BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH-ANH

Sinh viên: Đàm Thị Minh Tâm

Giảng viên hướng dẫn: Th.s Đặng Thị Vân

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

A STUDY ON DIFFICULTIES ENCOUNTERED BY THE 2ND YEAR STUDENTS AT HAI PHONG UNIVERSITY OF MANAGEMENT AND TECHNOLOGY WHEN READING NEWS IN ENGLISH

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HẢI PHÒNG – 2023

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Tên đề tài : A study on difficulties encountered by the 2nd year students at Hai Phong University of Management and Technology when reading news in English

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Nội dung hướng dẫn: A study on difficulties encountered by the 2nd year students at Hai Phong University of Management and Technology when reading news in English

Đề tài tốt nghiệp được giao ngày   tháng   năm
Yêu cầu phải hoàn thành xong trước ngày   tháng   năm

      Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN
         Sinh viên   *Giảng viên hướng dẫn*

    Đàm Thị Minh Tâm   **Đặng Thị Vân**

Hải Phòng, ngày... tháng… năm…
XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Th.s Đặng Thị Vân

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Đàm Thị Minh Tâm

Chuyên ngành: Ngôn ngữ Anh-Anh

Nội dung hướng dẫn: A study on difficulties encountered by the 2nd year students at Hai Phong University of Management and Technology when reading news in English

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày 15 tháng 06 năm 2023

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

ACKNOWLEDGEMNTS

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PART I: INTRODUCTION

1.1. Rationale

Nowadays, people are very interested in television and newspapers because of the need to update news quickly as well as the change of science and technology. News and media are interested by many people, especially young people today. The latest information from abroad is always updated continuously, and this is also one of the most interested topics for all of us. It helps us to update and capture important information about every issue, every aspect of life around us. Not only can we read domestic news, but we can also read news in English on foreign newspapers. Reading news in English can help students improve their overall English level and benefit them in the future lives. However, reading news in English is also very difficult for students, because their English level is still limited.

Before conducting this survey, we collected opinions from several students from different classes about their reading of news in English, we found out that most of the students encountered different difficulties.

For second-year students at Hai Phong University of Management and Technology, although all students have been learning English for at least a few years, the students still often have difficulty reading news in English, since they still lack vocabulary, grammar, reading skills and poor background knowledge. Therefore, it is very important to identify students' difficulties. For the above reasons, I decided to choose a research topic with the title: "A study on difficulties encountered by the 2nd year students at Hai Phong University of Management and Technology when reading news in English."

1.2. Aim of the study.

The purpose of the study is to find out some difficulties encountered by second - year students in HPU when reading News in English. Give solutions to help students overcome their problems.

1.3. Research Questions

To achieve the purpose of the study, the author focus on answering the following two research questions:

1. What are the difficulties of reading news in English for second-year students at HPU?

2. What is the solution for second-year students at HPU to overcome difficulties when reading news in English?

1.4. Scope of the study.

In this study, the author only focuses on second-year students at Hai Phong University of Management and Technology to investigate the difficulties often encountered when reading news in English and from there give some suggestions to overcome the detected difficulties. The study participants included 24 second-year students at Hai Phong University of Management and Technology.

1.5. Method of the study.

This study was carried out based on the basis of quantitative research method in which questionnaire was chose as the main research tool. The questionnaire is designed to help the author evaluate more objectively. Each student was given a questionnaire with hope of finding out the difficulties they encountered when reading news in English. Analyze statistical data collected from survey questionnaires after being collected from second-year non-major students at Hai Phong University of Management and Technology.

1.6. Design of the study.

This thesis consists of three main parts organized as follows:

Part I: is the Introduction, which present the rationale, the research questions, the scope, the objective, the method, and the designs of the study.

Part II: is the Development: includes three chapters.

+ Chapter 1: The researcher provides some of the concepts most relevant to the research topic.

+ Chapter 2: General description of participants, data collection instruments, and data collection procedures.

+ Chapter 3: Analysis of the following results obtained by questionnaires by second-year students at HPU, and proposed solutions.

Part III: is the Conclusions of the study: summarize the main findings and discussion, the limitations and recommendations for further study.

PART II: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

I. Theoretical background of reading

I.1. Definition of reading.

For those learning foreign languages in general and learning English in particular, reading skills are especially important. Reading not only expands knowledge about culture - society but it also provides knowledge about language, besides it also supports other skills such as writing, speaking and listening. There are many shares about the concept of reading by linguists and educators:

According to William, E. (1990: 2) that "reading is a process whereby one looks at and understands what has been written". In his definition, in the process of reading, two activities take place at the same time: seeing and understanding. Therefore, the reader must "convert" the meaning of a word according to the context that the author wants to convey.

Smith (1985: 102) further shared that "reading is understanding the author's thought ". This also means that the reader needs to know the author's thoughts, not the author's words or words in the text. Reading is process of receiving meaning through decoding signs (letters, signs). If the reader only understands the words printed in the text but does not understand the thoughts of the author, then their reading becomes useless. Because the meaning of a word often revolves around, depends heavily on the context in which it occurs, and the reader cannot understand the word in isolation.

According to Burt, Peyton & Adams (2003) pointed out in their overall study "Reading is basically the process of getting information from written language" (p.33). It means that, when someone reads any text, decipher the written words on the page, and decide their meanings and their relationships. Their also think about what their are reading, how it connect to other things their have read before and

to things their already know. Other readers will develop different interpretations of the meaning of a text.

In addition Kalayo and Fauzan (2007: 114) states that "Reading is an activity with purpose". Reading helps persons to collect information or basic knowledge available and it can be used to censure the ideas of writer in texts. Then, readers will be easy to choice the texts.

In summary, the perspectives of researchers give different definitions of "Reading ". In my opinion, for those who learn any language, regardless of skill, it is very important. But in terms of reading skills, it directly affects the language learners' writing, knowledge, understanding, and vocabulary.

It can be concluded that "Reading" is a process of gathering the necessary information in the text as efficiently as possible. In the process of reading, the reader plays an important role that requires high concentration, a positive attitude, and should not be too passive in the reading process to obtain the necessary information and knowledge. Therefore, in order to understand "What is reading", inferring from the above definitions, it can be concluded that reading is a positive skill for receiving information, in which the reader is extremely important in analyzing the text to perform the communication functions.

I.1.2. Reading process.

The reading process is the sequential model in the reasoning process of absorbing, understanding, assess, and recollection what is written in a text.

The process of reading a text is divided into three stages: pre-reading, while-reading and post-reading. Each stages has its own characteristics, features, purposes and different technical and strategic requirements.

• Pre – reading.

The pre – reading stage is very important when they read any text because they allow you to focus on your thoughts. A helpful goal is to revision what you have

to read before you start to read it. It helps you prepare for your reading session and mind prepare yourself for what lies ahead. According to Williams (1984, p.37) "persuade learners by giving a reason for reading and provide some language preparation for the text."

The pre – reading stage helps you set a goal for your reading, making it easier to locate the information you need. Besides, glancing through titles and images arouses interest in the readers, make them more interested in the reading.

This is the stage where the readers, skim through to get acquainted with the topic of the story. They can quickly skim and scan the content to pick unfamiliar words, key phrases, and visuals. It helps you understand if a text is informational, winning, or compelling.

• While – reading.

While – reading stage is main part of the process reading through a story, a text or information. This step require reading the text in a certain order to get a sense of the overall story and understanding deep into the details. Williams (1984, p.34) states that "the purpose of the while – reading is to help to understand the writer's aims; to help to understand the text structure and to clarify the text".

Also the reader will have to read through the sentences to find out the author's views on the topic. For example, if you come across a new word, try to reread the passage carefully to understand the meaning of the word based on the clues around in the context of the passage.

Also, search for answers to your queries during the pre-reading step to build up your prediction of the story.

•Post – reading

This is the final but not the less important stage in the process of reading a text. Readers must summarize what they have read, return, and question their understanding of the text to plug in the gaps left by the preceding stages.

It involves critical thinking and assessing whether the author has communicated convey what he intended. Post-reading will help you affect if your initial guess of a text was correct.

In short, each process of reading has its own purpose and operation. It will be very successful if these three processes are association flexibly and in accordance with an efficient read.

I.1.3. Types of reading skills.

I.1.3.1. Skimming

Reading skills are multidimensional, ranging from basic recognition of words to the more complex task of understanding the deeper meanings behind texts. There are several types of reading skills that readers employ, each requiring a different level of cognitive processing.

The first is skimming, which is a quick review of a text to grasp its general idea. It's a technique commonly used when time is of the essence, such as when you are quickly reviewing an article, a book, or a report. Skimming does not involve careful reading of each word or sentence. Instead, it involves letting your eyes glide over the text to capture key phrases, headings, or introductory and concluding sentences to get an overview of the content (Cohen, 2011).

In a study by Nation (2009), he noted that: "Skimming is a particularly vital skill for academic reading. In most university courses, students are given large amounts of reading material, and it is virtually impossible for them to read everything in detail". Skimming allows students to decide which sections of a text are relevant to their needs and which can be ignored. It enables readers to quickly find the information they need without having to wade through irrelevant material (Nation, 2009).

I.1.3.2. Scanning

Scanning is another essential skill in the repertoire of reading strategies. It involves swiftly moving through the text to search for specific pieces of information, such as a name, date, or keyword. This approach differs significantly from others like skimming or deep reading, as it does not aim to gather the overall meaning of the text, but instead to locate and comprehend specific items within it.

The key to effective scanning is understanding what you are looking for before you begin reading. For instance, if you're searching for a particular statistic within a research article, you might look for numerals, or for terms associated with the kind of data you're seeking (Williams, 2007). By keeping this focus, scanning allows the reader to navigate a text quickly and efficiently, reducing the time spent on irrelevant sections.

However, scanning is not just a time-saving technique; it also plays a crucial role in comprehension and information processing. In his research, Nation (2009) suggests that scanning requires a higher level of linguistic competence than skimming, as the reader must be able to recognize and process the sought-after information quickly once it has been located (Nation, 2009). It is particularly important in academic and professional settings, where large volumes of information need to be navigated to find relevant data.

This skill is also crucial in the digital age, where a vast amount of information is accessible at our fingertips. Studies have shown that readers typically scan webpages in an 'F' pattern, looking at the title or header first, then moving down the left side of the page, occasionally darting across to the right when something catches their eye. This pattern indicates that scanning is not a random process, but a skill that involves a certain level of strategic planning and execution.

However, while scanning is an invaluable skill, it's important to note that it is not suitable for all reading situations. When in-depth understanding or critical analysis is required, more thorough methods of reading are needed. Despite this,

the ability to effectively scan a text for specific information remains a vital component of overall reading competence.

- **Intensive reading.**

Intensive reading is a type of reading that requires focused and detailed engagement with a text. It is characterized by a careful and thorough approach, where readers pay close attention to the details, vocabulary, and structure of the text. Intensive reading is often associated with academic or technical materials, where precision and comprehension of specific information are essential.

In addition , according to Hatami & Asl (2017) pointed out that " Intensive reading involve in extracting specific language elements from short section of text", it means that the text is used as a linguistic object to analyze grammatical model as well as individual and concrete verbal items. Alderson (2000) has argued that: "Intensive reading helps readers to develop their language skills, understand complex ideas, and critically engage with the text's content and structure".

According to Long and Richards (1987), the intensive reading is a detailed analysis of each point about vocabulary and grammar in order to deepen the sense of document.

Besides, it is one of the important reading skills in foreign language teaching and learning. Intensive reading helps them understand low to high units such as words, sentences and paragraphs based on understanding the meaning of the entire text. Readers can judge the meaning of words, new grammatical structures, the meaning of whole sentences and paragraphs based on understanding the entire content of that text.

- **Extensive reading.**

Extensive reading is a type of reading that focuses on broad and extensive exposure to various texts, with the goal of developing reading fluency,

vocabulary, and overall reading enjoyment. It involves reading for pleasure and general comprehension, rather than detailed analysis or specific information retrieval. In the theoretical background of reading, extensive reading is recognized as an important approach to promoting reading engagement, language development, and a positive reading experience.

Yamashita (2015) identifies this skill as that where great amount of easy and interesting reading sensible are consumed, allowing the reader to enjoy reading and to read rapidly. This enjoyment reading is commonly done out of the enjoyment of discovering and learning from the text.

Beside (Day and Bamford, 1998), extensive reading plays a crucial role in language learning and literacy development, providing readers with exposure to a range of vocabulary, grammar structures, and text types, and encouraging a positive attitude towards reading.

I.2. Difficulties in learning the reading skills

I.2.1. Decoding difficulties

Decoding is a crucial part of the reading process, especially for beginning readers. It refers to the ability to translate written symbols, i.e., the printed text, into meaningful language. The capability to decode words accurately and fluently is fundamental to comprehension, and without it, the cognitive load increases significantly (Ehri, 2005).

The first difficulty that students encounter when learning to decode is understanding the alphabetic principle - that each written symbol or group of symbols corresponds to a specific sound or sounds (Tunmer & Nicholson, 2011). This principle is not intuitive and needs to be explicitly taught, which can pose a significant challenge for both teachers and students. The learner needs to memorize these symbol-sound relationships and be able to recognize and apply them quickly when they encounter a word. This process, known as phonemic awareness, is often where decoding difficulties start.

Second, poor vocabulary can also contribute to decoding difficulties. While decoding primarily involves translating written symbols into sounds, it also requires the reader to access their lexical knowledge to recognize the word and understand its meaning (Perfetti & Hart, 2001). If the reader does not know the word, they may struggle to decode it, even if they can sound it out. This issue illustrates the close relationship between decoding and other reading skills, such as vocabulary knowledge and comprehension.

I.2.2. Retention difficulties

Retention difficulties in learning to read are multifaceted issues and can be affected by various factors. This process of reading skill acquisition and retention is complex and multifaceted, being influenced by cognitive, neurodevelopmental, and environmental aspects (Storch & Whitehurst, 2002).

At the core of these difficulties lies the cognitive factor, particularly working memory. Baddeley (2000) in his seminal work on working memory, posited that it's an essential cognitive system that has a significant role in learning to read and retaining that skill. The basic premise is that the information processing involved in reading taxes the working memory. It requires the coordination of many skills – recognizing letters, linking them to sounds, combining these sounds into words, and these words into meaningful sentences. It further requires these processes to happen simultaneously while comprehending the text. For those students who face challenges with working memory, these simultaneous tasks can lead to an overload of their cognitive capacity, causing difficulties in retaining the reading skills they have learned (Baddeley, 2000).

Another essential aspect to consider is the neurodevelopmental perspective. Certain neurodevelopmental conditions such as dyslexia, attention-deficit/hyperactivity disorder (ADHD), and specific language impairment (SLI) are often associated with difficulties in acquiring and retaining reading skills (Pennington, 2006). These conditions often cause a disruption in the typical developmental trajectory of reading skills and make it more difficult for the

individual to retain what they have learned. Dyslexia, for instance, specifically impacts phonological processing which is fundamental for reading, and as such these individuals have a harder time retaining reading skills (Pennington, 2006).

Apart from cognitive and neurodevelopmental influences, environmental factors also play a significant role. Students' reading skill acquisition and retention can be influenced by their educational environment and home literacy environment (Sénéchal & LeFevre, 2002). An enriching environment with varied reading materials, motivation, support from teachers and parents, and structured reading instructions can significantly improve a child's learning and retention of reading skills (Sénéchal & LeFevre, 2002). However, when these supportive elements are lacking, it may impede their ability to retain the skills they have learned.

Moreover, some learning theories suggest that the frequency and context of practice are important for skill retention (Roediger & Butler, 2011). The concept of "use it or lose it" applies here; reading skills, like many other skills, are prone to decay if not regularly practiced. Besides, the context of practice also matters. If the learning is not applied in various contexts, the ability to transfer and generalize the skill to different scenarios might be compromised (Roediger & Butler, 2011).

I.2.3. Comprehension difficulties

Comprehension difficulties in reading skill acquisition can arise from a range of issues and are widely recognized in the field of education and psychology. Comprehension is the ultimate goal of reading, where the reader makes sense of the written text. However, many students struggle with comprehension, which affects their ability to effectively learn and engage with the material (Snow, 2002).

Cognitive scientists suggest that reading comprehension is a complex cognitive task that relies on several skills working together. The Simple View of Reading proposed by Gough and Tunmer (1986) illustrates this well. According to this model, reading comprehension is the product of two distinct skills: decoding and

linguistic comprehension. Decoding involves recognizing written words, while linguistic comprehension involves understanding the language. If a student struggles in either of these areas, it can hinder their overall reading comprehension. For instance, difficulties with decoding can prevent the reader from accurately identifying words, causing them to lose focus on the overall meaning of the text. On the other hand, difficulties with linguistic comprehension can mean that the reader is able to read the words but does not fully grasp the meanings, references, and inferences within the text (Gough & Tunmer, 1986).

There is also the issue of working memory as suggested by Daneman and Carpenter (1980). They argue that working memory capacity plays a critical role in reading comprehension. When reading, individuals must hold information in their working memory to understand the relationships between different parts of the text and the overall meaning. If a student has limited working memory capacity, they may struggle to hold and integrate all the necessary information, resulting in comprehension difficulties (Daneman & Carpenter, 1980).

Moreover, comprehension can be hindered by a lack of background knowledge. As suggested by E.D. Hirsch (2003), a reader's background knowledge greatly influences their ability to understand a text. If a student lacks knowledge about the topic they are reading about, they may have trouble making sense of the information and ideas in the text. Furthermore, this lack of knowledge can hinder their ability to make inferences and understand implicit information, two processes that are crucial for deep comprehension (Hirsch, 2003).

Furthermore, motivation is another factor that can affect reading comprehension. (Guthrie and Wigfield, 2000) note that students who are motivated to read tend to comprehend texts better than those who are not. If a student is uninterested or lacks motivation to read, they may not put in the effort necessary to understand the text, leading to comprehension difficulties (Guthrie & Wigfield, 2000).

I.3. Theoretical background of News.

I.3.1. Definition of News

News is a quick report about the latest events that are also important to be conveyed to the public. News can also be presented in the form of newspapers, radio, TV broadcasts or online media. Most dictionaries impart the meaning of 'news' identical "an account of a recent event, or information that's not known previously.

According to the Random House Dictionary of English Language, the meaning of 'news' is: "a report of a recent event; intelligence, information".

Besides, the Oxford Dictionary says: "News is the report of recent events, or happening brought or coming to one as new information; new occurrences as a subject of report or talk."

According to Jack Fuller (1996), "News is a report of what a news organization has recently learned about matters of some significance or interest to the specific community that news organization serves" (p. 6). Given the specific examples provided in Fuller's book, such as a vote in Congress on free trade and a deadly fire in the Bronx, this definition, as with many others, seems to have the traditional "straight news" in mind rather than features or analytical news stories. Following Fuller's logic, if straight news is found to have dramatically decreased to a point that it is much less than half of the stories on the front page, this should require redefining news itself.

In general, news not only provides information about the latest events, but also sometimes news is used to influence the people who hear it and also read it. And the most important thing is news about politics, and along with the news, the people who read it will be influenced by readers and news writers to follow the political flow.

I.3.2. Types of News

News, as a form of communication, has been studied extensively in the fields of journalism, communication studies, and media studies. It is a complex and multifaceted concept that can be categorized in various ways.

One of the most common ways to categorize news is based on its subject matter. According to Harcup and O'Neill (2017), news can be classified into hard news and soft news. Hard news typically refers to serious, timely, and event-driven stories that are often related to politics, economics, or social issues. These stories are usually presented in a formal and objective manner. On the other hand, soft news, often referred to as infotainment, includes human interest stories, entertainment news, and lifestyle features. These stories are usually less formal and more subjective in nature. Harcup and O'Neill's study provides a comprehensive analysis of these categories, arguing that the distinction between hard and soft news is not always clear-cut and can be influenced by various factors such as the medium, the audience, and the cultural context (Harcup and O'Neill, 2017, p. 172-185).

Another way to categorize news is based on its format. According to Pavlik (2001), news can be classified into print news, broadcast news, and online news. Print news includes newspapers and magazines, broadcast news includes television and radio, and online news includes websites, blogs, and social media. Each format has its own characteristics and conventions. For example, print news is often more detailed and in-depth, broadcast news is usually more immediate and visual, and online news is more interactive and multimedia-oriented. Pavlik's study provides a detailed analysis of these formats, arguing that the evolution of news formats has significant implications for the practice of journalism and the consumption of news (Pavlik, 2001, p. 35-50).

In conclusion, news can be categorized in various ways, and each category has its own characteristics and implications. However, it is important to note that these categories are not mutually exclusive and can overlap in many ways. Furthermore,

the categorization of news is not static but evolves over time in response to changes in technology, society, and culture.

I.4. Difficulties in reading news in English

The language used in news articles often includes a specific set of vocabulary and structures that can be complex and nuanced. As Alderson (2000) points out, news articles frequently utilize a sophisticated level of language, including specialized jargon, abstract nouns, and passive structures. Additionally, news articles may often use metaphoric language, which can be particularly challenging for English learners. For example, expressions like "the government is under fire," could be confusing for those not familiar with this metaphorical usage (Alderson, 2000).

Another challenge is understanding the cultural and societal context within which the news is written. As Carrell (1987) suggests, comprehension of a text is significantly influenced by the reader's prior knowledge, including their understanding of the world, events, and culture. News articles are often written with the assumption that the reader has a certain level of cultural and societal knowledge. For readers unfamiliar with these cultural contexts, understanding the implied meanings and references within news articles can be challenging (Carrell, 1987).

Speed of reading can also be a significant challenge when reading news in English. As mentioned by Just and Carpenter (1987), fluent reading requires not only comprehension but also the ability to read at a reasonable speed. This is particularly relevant for news reading, as readers often need to scan through various articles quickly to get updated information. For non-native speakers, the speed at which they read English may be significantly slower than their native language, making it difficult to quickly absorb information from English news articles (Just & Carpenter, 1987).

The cognitive demands of reading in a second language should not be underestimated. As per the Revised Hierarchical Model proposed by Kroll and

Stewart (1994), reading in a second language, especially in the early stages of learning, involves translation from the second language to the first language, which can be cognitively demanding and slow down the reading process. As learners gain proficiency, they can access meaning directly from the second language. However, this process often requires more cognitive resources compared to reading in one's native language, contributing to the challenges in reading English news (Kroll & Stewart, 1994).

CHAPTER II: METHODOLODY

II.1. Participants.

The research was undertaken with the participation of 24 second-year students at Hai Phong University of Management and Technology.

All participants are between 18 and 23 years old and have studied English for at least 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because of being influenced of curriculum of English for high school students in the past, they did not have many chances to practice their English skills. Thus, their English levels were limited and they to had to face up with many difficulties when reading news in English.

So, after completing the survey, we collected the results of the difficulties they faced in reading news in their English.

II.2. Instruments.

In the study, the author uses the survey questionnaire as the main research tool to collect data needed in quantitative because it is regarded as an easy tool to summarize, analyze, report the collected data. The survey questionnaire consists of 6 questions are given to students to find out the difficulties faced by second-year students at Hai Phong University of Management and Technology when reading news in English.

To ensure reliability and validity, the questionnaire for learners was directly distributed for 24 second-year students during their break time in the class and collected right away. Students were asked to tick and answer the questions that match their opinion. The questionnaire are designed as below:

Question 1: How long have you been learning English?

Question 2: How often do you reading news in English?

Question 3: What factors affects your reading of news in English?

Question 4: What do you think about the importance of reading news in English?

Question 5: Which of the following reading skills do you most often use when reading news in English?

Question 6: Which of the following makes it difficult for you to read news in English?

II.3. Data collection procedure.

The questionnaire was distributed to 24 second-year non-major students at Hai Phong University of Management and Technology. All students have ten minutes to fill in the information and answer the questions provided by the author. Before filling out the survey, all students assumed that their participation was voluntary and all answers are kept confidential for the most efficient data analysis. In addition, all students are allowed to express their own opinions as honestly as possible, which is very important to the success of the survey. I assert that this study was conducted to point out their difficulties in reading news in English. The questionnaire was written in both English and Vietnamese in order that students might have a clear understanding of the study' purpose because of the fact that some of the second-year students have limited English proficiency.

CHAPTER III: FINDINGS AND DISCUSSION

In this chapter, the author provides all data collected through a questionnaire survey on difficulties in reading news in English of second-year students at HPU. The questionnaire was sent to the students and the data analyzed in this study is shown in the graphs below.

III.1. Difficulties encountered by second-year students at HPU when reading news in English

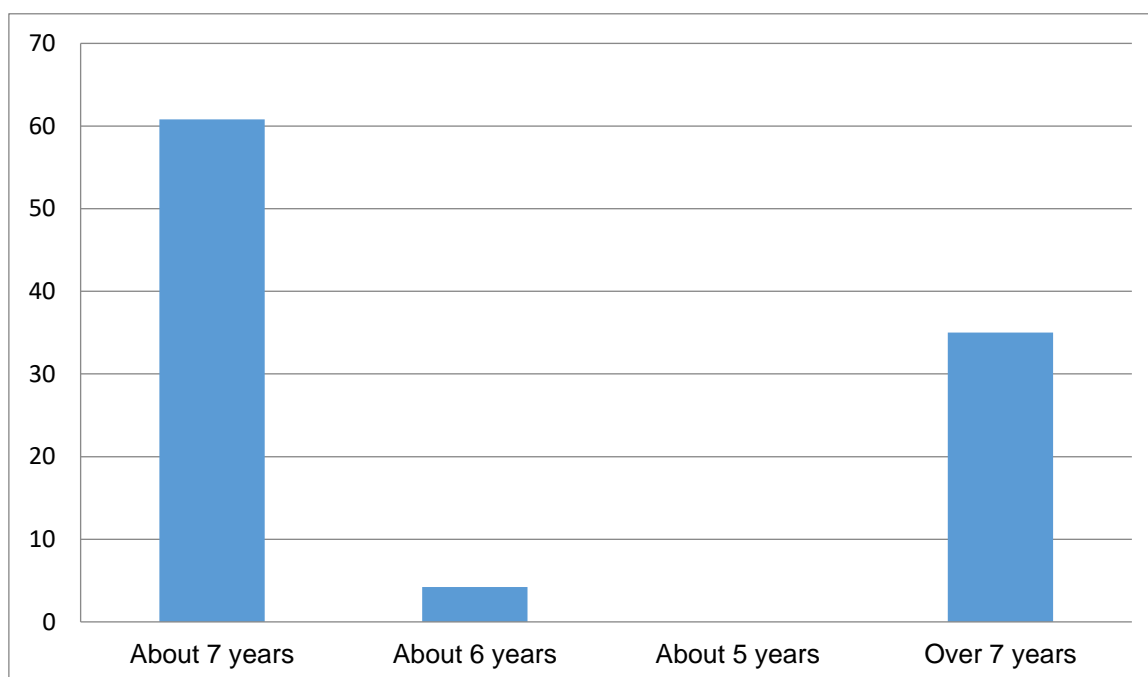Question 1: How long have you been learning English?

Chart 1: The period is learning English.

Among the students surveyed, 60.8% of students have studied English for 7 years and 35% of students have studied English for more than 7 years. In addition, 4,2% of students said that they have studied English for 6 year and no

student has studied English for about 5 years. Through finding out the difficulties in reading news in English of students based on their years of studying English, partly affects students' reading and comprehension. All students think that English is difficult, but if students focus on reading news more, it is also part of improving their English better.

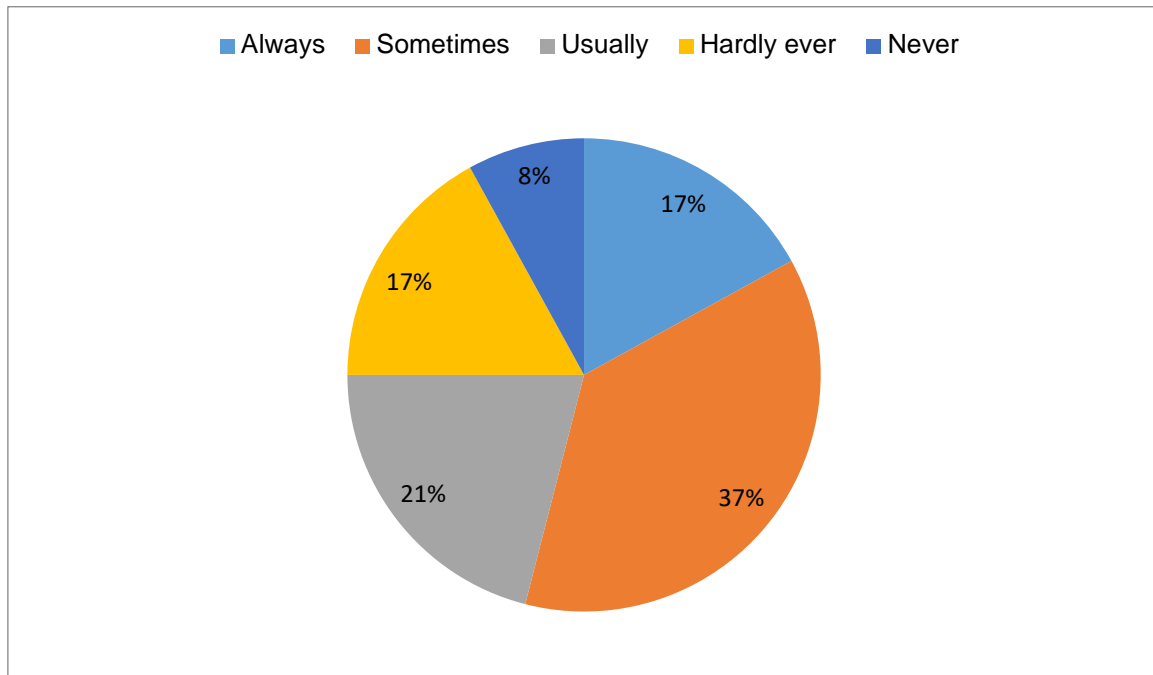Question 2: How often do you reading news in English?

Chart 2: The frequency of reading news in English.

Reading the news in English is said to be a good habit to improve many skills in reading and increase your understanding. The chart above shows us the frequency of students reading news in English every day, with the majority of students saying that they sometimes read news in English (37%) and 21% of students usually read, while 17% indicate that students always and hardly ever read news in English. In addition, 8% said that they never read news in English. This can also be considered as a cause of difficulty in reading news in English because students who do not maintain regular reading will not be able to accumulate knowledge leading to a decrease in your understanding.

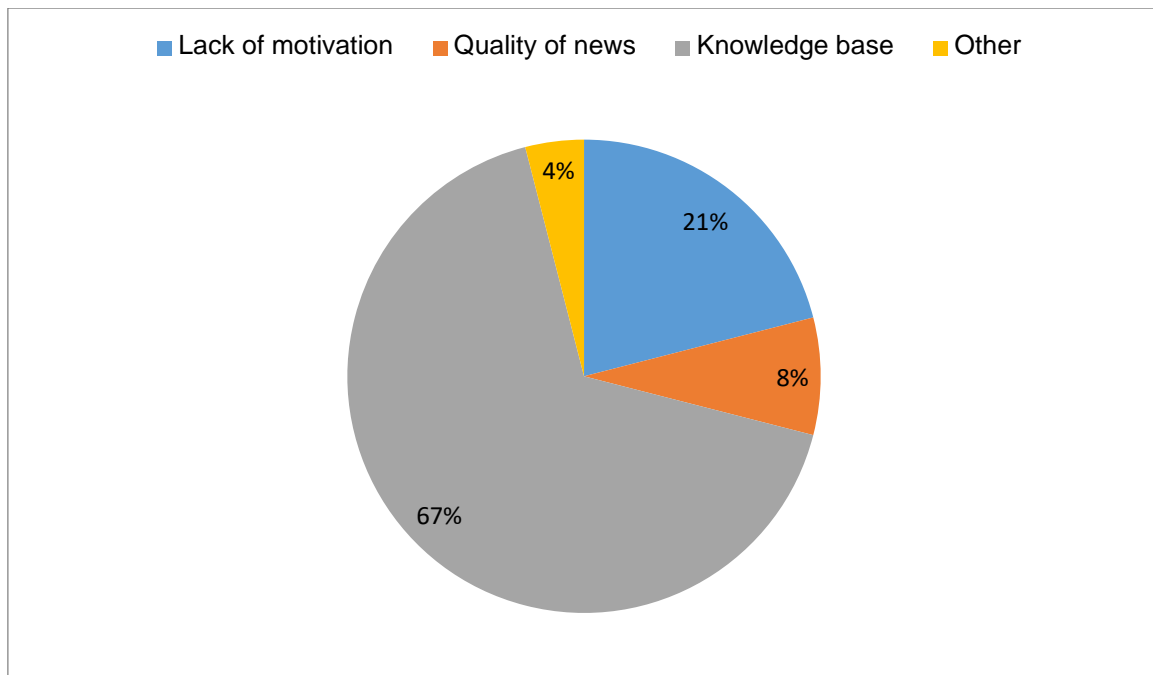Question 3: What factors affects your reading of news in English?

Chart 3: The factors are affecting.

The chart shows that 67% of students think that background knowledge affects their reading of news in English. This factor is probably the main one because to understand the full content of the news, students need to rely on their understanding to associate what they already know with the information they are receiving. Besides, 21% of students said that lack of motivation also affects reading news in English. They do not find joy and interest in the process of reading, leading to boredom leading to difficulties for them. In addition, 8% of students said that they have difficulty with the quality of news, they regularly encounter fake news spreading on social networking sites and 4% of students have a different opinion.

Question 4: What do you think about the importance of reading news in English?
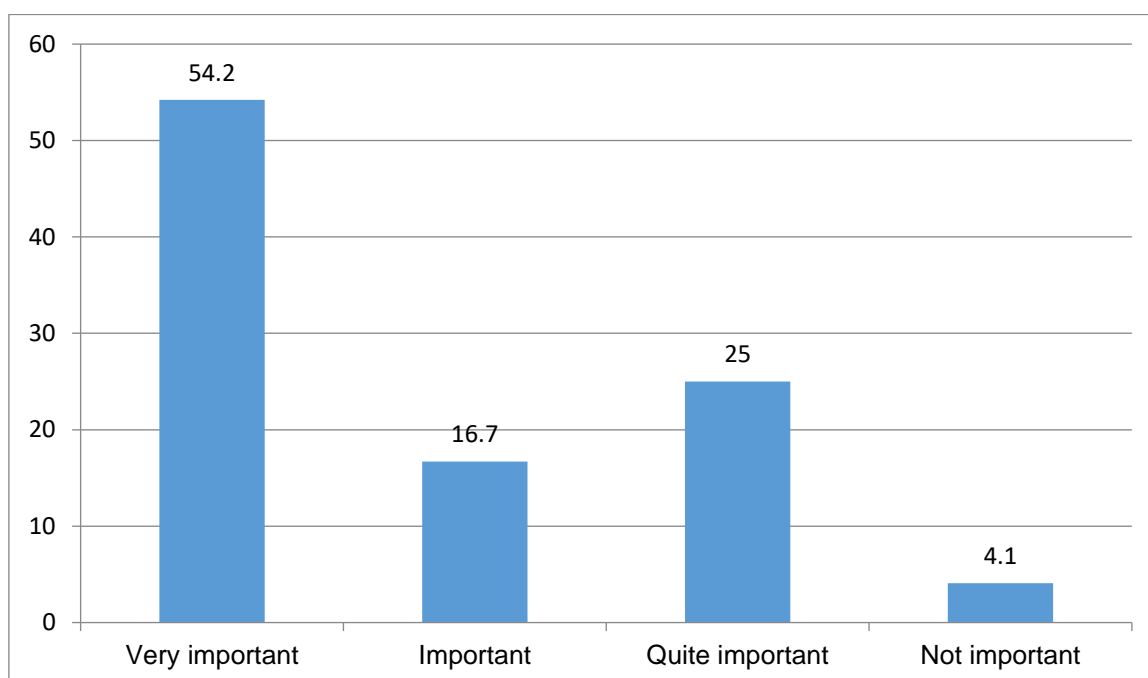

Chart 4: The importance of reading news in English.

To find out something about something, the first question always asks about its importance. As the chart shows us, the students were asked to rate the importance of reading news in English, it can be seen that the majority of students think that reading news in English is very important 54.2%. Besides, 25% of students think that reading news in English is quite important. In addition 16.7% think it is important to them and a small part 4.1% is not important. The opinions that students give about the importance of reading news in English are different, but most students find it important to improve their English level.

Question 5: Which of the following reading skills do you most often use when reading news in English?
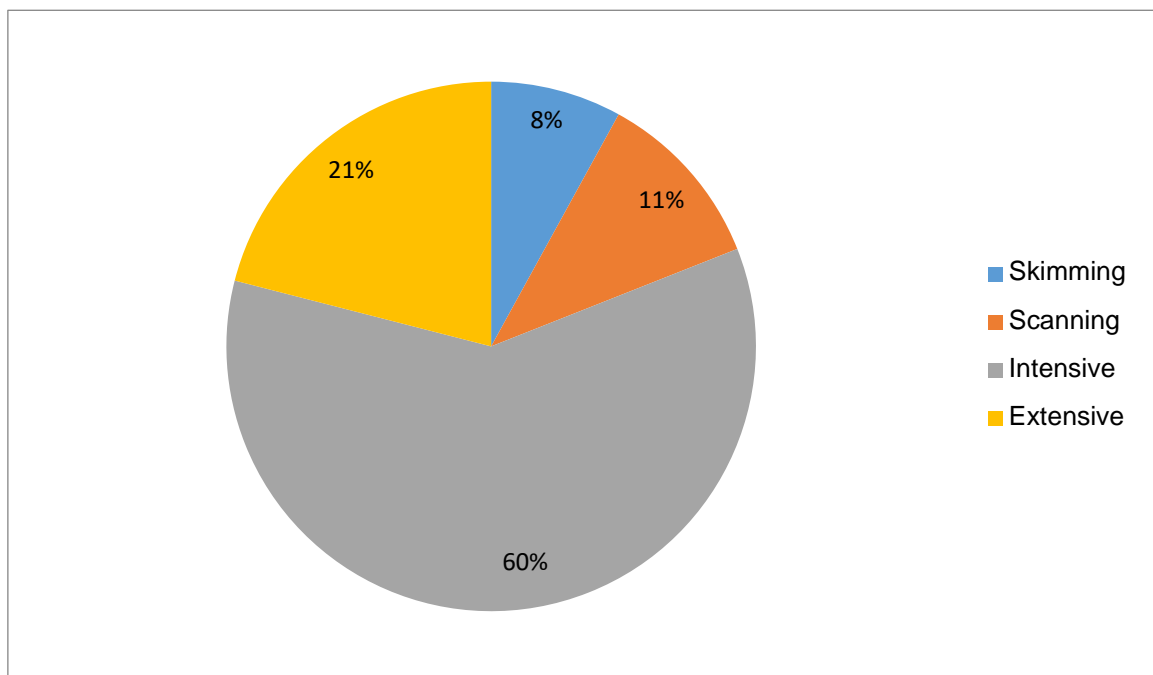

Chart 5: Applying reading skills to reading news in English.

Looking at the table, we can see that most students have difficulty applying intensive skills to reading news in English (60%). This is a skill that requires a lot of effort and concentration, leading to boredom and not enough motivation to continue reading. This is the biggest problem for students at HPU. Next is the extensive skill with 21%, this skill requires students to invest a long time and need exposure to a lot of reading. With 8% skimming and 11% scanning, both of these skills require students to find key information as quickly as possible, and the reading speed will increase, which makes it difficult for people to read Beginners reading as well as second-year non-specialists at HPU.

Question 6: Which of the following makes it difficult for you to read news in English?
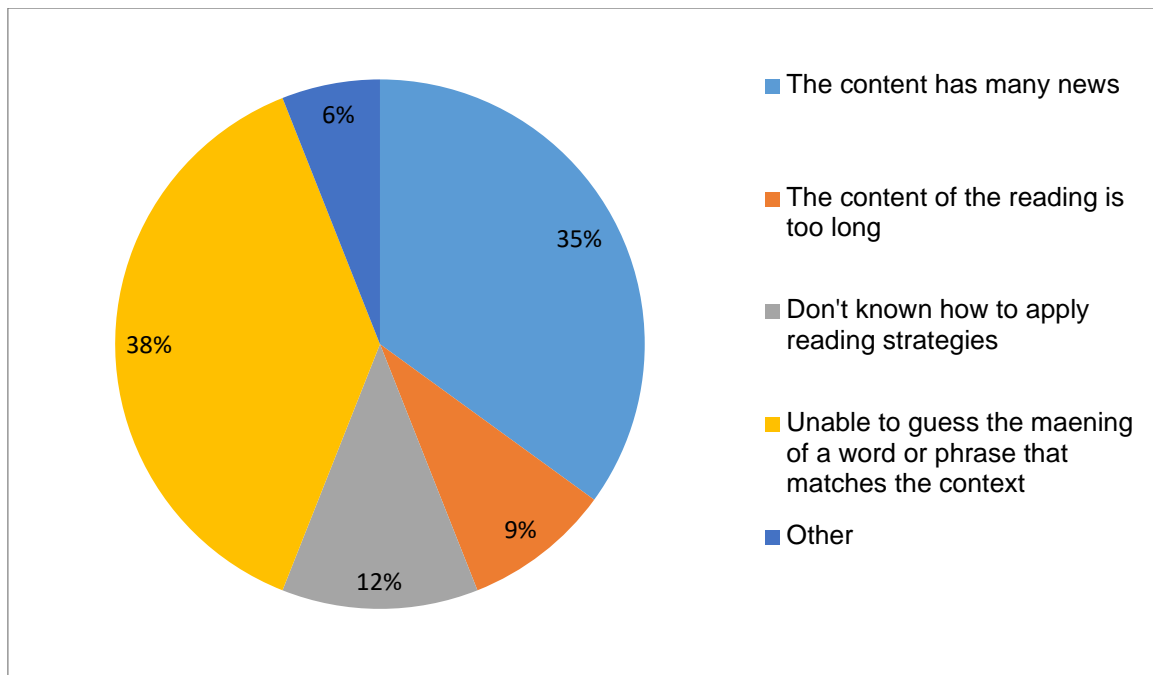

Chart 7: This causes difficulties in reading news in English.

The chart above shows why students have difficulty reading news in English. From this question we can see the reasons that most can not guess the meaning of words or phrases that match the context of the article, accounting for the highest rate of 38%. Next, 35% of students think that the content has too many new words, for this reason many students feel confused that they have to stop to translate the meaning and think. In addition, 12% of students do not know how to apply reading strategies in their news reading process, which leads to a loss of time. 9% of students think that news content is too long to make them bored and do not want to read this is also one of the reasons for their difficulty in reading news in English. Besides, 6% of students have other reasons.

In summary, the causes of difficulties in reading news in English by second-year students at Hai Phong University of Management and Technology, most students face various difficulties related to many different factors. It can be seen that most students have access to basic English in a few years so it leads to students' limited English reading competency and it is one of the factors causes their difficulties in reading news in English. Furthermore, students do not often read news in English and they never learn new words, so their limited vocabulary makes it difficult for students to understand the content and unable to guess the meaning of words or phrases that matches the content, they don't know how to apply reading strategies in the process of reading, which leads to a situation of feeling bored during the process of reading news in English, passive psychology and lack of motivation as well as difficulty in absorbing information in the reading text.

III.2. Some suggested solutions to solve difficulties when reading news in English by second-year students at HPU.

To improve the difficulties that second-year students at Hai Phong University of Management and Technology encounter when reading news in English, the author offers some solutions to overcome them as follows:

Before reading, students must take steps to prepare, firstly to apply the knowledge they have learned to think about the topic of the news article they will read, secondly to make judgments about possible content, secondly three is to preview the text by skimming and scanning to understand the overall meaning

After reading, students need to list the ideas, content, and information in the news article, relate what they have learned and read with their own experiences and knowledge, and clarify the content of the news article based on his understanding. Constantly expand your understanding.

In addition, improve vocabulary: learning new words after each reading helps us improve our vocabulary because when you read news in English you get a lot of

new words according to each topic, each field. Therefore, it is very important to learn new words

The addition of vocabulary is one of the problems to help them understand the content in the process of reading news in English. News articles often use specialized vocabulary related to politics, economics, science and other fields. Students need to take notes, highlighting and looking up meanings in order to expand their vocabulary and improve their overall reading comprehension.

Besides, they should spend a lot of time reading and form a habit of reading news online or reading comics in English. Students actively read news in English whenever they have free time, which will create comfort in their news reading process. Because reading news in English is a great way to expand knowledge and understanding.

If students are not used to reading a long news article, they can start by choosing short news articles with simpler content that are right for their English level so that the process of reading news by English is not too difficult.

Furthermore, students apply strategies in the process of reading news in English. This helps students to shorten their time and get a general understanding of the topic, main ideas and main points.

Finally, to improve guessing the meaning of a word or phrase that fits the context, we associate it with a previous word or sentence or can rely on the situations given in the news article.

PART III: CONCLUSION

I: Summary of the study.

The study was conducted to show the difficulties faced by second-year students at Hai Phong University of Management and Technology when reading news in English. At the same time, this study offers some solutions to help students solve all the problems they face in the reading process.

In order to achieve the goal set forth by the author in this study, the research is divided into three main parts: Part 1 provides an overview of the research. Part 2 briefly presents the theories, outlines the research method by surveying and analyzing the difficulties and some suggestions to improve those difficulties. This section also helps the author to provide answers to the two research questions stated in the introduction. Part 3 is the conclusion of the study.

II: Limitations of the study.

With this survey, the author believes that the study has made some clear statements that indicate the difficulties of students. However, the researcher also acknowledges that there are some limitations to the study:

Firstly, due to limited time, this study mainly uses research questions to collect data and the number of participants.

Second, due to limited capacity and lack of resources, the research has some shortcomings.

Despite the limitations mentioned above, the researcher hopes that the research will contribute to the improvement of second-year students at Hai Phong University of Management and Technology.

III: Suggestions for the further study.

From the above limitations, the author makes a few suggestions for further research, the researcher will carry out on a larger scale, collecting tools such as

interview, overall observation, on larger scale with the number of participants to collect data more reliably. And I hope that the research will help second-year students at Hai Phong University of Management and Technology to overcome those difficulties.

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APPENDIX
APPENDIX 1.1. QUESTIONNAIRE FOR STUDENTS
(ENGLISH VERSION)

Dear the 2nd year students!

The purpose of the survey questionnaire was designed for my research namely "A study on difficulties encountered by the 2nd year students at Hai Phong University of Management and Technology when reading news English".

Please, circle or tick the answer that the best described your ideas and add final comments at the bottom of the sheet if you wish. We need your frank opinions about the English lessons to make them more efficient and interesting, as well as to meet your needs.

I: Personal information.

Name …………………………………………………………………………..

Age ………………………………………………………………………….

Class …………………………………………………………………………..

1: How long have you been learning English?

A: About 5 years

B: About 6 years

C: About 7 years

D: Over 7 years

2: How often do you reading news in English?

A: Always

B: Usually

C: Sometimes

D: Hardly ever

E: Never

II: The importance and difficulty of reading news in English.

3: What factors affect your reading news in English?

A: Lack of motivation

B: Quality of news

C: Knowledge base

D: Other……….

4: What do you think about the importance of reading news in English?

A: Very important

 B: Quite important

C: Important

D: Not important

 5: Which of the following reading skills do you find difficult to apply to reading news in English?

A: Skimming

B: Scanning

C: Extensive

D: Intensive

6: Which of the following makes it difficult for you to read news in English?

A: The content has many new words.

B: The content of the reading is too long.

C: Don't know how to apply reading strategies.

D: Unable to guess the meaning of a word or phrase that matches the context.

E: Other………….

Thank you very much for your assistance!

QUESTIONNAIRE FOR STUDENTS

Các bạn sinh viên năm 2 thân mến!

Mục đích của bảng câu hỏi khảo sát được thiết kế cho nghiên cứu của tôi là "Nghiên cứu những khó khăn mà sinh viên năm thứ 2 trường Đại học Quản lý và Công nghệ Hải Phòng gặp phải khi đọc tin tức tiếng Anh".

Vui lòng khoanh tròn hoặc đánh dấu vào câu trả lời mô tả đúng nhất ý tưởng của bạn và thêm nhận xét cuối cùng ở cuối trang nếu bạn muốn. Chúng tôi cần ý kiến thẳng thắn của bạn về các bài học tiếng Anh để làm cho chúng hiệu quả và thú vị hơn, cũng như đáp ứng nhu cầu của bạn.

I: Thông tin cá nhân

Tên……………………………………………………………………

Tuổi ……………………………………………………………………..

Lớp……………………………………………………………………….

1: Bạn học tiếng Anh bao lâu rồi?

A: Khoảng 5 năm

B: Khoảng 6 năm

C: Khoảng 7 năm

D: Trên 7 năm

2: Bạn có thường xuyên đọc tin tức bằng tiếng Anh không?

A: Luôn luôn

B: Thường xuyên

C: Thỉnh thoảng

D: Hiếm khi

 E: Không bao giờ

II: Tầm quan trọng và khó khăn của việc đọc tin tức bằng tiếng Anh.

3: Yếu tố nào dưới đây ảnh hưởng đến việc đọc tin tức bằng tiếng Anh của bạn?

A: Thiếu động lực

B: Chất lượng của tin tức

C: Kiến tức nền tảng

D: Khác……….

4: Bạn nghĩ gì về tầm quan trọng của việc đọc tin tức bằng tiếng Anh?

A: Rất quan trọng

 B: Khá quan trọng

C: Quan trọng

D: Không quan trọng

5: Trong các kĩ năng đọc dưới đây kĩ năng nào bạn cảm thấy khó khăn khi áp dụng vào đọc tin tức bằng tiếng Anh?

A: Đọc lướt

B: Đọc Quét

C: Đọc mở rộng

D: Đọc chuyên sâu

6: Điều nào sau đây khiến bạn gặp khó khăn trong việc đọc tin tức bằng tiếng Anh?

A: Nội dung có quá nhiều từ mới

B: Nội dung bài đọc quá dài

C: Không biết cách áp dụng chiến lược đọc

D: Không thể đoán nghĩa của từ hay cụm từ phù hợp với bối cảnh

E: Khác…………………

Cảm ơn rất nhiều vì sự giúp đỡ của bạn!