



بسم الله الرحمن الرحيم



Sudan University of Science and Technology

College of Graduate Studies

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**Using Training Session to Enhance Secondary School
Students' Reading Comprehension**

استخدام الدورة التدريبية لتعزيز فهم القراءة لدى طلاب المرحلة الثانوية

**A thesis Submitted in Partial Fulfillment of the Requirements for
M.A Degree in English Language (Applied Linguistics)**

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DEDICATION

To my beloved parents.

AKNOWLEDGMENTS

I am thankful to Allah the Almighty for the enormous graces He bestowed upon me to achieve this research. My deepest gratitude is extended to all supported me and encourage me especially. Dr. Hillary Marino Pitia Laki for his remarkable guidance, advice, understanding & patience. I would like to present my thanks to Dr. Abass Mukhtar , Dr. Najlaa , & also Dr. Saousan for their help and for having verified my research tool namely; test.

ABSTRACT

This study aimed at adopting training session to enhance secondary school students' reading comprehension. this research has adopted the descriptive analytical method. the instrument that was used for data collection is a test. the sample of the study consisted of 30 secondary school students in Alglai secondary school at Elhuda locality the data were analyzed by using the statistical program. (SPSS). the study came with following results. Secondary school students are not aware of reading strategies and students don't practice techniques of reading skills. the researcher would like to forward the following recommendations; reading strategies must be learned and applied practically for consuming students time for better or full mark exam.

مستخلص البحث

هدفت هذه الدراسة إلى اعتماد دورة تدريبية لتعزيز فهم القراءة لدى طلاب المرحلة الثانوية. اعتمد هذا البحث علي منهج الوصف التحليلي. الأداة التي تم استخدامها لجمع البيانات هي اختبار . تكونت عينة الدراسة من 30 طالباً وطالبة في المرحلة الثانوية في مدرسة القليع الثانوية بمحلية الهدى تم تحليل البيانات باستخدام برنامج التحليل الإحصائي (SPSS) جاءت الدراسة بالنتائج التالية .طلاب المدارس الثانوية ليسوا على دراية باستراتيجيات القراءة ولاS يمارس الطلاب تقنيات مهارات القراءة. يود الباحث توجيه التوصيات التالية يجب تعلم استراتيجيات القراءة وتطبيقها عملياً لاستهلاك الطلاب لوقت أفضل أو امتحان درجات كاملة.

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Chapter one

Overview:

1.0 Introduction:

Many researcher did try to solve comprehension problems by different means and they did present recommendations. In this studies we need active learning to motivate students to engage with reading process. Active learning engages students in the process of learning through activities and/or discussions in the class. It emphasizes order thinking and involves group work. Freeman. Ital. (2015). Active learning implies that students are engaged in their own learning. Active teaching strategies have students do something other than taking notes or following directions...they participate in activities to construct new knowledge and build new scientific skills. Hardelsman elal (2007).

Improving the ability to read and comprehend, especially for students who struggle with reading, is one of today's most pressing educational priorities (Fuchs and .Fuchs, 1994; Snow, Burns and Griffin, 1998). Despite extensive efforts, many students continue to struggle with reading, increasing the possibility that they will drop out of school (Hammond, Linton, Smik and Drew, 2007).

Teachers play pivotal role in teaching and training students; the method by which a teacher teaches comprehension (mechanically or strategically) is important in insuring the effectiveness of comprehension instruction. Observations of teachers several times over the course of school year by Tayler, Pearson, Peterson and Rodriguez (2003) suggest that teaching variables such as (a) small groups instructions, (b) skill instruction in comprehension, (c) teaching modeling, are substantial variation in students achievement.

In a related study, Guthrie and Colleagues (2006) confirmed that a high number of stimulating tasks increased student motivation and that motivation has a positive effect on reading comprehension. The student share and record their predictions about what they think will happen next, giving evidence to support their predictions. Davis (2015).

1.1 Statement of the Problem:

Almost, many researchers did count reading comprehension problems. Many of them may recommend some solutions. The practical guidance, consecutive training session to improve reading comprehension skills and provide some applied solution, students who have difficulties to use reading strategies, so they will face problems to discuss what they read. They do not understand comprehension questions, the assignments are out dated and they do not motivate students to progress in reading.

1.2 Questions of the Study:

1. To what extent are secondary school students able to use reading strategies to comprehend comprehension text?
2. To what extent secondary school students able to understand comprehension questions?
3. How far the out dated assignments stand as an obstacle for the students to motivate and progress in reading?

1.3 Hypothesis of the study:

1. Secondary school students are not able to use reading strategies.
2. Secondary school students do not understand comprehension questions.
3. Outdated assignments are mental obstacles and do not motivate students to improve their reading.

1.4 Objectives of the Study:

This study aims to:

1. Find out whether secondary school students are able to use reading strategies when they discuss topics.
2. Shows whether students have difficulties in comprehending questions .
3. Highlight how the outdated assignments don't motivate students to progress and improve their reading.

1.5 Methodology of the Study:

This study tested students' main difficulties in reading comprehension in order to design a practical training program for the students to improve their reading comprehension. It targets secondary school students (third year). The researcher had a pre-test to decide student's main reading difficulties. Then he goes forward and tries to solve them practically through training session program.

1.6 Limitation of the study:

This study is limited to:

1. Test students of secondary school (third year) main comprehension difficulties.
2. The program of training session will be the guidance to solve students reading comprehension difficulties.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDY

2-0 .Introduction

This chapter is divided into two sections. The first section deals with literature review that related to the research topic such as : definition of reading , reading comprehension etc. While section two is about previous studies that related to the research topic.

Definition of Reading

Reading is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a student's success in School and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost (1985). Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing (Snow, Burns, & Griffin, 1998).students attitudes regarding the purpose for reading also influence their ability to read. If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically. The idea here is that when we read something, the purpose is to try to understand what the author's intention is. When dealing with reading, we encounter two layers of reality: one that we can see and one that we cannot see. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear kose (2006). Teele asserts that the goal of all readers should be to understand what they read (2004, p. 92). Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. Teachers can help improve student

comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). It is important to teach the strategies by naming the strategy and how it should be used, modeling through the think-aloud process, group practice, partner practice, and independent use of the strategy (Duke & Pearson, 2005).

Reading comprehension

Reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (RAND Reading Study Group 2002, p. 11). This process of interaction and involvement with text is a function both reader and text variables that take place within a large social context (Goldman, Saul, & cote, 1995; McNamara & Maglinano, 2009; RAND Reading Study Group, 2002). When successful, the product of reading comprehension is a coherent mental representation of a text’s meaning that is integrated with reader’s prior knowledge. This product is often referred to as mental model (Johnson -Larid, 1983) or a situation model (Kintsch,1998; Kintsch, &van Dijk, 1978) and is considered to be the basis for learning form text. The nature of the model, that is the ideas and the links connecting those ideas, defines what has been learned.

Reading Strategies:

2.1 Predicting:

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003). It is

important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding. Without this aspect of the prediction process it's become meaningless to improve the student's comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004).

2.2 Visualizing:

Another strategy that the good readers employ when comprehending a text is visualization (Adler, 2001). Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory as representation of the reader's interpretation of the text (National Reading Panel, 2000). Teachers can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text.

2.3 Making Connections:

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. "Text -to-Text, Text-to- Self, Text-to- world" is the strategy that helps student to make connections. Students can make text-to –self connections through drawing, making a chart, or writing. Teachers might ask students if they have ever experienced anything like the events

in the text. Students can make text-to-text connections through drawing, making a chart, writing, and graphic organizers. These text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can make text-to-world connections through drawing, making a chart, writing, or graphic organizers. Text-to-world connections could be done by comparing characters in a story to characters today or comparing the content of the text to the world today (Teele, 2004). Giving a purpose to students reading by asking them to find connections would help them comprehend the ideas better in the text.

2.4 Summarizing:

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. Distinguishing the related knowledge from the unrelated ones is another point in the summarizing process which will help the student's capacity to improve text comprehension.

Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students.

2.5 Questioning:

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2000). In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual,

inferred, or based on the reader's prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension (NRP, 2000).

2.6 Inferring:

Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences.

2.7 Skimming:

Skimming is when you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.

Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.

Practicing Skimming

1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information.
2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences.
3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.

4. Remember: You do not have to read every word when you skim.
5. Generally, move your eyes horizontally (and quickly) when you skim.

2.8 Scanning:

Scanning is when you move your eyes quickly down a page or list to find one specific detail.

Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.

How do I scan?

1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date.
2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?
3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking.
4. Aim for 100% accuracy!

2-10.Previous studies:

Study one:

This part provides selected studies in the reading comprehension.

(Salah Mohammed Abd Allah Adam 2017)

Investigating Reading Comprehension Difficulties Encountered by EFL Learners.

This study aims at investigating reading comprehension problems encountered by 3rd year secondary school students. The participants were 40 students that represented a sample that was exclusively drawn from 3rd year secondary school students that included both male and female students. The study data were collected through a questionnaire for the English language teacher and test for the students. After analysis of data, the results have shown that the teachers of English language at secondary schools do not play a significant role in addressing reading comprehension difficulties. The results also have shown that secondary school syllabus does not participate in addressing reading comprehension difficulties. The study recommended that the ministry of education should provide syllabus to students to give them more practice in reading comprehension. The ministry of education also should give enough training to English language teachers on how to teach students reading skills.

Study two:

Abass Abdel Rahman Alansary (2000)

The Impact of Strategies on reading Comprehension,

He explains that students are very poor in reading skills, they are also weak in comprehension and understanding English discourse, they can neither read fast nor comprehend well what they read so reading deals with comprehension and understanding of a text. After the tests, results reflected that the learners were very weak and poor in their speed of reading because of the weakness of knowledge and experiences beside the materials. The researcher found out that teachers have to be trained, reading lessons have to be well arranged to the learners and parents encourage their children to read text books of interest.

Study three:

Wahiba BabaibaMeddjahdi (2014)

Reading Comprehension Difficulties among EFL learners.

This study was carried out with the aim of investigating these reading difficulties that third-year secondary student's face; identify their reading 22 problems and the reasons behind their weaknesses in performing the reading task. The questionnaire and interview have been as research instruments which are addressed, respectively, to third-year learners and teachers at Nehali Mohamed secondary school. The results reveal that most of the learners have difficulties in reading comprehension at the level of pronunciation and ambiguous words, as well as the nature of the selected materials.

Study four :

Investigating English Reading Comprehension Problems

The objective of this paper is to investigate English reading comprehension problems of Cambodian high school students through mixed method with 223 students by excluded the 12th graders and 6 English teachers at two high schools in Cambodia as directly respondents and by using questionnaire and interview as instruments for data collection while factor analysis and qualitative description as a tool for data analysis and interpretation. The finding illustrated that lack of language knowledge and motivation which were mostly carried out English 'reading problem while student personality, learning methods and teacher personality were the shadow behind issue even though the Ministry of Education Youth and Sport had integrated this subject into the state curricula for lower secondary school since 1993. To take more actions for this challenge, investigation this issue at lower secondary school, additional root cause including family issue, English study time, learning and teaching material, and library access were recommended for future research.

Study five:

Rohani Ganie Deliana, and Rahmadsyah Rangkuti.

Reading Comprehension Problems on English Texts Faced By High School Students in Medan.

In the English teaching and learning process, there are four skills that are identified as very important: listening, speaking, reading and writing. The Indonesian government places English as a compulsory subject for Junior and senior high school. But in practice, teaching English is not too maximal. Reading skills in this case reading English texts is very important because by reading it is open the opportunity to absorb other existing knowledge. Reading comprehension is an advanced level of reading skills. Senior high school students are expected to have mastered the comprehension skills of reading English texts at an advanced level. This is because most likely at the level of lectures these students are required to read English reference books. Therefore, research that reveals the problems that exist in the teaching and learning process of Reading Comprehension English texts needs to be done. Data sources were the articles about teaching English, focusing in the problem of reading comprehension Data were words and sentences from the articles. The analysis technique used was thematic analysis. Based on the research, problem face by a student in reading comprehension of English text was majoring in three theme; 1. Problems from the student self, 2. Problems from the teacher, and 3.External problems. Problems from the student self-consist of three part: student basic English ability, less attraction on the subject and not motivated. Problems from the teacher were not using any method while teaching and used inappropriate method. External problems were material and environment .

Chapter Three

Methodology of the study

3-0 Introduction

This chapter explains the method and techniques adopted the population, the sample, the instrument and procedure of data analysis in addition to validity and reliability of the study.

3-1 Methodology of the Study :

This study is to enhance secondary school students' reading comprehension by adopting training session to solve reading comprehension problems which have been discovered by pre-test. Pre-test is used as data collection tool.

3-2 Population :

The population of this study are in (Alqalie) secondary school students third year, Aljzeera state Alhuda locality.

3-3 the Sample :

The researcher selects 30 students of secondary school (who are selected randomly) for the tests.

The students are given two tests which was by researcher: pre-test to decide the students reading problem and the post-test to conducted examine the result of the adopting session.

3-4 Study Instruments :

In this study, one tool is used for data collection. A designed tests, pre-test – which consists of three main comprehension questions: true and false and short and drawing circle with fifteen questions in total to localize comprehension problems. The post-test designed similarly to pre-test in numbers and questions types to solve reading problems after 3 months to adopting session of third school students.

3-5 Procedures :

Thirty copies of each test (per- test and post-test) were distributed to third year secondary school students to collect the data. The participants were required politely to answer the three questions.

3-6 Validity of the Tool :

In order to assure the validity of the tool. The two tests were verified by three teaching staff, who have long experience at Sudan University of Science and Technology, College of Languages.

3-7 Reliability of the Test :

The reliability measure spss was used to verify the reliability which indicates that the questions of comprehension test is reliable.

3-8 Chapter's Summary :

This chapter gives full description of methods and techniques used to conduct the study. It exhibits that the study is descriptive analytically. Also, it considers the tool of the study and explains the procedures which the researcher followed to test validity of this tool, and how he collected data of the study, and how he will analyze them in the next chapter.

3.9 Validity and Reliability:

1) Validity of the Test: Correlations

□

		pre test	post test
pre test	Pearson Correlation	1	.809(**)
	Sig. (2-tailed)	.	.000
	N	30	30
post test	Pearson Correlation	.809(**)	1
	Sig. (2-tailed)	.000	.
	N	30	30

The correlation table shows the validity of the test through the significant relation between the three questions. As it is shown in the table, there is a significant relationship between the pre test and the post test. Pearson correlation value (.809) indicates that the two test are valid in estimating each other. The increase in test papers or decrease is expected to give similar result.

2) Reliability Analysis:

Reliability Coefficients	3 items
Alpha = .8614	Standardized item alpha = .8947

The reliability analysis shows the consistency of students' performance in the test. As it is shown in the table above the value of Alpha Cronbache is .8614 (9.65%) which means there is a significant consistency in students' performance.

Chapter Four

Data analysis Results and Discussions

4.0 Introduction:

Through the lines of this chapter, the researcher analyzes the obtained data from both pre and post-tests. The analysis takes the manner of comparison as the target is to see how students progressed in their performance from the pre-test.

4.1 Data Analysis:

The data analysis is done qualitatively based on quantities obtained from the students' test. The 30 papers of the pre test are compared to their equivalent in the post test. A T-test is applied to view the difference between students' performance in both tests along with descriptive statistics where mean, mode and standard deviation are calculated for each question.

Question (A):

Table (4-1): pre test question (1)

Marks	Frequency	Percent
.00	1	3.3
2.00	2	6.7
4.00	5	16.7
6.00	3	10.0
8.00	10	33.3
10.00	9	30.0
Total	30	100.0

The table above shows the frequency and percentage of the first question in the pre test. As it can be seen in the table, the marks of the students range from 0 to 10. The most frequent mark is (8) with associated frequency (10) and percentage (33.3%). This is an indication that students do well in this question.

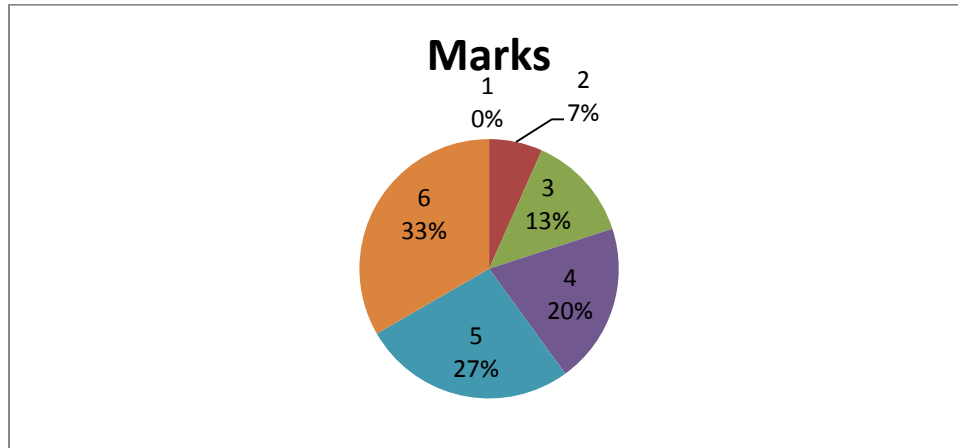


Table (4-2): pre test question (2)

Marks	Frequency	Percent
.00	1	3.3
1.00	5	16.7
2.00	12	40.0
3.00	9	30.0
4.00	3	10.0
Total	30	100.0

The statistics of the table above show that students' marks of the second question in the pre test range from 0 to 4 out of the highest (4). The most frequent mark is (2) with frequency (12) and percentage (40%). It is an indication that most of the

students manage to get an average mark. Only one student gets (zero) in this question.

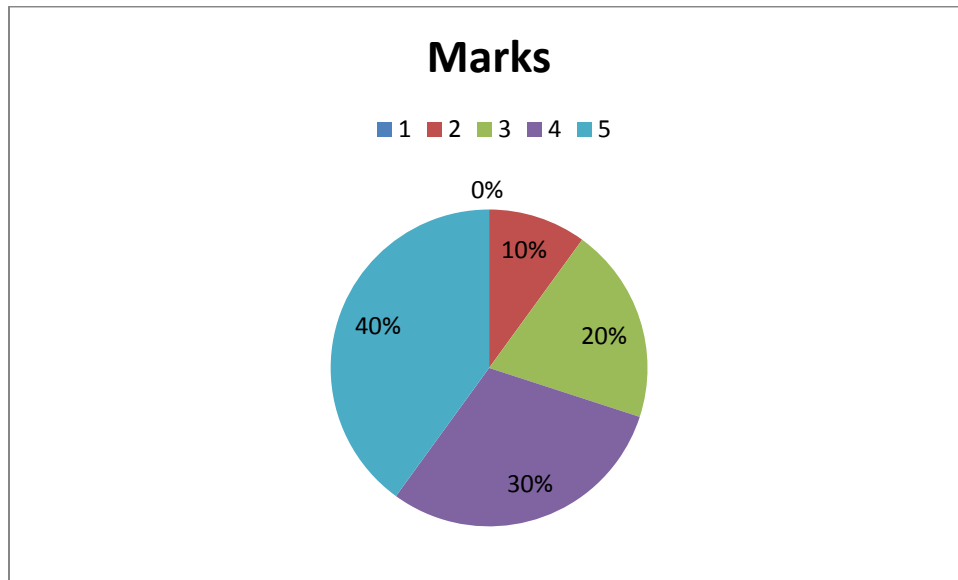


Table (4-3):pre test question (3)

Marks	Frequency	Percent
1.00	1	3.3
2.00	2	6.7
3.00	9	30.0
4.00	7	23.3
5.00	6	20.0
6.00	5	16.7
Total	30	100.0

The table above shows the statistics of the third question in the pre test. The total mark is (6) and as it can be seen in the table the students mark range from 1 to 6.

The highest frequency (9) and its associated percentage (30%) shows that most of the students get (3) and 5 students get the full mark (6).

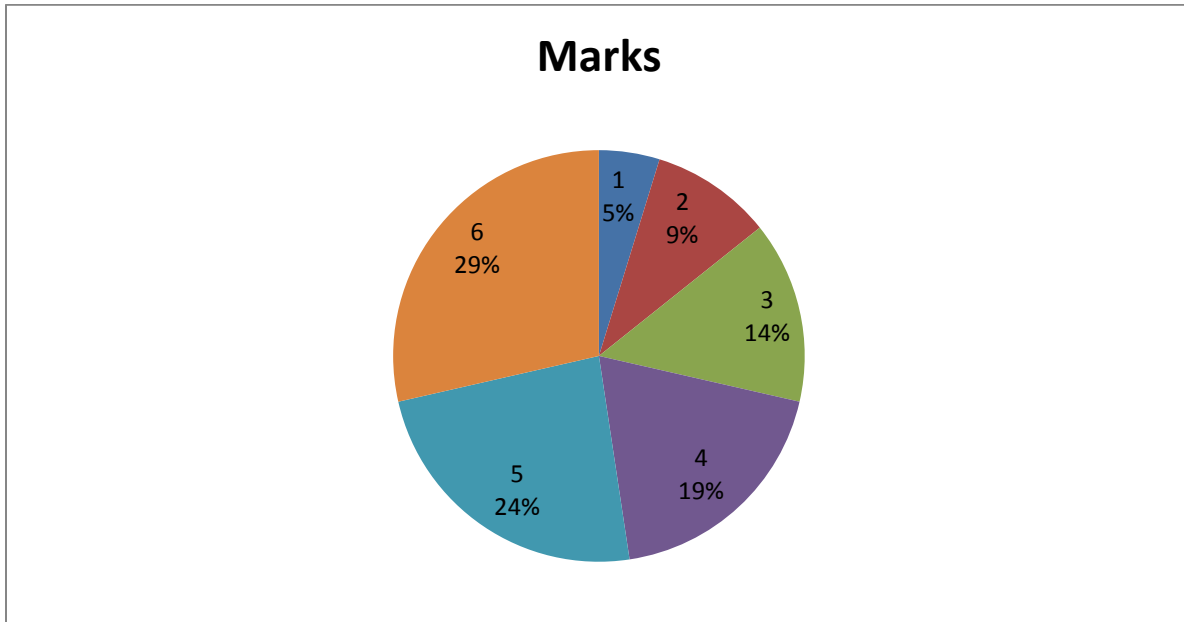


Table (4-4): post test question (1)

Marks	Frequency	Percent
2.00	1	3.3
4.00	3	10.0
6.00	1	3.3
8.00	3	10.0
10.00	22	73.3
Total	30	100.0

The table above shows the statistics of the first question in the post test. As it is shown in the table, students' marks range from (2) to (10). Only one student gets 2 while 22 students get the highest mark (10) with percentage (73.3%). These

statistics shows clearly the progress that students have made compared to their performance in the same question in the pre test.

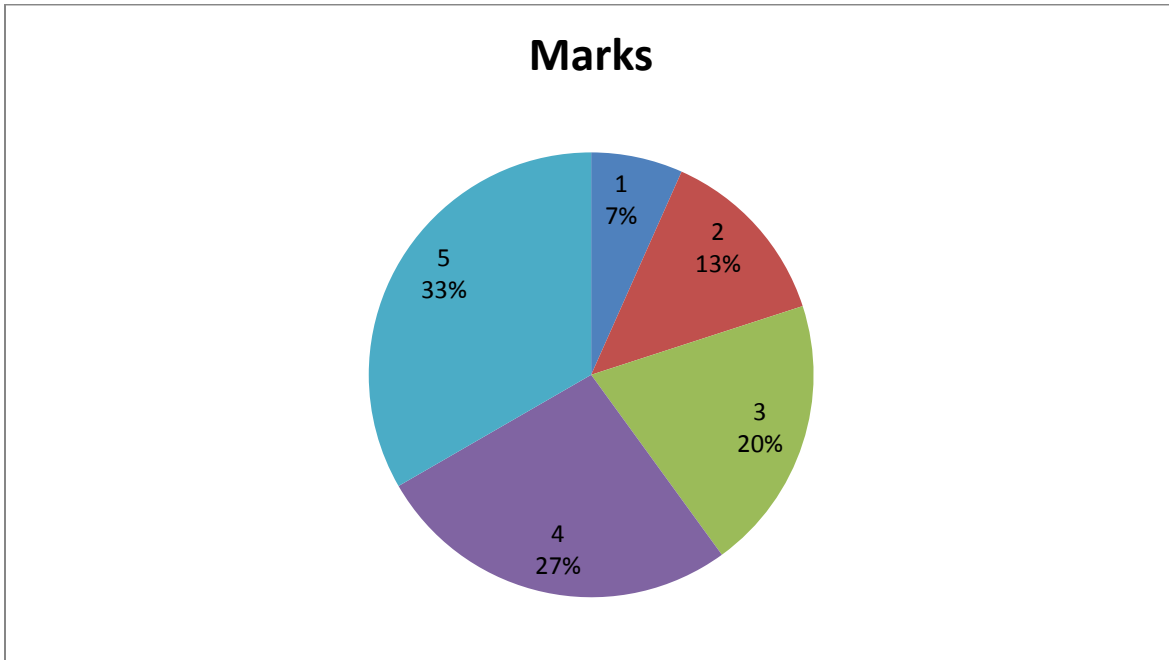


Table (4-5): post test question (2)

Marks	Frequency	Percent
2.00	2	6.7
3.00	25	83.3
4.00	3	10.0
Total	30	100.0

The above table shows the statistics of the second question in the post test. The full mark of the question is 4 and as it can be seen in the table most of the students (25) get 3 marks with highest percentage (83.3%) while 3 students get the full mark 4 with percentage 10% and only 2 get 2 marks. Compared to the same question in the pre test, students has progressed in terms of the minimum obtained mark and

the highest mark as well, there is no (zero) mark and the majority of the students get marks above the average.

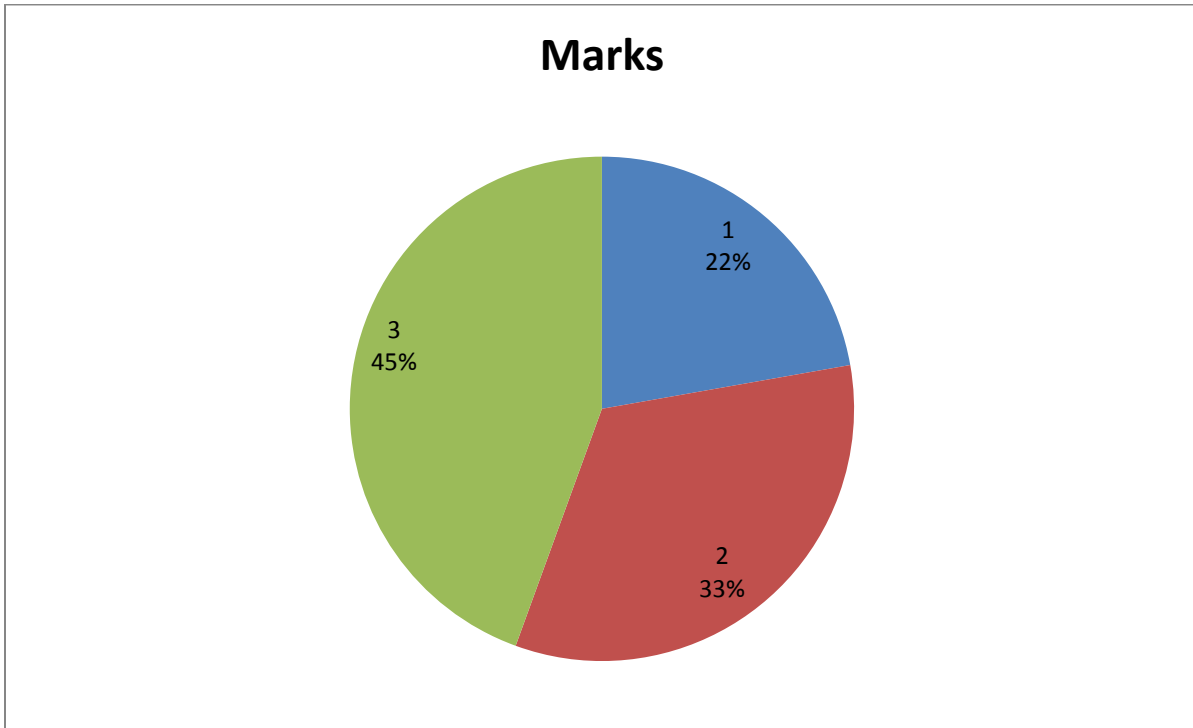
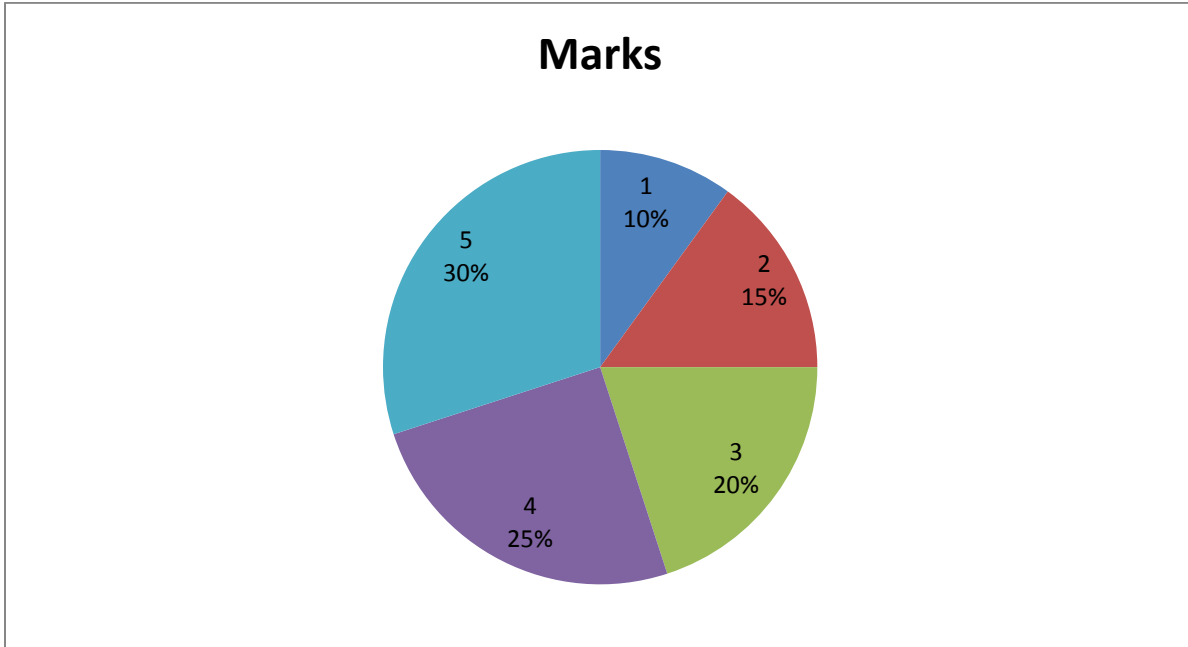


Table (4-6): post test question (3)

Marks	Frequency	Percent
2.00	1	3.3
3.00	3	10.0
4.00	8	26.7
5.00	11	36.7
6.00	7	23.3
Total	30	100.0

The table shows the statistics of the third question in the post test. As it is seen the table the marks range from 2 to 6. The full mark of the question is 6 and 7 students get the full more than the number of the students in the same question the post test.

Most of the students 11 get (5) marks with highest percentage 36.7%. It is clear that the majority of the students get marks above the average in a clear indication of their progress in the post test.



4.2 Descriptive statistics of the test question:

The descriptive statistics give a general view of how students perform in the three questions in both pre and post tests. The mean, mode and standard deviation is calculated for each question in both tests.

Table (4-7):

Questions	N	Mean	Mode	Std. Deviation
Question 1 pre test	30	7.0667	8.00	2.86397
Question 2 pre test	30	2.2667	2.00	.98027
Question 3 pre test	30	4.0000	3.00	1.33907
Question 1 post test	30	8.8000	10.00	2.32527

Question 2 post test	30	3.0333	3.00	.41384
Question 3 post test	30	4.6667	5.00	1.06134

The table above shows (N) the number of students enrolled in the test (30) with all the students in pre test manage to take the post test; that is no missing values.

As it is shown in the table the mean value of the first question in the pre test is (7.0667), the mode which is the most frequent value is (8) while the standard deviation is (2.86397). In the second question of the pre test the mean is (2.2667), the mode is (2) and the standard deviation is (.98027). In the third question of the pre test the mean is (4), the mode is (3) while the standard deviation is (1.33907).

For the questions of the post test, we can easily notice that the mean value is (8.8000), the mode is (10) and the standard deviation is (2.32527). Comparing it to the first question in the pre test, one can see that students in this question have progressed in terms of average mark and the most frequent mark they get. In the second question of the post test the mean value is (3.0333), the mode is (3) and the standard deviation is (.41384). When we compare this question to the same one in the pre test, it can be easily noticed that students improve in terms of the average mark from 2 to 3 and the most frequent obtained mark from 2 to 3 as well.

In the last of the question of the post test, the mean value is (4.6667), the mode is (5) and the standard deviation is (1.06134). When it is compared to the same question in the pre test we notice that students improve in terms of the average mark slightly from (4) to (4.6667) and the most frequent mark they get from (3) to (5).

T-test of the whole test:

After looking at the difference between the students’ performance in the pre and the post tests; the researcher views the variance with a T-test according to the final mark of each test.

Table (4-8): Paired Samples Descriptive Statistics:

Tests	Mean	N	Std. Deviation	Std. Error Mean
pre test	13.4333	30	4.36825	.79753
post test	16.6333	30	3.01128	.54978

The above table shows quick descriptive statistics generally for the both pre and post test. We can notice that the mean value which is the average mark that students get increases from (13.4333) in the pre test to (16.6333) in the post test. It is a significant improvement in the students’ performance.

Table (4-9): Paired T-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pre test - post test	-3.2000	2.61824	.47802	-4.1777	-2.2223	-6.694	29	.000

The above table shows the T-test statistics for both the pre and the post test. The mean value (-3.2000) indicates that there is a significant difference between the average mark students get in the pre test and the average mark they get in the post test which is in favor of the post test. That mean the value increases with (3.2000). the value of the (t) as it is shown in the table is (-6.694), the value of degree of freedom (df) which is calculated (N-1) equals (29) while the p.value (Sig. (2-tailed)) equals (.000). the p.value shows how significant the T-test is and the value (.000) from the table shows that there is a significant different in the T-test and positively for the post test.

4.3 General Discussion:

Based on the tables of frequency and percentage for the three questions in the pre and the post tests, we can notice how students have improved in their performance in the post test with significant values (3+). The average marks increased in each question which means students get greater mark in their post test with no students fails to lower mark in the post test.

The T-test confirmed the variance between students' performance in both test with a significant increment in the (means) and (mode) values which show how the average mark that the students achieved and the most frequent mark they get. The p.value of the T-test show statistically the significant variance as well.

The researcher can confirm that after obtaining the students' answer in the post test, a progress was achieved and the performance was different. The charts designed for the frequency tables and percentage show the results clearly.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.0 Introduction :

This chapter presents the summary conclusion and recommendations. In this section, firstly a summary of the study and the major findings are made. Secondly, the conclusion of the fundamental findings is drawn. Lastly, some possible recommendations are forwarded on the basis of the study.

5.1 The Main Findings :

Based on the test that has been performed by the students as an instrument to spot problems which students are struggling with for preparing appropriate session to improve performance in the post test.

1-Most of the students have difficulties in reading comprehension , and these difficulties are: vocabulary , sentence structure difficulties beside the lack of techniques that can help them to understand a reading text.

2- The student's ability to guess vocabulary meaning is poor.

3- Students are not able to identify referential words.

4- Students are not able to elicit meaning of words from context.

5- .Students of secondary school do face problems in reading. They are not aware of reading strategies based on the results of pre-test.

6- the students are not able to decode the unfamiliar word from context. This refers to their poor background knowledge.

7- They are not able to use techniques in reading text.

8- secondary school students do not understand comprehension question they answer the question using random ways of skill or strategies of reading.

5.2 Conclusions:

The data obtained from the above sources were analyzed by using qualitative and quantitative method of analysis. After the data had been collected, they were sorted, organized and identified according to their categories. Based on the analysis of both the qualitative and quantitative data, the following major findings were achieved.

As we know, reading is important skill in English language. And finally, by the end of this study, the researcher concluded this study with following findings.

5.3 Recommendations :

Based on the finding of the study, the researcher would like strongly to forward

The following recommendation to enhance reading competence:

5.1 As reading comprehension problems have great connection with practicality, teachers have to encourage students to use reading strategies in their written text and make sure of applying them through exercises for the students.

5.2 Reading strategies must be learned and applied practically for consuming students time for better or full mark in the exam.

5.3 Assignments have to consist of two parts one is oral in the class room, and the other is written mandatory as home work , making the student step out his mental barrier and confusion during the exam

5.4 Teacher must make extra efforts to help the student to understand the relation between answer and question using the time sequences of the tenses

5.5 The department of English language teachers have to have common collective role to alleviate English comprehension problem as they are related with both performance teacher and students reaction in the class room and exam results

5.4 Suggestion for Further Studies:

1- Investigating students' awareness of using reading strategies .

2- Investigating of reading techniques in to spine 6 at secondary school .

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Appendix

Overview:

This part show a diagnostic test availed to students for response.

Pre _ Test

Name;_.....

Read the following passage carefully and then answer the questions that follow:

William Shakespeare was born at Stratford - upon - Avon on the 23 of April 1564 and died in 1616 on the same date. He went to Stratford Grammar School where he received a free education because of his father's position in the town. Shakespeare started his life as a schoolmaster in the country but soon he moved to London as an actor and playwright. In London he became very famous with his great plays. In fact, he wrote many of the greatest dramatic masterpieces in English literature. Some of Shakespeare's plays were tragedies such as "Hamlet" and "Richard" while others were comedies like "A Midsummer Night's Dream" and "As You like It" All the plays he wrote were performed in the Globe Theater and were printed later or even after his death. His plays have been translated into many different languages ,They have inspired many poets, dramatists, film - makers and many other creative artists. They have formed the basis of the English theater Some critics said (, He was not of An age but for all times). Another critic compared him to Socrates. A third one called him (Sweet Swam of Avon). William Shakespeare was certainly the world's greatest dramatist.

(A) Give short answers to the following questions:

1 - Where was Shakespeare born?

.....

2 - In which month did Shakespeare die?

.....

3 - How old was Shakespeare when he died?

.....

4 - Why did Shakespeare receive a free education?

.....

5 - Where were all the plays he wrote performed?

.....

(B) Decide whether the following statements are true or false .write (T) for the true statements and (f) for the false one.

1 - In London Shakespeare became very famous with his great plays ()

2 - William Shakespeare was certainly the world's greatest dramatist.()

3 - His plays have been translated into few different language ()

(C) Draw a circle round the letter of the most correct alternative A.B.C.D.

1 - Shakespearean wrote: .

a- an actor. b- a schoolmaster

c- a playwright d- a poet.

2 - some of Shakespearean's plays were tragedies such as:

a- Hamlet. b- As You Like It

c- Richard d- both "a" and "b".

3- Where was Grammar School which Shakespeare went to? To:

a - in London. b-in Oxford.

c - in New York. d- at Stratford - upon - Avon.

4- In fact, Shakespeare wrote:

a- many stories. b- many of the greatest dramatic masterpieces in English literature.

c- few of dramatic masterpieces in English history. d- few novels.

5- Who did one of the critics compare Shakespeare to? To:

a- Richard b- Alexander the Great.

c – Socrates. d- both “a” and “b

6- The word "certainly" means:

a- surely. b- with doughty.

c- actively. d- lovely.

7 - The best title for this passage can be:

a- The Globe Theater. b- Stratford - Upon - Avon.

c-The Sweet Swam of Avon.

d- William Shakespeare.

Posts _ Test

Name;_

Read the following passage carefully and then answer the questions that follow:

William Shakespeare was born at Stratford - upon - Avon on the 23 of April 1564 and died in 1616 on the same date. He went to Stratford Grammar School where he received a free education because of his father's position in the town. Shakespeare started his life as a schoolmaster in the country but soon he moved to London as an actor and playwright. In London he became very famous with his great plays. In fact, he wrote many of the greatest dramatic masterpieces in English literature. Some of Shakespeare's plays were tragedies such as "Hamlet" and "Richard" while others were comedies like "A Midsummer Night's Dream"

and "As You like It" All the plays he wrote were performed in the Globe Theater and were printed later or even after his death. His plays have been translated into many different languages ,They have inspired many poets, dramatists, film - makers and many other creative artists. They have formed the basis of the English theater Some critics said (, He was not of An age but for all times). Another critic compared him to Socrates. A third one called him (Sweet Swam of Avon). William Shakespeare was certainly the world's greatest dramatist.

(A) Give short answers to the following questions:

1 - Where was Shakespeare born?

.....

2 - In which month did Shakespeare die?

.....

3 - How old was Shakespeare when he died?

.....

4 - Why did Shakespeare receive a free education?

.....

5 - Where were all the plays he wrote performed?

.....

(B) Decide whether the following statements are true or false .write (T) for the true statements and (f) for the false one.

1 - In London Shakespeare became very famous with his great plays ()

2 - William Shakespeare was certainly the world's greatest dramatist.()

3 - His plays have been translated into few different language ()

(C) Draw a circle round the letter of the most correct alternative A.B.C.D.

1 - Shakespearean wrote: .

- a- an actor. b- a schoolmaster
c- a playwright d- a poet.

2 - some of Shakespearean's plays were tragedies such as:

- a- Hamlet. b- As You Like It
c- Richard d- both "a" and "b".

3- Where was Grammar School which Shakespeare went to? To:

- a - in London. b-in Oxford.
c - in New York. d- at Stratford - upon - Avon.

4- In fact, Shakespeare wrote:

- a- many stories. b- many of the greatest dramatic masterpieces in English literature.
c- few of dramatic masterpieces in English history. d- few novels.

5- Who did one of the critics compare Shakespeare to? To:

- a- Richard b- Alexander the Great.
c – Socrates. d- both “a” and “b”

6- The word "certainly" means:

- a- surely. b- with doughty.
c- actively. d- lovely.

7 - The best title for this passage can be:

- a- The Globe Theater. b- Stratford - Upon - Avon.
b- c-The Sweet Swam of Avon. d- William Shakespeare.