

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG



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KHÓA LUẬN TỐT NGHIỆP

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BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

HOW TO IMPROVE READING SKILLS FOR STUDENTS AT
AN DUONG HIGH SCHOOL

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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HAI PHONG – 2019

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NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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1. Các số liệu cần thiết để thiết kế, tính toán.

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2. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Đặng Thị Trang Anh

Trần Thị Ngọc Liên

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Hiệu trưởng

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Độc lập - Tự do - Hạnh phúc

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Họ và tên giảng viên:.....

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Được bảo vệ Không được bảo vệ Điểm hướng dẫn

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Giảng viên hướng dẫn

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Đề tài tốt nghiệp:

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

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Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

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LIST OF ABBREVIATIONS

ADHS: An Duong High School

CC: Control Class

EC: Experiment Class

L2: Second Language

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CHAPTER 1: INTRODUCTION

1.1 Rationale for the study

Reading is a basic skill that is closely related to other skills such as writing, speaking, and listening. Students are required to read lots and understand the reading material to achieve a better result in the learning process. According to Grabe and Stoller (2002), reading can be taught as a way to draw information from the text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in the educational process. Moreover, reading skill is also useful in other fields of science; for example, when students have to study information technology subject or find out materials involved tourists, history, even Math or chemistry in English. Students may read to gain information or verify existing knowledge, do research and so on.

Besides, reading also helps develops some skills in real life situations such as scanning the timetable when they fly by plane to go aboard or look for information on TV or magazines in English. In also supports to understand other cultures, the relationship between people or social communication. The more they read, the more knowledge they become. Therefore, they must read English effectively. However, English reading is often said to be difficult in spite of the students' effort. The requirement for teachers is to teach their students how to overcome the difficulties, but this is not an easy task.

At An Duong high school, English is a compulsory subject. Moreover, for the majors of English, after graduation, they will have to take a university entrance exam. However, through observing English reading classes, I have realized most of the students read texts at low speeds. They lack strategies to take advantage of their vocabulary, linguistic or prior knowledge to do tasks. Besides, the method of teaching is sometimes not suitable; for example, some teachers translate the texts into Vietnamese or explain too many new words, which is a waste of time without dealing with the tasks.

For the aforementioned reasons, the author must investigate what strategies to bring effects and whether the teaching of strategies benefits students' learning of reading or not.

1.2 Aims of the study

The main aim of this research is to investigate the reading comprehension level of 12th-grade students at ADHS, as well as explore the results of improved reading comprehension after students apply some strategies to the reading process. And, it will be able to help students improve their reading skills and prepare their luggage for the national high school graduation exam.

1.3 Scope of the study

Due to the fixed curriculum and limited time, the study lasted for eight weeks and was conducted on two classes of 80 students at ADHS. Research has provided and analyzed the data collected from the experiment to find the appropriate strategy to help students improve their reading comprehension skills.

1.4 Method of the study

The study was carried out based on quantitative research methods in which the questionnaire and tests were chosen as the tool. Questionnaires and tests were designed as a means to make the researcher's evaluation more objective. The questionnaires were given to the 45 students at ADHS with the hope to find out the causes of difficulties in reading skills experienced by them and some suggested solutions to their difficulties. Analyzing statistics from the survey questionnaire on reading activities were conducted with the cooperation of two classes of 12th grade students at ADHS. All comments, remarks recommendation assumptions, and conclusion provided in the study were based on the data analysis.

1.5 Design of the study

This thesis consists of five chapters accompanied by a list of references and appendices.

Chapter 1: Introduces the rationale for the study, the aims, the research questions, the scope, the significance and the design of the study.

Chapter 2: Reviews some literature regarding to some general theories related to reading comprehension, difficulties in the reading comprehension process.

Chapter 3: Provides a general description of the research method, the subjects chosen for the study, the data collection instruments and the procedures the research followed to conduct the study.

Chapter 4: Presents the results of the 8-week experimental teaching, measured by the questionnaires and tests which were done in both the control class and the experimental class.

Chapter 5: Deals mainly with major findings and recommendations arising from the experiment, concerning teaching reading to the students at ADHS. The last section of this chapter is the conclusion to the whole study.

CHAPTER 2: LITERATURE REVIEW

The aims of this chapter is to review the literature relevant to the issues under research. The literature review focuses on the following aspects: (i) the nature of reading comprehension; (ii) reading strategy; (iii) reading comprehension techniques; (iv) reading comprehension challenges; (v) reading comprehension at senior high school.

2.1 The nature of reading comprehension

2.1.1: What is reading?

Goodman (1971) defines reading as “a psycholinguistics process by which the reader, a language user, reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display” (p.135). Goodman thought that this act of reconstruction is viewed as “a cyclical process of sampling, predicting, testing and confirming.

William (1984) had the same view on reading, especially in the act of reconstruction as Goodman. He argues that “written texts, then, often contain more than we need to understand them. The efficient reader makes use of this to take what he needs, and no more, to obtain meaning” (p.3). His opinion is shared by Nuttall and Grellet. The former asserts that “reading is getting a message from the text.”

Harmer (1989) considers reading as a mechanical process that” eyes receive the message and the brain then has to work out the significance of the message” (p.153). he not only focuses on two actions that dominated by the eyes and the brain but also the speed of the process” a reading text moves at a speed of the reader”, which means the reader who decides how fast he wants to read the text.

In short, from these opinions above, it is clear that no one can give all the ideas and features of what reading is. Each definition reflects what reading means as seen from the scholar’s view. However, all definitions reveal their common feature, that is the nature of reading. Moreover, the definition “reading is understanding the author’s thought” seems to be preferable. We- the reader read the author’s mind not the author’s words. In this paper, reading is understood as a skill of reading what the writers imply from what they safe.

2.1.2: Type of reading

2.1.2.1: According to the ways of reading

2.1.2.1.1: Aloud reading

Aloud reading is an unnatural activity because most people do not read aloud in real life, and it is difficult for the speaker to pay attention to the meaning of the text when reading aloud. According to Doff (1988), “aloud reading involves looking at a text, understanding it and also saying it. Its purpose is not just to understand a text but to convey the implication to someone else” (p.67).

This kind of activity seems to be more popular in the language classroom. It focuses on the pronunciation of words in the text rather than understanding. In reading a text, students come across many new words and phrases that they do not know how to pronounce. The teacher, in this case may help his students pronounce words by reading the text orally and loudly.

2.1.2.1.2: Silent reading

Silent reading is the nearest approach to the essence of reading. Because only by reading silently, can the readers best comprehend the written materials in the shortest possible time.

According to Broughton, Brumfit and other linguistics (1980), (p.92), the nature of silent reading skills are to:

- Survey material which is to be studied, to look through indexes, chapter heading and outlines.
- Skim- particularly when one item of information is being sought in a mass of other printed information.
- Gain superficial comprehension, as when reading for pleasure or preparing to read aloud.
- Study the content of what is read in some detail.
- Study the language in which the material is written.

Through these ways of using reading, the reader depth and detail of understanding of comprehension will be improved effectively.

2.1.2.2: According to the purpose of reading

a. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scanning the list of name in a telephone directory to find a phone number.

Scanning helps the reader find information quickly without reading the whole text.

b. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

c. Intensive Reading

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

d. Extensive Reading

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

2.1.2: Definition of reading comprehension

Reading is an activity to understand the content of the text that we read. By reading, the reader can get any message and information which can increase knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use the background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a

written text. It means reading is a process of communication between the writer and the reader. The writer has a message such as feelings, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood. Reading does not only mean to understand words or grammar. It is not just translating but reading is thinking, to read well in English reading material text, and the reader must think what the text means. Reading comprehension is like having a conversation with someone. If you do not understand what the other person is saying, you will have no idea what they are talking about and have nothing to say in return.

From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. Comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have a good concentration in reading text to get the meaning of the author's idea.

2.2: Reading strategies

2.2.1 General strategies for reading comprehension

Students often do not automatically translate the strategies they use when learning to read and translate their native language into other languages. They will start reading each word and stop to search for something unknown. Everything happens slowly, boring and following a routine, an outdated way of reading. When they do this, the reading comprehension effect decreases and wastes time.

To improve reading skills, students must practice reading a lot and use certain strategies. Students' ability to understand writing depends on their ability to use strategies to understand what the writer says. It means a strategy to help students understand the text they read.

The following strategies can help students to read effectively and quickly:

- (1) Using Prior Knowledge/Previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

(2) Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their predictions as they gain more information.

(3) Identifying the Main Idea and Summarization

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

(4) Questioning

Asking and answering questions about a text is another strategy that helps students focus on the meaning of the text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

(5) Making Inferences

To make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

(6) Visualizing

Studies have shown that students who visualize while reading has better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their mental images or drawings when reading the text without illustrations.

2.3: Challenges to reading comprehension

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

Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim, 2006). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009).

2.3.1: Difficulties in understanding long sentence

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

2.3.2: Difficulties in using reading strategies

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

2.3.3: Difficulties in concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension

of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

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

2.3.4 Difficulties in language problem

Yolo (1971) gives out a country's view of reading problems. He argues that reading problems of foreign language learners are largely due to the knowledge of the target language to mother tongue interference in the reading process. In his opinion, reading involves four-factor: knowledge of the language, ability to guess so as to make the correct choice, ability to remember the previous cues, and ability to make the necessary association between the different cues that have been selected. Therefore, learners with limited knowledge of the target language may face considerable difficulties when reading in the target language. Besides, readers have to face various difficulties. The first and foremost problem is that they may have to work with unfamiliar and difficult topics. There are called "text problems". The content of the text might be rather strange to the students and the grammatical structures might be new. Therefore, they cannot understand it. The readers will find the text very challenging and might not have any motivation left to keep on reading. L2 readers may have difficulty adjusting their reading strategies to match the author's intent or purpose. They may not be familiar with a particular story "grammar" or the organizational patterns of informational text. They may not be familiar with the specific genre and the literary devices used in text.

The second but not less important kind of problem is the "vocabulary problem". As everyone knows, grammatical knowledge accounts for a great deal of competence in reading. However, knowledge of vocabulary is a great deal more important as a factor of reading comprehension than awareness of grammatical structures (O'Donnel, 1961), (p.313-316).

L2 readers may lack knowledge of English grammar and syntax and therefore, may read word by word. They may encounter too much unfamiliar vocabulary to grasp the overall concept in the sentence. They are also challenged when reading idiomatic expressions and unfamiliar grammatical constructions.

In addition, L2 readers may have difficulty with more complex and compound sentences. They may lose the meaning of references within the text, such as with frequent use of pronouns. Pronoun usage may be different or less frequent in the native language. Connectives may be overlooked or misunderstood so they lose the relationships between concepts and ideas.

Readers encounter a lot of difficulties in dealing with proverbs and idioms, synonyms and antonyms, polysemantic and subtechnical vocabulary. Metaphor, metonymy and other types of transference of meaning also cause great difficulty for readers.

2.4: Reading Comprehension at high school

Reading comprehension means understanding what has been read. However, it does not mean that the result of teaching English in the school was satisfying, even though the fact is teaching the reading process is continuously being taught within three years at senior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion, and health. All of that information can be obtained by reading.

Nowadays, at senior high school, teaching reading intends to develop students' skills in reading comprehension. the students are expected to comprehend social function, text structure, and language features in reading descriptive, narrative, recount texts, expository texts and so on in the oral and written form. However, in a real situation, the students do not achieve the curriculum expectation and have a lower ability in reading comprehension. Besides, to overcome the difficulties of students in reading, teachers must first find out or know what difficulties experienced by students during the reading process and factors that cause difficulty in reading.

CHAPTER 3: METHODOLOGY

The chapter deals with the method that has been employed for the achievement of the aims and objectives of the study. It also provides some information about the current situation of teaching and learning reading skills at An Duong high school. The researcher analyses the data collected and then come up with certain findings on the difficulties experienced by the 12th form students at ADHS.

3.1: Descriptions of the participants

3.1.1: The background of ADHS

An Duong high school has been established for 54 years. It is located in the center of An Duong district. Most of the students come from the rural area. Currently, the school is also investing in modern facilities to improve the quality of teaching for students.

For students in Math, Chemistry and Physics classes, the time to learn English is three periods a week and each lesson will have 45 minutes.

The schools has got 10 English teachers, aged from 25 to 50. The oldest teacher has more than 25 years of teaching experience and youngest teacher has got 3 years. They have qualified with B, A in English

3.1.2 The students

The subjects of the experiment are forty-five students of class 12A6 of ADHS, aged 17, both male and female (about 27 males and 18 female). All of the students are studying the basic level of English at high school. All of them specialize in Math, Chemistry and Physics, so they have the same purpose in learning English. To students, English is a compulsory subject in the schedule, they always complained that “it has so many rules, it is so complicated”.

3.2: Data collection instruments

3.2.1 Tests

In order to answer the first research question, the researcher used two tests: Pre-test (Appendix 1) and post-test (Appendix 2) as one of the two data collection instruments. A measure of proficiency is used to compare the class at two different points of time. The pre-test was done at the beginning of the experiment to see if students have the same level of proficiency. The post-test was delivered after four weeks to measure and evaluate the change in performance. They were similar in format and level of difficulty.

3.2.2 Questionnaires

The questionnaire was one of the supporting techniques the researcher aimed to identify students' perception, opinion, problem, and ability in reading comprehension. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students. Students chose only the best answer which is suitable for themselves. The questionnaire contained 8 questions that need to be responded to correctly by the students.

3.3: Data collection procedures

The experiment was conducted in four weeks, during the first semester of the 2019-2020 school-year at ADHS. The researcher worked with the class to collect information about the students and their attitudes towards reading comprehension skills. The researcher exploited a pre-test and a post-test together with survey questionnaires.

In the first week, the students were given a survey questionnaire and a pre-test. The students of the class had to answer eight questions in 10 minutes in one of the English lessons at the beginning of the semester. The pre-test on reading comprehension includes 3 passages, have 15 questions and answer in 20 minutes, two point for each correct answer.

In the next three weeks, the researcher worked with the class to give the treatment. The students received different measures to deal with reading comprehension problems. The students were explained reading strategies, used to methods such as skimming, scanning, extensive reading, and intensive reading while reading a text. Elaborations on what they need to do if they took part in the experiment. The students were asked encouraged to discuss what they did with their classmates and did comprehension exercises. This means the students had a chance to develop other comprehension sub-skills. Instead of the traditional method reading, the beginning reading word by word to finish the texts and stop to looking up their unknowns. Then they did the exercises in the test.

Finally, at the end of the experiment, in week 4, the students of class 12A6 took a post-test on reading comprehension and applied differences reading strategies. After that, the researcher would compare and analyze the results of the students between the two tests to identify any improvement in reading proficiency.

CHAPTER 4: FINDINGS AND DISCUSSION

The previous chapter provides details of the participants, data collection instruments and procedures of the experiment. In this chapter, the analysis and discussion of data collected are presented.

4.1. Findings from test

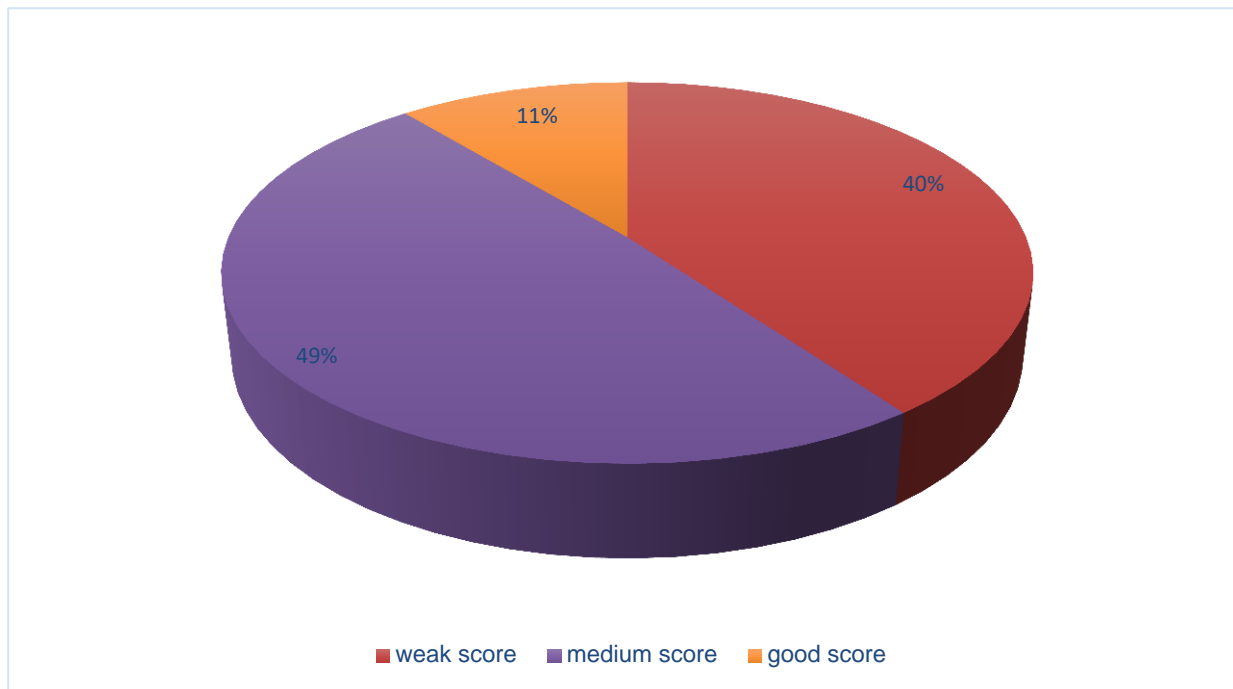
4.1.1. Pre-test results

Finding of the research conducted by the researcher focuses in the difficulties faced by the students in reading comprehension. The following table presents the frequency of the students' correct answer and score in reading comprehension test. **Table 1** shows that the students in 12A4 class could be divided into subclass: weak students (1-14 scores), medium students (15-24 scores), good students (25-30 scores). The number of good students are 10 students, equally 22%, the number of medium scores is the majority (56%). Thus, it indicates that the students have difficulties in answering reading comprehension test.

Table 1: Pre-test results

	No. (student)	%
Weak	18	40
Medium	22	49
Good	5	11
Total:	45	100

Chart 1: Pre-test result



Looking at the results, it showed that 18 of students (40%) has weak scores, 22 of students (49%) has medium scores, we can see that students in 12A6 class are in low level of reading comprehension, the difference between weak scores and medium scores is 9%. Meanwhile, only 5 students (11%) have good scores.

Most students spend time reading the whole paragraph from beginning to end and then they start reading questions and doing the exercises. That leaves students not enough time to do all the questions. Because students read traditionally, or sometimes they are familiar with words or grammar and they follow their feelings, it doesn't follow a certain strategy. Therefore, the test results and the quality of the answers are average level.

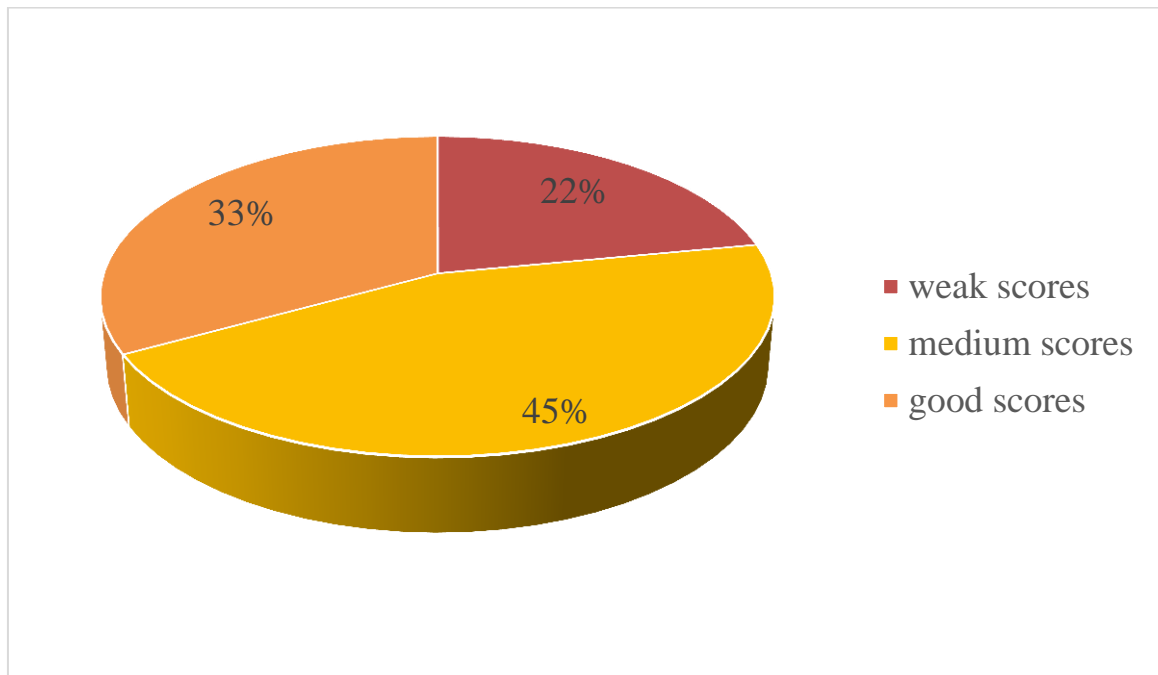
4.1.2. Post-test results

After four weeks of the experiment, the class was given a post-test which was the same as the pre-test. The students' scores have been transferred into percentages and analyzed for comparison.

Table 2: Post-test results

	No. (student)	%
Weak	10	22
Medium	20	45
Good	15	33
Total:	45	100

Chart 2: Post-test results



In **Table 2** indicate that an improvement appeared in the results of the post-test of the class. The number of weak students are 10 students (22%). The number of good students are 15 students (33%). The medium scores are 20 students (45%). In general, the test results after 4 weeks have changed.

Chart 3: Comparison between pre-test and post-test



Looking at **Chart 3**, it shows that the results of the pre-test and post-test have marked changes, the post-test results better than the pre-test results. The number of weak students decreased (from 40% to 22%). Besides, the number of good students increased, the pre-test only 5 students achieved good scores (11%), after 4 weeks increased 15 students (33%), equivalent to 22% difference- a big number. The number of medium students also decreased (from 49% to 44%). In conclusion, reading strategies had a positive effect on the students' reading ability. In other words, what can be inferred from those findings above at the end of the experiment.

4.2 Questionnaire results

As mentioned in Chapter Three, the questionnaire included 9 questions and was designed in the form of multiple-choice questions. Below were the answers of the students from the 12A4 class to each question.

4.2.1 Student's attitudes toward reading skill

Question 1,2 in the survey questionnaire is conducted to investigate student's attitudes toward reading in English and the importance of developing this skill.

The results are as follow:

Table 3: Student's feeling about learning a reading skills

	Number of mentions	Percentage(%)
Difficult	25	56
Normally	15	33
Easy	5	11

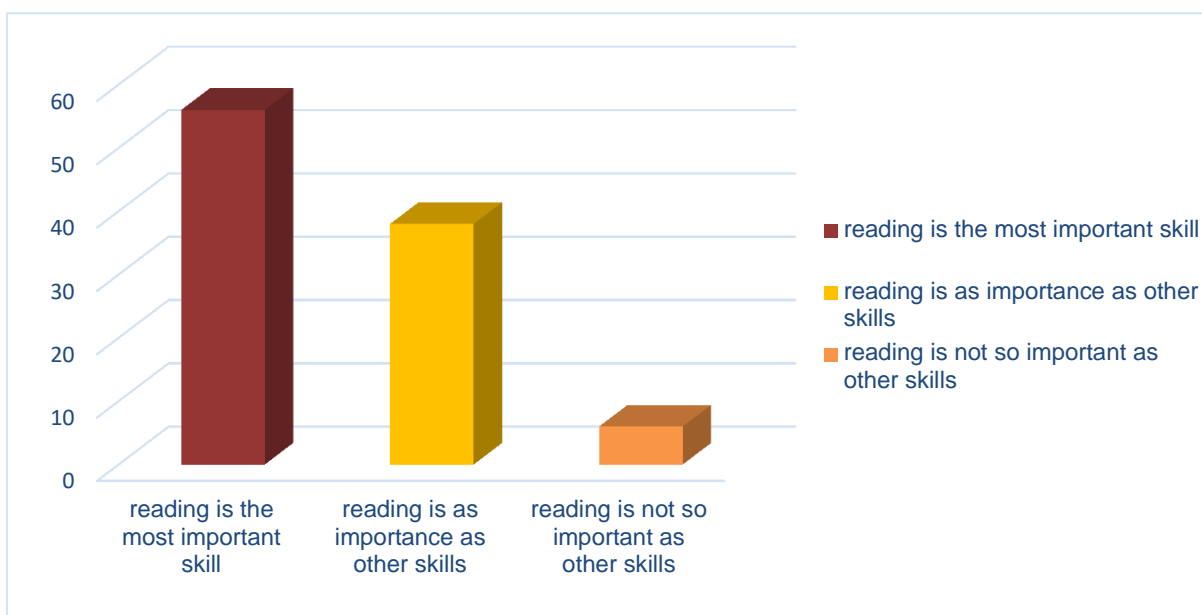
As clearly shown in **Table 3**, most of the students feeling about English reading skill is difficult (56%) which is a higher than the number of students feeling normally, equivalent to the difference of 23%. And only 11% of students realize that English reading comprehension is not necessarily a serious and difficult problem. Thus, it indicates that the students have differences in feeling about English reading comprehension skill.

Table 4: Student's attitudes toward reading skills

Idea for reading skill	Number of mentions	Percentage
Reading is the most important skill	25	56
Reading is not as important other skills	17	38
Reading is not so important as other skills	3	6

In general, the table shows that half of the students were aware of the importance of reading skills. Their attitudes towards reading skills can be diagramed as follows:

Chart 4: Student's attitudes toward reading skills



As apparent from the chart, the student respondents valued the importance of reading skill in different ways. 56% of them thought that reading skill was very important, the most important of the four skills, whereas 38% considered reading equally important to listening, writing and speak skills and only 6% found it not so important as other skills. The reasons the students gave for their perception of the importance of reading are varied, but they all seemed to see the association of reading to other language skills or to the acquisition of other formal elements of the language.

4.2.2 Students’ difficulties in reading comprehension process

Reading difficulties perceived by the 12th grade students at ADHS through interviews are catergorized in terms of vocabulary, grammar, reading skills, background knowledge and reading tasks. The responses give us the most difficult areas and they are showed in the following table:

Table 5: Students’ areas of difficulties

Areas of difficulties	Number of mentions	Percentage
Vocabulary	18	40
Grammar	8	18
Reading skills	12	27
Background knowledge	5	11
Reading tasks	2	4

According to the data, many students face many difficulties differently. Lacking knowledge of vocabulary accounts for the highest proportion (40%), followed by reading skills is 27%, we can see that students have difficulty from the most basic problems, thus leading to the fact that students are afraid of reading comprehension and the exercises reading always have medium scores.

Table 6: Difficulties in reading skills

Difficulties in reading skills	Number of mentions	Percentage
Guessing new words in the contexts	19	43
Scanning the text for specific information	7	15
Skimming the text for general information	6	13,5
Predicting the content of the texts	2	4
Summarizing the content of the texts	11	24,5

In the students' opinions, the most difficult reading skill among five basic skills was "guessing new words". Nearly half of the students (43%) thought that it was difficult to guess the meaning of new words and structures. Very few students (4%) in the study has problems with predicting the content of the text. A number of students (13-15%) still did not know how to use scanning and skimming skillfully when reading a text. Besides, 24% of them thought that summarizing the content of the text as difficult. This might result from the reason that they did not have in-depth understanding of the text, therefore, they could not have an overview of the content to form a final summary. These reasons might relate to the background knowledge of the students.

Table 7: Students' ways of reading text

	Number of mentions	Percentage
Focus on every word for detailed understanding.	30	67
Read quickly for general understanding first and then focus on other specific information and new words.	15	33

As can be seen, a majority of students focused on new words in reading a text, accounting for 67%. Only 33% of them skimmed for general ideas, and then focused in other specific information and new words. It proves that reading strategies applied in reading class now are not totally appropriate.

Table 8: Students' understand about the strategies of reading comprehension texts.

Opinion	Number of mention	Percentage
Always	2	4
Often	15	34
Seldom	0	0
Never	28	63
	45	100

According to the table, it shows that 28 of the students (63%) answered "never". It means that it is difficult for students in understanding the strategies of reading text. Furthermore, 15 of the students (34%) answered "often". It means that it is easy for some students to understand the strategies of reading text. However, none of the students answered "seldom" and 2 of the students answered "always" (4%). From this result, it can be concluded that the students have difficulty in understanding the strategies of reading text.

4.3. Summary

This chapter has presented the results of the study. After the 4-week reading training course, the students in the class got benefits. Their score of reading comprehension post-test was higher than those of the pre-test. The strategy was believed to help the students weak in reading comprehension improve their score and to help enhance the students' reading comprehension in some categories of test items and overall performance.

CHAPTER 5: CONCLUSION AND SUGGESTION

5.1. Conclusion

In the previous chapter the researcher had stated that the purpose of this research was to find out the difficulties faced by the 12th-grade students of ADHS in reading comprehension. This can be seen from the score of the students (45) for a reading comprehension test.

This study also provided reasons factors why the students faced difficulties with these questions. Mostly, the students failed in the reading comprehension tests because of poor vocabulary, poor mastery of grammar, difficult to understand long sentences and text, poor media learning or lack of knowledge about strategies of reading comprehension. After analyzing the data gained from the test, the writer concluded that students have difficulties in answering the reading comprehension test.

This study has explored the effects of reading strategies training at ADHS. These findings suggest that we should adopt reading strategy training to the daily English lessons more actively.

As the results of this study indicate, reading strategies can have effects on reading comprehension. This strategy training can have an influence on every learning skill as well as reading skills.

We hope that the present study would be a kind of aid for developing new approaches to improving learner's reading comprehension.

5.2. Suggestion

From the conclusion above, the writer tries to formulate some recommendations for both the teachers and the 12th grade students of ADHS which can be useful for them in preparation to face the test reading comprehension. For the students, they should learn more about the reading comprehension such as reading skills, reading strategies, and test-taking strategy for reading test that can be useful when they deal with reading comprehension test.

Moreover, a frequent practice in reading and doing reading comprehension tests may assist the students to have reliable comprehension and be familiar with the reading test, so it may minimize the students' difficulties in reading comprehension tests. Meanwhile, for the teachers, it is expected that they teach the students how to improve their ability in reading comprehension, especially

skills and strategies in reading comprehension tests to help the students to overcome difficulties in reading comprehension of English text. The teacher should provide interesting material to improve students reading ability, such as providing the students with authentic material. It is suggested that teachers need to apply various teaching techniques in teaching reading to achieve better reading comprehension. The teachers need to teach their students about the different types of reading comprehension questions to make these questions more comprehensible and more understood by the students.

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APPENDIX 1
(Pre-test)
Reading Comprehension

You are to choose the one best answer A, B, C or D to each questions.

Passage 1:

Dancer Martha Graham trained her body to move in different ways and in different contexts from any before attempted, "life today is nervous, sharp, and zigzag," she said. "It often stops in midair. That is what I aim for in my dances." She insists she never started out to be a rebel. It was only that the emotions she had to express could not be projected through any of the traditional forms.

This was in 1925. All forms of art were undergoing a revolution. The theories of psychology were being used to extend the boundaries of poetry, music, and painting.

Martha Graham's debut dance concert in her new idiom occurred on April 18, 1926. Connoisseurs of dance, gathered at the Forty-eighth Street Theater in New York, witnessed Martha Graham's first foray into this new realm of dance. They saw, through such dance sequences as "Three Gobi Maidens." and "A Study in Lacquer, desires and conflicts expressed through bodily movements. These critics agreed that something entirely new. a departure from all previous forms, had been witnessed.

In the early thirties, she founded the. Martha Graham School of Contemporary Dance. Her classes were used as a laboratory for her stage works, and her stage works in turn were a means for attaching new pupils to her school- a sort of self-winding process, with herself as the key to the development.

Martha Graham and the school she has founded are virtually synonymous with the modern dance. She had not only produced a technique of the dance. choreographed and taught it, but her disciples have gone out to fill the modern dance world.

1. What does the passage mainly discuss.

- (A) Martha Graham' S development of modern dance
- (B) The revolution of art forms in the i920' s

- (C) A dancer's view of life
- (D) The Martha Graham School of Contemporary Dance

2. It can be inferred from the passage that in the beginning of her career, Martha Graham's mode of dance was

- (A) readily accepted
- (B) considered rebellious
- (C) virtually ignored
- (D) accepted only in New York

3. It can be inferred from the passage that Martha Graham's style of dance differed from traditional dance in the

- (A) type of movements
- (B) speed of the performance
- (C) variety of themes
- (D) ages of the performers

4. In lines 16, the author uses the phrase "a sort of self-winding process" to illustrate

- (A) the new steps Graham developed for dance
- (B) the relationship between Graham's performances and her school
- (C) the discipline demanded in Graham's school
- (D) the physical endurance of Graham's 3 dancers

5. According to the passage, what is the present status of Martha Graham's work?

- (A) It is historically interesting, but is no longer popular.
- (B) It has evolved into something completely different.
- (C) It is carried on by her students.
- (D) It causes heated debates

Passage 2:

In spite of the wealth of examples of urban architecture in older cities, both in Europe and in the United States solutions to current problems of the physical decay of cities in the United States have come slowly. The first reaction after the war was to bulldoze and build bright new towers and efficient roadways, but these solutions did not respond to people. By the close of the 1960's it became more common to deal gently with the 'existing' urban fabric and to insert new buildings in such a way as to complement the physical and social environment; in other cases valued buildings have been rehabilitated and returned to economic productivity. A particularly striking example is the rehabilitation of Ghirardelli Square, San Francisco. This, hillside *mélange* of nineteenth-century commercial buildings clustered around a chocolate plant, was purchased in 1962 by William Roth to forestall wholesale development of the waterfront as a district of high-rent apartment towers. Nearly all of the nineteenth-century buildings were retained and refurbished, and a low arcade was added on the waterside. There are several levels, dotted with kiosks and fountains, which offer varied prospects of San Francisco Bay. Perhaps most telling is the preservation of the huge Ghirardelli sign as an important landmark; it is such improbable, irrational, and cherished idiosyncrasies which give cities identity and character.

1. The author's main purpose in the passage is to describe
 - (A) the differences between urban architecture in Europe and in the United States
 - (B) the most striking features of San Francisco's scenic waterfront district
 - (C) nineteenth-century buildings in twentieth-century cities
 - (D) characteristics of recent solutions to urban architectural problems in the United States
2. According to the passage, after the war many of the attempts of urban architects failed because
 - (A) buildings were not built quickly enough
 - (B) new roads required too much space
 - (C) the needs of the urban residents were overlooked
 - (D) the towering buildings were too tall

3. The author discusses Ghirardelli Square in order to illustrate which of the following procedures?
- (A) The construction of new buildings to conceal older structures
 - (B) The selective removal of old buildings to create space for residential units
 - (C) The 'restoration of old buildings to make them commercially useful
 - (D) The demolition of apartment towers to make way for more attractive construction
4. According to the passage, the Ghirardelli sign was preserved because it
- (A) was designed and built by a famous artist
 - (B) is included in an advertising contract with the Ghirardelli Chocolate Company
 - (C) is suitable as a vantage point from which to view San Francisco Bay
 - (D) has long-standing importance as a symbol in the community
5. The sentence in lines 14-16 would best keep its meaning if "most telling" were replaced by
- (A) most significant
 - (B) in greatest demand'
 - (C) most debatable
 - (D) the best publicized

Passage 3:

Grandma Moses is among the most celebrated twentieth - century painters of the United States, yet she had barely started painting before she was in her late seventies. As she once said of herself: "I would never sit back in a rocking chair, waiting for someone to help me.' No one could have had a more productive old age.

She was born Anna Mary Robertson on a farm in New York State, one of five boys and five girls. ("we came in bunches, like radishes.") At twelve she left home and was in domestic service until at twenty-seven, she married Thomas Moses, the hired hand of one of her employers. They farmed most of their lives, first in Virginia and then in New York State, at Eagle Bridge. She had ten children, of whom five survived: her husband died in 1927.

Grandma Moses painted a little as a child and made embroidery pictures as a hobby, but only switched to oils in old age because her hands had become too stiff to sew and she wanted to keep busy and pass the time. Her pictures were first sold at the local drugstore and at a fair, and were soon spotted by a dealer who bought everything she painted. Three of the pictures were exhibited in the Museum of Modern Art, and in 1940 she had her first exhibition in New York. Between the 1930s and her death she produced some 2,000 pictures: detailed and lively portrayals of the rural life she had known for so long, with a marvelous sense of color and form. "I think real hard till think of something real pretty, and then I paint it," she said.

1. Which of the following would be the best title for the passage.
 - (A) Grandma Moses: A Biographical Sketch
 - (B) The Children of Grandma Moses
 - (C) Grandma Moses: Her Best Exhibition
 - (D) Grandma Moses and Other Older Artists

2. According to the passage, Grandma Moses began to paint because she wanted to
 - (A) decorate her home
 - (B) keep active
 - (C) improve her salary
 - (D) gain an international reputation

3. From Grandma Moses' description of herself in the first paragraph, it can be inferred that she was
 - (A) independent
 - (B) pretty
 - (C) wealthy
 - (D) timid

4. Grandma Moses spent most of her life
 - (A) nursing
 - (B) painting
 - (C) embroidering
 - (D) farming

5. In line 13, the word "spotted" could best be replaced by
 - (A) speckled
 - (B) featured
 - (C) noticed
 - (D) damaged

APPENDIX 2
(Post-test)
Reading Comprehension

You are to choose the one best answer A, B, C or D to each questions.

Passage 1:

To produce the upheaval in the United States that changed and modernized the domain of higher education from the mid 1860's to the mid-1880's, three primary causes interacted. The emergence of a half dozen leaders in education provided the personal force that was needed. Moreover, an outcry for a fresher, more practical, and more advanced kind of instruction arose among the alumni and friends of nearly all of the old colleges and grew into a movement that overrode all conservative opposition. The aggressive Young Yale movement appeared, demanding partial alumni control, a more liberal spirit, and a broader course of study. The graduates of Harvard College simultaneously rallied to relieve the college's poverty and demand new enterprise. Education was pushing toward higher standards in the East by throwing off church leadership everywhere, and in the West by finding a wider range of studies and a new sense of public duty.

The old-style classical education received its most crushing blow in the citadel of Harvard College, where Dr. Charles Eliot, a young captain of thirty - five, son of a former treasurer of Harvard, led the progressive forces. Five revolutionary advances were made during the first years of Dr. Eliot's administration. They were the elevation and amplification of entrance requirements, the enlargement of the curriculum and the development of the elective system, the recognition of graduate study in the liberal arts, the raising of professional training in law, medicine, and engineering to a postgraduate level, and the fostering of greater maturity in student life. Standards of admission were sharply advanced in 1872-1873 and 1876-1877. By the appointment of a dean to take charge of student affairs, and a wise handling of discipline, the undergraduates were led to regard themselves more as young gentlemen and less as young animals. One new course of study after another was

opened up-science, music, the history of the fine arts, advanced Spanish, political economy, physics, classical philology, and international law.

1. Which of the following is the author's main purpose in the passage?
 - (A) To explain the history of Harvard College
 - (B) To criticize the conditions of United States universities in the nineteenth century
 - (C) To describe innovations in United States higher education in the latter 1800's
 - (D) To compare Harvard with Yale before the turn of the century
2. According to the passage, the changes in higher education during the latter 1800' s were the result of
 - (A) plans developed by conservatives and church leaders.
 - (B) efforts of interested individuals to redefine the educational system
 - (C) the demands of social organizations seeking financial relief
 - (D) rallies held by westerners wanting to compete with eastern schools
3. According to the passage, Harvard College was in need of more
 - (A) students
 - (B) money
 - (C) land
 - (D) clergy
4. According to the passage, which of the following can be inferred about Harvard College before progressive changes occurred?
 - (A) Admission standards were lower.
 - (B) Students were younger.
 - (C) Classes ended earlier.
 - (D) Courses were more practical.
5. From the passage it can be concluded that which of the following was a characteristic of the classical course of study?
 - (A) Most students majored in education
 - (B) Students were limited in their choice of courses
 - (C) Students had to pass five levels of study
 - (D) Courses were so difficult that most students failed

Passage 2:

Telecommuting – substituting the computer for the trip to the job – has been hailed as a solution to all kinds of problems related to office work. For workers it promises freedom from the office, less time wasted in traffic, and help with child - care conflicts. For management, telecommuting helps keep high

performers on board, minimizes tardiness and absenteeism by eliminating commutes, allows periods of solitude for high –concentration task, and provides scheduling flexibility. In some areas, such as Southern California and Seattle, Washington, local governments are encouraging companies to start telecommuting programs in order to reduce rush - hour congestion and improve air quality. But these benefits do not come easily. Making a telecommuting program work requires careful planning and an understanding of the differences between telecommuting realities and popular images.

Many workers are seduced by rosy illusions of life as a telecommuter. A computer programmer from New York City moves to the tranquil Adirondack Mountains and stays in contact with her office via computer. A manager comes in to his Office three days 8 week and works at home the other two. An accountant stays home to care for child; she hooks up her telephone modem connections and does office work between calls to the doctor.

These are powerful images, but they are a limited reflection of reality. Telecommuting workers soon learn that it is almost impossible to concentrate on work and care for a young child at the same time. Before a certain age, young children cannot recognize. much less respect, the necessary boundaries between work and family. Additional child support is necessary if the parent is to get any work done.

Management, too, must separate the myth from the reality. Although the media has paid a great deal of attention to telecommuting. in most cases it is the employee's situation, not the availability of technology, that precipitates a telecommuting arrangement.

That is partly why, despite the widespread press coverage, the number of companies with work-at-home programs or policy guidelines remains small.

1. What is the main subject of the passage.
 - (A) Business management policies
 - (B) Driving to work
 - (C) Extending the workplace by means of commuters
 - (D) Commuters for child - care purposes

2. Which of the following is NOT mentioned as a problem for office employees?

- (A) Being restricted to the office
- (B) Incurring expenses for lunches and clothing
- (C) Taking care of sick children
- (D) Driving in heavy traffic

3. Which of the following is NOT mentioned as a problem for employers that is potentially solved by telecommuting?

- (A) Employees' lateness for work
- (B) Employees' absence from work
- (C) Employees' need for time alone to work intensively
- (D) Employee's conflicts with second jobs

4. Which of the following does the author mention as a possible disadvantage of telecommuting?

- (A) Small children cannot understand the boundaries of work and play.
- (B) Computer technology is not advanced enough to accommodate the needs of every situation.
- (C) Electrical malfunctions can destroy a project.
- (D) The worker often does not have all the needed resources at home.

5. Which of the following is an example of telecommuting as described in the passage?

- (A) A scientist in a laboratory developing plans for a space station
- (B) A technical writer sending via computer documents created at home
- (C) A computer technician repairing an office computer network
- (D) A teacher directing computer-assisted learning in a private school

Passage 3:

In the late 1960's, many people in North' America turned their attention to environmental problems and new steel-and-glass skyscrapers were widely criticized. Ecologists pointed out that a cluster of tall buildings in a city often overburdens public transportation and parking lot capacities.

Skyscrapers are also lavish consumers, and wasters, of electric power. In one recent year, the addition of 17 million square feet of skyscraper

office space in New York City raised the peak daily demand for electricity by 120, 000 kilowatts-enough to supply the entire city of Albany, New York, for a day.

Glass- walled skyscrapers can be especially wasteful The heat loss (or gain) through a wall of half-inch plate glass is more than ten times that through a typical masonry wall filled with insulation board. To lessen the strain on heating and air-conditioning equipment builders ~f skyscrapers have begun to use double glazed panels of glass, and reflective glasses coated with silver or gold mirror films that reduce glare as well as heat gain. However, mirror-walled skyscrapers raise the temperature of the surrounding air and affect neighboring buildings.

Skyscrapers put a severe strain on a city's sanitation facilities, too. If fully occupied, the two World Trade Center towers in New York City would alone generate 2.25 million gallons of raw sewage each year--as much as a city the size of Stamford, Connecticut, which has a population of more than 109,000.

Skyscrapers also interfere with television reception, block bird flyways, and obstruct air traffic. In Boston in the late 1960's. some people even feared that shadows from skyscrapers would kill the grass on Boston Common.

Still, people continue to build skyscrapers for all the reasons that they have always built them – personal ambition, civic pride, and the desire of owners to have the largest possible amount of rentable space.

1. The main purpose of the passage is to
 - (A) compare skyscrapers with other modern structures
 - (B) describe skyscrapers and their effect on the environment
 - (C) advocate the use of masonry in the construction of skyscrapers
 - (D) illustrate some architectural designs of skyscrapers
2. According to the passage, what is one disadvantage of skyscrapers that have mirrored walls?
 - (A) The exterior surrounding air is heated.
 - (B) The windows must be cleaned daily.
 - (C) Construction time is increased.
 - (D) Extra air-conditioning equipment is needed.
3. According to the passage, in the late 1960's some residents of Boston were concerned with which aspect of skyscrapers?

- (A) The noise from their construction
- (B) The removal of trees from building sites
- (C) The harmful effects on the city's grass
- (D) The high cost of rentable office space

4. The author raises issues that would most concern which of the following groups?

- (A) Electricians
- (B) Environmentalists
- (C) Aviators
- (D) Teachers

5. Where in the passage does the author compare the energy consumption of skyscrapers with that of a city?

- (A) Lines 5-8
- (B) Lines 13-14
- (C) Lines 19-21
- (D) Lines 22-24

APPENDIX 3

Answer Key (pre-test/ post-test)

Pre-test Answer Key

Questions Passage	1	2	3	4	5
1	A	B	A	B	C
2	D	C	C	D	A
3	A	B	A	D	C

Post-test Answer Key

Questions Passage	1	2	3	4	5
1	C	B	B	A	B
2	C	B	D	A	B
3	B	A	C	B	A

APPENDIX 4

SURVEY QUESTIONNAIRE

Full name:

(Sex):

Class:

Question 1: How do you feel about learning English reading skill?

- a. Difficult
- b. Normally
- c. Easy

Question 2: What are your attitudes toward importance of reading comprehension?

- a. The most important
- b. Important as other language skills
- c. Not important at all

Question 3: What are the main difficulties in reading comprehension process?

- a. Vocabulary
- b. Grammar
- c. Reading skills
- d. Background knowledge
- e. Reading tasks

Question 4: When reading a long document, are you having difficulty understanding the meaning of the text?

- a. Always
- b. Usually
- c. Rarely
- d. Never

Question 5: What is the way for you to overcome difficulties in learning English reading comprehension skills?

- a. Wait for the ring answer when the teacher correct
- b. Ask the teacher for helps
- c. Discuss with friends to find out the right answer

Question 6: In your point of view, do you think guessing strategies in reading is necessary?

- a. Necessary
- b. Uncertain
- c. Not necessary

Question 7: What is the way for read in English reading texts?

- a. Focus on every word for detailed understanding
- b. Read quickly for general understanding first and then focus on other specific information and new words

Question 8: When you read a text, do you understand the strategy for reading the text?

- a. Always
- b. Usually
- c. Rarely
- d. Never

APPENDIX 5
(correct answer)

Number	Names	Scores on reading comprehension
1	Nguyen Binh An	26
2	Le Hong An	14
3	Le Lan Anh	21
4	Mai Thi Anh	13
5	Nguyen Tuan Anh	22
6	Nguyen Thanh Binh	14
7	Nguyen Tung Chi	25
8	Le Van Dung	9
9	Vu Duc Huy	11
10	Nguyen Thi Duyen	15
11	Chu Tung Duong	22
12	Nguyen Thi Thuy Duong	20
13	Doan Thi Dung	12
14	Dinh Tien Dat	19
15	Dang Thi Quynh Giang	8
16	Bui Dang Huy	19
17	Nguyen Tien Huy	11
18	Pham Quang Hung	22
19	Kieu Thi Thu Huong	23
20	Nguyen Thi Thu Huong	14
21	Bui Huy Hoang	18
22	Nguyen Phuong Linh	20
23	Nguyen Hai Long	8
24	Tran Tien Loc	27
25	Dinh Hai Ly	10
26	Chu Thanh Mai	15
27	Nguyen Van Manh	5
28	Vu Dinh Manh	20
29	Pham Kieu Minh	25

30	Nguyen Hai Nam	19
31	Dinh Hoang Nam	15
32	Tran Hang Nga	21
33	Tran Thi Minh Ngoc	19
34	Le Van Thach	23
35	Le Van Tuan	13
36	Do Mai Trang	21
37	Nguyen Van Kien	12
38	Nguyen Minh Khanh	28
39	Tran Thi Thuy	13
40	Nguyen Thi Thiep	14
41	Le Minh Tan	21
42	Ngo Ba Vinh	24
43	Nguyen Van Vinh	9
44	Dinh Bao Yen	12
45	Do Phu Quy	22

APPENDIX 6
The post-test results
(correct answer)

Number	Names	Scores on reading comprehension
1	Nguyen Binh An	28
2	Le Hong An	16
3	Le Lan Anh	26
4	Mai Thi Anh	15
5	Nguyen Tuan Anh	25
6	Nguyen Thanh Binh	17
7	Nguyen Tung Chi	25
8	Le Van Dung	15
9	Vu Duc Huy	11
10	Nguyen Thi Duyen	17
11	Chu Tung Duong	26
12	Nguyen Thi Thuy Duong	21
13	Doan Thi Dung	16
14	Dinh Tien Dat	22
15	Dang Thi Quynh Giang	9
16	Bui Dang Huy	25
17	Nguyen Tien Huy	15
18	Pham Quang Hung	12
19	Kieu Thi Thu Huong	26
20	Nguyen Thi Thu Huong	14
21	Bui Huy Hoang	20
22	Nguyen Phuong Linh	25
23	Nguyen Hai Long	8
24	Tran Tien Loc	28
25	Dinh Hai Ly	11
26	Chu Thanh Mai	15
27	Nguyen Van Manh	7
28	Vu Dinh Manh	21

29	Pham Kieu Minh	27
30	Nguyen Hai Nam	21
31	Dinh Hoang Nam	17
32	Tran Hang Nga	25
33	Tran Thi Minh Ngoc	19
34	Le Van Thach	27
35	Le Van Tuan	16
36	Do Mai Trang	22
37	Nguyen Van Kien	12
38	Nguyen Minh Khanh	29
39	Tran Thi Thuy	17
40	Nguyen Thi Thiep	18
41	Le Minh Tan	22
42	Ngo Ba Vinh	27
43	Nguyen Van Vinh	12
44	Dinh Bao Yen	13
45	Do Phu Quy	25