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POSTGRADUATE PROGRAM DIRECTORATE

**Assessing Grade 10 Students Experiences of learning reading Skills:
Challenges and Opportunities in Goro Secondary School in Adama
Town Oromia Region**

MA Research Thesis

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**Assessing Grade 10 Student Experiences of Learning Reading Skills
Challenges and Opportunities**

By

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Dedication

This thesis manuscript is dedicated to my son Mohammed Abdela for his strong approbation and encouragement.

Statement of the Author

At the bottom as I indicated by my signature I declare this thesis is my own work as well as the resource, I used for this purpose have been duly acknowledgment

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Biographical sketch

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Days and years in Ethiopia Calendars.

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LIST OF ACRONYMS

- NRP – National Reading Panel
- L₁- First Language
- L₂– Second Language
- EFL – English as Foreign Language
- MOE – Ministry of Education

Table of Contents

Unit One

1. Introduction-----	1
1.1 Background -----	1
1.2 The statement of the Problem-----	3
1.3 Objective of the study-----	5
1.3.1 General Objective-----	5
1.3.2 Specific Objective -----	5
1.4 Research Questions -----	5
1.5 The scope of the study-----	6
1.6 Significance of the study-----	6
1.7 Operational Definition-----	7

Unit Two

Review of related literature -----	8
2.1 Phonemic awareness to prevent its difficult -----	8
2.2 phonic -----	8
2.3 Fluency-----	9
2.4 Vocabulary -----	9
2.5 Strategies to enhance comprehension the difficulties of comprehension-----	10
2.6 The per reading-----	11
2.7 The While Reading-----	11
2.8 The post Reading-----	12
2.9 Models of Reading-----	13
2.10 Bottom –up-----	13
2.11 Top-down-----	15

2.2.1 Factors affect Students Reading Skill-----	16
2.2. 2 Cognitive Strategy instruction-----	16
2.2.3 Meta –Cognitive strategies -----	16
2.2.4 Environmental Factors -----	19
2.25 School Factors-----	20
2.2.6 Culture Factors -----	21

Unit Three

Research methodology

3.1 Research design -----	22
3.2 Participant of the Study -----	22
3.3 Sample and Sampling Techniques-----	23
3.4 Data Collection Instruments -----	23
3.5 questionnaires-----	23
3.6 interview -----	24
3.7 Classroom observation -----	24
3.8 Data Collection Procedures-----	24
3.9 Data analysis Procedures -----	25

Chapter Four

4.1 Data Organization and analysis -----	25
4.2 Analysis of Students Reading Experian’s and interpretation-----	26
4.3 Analysis of Students Challenges of reading -----	26

4.4 Analysis of available Opportunities-----	33
4.5 Analyses of teachers interviews-----	35
4.6 Analysis of School Administration interviews-----	40
4.7 Analysis of class room observations-----	41
Chapter Five	
Summary conclusion and Recommendation	
5.1 Summary of the study -----	46
5.2 Conclusion -----	48
5.3 Recommendation-----	49

Abstract

The aim of this study is to assess Grade 10 Students experiences of learning reading skills challenges and opportunities in Goro Secondary School in Adama Town. To attain this objective, descriptive survey study research design in which mixed methods- quantitative and qualitative were employed to collect and analyze the data, to interpret the findings and draw inferences. The data were collected from 90 grade 10 Students who were chosen randomly from the total population of 900 students. Secondly, five grade 10 English teachers who taught EFL in this grade level were included by using random sampling and three administration bodies were taken by purposive sampling techniques for the sake of additional data to the study. The researcher used questionnaires as the major data collection form student's, interview from teacher's, from administration bodies and from classroom observation check list as supportive data collecting tools. The data obtained through these tools were analyzed and discussed by integrating quantitative and qualitative method in order to compensate the limitation in either method. The data obtained through questionnaire were analyzed and integrated qualitatively employing descriptive structural techniques such as frequency counting percentage; whereas data obtained from interview and classroom observation checklist were analyzed, described and interpreted qualitatively.

The finding of the study revealed that students have very limited reading experiences and did not use some important opportunities, therefore, they have deep rooted problems or challenges in reading skills; among those majority of students have the problem of extracting meaning from the reading comprehension and unable to infer gist from the text.

The data collected from classroom observation showed that students encouraged to read aloud reading rather than silent reading, it influences on understand of the text. Students also have lack of cognitive strategies and meta cognitive awareness of reading comprehension. Then students could not resolve their reading difficulties or problem they encountered during reading lesson, therefore; reading activities become challenging for them.

CHAPER ONE

1. INTRODUCTION

1.1 The Background of the Study

In Ethiopian context English Language has been utilized since the commencement of the modern education introduced in 1908 in Ethiopia. It has been used in education, politics, economics researches, science and technology. Therefore, it is a great demand for many Ethiopians to have ability of English to satisfy the growing need of new generation in the country. MOE (2008).

This language has special place in Ethiopia education system, then it is being learned as a subject beginning from grade one and used as a medium of an instruction in secondary schools and higher education.

Furthermore, entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read can be crucial. Moore et al (1999)

In addition, reading skill plays better role in increasing students' learning of content area subject and developing their English language competency. In this respect, the role of learning reading skill is highly significant in students' academic achievements. Regarding this clay (1990), states that children who do not develop proficiency in reading during the first years of life highly experience reading problem in their schooling. This ideas is also supported by Jueal(1988) who examined children reading and found out that children who are successful in reading by the end of their grade will have good reading skill throughout their schooling and late in life.

Furthermore, Hartency (2011) point out in better explanation that students' reading is a key success in school, it helps students to adjust to their age mate to become independent of and teachers to select and prepare for an occupation and to achieve social responsibility. Skill is define by pasalto Joycey (2010) as the ability individual possesses allowing him/her to perform

something in an easy and fast way whereas reading skill is the ability construct and extract meanings from written text (Richard S.1998). In new cognitive science it elucidated readers constructed through printed text. According to the new concept reading is a complex active process of constructing meaning from printing text. The constructing processes of meaning encompasses three important phases: The interactive process, involves not just the reader but also the text and context in which reading takes place. Strategy is the method to support reading in which readers have purpose for their reading and use variety of strategies and skills as they construct meaning. In addition to this, the act of constructing meaning is adaptable which means the readers change reading strategy they use as reading different kind of text or as they have reading purpose. The three phases are crucial to construct and extract meaning from printing text. Therefore, the reader actively interact with reading text in a suitable context, strategy is a plan or method which support to understand the reading text, a reader ,reading without strategy is like driving a car without direction. from online(2002). Reading is also adaptable which readers change or use different reading strategy according to the reading text.

Reading keeps individuals informed up –to-date and thinking. Thinking is the source to guide and adjust the life of human being. It is dynamic process in which the reader search for connection of ideas in the text. Reading requires the utilization of many mental processes as information collected, processed and analyzed. Also, reading is a source of enjoyment for individuals. Li and Wihelm (2008).

Not only reading is enough but also a reader needs to be able to breakdown, to analyze, to recognize ideas, and information. Reader needs the ability to understand what the writer is attempting to communicate, and use necessary experiences to become independent reader.

In addition, the substantial elements to understand the reading text; phonemic awareness, phonic, fluency, vocabulary and comprehension strategies having knowledge with this elements avoided the difficulty of reading text.

These important elements are decisive to understand reading comprehension by using different strategies Cohen (1986) stated that the use of right strategies as an effect on the reader's success in comprehending the content of the text. Readers have to increase her\his abilities to select relevant strategies in order to get the intention of the author. In school under assessing students

always seen out of the classroom when teachers instruct them to the library they are reluctant to go to and read in the library. The research regularly visited school library but the number of students in it was few why this happen? Are students cannot read and understand their subject and different texts? The high school library is wide and attractive, it has many books and suitable for reading. The current research study was done on assessing grade 10 students experience of learning reading skill, challenges and opportunity that would help fill the gap to improve reading skill of student. These situations inspire the researcher to conduct research to intervene the problem.

1.2. The Statement of the problem

Since all academic materials are written in English, students' success or failure depends highly on their ability to read out comprehended texts of different subjects in high school level as well as higher education.

It is the fact that, many government high school students have reading proficiency which clearly exhibits itself in low and difficult reading text and poor comprehension when they read as well as they do their reading comprehension examination. Edasa (2007) points out that the great majority of students' in government secondary schools in Ethiopia lack the basic reading skill. Oberholzer(2005) states that reading is the life skill and cornerstone to success at school and throughout life, therefore, people who can read well can function more effectively in every day school activities. Huang and et al (2008) justify that reading plays important role in determining academic success or failure of learning at different level. Reading can enhance not only language proficiency but also other content related to learning and helps to gain understanding of the students to think about and reaction to what they read; It is because knowledge is highly dependent on how much a person ,et al (1985) defined reading as the process of making meaning from written text. Supporting this idea, Hanson (2016) states that reading is process achieve the reader uses his /her background knowledge and information given in the text to making meaning. It can be inferred from this reading is the process of make meaning , understanding or interpreting the text, without understanding comprehending, reading is frustrating, fruit less and pointless exercise in word calling.

Some researchers conducted their research with related issues of students' reading skills problems. Among them, Gemechis (2014) how teachers' teaching reading skill is going on in some selected secondary cycle (7-8) in Wollega and IluAbabor Zones. The outcome of the research showed that the reading skill in English Language is not given adequate attention. All students and teachers rarely used ineffective reading techniques and they are less access of reading material for the students. Teacher are not in a good position to implement active learning methods while teaching reading skills.

The research conducted by Adera(2013) on assessing the factors that impact the teaching reading skill of grade 10. He finding revealed that language teachers in his respective school have clear understanding on role and importance of the various reading strategies and the procedures, but they fail to use them in particular situations due to large class size and lack of sufficient time.

Habtamu Wollega (2016) conducted his research on factors affecting students' reading comprehension in grade 9, his finding revealed that teachers rarely play their roles to improve students' reading comprehension due to lack of awareness as well as the large number of students in a class.

Regarding student's text book and syllabus of grade 10, student's text intended to develop students understanding of comprehension, including the ability to read for different purposes. It also provides the context for new vocabulary and many exercises encourage students to infer the meaning. Grade 10 syllabuses requires the reader to have the following reading competences; to identify the main point of the text, inferring the meaning of new words from the contextual clue, to get gist and specific ideas from text by skimming and scanning techniques.

In the target school as the researcher has been serving for many years students classroom participation and practicing seems to be below the expected standard, asking student to read text is challenging activities in the classroom. This means reading is challenging for most of the students .When students repeatedly asked to read they will not come for the next English period, then reading is severe problem in class room.

In addition to the researcher, all English teachers and other subject teachers who teach in this grade level in respective school raise complied about their student's poor performance to comprehend reading text.This problem appeared due to student's poor background, lack of

sufficient experiences or exposure to reading text, having limited vocabulary knowledge and unable to employ appropriate reading strategies.

The above researchers conducted researches on different reading comprehension issues that hinders students' reading comprehension. But the current survey research on assessing grade 10 students' experience of learning reading skills, challenges and opportunities in order to suggest imperative solution for the problem.

Reading comprehension is a serious issue; solutions needs to be sought English language .

1.3. Objectives of the study

1.3.1. General objective

The objective of study is to assess students' experiences of learning reading skills: challenges and opportunities at Goro secondary school English of grade 10 students.

1.3.2. Specific objectives

The specific objectives of this study are to:

- 1 Identifying student's experiences of learning reading skills.
2. Challenges .
- 3 Opportunities.

1.4. Research questions

In order to guide this study the following basic research questions are also formulated.

1. How much are students experienced/are you exposed to.
2. What **are** challenges in learning reading skill?
3. What are the opportunities in learning reading skill?

1.5. The scope of the study

The research desire is to assess grade 10 students experience of learning reading skills; challenges and opportunities of Goro secondary school in Adama town in Oromia regional state. This school was chosen because it was convenient for the researcher to access more information as he has been working in this school. Grade ten students were chosen because the students were preparing to face the next challenges and a large number of students were not successful as stated earlier.

Many English teachers grades complain that the students often have poor back ground in reading skills that could be one of the case that lead to low performance in academics. Thus, this study would aimed at investigating the problem that hinder students reading skills to understand the text in order to forward the effective ways to enhancing students reading skills.

1.6. Significance of the study

The finding of the research will have the following values:

Students in high school level are required to develop themselves in well reading skills which are very substantial to intensify in their success as English language is the medium of instruction in high school.

And in higher education, most reference books, in internet access are in English language, it is the remedy for students to improve the reading skills and strategies in reading. Furthermore ,the significance of study is for students who are leaning English as foreign language and are having problems with understanding uses the reading materials written in English.

Moreover, it could also benefits teachers of English as second language or foreign language. Those who are interested in finding out new perspectives that would help their students in improving their reading skills for academic purposes; and for researchers who want to study topics related to this research.

1.7. Operational Definition

Difficult - what makes not easy to preform reading text (passage?)

Text –the written or printed passage

Interaction –reader engagement with printed material to get meanings Comprehension–the process that learners interact with printed text and derive meanings. Investigate-critically to find out the difficulty level of the passage to the learner to get the message of the text

Reading skill-an acquired ability to performed, proficiency, automatic Reading strategy-systematic plan, consciously adapted and monitored to improve one’s performance in learning.

CHAPTER TWO

Review of Related Literature

In this chapter the researcher aims at to discuss the important figures to develop student’s reading skills. Reading is an essential skill that individual needs to process in order to be successful in life. art of the study some of theories and practices ways of resolution of students reading difficulties will be discussed, In order to solve problems students’ encountered in reading of English. Reading and understanding involves the interaction of several processes covering knowledge and ability, decoding, sentence structure, and other cognitive processes (Hudson, 1996). Hudson identified these reading skills: automaticity in word and sentence recognition; content and schema; strategies and metacognitive skills; and reading purpose and context. Reading is actually an overlapping of these English language teaching learning. There are many difficult variables encounter learner during reading skills. Among them the researcher Examine the main problems in the target school .Either elementary or secondary school students regularly need basic awareness and efficient commend.

2.1. Phonemic awareness and strategies to prevent its difficult.

The lack of phonemic awareness can affect reading text during the classroom lesson. Phonemes are the smallest detectable act of sound in spoken language, which are essential to understanding of grapheme. Phoneme (letter sound, relation).

This sound letter combination give the right sound production unless student learn it with right instruction guidance and practice, the problem repeat itself so the teacher take in to consideration and lead them to appropriate reading practice. Phonemic awareness is refer to the ability to manipulate individual sounds, called phonemes within words. The manipulating sounds including deleting, adding or substituting syllables or sounds. As swank (1994) defined

phonemic awareness as the understanding of different ways of oral language can be broken or divided into smaller sounds and manipulated.

The phonemic awareness skill found to give the greatest reading achievement starting from low grade level to highest. In this instruction they learn where the sounds segment and blending (Pronouncing the sound together so that they form a word to be the hardest and latest developing of the phonemic awareness skill).

Whenever students get enough support in this area they can manage the problem of sound production. NRP (2000)

2.2 Phonic

As Armbruster (2006) stated phonic pertains to the relationship between graphemes or the letter of the alphabetic writing system and phonemes. It also refers to the approach used for teaching these predictable relationships and it is the best known word study strategy (Morrow, 2012 p.165) cited in Ruth Facum. Granagoto (2014).

In teaching phonic there are some important teaching approaches. Systematic instruction is the teaching of phonics with clear plan or program to more opportunities or sporadic attention to phonic in which the teacher constructs lessons in response to the observed need of learners.

The Others Instruction are Synthetic Phonic and Analytic Phonic

In synthetic phonic - sometimes called explicit phonic learners though the individual sounds of word and how to blend these individual sounds into words pronunciations. While analytical also called word analogy tonic emphasize large unit of pronunciation Heggerty (2005) points that phoneme awareness is different than phonics because it involves that use of auditory skills to teach students to isolate, manipulate, blend, segment sound without the use of print.

Phonic refers to the association of sound to the written symbols like learning the alphabets. Langenberg (2000), suggests that phonic and phonemic awareness should be integrate together within the curriculum in order to enhance reading fluency and comprehensions skills.

2.3. Fluency

Fluency is very important aspect in the reading development. Learner better to master fluency in order to read in a good motivation and convey the right message to the listener it can be improve using the following strategies.

B. Reading the Text Repeatedly

Partner reading strategy in partner reading students come together in small group and read turn by turn and encourage or criticize each other's. Choral reading- the group of student read together Echo reading- is a wonderful way for students to practice their phrasings and expression while instilling confidence in their reading. The other strategy student develops by practice individually. With the help of tap assistance, time reading and quick tip improve the reading fluency of students. In addition to this reading fluency is the ability to read with speed accuracy and proper expression.

Supplementary ways of Improvements Reading Fluency

Read aloud to children to provide a model of fluent reading, Have children listen and follow along with audio recording, Practice sights words using playful activities, Let children perform a reader's theater, Do pair reading, Try echo reading, Do choral reading, Do repeated reading, Practice scooping phrases, Have your students do a lot of reading at a level they can read independently at least in a day from 30m to 90m.

2.4. Vocabulary

Vocabulary is one of the important and crucial tools to speak or listen, Read and write English language. In efficient in vocabulary lead to the scoring of low achievement to be better and competent student, he should develop better vocabulary knowledge.

This can be acquire with in the below strategies. Vocabulary should be taught both directly and indirectly learning words before reading a text also is one of the important strategies. Another important strategy is vocabulary could be learned incidentally in the context of story book

reading or in listening to others. Techniques such as task restructuring and repeated exposure (including having the student encounter words in various context) appear to enhance vocabulary development. NRP (2000)

2.5. Strategies to Enhance Comprehension or to Avoid the Difficulties of Comprehension

Comprehension is define as “intentional thinking during which meaning is constructed through interaction between text and reader” (Harris & Hodges 1995) Thus, the reader drive meaning from text when they engage in intentional, problem solving thinking processes. Comprehension is enhanced when reader actively relate the ideas represented in print to their own knowledge and experience and construct mental representations in memory. Comprehension can be improved by the following instruction according to NRP (2000) Comprehension monitoring where readers learn how to be aware of their understanding of the material Cooperative learning where students learn reading strategies together Use of graphic and semantic organizers (including story maps) where readers make graphic representations of the material to assist comprehension Question answering where readers answer questions posed by the teacher and receive immediate feedback. Question generation, where reader ask themselves question about various aspects of the story.

Story structure, where students are thought to use the structure of the story as a means of helping them recall story content in order to answer questions about what they have read, and Summarization, where readers are taught to integrate ideas and energize from the context information In the study there are two measure approaches Direct explanation and transitional strategy approach The direct explanation approach focuses on the teacher’s ability to explain explicitly the reasoning and mental processes involved in successful reading comprehension.

Rather than teaching specific strategies, teachers help students (1) to view reading as a problem solving task that necessitates the use of strategy the inking and (2) to learn to think strategically about solving comprehension problems. Teachers are taught that they could teach students the skill of finding the main idea by casting it as a problem solving task and reasoning about it strategically. Transactional strategy instruction also emphasizes the teacher ability to provide explicitly explanations of thinking processes. Further it emphasize the ability of teachers to

facilitate student discussions in which students collaborate to form joint interpretation of text and acquire a deeper understanding of the mental and cognitive processes involved in comprehension.

Reading is an activities has its phase or model as well as has types those are; pre-reading, while-reading and post-reading. Regarding this phase, those are an activities that is organized by the reading teacher in the classroom. Once the mode of class organization is determined, the students are supposed to perform different reading activities. In connection to this, Hedge (2000) states that it is now standard practice in the design of reading tasks to use a three-phase procedure involving pre-, while and post- reading stages. The intention is to ensure that reading is __taught ‘in the sense of helping readers develop increasing ability to tackle texts. The three reading stages will be treated as follow:

2.6 The Pre- Reading. It is the initial stage for a reading text.

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\guessing for the reading passage. □ Relate the students ‘background knowledge with the topic. Prepare them for the content.

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

2.7 The While- Reading

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 phase or simply the reading stage attempts to:

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

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

2.8 The Post- Reading

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

- Retell the story in small groups or as a class. Students act out the story, using their own words.
- Rewrite the story in their own words, preferably in pairs or in groups to encourage discussion.
- Discus the story in pairs or small groups, giving their opinions of what they have read, or suggesting different endings. Hedge (2000) also states that a wider range of activities focusing either on the content of the text can be undertaken, for example, debate, role-

play, reading of contrasting texts, or focusing on its language (i.e., bottom-up processing). In the post-reading stage, students will be asked whether they have understood the general information of the text in relation to their previous knowledge. In the post-reading phase there are three levels of comprehension questions. These are:

- Questions for exact meaning: These are the easiest; answers could be guessed from the passage.
- Questions for inferred meaning: This activity entails thinking about the text and understanding the relationship between ideas.
- Questions related to the students own experience: post-reading activities should always involve this kind of questions where students relate what they read with their own experience. According to Williams (1984), this stage can be carried out by arranging small group's discussion that could be followed by whole class discussion. "It can also serve as a stage in which the teacher checks whether students have understood the text or not (Thompson, 2001).

2.9 Models of Reading

Readers must develop certain skills that would help them comprehend what they read and use them as based on knowledge that reading make sense, readers prior knowledge, information presented in the text, and the use of context to assist recognition of words and meanings. Reading comprehension not only includes Linguistic recognition and cognitive understanding, but also tends to be affected by the reader's reaction to the content, which may affect the reader's evaluation and appreciation. If there is no such evaluation and appreciation, comprehension will be incomplete (Sheng, 2000:13). Accordingly, Aebersold and Field, 1997; Nuttall (2005:16) mentioned three models of reading. These are bottom up, to-down and interactive models. They are well explained as follow:

2.10 Bottom-Up

Bottom up focuses on direct instruction of phonic such as identifying features of sound, letters and so on. According to Carrell (1988), in the bottom-up model, the reader starts with decoding the smallest linguistic parts, particularly phonemes, graphemes, and words and eventually constructs meaning from the smallest to the largest elements. This bottom-up method is also

known as data-driven and text-based reading. This reading method concentrates on the smaller elements of a text such as its letters, words, phrases, and sentences. Ahmadi and Pourhosein (2012) and Carrel (1988), declared that in the bottom-up model, the learners will only be successful in reading if they correctly decode the linguistic elements and understand the connection between words.

2.11 Top-Down

Top –Down reading model is the base on the philosophy that the brain and reader are at the center of understanding and succeeding. Nuttall (1996), and Ahmadi and Pourhosein (2012) defined top-down method as the idea of reading as a psycholinguistic predicting game in which the reader uses his/her prior knowledge or written schemata to join with a text and to communicate these to new or unexpected materials found in the text to recognize it. Top down method emphasizes on linguistic guess work rather than graphic textual information. The learners do not want to read every word of a text but they focus on guessing the next group of words. While

Reading, they may hypothesize the message the writer wants to convey and change their hypotheses based on what they read in the text. Aebersold and Field, (1997) argue that readers bring a great deal of knowledge, expectations, assumption, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic and historical) they already possess, then, check back when new or unexpected information appears. In light of this, Nuttall (2005:17) underlines that "the top down approach gives a sense of perspective and makes use of all that the reader brings to the text: prior knowledge, common sense, etc., which have sometimes been undervalued in the reading class."

Nuttall (2005:16) compares the top-down approach to an eagle's eye view of the landscape. From a great height, the eagle can see a wide area spread out below; it understand. Interactive

reading. Most researchers currently endorse, argues that both bottom-up and top-down processes are occurring, either alternatively or at the same time. According to Carrel (1988), and Ahmadi and Pourhosein (2012), interactive method is the interaction between bottom-up and top-down methods. The interactive method is a process based on information from many sources such as orthographic, lexical, syntactic, semantic knowledge, and schemata. When reading word by word, readers with good bottom-up skills do not comprehend the texts; they should use their background knowledge to support them which is called interactive model. This method is made on the interaction of the bottom-up and top-down models. Regarding this, Hedge (2000) states that interactive describes a dynamic relationship with a text as the reader _struggles 'to make sense of it. In trying to create meaning from the text, a reader undoubtedly engages himself/herself in an active process.

In this respect, Richards (1990) sees reading 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". It is stated that — Learners who rely on the top-down method use textual clues and predict the meaning and try to compensate for deficits such as weaknesses in word recognition and lack of effective bottom-up processing Stanovich (1980), as cited in Ahmadi (2017). As the result of the above arguments, the researcher tends to support the interactive model of reading. Hence, when a reader reads a text, he/she should employ both models simultaneously as they are complementary that they assist each other.

2.12.1 Factors affect student reading skills

There are some factors affect students reading abilities. Among them such as cognitive factors Environmental factors which includes student's home school .social and cultural Environments. Hotz (2008) stated that' when we consider cognitive factors. We take into account the way in which an individual's brain operates during the process of learning to read. The term cognitive processing refers to the mental activities that an individual use in learning such as visual processing, auditor processing, memory abilities or language related abilities. Cognitive processing deficits can interfere with the way that students understand information present to them. These situations more appear on students with reading disability. Students learn with reading disability needs special education to cope up such problems. "Research shows that poor

readers display more differences in cognitive processing than good readers “learner and Johns (2012).

2. 12.2 Cognitive strategy instruction

Cognitive strategy instruction focuses on how students learn rather than on what they learn. It is an explicit instruction approaches that teacher’s student’s specific and general cognitive strategy to improve learning and performance. Many students with reading problems are inefficient and ineffective strategic learners. Cognitive routines help students regulate and monitor their reading comprehension.

The ability to identify and utilize effective strategies is a necessary skill for reading comprehension. Students who use cognitive strategies ask themselves questions to connect new information with what they already know, and they try to predict what will come next karmic & Montague (2012).

2.12.3 METACOGNITIVE STRATEGIES

Metacognition refers to the knowledge and control that we have over our cognitive processes. With regard to reading, it is common to talk about metacognitive awareness (what we know) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what we can do). On a general level, metacognition includes awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. Essentially, we learn awareness of our comprehension processing. More specifically, we learn strategies that support our comprehension (our awareness of strategies) and we learn how to carry out these strategies effectively (our control of strategies) (Baker, 2002, 2008; Pressley, 2002). One reason why metacognition is significant is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by the teacher will fail. As O'Malley et al. have pointed out: "students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future directions" (1985: 561). Further, Pressley, Snyder and Cariglia-Bull (1987) suggest that metacognition helps students to be consciously aware of what they have learned, and to recognize situations in which it would be useful, and progress in using it.

a. Metacognitive Reading Strategies

Reading, whether in L1 or L2, is a "cognitive enterprise", which occurs in part as a result of the interaction among the reader, the text, and the context in which reading takes place (Flavell, 1979). Furthermore, to accomplish the task of comprehending the text successfully, the reader must utilize metacognitive knowledge and must invoke conscious and deliberate strategies. The readers' metacognitive knowledge about reading may be influenced by a number of factors, including previous experiences, beliefs, culture-specific instructional practices, and, in the case of non-native readers, proficiency in L2, and it may be triggered, consciously or unconsciously, when the reader encounters a specific reading task. The readers' metacognitive knowledge about reading includes an awareness of a variety of reading strategies and of the fact that the cognitive enterprise of reading is influenced by this metacognitive awareness of reading strategies. It is the combination of conscious awareness of reading, strategic reading processes, and the actual utilization of reading strategies that distinguishes skilled from unskilled readers.

The research on metacognitive awareness of reading strategies –broadly defined here as the deliberate, conscious procedures used by readers to enhance text comprehension– indicates the need to increase our understanding of readers' metacognitive knowledge about reading and reading strategies to develop them into active, constructively responsive readers.

b. Significance of Metacognitive Reading Strategies

Metacognitive reading strategies are conscious means by which students monitor their own reading processes including evaluating the effectiveness of cognitive strategies being used. Metacognitive strategies may involve, for example, planning how to approach the reading of a text, testing, and revising according to purpose and time available (Devine, 1993). These kinds of strategy might also include Sheorey and Mokhtari's "support strategies" such as the knowledge of how to use tools for comprehension such as dictionaries, taking notes or highlighting important text (2001: 436). If cognitive reading strategies are about knowing what strategy to use and how to apply it, then metacognitive strategic knowledge involves understanding the rationale for applying a particular strategy in a particular context, and evaluating its usefulness in terms of appropriacy and effectiveness for that context. Auerbach and Paxton (1997) argue that strategic reading can only become efficient when metacognitive strategies, such as working towards a particular goal while reading, are actively used.

As Brown, Armbruster and Baker have argued, "metacognition plays a vital role in reading" (1986: 49). The term metacognition refers to one's understanding of any cognitive process. The context of reading is usually understood as consisting of two types of cognition: First, one's knowledge of strategies for learning from texts, and, second, the control readers have of their own actions while reading for different purposes. Successful readers monitor their reading and the state of their learning; they use strategies, adjust effort appropriately, and evaluate the success of their ongoing efforts to understand (Brown, Armbruster & Baker, 1986).

Metacognitive control, in which the reader consciously directs the reasoning process, is a particularly important aspect of strategic reading. When readers are conscious of the reasoning involved in reading, they can access and apply that reasoning to similar reading in future situations.

According to Carrell, Gajdusek and Wise (1998), examples of specific metacognitive strategies in reading may include: a) establishing objectives in reading, b) evaluating reading materials, c) repairing miscomprehension, d) evaluating the ongoing understanding of the text, e) analyzing the text and paragraph structure to clarify the author's intention, f) adjusting reading speed and selective cognitive strategies accordingly, and g) engaging in self questioning to determine if the objectives have been reached. Thus, reading is a metacognitive, as well as a cognitive process. While cognitive strategies refer to deliberate actions that readers take in their efforts to understand texts, metacognitive strategies emphasize the monitoring and regulative mechanisms that readers consciously use to enhance comprehension.

Finally, a major contribution of reading strategies to fluent reading is their increasing automaticity as a reader becomes more proficient (Anderson, 2009; Block & Pressley, 2007; Sinata, Brown and Reynolds, 2002). The overall developmental goal to routinize strategic processing still allows a learner to reflect consciously on a strategy when asked to do so, or when being taught the strategy. However, the real goal for comprehension strategies is the use of effective strategies without continuously needing to move to a level of conscious problem-solving.

2.12.4 Environmental Factors

Environmental factors which affects students reading ability either positively or negatively. These factors are home factors, school factors social factors and cultural factors. As the home is the child's first environment It support learners to read and increase their reading ability if their parents encourage their child to engage with printing exposures .the child who gets opportunity to go to the library with his parents or parents buy different books to him has advantage from those who don't get such assistance.

In addition to this students come from educated family have good moral advantage than those who come from illiterate family .another main home factors is the parents economic problem students those come from family who has low incomes or poor family their attention to the lesson is not equal to those who come from affluent family.

2. 12.5 School factors

School is very substantial place where students get important experiences to read and increase their reading ability to understand the written text. In school teachers contributions have a great influence on students reading ability. Students who instructed very well by the teacher and monitored can avoid easily reading problem as well as interest to read the reading text. In school environment, student with reading problems do not read as much as students who are good readers. In an extensive line of research, Arlington (1986) and stanouich (1993-1994) compared the time spend and amount of reading in low achieving and average students.

Unskilled readers spend less time reading in school than did average students. Poor readers only a third as many words as average students in school. Students who already have reading problems are not practicing enough to improve their reading skills. Lerner & Johns (2012)At school teacher and students discussion on how to improve reading ability is important method to plan as well as having a program to go to the library and read the reading material like Newspaper, magazines and some stories for two or three hours in school library is useful .on the other hand to evaluate their performance students, need to read aloud the text to each other &peer comment is useful to improve the reading performance of students. Teacher instruction assigning appropriate book for students develop the reading interest of the learner instructing learner over their capacity or without standard lead learners become to frustrate and develop negative attitude to the reading text.

2.12.6 Social factors

As human being is the result of nature & nurture. Social environment play important role in student reading performance. Successful instructions with friends provide students with many satisfactions and opportunities to gain confidence in them. Many students with reading problems, however, also have social difficulties. Those who have difficulty making friends, have problem interacting with others, and do not understand the nuances of social situations. Satisfiable body of evidence shows that social unpopularity tends to accompany school failure. Poor achievers often are rejected or ignored by classmates and are unenvied in extracurricular activities. Lavoie (2007). Students who come from social good behavior society they know how to behave, what to say, how to give and take in social situation. And learn the opportunity way of acting with people unless they face social problem not only in the reading materials but also in another social interaction.

2. 12. 7 Cultural factors

Keeping of the cultural factors of the students build the confidence them and develop self-stem of the individual learners. Many students other come from homes when a person made a mistake the other laugh on him, avoiding such situation in class room during the reading text is Bette to create conducive condition for reading activity. Students who come from family have printing exposure get opportunity to read and get access to printing exposure to develop their reading skills. On the contrary students have not such important access to printing exposure face difficulty in reading activities. As school composite of a diverse society culture learners, specially this government school, enrolled more students come families live below specified poverty level ,they reflect what they did in their environments either it reflect what they did their environments either it may good or bad (mostly wrong things. A recent study shows that poverty can take a toll on the brain development of children, leading to learning disabilities as well as behavior and emotional problems. Action for children (2008) Parents are likely to have less energy to their children's development if they are necessarily concerned with basic survival needs. Often, children from these families must care for themselves as a young age and may come to school with relatively limited background experience. Ortiz (1997) Cultural differences particularly those arising from a culture of poverty, may lead to intense suspicion and discomfort to ward individuals perceived to be in the dominant culture, learners & Johns (2012)

These generalizations do not course, hold true for all lo-income students. In many poor families, education is cherished, the values of the school are upheld, and family members are encouraged to read & achiever.

UNIT THREE

RESEARCH METHODOLOGY

One of the important steps in conducting a research is to collect data which enable the researcher to reach on significant solutions for the problems identified. This chapter deals with the research design, participants of the study, sampling techniques, sample size, data gathering instruments and method of data analysis.

3.1 Research Design

The aim of the study is to assess grade 10 students experience of learning reading skills; challenges and opportunities in Goro secondary school. In order to attain the aimed objectives of the study. The researcher conducted survey. Therefore, the researcher conducted mixed research approach in which the researcher incorporates both qualitative and quantitative approaches to answer the research questions. Questionnaires, interviews and classroom observation data gathering tools. This is because as webb.et at (1996) stated triangulation has especial relevance where a complex phenomenon requires elucidation.

3.2. Participants of the study

To accomplish this study the researcher used grade 10 students from different sections. The reason why focusing on this grade level is that they are the higher grade of this school level and academic reading influence by their final result.

The total size of grade 10 students was 900 in twenty classes, in which 45 students are assigned in each section. From the total population 90 students (10%) of the total population was selected as a sample for the questionnaire. In addition to this, all grade 10 English languages (five in

number) and three administrative members was incorporated in the study to get a tangible evidence for the study.

3.3 Sample size and sampling techniques

The researcher employ mixed research method for different sampling techniques in order to get relevant information for the quantitative research approach 90 students (10%) of the total population were selected from total population of 900 students by simple random sampling. Regarding this, Robert and John (2003) stated that ‘Random sampling technique is vital in enabling the researcher to give unbiased opportunity of participation to the target population and to obtain representative sample for total population’. The random sampling technique assists the researcher to give equal chance for the target population in order to get sufficient information for the research, the selected students were filled closed ended questionnaires. Those teachers who teach English of grade 10 five in number participated in Semi-structured interview including 3 vice directors.

3.4. Data collection instruments

The researcher aim to get appropriate and relevant data for study, he used the mixed type of data collection instruments. Therefore, for quantitative data entity questionnaires were utilized and for qualitative entity interview and classroom observation were employed to obtain relevant data for the study.

3.4.1. Questionnaires

One of the data collecting instruments is questionnaires. Then the researcher planned it for the main instrument to get necessary information from the data sources. This questionnaire helps the researcher to examine students’ feeling about their reading skills, experiences, and the challenges they faced during reading comprehension, in order to propose effective and efficient strategies and techniques to overcome comprehension problems. Therefore, after getting their opinion and how it affects students’ academic results. The questionnaires are self-administered and closed ended from each dimension. The researcher choose to set closed ended questions to maintain uniformity of response and the space provided for them to give their own free opinions too. The questionnaires were adapted from Reutzell and Cooter (2011) by taking into consideration the objective of the study and its related literature. To make easy for the

respondents those various items of the questionnaires were translated to mother-tongue by language experts.

3.4.2. Semi structured Interview

The researcher used interview as a supporter data gathering tool for the study, then he used it to communicate with teachers to obtain information in depth which he cannot get by other procedures. Five English language teachers and three administration body in Goro secondary school. This interview assists the researcher to get directly the attitude of the teacher about teaching reading skills and major challenges teachers encounter in teaching reading comprehension and important experiences. AS the questionnaire is semi statured the teacher can reflect their idea about difficulties of reading skill, the classroom situations and the way how to improve reading skill or comprehension.

3.4.3. Classroom observation

Classroom observation is the third data collecting tools to observe the actual situation going on the classroom concerning of the experiences, challenges and opportunities in learning reading comprehensions. It is the supportive data collecting tools to the study. The main advantage using observes ion to collect real data closely in order to crosscheck teacher presentation and students participation. Regarding this, Morrison (2000) as cited in Aberadaba(2013) stated that observation is useful tools for providing direct information about language and language learning and the best data collection technique for gaining insights into the subject in a natural environment. It is very helpful for the researcher to observe and examine how teacher apply the technique of teaching reading comprehension. This observation of three classroom focuses on teacher activities and students interaction with reading texts. The researcher had prepared the necessary material like checklist which consists ten questions to observe classes two times to confirm the data collected by the questionnaires as well as the teacher classroom managements and students' motivation and participation in reading comprehensions.

3.5. Data collection procedures

The procedure of data collection was held with the collaboration of school administration systematically. Firstly, the questionnaires were presented to the target sample of the study. After ensuring that all of the questions were completed by respondent students, all of the copies of the

questionnaires were collected back by the researcher. The content of the questionnaire try to meet with the objective of research. Secondly, the semi structure interview held among English language teachers, researcher and administration bodies. Lastly but not least the classroom observation undertook with five English language teachers of classroom by using checklist. In this/three session the researcher strive to assess how much teachers help their students and student's engagement with reading text. At the end the data gathered analyzed using percentage that helps to show the general picture of the data.

3.6. Data Analysis procedures

In this study, the researcher after collected data he organized and sorted in different themes. These properly gathered data follows the pressure of qualitative and quantitative data analysis method. The data which were gathered through semi structure interview and classroom observation was qualitatively analyzed and the data which was gathered through questionnaire was also analyzed using quantitative data analysis method. Those three instruments that used by the researcher treated differently. The data which was collected by the questionnaire treated by integrating points collect from the respondents. The percentage for each sort of data completed on the basis of the responses of the respondents to each item. Next, these data was analyzed quantitatively, and integrate using descriptive statistical techniques, Such as frequency counting and percentage to reach the relevant conclusion. The data that obtain through interviews and classroom observation analyzed qualitatively and present using detail description. Finally, comprehensive interpretations made carefully and fairly in order to make the findings convincing and Credible.

CHAPTER FOUR

DATA ORGANIZATION AND ANALYSIS

DATA ORGANIZATION

The information which has been provided from respondents (students) has been analyzed as follows:

4.1 DATA INTERPRETATION ABOUT STUDENT’S RAEDING SKILL EXPERIENCE

No	Items	Meas urem ent	Strongly Agree	Agree	Undecide	Disagree	Strongly Dis Agree	An responde nt question
1	I have a well experience in reading texts	No %	5 5.6	10 11.1	7 7.8	44 48.9	24 26.7	- -
2	I have a reading program to read texts in English language at home	No %	7 7.8	17 18.9	12 13.3	27 30	27 30	- -
3	I am committed consistently in reading and monitoring	No %	13 14.4	23 25.6	17 18.9	15 16.7	12 13.3	1 11.1

	reading practices							
4	I always read silently and independently in order to understand the reading texts	No %	9 10	18 20	10 11.1	30 33.3	23 25.6	- -
5	I cannot read quickly the reading texts so as to get specific information	No %	22 24.4	43 47.8	12 13.3	7 7.8	6 6.7	- -
6	I don't know how to infer meanings from a reading passage	No %	17 18.9	42 46.7	9 10	12 13.3	10 11.1	- -
7	I always discuss ideas with partners or group members after completing reading texts	No %	14 15.6	15 16.7	0 0	40 44.4	21 23.3	- -
8	I always read repeatedly the reading texts until understand the main idea of the passage	No %	21 23.3	28 31.1	3 3.3	15 16.7	13 14.4	- -

Table-1, Item number 1:5 (5.6%) respondents have replied strongly agree this means they have a well experience in reading texts. 10(11.1%) have said agree. That is they have a well experience in reading texts. 7(7.8%) respondents are un deciding to this question. 44(48.99%) respondents have replied disagree. This means, they have do not have experience reading texts. 24(26.7%) respondents have replied strongly disagree. This indicates that they have not a well experience in reading texts.

On the base of the above analyzed data it can be concluded that the majority of the students i.e. about 75.6% of the total respondents do not have a well experience of reading texts.

Table 1, Item Number 2:7(7.8%) respondents have answered strongly agree. That is they have a reading program to read texts in English language at home. 17(18.9%) respondents have said agree. That is they have a reading program to read texts in English language at their home. 27(30%) respondents have replied disagree. This means that they have no a reading program to read texts in English language at their home. 27(30%) respondents have answered strongly disagree this means they have no reading program to read texts in English ate their home. Therefore, the majority of the respondents (60%) no a reading program to read texts in English at their home.

Table 1, Item number 3:13(14.4) respondents have strongly committed to read and monitoring consistently in practicing reading. 23(25.6%) respondents have committed to read and monitoring consistently in practicing reading. 17(18.9%) respondents are undesciding about their commitment to practice reading consistently.15(16.7%) respondents have replied disagree. This means they are not committed in reading and monitoring reading practices consistently. 12(13.3%) respondent have replied strongly dis agree. This means they are not committed in reading and monitoring reading practices consistently. 10(11.1%) respondents have been un-responding According to above analyzed data it can be concluded that the majority of the respondents (40%) are committed in reading and monitoring reading practices consistently.

Table 1, Item number 4: 9(10%) respondents have replied that they always read silently and independently to understand the reading texts. 17(20%) respondents have said agree. This means they always read silently and independently to understand the reading texts.10(11.14%) respondents are undesciding about their usually reading styles. 30(33.3%) respondents have not always read silently and independently to understand the reading texts. 23(25.6%) respondents have replied strongly disagree. This means they have not always read silently and independently to understand the reading texts. Therefore, the majority respondents (56.9%) do not have a practice of reading silently and independently to understand the reading texts.

Table 1, Item number 5:22(24.4%) respondents have replied strongly agree. This means that they cannot read quickly. The reading texts to get specific information. This means they cannot read quickly the reading texts to get specific information. 12(13.3%) respondents are undesciding about their reading speed. 7(7.8%) respondents can read quickly the reading texts to get specific information. 6(6.7%) respondents have replied strongly disagree. It means that they can read quickly the reading texts to get specific information.

According to the above information it can be concluded that the majority respondents (72.2%) cannot read quickly the reading texts to get specific information.

Table 1, Item number 6:17(18.9%) respondents have replied strongly agree. This means they do not know how to infer meanings from a reading passage. 42(46.7%) respondents do not know how to infer meanings from a reading passage.10 (10%) respondents are undeciding about the way they infer meanings from a reading passage. 12(13.3%) respondents have known how to infer meanings from a reading passage. 10(11.1%) respondents have replied strongly disagree. It means that they have known how to infer meanings from a reading passage.

Therefore, it can be concluded that the majority (46.75) respondents do not know how to infer meanings from a reading passage. Table 1, Item number 7:14(15.6%) respondents have replied strongly agree. It means they have discussed ideas with partners or group members after completing the reading texts. 15(16.7%) respondents have discussed ideas with partners or group members after completing reading the reading texts.40 (44.4%) respondents have not discussed ideas. With partners or group members after completing reading the reading texts. 21(23.3%) respondents have replied strongly disagree. It means that they have not discussed ideas with partners or group members after reading the reading texts.

According to the above analysis, it can be concluded that the majority (67.7%) respondents have not discussed ideas with partners or group members after completing reading the reading texts.

Table 1, Item number 8:21(23.3%) respondents have replied strongly agree. It means that they have understood the main idea of the passage. 28(31.1%) respondents have read repeatedly the reading texts until they have understood the main idea of the passage.3(3.3%) respondents are undeciding about their reading habit. 15(16.7%) respondents have said disagree. It means they have not read repeatedly the reading texts until they have understood the main idea of the passage. 13(14.4%) respondents do not have to read the reading texts until they have understood the main idea of the passage. Therefore, the majority (54.4%) respondents have read repeatedly the reading texts until they have understood the main ideas of the passage.

4.2 DATA INTERPRETATION AND ANAYSIS OF STUDENT RAEDING CHALLENGE

N	Items	Measur	Strongly	Agree	Undeci	Disagr	Strongl	Un
o		ement	Agree		ded	ee	y dis	respon
							agree	dent
1	I don't have enough time	No	14	46	0	15	7	7

	to read the reading texts in program	%	15.6	51.1	0	16.7	7.8	7.8
2	I feel shy when I am asked to read the reading texts in English language	No %	3 3.3	12 13.3	10 11.1	26 28.9	29 32.2	10 11.1
3	I don't have enough support or help from parents guardians to practice reading at home	No %	20 22.2	17 18.9	3 3.3	24 26.7	25 27.8	
4	I do get enough chance from the teacher to read texts in the class room in English period	No %	10 11.1	25 27.8	13 14.4	23 25.6	10 11.1	6 6.7
5	I cannot remember the main ideas from what I read after reading a large passage	No %	16 17.8	23 25.6	7 7.8	15 16.7	16 17.8	13 14.4
6	I cannot get a language laboratory in my school which serve as to improve me the English language	No %	16 17.8	48 53.3	4 4.4	0 0	7 7.87	15 16.7
7	When I want to read texts the meaning of vocabularies obstacles me	No %	18 20	19 21.1	23 25.6	5 6.7	7 7.8	18 20
8	I prefer reading aloud rather than silent reading	No %	32 35.6	38 42.2	0 0	15 16.7	5 6.7	- -

Table 2, Item number 15.6 respondents have responded strongly agree. It means they do not have enough time to read the reading texts in program. They have also added that the larger number of subjects they

have learned about ten subjects. This condition affects them not to read in program the reading texts. 46(51.1%) respondents have replied agree.it means that they have no enough time to read the reading texts in program. They have supported their answer by suggesting these reasons.

- “We have always given home works at least three subject in a day”.
- “We always help our parents at home”
- “We must work other income generating works for our day to day lives.”

15(16.7%) respondents have said that they have enough time to read the reading texts in program. 7(7.8%) respondents have responded strongly disagree. It means they have enough time to read the reading texts in program. 7(7.8%) respondents have not responded. This item According the above information it can be concluded that the majority (66.7%) respondents have not enough to read the reading texts in program.

Table 2 , item number 2: 3(3.3%) respondents have responded strongly agree. It means that they have felt shy when they are asked to read the reading texts in English language. 12(13.3%) respondents have felt shy when they are asked to read the reading texts in English language. 10(11.1%) respondents are undeciding about their feeling when they are asked to read the reading texts in English language. 26(28.9%) respondents have not felt shy when they are asked to read the reading texts in English language. 29(32.2%) respondents have responded strongly dis agree it means they have not felt shy when they are asked to read the reading texts in English language. 10(11.1%) respondents have not responded item number 2. . According to the above information it can be concluded that the majority (61.1%) respondents have not felt shy when they are asked to read the reading texts in English language.

Table 2, Item number 3:20(22.2%) respondents have said strongly agree. It means they have not gotten enough support or help from their parents or guardians to practice reading at their home. 17(18.9%) respondents have not gotten enough support from their parents or guardians, to practice reading. 3(3.3%) respondents are undesciding about support or help which they ought to obtain from their parents or guardians to practice reading at their home. 24(26.7%) respondents have gotten enough support or help from their parents or guardians to practice reading. 25(27.8%) respondents have replied strongly disagree. It means, they have gotten enough support or help from their parents or guardians at their home.

According to the above information it can be understand that the majority (54.5%) respondents have gotten enough support or help from their parents or guardians to practice reading at their home.

Table 2, Item number 4:10(11.1%) respondents have responded strongly agree. It means that they have not gotten enough chance from their English language teachers to read texts in the class room during the

English language period. 25(27.8%) respondents have replied agree. It means that they have not gotten enough chance from their English language teachers to read texts in the class room during the English language period. 13(14.4%) respondents are undesciding about participation to read texts in the class room. 23(25.6%) respondents have said that they have got enough chance from their English teacher. 10(*11.1%) respondents have responded strongly dis agree. It means, they have gotten enough chance to read texts from their English language teacher. 6(6.7%) respondents are un responding item number 4.

According to the above information it can be understand that the majority (38.9%) respondents haven't gotten enough chance to read texts in the class room from their English language teachers. It means, the students' participation to read texts is low.

Table 2, Item number 5:16(17.8%) respondents have replied strongly agree. It means they cannot remember the main ideas from what they have read after reading larger passages. 23(25.6%) respondents have thought that they are unable to remember the main ideas from what they have read after completing reading larger passages. 7(7.8%) respondents have responded undecided. 15(16.7%) respondents have replied disagree. It means they have thought that they can remember the main ideas after completing reading the larger passages. 16(16.7%) respondents have responded strongly disagree. It indicates that they have thought they can remember the main ideas after completing reading the larger passages. 13(14.4%) respondents didn't indicate the direct response. They have said undecided item number 5. Therefore, the majority (39 or 43.4%) respondents cannot remember the main ideas after completing reading the larger passage.

Table 2, Item number 6:16(17.8%) respondents have replied that they couldn't have got language laboratory in their school. 48(53.3%) respondents have agreed that they couldn't have got a language laboratory in their school. 4(4.4%) respondents have been unaware about the presence of a language laboratory in their school or not. 7(7.8%) respondents have replied strongly disagree. It means, they have said as if they got a language laboratory in their school. 15(16.7%) respondents haven't responded item number 6. On the base of the above analysis it can be concluded that the majority (71.1%) respondents have asserted that they couldn't have got a language laboratory in their school. Table 2, Item number 7:18(20%) respondents have said that they have strongly affected meaning of vocabularies when they want to read. 19(21.1%) respondents have replied agree. It means the meaning of vocabularies have been affecting them when they want to read. 5(6.7%) respondents haven't been affected obstacle by meanings of vocabularies when they want to read. 7(7.8%) respondents have strongly disagree. It means they haven't affected by the meanings of vocabularies. 18(20%) respondents haven't responding item number 7. According to the above information, it can be concluded that the majority (41.1%) respondents the

unknown meanings vocabularies in the reading passage can affect their reading. Table 2, Item Number 832 (35-6%) respondents have strongly prefer loud reading than silent reading. 38(42, 24%) respondents have agreed that they prefer loud reading than silent reading 15 (16.7%) have replied that they prefer silent reading than loud reading. 5(6.7%) respondents have strongly prefer silent reading than loud reading.

According to the above analyzed data it can be concluded that the majority (70%) respondents have preferred loud reading that silent reading.

4.3 DATA INTERPRETATION ABOUT OPPORTUNITIES THAT IMPROVE READING SKILL

No	Items	measure ment	strong agree 5	Agree 4	under age 3	disagree 2	strong agree 1	un respondent question
1	I always comprehend the main ideas from the titles of the reading passages because they are well comprehensive and familiar issues they contain.	No %	24 26.7	47 52.2	6 6.7	0 0	0 0	
2	There is always silence or calm while practicing reading texts in the class room	No %	16 17.8	12 13.3	27 30	19 21.1	13 14.4	3 3.3
3	I am accustomed to use a mobile or a computer that are available in the school searching for the reading texts from internet	No %	4 4.4	3 3.3	9 10	15 16.7	40 44.4	19 21.1
4	I can get a number of English language reading materials (books) in our school library.	No %	25 27.8	31 34.4	0 0	20 22.2	12 13.3	2 2.2
5	The English language text book is							

always with me because each of the students gets his/her own share.	No %	10 11.1	14 15.6	3 3.3	19 21.1	28 31.1	15 16.7
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Table 3 Item Number 1;24(26.7%) respondents have replied that they could have always understood the main ideas from the given title of a passage. 47(52.2%) respondents have said that they could have understand the main ideas from the given title of a passage. 6(6.7%) respondents have been underbidding about item number 1. According to the above data analysis it can be concluded that the majority (78.9%) respondents could have comprehend the main ideas from a given title of the passage.

Table 3 item number 2:16 or (17.8%) respondents have replied that they have though there would silence or calm in their class room when practicing reading. 12(13.3%) respondents have said that there would have been silent or calm during practicing reading. 27(30%) respondents are un deciding about item number 2 19(21.1%) respondents have replied disagree it means their class room could not have been silent or calm when they have practiced reading 13(14.4%) respondents have answered strongly disagree. It means their class room couldn't have been silent or clam when they have practiced reading.

According to the above data analysis it can be conclude that the majority (35.5%) respondents have though that their class room couldn't have been silent or clam as necessary as possible. Table 3 Item Number 3:4(4.4%) respondents have used a mobile tablets or computers which are available in their school as they have thought 3(3.3%) respondents have said that they have used a mobile or computer in their school 9(10%) respondents are un deciding 15(16.7%) respondents have replied that they couldn't have used a mobile of a computer which are available in their school in order to search for reading texts form the internet. Therefore, it can be concluded that the majority (61.1%) respondents have agreed that they couldn't have used a mobiles (tablets) or computers which are available in the school searching for the reading exits form the internet.

Table 3 Item Number 4:25or (27.8%) respondents replied that they are strongly agree about the presence of a number reading texts on their school library. 31 or 34.4%) respondents agreed about the availability of a number of reading texts in their school library. 20 or (22.2%) respondents are disagreed about the availability of a number of reading texts in their school library. 12 or 13.3%) respondents are strongly disagreed about the presence of the reading texts

in their school. 2 or (2.2%) respondents did not give their answer. From the above information can be concluded that the majority of the students get reading texts or available in their school.

Table 3, item number 5: 10 or (11.1%) respondents replied that they are strongly agreed that they are always in hand their English Language text book 14 or (15.6%) respondents replied agree. This means they are always in hand their English language text books 3 respondents are responding undecided. 19 or (21.1%) of the respondents through that their English Language text book is not always in hand of them. The rest about 32.1% of the respondents are strongly disagreed that is they are not always in hand their English Language text book \. 15 or (16.7%) respondents did not give their response.

It can be implied from the above information that the number of students who always not bring the English text book class found to be larger than those who always in hand their text book of English Language

4.4 Teacher's Interview

The interview was conducted with five Goro secondary school teachers those who teach English of grade 10. This instrument was needed because, according to the researcher, some more important issues might be described by the teachers from their teaching experience. In teaching and learning process teachers have a great impact for the success or failure of students. On this basis, the following responses were obtained and analyzed from the interview held with the teachers.

Teacher One

Question 1 as you are an experienced teacher how do you evaluate grade 10 students reading skills abilities (good or not) When asked to describe students reading skill abilities "the teacher said grade 10 students reading abilities is very poor, during teaching reading comprehension when asked to read passage in classroom some students cannot say anything" they simply sit in a classroom without saying any response as deaf or muted sound. Some say I can't and teased to, some try to read passage and laugh and sit down on the desk. Among classroom students in number about 55-60 at least about five students may read correctly, that classroom is very good otherwise teaching reading skill is difficulty and dreadful activities.

On the other hand, when the teacher asked what is cause and effect he made to solve the reading problem. It happened due to student's first language interference, and student's poor background he said, in lower grade students did not supported effectively and developed reading motivation or habit. The teacher admitted that due to time constraint and large class size as well as (large) bulkiness of the student's text book he could not apply enough effective strategies to support students, except few of them.

When he asked in which reading technique phase he focus on, his response, I focused in post reading activities because of time constraint and post reading activities are core issues in reading comprehension. Regarding student's participation, the student's participation in reading comprehension is very low due to the shortage of vocabulary. They do not understand the theme of the comprehension.

Teacher Two

The second teacher who is teaching in Goro secondary school of grade 10, when he asked how he evaluated students reading comprehension ability if they are good or not, he said teaching comprehension in grade 10 is cumbersome because of many reasons. The students did not try to accept the instruction given by the teacher about reading comprehension.

Students did not want to bring their text book to classroom, which is the easiest task but I connected with their mark (result), then some books found in a classroom. It is difficult to get student who read a passage voluntarily without any pressure. Among 55-60 students in a class who read voluntarily they are few (not more than 3-5 in number).When I repeatedly asked them to read passage in different times, the students completely hit me as well as hit the subject then I prefer to teach other topics like grammar and so on. To minimize these problems I explain pre reading tasks and try to motivate them for reading activities. To avoid the tackle of new words problems. I write the new words on blackboard and make them to guess their meanings from its context by using contextual clue like synonym and finally I write their meanings antonym and the general sense of the sentences of the passage on the blackboard in order to increase their understanding of reading comprehension.

Shortage of time is also a factor that hinders his work on the development of his students' reading ability. When the teacher asked in which part he focused during teaching reading

comprehension. He focus on the post-reading part because this part consists most reading comprehension strategy like questioning and summarizing then asking question and answering it is the main for learners competences. Further, this encourages student's participation. The participation of students is very low due to lack of vocabulary.

Teacher Three

The third teacher who teaches grade 10 English when he was asked about his students reading ability, he said their English language comprehension was not good. Because during reading lesson they do not try to skim and scan then they did not understand what the text mean. They cannot describe the message of the text. Some of them, even they can't read a single sound of the letter. To avoid such incapable students appeared in a class a loud reading examine must be compulsory for promotion of students from class to class.

On the contrary, few students are very good at comprehending. They are always happy in reading texts well engaged in reading activities. They are shinning in a class room during the lesson. They make the lesson interesting to teach. In general students seem lack of experience when they were in lower grades.

Regarding this, Gessesse (1999) confirmed that students are not encouraged to read materials right from lower grades and as a result they continue having reading comprehensions problems even in higher institutions.

The other question pose to the respondent is in which technique mostly focus during reading comprehension lesson? He said that the focus on post-reading activities because post-reading activities or exercises are the core of reading comprehensions instruments whether the learners learn something from the reading comprehension or they did not.

In case of practicing, most students come to classroom without English text book. The reason why they don't bring is they said the book is not comfortable to carry it is big to handling or daily caring to class room, from researcher point of view, the book is bulky and big so the youngster do not like to carry daily to class room then it is better to have the shape of like grade 10 history text books in order to minimize the dispute between English teacher and students.

Further the, interviewee said the way the lesson going on at this moment have need turning point to change into new direction in many ways such as investing more in lower grades, avoiding unnecessary promotion without any evaluation mechanism. The government commitment to change education policy which enables learners to capacitate and develop independent readers by giving enough awareness and by building enough public libraries where people need.

Teacher Four

The fourth teacher who respond interview when he asked about students reading comprehension ability whether they are good at reading or not, he respond like this In teaching reading comprehension in class room .I faced many challenges, among them most of students are less participants in reading comprehension activities. They are not interest in learning comprehension because they don't understand what the reading comprehension said. The reason why this happened is due to lack of enough vocabulary, lack of reading habit, lack of enough reading awareness but reading ability comes through gradual changes it is not something that can be mastered in short period of time.

So most of my students do not have reading habit in their background. Lastly another very important issue is the student's lack of practice. To practice students in a class room is unthinkable because of the constraint of time and wideness of the textbook. Another response of the interviewee is in case of attention in the reading phase I focus on the post-reading parts because it consists the rest parts, especial, the question may include the wholes.

From the above interview it is easy to infer that students have various problems related to reading comprehension. These students have lack of experience to reading text, have limit participation, lack of understand, lack of vocabulary back knowledge. These and others are the great challenges for students and even it is the great challenge for teacher to teach those students especially most of the grade 10 were less interested and less participants as the lack of experiences. As the results, students give less attention to reading skills and they ignore the practice of reading comprehension activities.

Teacher Five

The fifth teacher who teaches in the target class room responded when he asked about students reading comprehension ability, he said teaching reading comprehension has many problems students have extremely lack of interests, lack of background knowledge and experience then they don't like English subject period even they hate the subject teacher. These happened due to many reasons; they didn't care to read something in English independently therefore they don't have reading comprehension experience. Another problem is students have lack of enough vocabulary knowledge without it is difficult to read and understand comprehension text.

Besides, the content of the text book is too thick and full of many new words; these makes uncomfortable for reading comprehension as well as students don't like to bring text to class room. Not only this but also socio-cultural problems affect students' reading interest, that is students like to play different games and see television and mobiles, these needs parents' attention to their students and need encouragement subsequently.

Based on the fifth teacher's response, it is possible to conclude that most of the target school students in assessed grade level had various problems in relation to the development of reading skills and reading comprehension. Regarding this most of the students from grade 10 have poor reading background in the previous grade levels, lack of sufficient reading experiences and interest in reading comprehension. According to Anderson (1999) and Nutall (2005) argued that students learning background, including their reading skills and knowledge level affect their reading performance in the foreign language.

In addition to this, the students in the target school in grade 10 have limited number of vocabulary knowledge, which is hinder students' level of understanding the message to be conveyed in a given text which the writer presented in the text of the reader. This is because the students were found unable to infer meanings of unfamiliar words that were put in the text with its context expecting readers should infer, guess their meaning from their clue due to lack of adequate vocabularies, they suffer a lot to understand certain reading text in that grade level.

Readers in insufficient vocabularies read slowly, and with poor understanding, John (2005) argued this, "Students' who lack adequate vocabulary have difficulty of getting meaning from what they read." On the other hand, students with well-developed vocabularies read more and improve their reading skills and at the same time, they learn more words. Regarding this,

Hansen(2016) Stated that “Good vocabulary knowledge will ascertain reading development which will lead to increase reading comprehension more” new words in reading comprehension which is above their grade level and the thickness of the text book is another challenge which obstacle for reading and make decreasing their reading interest.

To sum it up, students in under assessments school in that grade level were not equipped with basic reading skills, in other word; they are unable to utilize the different reading procedures, strategies, and techniques. When they are engaged in reading activities due to lack of cognitive strategies and meta-cognitive awareness as well as poor background knowledge, in adequate vocabulary knowledge, lack of purpose for reading text book play its roll for inability of their reading skills.

4.5 Administrators Interview

The researcher plan to conduct interview with Goro secondary school administrator’s members and their response as follows. In this school there were, three administration bodies that were include in it, their response are obtained and analyzed on the basis of interview. The question presented to them is how reading comprehension activity going on in your school? its facilities, and material supplying is?

English language teachers who teach in grade 10 strive their best as much as possible. But there are some limitation seen in the report of teachers and students activities. Among them when teacher asked students to read the text some or large number of students show resistance or they may reluctant to read the text it makes teachers nervously to them. Such dispute always comes to office. The teachers complains students for their reluctant to reading text. Students can’t answer tangible reason. Finally he/she may say I cannot read his text the volume of the text is too thick. I haven’t bag to carry it. What can I do? The text book also can stole from the class room by bad behavior student. This is problem that makes to put book in my home. These are some of the problems daily seen in the school we solve them and send them to their classroom.

In case of school facility of reading is, library has many English textbooks but students cannot use it. Daily, we have seen few students in the library and this school allocate budget and buy book every years to help students to engage in reading activities. Finally, what we inform for teachers that, students who have less ability always disturb in the class room because he didn’t

understand the lesson, then by using some strategies try to handle them as much as possible by identifying good and straggle readers in order to treat conducive conduction for those who have less experienced.

From this interview, it is easy to infer that students are poor comprehends have no experience and no Meta cognitive awareness. Unable to use reading strategies, students who don't understand what the reading comprehension always says, not happy or interested in the lesson, this causes, resistance in the classroom so teachers should aware to use some strategies to motivate learners. Regarding Meta cognitive Pressley (1987) suggested that Meta cognition helps students to be consciously aware of what they have, learned and to recognize situation in which it would be useful and progress in using it.

The above ideas as O'Malley et al early (1985) had point out students without Meta cognitive approaches are specially learners without direction or opportunity to review their progress, accomplishments and future directions. Meta cognition is the way a reader controls him and monitor his/her activity of reading comprehension.

In general, Meta cognition and experience helps students to minimize the challenges they face during reading comprehension. Meta cognitive awareness is the part of what the readers ask themselves what they know and Meta cognitive regulation or control, when where and how to use strategies in appropriate ways.

4.6 Classroom Observation

To assess teaching-learning procedures of reading skills. The bet instrument is classroom observation. These observations were made in the selected sample sections in the target school from May 1, 2021 to May 30, 2021. Therefore, a carefully designed check list was used to observe the teaching learning practices of reading skills. There were three English section of grade 10. All of them checked against the items in the check list prepared based on the literature. The observation had undertaken in three section for each section it held three time continuously heal recording skills the learning of is going on.

The contents in check list were prepared in order to cross-check the data obtained through the other tools of the study. These are student's questionnaire, teacher's interview and school

administration interview. In addition to these, it focuses on how teachers were using the reading procedures or stages and with related reading strategies and techniques as well as student's environments.

In these three English classroom sections the researchers examine teacher's presentations and students' acceptance of reading lesson instructions. The statements in the check list which were presented in to the three phases of reading presentation those are reading while reading and post-reading. In the three observation days each English teacher was observed three times the school's periodic schedule.

First Observation day – Teacher 1

The teacher enter the class in actual time, started the class by greeting students, next, he asked the students what they learnt in the previous day.

He then wrote the little and page number of the reading passage. After that he called student's name randomly and made them to read aloud. He accompanied actually a while reading activity turn by turn. The pre-reading activity was skipped all together. In this scene, from the while reading activities mentioned in the check list, the only reading aloud was performed. When students made mistake during pronunciation the teacher immediately corrected it, more than half of the class students read under the same title turn by turn. After reading the teacher immediately passed to the questions made them to read aloud and answer the question in the same manner. As the students answer few question the period was over and the teacher left the classroom.

First observation day – Teacher 2

This teacher also writes the topic of the reading text on the blackboard in the same way like the first teacher. However, the teacher behave differently from the previous one in such a way that he read the reading text himself before he lets students to do so. After he had finished reading the activity, he sort out some difficult words from the passage and wrote them on the blackboard and tried to explain their meanings in Afan Oromo and Amharic, these students listened as the same time they took note. After that he gave students choice to read the passage aloud turn by turn. After one-third of the students read the passage the teacher ordered them to do the

comprehension questions. The exercise was done orally and the class was over after a while. No written activity was carried out.

First Observation day – Teacher 3

The teacher entered the class after 10 minute passed as soon as she entered the class she wrote the title on the blackboard, and then she assigned students to come in front of the class and read passage aloud turn by turn and paragraph by paragraph. Among those students who participant in reading activity most of them from the first row as the passage is very long it takes long time to complete the passage. Large number of students is without text book merely watched the readers or sit idle. From those whole class students few of them show willingness to lead the text.

Some of them when asked to read they are not voluntary to read text, to summarized text was not expected from there, in this class reading seems boring activity rather than active task. As the situation was uncomfortable for reading the teacher left the classroom before starting comprehension question, the time was over.

Teacher 1 second and third observation.

This teacher used similar sheds in three observation days. He started his class by greeting students. Then he wrote the title of the text to be practiced on the blackboard. i.e. “Reading comprehension” after that he lets individual students read the passage one by one, it practice aloud reading the students were very careful to correct pronounce each words in the passage and the teacher gave more attention to the appropriate way of the students pronouncing words. When students did mistake during the pronunciation the teacher gave correction on the spot of every error. In case of this, or as quoted by mesfin (2008) states error that do not create comprehension problem should not be corrected. Regarding speech practice, he explains explicitly that the errors that should be corrected create uncomfortable situation for the teacher in the reading on going.

Teacher-2- Second Observation-day

The second observation of this teacher was better than before that is as he wrote the title on the blackboard he asked students some questions what they know about the title and immediately

follow by silent reading. Next, he made students to read the passage aloud, he continued that for short time and held short discussion about what the students understand from the passage finally, the teacher asked the students to answer comprehension question and students participate in it with in and interesting. As the bell rouse the teacher left the classroom.

Teacher 2- The third observation day.

At this day he started the lesson as usual. He wrote the topic on the blackboard and he started reading the passage aloud to the classroom and he instructed students to follow him. Then the students were made to read silently for a while. The students reading didn't take than four minutes. Reading aloud undertook, many number of students were got chance of reading. After three fourth of the class students have read paragraph by paragraph. The teacher took some new words and he explained it by writing its meanings on the blackboard. Having finished that the teacher summarize the lesson and told them to do their homework for the next period and the class was end.

Second and third observation day of teacher 3.

The teacher presentation of this day was different from the previous day. She started the lesson by revising the previous lesson, next to it she asked volunteer students to read directly the passage loudly turn by turn without any per-reading activities. The teacher explains the meaning of new words from the passage. It was not clear why this so. New words or vocabularies can think at pre-reading or post-reading here the teacher mixed the order of presentation of vocabulary. In this class there is the sacristy of student's text book the teacher didn't asked students why they didn't bring books to the classroom.

In addition to this, the teacher didn't encourage students to the reading activity as the teacher didn't consider "reading is an activity involve with in a purpose" finally, the teacher asked students to answer comprehension questions and students tried to answered it with orally without accomplishing of task is the period was over and the teacher left the classroom.

Discussion on the data of the days of observation.

From the data of observation in a classroom the researcher observes many scenes in different sessions. That means the teacher's presentation seem, they did not consider appropriate method of practicing pre-reading phase. Most of the time teachers under observation classes skipped the pre-reading phase and passed to while reading phase. It was the flood of cloud reading rather than encouraging the silent and independent reading.

Students were not given the opportunity to read by themselves silently comprehending the passage. In case of pre-reading Williams (1984) stated that the pre-reading phase tries to introduce and arouse interest in the topic, motivate learns by giving a reason for reading. The teachers thought the vocabulary in the, middle of while reading which is not encouraged at that time but it is possible to teach new vocabularies during the pre-reading or post-reading phases. The method of acquiring reading skills such as summarizing, interpreting, discussion and asking question were not appropriately applied by teachers but the reading aloud.

Even though, reading aloud has its own importance it is the silently activity in the real situation on this point scholars suggest many things as Adebisc cited by Ebabu (2013) explained a child is not reading if he/she merely says the words aloud without understanding their meaning. Thus, all reading sessions should not be covered by reading aloud according to Nuttal quoted by Abinet (2011) It is not normal to read aloud. In justifying this idea, the writer says most reading such as reading books or extensive reading letters advertisements and the like are done silently. On the contrary, the advantage of reading aloud is when it is done purposefully in such a way as creating relationship between sound and its written symbol.

In addition to this, reading aloud is the remedy to sort out students merely sits in the classroom that is unable to read the lesson. From his experience the researcher have seen some students who cannot read in high school level. At this time reading aloud can be mandatory for students. In general, encourage the practice of silent reading is use full for students than reading aloud. As Adebisc cited in Ebabu (2013) explained the drawbacks of reading aloud as follow:-Reading aloud slow the pace, our aim is to help children read faster silently than they can read aloud. In Reading aloud students are more concerned in pronunciation than understanding. It is difficult for the teacher to know students understanding.

There is also some limitation in while reading and post-reading phase, in while reading the interference of vocabulary learning, in the post reading the researcher didn't observed pair and group-discussion and lack of reflection what had read and understood from the text.

Chapter Five

5. Summary, Conclusion and Recommendation

This chapter consists a brief summary of the study, conclusion draw from research findings and recommendations.

5.1 Summary of the Study

The study aim at assessing grade 10 students experiences of learning reading skills challenges and opportunity in Goro Secondary School in Adama Town. In the course of the study the researcher now attempt to assess grade 10 student's experiences, major challenges and opportunities in learning reading skills particularly in reading comprehension. Regarding this three core research questions were formulated and pose to execute the assessment.

These are:

1. How much do you have reading experiences in learning reading skills?
2. What are the main challenges in learning reading skills?
3. What are the opportunities in learning reading skills?

The study encompasses review of pertinent literature to meet the intended objectives. It includes the theoretical explanation of reading skills and reading comprehensions factors or elements which have a great impact for reading skills particularly with reading comprehensions. The Study was conducted descriptive survey design in which mixed research methods were employed to gather and analyses the data.

The data was interpreted and draw inferences by using quantitative and qualitative methods. To get participants simple random sampling technique was employed to select the target sample of

the study. The simple random technique sampling was used to select students who filled the questionnaire this method used for teachers too. Furthermore, purposive sampling techniques were used to include all three administrator bodies and classrooms for observations later the data was collected in different tools as planned.

The questionnaires were analyzed and interpreted quantitatively by employing simple statistic technique such as frequency counting, percentage whereas the data obtained from teachers administration bodies interview and classroom observation checklist were analyzed and interpreted qualitatively.

The data obtained from student's questionnaire should that most of the respondents have less experience of reading skills low Meta cognitive awareness how to get the gist of the passage, to figure out the meanings of unfamiliar words from their contextual clues. In addition to this students have lack of knowledge and skills how to infer the theme of the text and lack of reading strategies and lack of meta cognitive awareness how when and where applies those strategies as well as they have no controlling mechanism of their activities As the data collected from different tools indicated as well as mentioned in the above the reading skills particularly reading comprehension is the great challenge for students therefore, majority of the students did not actively participate in reading comprehension during the actual classroom observation. Due to the difficult of reading skills students do not have interested to use some opportunities in schools and out of it that is like using library material.

5.2 Conclusion

Based on the data obtained from responds the following conclusions are drawn. Most of the target class students have less experience of reading skills and reading comprehension in particular. The lack of experience of students lead to the difficulty of understands the concept of the reading text. it cause by many factors such as due to lack of adequate vocabularies knowledge, unless one has strong word power and develop skill of inferring meaning of unfamiliar words from their context her/his understanding of the theme of reading comprehension is not clearly understood .

From the study, it can be easily inferred that students have less exposure to English Language reading texts. The evidences show that students not use reading program, as the sometime they do not have adequate practicing of independent reading.

The study reveal that majority of the students were straggle readers which have no conceptual of meta cognitive awareness of reading strategies utilized in reading comprehension. Meta cognitive strategy which supports students to have enough knowledge, and controlling or regulation mechanism to what was read form the text as well as how to breakdown the text in order to get its messages. Students who lack of Meta cognitive strategies unable to monitor their activity of reading comprehension this is what was seen from the data. It was found that from the classroom observation the three reading phases did not apply appropriately, It means the teacher skipped the introductory part per- reading and slip to the while reading more of the while reading period taken by allowed reading rather than silent reading this limited the understanding of the theme of the text. From the data obtained from administration bodies, the school have responsibility to guide students when they show slip in and out but they did not effectively plan controlling mechanism.

The teachers did not deny incorrect application of reading comprehension techniques and strategies because of constraint of time and wideness of student book. The outcome of the study revealed that reading is not given adequate attention in the school the way it ought to be. To sum it up inadequately of vocabulary, lack of exposure to reading text, lack of prior knowledge and practicing as well as lack of meta cognitive awareness and misuse of opportunities make reading comprehension is a challenging activity for students.

5.3 Recommendations

The researcher recommends the following pertaining to alleviate students reading comprehension problems and to enhance overall reading capacity. Teachers should use directly or explicitly model of instruction to teach reading skill through meaningful method, teacher -students interactions and within highly guidance to address students reading problems. Reading aloud exam should better to be mandatory for promotion of students to avoid coming of unable students. School need to include reading and discussion program for the high school students to develop their experiences. Teacher training on issue related to reading comprehension is necessary to build their capacity.

As English is the foreign language in our county students should read more and more to develop their reading skill. In order to develop students ‘vocabulary power, and enhance their reading comprehension understanding of a text, teachers should be able to give adequate training and guidance and practice on how to figure out meanings of new words, presented in the text in their context, by employing the different word structural clues, inferring from the context, occasional use of dictionary.

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- ❖ The interactive model combines features of both other models stands in trance with both phonic texts. These both instruction methods relying on phonics and a student experiences this text believing that each is necessary for understanding
- ❖ Nuttall (2005) teaching reading skills on a foreign language 3rd edition, MacMillan publishers limited companies.
- ❖ Nuttall, C. (1996) teaching reading skill in foreign language London Heinemann.
- ❖ The top down reading model is based on the philosophy that the brain and the reader are at the center of understanding and succeeding.

- ❖ Prepare pre reading questions beforehand by determining what tye of information the passage contain and who it is organized
- ❖ Pose pre reading questions.
Williams (1984) reading in the language classroom London Macmillan publisher Ltd
- ❖ AberaDabe (2013) Assessing factors that affect teaching of reading skill. The case of Bedeno Secondary School grade 10 in faces. Thesis Hamaya University.
- ❖ Willing E (1984) Reading in the language classroom London Macmillan Publishing ltd.
- ❖ AbinetMengistu (2011) A study of extensive reading perception and practice Addis Ababa unpublished M.A. thesis Addis Ababa University.
- ❖ Omalley J.M \$ Chamot, A.U StewnerMazanares, G, Russo.R. and cupper L (19856) learning strategy applications with students of English as second lanugaeTessol Quarterly 19,285 – 296.
- ❖ Grassley, M. Snyder, B, Caringly – Bull. B (1987) How case good strategies use be taught to children? Evaluate of six alternative approaches.

**HAROMAYA UNIVERSITY COLLEGE OF SOCIAL SCIENCE AND
HUMANITIES SCHOOL OF FOREIGN LANGUAGE AND JOURNALISM**

Questionnaire to be filled by students

Dear Students:

The aim of this questionnaire is to gather information from grade 10 students of Goro Secondary School for the research purpose which entitled by the students on learning reading skills of experiences challenges and opportunities of English Language.

The information you provide in this questionnaire is highly valuable and your response to the questions suggested below are of great importance for the success of the study. So that be honest and feel free to provide genuine responses.

Thank you in advance for your cooperatives.

General Instruction

This questionnaire contains several items which are mixture of closed ended and open ended. For closed ended items indicate your response by putting “ e ” mark on the provided space and for open ended items write your precise response.

I. General Information

1. The name of the school _____
2. Grade and Section _____
3. First Language (Mother Tongue) _____
4. Residence rural/Urban _____

II. The Questions of the questionnaire part

A. Questions/Ideas/ related with experience							
N o	Items	mea ns	strong agree 5	Agre e 4	undecide d 3	disagre e 2	strongly agree 1
1	I have a well experience in reading texts						
2	I have a reading program to read texts on English Language at home						
3	I am committed consistently in reading and monitoring reading practices						
4	I always read silently and independently in order to understand the reading texts						
5	I cannot read quickly the reading texts so as to get specific information's.						
6	I do not know how to informing's from the reading passages						
7	I always discuss ideas with the partners or groups						
8	I always discuss ideas with the partners or groups members after completing reading the reading texts						
9	I always read repeatedly and						

	reading texts until understand the main idea of the passage.						
--	--	--	--	--	--	--	--

B. Questions /Ideas/ Related with Challenges of Students

No	Items	means	strong agree 5	Agree 4	undecided 3	disagree 2	strongly agree 1
1	I don't have enough time to read reading texts in program.						
2	I feel shy when I am asked to read reading texts in English Language						
3	I do not have enough support or help from parent or guardians to practice reading at home.						
4	I don't have get enough chance from the teacher to read texts in the classroom in the English Periods.						
5	I cannot remember the main ideas form what I read after reading a large passage						
6	I cannot get a language laboratory in my schools which serve as to improve my English Language skills.						
7	When I want to read text the meaning of vocabularies is obstacle for me.						

8	I prefer reading aloud rather than silent reading						
---	---	--	--	--	--	--	--

9. Are there factors that can affect you not to practice your reading skill program?

What are they? Please mention them _____

C. Questions/Ideas/ related with opportunities							
No	Items	means	strong agree 5	Agree 4	undecided 3	disagree 2	strongly agree 1
1	I always comprehend main ideas form the titles of the reading passages because they are well comprehensive and familiar issues.						
2	there is always silence or calm while practicing reading texts in the classroom						
3	I am accustomed to use a telephone or a computer that are available in the school searching for reading texts from internet						
4	I can get a number of English Language reading materials (books) in our school library						
5	The English language text book is always with me						

	because each of the students get his/her own share						
--	---	--	--	--	--	--	--

6 Are there availabilities which you consider as good opportunities in order to improve your reading skill? What are they? Please mention them _____

2. Are there problems which can affect you not to use good opportunities that enable you to improve your reading skill? What are they? Please mention them _____

Interview for Teachers

1. As an experienced English teacher, how do you evaluate year students reading skill, good or not?

2 If it is not what effect do you make to solve the reading problems?

3 When you teach comprehension in which activities do you focus more?

The pre reading

While reading

Post- reading activities why?

4 How is the students' participation, during reading text?

5 Would you mention other if any more?

Appendix C

Interview for administration bodies

1. How is teaching reading comprehension going on in your school special in grade 10?
2. How is school facilities suitable to improve students reading abilities such as the library etc.? _____

3. Is there any method in yourschool to guide students to be independent readers?
4. Do your school supply different books in school library?
5. Do you mention if there is anymore?

Appendix D

Check List

N o	Classroom Observation	Teacher one		Teacher Two		Teacher Three	
		Yes	No	Yes	No	Yes	No
1	Are the students get brief introduction about the reading text?		e				
2	Do they understand the meaning of new words form the passage?		e				
3	Are there enough English text books in eh classroom?		e				
4	Are the student show willingness to read or reluctant to read	e					
5	Are the students made to read the text aloud?	e					
6	Are the students made to read the text silently?		e				
7	Are the students discussed after reading text to understand its theme?		e				
8	Do students actively participate in reading activity and answer the questions?	e					
9	Does the teacher asked students to summarize the idea and comments on the main point?		e				
10	Dopes the students get opportunity to read more than once?		e				

ሐረማያ ዩኒቨርሲቲ

የውጪ ቋንቋዎች ጋዜጠኝነት ትምህርት ክፍል

የድህረምረቃ መርሃ ግብር

የተማሪዎች መጠይቅ

ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆንኸ/ክ/ አስቀድሜ በማመስገን እወዳለሁ።

የዚህ መጠይቅ አላማ በእንግሊዝኛ ትምህርት የተማሪዎች ንጽግብ ክህሎት በማሻሻል መጠይቁ የቀረበ ስለሆነ በአጽዕኖ በመሙላት ትምህርቱ እንዲሻሻል አስፈላጊው ትብብር እንዲያደርጉ እጠይቃለሁ።

ለትብብርህ/ሽ/ በቅድሚያ አመሰግናለሁ።

አጠቃላይ መረጃ

ትምህርት ቤት -----

ክፍል -----

የታ -----

መመሪያ ከተሰጡት 5ቱ

አማራጮች መካከል የተሰማሙበት ንክህንባ ለውጥ ታላይ ምልክት በማድግ መርጫህን/ሽን/

አመልክት/ቺ/።

የተማሪልምድ ጋር የተያያዙ ጥያቄዎች

ተ/ቁ	ዓይነት	እ/ጠ/ዕስማማለሁ 5	እስማማለሁ 4	አልወሰንኩም 3	አልስማማም 2	በ/አልስማማም 1
1	መጽሐፍ በማንበብ ጥሩ ልምድ አለኝ።					
2	የእንግልዝኛ ቋንቋ የማንበብ ጥሮ ራም አለኝ።					
3	ቋሚ የንባብ ጥሮ ራም እራሴን የሚቆጣጠርበት መከታተያ አለኝ።					
4	ሁል ጊዜ በሎሆ ሳስጽ ሁፍን ለመረዳት ለብቻዬ ምን ባለሁ።					
5	በፍጥነት አንብቤ የጽሁፍን ዝርዝር ሃሳቦችን ለማግኘት ይቸግረኛል።					
6	በምባብ እንዴት ግንዛቤ ማግኘት እንደሚቻል አላውቅም።					
7	ሁል ጊዜ የምንባቡን ፍሬ ሃሳብ ከጎደኞቹ ጋር እወያያለሁ።					
8	ከምንባብ በኋላ ሃሳቡን ሁል ጊዜ ከንደኞቹ ጋር እመካከራለሁ።					
9	ሁል ጊዜ የምንባቡ ፍሬ ሃሳብ እስከ ውቀው ድረስ ምንባቡን ደገማ አለባለሁ።					

የተማሪዎች የሚከብድ (የማግኒደርደሩ) ጥያቄዎች

ተ/ቁ	ዓይነት	እ/ጠ/እስማማለሁ 5	እስማማለሁ 4	አልወሰንኩም 3	አልስማማም 2	በ/አልስማማም 1
1	ፕሮግራም አውጥቼ ምን ብለላማን ብብረዜ የለኝም					
2	ምባብን እንግሊዝኛ እንዳይብስ ጠየቅማን ብብረዜ አራለሁ።					
3	እቤት ወይስ ጥላማን ብብረዜ ሚረዳኝ ስለሌለኝ አላነበውም።					
4	በክፍል ውስጥ ምን ብለላማን ብብረዜ መምህራን እድል አላገኝም።					
5	ከምን ብብረዜ ላይ ፊርማ ሳይሰጡ ምን ዓይነት አልፏል።					
6	እንግሊዝኛ የምን ብብረዜ ሎታዩን ለማዳበር በትምህርት ቤት ውስጥ ምን ብብረዜ መክራ አላገኝም።					
7	ምን ብብረዜ ምን ብብረዜ ልግ የቃላቶች ትርጉም ያስቸግሩኛል።					
8	በለሆላ ስለሚከብሩት ልቅ በክፍል ይታዩ ምን ማን ብብረዜ መርጣለሁ።					
	ለምን ብብረዜ ሆኑት ዓይነቶች					
1	የምን ብብረዜ ፊርማ ሳይሰጡ ስለሆነ አራለሁ።					
2	ሁል ጊዜ ምን ብብረዜ ለማመድ በትምህርት ቤት ጥታይ ሰፍኗል።					
3	ለምን ብብረዜ ያገለግሉ ምን ብብረዜ ይደረግኛል።					
4	በትምህርት ቤት መጽሐፍ በርካት ያለ የምን ብብረዜ መጽሐፍ አለ።					
5	የእንግሊዝኛ መጽሐፍ ሁል ጊዜ ከእኔ ጋር ወጥ ምን ብብረዜ እንደሚገኝ ተማሪ የሆኑ ሰድር ሻለው።					