



SCHOOL OF GRADUAETE STUDIES

***ASSESSING STUDENTS' READING SKILLS FOR ACADEMIC PURPOSE
IN GURAGE ZONE IN THE CASE OF TIYA SECONDARY SCHOOL GRADE
10TH STUDENTS IN FOCUS.***

MA THESIS

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IN GURAGE ZONE IN THE CASE OF TIYA SECONDARY SCHOOL
GRADE 10TH STUDENTS IN FOCUS.**

**A Thesis submitted to School of graduate studies in partial fulfillment of the
requirements for the degree of Master of Arts in teaching English as a Foreign
Language (TEFL).**

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DECLARATION

I the undersigned, declare that this MA thesis is my original work and has not been presented for a graduate program in any other University, and all sources of materials used for this thesis have been duly acknowledged.

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ABSTRACT

The main objective of this study is assessing students' reading skills for academic purpose in Gurage Zone in the case of Tiya secondary school grade 10th students. The researcher used descriptive research design. This was because as the researcher tried to describe the observed data which were collected through the three data collection tools (questionnaire, interview and observation). There were 200 students who have been attending their grade 10th education with four separate sections and there were four home room teachers and one English teacher who have been teaching them at Tiya secondary school. Of these, 30% (60) students were selected for this study. To achieve the intended objective of the study, four home room teachers and one English teacher were selected for interview purposefully and twelve(12) students also were selected for it in lottery method (simple random sampling technique).The researcher mainly used forty eight(48) students for questionnaire from the whole sections(12 students were selected randomly in each section). In addition to this, the researcher employed class room observation on English teacher at this school. The researcher mainly used questionnaire and interview as main tools for data collection and observation also used for cross-checking the data which were given in the questionnaire and interview.

The result of the study obtained in the questionnaire showed that English teacher mainly used teacher-centered teaching methodology in teaching reading skill. English teacher highly provided thatthe post reading tasks to the learners and the learners were less motivated to do the pre and while- reading tasks as well. Since English teacher's teaching reading was so poor, the learners were supposed to do only the given or the post reading task as they suggested. The data obtained from interview depicted that the learners have lack of vocabulary knowledge, lack of reading habit, and their irritated kind of early schooling(reading) background were mainly affected them unable to improve their reading skills and academic performance. In addition, the poor implementation of teaching reading skill was also made the learners unable to improve their reading skills and academic performances.

Similarly, the result obtained from the classroom observation revealed that teaching reading skill was given less emphasis as the English teacher used teacher-centered teaching methodology and as the learners did not get ample opportunities in guessing, predicting, analyzing and relating their prior knowledge with the existing knowledge.

In general, the students' lack of reading habit, lack of vocabulary knowledge, family (parents) work load, the irritated kind of their early schooling background and the poor implementation of English teacher's teaching reading skills were the major factors that hindered the students' reading skills for academic purpose in the case of Tiya secondary school grade 10th students. According to the results of the three instruments, it is possible to conclude that teaching reading skills at Tiya secondary school was very poor and it was given less emphasis. Hence, it is possible to recommend that reading skill should be taught in accordance with the students' involvements (student-centered teaching methodology).

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CHAPTER-ONE

1. INTRODUCTION

This study was concerned with assessing students' reading skill for academic purpose in the case of Tiya secondary schools grade 10th students in South Nation Nationality and people of Ethiopia Gurage Zone. The researcher has decided to choose this research title since Tiya School communities (teachers and workers) blamed grade tenth students in relation to their reading skills. Thus, the main purpose of this chapter was to set the back ground, statement of the problem, research questions, objectives of the study, significant of the study, delimitations of the study and finally limitations of the study were also defined in this chapter.

1.1. Background of the study

Reading is one of the four basic language skills and the life longer habits to get knowledge, skills and bring behavioral change. In relation to this idea, Mingsakoon (2003)states that the four language skills are tools to achieve English language proficiency, but that reading is more important than the other three skills as it is an important means of acquiring knowledge. The above literature indicates that reading is a powerful weapon for breaking the black curtain and acquiring knowledge and skills too. It encourages the teachers to teach and the students to learn their education as well. It has also the ability to raise interest, provide mental picture, speed understanding, and provide sharing experiences among the pupils. According to Malin (2010), reading solution cannot only engage students in the text but also helps them comprehend, critically analyze and enjoy the reading experience as a whole. From the above literature one can understand that reading has the tendency to remember what they have read (create mental picture in somebody's mind) and facilitate them to share learning experience among themselves.

Reading is also important to fill the learners' knowledge gap and bring academic achievement. To do this, teachers are expected to inspire the pupils to involve the reading tasks adequately in providing ample opportunities. They provide various opportunities to the learners to read, react, relate their prior knowledge and predict what is going on in the text since good language teaching-learning process through reading depends on motivation and good utilization of the opportunity.” Good language learning depends on at least three variables: aptitude, motivation

and opportunity (Robin1979,p17-18).” Besides Motivation is all power that pushes someone to do something (Nasution, 2000; as cited in Saefullah, 2011:291). The above two literatures indicate that facilitating effective language teaching - learning process and producing active and keen readers for achieving their academic purpose, the teachers should provide opportunities to them and the pupils also fully motivated to utilize their opportunities to practice and broaden their knowledge, skills and outlooks.

Effective readers use the opportunities to practically read and make it as a long life habits for filling and achieving their knowledge gaps and academic performance and reshaping their personalities. These kinds of learners are successful in their real life situation. On the other hand, passive readers neglect to utilize the given opportunities and they never understand even the main idea of the text. In light of this Atkins, et al. (1996: 39) states that —many secondary

school students lack reading proficiency which exhibits itself in slow and difficult in reading and poor comprehension. From the above literature, one can understand that passive readers get trouble in enhancing their reading skills and understanding the text easily. Due to this reason, they cannot improve their reading skills and the general usage of language proficiency. Generally, reading plays a crucial role in proving language proficiency and bringing academic achievement among the learners.

1.2. STATEMENT OF THE PROBLEM

Reading is an important instrument to dig out hidden information through silent way of looking, analyzing, interpreting and strengthening relationship with different text books. In relation to this idea, Richard.|1986:23| says that people who interact frequently with each other will generally worked out a reciprocal role which makes their patterns of conversational interaction, smooth and predictable. The above idea reflects that how reading has played great roles in making good relationship with the written materials or people. It is an important aspect of language for acquiring knowledge, skill and attitude; although the current generations have been neglected it. Regarding this, Nation (2005) states that reading is one of the most important academic skills needed by students. This means that reading plays a great role for promoting the learners’ reading skills and academic performances.

However, different experts and researchers have been exhaustively working to have awareness about the importance of reading skill for the current and the coming generations. As the researcher's experience or observation, teaching reading skill especially at Tiya secondary school grade ten students is so difficult. The fact is that there may be various factors which are related to their early schooling experience, families work load of the learners and their lack of general exposure to the reading skill hinder their motivation in reading as well as the overall usage of oral communication (academic knowledge).

In addition to this, personal factors like lack of reading habit, lack of vocabulary knowledge and over confidence enable the learners to enjoy walking inside and outside the class room rather than reading the text book. But Effective reading for academic purpose is achieved based on three crucial things. The first is the influence of parents on students. Parents are expected to monitor, control, and check the students' day today reading habits and their academic achievements. According to Clark and Akerman (2006), parents as "literacy teachers" for their children by engaging them in pleasure reading. The above literature indicates that parents (families) have the tendency to shape and reshape the learners' reading habits as well as their behaviors and their academic achievements through giving constructive advice. The second is also the influence of teachers on students. Teachers are also a motive force for the improvement of learners' reading skill and their academic achievements and the third and the last is the interest of self. Reading for academic purpose depends on personal or individual effort and self-motivation." Internally motivated/ success or failure/ is based on personal effort or ability (Robert, 2014:329). This means that the improvement of academic achievement and reading skill can be brought by the learners themselves.

In educational profession, reading needs self-interest, motivation and practical understanding of the written texts and its result is academic achievement. According to Jordaan (2011), reading as well as language competency is both the means and the end to educational achievement. From the above point, one can understand that having good language competency and reading habits bring academic achievement. On the other hand, passive readers may face difficulty to comprehend the reading text. If pupils' reading competencies are poor, then their writing competencies and their comprehension levels would also be poor (Botha et al., 2008). This literature indicates that having poor reading habit never facilitates a good level of understanding. As the researcher mentioned earlier, teachers teaching methodology may positively or negatively

affect the students' reading skill and their academic achievements. According to Botha et al. (2008) one of the complex factors resulting in pupils' poor reading, learning and achievement are the teachers because most of them are not trained well to teach basic reading skills. This means that teachers teaching quality is adversely impacted on the learners reading and academic achievement. He also added that the employment of unqualified language teachers has had a negative impact on the quality of teaching and learning of reading subjects in schools (Botha et al., 2008). This means that the teaching methodology of unqualified teachers is negatively impacted on the pupils' reading skills, academic achievements and their general utilization of the language.

However, having vocabulary knowledge facilitates the pupils understanding and their academic achievements. In relation to this idea, Caccamise and Snyder (2005) reported that vocabulary knowledge positively affects reading comprehension and academic performance. This means that students with having vocabulary knowledge enhance their comprehension skills. But this is impossible due to the learners' education foundation (early schooling background). According to Lindner (2008), most pupils have low reading abilities as a result of: primary school teachers' difficulties in moving beginning readers toward immediate reading skills, pupils' lack of exposure to reading strategies and the prevailing attitude among teachers towards reading strategies. This means that the teachers teaching methodology combine with the pupils' lack of exposure towards reading skill makes them below the standard level (Tiya grade tenth students).

However, one country can be developed if and only if we have educated and keen reader generations in the country. Economic growth that includes human capital is superior in its predictive power of growth (Mankiw et al., 1992). This means that one country can be developed if there is economic growth with educated human investment. To do this, reading is the means and end to generate fertile citizen in a country. To achieve this aspiration, the Ethiopia education and training policy and Ministry of Education combine with the Ethiopian higher institutions' experts have been exhaustively working to create fertile and good reader citizens in the country.

There are studies that have been done in the area of students' reading skills; for example, local researchers such as HailuGetaneh (2010) conducted a research in DebreBirhan University on Assessing Factors Affecting Secondary School Students' Reading Comprehension Skill North Shewa Zone Seladingay High School in Focus. Hailu showed in his study that students' poor background knowledge affects their reading comprehension skill. The findings of the study

revealed that the general students' poor background knowledge affects their reading comprehension skills. However, he did not answer what kind of specific factors hinder the weak ability of reading skill of the learners and ways of improving their academic achievement. Similarly, NardosHailu (2016) conducted a research in Addis Ababa University on students reading attitude, reading instruction and reading performances: in the case of grade ten students of EntotoAmba secondary school. The finding of her study showed that the students are reluctant to do reading task due to lack of motivation to do reading task which came from ineffective teaching-learning process of reading skills. But she did not answer which kind of specific factor hinders the students reading performance too.

In addition to these, Charles Alderson (2000) conducted a research in Cambridge University on assessing reading. He showed different techniques for assessment and for viewing reading development. The finding of his study depicted that the students have the problems of understanding the written text and they could not interpret it. But, he did not mention the specific factors which affect the learners' reading skills and their academic achievements. What makes the current study mainly different from the above mentioned researchers' works is that it mainly assesses the various specific factors such as parents-related, teacher- related and student-related factors that hinder the students' reading skills for academic achievements. The rational to do this study is that the research gaps which were mentioned in the above mentioned researchers recommendation work inspire the current researcher to see the specific factors. This study fills the gap through identifying factors that provide help for the improvement of the students' reading skills for academic purpose with having the following three basic research questions on grade 10thTiya secondary schools' students.

1.3. RESEARCH QUESTIONS

In order to achieve the mentioned objective, this study attempted to seek answers for the following basic research questions.

1. What are parents- related factors that hinder students' reading skills for academic purpose for grade 10th students?
2. What are teacher-related factors that affect the students reading skills for academic purpose for grade 10th students?

3. What are the students' related factors that hinder students' reading skills for academic achievement in grade 10th students?

1.4. OBJECTIVES OF THE STUDY

1.4.1. GENERAL OBJECTIVE

The general objective of this study would be assessing students' reading skill for academic purpose in the case of Tiya secondary school grade 10th students in 2015E.C.

1.4.2. SPECIFIC OBJECTIVES

Based on the general objectives, the study would have the following specific objectives. It specifically tried:

- To assess the family- related factors that hinder students' reading skills for academic purpose of grade 10th students.
- To identify major teacher related factors those hinder students' reading skills for academic purpose of grade 10th students.
- To find student related factors which affect the learners' reading skills for academic achievements of grade 10th students.

1.5. SIGNIFICANCE OF THE STUDY

The finding of this study would have great significances in giving information in the area of reading skills. It will help the students to have awareness about reading problems first and at the end how they can be successful in their academic achievement. It will help English language teachers who have been working in teaching profession to have clear image on the actual problems with respect to students' reading skills and their academic achievement and how they can exhaustively work and implement various teaching methodologies to enhance the learners' reading skills and their academic achievements as well. It also provides service for the students' families to have awareness how to help, check and monitor the students to be inspired on having positive attitude and good reading habit in their academic achievements. Finally, it will help the researchers provoke to do different investigations on students' reading skills for academic purpose.

1.6. DELIMITATIONS OF THE STUDY

The study focused on assessing students' reading skills for academic purpose in Gurage Zone in the case of Tiya Secondary school grade tenth students in focus. It is intended to assess problems (parent, teacher and student related problems) in which students and English language teacher faced for the improvement of reading skills for academic purpose. The study was conducted at Tiya secondary school specifically grade tenth students. The reason that is why this school has chosen is that since the researcher has been worked in Tiya secondary school for many times, the study doesn't take much time and money. In addition to this, since the researcher is familiar with the school communities (teachers, students' and students' parents), the researcher intended to get genuine information about this study. Finally, as the school communities raised complaints in relation to the current grade tenth students' basic language skills, the researcher intended to choose and assess only Tiya secondary school grade tenth students' reading skills for academic purpose.

1.7. LIMITATION OF THE STUDY

The study is hoped to have considerable constraints. Firstly, lack of cooperation of English teacher and home room teachers could be seen as a major limitation in this study. In Tiya secondary school, English teacher had felt anxiety and some kind of frustration when she had been observed and recorded her way of teaching reading lesson. Secondly, some of home room teachers were not okay for the interview which was needed much time for the researcher as making interview sessions were very difficult tasks. Thirdly, lack of time due to the interruption of actual classes and assessment and evaluation/designing and giving mid and final exams/ faced problems for the researcher to do this thesis with in the given time. Fourthly, lack of time and internet access to receive the comments from the advisors and send the edited thesis work was the main limitations. Since the study might have been needed much time and more reliable if and only if increase the length of the study.

CHAPTER TWO

2. Review of Related Literature

2.1. Definition of reading

Reading is one of the most useful macro skills in learning a foreign language. It is the foundation for effective learning (Cogmen&Saracagloglu, 2009, Moreillon, 2012). This means that reading is the back bone of sharing experience. It provides to achieve academic performance. In light of this, Solak& Altay (2014) said that reading skills are essential in the academic context. It means that reading has a great contribution for the teachers to teach academic subjects and the students to achieve their academic performances. It doesn't mean looking the written materials from the written texts, but it is also extracting meanings and a way of sharing experiences among the people. Effective readers have an exposure of sharing experiences and able to comprehend the written texts easily. They are able to relate the prior knowledge with the existing or actual class lesson. In the contrary, ineffective readers also have not the tendency to comprehend the text even to read the text. Therefore, the development of students' reading skills and their academic achievement basically being lowered or effective based on their tendency of reading habits as well. In light of this, Wells (2007) says "students' general educational achievements depend on mainly on their ability to read. The above literature indicates that in order to bring effective educational achievement, effective reading habit should be taken in to consideration.

On the other hand, inadequate readers also have the tendency to hate the text books .This makes them unable to read even in their mother tongues. Regarding to this idea, Nuttall (2005:58) stated that some students do not read efficiently even in their L1. That means that passive readers who have the tendency to neglect and hate the written materials. To harmonize these gaps, reading breaks such black curtain in which adequate readers foster their reading skills and academic performance. Therefore, the school teachers and students are expected to do jointly to improve the learners' reading skills and academic achievements.

2.2. Reading Comprehension

Reading comprehension is the level of understanding the written materials with having prior knowledge and the existing knowledge. When reader reads the written materials, he/she has the tendency to build meanings by connecting the prior knowledge with the existing knowledge. In light of this, Vacca, Vacca& Gove (1991) said that readers build meaning by connecting new knowledge to knowledge they already possess. This means that in order to comprehend the written text, the readers need to have background knowledge. In order to understand the written text, the reader does not only have background knowledge but they also have knowledge about the written text. According to Vacca, Vacca and Gove (1991) “reading comprehension involves relating textual information to pre-existing knowledge structures or schemata.” It means that it is a process of comprehending the written text by combining with the prior knowledge. When readers relate the prior knowledge and the existing knowledge with knowledge about the text, they have the tendency to guess, and predict the story before they read it. In light of this, Grellet(1981) asserts that reading comprehension is an active skill which involves guessing, predicting, confirming and questioning one self. This means that ~~how~~ reading comprehension needs critical attention in which readers actively engage in previewing, overviewing and reviewing the story or written materials and finally examining themselves what they have comprehend from story.

Adequate readers do this effectively. On the other hand, reading is meaningless without comprehension. According to Hoover, Wesley & Gough (1990) “students are not reading if they cannot decode words that they would ordinarily recognize and understand if they heard them spoken out loud. This means that in order to understand the reading text, students need to have the ability to decode the reading text as well. To do this, the pupils should be rich in vocabulary knowledge. In relation to this idea, Hirsch 2003:10-20) said that students who already know 90-95% of words in a text are able to get the main idea of the text and therefore, to guess correctly the remaining unfamiliar words meaning, on the opposite, those who know only 10% of words in a text do not comprehend the passage. From the above literature, one can understand that ~~how~~ vocabulary knowledge is very important to understand the reading text. However, learners with poor vocabulary knowledge are able to face difficulties to comprehend the reading texts. This makes them unable to guess, predict and interpret the reading text. To harmonize the knowledge gaps, reading plays a crucial role in promoting learning and facilitating to have background

knowledge, reading experience and comprehending the reading texts easily. To this end, to develop the learners reading knowledge, reading experience, and achieve their academic performance, reading comprehension should be taken into consideration.

2.3. Types of Reading

Every individual is able to read magazine, newspaper, brochures, Journals, etc. for many purposes. For example, one can read for achieving academic performance or enjoyment. To do this, the readers should know the types of reading.

2.3.1. Intensive Reading

One can read intensively to achieve the overall academic performance. While the learners are reading intensively, they are able to infer the meaning of words, semantic, pragmatic, and the overall grammatical aspects. This makes the learners to be successful in their language and academic performance. In relation to this idea, Oberholzer (2005) and Oyetunji (2011) said that reading is crucial to the academic success of pupils and to the growth of nation. It means that how intensive reading is very vital tool for achieving academic performance and the growth of nation. Learners can be empowered their cognitive, psycho motor, and affective domain through intensive reading. To this end, such type of reading is very important for ensuring the learners effectiveness in all subjects.

2.3.2. Extensive Reading

Students may feel boring in educational setting, but extensive reading is a welcome break for making them to be happy or enjoyable. This kind of reading is going on for bringing pleasure on learners. Reading for enjoyment facilitates the learners' ability to retain, speed understanding, create mental picture, and to have a sense of reading habit. The teacher may encourage them to promote the above activities in educational setting. In doing extensive type of reading, the teachers pave the way how the students can read, why they read by providing reading tasks and they find themselves in developing their reading habit and being fun in doing reading tasks. In doing to do so, students are able to develop the sense of reading habit and their self-confidence. Learners develop extensive reading if and only if they are able to give new reading materials and

to be motivated. In light of this, Bowen et al (1985:240) said that it is good to give the learners new materials to read aloud. It means that new reading materials inspire the learners to read more and they create good mood or feeling. Therefore, teachers as expert, they should exhaustively work with their students to foster both intensive and extensive kinds of reading.

2.3.3. Skimming

Skimming is a way of reading a text quickly to get the general idea (gist) of the reading text. In light of this, Wallace (1993:293) characterizes skimming as skill, which consists of quickly running one's eyes across a whole text to get a general idea or gist of the text. The above literature depicts that it is a rapid way of reading in which the reader extracts the overall idea of the reading text. Effective readers are able to identify how and where the gist of reading text is found in the given reading text. The gist of the reading text is commonly found either the introductory part or the concluding part or both parts. On the other hand, insufficient readers are not only able to identify the general idea of the reading text but also they do never understand the reading text. Hence, they are expected to have plenty of effort and practice to get the gist of reading text. Therefore, English teacher is highly worked to show the right way and practically monitored the learners to extract it as well.

2.3.4. Scanning

Scanning is an important way of rapid reading skill to extract a specific idea of the reading text. Regarding to this idea, Mei-yun (1994) claims that "scanning is a useful skill to locate specific items of information, such as data, a key word, a figure or name". From the above literature, one can understand that it is very crucial technique for finding a specific point or idea in the reading text. Hence, effective readers are able to extract it in the given reading text easily. However, inadequate readers are not only able to extract a specific idea but also they are not able to understand the reading text practically since they cannot read it carefully. Generally, English teacher is expected to do exhaustively with such kinds of learners to show the right way and invite them to extract a specific idea of a reading text properly.

2.4. Problems in teaching of reading

As far as new methodologies are offered to the high teachers, the teaching of reading skills and the students reading and academic performance are not improved yet. According to Yadav /2014/problems and challenges in teaching reading makes reading is boring due to the insufficient preparation in teaching reading, lack of motivation to read, lack of schema activation and low reading habit and culture. The above literature indicates that how the teachers teaching methodology enables the learners to face many difficulties in learning reading skills and foster their academic performance. In light of this, Njie (2013), Lucas (2011) & Harrington((2001) said that most pupils have poor literacy skills as a result of teachers' incompetency and the poor teaching methodology they use to teach reading in class. It means that how the teachers' way of teaching reading and their low competency is negatively impacted on students' reading skills and academic performance. In fact the problems and challenges of teaching reading skill is not only the concern of the teachers but also the problems of the students too. In relation to this idea, Robertson (2009) said that pupils' inability to hear or produce a new sound in a second language has also been as one of the challenges with which the teachers may face in teaching reading strategies in class. This means that how learners' reading inability makes the teachers unable to implement effective teaching methodology of reading.

Teachers as expert, they are expected to design the pre-reading tasks for the learners to check their pre-existing knowledge and invite them to guess and predict what is going on next in the reading text. Similarly, they are expected to design and give the while and post reading tasks for the learners to tell the main idea of reading text and summarize the main points about reading text. Such kinds of tasks enable the learners to have positive attitude and a sense of loving to do reading task and foster their reading and academic performance, but lack of implementing the above mentioned tasks faces problems and challenges in learning reading skill. To minimize such kind of issues, the teachers should worry and provide techniques and inspire the learners to be active readers and reading skill as well as academic performance.

2.5. The importance of reading

As far as human body needs food, human mind also needs reading to widen his /her thinking ability, knowledge, skill as well as to have positive outlook. Reading is good for every person, because it improves the readers'/learners'\ focus, memory empathy, communication skills,

reduces stress, gives mental health and helps the person to live longer and to be successful in life. According to Darrel and Oberholzer (2005) “reading is a basic life skill and a corner stone for success at school and throughout life.” This means that reading is very vital skill to be effective in education in particular and human life in general. This can be effective if and only if the learners are able to read sufficiently and independently. In the contrary, if the students are unable to read sufficiently and independently, they never be effective in their real life situation. To harmonize life and success, reading has played a great contribution or role. Generally, reading has a paramount importance for the success of human being and every individual considers it as a way of success.

2.6. The Role of the Teacher in teaching reading skill

It is clear that creating the best conditions (good atmosphere) for language teaching and learning activity depends on teachers. Qualified teacher is able understand his/her learners reading skills, critically assess the students’ progress, give constructive advice how they read and where they read, and pave the way how to develop their reading skills and achieve academic performance. In light of this, Harrington (2001) said that the most significant factor in students’ learning is the quality of teacher. It means that how teacher is an agent for the development of learners reading skills and their academic achievement. The fact that they are able to act as motivator, organizer, facilitator, and monitor roles in the teaching and learning of reading skills. They are able to invite their learners to do vocabulary tasks to guess and create meaning, relate the current class lesson with their prior knowledge or experience, and recall what they read. This makes them to be independent and effective readers /learners\}. Effective and independent learners usually inspire to develop their reading and academic performances.

On the other hand, unqualified teacher is positively or negatively influenced on students’ reading and academic performance. In light of this, Carlisle, Correnti, Phelps, & Zeng (2009) argued that teachers’ knowledge and experience can positively or negatively influence students’ reading performance and achievement in regular classroom situation. This means that the students’ reading skills and academic performance mainly depends on the quality and teaching experience of teachers. Generally, since teachers are a mirror of the societies, they should inspire the learners to love and do reading skills and achieve their academic performance. To do this, the teacher should play the following major roles.

2.6.1. Organizer

Organization is one of the major teachers' roles in performing successful teaching and learning process of reading skill. According to Harmer (1991:239) "The success of many activities depends on good organization and on the students knowing exactly what they are to do." One can understand that, good organization and students' exposure towards reading are the major determinant things for providing and fostering the learners reading skill for academic performance. So teachers should organize reading task and motivate the students to involve actively in the classroom for their reading tasks. Harmer (1991:239) points out that "The main aim of the teacher when organizing an activity is to tell the students what they are going to talk about(or write or read about), give clear instructions about what exactly their tasks is get the activity going and then organize feedback when it is over. The above idea describes that how teacher is a discussion leader who structures the reading task by establishing conducive environment for the learners, setting boundaries and facilitating instructions. Ausubel (1963) cited to Harmer (1991:477) also added that advance organizer is useful in thinking about how to structure presentation, advance organizer tells the students what they will be learning before the instruction begins. It means that the success or failure of the students in teaching learning reading skill basically depends on good organization of teacher on students.

2.6.2. Motivator

In the teaching and learning of reading lesson, creating motivation is an important criterion to perform a task. In teaching and learning profession, motivation is a welcome break for enjoying the learners which can be taken before the teacher starts the lesson. This enables the learners to be curious to involve the designed task. Using effective motivational strategies, however, teachers can help ensure that the students will be receptive not only to academic activity but will engaging them actively and try to develop the knowledge or skills that the activities were designed to teach (Brophy, 1987:305). The above literature indicates that how using motivation in the teaching- learning process is very important to effectively facilitate students' reading skills and academic performance. Excellent teacher encourages the learners to use their ability/talent\ in reading the text, extracting meanings from the text, extracting the central idea of the text, and predicting what is going next in text/story\). This kind of task activates the learners to do more tasks and develop their reading skills and academic performance. In light of this, 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, sub headings, photographs, identifying text structure, previewing, etc.” It means that teachers can activate the learners’ schema by inviting various reading tasks in the regular class. So the teacher as motivator, he/she is expected to inspire the learners do more in reading tasks to achieve academic performance since Motivation is a need or a desire that causes a person to act (Joseph, 1994:14|. This means that how motivation is very crucial for performing any tasks in line with education.

2.7. Factors Affecting Reading Skills

In the teaching –learning process, the students reading skills can be succeeded or failed based on three determinant factors. These are:

2.7.1. Parents- related factors

Parents play a great role for the effectiveness of students’ reading skill for their academic achievement. Clerk and Akerman (2006) considered parents as “literacy teachers” for their children by engaging them in pleasure reading. This means that families (parents) have the tendency to shape their pupils through giving constructive advice, following the learners’ day today activities, monitoring their actual work in relation to reading skills and academic achievementsby combining with their teachers. Therefore they should encourage the pupils to be enthusiastic and to have interest about reading skills as well as the General academic achievement. On the other hand, parents may be adversely affected the learners reading skills for academic achievement. Families (parents) might be simply having a habit for sending their pupils to school, but they never follow up the learners’ school waiting, never give constructive advice and shape and reshape their behaviors with having school teachers. In relation to this idea, Shapiro and Whitney (1997) said that the encouragement from parents was the factor which differentiated between enthusiastic and reluctant reader. This means that the role of parents is crucial for the improvement of students’ reading skill and their academic achievement and vice versal.

In addition to these parents’ (families) social and economic status may affect the learners’ reading skill and their general academic achievements. Family income was statistically founded

significant with reading, writing and listening of students (Hartas, 2012). This means that low economic status is negatively influenced the students reading skill and their academic performance. Unless families or parents fulfill the pupils' basic need especially learning materials and other necessary things, they never inspire to do different day work during the lesson and after the class by neglecting their reading task. Therefore, the school teachers are expected to have strong relationship with the students' family (parents) to enrich their reading skills and academic achievement as a whole

2.7.2 Teacher related factors

In the teaching-learning profession, creating the best condition (atmosphere) for effective teaching reading skill to the pupils depends on teachers since teachers are organizers. According to Harmer (1991:239) "the success of many activities depends on good organization and on the students knowing exactly what they are to do." This means that good organization and students' participation in line with reading task are the most important things to enable their reading skills and academic performance. So teachers should organize different activities and motivate the pupils to involve actively in the classroom and outside the classroom reading tasks. Harmer (1991:239) points out that, the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about /or write or read about/, give clear instructions about what exactly their tasks is get the activity going and then organize feedback when it is over. This means that how teachers are discussion leaders, who pave the way, structure the discussion by establishing interest, setting boundary and facilitating interaction in line with students' reading skills and their academic achievements.

On the other hand, teachers teaching quality may be affected the learners' reading skills and their academic achievements. According to Lindner (2008) and Njie(2013) both believe that the lack of exposure to reading strategies in class and the use of poor teaching methodologies by language teachers are some of the reasons why pupils have poor reading skills. One can understand that unable to create good atmosphere /conducive environment\ for teaching reading skills to the learners' results in the learners' passive readers. Therefore, as an expert, teachers are expected to create various opportunities for the pupils to pave the way how to motivate, react, participate, and actively involved in the reading task with supportive environment enhances their reading skills and academic performance. In relation to this idea, Greaney and Hegarty (1987)

commented that the children with supportive environment for reading were taking reading as pleasure. This means that in order to improve the students' reading skill and their academic performance, the teacher's contribution and supportive environment should be taken into consideration. Generally, since reading has paramount importance for the success of teachers and students at school and throughout their actual life, they are expected to work exhaustively and cooperatively.

2.7.3. Student related factors

As far as the reading habit of each individual is varied, the level of reading comprehension is also varied. This might be the learners themselves. As it is widely accepted, the effectiveness of reading skill for academic performance depends on students' motivation. Students' reading motivation is a key factor associated with their reading performance (Lepper, Corpus, &Iyengar, 2005). This means that the pupils' reading skills and their academic achievements mainly enabled by their reading motivation. In addition to this, Hansen (2016, pp.20) states that Students with high motivation invest more effort and concentration in reading than students with low reading motivation, and they portray more perseverance and ability to handle and overcome challenges in reading process, resulting in reading excessively more than readers with low motivation. At the same time, more motivated readers are likely to apply more strategies and work harder at building meaning. This means that self-motivation facilitates and enables the learners to engage the reading tasks and this task facilitates to achieve their academic performance. Therefore, students with high motivation are adequately able to guess, predict and interpret the text with their prior knowledge.

On the contrary, the students' inadequate reading habit is highly affected their reading skills in general and their academic achievement in particular. According to Sanford (2015) and Robertson (2009), one key factor that impedes pupils' reading ability is their inability to process the individual sounds of letters which is needed for word recognition. This means that the students' inadequate reading habit is one crucial factor for the low level of their reading skills and academic achievements. Robertson (2009) is also added in line with this point that pupils' inability to hear or produce a new sound in a second language has also been as one of the challenges with which the teachers may face in the teaching reading strategies in class. It means that lack of students' motivation and reading habit results in inability to of producing new sounds

or words in the normal class. This may happen due to the teachers teaching methodology as well as the students themselves. Regarding to this idea, Njie&Rany (2013) assert that most pupils have low reading ability as a result of: lack of effective learning strategies, their unwillingness and lack of motivation to learn how to read. This means that the teachers' teaching strategies and the students' low reading interest and habit, and motivation are highly challenged then to be passive readers and unable to improve their reading skills and academic performance.

Therefore, the students as learners are expected to have high motivation, interest and adequate reading habit and the teachers as experts are expected to motivate and create opportunities to involve the pupils in reading tasks so as to enhance their reading comprehension as well as their general usage of English language. Reading motivation is very important for learners and it increases learners' reading comprehension (Grabe&Steller, 2001). It means that in order to improve the students' reading skills and reading comprehension, having adequate reading motivation and reading habit should be taken in to consideration.

2.7.4. Vocabulary

Vocabulary knowledge is one of the most important things in which learners empowering their reading skills and their academic performance. It facilitates to have adequate read habit and reading comprehension. Good vocabulary knowledge will ascertain reading development which will lead to increased reading comprehension (Hansen, 2016, pp.19). It means that having vocabulary knowledge has the tendency to guess, predict and interpret the text and improve the learners' reading habits. Students with having vocabulary knowledge are able to relate the prior knowledge and rushed to read more to know new word meaning. This makes him/her to develop his/her reading skills and academic performances. In the contrary, students with low vocabulary knowledge may get trouble in comprehending the word meaning. According to John (2005:2) Students who lack adequate vocabulary knowledge have difficulty of getting meaning from what they read, so they read less because they find reading difficult. One can understand from the above point is that vocabulary knowledge facilitates reading habit and reading skills and lack of its knowledge also facilitates to hate and neglect reading text and reading skills too. Wilkins (1972) also states that: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to sayWhile without grammar very little can be conveyed, without vocabulary nothing can be conveyed" p9.

This means that vocabulary play a great role to produce grammatical sentences and comprehend the meaning of the reading text.

2.7.5. Memory

As far as every person is different, their ability to store information in their memory is different. Adequate readers have the tendency to store information in their memory since they are able to involve in the reading task. According to Nuttall (2005), one characteristics of an efficient reader, is the ability to chunk a text in to sense units, each consists of several words and each chunk is taken in by one fixation of the eye. From the above literature, one can infer that effective readers are having abilities to grasp and store information in their mind as they see the reading text. Working memory helps pupils to activate prior knowledge about a topic while reading or using context clues to determine the meaning of a word (Alloway et al.& Swanson et al., 2009). It means that pupils who are actively engaged in reading have the tendency to store information in their memory and guess the meaning of word and their working memory intensifies to relate and use their prior knowledge with the regular classroom lesson. In the contrary, poor working memory does not have the tendency to store information and it does not invite the learners to read sufficiently. Therefore students as learners should highly work their memory to activate and foster their reading skills and academic performance since reading and memory are two side of one coin.

2.8. Ways of successful teaching reading skill

2.8.1 Giving constructive advice to read

Teacher is an agent for creating fun and motivation in involving the learners in teaching reading skills. They should know for what they are going to teach and what the learners involve in the reading task. They should advise what kind of supportive environment is important, what kind of text book and what kind of teaching methodology and strategy is enjoyable for the learners to develop their reading skills and academic performance. In light of this, Greaney and Hegarty (1987) said that the children with supportive environment for reading were taking reading as pleasure. The above literature indicates that teachers are expected to show the right way and the right task for the pupils how to involve in reading task and improve their reading skills and academic performance. As the teachers motivate the learners through constructive advice and

invite them to involve in the reading task, the learners' reading comprehension is able to facilitate and improve. According to Guthrie & Cox (2001), motivating factors can affect reading frequency and engagement, which in turn influence comprehension. This means that motivating the pupils in the teaching learning process facilitates their level comprehension and participation in reading and academic performance

In the contrary, ineffective learners take the teachers constructive advice as a joke. The fact is they consider the lesson as enjoying their life. But they never give emphasis on reading and academic performance. In light of this, Pardo (2004:273) said that less motivated readers are not as likely to work as hard, and the meaning they create will not be as powerful as if they were not highly motivated. This means that students who are in adequate readers never be effective in improving their reading and academic performances. Therefore, the teacher as an expert is expected to fill the effective and ineffective readers' gaps to foster their reading skills and academic performance as well.

2.8.2. Encouraging to Engage Pupils to become active Readers

As we are coming in different backgrounds, our level of reading habit is also different. Bringing the students in the same kind of reading mood or habit is a difficult task that needs much effort for teachers. Regarding to this idea, Malin (2010) says "to encourage all students to become readers, they need to assume the creative attitudes and literate behaviors of engaged readers. It means that in order to have effective readers, professional experience and students' good psychological outlook is needed. Basically the best way for enhancing the pupils' reading skills and academic performance is self-interest/motivation". According to McRea & Guthrie (2009) the best type of motivation to stimulate reading in pupil is the internal motivation/intrinsic motivation where pupils' own interest in reading is what makes them to read. This means that to become effective readers, the students' interest is vital to accomplish it. The learners' self-motivation does not only mean make them effective readers, but also the teachers' teaching methodology and experience enable them to be adequate readers. According to Chall, Jacobs & Baldwin (1990) both teachers' qualification and experience can have an impact on reading achievement. It means that the teachers' way of teaching experience combine with the pupils' interest play a great role to be good readers and develop reading skills and academic performance.

To do this, the teachers should provide various opportunities to the pupils and the students should be keen to read different text books that result in to be competent and highly achievable readers. Generally, in order to be adequate readers and enhance the learners' reading skills, the teachers and students are highly motivated and exhaustively worked cooperatively for the development of their reading skills and academic performance.

CHAPTER- THREE

3. RESEARCH DESIGN AND METHODOLOGY

As mentioned in chapter one, the study mainly focused on assessing students' reading skills for academic purpose in Gurage Zone in the case of Tiya secondary grade 10th students focus. In order to achieve this purpose, collecting the data which would enable the researcher to reach the suggested problems and it gave final treatment. This chapter incorporated and presented the research design, the research approach, the research setting, the population of the study, sampling techniques and sample size, data gathering instruments, data collection procedures, method of data analysis and ethical consideration.

3.1. Research Design

Since the study is mainly concerned with describing the observed data through questionnaire, interview and class room observation, the researcher employed descriptive research design to assess the students' reading skills for academic achievement. Since the quantitative data which was collected through questionnaire that was analyzed in tabulation through quantitative way and qualitative way in word, the researcher intended to use descriptive research design.

3.2. RESEARCH APPROACH

In order to achieve the intended objectives of the study, the researcher employed mixed research approach/quantitative and qualitative\ through incorporating both quantitative and qualitative methods. Under mixed approach, the researcher intended to use concurrent research design. This is because the researcher collected the quantitative data from questionnaire and qualitative data from interview at the same day and analyzed it as the researcher had finished in collecting all the data. The quantitative/numerical/ data were collected from the participants through questionnaire and the qualitative data also collected from the participants through interview to elaborate the initial quantitative result. So the researcher employed both quantitative and qualitative methods to achieve the intended objective of the study.

3.3. Research Setting

Tiya secondary School was chosen to be the setting of the study. The school is found in North East Gurage Zone, in Southern Nation Nationalities and people Regional State. It is located in North wards of the town of Butajira with having the distance of 46 km from it. It is also located south wards away from the capital city of Ethiopia, Addis Ababa, with the distance of 86 km. In order to facilitate the data collection process, the school is purposefully chosen for the study as the researcher has been engaged in teaching there as regularly duty.

3.4. THE POPULATION OF THE STUDY

As the researcher has been working in Tiya secondary school and familiar with the school students, and teachers and the school communities especially teachers blamed on grade 10th students' basic language skills especially their reading skill for academic purpose, the researcher intended to choose this school grade 10th students, English language teacher and home room teachers as a participants. There were 200 grade ten (10th) students who have been attending their education in the current academic year (2015E.C). All these students were assigned to attend their education into four separate sections. Since the participants considered the researcher as their father, the researcher would get genuine information from them about the study.

3.5. SAMPLING AND SAMPLE TECHNIQUES

Since there were four sections of grade 10th students in Tiya secondary school, the researcher employed simple random sampling technique to give the population equal opportunity to participate in the data gathering process. Since simple random sampling technique is vital in enabling the researcher to give unbiased opportunity of participation to the target population and to obtain sample from total population, the researcher intended to use this sampling technique. There were two hundred (200) grade ten students in Tiya secondary school. Of these students, the researcher would select 30% (60 students) out of the total population. Of these, forty-eight (48) students would participate in answering the questionnaire, and the remaining twelve (12) students would answer the interview. Similarly, interview would be used to gather relevant data from the school's English Language teacher and homeroom teachers as their numbers are limited and manageable. As the home room teachers had been considered as their father or mother by the

students and they interact friendly with them, the researcher took them as participants. In the school, there were four home room teachers and only one English Language teacher. Hence, the researcher purposefully used all of them to get their opinions in order to get a reasonable data for the study. In this research, purposive sampling technique would be used to select teachers for the observation and interview. Since there were manageable number of teachers (only one English teacher and four homeroom teachers), the researcher purposefully used them as respondents. When the researcher dispatched the questionnaire, the students would participate in answering the questionnaire and give back to the researcher in that day.

3.6. DATA COLLECTION INSTRUMENTS [TOOLS]

In this study, the researcher employed questionnaire, interview and classroom observation to gather sufficient information. To obtain more accurate and genuine responses, the researcher would employ questionnaire, interview and observation from the selected students and teachers. The reason that why these data collection tools were used in this study was that since the researcher intended to cross check the quantitative data which got from the students questionnaire through interview and observation.

3.6.1. Questionnaire

In this research work, both closed-ended and open ended questionnaire would be used as a major data collecting Instrument. This is because the students revealed their problems and challenges in written form in line with reading skills and academic achievements. Moreover, questionnaires are popular for gathering descriptive information and are less expensive. The purpose of undertaking this questionnaire was to assess the students' reading skills for academic purpose problems. The questionnaire was design to assess what kind of problems faced the learners which made them ineffectively implement the reading task. For this purpose, twenty (21) items of questionnaires would be prepared. The questionnaire was designed in one version and it would forward side-by-side to the target respondents to whom they filled the original version of the questionnaire and returned back to the researcher in one day. Lastly, the data obtained through the questionnaire would be analyzed quantitatively to get the intended result. In doing so, the researcher intended to cross check the result obtained through the questionnaire with that of the remaining data gathering tools.

3.6.2. Interview

In this study, the researcher designed and made six(6) interview questions for one English teacher, four(4) interview questions for four homeroom teachers and ten (10) interview questions also for twelve (12) Tiya secondary school grade 10th students. In doing so, the researcher used a semi structured interview to collect pertinent data from the above mentioned participants. This is because using a semi structured interview allows the respondents to give responses freely and it is important to the researcher to cross-check the data which were collected from the questionnaire. The interview questions were designed in only one version (in English).

3.6.3. Class room Observation

In this study, the researcher intended to use class room observation to cross-check the quantitative data with qualitative data. As Class room observation is important in descriptive and other qualitative research for collecting genuine and pertinent data on teacher's behaviors in the actual setting (seliger&shohamy 1989). So, in order to gather genuine and relevant information from reading lessons/ in English language classes\, semi structured observation checklists would be employed. Therefore the researcher observed one English teacher for six day or times in designing nine (9) observation check list questions. This was because the researcher fully intended to get genuine information about the study and the problems which would be easily identified and cross checked with in six days classroom observation.

3.7. DATA COLLECTION PROCEDURES

To get satisfactory data, first the questionnaires|21 questionnaires) would be designed and forwarded to forty eight (48) Tiya secondary grade 10th students and 10 interview questions would be administered to both English teacher (6 questions) and four home room teachers (4 questions) , which were designed in English since the questionnaires were short and clear. Then the interview would be carried out by the researcher for the participants to check the information that would be gathered from the questionnaire and it would be cross- checked through class room observation.

3.8. Method of Data Analysis

The data wereobtained through the above mentioned instruments. That was to say, the data collected through questionnaires; interview and class room observation and they analyzed and interpreted carefully by using both quantitative and qualitative methods. The researcher collected

adequate information from the respondents and analyzed and interpreted them in a tabular form by using numbers and the form of percentages. This means that the researcher analyzed and interpreted the calculated data by using quantitative data analysis in the form of tabulation. On the other hand, the researcher interpreted the data by using qualitative data analysis method that was collected through class room observation and interview. The qualitative data were analyzed in word in descriptive way.

3.9. Ethical Consideration

Collecting data through whatever any methods need some ethical consideration. According to this idea, Sandures et al. (2007:131) said that collecting data through any of the methods may involve some ethical issues in relation to the participants and the researcher. This means that when the researcher collected data, he/she had been considered the participants right and welfare (safety) as well. Accordingly, the researcher highly considered the respondents rights during the questionnaire, interview and observation time. In light of this, the researcher basically gave priority for their voluntariness, and interest in giving the data. The researcher gave awareness how they had given the data through questionnaire, interview and observation freely. Therefore, the data collection process went on based on the participants' voluntariness and interest.

3.9.1. Validity and Reliability of instruments

In order to maintain (keep) the validity and reliability of instruments, conducting a pilot study is necessary. Accordingly, a pilot study was conducted on two English and Biology teachers who have taught in grade 12th and 11th students at Tiya secondary school. In doing to do so, the questions which had been designed for students' questionnaire, interview and classroom observation were commented and chosen by those two English and Biology teachers who have taught in Tiya secondary school. Basically there were 25 question items designed for students' questionnaire, 22 interview question items, and 9 classroom observation question items designed for the learners and home room teachers. Of these, those teachers have chosen 21 question items for students' questionnaire, 20 question items for students', one English teacher and four homeroom teachers' interview and 9 question items also have chosen for English teacher's classroom observation check list. This helps the researcher to decide whether the instrument (question item) is measuring what it is supposed to measure and to take necessary correction if there is any ambiguity. It also helps the researcher to judge whether or not the content of the

designed question items are right to measure the participants. This attempt was clearly made to ensure the face validity and content validity in line with the reliability of instruments.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This study was mainly focused on assessing students reading skills for academic purpose in Gurage Zone grade 10th students in the case of Tiya secondary school. This section has presented different data which were explored or obtained through students' questionnaire, students' interview, English teacher and home room teachers' interview and class room observation. The data collected through questionnaire specifically the close ended questions analyzed in tabulated using percentage and the open ended questions also analyzed in word qualitatively. As mentioned earlier in chapter three, there were one English teacher, four home room teachers and twelve (12) students who were interviewed and forty eight (48) sample grade 10th students who were responded the questionnaire in Tiya secondary school. Therefore, the three basic questions which rose in chapter one are given treatment in this study (chapter).

4.2. Responses of the students' questionnaires

The following data which had been obtained from Tiya secondary school grade 10th students' questionnaire was started the participants' profile below and followed by the students' questionnaire with data analysis and interpretations.

Table.1. Participants' profile

Variables	Categories with the variables	Number of respondents in each category	Total
Gender (teachers)	Male	3	5
	Female	2	
Gender (students)	Male	26	60
	Female	34	

Table. 2. Students' response on parents related factors

Number	Items	Respondents in		
		Alternatives	Number	Percent (%)

1.	The necessary learning materials are fulfilled by our parents?	Strongly agree	25	52%
		Agree	15	31%
		Undecided	-	-
		Strongly disagree	-	-
		Disagree	8	17%
		Total	48	100%
2.	Our parents monitor us directly or indirectly in relation to our academic work with our homeroom teachers?	Strongly agree	3	7%
		Agree	-	-
		Undecided	-	-
		Strongly disagree	20	41%
		Disagree	25	52%
		Total	48	100%
3.	Our parents encourage us to achieve our academic performances?	Strongly agree	19	39%
		Agree	22	46%
		Undecided	-	-
		Strongly disagree	-	-
		Disagree	7	15%
		Total	48	100%
4.	Our parents have strong relationship with our homeroom teachers to achieve academic performances?	Strongly agree	24	50%
		Agree	22	46%
		Undecided	-	-
		Strongly disagree	2	4%
		Disagree	-	-
		Total	48	100%
5.	Constructive advice is given by our parents?	Strongly agree	18	38%
		Agree	21	44%
		Undecided	-	-
		Strongly disagree	-	-
		Disagree	9	18%
		Total	48	100%
6.	Our parents are obliged us to do much work instead of doing our academic work?	Strongly agree	18	38%
		Agree	15	31%
		Undecided	-	-
		Strongly disagree	-	-
		Disagree	15	31%
		Total	48	100%

As it is clearly shown in the above table, out of 48 (100%) students, 25(52%) of the respondents responded it as strongly agree and 15 (31%) of respondents responded it as agree that fulfilling the necessary learning materials enable the learners' to foster their reading skills and academic performance . But none of the respondents did not decide and strongly disagree, and the remaining 8 (17%) of the students disagreed the statement that unable to fulfill the necessary learning materials enables the learners to neglect the overall learning lessons and they rush to do different labour work to fulfill their learning materials. From this data, one can infer that the

students' parents provide especial help in fulfilling their basic needs and learning materials as well. On the other hand, 8(17%) of the students' parents did not fulfill their necessary learning materials which enabled them to do various labor work during the teaching-learning process went on.

As it is clearly shown in the above table, question number 2 was used to determine whether the students' parents monitor them directly or indirectly to improve their reading skills and achieve their academic performance in a better way or not. The result revealed that the least of the participants 3(7%) responded that they strongly agree that the direct and indirect supervision of parents on students reading skills and their academic performances have a positive impact in attending their reading lesson effectively. While almost all of the participants 20 (41%) and 25(52%) strongly disagreed and disagreed with the statement that the students' parents were not able to monitor the students' work directly or indirectly with their home room teachers properly. Although the schoolteachers and parents had strong relationship, the learners' parents were not able to monitor the learners' work. They discussed the students' performances with the school teachers, but they never monitored their students' work with the home room teachers as well. But none of the respondents replied it as undecided and agree. From this data, we can understand that students were not able to monitor well by their' parents and home room teachers properly to improve their reading skills and academic performance. The students have low reading habit and low academic performances due to the fact that parents had given less emphasis in monitoring the students directly or indirectly with the home room teachers. What we have obviously concluded that as the students' parents were not monitor directly or indirectly with their home room teachers, the learners rushed and enjoyed walking inside and outside the school and they were reluctant to improve their reading skills and academic performances.

Question number 3 was clearly intended to assess whether the students' parents encourage the learners to improve their reading skills and academic performance or not. Here, almost all of the respondents 19 (39%) and 22 (46%) replied strongly agree and agree respectively. The remaining 7 (15%) of the participants replied disagree. But none of the respondents replied strongly disagree and undecided. From the above data, it is possible to say the encouragements of parents are a motive force for the improvements of students' reading skills and achievements of their academic performance. As English teacher said in his interview that parents are the pillar and foundation for the students' success. Here, the problem was parents did not monitor the students

formally or informally to improve their reading skills and academic performances as the students stated accordingly.

Question number 4 was designed to assess whether students' parents have strong relationship with their homeroom teachers to improve their reading skills and academic performance or not. As it is indicated in the above table, all most all of the participants 24 (50%) and 22 (46%) responded strongly agree and agree respectively. While 2 (4%) of the respondents replied strongly disagree, but none of the respondents replied undecided and disagree. From this data, one can infer that the strong relationship between the parents and students' home room teachers basically play a significance role for the improvements of students' reading skills and academic achievements. As the students home room teachers who were interviewed ~~were~~ confirmed that in order to bring progressive and effective improvements in education, the students' parents and home room teachers have strong relationship. However, the problem was the application (implementation) of what they had talked (promised) to do with respect to the students' reading skills and academic performances.

Question number 5 was clearly designed to assess whether the students' parents give constructive advice to them how to improve their reading skills and academic performance or not. Here, more than half of the respondents 18 (38%) and 21 (44%) replied strongly agree and agree that parents constructive advice inspires the learners' to enhance their reading skills and academic performance. Only 9 (18%) of the respondents disagreed with the statement that students' parents do not give emphasis on improving their reading skills and academic performance as they were not given constructive advice by their parents. But none of the respondents replied undecided and strongly disagree. Here, one can understand that the parents' repeated kind of constructive advice is mainly a motive force for the improvements of learners' reading skills and their academic achievements. The low performances of students' reading skills and academic performance was ~~come~~ due to the fact that the students' low habit of reading and lack of vocabulary knowledge as they English said in the interview.

Question number 6 was intended to assess whether the students' parents are obliged to do much work or not. Here, majority of the participants 18 (38%) and 15 (31%) replied strongly agree and agree that the work load of parents is a cause for the low achievements of students' academic performance and reading skills. While the remaining 15 (31%) of the respondents disagreed with the statement. .But none of the respondents replied undecided and strongly disagree. From this

data it is possible to conclude that the family work load on students in the house and outside the house basically made the students unable to improve their reading skills and academic performance as well. The parents' work load highly influenced the learners to be less-motivated to enhance the reading skills and their academic performances.

Table.3. Students' response on teacher related factors

7.	Our teacher inspires us to do reading tasks in group or individually?	Strongly agree	8	17%
		Agree	10	21%
		Undecided	-	-
		Strongly disagree	30	62%
		Disagree	-	-
		Total	48	100%
8.	Our teacher gives us reading tasks (questions) to predict the reading text before we read it?	Strongly agree	12	25%
		Agree	10	21%
		Undecided	-	-
		Strongly disagree	-	-
		Disagree	26	54%
		Total	48	100%
9.	Our teacher gives us ample opportunities to guess the meaning of new words?	Strongly agree	8	17%
		Agree	3	6%
		Undecided	-	-
		Strongly disagree	-	-
		Disagree	37	77%
		Total	48	100%

10	Our teacher provides us special help to identify the main idea of reading text.	Strongly agree	11	23%
		Agree	10	21%
		Undecided	-	-
		Strongly disagree	15	31%
		Disagree	12	25%
		Total	48	100%
11.	When we learn reading lesson, constructive advice is given to improve our reading skills by the teacher.	Strongly agree	15	31%
		Agree	18	38%
		Undecided	-	-
		Strongly disagree	5	10%
		Disagree	10	21%
		Total	48	100%

12	When we learn reading lesson, the three stages of reading (pre, while and post reading) tasks are given by our teacher.	Strongly agree	9	19%
		Agree	12	25%
		Undecided	-	-
		Strongly disagree	18	37%
		Disagree	9	19%
		Total	48	100%
13.	Our teacher inspires us to develop our reading skills	Strongly agree	10	21%
		Agree	12	25%
		Undecided	-	-
		Strongly disagree	16	33%
		Disagree	10	21%
		Total	48	100%
14.	Our teacher gives us ample opportunities to summarize the reading text.	Strongly agree	11	23%
		Agree	12	25%
		Undecided	-	-
		Strongly disagree	11	23%
		Disagree	14	29%
		Total	48	100%

As it was clearly shown in the above table in question number 7, out of 48(100%) students, 8 (17%) and 10 (21%) of the respondents replied it as strongly agree and agree respectively that English teacher inspires the learners to do more reading tasks which were given in group or individually. While 30(62 %) of the respondents strongly disagreed with the statement that English teacher never inspired the learners to do more reading task which were given them in group or individually. But none of the respondents replied undecided and disagreed. From the above given table, we can understand that English teacher never inspired the learners to do more reading tasks which were given to do in group or individually. As the researcher observed in the class room observation, English teacher commonly used teacher -centered teaching methodology as she had taught reading lesson. This makes the learners unable to improve their reading skills and achieve their academic performance. What we have obviously concluded that teaching reading skill at Tiya secondary school was given less emphasis and attention and the learners' counted their grade without having any reading skill and improving their academic knowledge too.

Question number 8 was designed to investigate whether English teacher gives reading tasks (questions) for the learners to predict the reading text before they read it or not. Accordingly, less than half 12 (25%) and 10(21%) of the participants replied strongly agree and agree respectively that English teacher gives reading tasks or questions for the learners to predict the text in giving pre-reading tasks. But none of the respondents replied undecided and strongly disagreed. While the remaining 26(54%) of the respondents disagreed with the given statements that English teacher never gave reading tasks or questions in which the learners were not able to predict before they read it the reading text. This made the learners to be inactive in involving the reading tasks and the teaching learning process was more boring and dormant. From this information, it is possible to say teaching is meaningless unless you design and give various reading tasks for the learners in participating for guessing, predicting and retelling it properly. Generally, it is possible to conclude that teaching reading skill was not given to the learners effectively as English teacher did not give ample chances for the students to predict the reading text properly.

Question number 9 was intended to investigate whether English teacher gives ample opportunities for the learners to guess the meaning of new words or not. According to the above table, all most none of the participants 8(17%) and 3(6%) replied strongly agree and agree that English teacher gave ample opportunities for the learners to guess the meaning of new words with different techniques. While the remaining 37 (77%) of the respondents disagreed with the given statement that English teacher did not give ample opportunities for the learners to guess the meaning of new words. But none of the respondents replied it as undecided and strongly disagreed. From the above data, one can understand that English teacher did not give ample opportunities to the learners for guessing the meaning of new words as she taught it in the form of matching. As the researcher observed the way of teaching vocabulary by English teacher, it was taught in the form of matching and the learners did not get chance to predict with the conceptual and contextual meaning of the given words. What we have obviously understood from this data is that vocabulary lesson had not been taught at Tiya secondary school effectively and the students did not bring progressive change towards vocabulary knowledge.

Question number 10 was designed to assess whether English teacher provided especial help to the learners for identifying the main idea of the passage or not. As it was stated in the above table, less than half of the respondents 11(23%) and 10 (21%) replied it as strongly agree and agree respectively that English teacher provided especial help to the learners in identifying the

theme of the reading text. While more than half of the respondents 15(31%) and 12(25%) replied it as strongly disagreed and disagreed with the given statement that English teacher did not provide especial help to the learners in identifying (picking out) of the main idea of the reading passage. But none of the respondents replied it as undecided. According to the data, it is possible to say English teacher did not provide especial assistance to the students in picking out the theme of the reading text. The data clearly revealed that teaching reading lesson was given as a symbol (skimpy) and the learners got difficulty in identifying (picking out) the main idea of the reading text. This made them as they waited the teacher to tell the main idea of the reading text rather than guessing it as far as their knowledge is concerned.

Question number 11 was intended to assess whether English teacher gave constructive advice for the learners to improve their reading skills or not. As it was clearly indicated in the above table, majority of the respondents 15 (31%) and 18 (38%) replied strongly agree and agree respectively that the teacher gave constructive advice to the learners in improving their reading skills and academic performance. The teachers had not the problem of giving constructive advice for the students. But the problem was that she had lack of adequate teaching methodology and strategy and she was not well trained in teaching reading lesson. On the other hand, 5 (10%) and 10(21%) of the respondents replied strongly disagree and disagree that English teacher did not give constructive advice for the learners to improve their reading skills and academic performances. But, none of the respondents replied it as undecided. From this data, one can infer that English teacher had not the problem to give constructive advice to the learners in improving their reading skills and academic achievement in the teaching-learning process.

Question number 12 was designed to assess whether the three stages of reading were given to the learners during reading lesson or not. As it was clearly pointed in the above table, less than half of the respondents 9(19%) and 12 (25%) replied it as strongly agree and agree respectively that the three stages of reading were given to the learners during reading lesson. On the other hand, the remaining 18(37%) and 9 (19%) of the respondents replied it as strongly disagree and disagree respectively that English teacher did not give the three stages of reading during the reading lesson. However, none of the respondents replied it as undecided. From this data, one can understand that the three stages of reading (pre, while and post reading) tasks were not highly given during the reading lesson. That is the reason why the students are unable to improve their reading skills and bring progressive academic changes. The data clearly depicted that

English teacher did not give the three reading stages to the learners adequately. Of course, 21(44%) of the respondents clearly replied that the three reading stages were given to us and we tried to do slightly our bests in doing these reading tasks. What we have obviously concluded that since the three stages of reading tasks were given to the learners inadequately, their reading skills and academic performances was below the standard (grade) level. The reading tasks (pre, while and post reading) were not practiced well by the learners as English teacher gave inadequate reading tasks while she taught reading lesson. This made the pupils to have less-interest~~d~~ in reading the text and low reading habits and academic performers.

Question number 13 was intended to assess whether English teacher encouraged the learners to develop their reading skills or not. According to the above table indicated, out of 48 (100%) students, 10 (21%) and 12 (25%) of the respondents replied it as they strongly agree and agree respectively. Whereas majority of the respondents 16 (33%) and 10 (21%) responded it as they strongly disagree and disagree that English teacher did not encourage the students to develop their reading skills. Since English teacher did not invite the three stages of reading (pre, while and post reading) tasks during reading lesson, the learners had the tendency to be passive listeners and low reading comprehension, but none of the respondents replied undecided. From the above data, it is possible to say that the teacher's way of teaching methodology and lack of encouragement was adversely affected the learners' reading skills and their academic performance. As the data is clearly shown, since the teacher did not give adequate tasks and time to involve the pupils in the reading task, they were not proficient enough in reading skill and academic performances. It resulted in neglecting their reading materials and enjoyed walking inside and outside the school compound.

Question number 14 was designed to investigate whether English teacher gave ample opportunities to the learners' in summarizing (retelling) the reading text or not. As it was clearly shown in the above table, 11 (23%) and 12 (25%) of the respondents replied it as they strongly agreed and agreed with the given statement that adequate opportunities were given to the pupils in summarizing the reading texts. On the other hand, majority of the respondents 11 (23%) and 14(29%) it as strongly disagreed and disagreed with the statement that English teacher did not give adequate opportunities to the learners in summarizing or retelling the reading texts. Teaching reading lesson is meaningless unless the teacher designs various reading tasks and invites to the learners' and acts himself/herself as organizer, monitor and facilitator. But none of

the respondents replied it as undecided. Accordingly, it is possible to conclude that the students' were not given adequate opportunities to summarize or retell the reading story. Therefore, they were not able to develop or enhance their reading skills and achieve their academic performance properly. What is obviously recommended that providing adequate reading tasks for the pupils was very important technique to bring progressive changes in their reading skills and academic performances.

Table. 4. Students' response on students' related factors.

15.	I like reading course.	Strongly agree	22	46%
		Agree	23	48%
		Undecided	-	-
		Strongly disagree	1	2%
		Disagree	2	4%
		Total	48	100%
16.	I like participating the classroom reading activities.	Strongly agree	20	42%
		Agree	27	56%
		Undecided	-	-
		Strongly disagree	1	2%
		Disagree	-	-
		Total	48	100%
17.	I have a reading program at home.	Strongly agree	23	48%
		Agree	20	42%
		Undecided	-	-
		Strongly disagree	4	8%
		Disagree	1	2%
		Total	48	100%
18.	I try to identify the main idea and supporting details while I am doing reading tasks.	Strongly agree	8	17%
		Agree	10	21%
		Undecided	-	-
		Strongly disagree	24	50%
		Disagree	6	12%
		Total	48	100%
19.	I can guess the meaning of new words from context.	Strongly agree	8	17%
		Agree	5	10%
		Undecided	-	--
		Strongly disagree	12	25%
		Disagree	23	48%
		Total	48	100%
20.	I can read supplementary books after and before class to improve my reading skill.	Strongly agree	10	21%
		Agree	6	12%
		Undecided	-	-
		Strongly disagree	22	46%

		Disagree	10	21%
		Total	48	100%
21.	I can connect the meaning of the given words with my own real knowledge and experiences.	Strongly agree	23	48%
		Agree	21	44%
		Undecided	-	-
		Strongly disagree	3	6%
		Disagree	1	2%
		Total	48	100%

Question number 15 was designed to assess whether the students liked reading course or not. As it was clearly indicated in the above table, 22(46%) and 23 (48%) of the participants replied it as they strongly agree and agree respectively that they like reading course as well, but none of the respondents replied it as undecided. On the other hand, the remaining 1(2%) and 2(4 %) of the respondents strongly disagreed and disagreed with the given statement that they did not like reading course. Here, one can infer that almost all of the learners liked to learn reading as they like reading course, but as mentioned earlier, the teacher's teaching methodology and strategy combine with their parents work load made them passive learners. This results in unable to improve their reading skills as well as academic performances. As the data clearly indicated, the pupils were most probably liked read course (lesson), but English teacher's ways of teaching and teaching strategy made them confusion, got difficulties and it did not inspire them to learn their reading skills effectively. Therefore, what we have obviously recommended that English teacher should be well trained and shared various teaching methodologies and strategies from well trained teachers and came up with the class.

Question number 16 was intended to investigate whether the learners liked to participate the classroom activities or not. According to the above table indicated, all most all of the participants 20(42 %) and 27(56%) replied it as they strongly agree and agree respectively that they liked to involve the reading classroom activities adequately. Whereas only 1(2%) of the participant strongly disagreed with the given statement, but none of the participants replied it as undecided and disagree. From this data, one can understand that the learners liked to participate the class room activities. The problem was as mentioned earlier, the teacher's teaching methodology and strategy did not allow them to participate the reading tasks properly as English teacher commonly used traditional teaching methodology in teaching reading skill. That means that the teacher talked much time and the students had been given less opportunities to talk or involve the pre, while and post reading tasks during reading lesson. As the data clearly depicted above, the pupils had been impressed to do the class room tasks during English period. However, the

teacher did not provide ample chances for them to do and share their ideas, feeling and suggestion freely with their friends and teacher too. They highly limited to listen to the teacher and they considered themselves as passive listeners. When such kind of teaching–learning process was gone on in reading class, the class seemed to be boring and dormant. This had been felt anxiety and frustrations for reflecting their feeling, ideas and suggestions among the pupils. Generally, what one has obviously understood from this data is that English teacher was not highly qualified for teaching reading skill although the pupils were liked to do the reading classroom tasks effectively.

Question number 17 was designed to assess whether the learners had a reading program at home or not. As it was clearly revealed in the above table, majority of the participants 23(48%) and 20 (42%) replied it as strongly agree and agree respectively that they have reading program at home while the remaining 4(8%) and 1(2%) of the respondents strongly disagreed and disagreed with the given statement, but none of the respondents replied it as undecided. From this data, it is possible to conclude that the learners had reading program at home, but as mentioned earlier in the parent- related factor(the parent work load)made them unable to use their reading program as they felt tired after they had finished their work. Since the parents ordered them to do much labor work after and before school, the students were less motivated to use their reading program after they had done much work. Therefore, it was difficult to the learners to perform both education task and parents’ much labor work. This enabled the learners unable to improve their reading skills and academic performance as well. From this data, one can easily conclude that students were not able to use their reading program at home and they did not improve their reading skills and academic performances due to parents’ much labor work load.

Question number 18 was intended to assess whether the pupils tried to identify the main idea and supporting details while they were doing reading task or not. As it was clearly shown in the above table, majority of the respondents 24 (50%) and 6 (12%)replied it as they strongly disagree and dis agree respectively that they had never tried to identify the main idea and supporting details while they did reading task, but none of the respondents replied it as undecided. On the other hand, the remaining 8(17%) and 10 (21%) of the respondents strongly agreed and agreed with the given statement that they tried to identify the main idea and supporting details when they had done reading task. From this data, one can understand that the learners never allowed to identifying the main idea and supporting details while they had done

reading task. As the researcher observed in the class room observation, since the teacher has used traditional teaching methodology in reading lesson, the learners did not get adequate opportunities to identify the main idea and supporting detail when they had done reading task. This made them passive learners and low academic achievers.

Question number 19 was intended to investigate whether the pupils could guess the meaning of new words from the context or not. According to the above table indicated, less than half of the respondents 8(17%) and 5(10%) replied it as they strongly agree and agree that they can guess the meaning of new words from the context, but none of the participants replied it as undecided. The rest and majority of the respondents 12(25%) and 23(48%) strongly disagreed and disagreed with the given statement that they could not guess the meaning of new words from the context. Here, one can infer that majority of the learners did not try to guess the meaning of new words from the context. Here, the problem was the teacher's teaching methodology and strategy did not allow and inspire the learners to guess the meaning of new words from the context more. As the pre and while-reading task (favorable situation) was not given to involve in the class, the pupils were ineffective in reading habit and academic performances. In addition, as the data revealed, since English teacher taught vocabulary in the form of matching, the pupils could not aware (understand) the meaning of new words in different context. From this data, one has obviously concluded that vocabulary lesson had not been taught in Tiya secondary school grade 10th students adequately and effectively. Therefore, the pupils were not able to guess the meaning of new words and their habit of guessing the word meanings were limited and it resulted in having insufficient vocabulary knowledge among them.

Question number 20 was designed to investigate whether the learners can read supplementary books after and before class to improve their reading skills or not. As it was clearly shown in the above table, majority of the respondents 22(46%) and 10 (21%) replied it as they strongly disagree and disagree respectively that they could not read supplementary books after and before the class to improve their reading skills and academic performances. On the contrary 10(21%) and 6(12%) of the respondents strongly agreed and agreed with the given statement that they were able to read supplementary books after and before class to improve their reading skills, but none of the respondents replied it as undecided. Here, one can understand that the learners did not read supplementary books before and after class to improve their reading skills. As mentioned earlier question number 17, majority of the pupils had reading program, but they did

not read supplementary books after and before class due to parents' much labor work load, lack of interest to read and their stained kind of early general exposure were highly influenced them to be passive learners and readers. As everybody is obviously known, reading makes a full man if and only if he/she reads and understands adequately. But here, Tiya secondary school grade 10th students were not able to read additional books due to the work load of parents after and before class and they neglected the additional books as they had been tired in accordance with the data revealed.

Question number 21 was designed to assess whether the pupils could connect the meaning of the given words with their own real (existing) knowledge and experiences or not. As it was indicated in the above table, all most all of the respondents 23(48%) and 21(44%) replied it as they strongly agree and agree respectively that they tried to connect the meaning of the given words with their own real (current) knowledge and experiences as well. However, the remaining 3(6%) and 1(2%) of the respondents strongly disagreed and disagreed with the given statement. The pupils tried to predict and guess the given words by connecting their own real knowledge and experiences with their prior knowledge. The problem was they were not given ample opportunities to do this task properly. English teacher entirely used teacher-centered teaching methodology and vocabulary lesson was taught in the form of matching as she believed using this method was more effective for the learners as they had lack of reading habit and lack of vocabulary knowledge.

However, the students' suggested that learning reading skill using student-centered teaching methodology was more preferable than teacher-centered teaching methodology which facilitated us to learn the meaning of new words. But as they suggested the implementation was very poor in the actual reading class. Since the theory and application of English teacher's teaching reading skill was inverse relationship in Tiya secondary school, the performance of students' reading skills and their academic performance were below the standard level as they said accordingly. What is obviously inferred from this data is that the learners were not entirely achieved to develop their reading skills and unable to improve their vocabulary knowledge and reading habit as result of teacher's poor teaching methodology. Consequently, the learners were passive learners and low academic achievers.

4.3. Analysis and Interpretation of Responses obtained from the Interview

4.3.1. Tiya secondary school English teacher responses to the interview

In this section, the researcher depicted that the general belief and feeling of English teacher at Tiya secondary school grade 10th students' reading skills and their academic performances. As mentioned earlier in chapter three, there was only one English teacher who has taught grade 10th students in Tiya secondary school with having four separate sections was included under this study. Accordingly, the interview questions and the teacher's response and analysis were clearly stated below.

1. Do you have strong relationship with the students' parents? If you say yes when?

As English teacher revealed to the above interview question, teaching and learning process needs strong interdependence and strong and mutual relationship among the learners, teacher and parents. As they said, the school designed to have parents- teacher meeting twice a semester to discuss on the issue of students' teaching –learning process, behavior and academic achievements. In addition to this, the home room teachers also sometimes met the pupils' parents to discuss on the issue of their general language skills and academic performances. When one pupil might do bad things deliberately, the home room teacher took the responsibility and ordered that pupil to bring his/her parent and they highly (the home room teacher and parent) discussed on the issue. The teacher believed that the students' parents obliged them to do much work after and before school. Thus the work load of parents on students made them low academic performances and unable to improve their reading skills. Furthermore, the teacher fully assured that learners had lack of interest to read, lack of vocabulary knowledge, strained kind of early back ground knowledge, and low reading habit made the current teaching and learning process very difficult.

English teacher believed that the learners adapted to learn the grammar part and they were qualified in doing grammar questions during the exams. However, they got trouble in extracted meanings, main and specific ideas from the reading text as well. From English teacher's response, we can obviously understand that the elementary English teachers' way of teaching reading skills and students' inadequate reading habit enabled them to have low reading ability and academic performances at Tiya secondary school grade 10th students. Therefore, English teacher clearly pointed that the students' reading habit can be ultimately or steadily improved

starting from primary school. As she believed, whatever it is, to alleviate the existing problems and to promote the pupils' reading skills and academic performance, we teachers, students and students' parents should take a risk (a responsibility) to the current issue and discuss with having mutual kind of relationship. This means that the teacher should provide favorable condition to teach reading skill effectively to develop their reading skills, and raise and discuss the problems with parents as soon as she got trouble from the learners. The learners are also expected to participate in the given ample opportunities for promoting their reading and general academic achievements too in accordance with teacher depicted. Similarly, English teacher believed that the school communities is expected to work together with the learners' parents for providing effective teaching and learning process and producing fertile students in the country.

In addition, she depicted that "improving the pupils' reading skills and their academic performances' was brought not only by me but also the cooperation of teacher, students and students' parents as they had worked together." From this data, it is possible to conclude that the students' early schooling background combined with the existing teaching reading methodology was highly influenced and got trouble for Tiya secondary school grade 10th students.

2. What major problems are facing you in teaching reading skill?

English teacher revealed that lack of general exposure to reading habits, parents' workload, lack of vocabulary knowledge, and spoil kind of early schooling experiences were the major factors or problems which were faced the pupils to learn their reading lesson and English teacher to teach reading skill effectively. The fact that the pupils considered reading skill has less important than other basic language skills. As she said, having such problems, teaching reading was so difficult. However, as an expert, the teacher should use various techniques to motivate the pupils for enhancing their reading skills and academic performances. As English teacher clearly stated, since the learners had the above mentioned problems, "I taught one reading lesson and left the remaining and proceeded to teach grammatical aspects only." This made the pupils to have fun in learning and reading grammar lessons and walking inside and outside the school. In order to alleviate such problems, the teachers should show the right track and highly well-equipped the learners to adapt reading habit through reading newspaper, magazine text books, and exercise books in the library and at home effectively. From this obtained result, what one has obviously concluded that grammar lesson was given more emphasis than reading lesson at Tiya secondary

school grade 10th students. This was the reason why these school students were not able to promote their reading skills and academic performances.

3. What kind of teaching methodology do you use in teaching reading skill?

English teacher revealed and the researcher observed her that she entirely used teacher-centered teaching methodology during reading lesson. According to her point of view, since the learners have lack of reading habit, lack of exposure to reading books, lack of vocabulary knowledge and their spoil kind of early schooling experiences, I preferred to use such (teacher-centered) teaching methodology to teach reading skill. Of course, student-centered teaching methodology is more preferable than teacher-centered teaching methodology when we teach reading with students who have adequate reading habits and vocabulary knowledge as she revealed. However, as she disclosed, teaching reading lesson using teacher-centered teaching methodology was the most comfortable method to teach reading lesson with students who have inadequate reading habit and vocabulary knowledge. But effective reading lesson was facilitated and gone on by the teacher. In light of this idea, Harmer, J. (1991:239) asserted that the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about /or write or read about/, give clear instruction about what exactly their task is get the activity going on and then organize feedback when it is over. This means that whatever any problems were happening, the teacher reshaped the learners to do much task properly. From this data, it is possible to conclude that teaching reading lesson was commonly gone on using teacher-centered teaching methodology.

4. Do students have the problems of understanding reading skills? If you say yes what are the root cause?

As English teacher portrayed, majority of the students tried to understand the reading text, but they had lack of vocabulary knowledge and lack of reading habits. The fact that their ineffective kind of early schooling experiences and lack of reading interest made them in being trouble for improving their reading skills and academic performances. English teacher depicted that the students' ineffective early schooling experiences combined with their lack of vocabulary knowledge was highly affected the teacher to teach reading lesson using eclectic teaching methodology. That meant that the pupils' ineffective early schooling experiences and their lack of vocabulary knowledge limited the teacher to use only the traditional teaching methodology

(teacher-centered). Here, one can obviously conclude that the pupils did not understand the reading text adequately due to their lack of vocabulary knowledge and ineffective kind of early schooling experiences.

5. Are students usually feeling comfort while you are teaching reading skills?

English teacher revealed that the pupils had not good feeling while they were taught reading skills. As she portrayed, since the students had lack of reading habit, lack of vocabulary knowledge and lack of general exposure to reading skills, I deliberately taught grammatical aspects to fill their gaps and interest. Since the teacher is a mirror of the society, he/she should be being exemplary for the students to have good feeling and reading habit. Thus the teacher should create conducive (good) atmosphere or environment to have positive feeling on the teaching – learning process. As English teacher fully assured that teaching grammar was felt more comfort for the learners than teaching reading lesson. They were able to aware the rules of grammar easily, but they were not most probably able to aware reading tasks. From this data, it is possible to recommend that reading lesson should be taught in accordance with grammar lesson.

6. Can you recommend ways to minimize the problems?

English teacher portrayed that the pupils had been alleviated the reading problems if and only if they were highly motivated to read, having good reading habit, sufficient vocabulary knowledge and effectively trying to do the given task. Having motivation has a tendency to fasten to read different books which results in doing task and enrich their vocabulary knowledge. She depicted that students had been alleviated the existing problems through active involvements of the given reading tasks and adapting adequate reading habit. From this data what one can easily conclude that inviting ample chances for the pupils to involve every reading task and promote the habit of reading were ways to overcome the existing problems.

4.3.2. Analysis of home room teachers' response to the interview

In Tiya secondary school, there were 200 grade 10th students who were attended their education into four separate sections and home room teachers. These home room teachers' general belief and feeling on students reading skills and academic performances was depicted and analyzed as follow.

1.Does the school have strong parent-teacher relationship?

Tiya secondary school home room teachers believed that educational performances could be achieved based on the three critical bodies cooperative work, such as the students, teachers and the pupils' parents. They suggested that the school had strong parent-teacher relationship in which the teachers and parents discussed on the issue of students language performances and how they taught and involved them in the actual class room. They depicted that parents are not only being played a vital role for the foundation of students' behavior but also they are being played a vital role for their educational achievements. To do this, the school teachers and parents combined with the learners should have mutual relationship. They also suggested that the school had discussed on students teaching-learning process, behavior, their general academic achievement with having strong parent-teacher relationship as well. According to them, the parents and teachers shared their ideas how they could help the pupils in developing their reading skills and achieve their academic performances.

However, the home room teachers portrayed that the main reason for low reading habit of students was lack of interest to read, lack of vocabulary knowledge, lack of reading habit, ineffective kind of early schooling experience, implementation of teacher-centered teaching methodology and strategy made them to be passive learners. With regard to this idea, the whole home room teachers seemed to have the same feeling about the low ability of learner' reading habit and academic achievements. In order to alleviate the above problems, the teacher used student focused teaching strategy and the home room teachers, parents and the students should take responsibility (risk) on this issue and discuss and take remedial solution for enhancing the pupils' reading skills and academic performances. Generally, it is possible to recommend that the teacher; students and pupils' parents are expected to work together for the learners' learning progress.

2. Do you know the students' parents economic status?

Tiya secondary school homeroom teachers portrayed that since the students considered their home room teachers as their father and the home room teacher and parents have strong relationship, the students' home room teachers were most probably identified the pupils' parents economic status as well. As they revealed, the home room teacher and students' parents met and discussed on students' teaching-learning process and their academic performances before they

took test or exam. But the problems was the learners' lack of interest to read, the current English teaching methodology and strategy, lack of reading habit, lack of vocabulary knowledge and their ineffective early schooling back ground (experiences) made their reading skills below the standard level. As home room teachers portrayed, majority of the students' parents economic status was not negatively influenced their reading skills and academic performances. But since some pupils parents had low economic status and the students rushed to do labor work in place of attending their lesson attentively.

Since some of the pupils missed and did labor work, they neglected their reading task and unable to improve their academic performances. From the home room teachers' responses, we can understand that low economics status of parents relatively affected the learners' reading skills and their academic performances. Therefore, the home room teachers should be given especial attention in controlling the absent students where they went and what they did ultimately improve their reading skills and academic performances. From the data:, we can understand that parents' economic status did not entirely affect the students reading skills and their academic performances.

3. Can you explain how to give constructive advice to the learners to improve their reading skills?

The home room teachers said that since the students considered the home room teachers as their fathers, they told their problems to their home room teachers' freely. The home room teachers also gave constructive advices how they readjust themselves in developing their reading skills and academic performances too. Tiya secondary school grade 10th home room teachers revealed that they controlled and reshaped the students how they could be disciplined, improved their reading habit, and achieved their academic as well as their general educational performances as well .However, they believed that the current English teacher's teaching methodology and strategy combined with the learners' early culture of reading habit and their early ineffective schooling back ground (experience) was negatively affected the current students' reading skills and academic performances.

In light of this, the four home room teachers seemed to have the same feeling about the learners' reading inability. Of course, the home room teachers fully assured that the pupils acquire to improve their reading skills and academic performances if and only if they got conducive kind of

situations. Therefore, they believed that the current English teacher stress in using various teaching methodologies and strategies in teaching reading skills and she should have high motivation and cooperation in working with the learners and their parents too. Besides, they suggested that English teacher should create conducive environment to the pupils for promoting their reading skills and academic performance and the learners also should fully utilize the given ample opportunities effectively.

4. What should be done for enhancing the learners' reading skills?

As mentioned earlier, the Tiya secondary school English teacher portrayed that the grade 10th pupils had lack of interest to read, lack of reading habit, lack of vocabulary knowledge, lack of general exposure to read and low comprehension of early schooling experience were the major problems which were negatively affected them to have low reading skills and academic performances. The home room teachers also believed that the teachers should inspire the pupils to have high motivation on reading skills, give non-stop or continuous kind of advice to the pupils how they enhanced their reading habits and create ample opportunities to them in involving reading task and monitor them how they did, took assessments and gave feedback to them. This means that the teachers should design task (pre, while and post- reading task, grammar task, vocabulary task) which were able to participate the pupils may foster the learners' reading skills and their academic performances. The home room teachers said as the teachers told their past learning and reading experiences to the learners, they were able to apply through that way since teachers are being exemplary to the pupils.

They suggested that the teachers should design reading tasks and give the task to them and acted as facilitator, motivator, actor, and monitor. If the teacher acted as the above tasks, the pupils were able to develop their reading skills steadily. In addition to this, they portrayed, they should strengthen student-teacher and parent -teacher relationship as well. This means that the teacher should take risk in providing help to the pupils by acting as father and strengthening mutual relation with their parents and making the pupils love the subject (course: English) . In doing so, the home room teachers concluded that the three crucial concerned bodies such as the students, teachers and learners' parents cooperatively work together for improving the learners reading skills as well as their general academic achievements.

4.3.3. Analysis of students' response to the interview

As far as the researcher's knowledge is concerned, effective educational performance can be achieved based on the effort or endeavor of parents, teachers and students. When the three mentioned bodies work together cooperatively, they have the tendency to enhance the learners' language skills and academic performances. Accordingly, in this section, the researcher revealed that the general belief and feeling of Tiya secondary school grade 10th students on their reading skills and academic achievements. As mentioned earlier in chapter three, there were 200 grade 10th students at Tiya secondary school. Since grade 10th students at this secondary school who were attended their education into four separate sections, twelve (12) students were chosen in simple random sampling technique as interview (four students were chosen in each section).

Accordingly, the students clearly depicted that the teaching –learning process in which English teacher at Tiya secondary school used in teaching reading skill was teacher- centered. They depicted that the teacher obviously used to teach reading skills as she read the reading text and did the reading comprehension questions with the students. As the students clearly pointed in the interview here, the teacher never invited ample opportunities to the learners in doing the pre, while and post-reading tasks as she ordered them to read the reading task and answered the reading questions as soon as they finished the reading text. As they clearly suggested that English teacher did not give much time to the pupils for discussion and participation in doing reading tasks. They also said, since English teacher used old kind of teaching methodology, the learners were not well interested in learning reading skills and they were not keen on reading academic lessons as well as supplementary books. Of course, as the pupils clearly replied in the questionnaire, they had designed reading program. However, they did not use it properly as they were not very interested and keen on reading the academic subjects as well as non- academic written materials. This is because of parents' work load, and the undemocratic ways of teaching methodology enabled us to be passive learners (readers) and lower academic achievers.

Of course, English teacher and our parents advised us to give much attention and promote our reading skills and academic performance as they revealed, but the theoretical aspect and application of English teacher was not match. That means she advised us to give much credit for reading and doing much tasks, but she did not invited ample opportunities to do reading task which could involve us actively as the learners clearly suggested. The pupils clearly assured that

as an expert, the teacher should mobilize the learners to be motivated and inspired in doing various reading, grammar, vocabulary and other macro and micro skills tasks. The pupils depicted that we also as learners, they should have good feeling towards reading skills. However, they were not well equipped in reading comprehension, fluency and their academic achievements. This was because their improper application of reading habit and teacher's teaching methodology and strategy enabled them passive readers and low academic achievers. In order to harmonize this issue, English teacher should use student focused teaching strategy such as peer-teaching, problem based learning and reciprocal teaching and the pupils should also be motivated and being eager to engage the given task properly.

As the learners revealed that although we were expected to use all or the four techniques of reading (scanning, skimming, intensive and extensive reading), we commonly used intensive kind of reading technique in our education life. The rest type of reading techniques were neglected by us as the English teacher did not initiate us to do these reading techniques as well. They suggested that English teacher as an expert, she should design reading text (task) and invited us to involve or extract the general as well as specific idea of the text. We were also expected to involve in extracting the gist (general) and specific idea of the reading text to enhance our reading skills and academic performances as well. To do this, using student focused teaching strategy, giving high credit for reading, inviting the pupils to do the pre, while and post-reading tasks properly and our initiation to learning for reading skills enable us for improving our reading skills and academic performances as they said. In general, the teacher should stress for using various teaching methodologies (eclectic) and strategies in teaching reading skill and giving high credit for the learners to devote in working cooperatively to promote their reading skills and academic performances with the pupils' parents and students too. From this data, what we can conclude that English teacher taught reading skill in ordinary way of teaching methodology. Therefore, it is possible to recommend that teaching reading lesson should be going on in accordance with the learners' interest and involvements.

4.4. Analysis of the Class room Observation

Table. 5. English teacher's way of teaching class room observation check list

5=excellent, 4= very good, 3= good, 2= fair, 1= poor

	Check list items	5	1 st day	4	2 nd day	3	3 rd day	2	4 th day	1	5 th day	6 th day
		Excellent	2,9,2015E.C	Very Good	3,9,2015 E.C	Good	4,9,2015E.C	Fair	7,9,2015E.C	Poor	8,9,2015E.C	9,9,2015E.C
1 .	English teacher encouraged the learners to do reading questions as classwork.									1		
2 .	English teacher motivated the learners to guess the meaning of new words.							2				
3 .	English teacher inspired the learners to do the pre, while and post reading task.							2				
4 .	English teacher gave ample opportunities to the learners to extract meaning from the reading text.					3						
5 .	Students were eager to do the reading questions.			4								
6 .	Students' classwork was observed and given comments by their parents.	5										
7 .	Students extracted the general and specific idea of the reading text.									1		
8 .	English teacher motivated the learners to extract the general idea of the passage.							2				
9 .	English teacher gave reading questions as group work and pair work											

								2				
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In this section, the researcher employed the third and the best data gathering instrument (class room observation) for assessing English teacher's teaching procedure of reading skill. The researcher used observation checklists which consisted of nine question items which were designed to cross-check the data that gathered from students' questionnaire and teachers and students' interview. According to the designed check list, the class room observation was made at Tiya secondary school grade 10th students' teaching-learning process from May 2, 2015 to May 9, 2015 E.C. As mentioned earlier, in Tiya secondary school, there was one English teacher who has taught reading skill for grade 10th students and the researcher observed her teaching procedure for six days. As it was clearly indicated the above checklist, the practice of English teacher actual teaching of reading lesson was absolutely poor that the teacher did not encourage the learners in doing reading questions as classwork and home work. Of course, the teacher gave reading questions especially the post reading task to do individually in the class, but she never invited them the pre-reading and while reading task to predict and relate their prior knowledge to the current knowledge as she taught reading skill. The teacher has introduced the reading topic and directly proceeds to write the reading questions on the black board and read the reading text and tried to do the reading questions with the learners as soon as she finished the reading text.

As the researcher observed her teaching techniques for six days the teacher commonly used teacher centered way of teaching methodology which enabled her to use it as a trend. The teacher also gave the meaning of new words in the form of matching to do individually instead of inviting them to extract the meaning of words from context by relating their prior knowledge with the existing knowledge. As the teacher never invited reciprocal kind of teaching technique, the learners' guessing, predicting, interpreting and analyzing ability was steadily diminished. The teacher as an expert, she modified and used variety kind of teaching methodologies and strategies in providing especial help to the learners in participating on guessing, predicting analyzing and retelling the meaning of new words from the context. Besides, the teacher should tell the reading topic and the learners should also guess and mention some key words which were founded in the reading text and extract meaning as they read the reading text. Such kind of teaching and learning process (reading lesson) might be easy to the teacher and the students too. However, the

application of English teacher's teaching reading skill was silly at Tiya secondary school since she taught vocabulary in the form of matching (word meaning knowledge).

As it was shown in the above observation check list, the teacher was observed whether English teacher inspired the learners to do well the three stages of reading task or not. With regard to this issue, the teacher had not intensified them to do the pre, while and post- reading tasks. Since she gave only post reading task, the learners had not got ample opportunities to do the pre-reading and while-reading task. Thus, as the application of pre-reading and while-reading task was missed or left to do in the class, the learners felt boring in doing the post reading task as well. This made them get trouble in promoting their reading comprehension and reading fluency as well as their general academic performances. The teacher had mainly to announce the topic of reading text and invite the learners to guess and predict what comes first and what will be going on next as they read pre-reading task and next she had deliberately to invite them to do the while reading task as they read simultaneously. If the students did in such a way, they would be well equipped in developing their reading skills as well as academic performances.

However English teacher never taught reading skill in such a way. This is because of lack of teaching methodology and strategy. She commonly introduced the reading topic and proceeded to give them the post-reading task on the board. She never gave emphasis to create good atmosphere in doing the pre-reading task especially for checking the learners' prior knowledge, giving opportunities to them in guessing, predicting, analyzing and interpreting the reading text. In addition to this, the learners had not got opportunities to express their opinion, feeling and suggestion in relation to the reading passage as they were reading (doing) the passage(while reading task) simultaneously. In fact, they did the post reading task individually in the class and answered with their English teacher, but the problem was the teacher never invited the reading questions to the learners to share their ideas and feelings in group as well as impairs. From the class room observation, we can understand that English teacher had not sufficient quality of teaching reading skill. So she is expected to share teaching reading experiences from other well trained teachers.to promote her teaching performance as teaching reading needs especial qualities. Besides, teaching reading skills should be given as training for English teachers once a year (a semester) and it should be given especial emphasis and attention to the teachers and students too.

Regarding to how English teacher gave ample opportunities to the learners for extracting meanings from the reading passage, the researcher observed her teaching reading lesson for six continuous days was more or less good. This meant that the teacher's way of giving ample opportunities to the pupils in extracting meaning from the reading passage was good, But since teaching reading skills had taken much time and needed much effort, language teachers were expected to develop their teaching methodology in giving more chances to the learners to do the reading task and extracting meanings from the given reading passage (text). From the selected sample classroom observation, it was found that English teacher had to give ample opportunities to the learners for extracting meanings from the reading passage was slightly good. But it will be needed, given adequately and much attention. The teacher as an expert, she should provide technique and strategy for helping the learners to participate on extracting synonym and antonym meanings from the reading passage (text) as well. As the researcher observed and said earlier, most of the time, the students were learned the meaning of new words in the form of matching. Such type of teaching learning process never invited the learners to extract the meaning of new word from the reading text (context). Therefore, the teacher should invite them to infer the contextual or conceptual meanings as well as antonym and synonym meanings from the reading text. Regarding to this idea, Wallace, J. (1982) stated that the main thing is that the learner should be alerted to the possibilities of inferring meaning by analyzing the structure of such words. That means that the learners are expected to be active and keen on extracting meanings (synonyms or antonyms) when they were learning reading lesson.

As it was clearly shown in the above observation check list, as far as English teacher gave the reading lesson task, the learners' initiation in doing reading questions was very good. If the teacher had created conducive environment (good condition) to the students to do reading questions, they would have been eager to do tasks properly as effective teaching-learning process depends on teacher. As it is widely accepted, effective teaching and learning process depends on the students' motivation and teacher's teaching methodology and strategy. With regarding to this idea, whatever activities were given to the learners, they tried to be eager and do the given reading task. However, the reading tasks were not highly given in a proper way and time when they learned reading lesson. In addition to this, the learners were not assessed their back ground knowledge and how they did the reading questions by relation the prior knowledge with respect to the existing knowledge. This meant that English teacher did not evaluate the learners' strength and weaknesses on doing reading questions whether they did pre, while or post-reading

questions. What is obviously understood from the researcher's class room observation was that the learners were eager and very good in doing reading questions. But English teacher did not give adequate reading tasks (the pre, while, and post-reading task or questions) properly.

With respect to the observation and giving comments of parents to the learners' classwork, the researcher observed the learners' exercise books which were signed by the parents was excellent. That meant that English teacher ordered the learners to show their class work to their parents and put their signature and comments in relation to the pupils' work. In relation to this, the learners' parents put their signature in name and gave comments about the students' classwork. As it is known, giving comments and putting signature highly inspired the learners to involve the given reading task as well as to improve the learners' reading skills and academic performances. That is the main reason that is why the parents did it. From the researcher's class room observation, we can possibly conclude that the selected school students' parents put their signature and gave comments on the students' class work as well.

Regarding to extracting the general and specific ideas of the reading text, the students had not the habit of inferring them as they read the reading text. As it was clearly indicated in the above classroom observation check list, the habit of students' in extracting general and specific ideas from the reading text was poor. The fact is that the teacher did not invite (ask) the learners to tell (do) the general and specific ideas of the reading text as she had taught reading lesson. Teaching reading skill is meaningless without extracting or identifying the general and specific idea of the reading text. As the researcher observed English teacher while she was teaching reading lesson, first of all, she introduced the reading topic to the learners and ordered them to write the post-reading task too individually. Secondly, she ordered them to read the reading text and answer the given post reading questions which were written(given) in the black board and finally, she ordered them to answer the given questions and ended the daily lesson(session) by summarizing it up. From the researcher's classroom observation, it was found that the teacher did not ask the learners to tell or extract the general or specific idea of the reading text and the students also did not extract them too. They only did the post-reading task through reading the passage.

Since English teacher never motivated the learners to extract the general and specific idea of the passage, the students had not inferred it due to teacher's poor teaching quality and inadequate time allotment. Of course, English teacher was slightly asked questions which were answered orally to the learners to extract only the general idea of the reading text. But she never saw and

inspired or monitored them how they extracted practically. Similarly, the teacher gave group work and pair work in slight way. However, she never gave group work and pair work reading tasks so far. As the researcher observed in class room observation, she never gave much group work and pair works to them as she was taught reading task. This was because; English teacher was commonly used teacher centered (traditional) teaching methodology. The teacher talked much and the students also talked less in the actual reading class. This made the learners passive listeners and readers.

Teaching and learning should be well mobilized and the learners learning will be facilitated and effective if and only if they talked much or did much work in group or pair as they were learned reading lesson. What is obviously understood from the above class room observation check list was that English teacher did not mobilized and facilitated the students in giving and doing reading questions in group or impairs adequately. As the researcher observed and it was found that the learners were less motivated in doing reading task as group work and pair work as the teacher talked much and the teacher's instruction was given the highest value in the actual reading class. This made them to have low reading habit and low academic achievers. As far as we have been living with rapid growth of technology for how to teach reading, grade 10th English teacher's way of teaching reading lesson was not taught as purpose in Tiya secondary school. From the data which were found, it is possible to conclude that teaching reading skill at Tiya secondary school was not highly given emphasis and attention as English teacher commonly used traditional(teacher-centered) teaching methodology and strategy.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.

This chapter mainly studied with the brief summary of the study, the conclusion with having the key findings and recommendations were drawn accordingly.

5.1. SUMMARY

This study mainly focused on assessing students' reading skills for academic purpose in Gurage Zone in the case of Tiya secondary school grade 10th students in focus. With respect to this aim, three various research questions were attempted to be answered in the study. 1) What are parent-related factors that hinder the students' reading skills for academic purpose for grade 10th students? 2) What are teacher-related factors that affect the students reading skills for academic purpose for grade 10 students? 3) What are the student- related factors that hinder the students' reading skill for academic purpose in grade 10 students? Accordingly, descriptive research design was used to achieve the intended objectives. In order to carry out this study, Tiya secondary school grade 10th students, home room teachers and English teacher were taken as source of data through questionnaire, interview and class room observation.

With respect to sampling and sample technique, the researcher selected sixty (60) or 30% of students out of 200 students through simple random sampling technique. Of these, forty eight (48) students selected for filling the questionnaire items and the remaining twelve (12) students also selected for interview. Since there was one English teacher who has taught in grade 10th students at Tiya secondary school, such teacher and the four home room teachers were taken as interview through purposive sampling technique as they were limited in number. Hence the questionnaire was designed with the open-ended and closed-ended question type which were 21 in number and ten (10) interview questions were designed for the students and six (6) questions for English teacher and four (4) questions for home room teachers). In addition to this, nine class room observation check list questions were designed to cross check the data which were gathered through students' questionnaire and students' and teachers' interview.

To this end, the data obtained from the three data gathering tools (questionnaire, interview and classroom observation) were analyzed using both the quantitative and qualitative methods. The data analysis result indicated that reading skill was taught in traditional way and the learners

were less motivated in learning reading skill and they commonly count their grade without the improvement of reading skills and academic performance as the instruction and speech of English teacher was given high credit and value. As the analysis result revealed that teaching reading skill in Tiya secondary school grade 10th students was highly teacher-oriented or the teacher was highly motivated to teach reading lesson most probably the theoretical part through speaking especially she was the only person to talk much with in a period. In the students' interview, all most all of the students were not practically used the four reading techniques (scanning, skimming, intensive and extensive reading in the actual reading lesson (in the class) and outside the school. Similarly, in the English teacher interview, the teacher was clearly stated, since majority of the students had lack of reading habit, lack of interest to read, lack of vocabulary knowledge, and inadequate kind of early schooling experiences, 'I had obliged to used teacher-centered teaching methodology to teach them the reading, grammar, and vocabulary lesson.'

In addition, in the classroom observation, English teacher was taught reading lesson without giving them the pre-reading and while-reading tasks and ample opportunities to involve in guessing, predicting, analyzing and interpreting the reading text. The students depicted that they highly preferred to learn the listening and speaking skills as result of inadequate application of reading tasks .As the students clearly revealed in the interview, the way of teacher's teaching methodology did not give sense (did not participate us in doing reading task). This made the lesson ambiguous and we students felt boring and dormant in learning and doing the reading task. The researcher also observed such thing in the classroom observation too. The quantitative and qualitative data analysis result revealed that English teacher was not taught reading lesson effectively and sufficiently as far as she used teacher-centered teaching methodology. Due to this reason, the students had low reading habit and academic performances. Generally, since reading skill and academic performances were inseparable, every individual should be given high emphasis and attention to them in education life.

5.2 Conclusion

According to the data analysis result obtained and the summary which was clearly stated above, the following conclusions have been drawn.

- With regard to the study results indicated the learners' parents have strong relationship with the school communities (home room teacher, director and other teachers) to discuss on the issue of their students performances, but this strong relation of the school communities and students' parents did not resist the learners trouble in reading skill and their academic performances. The students had parents' labor work load before and after they had started and finished their education. The parents' work load was negatively affected the learners to neglect their reading lesson as they felt tired after they did much labor work. In addition, since the learners' parents did not monitor the learners work combined with the home room teachers formally or informally, they were neglected their task and they rushed to enjoy walking inside and outside the school compound. To this end, parents' work load and lack of monitoring the pupils' reading work were the major factors that hinder the students' reading skills for academic purpose at Tiya secondary school grade 10th students.
- According to the analysis of the study results depicted that reading skill was not being taught by English teacher as important skill as other basic language skills (writing, listening and speaking) as she used teacher- centered teaching methodology. As far as we are living in modern world, the application of teacher's teaching reading skill at Tiya secondary was highly traditional and ineffective. This means that the teacher has been given the highest authority to talk much time and the learners have been given less opportunities and time to involve the reading tasks with in one session (40 minutes). In this method of teaching-learning process the learners can be considered as passive listener and almost all of the reading activities would be done by the teacher. To this end, the poor quality of English teacher's teaching methodology was the major factor for the learners' poor reading skill and academic performance as she commonly utilized teacher-oriented teaching methodology.
- With respect to the study results, the learners were not able to improve their reading skills and academic performances as well as their overall usage of English language due to the less emphasis and practice of reading (the pre and while-reading) tasks as English

teacher's reading lesson was given in undemocratic way. In other words, the students were not given ample opportunities to guess, predict and relate their background knowledge with the existing knowledge in the pre-reading task and the teacher also commonly gave the post reading task in the black board and did these reading questions as soon as they had finished in reading the passage. What is obviously understand that teaching reading skill was not given high credit and value by English teacher in Tiya secondary school grade 10th students as she taught the theoretical and grammatical aspect of language.

- The study showed that students' reading skills and academic purpose at Tiya secondary school grade 10th students' were not developed due to lack of reading habit, lack of vocabulary knowledge, lack of motivation for reading practice and the lack of application of the three stage of reading (pre, while and post reading tasks) as the instruction of reading stage was ineffective. Whatever factors hindering reading skills, coming to better level or habit of students' reading skills and academic performances was the major objective of the study. In general, from the results obtained, it is possible to conclude that the parents work load, parents' lack of monitoring the pupils reading work formally and informally, inappropriate (poor) way of English teacher's teaching methodology and strategy, low culture of students' reading performances, lack of vocabulary knowledge, and inadequate kind of early schooling experiences were the major factors that negatively influenced the learners' reading skills and their academic performances in Tiya secondary school 10th grade students.

5.3. Recommendations

As the study showed on the analysis part, various factors were inhabited the students' reading skills and their academic performances. According to this, the researcher put the following recommendations.

- As far as we live in a sophisticated world, Parents should minimize their labor work load and provide especial help to the learners to develop their reading skills and academic achievements.
- Parents should monitor (follow up) the students' reading work directly or indirectly with the home room teachers for promoting their reading skills and academic performances.
- Parents should always advise the students to devote their time for reading purpose and their academic performances progress.
- It is recommended for English teacher to provide activities and monitor them and their reading skills progress and academic performances.
- English teacher should use students focused (student-centered) teaching methodology in providing ample opportunities to involve the pre, while and post- reading tasks to enhance the learners' reading skills and academic performances.
- English teacher should highly work in developing the students' reading habits.
- The teachers should be well trained how to teach reading skill to develop the learners' reading performances.
- The students should be keen on learning vocabulary lesson to promote their reading and academic performances.
- All in all, the teacher; students and pupils' parents should be exhaustively worked together for the learners' learning progress.

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APPENDIXES

WOLKITE UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE

APPENDIXE-I.

STUDENTS' QUESTIONNAIRE

Instruction

Dear students!

This questionnaire is mainly focused on assessing students' reading skills for academic purpose in Gurage Zone in the case of Tiya secondary school grade 10th students in focus. It is designed for only research purpose. So you are kindly requested to give genuine information accordingly.

Thank you very much in advance for your cooperation in advance.

School _____.Grade & section _____.Sex _____.

Direction: Each of the following statements intended to investigate data from the students on assessing the students' reading skills and their academic performances. Therefore please put the extent of your responses by placing a tick (✓) mark for the given scales.

Key: strongly agree, Agree, undecided, strongly disagree and Disagree

Number	I	t	e	m	R e s p o n d e n t s i n		
1 .	The necessary learning materials are fulfilled by our parents.				A l t e r n a t i v e	N u m b e r	P e r c e n t
					Strongly agree		
					A g r e e		
					U n d e c i d e d		
					D i s a g r e e		

		T o t a l		
--	--	-----------	--	--

2 .	Our parents monitor us directly or indirectly in relation to our academic work with our home room teachers.	Strongly agree		
		A g r e e		
		U n d e c i d e d		
		Strongly disagree		
		D i s a g r e e		
		T o t a l		
3 .	Our parents encourage us to achieve our academic performance	Strongly agree		
		A g r e e		
		U n d e c i d e d		
		D i s a g r e e		
		T o t a l		
4 .	Our parents have strong relationship with our home room teachers to achieve academic performance	Strongly agree		
		A g r e e		
		U n d e c i d e d		
		Strongly disagree		
		D i s a g r e e		
		T o t a l		
5 .	Constructive advice is given by our parents	Strongly agree		

		A g r e e		
		U n d e c i d e d		
		D i s a g r e e		
		T o t a l		
6 .	Our parents are obliged us to do much work instead of doing our academic work	Strongly agree		
		A g r e e		
		U n d e c i d e d		
		D i s a g r e e		
		T o t a l		

7 .	Our teacher inspires us to do reading tasks in group or individually	A l t e r n a t i v e	N u m b e r	p e r c e n t
		Strongly agree		
		A g r e e		
		U n d e c i d e d		
		Strongly disagree		
		T o t a l		
8 .	Our teacher gives us reading task (questions) to predict the reading text before we read it.	Strongly agree		
		A g r e e		
		U n d e c i d e d		
		D i s a g r e e		
		T o t a l		

9 .	Our teacher gives us opportunities to guess the meaning of new words	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		

		<i>D i s a g r e e</i>		
		<i>T o t a l</i>		
10.	<i>Our teacher provides us especial help to identify the main idea of the reading text.</i>	<i>Strongly agree</i>		
		<i>A g r e e</i>		
		<i>U n d e c i d e d</i>		
		<i>Strongly disagree</i>		
		<i>D i s a g r e e</i>		
		<i>T o t a l</i>		
11.	<i>When we learn reading lesson, constructive advice is given to improve our reading skills by the teacher.</i>	<i>Strongly agree</i>		
		<i>A g r e e</i>		
		<i>U n d e c i d e d</i>		
		<i>Strongly disagree</i>		
		<i>D i s a g r e e</i>		
		<i>T o t a l</i>		
12.	<i>When we learn reading lesson, the three stages of reading (pre, while and post reading) tasks are given by our teacher.</i>	<i>Strongly agree</i>		
		<i>A g r e e</i>		

		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		
13.	Our teacher inspires us to develop our reading skills.	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		
14.	Our teacher gives us ample opportunities to summarize the reading text.	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		
15.	I l i k e r e a d i n g c o u r s e .	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		
16.	I like participating the class room reading activities.	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		
17.	I have a reading program at home.	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		

18.	I try to identify the main idea and supporting details while I am doing reading task.	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		
19.	I can guess the meaning of new words from the context.	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		

		D i s a g r e e		
		T o t a l		
20.	I can read supplementary books after and before class to improve my reading skill.	S t r o n g l y a g r e e		
		A g r e e		
		U n d e c i d e d		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		
21	I can connect the meaning of the given words with my own real knowledge and experiences.	S t r o n g l y a g r e e		
		A g r e e		
		S t r o n g l y d i s a g r e e		
		D i s a g r e e		
		T o t a l		

Part II: Open-ended question (use the following space provided for your answers)

1. What major problems do you face in learning reading skill? _____

APPENDIXE-II

WOLKITE UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE

TIYA SECONDARY SCHOOL TEACHER AND STUDENTS RESPONSES TO THE INTERVIEW

Part I: English teacher responses to the interview

First of all, I would like to say thank you very much for your collaboration in giving this valuable time to the interview. The information in which you provide in such interview is very important to the success of my study. I am kindly requesting you to give genuine information.

1. Do you have strong relationship with the students' parents? If you say yes when?

_____.

2. What major problems are facing you in teaching reading skill? _____

3. What kind of teaching methodology do you use in teaching reading skill?

_____.

4. Do students have the problems of understanding reading skills? If you say yes what are the root cause? _____

5. Are students usually feeling comfort while you are teaching reading skills? _____.

6. Can you recommend ways to minimize the problems?

Part II: Home room teachers' response to the interview

1. Does the school have strong parent-teacher relationship? _____.

2. Do you know the students' parents economic status? _____.

3. Can you explain how to give constructive advice to the learners? _____

-
-
4. What should be done for enhancing the learners' reading skills? _____

_____.

Part –III. Students' responses to the interview

1. What is your feeling about (towards) reading skill? _____
_____.
2. Do your parents provide help to improve your reading skills? _____.
3. Are you interested in while you are learning reading skill? _____.
4. What kind of teaching strategy does English teacher use in reading instruction? _____
_____.
5. Do your parents provide advice to the students how to promote their reading skills?
_____.
6. Does your teacher provide ample opportunity to the learners to guess the meaning of new words? _____.
7. Does your English teacher provide you to do the three stages of reading (pre, while and post-reading) tasks while she is teaching reading skill? _____
_____.
8. Are you keen on reading supplementary books? _____.
9. What kind of techniques do you use for reading academic purpose?
_____.
10. Can you recommend ways to enhance your reading skills? _____

_____.

APPENDIXE-III

Class room observation

Key:5= Excellent, 4= very good ,3= good, 2=fair and 1=poor

	Check list items	5	1 st day	4	2 nd day	3	3 rd day	2	4 th day	1	5 th day	6 th day
		Excellent	2,9,2015E.C	Very Good	3,9,2015 E.C	Good	4,9,2015E.C	Fair	7,9,2015E.C	Poor	8,9,2015E.C	9,9,2015E.C
1	English teacher encouraged the learners to do reading questions as classwork.									1		
1	English teacher motivated the learners to guess the meaning of new words.							2				
1	English teacher inspired the learners to do the pre, while and post reading task.							2				
4	English teacher gave ample opportunities to the learners to extract meaning from the reading text.											

							3					
i	Students were eager to do the reading questions.											
f	Students' classwork was observed and given comments by their parents.											
		5										
l	Students extracted the general and specific idea of the reading text.										1	
l	English teacher motivated the learners to extract the general idea of the passage.											
									2			
l	English teacher gave reading questions as group work and pair work											
											2	