

# **Chapter One**

## **Introduction**

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### **1.1 Overview**

English language, undoubtedly, is the most widely spread language in the world. In recent years, there has been great interest in learning English in many countries all over the world, This interest has increased for many reasons, firstly is being the language of modern science and technology and a means of study in English native speaking countries and a job requirement.

Reading is an important skill in any English language learning: it supports the development of overall proficiency and provides access to crucial information at work and school. With English being the dominant language of the internet, international business ,and academia (including science), beginning and advanced students alike faced great problem to develop their second language reading abilities. Therefore a more emphasis has been given to reading, especially, in a foreign language context. Gibson and Levin (1975 :1) state that " reading has received more than the other aspects of education, so there is small wonder that instruction in the early grades is organized around learning to read". . Alderson (1984: 1) also points out that " reading knowledge of a foreign language is essential to academic studies, professional success and personal development".

The present study aims to identify types of reading problems encountered by Sudanese Secondary School pupils and factors contributing to these difficulties and personal solution.

## **1.2 Statement of the problem**

Generally, Reading is a difficult skill because it involves number of sub skills. According to Koskinen and Blum (1986:20) "reading needs practice and integration of skills". Reading is also a complicated process it needs knowing grammar structure and a lot of vocabulary. William (2000:5) stated that, "the reasons why people have basic skills problems are: absence from school, sickness, un settled home life or family problems, poor teaching, undiagnosed visual\ hearing impairment and intergenerational affect". The researcher thought his experience observed that EFL learners face a number of reading difficulties and these difficulties could be due to a number of reasons are ; that the transfer of L1 knowledge into L2 , and reading word by word and relying too heavily on their visual information. This will affect their reading speed and impedes their ways to read. So they concentrate on every word. This also may have bad effect on their ways to comprehend a passage e.g. they use the meaning from their memories. So, Kenana Secondary Schools students face some problems in understanding reading comprehension passages. The purpose of this study is to investigate these problems and factors behind them

## **1.3 Objectives of the Study**

The study aims to achieve the following objectives:

- a) To identify types of reading comprehension difficulties encountered by Sudanese secondary school students
- b) To find out the causes of these problems
- c) To suggest solutions to overcome these problems.

## **1.4 Significance of the Study**

This study is an attempt to draw teachers by attention to the main reasons that affect students' achievement in the reading comprehension. The researcher noticed that students usually encountered some reading problems.

This study is expected to help teachers to find some clues to help them to solve some of the reading comprehension problems at secondary level.

It is also significant in helping syllabus designers to check what students practically face when reading foreign language. Thus helping the syllabus designers to tailor attractively, useful and interesting textbooks which can stimulate learners' abilities for more knowledge.

In addition to that, this study is expected to help the supervisors of English to support teachers and students with useful ideas which may help them in teaching and learning.

## **1.5 Research Questions**

This study attempts to answer the following questions:-

- a) What are the types of reading comprehension problems encountered by Sudanese secondary school students?
- b) What are the causes of reading comprehension problems encountered by Sudanese Secondary School Students?
- c) What can be done to overcome these problems?

## **1.6 Hypotheses of the Study**

- a) There are some problems that face Kenana Secondary School students in reading and answering the reading comprehension questions of different passages. It could be less attention given reading comprehension, large classes and lack of grammar knowledge cause reading problems.
- b) The main sources of reading comprehension could be: Students lack of vocabulary and teachers way of teaching.
- c) Using short stories as supplementary material for enhancing student's motivation and developing vocabulary can help to solve this problem.

## **1.7 Methodology**

In order to achieve the objectives of the study the researcher will use. A questionnaire was designed and administered to the teachers to investigate areas of reading comprehension problems and how to overcome these problems.

# **Chapter Two**

## **Literature Review**

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## **Literature Review**

### **2.0 Introduction**

This chapter consists of two parts; the first one reviews the concepts concerning reading process, its purposes, its types, and its sub skills. Reading comprehension skill: its types, its levels, factors affecting reading Comprehension, its techniques, its strategies and its testing. The second part of the chapter reviews the previous studies.

### **2.1 Reading Process**

Reading is not an isolated skill. It is one of the four major communication skills: listening and speaking (oral skills), and writing and reading (written skills). However, all the language skills are related and reading becomes the third component of the language. Reading process is generally defined as getting meaning from text. According to Hornby (2008:633).

"Read: to look at the words and understand them, and Reading: is what you do when you read"

Barr, et al (1990:3) and Decant (1991:2) in their definitions of the reading process agree that 'it is an active process, and it is required from the reader to receive a particular text . Reconstruction the message of the author through the text depending on his background knowledge". Decant (1991:2) states that:

"Reading is clearly a process which is complete only when comprehension is attained. The critical element is that the readers reconstruct the message encoded in the written language. Full comprehension occurs when the reconstruction agrees with the writer's intended message. That comprehension depends as much or even more on the information stored in the reader's brain than on the information stored in the text".

To, Barr, et al (1990:3)

"Reading is an active process in which readers interact with text to reconstruct the message of the author. Research in recently years emphasizes the extent to which reading depends on the background knowledge of readers. Printed symbols are signs which lead an active mind to reflect on alternatives during the process of constructing knowledge."

A more comprehensive definition is made by. Callahan, and Clark (1988: 65) as they divided the reading process into three: an active, thinking, and development process. When they said:

"Reading is an active process: it does not happen to the students and it is not done for them .since it requires attention or a favorable attitude or set, it is not mechanical. An aroused interest or a felt need starts it and keeps it going. The reader's feeling of purpose is the motivating and effective sustaining force. Most basically, reading is a thinking process: since it is central aspect is extracting meaning from print. The essential unit of meaning is the idea, the concept, the thought, the image, the statement. Meaning does not emerge from an arbitrary string of words, but from word in relationship. The sum total of these relationships makes up the context of the reading material, and only within a context do words

{or other symbols} have meaning. Understanding the enlarging context is the reader's major goal. Finally, reading is the development process, changing with the ideas, concepts or operations that increase in depth and scope with the reader's life experience".

## **2.2 Importance of Reading**

Several books and researches talk about the importance of reading in the language classroom at all level. Blachowicz (1990:18) states: There is no single more important than skill in school, work and life than reading. reading is internal process, ingrained so deeply people are barely aware of the first reading.

But Doff (2000:92) regards reading as following:

Reading is probably the most important skills. A person will need for success in his studies. He will have to read lengthy assignments in different subjects with varying degrees of detail and difficulty. If inaccurately, he will fail to understand some of information and ideas that he will read. If he deals slowly he will have to spend too much time reading his assignments so that his work may suffer"

## **2.3 Purposes of Reading**

People read for a variety of purposes, many of these purposes require distinct combinations of skills, in order to achieve the reader purpose. Davies and Whitney (1979:1) state that "the three major reasons for reading are; reading for information, for meaning, and for pleasure.

### **2.3.1 Reading for information**

In this reason we read in order to recognize and use the kind of text which is gives factual information, such as forms, maps, chart, plans, and notices.

### **2.3.2 Reading for Meaning**

Here we read so as to recognize and understand the function, and purpose of texts, and how this relate to the kind of language. The writer uses messages, fact, opinions, instructions, and persuasion.

### **2.3.3 Reading for Pleasure**

Reading for pleasure differ from two previous purposes that it enable to read variety of real texts fiction and non-fiction from different sources, such as books, magazines, comics brochures, and program

## **2.4 Reading Sub Skills**

Each of the four English language skills includes some sub skills. Grellet (1998:4) states the following reading sub skills:

- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information
- Understanding information when not explicitly stated
- Understanding conceptual meaning.
- Understanding the communicative value of sentences.
- Understanding relations within the sentences.
- Understanding relations between parts of the text through lexical cohesion device.
- Understanding cohesion between parts of the text through grammatical cohesion device.
- Interpreting text by going outside it.
- Recognizing indicator in discourse.
- Identifying the main point or important information in discourse.
- Distinguishing the main idea from supporting details.

- Extracting salient details to summaries (the text, an idea).
- Extracting relevant points from the text selectively.
- Using basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

## **2.5 Types of Reading**

Reading in English is like reading in our native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in our native language are basically the same. Adam (2008:10) states “ plainly the two types of reading: intensive, and extensive. Below is a quick overview of these two :

### **2.5.1 Extensive reading**

Grellet (1998:14) defined it as an activity usually done at home used on short stories, magazines, text of general interesting. In order to obtain a general understanding of a subject and includes reading longer text for pleasure. This is a fluency activity, mainly involving global understanding. The student is reading in quantity, without bothering to check every unknown word or structure. The purposes of this type are to help learners to read fluently in English, it also reinforces language and structures.

### **2.5.2 Intensive Reading**

A, Horn (2008:32) reported that “Is an activity always performed in classroom under teacher control used on shorter texts in order to extract specific information. In addition to, it involves focusing upon new words, structures, expressions, function, pronunciation and cultural insight. It includes very close accurate reading for detail. Use intensive reading to realize the detail of a specific situation. In this case, it is important that to understand each word, number, or fact. It is a suitable kind of careful,

reading will not be successful and complete, unless applying the main reading skills such as: silent reading, reading aloud, SQ3R, skimming, scanning. In short, the study will present a brief description of each skill.

### **2.5.3 Silent Reading**

According to Pressley,M (2006:20) It is an important skill in the comprehending process. So it should be applied in the students' early stages of learning the language. This requires from teachers to give more interest to this skill, in order to assist their students in developing their reading speed in silent reading. This skill can be supported with more practices to achieve perfect understand.

### **2.5.4 Aloud Reading**

Alderson,J(1984:1) claims that “It is the second skill in an intensive reading follows immediately the silent reading. It is usually used to investigate certain purposes such as checking students' pronunciation, word stress, pauses, and intonation. The material required in this skill should consist of short, complete, topical passages, which must include familiar and clear language. Remember more activities are so essential in applying this skill.

### **2.5.5 Survey, Question, Reading, Recite and Review**

Dechant, E (1990:127) reported “This kind of reading skill fits advance students. It includes five steps below is a short definition of each step:

- **Survey**

It can be defined as a way of reading which is usually used in order to get general idea of specific material: its topic heading, sequence, assumptions, charts, and questions.

- **Question**

This step require from students to answer some questions after they survey. In order to help them to read with a purpose, while searching for specific information.

- **Read**

This third step encourages the students to increase their reading speed while looking for their previous questions.

- **Recite**

It is useful activity in which enable the students to examine Their ability in recalling the material and related it to previous information. This step usually done at the end of each section.

- **Review**

Is the last step of the SQ3R skill. After the students finished their assignment they reread the whole text, so as to check which parts they enable to recall and which can't.

### **2.5.6 Skimming**

According to W.Sandow&Barr (1990:3)skimming Is the rapid form of reading, is used to survey the content of a book, chapter, text or article such purposes as getting the gist of the material, its general structure, or the point of view, or fact bearing on a particular problem. The eyes search on the page, looking for the main idea, or significant phrases, or key words, it is also useful for quick review. The preview step in the study skills procedure lends itself to skimming. The typical use of this type exercises which is created for finding answers to questions about main points.

### **2.5.7 Scanning**

Leonard.H.(1988:281) suggests it is the most rapid method. It is used to locate specific items of information: a name, an address, a date, a phrase. Used with directories, dictionaries, indexes, tables, maps, and columns, this form of search involves having an image or word clearly in mind, so that an entire body of material can be scanned or reviewed quickly, without the reader having to understand or to perceive all the words. Sometimes the single words or facts for which one is looking seem to get out of the context. Exercises in any subject matter area can be easily devised by the teacher.

## **2.6 Reading Comprehension**

As we presented before, reading comprehension is one of the major five sub skills of reading. Pressley (2006:1) defined the reading comprehension skill as:

"The process of understanding and contracting meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the writer and the reader. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message."

### **2.6.1 Types of Reading Comprehension Skill**

Jamal.A (2004:26) recent research stated the four types of reading comprehension: literal, inferential, critical, and appreciative below is a short description of each type.

2.5.1.1 Literal comprehension: this refers to reading in order to retain, remember, or recall the information explicitly contained in a passage.

2.5.1.2 Inferential comprehension: it is reading to find information which is not explicitly stated in a passage.

2.5.1.3 Critical or evaluative comprehension: this refers to reading in order to compare information in the passage with the readers' knowledge and value.

2.5.1.4 Appreciative comprehension: it is reading to gain an emotional or other kind of valued response from the passage

## **2.6.2 Levels of Comprehension Skill**

People differ in their purposes of reading, but the main reason still that they read to understand the message which is been given by the writer through the text. However, theories of reading distinguish different levels of understand of the text; for instance distinguish between a literal understand of the text and understanding of the meanings that are not directly stat in text. As. Callahan and Clark (1988:281) show the three levels of comprehension: reading the lines (lower level), reading between the linens, and reading beyond the lines. Below is a short description of each level.

### **2.6.2.1 Reading the lines**

This level is lower than the other levels; it refers to the literal meaning of the material. As well as it is the most basic level. When the students couldn't read their text book we meant that they couldn't comprehend the material, even on this literal level. Whether the words, sentences, structure, concepts, or any combination of this create the problem of

comprehension, thus, we concentrate on the teacher who should informally diagnoses pupil's problems through direct and indirect questions and checks this diagnoses by experimenting and observing responses, in addition to determined the students training, ability, or back ground is involved Eventually teachers can assist students in solving their problems with this level by using alternate texts, varied reading assignments, different guide questions, also rereading and post reading discussions are more essential to provide stimulus and reassurance. However the level is usually tested by questions such as, what is the outer telling us? What evidence is the outer giving for his statements?

### **2.6.2.2 Reading between the Lines**

This level is refers to inferred meaning of the material .It is higher in rank from the previous level, which requiring thinking and experience. The reader "recognizes the author's intent and purposes, interprets the thought, passes judgment on his statements, searches for interprets clues ..., distinguish between fact and opinion, and separates his own idea, the reader also judges the merit of the authors' evidence or sources". As we mentioned before that the reading process in this level should be controlled by the teacher. By preparing students to achieve the tasks that are set for them, in addition to make adequate direction to the reading, give student proper motivation, and stimulate that should accompany the start of an interesting activity. Also to avoid the common error-point about the teaching of this skill in making assignment. This level involves answering such questions as, why do you think the author wrote this? What does it mean to you? DO you agree or disagree with it?

### **2.6.2.3 Reading Beyond the Lines**

Reading beyond the lines is most difficult than the two proceed levels, it refers to critical evaluations of text. Reading beyond the lines "involves deriving implications, speculating about consequences, and drawing generalizations not stat the by the author". This process of analysis usually lead to a new authorship by the reader, also lead to a new insights, and to reflection on the significance of the ideas. The questions that can be offered in this level such as, if what the author says is true, what additional conclusions not mentioned in the selection can we draw?

### **2.6.3 Factors Affect Reading Comprehension Skill**

Comprehension in reading is generally defined as getting meaning from printed text. Surely there are some factors affect of comprehension . Pressley (2006:3) suggests that “ the factors affect on reading comprehension skill are:

- 1) Reader knowledge of the (topic, text, genres, and language structures).
- 2) Reader knowledge of cognitive and meta- cognitive strategies.
- 3) Reader reasoning abilities, motivation, and level of engagements.
- 4) The quality of the reading material.
- 5) Reader with poorly developed language skills and reading strategies.
- 6) The types of instruction that the student receives.

### **2.6.4 Reading Comprehension Techniques**

Although of the are similarities of techniques in teaching reading skills in both languages (Arabic and English ) but, some students face problems in applying these techniques to a second language. There are wide techniques suggested by some writers. However, Grellet (1998:14) mentioned a useful technique which had positive outcomes. This technique includes three levels/stages: Sensitizing, Improving reading speed, and translation from skimming to scanning.

### **2.6.4.1 Sensitizing**

Grellet (1998:14) mentioned a Sensitization aims to develop the strategies that students need when they meet unfamiliar words and complex or mysterious sentence. It should ensure that they do not stumble on every difficulty or get discouraged from the beginning. The strategies that are used in this case: inference, understanding relations within the sentence, and linking sentences and ideas.

#### **2.6.4.1.1 Inference**

Grellet (1998:14) states "Inferring means making use of syntactic logical and cultural clues to discover the meaning of unknown elements. If these are words, then word-formation and derivation will also play an important part"

This process encouraged the student to make a guess at the meaning of the words they do not know when dealing with a new text. The inference takes place unless the teacher didn't explain the difficult words to the students beforehand. Looking at the dictionary is an important activity to get an accurate meaning. But after having tried to work out a solution by their own.

#### **2.6.4.1.2 Understanding Relation with the Sentence**

Grellet (1998:15) reported that "When the students deal with new text they sometimes unable to get immediate grasp of sentence structures. This make handicap in the case of texts with relatives, embedded clauses and complex structures. In order to solve this problem they first should look for the core of the sentence (subject+verb) by divide the passage into sense groups and underline, box, or recognize in some other way the important elements of each sentence in the passage.

### **2.5.4.1.3 Linking Sentence and Ideas**

Grellet (1998:15) mentioned that Cohesion textual includes various devices such as references and link-words. That is essential to the students to know.

"References cover all the devices that permit lexical relationship within a text (e.g. cataphora of synonymy, hyponymy, comparison, nominalization, etc)"

References help in relate ideas that are announced introduced and taken up again through the passage. The devices that indicating the function of what fallows (e.g. announcing conclusion, an example, a supposition) help to recognize the communicative value of the passage since related with the understanding of intrasentential connectors. The recognition of those link-words when skimming and understand the development of the argument in the passage.

### **2.6.4.2 Improving Reading Speed**

Reading too slowly will causes discouraged, stumble on unfamiliar words, and fail to grasp the general meaning of the passage. There are several ways of increasing reading speed, and the common way is to give the students passage to read and to ask them to time themselves. Remember that reading should followed by comprehension questions or activities since reading speed should not be developed at the expense of comprehension.

### **2.6.4.3 From Skimming to Scanning**

Teaching reading comprehension requires uses of several types of reading according to one's reasons for reading .The result of reading all the texts in the same way is wasting time, and fail to remember points absorb

too much non-essential. This will investigate by predicting, previewing and anticipation.

#### **2.6.4.3.1 Predicting**

Is a skill which is basic to all the reading techniques (practice) to process of reading generally. It is faculty of guessing what is to come next, making use of grammatical, logical and cultural clues. It help to devoting some time to more semantic training for instance by giving the student unfinished passage to complete.

#### **2.6.4.3.2 Previewing**

Previewing is a very specific reading technique which involves using the table of contents, the appendix, the preface, the chapter and paragraph heading in order to find out where the required information is likely to be. It is useful when skimming and scanning and as.

#### **2.6.4.3.3 Anticipation**

Motivation and being motivation are both essential when reading however, motivation when we road what we want to read such as [books, magazines...etc] in anther hand, being motivated means we read the particular text expecting to find a number of things in it, or answering some questions, and specific information or ideas we are interested in. "This exception is inherent the process of reading which is a permanent interrelationship between the reader and the text".

The method of letting the students choose the topics they wish to read about is more effective than that are often confronted students with passages which they know nothing about. Some situations required from the teachers to spend some time preparing the student to read a given text. These situations such as when teachers dealing with a large group, the

preparation should be for instance asking the students to look for the answers to specific question.

#### **2.6.4.3.4 Skimming and Scanning**

As the study indicated previously in the types of reading by offering the purposes and uses of these two techniques of reading.

#### **2.6.5 Reading Comprehension Strategies**

WWW. Reading-Strategies .COM regarded that “reading strategies are the lonely way for practice the techniques of reading. The present study attempts to introduce a strategy the researcher believed that it lead to investigate positive outcomes if it applied correctly, which it finally produce better readers. Our strategy had been divided into three stages: before reading, during reading and after reading, each stage involves more than three steps as follow:

##### **2.7.1 Before Reading**

###### **a) Set a purpose for reading**

Think if you be reading to find out what happens in the passage or to learn specific information's.

###### **b) Preview the text**

Look at the title, pictures, headings, and other graphics.

Activate background knowledge

Think about what you already know about the content of what you will read.

###### **c) Predict**

Think what might happen in the story. What words may be used. Or what information the text might contain.

## **2.7.2 During Reading**

### **a) Cross-check**

Check one cue with another. Ask yourself "dose this word look right, sound right, and make sense?"

### **a) Reread**

When problem occur, return to the beginning of a sentence or paragraph and read it again.

### **c) Predict and confirm:**

Ask yourself, "What word do I expect to see?","what do I think will happen next?", "Did that make sense?"," or" Am I finding the answers to my questions about this topic?"

### **d) Skip, Read On, and Go Back**

Sometimes you can skip an unfamiliar work and read to the end of the sentence or paragraph, thinking about what would make sense. Then, using the context, go back and reread to try to determine the word.

### **e) Connect Background Knowledge to the Information in the Text**

Think about what you already know about the subject and the kind of material you are reading. Think about how the information is similar to what you already know about the topic, event, or person. If you

have many questions about the topic or the kind of book, you may need to ask someone for help.

### **f) Think about Explicit and Implicit Information**

Think about what information is given directly. Also think about what you know from reading that is not directly stated in words such as how a character's actions show feelings or why things may have happened based on the clues the author gave.

### **g) Stop and Review**

If you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.

## **2.7.3 After Reading**

### **a) Retell and Summarize**

Tell someone or write what happened in the story, including characters, plot, and important events. If you read a nonfiction piece, review what information was presented.

### **b) Use a Graphic Organizer**

Use a story map, biography wheel, diagram, or other way to show what was include in what you read.

### **C) Draw Conclusions**

Think what predications you made before and during reading. Look back and think about what you have read. Consider how to information read relates to what you already knew about the topic. Where your questions answered? Do you have more questions about the subject?

### **d) Reread**

Reread the text or a section of the text to help you understand it better.

### **e) Discuss and Respond**

Talk with someone about what you have read. Ask each other question. Look back to your book to defend your option.

### **f) Write to Support understand**

Write about what you have read, telling what it made you think of or what you learned.

## **2.8 Previous Studies**

The researcher in this part reviews the contributions of some other researchers in the area of his study in English Language Learning.

1-Yasir (1999) conducted a study on Reading Comprehension in SPINE Six. The purpose of the study is to investigate reading texts and their exercises in spine to find out their effects on the ability of the students to infer the meaning of unknown words form the context and the main idea of the context. The finding showed there is a deficiency in the students to infer meaning of unknown words and reading material.

2) Jamal (2004) conducted a study on Developing Reading Skill of Students at the Intermediate Stage In U.A.E.

The objective of study is to develop reading skill of the students at Intermediate stage, first year students. The researcher studied the reading skill, so as to find out the causes of the deterioration in the reading to arrive at solutions which might help teachers of English language to improve the reading skill of students. The finding that there is deterioration in reading skill, it showed the matter of the form L1 to L2.

3) Fatima (1998) conducted as study on Recognition Skill and Fluent Reading.

The main findings were concerning the reading comprehension ability and average of reading comprehension. In addition of that the researcher

showed the deficiency in word recognition ability. The researcher recommended that teachers of reading should focus on teaching reading as skill for its own sake not only for information.

## **Chapter Three**

### **Methodology of the Study**

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### **Methodology of the Study**

#### **3.0 Introduction**

This chapter is concerned with the methodology of the study. the description of the subjects, tools used and procedures of data collection and analysis.

#### **3.1 The population of the Study**

The population of this study are Sudanese Secondary School English language Teachers

##### **3.1.1 The Samples**

Thirty English language teachers at Secondary Schools participated in this study. Their teaching experiences ranged between 1 to 15 years. 56.7% of them had Bachelor degree, 40% held masters only one had Ph.D.

#### **3.2 Tool of Data Collection**

##### **3.2.1 Teachers' Questionnaire**

The researcher used a questionnaire for English language teachers who were teaching in Secondary Schools in White Nile State. The Questionnaire composed of eighteen items. In order to investigate the reading comprehension difficulties, main causes of these difficulties and the solutions for these difficulties (see appendix 1).

### 3.3 Procedures

The researcher has used one instrument for data collection. It was a Questionnaire, designed for teachers. The researcher distributed thirty questionnaires to thirty English language teachers. The researcher visited them in their offices and asked them kindly to respond to the questionnaire.

### 3.4 Reliability and Validity

The reliability of any test is to obtain the similar results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on number of individuals and the marks of every one were counted ;then applied other time to the same group and the Same marks were obtained. Here are some of the most used methods for calculating the reliability:

1 – Split-half using Spearman –Brown equation.

2 – Alpha- cronbach coefficient.

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (spilt-half). This method stands on the principle of dividing the answer lotions coefficient between the two part is calculated. Finally, the (reliability coefficient) was calculated according to Spearman –Brown Equation as the follows:

$$\text{Reliability} = \frac{2 \times r}{2 + 1}$$

r =Personal correlation coefficient

To calculate the validity and reliability of the questionnaire, the researcher distributed questionnaires to ten teachers .The results have been shown in the following table:

Table (3-1) Reliability and Validity

The statistical reliability and validity of the pre –test about the study questionnaire.

|                       | Reliability | Validity |
|-----------------------|-------------|----------|
| Overall questionnaire | 0.74        | 0.86     |

The results of the above table showed that all reliability and validity coefficient for pre-test sample individuals about each questionnaire's hypothesis and for overall questionnaire are greater than (50%) and some of them were near one. this indicates high validity and reliability of the answers, it means that the study questionnaire of the study is valid and reliable and that will give c correct and acceptable statistical analysis.

The questionnaire and test were given to four Experienced English language teachers. They made some comments, which were later considered by the researcher.

# **Chapter Four**

## **Data Analysis & Discussion**

## Chapter Four

### Data Analysis & Discussion

#### 4.0 Introduction

This chapter includes the analysis and discussion of the results of the data used in this study. Specifically the analysis and discussion of the results of the questionnaire.

#### 4.1 Teachers' Responses to the Questionnaire

**Table (4.1) Reading comprehension problems**

| Statement                                                                                    | Strongly Agree | Agree       | Not sure   | Strongly disagree | Disagree   |
|----------------------------------------------------------------------------------------------|----------------|-------------|------------|-------------------|------------|
| 1- Teaching reading comprehension in English is problem for teachers                         | 8<br>26.7%     | 11<br>36.7% | 3<br>10.0% | 2<br>6.7%         | 6<br>20.0% |
| 2-Teachers' give less attention to teaching reading comprehension causes reading difficulty. | 5<br>16.7%     | 11<br>36.7% | 3<br>10.7% | 6<br>20.0%        | 5<br>16.7% |
| 3-Teachers ignore using methods suggested by SPINE 6                                         | 7<br>23.3%     | 11<br>36.7% | 6<br>20.0% | 1<br>3.3%         | 5<br>16.7% |

|                                                                              |             |             |            |            |            |
|------------------------------------------------------------------------------|-------------|-------------|------------|------------|------------|
| 4-Teachers use their own technique and strategies to teach reading.          | 6<br>20.0%  | 15<br>50.0% | 4<br>13.3% | 1<br>3.3%  | 4<br>13.3% |
| 5-Only few teachers follow the new methods of teaching reading comprehension | 12<br>40.0% | 12<br>40.0% | 2<br>6.7%  | 1<br>3.3%  | 3<br>10.0% |
| 6-Lack of using teaching aids is a one of reading comprehension problem      | 12<br>40.0% | 13<br>43.3% | 3<br>10.0% | 2<br>6.7%  |            |
| 7- Little knowledge of grammar causes reading comprehension problems.        | 9<br>30.0%  | 12<br>40.0% | 2<br>6.7%  | 6<br>20.0% | 1<br>3.3%  |

Table (4-3) shows that (37%) of participants agreed that teaching reading comprehension in English is problem. (26%) of the subjects strongly agreed with the point. While (20%) disagreed with it. Only small number (10%) of the participants were not sure.

More than one third (36.7%) of the subjects agreed that teachers give less attention to reading comprehension. The same number the respondents did not believe so.

More than one third (37%) agreed that teachers ignore using the methods suggested by SPINE6 whereas 23% of them strongly agreed that teachers ignore suggested methods.

(20%) of the responders disagreed with this idea. Only small number (16%) strongly agreed whereas the same number strongly disagreed, about one quarter (23%) strongly agreed about that (20%) of the responders reminded not sure.

(40%) of participants agreed that only few teachers follows the new methods of teaching reading comprehension, the same number of the teachers strongly agreed with this idea, whereas small number(10%) disagreed with this statement.

More than one third of sample study (43.3%) agreed that lack of using teaching Aids is a one reading comprehension difficulties.(40%)of the responders strongly agreed about the statement .while small number of participants (13%) strongly disagreed about this idea, whereas only a few of the teachers (6.7%) strongly agreed with that point

(40) of responders agreed that Lack of grammar structure is caused reading comprehension difficulties .about one third(30%) strongly agreed that point.(20%) of the responders disagreed with this idea. One the other hand few of teachers (7%) still not sure to vote.

**Table (4-2) What are the main sources of reading difficulties?**

| Statement                                                                                                 | Strongly Agree | Agree        | Not sure   | Strongly disagree | Disagree   |
|-----------------------------------------------------------------------------------------------------------|----------------|--------------|------------|-------------------|------------|
| 8-Lack of using good teaching methods are the main reasons of reading comprehension problems              | 11<br>36.7%    | 13<br>47.3%  | 4<br>13.3% | 2<br>6.7%         |            |
| 9-Students' lack of vocabulary is the main reason behind reading problems                                 | 12<br>40.0%    | 12<br>40.0%  | 3<br>10.0% | 3<br>10.0%        |            |
| 10-Student reading strategies ignorance is one of the main reasons behind reading comprehension problems. | 12<br>40.0%    | 15<br>50.0%  | 3<br>10.0% |                   |            |
| 11-Students' lack motivation toward reading is the main cause behind reading comprehension problems.      | 12<br>40.0%    | 11<br>36.75% | 1<br>3.3%  | 2<br>6.7%         | 4<br>13.3% |
| 12-Large classes are the main reason of reading comprehension problems                                    | 11<br>36.7%    | 15<br>50.0%  | 1<br>3.3%  | 3<br>10.0%        |            |
| 13-Lack of training courses for teachers is a main cause                                                  | 11             | 13           | 3          | 1                 | 2          |

|                                    |       |       |       |      |      |
|------------------------------------|-------|-------|-------|------|------|
| of reading comprehension problems. | 36.7% | 43.3% | 10.0% | 3.3% | 6.7% |
|------------------------------------|-------|-------|-------|------|------|

Table (4-4) shows that (47.3%) of the responders agreed that lack of using good teaching methods is the main reasons of reading comprehension difficulties. More than one third (36%) of the responders strongly agreed about this point. While small number of them (13%) reminded not sure,(6%) of responders strongly disagreed with this point (40%) of responders agreed with the point that students lack of vocabulary is the main reason behind reading comprehension difficulties. The same number of the respondents strongly agreed with this point. Whereas the same number (40%) of participants strongly agreed about this point. Only small number of responders (10%) strongly with this point whereas same number reminded not sure

Half of the respondents (50%) agreed that students' ignorance of the reading comprehension skill is one of the main reason behind these difficulties.(40%) of the participants strongly agree with this point .only (10%) of the responders reminded not sure. and the same number of the respondents (10%) strongly disagree with that points.

About half of respondents (40%) strongly agreed that students lack motivation to word reading comprehension is one of the main causes of reading comprehension difficulties .One quarter (27%) of the responders strongly agreed about that idea small number (16%) of the responders reminded not sure while (10%) of them strongly disagreed with that point half (50%) of responders agreed that larger classes are the main reason of reading comprehension difficulties, more than one third (37%) of the responders strongly agreed with this idea whereas small number (10%) of

responders strongly disagreed with this idea more than one third (37%) of the responders strongly agreed that lack of training courses for the teachers is the main cause of reading comprehension difficulties,(44%) of the responders agreed with point, small number (10%) of responders reminded not sure, whereas (7%) of them strongly disagreed with this idea. Whereas one of the respondents strongly disagreed with lack of learning courses for teacher is the minor cause of reading comprehension difficulties.

**Table (4-3) Solving Reading Comprehension Problems**

| Statement                                                                                                         | Strongly Agree | Agree       | Not sure  | Strongly Disagree | Disagree |
|-------------------------------------------------------------------------------------------------------------------|----------------|-------------|-----------|-------------------|----------|
| 1-Supporting texts with pictures, shapes, flash card, puppets, can help students to overcome these problems.      | 14<br>46.7%    | 13<br>43.3% | 2<br>6.7% | 1<br>3.3%         |          |
| 2- Frequent training of teachers can help to overcome reading comprehension problems.                             | 11<br>36.7%    | 15<br>50.0% | 2<br>6.7% | 2<br>6.7%         |          |
| 3-Using supplementary reading materials beside the main reading text can enhance students' vocabulary, needed for | 11<br>36.7%    | 15<br>50.0% | 1<br>3.3% | 3<br>10.0%        |          |

|                                                                                                       |             |             |           |           |  |
|-------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|-----------|--|
| comprehension.                                                                                        |             |             |           |           |  |
| 4-Short stories help students acquire grammatical rules, which in turn affects reading comprehension. | 14<br>46.7% | 15<br>50.0% |           | 1<br>3.3% |  |
| 5-Using short stories as supplementary materials can motivate students toward reading comprehension.  | 15<br>50.0% | 13<br>43.3% | 1<br>3.3% | 1<br>3.3% |  |

Table (4-5) Shows that about half (47%) of responders strongly agreed with of that supporting texts with shapes ,flash ,card and puppets can help students to overcome these difficulties about (44%) of the responders agreed with this idea. Whereas (4%) of them disagreed with same point. (7%) of the responders were not sure with supporting texts with pictures, shapes, flash card and puppets can help students to overcome these difficulties.

Half (50%) of the responders agreed that Frequent training of teachers can help to overcome reading comprehension problems. .More than one third (37%) of the participants strongly agreed with this idea. whereas (7%) of responders strongly disagreed with this point, and the same number of respondents were not sure about this pint.

Half (50%) of the responders strongly agreed that using short stories beside the main reading text can enhance student's vocabulary. Whereas

more than one third (38%) of the responders strongly agreed with that point. Only small number (10%) of the responders strongly disagreed with this idea. Whereas (3.3%) were not sure with this point.

Half (50%) of the responders agreed that short stories help students to acquire grammatical rules. about half (47%) of participants strongly with this point. whereas (3%) of the responders strongly disagreed about this idea.

Half (50%) of the responders strongly agreed that using short stories as supplement materials can motivate students toward reading . (44) Of the responders agreed with this point .whereas (4%) of the participants strongly disagreed with this idea. And the same number were not sure about using short stories as supplement material can motivate students toward reading.

#### **4-4 Testing the Hypotheses**

No doubt, the hypotheses of research are very important .so; the researcher seeks hardly to make sure of hypotheses.

Regarding the first hypothesis, 'There are some problems face Sudanese secondary school in reading comprehension skill" in table (4.1) display that most of kenana secondary school face problems in answering reading comprehension passage. For making this hypothesis that more than two third of teachers agreed that there are problems in teaching reading comprehension.

The second hypothesis, "The main sources of these problems could be; students lack of vocabulary, students ignorance reading comprehension skill, lack of teachers training courses and students lack motivation toward reading. The results have shown that most of

respondents agreed that students lack vocabulary .also had negative attitudes toward reading comprehension.

As for the third hypothesis, "Using short stories as supplementary materials to enhance student's motivation and vocabulary" in order to test this hypothesis, Table 4.3 shows that most of the teachers (98.2%) agreed that short stories can enhance students' reading comprehension through increasing vocabulary and motivating them.

## **Chapter Five**

### **Summary of Findings & Recommendations**

#### **5.0 Introduction**

This chapter summarizes the findings of the research, draws conclusions and suggests recommendations for Teachers, syllabus designers and students.

#### **5.1 Summary of Findings**

According to the results of the teachers questionnaire the research has revealed the following

- 1- Teaching reading comprehension in secondary school is a problem.
- 2- The study finds the causes of reading comprehension problems represent in (Students and Teachers).
- 3- In case of teachers: lack of using teaching aids and lack of training courses for teachers are the main causes of reading problem.
- 4- Lack motivation, Vocabulary and Grammar are the main causes of reading comprehension for students.
- 5- Large classes is the main cause of reading comprehension problem.
- 6- Using short stories solve the students lack of motivation, vocabulary and grammar rules.
- 7- Frequent training courses for teachers solve reading problem for teachers.

## **5.2 Recommendations**

Reading comprehension plays a vital role in teaching English language. So more emphasis has been given to the factors affect the reading comprehension. The present research attempts to offer some recommendations for Syllabus designers, teachers to assist them in improving the reading comprehension process. They are as follows:

- Teachers should motivate students to have more interest in reading materials in English language.
- Teachers should adopt the modern teaching methods in teaching reading and neglect the traditional ones.
- Teachers should Provide students with enough assignments and exercises after any reading comprehension passage so as to support their comprehension.
- Teachers should encourage students to make extensive reading to improve level of comprehension.
- Syllabus designers should also produce textbooks that give more attention to develop learners' comprehension of reading texts.
- Reintroduction of literature in Secondary level is also demanded necessary.

## **5-3 Suggestions for Further Studies**

The researcher also suggests the following for further studies:

- 1 – Using literature to overcoming reading difficulties.
- 2- The effectiveness of using short story on reading comprehension.

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## **Appendix**

**Sudan University of Science & Technology**

**College of Graduate Studies**

**Faculty of Education**

**Department of English Language**

### **A Questionnaire for English Language Teachers**

Dear Teachers

I am an M.ed student and currently doing a research on the difficulties of reading comprehension skills which face pupils at secondary level schools in Kenana.

Your co-operation is of great value to language learning and teaching processes. Kindly respond to the following questions by putting a tick (✓) against the options given. I assure you that the information will be dealt with confidentially and be used for research purposes only.

#### **Sex:-**

a- Male ☐

b- Female ☐

#### **Qualification:-**

a- B.A ☐

b- Diploma ☐

c- M.A ☐

c- Others ☐

#### **Teaching Experience in Years:-**

a- 1-5 ☐

b- 6-10 ☐

d- 11- 20 ☐

c- More than 20 ☐

**Scale 1: Sources of reading difficulties.**

| <b>Statement</b>                                                                          | <b>Strongly Agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Strongly disagree</b> | <b>Disagree</b> |
|-------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|-----------------|
| 1-teaching comprehension is difficult                                                     |                       |              |                 |                          |                 |
| 2-Teachers' less attention to teaching reading comprehension causes reading difficulty.   |                       |              |                 |                          |                 |
| 3-Teachers ignore using methods suggested by SPINE 6                                      |                       |              |                 |                          |                 |
| 4-Teachers use their own technique and strategies to teach reading.                       |                       |              |                 |                          |                 |
| 5-Only few teachers follow the new methods of teaching reading comprehension              |                       |              |                 |                          |                 |
| 6- Lack of using teaching aids is a one of the sources reading comprehension difficulties |                       |              |                 |                          |                 |

|                                                                           |  |  |  |  |  |
|---------------------------------------------------------------------------|--|--|--|--|--|
| 7- little knowledge of grammar causes reading comprehension difficulties. |  |  |  |  |  |
|---------------------------------------------------------------------------|--|--|--|--|--|

| <b>Statement</b>                                                                                      | <b>Strongly Agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Strongly disagree</b> | <b>Disagree</b> |
|-------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|-----------------|
| 8-Lack of using good teaching methods are the main reasons of reading comprehension difficulties      |                       |              |                 |                          |                 |
| 9-Students' lack of vocabulary is the main reason behind reading difficulties                         |                       |              |                 |                          |                 |
| 10-Students' ignorance the reading strategies is one of the main reasons behind reading comprehension |                       |              |                 |                          |                 |

|                                                                                                          |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| difficulties.                                                                                            |  |  |  |  |  |
| 11-Students' lack motivation toward reading comprehension is the main cause behind reading difficulties. |  |  |  |  |  |
| 12-Large classes are the main reason of reading comprehension difficulties                               |  |  |  |  |  |
| 13-Lack of training courses for teachers is a main cause of reading comprehension difficulties.          |  |  |  |  |  |

**Scale (2) what can be done to overcome reading problems?**

| <b>Statement</b>                                                                                                 | <b>Strongly Agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Strongly Disagree</b> | <b>Disagree</b> |
|------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|-----------------|
| 1-Supporting texts with pictures, shapes, flash card, puppets, can help students to overcome these difficulties. |                       |              |                 |                          |                 |
| 2- Frequent training of teachers can help to overcome reading comprehension difficulty.                          |                       |              |                 |                          |                 |
| 3-Using short stories beside the main reading text can enhance students' vocabulary, needed for comprehension.   |                       |              |                 |                          |                 |
| 4-Short stories help students acquire grammatical rules, which in turn affects reading comprehension.            |                       |              |                 |                          |                 |
| 5-Using short stories as                                                                                         |                       |              |                 |                          |                 |

|                                                                                      |  |  |  |  |  |
|--------------------------------------------------------------------------------------|--|--|--|--|--|
| supplementary materials<br>can motivate students<br>toward reading<br>comprehension. |  |  |  |  |  |
|--------------------------------------------------------------------------------------|--|--|--|--|--|