of the test, then, are organized into a sensible way in order to provide the researcher with reliable data for the intended purpose. Secondly, student's questionnaire is carefully designed and partly adapted from standardized tools so as to meet the intended objectives of the study. Then, the questionnaire is presented to the target sample of the study. After ensuring that all of the questions are completed by its respondents, all of the copies of the questionnaire are collected back by the researcher. The contents of the questionnaire related to the standardized reading comprehension test questions administered to the target sample of the study. In other words, it triangulates the result obtained through the reading comprehension test.

Thirdly, non-participant observations are held in the teachers' actual reading lesson presentations between the researcher and respective English Language teachers who are assigned to teach

students of this grade level in the current academic year. In order to check, and validate the data obtained through the aforementioned tools, Lastly interview session is held between the English teachers and the investigator at the school compound. The purpose of conducting interview is to get additional data for the study about the major student-related factors and teacher-related factors which in turn impeded Students overall reading comprehension competencies, or performance. On top of this, what efforts the respective English teachers make to help their students overcome their reading comprehension problems. In the long run, a thorough investigation will be undertaken to address the objectives of the study.

3.8. Methods and Procedures of Data Analysis

After collecting appropriate data using the aforementioned data collection instruments used in the study, the researcher organized and sorted the data into different themes. Then, these data are properly utilized and analyzed quantitatively and qualitatively. Accordingly, the following procedures are used to analyst the data, and interpret the findings. Initially, the data obtained from the reading comprehension test is analyzed quantitatively using statistical tools and categories under students reading comprehension problems. Secondly, the data from students questionnaire will also be analyzed quantitatively, and integrated into the study, and partly triangulated against the findings of the test result. In order to perform these analyses, both the data obtained from the test result and the questionnaire are tallied, counted and registered as frequency distribution table which shows the number of the respondents. Following this, the percentage for each sort of data are computed on the basis of the responses of the respondents to each item. Next, these data are analyzed quantitatively, and interpreted using descriptive statistical techniques, such as frequency counting and percentage. Thirdly, the data obtained through classroom observation checklist are utilized and systematically integrated into the analysis of the study in order to cross-check and validate the data obtained through the other tools used in the study. Finally, the data obtained through the interview was coded, organized, and put into a separate section by using block style citation and followed by its analysis and interpretations made by the investigator. Finally, comprehensive interpretations were made carefully and fairly in order to make the findings of the study convincing and credible.

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSION

4.1. Introduction

This chapter presents results for the data collected from reading comprehension test, questioner, interview and observation provides a detailed assessment to explore factors that affect the development of effective English reading comprehension skill in case of grade 8 students of Teji primary school.

4.2. Data Processing and Analysis

To achieve this objective the necessary data were gathered from the respondents of the study using the reading comprehension test, questionnaire, interview, and classroom observation. The reading comprehension test and the questionnaire were collected from sampled students. Information was collected from the selected teachers through interview. Whereas classroom observation were completed by the researcher. In addition to get background information of the students, socio-demographic characteristics of respondents was collected. After the data had collected, the data was analyzed and organized systematically organized based on the objectives of the study and the methodology employed. Finally, the finding presented in different statistical methods.

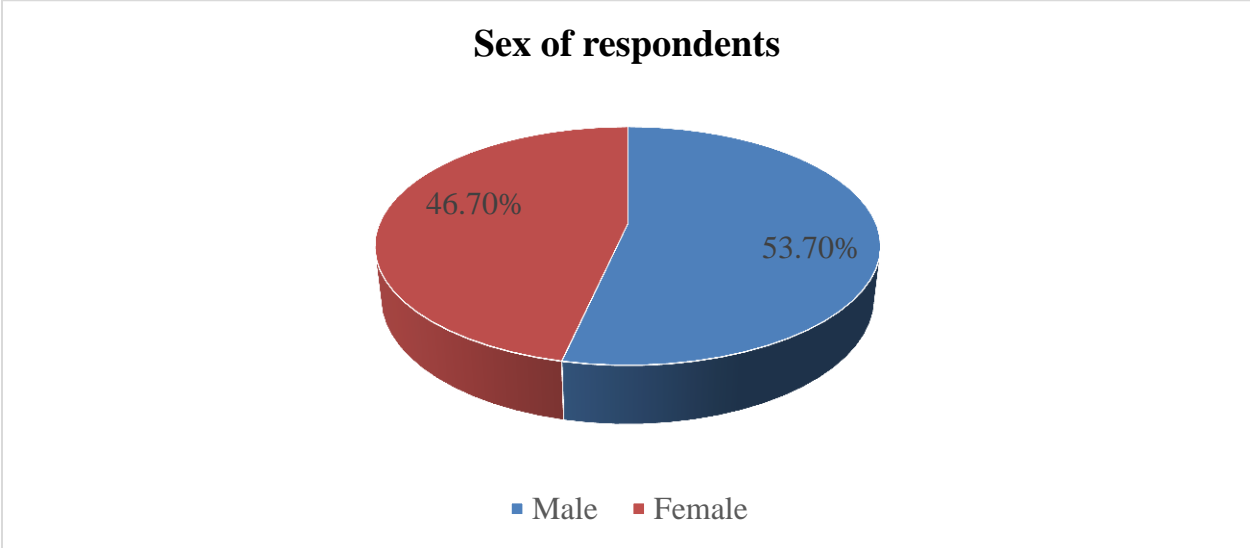
4.3. Socio-demographic Characteristic of Students

This part describe the analysis of data gathered on the socio-demographic characteristics of the respondents and presents by using frequencies and percentages.

4.3.1. Gender of Respondents

The respondents were asked to indicate their gender to ensure both representations of the gender were included in the study and obtained the following responses. Among respondents about 44 (53.7%) were male and the remaining 38(46.3%) were females. This gender distribution is crucial for analyzing potential differences in language learning outcomes between genders. By including both male and female respondents, the study can more accurately assess how gender

may influence aspects such as motivation, engagement, and learning strategies in English language acquisition, leading to more tailored and effective educational interventions (See figure 1).

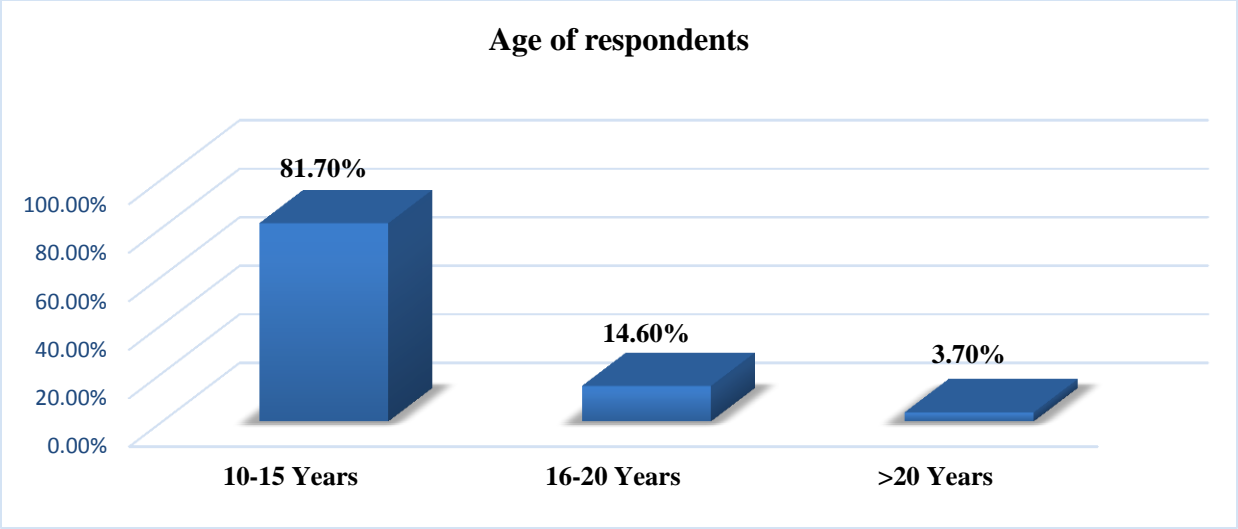


Source, own data 2022- 2023

Figure 1: Sex of respondents of grade 8 students of Teji primary school included in the study, 2022-2023

4.3.2. Age of Respondents

The study sought to identify the age category of the respondents. Regarding the age of the respondents, most of respondents 67 (81.7%) are in age group 10-15 years, about 12(14.6%) of respondents were in age group 16-20 years, and the remaining 3(3.7%) were in age group of above 20 years. Showing this distribution is significant as it helps to examine how different age groups may influence English language learning processes, including developmental stages, learning preferences, and engagement levels. By understanding the age composition, the study can provide more targeted insights and recommendations for educational strategies that provide to the specific needs of each age group (See figure 2).

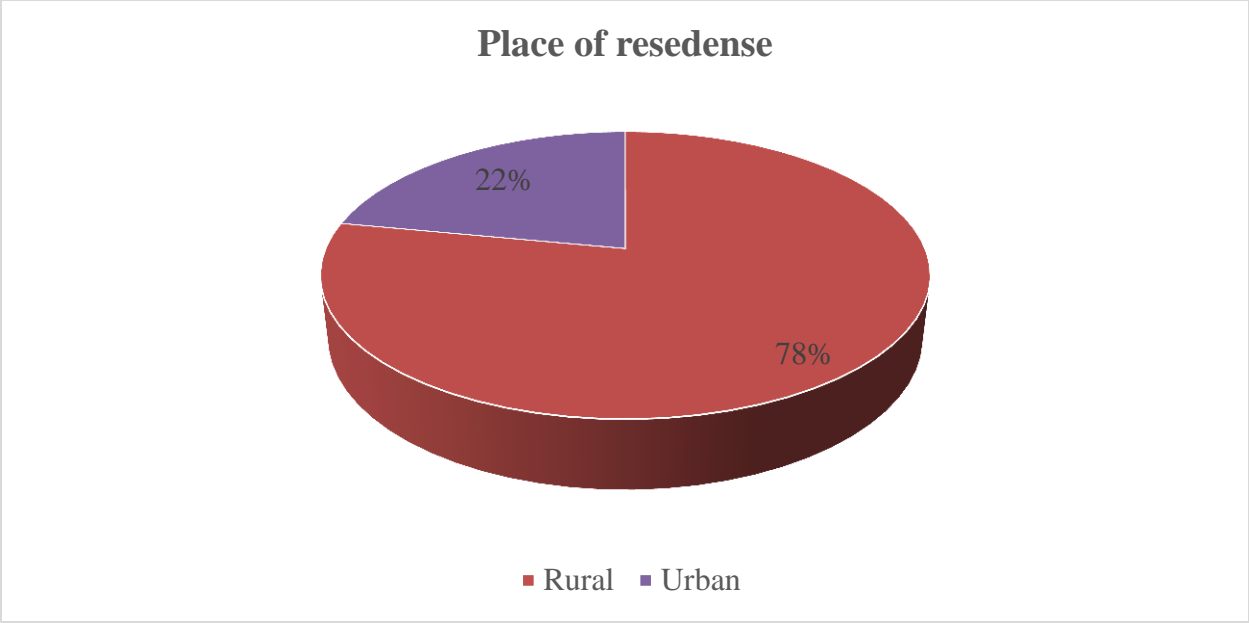


Source, own data2022- 2023

Figure 2: Age of respondents of grade 8 students of Teji primary school included in the study, 2022-2023

4.3.3. Place of Residence

According to the information collected from respondents on their place of residence, about 64(78%) and 18(22%) respondents were live in rural and urban respectively. This information helps to understand how the place of residence may affect language learning experiences and access to resources. Rural and urban environments often present different educational opportunities and challenges, so this data helps in analyzing how these factors might influence English language learning outcomes and it also helps in developing specific strategies to address the specific needs of learners from each area (See figure 3).

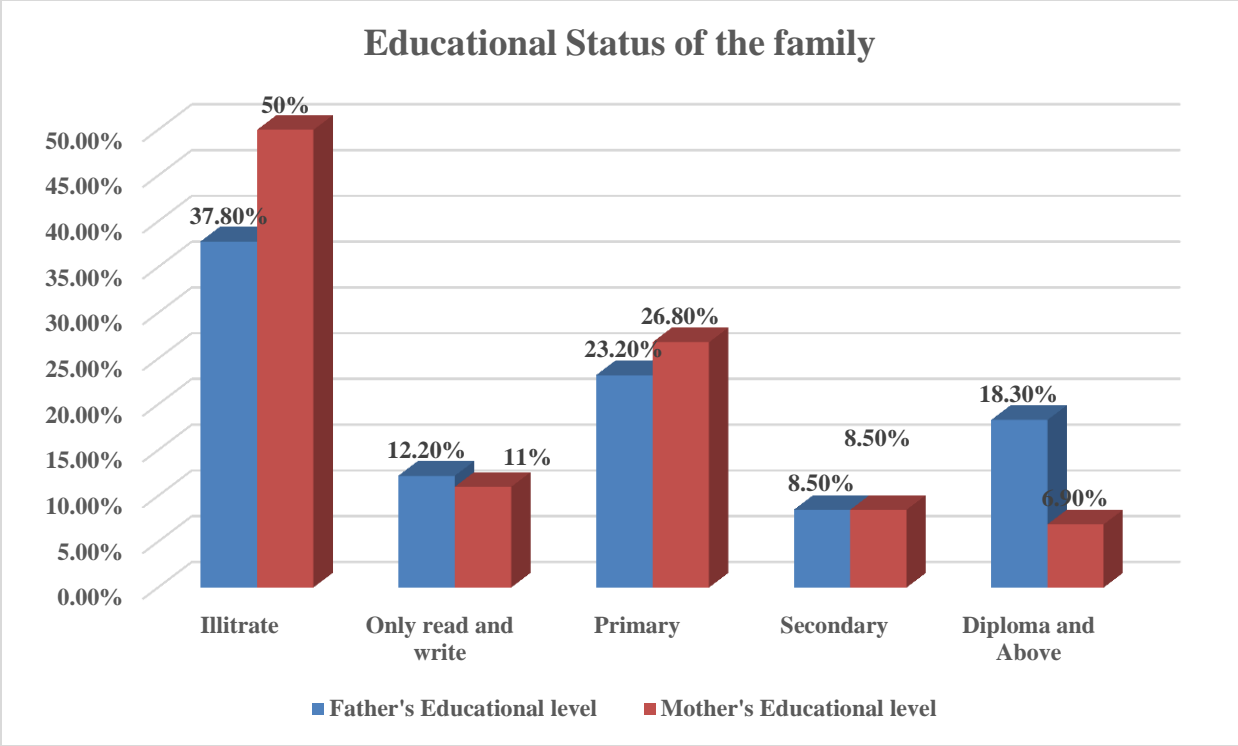


Source, own data2022- 2023

Figure 3: Place of residence of grade 8 students of Teji primary school included in the study, 2022-2023

4.3.4. Educational Status of the Family

This study aimed to indicate the educational status of the respondent’s family. Accordingly, about 31(37.8%) and 41(50%) of respondent’s father and mother educational level were illiterate respectively. On the other way only 15(18.3%) and 5(6.9%) were educational level were diploma & above respectively. This information is crucial for understanding how the educational background of students' families might affect their language learning opportunities and outcomes. For instance, students with parents who have higher levels of education may have access to more educational support and resources, which can enhance their English language learning experience (See Figure 3).



Source, own data 2022-2023

Figure 4: Educational status of parents of grade 8 students of Teji primary school included in the study, 2022-2023

4.4. Reading Comprehension Test Result

A reading comprehension test with ten (10) questions was administered to grade 8 sample students of Teji primary School. All of the respondents were well oriented to participate in the reading comprehension test. All of eighty two (82) sample students were participated in the study with response rate of 100%. After the test the researcher analyzed the test output to know whether the students have reading comprehension gap or not.

As shown in Table 1, the maximum and minimum score obtained by students included in the study were eight (8) and One (1) by female students respectively and seven (7) and one (1) by male students respectively. Similarly, the number of students who scored the passing mark, five and above was 25 (30.48%). As such, 14 (31.81%) male students and 11(28.95%) female students were scored passing and above marks. The result shows that, students ‘reading comprehension ability on this reading test is very low. This indicate that, actions are to be taken

by all concerned body; the students themselves, their teachers, and education office to minimize the situation and to work collaboratively so as to improve student's competencies in reading comprehension skills. For more numerical description of reading comprehension test, refer to Table 1.

Table 1: Overall reading comprehension test result among grade 8 students of Teji primary school included in the study, 2022/ 2023

No of score out of 10	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
10	0	-	0	-	0	-
9	0	-	0	-	0	-
8	0	-	1	2.63	1	1.22
7	3	6.82	4	10.53	7	8.53
6	5	11.36	4	10.53	9	10.97
5	6	13.63	2	5.26	8	9.75
4	12	27.27	11	28.95	23	28.05
3	11	25	12	31.58	23	28.05
2	5	11.36	3	7.89	8	9.75
1	2	4.54	1	2.63	3	3.66

Source, own data 2023

4.5. Students' Reading Comprehension Challenges

4.5.1. Challenges Related to Pre-reading

There were challenges/ difficulties on pre-reading of comprehension among students. In Table 2, question number 1 shows the magnitude of challenges of the sample students have problems of reviewing the purpose before reading a text. The responses to this question indicate that, 34(41.5%) of respondents indicate that they always have difficulty of reviewing the purpose of reading a text. About, 15 (18.3%) of respondents claim that, sometimes they have difficulty of reviewing the purpose of reading. On other hand, 11(13.4%) of respondents have rare difficulty of reviewing the purpose set. Similarly, 22(26.8%) show they don't have difficulty of reviewing

the purpose set before reading. This result show that, majority of the respondents have challenge of reviewing and identifying the purpose of a text. According to (Cox, 2019), Setting a purpose for reading helps students keep focused and engaged while reading. Reading with purpose motivates and helps students who tend to rush, take their time reading so they will not skip over main elements in the text. So, knowing and setting the purpose before reading the text is very important.

Question number 2 in table 2 indicate that, whether the respondents can read a text, and quickly can get the general idea of the text before they read in detail. According to the response of the students, about 31 (37.8%) of students face difficulty to read quickly through the story to get the general idea before they read the story closely. However, 14(17.1%) of respondents never faced difficulty to read quickly to get the general idea of the text. From this it is possible to conclude that most of the respondents couldn't know how to read quickly through the story to obtain the central idea of the text they read. According to different researcher and written documents, skimming helps you identify whether or not to continue reading, what to read carefully, and where the best place is to begin. An initial skim can also help maximize your interest in the text and your understanding and reflection on the material. According to (Mei-Yun, 1994), teaching students skimming skill is to help them know where to find the main ideas of the text. This indicate that, teachers should give great emphasis to concentrate students attentions to ward skimming introductory and concluding paragraphs of a text to pick up clues about the main points the writer is making in the text before reading in details.

Question 3 in table 2 indicate that, whether or not the students quickly read a text to get specific information before reading. According to the responses of the students, about 29 (35.4%) always face difficult to quickly read a text to get specific information before reading. Only 12(14.6%) of students quickly read a text and get specific information before detail reading without any difficulty. This indicate that, however the syllabus this level should scan the reading passage and answer the questions for specific information, larger number of students lacks the ability of scanning, or reading quickly to get specific information. To make the students able to quickly read the text and get specific information needed, the teachers should train their students how to identify the clues and locate the specific information. For more numerical description of pre-reading related challenges, please refer to Table 2.

Table 2: Pre-reading related challenges among grade 8 students of Teji primary school included in the study, 2023

s.no	Questions	Always		Sometime		Rarely		Never	
		Fq.	No.	Fq.	No.	Fq.	No.	Fq.	No.
1.	Having difficulty of reviewing the purposes that have been set before reading.	34	41.5	15	18.3	11	13.4	22	26.8
2.	Have difficulty to read quickly through the story to get the general idea before I read the story closely.	31	37.8	16	19.5	21	25.6	14	17.1
3.	I cannot read quickly the reading text to get specific information before reading.	29	35.4	18	21.9	23	28.0	12	14.6

Source, own data 2023

4.5.2. Challenges Related to While-reading

Getting knowledge by reading is one of the noticeable ways, and reading comprehension is a skill that help students in learning process. However, many students have some difficulties in reading comprehension. Among the challenges students facing is while reading gap. Table 3 indicated the level of problem students' face while reading comprehension. Among students more than half, 49(59.7%) always challenged how to use clues in the sentences, charts, and pictures to figure out new words, only 4 (4.9%) students never faced challenge of using clues in the sentences, charts, and pictures to figure out new words. This indicate that majority of target population lack metacognitive awareness and cognitive strategies.

About 43 (52.4%) of respondents do not know how to look for information that relates to the purpose, only 5(6.1%) know how to look for information that relates to the purpose. From this it is possible to conclude that the majority of the respondents have challenges of looking information that relates to the purpose their set. According to different scientific paper stated that, readers usually have a purpose in reading: there is something they want to find out, some information they want to check or clarify. In general, the purpose of the reader determines the kind of reading strategy he/she will employ.

Prediction using evidence from a text to say what may happen next, what events may unfold or how a character may behave is a key part of comprehension. According to the finding of this study, 53 (64.6%) respondents cannot predict what reading text will be about using clues, only 6 (7.3%) students can do. This shows that the majority of respondents was incapable of predicting the typical category of the reading text they intend to read. Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story. Making predictions encourages readers to use critical thinking and problem solving skills. Readers are given the opportunity to reflect and evaluate the text, thus extracting deeper meaning and comprehension skills. Students will also be more interested in the reading material when they connect their prior knowledge with the new information that is being learned. Therefore, a reader makes use of the schemata to interpret the text. If the relevant schemata are activated and ready to use, one can understand the text more easily.

If you do not remember what you read, the benefit of reading is negligible. According to the finding of this study, about 29 (35.3%) students responded that, they do not stop reading after each section and remember what they have read, while only 16(19.5%) do remember. This indicates that the majority of students do not stop reading after each section and visualize what they understand from their reading.

Question number 5 in table 3 indicates that, whether or not the students read silently and independently to comprehend a reading text. According to the responses of the students, only 12 (14.4%) always read silently and independently to comprehend a reading text. However, about 38(46.3%) never read silently and independently to comprehend a reading text. Question number 6 in table 3 shows how much students frustrate while they come to a part of story that is hard to read. As per the response of the students, 32(39%) always do frustrate when come to a part that is hard to read, 12(14.6%) never frustrated. From this we can conclude that most of students frustrate when they face difficult part that is hard to read.

Question 7 in table 3 indicates that, whether or not the students know how to work out the meanings of unfamiliar words from context. According to the responses of the students, about 36 (43.9%) always face difficult to on how to give meaning to unfamiliar words from context. Only 8(9.7%) of students know how to work out the meanings of unfamiliar words from context. From

this it is possible to conclude that most of the students have difficulty how to work out the meanings of new words from their context. To solve this issues adequate training and practice on guessing meanings using context should be emphasized.

Question 8 in table 3 indicates that was whether or not students do not know how to identify the basic references in a reading text. According to the finding of the study, 28(34.1%) students always do not know how to identify the basic references in a reading text. However, only 10 (12.2) know how to identify the basic references in a reading text. This indicate that majority of students don't identify the basic references in a reading text. For more numerical description of while-reading related challenges, please refer to Table 3.

Question 9 in table 3 indicates that, whether or not the students know to adjust the speed of my reading by deciding how difficult the story is to read. According to the finding of this study, 38(46.3%) always have difficult of adjusting their speed by deciding how difficult the story is. On other way, only 10(12.2%) of students adjust their speed without any difficulty. This indicate that, most of the students do not have cognitive domain how to adjust their reading speed based on the nature of the story. According to (Catherine, 1982) indicated that, reading is an activity with purpose which help the reader in different reading system. It helps the reader determine how and at what speed he/she should read the material.

Question 10 in table 3 indicates that, whether or not the students lack the skills of making notes when the reading has lots of new information. According to the finding of this study, 41(50.0%) always have difficult of making notes when the reading has lots of new information. However, 10(12.2%) students have skill of making notes when the reading has lots of new information. Note taking is so hard not just because handwriting is slower than live speech, but because the mental processes that allow students to take effective notes are so demanding. Developing effective note- making skills can be considered as a right track to academic success. It is through effective note-making skill that learners at school accomplish their educational objectives.

Question 11 in table 3 indicate that, whether or not the students know how to jot down questions to ask the teacher, especially, when I am confused. According to the finding of this study, 36(43.9%) always have difficult of jotting down question to ask the teachers. However, 10(12.2%) students have skill of jotting down questions to ask the teacher and never confused of

identifying and asking question. It can be concluded from this that the majority of the respondents of the target sample fail how to make questions. According to (Nuttall, 2005), well planned questions make the reader realize their level of understanding.

The last while-reading question is to identify whether or not the students do know how to tell the difference between the important and less important parts of the story. According to the finding of this study, 29(35.3%) always have difficult of differentiating important and less important parts of the story. However, 15(18.3%) students have skill differentiating the important points from not important ones and never fail to differentiate between the central ideas, major and minor details in a given text. This indicate that majority of students fail to differentiate important points from non-important points. For more numerical description of while-reading related challenges, please refer to Table 3.

Table 3: While-reading related challenges among grade 8 students of Teji primary school included in the study, 2023

s.no	Questions	Always		Sometime		Rarely		Never	
		Fq.	No.	Fq.	No.	Fq.	No.	Fq.	No.
1.	I do not know how to use clues in the sentences, charts, and pictures to figure out new words.	49	59.7	21	26.9	8	9.7	4	4.9
2.	I do not know how to look for information that relates to the purpose	43	52.4	24	29.3	10	12.2	5	6.1
3.	I cannot predict what reading text will be about using clues	53	64.6	16	19.5	7	8.5	6	7.3
4.	I do not stop reading after each section and remember what I have read.	29	35.3	22	26.8	15	18.3	16	19.5
5.	I read silently and independently to comprehend a reading text.	12	14.6	14	17.1	18	21.9	38	46.3
6.	When I come to a part of the story that is hard to read, I become frustrated.	32	39.0	17	20.7	21	25.6	12	14.6
7.	I do not know how to work out the meanings of unfamiliar words from context.	36	43.9	23	28.0	15	18.3	8	9.7

8.	I do not know how to identify the basic references in a reading text.	28	34.1	24	29.3	12	14.6	10	12.2
9.	I do not know to adjust the speed of my reading by deciding how difficult the story is to read.	38	46.3	21	25.6	13	15.8	10	12.19
10.	I lack the skills of making notes when the reading has lots of new information.	41	50.0	20	24.4	12	14.6	9	11.0
11.	I do not know how to jot down questions to ask the teacher, especially, when I am confused.	36	43.9	24	29.2	15	18.3	7	8.5
12.	I do not know how to tell the difference between the important and less important parts of the story.	29	35.3	23	28.0	14	17.1	15	18.3

Source, own data 2023

4.5.3. Challenges Related to Post-reading

Post-reading strategies help students to summarize their learning, check for understanding, and organize their thoughts and ideas. Students should also participate in post-reading strategies, but you'll want to make the content more comprehensible for them. However, students especially, those who learn English as a second language face post-reading challenges.

Table 4 indicated the level of problem students' face post-reading comprehension. Question 1 indicates that, whether or not the students know how to infer meaning from a reading passage. Among students, 29(35.4%) always face challenge how to infer meaning from a reading passage, only 12 (14.6%) students never challenged to infer meaning from a reading passage. This indicates that the majority of the students fail to make inferences from the story they read. Readers need to see or go beyond what is explicitly stated. In order to do this, they have to make mental association between the reading material and their background knowledge related to what they read. Hence, making an inference requires the readers to combine prior knowledge and the experience with text information.

Question 2 in table 4 indicates that, whether or not the students rarely discuss ideas with a partner or group. According to the finding of this study, 32(39.0%) claimed that they always fail to discuss ideas with their partners or groups after they read a text. However, 14(17.0%) students

never fail to discuss ideas with partners or groups after reading a text. This can be due to lack of awareness of discussion will lose the opportunity to get additional and supportive ideas.

Question 3 in table 4 indicate that, whether or not the students lack training on how to skim to find parts that might answer a question and reread these. According to the finding of this study, 38(46.3%) claimed that they always lack training on how to skim to find parts that might answer a question. However, 10(12.2%) students they never lack training on how to skim parts of a text so as to get the required information. From this it is possible to conclude that majority of students lack training to properly skim to find parts that might answer a question and reread these. So the teacher should focus on training students on proper strategic skimming.

Question 4 in table 4 indicate that, whether or not the students have less experience on how to relate what I read to my past knowledge. According to the finding of this study, 35(42.7%) reported always have less experience on how to relate what I read to my past experience. However, 11(13.4%) students they never lack experience on how to relate what I read to my past experience. This shows that they lack sufficient schematics about the topic of the text they read, or they do not activate the appropriate plan to the concept in the reading text. For more numerical description of post-reading related challenges, please refer to Table 4.

Table 4: Post-reading related challenges among grade 8 students of Teji primary school included in the study, 2023

s.no	Questions	Always		Sometime		Rarely		Never	
		Fq.	No.	Fq.	No.	Fq.	No.	Fq.	No.
1.	I do not know how to infer meaning from a reading passage.	29	35.4	24	29.3	17	20.7	12	14.6
2.	I rarely discuss ideas with a partner or group.	32	39.0	21	25.6	15	18.3	14	17.0
3.	I lack training on how to skim to find parts that might answer a question and reread these.	38	46.3	19	23.2	15	18.3	10	12.2
4.	I have less experience on how to relate what I read to my past experience.	35	42.7	22	26.8	14	17.1	11	13.4

Source, own data 2023

4.6. Classroom Observation Findings

The purpose of the classroom observation was to observe whether the concerned teachers utilize the reading procedures, strategies and techniques appropriately in their reading lesson. The observations were conducted in the English periods using structured checklist, particularly when the teacher carried out his actual reading lesson. The items in the checklist were mainly focus to what extent the respective teacher utilizes this reading procedures, such as Pre- reading, while-reading, and post-reading stages, and related strategies and techniques of the skill under study.

4.6.1. Pre-Reading Activities Observation

The observation is rated based on for likert scale system which numbered in the table 4,3,2,1 this indicate that always, sometimes, rarely and never respectively.

The process of pre-reading involves four steps or the Four Ps of pre-reading: preview, predict, prior knowledge and purpose. Before you get into the nitty-gritty of reading a report or any other writing, preview the entire text to grab the key ideas. This simply means to skim through the content, focus on the titles and headlines, and get a quick feel of the text.

Among the observation made in the class, from the two teacher observed one never give a chance to students to predict what the reading passage is about and the contents of the passage before reading. However, one teacher tried to explain the meanings of certain difficult words before they begin to read in order to help students develop a positive attitude towards reading, and minimize their difficulty of understanding of meaning of these words. From the observation of both teacher through consecutive observation, they tried to help and guide students on how they read for both general and specific information of the story. To some extent, the teachers were explaining the meanings of difficult words in the text during the observation. As pre-reading is like a primer for what's to come the teacher should focus to help students to exercise the pre-reading activities (See Table 5).

Table 5: Pre-Reading Activities observation results

s.no	Observation items	4	3	2	1
1.	Are Students given a chance to predict what the reading passage is about?	-	-	1	1
2.	Does the teacher draw students 'attention to the text title, sub-title, and/or for predicting the content of the passage before reading?	-	-	1	1
3.	Does the teacher assign the students to read for the general idea (gist) of the passage?		2		
4.	Does the teacher guide students to scan to get specific information?		2		
5	Does the teacher explain the meanings of difficult words in the text?		1	1	

Source, own data 2023

4.6.2. While-Reading Activities Observation

Activities during reading have two main purposes. First, they increase students' understanding of the text. Second, they enable the teacher to check if students understand what they are reading and in which areas students need help or support. According to the observation done, almost through the sequence of observation the teachers were giving opportunity for students to read more than once. However, they didn't motivate the students to read in silent and independent. Students were not were not interested to read the written text silently and individually. Rather they tend to talk and do other things in their mother tongue. This might be lack of motivation and lack of awareness. This do interfere with students capturing and understanding of the text contents. Regarding the availability of student's textbooks, only few students could bring their texts, but the great majority of the students come to class without their English text book. Without textbook there is no proper reading exercise. The while reading is a stage in which the students should be made to read silently to understand text in detail. (Baker, 2000) suggested that students need to practice silent reading. But students were not seen practicing this task as they were instructed by their respective teacher (See Table 6).

Table 6: While-Reading Activities observation results

s.no	Observation items	4	3	2	1
1.	Does the teacher give opportunity for students to read more than once?	-	2	-	-
2.	Does the teacher engage the students in silent and independent reading?	-	-	1	1
3.	Do students actively participate in reading activities and answering questions?			2	
4.	Do students have had a chance to read the passage and do different exercise in the class?		2		
5	Are there enough English textbooks in the classroom?		-	-	2

Source, own data 2023

4.6.3. Post-Reading Activities Observation

Post-reading activities give readers the opportunity to review, summarize their learning, and check for understanding, and organize their thoughts and ideas. However, teachers do not give much attention to post reading activities. As per the observation the teacher engage the students in some follow-up activities, such as completing tables, diagrams, writing composition. Nevertheless, both of the teachers has tried to make students guess the meaning of new words using contextual clues. During the observation the teachers were asking different questions related to reading story in the class to motivate and check students understanding of the text. Regarding the summarizing and comment on the main points of the text, the teachers are not doing in clear and easy understandable way to students. In general, the post-reading follow up and emphasis undergoing in the class is not at the level that the students need to learn and experience good reading skill (See Table7).

Table 7: Post-Reading Activities observation result

s.no	Observation items	4	3	2	1
1.	Does the teacher engage the students in some follow-up activities, such as completing tables, diagrams, writing composition, etc.?	-	-	-	2
2.	Does the teacher make the students guess the meaning of new words using contextual clues?	-	2	-	-
3.	Does the teacher check students 'understanding at the middle, or at the end of the lesson?	-	2	-	-
4.	Does the teacher summarizes and comment on the main points of the text?	-	-	1	1
5	Does the teacher encourage the students to relate the topic with their experience?	-	-	-	2

Source, own data 2023

4.7. Analysis of Interview Reports

Interview allows researchers to gain rich and detailed data from the participants' own expressions, which can show their actual feelings, motivations, and meanings. In addition, it enable researchers to get quality and depth of the data. The researcher made an attempt to identify factors that affect students 'reading comprehension through interviewing English language teachers in the school. The interview more focus on what problem do the teachers face when teaching reading comprehension, students factors that affect their reading comprehension, the efforts that the teachers do make to help to overcome students reading comprehension challenges, and school and environmental factors that affect student reading comprehension. After the objective of the study was explain to the teachers and the researcher got their full consent to participate in the study, they interviewed by using pre-prepared interview guide.

4.7.1. Teachers Related Factors

The English language teachers were asked to discuss on the difficulties, or challenges they have been encountered while teaching reading comprehension that in turn affect students 'overall reading comprehension performance. Accordingly teachers reflected on some of their factors that

affect the reading comprehension. The ideas were coded, analyzed and interpreted in meaningful ways.

In the first question; what problems do you face when teaching reading comprehension was asked to both teachers?

Teacher number one Claim that;

“Thank you for invitation, actually when I teach reading comprehension I am very interested. However, we faced different challenges. One of the challenges I am facing is student’s lack of understanding about reading comprehension. The students lack the ability to read and understand a reading text. As a result, in most cases they ignore reading comprehension activities. Another challenge may be students lack reading habit. Reading ability comes through gradual changes and it is not something that can be mastered in short period of time. So most of my students do not have a reading habit in their background. Due to this reason, they want to ignore reading comprehension tasks, or they considered it as less useful activities. The other challenge that the teacher raised is, there are excessive number of unfamiliar words presented in student’s reading text along with its unfamiliar cultural aspect.

As per the discussion and points raised from the first teacher, there are many challenges facing in teaching reading comprehension lack of experience, less participant, lack of understanding, lack of vocabulary knowledge, lack of reading habit, and lack of practice. Most of the students of this grade level were less interested and less participant as they lack experience. As a result, students give less attention to reading skills, and they even ignore the practice of reading comprehension activities. This degrades their reading comprehension abilities, and can even affect the teaching reading comprehension activities. Limited vocabulary knowledge is one of the key challenge raised that potentially affect the overall reading comprehension. If students do not know the meanings of a sufficient proportion of words in the text, comprehension may not be attained. Therefore, teachers are expected to look for ways to motivate their students to read and comprehend a written text in meaningful and attractive ways.

Teacher number two Claim that;

“According to our school there are many challenges faced concerning reading comprehension. Students do not actively participate in reading passage and do not have interest to do reading comprehension exercises. They simply follow their teacher as if he read the passage word by word and give them feedback for all the activities at hand. Students do not guess the meanings of these new words. They always ask the teacher to translate to their mother-tongue. This implies that students have poor background. If students are not in the position to be active participants in reading activities, their progress to meet their academic endeavor would undoubtedly be affected”.

The main issue this teacher raised is that, most of students under investigation have a number of problems which may affect the teaching of reading comprehension activities. Most of the students expected that their respective English teachers would tell them everything about the issues of the reading passage instead of doing their role as active readers. Hence, students preferred to practice reading a written text loudly rather than reading it silently and individually. In addition, students ‘poor background knowledge about a text can be another factor which hamper their reading comprehension abilities. Hence, students appeared unable to associate the text with their prior knowledge, or experience to comprehend the text.

4.7.2. Student Related Factors

To identify some of the student factors that affect reading comprehension, teachers were asked to explain what student’s factors do challenges the reading comprehension learning. The following question was asked both of the teachers.

What problems do your students have that affect their reading comprehension?

The first teacher indicated the following information;

“The big problem that is affecting student English language education, specifically the reading comprehension is socio-cultural issue. The second is they do not have background knowledge how to read and comprehend texts. The other problem is that most students do not have background knowledge how to guess the meanings of new words from the context. There is also class-wise problem for example if a teacher jumps a

text which students are supposed to read, they may lose interest. In other words, the focus of the teacher can adversely affect the interest of the students to be low. Most of the students unable to employ the various reading procedures, strategies and techniques go through the reading tasks or activities in their textbook”.

The first teacher indicated, most of the students were not interested to learn and practice reading activities due to a number of reasons. One of these may be the sociocultural problem. This is due to most of the students come from most a lower class society who could not afford their students ‘basic needs and facilities related to education. It can be inferred from the above data that teachers may skip over some reading texts fearing that the whole contents of the textbook may not be covered within the assigned time frame. Unless they cover all the portions of the text, they are deprived of their professional duty and feel a sense of insecurity to the existing situation. Most of the target sample of students have poor reading background in the previous levels.

The second teacher indicated the following information;

“Most of my students have problem of understanding coherences, how the ideas flow from topic to topic, from sentence to sentence, and from paragraph to paragraph. They don’t have experience of focused and salient reading comprehension. The other main issue that affects their comprehending ability of a text is that most of the students are unable to know well about the function of the text to be read. Most of my students are unable to use the different reading stages, strategies and techniques. If they had the knowledge and the skills of the various reading strategies and techniques, they could develop their reading comprehension skills step by step”.

Problem of understanding coherences is another problem which can affect their text understanding skills. Most of the students were unable to utilize the different reading stages, strategies and techniques when they engaged at reading a text. The students do not have deep knowledge of the importance of reading compression. So, by focusing on student current status, the strategies to identify and tackle the student gap needs to be develop.

4.7.3. Environmental and School Related Factors

As per the interview done the following environmental and school factors were identified.

According to the teachers responses “Interesting reading materials are not available in school and library condition is not good to sit and ready, there is no mass awareness creation system like mass media in the school, Unavailability of seating in the library for both students and teachers, Lack of training by school how to teach reading speed and comprehension, no training for teachers that they need the training on how to record the students’ progress on reading speed and comprehension, weak of school administrative support, school did not pay for tutor and did not schedule to teach reading, and Problem of large class size” are some factors raised.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This part summarizes the findings of the study and the conclusions drawn from the analysis. The study mainly analyzed factors that affect the development of effective English reading comprehension skill in case of grade 8 students of Teji primary school. From the information collected and analyzed, general conclusion and recommendation was drawn.

5.2. Summary of Major Findings

In the study process the researcher tried to focus on four major research questions; assessing level problem related to English reading comprehension, identifying student related factors that hinder the development of effective English reading comprehension skill, identify teacher related factors that hinder the development of effective English reading comprehension skill and identifying environmental related factors that hinder the development of effective English reading comprehension skill.

The socio-demographic characteristics of students were identified to get some background data. About 53.7% of respondents were male. Majority 81.7% of respondents were in age group of 10-15 Years. More than 78% of student live in rural area. Majority of student's parent's educational level were either illiterate or only able to read and write.

From the finding of this study that tried to analyze the reading comprehension test result shows that students 'reading comprehension performance was low. Only, 14 (31.81%) male students and 11(28.95%) female students were scored passing and above marks. Most of the students had problem of looking information which relates to their purpose of reading.

Concerning pre-reading stage, most of the students have difficulty of setting the purpose of text. Majority of students have difficulty to read quickly through the story to get general and specific information during reading comprehension. During reading stage; more than 59% of students have challenge to use clues in the sentences, charts, & pictures, more than 52% don't know how to look for information that related to the purpose. More than 64.6% of students cannot predict

what reading text will be about, only 14.4% of students always read comprehension silently and independently. About 39% always frustrate when come to a part that is hard to read. Majority of respondents have difficulty of how to work out the meaning of unfamiliar words from context. Significant number of students also have difficulty of making notes when the reading has a lot of information. Jotting down and asking question is also a place that students have great gap among students. More importantly, student have challenges of differentiating important and less important part of the text. Regarding post-reading comprehension; majority of the students face challenges of inferring meaning from a reading passage. Most of the students also claim that there is no training given to them how to scan text to find specific information. Relating the content and purpose of the text to their past experiences is one of the major challenges identified.

Generally, the majority of the students lack cognitive strategies, and meta-cognitive awareness how to skim and scan the text to get the idea of the passage and the specific information in the text respectively. They also lack these strategies how to use clues to figure out meanings of new words from the context. It was shown that from the analysis of the data, the majority of the respondents did not actively participated in reading comprehension activities during the actual classroom reading lesson instruction, perhaps, due to lack of encouragement and interest.

There were many factors related to challenges of comprehensive reading gaps of students. This factors can raise from students themselves, from teachers, and from school and environment. From teacher side, most of teachers' jumps a portion of reading comprehension to finish the book within given time, less interest in teaching reading among teachers, the capacity of teachers to give enough information about stage and process of comprehensive reading are among some of teacher related factors. Socio-demographic characterizes of students, lack of understanding about reading comprehension, students less interest to involve in reading comprehension exercise and less background knowledge about reading are student related factors.

Some of school and environmental factors that affect reading comprehension are; reading materials are not available in school and library condition is not good to sit and ready, there is no mass awareness creation system like mass media in the school, library is not comfortable, lack of training by school how to teach reading speed and comprehension, no training for teachers that they need the training on how to record the students' progress on reading speed and

comprehension, weak of school administrative support, school did not pay for tutor and did not schedule to teach reading, and Problem of large class size” are some factors identified.

5.3. Conclusion

- From the finding of reading comprehension test result shows that students ‘reading comprehension performance was low.
- Majority of the respondents did not actively participated in reading comprehension activities during the actual classroom reading lesson instruction,
- Students lack of encouragement and interest in their reading comprehension.
- Significant number of students also have difficulty of making notes when the reading has a lot of information.
- The majority of the students lack cognitive strategies, and meta-cognitive awareness how to skim and scan the text to get the idea of the passage and the specific information in the text respectively.
- There is shortage of supplementary books, in school library, which can be relevant to the development of students ‘reading skills, and reading comprehension, in particular.
- There were many factors related to challenges of comprehensive reading gaps of students. This factors can raise from students themselves, from teachers, and from school and environment.
- Socio-demographic characterizes of students, lack of understanding about reading comprehension, students less interest to involve in reading comprehension exercise and less background knowledge about reading are student related factors.
- Weak of school administrative support, school did not pay for tutor and did not schedule to teach reading, and Problem of large class size are major factor affecting reading comprehension.

5.4. Recommendation

From the conclusion drawn, the researcher recommends the following appertain to alleviate students' reading comprehension problems and develop their overall reading competencies.

- Students are expected to read much harder than before in order to compensate their reading limitations and improve their capability in reading comprehension activities, and meet their academic success, personal needs in different situations. Teachers are also responsible for Students` development of reading skills in general, and reading comprehension, in particular. Hence, much emphasis should be given to the reading comprehension skills of the learners. Teachers should give sufficient training, guidance and practice on reading comprehension skills by making use of the student's text and any other related texts which, they think relevant, can improve the development of students' reading competencies in general, and reading comprehension, in particular.
- In order to develop students' vocabulary power, and enhance their reading comprehension understanding of a text, teachers should be able to give adequate training and guidance and practice on how to figure out meanings of new words, presented in the text in their context, by employing the different word-attack skills, such as syntactic/structural clues, inferring, from the context, occasional use of a dictionary.
- In order to develop effective reading comprehension competencies, students would be able to employ the reading procedures, strategies and techniques when they engage in reading skills in general, and reading comprehension in particular. Likewise, English Language teachers in particular should have to guide, orient and train the students so that students become effective users of this strategies, techniques, and procedures. Hence, teachers should give due attention to train and guide students towards effective reading comprehension skill by employing the different reading procedures, strategies and techniques.
- More cultural contents should be included in order to motivate students more to reading texts and foreign cultures should be minimized from the text at hand
- In order to overcome and bridge the gap of students poor foundation of their English language in their previous grade levels, teachers should have to work much harder to follow appropriate techniques and strategies in the actual classroom as well as sett additional classes on the skill under investigation. And students show keen interest to learn and participate actively in reading comprehension instruction offered to them.

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ANNEX: RESEARCH QUESTIONNAIRE

ANNEX I: English language questionnaire

Dear respondents;

The purpose of this questionnaire is to enable me to carry out a research for the partial fulfillment of master degree of foreign language and literature. The research focuses on the topic of “exploring factors that affect the development of effective English reading skills of grade 8 at Teji primary school”. Hence, to gather information, I kindly seek your assistance in responding to the questions listed below. Any information you present will be kept confidential and will be used only for academic purpose. Your cooperation and prompt response will be highly appreciated.

N.B: Writing your name is not necessary

Put “√” for your choice in the box provided

Contact Address

If you have any question, please contact me and I am available as per your convenience

Zubeyda Ahmed (Mobile: 0945940606)

Thank You!!

Part I: Socio demographic characteristics (for students)

s.no	Characteristics	Possible responses
1.	Sex of respondent	<input type="checkbox"/> Male
		<input type="checkbox"/> Female
2.	Age of respondents	<input type="checkbox"/> 10-15 years
		<input type="checkbox"/> 16-20 years
		<input type="checkbox"/> 21-25 years
		<input type="checkbox"/> >=26 years

3.	Living place	<input type="checkbox"/> Rural
		<input type="checkbox"/> Urban
4.	Educational status of respondent's father	<input type="checkbox"/> Illiterate
		<input type="checkbox"/> only read and write
		<input type="checkbox"/> Primary education
		<input type="checkbox"/> Secondary education
		<input type="checkbox"/> diploma
		<input type="checkbox"/> First degree
5.	Educational status of respondent's mother	<input type="checkbox"/> Masters and above
		<input type="checkbox"/> Illiterate
		<input type="checkbox"/> only read and write
		<input type="checkbox"/> Primary education
		<input type="checkbox"/> Secondary education
		<input type="checkbox"/> diploma
		<input type="checkbox"/> First degree
<input type="checkbox"/> Masters and above		

Part II: Reading comprehension test

Read the following comprehension and answer the question that follow.

Your mind's ability to bring back experiences you have had is your memory. There are two kinds of remembering: recall and recognition. For instance, you may not be able to recall the poem you read yesterday in class, but if you see it again, you will know it suddenly because you recognize it. Some few people have total recall, often spoken of as a photographic memory. A person with total recall can recite a whole page of a book he/she has read only once, or play a musical composition after hearing it once. This is very unusual, however, and most people lack the ability to remember, but because they had not paid much attention to what they heard. They felt no personal reasons to remember. Having a personal reason for remembering is one of the most important factors for a good memory. When you have a strong reason for remembering, concentrate as you read or listen, and try to connect the new information to things you already know. A detail is easy to remember when it fits into a whole that makes sense. If you understand the entire history lesson before you try to remember any particular dates, your memory may surprise you.

1. This text as a whole tells us about _____

- A. People who can remember whole pages.
- B. People who can't remember names.
- C. Our memory and how to improve it.
- D. Recognition and recall

2. A person with photographic memory is _____

- A. Can only remember things if he looks at a photograph.
- B. Can be found in mental hospital.
- C. Can remember every detail of what he sees or hears.
- D. Can use more of his/her short-term memory.

3. The writer tries to show that _____

- A. Readers should pay less concentration as they read or listen.
- B. Readers should have strong personal reasons to remember.
- C. Readers 'short-term memory should be used more often than their long-term memory.
- D. Almost all readers have similar memory abilities.

4. One way to improve memory is _____

- A. To ask other people to repeat something you want to remember.
- B. To have a camera with you all the time.
- C. To learn everything by heart.
- D. To concentrate on what you hear or read.

5. Which sentence is not true?

- A. If you can't remember things, you have no memory.
- B. Recognition and recall are the two kinds of memory.
- C. Total recall is remembering something in it's entirely.
- D. A person can remember anything better if he has a strong reason for reading.

6. The word "it" in line 3, refers to:

- A. experience B. mind C. poem D. class

7. The word "they", in line 7, refers to:

- A. people B. memory C. reasons D. factors

8. The word 'it', in line 11, refers to:

- A. a whole B. a detail C. reason D. information

9. The word 'instantly' in line 3, means:

- A. Promptly B. rarely C. occasionally D. slowly

10. The word 'unusual' in line 6, means:

- A. widespread B. common C. unfamiliar D. well known

Part III: Students' Reading comprehension problems

The following statements show the different reading strategies a reader employs in reading comprehension activities. Indicate the extent to which you employ these strategies to understand and process a reading text properly. Please, put a tick mark (√) that reflect your idea.

4: Always, 3: Sometime, 2: Rarely, 1: Never

S.no	Questionnaire items answered by the target samples	4	3	2	1
1.	I have difficulty of reviewing the purposes that have been set before reading.				
2.	I cannot read quickly through the story to get the general idea before I read the story closely.				
3.	I cannot read quickly the reading text to get specific information before reading.				
4.	I do not know how to use clues in the sentences, charts, and pictures to figure out new words.				
5.	I do not know how to look for information that relates to the purpose I have set, or the teacher set.				
6.	I cannot predict what reading text will be about using clues				
7.	I remember what I have read while reading continuously.				
8.	I read silently and independently to comprehend a reading text.				
9.	I do not know how to jot down questions to ask the teacher, especially, when I am confused.				
10.	When I come to a part of the story that is hard to read, I become frustrated.				
11.	I do not know how to work out the meanings of unfamiliar words from context				
12.	I do not know how to identify the basic references in a reading text.				
13.	I lack the skills of taking notes when the reading has lots of new information				
14.	I do not know to adjust the speed of my reading by deciding how difficult the story is to read.				
15.	I do not know how to tell the difference between the important and less important parts of the story.				
16.	I rarely discuss ideas with a partner or group.				
17.	I lack training on how to skim to find parts that might answer a question and reread these.				
18.	I have less experience on how to relate what I read to my past experience.				
19.	I do not know how to infer meaning from a reading passage.				

Part IV: Observation checklist

The following observation checklist is presented to observe to what extent English teachers implement the different activities of reading stages and strategies.

Key: **4: Always, 3: Sometime, 2: Rarely, 1: Never**

No	Observation checklist	Rating Frequency Scale			
		4	3	2	1
1	Are Students given a chance to predict what the reading passage is about?				
2	Does the teacher draw students ' attention to the text title, sub-title, and/or for predicting the content of the passage before reading?				
3	Does the teacher assign the students to read for the general idea of the passage?				
4	Does the teacher guide students to scan to get specific information?				
5	Does the teacher explain the meanings of difficult words in the text?				
6	Does the teacher give opportunity for students to read more than once?				
7	Does the teacher engage the students in silent and independent reading?				
8	Do students actively participate in reading activities and answering questions?				
9	Does the teacher engage the students in some follow-upactivities, such as completing tables, diagrams, writing composition, etc.?				
10	Does the teacher make the students guess the meaning of new words using contextual clues?				
11	Does the teacher check students ' understanding at the middle, or at the end of the lesson?				
12	Does the teacher summarizes and comment on the main points of the text?				
13	Does the teacher encourage the students to relate the topic with their experience?				
14	Are there enough English textbooks in the classroom?				
15	Do students have had a chance to read the passage and do different exercise in the class?				

INTERVIEW FOR TEACHERS

The purpose of this interview is to gather information on MA research entitles: exploring factors that affect the development of effective English reading skills of grade 8 at Teji primary school. I would like to say thank you for sparing your valuable time and effort in this interview. The information you provide in this interview is highly valuable, and the responses you give for the questions of the interview are of great importance for the success of the study. Therefore, I kindly request you to respond to the questions genuinely. I would like to let you know that any information you provide will be kept confidential and used only for this study. Hence, there is no need to introduce your name as I am using a code for this.

Now, let us proceed to the interview questions.

1. What problems do you face when teaching reading comprehension?

2. What problems do your students have that affect their reading comprehension?

3. What efforts do you make to help your students overcome their reading comprehension problems?

4. What are school and environmental factors that do affect student reading comprehension?

ANNEX I: Afan Oromo language questionnaire

Kaayyoo gaafannoo kana rakkoo hubannaan dubbisuu barattootaa Mana barumsa Teji sadarkaa 1ffaa kutaa 8ffaa qorachuudha. Odeeffannoowwan gaafannoo kana keessatti qophaa'an baay'ee bu'a qabeessaa fi deebiin isin kennitan fiixa ba'iinsa qorannichaaf murteessoodha. Kanaaf ofitti amantumaa fibilisaansoda tokkoon malee deebisuu yaalaa. Maqaa kessan barreesuun hin barbaachisuu.

Na wajjiin hojjachuu keessaniif durseen issin galateeffadha.

I. Gaaffilee haala dhuunfa fi hawasumaf

	Characteristics	Possible responses
1.	Saala	<input type="checkbox"/> Dhiira
		<input type="checkbox"/> Dhalaa
2.	Umrii	<input type="checkbox"/> wagga 10-15
		<input type="checkbox"/> wagga 16-20
		<input type="checkbox"/> wagga 21-25
		<input type="checkbox"/> wagga >=26
3.	Bakka Jireenyaa	<input type="checkbox"/> Baadiyaa
		<input type="checkbox"/> Magalaa
4.	Sadarkaan barumsaa abba kee hangamii?	<input type="checkbox"/> Kan hin baranne
		<input type="checkbox"/> Dubbisuufi barressuu qofa
		<input type="checkbox"/> Sadarkaa 1ffaa (1-8)
		<input type="checkbox"/> Sadarkaa 2ffaa (9-12)
		<input type="checkbox"/> Dipiloomaa fi sanaa ol
5.	Sadarkaan barumsaa haadha kee hangamii?	<input type="checkbox"/> Kan hin baranne
		<input type="checkbox"/> Dubbisuufi barressuu qofa
		<input type="checkbox"/> Sadarkaa 1ffaa (1-8)
		<input type="checkbox"/> Sadarkaa 2ffaa (9-12)
		<input type="checkbox"/> Dipiloomaa fi sanaa ol

II. Rakkoolee dendeettii hubannaa dubbissuu barattootaa

Ibsi itti aanee dhufu tarsimoolee hojii dubbisa gara garaa fii hubannaan dubbissuu agarsiisuudha. Sadarkaalee dubbisaa fi tarsimoolee adeemsa hubannoo keessanii agarsiisuuf mallattoo (√) fayyadamuun yaada keessan calaqqisaa.

La kk .	Gaaffilee	Yeroo hunda	Yeroo Tokko	Darbee darbee	Gonkumaa
1	Dhimmoota dubbisa dura karoorse keessa deebi'uu keessatti rakkoon naqunnama.				
2	Osoon dubbisa itti maxxanee (dhihaadhee) hin dubbisneen dura yaada dimshaashaa argachuuf saffisaan dubbissuu hin danda'u.				
3	Dubbisaan dura yaada murtaawaa argachuuf ariitiin dubbissuu hin danda'u				
4	Qaawa (tilmaama) hiika himaa, gabatee fi suuraa fi jacha haarawa naaf keennametti fayyadamu hi beeku.				
5	Akkaataa odeeffannoon dhimmoota ani gurmeesseefi barsiisaan daree qindeesse haalli itti barbaadu na rakkisa.				
6	Qawwa fayadamuun dhima barrefammaa hubachuun na rakisa.				
7	Kutaalee hunda osoon addaan hi kutin dubbisuun waanin dubbise nan yaadadha.				
8	Dubbisa (barreeffama) dubbisee hubachuuf callisaa fi dhunfaaniin dubbisa.				
9	Yeroo yaadni na jalaa waldhahu akkaataa saffisaan yaadannoo qabadhe barsiisaa gaafadhu hin beeku.				
10	Seemessa (barruu) dubbisuuf ulfaatu yeroo na qunnamu sodaafi cinqamuun garagara naqunama.				
11	Hiika jachoota harawaa himawalin deemurra adda basuu				

12	Akkaataa eertuu dubbisa keessa ittiin addaan baafatan hin beeku.				
13	Dubbisni yoo odeeffanno haaraa hedduu of keessa qabaate akkataa qabsiisa (nootii) itti qabadhu irratti hanqina qaba.				
14	Ulfaatina dubbisa tokko irratti hundaa'ee akkaataa saffisa dubbisa kiyyaa itti murteessu hin beeku				
15	Dubbisa tokko keessatti odeeffannoo baayyee barbaachisaa ta'eefi kan hin taane akkaataa ittin adda baasu hin beeku.				
16	Darbee darbee yaada dubbisa tokko tokko hiriyyoota kiyya waliin nan mari'adha.				
17	Yaada walii gala dubbisa tokkoo barbaadee akkasumas deebii deebisuuf hanqina irra deddeebi'anii shaakaluu qaba.				
18	Akkaataa waan duraan beekuufii kan amma walbira qabee dubbisa hubachuu irratti muuxanno gadi annaa qaba.				
19	Akkaataa dubbisa irratti hundaa'ee dubbisa irraa hiika iti kennu hin beeku.				