

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

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ISO 9001:2015

**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : Bùi Thị Thu**

**Giảng viên hướng dẫn: TS. Trần Thị Ngọc Liên**

**HẢI PHÒNG – 2019**

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**TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**A STUDY ON EFFECTIVE READING STRATEGIES OF  
STUDENTS OF GRADE 6 AT PHU NINH SECONDARY  
SCHOOL**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY**  
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**Sinh viên : Bùi Thị Thu**

**Giảng viên hướng dẫn: TS. Trần Thị Ngọc Liên**

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**TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài: A study on effective reading strategies of students of grade 6  
at Phu Ninh secondary school

# 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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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. 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*

Bùi Thị Thu

TS. Trần Thị Ngọc Liên

*Hải Phòng, ngày ..... tháng.....năm 2019*

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**GS.TS.NGŨT Trần Hữu Nghị**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

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**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

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**2. Những mặt còn hạn chế**

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Hải Phòng, ngày ... tháng ... năm .....

**Giảng viên chấm phản biện**

*(Ký và ghi rõ họ tên)*

## TABLE OF CONTENT

|                                                     |            |
|-----------------------------------------------------|------------|
| <b>ACKNOWLEDGEMENTS</b> .....                       | <b>v</b>   |
| <b>LIST OF TABLE</b> .....                          | <b>iii</b> |
| <b>LIST OF CHART</b> .....                          | <b>iv</b>  |
| <b>CHAPTER I: INTRODUCTION</b> .....                | <b>1</b>   |
| 1.1 Rationale for the study .....                   |            |
| 1.2 Aims of the study .....                         | 3          |
| 1.3 Objectives of the study.....                    | 3          |
| 1.4 Research questions.....                         | 3          |
| 1.5 Scope of the study .....                        | 3          |
| 1.6 Significance of the study .....                 | 3          |
| <b>CHAPTER II: THEORETICAL BACKGROUND</b> .....     | <b>5</b>   |
| 2.1 The nature of reading comprehension .....       | 5          |
| 2.1.1 What is reading? .....                        | 5          |
| 2.1.2 Definition of reading comprehension .....     | 5          |
| 2.2 Types of reading.....                           | 6          |
| 2.3 Reading strategies.....                         | 7          |
| 2.3.1 Definition .....                              | 7          |
| 2.3.2 General reading strategies .....              | 7          |
| 2.2.3. Basic skills for reading comprehension. .... | 8          |
| 2.5. Summary .....                                  | 11         |
| <b>CHAPTER III : METHODOLOGY</b> .....              | <b>12</b>  |
| 3.1 Descriptions of the participants .....          | 12         |
| 3.1.1 The students.....                             | 12         |
| 3.1.2 The teachers.....                             | 12         |
| 3.1.3 Material .....                                | 12         |
| 3.2 Data collection instruments .....               | 12         |
| 3.2.1 The test .....                                | 12         |
| 3.2.2 The questionnaire .....                       | 13         |
| 3.3 Data collection procedures .....                | 14         |
| 3.4 Summary .....                                   | 14         |



|                                                       |           |
|-------------------------------------------------------|-----------|
| <b>CHAPTER IV: RESULTS AND DISCUSSION .....</b>       | <b>15</b> |
| 4.1. Test results on reading comprehension .....      | 15        |
| 4.1.1. Pre-test results .....                         | 15        |
| 4.1.2 Post-test result .....                          | 16        |
| 4.1.3 Comparison of pre-test and post-test .....      | 17        |
| 4.2 Questionnaire results .....                       | 18        |
| 4.2.1 Pre- questionnaire results.....                 | 18        |
| 4.2.2. Post-questionnaire results .....               | 22        |
| 4.3. Major findings .....                             | 26        |
| 4.4. Summary .....                                    | 27        |
| <b>Chapter V: RECOMMENDATIONS AND CONCLUSION.....</b> | <b>28</b> |
| 5.1 Recommendations .....                             | 28        |
| 5.2 Limitation of the study .....                     | 29        |
| 5.3 Implications for further research .....           | 29        |
| 5.4 Conclusion.....                                   | 29        |
| References .....                                      | 31        |
| Appendix 1 .....                                      | 32        |
| Appendix 2 .....                                      | 33        |
| APPENDIX 3 .....                                      | 36        |
| APPENDIX 4 .....                                      | 39        |
| APPENDIX 5 .....                                      | 42        |
| APPENDIX 6 .....                                      | 43        |
| APPENDIX 7 .....                                      | 44        |
| APPENDIX 8 .....                                      | 46        |
| APPENDIX 9 .....                                      | 48        |
| APPENDIX 10 .....                                     | 50        |

## LIST OF TABLE

|                                                                  |    |
|------------------------------------------------------------------|----|
| Table 1: Some micro-skills for reading comprehension .....       | 8  |
| Table 2: Reading skill 1 .....                                   | 9  |
| Table 3: Reading skill 2.....                                    | 10 |
| Table 4: Reading skill 3.....                                    | 10 |
| Table 5: Reading skill 4.....                                    | 10 |
| Table 7: Pre-test scores of class 6 A .....                      | 15 |
| Table 8: Post-test scores of class 6 A .....                     | 16 |
| Table 9: Comparison of pre-test and post test .....              | 17 |
| Table 10: Feeling about reading comprehension .....              | 19 |
| Table 11 : Problems faced by reading lesson .....                | 19 |
| Table 12: How students deal with difficulties .....              | 20 |
| Table 13 : Reading skills to deal with reading difficulties..... | 20 |
| Table 14 : Translate while reading .....                         | 21 |
| Table 15: Thinking of student about reading strategies .....     | 21 |
| Table 16: Feeling about reading comprehension .....              | 22 |
| Table 18: How students deal with difficulties .....              | 23 |
| Table 19: Reading skill to deal with difficulties .....          | 23 |
| Table 20 : Translating while reading .....                       | 24 |
| Table 21: Evaluation of students' reading ability. ....          | 24 |
| Table 22: the necessary of guessing strategy .....               | 25 |

## LIST OF CHART

|                                                     |    |
|-----------------------------------------------------|----|
| Chart 1: Pre- test score of class 6 A .....         | 16 |
| Chart 2:Post-test scores of class 6 A.....          | 17 |
| Chart 3: Comparison of pre-test and post-test ..... | 18 |

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## CHAPTER I: INTRODUCTION

This chapter contains seven parts: I Rationale for the study, II Aims of the study, III Object of the study, IV Research questions, V Scope of the study, VI Significance of the study, VII Design of the study.

### 1.2 Rationale for the study

Reading is a fundamental skill in language learning and is one of the pillars of the act of reading in the four basic skills. It contributes an important role in second language acquisition. Good language learners are usually good readers, who well understand that the productive skills like writing and speaking are supported by the receptive ones namely reading and listening as inputs drive outputs in this cognitive process. This is the opinion shared by researchers who propose that “reading is a basic and complementary skill in language learning.” (Castain, 1988, p. 216) or an indispensable language skill which even guarantees “a person’s future opportunities for success and prosperity [...] and offer every person the opportunity to become a skilled reader, [...] a skilled L2 reader.” (Grabe 2009, p. 6)

It is, however, not always simple to become good readers due to numerous difficulties encountered by learners and among them the hardest obstacle is lack of vocabulary knowledge. Some of the experts agree that text comprehension requires “rather extensive knowledge of vocabulary and grammar” (Celce-Murcia, & McIntosh, 1991, p.198), and reading and vocabulary have a “strong” (Paribakht and Wesche, 1999) or “bilateral” relation (Hayati, 2005, p.61) in which one supports the other. In other words, a good reader in foreign language should first master the language vocabulary. They need to read more extensively for effective communication and for greater knowledge of vocabulary as according to Hu & Nassaji (2014) “reading is strong means of vocabulary acquisition for foreign language learners” or as Luckner & Cooke (2010) propose “vocabulary is essential for communicating, reading, thinking, and learning.”

In fact, it can be easily seen that second language learners are not confident in their reading without a dictionary because their vocabulary learned in the class and from textbooks are obviously not enough for the English reading nowadays. Dictionary may provide readers the meaning of words however, but thoroughly understanding the context requires knowledge of most of the other

words in the passage. A study of limited proficiency among middle school learners of English confirmed that less proficient learners do not benefit from dictionary use (Albus, Bielinski, Thurlow, & Liu, 2001). Therefore, learners and apply many other reading strategies to find out the word meaning. A study of limited proficiency among middle school learners of English confirmed that less proficient learners do not benefit from dictionary use (Albus, Bielinski, Thurlow, & Liu, 2001). So there should be an alternative that can help activate the learners' prior knowledge of vocabulary and their creative thinking and the one which proves to be appropriate in this context is "guessing words meaning" from context because it is an important strategy for dealing with low frequency vocabulary in written texts. Thus using text content to guess the word and the passage meaning is one of an necessary strategies for learner to start with reading comprehension.

For Vietnamese learners of English in general and for young student at Phu Ninh secondary school in particular, reading is in some ways challenging due to the lack of socio-cultural, factual, and contextual knowledge of the target language. Especially, when these student are living in the deep country side where almost nothing concern about English. Beside, grade six is also the first time they had to deal with reading comprehension. Therefore, one of the challenges of reading classes has been how to develop students' strategies for dealing with unknown words in the reading text before they could deal with the whole text content.

In a reading lesson of Phu Ninh secondary school, teachers often give students a list of words on the table with Vietnamese meanings. After copying all the words into their notebooks they will use those words to exploit the reading text. Sometimes teachers also asked students to look up all unfamiliar words on dictionaries before coming to class. However, teacher did not provide them any basic reading skill to use. Student could do well with some first basic reading text: however reading text level slowly become more complicated. So, hardly did learners show improvements in comprehension scores when using a dictionary. Thus, reading strategies are needed to deal with the difficulties, starting with some basic skill such as skimming, scanning, guessing the meaning of words to understand to context first.

Reflecting on this problem with poor vocabulary and unfamiliar with reading strategies I decided to conduct this study project. By investigating the effective

reading strategies on student's improvement ability, this study wishes to give teachers and students at Phu Ninh secondary school an opportunity to access more closely to those skills. I hope they can develop positive attitude and motivation towards reading habits for students and make them feel confident in their reading.

### **1.3 Aims of the study**

The main aims of this research are to find out effective reading strategies for students of grade six and how to improve reading skills.

### **1.4 Objectives of the study**

The main goals of this research are to find out the difficulties the grade six student encounters in their reading lesson and to work out effective reading strategies. Provide suggestions for grade six students to improve their reading skills.

### **1.5 Research questions**

The study answers the following questions:

What are the difficulties?

What are the common reading strategies?

What are the effective reading strategies?

How to apply reading skill?

### **1.6 Scope of the study**

The students of grade six of Phu Ninh secondary school are chosen because after primary school grade six is the first grade that student start with reading comprehension and in which place English was not important. Moreover, this study only concentrates on effective reading strategies.

### **1.7 Significance of the study**

The importance is to work out effective reading strategies and give suggestion to help grade six students improve their reading skill.

### **1.8 Design of the study**

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

*Chapter 1:* Introduce the rational of the study, the aims, the objectives, the research questions, the scope, the significance and the design of the study.

*Chapter 2:* Review theoretical background related to reading comprehension.

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

*Chapter 4:* Present the results of 14- week study, measured by the questionnaires and test which were done at grade six at Phu Ninh secondary school.

*Chapter 5:* Deals mainly with major finding and suggestion arising from the experiments concerning the result at Phu Ninh secondary school. The last section of this chapter is the conclusion of the whole study.



## **CHAPTER II: THEORETICAL BACKGROUND**

The aims of this chapter are to review the theoretical background relevant to the thesis. The theoretical background focus on the following parts: I The nature of reading comprehension; II Types of reading; III Reading strategies.

### **2.1 The nature of reading comprehension**

#### **2.1.1 What is reading?**

When it comes to reading definition, there are many different expert opinions about it. According to Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of thought are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Dealing of it, Cline et.al (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or authorization to support the decoding process. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

And based on the expert's quotation above, I then define reading as the process of decoding and understanding of a writing system into the spoken words they represent and at the same time analyse the meaning or the messages of the text by paying attention to the intonation, stressing and pronunciation.

#### **2.1.2 Definition of reading comprehension**

Reading comprehension is the act of understanding of the being read content and the text construction meaning. Readers can read to get information, to learn or even to entertain. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading is a purposeful and active process. By reading comprehension you have to decode and to comprehend language at the same time which is the most difficult and most important. Reader need to

understand, to remember what is understood and put the understanding to use. Reading comprehension is one of the pillars of the act reading.

Reading comprehension is vital ability to understand what has been read. Vocabulary knowledge and text comprehension are essential element in the reading comprehension process. So in order to understand a text readers have to know the words they read. If not, the text wouldn't have much meaning. Children knowledge isn't broad yet; therefore parents and teachers should pre-teach them new vocabulary in any circumstances. Besides comprehend the words children also have to put them together and figure out it meaning. This is text comprehension. Text comprehension is much more complex and varied that vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

## **2.2 Types of reading**

There are the following types of reading:

- a) Skimming reading is reading to confirm expectations; reading for communicative tasks.
- b) General reading or scanning is reading to extract specific information; reading for general understanding.
- c) Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse).

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

## **2.3 Reading strategies**

### **2.3.1 Definition**

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and reading comprehension skills benefit every student, but are essential for beginning readers, struggling readers, and English Language Learners. Within the last two decades, significant progress has been made in determining the most effective strategies for reading instruction.

Learning to read is challenging for any students and is even more so when the process is unclear. Without effective reading strategies, many students struggle and a large percentage will be left behind when they are unable to acquire the skills necessary to read grade level materials.

### **2.3.2 General reading strategies**

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language. Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

According to Loeb (2011) strategies that can help students read more quickly and effectively include (1) Previewing with which the readers try to review titles, section headings, and photo captions to get a sense of the structure and content of a reading selection; (2) Predicting by which the readers use their knowledge of the subject matter to make predictions about content and vocabulary and check comprehension. Also, they use knowledge of the text type and purpose to make predictions about discourse structure, and knowledge about the author to make predictions about writing style, vocabulary, and content; (3) Skimming and scanning which means using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions; (4) Guessing

words from context which refers to the usage of prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up; (6) Paraphrasing or restating the information and ideas in the text at the end of a section to check comprehension.

### 2.2.3. Basic skills for reading comprehension.

Reading skills refer to the specific abilities which enable a reader to read the written form as meaningful language and to read anything written with independence, comprehension and fluency, and mentally interact with the message. Munby (1978) summarizes some micro-skills for reading comprehension as table 1.

**Table 1: Some micro-skills for reading comprehension**

| No. | Micro skills                                                                                                                                                                                                     |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.                                                             |
| 2   | Recognize that a particular meaning may be expressed in different grammatical forms.                                                                                                                             |
| 3   | Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.                                                                                          |
| 4   | Recognize the rhetorical forms of written discourse and their significance for interpretation.                                                                                                                   |
| 5   | Recognize the communicative functions of written texts, according to form and purposes.                                                                                                                          |
| 6   | Infer context that is not explicit by using background knowledge.                                                                                                                                                |
| 7   | Infer links and connections between ideas, supporting idea, new information, given information, generalization, and exemplification.                                                                             |
| 8   | Distinguish between literal and implied meanings.                                                                                                                                                                |
| 9   | Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.                                                                                                      |
| 10  | Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. |

|    |                                                  |
|----|--------------------------------------------------|
| 11 | Transcoding information to diagrammatic display. |
| 12 | Using basic reference skills.                    |

**Table 2: Reading skill 1**

| Skill 1                             | Technique                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |                                    |                                   |                                    |                                   |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| I<br>Skimming                       | <p>a) Keep your eyes <b>moving</b>. Do not stop or re-read</p> <p>b) Read <b>groups of words</b>. Do not stop to think about single words or phrases.</p> <p>c) Have a <b>time limit</b>. Give yourself only a minute or two to skim a short reading, more time for longer ones.</p> <p>d) Make some <b>notes</b> about the main idea.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |                        |                                    |                                   |                                    |                                   |
|                                     | <table border="1"> <tr> <td><b>Skimming Order:</b></td> <td>1.Title</td> <td>2.First paragraph</td> <td>3.First Sentence of each paragraph</td> <td>4.Last sentence of each paragraph</td> <td>5.The middle of paragraph</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Skimming Order:</b> | 1.Title                            | 2.First paragraph                 | 3.First Sentence of each paragraph | 4.Last sentence of each paragraph |
| <b>Skimming Order:</b>              | 1.Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2.First paragraph      | 3.First Sentence of each paragraph | 4.Last sentence of each paragraph | 5.The middle of paragraph          |                                   |
| II<br>Reading for gist or main idea | <p>a)When the main idea is not clear because each paragraph has a main point, <b>combine all the main points</b> to get the main idea</p> <p>b) Make sure the answer you select for the main idea question relates <b>to the whole passage and not just to one part</b> of it. You can scan the passage to see whether the main idea you have selected is discussed all through the passage.</p> <p>The wrong choices for main idea question may be one of the following:</p> <p>1.True statements that focus on one paragraph or a detail: <b>Too specific</b></p> <p>2.Statements that are too general and go beyond the passage: <b>Too general</b></p> <p>3.Statements that are incorrect misinterpretations of the main idea: <b>Incorrect</b></p> |                        |                                    |                                   |                                    |                                   |

**Table 3: Reading skill 2**

| Skill 2                   | Technique                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I<br>Scanning             | <ul style="list-style-type: none"><li>• Underline key words from questions.</li><li>• Search for key words in the text. Move your eyes up down, left to right ( or vice versa) just to locate where the key words are</li><li>• Use a pencil as a direction for your eyes. Keep moving your pencil. Don not stops until you find out the key words.</li><li>• If you realize that you're reading a phrase or sentence, stop reading and move on searching. Do not mind words you do not understand.</li></ul> |
| II<br>Reading for details | <ul style="list-style-type: none"><li>• The purpose of scanning is to <b>locate quickly</b>, a high rate of speed is essential.</li><li>• Read more careful once you find the <b>key words</b>.</li><li>• The answer to detail questions will <b>follow the order of information</b> presented in the passage.</li><li>• The correct answer to detail question are often a <b>restatement</b> of what is stated in the passage.</li></ul>                                                                     |

**Table 4: Reading skill 3**

| Skill 3          | Technique                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Making reference | <ul style="list-style-type: none"><li>• Usually, the pronoun appears AFTER is referent. Look at nouns that come before the highlighted pronoun.</li><li>• Look at the form of the pronoun and identify whether it refers to a person, a thing or an idea. This will make it easier to match the pronoun to the correct referent.</li><li>• Identify whether the pronoun is singular or plural.</li></ul> |

**Table 5: Reading skill 4**

| Skill 4        | Technique                                                                                                                                                                                            |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guessing words | <ul style="list-style-type: none"><li>• Your knowledge of the world</li><li>• Punctual</li><li>• Definition</li><li>• Examples</li><li>• Comparison</li><li>• Contrast</li><li>• Reference</li></ul> |

## **2.5. Summary**

In this chapter of the thesis, nature of reading, reading comprehension with the definitions, type of reading skills and reading strategies are mentioned. This chapter started from the view about reading: how reading was defined by expert. It is usually discussed as the integration of factors related. Out of them, reading strategies have received much more attention since studies show their important role in improving students' reading ability. Besides, some basic reading skills were explained carefully in detailed which could be useful for the learners by reading comprehension. Different skills suited for each difficulty.

In the next chapter, a detailed description of the experimental study will be given, beginning with the methodology of the research

## **CHAPTER III : METHODOLOGY**

In this chapter, method of the study will be described clearly including the important steps done in the study and the material used in each step. As mention in chapter 1, The purpose of this research are to find out effective reading strategies for student of grade six and how to improve reading skills.

### **3.1 Descriptions of the participants**

#### **3.1.1 The students**

The subjects of the experiment are 40students of class 6 A of Phu Ninh secondary school. They were provided with many different reading strategies while reading. The class were equal in terms of genre ( about 20 females and 20 males ). All of the students are studying the basic level of English at secondary school. Their performance in the pre-test (the pre-experiment test was done to figure out their reading comprehension score ) . Their old tradition method was using the dictionary or word list. In the study the students were given new reading strategies to improve their reading.

#### **3.1.2 The teachers**

The teacher of class 6A is a female teacher over her 30. She has been teaching for 20 years till now. She has been graduated from Hai Phong University. She has helped me during the fourteen weeks in her class for my study.

#### **3.1.3 Material**

The student of grade 6 are using the text book of pearson based on the National Curriculum Framework. The text book contains 2 parts. The first has two themes (our communities and our heritage), each topic is parted in three units equivalent to three topics. In each topic are reviews and exercises. Part 2 is about our world and vision and is also parted in smaller unit as part 1. The book mainly concentrated on the four basic skills (reading, listening, writing and speaking)

### **3.2 Data collection instruments**

#### **3.2.1 The test**

In order to answer the first research question, the students have done two test: Pretest (Appendix 3) and post- test (Appendix 4) as one of the two data collection instruments. The pre-test was done at the beginning of the experiment to see in which level they were. The post-test was given to them after fifteen weeks to measure whether their level of reading comprehension was improved



or not. Both pre-test and post-test were taken from the English exercise book for 6<sup>th</sup> grade students. They were similar in format and level of difficulty. All of these books follow the 6 grade English course book. Both tests consist of 4 passages and one part about multiple choices question. The first three passages are about reading comprehension and the last two parts are about vocabularies. There are 5 open questions, 5 true false and 20 multiple choices. The first four passages contain 5 questions and the last part contains 10 multiple choices questions. The total score of the test is 30 points. The score from 1 to 14 would count as weak students. Medium students will have the score from 15 to 20. To see as good students, they need at least 21 points. And if they are in the range of 26 to 30 points, they would be encountered as excellent students.

### **3.2.2 The questionnaire**

To answer the research question, the students were given two survey questionnaires. They ticked in for the data collection instruments to figure out the reading strategies of student, the difficulties they met in reading and how to improve it. The first question aimed at attitude of student towards reading lesson. The other questionnaires were to measure changes in student's attitudes towards reading strategies for unknown application.

Pre-questionnaire: The first questionnaire (see Appendix 5) was answered by 40 students. It consists of six questions and is in the form of multiple choice responses. Question 1 was to explore their feeling about reading. Question 2 is about their difficulties in their reading and in the question 3 is to figure out how they deal with the difficulties in the previous question. Question 4 was designed to figure out what strategies students often do when encounter reading difficulties. Question 5 is explores students' opinion about the necessity of translation method while reading. Question 6 was used to find out the students' idea about the usefulness of different reading strategies.

Post-questionnaire (see Appendix 6) was also answered by the same number and the same class after applying reading strategies by difficulties. In this questionnaire, the students were asked to answer seven questions. The questionnaire was more detailed than the first one. The first 5 were to find out if there are some change and improvement after the experiment. Question 6 investigate the students' reading comprehension ability have progressed or not after applying strategies. Question 7 is particularly an investigation on the necessity of reading skills and strategies for students in reading lesson.

### **3.3 Data collection procedures**

The experiment was conducted in sixteen weeks, during the second semester of the 2018-2019 school-years at Phu Ninh Secondary school. Throughout the experiment I worked with the students together with their teacher. In order to collect information about the students' vocabulary and reading ability and their attitudes towards the reading comprehension, I have prepared a pre-test and a post-test together with two questionnaires for them. In the first week, the students were given pre-questionnaire and pre-test. They had to answer the six questions in pre-questionnaire in 15 minutes in one of the English lessons at the beginning of the semester. The pre-test on reading comprehension consist of two reading texts with 10 questions and a part about vocabulary (5 questions). They had 45 minutes for their test. After having done the test, I had checked them, one point for each correct answer. The next thirteen weeks, I had work with the students about reading strategies. The students received the different skill to deal with each question. They were explained step for step how to apply the skills. They also were asked to follow the different task which were assigned in Appendix 2 and encouraged to apply the strategies to their reading process as much as possible without using the dictionary. Moreover, the students were to discuss of what they did with their classmate, did other reading and vocabulary exercise. Therefore, the student could develop other comprehension sub-skills.

Finally, at the end of the experiment, in week 14, the class took a post-test on reading comprehension. This test was also administered under my supervision and checked by me, one point for each correct answer. After that, I would compare and analyze the results of the students between the two tests to identify any improvement in reading proficiency. Along with the post-test, the students also received the post-questionnaires to elicit the data related to the students' reading.

### **3.4 Summary**

In conclusion, chapter 3 has showed the methodology for conducting the experiment of the thesis. It has described the subjects of the thesis and showed the data instruments of the study: pretest, posttest, and questionnaires. The procedures for carrying out the experiment have also been discussed.

## CHAPTER IV: RESULTS 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. Test results on reading comprehension

In order to find out effective reading strategies, a pre-test and post-test were used to measure the student's reading proficiency before and after the experiment

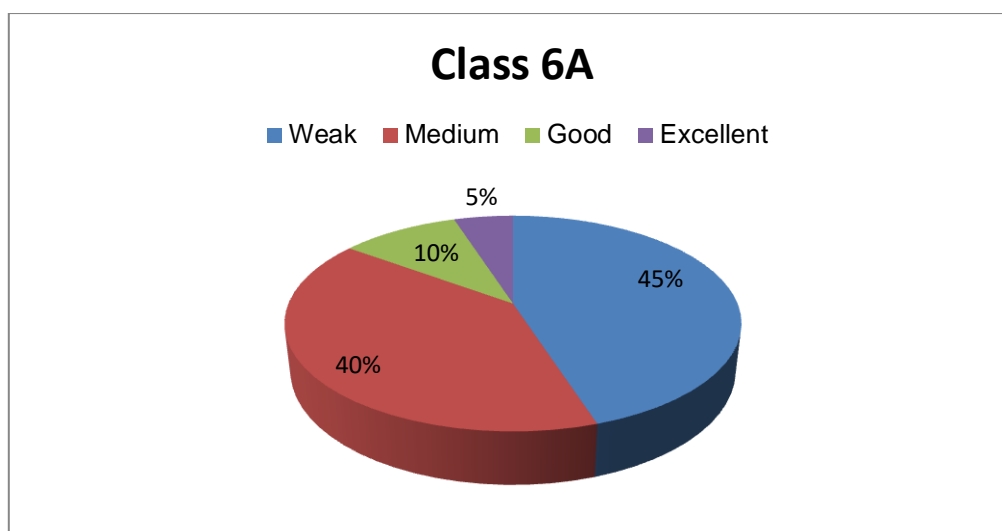
#### 4.1.1. Pre-test results

As can be seen from Appendices 6, the pre-test results of class 6 A were not very good. Table 7 shows that class 6A could be divided into subclasses: weak students (1-14 scores), medium students (15-20scores), good students (21-25 scores), and excellent students (26-30 scores). Only 2 students could reach the score over 25. The number of good students were duplicated the excellent student; however that were just 10 %. Meanwhile, the number of weak students came up to 18 students (45 %).

**Table 6: Pre-test scores of class 6 A**

|             | 6A  |     |
|-------------|-----|-----|
|             | No. | %   |
| 1 Weak      | 18  | 45  |
| 2 Medium    | 16  | 40  |
| 3 Good      | 4   | 10  |
| 4 Excellent | 2   | 5   |
| Total       | 40  | 100 |

**Chart 1: Pre- test score of class 6 A presented in the chart below**



According to the figure in Table 6, it could conclude that almost of the student are in the weak and medium stage. . In other words, the reading comprehension ability of these students was pretty bad.

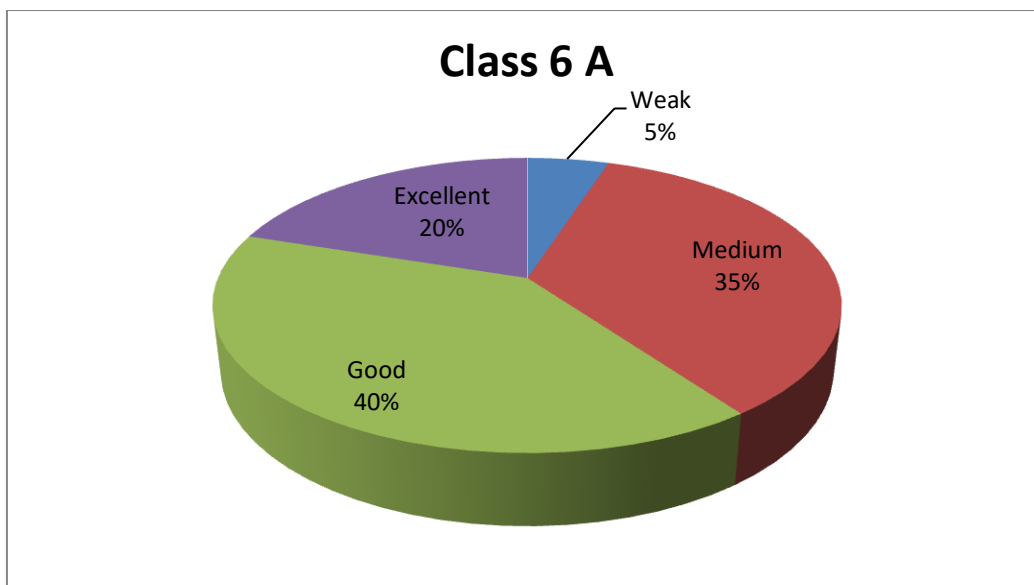
#### **4.1.2 Post-test result**

After sixteen weeks of experiment, class 6 A were given a post-test which was the same as the pre-test. The students' scores have been transferred into percentage and presented in the chart below. The scores of the class are presented on Table 6 and Appendices 8.

**Table 7: Post-test scores of class 6 A**

|             | 6A  |     |
|-------------|-----|-----|
|             | No. | %   |
| 1 Weak      | 2   | 5   |
| 2 Medium    | 14  | 35  |
| 3 Good      | 16  | 40  |
| 4 Excellent | 8   | 20  |
| Total       | 40  | 100 |

**Chart 2: Post-test scores of class 6 A**



The figures in Table 7 indicate that an improvement appeared in the results of the post-test of the whole class. There was no weak student anymore. The number of good and excellent students increased strongly. In conclusion the scores in the post-test is higher than in the pre-test.

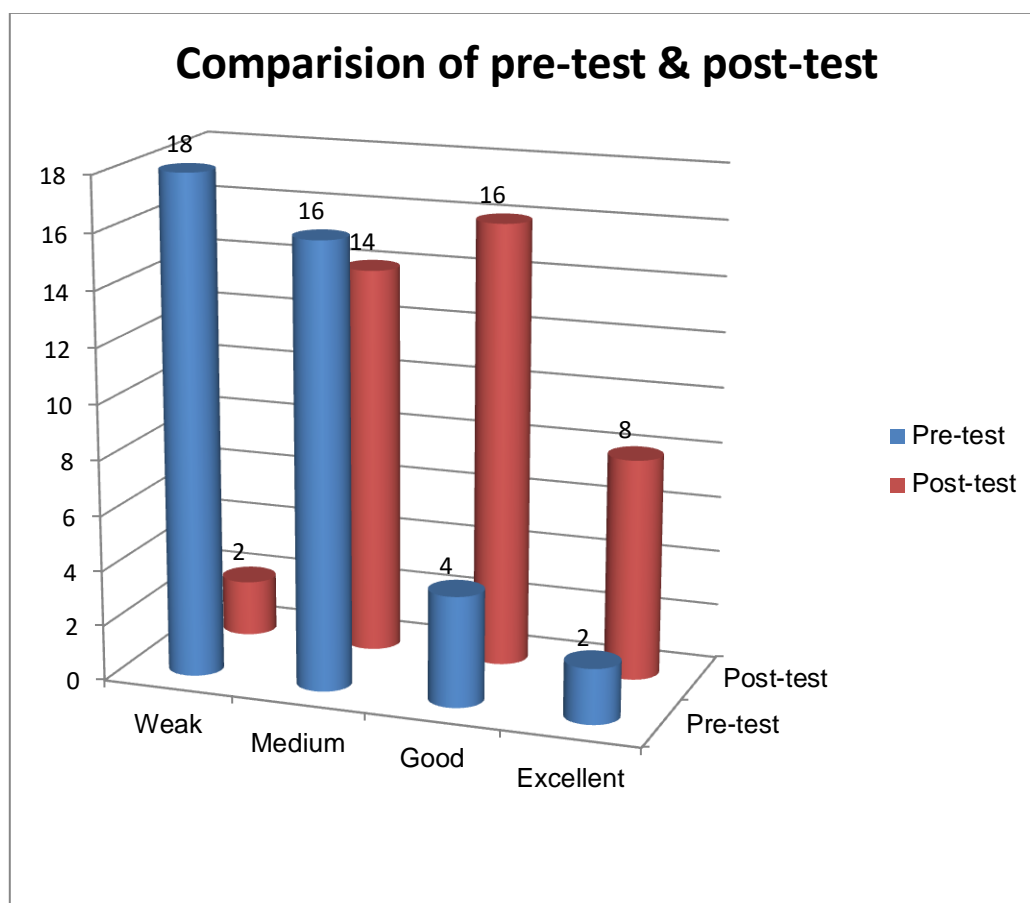
#### 4.1.3 Comparison of pre-test and post-test

After the experiment the test results of class 6 A rose. However, the percentage of medium students remained steady at around 35 – 40 %. The figure showed that the number of good student increased significantly ( from 4 to 16 students, accounting 30 % ) whereas weak student dropped to 40 %.

**Table 8: Comparison of pre-test and post test**

|           | Pre-test |     | Post-test |     |
|-----------|----------|-----|-----------|-----|
|           | No.      | %   | No.       | %   |
| Weak      | 18       | 45  | 2         | 5   |
| Medium    | 16       | 40  | 14        | 35  |
| Good      | 4        | 10  | 16        | 40  |
| Excellent | 2        | 5   | 8         | 20  |
| Total     | 40       | 100 | 40        | 100 |

**Chart 3: Comparison of pre-test and post test**



The figures from Table 8 indicate that the level of students' reading proficiency increase as mean scores in each area and in total after the experiment were higher than those at the beginning of the experiment. Especially the weak student had made big change in their score. In summary, the higher total means scores prove that there is a significant improvement on the students' reading ability after the experiment.

#### **4.2 Questionnaire results**

A list of questionnaires were given to students in class 6 A during the pre-experiment stage and post-experiment stage. They have completed the questionnaires and below are the result of it.

##### **4.2.1 Pre- questionnaire results**

As mentioned in Chapter three, the pre-questionnaire contain six questions and was designed in the form of multiple-choice questions. Below were the answers of the students from class 6 A. Below is the result of the first question showed the feeling of the students about reading comprehension.

**Table 9: Feeling about reading comprehension**

| Questions                           | Choices   | Class 6 A |    |
|-------------------------------------|-----------|-----------|----|
|                                     |           | No.       | %  |
| Feeling about reading comprehension | Difficult | 18        | 45 |
|                                     | Normal    | 16        | 40 |
|                                     | Easy      | 6         | 15 |

As can be seen from Table 9 that almost half of the students felt that reading comprehension was difficult (18 students , making of 45%). It means that they didn't understand much about reading comprehension. However the other half of students (16 students, making of 40%) found that reading comprehension was normal, which means they were satisfied with what they got in the reading lessons.

**Table 10 : Problems faced by reading lesson**

| Question                                  | Difficulties                          | Class 6 A |     |     |     |     |
|-------------------------------------------|---------------------------------------|-----------|-----|-----|-----|-----|
|                                           |                                       | 5         | 4   | 3   | 2   | 1   |
| Main difficulties faced by reading Lesson | a)There are many unknown words.       | 22        | 10  | 4   | 4   | 0   |
|                                           |                                       | 55%       | 25% | 10% | 10% | 0%  |
|                                           | b)The reading text are too long.      | 14        | 6   | 4   | 10  | 6   |
|                                           |                                       | 35%       | 15% | 10% | 25% | 15% |
|                                           | c)The questions are difficult.        | 12        | 10  | 10  | 6   | 2   |
|                                           |                                       | 30%       | 25% | 25% | 15% | 5%  |
|                                           | d)The reading topics are unfamiliar.  | 12        | 14  | 6   | 4   | 4   |
|                                           |                                       | 30%       | 35% | 15% | 10% | 10% |
|                                           | e)There are new grammatical structure | 4         | 10  | 6   | 10  | 10  |
|                                           |                                       | 10%       | 25% | 15% | 25% | 25% |

Table 11 indicates that the main difficulty in the students' reading comprehension was the unknown words. 36 students (90%) of the class thought that they often had to cope with too many new words in the reading texts. Other items such as the too long text (60%), the unfamiliar topics (75 %), new grammatical structure (50%) and difficult questions (80) are also the main obstacles in reading comprehension.

**Table 11: How students deal with difficulties**

| Question                                                                           | Activities                           | Class 6 A |     |     |     |
|------------------------------------------------------------------------------------|--------------------------------------|-----------|-----|-----|-----|
|                                                                                    |                                      | 4         | 3   | 2   | 1   |
| What activities would you choose when you encounter unknown words from the reading | a)ignoring                           | 8         | 12  | 10  | 10  |
|                                                                                    |                                      | 20%       | 30% | 25% | 25% |
|                                                                                    | b)look up in the dictionary          | 14        | 14  | 8   | 4   |
|                                                                                    |                                      | 35%       | 35% | 20% | 10% |
|                                                                                    | c) asking the teacher or classmates. | 8         | 6   | 14  | 12  |
|                                                                                    |                                      | 20%       | 15% | 35% | 30% |
|                                                                                    | d)guessing their meaning             | 4         | 6   | 4   | 26  |
|                                                                                    |                                      | 10%       | 15% | 10% | 65% |
|                                                                                    | e) give up on reading                | 4         | 4   | 2   | 30  |
|                                                                                    |                                      | 10%       | 10% | 5%  | 75% |

The results from Table 11 show that most of the students from class 6 A often looked up in dictionaries after they skimmed the texts (70%). 8 students of the class sometimes used dictionaries and other 4 students never did. When meeting with unfamiliar words, there are 50% of students who answered the question ticked that they ignored them. That means they were not concerned about what these words meant. The number of the students who asked teacher or partners for help is 35% . Only a few students tried to guess the meaning of words. Some students lost interest in reading when facing unknown words so they gave up reading immediately.

**Table 12 : Reading skills to deal with reading difficulties**

| Question                                                                   | Strategies                                | Class 6 A |     |     |     |
|----------------------------------------------------------------------------|-------------------------------------------|-----------|-----|-----|-----|
|                                                                            |                                           | 4         | 3   | 2   | 1   |
| Strategies you normally use when dealing with difficulties in the reading? | a)Skimming ( Reading for gist/ main idea) | 4         | 8   | 14  | 14  |
|                                                                            |                                           | 10%       | 20% | 35% | 35% |
|                                                                            | b)Scanning ( Reading for details)         | 2         | 10  | 10  | 18  |
|                                                                            |                                           | 5%        | 25% | 25% | 45% |
|                                                                            | c) Making                                 | 8         | 4   | 8   | 20  |



|  |               |     |     |     |     |
|--|---------------|-----|-----|-----|-----|
|  | reference     | 20% | 10% | 20% | 50% |
|  | d) Guessing   | 6   | 6   | 4   | 26  |
|  | unknown words | 14% | 14% | 10% | 65% |

Question 4 is about the reading skills the students often used when answering question. Looking at the figures presented in Table 12, we can see that the students from the class rarely used the strategies to guess words meaning. 65 % of the student never guessed the words meaning from context. Besides, the numbers of the students who never apply the other skills are also at very high rate.

**Table 13 : Translate while reading**

| Question                                                         | Choices   | Class 6 A |    |
|------------------------------------------------------------------|-----------|-----------|----|
|                                                                  |           | No.       | %  |
| Do you translate the reading text into Vietnamese while reading? | Always    | 28        | 70 |
|                                                                  | Sometimes | 8         | 20 |
|                                                                  | Never     | 4         | 10 |

Table 13 shows that 70 % of the students thought that in order to understand to text they need to translate the reading text content. About 20 % of the students sometimes translate the text into Vietnamese to easily understand its content. Only 4 students (10%) thought that translation is useless.

**Table 14: Thinking of student about reading strategies**

| Question                                                   | Choices     | Class 6 A |    |
|------------------------------------------------------------|-------------|-----------|----|
|                                                            |             | No.       | %  |
| Usefulness of reading strategies. ( mentioned in table 14) | Very useful | 30        | 75 |
|                                                            | Uncertain   | 6         | 15 |
|                                                            | Useless     | 4         | 10 |

As can be seen from Table 14, most of the students found that reading strategies in reading comprehension useful and helpful while 6 students are unsure. The rest of students thought that guessing unknown words is not useful for them.

#### 4.2.2. Post-questionnaire results

At the final week of the experiment, the second questionnaire was administered to the students of both classes to find out the changes in their attitude toward guessing word strategies after the experiment. In order to identify the changes in reading methods of the students after the experiment, the researcher reused the four first questionnaires of the first questionnaire in this questionnaire.

**Table 15: Feeling about reading comprehension**

| Questions                           | Choices   | Class 6 A |    |
|-------------------------------------|-----------|-----------|----|
|                                     |           | No.       | %  |
| Feeling about reading comprehension | Difficult | 8         | 20 |
|                                     | Normal    | 18        | 45 |
|                                     | Easy      | 14        | 35 |

For the first question, we can see that student's attitude to reading comprehension changed surprisingly. Only 8 students found reading comprehension hard while the number of student found that reading is no longer difficult raise up to 32 students. Even 14 students thought of it very easy.

**Table 16: Problems faced by reading lesson**

| Question                                  | Difficulties                           | Class 6 A |       |     |     |       |
|-------------------------------------------|----------------------------------------|-----------|-------|-----|-----|-------|
|                                           |                                        | 5         | 4     | 3   | 2   | 1     |
| Main difficulties faced by reading Lesson | a) There are many unknown words.       | 6         | 7     | 10  | 8   | 9     |
|                                           |                                        | 15%       | 17,5% | 25% | 20% | 22,5% |
|                                           | b) The reading text are too long.      | 10        | 6     | 8   | 10  | 6     |
|                                           |                                        | 25%       | 15%   | 20% | 25% | 15%   |
|                                           | c) The questions are difficult.        | 10        | 8     | 8   | 8   | 6     |
|                                           |                                        | 25%       | 20%   | 20% | 20% | 15%   |
|                                           | d) The reading topics are unfamiliar.  | 10        | 12    | 10  | 4   | 4     |
|                                           |                                        | 25%       | 30%   | 25% | 10% | 10%   |
|                                           | e) There are new grammatical structure | 4         | 10    | 6   | 10  | 10    |
|                                           |                                        | 10%       | 25%   | 15% | 25% | 25%   |

For question 2, the table showed the difficulties the student encounter by reading comprehension has changed to a better way. Especially the unknown words were not the biggest obstacle anymore. This means that the number of

students (from 90% to 57 %) who met these difficulties decreased. The percentage of students who are struggle with other reading difficulties had also a slight change (about 10-20 %)

**Table 17: How students deal with difficulties**

| Question                                                                           | Activities                           | Class 6 A |       |       |     |
|------------------------------------------------------------------------------------|--------------------------------------|-----------|-------|-------|-----|
|                                                                                    |                                      | 4         | 3     | 2     | 1   |
| What activities would you choose when you encounter unknown words from the reading | a)Ignoring                           | 6         | 8     | 8     | 18  |
|                                                                                    |                                      | 15%       | 20%   | 20%   | 45% |
|                                                                                    | b)Look up in the dictionary          | 6         | 8     | 6     | 30  |
|                                                                                    |                                      | 15%       | 20%   | 15%   | 50% |
|                                                                                    | c) Asking the teacher or classmates. | 6         | 6     | 16    | 12  |
|                                                                                    |                                      | 15%       | 15%   | 40%   | 30% |
|                                                                                    | d)Guessing their meaning             | 20        | 7     | 13    | 0   |
|                                                                                    |                                      | 50%       | 17,5% | 32,5% | 0%  |
|                                                                                    | e) Give up on reading                | 0         | 2     | 4     | 34  |
|                                                                                    |                                      | 0%        | 5%    | 10%   | 85% |

The third question in the post question was to find out whether the students have changed their way of dealing with difficulties or not. From Table 17 we can see that they are looking in the dictionary or asking the other for unknown words less than before. Instead of that, the students were guessing for the meaning are at maximum (100%). That meant the student found guessing the most effective and fastest way to get the word meaning. Besides, students that always give up on reading when they occur trouble is now even to zero.

**Table 18: Reading skill to deal with difficulties**

| Question                                                                   | Strategies                                | Class 6 A |     |     |     |
|----------------------------------------------------------------------------|-------------------------------------------|-----------|-----|-----|-----|
|                                                                            |                                           | 4         | 3   | 2   | 1   |
| Strategies you normally use when dealing with difficulties in the reading? | a)Skimming ( Reading for gist/ main idea) | 14        | 10  | 12  | 4   |
|                                                                            |                                           | 35%       | 25% | 30% | 10% |
|                                                                            | b)Scanning( reading for details)          | 10        | 12  | 10  | 8   |
|                                                                            |                                           | 25%       | 30% | 25% | 20% |
|                                                                            | c) Making Reference                       | 10        | 12  | 10  | 8   |
|                                                                            |                                           | 25%       | 30% | 25% | 20% |
|                                                                            | d) Guessing unknown words                 | 20        | 12  | 8   | 0   |
|                                                                            |                                           | 50%       | 30% | 20% | 0%  |

This question was to find out whether they were using the skills or not. And which skills were using the most. The table showed us a reversal result in compare with the pre-questionnaires.. As we can see in the table 18 making prediction came up to 100 %. That meant the whole class were using the guessing skills to understand vocabulary they need in their reading. Skimming the text were also used very often (60%) and sometimes (30 %). The number of students scanning text and making reference were equal (32 students) . This difference shows that the students have realized the importance and helpfulness of using reading strategies in reading process.

**Table 19 : Translating while reading**

| Question                                                         | Choices   | Class 6 A |    |
|------------------------------------------------------------------|-----------|-----------|----|
|                                                                  |           | No.       | %  |
| Do you translate the reading text into Vietnamese while reading? | Always    | 6         | 15 |
|                                                                  | Sometimes | 6         | 15 |
|                                                                  | Never     | 26        | 70 |

As you can see from table 19, the number of student did not need to translate the text they read were raising up to 70 % and only 15 % of student sometimes did it. It seemed they had found a better way to understand the text content after using the reading strategies. However there were still 6 students had the habit of translating the reading before they answer the question.

**Table 20: Evaluation of students' reading ability.**

| Question                  | Choices                                         | Class 6 A |    |
|---------------------------|-------------------------------------------------|-----------|----|
|                           |                                                 | No.       | %  |
| Students' reading ability | a)Can guess the word meaning without dictionary | 30        | 75 |
|                           | b)Become more careful to notice reference words | 20        | 50 |
|                           | c)Look for language signal                      | 26        | 65 |
|                           | d)Be able to use synonym and                    | 22        | 55 |

|  |                                     |    |      |
|--|-------------------------------------|----|------|
|  | antonym to understand unknown words |    |      |
|  | e)Think about part of speech        | 24 | 60   |
|  | f)Be able to combine vocabulary     | 27 | 67,5 |

After finding the difficulties and provided strategies for it , the students were asked to answer the question about their ability in reading. As can be presented in Table 20 you can see that, almost of the students (75%) in the class can deal with the new words without using dictionaries. They can guess the meaning of words by applying the strategies that they have been trained during the experiment. They are also getting better at the other abilities.

**Table 21: the necessary of guessing strategy**

| Question                    | Choices     | Class 6 A |     |
|-----------------------------|-------------|-----------|-----|
|                             |             | No.       | %   |
| Need to guessing strategies | Necessary   | 40        | 100 |
|                             | Unnecessary | 0         | 0   |
|                             |             |           |     |

Table 21 indicates answers of students to Question 7 in the post-questionnaire. Vocabulary was the most important and was also the hurdle for student to their reading comprehension since guessing strategies were used most for the new lexical. In this question the students were asked about their feeling to guessing strategies. Looking at this table we can see that the student can make advantage of guessing strategies to their reading comprehension. The entire student (100%) of class 6 A though that guessing word strategies was necessary for their reading comprehension.

In summary, we could say the students have made a big progress after using guessing strategies. Reading comprehension is vital ability to understand what has been read. Vocabulary knowledge and text comprehension are essential element in the reading comprehension process. So in order to understand a text readers have to know the words they read. If not, the text wouldn't have much meaning. Therefore, the lexical is what the student must master or try to find out their meaning and these students have solved their

difficulties well. They tried to understand the whole passage by looking at the context and get the general idea of the passage. They use their discourse, grammatical knowledge and background knowledge to guess the passage content.

### **4.3. Major findings**

This section provides some major finding based on the result analysis and discussion. First, the whole class made progress as shown in the overall result of the post- test. In the pre-test all most the half of the students (45%) were at weak stage and after applying the reading strategies, there were only 2 weak students (5%) in post-test. Besides, the number of good student increased significantly (from 4 to 16 students, accounting 30 % ). The number of excellent student were even 8 which is 15 % more than in the beginning, That meant that the students know how what their difficulties are and how to apply them effectively.

Secondly, According to the questionnaires, unknown words seemed be their most obstacle while reading. And after that are difficult question and unfamiliar topics. All of these problems has related to new vocabularies. Therefore guessing for unknown words strategies were used most (100%) as you can see in table 17 in the post- questionnaires. Long text and difficult grammar structure were also their weak points after poor knowledge of vocabulary. Scanning is also important to the student and they are placed on the second strategies used often by the students (90%). Scanning and making reference are used equally in percentage (80%).

Thirdly, as you can see in the questionnaires students who think reading comprehension is difficult has decreased from 18 to 8 students ( that makes 25 % in difference) and no students would give up their tests while in the beginning 10 % would give up if they encounter problem. The percentage of the students asking the others for help or ignoring the difficulties they encounter are also decreased dramatically according to table 11 and table 17. Moreover, looking new words up in the dictionary are even drop from 90% to 40%. Instead of that, the students were guessing for the meaning are at maximum ( 100%).

From the result of experiment, it is reasonable to conclude that by applying reading strategies, guessing for unknown words was most effective and used one. After that is skimming on the second place. Scanning and making references are at third place. These strategies are much more effective than using dictionary or other source for the comprehension of words alone and for

comprehension of the whole text as a whole. The finding of the study suggest that the student should be given more training in these strategies apply them because of their great benefits. Each problem may need different skill.

#### **4.4. Summary**

This chapter has presented the result of the study. After the 16 - week reading training course, the subject in the class show improvement. Their score of reading comprehension in the post-test were higher than in the pre-test. The strategies were to believe to help student improve their reading comprehension and enhance their reading score.

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## **Chapter V: RECOMMENDATIONS AND CONCLUSION**

This final chapter includes three sections. The first section provides readers some recommendations for further research. The limitations for the study and some discussion of the major implications are discussed in the second section. The last one conclude the whole study.

### **5.1 Recommendations**

This study yield the result that depend on reading skills to deal with difficulties is much better than dependence on dictionary or informants in increasing students' vocabulary. Thanks to the reading strategies you can guess the meaning to understand the content in the text in an effective and fastest way. The experiment showed that applying the reading skills students can predict more correct their answers. That was shown in the total score on their post-test. That mean the training procedure had positive effects on students' reading proficiency improvement.

Based on the result of the experiment implement at Phu Ninh secondary school, I would like to present some recommendations as follow.

First, make the student feel at ease when they start with comprehension since they are still at young age and that they for the first time start with reading comprehension. Then the teacher should find motivating context in which to teach finding solution for the question in the reading text. The teacher could starting with guessing known words by using different strategies so that they can apply them for guessing the meaning of the whole passage later. Besides, the teacher should create opportunities for students to see themselves as successful readers and to learn by collaborating with peers. That way can help the students learn interesting facts from information text and share their idea to their classmates.

Second, choose context clue exercise and activities suited the proficiency level of the students. Teacher need to remember that by reading comprehension students need to understand, to remember what is understood and put the understanding to use. Therefore, they need a broad vocabulary in order to effectively use context clues for any unknown words before understanding the whole reading content. Then the teacher should ask them to guess unknown words from context that contains many unknown words and make them guess the meaning of the whole sentence or passage. Do not make it too complicated As long as they could sum up for the main meaning is alright. However,



exercises that ask students to guess word meaning from context should be done in the class so that the teacher can give immediate feedback because students are likely to remember that they had guessed whether the meaning was wrong or right. By that way, we can prevent them from remembering wrong meaning.

## **5.2 Limitation of the study**

Although I have made many great efforts to this study, there have been many limitations which require time and proper consideration. This study is partly an experiment research in psychology of small group the student. There may be random variable though from individual differences which influence the result of the study despite the fact that the whole class was taken part in the research. While dealing with the reading comprehension participants of the study still had to study their course book at the same time. They had still their own program to follow. So some of the student could not fully concentrate on the training only. Therefore, the result of the study might be tentative.

## **5.3 Implications for further research**

I was well aware of these limitations so some suggest for further studies have been made. Anyone who would like to investigate the effective reading strategies for grade 6 student should carry out the experiment size. Moreover, further studies on effective reading strategies of students of secondary school in Vietnam are also worth into account. These would assist teachers who would like to apply the strategies to their teaching in preparation for their students in reading lesson.

## **5.4 Conclusion**

This study has explored the effect of reading strategies training in a classroom at Phu Ninh secondary school. After applying skills such as skimming, scanning, making reference and guessing unknown words, students could answer their reading question more quickly and effectively. According to the answer the student ticked on the questionnaire unknown words were their most obstacles in their reading. Because of that guessing unknown words were most used by them after the training. Their score were increased significantly. These findings suggest that we should adapt word guessing strategy training to the daily English lessons more actively. Since English is only our second language, we still are lack of vocabulary.

As the result of the study indicates, all of the reading strategies can have effects on reading comprehension depend on different questions. It is just that word

guessing more used was than the other due to the difficulties they occur. Reading comprehension for grade 6 isn't much complicated in grammar or sentence structure. Therefore, as long as they understand the text content well they could answer the question in no time. Thus, guessing for unknown vocabulary is what they needed most for their reading lesson. No one would deny that the ability to guess the meaning of the unfamiliar words from context the fastest and most effective way is at reading comprehension in every level. The research was only done in three months. More longitudinal instruction might provide us more reasonable data, which explain how, why and when which reading strategies could be apply and we could go deeper with the guessing strategies since it were used most. Multiple choice questions are used to asses understanding of the passage. Instead of collecting such statistical data, it might be more useful to record other kind of data during the study. I hope that the present study would be a kind of aid for kids to improve their reading comprehension.

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## Appendix 1

### Step 1

Skim the text and the questions to see if you understand the overall meaning of them.

If not, find key words in the question and in the text.

### Step 2

See if you know the word

If not, look at the clause or sentence containing the unknown word.

If the unknown word is a noun, what adjectives describe it ? What verb is near ?

That is, what does this noun do, and what is done to it ?

If the unknown word is a verb, what noun does it go with?

It is modified by an adverb ?

If it is an adjective, what noun does it go with ?

If it is an adverb, what verb is it modifying?

### Step 3

Look at the relationship between the clause and sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signalled by a conjunction like but, because, if, when, or by an adverb like however, as a result. The possible types of relationship include cause and effect, contrast, inclusion, time, exemplification, and summary. Reference words like this, that, and such also provide useful information.

### Step 4

Use the knowledge you gained from step 1-3 to guess the meaning of the word.

### Step 5

Check that your guess is correct.

a. See that the part of speech of your guess is the same as the part of speech of the unknown word. If it is not the same, then something is wrong with your guess.

b. Replace the unknown word with your guess. If the sentence make sense, your guess probably correct.

c. Break the unknown word into its prefix, root and suffix, if possible. If the meaning of the prefix and root correspond to your guess, it is good. If not, look at your guess again, but do not change anything if you feel reasonably certain about your guess using the context.

### Step 5

Answer the questions.

**Appendix 2**  
**Learners-training**

**I Choose a suitable word from the box to fill in each gap to complete the passage**

|          |     |      |           |             |       |           |
|----------|-----|------|-----------|-------------|-------|-----------|
| children | has | help | important | interesting | learn | libraries |
| problems | see | use  |           |             |       |           |

Book plays a very..... (1) part in your life. It's true that every family .....(2) books. We can .....(3) book everywhere . We can .....(4) many things from books. Books.....(5) us in self-education and deciding .....(6) in life. Today , there are a lot of public .....(7) in our country and all people have their right to .....(8) them. Each year hundreds of new book for .....(9) appear in Viet Nam. The books are very .....(10)and children like reading them very much.

**II Read the passage and stick true (T) or false (F):**

Quang is a gymnast. He is tall and thin. He has short black hair. His eyes are brown. He has a round face and thin lips. Quang is having dinner at the moment. He is eating fish. He often has fish, meat and vegetables for dinner. After dinner he eats bananas. Then he drinks orange juice. He feels full after dinner.

- ..... 1 Quang is a student.
- ..... .2 He is short and big.
- ..... .3 He has short hair.
- ..... .4 His hair is white.
- ..... .5 He has brown eyes.
- ..... .6 Quang's face is round and his lips are full.
- ..... .7 He is having a bath now.
- ..... .8 He is eating vegetables.
- ..... .9He often has dinner with fish, meat and vegetables.
- ..... 10Quang feels hungry after dinner.

**III. Read the passage below and choose the answer for the question:**

In this section you will find after the reading passage a number of questions of unfinished statements about the passage, each with four suggested answers or ways of finishing. You must choose the one which you think fits best (10 points)

People usually sing because they like music or because they feel happy. They express their happiness by singing. When a bird sing, however, its song usually means much more than that the bird is happy. Birds have many reasons for singing. They sing to give information. Their songs are their language.

The most beautiful songs are sung by male (cock) birds. They sing when they want to attract a female (hen) bird. It is their way of saying that they are looking for a wife.

Birds also sing to tell other birds to keep away. To a bird, his tree or even a branch of tree, is his home. He does not want strangers to come near him, so he sings to warn them.

If a bird cannot sing well, he usually has some other means of giving important information. Some birds dance, spread out their tails or make other sings. One bird has a most unusual way of finding a wife. It builds a small garden of shells and flowers.

1. Why do people usually sing ?

- A. They like birds.
- B. They feel happy.
- C. They want to tell a story .
- D. They like studying music.

2. Which birds sing the most beautiful songs ?

- A. Birds in a good temper.
- B. Cock birds.
- C. Hen birds.
- D. Female birds which attract male birds.

3. What warnings does a bird sometimes sing ?

- A. A warning to keep away.
- B. A warning to come quickly.
- C. A warning about the approach of people
- D. A warning to stop singing.

4. What do most birds usually do if they cannot sing well ?

- A. warn other birds to go away.
- B. give their information in another way.
- C. find a wife.
- D. fly high in the sky.

5. What is one bird's unusual way of attracting a hen bird ?

- A. It dances.
- B. It spreads out its tail.
- C. It searches for a wife.
- D. It uses shells and flowers to make a garden.

**IV Read the following passage and answers the questions**

Nga lives in the city. Every morning, she gets up at 6.15. She brushes her teeth. She washes her face. She has a big breakfast. Then she gets dressed. She goes to school at 6.30. She is in grade 6. Her classroom is on the second floor. It is big. There are 42 students in her class. She loves her friends and teachers very much.

1. Where does Nga live?

.....

2. What time does she get up?

.....

3. Does she go to school at seven o'clock?

.....

4. How many students are there in her class?

.....

5. Where is her classroom?

.....

**V. Choose the correct answer A, B, C, D to complete the sentences**

1. What are you going ----- this weekend?

- A. do      B. to do      C. do to      D. doing.

2. I'm going to ----- badminton next Sunday.

- A. see      B. watch      C. do      D. play.

3. Why ----- we go to Huong pagoda? – Yes, Good idea.

- A. not      B. does not      C. don't      D. no.

4. Mai's friend ----- going to have picnic.

- A. be      B. is      C. am      D. are.

5. Nam is ----- take some photos.

- A. going to      B. goes to      C. go to      D. going.

## APPENDIX 3

### Pre-test

(For student)

#### English written pre-test

#### Reading comprehension

Time allowed: 45 minutes

Direction: In this test, you will read 4 passages and 10 multiple choices questions about vocabularies. The first three passages has each 5 comprehension questions. The fourth passage and the last part are about vocabularies.

You are to choose the one best answer A, B, C or D to the question and should answer on open question.

#### I. Read then choose the best answer for the questions

Today is Sunday. Now, It is nine o'clock. Mrs. Huong is going to the market by motorbike. She needs a lot of things. First, she buys a kilo of fish and five hundred grams of beef. Secondly, She buys a kilo of oranges. Then she wants some vegetables. She needs two cans of peas, haft a kilo tomatoes and a dozen eggs. Next, she buys two cans of soda, a packet of tea and a tube of toothpaste. After that, she goes to home at ten thirty.

1. Mrs. Huong go to market by \_\_\_\_\_.

- A. bus                                      B. motorbike                                      C. car  
D. plane.

2. How much beef does she want?

- A. a kilo                      B. a gram                      C. half a kilo                      D. five kilo.

3. What does she do at finally?

- A. two cans of soda              B. a kilo of oranges                                      C. a kilo tomatoes      D.  
goes home.

4. What time does she go home?

- A. six o'clock                      B. nine o'clock                      C. half past ten                      D. ten-  
fifty.

5. How much tea does she want?

- A. a box                      B. a packet                      C. a can                      D. a tube.

#### II. Read the passage below and answer the question:

"Mrs Lien is a nurse .Her house is near the hospital. It is in front of the park, between the drugstore and the bakery. Today she doesn't go to work because it's Sunday. There are five room in her house, and her house has a small yard to the



right of the house, there are flowers and there are small trees to the left of it  
.There is a well behind her house.

**\*Answer the questions**

6-What does Mrs Lien do?

.....

7-How many rooms does her house have?

.....

8-Is the yard big or small?

.....

9-Where are the flowers?

.....

10-What is there behind the house?

.....

**III. Read the passage and stick true (T) or false (F):**

Miss Lien lives in a small house in Hanoi. She teaches English at a school there. She usually has breakfast at seven in the morning and she has lunch at twelve o'clock in the canteen of the school. She teaches her students in the morning. She teaches them dialogues on Wednesdays and Fridays. On Mondays, she teaches them grammar. In the evening, she usually stays at home and listens to music. She sometimes goes to the movie theatre. She always goes to bed at ten o'clock.

.....11 Miss Lien lives in a big house and teaches English at a school in Hanoi.

.....12 She usually has breakfast at 7 in the morning and has lunch at home at 12 o'clock.

.....13 She teaches her students dialogues on Mondays, Wednesdays and Fridays.

.....14 She usually stays at home in the evening and goes to bed at 9.

.....15 Sometimes she goes to the movie theatre.

**IV. Complete the passage using the words in the box**

|       |      |        |         |         |
|-------|------|--------|---------|---------|
| Watch | cool | spring | seasons | flowers |
|-------|------|--------|---------|---------|

My name is Huong. I live in the countryside in Vietnam. There are four (16) . . .  
. . . . . in my country: spring, summer, fall and winter. In the (17) . . . . .  
. . . . ., the weather is usually warm and beautiful. There are many .....(18)

in this season. I sometimes go camping. In the summer, it is usually hot and sunny. I like going to the beach during summer vacation. Fall is a nice season. The weather is often (19) . . . . . I often go fishing with my father. In the winter, it is usually cold and cloudy. So after school, I like staying at home to (20) . . . . . television.

**V. Choose the correct answer A, B, C, D to complete the sentences**

21. . . . .are you going to stay there? - For a week.  
A. How much      B. How long      C. How often      D. How many
22. My mother . . . . . a delicious meal for us on Sunday.  
A. cooked      B. played      C. ate      D. drank
23. He . . . . . to the movies every week.  
A. often goes      B. goes often      C. often go      D. go often
24. Tom is . . . . . He isn't shy. He likes to meet new people.  
A. boring      B. friendly      C. confident      D. funny
25. Let's . . . . .  
A. to play      B. playing      C. play      D. plays
26. I'm hungry. I'd like \_\_\_\_\_.  
A. lemonade      B. chicken rice      C. clothes      D. fishing.
27. There are only two. . . . . in my country.  
A. seasons      B. weather      C. climate      D. reasons
28. I . . . . . at home yesterday evening and read the newspaper.  
A. sleep      B. watched      C. stayed      D. watched
29. Where is your father going. . . . . the weekend?  
A. on      B. in      C. of      D. to
30. I'm full. But I am thirsty. I'd like a (9) \_\_\_\_\_.  
A. drink      B. sandwich      C. soup      D. rice.

## APPENDIX 4

### Post-test

(For student)

English written pre-test

Reading comprehension

Time allowed: 45 minutes

#### I. Reading the passage and circle the correct answer A, B or C

In the summer holidays, Phong's family goes to the beach and they stay there for three or four days. They always go to Vung Tau in the south of Viet Nam. They usually stay in a hotel but sometimes they stay in a small house near the sea. Every morning, they go to the beach. Phong goes swimming but his sister never swims. She plays volleyball on the beach. Volleyball is her favourite sport. They usually have sandwiches for lunch or sometimes they go to a small restaurant. In the afternoon, they walk. In the evenings, they often go to the cinema or the theatre.

1. What does Phong's family do in the summer holidays?
  - A. They go to Vung Tau.
  - B. They go to Da Lat.
  - C. They stay at home.
2. How long does Phong's family go to the beach and they stay there?
  - A. 5 days.
  - B. 6 days.
  - C. 3 or 4 days.
3. Is volleyball his sister favourite sport?
  - A. Yes, it is.
  - B. Yes, she is.
  - C. No, she isn't.
4. Where do they often go in the evenings?
  - A. The cinema or the theatre
  - B. The zoo.
  - C. The store.
5. Which of the following sentences is NOT TRUE about Phong's family?
  - A. They usually stay in a hotel.
  - B. Sometimes they go to a small restaurant
  - C. They always go to the beach in the winter.

#### II. Read the following passage, and then answer the questions: (2 pts)

There are four seasons in a year. They are: spring, summer, fall and winter. In spring, the weather is usually warm. Sometimes, it is cold, but not very cold. There are many flowers in spring. After spring comes summer. In summer, the days are long and the nights are short. We often go to the seaside in summer. Fall is the season of fruits. We can enjoy different kinds of fruits,

especially in tropical countries like Vietnam. In winter, it is usually very cold. The days are short and the nights are long.

**\*Answer the questions**

6 - How many seasons are there in Vietnam? What are they?

.....

7 - What are there in the spring?

.....

8 - What do we often do in the summer?

.....

9 - What can we enjoy in the fall?

.....

10 - What is the weather like in the winter?

.....

**III. Read the passage and stick true (T) or false (F):**

The Vietnamese students take part in different after-school activities. Some students play sports. They often play soccer, table tennis or badminton. Sometimes they go swimming in the swimming pools. Some students like music, drama movies. They often practice playing musical instruments in the school music room. They join in the school theatre group and usually rehearse plays. Some are members of the stamp collectors club. They often get together and talk about their stamps. A few students stay at home and play video games or computer games. Most of them enjoy their activities after school hours.

..... 11 Students in Viet Nam take part in different after-school activities.

.....12 They usually go swimming in the swimming pools.

..... 13 Some students often practice playing musical instruments in the art club.

.....14 Vietnamese students enjoy their activities after school.

.....15 Many students play games or computer games.

**IV. Complete the passage using the words in the box**

|          |       |     |        |      |
|----------|-------|-----|--------|------|
| bathroom | lunch | tea | dinner | hair |
|----------|-------|-----|--------|------|

Every day I get up at half past six. First I go to the kitchen and have a cup of..... (16) and toast for breakfast. Then I go to the .....(17) and clean my teeth. After that, I get dressed and brush my .....(18). At half past seven I go to work. I arrive at work at ten to eight. At twelve o'clock I have .....(19) and

at four o'clock I go home. At seven o'clock I have .....(20) with my family and then we watch TV. At a quarter past eleven I go to bed.

**V. Choose the correct answer A, B, C, D to complete the sentences**

21. Fall means .....in British-English.

- A. summer      B. autumn      C. winter      D. spring

22. What about. .... a cup of coffee?

- A. has      B. have      C. to have      D. having

23. She .....to the radio yesterday afternoon.

- A. watched      B. listened      C. saw      D. heard

24. John .....football last week with his friends.

- A. played      B. went      C. ran      D. skipped

25. She often goes swimming .....it is hot.

- A. how      B. which      C. when      D. what

26. Lan is ..... She likes to help her friends.

- A. kind      B. boring      C. clever      D. funny

27. What .....the weather like in the summer? - It's hot.

- A. are      B. is      C. do      D. does

28. Mai is ..... She understands things quickly and easily.

- A. funny      B. stupid      C. kind      D. clever

29. I ..... the citadel tomorrow.

- A. is visiting      B. am going to visit      C. visit      D. visits

30. Tell your brother to come.....because it's going rain in a minute or two.

- A. indoors      B. outdoors      C. within      D. homewards

**APPENDIX 5**  
**Pre-test Answer key**

|                                              |             |
|----------------------------------------------|-------------|
| 1) A                                         | 16) seasons |
| 2) C                                         | 17) spring  |
| 3) A                                         | 18) flowers |
| 4) A                                         | 19) cool    |
| 5) C                                         | 20) watch   |
| 6) Mrs Lien is a nurse.                      | 21) B       |
| 7) There are five rooms in her house.        | 22) A       |
| 8) The yard is small.                        | 23) A       |
| 9) The flowers are to the left of the house. | 24) C       |
| 10) There is a well behind the house.        | 25) C       |
| 11) F                                        | 26) B       |
| 12) T                                        | 27) A       |
| 13) F                                        | 28) C       |
| 14) F                                        | 29) A       |
| 15) T                                        | 30) A       |

**APPENDIX 6**  
**Post-test Answer key**

|                                                                                    |              |
|------------------------------------------------------------------------------------|--------------|
| 1) B                                                                               | 16) tea      |
| 2) C                                                                               | 17) bathroom |
| 3) D                                                                               | 18) hair     |
| 4) C                                                                               | 19) lunch    |
| 5) B                                                                               | 20) dinner   |
| 6) There are four seasons in a year. They are:<br>spring, summer, fall and winter. | 21) B        |
| 7) There are many flowers in spring.                                               | 22) D        |
| 8) We often go to the seaside in summer.                                           | 23) B        |
| 9) We can enjoy different kinds of fruits.                                         | 24) A        |
| 10) In winter, it is usually very cold.                                            | 25) C        |
| 11) T                                                                              | 26) A        |
| 12) F                                                                              | 27) B        |
| 13) F                                                                              | 28) D        |
| 14) T                                                                              | 29) B        |
| 15) F                                                                              | 30) A        |





**Question 5: Do you often translate reading texts into Vietnamese while doing reading comprehension exercises ?**

(Circle your answer)

- a. always                      b. often                      c. sometimes                      d. never

**Question 6: Do you think reading strategies in the reading texts are useful for your reading ? (Circle your answer)**

- a. very useful                      b. uncertain                      c. not useful

## APPENDIX 8

### Post- questionnaire

The purpose of this questionnaire is to probe your attitudes towards reading lessons and how you deal with new words in reading process. This information is strictly confidential and used for research purpose only.

**Question 1: How do you feel about reading comprehension? (Circle your answer)**

a. difficult

b. normally

c. easy

**Question 2: What are the main difficulties in your reading comprehension?**

(Put a tick (v) for your choice)

(5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree)

| Difficulties                           | 5 | 4 | 3 | 2 | 1 |
|----------------------------------------|---|---|---|---|---|
| a) There are many unknown words.       |   |   |   |   |   |
| b) The reading text are too long.      |   |   |   |   |   |
| c) The questions are difficult.        |   |   |   |   |   |
| e) There are new grammatical structure |   |   |   |   |   |

**Question 3: How do you often do the following activities when you encounter unknown words from a reading text ? (Put a tick (v) for your choice)**

(1 = always 2 = often 3 = sometimes 4 = never)

| Activities                           | 4 | 3 | 2 | 1 |
|--------------------------------------|---|---|---|---|
| a) ignoring                          |   |   |   |   |
| b) look up in the dictionary         |   |   |   |   |
| c) asking the teacher or classmates. |   |   |   |   |
| d) guessing their meaning            |   |   |   |   |
| e) give up on reading                |   |   |   |   |

**Question 4: Which of the following strategies do you normally use to answer reading comprehension question ? (Put the tick (v) for your choice)**

(1 = always 2 = often 3 = sometimes 4 = never)

| Strategies                                 | 4 | 3 | 2 | 1 |
|--------------------------------------------|---|---|---|---|
| a) Skimming ( Reading for gist/ main idea) |   |   |   |   |
| b) Scanning ( Reading for details)         |   |   |   |   |
| c) Making reference                        |   |   |   |   |
| d) Guessing unknown words                  |   |   |   |   |

**Question 5: Do you often translate reading texts into Vietnamese while doing reading comprehension exercises ?**

(Circle your answer)

- a. always                      b. often                      c. sometimes                      d. never

**Question 6: How is your ability of reading now ?**

(You can choose more than one)

- a) Can guess the word meaning without dictionary
- b) Become more careful to notice reference words
- c) Look for language signal
- d) Be able to use synonym and antonym to understand unknown words
- e) Think about part of speech
- f) Be able to combine vocabulary
- i. Please specify why/why not : .....

**Question 7: In your point of view, do you think guessing strategies in reading is necessary ?** (Circle your answer)

- a. very useful                      b. uncertain                      c. not useful

## APPENDIX 9

### The pre-test results

| Number | Scores on reading comprehension | Scores on vocabularies | Total |
|--------|---------------------------------|------------------------|-------|
| 1      | 4                               | 5                      | 9     |
| 2      | 5                               | 5                      | 10    |
| 3      | 4                               | 5                      | 9     |
| 4      | 4                               | 7                      | 11    |
| 5      | 6                               | 6                      | 12    |
| 6      | 5                               | 7                      | 12    |
| 7      | 3                               | 6                      | 9     |
| 8      | 6                               | 7                      | 13    |
| 9      | 5                               | 8                      | 13    |
| 10     | 6                               | 6                      | 12    |
| 11     | 4                               | 6                      | 10    |
| 12     | 5                               | 5                      | 13    |
| 13     | 7                               | 7                      | 14    |
| 14     | 4                               | 6                      | 10    |
| 15     | 5                               | 5                      | 10    |
| 16     | 5                               | 8                      | 13    |
| 17     | 6                               | 7                      | 13    |
| 18     | 5                               | 9                      | 14    |
| 19     | 7                               | 10                     | 17    |
| 20     | 9                               | 9                      | 18    |
| 21     | 8                               | 10                     | 18    |
| 22     | 10                              | 9                      | 19    |
| 23     | 7                               | 10                     | 17    |
| 24     | 8                               | 8                      | 16    |
| 25     | 9                               | 8                      | 17    |
| 26     | 8                               | 9                      | 17    |
| 27     | 7                               | 11                     | 18    |
| 28     | 9                               | 10                     | 19    |
| 29     | 9                               | 11                     | 20    |
| 30     | 9                               | 10                     | 19    |

|    |    |    |    |
|----|----|----|----|
| 31 | 9  | 9  | 18 |
| 32 | 7  | 10 | 17 |
| 33 | 8  | 9  | 17 |
| 34 | 8  | 8  | 16 |
| 35 | 11 | 12 | 23 |
| 36 | 11 | 10 | 21 |
| 37 | 12 | 12 | 24 |
| 38 | 10 | 11 | 21 |
| 39 | 13 | 14 | 27 |
| 40 | 14 | 15 | 29 |

## APPENDIX 10

### The post-test results

| Number | Scores on reading comprehension | Scores on vocabularies | Total |
|--------|---------------------------------|------------------------|-------|
| 1      | 7                               | 9                      | 16    |
| 2      | 8                               | 9                      | 17    |
| 3      | 7                               | 8                      | 15    |
| 4      | 8                               | 7                      | 15    |
| 5      | 9                               | 9                      | 18    |
| 6      | 7                               | 8                      | 15    |
| 7      | 7                               | 6                      | 13    |
| 8      | 7                               | 8                      | 15    |
| 9      | 8                               | 7                      | 15    |
| 10     | 8                               | 8                      | 16    |
| 11     | 8                               | 7                      | 15    |
| 12     | 7                               | 7                      | 14    |
| 13     | 11                              | 10                     | 21    |
| 14     | 8                               | 7                      | 15    |
| 15     | 6                               | 9                      | 15    |
| 16     | 10                              | 10                     | 20    |
| 17     | 10                              | 11                     | 21    |
| 18     | 9                               | 11                     | 20    |
| 19     | 10                              | 12                     | 22    |
| 20     | 9                               | 13                     | 22    |
| 21     | 12                              | 13                     | 25    |
| 22     | 11                              | 14                     | 25    |
| 23     | 10                              | 13                     | 23    |
| 24     | 12                              | 11                     | 23    |
| 25     | 11                              | 13                     | 24    |
| 26     | 11                              | 12                     | 23    |
| 27     | 13                              | 12                     | 25    |
| 28     | 12                              | 13                     | 25    |
| 29     | 12                              | 14                     | 26    |
| 30     | 13                              | 13                     | 26    |

|    |    |    |    |
|----|----|----|----|
| 31 | 12 | 12 | 24 |
| 32 | 10 | 12 | 22 |
| 33 | 9  | 12 | 21 |
| 34 | 10 | 11 | 21 |
| 35 | 13 | 14 | 27 |
| 36 | 12 | 14 | 26 |
| 37 | 12 | 13 | 25 |
| 38 | 13 | 12 | 25 |
| 39 | 14 | 14 | 28 |
| 40 | 15 | 15 | 30 |