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**DEPARTMENT: FOREIGN LANGUAGE STUDIES AND
LITERATURE**

**INVESTIGATING FACTORS AFFECTING STUDENTS'
READING COMPREHENSION: ABBICHU AND GNEA
WOREDA SECONDARY SCHOOL (9_12 GRADES), IN NORTH
SHEWA ZONE, OROMIA REGIONAL STATE**

MA THESIS

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INVESTIGATING FACTORS AFFECTING STUDENTS'

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A Thesis submitted to Department of foreign Language and Literature in Fulfilment of master's degree in English Language Teaching

This is to certify that MA thesis prepared by **Feyisa Tulu** entitled: **Investigating factors affecting students' reading comprehension**: abbichu and gnea woreda secondary schools (9_12)grades submitted in the fulfilment required for the master's degree of arts in English teaching as foreign language compiles with the regulations of the university and meet the expected standards with respect to originality.

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List of Abbreviations and Acronyms

NR	Number of Respondents
TEFL	Teaching English as Foreign Language
Na	And

ABSTRACT

The aim of this study is to examine factors that negatively affect grade 9-12 students' reading comprehension in Abbichu and Gnea Woreda's secondary schools. To attain this objective, descriptive case study research design in which mixed methods-qualitative and quantitative were employed to collect and interpret the findings and draw inferences. The data were collected from 200 students who were randomly chosen from the total population of 2217 and 11 English language teaching teachers using purposive sampling techniques for the sake of collecting additional data for the study. The researcher used questionnaire and standardized reading comprehension test as major data collection tools, while classroom observation group discussion and interview were used as supportive data gathering tools and a means of data triangulation and/or validation for study. Consequently, the data obtained through 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 questionnaire and classroom observation checklist were analyzed and interpreted quantitatively by employing descriptive statistical techniques, such as frequency counting, percentage, while data obtained from teachers' and students interview and focused group discussion were analyzed, described, and interpreted qualitatively. 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 of extracting meanings from the reading comprehension test. The findings obtained from student's questionnaire and standardized reading comprehension test result found that most students have difficulty of how to skim and scan a text for the gist of the text and the specific information respectively. Generally speaking, the majority of the students lack cognitive strategies, and meta-cognitive awareness on how to skim and scan the text, how to guess meanings of new words contextually, Besides, from the analyses and interpretations of the qualitative data through classroom observation revealed that the concerned teachers used traditional way of teaching process.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Reading plays an essential role in the live of learners. It is so much parts of everyday living that one can hardly think of life without it. In the age of information and internet revolution, reading retains significance as important skills for any language learners. For most of them it is essential skill to ensure success in learning. As referred to by Koda(2007), reading is a process and it's goal is to build the meaning of the texts based on visually encoded data. However, reading is a composite cognitive task. Ovando(2005)has stated that in the first language reading, readers use only a single language, whereas in the second language reading, learners have at least two languages to manage with.

Reading a text in a foreign language with comprehension becomes a complex and challenging and needs sophisticated method. Pughet Al.(2000),l has stated that reading is regarded to be an essential skill for survival in life and as such a fundamental skill for success in academics. More over with social media expansion and interconnectedness of foreign, mastering sufficient reading comprehension level in English is becoming much essential. There has been a continual reduction in the average of ability of reading of high school students. Jubani et Al(2012) have stated that reading is the key to learning.

Reading skill excellence with understanding is one of the significant essential skills to obtain knowledge and prosper. Several learners may never handle to read well. Hence, they face specific reading issues owing to weakened confidence in their ability. Reading in students can be regarded as an essential skill for accuracy and most of important. Because the curriculum of Ethiopia emphasize s reading as significant skill to be developed by learners from intermediate to graduate level and in high school year courses.

Generally, this research is divided into five Main Chapters; the first Chapter is about the Introductions of the study, the second Chapter is Review of related literature, the third Chapter is Research Methodology and Designs the fourth Chapter is Result Analysis and Discussions and the fifth chapter is Conclusion and Recommendation of the study and each has different subsection.

1.2. Statements of the problem

There has been a continual reduction in high school students' reading comprehension ability. So most students are regarded at a risk for reduced academic achievement. Reading is essential to support students to acquire access to several types of ideas, information and knowledge. The skill of reading English as foreign language needs learners' adequate vocabulary knowledge of the English language. The adeptness of skimming and scanning ability, Comprehension power and speed of reading is also essential.

Reading Comprehension determines the students' reading skill level estimates the present pedagogical strategies. In the instructional process, students are expected to accomplish different kinds of academic reading tasks during their stay at schools, and to carry out these tasks effectively, they should have good reading comprehension. Many students of Ethiopia are reported as lacking reading comprehension to necessary to meet their academic requirement(Meredith,M.(2012),Abinet,M.(2011),Leul,E.(2000), Genene, G.(2011).

Similarly, the researcher as a high school English teacher, has observed the seriousness of students' reading problems. From the researcher's observation, most high school students have poor reading comprehension. Let alone comprehending the message, they have great problem in reading printed materials properly. Consequently, it needs further investigating the factors affecting it and possible solution to the this problem.

1.3. Objective s of the study

1.3.1. General Objective

- The main objective of this study is to determine the gab between factors affecting Students' reading comprehension and strategies used to overcome among High school students at Abbichu Na Gnea District.

1.3.2. Specific Objectives

Specifically the study is predicted to:

- To investigate the importance of reading comprehension
- To examine the factors influencing Students' reading comprehension

To examine the reason behind low level performance of high school students in reading comprehension

- To examine the difficulty faced by Abbichu Na Gnea District secondary School students' reading comprehension
- To propose strategies to sort out the difficulty of reading comprehension of high school students in managing the skill of reading.

1.4. Research Questions

The research questions formulated to this study are:

1. What is the importance of reading comprehension?
2. What are the factors influencing Students' reading comprehension?
3. What are the reasons behind low level of performance of high school students in reading comprehension?
4. What are the difficulty faced by Abbichu and Gnea secondary School students in reading comprehension?
5. What are the strategies to sort out the difficulty faced by Abbichu and Gnea District secondary School students' in managing the skill of reading?

1.5. Scope of the Study

Since the main purpose of this study is to explore learners reading comprehension and to do further investigation, it may take long period of time. So the study is targeted to grades 9_12 students of Abbichu Na Gnea Woreda secondary School. The delineation of the research scope to this school is to look into the study with more focus. The fact that the researcher has worked in this school for 3 years enables him to have good communication with the participants during data gathering process. The purpose for why this class is selected is because it is the level where the university preparation laid it's foundation. Furthermore, students start to realize the significance of reading that other skills for the academic purpose in their secondary and university education. The majority of teaching and learning process would take place through reading in high school and university education. Due to this, students have big responsibilities to read with understanding.

1.6. Limitation of the Study

Because of short period of time and financial constraints, this study has certain limitations.

Out of total number of 2217 students the sample size of the study is limited to 200 students and all 11 English teaching teachers. The district has four high schools. Because of the reason listed above, the researcher limited his study to only 3 of the schools. The other one school is left because of distance and lack of transport to it. Therefore it is limited to Abbichu Na Gnea Woreda Secondary school, this is because since the researcher has three years experience in this Woreda, it makes the study be successful and enables the researcher to get good source of information.

1.7. Significance of the Study

The study has expected to have the following significances.

The study provided empirical evidences in the area of reading comprehension

1. The study find also creates awareness on to develop students' reading comprehension
2. It identified the factors affecting students' reading comprehension and strategies to solve out such problem
3. It may also stimulate other researchers to conduct similar on further studies and the study may serve as an initial work.

CHAPTER TWO

2. Review of Related Literature

2.1. Concepts of Reading Comprehension

This chapter presents the review of related literature and studies that helped the researcher determine the factors that affect reading comprehension. Those included in this chapter helped in familiarizing relevant and similar information to the present study and gave the author enough background to understand the study.

Reading is one of the four basic skills in language learning. Reading provides the learners with a source of compressible input and serves to facilitate communicative fluency in other language skills. According to Heshman(2005), reading is a complex phenomenon, consisting of both cognitive and linguistic process which develop within a broad social, economic and cultural content.

Reading ability is not only about the ability to decode the written word but also involves other skills such as comprehension and interpretive skills and these are interactive and simultaneous (Grabe,2009). This means that during the reading process readers are not passive but continuously construct meaning as they read.

Reading goal is to read for meaning or to create the writer's meaning. By definition, reading involve comprehension. When readers do not comprehend, they are not reading (Chartain as quoted by Gokan(2012)).

To succeed academically, one of the foundational skills is reading skill which is considered as essential skill for survival(Derman& Davis, 1990: Pugh, Pawan and Antommarchi,2000). Current studies reveal a continual decline in the average of reading skill of young adults who are students. There is a risk of less achievement in academics.

Reading involves a number of cognitive processes. Reading has a communicative value and functions as an active skill as cognitive processes are working during reading. The reader both reads and tries to work on information in the reading itself. For this reason, foreign language teachers should design and prepare meaningful exercises, which will lead to assist communication between writer and reader. The activities should be flexible and varied.

Therefore, contemporary reading tasks, unlike the traditional materials, involves three phase procedures: Pre-reading, While-reading and post-Reading.

2.1.1. Phases of Reading

Phases of reading is procedure or activities should be taken so as to develop one's reading comprehension

As for Nuttall (2015:161) he classified into three models of class organization:

The first one is **individual mode**, which makes that every reader must understand the text for himself; nobody else can do it for him/her. The advantage is that every student can read material that sets him/her and can progress at his own pace, but this entails providing a great variety of material to suit students with varying interest and proficiency levels. The second one is a **teacher-centered** class. Is the another mode in which largely the teacher controls the way the text is handled. The teacher decides the sequence of the work, sets tasks, checks learning and ensures that each student participates.

The third mode is the **Group work mode**. In this mode of class organization, much of the work/activities come from students (Nuttall, 2005:162).The effort to understand the text is made jointly. Combining Modes However, Nuttall (2005: 162) underlines that the three modes can readily be combined during the sequence of a reading lesson, which might for example begin with individual reading, move on to group work and then end with a teacher-centered feedback phase. Once the mode of class organization is determined, the students are supposed to perform different reading activities. In connection to this, Hedge (2000) states that it is now standard practice in the design of reading tasks to use a three-phase procedure involving pre-, while and post reading stages. The intention is to ensure that reading is taught in the sense of helping readers develop increasing ability to tackle texts. The three reading stages will be treated as follow:

The Pre- Reading Activities

This 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, etc.; establish a reason for reading and create motivation for reading the text.

The While- Reading Activity

As Richards (1990), underlines, 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's 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

The Post- Reading Activity

As explained by Baker and Westrus(2000), there are certain activities to be done after students have read a text. These can be: Retelling the story in small groups or as a class. Students act out the story,• using their own words. Rewriting the story in their own words, in groups in order to encourage discussion, discussing the story in pairs, 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, questions for inferred meaning, 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 groups discussion that could be followed by whole class discussion.

Accordingly, Aebersold and Field, 1997; Nuttall(2005:16) they mentioned three models of reading. These are bottom up, to-down and interactive models.

Bottom-Up Theory

As explained by Carrell (1988), in the bottom-up model, the reader starts with decoding the smallest linguistic parts, particularly phonemes, graphemes, and words and eventually constructs meaning from the smallest to the largest elements. This bottom-up method is also known as

data-driven and text-based reading. This reading method concentrates on the smaller elements of a text such as its letters, words, phrases, and sentences

Top-Down Theory

It was defined by Nuttall (1996), and Ahmadi and Pourhosein (2012) as the idea of reading as a psycholinguistic predicting game in which the reader uses his/her prior knowledge or written schemata to join with a text and to communicate these to new or unexpected materials found in the text to recognize it. Top down method emphasizes on linguistic guess work rather than graphic textual information. The learners do not want to read every word of a text but they focus on guessing the next group of words. While reading, they may hypothesize the message the writer wants to convey and change their hypotheses based on what they read in the text. Aebersold and Field, (1997) argue that readers bring a great deal of knowledge, expectations, assumption, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The topdown school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic and historical) they already possess, then, check back when new or unexpected information appears. In light of this, Nuttall (2005:17) underlines that "the top down approach gives a sense of perspective and makes use of all that the reader brings to the text: prior knowledge, common sense, etc., which have sometimes been undervalued in the reading class." Nuttall (2005:16) compares the top-down approach to an eagle's eye view of the landscape. From a great height, the eagle can see a wide area spread out below; it understands the nature of the whole terrain... better than an observer on the ground. According to Nuttall (2005), a reader adopts an eagle's eye view of the text when he/she considers it as a whole and relates it to his/her own knowledge and experience. This enables him to predict the writer's purpose, the likely trend of the argument, and then use this framework to interpret difficult parts of the text.

The Interaction Theory

Most researchers currently argues that both bottom-up and top-down processes are occurring, either alternatively or at the same time. According to Carrel (1988), and Ahmadi and Pourhosein (2012), interactive method is the interaction between bottom-up and top-down methods. The interactive method is a process based on information from many sources such as orthographic, lexical, syntactic, semantic knowledge, and schemata. When reading word by word, readers with good bottom-up skills do not comprehend the texts; they should use their background knowledge

to support them which is called interactive model. This method is made on the interaction of the bottom-up and top-down models. Regarding this, Hedge (2000) states that interactive describes a dynamic relationship with a text as the reader ‘struggles’ to make sense of it. In trying to create meaning from the text, a reader undoubtedly engages himself/herself in an active process.

2.2. The Importance of Reading Comprehension

An individual needs the ability to understand what the writer tries to communicate. Reading understanding is a complex multiple task capacity. These processes were divided into two main types equally difficult: processes at a lower level and higher level (Stoller, 2022). The lower level includes the detection of words, graph phones and others, while the skills at higher level included syntactically, semantic and others. Students need reading comprehension skills to succeed both in academic

and personal life. In the academic life of students, reading is the basis for understanding all academic content (Clarke et al., 2011).

Reading comprehension is also an essential skill that individual need in order to be successful in their personal lives (Blair et al., 2007). For instance, to be successful, individuals need to understand the basic text that appears in utility bills, housing contracts, career applications and newsletter (Hoch, 2015). In addition, individuals need reading comprehension skills in order to be able to have and maintain a job and successfully engage in different daily activities.

In addition, individuals who can recognize what they are reading, can safely live their lives, and continue to gain socially and intellectually (Hoch et al., 2015).

2.3. Factors Affecting Reading Comprehension

Although reading comprehension is an essential part of reading that all students have to guarantee in academic and personal life, most students faced serious problems of understanding what they read (Gersten et al., 2001) even after that are the necessary decoding skills have acquired and dominated (Kessler,2009).

According to Bourdman (2007), the problems with learning difficulties experienced by students with learning difficulties can adopt different forms, inappropriate use of

background knowledge, lack of word treasure, lack of reading fluid, limited knowledge of the common text structures, difference and conclusions.

A study conducted by Lazarus (2020) revealed the socio-demographic factors affecting reading comprehension among students such as school, social environment, type of school, and gender of learners.

According to American Institutes for Research (2019), the school environment includes all services, support systems, school policing policies, and related structured practices for the benefit of students and staff.

As reported by Nazir and Mattoo (2012), when schools provide stimulating and supportive learning environment, student's academic performance, either directly or indirectly, is bound to improve other factor which is the type of school described in terms of ownership and administration portrays whether the school management is controlled by the government/ public or private individual or organizations.

Lastly, gender. Cekiso (2016) explained that discussion on differences in gender with respect to comprehension of texts is important in the light of growing low reading achievement scores obtained male and female in national and international tests and examinations. Based on the study of Jennings et al. (2010), there are three environmental factors that affect reading comprehension and those are home environment, social environment and cultural environment.

In home environment, homes that weighted down by poverty, family instability, and neighborhoods where violence is commonplace increase the likelihood that children will be at risk for school failure (U.S Census Bureau, 2010). As stated by Lovie (2007), many students with reading comprehension also have social difficulties. He also added that students with reading and social problems may not be sensitive to social nuances and may be low achievers.

Low-achieving students tend to overestimate their popularity.

As Lerner (2012 attests, cultural differences, particularly those arising from a culture of poverty, may lead to intense suspicion and discomfort toward individuals perceived to be in the dominant culture.

According to Rubin et al. (2007), educational factors such as teaching method, instructional time, school environment, and non-educational factors, which include home environment,

understanding, motivation, and prior knowledge, are the factors that affect reading comprehension.

Inappropriate use of background knowledge is one of the factors that affect reading comprehension. Readers make a connection between new textual and all information, world knowledge, and personal experiences he or she has about the topic of the reading (McNamara, 2005).

Lack of vocabulary knowledge is another factor. Ricketts, Nation and Bishop (2007) state that limited amount of vocabulary knowledge that the students have could limit their understanding of a text, especially when the text contains

unfamiliar vocabulary. Similarly, Chou (2011) concluded that the size of vocabulary knowledge impacts reading comprehension thus, students with more vocabulary knowledge can better understand text when compared to students with less vocabulary knowledge. Lack of reading fluency is another problem.

Hudson et al. (2005) highlighted that the lack of accuracy and rapidity in

word reading reflects readers' deficit in fluency, which plays a major role in preventing them from gaining access to the meaning of the text. Lastly, difficulty making inferences is one cognitive factor that affects reading comprehension. According to Betta (2009), making inferences from a written text is a constructive cognitive process that allows students to mentally represent a text by integrating different types of information to gain meaning from the text.

In the same vein, Hart (2007) stated the cognitive factors that affect reading comprehension are background knowledge, vocabulary, fluency, active reading, and critical thinking. He explained that, in an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading. Students must be able to comprehend a familiar word and its relationship with other words within a text, mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence and those vocabulary strategies can help improve comprehension. As students become fluent readers, they will spend less trying to decipher the meaning of words and more time considering the overall meaning of the sentences so overtime fluent readers will develop the ability to insight fully respond to a text. As readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting

comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text. Students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Having critical thinking skills help to deepen a student's comprehension of text, resulting in a positive experience. Suwanaroa (2021) also added that reading problems, student's attitude, family support and teaching and learning in classroom are also the factors affecting reading comprehension.

Linguistic and cognitive factors such as language acquisition, reading skills, phonological awareness, morphological awareness, word knowledge and vocabulary are some of the factors that negatively affect pupils reading comprehension (Tanczike, 2017).

Skinner (2002) declares that all languages must be learned by child even the mother tongue which points out that language is a behavior formed by conditioned response, therefore it can be learned. Reading skills are supported by knowledge of words, including orthography, phonology, morphology and meaning in which the identification of words is essential for understanding sentences (Perfetti, 2002).

Phonological awareness refers to the understanding of pronunciation and access to the sound structure of spoken language, that is the consciousness that oral language can be broken down into individual words, and words into phonemes (Csepe, 2006)).

Morphological awareness, as defined by Carlise (2000), is the children's conscious awareness of the morphemic structure of words and their ability to reflect on and manipulate that structure. In the study of Tanczike (2017), there is a positive correlation between morphological awareness to reading comprehension because it was found that understanding of words contributes to reading comprehension.

Vocabulary and word knowledge are other factors to facilitate reading comprehension. The reading of the text starts with the identification of individual words, for instance, the process which converts the visual input into linguistic representation.

2.4. Reading Strategies To sort out difficulties in comprehending

Most lists contain similar elements although educators list and categorize strategies in different ways. The common element in all work is the focus on what good readers' do as they identify words and comprehend text. Efficient readers are active as they read, simultaneously using a range of processes to identify unknown words and comprehend text. These may include clarifying the goal of reading the text, skimming the text for the central ideas, making predictions, making connections, searching for specific information, making inferences, seeking clarification when meaning is lost. Many researchers have similarities in categorizing reading strategies. For example, Brantmeier (2002) and Brown (1990) introduced skimming, scanning and guessing as effective strategies in reading. On the other hand, (Brantmeier, 2002; Nuttall, 2000; Phan, 2006) summarize that reading strategies involve skimming, scanning, guessing, recognizing word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas.

CHAPTER THREE

3 RESEARCH METHODOLOGY AND DESIGN

3.1 Sampling methods and procedures

All data gathering instruments the researcher intended to collect relevant data for the study were 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 was held. **Firstly**, the sample of students determined to take the standardized comprehension test. During the presentation of the test, the respondents were 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, organized into a sensible way in order to provide the researcher with reliable data for the intended purpose.

Secondly, student's questionnaire was carefully designed and partly adapted from standardized tools so as to meet the intended objectives of the study. Then, the questionnaire was presented to the target sample of the study. The contents of the questionnaire related to the standardized reading comprehension test questions administered to the target sample of the study

. **Thirdly**, observations were held in the teachers' actual reading lesson between English Language Teachers who were assigned to teach students of this grade level in the current academic year. Then group discussion was held with students and teachers in order to cross-check and validate the data obtained through the other listed tools. **Lastly**, interview session was held between the English teachers and the investigator at the schools. The purpose of conducting interview was to get additional data for the study about the major student-related factors and teacher-related factors of 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 would be undertaken to address the objectives of the study.

3.2 Sampling unit and sample size

The research approach that is employed for this study is **quantitative and qualitative**. In order to achieve the objectives of the study mixed research method in which the researcher incorporated both qualitative and quantitative methods to answer the research questions are required. Because both quantitative and qualitative data help the researcher to better understand the research problem.

In quantitative phase, data will be collected with questionnaire and the collected quantitative data (it involve collecting numerical data) and then following up with qualitative interview and focus group discussion data to help explain the initial quantitative results (it involved collecting descriptive information).Therefore, the researcher incorporates both qualitative and quantitative methods. The qualitative study comprised students at Abbichu and Gnea district's secondary school and the respondents are from the same faculty/department (English teachers). Quantitative data was taken from 200 students and qualitative data was taken from 11English language teachers. Therefore, total sample size was 211.

3.3 Method of data collection And 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 were properly utilized and analyzed quantitatively and qualitatively. **Firstly**, the data obtained from the reading comprehension test was analyzed quantitatively using statistical tools and categories under students' reading comprehension problems. **Secondly**, the data obtained from students' questionnaire and through classroom observation checklist would be analyzed quantitatively. and qualitatively In order to perform these analyses, counting and registered as frequency distribution table which shows the number of the respondents was used. Following this, the percentage for each sort of data was computed on the basis of the responses of the respondents to each item. Next, these data were analyzed quantitatively, and interpreted using descriptive statistical techniques, such as frequency counting and percentage. **Thirdly**, the 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. Then, the data obtained through the interview was made carefully and fairly analyzed in order to make the findings of the study convincing and credible.

3.4 Tools Of Data Gathering

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

3.4.1 Reading Comprehension Test

Reading comprehension test was the first major data collecting instrument for this study. In the course of the study, the researcher hoped to investigate the major challenges that negatively affect students' reading comprehension. The adaptation was made into two ways. **Firstly**, constructing some additional questions to the original test items. These include questions for referring/guessing meanings unfamiliar words. Next, all the questions of the test were again sorted and categorized into different question items to analyze the test results. As far as reliability was concerned, the concepts to be tested, in this reading test were adapted from standardized tools. As far as validity is concerned, the test content should be drawn from what have been taught, or what have been supposed to be taught in the actual instructional process. Christophor (2018) defines —Validity as to the degree in which the test is truly measuring what the test constructor, intends to measure. He depicted that Content validity is concerned with. a test's ability to include or represent all of the content of a particular construct. Due to this fact, the researcher gave more emphasis to the contents of the test to maintain its validity. Hence, the following items were tested for this study: identifying main idea and supportive details, referential questions, contextual meaning, and employing basic reference skills. Lastly, the data obtained from the administration of the reading comprehension test result was analyzed and discussed quantitatively and qualitatively.

3.4.2 Questionnaires

In this research work, closed-ended questionnaire by which respondents decide if they strongly agree, agree, strongly disagree, disagree or undecided was used as a major data collecting instrument. This is because the data that intended to be obtained through this tool is more uniform and standard as the same questionnaire was 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 and to check What sort of challenges, or difficulties they encounter that hinder their reading comprehension. For this purpose, fifty three items of this questionnaire were prepared for 200 students and 11 English language teaching teachers concerning: importance of reading comprehension, factors negatively affects students' reading comprehension, reasons behind low level performance of students' reading comprehension difficulty faced by students in comprehending and strategies to solve students; problem of reading comprehension. The items were prepared in English and orally translated in the respondents' mother tongue to make it easily comprehensible by the respective respondents. **Lastly**, the data obtained through the questionnaire were 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 classroom observation.

3.4.3 Focus group discussion

The focus group discussion is aimed at obtaining respondents impressions, interpretations, and opinions. These types of data collection are mainly used for purposively selecting respondents. 20 respondents(16 students and 4 English teacher) were selected. Five questions were given to each group and took some times to discuss with. They have one moderator. The moderator introduces the topic, observes, and takes notes and arranges the discussions. The moderator never became an integral part of the discussions, but merely determine the group persuasively to obtain all the relevant information and helps the group members to get through any standoff that might occur. The researcher also ensures that all members participate in the discussion and that no member dominates the group. The four groups are named as Group A, B, C and D of which each group has five members selected for focus group discussion. Finally the analysis was made accordingly.

3.4.4 Key informant interview

Interview was also used as an additional or supportive tool to gather data for the study. Interviews are personalized and hence permit a level of information in-depth, free response and flexibility that cannot be obtained by other procedures(Selinger and Shohamy, 1990, pp.167). This interview conducted between the researcher and the 30 students 11 English Language teachers of Abbichu and Gnea secondary schools teaching at Abebe Bikila Jato secondary school, Mendida secondary school and Abbichu secondary school and 30 students. The interview was intended to identify major challenges that the English teachers encounter when they teach their

learners reading comprehension in the actual situation. It is also helpful in identifying students' reading comprehension problems from teachers' perspectives based on their observations and experiences. Furthermore, it is to check what efforts the respective English teacher makes to help the students alleviate their reading comprehension problems. To obtain reliable data, the researcher designed 6 questions for teachers and 5 for students in advance before conducting the interview. To this end, the data analysis was presented qualitatively. The results obtained from the interview were integrated into the study, and used as a means of data validation for the study.

3.4.5. Class room Observation

Observation was the third instrument used by the researcher to collect data. Classroom observation was 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 interview and questionnaire. The main advantage of using observation for collecting data was that they allow the study of phenomenon at close range with many of the contextual variables present a feature which is very important in studying language behaviors. The researcher employed classroom Observation in which he had determined in advance what to look for in the observed context, and help the researcher collect qualitative data for the intended purpose. The purpose of the classroom observation was to observe whether the concerned teachers utilize the reading procedures (stages), strategies and techniques appropriately in their reading lesson. The items in the checklist mainly focused on activities, classroom situation and teacher-students reaction. The observations were conducted in the English periods, particularly when the teacher carried out his actual reading lesson in their respective grade level based on the teacher's consent. Accordingly, each English teacher was observed three times carefully to check his manner of reading lesson to check whether strategies or techniques of teaching reading was properly handled. Finally the data analysis was described qualitatively.

CHAPTER FOUR

3. Results and Discussions

This section presents results on the results of the study. Which include: importance of reading comprehension, factors influencing students' reading comprehension, reasons behind low level performance of high school students in reading comprehension, difficulty faced by Abbichu and Gnea secondary school in English reading comprehension.

4.1. Analysis Of Respondents' Questionnaire Results

The main objective of the study was to investigate the factors affecting students' reading comprehension. To achieve this objective, the main data gathering instrument employed was students' and teachers' understanding towards the questions is needed. To analyze data obtained from questionnaires, frequency count and percentage was used for each single item based on the samples.

The researcher used table to interpret the results from the respondents. Therefore, it is shown as below in details.

4.1.1. The Importance Reading Comprehension.

The table below presents the analysis of the importance of reading comprehension

Table 1: Concerning importance of reading comprehension

No	Items	Respondents' suggestions									
		NR strongly agree	By %	NR Agree	By %	NR strongly disagree	By %	NR Disagree	By %	NR suggest undecided	By %
1	Suggest that it adds something to the meaning of the text	112	56.2	73	38.6	-		11	5.5	4	2
2	It develops students' critical thinking	97	48.7	74	37.1	14	7	5	2.5	5	2.5
3	Develops students' ability to solve problems	107	53.7	74	37.1	1	0.5	12	6	6	3
4	Improves students' memory skills	81	40.7	117	58.7	-	-	1	0.5	-	-
5	Is believed to be successful academically	167	83.9	18	9	3	1.5	6	3	5	2.5
6	Improve students' writing skills	123	61.8	59	29.6	7	3.5	5	2.5	5	2.5
7	Helps students build vocabulary skills	86	43.2	109	54.7	8	4	10	5	4	2
8	Helps to learn about the world	131	65.8	62	36.1	-	-	4	2	2	1.0
9	It helps at work place	113	56.7	79	39.6	3	1.5	2	1	2	1
10	It makes reading enjoyable and informative	83	41.7	67	33.5	11	5.5	22	11.	15	7.5

Note: NR= number of respondents

As indicated in Table 1, Question 1: was used to determine whether reading comprehension adds something to the meanings of the text. The results revealed that the majority of the respondents 112(56.2%) and 73 (38.6%) replied that they strongly agreed and agreed respectively that reading comprehension is important to give the meanings to the text, while 11(5.5%) and only4(2%)disagreed and suggest undecided respectively with the statement. From this data it is possible to say that learners know well the importance of understanding of reading text in enabling them to understand the meaning of any reading text.

Question 2: was intended to see if understanding text develops students' critical thinking. As it can be observed from Table 1, a large number of respondents 97(48.7%) and 5(2.5%) replied strongly agree and agree with the statement respectively. While 14(7%) and 5(2.5%) of learners claimed strongly disagree and disagree respectively that reading skills doesn't develop students' critical thinking. Only 5(2.5%) of the participants replied undecided. Based on this information we can conclude that most of agreed that reading comprehension develops learners' critical thinking.

Question 3: showed a large number of respondents 107(53.7%) and 74(37.1%) responded strongly agree and agree respectively that Comprehensions enhances students' ability to solve problems.. In contrary to this, few respondents, about 12(6%) and 6 (3%) reported disagree and undecided. This can be concluded that reading comprehension facilitates students' reading ability to solve problems.

Question 4: was designed to investigate if comprehension develops students' memory skills. As it is indicated in the above table, a large number of the participants 81(40.7%) and 117(58.7%) forwarded that they supported that comprehension develops learner' memory skills. Only 1(0.5%) of the respondents refused the idea. From this data we can say that almost all of students and teachers of Abbichu and Gnea District's secondary believed that reading comprehension is supportive in one's memory skill development.

Question 5: was intended to collect information whether reading comprehension is important for learners to be successful academically. The data showed that, a big portion of the respondents 167(83.9%) strongly agreed and only 18(9%) agreed, that it is significant for one to be successful academically. while only 3(1.5%) and 6(3%) of them strongly disagree and disagree respectively. Only a few number of respondents 5(2.5%) were unable to decide. Hence we can say that a very great number of the students had positive attitude towards the idea. In short, it is given the rank by the respondents concerning the importance of reading comprehension.

Question 6: was intended to assess whether reading comprehension improves students' writing skills. Consequently, almost all of the participants 123(61.8%) and 59(29.6%) responded strongly agree and agree respectively. Only 7(3.5%) and 5(2.5%) of students replied strongly

disagree and unable to decide respectively. Based on this information, we can say that more percent of the respondents believed in that comprehension supports one's writing skill.

Question 7: The question was supposed to find if understanding text can build learners' vocabulary skills. The data obtained revealed that a big number of respondents 86(43.2%) and 109(54.7%) reported strongly agree and agree respectively that comprehension develops students vocabulary skill. While few of the respondents 8(4%) and 10(5%) responded strongly disagree and disagree respectively that its importance concerning vocabulary building. Thus from this data it is possible to say that most of the students/teachers of Abbichu and Gnea worda's secondary schools have a positive attitude towards the use of reading comprehension for vocabulary development. Only a few respondents 4(2%) were unable to decide the whether or not it is important in vocabulary skill. Generally, it can be concluded based on the data obtained that comprehending any text can help in building vocabulary of the reader.

Question 8: The intention of this question was to investigate whether understanding reading text helps learn about the world.

The above table showed the majority of the participants 131(63.8%) and 62(36.1%) reported they that strongly agreed and agreed. In contrast to this, only4(2%) of the respondents replied disagreed, while 2(1%) of them replied undecided. From the data we can say a large number of students' supported that it helps learn about the world.

Question 9 : the above table implied a big number of respondents 113(56.7%) and 79(39.6%) responded they strongly agreed and agreed respectively, while only4(2%)disagreed the importance of comprehending reading at workplace. On the other hand, only 2(1%) of the respondents suggested undecided. Thus, according to information gathered, it found that reading comprehension is also important at workplace to be successful professionally.

Question number10: showed that a significant number of students 83(41.7%) and 67(33.6%) replied strongly agree and agree respectively, while about 11(5.5%) and 22 (11.%) of the respondents replied that they strongly disagree and disagree with the statement. There were about 15(7.5%) respondents who were unable to decide the statement. Hence from this data it is possible to say that the responses of the students who replied strongly agreed and disagreed is almost proportional.

Thus, even though it is difficult to know the attitudes of the majority of the students in this aspect, it is interpreted as the reading comprehension makes the reading enjoyable and informative.

Generally, the research found that being successful academically, to learn about the world and improving writing skills are the most importance of reading comprehension.

4.1.2. Factors Influencing Students Reading Comprehension

The table below presents the analysis of the **Factors influencing students reading comprehension**

Table 2: **Factors influencing students reading comprehension**

No	Items	Respondents' suggestions									
		NR strongly agree	By %	NR Agree	by %	NR strongly Disagree	by %	NR Disagree	By%	NR suggest undecided	By %
1	Students previous background knowledge	100	50.2	78	39.1	4	2	12	6	5	2.5
2	Lack of understanding vocabulary	91	45.7	93	46.7	6	3	6	3	3	1.5
3	Having negative attitude towards reading English	96	48.2	87	43.7	4	2	6	3	5	2.5
4	Lack of teacher's motivating students in reading	75	37.6	76	38.1	11	5.5	25	12.5	12	6
5	Lack of word knowledge	125	62.8	61	30.6	2	1	9	4.5	4	2
6	Low language acquisition	92	46.2	95	47.7	3	1.5	6	3	4	2
7	Low reading skills	69	34.6	78	39.1	13	6.5	23	11.5	7	3.5
8	Environmental factors(home, school)	53	26.6	110	55.2	11	5.5	30	15.	5	2.5
9	Lack of family support	71	35.6	84	42.2	12	6	21	10.5	11	5.5
10	Complexity of the text	64	32.1	92	46.2	19	9.5	20	10	4	2

As indicated in Table 2, Question 1: was used to determine whether students' previous background knowledge is decisive in comprehending any text at any level. So, the results from the above table revealed majority of the respondents 100(50.2%) and 78 (39.1%) replied that they strongly agreed and agreed respectively for the motion of students' previous knowledge of English language is much important in understanding any piece of writing . Whereas, only 4(2%) and 12(6%) strongly disagreed correspondingly with the statement. From this data it is possible to say that students' previous background knowledge of the language directly related to understanding reading documents at any position. As for Britton quoted by Ebabu (2013) points out that when students prepare to comprehend a reading text what is used as a resource is what is in their mind as a background knowledge and skill which they get through learning and practicing.

Question 2: was intended to check if lack of understanding vocabulary limits students' comprehending text. As result, as can be observed from Table 2, a large number of respondents 91(45.7%) and 93(46.7%) replied strongly agree and agree with the statement respectively. Contrary to this, 6(3%) and each disagreed and strongly disagreed that understanding vocabulary can be one of the factors affecting learners comprehension . Only 5(2.5%) of the participants replied undecided. Based on this information we can conclude that less knowledge of vocabulary directly affect individuals' comprehension.

Question 3: This question was predicted to realize if/not students' negative attitude towards reading English language influences reader's understanding. Information in the above table showed a large number of respondents 96(48.2%) and 87(43.7%) responded strongly agree and agree respectively that it really affects reading skills/comprehension. To this contrast, only 4(2%) and 6(3%) of all the students reported strongly disagreed and disagreed the statement and there were only 5(2.5%)unable to give decision. What can be inferred from the data is that having negative attitude towards reading English affects reading comprehension.

Question 4: was designed to investigate if lack of teachers' motivating students in reading affects reading comprehension. As indicated in the above table, a large portion of the participants 75(37.6%) and 76(38.1%) forwarded that they strongly agreed and agreed correspondingly to the statement. On the other hand, only 11(5.5%)and 25(12.5%) strongly disagreed and disagreed respectively. 12(6%) responded undecided. From this data we can say that a lot of students of

Abbichu and Gnea Districts' secondary mostly supported that motivating student to read English directly related to students reading comprehension.

Question 5: was intended to collect information if or not students' lack of word knowledge influences students' reading comprehension. As can be observed from the above table, great portion of respondents 125(62.8%) and 61(30.6%) positively supported the statement's negative effect on students' reading comprehension. while only 2(1%) and 9(4.5%) of them strongly disagree and disagree respectively that it doesn't affect reader's comprehension. Only a few number of respondents 4(2%) were unable to decide. Basically, one can conclude from this data that less word knowledge limits comprehension. Therefore, it is mostly believed by the participant to be factor influencing students' reading comprehension.

Question 6: was intended to search whether low language acquisition has some negative effect on reading comprehension. As showed in the table, almost all of the participants 92(46.2%) and 95(47.7%) responded strongly agree and agree respectively. Only 3(1.5%) and 6(3%) of participants replied strongly disagree and disagree respectively. On the other hand 4(2%) replied undecided. Here it is possible to evaluate that language acquisition plays a great role comprehension.

Question 7: revealed a big number of respondents (34.6%) and 78(39.1%) reported strongly agree and agree respectively that low reading skills affects reading comprehension directly. While 13(6.5%) and 23(11.5%) responded strongly disagreed and disagreed respectively to this statement. Thus from this data it is possible to say that most of the participants of Abbichu and Gnea secondary school suggested low reading skills influences one's reading comprehension.

Question 8: This question is targeted to come up with if environmental factors such as school and home has negative effect on comprehension. The above table showed the majority of the participants 53(26.6%) and 110(55.2%) reported they strongly agreed and agreed. In contrast to this, 11(5.5%) and 30(15%) of the respondents replied strongly disagree and disagree, while only 5(2.5%) of them replied undecided. From the data we may say a large number of respondents agreed environmental factor can affect learns' reading comprehension.

Question 9 ,in the above table depicts a big number of respondents 71(35.6%) and 84(42.2%) responded that they strongly agreed and agreed correspondingly, to the point of lack of family

support may affect reading comprehension. while 12(6%) and 21(10.5%)respectively replied strongly disagreed and disagreed to this statement. Thus this data revealed that lack of family support negatively affect reader's understanding.

Question 10 showed that a significant number of participants 64(32.1%) and 92(46.2%) replied strongly agree and agree respectively, while another proportional number of students 19(9.5%) and 20(10%) reported that they strongly disagree and disagree with the statement. Contrary to this, only4(2%) of the respondents enabled to give suggestion. Depend on this, the researcher can conclude that complexity of the text is another factor influencing students' reading comprehension. In short, lack of word knowledge, students' previous background knowledge and negative attitude towards reading English were identified as the most factors affecting students' reading comprehension.

4.1.3. Reasons behind low level performance of high school students in English reading comprehension

The table below presents the analysis of the **Reasons behind low level performance of high school students in English reading comprehension**

Table 3: **Reasons behind low level performance of high school students in English reading comprehension**

No	Items	Respondents' suggestions									
		NR strongly agree	By %	NR Agree	By %	NR strongly Disagree	By %	NR Disagree	By %	NR suggest undecided	By %
1	School's experience of encouraging students to read English	69	34.6	70	35	22	11	31	15.5	7	3.5
2	Students' low reading ability	99	49.7	82	41	2	1	11	5.5	5	2.5
3	Lack of students interests in reading English	87	43.7	88	44	6	3	14	7	4	2
4	Having less reading habit	118	59.2	71	35.5	2	1	7	3.5	1	0.5
5	Absence of language laboratory	141	70.8	45	22.5	3	1.5	8	4	2	1
6	Limited vocabulary knowledge	152	76.3	32	16	2	1	2	1	1	0.5
7	Difficulty of the text	56	28.1	74	37	27	13.5	31	15.5	11	5.5
8	Students attentions in the class	106	53.2	81	40.5	3	1.5	6	3	3	1.5
9	Poor visualizing skills	90	45	93	46.7	2	1	10	5	4	2
10	teacher's experience of encouraging students to read English	74	37.1	54	27.1	25	12.5	28	14.	18	9
11	Low experience of students in reading at lower classes	65	32.6	98	49.2	6	3	19	9.4	11	5.5

As indicated in Table3, Question 1: was used to determine whether school's less experience of encouraging is for low level performance of students' reading comprehension. The data revealed that majority of the respondents 69(34.6%) and 70(35.1%) replied that they strongly agree and agree respectively that school's less encouraging to read English is the common reason for low level performance of students' reading comprehension. while 22(11%) strongly disagreed and 31(15.5) disagreed with the statement. Only 7(3.5%) of the respondents didn't give decision to the statement. Shortly, the data conveyed that school's less encouraging students in reading English is another reasons for students' low level performance of reading comprehension.

Question 2: was intended to see if students low reading ability can be reasons for low level performance of students' reading comprehension. As we can observe from Table 3, a large number of respondents 99(49.7%) and 82(41.2%) replied strongly agree and agree with the statement respectively. While 2(1%) and 11 (5.5%) of respondents claimed strongly disagree and disagree respectively against the statement. Only 5(2.5%) of the participants replied undecided. Based on this information we can conclude that most of the participants suggested that students' low reading ability can be reason for the low level performance of reading comprehension.

Question 3: showed a large number of respondents 87(43.7%) and 88(44.2%) responded strongly agree and agree respectively that lack of students reading English can be suggested as one of the reason for low level performance of students' reading comprehension. Besides, 6(3%) and 14 (7%) of the respondents replied strongly disagree and disagree. However, only 4 (2%) couldn't give decision to the point. Generally, what can be inferred from the data is that lack of students' interest in reading can be claimed as reason for low level performance of students' reading comprehension.

Question 4: was designed to investigate if having less reading habit is the Reasons behind low level performance of high school students in English reading comprehension. As it is stated in the table, a majority of the participants 118(59%) and 71(35.6%) strongly agreed and agreed the statement respectively. Contrary to this, 7(3.5) and 2(1%) of the respondents disagreed and strongly disagreed the point. Only1(0.5%) was unable to decide that having less reading habit can be the reasons for low level performance of high school students in English reading comprehension.

From this data we can say that everybody agreed that students of Abbichu and Gnea Districts' secondary didn't have the habit of reading different reading materials.

Question 5: was proposed to collect information whether absence of language laboratory can be considered as the reason for students' low level performance of reading comprehension. From the above table, a great number of the respondents 141(70.8%) and 45(22.6%) strongly agreed and agreed that absence of language laboratory directly related performance of students' reading comprehension. while 8(4%) and 3(1.5%) of them disagree and strongly disagree respectively that absence of language laboratory not as such affect students' reading performance. Only few number of respondents 2(1%) were unable to decide. Hence we can evaluate that a very great number of the participants believe that lack of language laboratory is the reasons for low level performance of students' reading comprehension.

Question 6: was intended to investigate whether limited vocabulary knowledge be the reason for low level performance of students' reading comprehension. Thus, as can be understood from the table, almost all of the participants 152(76.3%) and 32(16%) responded strongly agree and disagree respectively. Equal number 2(1%) and 2(1%) of students replied strongly disagree and disagree respectively. On the other hand, only 1(0.5%) replied undecided. Here it is possible to say limited vocabulary knowledge can be one of the reasons for low level performance of students' reading comprehension of Abbichu and Gnea secondary school.

Question 7: revealed a big number of respondents 56(28%) and 74(37.1%) reported strongly agree and agree respectively that difficulty of the text can also be the reason behind the low level performance of reading comprehension. While 27(13.5%) and 31(15.5%) responded strongly disagreed and disagreed respectively that can also be the reason behind the low level performance of reading comprehension. Thus from this data it is possible to say that most of the participants of Abbichu and Gnea have a positive attitude towards the use of reading skills in such a way.

Question 8: in the above table showed the majority of the participants 106(53.2%) and 81(40.7%) reported that they strongly agreed and agreed. In contrast to this, only 3(1.5%) and 6(3%) of the respondents replied strongly disagreed and disagree respectively, whereas, 3(1.5%) of them replied undecided.

From the data we may say a large number of students' believed that difficulty of the text can affect students' reading comprehension.

Question 9 :in the above table conveys a large number of respondents 90 (45%) and 93(46.7%) responded they strongly agreed and agreed correspondingly that poor visualizing is also another reason behind low level performance of students in reading comprehension, while only 2(1%) and 1(0.5%) of the replied strongly disagreed and disagreed respectively. Based on this information poor visualizing limits the performance of students' reading. On the other hand, there were only 4(2%)respondents were unable to decide.

Question 10: was designed to investigate if/not teacher's experience of encouraging students to read English. Data obtained from this information showed that more percent 74(37.1%) and 54(27%) replied strongly agree and agree respectively, while another proportional number of respondents 25(12.5%) and 28 (14%) reported that they strongly disagree and disagree with this statement. About 18(9%) of the participants replied undecided. Hence from this data it is possible to say that the responses of the respondents who replied agreed and disagreed is almost proportional. Thus even if it is difficult to know the attitudes of the majority of the students in this aspect, as the teachers interviewees confirmed the students were less motivated/encouraged to do reading tasks.

Question number 11, was designed to investigate whether low experience of students in reading English be the reason behind the low level performance of students in reading comprehension. As it can be observed from the table, most number of the respondents 98(49.2%) and 65(32.6%) replied agree and strongly agree with the statement, whereas about 19(9.4%) and 6(3%) replied disagree and strongly disagree. On the other hand, 11(5.5%) of the respondents replied undecided. So from this data, one can undoubtedly say that low reading experience at lower classes decides students' low level performance of reading comprehension.

Broadly speaking, Students' limited vocabulary knowledge, absence of laboratory and less reading habit were identified to the reasons for low level performance of students in comprehending text.

4.1.4. Difficulty faced by Abbichu and Gneaworeda secondary schools students' English reading comprehension

The table below presents the analysis of the **Difficulty faced by Abbichu and Gneaworeda secondary schools students' English reading comprehension**

Table 4: Results Concerning Difficulty faced by Abbichu and Gneaworeda secondary schools students' English reading comprehension

No	Items	Respondents' suggestions									
		NR strongly agree	By %	NR agree	By %	NR Disagree	By %	NR disagree		NR Suggest Undecided	By %
1	Students' reading ability	75	37.6	94	47.2	8	4	16	8	6	3
2	Lack of vocabulary knowledge	91	45.7	95	47.7	3	1.5	8	4	1	0.5
3	Lack of phonological awareness	99	50.5	55	27.6	5	2.5	23	11.5	17	8.5
4	Complexity of English language	85	42.7	67	33.6	7	3.5	29	14.5	11	5.5
5	Lack of grammar knowledge	123	61.8	70	35.1	2	1	2	1	2	1
6	Inability to connect ideas of the text	45	22.6	96	48.2	22	11	23	11.5	14	7
7	Low morphological awareness	142	71.3	52	27.3	1	0.5	2	1	2	1
8	Less Word knowledge	100	50.2	68	34.1	10	5.2	13	6.5	8	4
9	Students' fear to read loudly in the class	87	43.7	42	21.1	20	10	24	12	26	13
10	Lack of students self confidence to pronounce words	58	29.1	79	39.9	31	15.5	24	12	7	3.5

As indicated in Table 4, Question 1: was used to find whether students' reading ability is the difficulty that may face students' reading comprehension. As can be observed from the table above, the results that the majority of the respondents 94(47.2%)and 75(37.1%) replied that they agree and strongly agree respectively that students' reading ability can be difficulty faced by students in reading comprehension, while 8(4%) and 6(3%)strongly disagreed and disagreed with

the statement. Only 6(3%) of the respondents were unable to decide if reading ability can be difficulty faced by students in reading comprehension. From this data it is possible to say that reading ability in one of the difficulty faced students' reading comprehension.

Question 2: was intended to investigate if lack of vocabulary knowledge can be the difficulty faced students in reading comprehension. As can be observed from Table 4, a nearly all of the participants 95(47.7%) and 91(45.7%) replied agree and strongly agree with the statement respectively. While only 8(4%) and 3(1.5%) of the participants claimed disagree and strongly disagree respectively that lack of vocabulary knowledge is another difficulty that students faced while reading. Only 1(0.5%) of the participants replied undecided. Based on this information we can conclude that most of the students were aware of the importance of having good vocabulary knowledge to enhance/have good reading comprehension.

Question 3, was designed to find out if lack of phonological awareness is the difficulty faced by high school students. The result showed a large number of respondents 99(50.5%) and 55(27.7%) responded strongly agree and agree respectively that lack of phonological awareness is another difficulty faced by students. On the hand, 23(11.5%) and 8(4%) reported disagree and strongly disagree that they felt lack of phonological awareness is difficulty by students in reading comprehension. And 17(8.5%) of the participants were unable to decide the suggestion. Based on this data/information, we can conclude that lack of phonological awareness is one of the difficulty faced students' reading understanding .

Question 4: was designed to investigate if complexity of English language be a difficulty faced by students in reading. As it is indicated in the above table, a large portion of the participants 85(42.7%) and 67(33.6%) forwarded strongly agree and agree correspondingly. 29(14.5%) and 7(3.5%) of them reported that they disagreed and strongly disagreed with the statement. Besides, 11(5.5%) responded undecided.

From this data we can say that almost all of the participants of Abbichu and Gnea Districts' secondary students and teachers believed that complexity of English language is the difficulty faced by students to read and understand the text.

Question 5: was intended to gather information whether students lack of grammar knowledge can be the difficulty that faced students in reading along with understanding. As can be observed

from the above table, a majority of the respondents 123(61.8%) and 70(35.1%) strongly agreed and agreed with the statement, to the contrary to this, only 2(1%) each of them strongly disagree and disagree respectively that lack of grammar knowledge is difficulty faced by students in reading understanding. Only 2(1%) of respondents were unable to decide. Basically we can say that a great number of the participant suggested that lack of grammar knowledge is another difficulty faced students in reading comprehension.

Question 6: was intended to search whether students' inability to connect ideas of the text may be difficulty faced by high school students in reading comprehension. The data shows more number of the participants 96(48.2%) and 46(22.6%) replied agree and strongly agree correspondingly. Contrary to this, 23(11.5%) and 22(11%) of participants replied disagree and strongly disagree respectively. However, 14(7%) replied undecided. In line with this information, we can evaluate that students' inability to connect ideas of the text is one of the difficulty faced by students in reading comprehension. That means if learners couldn't connect ideas of the text together, they cannot understand what is meant by the text.

Question 7: revealed a large number of respondents 142(71.3%) and 52(27.3%) reported strongly agree and agree respectively that low morphological awareness is another difficulty faced by students in reading comprehension. While only 1(0.5%) and 2(1%) responded strongly disagreed and disagreed respectively that lack of morphological awareness is not the difficulty faced students in reading comprehension whereas only 2(1) of the respondents were unable to suggest the statement. Thus from this data it is possible to say that most of the students Abbichu faced difficulty of morphological awareness.

Question 8, was intended to see if less word knowledge be the difficulty faced by students while reading. and comprehending. The above table showed that almost all of the majority of the participants; about 100(50%) and 68(34%) respectively reported they strongly agreed and agreed.

To this contrary, 13(6.5%) and 10(5%) of the respondents replied disagree and strongly disagree. Not only this, but also 8(4%) of them replied undecided. From this data it is understood that most students in this district have less word knowledge which is can be claimed to be the difficulty they face while reading. In accordance with this, most students in the close ended attitude

questionnaires mentioned less word knowledge as one of their major problems in doing reading tasks in the class room.

Question 9: in the above table like question number 8, shows a big number of respondents 87(43.7%) and 42(21%) responded they strongly agreed and agreed correspondingly, while 20(10%) and 24(12%) of the replied strongly disagreed and disagreed respectively. On the other hand, 26(13% were unable to decide on the statement. Thus this data revealed that most students believed that students' fear of reading loudly in the class is another difficulty that students faced during reading.. This implies that most students suggest that reading skill is a more challenging skill for them. And this belief may determine the effort students put to learn and develop the skill. That is, students who take reading skills as most difficult skill to learn will not try to learn and develop it.

Question 10: This question was designed to decide if lack of students' self confidence to pronounce word is the difficulty faced by secondary school. The data showed that a large number of students/teachers 58 (29.1%) and 79(39.9%) replied strongly agree and agree respectively, while another number of students 31(15.5%) and 24(12%) reported that they strongly disagree and disagree with the statement. On the other hand, only 7(3.5%) were unable to give decision the statement. Consequently, we can understand that students' lack of confidence to words is another difficulty that students faced in reading and understanding.

To conclude, low morphological awareness, lack of grammar and less word knowledge are the difficulty that the students' of Abbichu woreda secondary school mostly faced by.

4.1.5. Strategies to Sort out the Difficulty Faced by Abbichu and Gnea woreda Secondary Schools Students' English Reading Comprehension

The table below presents the analysis of the **strategies to sort out the difficulty faced by Abbichu and Gnea woreda secondary schools students' English reading comprehension**

Table 5: Results concerning strategies to sort out the difficulty faced by Abbichu and Gneaworeda secondary schools students' English reading comprehension

No 1	Items	Respondents' suggestions									
		NR strongly agree	By %	NR agre e	By %	NR strongly Disagree	By %	NR Disagree	By %	NR suggest undecided	By %
1	By previewing the text	72	36.1	87	43.7	7	3.5	12	6	11	5.5
2	By using graphic organizer	65	32.6	67	33.6	13	6.5	35	17.5	20	10
3	By asking questions about the text	101	50.7	82	41.2	3	1.5	6	3	7	3.5
4	Getting students read the same thing several times	93	46.7	98	49.2	2	1	3	1.5	4	2
5	By pre-teaching vocabulary	76	38.1	97	48.7	6	3	13	6.5	7	3.5
6	Letting students develop the habit of reading	116	68.6	49	24.6	15	7.5	9	4.5	10	5
7	By directly teaching vocabulary	56	28.1	69	34.6	12	6	38	19	24	12
8	Making connection to the previous knowledge	56	28.1	104	52.2	10	5	16	8	13	6.5
9	Visualizing	54	27.1	79	39.6	21	10.5	23	11.5	22	11
10	Using technology	39	19	79	39.6	28	14	29	14.5	21	10.5
11	By Summarizing	99	49.7	55	27.6	6	3	19	9.5	20	10
12	Providing students with the opportunities to reading aloud& correct them	83	41.7	77	38.6	11	5.5	25	12.5	3	1.5

As indicated in Table 5, Question 1: was proposed to determine whether previewing the text can be the strategy sort out difficulty faced by students of secondary school in reading comprehension. The results revealed the majority of the respondents 72(36%) and 87(43.7%) replied that they strongly agreed and agreed respectively previewing the text is one of the strategies to sort out difficulty faced by secondary school in reading comprehension. Another proportional number of the participants 7(3.5%) and 12 (6%) forwarded strongly disagreed and disagree with the statement, While 11(5.5%) of them replied undecided. Based on this data it is

possible to say that previewing is very important to solve the problem related to reading skills in helping them learn in a better way if they are taught appropriately.

Question 2: was intended to see whether being using graphic organizer is one of the strategies in sorting out problem related to reading comprehension.

As can be observed from the table, a large number of respondents 65(32.6%) and 67(33.6%) respectively replied strongly agree and agree with this suggestion statement. About 13(6.5%) and 35(17.5%) of the participants of the study suggested strongly disagree and disagree respectively that using graphic organizer can be used to solve difficulty faced students of secondary school in reading comprehension. On the other hand, 20(10%) of the respondents replied undecided. From this data we can say that the majority of the participants suggested using graphic organizer is another strategy to sort out difficulty faced students of secondary school in reading comprehension.

Question 3 is believed to determine if asking question related to the text can solve difficulty faced students in reading comprehension The results from the table showed nearly all the respondents 101(50.7%) and 82(41%) responded strongly disagree and disagree respectively that asking question is one of the techniques to solve problem related to reading comprehension. In contrary to this, only 3(1.5%) and 6 (3%) of the teachers/students reported strongly disagree and disagree with the statement while 7(3.5% of the respondents were unable to decide the statement. Shortly what can be inferred from this information is that asking question is most important in solving difficulty faced students in reading comprehension.

Question 4: was designed to investigate if getting students read the same time several times can be the strategy to sort out difficulty faced by students concerning reading comprehension. As it is indicated in the above table, almost all number of the respondents 93(46.7%) and 98(49%) forwarded that they strongly agreed and agreed with the statements. Only 2(1%).and 3(1.5%) respectively strongly agreed and agreed with the statement. Not only this but also 4(2%) of them reported that they couldn't give any suggestion to the statements.

From this data we can say that a lot of students/teachers of Abbichu and Gnea Districts' secondary believed in getting students read the same thing several times is another strategy to sort out any difficulty faced students of secondary school's reading comprehension.

Question 5: was supposed to gather information whether pre-teaching vocabulary can be strategy to solve out difficulty students of secondary school faced in reading comprehension. As can be seen from the above table, greater portion the respondents 76(38%) and 97(48.7%) replied strongly agree and agree that pre teaching vocabulary is one of the strategies in solving difficulty faced by students of high school in reading comprehension, while 6(3%) and 13(6.5%) of them of the respondents strongly disagree and disagree respectively. On the other hand, Only a few number of respondents 7(3.5%) were unable to decide. Thus, we can conclude that a great number of the teachers/students believed that pre teaching vocabulary can be one of the techniques sort out difficulty faced by students in reading comprehension.

Question number 6 was to search whether letting students develop the habit of reading. Based on the table therefore, almost all of the participants 116(68%) and 49(24.5%) responded strongly agree and agree respectively with the statement. While only 15(7.5%) and 9(4.5%) of students replied strongly agree and agree respectively. But also 10(5%) replied undecided. Here it is possible to claim that most of the respondents gave positive response towards letting students develop the habit of reading. As it was observed during class observation, most teachers didn't let students develop the habit of reading in the class. This means if reading training and experience given to students in the teaching and learning process of reading, it determines their understanding of reading.

Question 7, was designed to further search whether directly vocabulary can solve difficulty students faced during reading comprehension.

The result revealed most of the respondents 56(28%) and 69(34.5%) reported strongly agree and agree respectively that directly teaching vocabulary is really one of the strategies to sort out difficulty faced by students in reading comprehension. To this contrary, a few of the participants 12(6%) and 38(19%) responded strongly disagreed and disagreed respectively. On the other hand, 24(12%). Thus from this result, we can say that most of the students /teachers of Abbichu and Gnea district have a positive attitude towards directly teaching vocabulary's importance.

Question number 8, was purposefully prepared to investigate if or not making connection with the previous knowledge can be strategy to sort out difficulty faced by students in reading comprehension.

The above table shows the majority of the participants 56(27.48%) and 104(52%) reported that they strongly agreed and agreed.

In contrast to this, 10(5%) and 16(8%) of the respondents replied strongly disagreed and disagreed to the statement, while 13(6.5%) of them were unable to give decision to the statement. To conclude it based on the data, we may say a large number of participants positively suggested that making connection to our previous knowledge helps sort out any difficulty faced while reading comprehension.

Question 9 is targeted to check whether or not visualizing can be strategy to sort out difficulty faced by secondary school students' reading comprehension. Likewise the above table conveys a big number of respondents 54(27%) and 79(39.5%) correspondingly suggested that they strongly agreed and agreed, whereas 21(10.5%) and 23(11.5%) respectively replied strongly disagreed and disagreed. On the other hand, about 22(11%) of the respondents forwarded that the idea is undecided. From this data one can say visualizing is one of the strategy one should use to solve any difficulty in reading comprehension. Specially students need to use this strategy. This implies that most teachers/students believe that predicting what the text intended to mean, the so called visualizing is very important to solve out difficulty students faced during reading comprehension. So it is believed that those who use visualizing method is likely to develop their reading comprehension.

As it can be observed from the table, question number 10 was designed to check out if or not using technology is helpful to solve difficulty faced by secondary school students in reading comprehension.

As it is shown in the table above Majority of the respondents 39(19.5%) and 79(39.5%) gave the response of strongly agree and agree respectively, beside this proportional number of participants about 28(18%) and 29(14.5%) believed in that Using technology is not necessary to solve difficulty related to reading comprehension. And a few of the respondents 21(10.5%) were unable to decide the statement. Generally speaking as it can be understood from the result it is possible to say that the using technology definitely helps improve one's reading comprehension skill.

Question number 11 was intended to investigate whether summarizing when teaching reading skill is helpful in reducing difficulty related to reading comprehension. The results from the table shows that almost all individuals involved in the data gathering, 99(49.7%) and 55(27.6%) forwarded strongly agree and agree with this idea that it is supportive solving difficulty faced students' reading comprehension. To this contrary, a few of the respondents, 6(3%) and 19(9.5%) replied negatively that they strongly disagree and disagree the idea of summarizing during reading lesson. On the other hand, 20(10.1%) of the participants were unable to give decision.

In short, based on this data, we can conclude this item as using summarizing in the class during teaching reading skill is very advantageous to sort out difficulty faced students during reading comprehension. Thus it is one of the strategies teachers/students should use to sort out difficulty faced by students in their reading comprehension skill.

Question number 12 was designed to investigate whether providing students with the opportunity to read aloud and correct them be the strategy to sort out difficulty faced by secondary school in their reading comprehension. As it is possible to understand from the table above, majority of the respondents have positive attitude that 83(41.5%) and 77(38.5%) replied strongly agreed and agreed. While 11(5.5%) and 25(12.5%) reported strongly disagree and disagree with the statement. But only 3(1.5%) of the respondents reported undecided. So depend on his information, it is no problem to say providing students with the opportunity to read aloud and correct them.

4.2. Results And analysis From Focus group discussion

Group discussion is another tools of data gathering felt by researcher to investigate where the problem of students' reading comprehension might exist. For this focus group discussion, the number of students were 20 of which each group has five students selected from each classes.

Thus the researcher designed the 5 questions for students selected from different classes concerning

The difficulty that the students face in reading, what makes students be inactive in reading comprehension, wether brainstorm questions are helpful to develop students reading skills

benefits of having good reading skills/comprehension and some techniques/strategies we need to use in order to solve the problem behind students' reading along with understanding.

To begin from the first question; most teachers and students replied difficulty to connect ideas of the text, problem of vocabulary knowledge/limited meaning of words, less grammar knowledge, phonological and morphological awareness and less self confidence in reading and try to interpret it.

From question number one: the following results were obtained; according to the respondents' view, less knowledge of grammar, less knowledge of word structure, lack pronunciation knowledge, difficulty of interpreting voices and tense were thought to be some of the factors/difficulty students usually feel during reading.

As for question number two: The respondents suggested factors these makes students inactive in reading comprehension are: students less practice in lower classes, low reading skills, students' negative attitude towards reading English/ bad culture that their friends give them the name 'yegna ferenji(□□ □□□□!)' when they read any texts in English, fear to read in the class/tension and so on. So, these can be taken as another problems to make students save themselves from reading English

Questions number three was purposely examined to get information wether brainstorm question is important in improving students' reading comprehension. In accordance with the information obtained from the focus group discussion, nearly all, 3 of the groups (90%) of the respondents replied that it is very important to compare and contrast students' background knowledge then it opens the way/method teachers should use to help their students develop reading comprehension. To this contrary, two of the participants refused to use brainstorm questions in the classes. Consequently, it is one of the techniques should always be used by teachers.

Question number 4 was designed to identify some advantages of having good reading skills. The result from the group discussion showed that four of the groups suggested that it helps to understand other subjects well. The other one group felt that it enables them to get good marks at exam. Thus based on this data, one can say that having good reading skills is very helpful to be successful academically.

Question number 5, was believed to know the attitudes of students concerning techniques/strategies in how to improve students' reading comprehension.

The result from the discussion showed that the groups gave the following suggestions:

To improve their problem of reading comprehension they need to practice reading as many times as possible not only in the classes but also out of classes at any time. In addition, reading different text for the purpose of developing reading skills not only for the purpose of passing exam is another strategy we ought to develop. Both intensive and extensive ways of reading are advise able to be used by learners, because by intensive, we get deep understanding of the text we read and by extensive(=meaning reading several/different texts many times) develops our habit of reading so that it develops our reading comprehension.

They explained that they have to follow their teacher when he/she how everything read/pronounced, ask question where the problem of understanding exists, help each other to learn from each other.

They added that they have to learn reading skills separately, like word structure, uses of tenses, English grammar and also practice reading before classes, trying reading homework at home individually.

Since reading is a very important skill, they have to give great attention to reading activities. To improve problem related to reading comprehension, the chance we have to do is practising reading by giving enough time.

To conclude ideas of the groups discussed in the group discussion, **practising reading different texts several times**, reading texts for the purpose of developing reading skill not only for exam purpose, giving good attention for reading lessons in the class, learning reading skill doing different reading activities given as home work etc are suggested to some of the strategies taken as a solution for the problem of reading comprehension.

4.3. Key Informant Interview

As it is stated in chapter three, interview is another tool of data gathering used by the researcher. It is believed by the researcher that it is essential to the findings of study. The researcher prepared both close ended and open ended questions for 12 English teachers, out of which only 11 teachers were presented in the interview and 30 students from grades 9-12; ten from each school (that is 3 schools). Thus following questions could be identified:

4.3.1. Results And Analysis of Interview with Teachers

Teachers are the first sources of information to the data of the study as it is directly related to teachers' job to deal with. And hence, the researcher supposed to make interview with teachers, specifically English teachers. The researcher prepared the 6 interview questions which is believed to answer research questions based on the assumption below:

Whether letting students read aloud and follow their reading ability improve comprehension, If they have the habit/experience of encouraging students in reading English, examining school environment /situation in helping students' reading comprehension and to identify whether they use lecture method in your class. Furthermore, the question was to investigate What methods do they use to improve students' reading comprehension and to verify if pre teaching vocabulary improve students' reading comprehension.

Out of 12 teachers proposed to the interview, only 11 English teachers were interviewed and brought about the following results.

For question number 1, Almost all teachers agreed that letting students read aloud and follow their reading ability improves students' reading comprehension adding that it gives students the confidence of reading, encouraging students' understanding. Furthermore, the interviewees explained that when we are following students while they are reading, we get the chance to correct students' mispronunciations, how to use punctuation mark, etc and this develops students' self confidence and reading ability. Only one interviewee refused that it doesn't good to follow students' reading because it makes them afraid if reading and feel that they are not good at reading consequently, they develop self-confidence.

As for question number two, the study found that only 2(18.8%) of the teachers interviewed always encourage students in reading English and most teachers or 8(72.2%) sometimes encourage students in reading. Only one (9.9%) respondent told that he never encourages students in reading. He explained that whether you do or not they do not have interest to read English.

As results from question number 3 shows, only one(9.9%) respondent suggested that the school environment/ situation is comfortable in helping students' reading comprehension. Half and half percent,5(45.4%) and 5(45.4%) respectively suggested the school environment/ situation of their school is comfortable but as satisfactory as possible providing the idea with the absence of language laboratory.

Question number 4 was presented to determine whether the teachers use lecture method in their teaching learning process because this is one of the techniques which facilitates students' extensive reading. As result implies, it found that most teachers (6 or 54.5%). use lecture method but rarely. And three (27.2%) of the interviewed teachers use sometimes lecture method. One of the respondents often use lecture method and one them told that he never use lecture method.

The purpose of question number 5 was to identify what methods should be taken to improve students' reading comprehension. So from this question, the interviewees gave different methods such as lecture method, group discussions, brainstorming, and correcting them, student centered but most respondents suggested lecture method is the most method to be taken in order to promote/improve students reading comprehension.

Question number 6: This question is intended to realize that pre teaching vocabulary improves students' reading comprehension. As it was obtained from the interview with teachers, nearly all the respondents agreed that teaching vocabulary before testing students reading based items is very important to give them how to develop contextual meanings of words. They added that it is the first thing to be done by the teacher due to the fact that it enables learners how to guess the meanings of unknown words from the text without looking at the dictionary.

4.3.2. Results and Analysis of Interview with Students

Students are also another primary sources of data gathering as the information should be included in study is directly related to them. As it was planned by the researcher, five questions were prepared for 30 students; 10 students from each school to find that **if their teacher encourages /advises them to develop their reading comprehension and how often, and also to know how often do they practice reading English.**

In addition, the question was to examine **How often their English Teacher let them read English in his/her each class** and to examine if the students had **an experience of reading English at lower class and how often** and finally the questions was addressed to search **What difficulty faced them while reading English**

The results from the interview is interpreted in details as follows.

Question number one was aimed to check wether teachers encourage/ advise their students to develop their reading comprehension. The result from the interview showed that most of the interviewees, 14 (46.6%) replied that their teachers sometimes encourage/ advise them to develop their reading skills whereas, some of them 8(26.6%) suggested that their teacher encourage/advise them rarely to develop their reading skills. On the other hand, 5 of the interviewees commented that their teacher always encourage them to read so that they can develop it. Only two them replied that their teacher often encourage them read. So from this evidence, and also as seen in class observation, we can conclude that most of teachers do not encourage their students as many time as possible, because of this situation can be taken as one of the reasons for students less reading comprehension.

The purpose of question number two was to evaluate how often do students practice reading English. As obtained from the interview, most students in the interview, 13(43.3%) commented that they sometimes practice in reading English. While 11(36.6%) and 5(16.6%) rarely and always respectively practice in reading English. Only one student commented himself that he never practice reading English. Depending on this data, the researcher concluded that students' reading practice is low. Consequently this is another reason for learners to have low reading comprehension.

Question number 3 was suggested so as to identify how often teachers let their students read in the class. As identified by the interview, almost all, 22(73.3%) the participants replied that their teacher only **sometimes** let them read English in the class. A few, 5(16.6%) of them replied that their teacher **always** let them read English in the class. On the other hand, only two of the interviewees responded that their teacher **often** let them read English in the class. To this contrary, one interview commented his teacher that he rarely let them read English in the class. In short, the result of this interview as also observed during class observation, showed that there were not satisfactory motivation of students in reading text in the class.

Purpose of question number 4 was to know whether students had an experience of reading English and to what extent they read it at lower classes. The result from the interview revealed that nearly all, 19(63.3%) of the students hadn't have an experience of reading English at lower class. While 5(16.6%) and 4(13.3%) of the interviewed students told that they sometimes and always respectively had an experience of reading English at lower classes. On the other hand, two the participants replied that they rarely used to read English at lower classes.

Generally, it possible to say that an experience of students to read English at lower class is thought to be very low. Indeed this can be taken as reasons for students having less reading comprehension.

4.4. Results And Analysis of Data from Class room Observation

To investigate teachers' teaching procedures of reading skills and students' effort in developing reading comprehension, the best instrument is class room observation. Thus continuous observations were made in the selected sample schools from January to march 2023. The researcher believed that classroom observation is the main tool to gather data regarding the factors affecting reading comprehension. Thus, a carefully designed check list was used to observe the teaching learning practices of reading skills. Accordingly, from the sample schools, there were three grades 9-12 English teachers and all of these teachers were observed three times as they taught reading. The performances of all of the teachers were checked against the items in the check list prepared based on the literature review. The items are explained whether or not it happens during the observations with **Yes/No** responses.

The researcher used table to shows the results obtained from the observation taken by the researcher during teaching and learning took place at different times.

Table1:Activities /condition expected to be implemented during the observations

No	Observation Checklist	Information observed	
		Yes	No
		frequency	Frequency
1	Classroom condition during the observation		
1.1	Is the number of students as few as possible to let them read every text?	1	11
1.2	Are there enough books for all students to read?	4	8
1.3	Is the lesson of the day is as clear as possible?	10	2
1.4	Is blackboard visible to read from?	11	1
2	Teacher's activities		
2.1	Does teacher motivate students to read & answer question?	6	6
2.2	Does teacher teach students how to develop vocabulary?	3	9
2.3	Is student centered method used by teacher?	1	11
2.4	Has the teacher good reading skills?	11	1
2.5	Does teacher tolerate any mistakes done by students & encourage students to correct	12	0
3	Students activities		
3.1	Do students participate in reading text?	9	3
3.2	Do students have interest in reading text?	7	5
3.3	Do students volunteer to help each other?	2	10
4	Teacher and students reaction		
4.1	Do teacher & students practice on problem solving method?	4	8
4.2	Do they participate peer teaching?	3	9
4.3	Is there cooperative learning/teaching in the class?	4	8
4.4	Is there any brainstorm done in the class?	2	10
5	Classroom evaluation		
5.1	Does teacher comment/give feedback to students' reading ability?	9	3
5.2	Does teacher evaluate students group discussion	7	5
5.3	Elicit response from learners instead of supplying answer	3	9
5.4	Is enough time given to reading activities?	4	8

As it is stated in the table, condition observed in number 1.1, in only one section the number of students to let all the students read text is believed to be possible by the researcher as there were only 12 students in the class. And for item 1.2, in only 4 out 12 classes observed, there were enough books available for all students to read. The majority of the classes hadn't as enough

books as possible for the learners to be read by all the students. So, from this observation, the researcher could evaluate that less number of books available in the class can obstruct students' reading performance/comprehension. As for point 1.3, believing that the lesson given in the class should be as clear as possible to the students in accordance to their level, the researcher observed that most of the lesson observed during data gathering were not as such difficult to understand. Thus, this can be evaluated as it cannot be considered as where the difficulty of comprehension exist from the lessons observed. According to condition on number 1.4, it is thought by many educators that what is written on the blackboard and the board itself should be clean /visible as possible. The results from the table showed that almost all the blackboards were visibly cleaned and the writings were all visible. Therefore, couldn't again be the obstacles for students of this district for the difficulty of reading comprehension.

From teachers' activities, activity observed on point 2.1, is designed to evaluate whether motivate students to read and answer question to improve students' reading comprehension. Consequently, the result from the observation revealed that the activity taken by teachers in motivating their students in reading and asking questions in the class was proportional(50%:50%), means that half percent motivated whereas another half percent of the observed teachers did not. This is suggested by the researcher that it is not enough, expecting that all the teachers should motivate their students in reading and asking questions in English. To conclude based on the finding from the observation, this could be considered as one of the factors affecting students' reading comprehension.

Point 2.2 of the observation was designed to find out if teachers teach students on how to develop vocabulary. As it can be seen from the table above, it shows that only few 3(25%) of the observed teachers taught students how to develop vocabulary. Teaching vocabulary is directly related to the development of learners' reading comprehension. As stated by Ricketts, Nation and Bishop (2007) limited amount of vocabulary knowledge that the students have could limit their understanding of a text, especially when the text contains unfamiliar vocabulary. Therefore, this was another factor influencing reading comprehension observed. As can be seen from the table, point 2.3 was intended to check whether student centered is used by teachers because it is believed by many educators to give the chance for students to practice as many as possible due to the fact that practice makes one perfect in any activities. So, from the observation, the researcher

found that only 1(8%) which is less than expected of teachers used student centered method. By this supervision, we can comment that students didn't get the chance to take part in reading which help them promote their comprehension. To sum up this information, the absence of student centered method among teachers is said to be one of the factors existed.

As for question number 2.4, it was designed to further investigate if or not teachers have good reading skills. As obtained from the class observations, among the observed 12 teachers only one (8.33%) of them has less reading problem. Consequently, based on this information there is not as such problem from teacher's reading skills.

Point 2.5 was intended to assess whether teachers tolerate any mistakes students usually make and encourage them to correct as much as possible. Thus as could be observed during class observation, all the observed teachers tolerate students' mistakes and tried to encourage them to correct it although they were not interested in correcting their mistakes. So it is possible to say that there is no problem concerning teachers' tolerating what students may make practicing reading.

Points listed number three in the checklists were thought to search where the problem might appear concerning students' activities during learning reading lessons. To begin from point 3.1, it was prepared to assess if do students participate in reading tasks. Among the observed classes, students could participate in reading in 9(75%) classes although a few in numbers. However, as compared to the number of students in the classes, only few of the learners participated. This could also be concluded as another problem observed.

Point 3.2 was proposed to investigate if students have interest in reading any text. As it could be identified from the observation, less number of the learners in 8(66.6%) didn't have interest in reading. And hence this was also another problem observed.

Point 3.3 of the checklist was believed to identify whether students are volunteer in reading. As could be observed during class observation, only in 2(16.6%) in classes out of twelve classes had volunteer to take part in reading activities. In short one conclude based on this information that it is possible to improve without students' volunteer in reading. So this was also another problem for the low level performance of students' reading comprehension.

On the hand, point 4 of the checklist focused on commenting what the reaction between students and teachers look like concerning learning and teaching reading skills. In point 4.1 we see whether teachers and students make practice in problem solving method. The observation found that less than half average number 4(33.3%) out of observed classes the the reaction used was not satisfactory to solve problem of reading comprehension.

The point 4.2 of the checklist designed to investigate if students participate in peer teaching as peer teaching is very important for individuals to learn from each other. The observation revealed that out of observed 12 classes, in only three (25%) classes students took part in peer teaching which is suggested to be not enough to develop students' reading. Every classes should be expected there ought to be full peer teaching method of reading.

As for point 4.3, it was presented to look out whether there is cooperative teaching or learning in the class. The data obtained through observation showed that only in 4(33.3%) classes there were few cooperative teaching learning processes. This is not much enough to improve students' reading comprehension. Therefore this can be commented as one of the problem for the low performance of students' reading comprehension. Item written in number 4.4 intended to identify whether teachers give brainstorm questions to evaluate or assess students' previous knowledge. The result showed that only two the teachers used brainstorm techniques to facilitate their students' background knowledge. Based on this data, one conclude that teaching and learning process without brainstorming questions, may not solve the difficulty students faced in reading comprehension.

Items listed in number 5 in the checklist are proposed to assess classroom evaluation during teaching and learning processes. Item presented in 5.1 is intended to seek if or not teachers do give feedback/comment students' reading skills. He result revealed that almost all; 9(75%) of the observed teachers have given feedback and comments to their students after participation. Here there was no problem observed apart from the number of students were few. Item listed in point 5.2 was intended to check whether teachers evaluate students group discussion. As it was observed, more teachers,7(58.3%) evaluated their students group discussion. But group discussion was not as such followed and it was not satisfactory. As for item in point 5.3, it intended to check if teachers elicit their students' to respond instead of supplying answers. Therefore, as the result conveyed, only 3(25%) of the observed teacher elicited their students to

respond the answer. Thus this was identified as another problem for students to develop their reading comprehension. Lastly, item presented in point 5.4 was suggested to comment if teachers give enough time for their students to reading activities. The observation showed that only 4(33.3%) of the teachers gave enough time to reading activities. To summarize the observation, the reality obtained from the observations were not satisfactory to improve learners' reading comprehension.

4.5. Practical Test Analysis

Practical test is another tool of data gathering that enables researcher to find out where the difficulty of reading comprehension found. It is aimed at how to solve any difficulty students faced during reading text. The researcher advised students to practice As many as possible to understand the text. Letting them read the text at their home several times and try to come up with some ideas. He used the following method/steps to do any questions based on the text:

1. let them see the title alone bring to their own previous knowledge
2. let them see the questions roughly before read it
3. let, them read the text according to the questions.

These steps are very helpful to understand the text. The researcher also told the students to read any text several times not only for the exam case but to develop their reading skills. Telling the students reading many times helps them improve reading comprehension, the researcher has given the students different reading tests at different times and could have seen there were some improvement in their test from time to time. Among 180 students who took 1st the tests, 92 students got greater than half average(50%) and by the 2nd test, 112 students got greater than half average (50%).

This revealed that letting/encouraging students to read as many time as possible and giving them more reading test adds something to the improvement of students' reading comprehension. Generally, it is hoped that encouraging learners to develop the habit of reading supports students' reading and understanding.

CHAPTER FIVE

4. Conclusion and Recommendation

This chapter briefly presents the summary, conclusion and recommendation based on the findings of the study.

5.1. Conclusion

The aim of the research was to investigate the difficulty faced by secondary school's students reading comprehension, particularly of Abbichu and Gnea woreda/district.

Therefore, in order to come up with the conclusion/get the where the problem/s is/are, the researcher formulated the following five questions.

These are:

1. What is the importance of reading comprehension?
2. What are the factors influencing Students' reading comprehension?
3. What are the reasons behind low level of performance of high school students in reading comprehension?
4. What are the difficulty faced by Abbichu and Gnea secondary School students' in reading comprehension?
5. What are the strategies to sort out the difficulty faced by Abbichu and Gnea District secondary School students' in managing the skill of reading.

This study is descriptive case study design, because it employed mixed research methods to collect and analyse data findings by using both qualitative and quantitative methods. Simple random sampling technique was used to determine the goal of study. Furthermore, purposive sampling techniques was employed including all English teaching teachers for questionnaires, interview and class observation. Therefore necessary data were collected through questionnaires, interviews, class observation, reading comprehension test and focus group discussion. The

findings of the study could identify the problems of students' reading comprehension. Although they are at different degrees, all the questions raised in questionnaires, interviews, observation checklist and focus group discussion were identified to be the problem students faced at different level because of their absence/lack to be implemented in classes or out of classes. Therefore this study could realised that reading skill was not taught in manner that it can improve students' reading comprehension. More activities were being done by teachers instead of letting students participate, because it believed that students' more involvement in reading activity facilitate their reading skill.

The teaching learning processes /method were seemed to be traditional as there is no modern method of teaching like teaching by summarizing, activating students' previous knowledge, implementing the stages of reading in the class etc. The study also identified that although it is work of teacher to encourage it, students fear to read in the class and have negative attitude towards it and were not exposed to appropriate learning reading procedure and have not been given the opportunity to practice reading tasks,. As a result of this, specially because of less motivating students to read, it is not possible to expect good reading comprehension.

5.2. Recommendation

Based on the research findings this study, the following recommendations are expected to be done by to whom it concerns:

- Firstly Every EFL teachers should give great focus on teaching processes and strategies of teaching reading skills. When teaching reading, they should show adequate practice to help students encouraged enough to have confidence in reading English.
- They should be practically model to solve students' lack word knowledge and to change students' negative attitude towards reading as it was observed to be the great challenges of students' reading skill.
- Students should also be taught reading skills properly at lower classes, because it is base for them to develop their background knowledge
- The researcher also recommended that teachers should more or less focus on teaching vocabulary to enhance students' limited vocabulary knowledge.
- Students' low morphological awareness, lack of grammar knowledge and less word knowledge were identified to be the most difficulty students faced during reading comprehension. Therefore, teachers have to focus on these three problems mostly.
- Students less reading habit was commented as one of the problems for low level performance of learners' reading comprehension, so this should also be given focus by language teachers and schools in encouraging/motivating their students to develop as many times as possible
- Brainstorming activities ought to be given to learners in order to identify students background/previous knowledge
- The number of students in each classes should not be many to control/give equal chance for students to participate in the reading lesson
- Students volunteer to help each other should be encouraged
- Since reading comprehension is thought to make learners successful academically, improves writing skills and enable them to learn about the world, it should be given a higher priority by anybody whom it belongs to.
- Finally, letting students develop the habit of reading, teaching by summarising lessons and getting students read the same thing several times were the strategies identified by the study which should used by teachers and learners.

APPENDEXES

Appendix A

ADDISABABA UNIVERSITY

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

**DEPARTMENT: FOREIGN LANGUAGE STUDIES AND
LITERATURE**

Post Graduate Program (MA-TFL)

**Research Questionnaires of MA thesis Entitled Investigating factors affecting students'
English reading comprehension**

Questionnaires to be filled by teachers

Dear Teachers, This questionnaire is designed to gather data on the above thesis from AbebeBikilaJato secondary school, Abbichu secondary school and mendida secondary. The data to be collected through this questionnaire is highly valuable to meet the objectives of the study. Therefore, you are kindly requested to fill in the following questionnaire. Be free when complete this questionnaire as it used only for academic purpose.

Thank you so much

General instructions:

- **Please don't write your name on the questionnaire**
- **Follow the direction given in each part**

Part one: personal information

1. **Sex** _____
2. **Age** _____
3. **Qualification** _____
4. **Years of service as a teacher** _____
5. **Credit hour per week** _____

Part one

Instruction: Attempt items related to **the importance of reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use(√)

- | | |
|-------------------|----------------------|
| 5. strongly agree | 2. strongly disagree |
| 4. agree | 1. undecided |
| 3. disagree | |

No	Items	5	4	3	2	1
1	Suggest that it adds something to the meaning of the text					
2	It develops students’ critical thinking					
3	Develops students’ ability to solve problems					
4	Improves students’ memory skills					
5	Is believed to be successful academically					
6	Improve students’ writing skills					
7	Helps students build vocabulary skills					
8	Helps to learn about the world					
9	It helps at work place					
10	It makes reading enjoyable and informative					

Part Two

Instruction: Attempt items related to **Factors influencing students reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use((√)

- | | |
|--------------------------|-----------------------------|
| 5. strongly agree | 2. strongly disagree |
| 4. agree | 1. undecided |
| 3. disagree | |

No	Items	5	4	3	2	1
1	Students previous background knowledge					
2	Lack of understanding vocabulary					
3	Having negative attitude towards reading English					
4	Lack of teacher's motivating students in reading					
5	Lack of word knowledge					
6	Low language acquisition					
7	Low reading skills					
8	Environmental factors(home, school)					
9	Lack of family support					
10	Complexity of the text					

Part Three

Instruction: Attempt items related to **Reasons behind low level performance of high school students in English reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use((√))

- | | | | |
|----|-----------------------|----|--------------------------|
| 5. | strongly agree | 2. | strongly disagree |
| 4. | agree | 1. | undecided |
| 3. | disagree | | |

No	Items	5	4	3	2	1
1	School's experience of encouraging students to read English					
2	Students' reading ability					
3	Lack of students interests in reading English					
4	Having less reading habit					
5	Absence of language laboratory					
6	Limited vocabulary knowledge					
7	Difficulty of the text					
8	Students attentions in the class					
9	Poor visualizing skills					
10	teacher's experience of encouraging students to read English					
11	Low experience of students in reading at lower classes					

Part Four

Instruction: Attempt items related to **Difficulty faced by Abbichu and Gneaworeda secondary schools students’ English reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from

strongly agree, agree, disagree, or strongly disagree, just use((√)

- | | | | |
|-----------|-----------------------|-----------|--------------------------|
| 5. | strongly agree | 2. | strongly disagree |
| 4. | agree | 1. | undecided |
| 3. | disagree | | |

No	Items	5	4	3	2	1
1	Students’ reading ability					
2	Lack of vocabulary knowledge					
3	Lack of phonological awareness					
4	Complexity of English knowledge					
5	Lack of grammar knowledge					
6	Inability to connect ideas of the text					
7	Low morphological awareness					
8	Less Word knowledge					
9	Students’ fear to read loudly in the class					
10	Lack of students self confidence to pronounce words					

Part Five

Instruction: Attempt items related to **Strategies to sort out the difficulty faced by Abbichu and Gnea woreda secondary schools students’ English reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree, just use((√)**

- | | | | |
|-----------|-----------------------|-----------|--------------------------|
| 5. | strongly agree | 2. | strongly disagree |
| 4. | agree | 1. | undecided |
| 3. | disagree | | |

No	Items	5	4	3	2	1
1	By previewing the text					
2	By using graphic organizer					
3	By asking questions about the text					
4	Getting students read the same thing several times					
5	By pre-teaching vocabulary					
6	Letting students develop the habit of reading					
7	By directly teaching vocabulary					
8	Making connection to the previous knowledge					
9	Visualizing					
10	Using technology					
11	Summarizing					
12	Providing students with the opportunities to reading aloud& correct them					

IF there is/are other/s, Specify _____

Partone _____

Parttwo _____

Partthree _____

Partfour _____

Partfive _____

Appendix B
ADDISABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENT: FOREIGN LANGUAGE STUDIES AND LITERATURE

Post Graduate Program (MA-TFL)

Research Questionnaires of MA thesis Entitled Investigating factors affecting students' English reading comprehension

Questionnaires to be filled by Students

Dear Students, This questionnaire is designed to gather data on the above thesis from AbebeBikilaJato secondary school, Abbichu secondary school and mendida secondary. The data to be collected through this questionnaire is highly valuable to meet the objectives of the study. Therefore, you are kindly requested to fill in the following questionnaire. Be free when complete this questionnaire as it used only for academic purpose.

Thank you so much

General instructions:

- **Please don't write your name on the questionnaire**
- **Follow the direction given in each part**

Part one

Instruction: Attempt items related to **the importance of reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use(√)

- | | |
|--------------------------|-----------------------------|
| 5. strongly agree | 2. strongly disagree |
| 4. agree | 1. undecided |
| 3. disagree | |

No	Items	5	4	3	2	1
1	Suggest that it adds something to the meaning of the text					
2	It develops students' critical thinking					
3	Develops students' ability to solve problems					
4	Improves students' memory skills					
5	Is believed to be successful academically					
6	Improve students' writing skills					
7	Helps students build vocabulary skills					
8	Helps to learn about the world					
9	It helps at work place					
10	It makes reading enjoyable and informative					

Part Two

Instruction: Attempt items related to **Factors influencing students reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use((√))

5. **strongly agree**

2. **strongly disagree**

4. **agree**

1. **undecided**

3. **disagree**

No	Items	5	4	3	2	1
1	Students previous background knowledge					
2	Lack of understanding vocabulary					
3	Having negative attitude towards reading English					
4	Lack of teacher's motivating students in reading					
5	Lack of word knowledge					
6	Low language acquisition					
7	Low reading skills					
8	Environmental factors(home, school)					
9	Lack of family support					
10	Complexity of the text					

Part Three

Instruction: Attempt items related to **Reasons behind low level performance of high school students in English reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use((√))

- | | |
|---|---|
| <p>5. strongly agree</p> <p>4. agree</p> <p>3. disagree</p> | <p>2. strongly disagree</p> <p>1. undecided</p> |
|---|---|

No	Items	5	4	3	2	1
1	School’s experience of encouraging students to read English					
2	Students’ reading ability					
3	Lack of students interests in reading English					
4	Having less reading habit					
5	Absence of language laboratory					
6	Limited vocabulary knowledge					
7	Difficulty of the text					
8	Students attentions in the class					
9	Poor visualizing skills					
10	teacher’s experience of encouraging students to read English					
11	Low experience of students in reading at lower classes					

Part Four

Instruction: Attempt items related to **Difficulty faced by Abbichu and Gneaworeda secondary schools students’ English reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use((√))

5. **strongly agree**
4. **agree**
3. **disagree**
2. **strongly disagree**
1. **undecided**

No	Items	5	4	3	2	1
1	Students' reading ability					
2	Lack of vocabulary knowledge					
3	Lack of phonological awareness					
4	Complexity of English knowledge					
5	Lack of grammar knowledge					
6	Inability to connect ideas of the text					
7	Low morphological awareness					
8	Less Word knowledge					
9	Students' fear to read loudly in the class					
10	Lack of students self confidence to pronounce words					

Part Five

Instruction: Attempt items related to **Strategies to sort out the difficulty faced by Abbichu and Gnea woreda secondary schools students' English reading comprehension** provided below. Please give your appropriate response to each item based on your understanding and believes. Your response can be vary, from **strongly agree, agree, disagree, or strongly disagree**, just use((√)

- | | | | |
|----|-----------------------|----|--------------------------|
| 5. | strongly agree | 2. | strongly disagree |
| 4. | agree | 1. | undecided |
| 3. | disagree | | |

No	Items	5	4	3	2	1
1	By previewing the text					
2	By using graphic organizer					
3	By asking questions about the text					
4	Getting students read the same thing several times					
5	By pre-teaching vocabulary					
6	Letting students develop the habit of reading					
7	By directly teaching vocabulary					
8	Making connection to the previous knowledge					
9	Visualizing					
10	Using technology					
11	Summarizing					
12	Providing students with the opportunities to reading aloud& correct them					

IF there is/are other/s, Specify _____

Partone _____

Parttwo _____

Partthree _____

Partfour _____

Partfive _____

APPENDIX C

Interview Questions For Students

My Fellow Students, well come this face to face interview Questions

I'm doing MA Research Entitled: "Investigating Factors Affecting Students' English Reading Comprehension" So I will kindly request you to answer the following interview questions on your own understanding/believes. Feel free when answering these questions as it is only used for academic purpose.

1. Does your teacher encourage you/advise you to develop your reading comprehension?
A. Yes, How often? A. always B. often C. rarely D. sometimes
B. No,
 2. How often do you practice reading English?
A. Always B. sometimes C. rarely D. never
 3. How often your English Teacher let you read English in his/her each class?
A. Sometimes B. always C. often D. rarely
 4. Had you an experience of reading English at lower class?
A. Yes, How often? A. always B. rarely C. sometimes D. very often
B. No,
 5. What difficulty faced you while reading English?
Explain it_____
-

Thank you So much!

March 2023

APPENDIX D

Interview Questions For Teachers

My Dearest Teachers, well come to this face to face interview Questions

I'm doing MA Research Entitled: "Investigating Factors Affecting Students' English Reading Comprehension" So I will kindly request you to answer the following interview questions on your own understanding/believes

1. Do you think letting students read aloud and follow their reading ability improve comprehension?

A. Yes, Explain how _____

B. No.

2. Do you have the habit/experience of encouraging students in reading English?

A. Yes. How often? A. always B. sometimes C. very often D. rarely

B. No,

3. How do you explain your school environment /situation in helping students' reading comprehension?

A. Comfortable B. not comfortable C. comfortable but not satisfactory D. very comfortable

4. Do you use lecture method in your class?

A. Yes. How often? A. rarely B. sometimes C. often D. always

B. No,

5. What methods do you use to improve you students' reading comprehension?

Explain it, _____

6. Does pre teaching vocabulary improve students' reading comprehension?

A. Yes. How explain it, _____

B. No,

Thank you So much!

March 2023

Appendix E
ADDISABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENT: FOREIGN LANGUAGE STUDIES AND LITERATURE

Post Graduate Program (MA-TFL)

Classroom Observation Checklist

The main purpose of this observation checklist is to investigate factors affecting students' English reading comprehension. The activities will be marked Yes/No based on if they have done during the observation

School: _____ academic year _____

Grade level _____ section _____

Chapter _____ Topic _____

Page _____ period _____ Duration _____

Dates of observation _____ Teacher observed _____

Observer _____

No.	Lists of observation	Yes	No
1	Classroom condition during the observation		
1.1	Is the number of students as few as possible to let them read every text?		
1.2	Are there enough books for all students to read?		
1.3	Is the lesson of the day is as clear as possible?		
1.4	Is blackboard is visible to read from?		
2	Teacher's activities		
2.1	Does teacher motivate students to read & answer question?		
2.2	Does teacher teach students how to develop vocabulary?		
2.3	Is student centered method used by teacher?		
2.4	Has the teacher good reading skills?		
2.5	Does teacher tolerate any mistakes done by students & encourage students to correct		

3	Students activities		
3.1	Do students participate in reading text?		
3.2	Do students have interest in reading text?		
3.3	Do students volunteer to help each other?		
4	Teacher and students reaction		
4.1	Do teacher & students practice on problem solving method?		
4.2	Do they participate peer teaching?		
4.3	Is there cooperative learning/teaching in the class?		
4.4	Is there any brainstorm done in the class?		
5	Classroom evaluation		
5.1	Does teacher comment/give feedback to students' reading ability?		
5.2	Does teacher evaluate students group discussion		
5.3	Elicit response from learners instead of supplying answer		
5.4	Is enough time given to reading activities?		

APPENDIX F

Focus Group Discussion Questions

Dear students who selected or the focus group discussion, the following questions are presented to investigate factors affecting students' reading comprehension. Thus you are kindly requested to discuss and give any suggested response you believe in.

The focus group discussion questions taken Were as follows:

- 1. What are the difficulty that the students faced in reading?**
- 2. What makes students be inactive in reading comprehension?**
- 3. Do you think are brainstorm questions helpful to develop students reading skills?**

A. yes, Explain how _____

B. No,

- 4. What do you think is obtained by having good reading skills/comprehension?**

A. It makes me understand/study other subjects well B. Enables us to have good marks at exam C. Helps us re tell the story of the text D. Feel confidence to learn

- 5. what are some techniques/strategies we need to use in order to solve the problem behind students' reading along with understanding? Explain it.**

_____ , _____

_____ , _____

_____ , _____

_____ , _____

APPENDIX G

Practical test 1st

DIRECTION: This paper contains English language examination for grade 12. There is only one best answer for each item. Choose the best answer from the suggested options and write the letter of your choice on the answer sheet.

Direction (1_7) Choose The Best Answer from The given Alternatives based on the following passages.

Passages

I'm going to be talking with you about listening-**aspect** of communication you may never have though much about.....

In any kinds of listening situation that you are in, there is one obvious but important to remember. The point is that you should be listening from the very start. If you are not in **it** from the beginning, if you're not there to start on time, you're always going to be little bit behind. You're never be going to be able to catch up. You might be asking the person behind you what you might have missed. You're making **that person** fall behind also.

With listening, an event more important point to consider is that we don't listen the same .In fact, it can be said that in general there are three major types of listening.

One of the listening would be listening for appreciation. A second type of listening is listening for information. A third type of listening is also called critical listening.

1. What might be the tittle of an essay?

A. Kinds of listening. B. Lecture about listening. C. Importance of listening. D. Methods of listening

2.What is the kinds of essay is it? A. Descriptive B. Argumentative C. Explanatory
D. Narrative

3. What is the meaning of **aspect** (para,1 line,1)? A. Means of something B. Part of something
C. Uses of communication D. Variety of communication

4. "**That person**"(para,1,line 5) refers to:- A. The reader B. The writer C. Friends of the reader D. Friends of writer

5. One is incorrect about the passages, which one is it? A. The writer explained that there are three types listening purposes B. The writer mentioned about how to listen carefully C. The writer explained that we have to listened very carefully D. The writer supported that you can listen in any way you like

6. According to the passage, we don't always listen in the same ways, b/c A. It depends on the kinds listening. B. It depends on the purposes of listening. C. It depends on our skills. D. all

7. **It** (para 1, line 4) refers to_____ A. listeners B. listening skills C. listening habit
|D. kinds of listening

Practical test 2nd

Passage

DIRECTION: This paper contains English language examination for grade 11. There is only one best answer for each item. Choose the best answer from the suggested options and write the letter of your choice on the answer sheet.

1. In the early 1970s China had one of the population growth rates in the world. Its population, dangerously nearing one billion made up one fifth of the total world population. The Chinese government was very worried and began to introduce a set of family planning policies. What had happened since represents one of the most rapidly fertility transition in human history.
2. Yet the real social effect of this **remarkable** change are only beginning to be seen as a result of a study carried by united Nations. The study involved interviews with woman aged 15-49 in different parts of China. It **revealed** some spectacular changes.
3. When the Chinese government announced its first family planning programme women in China had an average of nearly six children. The later, longer, fewer campaign which started in 1972, encouraged later for marriage and child Bering longer interviews between birth and smaller families. This policy proved to be successful. By the time the next attempt at **widespread** birth control, the one child policy was announced in 1979, fertility had already fallen to an average of 2.7 children per family.
4. The one child policy has led to even further reductions. Urban areas such as Beijing and Shangai have essentially conformed to the policy, while a rural area have reached an average of two children per family. The fertility reduction program has been successful. Indeed, it may have gone further than some people had intended.
5. Because China had now achieved fertility level which are much lower than other developing countries, researchers are now interested to see how Chinese family life had adapted to the government's family planning programs.
6. Dr.Zengyi of the institute of the population research at Beijing University says the difference in statics between Urban and Rural areas could be a major problem. He **predicts**that in the future only 8%of rural woman will follow the one child policy, the

average setting at 2.5 children per woman. But 61% of urban woman will have only one child.

7. After some times this could mean a shortage of young people in the cities to care for their elderly parents. In addition, according to Dr.Zeng in there could be serious labor shortage in the cities and significant healthy care burden imposed by aging urban populations. It is therefore necessary for the government to introduce plans to deal with these developments. These policies he says should include encouraging rural youths to migrate to towns and cities although stricter enforcement of birth control may be necessary in the country side, some relaxation of the one child policy could be consideration in urban areas.
8. The birth control policies have also been unable to change the widespread preference for a son among married couples. Despite government effort, increase education and modernization more than 50% of people who took part in fertility surveys wanted a on as their first child compared to only 5% wanted a daughter. The other didn't express a preference . Often those couples whose first child was male signed one child certificate whereas those whose first child was a female went on t have other children in the hope of having a boy.

(adapted from an article in rural development number of produced by FAO for the United Nations)

1.Which one of the following is true about China's population?

- A. China had one billion peoples B. Chinese government was not able to solve its population growth
C. China was the only country that had the highest population in the world
D. China's population made up one fifth of the world population

2. Which paragraph describes the one child policy program brought about further?

- A. 1,8 B. 7,8 C. 3,4 D. 6,7

3. When did the Chinese government announce the widespread birth control of one child policy?

- A. in 1972 B. in 1979 C. in 1970 D. in the early 1970

4. When the Chinese government announced the family planning program women in China had_____ A. more than six children B. less than six children C. an average of almost six children D. an average of hardly six children

5. The word **remarkable** in par, 2,line,6 means:_

A. changeable B. unchangeable C. noticeable D. possible

6. One of the following statement is not true

A. the fertility reduction program has failed in china

B. The Chinese family planning program has brought change

C. At first the Chinese government was very worried about its population growth

D. The United Nation made interviews with some women

7. What revealed mean in para,2, line 8?

A. showed B. led C. brought D. hid

8. By the time wide spread birth control one child policy program was announced_____

A. fertility has raised to an average 2.7 children per family B. Fertility was constant

C. Fertility had already fallen to an average 2.7 children per family

D. Fertility was completely controlled

9. What is the main idea expressed in the paragraph 7?

A. It describes that 61%of urban women will have only one child

B. It describes that 8% of rural woman will follow the one child policy

C. Dr. Zengyi works for institute of population research at Beijing University

D. It is prediction about the problem of the children in statistics between urban and rural areas

10. In paragraph 3 line 13, which one of the following synonyms for the **widespread**?

A. extensive B. network C. limited D. transmitted

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