

**UNIVERSITY OF EDUCATION, WINNEBA**

**ENHANCING READING COMPREHENSION SKILLS AMONG STUDENTS  
OF WENCHI SENIOR HIGH SCHOOL**



**MENSAH ABIGAIL FOSUAA**

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**MENSAH ABIGAIL FOSUAA**

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**of the requirements for the award of the degree of  
Master of Education  
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In the University of Education, Winneba**

**AUGUST, 2019**

## DECLARATION

### STUDENT'S DECLARATION

I, **Mensah Abigail Fosuaa** hereby declare that except for quotations and references made to other people's studies which have been duly cited and acknowledged, this research work is the results of my own work and that it has not been submitted either in part or whole for any other degree.

Signature .....

Date .....

### SUPERVISOR'S DECLARATION

I hereby declare that the presentation of this research work was supervised in accordance with the guidelines for supervision of research work as laid down by the University of Education, Winneba.

**SUPERVISOR'S NAME: OBREMAPONG DR. KWAKU OFORI**

## **DEDICATION**

I hereby dedicate this piece of writing to my dad the late Mr. Koi-Mensah, my mother; Madam Augustina Kumah, my sweet Augustine Tabiri, Beauty Afranewaa Mensah, Abigail Fosuaa Mensah, Patience Amponsah Mensah, Lord Framoh Mensah. Mr. James Kofi Mensah Head of Language Department and Headmaster Academic of Wenchi Senior High School Mr. Augustine Djan .

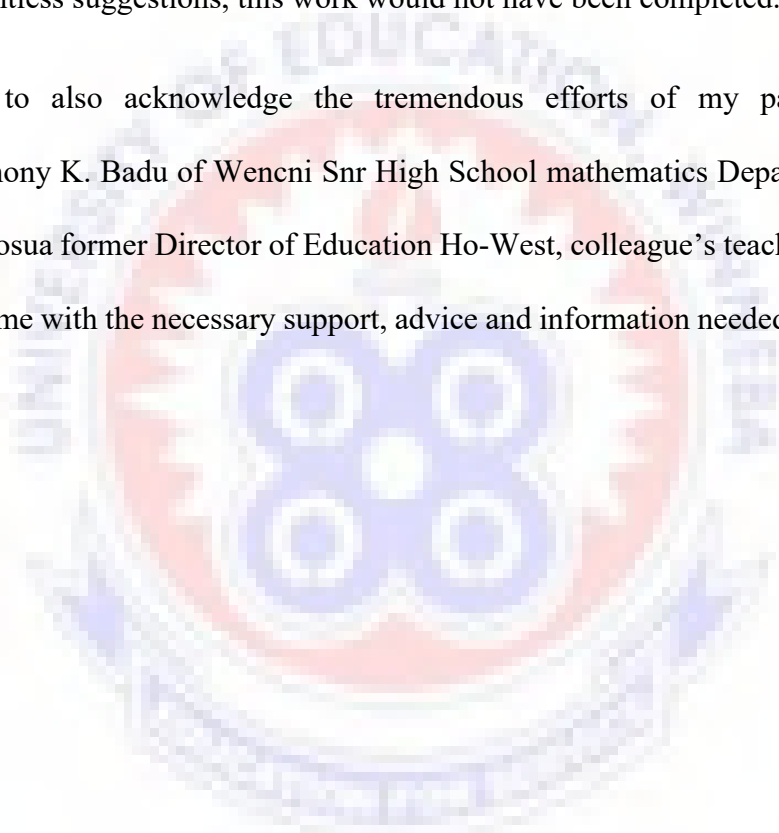


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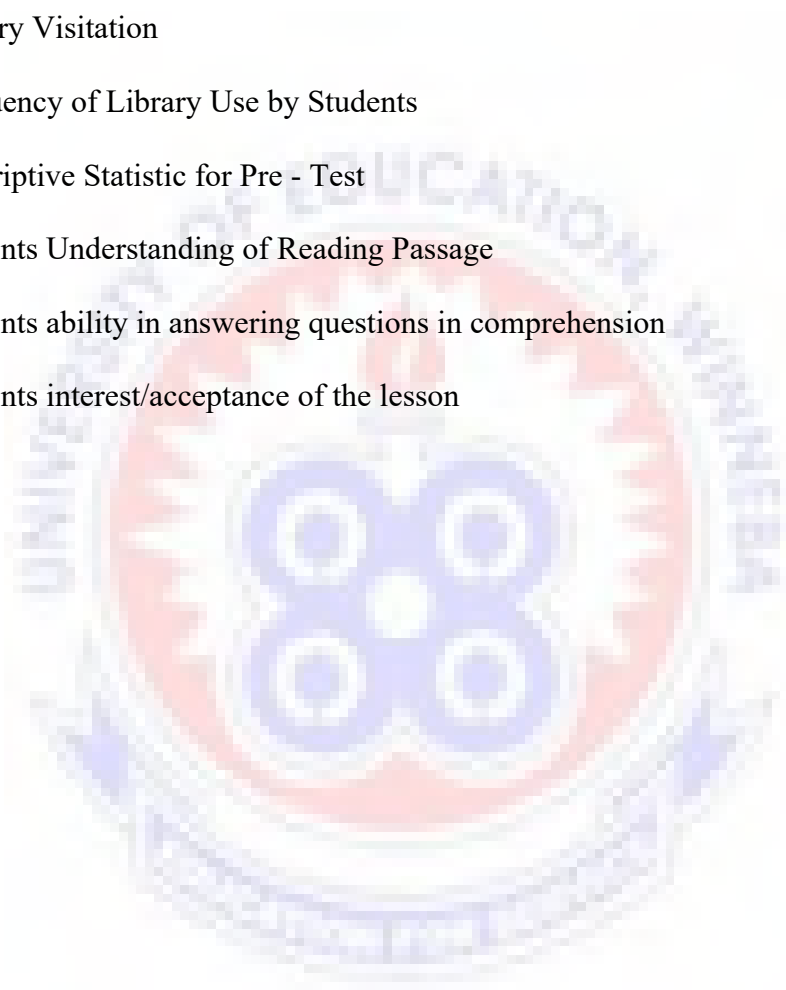


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## ABSTRACT

This study was undertaken to improve senior high students reading and comprehension skills. The purpose of the study was to investigate the applicability of the *Paired Summarizing Technique* in improving comprehension reading skills of students of Wenchi Senior High School. The study employed action research design. Convenient sampling was used to select a sample of 26 senior high school students for the study. The instruments used to collect data were pre-test, post-test, questionnaire and observation. The findings of the study revealed that some of the causes of reading problems included students' lack of reading after classes, students' inability to fully take advantage of library facilities and teachers' inability to fully exploit the materials at their disposal to help students. The findings also revealed that *Paired Summarising Technique* can help students gain significant achievements in comprehension. The findings also showed that the use of *Paired Summarising Technique* in teaching and learning increased students' interest in reading and speaking the English Language. The study recommended that teachers should vary their methods of teaching English reading so learners can benefit from individual differences and encourage paired reading among students.



## **CHAPTER ONE**

### **1.0 Introduction**

Reading comprehension is a key to ultimate educational success. However, most students struggle with it on a daily basis. In order for students to comprehend their reading materials, it is helpful to look at the effective strategies of teaching reading comprehension.

Reading activity is characterized by the translation of symbols or letters into words and sentences that have meaning to the reader. It is a means of language acquisition, communication and sharing of information and ideas. The reading process requires continuous practice, development and refinement, which requires creativity and critical analysis. The main aim of reading is to be able to understand written materials, evaluate and use them to answer questions set in exams.

### **1.1 Background to the study**

English is a language that is influential and has great reach; it is taught all over the world under various circumstances. Chew (2014) asserted that modern English is mostly referred to as the global lingua franca. English language is the widely used international language in mass communication, science, business, aviation, entertainment and diplomacy. The influence of the British Empire is the primary reason for the initial spread of the language far beyond the British Isles. After World War II, the economic and cultural influence of the United States significantly accelerated the spread of the language. Chew (2014) argued that on an average school day, approximately one billion people learn English in one form or another. English is one of the six official languages of the United Nations. Millions of people all over the world speak English since a working knowledge of English is required in certain fields,

professions, and occupations. The English Language today is the third most widely spoken language by native speakers, after Mandarin Chinese and Spanish.

Since the early 2010s, concerns have been raised about the reading habits of children around the world, including Ghana (Owusu-Acheaw, 2014) and the direct consequences this attitude has on the academic performance of students. These concerns arise as a result of the relationship between reading competence and academic success (Cullinan, 2000). Reading can be explained as a cognitive activity in which the reader takes part in a conversation with the author through text. Reading is a very important aspect in the academic journey of a Senior High School student as evidence suggests that attitudes of both boys and girls towards reading become more negative as they get older (Sainsbury & Schagen, 2004).

Reading is an integral part of every educational process as all the subjects taught at all levels of the educational system involve reading (Cimmiyotti, 2013). In Ghana, two main languages are used in classroom instructions (Andoh-Kumi, 2015). These are L1 and L2, the former being the child's mother tongue and the latter being English language. However, English language has a much wider use in education in Ghana compared with children's mother tongue (Yeboah, 2014), and it is the official language of Ghana. This makes the English language an integral part of our educational system from the basic to the tertiary levels. Cullinan (2000) pointed out that several studies provide evidence indicating that children who are proficient in reading outperform their counterparts on all academic performance indicators. It has been proven that reading proficiency has a strong positive correlation with mathematics and science abilities (Ercikan, et al 2015). Achieving reading proficiency through independent reading outside the school environment was found to positively relate to elementary school children's performance on achievement tests (Ercikan et al, 2015). To examine the

consistency of findings across different educational levels, Cromley (2009) observed that the relationship between reading proficiency and achievement on science test was highly significant. This suggests that the effects of reading proficiency on academic achievement are not limited to the basic or elementary levels but rather show their influence at other levels of academic endeavour such as secondary schools. The positive spillover of reading proficiency cannot be overestimated. Students who are proficient in reading do not only get to perform very well on English tests but on general tests, which cut across all fields in academia. Vilenius-Tuohimaa, et al (2008) and Cimmiyotti (2013) found the above evident when they examined the relationship between reading proficiency and comprehension and performance on tests of mathematical ability. Their results revealed that students who had very good reading abilities were able to comprehend the texts and were more likely to perform better on the mathematics test compared with those who could not read effectively. Similar findings were observed by Duru and Koklu (2011) among middle school children. Even though reading was not significantly related to computational skills, it was significantly related to the understanding and comprehension of mathematical tests (Grimm, 2008).

Reading comprehension is a challenge to many students at the Junior and Senior high school and usually results in their low performance in the end of term examination and West Africa Senior Secondary Certificate Examination (W.A.S.S.C.E). Yeboah (2014) suggested that there has been a declining performance in English language of Senior High School students. Owusu-Acheaw (2014) pointed out poor reading skills as one of the main contributing factors to the abysmal performance in English Language. Students' abysmal performance in English language and virtually all subjects is due to the fact that they are unable to comprehend what they read before and after exams. As a way to mediate this problem of poor performance in English Language in Wenchi



Senior High School, the Headmaster Academic tasked the language Department to undertake an action research to curb this challenge facing both teachers and students. As a result, a lot of efforts in terms of the workshop and departmental meetings were organized in order to find appropriate solutions to this challenge. The school also invited various resource persons on several occasions to deliver lectures on ways of solving this problem associated with reading comprehension in the school.

It is against this background that the researcher has the enthusiasm to conduct a study in order to resolve this challenge. This study is geared towards developing reading comprehension among Senior High School Students and also looks at the effective strategies that could be used to help students overcome the challenges in reading comprehension.

Researchers over the years have developed and used several reading strategies to improve comprehension skills as well as performance in English Language. One of such reading strategy is the *Paired Summarizing Reading Technique*. Paired summarizing reading technique is applied in a way in which partners help each other read with understanding. The technique is intended to encourage different kinds of thinking, all of which encourage comprehension. According to Louisiana, paired summarizing is a technique used to develop fluency and improve comprehension by reading with a partner. This technique provides opportunities for students to read aloud with peers, increases students' time reading and maximizes student engagement, and provides a model for struggling readers. *Paired Summarizing* encourages peer teaching and learning. The present study will explore the use of *Paired Summarizing Technique* in the teaching of Comprehension in Wenchi Senior High School.

## 1.2 Statement of the problem

Reading comprehension skills are critical in the educational success of all individuals. Without adequate reading comprehension skills, students can struggle in many subject areas in schools. Subjects other than reading or literature, where comprehension skills are significantly important include Science, Social Studies and Mathematics. In the area of science, research indicates that many students lack prior knowledge and reading strategies to generate inferences: thus, the students comprehend Science text poorly. It is also found that students lack the specific reading strategies to generate inferences that aid in the understanding of science texts (Best et al 2006). This shows how important reading is in the learning of all subjects in the school system.

Reading is a basic life skill and lack of reading comprehension affects students' academic growth. Reading is the cornerstone of a learner's success in school and consequently through life. Without the ability to read effectively, opportunities for personal fulfilment and job success inevitably will be lost (Grainger et al 2016). Reading is at the heart of learning. A student's success or failure at every level of education resonates throughout the rest of their lives.

Students of Wenchi Senior High School have a problem with reading comprehension. Most students find reading comprehension as a very difficult task. Specifically, most of the students cannot identify and bring out the information in a written text because they do not understand the text. The students do not also think about the content of the material nor even ask questions about new words and concepts. This makes it difficult for students to understand what they read. Consequently, the students' poor reading skills affect their ability to communicate effectively with peers, teachers and parents in English language. Though this has been a problem for a long

time, there has not been much research by way of investigating the problem and finding lasting solutions to it.

The present study, therefore, proposes to investigate the use of the *Paired Summarizing Technique* in an English Language classroom to improve reading comprehension among Wenchi Senior High School students.

### **1.3 Purpose of the study**

The purpose of the present study is to take up the challenge to investigate the applicability of the *Paired Summarizing Technique* in improving comprehension reading skills of students of Wenchi Senior High School.

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

The objectives of this study are to;

- To identify the causes of students' poor reading and comprehension skills.
- To examine the impact of using *Paired Summarizing* technique to students' comprehension skills.

### **1.5 Research Questions**

The study seeks to find answers to these specific questions:

- What are causes of student's poor reading and comprehension skills?
- What is the impact of using the *Paired Summarizing* technique on students' comprehension skills?

### **1.6 Significance of the study**

The study will provide both theoretical and practical solutions, as well as academic contribution to problems faced by students with regards to reading comprehension, which seems to be one of the hindrances that prevent students of Wenchi Senior High School from performing better in the English language Examinations. The study will also help teachers and students in adopting the right

strategies in the teaching of reading comprehension. This, the researcher believes, will enhance the student's performance in English Language that will affect performance in other subjects as well.

### **1.7 Limitation**

The study has two limitations:

- Limitation of time: The research could not be carried out on the entire school population as a result of the fact that the researcher did not have enough time. A larger group of people would have benefited from the research and the results would have been richer.
- Limitation of place: The research was solely limited to classroom environment which meant that some problems that could be attributed to the environment in which students come from could not be discussed.

### **1.8 Delimitation**

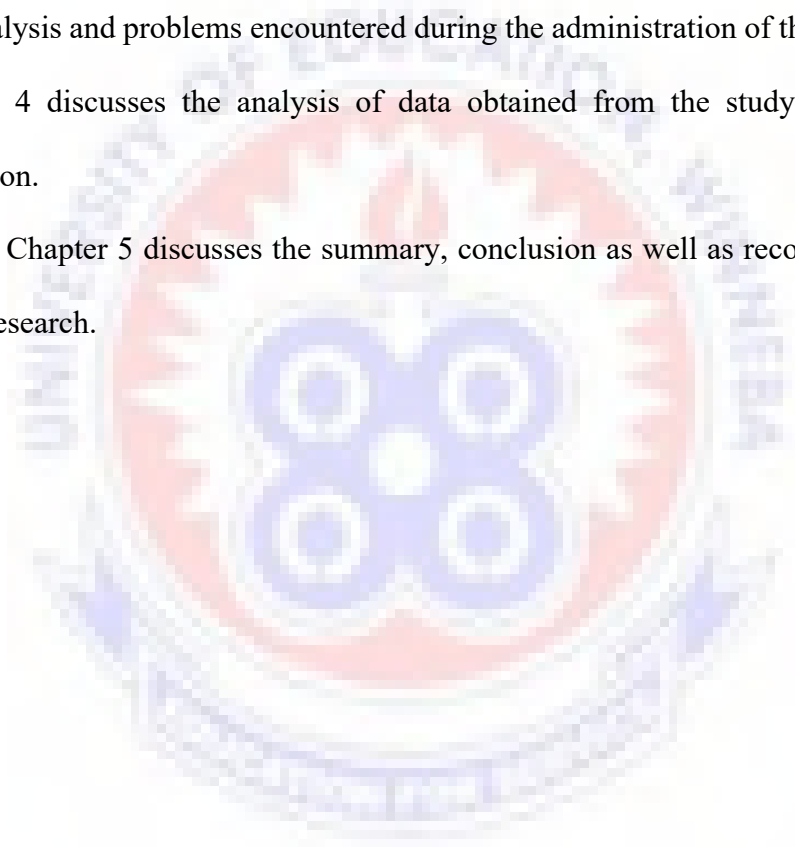
Out of many aspects of English Language such as grammar, composition, summary, speech work studied at the Senior High School, the researcher restricted herself to the teaching of reading comprehension. Although there are many reading strategies that can be used to teach comprehension, this study only focused on the use of *Paired Summarizing* technique.

Also, there are numerous Senior High Schools in the municipality, however, the researcher will only target students of Wenchi Senior High School. The result would have been more appropriate if the research was carried on all the Senior High Schools in the Wenchi Municipality where the problem persists. This dream cannot be materialized due to lack of resources, money and time.

## **1.9 Organization of the Study**

This study is divided into five chapters. Chapter 1 deals with the introduction of the study, the background, statement of the problem, the objectives of the study, significance of the study, research questions, delimitation, limitation as well as the organization of the study. Chapter 2 reviews the related literature on enhancing reading comprehension. Chapter 3 discusses the methodology used in the study. It would deal with the target population, sample and sampling procedure, research design, instrument, data analysis and problems encountered during the administration of the questionnaire. Chapter 4 discusses the analysis of data obtained from the study as well as the discussion.

Finally, Chapter 5 discusses the summary, conclusion as well as recommendation for future research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews the literature of the works by a number of researchers and authors to evaluate reading and comprehension skills in the learning of the English Language. The aim has been to bring to light multiples of literature on reading and comprehension in the learning of English. The review, therefore, focuses on the identification of the right reading skills for English comprehension. The chapter in doing so seeks to bring all the merits and demerits of the use of reading comprehension skills into the light to assess whether they are suitable (or not) for the conditions in the Senior High School in Ghana.

A lot of studies have looked at the usefulness of several comprehension skills and strategies in learning English. The focus of those studies has been on the exposure of the evidence from observations, experimentations, evaluations and the experience of authors or researches. One of the key issues has been to identify the most appropriate teaching strategy for teaching and learning the English Language.

In that regard, the literature was reviewed under the following themes; The History of English Language, Models of the Reading Process, Effective Comprehension Strategies. The last section of this chapter discusses the conceptual framework.

#### **2.1 History of English Language**

The history of English Language Teaching (ELT) starts from the 15th Century. During the 15th century, King Henry V proclaimed English as the official language and by the end of the 15th-century law books were made available in English language (Chrimes, 2013). Even during this period, grammar schools in England taught in Latin,

though the people were communicating in English. English textbooks, including grammar textbooks, were not available until the 17th century. Following the Latin texts, teachers used dialogue forms, related to everyday life, in question-answer style, to teach English (Braine, 2014). By the end of the 16th-century pro-Reformationists from Spain and Italy and a large number of French people arrived in England. This unexpected scenario encouraged educationalists in England to bring out ELT textbooks to teach English to non-English speaking Europeans. Among these immigrants, there were teachers who knew English and some of them started teaching English language to the immigrants from Europe. These teachers could be considered the 2 first non-native English language teachers. Knowledge of English helped many of the migrant community to improve their career prospects and business. Jacques Bellot prepared and published two English textbooks - 'The English School master' and 'Familiar Dialogues' from 1580 to 1590. These textbooks were in an everyday dialogue format. Publication of these text books encouraged many others to bring out ELT books and notable among them was 'The French School-master' (1772) brought out by Holly band, which was depended upon by teachers for several decades.

Interest in English philosophy and literature prompted people from many European countries like Germany, Denmark and the Netherlands to start learning English. French revolution and Restoration also are some of the reasons for people to show interest in the English language. Also, plays of Shakespeare and poems of romantic poets attracted many Europeans to English language learning. By 18th c the Russians started learning the English language.

In British colonies, English was taught and ELT was called TESL, i.e., Teaching English as Second Language. In these countries England wanted its colony citizens to learn English in addition to their mother tongue. This was for employing the native

people who had good knowledge of English, to work in government departments. In colonies like Canada, USA, Australia, and New Zealand, English became the official language. But in countries like India, Burma, Ghana, Nigeria, Srilanka etc., they ruled over the natives and here the native people were given education which included English language teaching. In addition to the government initiative, Christian missionaries also engaged in imparting education to the natives. European knowledge, culture, literature etc., were imparted to the colony citizens in addition to ELT.

In Ghana, the initial contact between the British and the people of the Gold Coast (as Ghana was called then) in the 16<sup>th</sup> brought about the process of how English emerged as the language of trade, education, governance, and as a cross-ethnic lingua franca abound (Adjaye, 2005). When the British first arrived in the early part of the 16th century, they trained some of the inhabitants as interpreters, describes the English used in Ghana in the early years as “Mercantile English”. Later, the British acquired their forts and castles and these buildings were used to house schools for the teaching of English to the inhabitants on a more structured basis . Sackey also points out that some of these English schools, especially the ones in Cape Coast survived into colonial times because of the extraordinary effort of certain individuals who gave their students lessons in reading, writing, and the study of the Bible. The colonial and missionary language policy also contributed to the consolidation of English in the country. At the same time, the missionaries also saw the use of English as vital in their missionary work; therefore, English was used in several Wesleyan mission schools. Two educational ordinances were passed in 1822 and 1887 respectively, and these introduced into the English educational system financial support in the form of grants and a system for schools established by the missions and private persons. Currently, the



English language is the widely spoken in language in Ghana as well as the official language of the country.

## **2.2 Models of the Reading Process**

With regards to the study of the English language, reading has always been the central issue for teachers and researcher alike. Therefore, an attempt will be made to define reading as a communicative process by following certain relevant descriptive frameworks in this area. There are three main "models" that gives an insight into the nature of learning to read. They include; (1) bottom-up processing model, which is so called because it focuses on developing the basic skill of matching sounds with letters, syllables, and words written on a page; (2) top-down processing model, which focuses on the background knowledge that a reader uses to comprehend a text; and (3) the third model called "interactive" model which incorporates both top-down and bottom-up processing models and regards text processing as a non-linear, constantly developing phenomenon where both the former explanations constantly react and influence one another (Grabe and Stoller, 2002; Hood, Solomon, and Burns, 1996). Current reading research claims that *first language* (L1) and *second language* (L2) readers use a similar cognitive process when they read (Eskey, 2005; Grabe, 2004; Nunan, 1999; O'Donnell and Wood, 2004). Therefore, in this section, all three reading models will be described.

### **2.2.1 Bottom-up Reading Model**

This reading model is developed by Gough (1972) who claims that reading is a process of decoding letter-by-letter. After readers begin to decode the letters of word level and syntactic features of the text, they can build their textual meaning. They read texts by focusing on linguistic forms at the level of word and sentence. As familiarities with the words increase, the readers will automatically recognize the words. This helps

them to read fluently. On top of this, comprehension is produced when readers decode the letter, encode the sound and then construct the meaning from the text.

Though this model is very helpful to new learners, researchers (Chen, 2002; Johnson, 2001) still do not vehemently support it, pointing out that the spelling-sound correspondence is complex and unpredictable. They argue that this process of reading causes slow and laborious reading because of short-term memory overload, and readers' easily forgetting what they have read at the end of the reading (Adams, 1990; Nunan, 1992, 1999; Nuttall, 1996). According to Day and Bamford (1998), if a reader cannot keep a sentence long enough in the short-term memory, comprehension will be less satisfactory. Therefore, readers may remember only isolated facts but cannot integrate them into a cohesive understanding. Another limitation of this model is that the information contained at this level cannot interact with the higher level information (Rumelhart, 1977). Though the bottom-up reading process has been criticized as having covered only unilateral aspects of the reading process, it still has a great deal of contribution to reading research (Adams, 1990; Alderson, 2000; Lipson Cooper, 2002; National Reading Panel, 2000). Hsueh-chao Nation (2000) investigated the effect of the density of unknown words on reading comprehension, using a narrative text and 66 English native speakers attending a pre-university English course in an English speaking country as participants. The findings were that about 98% coverage of vocabulary seemed to be necessary for learners to gain adequate comprehension. About the threshold issue, the results also suggest that comprehension would be difficult if the threshold level was below 80% vocabulary coverage. If the learner had a high level of vocabulary, he/she would not need to depend on background knowledge and reading skills. However, no skills or background knowledge could help if the learner's vocabulary coverage was below 80%. Their conclusion was that vocabulary knowledge

was an important component in reading. The more unknown words there are, the less comprehension occurs. In addition, Hsueh-Chao and Nation suggested that a broad knowledge of grammar, background knowledge and reading skills also had a contribution to text comprehension.

The roles of the bottom-up skills or ability in vocabulary, grammar, background knowledge, and reading skills are also crucial in L2 reading comprehension (Haynes and Baker, 1993; Hunt and Beglar, 2005; Park, 2004). On the whole, L1 and L2 reading research showed that bottom-up reading processing is still vital for reading comprehension.

### **2.2.2 Top-down Reading Model**

This model is contrasted with the bottom-up model because it emphasizes “from brain to text” (Eskey, 2005, p. 564). According to this model, what readers bring to text is more important than what the text brings. The main characteristic of this model is that the reader relies more on existing knowledge and makes minimal use of written information (Hayes, 1991; Smith, 2004). Readers’ predictions and background knowledge play a significant role in their reading (Chinwonno, 2001). In this process, readers read in a cyclical process, making guesses about the message of the text and checking the text for confirming or rejecting cues, based on personal schemata and contextual clues. While reading, they fit the text information into their existing knowledge structure (Carrell Eisterhold, 1983). The top-down reading model has a great deal of influence on both L1 and L2 teaching, especially in promoting readers’ prediction, guessing from context, and getting the main idea.

### **2.2.3 Interactive Reading Model**

Several researchers suggested that during the reading process, comprehension is more complex than the two models would predict. They argued that comprehension

is achieved through the interaction of both the bottom-up and top-down processes. Therefore, a balanced view between language and reasoning process has been advocated by most L2 reading researchers (Carrell, 1988, 1991; Eskey Grabe, 1988; Eskey, 2005; Grabe, 2004; Sarcella Oxford, 1992). While reading, readers actively combine their bottom-up processes, for example, the ability to decode and recognize words and grammatical forms with their top-down processes, such as using background knowledge to predict and confirm meaning (Grabe, 2004) and, therefore, comprehension is the result of meaning construction, not just transmission of the graphic information to the reader's mind (Rumelhart, 2004).

The interactive reading model is seen as similar in both first language (L1) and second language (L2) contexts. Readers interact with the text to create its meaning as their mental processes work together at different levels (Carrell, Devine & Eskey, 1988; Rumelhart, 1977). The level of reader's comprehension of the text is determined by how well the reader variables (interest level in the text, reading purposes, knowledge of the topic, target language abilities, awareness of the reading process, and level of willingness to take risks) interact with the text variables (text type, text structure, and vocabulary) (Hosenfeld, 1979).

### **2.3 Causes of Reading Problems**

Researchers and scholars have related reading difficulties to neurological factors while others relate them to environmental factors. Mando (2008) suggests that failure to read is mainly caused by the failure to acquire phonological awareness and skills in alphabetical coding. Teachers have a lot of work in teaching literacy skills so that a lot of children would become fluent readers. Environmental factors also contribute to one having reading difficulties that are the home and school environments.

If there is no one to motivate the child at home as well as in school, it will be very difficult for a student to develop interest in reading. Furthermore, teachers also have their own perceptions of what causes reading difficulties. The curriculum planners, government and all players in education all have a stake in the difficulties in students reading in the Ghanaian schools today and Wenchi Senior High School is not in an exception.

### **2.3.1 Home factor**

Many homes have turned out to be not conducive for students to read, write and do other school works in Ghana today. Paananen, et. Al (2009) asserted that the home environment plays a role on pupil's reading ability. It can affect someone either positively or negatively. In the home environment, there are many factors which can cause students reading difficulties. These include; mother tongue interference, lack of motivation, lack of text books and reading materials, parents' literacy levels, effects of poverty (e. g poor nutrition, lack of proper furniture for studies), kind/nature of lighting system, lack of support by parents or guardians and the community at large.

The home environment is very important for a child's growth in all aspects of life and this includes education. For one to thrive academically, a conducive home environment is very cardinal.

### **2.3.2 Sex factor**

The process of child development on one hand, girls usually speak their first words earlier than boys. On the other hand, boys tend to have problems when it comes to reading and in most cases; their reading is below their grade level. These gender differences in reading literacy worldwide may also be as a result of broader societal and cultural contexts or of educational policies and practices. In most societies, parents tend

to be gentle with the girl children as they are growing up. This could probably be due to the fact that girls are considered to be ‘**a weaker sex**’. Boys are usually engaged in rough games from an early age. There is no much talking done except actions where boys are generally taught to be strong and independent from the onset.

Because of this early emphasis on language ability for girls, it has been suggested that they are more likely to rely on verbal skills as they interact with others which will help them to further develop skills (Rathus, 2006). One of the scientific explanations for linguistic oriented skills favouring girls may lie in biological forces. The left hemisphere of the brain, which is central to language, may mature more rapidly in girls than in boys and this could be the reason for girls doing better at reading than boys.

### **2.3.3 Teacher Factor**

In virtually every class, there could be a learner with reading difficulty. As such, during their career, every teacher meets several learners for whom reading is laborious, and even learners who think that they cannot read. Teaching these learners is a challenge for the teachers and the entire school (Paananen, et al, 2009). Classroom effectiveness of teachers heavily depends on their knowledge of the subject matter and their pedagogical skills. Unfortunately, most teachers are not oriented towards helping poor readers in their classes (Paananen, et. al., 2009). In their training, they were not adequately prepared to teach all children according to their needs. Therefore, even in cases where reading materials are adequate, reading skills of poor readers are not improved the most important person, who is the teacher, in this case, does not know how to help the poor readers (Kalindi, 2005). It is also important to bear in mind that, teachers have been working under difficult circumstances such as too many pupils in classes, erratic pupil attendance and others in some parts of Ghana. When there are too

many pupils in a classroom, it becomes difficult for the teacher to give individual attention especially to those who may be lagging behind in reading.

## **2.4 Effective Comprehension Strategies**

Several studies have been conducted in pursuit of developing effective strategies for reading comprehension by educationalists and researchers. Reading comprehension strategies are instructional methods developed in order to teach students how to construct meaning of a written text (Johnson, Graham, & Harris, 1997; Schunk, 2003). These strategies include, but are not limited to, reciprocal teaching, question generation, think aloud and prediction strategies (Duke & Pearson, 2006), SCRATCH reading technique and Paired Summarising Technique. These strategies involve monitoring comprehension, using visual aids, answering questioning, generating questions, understanding story structure, and summarizing.

### **2.4.1 Reciprocal Teaching, Question Generation, Think - Aloud and Prediction**

Duke and Pearson (2009) reviewed the importance of effective reading comprehension practices. The authors described several effective individual and collective strategies for teaching comprehension, along with describing the characteristics of a balanced comprehension program into which the strategies are embedded. The authors, Duke and Pearson (2009), listed reciprocal teaching, question generation, think- aloud and predictions as effective comprehension routines or strategies. The authors supported the use of any aforementioned strategies as "improving student's comprehension of text". Good readers, according to Duke and Pearson (2009), are active readers who look over the structure of the text and predict what would come.

*Reciprocal teaching*

Reciprocal teaching is used to improve students' ability to learn from the text. In this method, teachers and students collaborate in learning and practising four key skills: summarizing, questioning, clarifying, and predicting (Klingner, Vaughn & Boardman, 2015). The teacher's role in the process is reduced over time. Also, reciprocal teaching is relevant to instructional concepts such as "scaffolding" and "apprenticeship", in which a teacher, or more advanced peer, help to structure or arrange a task so that a novice can work on it successfully. Klingner et al, (2015) described the concept of reciprocal teaching: "Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text". Ghorbani, Gangeraj, and Alavi, (2013) have conducted a study to determine the effectiveness of reciprocal teaching. The study indicated the importance of reciprocal teaching and the effects it has on a student's reading comprehension. The results of the study concluded clear qualitative evidence of improvement in the students' dialogues, the quantitative improvement on the comprehension tests, and sizable improvements in standardized comprehension scores were recorded in participants in group one.

Reciprocal teaching uses four strategies; all four of the strategies help students become critical thinkers and promote students' comprehension. It is used to increase comprehension. According to Sporer, Brunstein, and Kieschke (2009) when a teacher actively uses reciprocal teaching in most readings required of students, reading levels increase one to two grade levels in three to six months. Using reciprocal teaching can enable students to become critical thinkers, by having them be in charge of what is being asked and in control of their own learning (Oczkus, 2018).

Williams (2010) explained how using reciprocal teaching and how students can become critical thinkers through this teaching process. Through the process of using



reciprocal teaching, predicting, questioning, clarification, and summarizing, students gained experience in formulating questions about texts and asking their own questions that came up during reading. Williams also stated that when students use "heavyweight questions [they] moved towards higher levels of critical thinking" (p. 278).

Oddo, Barnett, Hawkins, and Musti-Rao (2010) asserted that reciprocal peer tutoring and repeated readings are proven to be effective teaching strategies. The authors conducted a research on the efficacy of peer-mediated repeated readings and the impact of repeated readings (RR) on oral reading fluency and comprehension. The results of the experimental study, which was conducted on group of 17 fourth graders, concluded that "RR using a teacher-implemented approach was effective in improving reading performance". The authors of the study also concluded that it may be beneficial for teachers to supplement rereading strategies with other fluency methods and comprehension strategies. Overall, - this will make students more critical thinkers, while using as many effective strategies as possible to help them gain comprehension.

#### *Question generation*

Teachers demonstrate this strategy by generating questions aloud during reading. Readers then practice generating questions and answer as they read the text. Teachers provide feedback on quality of the questions- asked or assist students in answering the questions generated. Teachers teach students to evaluate whether their questions covered important information, whether questions related to information provided in the text and whether they themselves could answer the questions.

Weinstein, McDermott, and Roediger (2010) conducted three experimental studies with a total of 86 students. The studies compared reading with three different strategies: rereading, answering questions, and generating questions, all of which were designed to help enhance memory. The results were based on predictions, performance,

and time. Predicting results were based on how much information the participants could predict after completing a task such as rereading, or answering and generating questions. Performance was measured on correctly answered questions on a final test. Time was also noted on how long students took on reading the passage and on the three tasks: rereading, answering questions, and generating questions. All the results from the study were significant.

Also in 1996, Barak Rosenshine and his colleagues conducted meta-analysis of twenty-six question generation studies with students from third grade through college. Like individual experimental studies, a meta-analysis applies scientific criteria to obtain a quantitative assessment of an instruction's effectiveness. A meta-analysis differs from single studies, however, in that it obtains a quantitative impact on particular strategy by looking at effectiveness across a group of studies. In addition to Rosenshine's meta-analysis, the National Reading Panel (2000) examined twenty-seven generation studies with students from grade three through grade nine. Question generation instruction during reading benefitted reading comprehension in terms of improved memory, accuracy, answering questions or better integration and identification of main ideas.

According to Klingner et al (2015) research and instruction in self questioning was focused on the efficacy of having students generate higher order comprehension questions during and after reading. With students focusing on questioning, they are more focused on what they are reading, setting a purpose, and improving their overall comprehension. The experimental study assessed the effects of post-passage question generation on comprehension questioning performance for elementary school students. The results determined that the question generating group exceeded the other group on higher order inferential comprehension test items.

### *Think – aloud*

Another proven instructional technique for improving comprehension is think – aloud. As the name implies, think - aloud involves making one's thoughts audible and, usually, public - saying what one is thinking when one is performing a task, in this case, reading. Think - aloud has been shown to improve students' comprehension when students themselves engage in the practice during reading and also when teachers routinely think aloud while reading to students.

Teacher think - aloud: Teacher think - aloud is typically conceived of as a form of teacher modeling. By thinking aloud, teachers demonstrate effective comprehension strategies and, at least as importantly, when and when not to apply them. For example, in the following teacher think - aloud, the teacher demonstrates the use of visualization and prediction strategies:

That night Max wore his, wolf suit and made mischief of one kind and another ..... Boy, I can really visualize Max. He's in this monster suit and he is chasing after his dog with a fork in his hand. I think he is really starting to act crazy. wonder what made Max act like hat ..... Hmmm ..... I bet he was getting a little bored and wanted to go on an adventure. I think that is my prediction. (Pressley et al., 1992, p.518)

Studies typically have examined the effect of teacher think - aloud by itself, but rather as part of a package of reading comprehension strategies. Therefore, although one cannot infer directly that teacher think - aloud is effective, it is clear that as part of a package, teacher think - aloud has been proven effective in a number of studies. For example, teacher think - aloud is part of the Informed Strategies for Learning (ISL)

program (Paris, et al 1984), the reciprocal teaching approach and the SAIL program all of which have been shown to be effective at improving student comprehension. It is also an important part of the early modeling stages of instruction in many comprehension training routines, for example, the QAR work of Raphael and her colleagues (Raphael, et al 1983) and the inference training work of Gordon and Pearson (1983). These studies suggest that teacher modeling is most effective when it is explicit, leaving the student to intuit or infer little about the strategy and its application, and flexible, adjusting strategy use to the text rather than presenting it as governed by rigid rules. Teacher think - aloud with these attributes is most likely improve students' comprehension of text.

Student think - aloud: Instructions that entail students think aloud also have proven effective at improving comprehension. (Kucan& Beck, 1997) A classic study by Bereiter and Bird (1985) showed that students who were asked to think aloud while reading had better comprehension than students who were not taught to think aloud, according to a question - and - answer comprehension test. A compelling study by Silven and Vauras (1992) demonstrated that students who were prompted to think aloud as part of their comprehension training were better at summarizing information in a text than students whose training did not include think-aloud. Several scholars have theorized about why student think - aloud is effective at improving reading comprehension. One popular theory is that getting students to think aloud decreases their impulsiveness (Jahandar, Khodabandehlou, Seyedi, & Abadi, 2012). Rather than jumping to conclusion about text meaning or moving ahead in text without having sufficiently understood what has already been read, think - aloud may lead to more thoughtful and strategic reading. A study conducted with third - grade students provides some empirical support for this theory. Baumann and his colleagues found out that

training in think - aloud improved children's ability to monitor their comprehension while reading (Baumann, Seifert – Kessel & Jones, 1992). Third - grade children trained to think aloud as they used several comprehension strategies were better than a comparison group at detecting errors in passages, responding to a questionnaire about comprehension monitoring, and completing doze items. One student trained in think - aloud explained, "When I read I think, is this making sense? I might. .... ask questions about the story and reread or retell the story" (Baumann et al, 1992). This and other students' comments suggested a thoughtful, strategic approach to reading through think - aloud.

### *Prediction*

This is about making predictions and then reading to see how they turn out. It also entails activities that come with different labels such as activating prior knowledge, previewing and overviewing. What all these variants have in common is encouraging students to use their existing knowledge to facilitate their understanding of new ideas encountered in text. Although these strategies have some earlier roots (Ausabel, 1968), these activities are most clearly the legacy of the 1980s, with its emphasis on schema theory (Anderson & Pearson, 1984) and comprehension as the bridge between the known and the new (Pearson & Johnson, 1978).

Although it might seem reasonable to expect research on prediction and prior knowledge activation to be equally distributed across narrative and expository text genres, it is decided biased toward narrative texts (Pearson & Fielding, 1991). Two activities dominate the work: making predictions and activating prior knowledge about story theme, content or structure. Hansen's work (Hansen, 1981; Hansen & Pearson, 1983) provides rich examples of prior knowledge activation. In both instances, students were encouraged to generate expectations about what characters might do based on

their own experiences in similar situations. This technique led to superior comprehension of the stories in which the activity was embedded and to superior performance for younger and less able older readers on new stories that the students read without any teacher support. Working with fourth -grade students, Neuman (1988) found that when teachers presented students with oral previews of stories, which were then turned into discussions and predictions, story comprehension increased relative to "read only" preview and typical basal background -building lessons. In a creative variation of the previews theme, McGinley and Denner (1987) had students compose very short narratives based on a list of keywords from the upcoming story. For example, terms such as loose tooth, string, pain, baseball game, tie score and home run might serve as keywords for an upcoming story about a girl who has a loose tooth that will come out but falls out naturally when she is engrossed in a close ballgame. Interestingly, the accuracy of their "prediction" stories proved relatively unimportant in explaining subsequent comprehension of the real stories; apparently, it was the engagement itself that triggered the deeper story comprehension.

Explicit attempts to get students to engage in prediction behaviors have proved successful in increasing interest in and memory for stories (Anderson, Wilkinson, Mason & Shirey, 1987). Fielding, Anderson and Pearson (1990) found that prediction activities promoted overall story understanding only if the predictions were explicitly compared to text ideas during further reading, suggesting that the verification process, in which knowledge and text are compared explicitly, may be as important as making the prediction. These studies suggest a variety of productive ways of encouraging students to engage their knowledge and experience prior to reading. They also suggest that in nearly all cases, the impact on story understanding is positive, at least for narrative texts in which themes and topics are likely to be highly familiar. The situation

may be quite different in reading expository text, especially if students' existing knowledge is riddled with misconceptions about matters of science and prejudice in the realm of human experience (Guzzetti, Snyder, Glass & Gamas, 1993).

#### **2.4.2 Scratch Reading Technique**

Scratch programme is one of the educational programming languages (EPL) which is adopted to enhance creativity and problem-solving methods to learners. Problem-solving methods could be simply grasped by programming language based on numerous blocks. Brennan, (2012) noted that Massachusetts Institute of Technology produced Scratch programme in which learners have the ability to write object-oriented programs. Scratch first emerged in 2007 and has been developed until it reached Scratch 2.0. The people who are registered in Scratch programme are about four million users and the projects that were registered in Scratch programme were seven million projects (Obri, 2014).

Scratch is a completely multimedia environment. It allows students to use a diversity of files to help them in their learning. Peppler & Kafai(2006) affirmed that Scratch was considered one of the media-rich digital environments, which facilitated a structure block mastery to design audio, graphic and video.

Scratch is aimed at programming language education and designed by Lifelong Kindergarten, MIT Media Lab. The name, Scratch, derives from the music turntable technique of scratching, which means that we can program freely using blocks by just combining elements (Young, 2007). Scratch has many advantages and it is a framework based on Piaget's constructivism. This means that it could be programmed by a drag and drop of blocks, similar to putting the pieces of a puzzle together (Buckleitner, 2007).

Obari(2014) said that Scratch was a simple and easy programming environment. It was originally invented for kids. Scratch was developed by Life Long Kindergarten Group in Multi-Media Institute in Massachusetts in America. Scratch programming allows children to develop their skills and create their own games and stories. It is a free and open programme.

Sharples et al (2014) defined Scratch as “a free programming language, designed for children who are learning to program. The Scratch website brings together a user community that shares and builds on the stories, games and animations created by others around the world”.

#### **2.4.3 Paired Summarising Technique**

Another reading and comprehension strategy is the Paired Summarising Technique. Some studies have conducted with the use of Paired Summarising Technique. An example of such a study is one conducted by Susanti (2014) on using Paired Summarising Technique to improve reading skills. From the result of his research, he concluded that the students who participated actively on reading comprehension class taught by Paired Storytelling Strategy. It was proved that the average performance of students who were taught with Paired Summarising Technique in an achievement test on comprehension was greater than students that did not use the reading strategy. In this research, the writer used the paired summarizing technique in order to find out the effect of this technique in students' reading comprehension on descriptive text.

Another study by MacDonald in 2010 was done to raise learners attainment in literacy. The study a structured approach to paired reading that combines both the ‘look-say’ approach (whole word recognition) of the more traditional paired reading programmes with phonic teaching, to create a tool to improve reading. The



researcher made use of strategies such as pupil reading aloud, either independently or in tandem with their partner as ways to improve pupils' fluency in reading. The study found that pupils gained confidence in their reading fluency.

Young, Mohr and Rasinski(2015) also conducted a study to improve reading fluency of learners. Their study made use of 16 participants from various backgrounds to deliver reading lessons to third through fifth grade students. The study grouped the students treatment group and control groups. The findings from the study found that the outcome of the treatment group students performed significantly better than their peers in the control group. The researchers pointed out that, students in the treatment demonstrated increased reading expression, reading rate, and overall reading scores. Results suggest that Reading Together is a feasible method of increasing students' reading proficiency and can be delivered by trained volunteers.

## **2.5 Theoretical Framework (Paired Summarising technique)**

Paired summarizing is one of the techniques that can be used in reading comprehension. Paired summarizing technique provides such an opportunity, while giving the reader supports from a partner. Using this technique not only stimulates the students' ability in reading but also corrects their mistake, such as how to pronounce, spelling, intonation, stress, expression and style their reading given by their friends. It happens because in paired summarizing, the teacher will pair up the students.

Kindermann (2016) has stated that usually a peer can influence the motivation of the students by social comparison, social competency and motivation to study together, and the influence of their peer itself. Briefly, a peer can give stimulation in reading activity. Paired summarizing can be used with many types of reading materials including students to produce stories, and poetry.

Paired summarizing can be used with any books, taking turns reading by sentence, paragraph, page or chapter. This technique frees up the teacher to observe paired summarizing sessions and work with different students while other students continue reading together. Paired summarizing can also be used to build oral skills that reluctant readers can work toward reading in front of a large group.

### **I. The Purposes of Paired Summarizing Technique**

The purposes of paired summarizing technique are as follows:

- a. Give students practice in oral reading
- b. Provide practice summarizing
- c. Promote active engagement with reading
- d. Develop specific skills related to reading comprehension

### **II. The Procedure of Paired Summarizing Technique**

The procedures of paired summarizing technique are as follows:

1. Choose an informative text of reasonable length. It should have short paragraphs (not more than three sentences each), or a teacher should mark it into short sections.
2. If the students are new to the procedure, the teacher should demonstrate the procedure first:  
  
Read a passage aloud and give a summary of it. Explain that this is one role in the activity. Explain the features of a summary: it is shorter than the original text, but it contains all of the important ideas.
- b. Ask two questions about the text for the students to answer. Explain that this is the other role in the activity.
3. Ask the students to pair up. Explain that one student will read the first paragraph or marked section of the text and then give a summary of it, as you have demonstrated.

Allow time for everyone to do this. Then check for understanding by asking several students to share their summaries. Offer suggestions as necessary.

4. Once the students understand the procedure, have them proceed on their own to read, summarize, and ask questions about the text, passage by passage. Remind them to switch roles after each passage has been read and discussed.

## **2.5 Conclusion**

The present study reviewed literature that shows various studies that have provided many insights into the use of various reading and comprehension strategies in the teaching and learning of comprehension. While there has been much attention on reading comprehension in general, there has been little focus on the use of Paired Summarizing Technique to improve reading and comprehension skills in particular. Studies involving the use of comprehension strategies have focused on students' ability to identify themes and literary devices in and reading at the basic level. Therefore, there is no explicit focus given to students' skills in reading comprehension and how it improves students' performance in comprehension. This makes the present study is original in its focus because of its attention on senior high school students in Ghana and on students' reading and comprehension skills.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the methodology that was employed in the collection, transcription, coding and analysis of the data that formed the basis for discussing effective strategies of teaching reading comprehension at the Senior High School in Chapter four. The methodology also describes the nature of the data and what methods and procedures were used to collect and process them to arrive at the conclusions of the present study. This chapter also outlines the research design, the research method, the population under study, the sampling procedure, and the method that was used to collect the data. The reliability and validity of the research instrument are addressed. Ethical considerations pertaining to the research are also discussed.

#### **3.2 Research Design**

A research design is a detailed and logical outline that serves as a guide to the research in the collection, analyses and the interpretation of the data on observed

phenomenon (Nachmias et al 2008). A research design could be defined as "the researcher's overall for answering the research question or testing the research hypothesis" (Creswell, 2002). Research design is the process of planning and structuring the format of the research to elicit valid and reliable information. It involves the arrangement of conditions for collecting and analyzing data which is relevant to the researcher in the most economical manner. In other words, it is a programme that guides the researcher in the process of collecting, analyzing and interpreting an observation during the research. This researcher chooses action research to uncover the effective strategies of teaching reading comprehension at Wenchi Senior High School. Action research is appropriate for this research as it focuses on participants who recognize the existence of shortcomings and who like to adopt some initial stance as regards the problem, formulate a plan, carry out an intervention, evaluate the outcome and develop further strategies in an iterative fashion (Coghlan, 2019).

This study will utilize the mixed approach in its data collection and analysis. This approach type will be discussed in the subsequent paragraphs. There are two types of research approaches. Namely qualitative approach and quantitative approach (Creswell, 2013). However, there is a third emergent approach known as the mixed method which combines the qualitative and the quantitative approach (Wisdom and Creswell, 2013). Amongst the three, the approach that was selected for the study is the mixed – method approach. The reason for the selection is to have in-depth knowledge from the students, the data collection method needs to be both qualitative and quantitative. A pre-test, intervention and post-test package was used to seek information on the effective strategies that will be used to enhance reading comprehension skills. An interview tool will also be used to solicit students and teachers' perception of the strategies used to enhance reading comprehension skills.

### **3.3 Study Site**

The study will be conducted in the Brong Ahafo Region of Ghana. The region is located in the middle part of Ghana, bordered to the north by the Black Volta River and to the east by the Lake Volta and to the south by Ashanti, Eastern and Western regions and to the west, Ivory Coast. The school for the study is Wenchi Senior High School. It is located in Wenchi Municipality. Wenchi Senior High School was established in 1963.

### **3.4 Data Collection Protocol**

The researcher will write a letter to the headmaster of Wenchi Senior High School to seek permission to use the school as her research site.

### **3.5 Population**

According to (Best & Kahn 2006), Population is "a group of individuals that have one or more characteristics in common and an interest to the researcher ". This involves the aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The data will be collected from Wenchi Senior High School. The school has a population of 2,751 students and 110 teachers. All the students read English Language as a core subject. The number of English teachers in the school are 14.

The target population for the study was SHS two (2) students. The learners were in their second year of learning English. It can be said that Form Two students would have acquired the necessary strategies of reading comprehension. This is because the second year students would have had much English exposure at the school where this research will be carried out.

### **3.6 Sample and Sampling Procedure**

The convenient sampling technique was used to select the school; Wenchi Senior High School. In the school, one Form Two class was randomly selected using lottery method for the study. The class chosen was Form 2 Arts 1 class. The target sample involved 26 students out of a population of 450 second year students.

### **3.7 Research Instruments**

Kumar and Phrommathed (2005) stated that a research instrument is “a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills”. The research instruments were systematically prepared and purposely designed through a compilation of questions to elicit responses from respondents with the aim of collecting data. The researcher made use of observation, interviews and tests to gather information.

#### **3.7.1 Observation**

In order to provide accurate information needed for any study, one of the most common forms of research is direct observation (Johnson and Turner, 2003). The main advantage of direct observation is that only the researcher and the participants were involved. This allowed the researcher to focus on participants' performance and learning routines while having in mind a clear objective for the observation.

In relation to the above, this researcher observed both the tutors of English as well as students during reading comprehension lessons. This was the activity that will go through the project from pre - intervention stage to post - intervention stage. The purpose was to determine the extent of the problems students faced regarding reading comprehension, and as a result of both intervention and post - intervention observation was used.

### 3.7.2 Interview

Interviews are important strategies for data collection. It facilitates the gathering of essential information on past and present experiences relevant to the research problem (Johnson and Turner, 2003). For the purposes of the present study most of the information will be taken through structured face - to - face interviews. The questions will be open – ended, for a better understanding of participants' needs, wants and provide detailed information.

The main advantage of structured face - to - face interview is its flexibility, which avoids the rigid nature of questionnaires. On the other hand, the main disadvantage of open - ended interviews could be the difficulty that entails to table a large corpus of information. According to Walonic (1996: 225), the main advantages of doing structured interviews are:

*Flexibility: It can be prepared in advance, and it is general in nature.*

*Interviews allow the respondents with respect in response format. It allows frequent space for comments. Comments are among the most helpful of all information collection instruments for they usually provide insightful information that would have otherwise been lost.*

*A common consequence is that the subjects become more interested in their own strategies if the teacher discusses the research with them.*

In relation to the above advantages, interviews were done before, during and after the administration of the intervention for students. Some of the difficulties students had before intervention were revealed as part of the results of the study.

### 3.7.3 Test

For the sake of effectiveness and flexibility, both pre - test as well as post - test will be conducted. The pre -test will be conducted basically to establish the extent of



the crisis. The post - test will also be used to find the efficiency of the intervention that has been planned to tackle the problem and to determine whether the techniques will make an impact.

### **3.8 Reliability and Validity of the Study**

The goal of any research is to have measures that are reliable and valid. Validity is the extent to which a test measures what it purports to measure. In constructing the questions for the questionnaire, guidelines stated in Bluman questionnaire (2004) will be followed for testing of the validity.

The validity of the questionnaire will be established by submitting the prepared questionnaire to some tutors to go through and offer suggestions. Modifications were made and finally, it was given to the Head of the Languages Department to read through and offer necessary comments and suggestions. In this way, the face validity of the instruments was established.

Reliability refers to the consistency of measurements over a period of time. Reliability means that scores from an instrument are stable and consistent. Scores should be the same when researchers administer the instrument a multiple of times, also scores need to be consistent in measuring the reliability of the instrument in applying this technique, the questionnaire was administered to both tutors and students within two weeks of the questionnaire.

### **3.9 Data Collection Procedure**

#### **3.9.1 Pre-intervention data**

In order to have a well-planned project, the researcher will make use of pre-intervention process. The main aim of implementing this procedure was to try and detect the apparent problem before the real intervention. The research instruments used were observations, face -to - face interviews, questionnaires and tests.

### **3.9.1.1 Observation**

The researcher will observe the students during the study and both their attitudes as well as activities will be observed. The activity will be carried out for a fortnight. The purpose is to observe the students' participation in reading comprehension lessons in order to know the students' problem and to discover the facts of the matter under study in order to be able to find amicable solutions to it.

### **3.9.1.2 Face - to - face interviews**

Ten (10) English Language tutors will be involved in the face -to - face interviews. Also, discussions on problems facing the students and ways of addressing them will be held. The purpose will be to explore their views as stakeholders and to engage them in finding a comprehensive way of resolving the problem.

### **3.9.1.3 Questionnaires**

Questionnaires will be prepared in three (3) categories. The first category of questionnaire which contain five (5) questions that will be given to the Head of the Languages Department of the school for the provision of information on tutors of English and their students as well. This will help substantiate the information given by the tutors themselves. One week will be used for this task.

The second category of questionnaires of seven (7) questions will be given to the selected students. The students will be encouraged to display frankness: sincerity as well as objectivity and neutrality in responding to the questionnaire res. Two consecutive weeks will be used for this task of collecting data from the students.

The third category of questionnaire which contained seven (7) questions will be given to the tutors of English. The purpose will be to search for likely causes of the

problem as to help with the ways of enhancing reading comprehension skills among the students.

### **3.9.1.3 Tests**

Both reading as well as written drills of pre - test will be given to the students as problem - solving test. The purpose will be to find out the students' potentials in terms of strong points and weak points. Their class works as well as assignments given by their teachers on reading comprehension will be measured, to enable the researcher come out with authentic results for the study.

### **3.9.2 Intervention**

Instruction specific strategies can help enhance students' reading comprehension. Since reading is a strategic process, readers need to learn how to read strategically. It is when students internalize the strategies that they will be more likely to utilize them in other literacy activities. In an attempt to help solve reading comprehension problems among the students of Wenchi Senior High School, different procedures and approaches were used.

#### **3.9.2.1 Paired Summarizing Technique**

This strategy will be used to improve the comprehension of students who are able to decode, but displayed difficulties with comprehension of text. The instruction will occur during student - teacher interactions.

### **3.9.3 Post - intervention**

The strategies that will be used during the post - interventions include testing, observation of students' performance in the classroom as well as face - to - face interviews. The purpose is to find out the extent to which the interventions will impact enhancing reading comprehension skills of the students of Wenchi Senior High School. Forty minutes will be used to conduct the post intervention test.

### **3.10 Data Analysis Plan**

The purpose of the analysis of the data collected will be to make the interpretation very coherent and simple so that the problems could be understood by all stakeholders - students, teachers, parents as well as educational authorities. The responses will be critically examined with the purpose of objectivity and neutrality in order to arrive at genuine results devoid of subjectivity or bias.

### **3.11 Conclusion**

This chapter dealt with how the study was designed, the benefits of the Action Research, and the fundamental components of Action Research, the population, the sampling procedure as well as the instruments used in the study. Other things mentioned were the data intervention procedures from the pre-intervention period where techniques such as observation, face -to -face interviews as well as questionnaires will be used in the study.

Also in this chapter, the researcher highlighted the procedures that will be adopted by the study during the intervention period. Finally, the chapter was concluded with Techniques and strategies will be implemented during the post - intervention period as well as the data analysis plan. All these will be applied in the quest to find out and suggest very practical as well as feasible ways of improving and enhancing reading comprehension skills among the students of Wenchi Senior High School.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

In this chapter, the findings from the study are presented. In addition, the findings are discussed in relation to the two research questions and the null hypothesis that were formulated to guide the study. The results are organised and presented using tables, figures, descriptive and inferential statistics. The chapter finally concludes with a summary of the findings. The results are presented firstly with the preliminary analysis, then the results of the first objective, followed by the results of the second objective. The fourth section presents the observations made by the researcher and the last section presents the summary of the findings.

#### **4.1 Preliminary Analysis**

The sample size for the study was 26 students and 8 English teachers. The control group comprised of students while the experimental group comprised of 26 students. The pre-test and the post was administered to the students. The questionnaire was administered to the English Language teachers. All the students were present for the pre – test and post – test. The sex distribution of students and teachers is shown in Table 1.

**Table 1: Sex Distribution of Students**

Sex	Number of Students	Percentage
Male	12	46
Female	14	54
Total	26	100

Source: Field Work, 2019.

The age distribution for both the control group and the experimental group shows that the students in both groups were of similar age group.

#### 4.2 Research Question 1

What are causes of student's poor reading and comprehension skills?

The first research question was sought information on causes of reading and comprehension difficulties of senior high school students in Wenchi Senior High School. The study used a questionnaire to solicit information from students on some of the causes of reading and comprehension problems and the impact the reading model (*Paired Summarising Technique*) has on students reading skills.

##### 4.2.1 Reading After Class

The question, - **“Do you read after classes?”** – was asked to ascertain whether students read after classes. The question is relevant to the researcher as it will help her to determine whether there is continuity of reading by students after classes which help them improve upon their reading skills. When this question was asked majority of the students indicated that they did not read after school. This is shown in Table 2.

**Table 2: Reading After Class**

Response	Pre-intervention	Post-intervention
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	Number of students	Percentages (%)	Number of students	Percentages (%)
Yes	5	19.2	26	100
No	21	80.8	0	
Total	26	100	26	100

From the response above, before the intervention, before the intervention eighty percent (80.8%) of the students do not read after classes. Only five respondents representing 19.2% read after class. The percentage of students not reading was very high during pre-intervention but the researcher counselled the respondents on the need to continually read. This finding is line with Becker, McElvany and Kortenbruck, (2010) who stated that most students' poor skills in reading and writing is due to students lack or inadequate practice of reading. Becker, McElvany and Kortenbruck, (2010) emphasised that teachers and instructors must adopt good teaching strategies in order to enhance students reading skills.

By the end of the reading exercises of the intervention implemented, all the respondents have been reading, which represent 100% of the respondents. The essence of the project is to help the less fortunate student to cultivate the habit of reading, so everything possible was done through various reading exercises to help them read.

The teacher was also asked

#### **4.2.2 Why students do not read after school**

Provision was made to find out from respondent why they do not read after classes. This was to find the root of the problem and for the researcher to analyse the reasons for effective solution. The students indicated various activities which took them away from books after school. Some of the activities which recurred in the responses are indicated in Table 3.

**Table 3: Reason Students Do Not read After Class**

<b>Response</b>	<b>Number</b>	<b>Percentage (%)</b>
I do household chores after school	9	34.6
I do not know	15	57.7
I do not have reading books	2	76.9
<b>Total</b>	<b>26</b>	<b>100</b>

The response shows that nine (9) respondents which represent sixty percent (60%) did not read after school because they had to do household chores. Fifteen respondents, representing 57.7% do not know why they could not read and two respondents, representing ... do not have reading books. The findings of reasons students to read after school reflect (Owusu-Acheaw & Larson, 2014) who pointed out that some of the factors that lead to students' inability to read after school include students performing household chores and the lack of reading materials at home. Though, it is good for students to help to contribute towards the sustenance of the family, parents or guardians should see to it that their wards have enough time to read before or after the household chores. Poverty within families is seen as a factor contributing to students not having time to read.

#### **4.2.3 Reasons why students read after school**

Students were made to give reasons why they read after school if they ever did. Some of the respondents stated that they read when they had assignments to present the following day. The other respondents read because they have friends they study with. The reasons for reading are not tentative, in that, they are conditional and cannot sustain reading competence. Reading should be habitual action and not a one shot approach to answering assignment.



#### 4.2.4 Library visitation

Students were made to state the number of times they visited the library and when asked whether they visit the library or not, only few of them visit the library to read and look for information. This shown in Table 4.

**Table 4: Library Visitation**

Response	Pre-intervention		Post-intervention	
	Number of students	Percentage	Number of Students	Percentage
Yes	1	3.8	26	100
No	25		0	0
<b>Total</b>	<b>26</b>	<b>100</b>	<b>26</b>	<b>100</b>

Library periods before the intervention were utilised. Students' frequent visit to the library and the task assigned to them after reading encouraged them to read.

#### 4.2.5 The frequent use of the library

Information was sought on students use of the library or how often they visit the library, the responses in Table 5 show that students do not make use to the library at all.

**Table 5: Frequency of Library Use by Students**

Response	Pre-intervention		Post-intervention	
	Number of students	Percentage	Number of students	Percentage
Once a week	1	3.8	12	46.2
Twice a week	0	0	7	26.9
Thrice a week	0	0	7	26.9
<b>Total</b>	<b>1</b>	<b>3.8</b>	<b>26</b>	<b>100</b>

From Table 5, before the intervention, none of the twenty-five respondents representing the total number of students had formed the habit of going to the library to either read or borrow a book. By the end of the project, twelve (12) students which represent 46.2% were able to read once a week. Seven students also indicated that they read able to read more once a week after the implementation of the intervention. This finding is line with Young, Mohr and Rasinski, (2015) who stated that paired reading strategies has the positive influence of motivating leaners to make use reading devices and facilities. This shows the positive impact the researcher's intervention had on the students use of library as well as reading habits.

#### **4.3 Research Question 2**

What is the impact of using the Paired Summarizing technique on students' comprehension skills?

The second research question was aimed at determining the impact of the intervention (*Paired Summarising Technique*) on students' reading and comprehension skills. The study made use of the pre-test and post-test to determine the impact of the intervention. The study also made use of questionnaire to solicit information on students' perception on the use of the Paired Summarising Technique.

##### **4.3.1 Pre-Test and Post-Test**

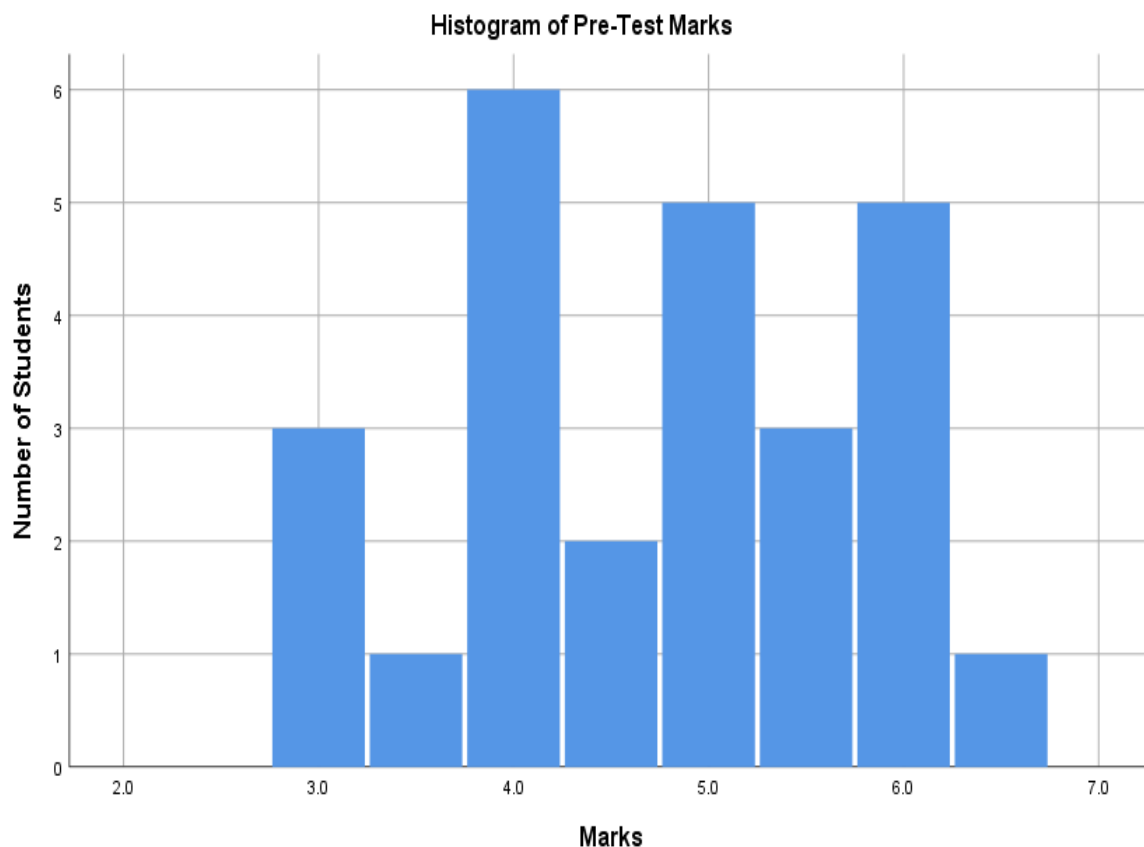
The pre-test was administered week before the interventions. This was to determine students reading comprehension abilities in English Language before the introduction of the interventions. The pre – test was marked with the test having a total mark of 10, converted to a percentage (see Appendix C). Table 2 shows the average mark, highest mark and lowest mark obtained by students in the pre-test and post-test results.

**Table 6: Descriptive Statistic for Pre - Test**

Statistic	Pre-Test	Post-Test
N	26	26
Mean	4.75	8.10
Minimum	3.0	6.5
Maximum	6.5	10.0

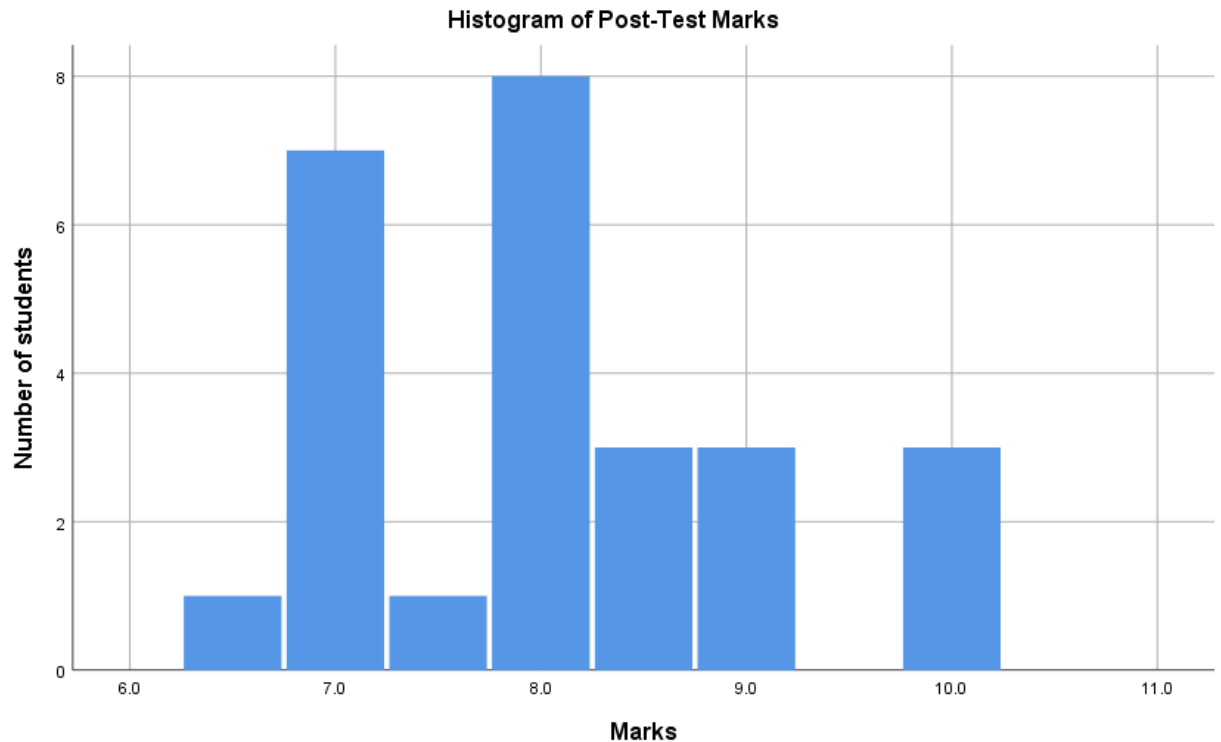
The findings from the pre – test showed the average (mean) mark of the students was below half the total mark of the pre – test score while the average mark of the students in the post-test is well above half the total mark of the post-test score. The findings also show that the mean mark for the pre-test (Mean = 4.75) is greater than the mean mark for the post test (Mean = 8.100). In the post – test, three students obtained perfect scores. The minimum mark in the post-test (6.5) was greater than the minimum mark in the pre-test (3.0) while the maximum mark in the post-test was also greater than the maximum mark in the pre-test. This shows that the intervention had the impact the researcher intended at the start of the project. The high scores obtained by students revealed the how advantageous the reading strategy is in improving reading skills of students.

Figures 1 and 2 show the distribution of marks for the pre-test and post-test respectively. From the figure 1, it is evident that most students scored below 5, which is half the mark, before the intervention. The highest mark was obtained by one student which show that most could not demonstrate the required skills in answering the comprehension questions. However, the situation changes after the implementation of the intervention



**Figure 1: Histogram of Pre-Test Marks**

The distribution of the post-test marks in figure 2 shows a different picture with most of the students scoring 8 out of 10 marks. The distribution also shows that two students to have obtained perfect score of 10 out of 10 in the post-test. The least mark obtained in the post-test was 6.5 (also indicated in Table 2).



**Figure 2: Histogram of Post-Test Marks**

From the findings in Table 2, Figures 2 and 3, there was a general improvement of academic achievement for all the students since the mean mark in the post-test increased from 4.5 to 8.10 out of total score of 10. These findings reflect those of Spörer et al (2009) who indicated that learners that used *Paired Summarising Technique* as a reading and learning strategy in the learning process perform better in answering comprehension questions than learners who do not it. The results also confirm Sasantis (2014) findings that reading strategies that involve allowing students to pair and reading to one another has the advantage of improving reading competencies which consequently improves their ability to properly answers in comprehension. This finding implies that Paired Summarising Technique helped students to have a good understanding of the comprehension passages which enabled them to improve the style of answering questions.

#### **4.3.2 Students' Attitudes toward the use of *Paired Summarising Technique* in the Teaching and Learning of comprehension**

This study also sought to assess the attitudes of students towards the use of *paired Summarising technique* in the teaching of comprehension. A questionnaire of 10 items was used to seek information regarding students' attitudes toward the use of *Paired Summarising Technique* in the teaching of comprehension. Students responded to the statements using a 4-point forced Likert scale: *Strongly Agree, Agree, Disagree* and *Strongly Disagree*. The results of the survey are presented in the order of the respective themes; students understanding of the Main Idea in Comprehension Passage, students' ability to answer questions in comprehension and students' appreciation/acceptance of the *Paired Summarising Technique* – based classroom.

##### ***Students understanding of Reading Passage***

The study sought students' perception of how they understood comprehension with the use of *Paired Summarising Technique*. Question items on the students' questionnaire particularly sought information on whether *Paired Summarising* helped students understand the main idea of the reading passage and whether it helped students find specific information in a comprehension text. In addition, it sought information on whether paired summarising technique helped students get the meaning of unfamiliar words in a reading passage and whether it helped students identify literary devices in the passage. Table 7 displays the findings of student responses on conceptual understanding of the theorems.

**Table 7: Students Understanding of Reading Passage**

Question	Response							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
<i>Paired Summarizing Technique helped me understand the main idea in the comprehension and reading passage.</i>	19	73.7	7	26.3	0	0	0	0
<i>Paired Summarizing helped me find specific information within a reading passage</i>	11	42.1	15	57.9	0	0	0	0
<i>With the use of Paired Summarizing, I was able to get the gist of the meaning of unfamiliar words.</i>	12	44.7	14	60.5	0	0	0	0
<i>The of Paired Summarizing technique helped me to identify language features or literary devices used in the passage</i>	14	55.3	12	42.1	1	2.6	0	0

Source: Field Work, 2019

The findings of students' understanding of a reading passage showed that all the students agreed that *paired summarising technique* helped them understand the main idea in the passage or comprehension text. The students also confirmed that *Paired Summarising Technique* has helped them find specific information within a reading passage and also helped to get meanings of unfamiliar words. All but one student indicated that the reading strategy helped identify certain literacy devices within the comprehension texts.

From the findings, students perceived that the *Paired Summarising Technique* had the potential to enhance their ability to understand comprehension texts or any other reading text otherwise difficult to understand. This reflects what Butcher and Kintsch

(2012) suggested that understanding a comprehension passage forms part of an internal network of representations of understanding an idea presented in a text. The students remarked that *Paired Summarising Technique* was able to help them build the connection of two or more sentences which represented a single theme with the comprehension text. These connections enable the students to understand the comprehension texts easily. The students' ability to establish connection or relationships between ideas in a passage or any reading text reflects Susanti (2014) study that pointed out that reading strategies such as Paired Summarising Technique allows learners to develop relationships between themes and ideas in passage. Wiseman (2011) asserted that the strength of understanding of learners is determined by how they can relate or connect ideas themes in a text. It is expected that *Paired Summarising Technique* can enhance students' understanding of any comprehension text, which would result in improved performance in the English Language subject.

#### ***Students ability in answering questions in comprehension***

The study also sought students' opinion on how *Paired Summarising technique* aided them in answering questions in comprehension. Three items in the questionnaire were formulated to find out, firstly, whether reading practice helped students generate questions about the text. In addition, it sought to find out if paired Summarising Technique enabled students to make predictions about text and lastly, whether *the reading strategy* helped the students to Summarize what was read in a text. Table 5 shows the findings of students' ability in answering questions in comprehension.

**Table 8: Students ability in answering questions in comprehension**

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
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	N	%	N	%	N	%	N	%
The reading practice helped me generate questions about the text.	10	28.5	15	57.9	1	2.6	0	0
The paired Summarizing Technique enabled me to make predictions about text	19	50	7	26.9	0	0	0	0
The reading strategy helped the me to Summarize what was read in a text	21	80.8	5	19.2	0	0	0	0

Source: Field Work, 2019.

Table 8 shows the results of students' ability in answering questions in comprehension. From table 8, Almost all the students confirmed that the reading practice helped them generate questions about the text. All the students confirmed that the Paired Summarising Technique helped them to make predictions about the text and also enabled them to summarise what was read in the text.

From the findings of the study, it can be inferred that students find comprehension easier to learn when they are able to practice reading throughout a lesson. As students began to practice the use of the strategies, they became better at being able to identify the most important information in the passage. As a result, the questions that were then generated by the students became more focused on the main ideas of the selection of text. This helped students to become comfortable working with the strategies in their reading groups, where they were willing to help out struggling students and to discuss what the author's objective was in writing that passage. As they became confident about their ability to identify the main ideas, the questions that they generated became higher level questions that required more than just a one-word

answer directly out of the text. The answer could be found in the text, but it required a better understanding of what was read.

Consequently, the ability to generate questions about a text leads one to make certain predictions about that text. Students view is in line with Wiseman (2011) who confirmed the view of students that the paired reading strategy can help students make certain predictions about the text. This shows the *Paired Summarising Techniques* nurtures the ability of readers to make good predictions about a comprehension text.

### ***Students interest in the lesson***

Data on how students appreciated or accepted the use of *Paired Summarising Technique* in teaching and learning was sought with the use of the research instrument. Three question items in the questionnaire sought information on how students' interest of the *Paired Summarising Lesson*. Three items in the questionnaire were formulated to find out, firstly, whether The teacher interacted more with the students during the class lessons and secondly, if the students enjoyed the class lesson with the use of the new approach. Lastly, the last question item sought to find out if students were confident in their ability to answer questions about a comprehension text. Table 8 displays the findings of students' interest of the lesson.

**Table 9: Students interest/acceptance of the lesson**

RQ	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%

The teacher interacted more with me during the class lessons.	15	57.9	9	34.2	2	7.9	0	0
I enjoyed the class lesson with the new approach	13	50	10	42.1	3	5.3	0	0
After the class lessons I felt confident in my ability to answer questions in comprehension	12	47.4	14	52.6	0	0	0	0

**Source: Field Work, 2019.**

The findings on students' appreciation of the lesson are displayed in Table 8. The findings showed that 15 students agreed that the teacher interacted more with them during the lesson. However, two students indicated that the teacher did not interact more with them. students also agreed indicated that they enjoyed the lesson with the use of the new approach to reading comprehension while two students did not agree. All the students indicated that they were confident in their ability to answer questions in comprehension

The findings of the present study showed that the use Paired Summarising Technique in teaching creates the appropriate environment for teacher to interact with students more. By using reading strategy, teaching and learning process becomes an activity – form of learning where students are engaged to explore the meanings of themes and ideas present in a comprehension text (Daff Alla, Mwdawi & Eldouma, 2013). Teacher – students' interaction serves as an important component of the English Language education (Wiseman, 2011). The attitude of students towards the new reading strategy or approach in teaching highlights the positive impact it has on their attitude towards reading and understanding comprehension. With *paired summarising technique* students feel encouraged to learn comprehension and it also makes them feel

confident in their ability to understand and answer questions about a comprehension passage.

Butcher and Kintsch (2012) have suggested that students who have more interaction with the teacher during lessons tend to enjoy the lessons. This is in line with the students' response in this study that they enjoyed the lesson with the new approach. This interactive way of learning probably accounts for the students' assessment that they enjoyed the lesson with the use of *Paired Summarising Technique*. The use of *paired summarising technique* in teaching and learning adds an important aspect to students' learning; which is students' interest in learning.

The consistent practice of reading helps students develop more interest in the English language subject as well as enjoy the class lessons (Paris & Hamilton, 2014). The opportunity paired summarising technique creates for students to practise reading of text passages also help them develop confidence in their ability to answer questions involving comprehension text. All the students indicated that they felt confident in the ability to answer questions in Circle Theorems after being taught with *GeoGebra*. This finding reflects Sasantis (2014) assessment that *Paired Summarising Technique* enhances students' interest, confidence and motivation in reading comprehension.

#### **4.4 Observation**

The observation made after the intervention is that learners have become academically curious; their attitude towards reading is now quite impressive since instead of their old habit of throwing away any print material they find on their school compound or other places, they now read well to another. This behaviour, I would say, is an indication that learners are now anxious to read.

Again, it is important to state that after the intervention, I noticed that learners had made quite an improvement in their reading and writing as clearly indicated in the performance in the post –test. They were able to acquire new vocabulary and good expressions from the reading text and the practice of reading to one another, especially the reading of graphics. Their grammar in writing and speaking also improved.

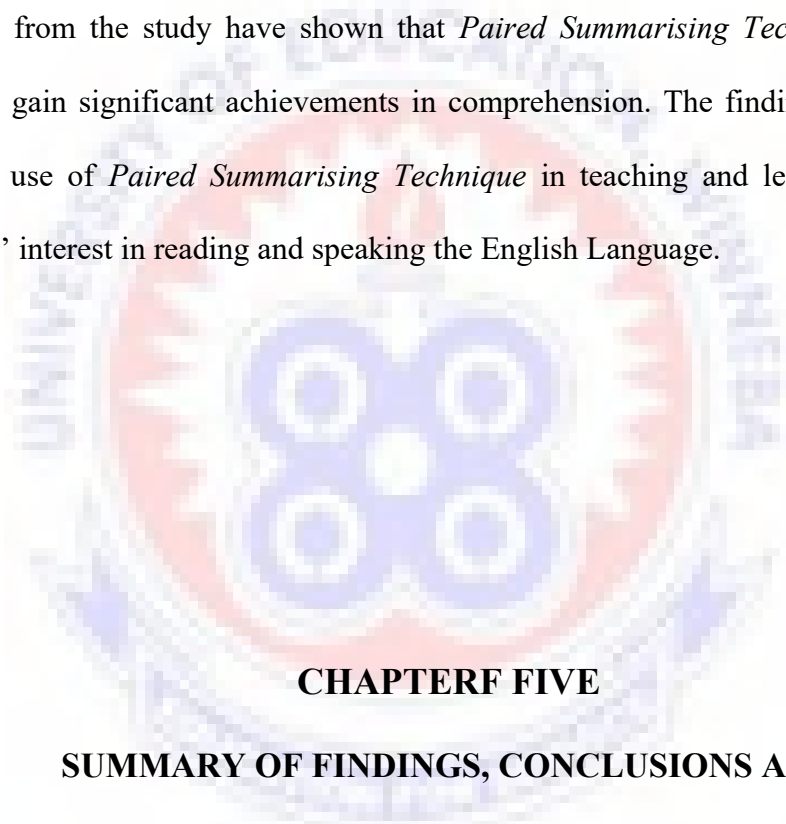
Moreover, the context of the reading text presented to them had a significant influence on students' understanding of what they read. This was demonstrated in some of the answers they gave during the class intervention and the answers in their post-test. Although there are no voice recordings of learners to show as evidence, it is important to mention that by the end of the intervention, learners had improved quite drastically in their speaking. This is because they were made to freely read out the text without fear or prejudice in the manner of the pronunciation. This made most of the shy and less confident ones to break their silence in class and interact freely, using the English language. Besides, since some of the text talked about general issues such as the importance of education, sanitation, honesty, election dispute and so on, they gave each learner the opportunity to contribute. This implied that general nature of the text used with the Paired Summarising Technique helped learners to improve on their spoken language and also enabled them to get information on everyday life situations and what goes on around them.

The researcher's observation also brings to light students' new habit of cross checking the meaning of words from the dictionary or asking their teachers for the meanings of words; this is something they used not to do. It is imperative to mention finally that, the progress that a learner makes in literacy (reading, writing and speaking) will depend on what he/she already knows. What this means is that their progress will depend on their levels of performance even at the point of the pre-intervention. It was

therefore not surprising to see that those who were good improved faster than those who were not good. This observation is line with Daly, Neugebauer, Chafouleas and Skinner (2015) who stated that some prerequisite skills like alphabet /letter knowledge, phoneme segmentation skills etc. are needed in order for a learner to be able to read.

#### **4.5 Conclusion**

The study sought to investigate the applicability of the Paired Summarizing Technique in improving comprehension reading skills of students. The findings from the study have shown that *Paired Summarising Technique* can help students gain significant achievements in comprehension. The findings also showed that the use of *Paired Summarising Technique* in teaching and learning increased students' interest in reading and speaking the English Language.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter tries to summarise the report of an action research conducted at Wenchi Senior High School Form Two with intention to help students with reading overcome them and read fluently with understanding. The researcher used various intervention measures and instruments like interview, questionnaire and pre-test and post-test to gather data about the effect of the reading problem among students. The reading model,

(Paired Summarising Technique) was used to improve students reading competence. The data gathered were presented and analysed. This chapter presents the conclusions and the necessary recommendation given for due consideration.

### **5.1 Overview of The Study**

The purpose of the study was to investigate the applicability of the Paired Summarizing Technique in improving comprehension reading skills of students of Wenchi Senior High School. The objectives of the study were to identify the causes of students' poor reading and comprehension skills and to examine the impact of using Paired Summarizing technique to students' comprehension skills. The study was an action research which made use of pre-test and post-test achievement test, observation and questionnaire to gather data used to answer the research objectives. The sample comprised of 26 senior high school students. The data gathered from the study was analysed using frequencies, percentages and averages.

### **5.2 Summary of Major Findings**

The major discovery of the study shows most of the students with reading problems do not read after classes. Also, though students may have access to library facilities they do not take advantage of its use to better their learning. Incidentally, some teachers contribute to students' poor reading competence, as they do not exploit fully materials at their disposal to help students overcome. Besides, students when motivated by their teachers can change their negative perception about difficulties they encounter in reading and see it as a challenge for which they can overcome. Finally, students are able to their reading with implementation of Paired Summarising Technique.

### **5.3 Recommendations**

From the findings after data presentation and analysis, it recommended that:

1. The school should release reading materials especially text books and other supplementary reading material to students instead of keeping them under lock.
2. Teachers should vary their methods of teaching English reading so learners can benefit from individual differences
3. Teachers should have time for children to study under their care so that they can identify their problems and help solve them.
4. Educational stake holders, philanthropist should help refurbish the school library so as attract students to study there.

#### **5.4 Recommendation for further studies**

It is therefore recommended that other research could be done in other schools to identify more causes to students reading failure so that a holistic approach can be used to minimise the problem if not completely eradicate it

Concept of prints out are a sets of understanding about the convections of literacy, e.g directionality, intentionality, stability, use of blank spaces and letters, and multiple genres and uses.

#### **5.4 Conclusion**

The purpose of this action research was assist students with reading problems at Wenchi Senior High Form 2 students to overcome their problem in reading. From the research, the researcher gathered that some of the causes of reading problems among students included students lack of reading after school, students poor use of facilities such as the library and books at their disposal. As demonstrated in the study *Paired Summarising Technique* does have a positive impact on student reading and comprehension skills and helps students to perform better in comprehension tests and examinations. Though



the research is comprehensive it is not exhaustive as the conditions that prevailed for the poor reading habit could change from school to school.

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## APPENDIX A

**UNIVERSITY OF EDUCATION, WINNEBA**

**FACULTY OF LANGUAGE AND ARTS**

**DEPARTMENT OF ENGLISH EDUCATION**

**Post-Affective Questionnaire for Students**

This questionnaire is supposed to provide data to be used in a research. Please kindly answer the questions as frankly as possible. Your confidentiality is assured.

**SCHOOL:** .....

Tick (✓) the appropriate option.

- i. Sex: Male[    ] Female[    ]
- ii. Age: .....
- iii. Form: .....

Tick (✓) one option for each statement to indicate your degree of agreement to each statement.

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Paired Summarizing Technique helped me understand the main idea in the comprehension and reading passage.				
2	Paired Summarizing helped me find specific information within a reading passage				

3	With the use of Paired Summarizing, I was able to get the gist of the meaning of unfamiliar words.				
4	The of Paired Summarizing technique helped me to identify language features or literary devices used in the passage				
5	The reading practice helped me generate questions about the text.				
6	The paired Summarizing Technique enabled me to make predictions about text				
7	The reading strategy helped the me to Summarize what was read in a text				
8	The teacher interacted more with me during the class lessons.				
9	I enjoyed the class lesson with the new approach				
10	After the class lessons I felt confident in my ability to answer questions in comprehension				

## APPENDIX B

### READING PASSAGE (1)

#### **Pollution**

One of the greatest problems that the world is facing today is that of environmental pollution. Environmental Pollution is causing grave, irreparable damage to the planet Earth. There are five types of pollution. These are: air, water, soil, noise and light.

Pollution or contamination is a threat to the ecosystem. There are several forms of contamination. Among these forms are streams contaminated with toxic chemicals from industrial waste, pollution of rivers from chemicals used on farms, foul smell of rubbish from landfills and contamination of the air by smoke and fumes from diesel engines.

Pollution may make the landscape dirty. It can also poison soils and waterways or kill plants and animals. Pollution is very harmful to human beings. If human beings are exposed to air pollution for a considerable length of time, it can lead to chronic respiratory disease, lung cancer and other diseases. It is believed that more than one billion of the world's population does not have access to clean water and two and half billion lack proper sanitation. The combined effect of these problems is the great likelihood that people in the affected communities' road contract deadly diseases.

The use of pesticides and fertilizers has led to a significant increase in crop production globally. However, this has had bad effects on the environment. The indiscriminate use of pesticides and chemical fertilizers has led to the pollution of land and water. The rains wash away these harmful chemicals into the earth's CRUST thereby affecting the quality of groundwater. Pesticides also kill beneficial insects, bacteria and even fish in the water bodies.

Air pollution is by far the most harmful form of environmental pollution. Air pollution is caused by harmful smoke from cars, buses, trucks, trains and factories. The injurious smoke consists of sulphur dioxide, carbon monoxide and nitrogen oxide. Even smoke from burning leaves and cigarettes is harmful to the environment, causing a lot of damage to man and the atmosphere.

The result of the increasing air pollution is that, man is at risk as he can contract several <sup>1</sup> diseases such as lung cancer, asthma, breathing problems and heart disease. Even flora and fauna are severely damaged and such damage is irreparable. Severe air pollution prevents birds from migrating to their destinations.

Noise pollution generally refers to unwanted sound produced by human activities. The <sup>c</sup> sound is unwanted because it interferes with communication, work, rest, recreation or sleep. Noise pollution includes aircraft noise, noise from cars, buses and trucks, vehicle horns,

loudspeakers and noise from industries. Apart from noise annoying people, it can also cause hearing loss.

### Question

1. Give another name for pollution.
2. Why is pollution a threat to the ecosystem?
3. List three things pollution can do.
4. Give two negative effects of the indiscriminate application
5. Give three words in the first sentence of the last paragraph 7 For each of the following words, find another word or phrase
6. and which can replace it as used in the passage:
  - a. grave
  - b. toxic
  - c. chronic
  - d. beneficial
  - e. severely



## READING PASSAGE (2)

Section. Read the following passage **carefully** and answer the following question on it.

Five decades ago, my classmates lured me into a trap that taught me the lesson of a lifetime. As the class monitor, I was informed that the class has decided not to do the homework given to us by the Geography teacher. The decision was based on the three grounds. First, she had not taught us anything substantial since her arrival in the school. Second, he must let her know that in this all-male institution, a female should not push as around. Also, she seemed forever inaudible when teaching us.

So, my mates mandated me to convey the decision to her. Thus sent, I confronted her with our decision. All she said was 'Noted'. I assumed we had won the day. Alas, how wrong I was. When she came to class the following Monday, she demanded the homework. As I stood up to restate our stand, behold all my mates took out their notebooks and submitted them. I was the odd one out in the class of thirty-five boys. This act of betrayal left me speechless. Any protest now was out of the question.

The teacher led me to the overgrown part of the football field, measured out a large portion, and ordered me to clear it before returning to either the class or the dormitory. I realised I had been stabbed in the back, as I heard my mates laugh sarcastically in the classroom. I bent down with my sharpened cutlass, determined to finish the work within the day and regain my freedom in good time. How wrong was I?

My father had chosen that day of all days to pay a visit. He rarely did so, as the school in Tamale was far from Accra, his base. Not finding me in class, he asked after my whereabouts. My mates described to him my heinous crime and directed him to my punishment post. When he arrived, he took the cutlass from me, cut a big cane and gave a flogging of my life. He then to the bursar's office, paid the balance of my fees, and returned to Accra with all the provisions he had brought for me.

I finished the task just before the last school hour, went to the lady teacher, prostrated myself, and tearfully apologized to her. But for the rest of the week, and indeed many more days, I stayed aloof from my mates.



## APPENDIX C

### SAMPLE OF ANSWER PASSAGE READING

Name: Linda Ameyaa  
Class: 2A3



Name: Linda Ameyaa  
Class: 2AS

### Answers for test II

- ① By deceiving the class monitor that they were not going to do the home work ✓
- ② Working overgrown football field ✓
- ③ Receiving lashes from his father. ✓

... with the visit of his father

