Sudan University of Science and Technology
College of Graduate Studies
College of Language

Investigating the Difficulties Faced by Secondary School Students in Reading English Comprehension

تقصي الصعوبات التي تواجه طلاب المدرسة الثانوية
في قراءة النصوص الانجليزية

A Thesis Submitted in Partial Fulfillment of the requirements for M.A Degree in English language
(Linguistics)

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بسم الله الرحمن الرحيم

Dedication

To my supervisor and colleagues

Acknowledgements

Abstract

This study aims at investigating the difficulties faced by secondary school students in reading English comprehension. It focuses on identifying the difficulties of the secondary school students in reading English comprehension, to explore reason behind the difficulties of secondary students in reading English comprehension. The researcher adopted descriptive method. The tool of the study is test for the students while the population of this study is secondary school students of the third level of Ombadda. The research randomly sampled 25 respondents across the third level and the data from the test was analyzed using simple percentage. The study reveals that the students have difficulty in understanding the right meaning from text. The study recommend is read from different authentic and non authentic materials to recognize the meaning of reading comprehension. The researcher suggest that should have be similar study can be carried out in different geographical area.

Abstract (Arabic Version)

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تهّف هذه الدراسةِ إلى تقصي الصعوبات التي تواجه طلاب المدرسة الثانوية في قراءة النصوص الإنجليزية. وتركز الدراسة الي تحديد تلك الصعوبات لطلاب المدرسة الثانوية في قراءة النصوص الإنجليزية، ولإستكشاف السببِ وراء تلك الصعوبات لطلاب المدرسة الثانوية في قراءة النصوص الانجليزية. اعتمدت الدراسة المنهج الوصفي. إن أداة الدراسةِ إختبار للطلاب بينما عين هذه الدراسة طلاب الصف الثالث مدرسة امبدة الثانوية. وقد شملت عينة البحث 25 طالب بشكل عشوائي وكانت البيانات من النسب المئوية للعينة اللتي تم تحليلها. وكشفت الدراسة بأن الطلاب لديهم صعوبة في فهم المعني الصحيح من النص. ومن اهم تَوصيات الدراسة يجب يقرا الطلابِ من المواد الاصلية وغير الاصلية المختلفة لمعْرفة المعنى لقراءة النصوص الانجليزية. تقترح الدراسة يمكن تتم دراسة مطابقة لتلك الدراسة في منطقة جغرافية مختلفة.

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CHAPTER ONE
INTRODUCTION

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INTRODUCTION

1.0 Overview:

This study aims to investigating the poor vision by EFL learners in reading English comprehension. Reading is one of the four language skills taught in English language learning process beside listening, speaking and writing. Learner who do not understand reading material cannot enjoy reading, according to Koenen, Bosman, and Gomple (2001) proposed, the difference in the reading speeds of children with low vision and sight children may even be greater in text reading than in word reading because, besides pattern recognition, reading texts required additional visual processes such the control of eye movement, which by more difficult for some children with low vision. It is possible, however, that readers with low vision compensate for this disadvantage with a greater reliance on contextual information. By context we mean the sentence or text in which a word is embedded.

Several studies of sighted children and adults showed that a meaningful context facilitates the reading process (Nation & Snowling, 1998; Perfetti, Goldman, & Hogaboan, (1979). Furthermore, this studies found that these contextual effects are larger for less skilled readers are likely to rely on such additional sources of information as context to compensate for less – efficient word – identification skills (Nation & Snowling ,1998; Stanovich et .,1981).

The reading thinking is popular notion area of literacy instruction (Cunningham & Allington,2006 ; Fountas & pinnel 2001). Reading skills is an important skill it is a stepping stone in the walk of knowledge. In an earlier study (Gompel et al 2002), however, we found that children with low vision who had no additional disabilities (for example , learning disabilities , impaired cognitive abilities, or hearing impairment) are at least as good as sighted children in comprehending text. In that study, reading comprehension was measured by the correct answers on questions about texts that children read. However, in the task, no children could be made between semantic processing and syntactic processing could be made between semantic processing and syntactic processing it is possible that children with low vision do have problems with syntactic processing of sentences. Syntactic processing can be measured using the cloze procedure, in which the deleted words are function words (Abraham & Chaplelle, 1992). Cloze tests of reading comprehension

consist of texts with words that are omitted are regular or irregular intervals, and the respondents are required to fill in the missing words (Hartley & Trueman, 1986).

1.1 Statement of the study:

In this study the researcher want investigates the difficulties faced by secondary school students in reading English comprehension. Considering for the following reasons begins with difficulties faced by secondary school students of third level in reading English comprehension.

1.2 Objective of the study :

This study is an attempt to achieve the following aims:

__To identify the difficulties of secondary school students in reading English comprehension.

__To explore reason behind the difficulties of secondary school students in reading English comprehension.

1.3 Questions of the study :

__To what extent the difficulties has effect in reading English comprehension?

__ What are the reasons behind the difficulties faced by secondary school students in reading English comprehension?

1.4 Hypotheses :

__ The difficulties has a big effect in low achievement and often shows signs of poor reading comprehension to the students .

__ there are a lot of factors behind the difficulties of reading comprehension such as far of background.

1.4 Significant of the study :

The importance of this research comes from its investigation of the difficulties faced by secondary school students in reading English comprehension, therefore the finding of this study are expected to be significant for secondary school students in reading English comprehension.

1.5 Methodology of the study :

The Researcher adopts the descriptive method the tools of data collection is test contains 10 questions to 25 EFL learners in reading English comprehension by secondary school students.

1.6 Limits of the study :

This study has started in April _ July will take place at secondary school of Ombada locality, this study is limited to students of Albian secondary school in Omada locality

CHAPTER TWO
PREVIOS STUDIES

CHAPTER TWO
PREVIOUS STUDIES

2.0 Introduction:

This chapter focuses on theoretical related to the topic of researcher. This will be followed by brief description of reading, types of reading, reading comprehension, reading comprehension strategies, and reading comprehension aspect. Finally new drifts in reading will be given briefly.

2.1. Definition of Reading:

According to Rivers (1981) reading is the key activity in any language class, not only as source of information and an enjoyable activity, but also as a means of consolidating and extending one which are knowledge of the language. By reading students not only get the information but also they will get more vocabulary, more text they read, they will accept new information. Grellet (2004:7) argues that reading is a continual process of guessing, and what one brings to the following is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unidentified elements, whether these are ideas or simple words.

Nuttal (2000:2) states reading as the skill to understand written texts by extracting the required information from them efficiently. Occasionally, the readers need to read several times to get the writer meant. Lozar and Dolan (1979:10) say the reader must found what the writer has said and he must follow what the writer meant. It means the reader must understand the text, because the text has a massage so the reader know what the writer meant by reading. So, the reading is not only recognizing the letter, words or sentences they read. It is more than knowing the form of sentences, it involves the reader interpretation, understanding and getting meaning.

From some expert above, we can take a conclusion that reading is transferring massage from the writer to the reader by understanding the meaning in each sentences, it is also the process of guessing, extracting, and taking information.

2.2 The Purpose of Reading

Reading should have a purpose, because someone is reading with a purpose, tend to be more understanding than people who do not have goals. Because reading is an active activity, responding to the meaning of what is read , then

read the main goals is to search for and obtain information, including the content, understand the significance of reading.

Everyone has a different goal in reading. Set a goal to read the reader is influenced by many factors, including the needs, condition and situation read. There are some of opinions of experts on the purpose of reading:

According to White (2002) the existence of three kinds of the purpose of reading:

1) To add insight or knowledge that is factual.
2) To increase the intellectual power
3) To get pleasure or to get entertainment.

Based on definitions above the purpose of reading is to obtain information from the text. Which includes the contents, the understanding the meaning of reading. Its means, meaning (sense) is closely related to the purpose or we intensively in reading.

2.3 The Importance of Reading:

Reading is one of the most important skills in learning language besides listening, speaking, and writing. According to Damian (2015), reading is an activity that involves greater level concentration and gives conversional skill to reader. It acquired a lot of knowledge. Besides, reading can improve students, attention span and comprehension. In general, they are two reasons why reading is important in daily live:

1) Reading will help to achieve some clear aim or information. It means that reading is one of the ways to get information.
2) Reading is needed for career, for study purposes, or simply for pleasure. Teacher or students reads a book to improve their knowledge and people comic, magazine, or novel for pleasure.

For language teaching, reading is useful for language acquisition. It can help to improve students' English ability. Brown (1970) said that reading competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship. It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good , others must be good too.

2.4 The Models of Reading Process:

The models of reading process can be placed in one of the three categories: bottom-up, top down, and interactive (Harris & Sipay, 1984:6). A discussion of the three models now follows.

1. Bottom-up Reading

   Bottom-up models of the reading process view reading as basically a translating, decoding, or encoding process. Here the reader started with the letters or larger units, and as he attends to them he begins to anticipate the words they spell. When the words are identified, they are decoded to inner speech from which the reader derives meaning in the same way as listening.

2. Top-down Reading model

   The students applying this type of reading model view reading as a linear process, although the process from the top, the higher the mental stages down to the text itself. The reading process is driven by the students mind at work on the text. Right after the title and the author of reading selection, the students' mind is working, predicting the content of the reading selection, and while reading the text, his/self mind is still working, checking and conforming his/her prediction to finally correct the new information if it does not meet his/her expectation. For this reason, this type of reading model is called-driven model.

3. Interactive Reading Model

   In the interactive model there is a simultaneous impact between the bottom-up and top-down reading processes on comprehension. Like the top down model, interactive reading is a reader-driven model. It is not a linear but rather cyclical view of reading a text. Textual information and students' mental activities (including syntactic, lexical, semantic, and pragmatic information) have a simultaneous and equal impact on comprehension.

2.5 Types of Reading:

There are two types of reading they are intensive reading and extensive reading. According to Hafiz and Tudor (1989) who compared between intensive and extensive reading

In intensive reading activities learners are in the main exposed to relatively short text which are used either to exemplify specific aspects of the lexical, syntactic or discourse system of the L2, or to provide the basis for targeted reading strategy practice; the goal the extensive reading, on the other hand, is to" flood" learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material."

Therefore, the intensive and extensive reading will be describes as follow:

a. Intensive Reading

Intensive reading focuses on text which takes place in classroom. As Nuttal (2000) says that the intensive reading lesson is planned primarily to train students in reading strategies. It means intensive reading focuses on strategy in

reading which educated in classroom or it can be called as formal way. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the massage, identifying words that connect to one idea to another and identifying words that indicate change from one section to another.

b. Extensive Reading

Extensive reading is opposing from intensive reading, if intensive reading do in formal way or in classroom while extensive reading do in outside or away from classroom or school. The reader usually read the book for instance reading novels, magazines, newspaper, etc. Rechard Day in 1998 said that type is called as Joyful reading". From extensive reading can enhance the vocabulary, get more knowledge and lot of information. They also expend their knowledge through books they read.

2.6 Reading Comprehension:

According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentence and connected text. Reading comprehension involves both perception and thought. Readers will use background knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and reader. The writer has a message such feeling, facts, ideas, and arguments by what to share. Then, the write puts the message into words. So reading is which something interpreted or understood. Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading materials text, and the reader must think what the text means.

English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, content, and the most important is to know about the writer ideas.

From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about topic in the text. In fact, comprehending an English text is not easy to do for students because English as foreign language. Many readers are not able to catch the author ideas because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should

have good concentration in reading text to get the meaning of the author from his ideas.

2.7 Reading Comprehension Strategies:

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer said. It means that strategy helps the students to comprehend the text thy read. Nuttal (1982) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

a. Skimming: is a useful skill to be applied in reading. Gerlet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and understanding that it is possible to gain meaning without reading every word in a text. Skimming assist the readers   to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title
, other heading and look at the picture, reading the first and the last paragraph of the text.

b. Scanning: it is means glancing rapidly through a text to search for a specific piece of information Gerllet (1981) He said that it is means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant. For example, students scan the list of name in a telephone directory to find phone number. Scanning helps the reader find information quickly without reading the whole text.

c. Extensive reading: in this stage the readers usually face a longer text. In reading the readers need a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Long and Richerd (1987)identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, read for gist and skips unknown the words. So, the aims of extensive reading are to build the readers their confidence and enjoyment.

  d. Intensive reading: it is reading detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and it affects the message, identifying words that connect one

idea to another and identifying words that indicate change from one section to another.

2.8 Reading Comprehension Aspects:

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. Those aspects are regards as difficulties that students encounter in comprehension the text.

a. Determining Main Idea

The main idea is a statement that tells the author his point about topic. According to Longan (2002), said that finding main idea is a key to understand paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or the last sentence, (Vener,2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

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

c. Understanding Vocabulary

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

d. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statement in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the question. These questions are often stated in one the following:

"From the passage, we can conclude that.

"It can be inferred from the passage…"

"What the meaning of the statement above?

Therefore, sometimes the students are difficult to find the conclusion of the text because of the meaning of statement is not written on the text.

e. Detailing Information

The last type of question that is usually found in reading test is detail question or information this question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

"According to the passage, who were fighting for conversation in the forest",

All of the following are the true.

A person, date, or place is.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in question, and then scan the passage for that words synonym.

2.9 Reading Comprehension Challenges:

Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). It will be seen from students their mistake or error learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the student his poor performance in reading test. Thus, from this factors arise some difficulties in reading comprehension. Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim: 2006). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulties in reading strategies and difficulty in concentration (Fajar:2009).

a. Difficulty in understanding long sentence

In a common problem that most of students finds in understanding the long sentence with the complicated structure. It is supported report by of Barfield (1999) that shows 12 percent of students have difficulty in understanding long sentence in graded story and 20 in academic text. Therefore, the effect of this

problem is the students cannot understand the long sentence they fail to understand the main idea percent in the text.

b. Difficulty in reading strategies

The students who lock of reading strategies often fail in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lock of tool necessary to succeed in reading comprehension test (Duarte, 2005).there are characteristics of the students who lock in use of reading strategies. First the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading comprehension. Second the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficult to deal with reading comprehension test. (Mei-yu,1998 as cited by Fajar, 2009).

c.   Difficulty in concentration

Difficulty in concentration during reading can be caused by psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulties in concentration are another reason student poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text result from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

According to Peter (2001), there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners their environment that can be influence their learning reading achievement.

a. Home environment

It cannot be neglected that parents play important role in the home. Freeman and Long (1990) stated that every students needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children their need parents or his or her family attention to learn about English. Learning reading without family attention will make students feel difficulty in learning. They can feel down if no one supporting them to learn English text.

b. School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, Such as school with lock of learning media. The lock of learning media such as English book, magazine or newspaper make reading learning process become ineffective and will be impeding students in understanding the material.

2.10 Reading Comprehension Problem:

According to Westwood (2001: 31) argues that readers must use information they already possess to filter,

Interpret, organize and reflect upon the incoming information they get from text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connection, questing, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is the why there are many students find difficulties in comprehending the English text.

Reading difficulties refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer, 2005). It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have negative effect in their study especially in their reading ability.

Moreover, Kuswidyastutik (2013) said that someone

understand of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did working on the questions. The basic question on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The researcher considers that those questions are also the basic difficulties that are face by the students in comprehending the students in comprehending the text.

According to Oakhill (1993) he shows that one general problem that less skilled comprehends seems to have is making inference from text. These difficulties include: (a) inferring information that is only implicit in a text; (b) making inferences to connect up the ideas in a text; (c) inferring the meanings of particular words from context. Three studies discuss about the difficulties in reading comprehension. The above studies about inferring information that is only implicit in a text include main idea.

According to wilawan (2012) found explicitly main idea is not a difficult reading task for many people due the fact that they can search for main points of

text at specific locations (i.e. the first, second or last sentences) but explicit included local idea, it is explicit connective has to types of text require readers to infer the underlying structure of the text, which is difficult task for students. Determining implied main ideas is much more difficult and can be problematic for most readers. Main idea comprehension, as noted earlier, is a difficult task which involves the simultaneous application of bottom-up, top-down. Determining a main idea of a text is one of the most difficult tasks in reading comprehension. It is complex process which concerns application of various reading strategies. Students have difficulty in comprehension, particularly in identifying main ideas and important details.

According to Parera (2002:95) there are types of difficulty in reading comprehension, as follow:

1. Illegible handwriting, print that is blurred or uncomfortably small, or lack of contrast between the words and background.
2. When the subject matter is outside the reader his knowledge and experienced. In this case, it is possible for all the words of the text to be understanding but for the whole not to make sense.
3. Presented by unfamiliar vocabulary. Some of the book written for junior school pupils contains several words which are unlikely to be known by young children.
4. There are many grammatical difficulties in the text.
5. They overall of discourse organization may be unclear or unfamiliar.
6. Lack of facilities.

According to Heilman (as cited in Atikah 2009:22), there are five problems are identified from student his problems in reading:

a. Word attack

Some of the students had obvious word attack problems; either the examiner had to supply words or the students mispronounced words or sometimes they sounded them out.

b. Fluency

Most of the students read haltingly, in a monotone, and with many hesitations. The comprehension of the students is weak when text is read too slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension.

c. Syntactic structure

The third reading problem that the children have is syntactic structure. The problem with syntactic structure can arise in two ways. First student ability to understand syntactic structure when they are spoken does not guarantee that are these same structure will be understood when they are bread. Second some syntactic structure is more frequent in speech than in print and are unfamiliar when encountered in print.

d. Word meanings

Many students had difficulty with the meaning of some word. Here, the number and difficulty of words are increase. The vocabulary becomes more sophisticated, and word meaning becomes more of a problem. Some problems in teaching and learning skill that are faced by teachers are language, topic and genre, comprehension tasks, and negative expectations.

e. Lack of concentration

Lack of concentration is another mentionable reason for student poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text result from reading with concentration. but students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situations results in the frustration and unwillingness, and prevent them to read further.

According to Putri as cited in Irawan (2010) there are number of causes, poor comprehension such as;

1. Lock of vocabulary knowledge.
2. Inappropriate reading strategies.
3. Reading speeds.
4. Factor associated with students boring activities in reading).
5. Text (of low interest materials).
6. Situation (uncomfortable towards learning).
7. Insufficient time spent in reading.

Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). It will be seen from students their mistake or error learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the student his poor performance in reading test. Thus, form this factors arise some difficulties in reading comprehension.

2.12 Summary:

This chapter reviewed the literature for the study it defined the basic terms and presented relevant works on problems of reading comprehension. It is also reviewed the difficulties of reading comprehension, and reading comprehension aspects.

CHAPTER THREE
METHODOLOGY

CHAPTER THREE
METHODOLOGY

3.0   Introduction:

This chapter describes the methodology used in the study that is the main data used in the study including instrument of data the researcher designed test in order to investigate and then evaluate the secondary school students in reading English comprehension. The suitable methodology adopted for this study is the descriptive method using cross sectional or co-relational analysis, the data and information that were collected for this study were analyzed using simple percentage.

3.1 Population of Study:

The population of this study is secondary school students in reading English comprehension in Ombada locality in academic year 2020/2021.

3.2   Population and Sample Design of Study:

This study employed a purposive and stratified random sampling procedure in which different categories of people or respondents were considered to answer the test. A sample 25 respondents indentified they included.

This study based on qualitative design, since it applies test as tool for data collection.

3.3   Tools and data collection procedure:

The major tool used and the procedure for the data collection in research is the test for students used the closed ended test. This is the type of the test where the information expected chose his/her respond by reading comprehension to secondary school students.

3.4 Summary:

This chapter classified the design of the study, the tool of data collection, population, and sampling of the study, the students were at secondary school as the place of sample.

CHAPTER FOUR
DATA ANALYSIS

CHAPTER FOUR
# DATA ANALYSIS

4.0 Introduction

In this chapter the study deals with data collected presents as analysis and interpretation of this data finally it test hypotheses.

The research aims at analyze the actual the poor vision by EFL learners in reading English comprehension

4.1 The difficulties have a big effect in low achievement and often shows signs of poor reading comprehension to the students.

Table (1) what can be inferred from the first paragraph.

Statement	Frequency	Percentage
Correct	6	24%
Incorrect	19	76%
Total	25	100%
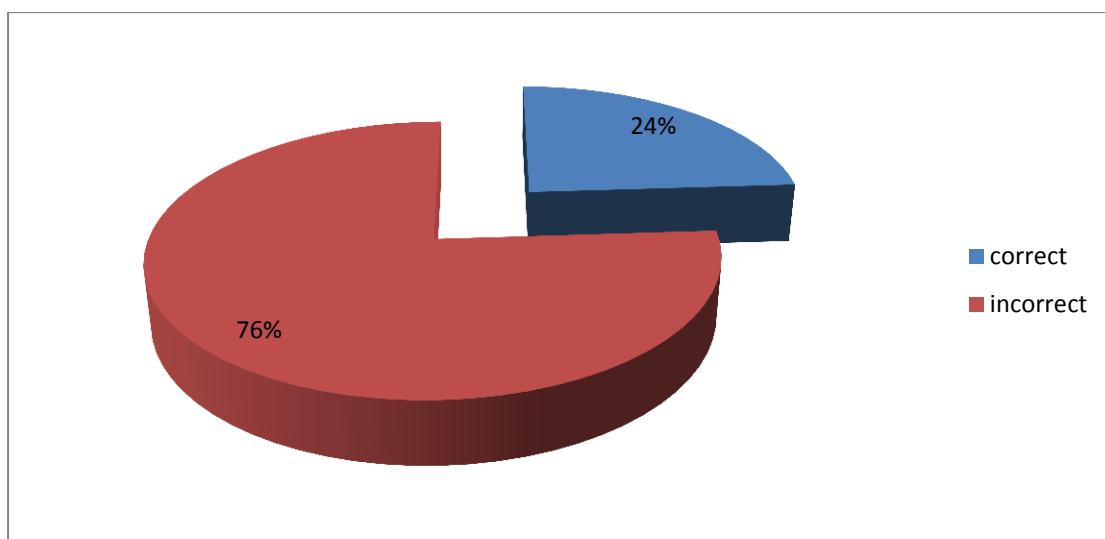
In table and figure above mentioned that" What can be inferred from the first paragraph." the percentage of correct answer was 24%, and the percentage of incorrect answer was 76%. The majority of students don't answer correctly.

Table (2) How many children did Amna Hamid have?

Statement	Frequency	Percentage
Correct	17	68%
Incorrect	8	32%
Total	25	100%
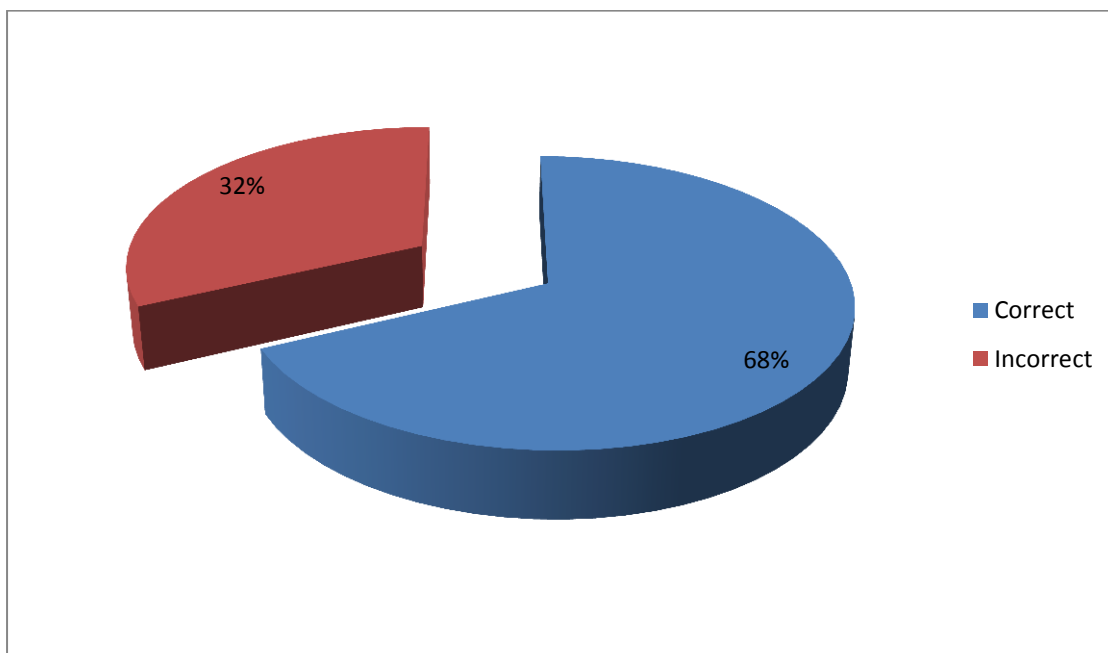
In table and figure above mentioned that " How many children did Amna Hamid have? " the percentage of correct answer was 68%, and the percentage of incorrect answer was 32%. Most of students understanding this questions well.

Table (3) To support her family at first, Amna Hamid used to …..

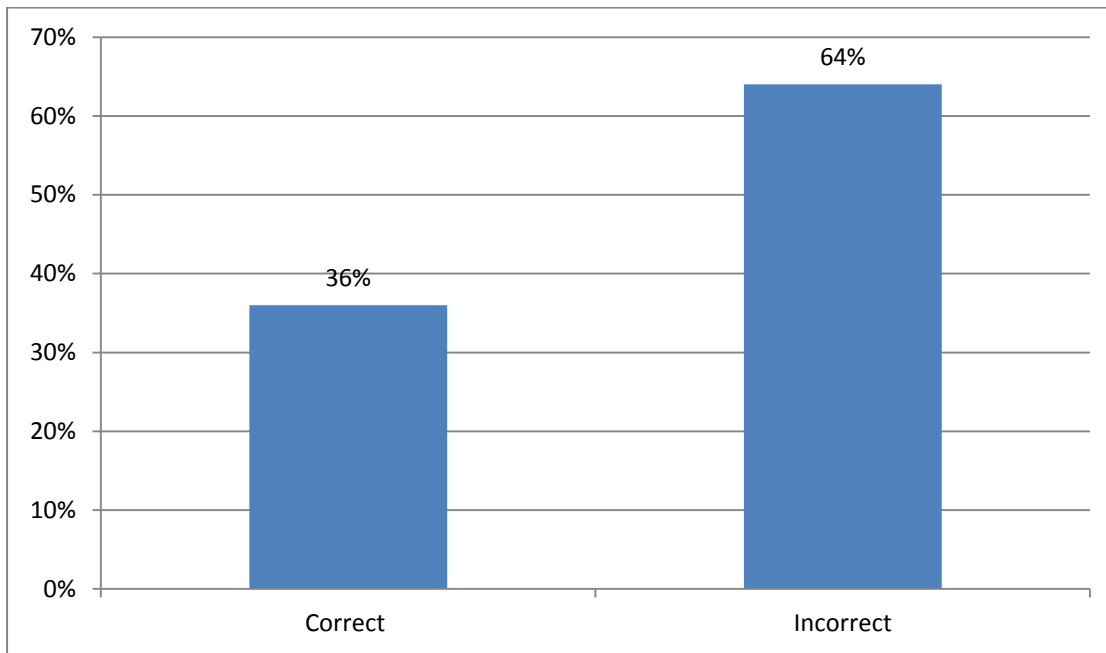| Statement	Frequency	Percentage
Correct	8	32%
Incorrect	17	68%
Total	25	100%
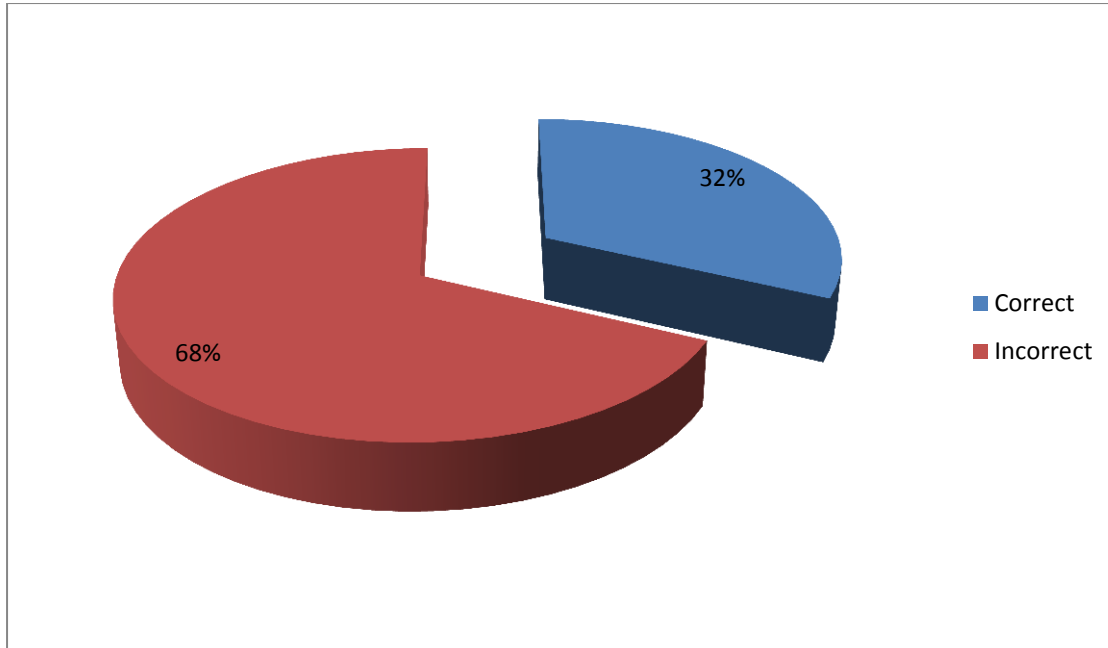
In table and figure above mentioned that" To support her family at first, Amna Hamid used to ….." the percentage of correct answer was 32%, and the percentage of incorrect answer was 68%. This question its seem difficult to students.

There are a lot of factors behind the poor vision such as for of background.

Table (4) the productive families program gave Amna Hamid ……

Statement	Frequency	Percentage
Correct	9	36%
Incorrect	16	64%
Total	25	100%

In table and figure above mentioned that" The productive families program gave Amna Hamid …… "The percentage of correct answer was 36%, and the percentage of incorrect answer was 64%. This question little difficult to the students.

Table (5) What is the main idea o paragraph two

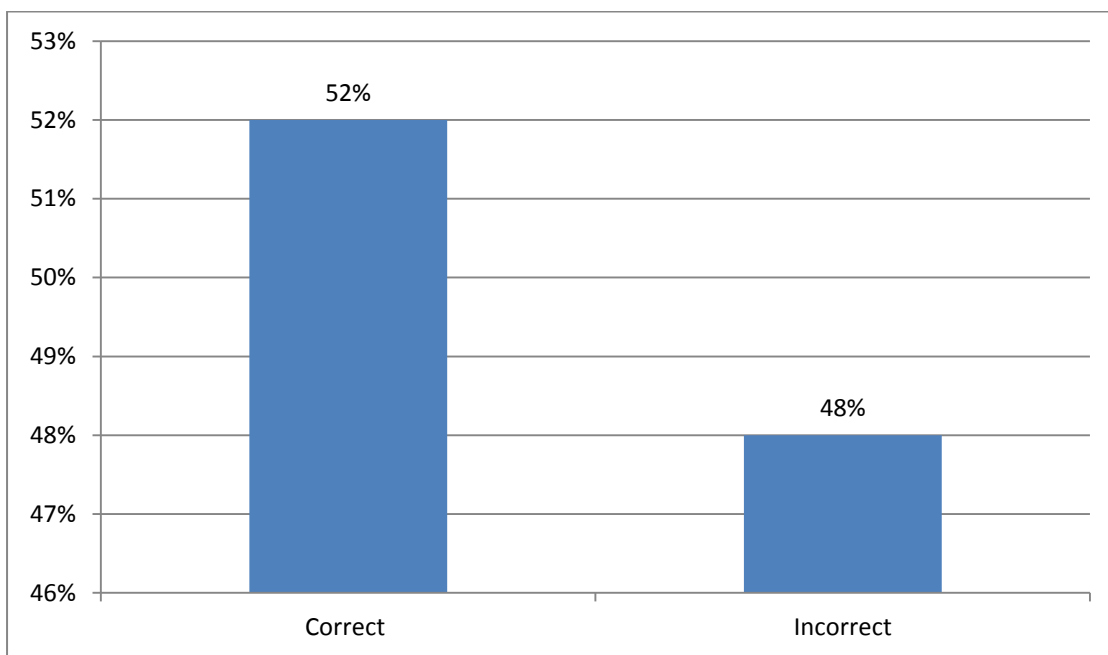| Statement	Frequency	Percentage
Correct	7	28%
Incorrect	18	72%
Total	25	100%
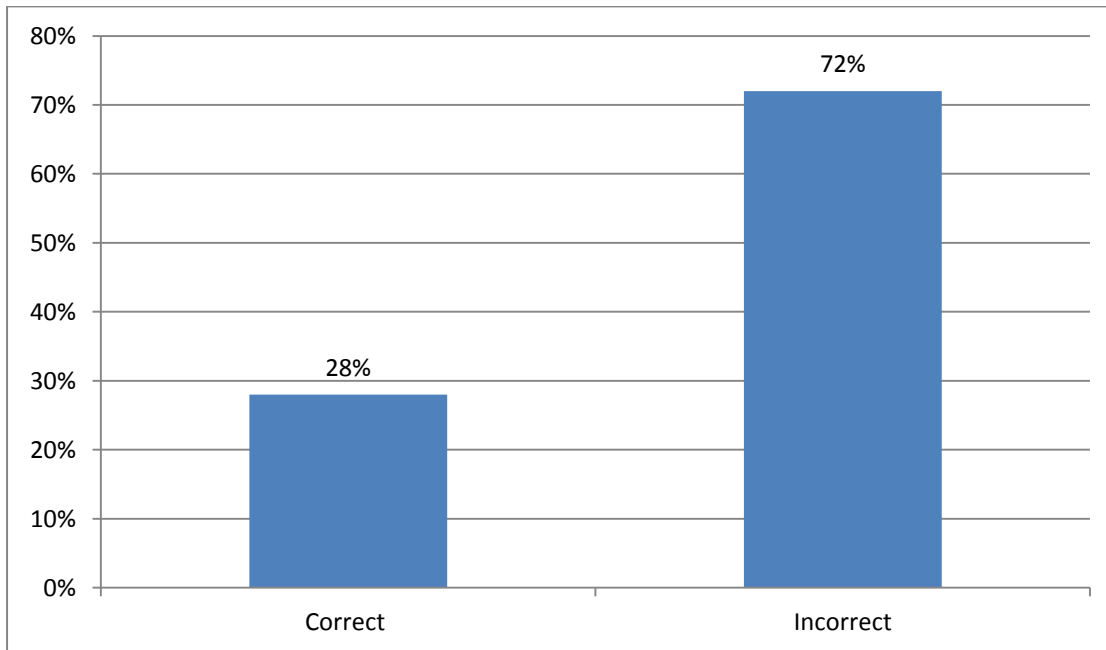
In table and figure above mentioned that " What is the main idea o paragraph two " the percentage of correct answer was 28%, and the percentage of incorrect answer was 72%. Majority of students do not understand this paragraph.

3.2 There are a lot of factors behind the difficulties of reading comprehension such as far of background.

Table (6) Amna Hamid was given ....

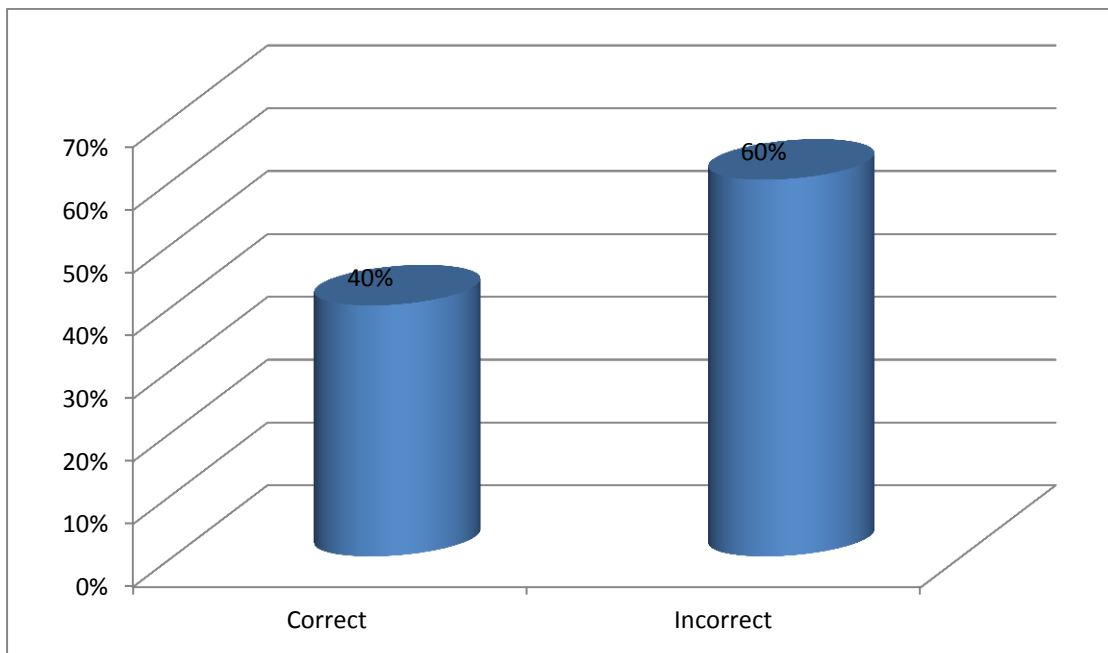| Statement	Frequency	Percentage
Correct	13	52%
Incorrect	18	48%
Total	25	100%

In table and figure above mentioned that " Amna Hamid was given ...." the percentage of correct answer was 52%, and the percentage of incorrect answer was 48%. More than half understanding the question well.

There are a lot of problem facing the poor vision learner in reading English comprehension such as they are reading slowly and so on.

Table (7) from the passage, a word which means family is ....

Statement	Frequency	Percentage
Correct	10	40%
Incorrect	15	60%
Total	25	100%

In table and figure above mentioned that " from the passage, a word which means family is ...." the percentage of correct answer was 40%, and the percentage of incorrect answer was 60%. This question seem not so difficult
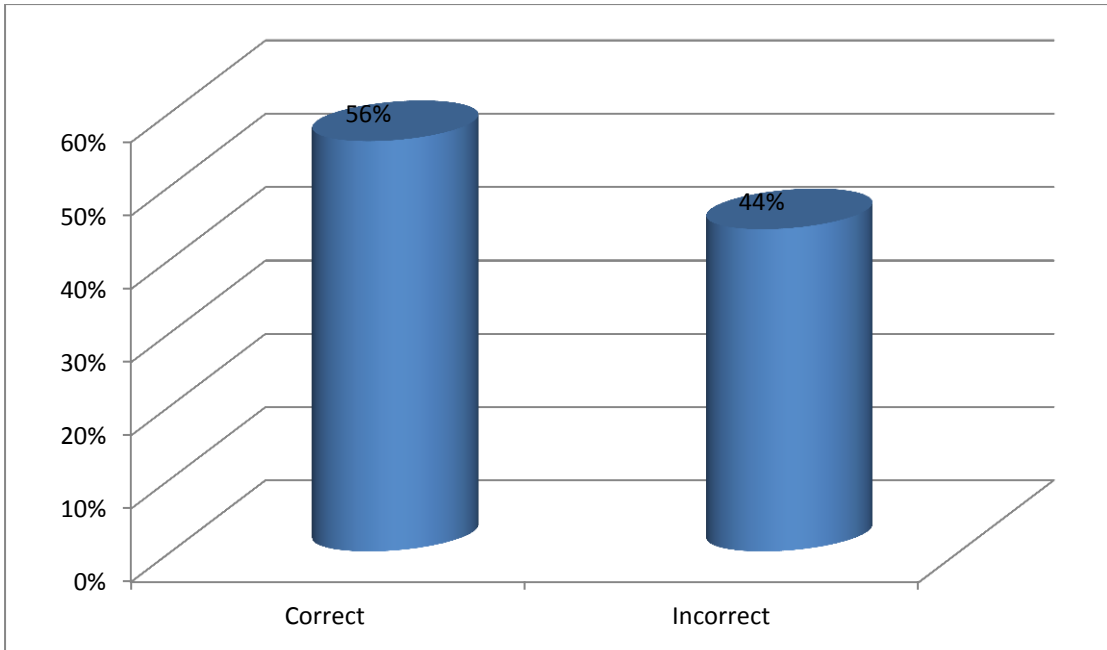
Table (8) the underlined pronoun "them" refers to ....

Statement	Frequency	Percentage
Correct	9	36%
Incorrect	16	64%
Total	25	100%
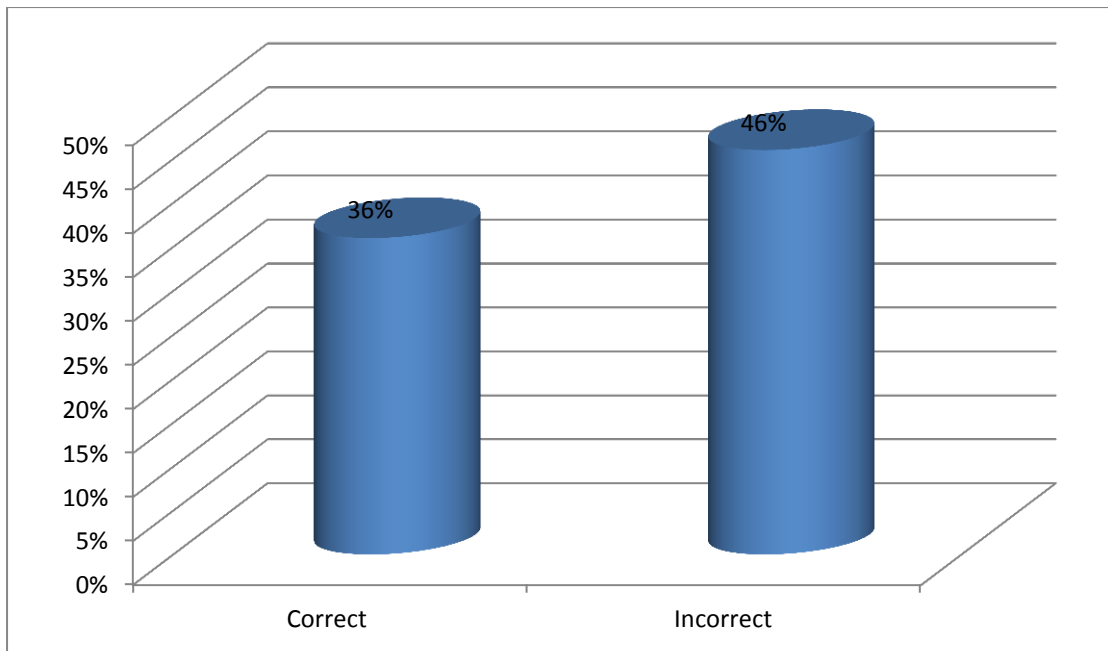
In table and figure above mentioned that " the underlined pronoun "them" refers to ...." the percentage of correct answer was 36%, and the percentage of incorrect answer was 64%. This question it is difficult to the students .

Table (9) Amna Hamid used to work for .... in the factory

Statement	Frequency	Percentage
Correct	14	56%
Incorrect	11	44%
Total	25	100%

In table and figure above mentioned that " Amna Hamid used to work for ……….. in the factory " the percentage of correct answer was 56%, and the percentage of incorrect answer was 44%. This question seems easy.

Table (10) the underline verb "to convince" could mean to ……….

Statement	Frequency	Percentage
Correct	9	36%
Incorrect	16	64%
Total	25	100%
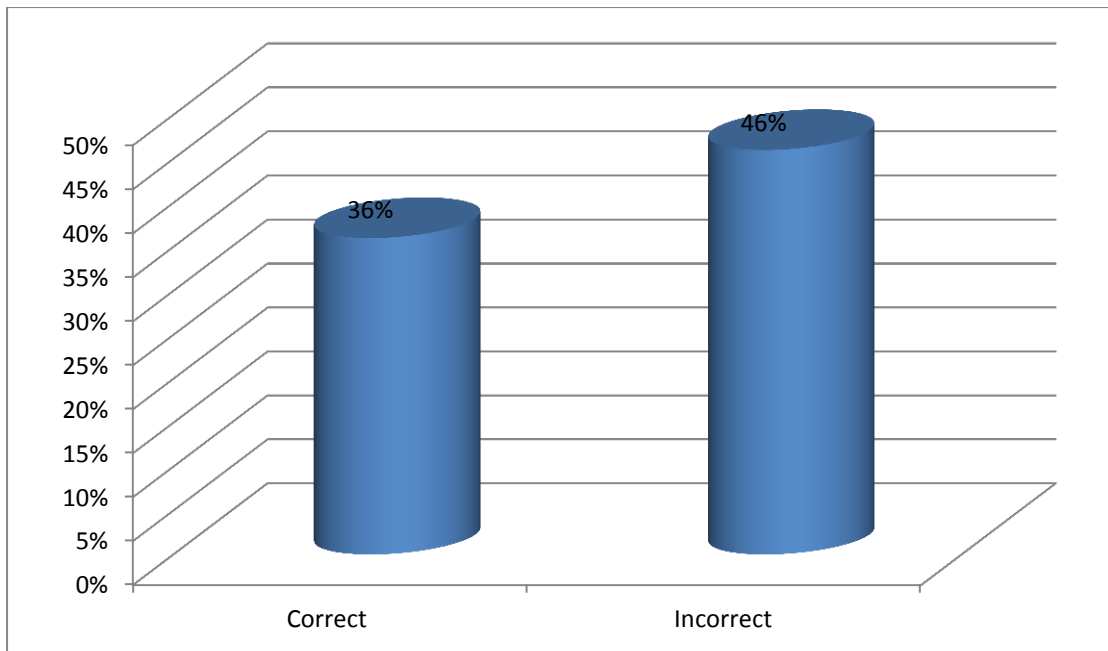
In table and figure above mentioned that "the underline verb "to convince" could mean to …., the percentage of correct answer was 36%, and the percentage of incorrect answer was 64%. A lot of students do not understanding the text.

4.4 Summary:

This chapter reviewed the result of data analysis. It is also discussion of problems and test hypotheses.

CHAPTER FIVE
FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE
FINDINGS AND RECOMMENDATIONS

5.0 Introduction:

This chapter present, finding of the study, recommendation and suggestion of the study and the summary.

5.1 findings of the study:

5.1.The students have difficulty in understanding the right meaning from text.

5.1. The students have a problem in recognizing the pronouns to what are refer.

5.2 Recommendations of the Study:

5.2. The students given more authentic and non authentic materials to read.

5.2. The students should be encouraging to have reading in their schools

5.3 Suggestion for further Study:

The researcher suggest that further researcher should have be similar study can be carried out in different geographical area.

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Appendices
Test

Amna Hamid is a widow living in Ombadda west of Omdurman. She has five children of school age. She used to work for three hours a day as the cleaner in a nearby factory and spend the rest of the day doing house work and selling peanuts to children in the neighborhood .she earned very little money. She could hardly afford to pay for all the household expenses, let alone pay school fees for her children.

A social worker visited the family and encouraged Amna to join in the productive families programme. She was given a loan to start a small business of rabbit breading. She received training on how to feed rabbits and keep **them** healthy. She was supplied with two pairs of a good breed of rabbits.

A few months later, the rabbits multiplied and Amna had a good stock ready for marketing. Again she joined another short programme on marketing where she received training on how to **convince** people to buy her products and on how to keep accounts. Later, Amna's business flourished and she had many customers. As a result of her effort, rabbit's meat became very popular and many families started to bread rabbits as a source of protein for family food.

Choose one the correct answer based on text

1. What can be inferred from the first paragraph?
   a. Amna Hamid did not work hard
   b. The participants of society
   c. Encourage Amna Hamid to join in the productive families programme
   d. All answers are wrong

2. How many children did Amna Hamid have?
   a. Five children   c. seven children
   b. Four children   d. three children

   To support her family at first, Amna Hamid used to………
   a. Work in school   c. Work in a factory
   b. Sells peanuts   d. Both 'b" and 'c"

3. The productive families programme gave Amna Hamid………

a. A house   c. A loan

b. A job in factory   d. School fees

4. What is the main idea of paragraph two?
   a. Training on how to convince people
   b. Productive families programme
   c. Amna Hamid working as a teacher
   d. All the answers are right

   5. Amna Hamid was given……..
   a. One rabbit   c. Three rabbits
   b. A two pairs of rabbits.   d. seven rabbits

6. From the passage, a word which means family is…….
   a. Children   c. Neighbors
   b. Fees   d. Household

7. The underlined pronoun "them" refers to……
   a. Rabbits   c. Children
   b. Neighbors   d. All answers are wrong

   9. Amna Hamid used to work for…….in the factory.
   a. An hour a day   c. Two hours day
   b. Three hours a day   d. the whole day

   10. The underlined verb "to convince" could mean to……
   a. Tell   c. Stop
   b. Encourage   d. Persuade