

**THE PROBLEMS THAT STUDENTS FACE IN READING
COMPREHENSION IN EFL CLASSROOM: THE CASE OF GRADE
EIGHT STUDENTS OF HARAMAYA WOREDA AT BATE PRIMARY
SCHOOL**

M.A. Thesis

BY

Alemshet Zewdie Asfarie

**The Problems That Students Face In Reading Comprehension
in EFL Classroom**

ALEMSHET ZEWDIE ASFARIE

January, 2024

Haramaya University, Haramaya

HARAMAYA UNIVERSITY
DIRECTORATE FOR POSTGRADATE PROGRAM

**The Problems that students Face in Reading Comprehension in EFL
Classroom: The Case of Grade Eight Students of Haramaya Woreda at
Bate primary School**

M.A. Thesis

BY

Alemshet Zewdie Asfarie

College	Social Sciences and Humanities
School	Foreign Language and Journalism
Program	MA in TEFL
Major Advisor	Dereje Tadesse (PhD)
Co Advisor	Alemayehu Getachew (PhD)

JANUARY, 2024

HARAMAYA UNIVERSITY

**THE PROBLEMS THAT STUDENTS FACE IN READING
COMPREHENSION IN EFL CLASSROOM: THE CASE OF GRADE
EIGHT STUDENTS OF HARAMAYA WOREDA AT BATE PRIMARY
SCHOOL**

**A Thesis Submitted to the Postgraduate Program Directorate
(School of Foreign Language and Journalism)**

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS IN TEFL**

By

ALEMSHET ZEWEDIE ASFARIE

JANUARY, 2024

HARAMAYA UNIVERSITY

HARAMAYA UNIVERSITY

Postgraduate Program Directorate

This is to certify that the thesis prepared by Alemshet Zewdie, entitled: A study on: ' *The Problems that Students Face in Reading Comprehension in EFL Classroom the Case of Bate Primary School Grade 8 in focus* ' and submitted in fulfillment of the Requirements for the Degree of Master of Arts in Teaching English as a Foreign Language compiles with the regulations of the University and we recommend that it can be submitted as fulfillment the thesis requirement.

Major Advisor

Dereje Tadesse (PhD) Signature _____ Date _____

Co-Advisor

Alemayehu Getachew (PhD) Signature _____ Date _____

As the members of the board of examiners of the MA Thesis open defense Examination, we certify that we have read and evaluated the Thesis prepared by Alemshet Zewdie examined the candidate. We recommended the thesis be accepted as fulfilling the thesis requirements for the Degree of *Master of the arty in teaching English as a foreign Language*.

_____	_____	_____
Chair Person	Signature	Date
_____ PhD	_____	_____
Internal Examiner	Signature	Date
_____ PhD	_____	_____
External Examiner	Signature	Date

Final approval and acceptance of the Thesis is contingent up on the submission of its final copy to the council of graduate studies CGS through the candidate's department or school of graduate committee (DGC or SGC)

DEDICATION

This Thesis dedicated to my wife and my lonely son.

STATEMENT OF THE AUTHOR

By my signature below I declared and affirm that this Thesis is my own work. I have followed all ethical and technical rules of scholarship the preparation data collection data analysis and completion of the study. Any scholar matter which was included in the thesis has been given recognition through citation. This Thesis has been submitted in the partial fulfillment of the requirements for an MA Degree at Haramaya University. The format Thesis is placed in Haramaya University main and digital library and is made available to borrow under the rule of the library. I seriously declare that this thesis has not been submitted for the prize of any academic degree diploma or certificate. Brief quotation from this Thesis has been made with special permission provided that accurate and complete acknowledgment of the source is made requests for permission for extended quotation from or reproduction of this thesis in whole in part may be granted by the head of the school or department when in their judgment the proposed use of the material ii in the interest of scholarship.

Name: Alemshet Zewudie Signature _____ Date _____

Department: Foreign Languages and Journalism

BIOGRAPHICAL SKETCH

The researcher was born in Arsi, Robe Woreda, at a particular place called Balla Kassa Gado on March 16, 1984. He attended his Primary School at Chimo Alemgena (1-6) and Habe Junior (7-8) Schools. He also completed his Secondary Education at Robe DIDA Secondary School in 2002.

He joined Jimma TTC and graduated with Diploma in Stream languages in 2005. Subsequently, he joined Haramaya University and earned BA degree in English. Since then, he has been teaching English Foreign Language at Haramaya University Model Secondary School.

In October, 2021 he enrolled as a Postgraduates student in the School of Foreign Language studies at Haramaya University to peruse a Master's degree in teaching English as a foreign Language (TEFL).

Acknowledgements

First of all, I thank Jesus Christ, to the One that makes all things possible, for giving me opportunities I never knew I could have. I thank Him for the opportunity of education and all of my lives. Next, I would like to extend special gratitude to my major advisor Dr. Dereje Tadesse and Co-advisor Dr. Alemayehu Getachew at the Department of Foreign Languages and Journalism in Haramaya University, those who gave me their proper guidance starting from proposal preparation up to thesis writing during the research period. Without their support, this research could not have been achievable. I am fortunate to have been advised by them. I sincerely want to thank the School community of Bate primary school teachers for their cooperation during data gathering. It is also my desire to thank Dr. Abera Admasu who is the Chairperson of the department of English Foreign Language and Journalism who gave me his profound knowledge.

Finally, it is my desire to thank my families, my fiancé and my friends as they patiently offered their different kinds of assistance towards the success of my study.

LIST OF ABBREVIATIONS AND ACRONYMS

EFL	English as Foreign Language
TESL	Teaching English as a Second Language
FDRE	Federal Democratic Republic of Ethiopia
HUMS	Haramaya University Model School
MOE	Ministry of Education
TEFL	Teaching English as a Foreign Language

TABLE OF CONTENTS

CONTENTS	PAGES
1. INTRODUCTION	1
1.1. BACKGROUND OF THE STUDY	1
1.2. STATEMENT OF THE PROBLEM	3
1.3. OBJECTIVE OF THE STUDY	5
1.4. RESEARCH QUESTIONS	5
1.5. SCOPE OF THE STUDY	6
1.6. SIGNIFICANCE OF THE STUDY	6
1.7. OPERATIONAL DEFINITIONS	7
2. Review of Related Literature	8
2.1. CONCEPTS OF READING COMPREHENSION	8
2.1.1. The Importance of Reading	9
2.1.2 Reading Academic Texts	9
2.1.3 Phases in Teaching And Learning Of Reading Skills	10
2.1.4 The Role of Teacher in Reading Comprehension	13
2.2. READING COMPREHENSION	13
2.3. READING ACHIEVEMENT	14
2.4. IMPORTANCE OF STUDENTS' HABIT IN READING COMPREHENSION AND PURPOSE	15
3. METHODOLOGY	16
3.1. DESIGN OF THE STUDY	16
3.2. POPULATION OF THE STUDY	16
3.3. SUBJECTS OF THE STUDY	16
3. 4 SAMPLE AND SAMPLING TECHNIQUE	17
3.5. DATA ANALYSIS PROCEDURE	17
3.5.1.Questionnaire	18
3.5.2.Validity And Reliability Of The Questionnaire	18
3.5.3 Interview	19

3.5.4. Class Room Observation	19
3.5 .5. Text Book Analysis	20
3.6. PROCEDURES OF THE STUDY	20
4. Result And Discussions	21
4.1. STUDENTS’ READING COMPREHENSION PROBLEMS	21
4.1.1 Responses Of The Students Questionnaire	21
4.2. CAUSES FOR STUDENTS’ PROBLEMS EFL READING COMPREHENSION	25
4.2.1 Students Related Factors	25
4.2.2 Teachers Related Factors	30
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	32
5.1. SUMMARY	32
5.2. CONCLUSION	33
5.3. RECOMMENDATIONS	34
6.REFERENCES	36
7.APPENDIX	39
APPENDIX _B	41
APPINDIX - C	42
APPENDIX _ D	44
APPENDIX –E	45
TEXTBOOK ANALYSIS RESULTS	48
ENGLISH TEXTBOOK	48

LIST OF TABLES

Table	Page
Table 1 Response of Students Questionnaire	----- 22
Table 2 Response of Students and Teachers' Response	----- 26

ABSTRACT

This study investigates the problems that Students face in Reading Comprehension in EFL classroom. The study was carried out in Bate Primary School with special reference to grade eight students .Descriptive research design was employed to address the problem. To conduct the study, three English teachers were chosen along with 60 students who were selected through random sampling techniques. In order to achieve the objective the study employed four data gathering tools: questionnaire, interview, classroom observation and text book analysis. Questionnaire was employed to identify the problems that students face in reading comprehension in EFL classroom. Interview was used to find out the cause of students reading comprehension problems and identify the challenges that students face during reading comprehension in EFL classroom. Furthermore Classroom observation was employed to identify What the English Language teachers were doing when they teach English reading comprehension. The study utilized both quantitative (Questionnaire) and Qualitative (Interviews, Classroom Observation) data collection methods .The study identified that student face difficulties in identifying main ideas specific information and vocabulary from contexts. Additionally, Lack of back ground knowledge, Shortage of vocabulary usage, Limited reading practice, lack of motivation and influence of their mother tongue were identified as contributing factors. Furthermore, the analysis of textbooks highlighted issues with authenticity ,difficulty level of tasks type and irrelevant to students interests and language needs .Based on this finding the study concludes that ineffective teaching methods and textbooks limitation contributes significantly to the students struggle .To improve the problems that students face in English reading comprehension the study recommends revision to teaching approach emphasizing clear and concise language use .Teachers must use simple and precise expression, explicit instruction and communicative approaches to reading instruction. Therefore, since English reading Comprehension is a skill that could be improved through sufficient practicing, Bate primary School students have been given a chance of learning and practicing techniques for English reading comprehension to effectively use them to comprehend a text.

INTRODUCTION

1.1. Background of the study

Reading is one of the four skills which need to be learned besides listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing (Maxton, 2009: 139). It is the ability to process written text, understand its meaning and integrate it with what the reader already knows. Reading plays a very important role in our lives. It is so much a part of everyday living that one can imagine a life without it. In the age of the Internet and information technologies, reading recalls its importance as an essential receptive skill or hook information for learners of any language (Alderson, 2000). Reading is a fundamental skill in any educational setting and modern literate society (Wallace, 1992). Alderson and Urquhart (1984) state that in many parts of the world reading knowledge of a foreign language is often important to academic studies, professional success and personal development. Thus, reading has been described in a variety of ways to explain the process of what happens when one reads and how one comprehends a text. Reading is not an activity that takes place individually but one that encompasses many events and situations (Ulna, 2010). Quite large number of reading specialists view reading as an interactive process. According to Fatma (2011: 46), “the reader’s mental processes occur at different levels when he or she engages themselves in an interaction with the print to create meaning.

Reading involves both comprehension and interpretation of a text by using questions formulated by the reader and various levels of cognitive processes are required for efficient reading process to gather and hook new information from any printing materials. As Carrel cited in Gamache’s (2011: 20), “reading is a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts.” Thus, reading is one of the complex skills than others in learning language, especially, EFL/ESL. Most of Primary school students are deficient in their reading abilities. One reason for this is because English is taught as a foreign language or second language with its confined to schools and few institutions. From the researcher experience English is not used for communication purposes outside class rooms. As a result, students’ ability to use the language is very limited primary school students do not learn reading skills well (Bola Margaret, 2014). The researcher experience was evidenced that reading skill is not taught in a communicative way so that

most primary school students face difficulties in comprehending a written material. However, as Naima and Darius quoted Perogy and Boyle (2014: 285), “in the reading process, effective readers should use their background knowledge about the text’s topic and structure along with their linguistic knowledge and reading strategies to achieve their purpose for reading.” There is thus an essential interaction between language and teaching in reading. Therefore, the poor reading practice students receive a through their schooling have an impact on their reading comprehension.

Kara as cited by Go khan (2012) stated that reading comprehension towards learning besides opinions and beliefs have an obvious influence on students’ reading and understanding. It is argued that those students who possess positive beliefs about language learning have a tendency to increase towards language learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement. Reading is defined as “an interactive process in which the reader’s prior knowledge of the world interacts with the message conveyed directly or indirectly by the text” (Smith, 1995, p. 23). Reading is a process. As such, it has various stages (before, during, and after reading) at which different tasks need to be performed. Based up on the above-mentioned studies and other reviewed researches, it can be deduced that Bate primary School grade eight students both in Oromia have serious difficulties towards reading skills. Thus, the researcher would be interested to explore grade eight students’ of Bate primary school English reading comprehension problems to fill a gap of students reading comprehension problem have.

In the first place, investigating learners’ reading comprehension is an important issue that really uses as an ‘engine’ in learners’ education in general and language learning in particular. Secondly, to my best knowledge, there is as adequate local research conducted on grade 8 primary school learners’ toward reading skills in accordance with their reading comprehension awareness. English is taught as a foreign language at all levels and it is needs a medium of instruction in elementary and secondary levels. Learners expected to read at reasonable level of proficiency to perform in the other subject areas as well. To read and comprehend a text and a foreign language effectively and efficiently a reader needs to be aware of and be able to use reading comprehension skill. In general reading comprehension is the ability to recognize words or decoding, knowing the meaning of words or vocabulary, grasping the main ideas in text and inference or draw conclusion based on the information. So, this study wants to identify some problems that affect students reading comprehension of Bate primary school grade eight students and to show the problems.

1.2. Statement of the problem

The new education and training policy of Ethiopia (2015) recognizes English to be offered as a subject starting from Grade one and to be used as a language of instruction and in Ethiopian primary school levels focus on communicative approach of language teaching. The principle is considered as communicative learner centered and mainly focus developing the four language skills that are listening speaking reading and writing. Mainly reading skill is one of the four major language skills needed understand and comprehend a text written EFL classroom.

In the instructional process, students are expected to accomplish different kinds of academic reading tasks during their stay at schools, and to carry out these tasks effectively, they have the required reading competency. But many students, particularly in Ethiopia, are reported lacking reading comprehension skill necessary to meet their academic reading requirement (Meredith. (2012), Abinet, M. (2011), Leul, E.(2000), Genene G. (2011) and (Atakilti. G (2011)). The researcher, as an English teacher, has observed the seriousness of students' reading problems. Most primary school learners have poor reading abilities. They have a great problem in reading print materials properly let alone comprehending the message from the material. Thus, as it is explained in the introductory part, investigating learners' reading comprehension of the teaching and learning of reading skills is significant to improve learners' perception and, hence, their activities in the process.

Similarly, from the researcher's teaching experience majority of Ethiopian primary school students focus on intensive reading which is carried out mainly for examination purpose. From the researcher's observation and local researches, primary school students have serious reading difficulties and their reading performance is influenced by their attitudes towards it. Learners' reading comprehension is determined by the way they taught the skill. Learners who are not equipped with the necessary input usually have reading problems which invariably lead to the development of negative impact towards extensive reading through which learners develop intellectually. Thus, the way teachers carry out instruction and the techniques they employ influence the success of making learners' competent in using the language for reading purposes. In addition, the approaches and techniques teachers' use in the class room determine the effectiveness of the lesson (Ebabu, 2013).

Therefore, reading comprehension is included in this study as it has had its own influence on the performances of learners. This would in turn influence the way learners learn, and eventually their success. Furthermore, in this study, students' reading comprehension will be assessed since learners reading performance could be influenced by their attitude. In addition, to my knowledge, in Ethiopian context, there has not much been researched conducted on grade 8 learners reading problem in particular attention to their reading abilities and their reading comprehension in Haramaya Woreda Bate primary school.

In many ways of reading comprehension knowledge of a foreign language is often very important because Academic success, professional, scientific and technical literatures are published in English today. It is frequently the case that the ability to read in English is required of students by their subject departments, often assessed by a text of reading comprehension. Reading ability is often all that is needed by learners of English. But it is a common problem that most primary school fails to read adequately in the foreign language very commonly Bate primary school students reading skill seems at lower level and students read with less understanding that their teachers might expect them to have. Students reading skill difficulty is considerable problem. This study emphasized on the reading comprehension problems of students, specifically grade 8. This grade was taken for two purposes.

1. It is the time that they start preparing themselves for grade 8 national examinations.
2. It is the level at which students join to high school and take difficult subject matters which require their deep understanding? Therefore, extra reading quality is required on them.

Therefore, students need to upgrade [enhance] their reading skill. The researcher in this regard was inspired to focus on some major problem that affects students' English reading comprehension. The previous research work conducted in the area indicated varying sources of reading difficulty. For example, Yilma [1997] concludes that reading problem result from Accustomed to load reading, lack of sub-skills practices and lack of suggestions for additional library work. Ahmed [1997] notes many students lack the necessary reading Comprehension skills. He also says that teachers emphasize other language skills over reading they do not arouse interest and do not encourage silent reading.

Reading Comprehension problem then hinders students from reaching their success and achieve their goals academically, since everything requires understanding.

The problem is even more serious in those situations where English is used as a language of instruction. Gaps between the previous research and this research is that the previous focus more on high school students but this is on primary school specifically Bate grade 8 students. Generally, the above expression shows how reading skill is difficult for primary school students. The relevance of reading comprehension as well as not deniable is also shows the different views on the problems that affect reading comprehension and source of the reading comprehension problem. Therefore, the purpose of this study was to investigate some major problem of reading comprehension for grade 8 students.

1.3. Objective of the Study

1.3.1. General Objective

The main objective of this study is to asses' grade eight students reading comprehension problems at Bate Primary school.

1.3.2. The Specific Objectives of the Study

Specifically, this study aims to:

- Assess major problems which Student face in reading Comprehension in EFL classroom in grade eight students in reading comprehension.
- Identify causes for students' problems in reading comprehension questions.
- Find out how teachers attempt to help students in overcoming the reading problems.

1.4. Research Questions

- What are the major problems that students' faces in reading comprehension?
- What are the causes of the problems that Face students in Reading Comprehension in EFL Classroom?
- What do teachers do to help students to overcome their reading comprehension problem?

1.5. Scope of the Study

Several problems may exist in different primary schools in East Harare Zone. However, because of different constraints to collect reliable and valid data to manage the research work, time and budget the research study was delimited to Haramaya woreda Bate primary school grade 8 students and the scope of the subject focuses on students' practice of asking, responding and participating in textbook comprehension questions in reading passage. The research area is on grade 8 students of Bate primary school. The delineation of the research scope to this school is to look into the study with more focus. It was limited to problems which would be identified from teachers and students. More specifically, the study focuses on sixty grade eight students and three English language teachers in Bate governmental primary school. The fact that the researcher has worked around this school for six years since 2010 enables the researcher to have frequent communication with participants. Since the main purpose of this study is to explore learners' reading comprehension skill and to assess, the study needs length of time.

1.6. Significance of the Study

The findings of this research would have the following benefits: This study could contribute to research on students' participation during reading comprehension. It also provides a critical understanding on students' perception and practice in learning language generally. The study may also support to look for better ways of teaching reading for the primary learner's level. The final results of the study would be being useful to teachers in EFL classroom because it would help students improving in their reading skills for academic purpose and for researchers who want to study topics related to this research.

This study would help teachers to adjust the teaching of reading comprehensions. Furthermore, it will be useful to know whether or not reading is taught effectively which relates to their levels. The way teachers teach affect learners' competency. Moreover, the attempt which is to be made to establish a relationship between learners' reading, comprehension will show the area of success or failure of the learning process. It will have a pedagogical value for how to teach reading comprehension in the classroom.

1.7 Operational Definitions

Asses: _to analyze critically and judge definitively the problem that is affecting students reading.

Comprehension: - the process in which a student interacts with a written text in the paragraph or passage and drives is meaning which can be exhibited in a manner appropriate to the demands of the teacher.

Problems: – refers to various English languages reading comprehension problem of Bate elementary school.

Activities: -refer to the tasks or exercises that help for developing reading skills and strategies required by the students in the textbook.

Perception: - It is the learners' belief efficacy, and attitudes or what the learners think to be correct and appropriate or to gain awareness of an idea and put it in their long- term memory.

Practice: - Refers to the actual application or use of an idea, belief, or method as opposed to the theories relating to it. It is similar with application, exercise, use, operation, implementation, execution, enactment, action, and doing more.

Reading Comprehension Questions: - Is the ability and to integrate with what the reader already knows and it also implies an individual's ability to comprehend the overall passages by using their skills and their own effort to process information.

2. REVIEW OF RELATED LITERATURE

2.1. Concepts of Reading Comprehension

Reading comprehension is one of the four basic skills in language learning involves understanding the meaning of a written text which is a complex process that requires a combination of skills. Reading provides the learners with a source of comprehensible input and serves to facilitate communicative fluency in other language skills. According to Hesham (2005), reading is a complex phenomenon, consisting of both cognitive and linguistic processes which develop within a broad socio economic and cultural context. Reading ability is not only about the ability to decode the written word but also involves other skills such as comprehension and interpretive skills and these are interactive and simultaneous (Grebe, 2009). This means that during the reading process readers are not passive but continuously construct meaning as they read. According to Nuttall (1996) and Ur (1996) reading means understanding the message out of the text as much as possible that the Author puts in to it or the general picture of what the writer writes or intends to convey.

Scholars of reading believe that reading is a dynamic process which is varied from reader to reader and from text to text and that the key problems in understanding this process are the interaction between readers and text variables. Therefore, according to Alderson (2000) reading-related research has been commonly divided into two different factors: the reader and the text. Reader's knowledge constitutes one highly significant reader variable. The nature of the knowledge brought to the reading process by the reader affects the way the text is processed and understood to a great extent. Moreover, the reader's linguistic knowledge, especially, vocabulary size and meta linguistic knowledge are important.

(Nuttall, 1982:3, Ur, 1996: 138) writers--- reading means, reading and understanding, foreign language learner who says I can read words but, I don't know what they mean is not. Therefore, reading in this sense, he/she is merely decoding, translating, symbols in to corresponding sounds. From all the above and other definition agreed by different scholars' it the field, it might be concise that reading is a process of recognition, interpretation, and perception of written material. The process of reading deals with language form while the product of reading comprehension is concerned with language content.

2.1.1. The Importance of Reading

Both speaking and reading can be taken as life skill which is relevant (Crucial) to immediate as well as long run life success (Burns, Roe and Ross, 1999), when one considers its roles in first foreign language learning, reading appears very crucial to language improvement. It is effective means of extending our command of language (Nunan, 1996). In the same way Williams (1991), had elaborated the role of reading in foreign language. According to William, reading is an invaluable skill for foreign language learners because through reading.

They can have further practice of the language that they have already met through speaking and listening

They practice language in order to use it in writing, and also get pleasure from it.

The ability to read in English has paramount importance for students in such a way that it meets the everyday reading needs later in life Thompson (2001). Reading is needed in classroom and real-life situations. According to Bright and M.C. Gregory (1972), the major language skill that enables learners to understand ideas, facts concepts and thoughts is reading. This is to mean that learners make use of reading in the environment out of school in their daily activities. It is also enhancing language proficiency and habits of students at all levels. Thus, Reading is the basic skills which everyone accepts is essential for survival in the modern world. Irwin (1976) in Namid (2005), stated that reading is the most crucial receptive skill to enable students to understand the social, cultural, economic, Political and intellectual aspect or situation of the world and their environment. The above expressions suggest that the ability to read in a foreign language that is a medium of instruction is exactly important.

2.1.2 Reading Academic Texts

As Hunt quoted by Julian (2009: 20), “reading is a process shaped partly by the text, partly by the reader's back ground, and partly by the situation the reading occurs in.” Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the author by applying their prior knowledge to it (Hashem, 2005). But this process is only possible if the reader uses a series of

categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning entail both non discipline and specific strategies. The expert reader has incorporated these categories and applies them almost intuitively. Thus, understanding the context helps students understand the background, environment, and the settings in which the author wrote the text. This familiarity with the context becomes very helpful in understanding the written texts. In addition to this, in academic reading, students need to be taught how to identify the author's memoir, paper, main claims, and arguments dealing with the issues they are interested in (Julian, 2009).

2.1.3 Phases in Teaching and Learning of Reading Skills

Reading is not only a receptive skill, but also an active one in that it primarily includes the cognitive abilities such as predicting and/or guessing. In the prediction process learners are asked to talk about the title of the text or comment on some illustrations (pictures) if provided any to set the scene. Therefore, language teachers should improve their students' ability to infer through the use of systematic practice and questioning techniques. Doing so encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (Hesham, 2005).

Reading has a communicative value and functions as an active skill as cognitive processes are working during reading. Contemporary reading tasks, unlike the traditional materials, involve three phase procedures: pre- reading stage, while- reading stage, and post- reading stages. These phases will be discussed briefly as follows.

2.1.3.1 Pre reading phase

As Zhang quoted by Hesham briefs that comprehension is facilitated by explicitly introducing schemata through pre-reading activities (2005). Thus, the pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time (Ibid). In fact, pre-reading activities motivate students before the actual reading takes place and familiarizes a reader with the basic content and helps to activate prior knowledge. For example, teachers can ask students questions that arouse their interest while previewing the text. With regard to pre reading tasks Drucker (2003) suggests the following procedure teachers can take

before reading a text: relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Last, direct the students to read the story and look for particular information. Similarly, Abraham (2002:6) states that an interactive approach “demands that the teachers activate the students’ schema” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”, i.e., through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc.

In short, a pre reading phase in reading skills tries to:

- Improve students' interest in the topic, and motivate them,
- Provide some predicting/guessing activities for the reading passage,
- To activate students’ background knowledge about the topic,
- Prepare the students for the context of the reading passage,
- Build a bridge between the reading passage and the learners’ background Knowledge, and interests.

2.1.3.2 While reading phase

The aim of while reading stage or interactive process is to develop students’ ability in tackling texts by developing their linguistic and schematic knowledge.

Hedge (2003) argues that although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the “effects of intervention and their outcomes”. Moreover, “many students report positively on the usefulness of while-reading activities” (ibid, 210). On the contrary, as Param cited by Hesham (2005) believes that modern interactive reading models enable ESL readers to be “less reliant on top-down processing” and enable them to achieve “greater reliance on bottom-up strategies as they become more proficient”. Even though scholars have different views about interactive reading models, it seems that teachers should use a balanced approach to teaching reading by incorporating both top-down and bottom-up processes, provided they are given flexibility in choosing the reading tasks. Thus, according to Arif, 2002 a while reading stage aims to improve:

- Help students have mind purposes for reading

- Developing and helping comprehension for the reading text content,
- Helping students use their own concluding and judging abilities,
- Helping students make use of cross-cultural elements,
- Helping students develop their linguistic and sociolinguistic knowledge,
- Learning to generalize on the issue under discussion,
- Reading intentionally,
- Skimming (looking for general information),
- Scanning (looking for specific information).
- Students prove or disprove their predictions.
- Students create mind image of text representation

2.1.3.3 Post-reading Stage

During post reading stage students articulate and process their understanding of what they have read and think critically about the validity of the text.

According to Arif, 2002 the aims of post reading work are:

- To help students use their acquired knowledge in similar readings,
- To help them integrate their reading skills with the other language skills: listening, speaking and writing,
- To help them integrate with the foreign culture,
- Consolidate and reflect upon what has been read.
- To make use of key words and structures to summarize the reading passage,
- To extract the main idea of a paragraph or a reading text,
- To interpret descriptions (outlining and summarizing),
- To make use of classroom games for reading.
- Students connect the text with their own knowledge or reality and
- Students evaluate writer's opinion and retell the main ideas

In general, throughout the three phases during reading practice two major areas of knowledge play a decisive part. These are schematic knowledge and language knowledge. Schematic knowledge refers to the prior knowledge of the children. It could be what they have already known about their environment locally or the knowledge they have about the world as a whole. Prior knowledge can

be gained from both informal sources such as family and the environment as well as from previous reading and education.

2.1.4 The Role of Teacher in reading comprehension

The teacher believes that reading strategies are important scaffolds of to support our student's reading comprehension of texts. These include comprehension, monitoring, cooperative learning, graphic and semantic organizers, story structure question answering question generation, summarization multiple strategy use. The teacher also teaches students to use other common strategies, such as predicting, visualizing, making connections, and concluding, in order to increase students understanding of text (Ferlazzo, 2018p.105_106). It is teachers' goal to demonstrate these processes for learners so they can practice them when something faced challenges.

We conduct read aloud with our students in order to speak their interest in reading; to model fluent prosodic reading and to increase their language development. Reading with prosody means read aloud with proper intonation, expression and rhythm Recent research on the explicit teaching of prosody to students indicate it can improver fluency skills and reading comprehension Calet et al., (2017, p7) The read aloud process involves selecting a well written, short piece of text (usually one to three paragraphs) related to our unit study. Sometimes we use read aloud to students for providing background knowledge or to attract students' interests on an upcoming topic of the study.

2.2. Reading Comprehension

In order to read in a second language, students need the guidance of their teachers. In fact, Julian (2009) pointed out that there is plenty of work for the language teacher to do; for instance, she or he could make use of appropriate texts and activities that focus the learner's attention on the text itself. Julian also stressed the fact that learners should be given techniques so that they develop reading skills (2009). Thus, the teacher's job signifies providing learners with the applicable tools in their potential reading situations out of the classroom. The teacher needs to be a reading guide in the learner's process of becoming thriving independent readers in order to identify habits. it is necessary for them to read interesting texts of their choice (Elizabeth, 2013). When engaged in reading texts of their choice students develop a sense of enjoyment of reading and their reading level and fluency are consequently improved.

Motivation is the key element to increase reading comprehension skills for struggling readers. Lazarus and Callahan (2000: 2) assert "Reading attitude fulfills a pivotal role in the development and of lifelong reading skills". The implementation of reading models in a classroom has the ability to affect student reading attitudes. It is important that students are able to develop an appreciation for reading through experiences in instruction and habits in the classroom. This will encourage students to read often and by choice. The only way for students to improve their reading abilities is to read each and every day while being an active part of the process of reading.

Thus, there are specific characteristics of effective reading instruction which are repeatedly proven to increase student engagement, reading attitudes, and overall reading abilities. Factor that is evident in effective reading instruction is one that places an emphasis on reading accurately. The ability to read accurately requires work-attack, decoding, and word recognition skills. In order for students to stay engaged in a text and be able to read for enjoyment, they must have ability to experience high-success reading (Allington, 2012). The ability to learn to read takes a considerable amount of time while developing skills to read accurately along the way. Therefore, early intervention for students who are struggling with accuracy while reading, will help them be able to reach achievement at a better rate and also encourage reading for enjoyment (Dombey, 2010). When students are able to read for enjoyment, it will impact their overall attitude about reading. As teachers build excitement about reading, students will develop the same enthusiasm. It is necessary that habituality approach for reading allow for active literacy. This is when students have the occasion to talk, write, or respond to what they are reading (Dombey, 2010). To be able to do this, students need to understand what they are reading, also known as the ability to comprehend. In order to promote comprehension skills in the classroom, habitual approach to literacy should be one that allows students to talk and discuss what they are reading (Allington, 2012). Therefore, it is extremely important to analyze reading phases carefully before choosing what to implement in the classroom. This will directly affect student's attitudes about reading that can ultimately affect overall student achievement.

2.3. Reading Achievement

As Sharon quoted Michaela and Wechsler (2012), Student achievement is a central focus for education across the world. Teachers everywhere have students in class who struggle academically. Reading fluently and accurately is vital to completing everyday activities successfully, such as

following the steps in a recipe or choosing an item from a restaurant menu, and is the foundation of all other academic content areas. The development of positive attitudes toward reading in children produces adults who continue to engage in sustained reading throughout their life (Fatma, 2011). Achievement and attitude in reading do not appear to reflect a simple association, but instead are influenced by a set of direct and indirect factors such that achievement attitudes and reading experiences appear to mutually reinforce one another with a bi-directional influence.

2.4 Importance of Students' habit in Reading Comprehension and Purpose

Reading Comprehension habit is how the student feels about what they read, and the desire a student has for reading a book and any reading text at a later time. Researchers constantly maintain that reading instructions that emphasize active learner-centered approaches prove to be effective. According to Ajzen and Fishbein theory of reasoned action, as quoted by Naima and Darius (2014: 289), “attitudes are a function of beliefs”.

Based on this theory, believing that performing a task will result in mainly positive outcomes results in taking a favorable attitude towards the task. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude. Therefore, if students believe that, for example, teachers' teaching methods will have a significant effect on their reading comprehension, then this method will be to their benefit. Attitudes, once formed, can shape the way students think, understand, feel, and behave. “Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions” (Richardson, as cited in Naima and Darius (2014: 290))

The purpose of reading comprehension determines the direct approach to reading skills. Many of us have purposes in mind when we often read. Reading is an activity with a purpose (Catherine, 1982). Therefore, knowing the purpose for reading is always important. Purpose helps us to set goals such as, I will see, get information, and know, find out etc. Purpose also helps us to generate interest. Above all these it helps us determine, how, and at what speed we should read the materials. The difference in the speeds we used was no doubt very noticeable (Nuattal, 1997). In simple terms, our purpose helps us to determine the kind of reading strategy we use. We read slowly carefully when we want to digest materials, when we want to understand more the main points and the details. We do an extensive reading when we want to overcome the whole texts.

3. METHODOLOGY

This chapter presents research design, Participants of the study, sample and Sampling techniques, data collection materials and instrument, procedure of data collection and procedure of data analysis.

The descriptive research design was employed on the assumption that it will help to reveal the current hampering problems that are affecting students reading comprehension. It involves both qualitative and quantitative techniques. Descriptive research method enables the researcher to gather important information concerning the problems that affect the facts obtains from respondents.

3.1. Research Design

In order to find out the relevant and measurable information the researcher used, population of study, sampling techniques, data collection tools like, questionnaire, interview, classroom observation and text book Analysis method of data collection. Thus, the researcher used quantitative and qualitative methods. To achieve the intended objective of the study this research was designed to describe and interpret the condition that exist using qualitative method to find students reading comprehension problem grade 8 Haramaya Woreda Bate primary school.

3.2. Population of the Study

The study would be carried out one government school in East Harare zone Oromia Regional state Maya city. The school is Bate primary school. The school is chosen for this study because the researcher is working around there and the existing situation were enabled him to conduct to the research on the topic and come up with reliable inquiry. The target populations were three English teachers and sixty students of, Bate primary school. The study would conducted by taking of three English teachers and 60 students into consideration.

3.3. Subjects of the Study

The objective of this study is to find out primary school students' towards reading skills. So, in this study the subjects are English language teachers and grade 8 students of Haramaya Woreda of Bate Primary school. Three teachers and 60 students were participated in this study. The selection of the

teachers was purposive because it is believed that purposive sampling helps researchers to ensure teachers' willingness for the observation. Similarly, from all grade 8 sections at East Hararghe Haramaya Woreda Bate primary school, 60 students were selected using stratified sampling techniques.

3. 4 Sample and Sampling Technique

The populations of the study were grade 8 students of Bate primary school. In this research the procedures employed in selecting the students were their roll numbers which was recorded on a piece of paper from student's class attendance sheet. According to Cress well (1994:56) "purposive sampling is a type of sampling techniques in which the researcher selects participants who can offer the best evidence to attain the purpose of the study; the researcher was only choose 10 students those individuals from each section who were willing to participate in the study." Thus, purposive sampling techniques method was for selecting the grade level on which the study was to be carried out. It helped the researcher to ensure teachers' and students willingness for the gathering data.

The researcher also use stratifies sampling technique to select students to complete the questionnaire. In stratified random sampling, the study population is classified into categories, and then a sample is chosen randomly as well as proportionally from each category (Dorn Yei, 2007). Stratification was made with the assumption that students have different abilities performances. Since learners have different abilities, stratified sampling technique was preferable in this study so as to choose samples that have different abilities in English language. To select participant students, first, all the students of each class were listed depending on their abilities. Then, from each class participant students were selected randomly using a lottery.

3.5. Data Collection Instruments

In this study four ways of data collections instruments were used. One of these ways of data collection was the questionnaire, which would be used to collect data related to exploring problems of learners towards reading skills. Interview was the other method of data collection which would be used in this research. Moreover, additional instruments like observation would be used to collect data related to learners' performance and other aspects (components) of the study. A brief discussion of these data collection instruments is stated below.

3.5.1. Questionnaire

A questionnaire with a rating scale could be used to collect data on phenomena which are easily observable and have been seen briefly. Accordingly, in this study students' Reading comprehension questionnaire was used to explore the major problems students face during reading comprehension towards respecting the learning and teaching of reading comprehension skills. Closed ended questionnaire was well developed for grade 8 students. This was because the researcher believes that it could give him greater flexibility it identifies the topic in-depth involving many students in the research. To collect data about the students' reading perception or understanding towards reading passage, learning reading and doing reading tasks, different questionnaire would be used. As Best and Kahn quoted by Julian (2009) a reading comprehension questionnaire was used as a data gathering instrument regarding participants.

Part one contains close ended items in which respondents decide if they: often, sometimes, rarely and never. Part two were had open ended items and students was responded to this item by writing their feelings freely. The open-ended items were included with the assumption that they would help to get additional data.

3.5.2. Validity and Reliability of the Questionnaire

The idea of validity to questionnaire refers to the steps taken by the researcher to ensure clarity, wording and ordering of the questions. Thus, to ensure the validity of the questionnaire, it was necessary to ask sample students and teachers questions which were written precisely and clearly. Moreover, words used in the questionnaire had specific and clear meanings to all respondents so that they gave similar responses to the items given. To achieve these purposes, a questionnaire has been tried out. This was done, for a number of items that were ambiguous could be identified. One measure of validity as described by McBurney and White (2007) was face validity.

They stated that "face validity was researchers attempt to support the interpretation of the measurement and its connection to the construct would seek professional judgment that there was a plausible connection between the surface features of the measure's content and the constructs as theoretically defined." So, the researcher requested three English teachers from Haramya Woreda Bate Primary school and the researcher's advisor had read the questionnaire to get suggestions.

Content validity of the questionnaire was achieved by submitting the questionnaire to my advisor Dereje Tadesse (PhD), who is an expert in the field of teaching English as a foreign language, to examine and evaluate the content and format of the questionnaire before the final version were distributed among the participants. In addition, the questionnaire's reliability, especially their internal consistency was checked through the pilot study. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct.

3.5.3 Interview

An interview is a process of communication in which the informant gives the required information verbally (Dorn Yei, 2007). This data gathering tool was used in order to identify the problems and to improve students reading comprehension. An interview helps to get information by actually talking to the subject and enables the researcher to get data in depth. It was also used to determine how the problem was important enough to find out critical solution of reading comprehension. Semi structured interview was employed because it allows making participants express their feeling more freely and it helps to get in depth data.

3.5.4. Class room Observation

Classroom observation was planned to support data collecting tool for this study because it helps the researcher to find out how the teachers help their students in overcoming the problem. During the classroom the researcher used qualitative data in the form of observation checklist which focuses on whether teachers encourage their students when they teach reading comprehension lesson and how learners were helped. According to [Harmer 2003, Nuttall 1996, Thomson 2001, and Williams 1984], there are some important teaching phases. These are pre reading, while reading and post reading. Thus, continuous observation was conducted mainly to check whether these phases are carried out and appropriately managed. Most importantly, it is to check the students reading comprehension ability and their reading difficulties. The observation was structured in which check lists were developed with around 23 points were observed and related as the teaching learning goes on. As Ehabu cited Selinger and Shohamy (2013) employing observation to gather data helps to investigate an event while it is actually being done. Thus, to conduct observation, a check list was prepared.

3.5 .5. Text Book Analysis

To gather data about students' reading comprehension problems the text book analysis was made. The appropriate type of text book has been in terms of certain theoretical aspect; in this research the researcher used a vital question. How the text book was designed? Does the text book preferable, have complex sentence, long words, student's level, reading text with similar topic, over unfamiliar text and take abstract idea and others? This is why the researcher used text book as one of the primary sources of data.

3.6. Data Analysis Procedure

In the attempt to find answers to the research questions mixed method approach was used to analyze the collected data because the study has both qualitative and quantitative structure. Through different data collecting instruments the researcher used some procedures to analyze the collected data. The data that were gathered in the form of questionnaire was analyzed by using quantitative data analyzing method so as to identify the problems of student reading comprehension. Interview and observation were analyzed using qualitative data analyzing method which was done by identifying the related data using thematically and classify in to different categories. Text book analysis was also the other tool to collect data for the finding of students reading comprehension problems

4. RESULTS AND DISCUSSIONS

This chapter presents the result of data gathered through closed ended questionnaire, interview, and class room observation from stake holders of students and teachers and text book analysis. This presentation falls into three main sections. The first section deals with students reading comprehensions problems identifying the main idea, supporting details authors' purpose, identifying reference inference vocabulary in context fact and opinion cause and effect. The second part describes use of students EFL. Reading comprehension problems and the last section focuses on EFL. Teachers attempt help students in solving the problems.

4.1. Students' That Face Reading Comprehension Problems

In this section questionnaire done by sample students were deeply analyzed to recognize the problems those students challenged or faced throughout reading comprehension in the classroom or outside. All categories of reading comprehension problems are discussed and analyzed in a suitable situation.

4.1.1 Responses of the students Questionnaire

Table One

The following data were obtained from Bate primary school. The table indicates the multiple choices presented for each question the number of the students that responded to it its percentage as well as rate of recurrence.

No.	Items		Responses	Respondents	
				Students	
				N/F	P/%
1	How often does your teacher engage you in reading passage silently and independently?	A	V. Often	15	25%
		B	Sometimes	10	16.7%
		C	Rarely	12	20%
		D	Never	23	38%
2	How often do you have difficulty in finding of un familiar words from the given context or reading comprehension passage?	A	V Often	27	45%
		B	Sometimes	26	43.3%
		C	Rarely	7	11.7%
		D	Never	-	-

3	What is difficulty level of considerate the	A	V. Often	31	51.7%
		B	Sometimes	4	6.7%
	Main idea of the paragraph and passage.	C	Rarely	6	10%
		D	Never	19	31.6%
4	In what degree level or how often do you skim and scan your passage comprehension when you read?	A	Always	10	16.66
		B	Some times	13	21.7%
		C	Rarely	14	23.33%
		D	Never	23	38.33%
5	Do you have a problem in finding supportive details to the core or central idea of a reading comprehension passage?	A	Always	27	45%
		B	sometimes	21	35%
		C	rarely	12	20%
		D	Never	-	-
6	Does your teacher provide you with techniques and strategies for general understanding of the passage?	A	V. Often	7	11.7%
		B	Sometimes	11	18.3%
		C	Rarely	28	46.7%
		D	Never	14	23.3%
7	How often do you read deeply a passage of comprehension question to identify of basic information in English Language class?	A	V. Often	4	6.7%
		B	Sometimes	7	11.7%
		C	Rarely	41	68.3%
		D	Never	8	13.3%
8	Do you have problems to understanding Vocabularies, new words which are related to word class of parts of speech?	A	V. Often	35	58.3%
		B	Sometimes	18	30%
		C	Rarely	-	-
		d	Often	7	11.7%
9	Which one of the following factors has influenced your reading ability and performance in English Language?	A	Lack. Knowledge	3	5%
		B	Lack Confidence	4	6.7%
		C	Because shyness	15	25%
		D	Lack of Interests	38	63.3%
10	How much time do you spend in reading and studying English lesson? This is for Frequency of reading passage	A	All of the time	-	-
		B	Most of the time	41	68.3%
		C	Some the time	15	25%
		D	never	4	6.7%

This table agrees with whether the students engage in their reading activities in the reading passage silently and independently. Since reading is an individual task. The student's response to this questionnaire indicates that 15(25%) of the students said their teachers very often engage them in reading the passage silently. 10(16.7%) of the students claimed their teachers sometimes engage

students in such reading activities. This implies that the students did have the habit for reading texts. On the other hand, the remaining 23(38%) of the student's respondents report that their teacher never engages them in reading text as much as possible silently and independently. From the students all responses we can conclude that teachers never engage students reading the passage individually. This shows that the role of teacher in reading comprehension was very limited.

This table shows 26(43.3%) students from this primary school responded that they sometimes have challenged to know the meaning of unfamiliar words from the context. 27(45%) students who responded to the questionnaire indicates that were very often find difficulties in finding the meaning of unfamiliar words from the context.

Concerning the difficulties of finding the central idea of passage the students from school indicated that they have the difficulty of finding the idea of the passage. 31(51.7%) responded that a very difficulty in finding of any passage. The frequency of using skimming and scanning to comprehended a given passage. the data 21 (35%) indicated that they never skim and scan a passage for the sake of comprehension however the stake holders' respondents have admitted that they rarely do the practice here the data obtained shows a high percentage of response showing the lack of skimming and scanning, students learning in this primary school need to prepare different tasks that involve the reading techniques and motivate students to do so.

The problem of finding supportive details to the central idea of passage through the questionnaire, the response shows that students find it very often problematic to find supportive details to the central idea of the passage. Similarly, this school fails to provide techniques and strategies for understanding reading passage. 27 (45%) students' responses that they had serious problem to dig out find out supportive details which provided that with the techniques and strategies for understanding reading passage. Hence grate work should be put by their teachers by themselves on rectifying this problem.

This table also deals with whether the students engage in their reading any passage silently and independently. Since reading is silent and independent activity, the student's response to this question indicates that 13(21.7%) of the students said their teacher very often engage them in reading the passage silently and independently. 12(20%) of the students claimed their teachers sometimes engage them in such activities. However, the remaining 25(41.7%) of the respondents

reported that their teachers never engage them in reading the texts silently independently at all. From the student's response one can conclude that teachers never engage the students in reading the passage silently and independently.

On the other hand, Questionnaire eight students' responses the table shows the frequency of classifying the basic vocabulary in reading comprehension. Concerning these idea very often 35 (58.3%) students of this primary school responded that they could not try to identify basic vocabulary words in reading comprehension. This might imply that their teachers did not encourage or help them to do so. The data gotten from these school students on facing problems knowing vocabulary and inferring from reading passage. The fact that the majority of the students said this might indicate that they have low reading comprehension ability and understanding. This problem can be attributed to lack of exercise in reading passage and comprehension question. Accordingly, 18(30 %) students out of the 60 showed to have some times faced the problem of inferring and knowing the meaning of new vocabulary words from reading passage.

From this table it is observed that the school teachers never involved their students to select text for their lessons. 33(63.3%) indicate that they have never been involved to select texts for their lessons. The teachers during the interview also indicated that they did not give the chance for the students to select texts that suited their interest. Different researches showed that there are many benefits of having students read self-selected books Terrazzo ,2011;2011; miller 2015 these benefits include enhancing as well as increasing their self-confidence, energizing and motivation.

On the responses of questionnaire nine from the environmental situation factors those influenced students reading ability and performance 38(63.3%) Students responded that most of the students have lack of interests .15(25%) the reason that students have low ability and performance in reading comprehension because of shyness. the rest 4(6.7%) is lack of confidence. When we analysis this problem the main issue is that of very less interests.

At the end of this table 1, item 10, the large number of respondents 41 (68.3%) of the students were responded to' most of the time 'they read and study during English lesson. Results of interviews supported that in three phases of reading pre, while and Post-Reading Comprehension activities students were widely incorporated in teaching-learning process.

4.2. Causes for students' problems EFL Rereading Comprehension

The main aim of this study was to measure students EFL reading comprehension problems. The students reading difficulties however could be connected to countless factors and this study also envisioned obtaining data if there were causes which could affect the achievement of students' effective reading comprehension. There for the main problems which trigger the difficulties of effective reading comprehension were seen from two prospective; the teacher and the students' related factors. To this effect three English language teachers were interviewed to reflect their experiences regarding the problems that students encountered while reading passages. Accordingly, the three teachers responded that the challenging matter for students was that the lack of background knowledge' shortage of vocabulary, lack of practice and teacher's pedagogical implementation system and helping students are some of the major sources of students reading difficulties.

4.2.1 Students Related Factors

Based on English language teachers 'and students' responses the finding of the recent research portrayed that there are some factors related to students' problems in EFL reading comprehension This is to mean that there are problems which are basically related to students themselves Some of the factors include; lack of background prior knowledge related to the topic of the text, shortage of vocabulary means knowledge of word meanings ,lack of fluency the ability to read smoothly and accurately and absence of regular practice.

4.2.1.1 Lack of Background Knowledge

Starting prior knowledge also known as activating schema, is a well-known learning and teaching strategy of connecting students previous or back ground knowledge to new concepts in order to promote deeper learning. In an EFL class room, students possess verifying levels of prior knowledge in English and academic content (Gonzalez2005: Lindahl, 2015). The data obtained from student's questionnaires teachers interviews and class room observation reveled that student have lack of background knowledge in using technique and strategies during reading comprehension. In order to help students, maximize the language and content learning in lesson teachers must help learners to draw on their prior knowledge and teachers need to identify and find out what knowledge they already have about it and build their understanding of a topic or concept.

To support this idea Lauren Keppler (2016) stated that most of students lack background knowledge because some students lack experience with a foundational concept from which to build further knowledge however one teacher said that he does not often give reading comprehension to his students because they are all interested in learning grammar and vocabulary rather than reading comprehension. He explained that students have limitation of additional reference materials for most of the students are from poor family and some of them are careless. Many research supports the idea that activating prior knowledge is a critical step in the learning process and a major factor in reading comprehension (Shanahan, 2013).in line with this, as Ferlezo (2018) stated that mental search for meaning full connections activates earlier learning and taps in to past experiences enhancing a reader to comprehend new information and produce benefits, motivation and purpose for reading.

In general, prior knowledge plays significant role in building initial knowledge that they need in order to access upcoming content. The students should activate their earlier knowledge to relate with the new information.

4.2.1.2 Shortage of Vocabulary Dimensions

The other observed reason student's problem in reading comprehension was shortage of vocabulary. Information obtained from classroom observation, interview and questionnaire indicate that the students have many problems of finding unfamiliar words identifying specific information basic word class of parts of speech contextual meaning of reading comprehension. According to teachers interview and student's questionnaire students found themselves using a limited number of words repeatedly. The reason for limitation variety of words could be lack of how to use new words strategic method. Similarly, all teachers those participated to the interview question responded that the main reason for students' weak performance reading comprehension is dearth of vocabulary. They are not rich enough in vocabulary. This result indicates that students have a problem to understand the message or main idea of a paragraph or passage. In relation with this short story and cataracts have shown that lack of vocabulary is a common source of reading difficulty among primary students. Therefore, acquiring new vocabulary words is critical point to become a good reader. After all, if students do not know what key words in the passage, they can't understand what the writer is saying. This may lead to uninterested to take part in reading activities.

Teachers' Interview

4.2.1.3 Lack of regular practice Table -Students' Abilities in Reading practices

Item No in			Item	Res po nde nt	Teachers and Students Response													
					Yes		No		All		Most		Some		Few		none	
					F	%	F	%	F	%	F	%	F	%	F	%	F	%
4.1			Scanning	T							1	33.3	2	66.7	-	-	-	-
				S	15	25	45	75	-	-	-	-	-	-	-	-	-	-
4.2			Skimming	T					1	33.3	1	33.3	1	33.3	-	-	-	-
				S	19	31.6	41	68.3	-	-	-	-	-	-	-	-	-	-
4.3			Visualizin g	T	-	-	-	-	1	33.3	1	33.3	-	-	1	33.3	-	-
				S	33	55	27	45	-	-	-	-	-	-	-	-	-	-
4.4			Reading with speed	T					1	33.3	1	33.3	1	33.3			-	-
				S	22	36.6	38	63.3	-	-	-	-	-	-	-	-	-	-
4.5			Giving meaning new word	T	-	-	-	-	-	-	-	-	1	33.3			2	66.7
				S	21	35	39	65	-	-	-	-	-	-	-	-	-	-
4.6			Guessing manning key words	T	-	-	-	-	2	66.7	1	33.3	-	-	-	-	-	-
				S	47	78.3	13	21.6	-	-	-	-	-	-	-	-	-	-
			Identify informati on stated directly			-	-	-			2	66.7	1	33.3	-	-	-	-
				S	14	23.3	46	76.6	-	-	-	-	-	-	-	-	-	-

Regarding the ability of students to scanning, one teacher responded that same students are able to scan, other teacher said; all of his students are able scan. Other teacher responded that some of her

students are able to scan. In the same way 15 (25%) of the students said that they are able to scan. And the remaining 45(75%) of the respondents said that they fail to scan.

In this case, most teachers responded that all of their students are able to skim. The other one teacher said that most of his students are able to skim.

In the questionnaire, 41(68.3%) of the students responded that they are not able to skim, whereas, the other 19 (31.6%) of the students are able to skim. Concerning, visualization, most students do not know the word visualizing, but they are able to use it 33 (55%) of the respondent said that they visualize while reading. Whereas 27 (45 %) of them said that they are not able to visualize while reading and no teacher tries to let them visualize it.

About the respondent teachers in the interview. One teacher responded that all of his students are able to visualize in even though they do not know the word visualizing. The remaining two teachers said that few students of them visualize while reading.

About reading with speed, all teachers responded that all, most and few of their students read with speed respectively, concerning the students' responses 38(63.3%) of them said that they are not able to read with speed, whereas the remaining 22(36.6 %) of them are able to read with speed and do not practice speed reading. Two respondent teachers in the interview said that, none of them guess the meanings of every new word, concerning guessing the meanings of new words. The rest one teacher said that some and few of their students make guess of the meanings of every new word. However 39 (65%) of the students responded that they are not able to guess the meanings of every new word in readings new text. And the remaining 21(35 %) of them said are able to guess each new words meaning in reading text.

In relation to guessing the meaning of key words, two teachers said that most of their students guess the meaning of new words while reading. The other said that all of his and her students guess the meaning of new words. In relation with this 47(78.3%) of the students said that, they guess the meaning of key words rather than guessing the meaning of every new in the text. The remaining 13 (21.6%) of the students said that they are not able to guess the meanings of key words.

In reply to identifying information stated directly, two teachers responded that all of their students can identify explicit information. On the other hand, one respondent teacher said that most of their

students able to identify directly stated information. In the questionnaire of students, 46(76.6%) of the students said that they are not capable of identifying information stated directly and the remaining 14(23.3%) of the students said that they can easily identify such thing. Generally, factors that affect reading skill seem to be resulted from students' failure in applying same reading techniques, also likely to contribute to reading difficulty, based on these findings, recommendations and conclusions were made.

The ability to read and understand well is not naturally acquired skills it is usually learned. It must be practiced learned through experiences. This means that taking time over reading is absolutely essential part of reading. Less practice of reading is the other occurred causes of students reading problem in this study. As learners have claimed through the questionnaires and what the researcher has collected as evidence from the observation, he may assert the learner's poor achievement in reading is attributed to the lack of sufficient training and practice. All most of the student's response indicates that they never read outside the class room even for home work. As another teacher said some students do not have motivation for independent reading also called free vocabulary reading extensive reading leisure or reading for pleasure because of their carelessness. Those all-teachers participants suggested that the process of learning a foreign language implied a series of autonomous work and practice.

Comprehension is highly influenced by personal reasons for reading a particular text and the willingness or motivation to do so (Buehl, 2014). The teachers believe the best way for EFL for primary students to become more motivated to read and increase their reading ability is to give them enough time to read different cataracts and to lent them read what they like and encourage students to read outside the classroom among other things. The teacher plays a big role in helping students reach this goal by providing guidance and encouragement. However, they accredited that they did not give students much time to practice. In fact, from classroom observation some teachers do not teach students to practice reading in the classroom rather than asked and ordered them to do the activities.

4.2.2 Teachers Related Factors

4.2.2.1 Teachers' ways of teaching reading Comprehension

Reading comprehension is an individual effort and the ability to understand what we are reading of receptive skill; therefore, classroom strategies can play a significant role in developing students reading behaviors.

'It is always helpful to have different strategies for teaching reading comprehension. more over the results achieved from both teachers and students indicated that inadequate strategies were being applied during in teaching reading comprehension. During classroom observation teachers did not use different techniques like activating previous knowledge which encourage and involve them before reading. On the other hand, two teachers stated that learners do not have interest in learning reading as a result they have little motivation to teach reading skills and to apply the strategies. The teacher focused more on the grammar than reading because the students are not interested with reading. As a result, it is easy for teachers to become discourage with the ineffective reading behaviors and one teacher stated that the students read only for exams even if they don't read. And the other is a classroom culture in reading comprehension which includes beliefs, behaviors and values that encourages for collaborative learning to work together and share their ideas this haven't seen in the classroom. This is one of the main factors which contribute to students have less quality for reading comprehension.

Critical aspect of scaffolding in the classroom is teacher feedback. Students need continual dialogue with a knowledge mentor to help focus their efforts and problem solve through difficulties. Helping students to know what went wrong and why, and what needs to be done the next time is an essential component of this scaffolding. Teachers are the tour guides in the class room to assist students. However, the teachers were not mentoring the students during reading lessons. During classroom observation two teachers were walking in the class room without helping their students were trying to do the activities. If teachers gave positive reinforcement students providing praise and encouragement for their effort and achievements.

4.2.2.2 Reading Tactics Working By Teachers and Students to Overcome the Problems

As classroom observation, interview and questionnaire results, it became clear that both teachers and students acknowledge the use of few strategies to help them advance students reading comprehension. The researcher observed the class two times the students demotivated and fear to read in front of the class. One teacher said that when I read the passage in the class the students do not understand the main idea of the passage because of lack of language and all students speak afan Oromo language. And also, when he evaluates the text and compare the content of the texts are very difficult and above the level of the students' knowledge and ability.

From the above teachers' responses and class room observation it was found that most teachers did not give much attention for the students to use different reading mechanisms and strategies. if teachers are neglecting these important skills students have also the same understanding about the necessity of using different techniques and strategies. The other main point the researcher observed was that the students have big problem of reading words with their correct pronunciations and tones. This may show the interferences of their mother tongue and lack of continues correction from teachers and lack of language laboratory practices.

After the data were analyzed, the whole summary is as follows. As the data showed the students reading comprehension were non paralleled with the student's level, reading text with similar topic, over unfamiliar text and take abstract idea their comprehension was between low; very low and while the teacher responds that it was low in general. The analysis of the textbook included authenticity, levels of difficulty, lexical and grammatical complexity, variety of task types, variety of topics, relevance of topics to learner's interests, relevance of the materials to learner's language needs. After the analysis of the components of the book, the findings suggested that the overall organization of the textbook and the themes included were satisfactory. However, many problematic areas were detected. The four skills help students in developing their language skills but they were not emphasized equally.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

After the data were analyzed, the whole summary is as follows. As the data showed the Problems that students face in reading comprehension in EFL classroom were non paralleled with the student's level, reading text with similar topic, over unfamiliar text and take abstract idea their comprehension was between low; very low and while the teacher responds that it was low in general. Reading comprehension is a very important skill that has many benefits for targeted learners in terms of evolving language communication ability, offering a better opportunity for supporting the students' future career. On students, teachers and texts related factors, both the teachers and students responded that as it was between very good and again some were as they were low. Reading is complex cognitive process that involves understanding the meaning of written texts. As mentioned earlier the main purpose of this study was to measure students EFL reading comprehension problems with reference to grade 8 students at Bate primary school in East Hararghe zone Maya city. The study focused on major problems that students face when they read, identifying causes for students' problems in EFL reading comprehension and exploring how English language teachers attempt to help to students in overcoming the problems.

In this study three English Language teachers and 60 grade 8 students were selected as a sample through random sampling techniques and descriptive research design was employed. In order to achieve the objectives four data gathering tools were categorically used. These were questionnaire for students, interview for English language teachers and class room observation and Text book analysis. The study specified that the students had vague problems in reading comprehension. They have problems unable to understand the meaning of new words, language comprehension unable to identifying main idea of the passage, unable to identifying specific information of each paragraph, most students were demotivated lack of interest in the topic or reading material, fear, more stressed and influenced by their mother tongue and did not pronounce words correctly during reading activity. The students' difficulties in reading comprehension were mainly accredited to students related factors like lack of background knowledge, lack of practice in the classroom and outside the classroom, shortage of vocabulary capacity, and teachers related factors were inadequate ways of strategies in teaching reading, lack of integration of classroom cultures and teacher focused more on

the grammar than reading because students are not interested with reading. Texts related factors were content difficulties such as complex sentences and long words, complexity or the level of difficulties of text including Theme, vocabulary, sentence structures and contents.

The analysis of the textbook included authenticity, levels of difficulty, lexical and grammatical complexity, variety of task types, variety of topics, relevance of topics to learner's interests, relevance of the materials to learner's language needs. After the analysis of the components of the book, the findings suggested that the overall organization of the textbook and the themes included were satisfactory. However, many problematic areas were noticed.

In order to address the above major objective, the following basic research questions were raised: -

The study attempts to provide answers to the following basic questions. These are

What are the major problems that students' faces in reading English comprehension in EFL class room?

What are the causes of the problems that face students in Reading Comprehension in EFL Classroom?

What do teachers do to help students to overcome their reading comprehension problem?

5.2 Conclusion

Based on the above research findings the following conclusions were made.

1. As the objectives of the study, it is possible to conclude that there are some problems of reading comprehension students lie under having limited knowledge of words. They have problems of unable to understand the meaning of new words, language comprehension, unable to identifying the main idea of the passage, unable to identifying specific information, most students were demotivated lack of interest in the topic or reading material and their meanings of vocabulary, unfamiliar vocabulary, these problems are due to lack of interest, lack of prior background knowledge, lack of having self-confidence and less practice of reading.
2. Most of reading comprehension problems resulted from data collection method presented different causes. These are students', teachers and texts related factors. Students are the

most influential stake holders to be engaged in reading activities. But they were hampered in various challenges such as lack of back ground knowledge, lack of having regular practice, they never read outside the class room. They do not give much attention to answer comprehension questions freely and individually; rather expect direct answer from their teacher. Teachers related factors lack of using selective pedagogical implementation and less attention was given to teach reading. complex sentences, long words and content difficulties were text books influences.

3. Most of the students seem to have limited vocabulary and grammar knowledge. They also seem to lack the habit of leisure time reading which is very important for their comprehension skill and word power. They also do not seem to go through the home take extensive reading and extensive library work. Learners' poor achievement in reading is attributed to the lack of sufficient training practice.
4. According to text book analysis, idioms, Jargons, long words, complex sentence and seem to result in comprehension difficulty. However, the text book does not seem to be attractive and above students' level of competence. They are difficult to interpret and the language use is too complicated, which cause difficulty for students. The students need to be proficient interims of language, at least intermediate level.
5. From the analysis made on learners' experiences although students know how much reading means to them, they have less confidence and motivation to develop the skill on their own. This shows that students need the help of teachers through the use of appropriate methodologies such as the process and the communicative approaches. Cognitive ability students have difficulties holding and processing information while reading.

5.3 Recommendations

Based on the above conclusions the following recommendations have been made

1. Concerning students, since reading is the base for learning, they need to practice of reading and start reading to enhance vocabulary capacity. Especially in developing the reading habit of student's school libraries, parent and school administrations need to work together jointly and widely. Then more students familiarize themselves to different books; they develop their awareness and interest. And then it will be easy to comprehend a text.

2. For the enhancement of student's interest teachers need to adapt and prepare some interesting lessons and use student centered learning and teaching methods because students are not tabula rasa (empty mind). Students need to understand and know what they are going to read more and more. Teachers also need to understand how to design reading passages how to addressing properly. Teachers should use the latest ways of teaching reading comprehension using a variety of activities to enhance students' perception. And also apply three reading phases practically pre-reading, while reading and post reading activities in the classroom.
3. Students also need to be exposed for the expansion of extensive and intensive reading activities to strengthen their comprehension. In this regard, teachers need to give different actions which require their students' which required their students with their level. Activates students' earlier learning and taps in to past experiences enhancing a reader to comprehend new information. Utilizing digital tools to support reading comprehension such as audiobooks e- books reading apps as the level of the learner's
4. Regarding with texts, during the text book preparation, particularly the selection of reading passages especial attention must be given in considering the level and interest of students. This is related to texts related factors. For the students' proficient interims of language usage teachers must be use simple and precise expression or use **explicit instruction**. Teachers are the tour guides in the class room to assist students. So, teachers do mentor and create attractive classroom environment for the interest of the students during reading lessons.
5. The student's reading ability was observed to be low. Therefore, the fact that reading is silent in the real situation, students should be given more practice in silent reading though reading aloud should not be totally abandoned. Identifying and addressing reading difficulty and teaching specific reading skills such as phonics, vocabulary, text comprehension.

6. REFERENCES

- Abinet, M. 2011. *Extensive Reading and Practice in Preparatory School*. Unpublished MA Thesis: Addis Ababa University.
- Atakilti, G. 2011. Factors affecting reading comprehension in two government schools. MA Thesis: Addis Ababa University.
- Abraham, P. 2002. *Skilled Reading: Top-down, bottom-up*. Field Notes, 10 (2).
- Alamirew, G. 2005. *Perception of Writing, Writing Instruction and Students' Writing Performance*. Unpublished PHD Dissertation: Addis Ababa University.
- Alderson, J. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.
- Allington, R. 2012. *The Best way to Prepare Students for High-Stakes Reading Assessments*. New England Reading Association: Newsletter.
- Andrej's, G. 2008. *Factors Influencing Reading Literacy at the Primary School Level*. Latvia: University of Latvia.
- Arif Sari Coban, 2002. *Reading Strategies of Successful Readers through the Three Phase Approach*. The Reading Matrix Vol.2, No.3.
- Bola, M. 2014. *Relationship between Reading Attitudes and Reading Comprehension*. USA: American Research Institute for Policy Development.
- Bright, J.A. and G. McGregor. 1972. *Teaching English as a second Language: Theory and Techniques*.
- Bern hart, EW.B. 1984. "Towards an Information Processing Perspective in Foreign Language Reading." *Modern Language Journal*. 68:322-331.
- Colet, N. 2017. *Effects of fluency training on reading competence in primary school Children: The role of prosody*. Learning Instruction
- Cress well, J. 2009. *Research Design: Qualitative and Quantitative Approaches*. London: Sage Publications.
- Catherine. Wallace. 1992. *Reading*. Oxford: Oxford University Press.
- Dombey, H. 2010. *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. Literacy, 44(1), 47.
- Dorney, Z. 2007. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford: OUP.

- Drucker, M. 2003. *What Reading Teachers Should Know About ESL Learners: The Reading Teacher*. Vol 57 (1): p.22-29.
- Elizabeth H. 2013. *Students Reading Attitudes in Relation to the Instructional Approach*
- Ebabu, T. 2013. *Perception of Writing, Writing Instruction and students writing performance*.
Unpublished PHD Dissertation: Addis Ababa University.
- Ferlazzo, L. 2008. The ELL teachers tool box: hundreds of practical ideas to support you
Students. <https://vk.com/doc16929061>.
- Genene, G. 2011. *Some Factors that Affect Students Reading Comprehension in EFL Learning in primary school*. Unpublished MA Thesis. Addis Ababa University.
- Grebe, W. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University press.
- Gonzalez. (2005). Funds of knowledge: Theorizing practices in Households, communities and Classrooms.
- Gamache's, T. (2011). *EFL Teachers Beliefs of Teaching Reading and Their Classroom Practice*.
Unpublished MA Thesis: Addis Ababa University.
- Haller, L. 2000. *Modeling Class Activities for Low-Level Literacy Learners*. Field Notes, 10 (2); fall 2000.
- Hesham S. 2005. *Teaching Reading Comprehension ESL/EFL Learners: The Reading Matrix*
Vol. 5, No. 2.
- Hedge, T. (2003). *Teaching & learning in the Language Classroom*. UK: OUP.
- Julian, H. (2009). *The Importance of Teaching Academic Reading Skills in First Year University Course*. Canada: Algoma University
- Keppler, L. (2016, May23). The background Building Controversy and the Common Core States Standards.www.parida.us/single
- Harmer, J. (1991) **The practice of English Teaching**. London Longman.
- McBurney, D. & White, T. (2007). *Research Methods*. New Delhi: Thomson Wadsworth.
- Michael, D. (2003). *The Effect of Primary English Readers on Reading Skill in Ethiopia*.
Pretoria: Pretoria University.
- MOE. 2015. Ethiopian Education and Training Policy.
- MOE.2015." New English for Ethiopia" Text Books. Addis Ababa, Ethiopia.

- Ministry of Education. 2011/12. English language syllabus for grade 7 and 8. Addis Ababa.
- N' Nnamdi, k. (2005) Guide to teaching reading at primary school. France UNESCO.
- Nuttall, C. 1961. Teaching Reading skill in foreign Language, London Heinemann.
- Nunan, D. 1999. Second Language Teaching and Learning. USA. Heinle & Heinle publisher.
- Nunan, D. 1988. The Learner-Centered Curriculum. Cambridge: Cambridge University Press.
- Solomon Tsagaye. 2000. Studied on Reading strategies of first year students at a university Collage in Ethiopia, for his Doctoral Dissertation, and Addis Ababa University, Addis Ababa, Ethiopia.
- Smith, F. 2004. Understanding reading: A psycholinguistic analysis of reading and learning to Read.
- Smith, F. 1985(2nd.ed.). Reading. Cambridge: Cambridge University Press.
- Thompson, D, 2001, Thesis on reading ability of students at tertiary and secondary school. Oxford University Press.
- Ur, P. 1996. A Course in Language Teaching: Practice and Theory, England: Cambridge University Press.
- Unal, E. (2010). *Analysis of Reading Attitudes of Elementary school students*. The New Educational Review, 22(3-4), 117-127.
- Wallace .1992. Reading. Cambridge: Cambridge University Press.
- William S, R. (1986) "Top Ten Principles for teaching Reading "ELT. **Journals** Vol.40.1.
- Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

7. APPENDIX
APPENDIX. A
QUESTIONNAIRE FOR STUDENTS

Dear students,

At present, I am conducting research on The Problems that students Face in Reading Comprehension in EFL Classroom. Good morning /Good afternoon. My name is Alemshet Zewdie. I came from Haramaya University School of Graduate Studies in order to investigate students 'reading comprehensive problems questions asked by the teacher Bate primary School. This questionnaire is designed to relevant data for the study. Thus, your response will have much contribution to the success of the research. You are therefore, kindly requested to read each stem carefully and give Argentine responses. I would like assure you that all information would be confidential and used for research purpose only. Here you are not required to write your name. Thank you very much!

Part- One: General information

1. School **Bate** 2. Grade and **section 8 A _ E**

Part- Two: Questionnaires for Students

1. How often do you read a passage comprehension in English Language classroom?
A. very often B. sometimes C. rarely D. never
2. How often do you have difficulty in finding unfamiliar word from a context?
A. very often B. sometimes Rarely D. never
3. Do you have difficulty in finding the core idea of the passage?
A. very often B. sometimes C. Rarely D. Never
4. How often do you skimming and scanning your passage comprehension during reading.
A. very often B. sometimes C. Rarely D. Never
5. Do you a Problem in finding Supportive details to the central idea of any passage comprehension
A. very often B. sometimes C. Rarely D. Never
6. How often does your teacher provide you with techniques and strategies for understanding a reading passage? A. very often B. sometimes C. Rarely D. Never
7. How often do you identify basic reference A. very often B. sometimes C. Rarely D. Never
- 8 How often do you understanding the vocabularies and word classes of speech in the class
A. very often B. sometimes C. Rarely D. Never

- 9 How often does your Involving in selecting texts short stories and different cataracts.
A. Very often B. sometimes C. Rarely D. Never
10. Do you read a passage or any paragraph in the class all of the time?
A. Very often B. sometimes C. Rarely D. Never
11. Are you interested in textbook reading comprehension questions? A. Yes B No
12. Are all students well motivated in teaching Reading Comprehension?
A. Yes, totally and strongly B. Yes, partially C. No, never D.I am not sure.
13. How often do you practice reading-comprehension-Questions the in textbook?
A. Always B. Often C. Sometimes D. Rarely E. Never
- 14.. Why domorestudentshaveless attention towards Pre-reading or Post-reading Comprehension
A. Lack of knowledge B. Lack of confidence
C. Because of shyness D. Lack of interest E. All
15. Are you always ready to be involved in reading comprehension Questions in
Your textbook?
A. Yes, totally B. Yes, partially C. No, never D. Unknown
- 16.. How often do you practice in reading Comprehension?
A. Often B. Always C. Sometimes D. Rarely E. Never
17. How do you receive the questions from the Reading Comprehension?
A. Very Good B. Average C. Very Low
18. Are you actively engaged in Reading Comprehension Questions?
A. Yes, I do. B. No, I don't.
- 19 To what extent you students are actively participating and practicing in
Reading Comprehension Questions so as to give more responses accordingly?
A. very often B. sometimes C. rarely D. never
20. Do you understand the passage well when you are engaged to read more?
Intensively? A. Yes, I do certainly. B. No, I don't.
21. What is the main problem that students face during Reading Comprehension classroom?
A. Text or passage difficulty. B. Poor ways of teaching the text. C. Unclear new words
or vocabulary. D. Less attention of the teacher in teaching passage. E. All
21. What are the factors that affect your reading comprehension in EFL classroom?
A. The teacher B. Physical environment C. Difficult text Student factor D. text factor.

APPENDIX _B

INTERVIEW QUESTIONS FOR ENGLISH TEACHERS

First of all, I would like to thank you for cooperation to come to the interview to respond to the question that I forward to your genuine responses is of a great help to my research that I am conducting.

1. Would you please, describe the teaching techniques or strategies that you think are more effective or enhance reading comprehension?
2. Do you think your students can understand the central idea of a reading comprehension if not, please give reason?
3. What type of perceptions are being happened by the students towards the comprehension questions from reading passage in EFL classroom?
4. Do you feed that the techniques of pre-reading while reading and post reading activities are of great help to your students in reading comprehension? If “yes” why so?
5. How many students are warmly and freely participating and practicing in reading comprehension questions?
6. How do you evaluate Grade 8 English textbook in terms of appropriateness and authenticity?
7. Are the texts and activities likely to be interesting and motivating to the students and also the EFL teachers?
8. Are the Reading Comprehension texts authentic well for a teacher and students? Is it attractive for both?
9. Does the textbook help comprehension, for instance: providing background information, giving pre-reading, while reading and post-reading questions?
10. Do you think your students have lack of desire to read comprehension as a result read less?
11. In pre-reading stage, what activities are performed by the students? Or what does a teacher do in pre-reading phase?
12. Is the reading material linked to other skills work? Especially listening and writing?
13. When students try to answer comprehension questions in post reading stage,
Do you encourage them to use and understand the text well?
14. Are your students well motivated when you teach textbook reading comprehension?
16. To what extent your students are actively practicing in the reading comprehension questions in the textbook?

APPINDIX - C

Sample of Researcher's observations in Reading Classroom

The main purpose of this observation checklist is to assess the Problems that students Face in Reading Comprehension in EFL Classroom.

This observation checklist has four specific parts: 1. (1-4) shows students' participations, ,perceptions and the teacher's roles in teaching reading comprehension and initiates the students; 2.(5-12) questions show that students' activities and teacher's performance in teaching reading comprehension; 3.(13-18) questions show that students' willingness and their performance of understanding the passage ; this question indicates that the problems from the teachers in preparing and asking questions in reading comprehension.

Name of the School Bate primary schools

Observation number 1 Number_of students__ No, M 29 F 31

1st =first round observation

Table 1: Students' perceptions and participations in reading comprehension

Classroom Observation Checklist for Grade8 Students

4= very high 3= high, 2= low, 1= very low

No	check list points	4	3	2	1
1	Students are showing interest in learning new vocabulary during reading.				
2	The teacher practices skimming and scanning during reading lessons				
3	The teacher asks pre-reading questions when students read in the class.				
4	How English Language teachers teach reading comprehension lessons.				
5	All students actively participate during reading tasks.				
6	The teacher motivated students to read the passage in the textbook				
7	The teacher practice skimming and scanning during the classroom reading				
8	The teacher guides students to use tittle, subtitle, heading picture etc. c				
9	Most students are tried to participate in reading or answering questions.				
10	Students are showing good interest in reading comprehension questions.				
11	Comprehension questions in textbook are at the end of the reading passage.				

12	Students are willing to read and comprehend the questions from their English textbook.				
13	Students are actively using and answering the questions from pre-reading and post-reading questions.				
14	The textbook does provide guidance on the initial presentation of passages for the reading comprehension?				
15	Many students understand what they read as much as possible.				
16	Students are able to comprehend what they are reading from the textbook.				
17	Students are interpreting the reading passage from English textbook.				
17.1	read silently				
17.2	read loudly				
17.3	read individually				
17.4	all the students read				
18	Students may face the difficulty of language in the textbook and fear when they read the passage.				

APPENDIX _ D

Textbook Analysis Check lists

No	Things to be analyzed	Yes	No
1	Do the reading passages provide stimulus to learning reading comprehension?		
2	Are reading texts and activities designed in a way which will allow students to express their own suggestions freely and communicate and cooperate in pairs or groups?		
3	Are the Reading Comprehension texts Authentic well for a teacher and students? Is it attractive for both?		
4	Do the textbook help comprehension, for instance: providing background information, giving pre-reading, while reading and post-reading questions?		
5	Does the textbook provide guidance on the initial presentation of passages for the reading comprehension?		
6	Are the reading texts appropriate (interesting, varied cultural acceptable, topical)?		
7	Is the reading material linked to other skills work? Especially listening and writing?		
8	Is there a focus on the development of reading comprehension and strategies?		
9	Are the texts appropriate to learner's need? Does it have credibility? (Face validity).		
10	Is the textbook reading passages used for presenting new language items (grammar and vocabulary), consolidating language work, etc.?		
11	Are the goals of the textbook reading activities/ tasks clear for EFL teachers and students?		
12	Does the task encourage students to apply classroom learning to the real world?		
13	Do the textbook reading passages understandable and make students having positive perceptions towards them?		
14	Does the text have well-designed comprehension activities?		
15	Do the reading texts make the students practice more and more in the skill?		
16	Are the texts and activities likely to be interesting and motivating to the students and also the EFL teachers?		

APPENDIX –E

Sample of Teachers' Interviews Transcription

Q1. Would you describe please the teaching technique and strategies that you think are more effective to increase reading comprehension?

Teacher1: I use the techniques which is selective and related to their level particularly in reading comprehension presentation and practicing.

Teacher2: I tell them simply to read different books stories and listen some recorded materials.

Teacher3: I use the most important and selective techniques like scanning and skimming to promote students reading ability but there are some problems such as students' lack of confidences and interest shortage of reference books which do not make them successful.

Q2. What do you think about Grade 8 English textbook Reading Comprehension and activities are suitable or relevant to the students in developing their reading skills with respect to?

a) The purposes of the activities

b) The topics of the textbook and nature of activities and their design

c) The language (grammar and vocabulary) of the texts

Teacher 1 :(A) Ok..... for me the texts are very attractive for the students to develop their reading skills. Most of them contain the three-reading phase common stages that mean pre-reading, during reading and post-reading. Therefore, these stages help the students to read more to understand effectively. As to me the purposes of the texts are also very good.

Teacher 2 :(A) I can say that most topics of the text are designed to motivate students though they do not want to read them. On the other hand, the reading texts language is relevant to the students' grade level. However, personally I have question regards poetry language as you know, even if I am a teacher, I still find it difficult to understand and therefore, poems should not be taught in grade 8 even not above grades students because there are multiple of meanings behind the words in the poem.

Teacher 3: (C) well the texts' language is written in context for students except some of that poetry language. The poems to me, the words and structures are all poetic. That means it is not normally spoken in everyday language. They are difficult to interpret and the language use is too complicated, which cause difficulty for both teachers and students. The students need to be proficient interims of language, at least intermediate level.

Q3. To what extent is the goal or goals of the reading comprehension activities/tasks clear to you and your students?

Teacher 2: As you know, the goals of reading activities are clear for the teachers however, not equally clear for learners. As you know teachers and students cannot understand equally aims of texts. It fails because of students' inability to use the language effectively out of the classroom. They only use the language in the classroom even most of them use their mother tongue to communicate in the classroom, so it is difficult to achieve the goal properly as it indicated in the textbook and teacher's guide.

Q4. Are reading passages associated with pre/while/post reading activities?

Teacher 1: Yea! As I have said earlier, most of them contain the three stages of reading that means pre-reading, while/during-reading and post-reading. Accordingly, texts that contain these stages help students to read more to understand effectively.

Teacher 2: All the three techniques or phases of reading are very important because they develop the students over all ability. They help them understand better contents Vocabularies from the given text and familiarize them to their own experiences.

Teacher: 3 Yes, the pre-reading while reading and post reading activities are of great help because learners need to be aware with the topic and get ready for reading the section.

Q5 Please gives reason for your student's low skill in reading comprehension? Describe the methods you apply to overcome this problem?

Teacher 1: They don't practice reading frequently because reading comprehension requires habitual activities. Most English teachers do not like to do so this is the main reason which contributes for the student's failure.

Teacher 2: In fact, students have poor back ground knowledge of reading skill. They have also lack of interest lack of supplementary materials in the library they do not read at home because they haven't developed the reading habit.

Teacher 3: Lack of experiences and interest they have a wide range of shortage of vocabulary.

Q6. Can your students identify basic information of reading comprehension? if not why give some reason?

Teacher 1: few of students cannot identify the basic information of reading comprehension passage because of their poor background reading ability.as a result the hate reading skill.

Teacher 2: They cannot identify the main information in a given passage because they usually do not understand the idea easily. This is mainly because of the facts that have lack of good knowledge of reading skill.

Teacher 3: They cannot identify because they have not strong enough and not been given adequate techniques and strategies.

Q7. Do you think your students can understand the central idea of the reading comprehension passage? If not please give areas 9 on.

Teacher 1: I am afraid; they cannot do so this is because of poor back ground knowledge and shortage of vocabulary capacity.

Teacher 2: No, they cannot understand the central idea of the passage the reason they have lack of reading techniques and strategies and also some students do not have text book.

Teacher 3: No, they cannot succeed in finding the main message of the reading comprehension passage because widely they lack reading interest and have less experience. They need a very long period of time to practice for understanding the idea.

APPENDIX- F
TEXTBOOK ANALYSIS RESULTS

The developments of textbook reading skills and strategies in Grade 8 English textbook

Units	Units Titles or Topics of the reading texts	Activities provided	Covered reading skills	Page no
1	Economic Activities in Rural Areas	Reading To Obtain Specific Information, Comprehending Text, Identifying Detailed Information and Summarizing	Skimming, Scanning and Summarizing	1
2	Types of Calendars History Of the Gregorian Calendar	Infer Meanings of New Words Using Contextual Clues and Or and Word Formation	Scanning, Inferring, Predicting and Skimming	12
3	Traffic Rules and Regulations Road Traffic Accident: A Major Public Health Problem in Ethiopia	Skimming The Text by Identifying the General Idea and New Words About Traffic Rules and Road Traffic Accident	Skimming, Scanning,	24
4	Animal Conservation The Five Endemic Animals of Ethiopia. The Lion and The Rabbit	Identifying Main Points by Skimming the Passage and Also Summarizing the Text.	Skimming, Scanning, Inferring, Summarizing	38
5	Livestock Farming	Reading A Pros and Cons of Advertising in Relation to The Product Ice Through Skimming or Scanning the Text.	Inferring, Skimming	59

6	Afforestation Poem Of Trees	Predicting Meanings of New Words Using Contextual Meaning Clues or Hint or Knowledge of Word Formation	Predicting, Scanning	74
7	Charity Volunteering To Help Special Needs Children	Reading Factual Articles and Identifying How People Support About the Children Those Have Special Need All Over the World.	Scanning, Guessing, Skimming and Paraphrasing	91
8	Personal Hygiene Principles Of Personal Hygiene	Reading About kinds of personal hygiene and Skimming the General Idea.	Summarizing , Scanning Paraphrasing &Skimming	108
9	Gender Equality Growing Up Equal	Reading More And More the Texts About, Growing Up Equal and Summarizing Their Features to Distinguish One from Another,	Summarizing paraphrasing Skimming Scanning	118
10	Computer Technology Machines With Memories	Reading More And More the Texts About Machines with Memories Use words contextually. Use adverbs and adjectives in communicative contexts	Skimming, Scanning and Summarizing and Guessing	131