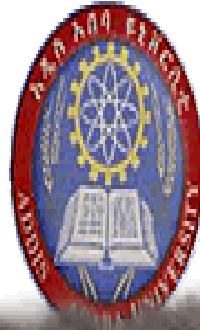


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ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE

ASSESSING EFL LEARNERS' READING COMPREHENSION
DIFFICULTIES AT BOLE COMMUNITY GENERAL SECONDARY
SCHOOL.

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MAY, 2024

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ACRONYMS AND ABBREVIATIONS

BCET- Bole Community English Teacher

EFL- English as a Foreign Language

ELT- English Language Teaching

ESL -English as Second Language

L1- First Language or Mother Tongue

MA- Masters of Art.

MoE- Ministry of Education

SPSS- Statistical Package for Social Sciences

TEFL- Teaching English as a Foreign Language.

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ABSTRACT

The main purpose of this study was assessing EFL learners' reading comprehension difficulties at Bole Community General Secondary School Specifically grades eleven and twelve students. To attain this objective, descriptive research design in which mixed method was used to collect the data. Data were collected through questionnaire from 60 grades eleven and twelve students who were randomly chosen from the total population of 604. In addition, from total population of seven English language teachers who teach EFL in these grades three were included using purposive sampling techniques for the sake of collecting data for the study. The researcher used a reading comprehension test, close-end questionnaire and semi-structured interview as major data collection tools. Accordingly, the data obtained from interview was narrated in words, questionnaires and reading comprehension test were anatomized by using frequency and percentages. The gathered data indicated that several difficulties that affect students reading comprehension. Among these improper reading practices, inadequate practice, poor reading habits and motivation, lack of reading culture, lack of time, poor guidance, low practice, and poor background were found to be the major factors. Similarly, teachers teaching methods and in giving clear instructions also found as difficulties. Concerning reading strategies, the analysis of comprehension test indicated that students' capability found low in applying the strategies and find main ideas, supportive details, inferring, summarizing and guessing new words from the context. It was seen that texts with understand long sentences, expression and hard words made students not to comprehend the academic passage. Besides, from the analyses and interpretations of the data exposed that the concerned teachers were warrant practical skills in implementing the three stages of reading activities. Based on the major findings and conclusions the researcher recommended that teachers should apply and practice three stages of reading in the classroom. Likewise, students should develop their beliefs, values, expectations, interest, attitude and a good way of learning for English subject. Therefore, since reading comprehension is a skill that could be improved through sufficient practice.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Reading is a skill that requires interaction between the reader and the text. It forms the basis of all areas of learning and is a fundamental skill that needs to be acquired by every learner in school (Geske & Ozola, 2008). Learners who are competent in reading can learn on their own, both inside and outside the classroom. However, as (Snowling & Hulme, 2012) stated reading comprehension is a difficult process, involving a variety of cognitive and linguistic skills. As a result, deficits in any cognitive ability important to the comprehension process can potentially lead to deficits in reading comprehension performance provide a comprehensive framework for understanding the processes and skills involved in reading comprehension; deficits in comprehension could result from a variety of sources beyond decoding, including differences in sensitivity to story structure, inference making, comprehension monitoring, syntactic processing, verbal working memory, and oral language skills.

Reading is the main source of language input for most EFL learners since they are living in a context in which English is not spoken. They mostly start learning English through reading books, texts, articles, etc. Considering the great importance of reading for EFL learners, knowing what constitutes reading skill and what can end in difficulty for EFL learners in the course of reading a text is deemed to be crucial.

To find the problematic areas of reading for EFL learners of varied proficiency levels, different classifications of reading sub-skills or sub-sections must be taken into account. Reading is not a single-factor process; it is a multivariate skill involving a complex combination and integration of a variety of cognitive, linguistic, and non-linguistic skills ranging from low-level processing abilities to high-order knowledge of text representation and integration of ideas with global knowledge (Nassaji, 2003) and as Hirsch (2003) believed that at least three principals have useful implications for improving students' reading comprehension; the first one is fluency which allows the mind to concentrate on comprehension, second, breadth of vocabulary increases comprehension and facilitates further reading and finally, domain knowledge, the most recently understood principle, increases fluency, broadens vocabulary and enables deeper comprehension.

Comprehension is the outcome of the interactive process between reader and text in which the readers not only receive messages from the text word for word but also interpret, reflect, and evaluate the meaning of the text based on their own goals (OECD, 2002). In other words, the process of reading comprehension requires the reader to produce text understanding at the necessary level. It incorporates both higher-order (interpreting and reflecting text) and lower-order (retrieving information) skills. This suggests that readers actively and interactively generate meaning during the reading process rather than being passive, and that their responses will probably vary based on the reasons they are reading.

Reading is not only a cognitive but also an affective process (Yamashita, 2015); hence, the reading processes are also greatly influenced by affective factors (Wigfield, 2000). In addition, reading comprehension involves readers constructing meanings by interacting with the text through utilizing prior knowledge and previous experience. Reading itself operates from mastering set skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension (i.e. where readers decode from sounded letters, whether single letter-sounding or letter-sounding patterns involving more than one letter and more than one sound (phonics) National Reading Panel (2000). As Gove and Cvelich (2011) also emphasized that with practice, readers recognize letters more quickly and in small clusters, and link the clusters to form words. They train their minds to visually identify word patterns and as a result, they begin to pay attention to spelling and pronunciation, as well as the meaning of the word.

According to Mullis, Kennedy, Martin, and Sainsbury (2004), reading requires attitudes that promote reading for a lifetime in addition to the capacity to create meaning. Additionally, he emphasized that the two main goals of reading teaching are the development of reading abilities and good attitudes toward reading. This implies that attitudes and comprehension are both incorporated into reading. All things considered, reading is a complicated process that combines the reader's cognitive processes, the text, and the reading goal with sensitive factors.

English is used as the medium of instruction in Ethiopia at the secondary and tertiary levels and is taught as a subject starting from grade one. Despite its prominent position in secondary schools in Ethiopia, students' level of reading performance in the English language is reported that decreasing.

As Teshome.D, (2001) confirmed that the English language competence of students are inadequate for their level. Among the four skills, reading is a very important skill not only for the English language but also for other subjects. Additionally, recent studies on reading

comprehension demonstrate that a number of important factors impair students' ability to comprehend what they read. The most crucial is phonemic awareness, which is the capacity to recognize individual letter sounds and is necessary for word identification. Reading comprehension deficiencies are associated with a student's inability to read words fluently, or with automaticity, due to underdeveloped phonemic awareness and phonics skills as well as weak working memory (Torgeson, 2002). As Alemayehu Kibire (2019) also stated in his study the students need to comprehend their reading materials such as textbooks, reference materials, and exercise books. If the students fail to do so, they will not be successful in any institutions of education.

Reading comprehension at high school level is where the base is laid and the foundation is established. This ability of reading comprehension is highly indispensable for a successful academic journey. This study therefore was assessing EFL learners' reading comprehension difficulties at Bole Community General Secondary school.

1.2. Statement of the Problem

The ability to practice reading comprehension effectively in a foreign language is essential especially if the foreign language is used as a medium of instruction in schools. This is because the students in such schools cannot understand adequately the subjects they learn in the English language unless they can read and comprehend the materials written in English. According to (Goldman et. Al, 2006) text comprehension is a complicated process. Reading need to be considered such as word perception and inference making for a text comprehension process to happen. This demonstrates that reading and comprehension are challenging processes that students must go through in order to comprehend a piece of reading material.

According to Anderson (2003), the majority of students struggle with reading because they lack the specialized reading strategies required for effective reading, and when students employ ineffective reading techniques, they frequently show little interest in reading in the target language. This clarifies why the majority of EFL students dislike reading in English. What they are reading is beyond their comprehension.

The reading section, according to MoE (2003 E.C.), aims to improve students' reading abilities, including their capacity to comprehend and read for inferential meaning, as well as their ability to read for various reasons and increase their reading speed. Moreover, it gives new vocabulary context, and a lot of tasks help pupils deduce the meaning of strange words and expressions from their surroundings.

The majority of students in grades eleven and twelve struggle with reading comprehension in EFL lessons, and they also find it challenging to understand their English-written textbooks, according to the researcher's observations. As a result, the researcher wanted to investigate how EFL students who struggle with reading comprehension are assessed. The focus of this study examined the reading comprehension challenges faced by EFL learners at Bole Community General Secondary School, with a focus on students in grades eleven and twelve.

Different local research has been conducted about reading comprehension difficulties. For example, a local researcher (Fekadu, 2013) conducted research on assessing the factors that affect reading comprehension: in the case of Degahabour Secondary School. The findings depicted failure to read extensively and poor reading habits, lack of reading culture, class size, seating arrangement, lack of time, and lack of resources. In this the researcher selected the study on students' reading abilities in English his finding did not address the most common factor to the failure of learners' reading comprehension abilities.

Another researcher (Bizuwork Bekele, 2018) conducted a thesis on "Assessing factors affecting students' reading comprehension: the case of grade eleven students in Chelenko Preparatory School." The researcher revealed that the majority of the students in the case under study have poor reading backgrounds in the previous levels, particularly at the secondary school level where they were supposed to improve and lay a good reading foundation for the successful completion of the required standard, or expectations and competencies, for the proceeding levels, particularly in senior level, and even later in their tertiary level appeared to lack of the various reading procedures, strategies and techniques in their reading classroom practice which are paramount importance for them to develop effective reading comprehension skills. The majority of the respondents did not actively participate in reading comprehension activities during the actual classroom reading lesson instruction, perhaps, due to lack of encouragement and interest. So as Bizuwork Bekele showed in his study students had poor levels of reading skills and the researcher didn't address the external and internal factors that affected students' reading comprehension.

As (Zerihun Tefera, 2019) also conducted a thesis on "Investigating Factors Affecting Students' Reading Comprehension Skill at Millennium Secondary School." His final findings showed that inappropriate conceptualization, poor reading background, absence of reading habits, and teachers' teaching methods because of teaching reading skills through translation. Moreover, as

the findings of the study showed, most of the students had no habit of doing classroom and home task reading activities supposed to be done by them. This was due to, low encouragement and follow-up of EFL teachers in the school. In addition to this, even if the reading culture of the community to read English sources is too low, the school teachers themselves are not models for their students. That is why the students had low reading habits in the classroom and outside the classroom. Therefore, from findings where most difficult type of reading comprehension was in EFL learners themselves and their teachers' using method of teaching. However, the researcher did not emphasize the most important difficulties of learners in reading comprehension.

Reading comprehension problem then hinders students from reaching their success and achieving their goals academically since everything requires understanding. The problem is even more serious in those situations where English is used as a language of instruction. Generally, the above discussion showed how reading comprehension is difficult for EFL learners in high school students. The relevance of reading comprehension is not deniable. It also showed the different views of EFL learners' reading comprehension difficulties. Thus, the purpose of this study was to fill the gap. Therefore, this study was assessing EFL learners' reading comprehension difficulties in Bole sub-city at Bole Community General Secondary school specifically grades eleven and twelve.

1.3. Basic Research questions

To assess EFL learners' reading comprehension difficulties at Bole Community General Secondary school specifically grades eleven and twelve. This study will intend to give appropriate answers to the following basic research questions.

- 1.** What are the main challenges in terms of frequency that affect students practice reading strategies in reading comprehension at Bole Community General Secondary school among grades eleven and twelve students?
- 2.** What are the difficulties related to practice stages of reading in reading comprehension at Bole Community General Secondary school among grades eleven and twelve students?
- 3.** What are the sources of learners' reading comprehension problems at Bole Community General Secondary school among grades eleven and twelve students?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of this study is to assess EFL learners' reading comprehension difficulties at Bole Community General Secondary school specifically in grades eleven and twelve.

1.4.2. Specific Objectives

The specific objectives of the study will:

- ✓ Explore the main challenges in terms of frequency that affect students' use of reading strategies in reading comprehension at Bole Community General Secondary school among grades eleven and twelve students
- ✓ Identify the difficulties related to practice stages of reading in reading comprehension at Bole Community General Secondary school among grades eleven and twelve students.
- ✓ Examine the sources of students' reading comprehension problems at Bole Community General Secondary school among grades eleven and twelve students.

1.5. Significance of the Study

This study significant in giving insight in to current ways to teach reading for English language teachers at high school level. It can use to students reading comprehension problems as guidance to improve them. The implication here is that teachers have to work closer with their students. It provided a necessary basis for policymakers, curriculum planners, school directors, teachers and other interested groups to realize the magnitude of the reading comprehension problems in particular and can help to improve the teaching and learning of reading comprehension in general.

1.6. Scope of the study

The scope of this study bounded to Bole sub-city at Bole Community General Secondary school specifically grades eleven and twelve which is a governmental high school and restricted to the topic of assessing EFL learners' reading comprehension difficulties. The reasons for the restriction of this government school the researcher who worked in that school so the researcher has some hints about the reading comprehension difficulties of the selected school for this study.

1.7. Limitation of the Study

This study would have been better and made the findings of this study became more reliable if the whole target population were incorporated into the study. The other limitation was due to time and resource constraints, the outcomes of this study were limited in its scope, and more findings would have been drawn better than the existing ones.

1.8. Operational Definitions of Key Terms

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

- **Assess:** To analyze critically and judge definitively the factors affecting students' reading.
- **Comprehension Skill:** The ability to employ micro-skills of reading, such as skimming, scanning, guessing the unfamiliar words, predicting and inferring.
- **Comprehension:** is the process of deriving meaning from a written text.
- **Difficulty:** An obstacle which affect students 'reading comprehension.
- **Reading Comprehension:** It is a meaning construction process through interactions between a reader, a text and the context.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Reading Comprehension

Reading comprehension is the process of making sense from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to Goldman et al (2006) described text comprehension is a challenged process. Many aspects of reading need to be considered such as word perception and inference making for a text comprehension process to happen. This shows that reading and understanding is a difficult process where learners have to engage in a process before they can understand a piece of reading material. As Ruddell (1999) as stated in Dasril (2017), said that the most common academic goal of reading is comprehension, the construction of meaning that in some way corresponds to the author's intended meaning. In school, reading has three additional goals: learning, i.e. at each grade level, students are expected to become better readers and to read increasingly difficult texts; application, i.e. throughout the middle and secondary grades, students are expected to apply knowledge constructed from reading text.

Comprehension involves prior knowledge, knowledge of text structure, and an active search for information (Gillet and Tample, 1994:34). Many experts say that prior knowledge is a skeleton of reading comprehension. The more the readers know about a text, the easier it is for the reader to read. The amount of prior knowledge that the reader has will affect his reading comprehension. The knowledge of the text structure is also an important factor in helping readers to have better comprehension. The knowledge of the text structure can guide the reader to search meaning of the text. It can be basic sentence structure like understanding word order in a sentence even a larger text structure like understanding the structure of a story. As Marshall and Glock (1988)) stated that “The students who do not know this structure cannot comprehend a text as well as the students do.” Similarly, another factor also involved in reading comprehension like actively search for information. In this case, the reader needs to look for meaning actively in the text.

Reading with comprehension means understanding the meaning of the written material. It is an active thinking process that requires word recognition skills, comprehension skills, and appropriate background language. Herber (1978) points out three levels of the reading

comprehension process. First, the reader is presented. Second, the readers search for relationships among the statements within the written material, and these intrinsic relationships drive various meanings. The meaning that the readers gain is influenced by previous knowledge and experience that the readers have about the material. Third, the reader takes the ideas and knowledge of the written material and applies it to knowledge.

The reader is said to have good comprehension if she/he can take the ideas from the written material, she/he will keep and use them in the appropriate usage. According to Miller (1971), mentioned that from the view of the reading comprehension process, reading comprehension is divided into four levels of comprehension. The first level is literal comprehension. It is a low level of understanding. Comprehension at this level involves surface meaning. At this level, the reader finds information and ideas that are explicitly stated in the text. The second level is inferential or interpretive comprehension. At this level, the readers need to analyze the implied meaning of what is read. Inferential comprehension consists of the skills of predicting outcomes, drawing conclusions and generalization, sensing the author's mood and purpose, interpreting what is read, and reading between the lines. The third level is critical comprehension. Critical reading is defined as the process of evaluating or judging what is read in terms of criteria that the reader has formed from his experience. Some of the skills that are needed at this level are the ability to differentiate between fact and opinions, to recognize persuasive statements, and to judge the accuracy of the information given in the text. The last level is creative reading or integrative reading. This level of comprehension allows the reader to use knowledge gained through reading in any appropriate usage. Generally, people read texts in English either for their careers, for study purposes, or simply for information or pleasure.

2.2. The Importance of Reading

The capability to read in English has paramount significance for students in such a way that it meets the everyday reading needs later in life Thompson (2001). Reading is demanded in both class room and real life situation. According to (Bright and Mc Gregory, 1972 Mohammed Aliyi, 2019) stated that, the major language skill that enables learners to understand ideas, facts, concepts and thoughts is reading. This is to mean that learners make use of reading in the environment out of school in their diurnal routine. As Donough and Shaw (1993) also mentioned maintain emphatically that reading is one of the important foreign language skills.

Reading in enhances language proficiency of students at all situations. On this point he noted that the following “ As a skill, reading is easily one of the most important; in fact in numerous cases around the world we may argue that reading is the most important foreign language. ” Another scholar Sesnan(2003) refers to the significance of reading by saying, “ reading is one of the introductory skills which everyone accepts is essential for survival in the ultramodern world.” In strengthening this idea, N’Namid(2005), stated that skills in reading are most important to enable students to understand the social and profitable situation of the world and their environment.

Reading is a highly interactive phenomenon. This interaction takes place through the activity of reading. This is itself a complex interplay between original position bottom- up strategies (identification of meaning from the position of word upwards) and increasingly more global position of top-down, advanced order internal process and background knowledge. Comprehension occurs as the reader builds one or further internal representations of a text message (Kintsch and Rawson, 2005). Reading comprehension can be described as the interpretation and evaluation of a written text in order to ascertain the message of the pen (Bond et al, 1989); and facility in it has long been recognized as an essential skill which alternate language learners need to acquire if they're to attain mastery of the language that they're learning.

The construct of reading comprehension is, however, a complex phenomenon which involves psycholinguistic factors which relate to schemata and text processing(Grabe & Stoller, 2002); verbal and sociolinguistic factors, which also include an understanding of pragmatics and discourse association; and a knowledge of a particular range of reading strategies including the active utilization of background knowledge (Westwood, 2003). Comprehension is achieved by the bottom-up approaches of decoding at word, phrase and sentence position as well as the top-down approaches of predicting content and drawing on existing schemata to create meaning(Anderson, 2003).

Reading comprehension is widely agreed to be not one, but numerous things. At the least, it's agreed to number cognitive processes that operate on numerous different kinds of knowledge to achieve numerous different kinds of reading tasks. From its complexity of understanding its apparent and a central idea. Comprehension occurs as the reader builds one or further internal representations of a text communication (Kintsch and Rawson, 2005). In general, the purpose of

reading comprehension is getting meaning from written text. Without comprehension, reading is a meaningless exercise in word expression. It's no magnification to say that how well-conditioned students develop the capability to comprehend what they read has a significant effect both on their educational and entire lives. A major goal of reading comprehension instruction, thus, isn't only to help students develop the knowledge, skills, and experiences they must have if they're to become competent and enthusiastic compendiums (Bachman and Palmer, 1996).

The above discussion seems to suggest that the capability to read in a foreign language that's a medium of instruction is extremely important. This is due to the fact that this capability appreciatively affects the students' success not only in the language but also in all the other subjects that are taught in that language.

2.3. Academic Reading

Reading, according to purpose and utility, can be basically of two orders. They're Academic reading and Non-academic reading. To assess EFL learners' reading comprehension difficulties at Bole Community General Secondary school specifically in grades eleven and twelve so it conducted on academic reading.

A pupil has to pass various examinations during his/ her whole course of academic life. Understanding a given passage is the core for a pupil to answer any kind of questions set in needed the examinations because, "understanding a written text means rooting the information from it as effectively as possible." And the understanding of its possible only when a pupil reads it effectively and meaningfully (Grellet, 1996). Still, it'll be possible for him her to answer all types of questions gap filling, multiple choice questions, If the pupil reads effectively and makes out the entire meaning of a given text. This is true for all academic purposes; this is crucially true for the students learning an alternate or foreign language as English isn't their mother tongue, a fair and effective reading skill activities, if is needed.

As Sekara(1988) correctly commented, "one of the most important not the most important activity, in tertiary education is reading not for pleasure but for information that has been researched, organized, and documented in accordance with the rules of academic discourse." For effective academic reading, he has suggested RAP (Reading for Academic Purpose) programmed for familiarizing students with certain aspects similar as syntactic sequences and words that are

constantly used in academic discourse. It includes, according to him, “both understanding the syntax and semantics of academic English and understanding of specific aspects of academic reading.”

2.4. Strategies in Reading Comprehension

Reading comprehension has extensively been used in various areas as second and foreign language teaching, learning and testing. Because of these reasons, reading becomes a pivotal skill in any alternate and foreign language classroom. To improve reading skill, the students have to practice reading a lot, know and use certain strategies in reading. Knowledge about these strategies will help them in overcoming their difficulties that may do in reading. In addition, it can help them to be an effective reader. Yan (20007) stated that reading strategies are specific capacities that enable reader to read the written form as meaningful language and read with comprehension, fluency and interact with the message the writer conveys.

Reading strategy can be classified by different scholars depending on how the readers process reading. In this respect, Richards (1990) as cited in Ahmadi (2017) mentioned that reading as, “An integration of top-down processes that use background knowledge and schema, as well as bottom-up processes that are primarily text or data driven.” It's stated that learners who rely on the top-down system use textual suggestions and predict the meaning and try to compensate for deficits similar as weaknesses in word recognition and lack of effective bottom-up processing.

According to Brown (2004;185) stated that there are two kinds of reading strategy, namely nethermost-up strategy that's strategy for processing separate letter, word and phrase and top-down strategy that's strategy for comprehension.

2.4.1. Bottom-Up Strategy

Bottom-up strategy is based on the view of reading as decoding process where in the sole role of the reader is to reconstruct meaning embedded in the lowest unit of the text (Gough 2000), as cited in Sileshi Kasahun , (2018). Meanwhile, the meaning will be understood through analysis of individual part of the language and the reader process language in succession manner, combining sound or letter to form word, also combining words to form phrases, clause and sentence of the text (Gascoigne, 20052).

Bottom-up strategy is demanded for students on the beginner position when they learn how to read. This strategy is necessary when students learn about word recognition. According to Wills (2006) stated that bottom-up strategies include listening/ reading for specific detail, recognizing cognates and recognizing word order pattern.

2.4.2. Top-Down Strategy

This strategy is grounded on the view in which reader is an active party, making prognosticating and processing information by relating them to the compendiums ' experience and knowledge of the language (Mei, 2007 2). Top-down process explains that previous knowledge plays significant role in reading process. The reader uses top-down process when they use previous knowledge to understand the meaning of the text.

In top-down theory, a good reader is viewed the reader that just past his eyes quickly across the text, fastening on a view letter or words then and there and forming prediction grounded on background knowledge (Anderson, 2007 6) and as he mentioned that top-down strategies include guessing meaning from context, scanning, skimming, predicting, inferring and summarizing. Also, according to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, similar as determining main idea, locating reference, making conclusion, detail information, and the understanding vocabulary. These aspects are respects as difficulties that the students encounter in comprehending the text.

2.4.2.1. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan (2003), finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located. According to the author reflected that the following three strategies will help find the main idea of a passage:

- Looking for general versus specific ideas,
- using the topic to lead you to the main idea, and

- Using clues to lead you to the main idea. A general idea is usually supported by specific ideas and the main idea often appears at the beginning of a paragraph, though it may appear elsewhere in a paragraph.

2.4.2.2. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

2.4.2.3. Understanding Vocabulary

The student expands their knowledge of vocabulary while he/she is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe, 2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems reader shave difficulties in understanding material is that they have lack of vocabularies.

2.4.2.4. Detail Information

The last type of information type that is usually found in reading test is detail question or information. This information is used to check students' ability to understand material that is directly stated in the text. In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that word's synonym. As Langan (2003:95) mentioned that "Supporting details are reasons, examples, facts, steps, or other kinds of evidence that explain a main idea". He further says that there are often two levels of supporting details-major and minor. The major details explain and develop the main idea. In turn, the minor details help fill out and make clear the major details.

2.4.2.5. Guessing Meaning from Context

One way to understand the unknown word in a text is by guessing it using word context clue. Spear (2000: 3) has defined word context as the way word is used in a phrase or sentence, its

linguistic environment. Context clues include definition, restatement, example, description, synonym and antonym or surrounding sentence. Because most of the word meanings are learnt indirectly or from context by the students, it is important that they learn to use context clues effectively. However, the students must be aware that not all context clues are helpful in guessing unknown word. In this case, they must make educated guess to understand the unfamiliar word meaning by using the other larger context.

Good readers often use context clues to determine the meanings of unfamiliar words. These clues may be either semantic or syntactic (Nuttall, 2005). When using semantic clues, the reader tries to relate the word to other information or illustration in the material. Semantic clues include comparisons and contrasts, definitions, descriptions, and the placement of new words near familiar words that help explain their meaning. In other words, the clues may be any of the following types of information embedded in the text: definition, restatement, examples, comparison or contrast, description, synonyms or antonyms. Contexts can vary largely depending on how much information they provide a reader. Sometimes the context provides a direct explanation of the meaning of a new word.

2.4.2.6. Predicting

Predicting is used to make a hypothesis what may come next in a text. In making the hypothesis, the reader should activate their appropriate prior knowledge. According to Gillet and Temple (1994: 223), prediction requires the students to relate their prior knowledge to the reading task at hand and from an expectation that will apply to the reading. Prediction forms the connection between prior knowledge and the new information that stores in the text.

Prediction is an important cognitive skill which experienced readers practice. It enhances readers' imaginative power. An experienced readers are capable of using wide range of textual cues in predicting what comes next. Likewise, Nuttall (2005:13) points out that "*prediction are important because it activates schemata: that is, it calls into mind any experience and associated knowledge that we already have about the topic of the text. We make use of the schemata to interpret the text. If students bring their background knowledge and experience to the text, it makes the reading text easy and smooth for them to make the meaning. In other words, if the relevant schemata are activated and ready to use, we can understand the text more easily. Prediction also helps us to make sense of sentences; even the first word sets up expectation of*

what the next word will be, and as the sentences develops, our ability to predict what comes next often increases.”

Competent readers always depend on their ability to predict what comes next; they use hints from the passage to reach suitable meaning of the text. Hence, a good reading does not require going through each and every line in the passage. Rather, the reader relies on the prediction from the syntactic and semantic hints and their background knowledge. Similarly, as (Duffy, 2009) mentioned that readers make predictions based on purpose for reading, topic clues, and types of text being read. It can be said that students’ ability to predict what comes next often increases with the development of reading competence.

2.4.2.7. Inferring

Comprehension involves understanding not only what is stated explicitly but also what is implied in written material. Inference is implied through clues that lead the reader to make assumption and draw conclusion. In making inference, the reader should link the clue from the text given with what they already know.

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. Therefore, sometimes the students face difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

When we read we make logical leap from the information given in a single forward way to ideas that are not stated directly. In order to draw inferences, we make use of all the clues provided by the writer, our own experiences, and logic. As Langan (2003:300) has given the following guidelines for making inferences in reading:

- Never lose sights of the available information. As far as possible, base your inferences on facts,
- Use your background information and experience to help you to making inferences. The more you know a subject, the better your inferences are likely to be,

- Consider the alternatives: Don't simply accept the first inference that comes to mind. Instead, consider all the facts of a case and all the possible explanations

2.4.2.8. Summarizing

Summarizing is used by the students to determine what's important in what they're reading, to make gist this information and to put it in their own word. According g to Gillet and Temple (1994:223), summarizing help students to identify or generate main idea or central idea, eliminate spare gratuitous information and flash back what they read. Reading strategies help students' concentrate on the reading and access applicable information. Reading the text carefully, scanning and finding the main and supporting ideas and taking summarizing help students read more efficiently and improve their understanding in reading text According to Nuttal(2005) however, reading strategies are classified into four types. Those are skimming, scanning, expansive and ferocious readings.

- **Skimming**-is a useful skill to be applied in reading. Grellet(1999) stated that skimming means regard rapidly over a text to get the gist of it. It means skimming is used to make students confidence and an understanding that it's possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it precisely. Students can do skimming in several ways similar as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.

According to (Steen burgh, 2009) also stated "Skimming is the capability to read swiftly and smoothly to locate bits of information literally stated." Skimming assists the anthology understands the main idea of the text before reading it carefully. Skimming can do in several ways similar as reading the title or other heading and look at the picture, reading the first sentence or the last sentence of each paragraph or reading the first and the last paragraph of the text also, there are five usages of skimming, namely to find a specific answer, to find the main idea, to learn what happen next in the text, to get overall picture and ask question to be answered by careful reading of text book and delicate material.

- **Scanning** - is high- speed of reading. It's a useful strategy in locate a specific information that demanded like a date, a figure or name and ignore over all insignificant information. For

illustration, we scan the list of names in a telephone directory to find a phone number. Scanning helps the reader to find information quickly without reading the whole text.

According to (Grellet, 1981), mentioned that scanning is glancing rapidly through a text to search for a specific piece of information. It means that scanning is the capability to read a text quickly in order to find specific information that's demanded like a date, a figure, or a name and ignore over all insignificant information. For illustration, a pupil scans the list of names in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text. Nuttall (2005) stated that scanning involves glancing through a text either to search for a specific piece of information (e.g. a name, a date) or to get an original impression of whether the text is suitable for a given purpose. Hence, this strategy helps readers focus on the search only of information they want passing quickly over all the inapplicable materials.

- **Expansive reading-** Is the readers generally face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2001), expansive reading is carried out to achieve a general understanding of a text. Long and Richards(1987) identify expansive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of expansive reading are to make the readers' confidence and enjoyment.
- **Intensive reading-** is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod(2011), ferocious reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, relating words that connect one idea to another and relating words that indicate change from one section to another.

2.5. Three Stages of Reading

Comprehension is define as “intentional thinking during which meaning is constructed through interaction between text and reader” (Harris & Hodges 2000), thus, the reader drive meaning from text when they engage in intentional, problem solving thinking processes. In connection to this, Hedge (2000) stated that it is now standard practice in the design of reading tasks to use a

three-phase procedure involving pre-reading, while-reading 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:

2.5.1.Pre-Reading Stage

In pre-reading stage, students will be motivated and they bring their background knowledge in the reading of a given topic. Regarding this stage, Baker and Westru's (2000), as cited in Gezahegn (2013:18) states that pre- reading activities should be short and focused, i.e. five minutes is usually long enough. Modjadji (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\ knowledge with the topic. Prepare them for the content.

Pre-reading stage aims to introducing the reading text and develop a frame work for reading. It also intends to build and activate students' relevant prior knowledge about the topics, concepts, issues, and vocabulary contained in the text to be read (Williams, 1984; Nuttall, 1982 and Wallace, 1992). Nuttall (1982) notes that before the students begin to read the text the teachers are expected to do many things to make their task more explicit and their way of tackling it more effective. They need to consider the following points in order to initiate their students for the reading of any text.

A. **Introducing the text:** The teacher should introduce the topic of the text and ask some questions to explore the students' background knowledge of the topic. This prepares them for what they are going to read, creating expectation and stimulating (arousing) their interest in the reading text (Konare, 1994). Teachers can create interest by providing students predictive tasks and interesting activities, and activate their prior knowledge before reading so that they bring something of their own to the text. If teachers get students engaged in the task there is a much better chance that they will read with commitment and concentration (Harmer 2001). Teachers can get students engaged by talking about the topic, by showing a picture for prediction, by asking them to guess what they are going to see on the basis of a few words or phrases from the text, or by having them look at the headlines or captions before they read the text (Ibid).

- B. Providing a reason for reading:** It is important to encourage student to read with their purpose in mind. Nuttall (1982:153) said that we need to have the framework of a reason for reading so that we can decide how detailed our understanding must be so, it is often helpful to give students an imaginary purpose for reading, to enable them to judge what they can skim over, what they must attend to in detail, according to their relevance to their purpose.
- C. Dealing with new language:** The teachers need to select a few words or expressions from the text to pre-teach or review very quickly. They should choose only key words that are very essential for understanding the text (Bycina and Dubin, 1991; and Williams, 1984 Konare, 1994). In other words, where students are likely to be held back unnecessary because of three or four words, it makes sense to teach them first. Where they should be able to comprehend the text in spite of some unknown words, teacher can leave vocabulary work till latter (Harmer, 2001). However, an appropriate compromise is to use some (possibly unknown) words from a reading text as part of their procedure to create interest and activate the students' schemata, as the words may suggest topic, genre or construction or all three. The students can first research the meanings of words and phrases and then predict what a text with such words is likely to be about (Ibid).
- D. Breaking up the reading text:** According to Nuttall (1982), breaking up the text has many advantages. It is easier to work in a thorough and organized way on a short section than on a complete long text. Besides, it is easier to hold the students' interest if teachers handle a short section at a time. Teachers can deal with one section fully and then move to a fresh one. Furthermore, handling a text in sections can lead to more effective learning. Teachers can ensure more thorough understanding because when the first section has been dealt with, it helps the students interpret the second and so on, which in turn helps students develop the important skills of anticipation and prediction.

2.5.2. While-Reading Stage

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

- ✓ Develop the students' comprehension of the writer purpose.
- ✓ Develop the students' 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) stated that students need practice in the real life activity of silent reading. If they don't use silent reading, the teacher can help them become better readers by giving a time limit. This encourages students to read more quickly and not to stop at unknown words. Reading speed facilitates comprehension and both have direct relationship. In connection to this, Nuttall (2005:54) stated that there is no doubt that reading speed and comprehension are closely linked. It is suggested that when a reader are involved in reading a text, they read quickly and repeatedly than reading slowly and once

According to Wallace (1992), the principal aim of while-reading phase is to encourage learners to be flexible, active and reflective readers. This phase, too, requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. Such guidance can be supplied by a number of while-reading tasks. For example, learners can be asked to mark characters in story, cohesive devices in the text, adjectives that talk about the feeling of characters in the story.

According to Nattall, (1982); Williams (1994); Rivas (1999); and Crilly (2002) the most important activities of while-reading phase are the following:

- ✓ Extracting the main ideas and supporting details
- ✓ Identifying the specific information
- ✓ Inferring information contained in the text
- ✓ Transferring information of the text into tables and graphs.
- ✓ Filling in the blank space with the required information

- ✓ Guessing new words from context
- ✓ Paraphrasing and interpreting texts, etc.

2.5.3. The Post-Reading Stage

In this stage reader understanding of text can be measure in many ways. Baker and Westru's (2000), explained that there are certain activities to be done after students have read a text. These can include:

- ✓ Retell the story in small groups or as a class. Students act out the story, using their own words.
- ✓ Rewrite the story in their own words, preferably in pairs or in groups to encourage discussion.
- ✓ Discuss the story in pairs or small groups, giving their opinions of what they have read, or suggesting different endings. Hedge (2000) also stated that a wider range of activities focusing either on the content of the text can be undertaken, for example, debate, role play, reading of contrasting texts, or focusing on its language (i.e., bottom-up processing).

In the post- reading stage, students will be asked whether they have understood the general information of the text in relation to their previous knowledge. In the post reading phase there are three levels of comprehension questions. These are:

- ✓ Questions for exact meaning: These are the easiest; answers could be guessed from the passage.
- ✓ Questions for inferred meaning: This activity entails thinking about the text and understanding the relationship between ideas.
- ✓ Questions related to the students own experience.

The post-reading stage is, generally, intended to involve the students into text evaluation, reconstruction of the writer's opinion, summarizing the text and relating the message with their own knowledge, experience and feelings (Bycina and Dubin, 1991; Williams, 1994). Vaez (2006) stated that students need to reflect on what they have read in order to extend their

thinking. By talking and writing in response to reading, students become more engaged in reading and develop a deeper understanding and appreciation of various texts. Generally speaking, according to Grellet (1981); Williams (1984); Rivas (1999); Howath (2006); Crilly (2002); Saricoban (2002), and Vaez (2006), post-reading can take the form of various activities as presented below:

- Expressing personal opinion
- Relating the text with the background knowledge or experience
- Summarizing the text
- Evaluating the idea of the text
- Writing as a follow-up to reading.
- Encouraging students to do any writing activity related to the reading passage
- Speaking as follow-up to reading.
- Getting students to do speaking activities such as group discussions, debates or arguments, expression of opinions and oral summary.
- Appreciating, reacting to, and stating feelings of interest or any other emotional responses to the authors' ideas or feelings. To sum up, the three-phase classroom procedures for teaching reading is based on the following five methodological stages:

Stage 1. The teacher introduces the topic and explores the students' previous knowledge of it.

Stage 2. The teacher sets the tasks that the students will have to perform during or after reading (the nature of tasks determines which specific sub-skills of reading are practiced). This ensures that the learners have a reason for reading.

Stage 3. The students read silently and perform the task. Example, they answer the questions set.

Stage 4. The teacher gives feedback on the learners' performance of the task (stage 2 to 4 can be repeated).

Stage 5. The teacher gives follow-up tasks related to the text. (Khand, 2004).

The three-phase approach to reading presupposes a learner-centered classroom situation. In such a learning situation the learners take most of the responsibility for their learning, and the teacher plays a supportive role.

2.6. The Major Difficulties in Reading Comprehension

Difficulty is the state or quality of being hard to do or to understand (Hornby, 2005). Many senior high school students often find difficulties in reading comprehension. These difficulties lead to the students' poor performance in reading test.

There are two main sources of reading difficulties: the readability of the text and the readability of the reader. As Aukerman (1972: 19) stated that "readability" equals "difficulty" with the caused the texts or books which are very difficult to read are described as being high readability and the book which is easy to read are described as being low readability." He also points out three factors that influence the readability of written material: length of sentences, grammatical complexity of the text, and vocabulary. Another cause of difficulty comes from the reader. The reader who has difficulties in reading is defined as a problem reader. The problem reader can be caused by several factors such as inadequate word recognition skills, limited background knowledge, lack or poor use of strategies, and psychological factors (Pearson et al., 2007) thus, from these factors arise some difficulties in reading comprehension.

The following section will discuss the seven areas of reading difficulties that are generally found by the reader during reading; difficulty in understanding long sentences and passages, grammatical complexity of sentences and vocabulary used in the text, difficulty caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration.

2.6.1. Difficulty in Understanding Long Sentence and Text

It is a common problem that students find difficulty in understanding the long sentence or sentence with complicated structures. As Aukerman (1972) said that "nearly fifty percent of high school students cannot read the text book in their class due to the length of sentences in those texts." It is also supported by report of Barfield (1999) that shows twelve percent can't read an academic text due to the length of sentences. The effect of this problem is the students who cannot understand long sentence will fail to understand the main idea presented in the text.

2.6.2. Difficulty in Understanding Grammatical Complexity of Sentences

Grammatical complexities of sentence like using compound and complex sentence in the text are considered to give contribute in rising of the readability of the text. It may be worse if these kinds of sentences contain element such as inverted order or numerous modifiers, which make them too difficult for students. Such an idea has been stated by Gillet and Temple (1994) in their statement “The same is true of grammatical complexity; the longer a sentence is, in general, the greater difficulty.”

2.6.3. Difficulty in knowing Vocabularies used in the Text

It has always been expected that readers must acquire language knowledge first before they can read in a second and foreign language (Alderson, 2000). Word knowledge is the most important element for reading comprehension because readers cannot comprehend the sentence without attaching the meaning to the word (Devine, 1986). Krashen and Terrell (1998) agree that a passage with many unfamiliar words causes difficulties in comprehension. Similarly, the view of (Alderson, 2000), stated that struggling to read because of unknown words will affect reading pleasure and comprehension. The following example is excerpted from Aebersold and Field (1997) mentioned “Most readers would have some difficulty reading an article from a medical journal, written by a doctor for a doctor to explain how the hypothalamus functions. Although they would understand the function words (e.g a, an, the, of, in, on, though, by), they are unable to grasp the message of the text because of unfamiliarity with the content word (nouns, verbs, adjectives, and adverbs)” (p.14). It was said that the best predictor of text comprehension is the correlation between measures or readers’ vocabulary knowledge and measure of reading comprehension (Alderson, 2000). In other words, the more reader knows vocabulary, the more comprehension they will achieve.

2.6.4. Difficulty in Understanding Unfamiliar Content or Topic of the Text

Most of the readers who have limited background knowledge may find difficulty when they read unfamiliar content or topic of the text. Background or prior knowledge is a crucial component in reading comprehension. Amount of prior knowledge a reader has can be very strong determining the reader comprehension of the text (Pearson and Fielding, 1991)

2.6.5. Difficulty in using Reading Techniques

The students who have lacks of reading techniques often fail in understanding the text. (Meyyun, 1988) points out three characteristics of the students who lack proper use of reading strategies. First, they read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, they focus too much attention on form of the expense meaning. Third, they pay too much attention on detail with the result they often miss the main idea of the text. Furthermore, the students who do not process effective reading strategies may find difficulty to deal with reading comprehension test. (Deutsch ,2005) stated, “The students who unaware of reading strategies such as skimming and scanning felt lost and frustrated because they lack of tool necessary to succeed in reading comprehension test.”

2.6.6. Difficulty in Concentration While Reading

Difficulty in concentration during reading can be caused by psychological factors like anxiety, worry and nervous. Students who feel anxiety during reading may not comprehend successfully because anxiety can influence students’ concentration in understanding of the text. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do read activities or tests. Recent research that was done by Deutsch (2005) demonstrates that most of EFL/ESL students showed the symptom of anxiety to face reading comprehension. The anxiety is the result of the students lack skills and strategies to handle reading comprehension.

2.6.7. Difficulties due to Background Knowledge

Background knowledge is one of the research areas where investigators have attempted to find how readers know affects what they understand. For example, if readers have limited background knowledge in reading a text, they cannot follow and understand it because they do not know what the text is about. Background knowledge is defined as the students’ prior knowledge, or knowledge of the world including cultural knowledge. Readers use background knowledge to integrate new information from a text in to their previous information. Moreover, unfamiliar cultural context and differences between context knowledge of cultural and knowledge of vocabulary causes reading incomprehension if readers do not completely

understand other relevant cultures. In addition, an inadequate knowledge of a text type or text organization is a problem in reading texts. If readers do not know what kind of text is, such as newspapers, fairy tales or business letters, they cannot follow and understand what the text is about. Readers cannot understand a text well if they are familiar with the text type (Alderson, 2000).

2.6.8. Difficulties due to Motivation

Problems involving readers' motivation and the reason why readers read the text affect their reading achievement. If readers are not interested in the topic they're reading, they may fail reading. (Alderson, 2000) suggested that motivation of readers can affect the outcome of reading. Researches showed that poor readers from first and second language have shown that poor readers lack motivation to improve their reading abilities: as a result, less motivation becomes an obstacle to reading comprehension. On the other hand, it has been widely known that if readers are really interested in reading content, this interest can outweigh other factors to a large extent in reading. In fact, interest in content or motivation to read may be the most important consideration affecting reading comprehension (Krashen and Terrell, 1998). Positive motivation plays a significant role in reading development which promotes comprehension directly through greater amounts of extended reading as in (Grabe, 2009) reflected. Prior knowledge and reading strategies will become inactivated and useless if readers do not have the motivation to read (Donnell and Wood, 2004). Therefore, reading fails when reading in demotivated.

2.6.9. Difficulties due to Reading Process

The process of reading is the interaction between a reader and a text. During the process there are many things happening in the readers' mind when they read. While looking at the print text readers are decoding it, deciding what it means, how parts relate to each other or things they know, predicting what to come next, and expecting which purpose to read for. As explained, many various things occur when the readers read: the process seems to be dynamic, variable and different for the same reader on the same text at different time or with a different purpose of reading. It is very important to understand the process of reading as it will lead to an understanding of reading nature. However, it is very difficult to do so because the reading process is normally silent, internal and private (Alderson, 2000).

The reading process is a psycholinguistic process in which readers do not use all the information on the page; therefore, they don't need to know every single word to comprehend the text. Although the long sentences with embedded clauses will be harder to read second language acquisition. Research has indicated that readers can understand a text that is beyond their synthetic ability. They can ignore grammar difficulties and attract the meaning from other sources such as vocabulary or context clues, and still understand a passage. This is where readers must select the most productive language cues to determine the writer's message (Goodman, 1967, Krashen and Terrell, 1998). In addition, Goodman (1970, p.5) agreed that reading is a complex process to reconstruct a meaning encoded by the writer.

The process of reading depends on the reading skill of interaction between linguistic knowledge and knowledge the world (Clarke and Siberstein, 1977, p.234). To be able to understand a text, a reader has to "master techniques for using all the information available in a text" (Cameron, 2008, p.134), i.e he or she should be able to use four cueing systems strategically in order to construct meaning. Visual cues (graph phonic), syntactic indications (knowledge of grammatical structures), semantic cues (knowledge of word/phrase meaning) and pragmatic cues (text structure and purpose for reading). It is now generally believed that a range of reader factors such as motivation, background knowledge, and previous reading experience affect the reading process to a considerable extent (Fulcher, 1997).

2.7. Roles of Teachers in Reading in the Classroom

"Reading involves skills that student must learn for himself and that the measure of the teacher's success is how far the students learned to do without help" (Nuttal, 1982:21) According to Wiriyachitra (1995:43) mentioned a teacher needs to play in enabling his/her students to become communicatively competent in reading include:

- ✓ The teacher is a monitor, this involves going around the class while students do their reading activities by observing their performance.
- ✓ The teacher is a motivator/stimulator. He should foster student expectations about the reading and arouse their interest to read. This can be done by providing them different purposes to read.

- ✓ The teacher is a director. He should supervise learning by explaining how students do activities, engaging them in reading activities etc. The teacher should also allow students sufficient time to work at their own pace.
- ✓ The teacher is a co-communicator. He /she needs to work directly on one-to-one basis with students as he/she becomes a partner in communication.

2.8. The Sources of Reading Comprehension Problems

Most high school students encounter reading comprehension problems or difficulties (Beard, 1987:71) the difficulties of such students emanate from many factors. As Wallace (1992:62) reflected that the factors are categorized under environment related, teacher related, reader related and text related factors.

2.8.1.Home/Environment/ Related Factors

Home is an immediate environment in which the individual student is exposed. Every literacy related activity that takes place at home can bear its influence on the development of the students' reading interest. Apart from the reading related activities, the presence of the reading materials at home plays its own role in signifying the value of reading (Field, 1997).

2.8.2.The Teachers Related Factor

When teachers fail to activate their students' schemata, students face difficulties. This in turn strengthens the assumption that most teachers are uncertain about helping learners with language preparation (Williams, 1984:5). They also lack knowledge in selecting or devising reading comprehension tasks as cited in Samuel (2011). In line with this, teachers' excess help inhibits students from developing the desired reading skill. That means, over simplification increases students' dependency rather than independency. (Nuttal, 1982:22).

According to (Dean, 2000:12) stated "teachers' little idea about how to teach reading yields students reading comprehension problems." Teachers also pay great attention to the background knowledge of the learners because the importance of background knowledge in reading implies that the teaching of reading should pay great attention to the background of the learners. Language learners therefore, need to have clear understanding of this fact and address the problem students may face in the process of learning to remember. From teaching reading point of view, the way which a language teacher may address learners' background is by using

materials which meet their interest and experience (Smith; 1985, Holdaway; 1980:46) cited in Samuel (2011). “Reading involves skills that students must learn himself/herself and that the measure of the teacher’s success is how far the students learned to do without help” (Nuttal,1982).Thus, teachers need to play in enabling his/her students to become communicative competent in reading. If teachers fail this responsibility, they become the sources of reading comprehension problems.

2.8.3.The students related factor

The reader’s lexical and syntactic knowledge seems as one source that influences the reading comprehension. Knowledge of syntax and lexeme is a significant requirement for second language reading comprehension. In respect to this limited vocabulary knowledge in particular (Alderson, 2000). Reading the syntactic part, the new structures cause comprehension problems. That means, vocabulary knowledge doesn’t do anything. Knowledge and understanding vocabulary items depend on understanding how words are arranged as meaningful units. The other factor (source) is related with reading sub skills. Readers lacking reading skills fail to comprehend a piece of writing (Sensan, 1997; Alderson, 2000). This failure comes from inability to apply reading skills learn (M, Donough, 1996) for instance, readers’ failure to recognize the function cohesive devices like reference words, lexical cohesive and deletion of relative words can result in reading difficulty (Hadge, 2000). Furthermore, readers’ motivation, positive interest, positive attitude to reading and positive self- concept is more crucial than any other reading skills. Readers who lack these qualities are the sources of reading comprehension problems.

2.8.4.The Text Related Factor

Regarding the text, lack of authenticity or natural use of language in texts is the main sources of reading comprehension problems. When reading texts are distorted by the attempt to present a variety of examples of specific language items such as tense, texts lack authenticity (Nuttal, 1982). Defective texts can also cause reading comprehension problems. As Harmer (2001) stated that longer sentences are difficult to understand. Complex sentences can block understanding even if the words used are easily understandable. As (Ellis and Thomlison, 1980; Nuttal, 1996) also mentioned that texts over loaded with subordinate and co-ordinate structures may not be easily understandable. Texts with over familiar topics texts with over unfamiliar topic hinder comprehension.

Quality of comprehension questions on texts and they're in approximately cause comprehension difficulty as well. Selection of text is another issue discussed here. In this regard, careful selection of text is important (Ur, 1996) and as (Nuttal, 1996) reflected that there should be some criteria when selecting texts. The major criteria for doing these are readability, content suitability and exploitability. Readability refers to lexical and syntactic difficulties. Content suitability is to mean that the content of a text has to be interesting. Topic variety makes text very interesting. As (Wallace, 1992) mentioned on the other hand, exploit ability refers to the appropriateness of the content devised for reading activities Thus, if texts are selected carelessly; they become one of the sources of reading comprehension problems.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The study conducted to assess EFL learners' reading comprehension difficulties at Bole Community General Secondary School specifically grades eleven and twelve. To achieve the objective of the study, descriptive research design was employed because as Marczyk, et al (2005) stated that descriptive studies help to describe what people say, think and do. Thus, descriptive research design was chosen as it enables the researcher identify the current status of assess EFL learners' reading comprehension difficulties at Bole Community General Secondary School.

The researcher applied descriptive method because it is through this method that the data regarding the topic under study was easily gathered and analyzed and also it is helpful when a researcher wants to look into a phenomenon or a process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it or them in a simulated or an artificial setting (Seiliger and Shohamy 1989; and McDonough 1997). Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Therefore, the researcher used descriptive research to assessing EFL learners' reading comprehension difficulties.

The descriptive study was used in order to look at many dimensions of the students' difficulties in reading comprehension in the target classes in the school. As a result, both quantitative and qualitative methods was utilized to describe, explain, examine, analyze and interpret the phenomenon of reading comprehension difficulties that was occur in the target class in the school by using data. Hence, a mixed method approach uses so as to triangulate and increase the quality of final result of the research. The reason that the researcher was use qualitative approach is to get more personalized in-depth information whereas quantitative approach was also use to deal with the statistical analysis and numerical data to provide quantitative information (Lund, 2005:128). Therefore, the researcher was preparing questionnaires for the quantitative method to gather information from the respondents concerning their reading comprehension difficulties. On the other hand, for qualitative method teachers' interviews were use in order to check and

distinguish the difficulties in grades eleven and twelve students in reading comprehension at Bole Community General Secondary School.

3.2. Description of Population, Sample Size and Sampling Procedure

The study was directly concern to assess EFL learners' reading comprehension difficulties in Bole Community General Secondary School specifically at grades eleven and twelve students. This school and the grades eleven and twelve were chosen because this is considered convenient for the researcher to access more information as he has been working in this school. Therefore, based on the researchers experiences the problems that usually students face in their reading comprehension. The other reason is grades eleven and twelve levels who should read and comprehend different materials written in English in order to get ready for the entrance examination in grade twelve.

The researcher was selecting as a sample from the total numbers of grades eleven and twelve students at Bole General Secondary School. Therefore, there are 604 students in both grade levels and were select 10% or 60 students through randomly to fill the questionnaires because as (Gay, 1987:114) said that in descriptive study, the sample should be at least 10% of the population. To study this research a researcher a simple random sampling method was use for the selection of respondents in each section.

The researcher was select three English language teachers of grades eleven and twelve for interview purpose. In this the researcher was use purposive sampling method for the study from the total population of seven English Language teachers. The last method the researcher used comprehension test to grades eleven and twelve students.

3.3. Sources of Data

In this study the researcher used both primary and secondary source of data. The primary source of data was collected through questionnaires, interviews instruments and comprehension tests. Secondary data was collected from Secondary sources of the study like relevant documents and internet sources.

3.4. Data Collection Instruments

To collect the relevant data, the researcher used instruments or tools like questionnaire, interview and Comprehension test.

3.4.1. Questionnaire

Questionnaire is without a doubt one of the primary sources of obtaining data in any research endeavor (Richards and Schmidt, 2002). Thus, the researcher used close-ended questionnaire to

collect the necessary data from the students. Closed- ended questionnaires help respondents to choose from a selection of numbers representing feelings or attitudes ranging from strong agreement to strong disagreement. Therefore, the researcher distributed 60 copies of questionnaires to the sample students in the target classes in the school of grades eleven and twelve students.

3.4.2. Interview

The interview is a public connection designed to exchange information between the participants and the researcher. The quantity and quality of information exchanged would depend on how astute and creative the interviewer is at understanding and managing the relationship (Monette et al, 2008:178). The researcher designed semi- structured interview for teachers to cross-check the data which gathered through students' questionnaire. Semi-structured interview was used to gather more detail, authentic information, flexible and in-depth data about EFL learners' difficulties might face in reading comprehension. Semi-structured interview is neither too rigid nor too open since questions and topics are specified but they can be reworded in any sequence based on the situation. In a semi-structured interview, the researcher gave to interviewee more freedom to modify further about questions. Hence, the interview was conducted for teachers in both grades eleven and twelve English language teachers and three was selected from seven total populations of English language teachers through purposive sample method in the interview and participants' responses appropriately by the researcher. This tool was designed to address the basic research questions about the EFL learners' reading comprehension difficulties at Bole Community General Secondary School.

3.4.3. Reading comprehension Test

The researcher used another data collecting instrument for this study was prepared comprehension test. In this the researcher prepared a comprehension test for grades eleven and twelve students and the passages were based on new curriculum English text book which was prepared by researcher and others were based on general knowledge, due to this the comprehension test which contain three passages with 30 question items of multiple choices. Therefore, each three passages have ten multiple question items. The questions were design to find the main idea, recognize specific details, and recognize inference and conclusion, understanding vocabulary from context, reference questions and the tone of the author. As a result, it was important to examine the effectiveness of the students' reading with understanding. After the test, the researcher was analyzing the result for the finding of the study.

3.5. Data collection Procedures

To gather the required information, the teachers and students who involved in the study was identified. Semi-structured interview questions were design for teachers and closed-ended questionnaires were designed for selected students. After explaining the objective of the study to the respondents, the questionnaires were distributed to be filled. The semi-structured interview was conduct for the teachers within the scheduled time. The data that was collected from students through questionnaires and interview from teachers.

3.6. Methods of data Analysis and Interpretation

After carefully gathering the appropriate data through collection instruments mentioned, the quantitative data analyzed using different statistical tools. Thus, a frequency counting and percentage, in this the description of some qualitative data was used to analyze and describe the data (Cress well, 2003:217). So, after careful data organization based on each questionnaire, the collected row data from the respondents were analyzed using both quantitative and qualitative methods of data analysis. Questionnaire data analysis involved the analysis of students' close-ended questions. After they analyzed through SPSS-V.20, they were organized based on their categories for further interpretation. Then, it was presented in tables having in frequency and percentage.

The data gathered through interview was discussed qualitatively through words whereas information that obtained from questionnaires was interpreted quantitatively in the form of description and percentage. Then, the respondents' attitude and feeling were described by using Likert scale separately. Moreover, corresponding explanations, descriptions, and discussions was followed to each of the statistics to analyze and interpret the collected data from the respondents. At the end summary, conclusions and recommendations were formulated according to the result of the study.

3.7. Validity and Reliability of the Study

3.7.1. Validity

Validity is the extent to which the data gathering instruments can measure the intended values that is needed to measure (Best and Khan, 1995). That means the instrument; for example, the questionnaire should contain points which are related to the research questions. So, the researcher adapted questionnaires considering his research problems and objectives. To improve the validity of questionnaires a pilot study was conducted before responses to each item were

analyzed to identify any misunderstandings and ambiguity. Items that were found to be misunderstood or ambiguous were modified thereby improving face validity. All amendments such as spelling errors, abbreviation and grammars were made clear based on the feedback obtained from the pilot respondents. Based on the analysis of the pilot study, some vague and confusing items were modified to make the questionnaire clear and understandable. Expert opinions, literature searches and pre testing of questions were used to improve content validity. In addition, the instruments and questions were constructed with guidance help of the Adviser and Bole Community General Secondary School of English language teachers.

Generally, spelling, capitalization, font size, punctuation mark and length of the questionnaire items are edited based on the comments given by the three teachers.

3.7.2. Reliability

Creswell (2003) stated that reliability is the extent to which data gathering instruments or measurements can produce the same results whatever the time, conditions, place and researcher might be. In order to say the instruments are reliable, the consistency, the stability, or the equivalence of the responses should be under taken in the process of data gathering, analyzing, and interpreting. So, the researcher revised the questionnaire, reading comprehension test and the interview questions to fit with the research questions.

The reliability of the questionnaire was again checked by piloting on a total sample of eleven from grade eleven of Bole community General Secondary School students. This grade level was selected for the pilot study using convenience sampling technique. Convenience sample relies on available subjects-those who are close at hand or easily accessible (Berg, 2001). The objective of the pilot study was to assess the qualities and standards of the instruments, revise and improve them for the main study. More specifically, through piloting the researcher tried to check the adequacy of the questionnaire, reading comprehension test and interview items, and to see the practical aspects of administering the data collection tools, including the time required to administer the instrument, the clarity of instructions, and the suitability of methods of data analysis. Therefore, an attempt was made to see the reliability, and validity of the instruments. The researcher learned from the pilot study, the students' response for the questionnaire items, reading comprehension test and interview items.

Reliability is an extent to which a questionnaire and check the reliability of the items, five respondents form Bole Community General Secondary School were used for reliability test and their responded.

3.8. Ethical Considerations

The researcher introduced the purpose of the study to the participants and discussed with the school director, vice director and with English language teachers of grades eleven and twelve and promised that the information they provided could be used for the research purpose only. Accordingly, the researcher used the data from the participants only the study purpose. Besides, the researcher requested their willingness to participate and to be visualized and audio-recorded. Any contact regarding the data gathering was without influencing and aggressive the personal and institutional well-being.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data gathered from respondents of using interview was conducted with English teachers, questionnaire and comprehension test was administered to Bole Community General Secondary School of grades eleven and twelve students.

4.1. Characteristics of Respondents

According to interviewed to three English language teachers from the total number of seven the researcher has presented their background is as follows.

Table 1: Background of the interview respondents

No's	Items		F	%
1	Sex	M	3	100%
		F	0	0%
		T	3	100%
2	Age range	26-30	1	33%
		31-35	-	-
		36-40	2	67%
3	Qualification	BA	1	33%
		MA	2	67%
4	Total years of work experience	1-5	1	33%
		6-10	2	67%

The general information of the respondents in the table 1, shows sex, age range, qualification and their work experience respectively. In this category the teacher respondents were 100% of English teachers were male and as the researcher has observed in all grades eleven and twelve English language teachers were male. Therefore, this showed that respondents were male dominated.

In table 1, age category, in this the teachers' respondents were at the age of 36- 40 years and 67% of the respondents were in the age category. Therefore, it can conclude that the majority of workers were not more elderly.

The third category characteristics of the respondents were the qualification. In this category 33% of the respondents were degree holders and 67% of the respondents were MA degree holders. To sum-up of on this category of the respondents the majority of the respondents who they worked as English Language teachers in Bole Community secondary schools were MA degree holders. This showed that all of them were skilled to teach in this grade level.

The last category characteristics of respondents were work experience. Regarding to their experiences were, 67% of the respondents were in the year of 6-10, and 33 % of the respondents were in the year of 1-5. From the above information it is possible to conclude that the majority of the respondents have 6-10 years of work experience. Therefore, it can be concluded that they were well experienced and enough to work in the position of teaching English.

Table 2: Comprehension Test Analysis

According to the research conducted, it's important administered reading comprehension test in order to investigate the learners' reading understanding difficulties. The reading comprehension test was set three paragraphs those are features of contemporary civilization, composition about memory and reasons about diversity and all have 30 questions and all are a multiple- choice item. The reading comprehension test was distributed to 60 students at the same time from the beginning to the end.

The following finding of all details analysis provides perceptive on reading strategy use of the participants during the factual reading process. Because of the fact that frequencies of the strategy changes for different strategies, frequency and percentages are determined for each strategy type used by the participants during the factual reading process. The frequency and percentages for each strategy are presented in the following table.

No's	No's of Scores out of 30%	Number of students											
		General Result						Number of students who resulted above half.					
		M		F		T		M		F		T	
		F	%	F	%	F	%	F	%	F	%	F	%
1	30	-	-	-	-	-	-	-	-	-	-	-	-
2	29	-	-	1	2.56%	1	1.67%	-	-	1	1.67%	1	1.67%
3	28	2	8%	-	-	2	3.33%	2	8%	-	-	2	3.33%
4	27	-	-	1	2.56%	1	1.67%			1	2.56%	1	1.67%
5	26	1	0.24%	1	2.56%	2	3.33%	1	0.24%	1	2.56%	2	3.33%
6	25	-	-	2	5.71%	2	3.33%	-	-	2	5.71%	2	3.33%
7	24	2	8%	-	-	2	3.33%	2	8%	-	-	2	3.33%
8	23	1	0.24%	4	11.43%	5	8.33%	1	0.24%	4	11.43%	5	8.33%
9	22	1	0.24%			1	1.67%	1	0.24%			1	1.67%
10	21	-	-	2	5.71%	2	3.33%	-	-	2	5.71%	2	3.33%
11	20	-	-	-	-	-	-	-	-	-	-	-	-
12	19	1	0.24%	-	-	1	1.67%	1	0.24%	-	-	1	1.67%
13	18	1	0.24%	-	-	1	1.67%	1	0.24%	-	-	1	1.67%
14	17	-	-	1	2.56%	1	1.67%	-	-	1	2.56%	1	1.67%
15	16	-	-	-	-	-	-	-	-	-	-	-	-
16	15	-	-	-	-	-	-	-	-	-	-	-	-
17	14	1	0.24%	5	14.29%	6	10%						
18	13	3	12%	4	11.43%	7	11.67%						
19	12	1	0.24%	4	11.43%	5	8.33%						
20	11	3	12%	-	-	3	5%						
21	10	2	8%	3	8.57%	5	8.33%						
22	9	3	12%	5	14.29%	8	13.33%						
23	8	1	0.24%	2	5.71%	3	5%						
24	7	2	8%	-	-	2	3.33%						
25	6	-	-	-	-	-	-	-	-	-	-	-	-
26	5	-	-	-	-	-	-	-	-	-	-	-	-
27	4	-	-	-	-	-	-	-	-	-	-	-	-
28	3	-	-	-	-	-	-	-	-	-	-	-	-
29	2	-	-	-	-	-	-	-	-	-	-	-	-
30	1	-	-	-	-	-	-	-	-	-	-	-	-
Total		25	41.67%	35	58.33%	60	100%	9	36%	12	34%	21	35%

Regarding the reading comprehension questions, test takers were tested on the following six reading skills: identifying main idea and supportive details, identifying pronoun references, guess the meaning of words based on context, inferring, the tone of the author and summarizing. To answer the reading comprehension questions test takers might use other reading strategies like scanning and skimming. As a result, the researcher used to analysis the 30 questions of reading comprehension test by categorized in to reading skills and strategies.

To analysis the table 2, of reading comprehension test, students who got 15, and above 15 or above half answers out of 30 questions.

Male= 9 (36%)

Female= 12 (34%)

Total= 21 (34.29%)

The above result indicates that, only one female student got 29/30 and another two male students got 28/30. Again only one female student got 27/30 and another two students got 26/30 two female students got 25/30 two male students resulted 24/30 and one male and four female students resulted 23/30 similarly students scored above half mark were two female students 21/30 one male student scored 19/30 and 18/30 respectively. On the other hand, to the other extreme 6 (10%), 7(11.67%), 5 (8.33%) , 3(5%), 5(8.33%), 8(13.33%), 3(5%), 2 (3.33%) students had got the marks 14, 13, 12, 11, 10, 9, 8 and 7 respectively. From the result, one can understand easily that students 'reading comprehension ability on this reading test is very low. To sum up, only 21 (35%), students those 9 are male and 12 are female students, got a passing mark, that is, 15 and above out of the total 30 questions. In contrast, 39(65%) students, 16 male and 23 female, got less than fifteen mark. From Table 1 above one can understand that students 'overall reading test result was poor or low. These show that students reading comprehension problem is real and visible. This calls for actions are to be taken by the learner themselves, their teachers, particularly English teachers, and other concerned bodies to curve the situation and to work collaboratively so as to improve students' competencies in reading comprehension activities.

4.2. Analysis the Responses of Students Questionnaire

Questionnaire was the main tool of this study. Data was gathered from sixty students in the study area mainly through questionnaire. In this section the data collection through this tool to answer the basic research questions the researcher has designed three major category question items and included different questions under each of them were presented. The data from students' questionnaire was organized and presented in tables by applying frequency, and percentage.

Table 3: Challenges that Affect Students use Reading Strategies.

This part aimed to investigate whether students' challenges reading comprehension strategies or techniques to comprehend a text based on the frequency or not. Under this table seven items were included. The items were meant to get the students' reactions about strategies that can be used in order to achieve the best outcome (comprehension) of reading of any text.

No's	Items	Respondents	F	%
1	I ask myself questions to check my understanding when I read.	SA	32	53.33%
		A	17	28.33%
		UD	6	10%
		D	5	8.3%
		SD	0	0%
		Total	60	100%
2	I have a problem in finding supportive details from reading the passage.	SA	21	35%
		A	30	50%
		UD	0	0%
		D	3	5%
		SD	6	10%
		Total	60	100%
3	I can summarize and reflect the main points of the text after I read.	SA	3	5%
		A	0	0%
		UD	4	6.67%
		D	13	21.67%
		SD	40	66.67%
		Total	60	100%
4	I can practices skimming and scanning during reading the passage.	SA	45	75%
		A	11	18.33%
		UD	3	5%
		D	1	1.67%
		SD	0	0%
		Total	60	100%

5	I can guess the meanings of unfamiliar words from context.	SA	0	0%
		A	1	1.67%
		UD	4	6.67%
		D	15	25%
		SD	40	66.67%
		Total	60	100%
6	I have an ability to identify the basic references in a reading comprehension.	SA	0	0%
		A	2	3.33%
		UD	36	60%
		D	9	15%
		SD	13	21.67%
		Total	60	100%
7	I have difficulty in finding the central idea of a passage.	SA	50	83.33%
		A	8	13.33%
		UD	0	0%
		D	2	3.33%
		SD	0	0%
		Total	60	100%

In the table-3 item 1, students were asked to express ask themselves questions to check their understanding when they read concerning this strategy which are stated 32(53.33%) respondents strongly agree ask themselves question to check their understanding and 17 (28.33%) of respondents' response agree. However, very few respondents 6(10%) and 5(8.3%) replied undecided and disagree respectively. Therefore, it can be concluded that the majority of students ask questions themselves to check their understanding.

In the same table, under item 2, the problem of finding supportive details from a passage, through the questionnaire, the response showed that 21(35%) strongly agree and 30(50%) agreed respectively. Therefore, the majority of the respondents can find supportive details from a passage. However, in item 3, to provide techniques and strategies for understanding a reading passage students cannot summarize and reflect the main points of the text after they read because 40 (66.67%) students responded strongly disagree and some students responded 13(21.67%)

disagree therefore they rarely provided with the techniques and strategies for understanding a reading passage. Hence great effort should be put on rectifying this problem. In this connection, Elbro and Iverson (2013) delivered that how effective students were in cranking previous knowledge so that they could make inferences about the text, which aided in overall text comprehension. They posited that reading comprehension is improved when students infer indeed when decode, vocabulary knowledge of text structure, comprehension, and verbal capability are controlled, which points to a link between making inferences and reading comprehension.

In table 3, item 4, students were asked either can they practices skimming and scanning or not during reading the passage. They frequency of using skimming and scanning to comprehend a given passage, the data 45 (75%) indicated that they response strongly agree and 11 (18.33%) they responded agree therefore it can conclude that they can skim and scan a passage for the sake of comprehension.

In the same table 3, as to item 5, students asked their practice of using word guessing technique to solve word problem but majority of the respondents 40(66.67%) and 15(25%) strongly disagree and disagree respectively this showed their disagreement that they don't guess the meaning of words and phrases. Students who responded to the questionnaire indicate that their difficulties in finding the meaning of unfamiliar words form the context. Hence, due attention should be given to the problem. It would be therefore advisable for teachers to inform students that there are clues that indicate the meaning of unknown words.

In table 3, item 6, show that the students have an ability to identify the basic references in a reading comprehension. Concerning this area, 36(60%) respondents reflected that undecided and 13(21.67%) responded strongly disagree therefore students of this secondary school responded that they couldn't an ability to identify the basic reference in a reading comprehension. This might imply that their teachers did not encourage or not help them to do so.

In table3, item 7, concerning the challenges of finding the central idea of a passage, the students from this school indicated that they have the difficulty of finding the central idea of a passage. Because the majority responses 50 (83.33%) responded strongly agree therefore they had difficulties in finding the central idea of a passage.

Table 4: Analysis difficulties to students related to practice stages of reading in reading comprehension.

No's	Items	Respondents	F	%
1	I can reflect the purpose and predict what the text contains based on the title of the passage.	SA	3	5%
		A	4	6.67%
		UD	3	5%
		D	16	26.67%
		SD	33	55%
		Total	60	100%
2	I make pictures in my mind when I start to read a passage.	SA	1	1.67%
		A	0	0%
		UD	0	0%
		D	14	23.33%
		SD	44	73.33%
		Total	60	100%
3	I can select key words from the passage while I read it.	SA	18	30%
		A	27	45%
		UD	5	8.33%
		D	2	3.33%
		SD	8	13.33%
		Total	60	100%
4	When I read, I can connect current text information to information that was previously encountered in the passage.	SA	2	3.33%
		A	5	8.33%
		UD	1	1.67%
		D	10	16.67%
		SD	42	70%
		Total	60	100%
5	I can express the general information of the passage after I read it.	SA	1	1.67%
		A	1	1.67%
		UD	1	1.67%
		D	9	15%
		SD	48	80%
		Total	60	100%

In table 4, item 1, respondents were asked to that can reflect the purpose and predict what the text contains based on the title of the passage. Prediction is important because it activates back ground knowledge. The analyzed data of the obtained response briefly observed from this item, 33(55%) and 16(26.67%) confirmed strongly disagree and disagree respectively. Based on the response of majority in Bole Community General Secondary School of grades eleven and twelve

were not practiced prediction and respondents were poor in predicting background knowledge in reading comprehension which is very essential part of reading. In this as the study of Duffy (2003) reflected that good readers are mentally set to read a text; they've certain expectations that they confirm, reject, or upgrade as they read. Prediction means making intelligent guesses about what a textbook, chapter or section contains uses only a small sample of the text. The more the subject is known, the easier it's for the reader to make prediction because it can relate the samples of new text to our being knowledge. When the knowledge of the subject is limited, reader has to make maximum use of all available hints to predict well. Making predictions is a strategy in which readers use information from a text(including titles, headlines, pictures, and diagrams) and their own particular guesses to anticipate what they're about to read(or what comes next).

A reader involved in making predictions is concentrated on the text at hand, constantly allowing ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their previous knowledge and the text.

In the table-4, item 2, students were asked to express how they make pictures about they read in their mind when they start to read, from the total number of respondents 44(73.33%) replied strongly disagree and 14(23.33 %) said disagree. Based on the data in reading passage students were not make pictures in their mind when they start to read a passage. However, in staring reading make a picture is very important to understand the main ideas and supportive details.

In table 4, item 3, students were asked can they select key words from the passage while they read it. The respondents replied that 27(45%) agree and 18(30%) strongly agree however a few respondents were reflected that 8 (13.33%) strongly disagree and 5(8.33%) undecided. In this item the majority of the respondents were responded they can select key words in the passage. While they are reading the passage, they identify important keywords in the paragraphs that will also help them to better understand the given information. At this time, they should underline keywords to understand the paragraph by abstracting important information from it.

In table 4, item 4, students were asked when they read, can they connect current text information to information that were previously encountered in the passage. Majority of the respondents 42(70%) and 10(16.67%) replied strongly disagree and disagree respectively. From this data the majority of respondents were faced with when they read, can they connect current text

information to information that were previously encountered. However, reading comes alive when we recognize how the ideas in a text connect to our experiences and beliefs, events happening in the larger world, our understanding of history, and our knowledge of other texts. The Text-to-Text, Text-to-Self, Text-to-World strategy helps students develop the habit of making these connections as they read. When students are given a purpose for their reading, they are able to better comprehend and make meaning of the ideas in the text. You can use this strategy with any type of text, historical or literary, and with other media, such as film. It can be used at the beginning, middle, or end of the reading process to get students engaged with a text, to help students understand the text more deeply, or to evaluate students' understanding of the text. <https://www.facinghistory.org/resource-library/>.

In table 4, item 5, students were asked to express the general information of the passage after they read. In this the majority responded that 48(80%) strongly disagree and 9(15%) disagree. Therefore, students have a lack of enough to understand the author's ideas in a paragraph and the main idea of the passage due to that they were worried to express the general information of the written text. However, to understand the general information of the text students should ask the following questions: who, when, where, why and how. If you are able to summarize the information in the passage in your own words, you have absorbed the correct main idea. If you are able to rephrase your choice of a topic sentence into a question and then determine if the passage answers your question, you have been successful at selecting a main idea and understand the general information of the passage (<https://www.ccis.edu/academic-resources/>).

Table 5: Analysis Related to the Sources of the problems on students in Reading Comprehension.

No's	Items	Respondents	F	%
1	A text with unfamiliar topic or subject matter difficult to me to comprehend.	SA	51	85%
		A	7	11.67%
		UD	1	1.67%
		D	0	0%
		SD	1	1.67%
		Total	60	100%
2	I have lack of motivation and attitude in reading comprehension.	SA	21	35%
		A	13	21.67%
		UD	6	10%

		D	0	0%
		SD	20	33.33%
		Total	60	100%
3	Material availability affects in my reading comprehension.	SA	43	71.67%
		A	10	16.67%
		UD	0	0%
		D	3	5%
		SD	4	6.67%
		Total	60	100%
4	Teachers' methodology (techniques) of teaching affects reading comprehension.	SA	37	61.67%
		A	15	25%
		UD	3	5%
		D	2	3.33%
		SD	3	5%
		Total	60	100%
5	Material selection appropriate to my level helps reading comprehension.	SA	35	58.33%
		A	23	38.33%
		UD	0	0%
		D	2	3.33%
		SD	0	0%
		Total	60	100%
6	Clearly instruction helps me to answer reading comprehension.	SA	55	91.67%
		A	5	8.33%
		UD	0	0%
		D	0	0%
		SD	0	0%
		Total	60	100%
7	The limitation of prior knowledge and vocabulary can affect reading comprehension.	SA	31	51.67%
		A	20	33.33%
		UD	5	8.33%
		D	3	5%
		SD	1	1.67%
		Total	60	100%

As it can be seen under table 5, item 1, students were asked to express about a text with unfamiliar topic or subject matter difficult to comprehend. In this most students 51(85%) and 7(11.67%) strongly agreed and agreed respectively that a text with unfamiliar topic/subject matter is always difficult to them to comprehend. Therefore, from the data it is possible to deduce that unfamiliar texts affect students' reading comprehension skill.

As Alderson,(2000) reflected that good reader can associate text content with the applicable previous- knowledge sources, the faster the comprehension will be. This is possible when the text content/ content is familiar to the reader studies have shown that readers, who are familiar with the text content, whether in their first or second language, comprehend and recall further than those who aren't as familiar with the text content. Hence, from the findings it's possible to infer that students' reading comprehension skill is affected by text characteristics similar as kidney of the text, poor association, lack of familiarity, lack of cohesiveness. As RAND Reading study group (2002) asserted that as the features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning of the text), and the internal models (the way in which information is processed for meaning) that are bedded in the text.

In table 5, item 2, respondents were asked to give their degree of agreement about their motivation and attitude towards reading comprehension skills. In this concern 21(35%) and 13(21.67%) replied strongly agreed and agreed respectively. On the other hand, 22(33.33%) reported strongly disagree. Only 6(10%) preferred undecided on the issue. Based on the response of majority, it is possible to conclude that lack of motivation and attitude in reading affects students to comprehend the text. In this connection, as Coddington, and Wigfield (2009) acknowledged that motivation is positively correlated to reading achievement.

As students have reflected through the questionnaires and what the researcher has collected as evidence from his experiences, he may assert that learners' poor achievement in reading is attributed to the lack of sufficient training and practice. Almost most of the students' responded indicates that they never read outside the classroom even for homework. Students do not practice reading because they do not take long time over reading to practice and they feel that reading passages from the text would not come on the exam. Therefore, they stop reading. Some students do not have motivation for independent reading; they didn't practice on free voluntary reading, extensive reading, leisure or pleasure reading because of their carelessness. Comprehension is influenced greatly by personal reasons for reading a particular text and the willingness or motivation to do so (Buehl, 2014). The teachers believe the best way for EFL students to become more motivated to read and to increase their literacy skills is to give them time to read and to let them read what they like. And as (Ferlezo, 2018) also stated that, the teacher should teach

reading strategies, conduct read aloud to generate interest, take classes to the school library, organize and maintain classroom library, conference with students during reading time, and encourage students to read outside the classroom, among other things. All of these activities contribute to a learning community.

Concerning to table 5, item 3, respondents were asked to give their degree of agreement if material availability affects students reading comprehension. As shown the data 43(71.67%) and 10(16.67%) answered strongly agree and agree respectively this indicated that material availability affects students reading comprehension however a few students 3(5%) and 4 (6.67%) responded disagree and strongly disagree respectively for material availability didn't affects students reading comprehension. Therefore, in this it can be concluded that majority of the students influenced the material availability on students reading comprehension that is they haven't material availability on their library and other sources like textbook and internet sources have affects in reading comprehension.

In table 5, item 4, respondents were asked to reflect on teachers' methodology (techniques) of teaching affects reading comprehension. As shown the data 37(61.67%) and 15(25% responded that strongly agree and agree respectively so students affected due to teachers' methodology (techniques) of teaching affects reading comprehension. However, a few students reported 3(5%) undecided, 2(3.33%) disagree and 3(5%) strongly disagree they didn't effect on their teachers' methodology (techniques) of teaching reading comprehension that is the English teachers teach reading comprehension with clear methodology.

To conclude in this item as respondents responded that the majority of students were effect on teachers' teaching methodology in teaching reading comprehension. In this as the researchers experiences and observed the EFL teachers use more of the strategy of translating the meaning of word or sentence into their mother tongue than repeating sentence or focusing on certain parts which they make understand more to help them to understand the written material. Reading is an individual effort and skill; therefore, classroom strategies can play a significant role in developing students' reading behaviors. When teachers fully incorporate comprehension instruction into the fabric of their daily teaching, students not only learn more but also continue to develop their capacity as readers of increasingly more sophisticated texts. By integrating classroom strategies into their instruction, the teachers foster the development of individuals who

are purposeful thinkers and increasingly confident and proficient readers. It is always helpful to have different strategies when teaching reading comprehension. However, the results achieved from students indicated that inadequate strategies were being applied during teaching reading comprehension.

The teachers did not use different techniques like activating prior knowledge which encourage and involve them before reading. Teachers focused more on the grammar than reading because the students are not interested with reading. As a result; it is easy for teachers to become discouraged with the ineffective reading behaviors they witness in their classrooms. On the other hand, shortage of time, fed up of the teacher and challenging of the task itself become discouraged the teachers. The teachers were interviewed the reason for students' low skill of reading comprehension and one stated that the students read only for exams. They don't practice reading frequently because reading comprehension requires habitual activities.

In table 5, in item 5, respondents were asked to rate their degree of agreement if material selection of students appropriate to their level helps reading comprehension or not. As the result as analyzed in the above table, 35(58.33) and 23(38.33%) reported strongly agree and agree respectively which is positive response. Therefore, the majority of respondents said concerning material selection of students appropriate to their level helps reading comprehension. Therefore, from the value of the responses it is possible to conclude that grade eleven and twelve students were practiced with selection of appropriate material to their level and helps reading comprehension. A good approach while choosing ordinary reading materials is to keep your learner's interests in mind. The materials must be relevant to the learner so that they are more engaged with the text. It is also important to consider the age of your learner and to select materials that are age appropriate or adaptable to their age. As Deryn Holland and Juliet Millican (2000) stated that "People who are taught to decipher and to use ordinary, everyday materials, or those materials which are valuable to their everyday lives, are more likely to develop real literacy practices, as well as skills."

In table 5, in item 6, students were asked to rate their degree of agreement if clearly instruction helps them to answer reading comprehension or not. As in the above table showed that, 55(91.67%) and 5(8.33%) reported strongly agree and agree respectively. Therefore, from the value of the responses it is possible to conclude that grade eleven and twelve students were

clearly instruction helps them to answer reading comprehension. As Nuttall (1996) stated that a teacher should play a great role by doing the following activities before students start reading: Provides a reason for reading, introduces the text, sets a top-down task, break up the text, deals with new language and ask sign post questions.

As Lucie Renard (2023) also stated that there are so numerous different classroom teaching strategies. Think about blended learning, micro-learning, mastery learning, individual teaching, flip the classroom, project- based learning and so on. No matter what method you choose, your job stays the same teach students. It's proven that direct instruction and instructing students at the beginning of a lesson is the most effective strategy when it comes to teaching. But that does not mean you just have to stand in front of the class and talk instructing students can come in so numerous different ways. Also, there are three introductory rules for giving successful instructions to students do not assume your students know what you mean, keep the instructions as simple as possible and give concrete examples (<https://www.bookwidgets.com>).

In table 5, item 7, students were asked to express their limitation of prior knowledge and vocabulary can affect reading comprehension. In this the majority responded that 31(51.67%) strongly agree and 20(33.33%) agree therefore limitation of prior knowledge and vocabulary can affect reading comprehension.

Activating previous knowledge, also known as activating schema, is a well- known learning and teaching strategy of connecting students' previous or background knowledge to new concepts in order to promote deeper learning. In an EFL classroom, pupils possess varying levels of previous knowledge in English and academic content (González, 2005; Lindahl, 2015). In order to help students', maximize the language and content learning in lesson, teachers must help them to draw on their previous knowledge, including these funds of knowledge, and make connections to new learning. Constructing this background knowledge, still, doesn't mean pre-teach all the information contained in a text or giving students the answers to forthcoming questions on a content. To support this idea Lauren Keppler(2016) stated that utmost of students lack background knowledge because some students lack experience with a foundation conception from which to make farther knowledge. Important research supports the idea that cranking previous knowledge is a critical step in the learning process and a major factor in reading comprehension (Shanahan, 2013). In line with this, as Ferlezo(2018) stated that internal search for meaningful connections activates former learning and gates into once guests

, enabling a reader to understand new information and establish interest, motivation, and purpose for reading a specific textbook. Generally, cranking previous knowledge plays crucial part in building original knowledge that they need in order to access forthcoming content. The scholars should activate their previous knowledge to relate with the new information.

In this item as the data attained from students' questionnaire the limitation of vocabulary also can affect reading comprehension. Thus, it seems lack of vocabulary knowledge affects students' reading comprehension skill because of incapability to use word recognition strategies (guessing from context suggestions). In this regard as(Pardo 2004, Johnson, 200847) explained if there are too numerous words that a reader doesn't know, he or she'll have to spend too important internal energy figuring out the unknown word(s) and won't be suitable to understand the passage as a whole. Also, a reader who unfit to use word recognition strategies, similar as context suggestions, morphemic analysis, Word analysis/ word families, asking a friend, Phonics etc. cannot recognize new word and comprehension problem for him/her becomes more dangerous. Also, as Peregoy and Boyle (2004) as sited in Linse (2005) explained the purpose of strategies for alternate language learners, there are three different elements which impact reading the students back base knowledge, the students' verbal knowledge of the target knowledge and the strategies or ways the pupil uses to attack the text.

In general, sources of the problems on EFL learners in reading Comprehension. As Qarqez (2017) carried out a study on the difficulties faced by secondary school EFL learners in their reading comprehension. The results showed that they encountered unclear words, strange vocabulary, and limited available time to cognitively process the text. This means that majority of the repliers in this study cannot completely understand English reading accoutrements in a noisy environment. Also, as (Li, 2021) examined the sources of reading comprehension difficulties in English language learners (EFL). The results showed that EFL poor comprehends scored lower than EFL1 poor comprehends on vocabulary breadth, listening comprehension, and morphological mindfulness As Davoudi and Yousefi(2015), who found that, environmental factors similar as noisy environment affect the learners ' reading comprehension negatively. EFL learners may experience colorful difficulties while trying to comprehend reading accoutrements in a disorganized environment. Reading comprehension problems in English as Foreign Language (EFL) learners can stem from colorful sources. Here are some common factors that can contribute to difficulties in reading comprehension for EFL students:

1. Vocabulary Limited- vocabulary can hamper comprehension as students may struggle to understand new words and concepts in a text. Building vocabulary through regular reading practice and unequivocal vocabulary instruction is essential.
2. Syntax and Grammar-Differences in sentence structure and grammar rules between English and the learners' native language can lead to confusion and misinterpretation of text. Understanding English syntax and grammar rules is pivotal for grasping the meaning of written texts.
3. Cultural Differences- In this differences can affect how EFL learners interpret and understand textbook. References to artistic practices, beliefs, or literal events that are strange to the learners can produce appreciation challenges.
4. Lack of Background Knowledge- In this lack on a particular content can make it delicate for EFL learners to comprehend the text. Building background knowledge through pre-reading activities, conversations, and real- world connections can enhance comprehension.
5. Ineffective reading strategies- is similar as lack of skimming, scanning, predicting, or summarizing, can impede comprehension. Teaching EFL learners' effective reading strategies and fostering Meta cognitive mindfulness can improve their reading comprehension skills.
6. Text Complexity-The level of difficulty of the text can also impact reading comprehension. Texts that are too complex in terms of vocabulary, sentence structure, or content may overwhelm EFL learners and hamper their understanding.
7. Lack of Motivation and Engagement- Low motivation or interest in the reading material can lead to passive reading and dropped comprehension. Engaging EFL learners through intriguing and applicable reading materials can boost their motivation and improve appreciation. Still, addressing these factors through targeted instruction, scaffolding, and providing opportunities for meaningful reading practice can help EFL learners enhance their reading comprehension skills.

4.3. Analysis Responses of Teachers Interview

The researcher made an attempt to examine EFL learners' reading comprehension difficulties at Bole Community General Secondary School by conducting an interview with English language teachers of the school under study. The researcher has been discussed with English language teachers. Thus, an interview session was held at the school under investigation in order to gain applicable information for the study.

The responses coded BCET-1, BCET-2 and BCET-3. For this purpose, four core questions were set in advance by the researcher hoping that they can address the research questions after good mindfulness was put into effect about the purpose of the interview to its repliers, also the researcher got their full concurrence to participate actively and make their contribution in providing their views regarding the important issues of the study that were stated in the study. Likewise, the questions were encouraged to each of the interviewee one after the other. At last, the data attained from teachers' responses were presented, and also followed by the researcher's interpretations and points of conclusion.

The EFL teachers that in Bole Community General Secondary School were inquired to reflect on the difficulties, they may have been encountered while teaching reading comprehension. These can, in turn, affect students' overall reading performance. In order to examine, based on their experiences were challenge which may encountered an interview question was encouraged to each of the three teachers, and the responses they were recorded, coded and presented in block style citation to separate from the interpretations drawn by the interviewer.

4.3.1. The Challenges related practice reading strategies

In replied to this question, BCET-1 responded that...

“Thank you, to answer this question, I face numerous problems while I'm teaching reading comprehension. To begin with, students don't actively participate in reading passage and don't have interest to do reading appreciation exercises. After they read the textbook, it's expected that they work in pair or in groups to share their knowledge and experience, but they lack willingness to exercise the task. They simply follow their schoolteacher as if he read the passage word by word and give them feedback for all the activities at hand. Accordingly, they prefer to read loudly rather of silent reading. Only a many students have willingness to negotiate the task that their schoolteacher assigned them to do. Secondly, utmost of the students claimed there are inordinate number of strange words in the textbook, and utmost of the reading texts are far

from students' background knowledge. Therefore, they cannot guess the meanings of these new words. They always ask me to restate to their mother-tongue. This implies that students have poor background. These negatively affect students' reading competence and lead those unfit use their background knowledge to comprehend the text as effectively as possible (BCET-1). ”

The main worry of in BCET-1's reflections was that most of students under investigation have a number of problems which may affect the teaching of reading comprehension activities. To begin with, for illustration, students didn't participate actively in reading lesson. It seemed that they're less interested and they showed willingness to negotiate the different reading comprehension tasks either in pairs or in small groups. The sources were lack of good background knowledge due to that the incapability of inferring/ guessing the meanings of strange words from their context and lack of active engagement in the reading activities. Almost of the students anticipated that their separate English teachers would tell them everything about the issues of the reading passage rather of doing their part as active readers.

In another way as BCET-2 reflected that, *“well ..., in my experience, while I'm teaching reading comprehension in the target grade level, I faced different problems. The first problem was most of my students are lower participant, and less interested in the reading comprehension secession. The other problem is students' lack of understanding most of my grade eleven students warrant the capability to read and understand a reading text. As a result, in most cases they ignore reading comprehension activities. The other problem is students' lack of vocabulary knowledge. Still another challenge may be students warrant reading habit. Reading capability comes through gradual changes and it isn't something that can be learned in short period of time. So, most of my students don't have a reading habit in their background. Due to this reason, they want to ignore reading comprehension tasks, or they considered it as lower performed different activities. In general, in my point of view to apply the strategies of reading comprehension the challenges were limited vocabulary knowledge, lack of reading habit, and shy practice of reading can be considered as some other challenges as well as which mainly affect the teaching learning activities of reading comprehension.”*

From teacher BCET-2 's reflections, one can hypothesize that students have numerous problems related to reading comprehension and challenged to apply reading strategies with similar ideas as

John (2005) stated that “Students who warrant acceptable vocabulary have difficulty of getting meaning from what they read, so they read less as they find reading delicate.”

On the other hand, teacher BCET-3 stated that, *“When I try to teach reading comprehension, there are difficulties in relation to teaching a given reading text. The main challenge, as I consider it, the deficit of reading accoutrements. The limitation of materials is one of the problems in relation to reading appreciation. There are no ready-made materials which is well set and suitable to teach reading comprehension. The other problem is that the capacity of the students is below the anticipated standard. In other words, students’ capacity to learn, or to compete with the given reading comprehension tasks is very low and this is the major problem. And also, what I face during teaching of reading comprehension, students, as I told you ahead, weren’t ready to learn and again their understanding to this level is very low (BCET-3).*

The major concern in teacher BCET-3’s reflections was that deficit of reading materials, students’ low learning capacity, and the way teachers teach reading comprehension activities were some of the challenges that affect to practice reading comprehension strategies.

The researcher can conclude from the three teachers’ reflections (BCET-1, BCET-2 and BCET-3) from interview conducted lack of application of student-centered system during reading session, weak practice of students in skimming, scanning and detailed reading to comprehend questions from the passage during reading lesson were among the major challenges related to the strategies that are affecting grades eleven and twelve students reading comprehension.

4.3.2. The Challenges that affect Students’ answer the questions from Reading Comprehension

For this purpose, the question was raised during the interview donation. The responses of the participants were recorded, analyzed and interpreted in line with the introductory research questions.

BCET-1, “As I see from my day-to-day experience of teaching, most students have numerous problems can affect their reading comprehension. The first one is they don’t have background knowledge how to read and comprehend texts, how to guess the meanings of new words from the context and cannot understand the whole text or the whole idea in general. Even if, they cannot understand specific idea(s). When they’re asked the whole idea, they’re unable to tell the main idea sequentially or logically. Students weren’t encouraged to develop their reading skills in

general, reading comprehension in particular. Still the other material problem is lack of enough supplementary reading materials for English language. Incipiently, most of the students of the target school warrant knowledge of reading strategies and ways. Due to this, they don't read and comprehend different reading texts properly.”(BCET-1)

The response obtained from interviewee revealed that lack of sufficient practices of identifying main idea and supporting details, attitude to reading comprehension, students lose interest and disengagement from reading, absence of day- to- day practice of guessing a main idea from the passage are among factors that affect the students’ ability to understand main idea. This inferred that the response attained substantiated with the one analyzed through questionnaire.

BCET- 2, “Well, my students have numerous problems that affect their reading comprehension. Among these, the first one is students warrant background knowledge due to that unable to understand a reading text properly, background knowledge is very important and it's a base for anything, particularly for reading experience, but most of the students warrant this. As a result, their participation towards reading comprehension tasks was very low, they've limited knowledge of vocabularies. Hence, they suffer a lot to understand the reading texts presented in their text as the result of their incapability to infer meanings from their context. Second, they also have problem of understanding coherence, i.e. how the ideas flow from content to content, from sentence to sentence, and from paragraph to paragraph, they warrant these effects. The other main issue that affects their comprehending capability of a text is that most of the students are unfit to know well about the function of the text to be read most of my students are unfit to use the different reading stages, and strategies.” (BCET-2).

The main concern in teacher BCET-2’s reflection, it's possible to conclude that, most of the students of this grade levels have a number of problems that affect their reading comprehension capacities. To illustrate, due to lack of introductory language skills they’re unfit activate their background knowledge, or perhaps they warrant this knowledge to construct meanings by interacting with the text and their previous knowledge and experience. However, as Ahmadi and Pourhosein (2012) stated that “ Reading comprehension is a communicative procedure in which a reader interacts with the textbook as his/ her background knowledge is actuated. ” also, as John(20052) reflected that “ Students who warrant acceptable vocabulary have difficulty of getting meaning from what they read. ” In this schoolteacher BCET-3’s reflections, also analogous challenges who students affect to answer questions in reading comprehension. Based

on the reflections obtained from(BCET-1, BCET-2 and BCET-3's), interpretations made, it's possible to conclude that utmost of the students of the target grade levels in the school under investigation had colorful problems in relation to the development of reading skills in general, and reading comprehension skills, in particular. To begin with for illustration, most of the target sample of students have poor reading background. In this as Anderson (1999) reflected that students' learning background, including their L1 reading skills and knowledge position affect their reading performance. Secondly, students were poor in vocabulary knowledge which can affect students' position of understanding the communication to be conveyed in a given text which the writer presented in the text for the reader. This is because the students were found unable to infer meanings of strange words that were put in the text with its context awaiting readers could infer, guess their meaning from their suggestions. Due to lack of acceptable vocabularies, they suffered a lot to understand certain reading texts. However, comprehension may not be attained, if students don't know the meanings of sufficient proportion of words in the text. In other words, comprehension with shy vocabulary read slowly and with poor understanding. In this as Hansen (2016: 19) underlines that “Good vocabulary knowledge will ascertain reading development which will lead to increased reading comprehension.”

4.3.3.Problems Practiced stages of Reading

The third interview question that was forwarded to respective interviewee is: In reading comprehension sessions are they aware three stages of reading (pre, while, and post reading stages) on not. Therefore, based on the interview question teachers were responded as follows.

“Of course, all the three techniques or phases of reading are very important because they develop the students overall reading ability. They help them understand better contents, to predict, vocabularies, from the given text and to familiarize them with their own experiences and to answer the questions. Therefor I aware the three stages of reading however students unable to understand their values” (BCET-1).

“The three stage (Pre-reading, while reading and post-reading) activities are very import because they play great role in developing students reading ability and understand the text therefore I always aware these stages of reading.” (BCET-2).

“Yes, the pre-reading, while-reading, and post-reading activities are of great help because learners need to be acquainted with the topic and get ready for reading the section due to that I try aware before I order them to read and answer the questions.” (BCET-3).

Based on the reflections obtained from (BCET-1, BCET-2 and BCET-3's), interpretations and conclusion can made three stages are obviously very important and all interviewee also reflected similarly they also aware to their students. Use pre-reading phase activities at all to draw the attention of students towards the text they were going to read and to predict based the title and looking the picture. Many writers tell us that the pre-reading activities are significant for the actual reading practices. Harmer (2003:70) reflected that “teachers should give students hints so that they can predict what is coming too”. While-reading also useful to read the text and to answer the questions. Accordingly, the interviewee teachers performed while-reading stage to answer activity. Post-reading stage also very important to make familiar with backgrounds or life skills. Students after they read a text it arouses their interest towards a given reading text so that they could participate actively in process of making meaning, or extracting information from the text. They can be understood, from the data reported in this interview, that the teachers were aware of basic reading stages and reading comprehension activities. For this purpose, it seems that the teacher makes an attempt to encourage his students exploit the practice extensive reading, and encourage the habit of reading a text silently and individually loud reading, particularly at their classroom.

In general, From the analyses and interpretations of teachers reflections, one can infer that teachers were fully aware of what sort of strategies, techniques, procedures and methodologies to be employed in teaching reading comprehension activities, and what sort of efforts to be undertaken so as to help their students overcome their reading difficulties and improve their reading performance.

4.3.4. The Sources of problems practicing Reading Comprehension

The fourth question that was forwarded to respective interviewee are: What problems do your students have that affect their reading comprehension? And what are the sources of the problems?

“To answer this question, students unable to read as fast as or skimming and scanning and the sources where they read only for exams. They don't practice reading frequently become reading comprehension requires habitual activities. Reading skill should be encouraged all the time but

most of students do not like to do so this is one of the main factors which contribute a problem.” (BCET-1)

“Well, in reading comprehension students face with different problems like to answer the questions and to understand the text. The Sources are their poor background knowledge of the skill lack of interest, and lack of supplementary materials in the library also at home they not read because they have not developed the habit of reading.”(BCET-2)

“Well, to answer these two questions in my opinion students have affect their reading comprehension in skimming and scanning reading and applying reading strategies. The sources of these problems are lack of experience and interest, may be shortage of vocabulary knowledge. I usually motivate and encourage my students to practice reading comprehension activities. I also encourage them to speak out because speaking also can contribute a lot to develop their ability of reading comprehension but they mostly silent it.” (BCET-3)

From teachers of BCET-1, BCET-2 and BCET-3 reflections, one can conclude that students seem to give less attention to reading skills in general, and reading comprehension in particular, lack of experience and interest, have poor background knowledge thus lack practical implementation of various reading strategies and, stages of reading which need to be utilized for effective reading comprehension activities. Regarding the problems related to the reading comprehension strategies, such as rereading, prediction, making connections, visualize, ask questions, inferring (drawing conclusions based on background knowledge and clues in the text.), Synthesizing (combining new information from their reading with existing knowledge in order to form new ideas or interpretations) etc. affect their reading comprehension skill. So that it is possible to say falling to use reading comprehension strategies can affect their reading comprehension skill.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusions and recommendations. Therefore, summary of the study and the major findings were made conclusions of the fundamental findings were drawn. Finally, some possible recommendations also forwarded based on the findings of the study.

5.1. Summary

Reading comprehension is an important skill that has many benefits for the targeted learners in terms of developing better language ability, offering a better opportunity for supporting the students' future career. As mentioned at the objective part of this study, the main purpose of the study was Assessing EFL learners' reading comprehension difficulties at Bole Community General Secondary School specifically in grades eleven and twelve. So as to achieve this purpose the following research questions were forwarded:

1. What are the main challenges based on frequency that affect students practice reading strategies in reading comprehension at Bole Community General Secondary school among grades eleven and twelve students?
2. What are the difficulties related to practice stages of reading in reading comprehension at Bole Community General Secondary school among grades eleven and twelve students?
3. What are the sources of learners' reading comprehension problems at Bole Community General Secondary school among grades eleven and twelve students?

The study focused on assessing EFL learners' reading comprehension and exploring the sources of the problems. For this study, descriptive research design was employed, and in trying to address these issues, both quantitative and qualitative research method were used. In order to achieve the objectives three data gathering tools were used. These were semi-structured interview for English language teachers, close-ended questionnaire for students, and comprehension test to students were prepared. In this study, three EFL teachers who taught English in Bole community General secondary school were selected through purposive as a sample and 60 from grades eleven and twelve students were chosen as a sample through simple random sampling technique.

The study indicated that the students had a lot of problems in reading comprehension. They have problems of identifying main idea or central idea, unable to understand vocabulary in context, inference, opinion and fact, identifying basic reference identifying authors' purpose and the tone.

In reading comprehension stages of reading are very important. The main purpose of the pre-reading tasks was to motivate and arouse the interest of readers' and to activate their previous knowledge. In this stage, teachers were anticipated to introduce and orient the content of a reading passage to direct students how they read the passage, to encourage students to express ideas freely and discuss in pairs groups before they read the passage, to motivate students to predict what the text contains based on the given title or illustration given, to teach most delicate words appeared in the passage for language preparation and to activate students previous knowledge about the passage they're going to read. The findings showed that grades eleven and twelve give little attention to pre-reading practices.

The purpose of the while- reading stages was to encourage learners to read a text actively with lesser attention to find specific or general information or to read a text to find information depending on other purposes they have. Therefore, in this stage, teachers were anticipated to tell the purpose of students reading, the ways and procedures of reading student use, to encourage. Students to confirm their prediction before made, to check their answers in pairs groups after they read, to guess the meaning of strange words using the context and give skimming and scanning questions and the procedures how to scan or skim a given passage and the such like. To this end, the finding of the study shown that most of English language students didn't exercise while reading appropriately.

The purpose of post reading stage is to consolidate or reflect upon what has been read and to relate the text with learner's own knowledge, interest and views. Thus, respondents were asked how frequently they use them in the post-reading phase. The finding showed that grades eleven and twelve students didn't exercise post reading in sufficient way.

The sources of students' problems in reading comprehension were mainly attributed to students' related factors like lack of background knowledge, students' deficit of vocabulary and lack of regular practice and teachers related factor include teachers' ways of teaching and the findings again showed that English teachers weren't on the position of using different strategies to help students for comprehension and their activities to help students for a good comprehension were less. From the analysis of the data obtained from the reading comprehension test, students' questionnaire and teachers' interview most of the respondents have difficulty to use reading comprehension strategies and reading stages a text to get the idea of the passage and the specific

information respectively. Students unable to reflect the purpose of the text, couldn't predict, unfit summarize the reading text. Generally, the majority of the students were unable to use reading strategies to solve the challenges. They also difficulties on these strategies how to use suggestions to figure out meanings of new words from the context. It was shown that from the analysis of the data, the majority of the respondents didn't shared in reading comprehension activities during the factual classroom reading lesson instruction, thus due to lack of interest, motivation, less on material availability, teachers' teaching methodology, not appropriate the material selection, not give clearly instruction and limitation of previous knowledge and vocabulary.

5.2. Conclusions

On the basis of the findings, the following conclusions were drawn. There were EFL learners' reading comprehension difficulties in Bole Community General Secondary School in grades eleven and twelve.

- ✓ As the data showed that there were problems that in Bole Community General Secondary School in grades eleven and twelve challenged in reading comprehension, like- problems of understanding main idea or problems of finding the central idea of a passage, problems identifying supportive details, problems of inferring meaning from the passage, unfit to reflect the purpose of the text, unable to predict, lack in summarize, unable to select key words and unable to guessing new words from the reading text.
- ✓ As the findings revealed that there were difficulties related to practice stages of reading at Bole Community General Secondary school among grades eleven and twelve students. Students unable in using pre-reading, while- reading and post-reading stages. Those stages are very important to introduce, to motivate and arouse the interest of readers', to activate their previous knowledge and predict what the text contains based on the given title. While-reading stages used to find information and answer the questions depending on the text. The last post reading stage used to reflect upon what has been read and to relate the text with learner's own knowledge, interest and views. Thus, respondents were didn't practice all three stages effectively.

- ✓ There were different sources of learners' reading comprehension problems at Bole Community General Secondary school among grades eleven and twelve students. It can possible view teachers' related problems, learners' related problems and materials related problems. From the study it was found that teachers teaching methodology, teachers not give clearly instruction, lack of students' motivation, limited background knowledge, lack of the vocabulary knowledge, lack of interest, lack of reading skills, less on material availability, and lack of applicable the material selection respectively were found the major factors as sources which influenced learners' reading comprehension.

5.3. Recommendations

On the basis of the findings and the conclusions drawn from them, the following recommendations can be forwarded.

- ✓ In order to overcome students' challenges of reading strategy use in their teachers needed to help them by give practicing and training them with which enable them choose the right reading strategy. Teachers should assess students profile to identify theirs learning styles and strategies. Students also should be motivated to show interest to learn further and given attention to the most challenging of reading comprehension lesson. Good reading comprehension is a skill that needs continuous practice. Taking this in to account, the students should practice reading a lot in the class room and outside the class. Teachers can have great responsibilities for enhancing their students' use of reading strategies by overcoming the problems and through motivation and encouragement. Students should also play their roles by using kinds of means to enhance their use of reading strategies so as to solve the problem of their reading comprehension difficulties.
- ✓ To develop students' reading strategies and reading ways, students have to be oriented and do different task based on pre-reading, while- reading and post- reading activities in the text. Teachers should bring in to the class different scientific system, the supplementary reading materials had better give for students to motivate in learning English as a foreign language.
- ✓ By using appropriate teaching methods and relevant instructional material teachers should capacitating students for effectively use of various reading strategies, Training should also be offered for language teachers regards to reading strategy use and how to tackle delicate

part of reading tasks in reading materials. Teachers should make use relevant teaching materials and adopt the most appropriate teaching style. Teachers' teaching methodology and educational materials should enhance based on the background of the students and to initiate their interests. To increase the students' interest, teachers need to adapt and prepare some interesting reading activities and lessons in the classroom. Students also need to be strengthen their reading comprehension.

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Appendixes

Appendix-A

Reading Comprehension Test Grades Eleven and Twelve Students

Direction: The following reading comprehension test is designed to help you practicing English reading comprehension to grades eleven and twelve. Read the passage carefully, and choose the correct answer of the questions in each of the three passages. Make circle in each question. You have 30 minutes to complete.

Reading Passage I

Features of Contemporary Civilization

A civilization is a complex human society, usually made up of different cities, with certain characteristics of cultural and technological development. In many parts of the world, early civilizations formed when people began coming together in urban settlements. However, defining what civilization is, and what societies fall under that **designation**, is a hotly contested argument even among today's anthropologists.

The word "civilization" relates to the Latin word "civitas" or "city." This is why the most basic definition of the word "civilization" is "a society made up of cities." But early in the development of the term, **anthropologists** and others used "civilization" and "civilized society" to differentiate between societies **they** found culturally superior (which they were often part of), and those they found culturally **inferior** (which they referred to as "savage" or "barbaric" cultures). The term "civilization" was often applied in an ethnocentric way, with "civilizations" being considered morally good and culturally advanced, and other societies being morally wrong and "backward." **This** complicated history is what makes defining civilization troublesome for scholars, and why today's modern definition is still in flux.

Still, most anthropologists agree on some criteria to define a society as a civilization. First, civilizations have some kind of urban settlements and are not nomadic. With support from other people living in the settlement, labor is divided up into specific jobs (called the division of labor) so not everyone has to focus on growing **his/her** own food. From this specialization comes class structure and government, both aspects of a civilization. Another criterion for civilization is a **surplus** of food, which comes from having tools to aid in growing crops. Writing, trading, artwork and monuments, and development of science and technology are all aspects of

civilizations. However, there are many societies that scholars consider civilizations that do not meet all of the criteria above. For example, the Incan Empire was a large civilization with a government and social **hierarchy**. **It** left behind a wealth of art, and had highly developed architecture but no written language. This is why the concept of “civilization” is hard to define; however, it is still a helpful framework with which to view how humans come together and form a society.

(Adapted from based on new curriculum grade 11 students’ English text book from page 44)

1. The main idea of the passage is-----
 - A. The idea of anthropologists and the Incan Empire were the same on civilization.
 - B. Based on the criteria the definition of civilization and development are similar.
 - C. The definition of civilization is a complex to human society.
 - D. Anthropologists, scholars and Incan Empire agree on the definition of civilization with certain characteristics of cultural and technological development.
2. The pronoun they in paragraph 2, line 9, refers to---
 - A. civilization
 - B. development
 - C. Anthropologists
 - D. different societies
3. The pronoun this in paragraph 2, line 13, refers to---
 - A. civilization
 - B. ethnocentric
 - C. backward
 - D. inferior
4. Societies fall under that designation, is a hotly contested...The synonym meaning of the underline word is-----
 - A. Distinguish
 - B. development
 - C. Anthropologists
 - D. Arguments
5. The development of the term, anthropologists and others..... The synonym meaning of the underline word is-----
 - A. People who study about human’s language.
 - B. People who study about weather.
 - C. People who study about human’s knowledge.
 - D. People who study about human’s culture.
6. They found culturally inferior The synonym meaning of the underline word is-----
 - A. lower
 - B. change
 - C. superior
 - D. over quality
7. Civilization is a surplus of food.... The antonym meaning of the underline word is-----
 - A. Excess
 - B. shortage
 - C. over
 - D. equilibrium
8. The Incan Empire was a large civilization with a government and social hierarchy.... The synonym meaning of the underline word is-----

- A. Challenged B. rules C. extra D. chain of command
9. The pronoun his/her in paragraph 3, line 18, refers to---
- A. people B. settlement C. food D. Everyone
10. The pronoun it in paragraph 3, line 24, refers to---
- A. The Incan Empire B. Anthropology C. wealth of art D. civilization
11. According to the passage, what are the different aspects of contemporary civilization reflected?
- A. Civilization is based on only the stage of human social and cultural development.
- B. Civilization is based on the stage of human culture, technology, urban settlement division of labor and language.
- C. Civilization is based on human social, cultural development but not including language
- D. Civilization is based on first human social second cultural development and third technology but not division of labor.

Reading passage II

Your mind's ability to bring back experiences you have had is your memory. There are two kinds of remembering: recall and recognition. For instance, you may not be able to recall the poem you read yesterday in class, but if you see it again, you will know instantly because you recognize it. Some few people have total recall, often spoken of as a photographic memory.

A person with total recall can recite a whole page of a book he/she has read only once, or play a musical composition after hearing it once. This is very unusual, however, and most people lack the ability to remember, but because they had not paid much attention to what they heard. They felt no personal reasons to remember. Having a personal reason for remembering is one of the most important factors for a good memory. When you have a strong reason for remembering, concentrate as you read or listen, and try to connect the new information to things you already know. A detail is easy to remember when it fits into a whole that makes sense. If you understand the entire history lesson before you try to remember any particular dates, your memory may surprise you.

(Adapted from: <http://www.englishteststore.com>)

12. While not directly stated, it may be inferred from this article that _____
- A. Details are more easily remembered by fitting them into a whole.
- B. Recall and recognition are the same thing.
- C. Wanting to do a thing is very important to being able to do it.

D. If one tries hard enough, he/ she can remember well.

13. This article as a whole tells us about _____

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

14. According to the article mentioned a person with photographic memory is _____

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

15. The writer tries to show that _____

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

16. According to the article mentioned one way to improve memory is _____

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

17. According to the article reflected which sentence is not true?

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

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

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

19. The word it, in line 11, refers to:

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

20. The word instantly in line 3, the synonym meaning of the underline word is _____

- A. Promptly
- B. Rarely
- C. Occasionally
- D. slowly

21. This is very unusual ...in line 6, the synonym meaning of the underline word is _____

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

Reading passage III

A number of reasons may be given to explain why people differ in opinions, ideologies, attitudes or behaviors. It seems natural that people's attitudes at one point or the other will always be different. This may be due to varied reasons such as different backgrounds in which different people are brought up, different personalities or several other attributes. Is this diversity a good thing? Wouldn't it have been wonderful that other than just sharing the same planet, it all people spoke the same language, had the same culture or belonged to one religion? Wouldn't there have been prejudices or wars between one ethnic group and other or one religion and another, right? Well, obviously except for wars, terrorism and other extreme negative forms of these differences, my guess is that the world generally would never have been as interesting if there was not this diversity.

There could be something positive in the diversity of human beings. Just think of it, if we all ate the same type of food, for instance, then we may have as well stayed on one part of the planet and in no time, there would be no place for everyone to stay and indeed no food for everyone. So, in this case, some have to eat Nsima, some Sushi and others have to eat other types of food. This reduces unnecessary conflict. However, if people get killed or marginalized because they belong to a different category such as religion, political party or other divides, then it becomes a bad thing and the more reason why acknowledging this diversity becomes critical. I have personally at times found it very difficult to acknowledge diverse ways of life that I may not have been accustomed to. It is possible that this experience may have been felt by a number of people that also become uncomfortable whenever you are in unfamiliar cultural environment or encounter practices that are totally different from your own or what you have always been used to. Some call this 'culture shock'. It is through continued learning and interaction with people from different backgrounds that these cross-cultural barriers are broken.

It may not always be necessary to break the so-called cultural barriers but largely this may be one of the many answers to curbing unnecessary clashes between one category of people and the other most importantly enhance harmony which is even more necessary now than ever. There are many challenges and issues now such as global warming and diseases that require people to have augmented efforts in combating these challenges and harnessing the limited resources, rather than focusing on the things that make one category of people different from the other.

Differences and diversity in points of view, attitudes, behaviors, practices and cultures should be used to learn instead of creating disadvantages for others. With the latter, it seems everyone loses out in one way or the other. Both uniqueness and diversity and diversity of individuals are gifts that I am sure are meant to benefit humanity. With the advancement and wide use of technology, people now from various easily move from one place to another, crisscrossing and mingling with people from various cultural settings. It is my hope that in the near future, people will be accepted in societies regardless of their religion, sexual orientation, and ethnicity or other various categories that they may or be perceived to belong.

One lesson I have learnt during my Global Health Corps (GHC) Fellowship is the importance of this gift of diversity. I felt it is a powerful tool and blessing to humanity in enhancing equity in sectors such as health, and in deed an important tool in enhancing social justice which is desperately needed in the world today. GHC, as an emerging community of young leaders who are themselves from diverse educational and professional backgrounds, as well as cultural backgrounds, have the common goal of enhancing health equity and social justice. To a larger extent, this diversity is indeed a blessing as a lot of the iniquities and injustices in the world have diverse root causes too. By positively using the world's diverse gifts, personalities and attributes, various challenges may be tackled. Tolerance, understanding and respecting some perceptions and practices of people deemed different from us may therefore be cardinal in combating some of the common problems that face all of humanity.

(Source <https://ghcorps.org/diversity-a-blessing-or-curse/NEAEA>)

22. In which of the sentences in paragraph one is the concept of diversity best reflected?

- A. Sentence three
- B. Sentence one
- C. Sentence six
- D. Sentence five

23. According to the writer, which one of the following is NOT among the important tools used in fighting some of the common problems facing humanity today?

- A. Tolerating others' deviations from us.
- B. Respecting the way other people worship.
- C. Using our diverse heritages in a positive way.
- D. Shaping others so they adore their perceptions.

24. What is the author's point view towards diversity?

- A. Life would have been much better if everything were uniform.
- B. Without diversity, the world wouldn't have been interesting.

- C. The fact that we share the same planet works against diversity.
 D. Diversity is the major cause of war and other evils in the world.
- 25.** Which one of the following could most likely be a culture shock to a foreigner visiting Ethiopia?
- A. Coming across people drinking ‘Tella’ together.
 B. Encountering young people fighting in the street.
 C. Being invited to a meal where raw meat is served as a part.
 D. Watching shoeshine boys cleaning shoes by the road.
- 26.** What does the word this in paragraph three, line two, refer to?
- A. Breaking cultural barriers. C. One of the main answers.
 B. The so-called cultural barriers. D. Answers to curbing clashes.
- 27.** According to the author, what is a possible advantage of diversity of human beings?
- A. It has proofed a solution to reduce conflicts.
 B. It has allowed us to live on one part of the planet.
 C. It has relived us of worrying about eating differently.
 D. It has allowed us to have enough of what we live on.
- 28.** Given the objective realities in the world today, what can we say about the author’s remarks at the end of paragraph three?
- A. They are rather realistic. C. They tend to be pessimistic
 B. They are too optimistic. D. They are rather too critical
- 29.** What is the paradox about diversity being a blessing to humanity in enhancing equity in the various sectors?
- A. Diversity has been among the source of unfair distribution of resources.
 B. To most societies today, their diversity has become a source of atrocity.
 C. Most countries have exploited their diversity for peace and development.
 D. A lot of countries have used diversity as a basis of difference and hostility.
- 30.** Which one of the following is NOT implied in what the author states as reasons for diversity?
- A. The kind of people one met in life. C. One’s behavioral characteristics.
 B. The kind of family one comes from. D. The social origin of the individual

Appendix-B

Questionnaire filled by students

Title of study: Assessing EFL learners' reading comprehension difficulties at Bole Community General Secondary School specifically in grades eleven and twelve.

Dear respondents, I really admire your kind cooperation to answer these questions. The purpose of this questionnaire is to gather data on the above title of study. This study is conducting as a partial fulfillment of the requirement of Master Degree on Teaching English as a Foreign Language (TEFL) at Addis Ababa University. To answer the objective of this study this questionnaire has three parts. As your response is very crucial for the overall result of the study, you are kindly requested to give a genuine response to each of the item included in this questionnaire. Hopefully, the result of this study will create better awareness about learners' reading comprehension difficulties. Therefore, the information you provide through this questionnaire will guarantee the success of this study. So, be honest and feel free to provide genuine information because your responses will be kept in strictest confidential.

Notice: Please, do not hesitate to ask for explanation in case you face anything which is not clear while responding.

Thank you very much for your cooperation

A. Background Information of respondents

1. Name of the School-----Grade-----sex-----Age-----

B. Questionnaire Item Questions

Direction: Read the following statements carefully then put (√) mark in the column corresponding to your answer that best represent your opinion.

Use the scales 1= strongly agree 2= agree 3=undecided 4= disagree 5=strongly disagree

No's	Question Items	Respondents				
		1	2	3	4	5
I. Challenges that affect students use reading strategies.						
1	I ask myself questions to check my understanding when I read.					
2	I have a problem in finding supportive details from reading the passage.					
3	I can summarize and reflect the main points of the text after I read.					
4	I can practices skimming and scanning during reading the passage.					
5	I can guess the meanings of unfamiliar words from context.					
6	I have an ability to identify the basic references in a reading comprehension.					
7	I have difficulty in finding the central idea of a passage.					
II. The difficulties to students related to practice stages of reading.						
8	I can reflect the purpose and predict what the text contains based on the title of the passage.					
9	I make pictures in my mind when I start to read a passage.					
10	I can select key words from the passage while I read the passage.					
11	When I read, I can connect current text information to information that was previously encountered in the passage.					
12	I can express the general information of the passage after I read it.					
III. Sources of the problems on students in Reading Comprehension.						
13	A text with unfamiliar topic difficult to me to comprehend.					
14	Poorly organized or low cohesive texts are difficult to understand.					
15	I have lack of motivation and attitude in reading comprehension.					
16	Material availability affects in my reading comprehension.					
17	Teachers' methodology of teaching affects reading comprehension.					
18	Material selection appropriate to my level helps reading comprehension.					
19	Clearly instruction helps me to answer reading comprehension.					
20	The limitation of prior knowledge can affect reading comprehension.					

Appendix-C

Interview to Bole Community General Secondary School English Language Teachers

Title of study: Assessing EFL learners' reading comprehension difficulties at Bole Community General Secondary School specifically in grades eleven and twelve.

Dear the interviewee, the aim of this interview question is to collect data about to study the above tittle. The information gathered will be used only for the study purpose. This interview to respond to the questions that I forward to you your genuine responses is of great help to the research that I am conducting (Interview with the teachers of English from Bole General Secondary School Specifically Grades eleven and twelve). Hence, you are kindly requested to provide the necessary information and comments.

A. Background of the respondents

1. Name of the school _____
2. Grade level you teach_____
3. Sex_____
4. Age _____
5. Qualification _____
6. Total years of work experience_____

B. Interview Item Questions

1. In your point of view what techniques or strategies do you apply and what are the challenges related to practice reading strategies that are affecting on your students reading comprehension?
2. From your Experience of teaching reading comprehension what are the challenges that affect students' answer the questions from reading? (Like: ability to understand main idea, specific details, recognize inference, make conclusion, understanding vocabulary from context, reference questions and reflect the tone of the author or writer)
3. In your English reading comprehension sessions do you aware of the three stages of reading (pre, while, and post reading stages) and what kinds of problems have you observed?
4. What problems do your students have that affect their reading comprehension? And what are the sources of the problems?