

**UNIVERSITY OF EDUCATION, WINNEBA**

**READING COMPREHENSION DIFFICULTIES AMONG STUDENTS OF  
FODOA COMMUNITY SENIOR HIGH SCHOOL, KWAHU WEST  
MUNICIPAL**



**GABRIEL APPIAH-KUBI**

**2019**



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**GABRIEL APPIAH-KUBI**

**(7170080047)**



**A Dissertation in the Department of Applied Linguistics, Faculty of Foreign  
Languages Education and Communication, submitted to the School of Graduate  
Studies, in partial fulfilment**

**of the requirements for the award of the award of the degree of  
Master of Education  
(Teaching English as a Second Language)  
In the University of Education, Winneba**

**AUGUST, 2019**

## DECLARATION

### Student's Declaration

I **Gabriel Appiah-Kubi**, hereby declare that this thesis with the exception of quotations and references contained in published works which have all been identified and dully acknowledged, is entirely my own original works, and it has not been submitted either in part or whole, for any other degree elsewhere.

**Signature:**.....

**Date:**.....

### SUPERVISOR'S DECLARATION

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

**Name of Supervisor:** Dr. Rebecca Akpanglo-Nartey

**Signature:**.....

**Date:**.....

## **DEDICATION**

This work is dedicated to my good friend, Baah Lawrencia who helped me to come this far. Thank you for the support and encouragement.



## ACKNOWLEDGEMENT

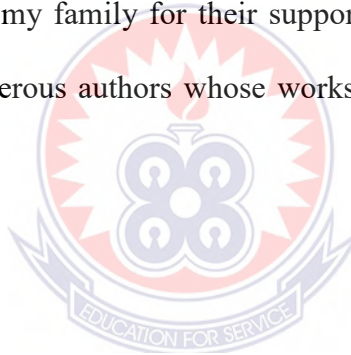
I am grateful to the Almighty God for his protection over my life and also for bringing me this far.

My profound gratitude also goes to my supervisor, Dr. Rebecca Akpanglo-Nartey for reading several drafts of this report and giving me very useful suggestions which contributed to the success of this work.

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Finally, I wish to thank my family for their support and encouragement during this write-up and to the numerous authors whose works were consulted I am grateful to you.

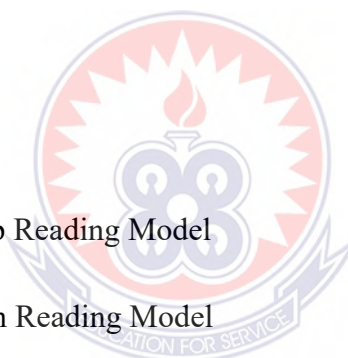


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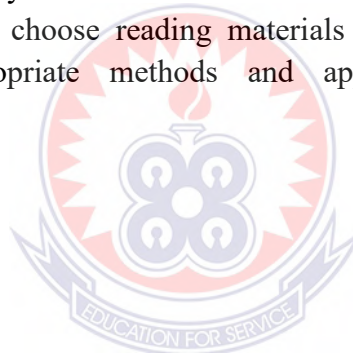
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## ABSTRACT

The study investigated the reading comprehension difficulties among students of Fodoa Community Senior High School. The purpose of the study was to find out the reading comprehension difficulties these students face, the causes of these difficulties and role teachers can play in improving students' reading and comprehension. A cross-sectional study was used. A non-probability quota sampling was used to obtain a representative sample of the population. The sample size used was three hundred and three (303) made up of six (6) English teachers two hundred and ninety-seven students. Data was collected using questionnaires and reading comprehension test. The study found out that students had difficulties in pronouncing words correctly when reading. They had difficulties reading fluently and had difficulties understanding reading text. The study found out that, poor teaching methodology, school environment and teachers attitudes towards teaching were the causes of students reading comprehension difficulties. The research recommends that teachers should not only depend on the students' textbooks but subsidiary course or other interesting materials should be involved in teaching reading comprehension. Teachers should ensure that library lessons on the timetable are strictly observed. Teachers should help students to choose reading materials based on their levels. Teachers should use the appropriate methods and approaches in teaching reading comprehension.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter one provides a background to the study, statement of the problem that necessitated the research, the objectives and research questions that guided the research. The chapter further captures the delimitations; limitations that affected the research procedure and its output, and the importance of the study itself. It finally provides information on how the other chapters of the thesis were organized.

#### **1.1 Background Information**

Reading is a process of constructing meaning and there is dynamic interaction that goes on between the reader, the text and the context of the reading situation (Wixon, Peters, Weber & Roeber, 2012). Attention has been shifted from grammatical approach for teaching and learning to communicative approach and so that the practice covers all four areas of skills, listening, writing, speaking and reading. Reading, among four skills, has an important place across the world because of its requirement in higher education . Besides, as this is an age of globalization, reading in English is considered as very crucial skill needed in competitive world of today. So having good command over reading has no alternative.

Reading is essential to success in school and lifelong learning. It is even more crucial in second language learning where students need to read to improve their vocabulary and communication skills (Grabe & Stoller 2010). Reading is fundamental to students in a variety of situations and professions. It is an important skill for success in the 21st global digital century.

Reading development is an important element of a student's educational/academic career and a major component of high stakes tests, which require higher order reading skills. The ability to effectively comprehend ideas and information expressed by others in writing depends on good reading skills. Reading with understanding is essential to academic success in general and second language literacy development in particular (Fry, 2009).

Reading plays a central role in our educational, working, recreational, and social lives. The ability to read is highly valued and important for social and economic advancement (Krashen & Brown, 2007). Even though one may have reading difficulties in his or her mother tongue, the problems get worse when reading is applied to a second language, as students might be lagging behind in a number of reading components, including accuracy, comprehension, and speed (Snow, Burns & Griffin, 2008; McDonough & Shaw, 2013). Lagging behind is a cognitive difficulty associated with the process of reading in another language (Alsamadani, 2008). In other words, these difficulties are more likely to be associated with the nature of the language pragma linguistic or even sociocultural aspects.

From the global perspective, reading difficulties have been estimated to be at two to five percent (2-5%) among school-going children (Wong, 2014). Findings from the study that was carried out in the United Kingdom among the English speaking children, revealed that, "of the grade two and three children whose reading was assessed, approximately a quarter were functioning at a fairly low level for their grade and approximately one in twenty, were hardly able to read at all" (Gross, 2015). Furthermore, a study which was carried out by the Southern Africa Consortium for Measuring Educational Quality in about fifteen African countries which included

Zambia, Mauritius, Uganda, South Africa, Lesotho, Botswana and others revealed that most of the students read below what was expected of their grade level while some of them were not able to read at all. To be specific, low performing countries included Mauritius, Namibia, Zambia and Zimbabwe where it is reported that, 97.6% of the grade six learners were virtually unable to read (Gross, 2015).

Comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world (Gernsbacher, 2010). Reading consists of two related processes word reconnection and comprehension. Word reconnection refers to the process of perceiving how written symbols correspond one's spoken language.

Comprehension is the process of making sense of words, sentence and connected text. In this recognizing words and reading connected text, comprehension is the processes of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process, but an active. Many students have problems in reading English texts. Limited to knowledge of vocabulary and sentence structure is regarded as the main problems (Gunning, 2012).

Most researchers agree that reading comprehension is not simply recognizing individual words, or even understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental



representation of text, a process that requires integration across a range of sources of information, from lexical features to knowledge concerning events in the world (Garnham, 2011; Kintsch, 2008).

For this reason, the Simple View of Reading, which could be seen as the first endeavor to describe the “balanced literacy”, suggests that reading comprehension results from developing skills in the areas of decoding and linguistic comprehension (Kirby & Savage, 2008).

As a student researcher, I have found that many students face problems in reading comprehension, some of these problems are related to the teachers and other to the syllabus and the students. The researcher has discovered that the students are not good at reading comprehension and their reading ability is unsatisfactory. In addition to that the teachers of other schools complain about the weakness of their students in reading comprehension as stated earlier. All these factors collectively prompted the researcher to investigate this problematic area in Fodoa Community Senior High School.

## **1.2 Problem Statement**

The ability to read and understand comprehensions seems to be very important if one is to succeed in life. “Reading and writing are basic skills that a child should master during their first school years to be able to assimilate new knowledge and skills in future” (Paananen, Aro, Kultti-Lavikainen & Ahonen, 2009). Ideally, students are expected to be fluent in reading by the time they reach university because reading skills are taught in Senior High education. It is also argued that without the ability to read and understand, one’s performance in other school subjects might get affected.

The current problems of students such as poor performance in exams as well as poor speaking and writing of English has partly been attributed to reading comprehension difficulties. Difficulty in reading and understanding comprehension passages in the secondary schools has become an issue of great concern among parents, government and educationists in the country.

Many Ghanaian Senior High School students have problems in reading comprehension; this has affected their performance in reading comprehension. Learners who have difficulties in reading comprehension usually have insufficient knowledge of vocabulary and sentence structure as well as the nature of the selected materials. It has been noticed that the students at secondary level in Ghana make many errors when they read in English for comprehension.

The researcher wants to investigate the difficulties of reading comprehension encountered by students in the Fodoa Community Senior High School. It has been observed that students have encountered difficulties in reading comprehension, though they have been taught English for at least, seven years in both Junior and Senior High School education.

Few research studies have been done to investigating reading comprehension problems particularly at Kwahu West Municipality. Therefore, identifying the difficulties in reading comprehension among the students in Fodoa Community Senior High School is a step in the right direction.

### **1.3 Objectives of the research**

The main aim of the study is to investigate the reading comprehension difficulties among students of Fodoa Community Senior High School which is within the Kwahu West Municipal.

In order to achieve that aim, the following were set for the study:

1. To identify reading comprehension difficulties among the students of Fodoa Community Senior High School.
2. To identify the causes of reading comprehension difficulties among the students.
3. To identify the role of teachers in addressing these problems.

### **1.4 Research Questions**

1. What are the reading comprehension difficulties students of fodoa SHS face?
2. What are the causes of reading comprehension difficulties among the students?
3. What is the role of teachers in solving these problems?

### **1.5 Significance of the Study**

The ability to read and comprehend is an important skill in today's modern world where so much information is transmitted in written form. It is important that people have reading skills whether they are in school or not.

The results of this study will help teachers in general, special education teachers, therapists in various fields and other relevant stakeholders know how to handle students with reading comprehension difficulties. The findings of this study could also assist policy makers and authorities to develop innovative approaches that would be effective in enhancing reading comprehensions across the country. Finally, this study will also serve as a base for further research.

### **1.6 Limitations to the study**

The generalization of the findings from this study could be limited by the sample size and by the fact that only students of Fodoa Community Senior High School were used for the study. The sample size was not enough to represent students in the Kwahu Municipality.

Also, interviewer and observer bias could influence the results of the study. Respondents were unable to read and understand the questionnaire, hence, the interviewer will have to explain and document the answers provided by the respondents. Reading and documenting responses for respondents could be time consuming and might have the potential of delaying the time of project submission.

### **1.7 Delimitations of the Study**

This research excluded other students from the various Senior High Schools within the Fodoa community and limited itself to only students in Fodoa Community Senior High School. Moreover, this study could not deal much into the various challenges students face in speaking and writing but limited itself to reading comprehension difficulties.

### **1.8 Organization of the Study**

Chapter one is the introductory chapter of this study. It gives a background of reading comprehension difficulties globally. It also provides information on the problem statement, research objectives, research questions and justification of the study. Chapter two provides an appraisal of available literature on previous studies similar to the study. It also involves a review of available literature to provide an insight into what is known on the subject under study. Also, Chapter three is the Research

methodology, it provides information on the approach used in the study, the study instrument, sampling methods used and characteristics of the study population.

Chapter four provide information on the findings from the study based on laid out objectives set at the commencement of the study. Findings from an analysis of data obtained using the research instrument will be discussed in this chapter. Finally, Chapter five provides a discussion of findings obtained from data analysis with regards to the specific objectives outlined in previous chapters. It also compares current findings with that obtained in the reviewed literature. Moreover, this chapter provides conclusion based on the findings from the study. It also shares recommendations on mitigating the impact of limitations identified during the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter consists of two parts: Part one reviews literature relevant to the research topic such as definitions of reading, reading comprehension etc. Part two discusses previous studies relevant to the research topic.

#### **2.1 Reading in L1 and L2**

Having many available linguistic resources, Vorhaus (2014) observed that readers in L1, are integrators who could smoothly use their native language for developing concept in interaction with the author's ideas. They employ their language knowledge (e.g. structure, grammar, or words) well even if they may not understand what they are reading. In addition, they are capable of using strategies like background knowledge to deal with what is to them at first incomprehensible (Vorhaus, 2014).

L2 readers, however, are limited by their knowledge of the grammar and vocabulary of the target language, and must struggle to understand the content (Vorhaus, 2014). In order to perceive the author's ideas explicitly, readers often regard the vocabulary as the most important component of the language, as well as the turning point of access to comprehension. Seliger (2012) found that, readers often separate the whole content into isolated pieces, and focus their attention on the individual word-units. The desire to know every word in terms of its dictionary meaning usually leads the students to view reading in the new language as a process of decoding word by word. Obviously, when reading in L1, the readers can more easily consider the content as a whole. Even if they encounter unfamiliar words, they skip to the next, and try to finish the reading.

Conversely, reading in L2, readers automatically separate the whole article into fragment sentences or words, and they, thereby, acquire isolated, divided meaning, lack of continuity, which is so-called "short-term memory" (Eskey, 2016). In this situation comprehension is not clear because readers just acquire a series of discrete meanings, and they have to reread in order to connect all of the individual meanings into a whole. Short-term memory can cause difficulties in reading comprehension process.

## **2.2 Meaning of Reading**

Reading is definitely an important skill for academic contexts. Foreign Language reading research has gained specific attention since the late seventies (Eskey, 2016; Clarke & Silberstein, 2011; Widdowson, 2008). Before that time, Foreign Language reading was usually linked with oral skills and viewed as a rather passive, bottom-up process which largely depended on the decoding proficiency of readers. The decoding skills that readers used were usually described in hierarchical terms starting from the recognition of letters, to the comprehension of words, phrases, clauses, sentences and paragraphs (Eskey, 2016).

In other words, it is a gradual linear building up of meaning from the smaller units to the larger chunks of text. The common assumption that reading theorists had about Foreign Language reading was that the higher the Foreign Language proficiency of readers the better their reading skills. Knowledge of the foreign culture was also an important factor that enabled foreign readers to arrive at the intended meaning of texts (Fries, 2012; Lado, 2007; Rivers, 2008).

Reading, thus involves two main processes as suggested by Lunzer & Dolan (2010): The reader must establish what the writer has said and he must follow what the writer

meant accordingly, then, the reader must use his or her linguistic background to see how words are put together (Lunzer & Dolan, 2010).

The reader will also use his or her ability to interpret as well as his knowledge of the word to extract the message the writer is trying to convey (Widdowson, 2008; Williams, 2011; Smith, 2015).

Nuttal (2012) defines reading as the ability to understand written texts by extracting the required information from them efficiently. Smith (2015) also defines it as the act of giving attention to the written word, not only in reading symbols but also in comprehending the intended meaning. The writer and reader interaction through the text for the comprehension purpose is also viewed as reading by Widdowson (2008).

What is significant in all these definitions is that there is no effective reading without understanding. So reading is more than just being able to recognize letters, words and sentences and read them aloud as known traditionally (although letter identification, and word recognition are of course essential). It involves getting meaning, understanding and interpreting what is read. What is relevant is reading that goes hand in hand with understanding and comprehension of what is read. Traditionally, reading is the reader's ability in answering the questions that follow a certain text. This happens especially in schools. But recent approaches, as mentioned above, see reading from a different point of view.

According to Smith (2015), before someone reads a comprehension passage, the person should already read the questions that relate to that particular passage in order to ascertain the ideology behind the comprehension passage. The idea that will be provided after reading the questions is seen as important to render the process of



reading as a purposeful and more meaningful activity. Asking questions before reading makes it possible and relatively easy to look for answers. Smith (2015) makes these issues clear: The twin foundations of reading are to be able to ask specific questions (make predictions) in the first place and to know how and where to look at print so that there is at least a chance of getting these questions answered (Smith, 2015).

It seems obvious that this is a shift from reading to answering comprehension questions, which only measure the outcomes without showing the process or purpose for why one reads. According to all the definitions mentioned it can be concluded that reading means bring meaning to a text in order to get meaning from it or an oral interpretation of written language.

### **2.3 Reading comprehension**

Reading comprehension can be defined as understanding the written message that has been deciphered or decoded. This includes the ability to “select, encode, interpret, and retrieve relevant information, use story structure and background information, and draw inferences from the information presented” (Lorch, Berthiaume, Milich, & van den Broek, 2007).

Comprehension depends on knowledge. Comprehension as defined by Bernhardt (2017), is the process of relating new, or incoming information to information already stored in the memory (background knowledge). Obviously, during the process of reading, readers must not only look at the words on the pages (bottom-up processing), but also activate background knowledge (top-down processing) and then build all the elements into comprehension (Rumelhart, 2010). The definition provided by Bernhardt (2017) suggests that reading comprehension is largely based on the topic of the passage which is termed as the background knowledge (schemata). Thus, the topic

provides the reader some form of ideology behind the passage and this helps to make appropriate decisions based on the context of the passage. Additionally, the reader must be able to scan the passage by selecting critical features as well as skimming to rapidly get the general idea of the text.

A study conducted by Tullius (2011) reveals that readers, who are unsuccessful, usually make more eye contact per line taking much time on fixation (Tullius, 2011). So, in order to be successful in reading and answering comprehension passages, reading must be "fast, selective and dependent on non-visual information". To be more specific, reading is related to both background knowledge and rate development could result in better comprehension (Smith, 2015).

Hosenfeld (2012) dealt with what successful and unsuccessful readers do to assign meaning to printed text. Successful readers keep the meaning of the passage in mind, reading in broad phrases, and skipping non-essential words; the readers guess the meaning of new words from the context. In contrast, unsuccessful readers lose the meaning of sentences as soon as they decode them. They read word by word in short phrases; rarely skipping non-essential words, and turns to the glossary in order to find the meaning of new words.

## **2.4 Types of Reading**

The reading skill can be divided into two main types namely: Intensive and Extensive reading. According to Hafiz & Tudor (2009) in intensive reading activities, learners are mainly exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discourse system of the L2, or to provide the basis for targeted reading strategy practice. On the other hand, the goal of

extensive reading is to flood learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material (Hafiz & Tudor, 2009).

#### **2.4.1. Intensive Reading**

Intensive reading refers to detailed focus on the reading texts which usually take place in classrooms (Nuttal, 2012). It tends to develop the strategies of the learners. In this respect, Nuttal (2012) (page 15) claims that: "The intensive reading lesson is intended primarily to train students in reading strategies." However, sometimes the learner may prefer to read the text in which he/she divides it into parts and then to read each part alone in order to comprehend it very well.

This suggests that in intensive reading, the learner focuses on using the dictionary in which he has to analyze, compare and translate while reading texts. Therefore, the use of a dictionary helps the learner to progress in his language learning process.

However, using dictionary always may interrupt the learner's reading speed. In the same line of thought, the Reading comprehension task according to Harmer (2011) depicts that readers should not stop for every word and should also not analyze everything. That is to say the reader should not stop at every single point or analyze each idea alone, but rather make a general comprehension of the text and to extract the meaning by taking the content into account.

#### **2.4.2 Extensive Reading**

Extensive reading refers to reading that learners often do away from the classroom for instance: reading novels, magazines, and newspaper articles .... etc. (Hafiz & Tudor, 2009). The educational value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2

material will in the long run produce a beneficial effect on the learners command of the L2 (Hafiz & Tudor, 2009). Extensive readers read for the sake of pleasure. This type is labeled as 'joyful reading' (Rechard, 2008).

Through extensive reading, the reader enriches his background knowledge, and expands his vocabulary; he also recognizes the spelling forms. Therefore, the learner chooses his/her own books and reads at his/her pace.

## **2.5 Reading Sub-skills**

There are different types of learning strategies which help learners to solve their problems and improve their language competency. Many research works have been done on learning strategies and studied the effectiveness of using them in the learning process. To start with, Oxford (2010) gives a definition to the concept of reading strategies as actions that make the learning task easier, enjoyable, effective and self-directed. The term strategy refers to learning techniques that help learners solve the problems they face whenever they read (Oxford, 2010)

In reading comprehension, there exist four major categories of strategies: skimming, scanning, careful-reading and predicting. These are considered at the same time as the sub-skills of reading.

### **2.5.1 Skimming**

Skimming is a common technique in reading comprehension. It is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content (Oxford, 2010). In other words, skimming is to read more in less time and to help the learner to cover a vast amount of material very

quickly. In sum, when skimming, learners go through the text quickly in order to gist it and have an idea of the writer's intention (Hafiz & Tudor, 2009).

This suggests that when students are able to quickly read through a given comprehension passage, they will be able to acquaint themselves with the general ideology of the passage. Such foreknowledge will assist students to be able to understand the passage and might not encounter challenges when tackling questions on them.

### **2.5.2 Scanning**

Scanning is a speed-reading technique and a useful reading activity in which learners need specific information without dealing with the whole text (Oxford, 2011). This means, they do not read all the text word by word, but rather they extract specific information (names, dates, statistics) without reading all the passage. In short, when scanning, learners try to locate particular information by moving their eyes over the text rapidly, and then get the required information to complete a certain task (Hafiz & Tudor, 2009).

Thus, scanning also assists readers to be able to identify certain facts and information provided within the passage for answering a given question.

### **2.5.3 Careful reading**

This reading strategy requires from the reader to obtain detailed information from the entire text (Urquhart & Weir, 2008). Moreover, the reader is expected to read slowly, and to reread the text for the sake of connecting and comparing information with his prior knowledge. In the same line of thought, Urquhart & Weir (2008) argue that this

type of reading takes the meaning of reading to learn i.e., the learner reads for the sake of learning also its reading speed is rather slower than skimming and scanning since the reader attempts to obtain detailed information.

This also suggests that readers ought to take much time to read through the passage in order to decipher the actual context. Thus, readers gain knowledge by meticulously studying the passage.

#### **2.5.4 Predicting**

Predicting is a very useful sub-skill that the reader may use it in which he makes predictions relying on his previous knowledge, and then extracts the meaning of the text even if there are exist unfamiliar words in the text so that, he gets the meaning from the whole passage (Oxford, 2011). This suggests that learners use information from graphics, text and experiences to anticipate what will be read, viewed, heard and to actively adjust to comprehension while reading, for example before and after a chart, students“ list predictions before and after reading. As they read, students either confirm or reject their predictions.

#### **2.6 Reading Models**

Reading comprehension is crucial in every grade level and in every subject. It has been divided into three models: the bottom- up reading model, the top-down reading model and the interactive model. It is agreed that the interactive model is the complete one in reading comprehension because it includes the interaction of both (the bottom-up and the top-down processes) (Richards, 2010).

In this respect, reading is an integration of top-down processes that utilize background knowledge and schema, as well as bottom-up processes that are primarily text or data driven.

### **2.6.1 The Bottom-up Reading Model**

The bottom-up model emphasizes the written or printed text, which is also called data driven (Numan, 2011). This model stresses the ability to decode or put into sound what is seen in the text in which the readers derive meaning in a linear manner. Moreover, the bottom-up model suggests that learning to read processes from learners learning the parts of language (letters) to understanding the whole text (meaning) (Numan, 2011).

Thus, in order for students to be able to use this method, they must actually decode the language, i.e., the learner or reader is expected to unravel the words used in the passage without understanding the entire text. This helps in overcoming challenges that come with reading voluminous comprehensive passages.

### **2.6.2 The Top-Down Reading Model**

This reading model focuses on the readers' background knowledge in the reading process in which meaning takes precedence over structure (Clarke et al., 2017). Hence, it tends to neglect that grammar is important for the use of higher levels. In this context, Clarke et al (2017) maintain that the reader brings information, ideas and attitudes from the text, in which this knowledge is accompanied with the capability to make linguistic predictions.

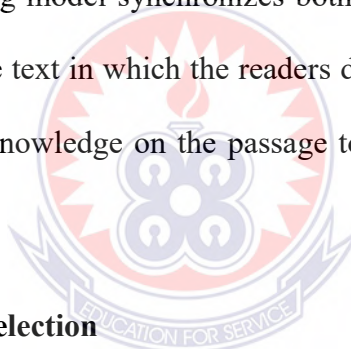
This also implies that readers are expected to have a fore knowledge on the passage to be read. Having pre-conceived ideology on the passage based on the familiarity of the

topic can enhance reading and increase understanding of the passage at a faster rate of time.

### **2.6.3 The Interactive Reading Model**

The interactive reading model recognizes the interaction of bottom-up and top down processes simultaneously throughout the reading process (Carrel & Eister, 2012). Hence, it relies on both graphic and textual information, which means that there is a combination of both surface structure systems (bottom-up model of reading) with deep structure systems (top-down aspects of reading) to build meaning (Carrell & Eister, 2012).

Thus, this type of reading model synchronizes both the ability to decode or put into sound what is seen in the text in which the readers derive meaning in a linear manner and also having a fore knowledge on the passage to be read. This enhances reading and reduces difficulties.



### **2.7 Reading and Text Selection**

Reading materials play an important role in a successful reading comprehension process. Selecting proper text is important both for learners and teachers. There must be an appropriate, selected teaching material that depends mainly on the learner's cognitive level.

In fact, learners themselves should select materials that go with their interests, i.e. it is better to let the learners to select what kind of texts they prefer to read and which topics interest them ...etc. Above all, selecting carefully texts creates a kind of motivation and participation in the classroom, and it is helpful for both the teacher and the learner. Text selection takes into account several factors that can lead to the



successful use of texts; among them the use of authentic materials since the reader can react whenever s/he reads texts. Shahidullah (2015) states: ‘students’ present linguistic level, and the level of their content and cultural schemata have to be taken into consideration in selecting texts for them. This is an essential point in order to make the reading process enjoyable, and offer learners pleasure. In this way, the learners will become more interested and will organize a specific time for reading.

Reading is a complex process involving the interaction between the reader and the text (Pearson & Fielding, 1991). Readers have to use their prior knowledge or experience while reading as a way to get meaning out of a written text. It is very important for a reader to understand when he or she reads. Reading without comprehension is nothing.

## **2.8 Reading comprehension difficulties faced by students.**

Reading comprehension is the ability to process text, understand its meaning and to integrate with what the reader already knows Benito (2003). The fundamental skills required in efficient reading comprehension are knowing meaning of words and having the ability to understand meaning of a word from a discourse context. The inability of students to process texts and understand words means, they are faced with comprehension difficulties. Such reading comprehension difficulties include;

### **2.8.1 Decoding as a reading comprehension difficulty**

Decoding is one of the major difficulties students face in reading comprehension. Most students find it difficult to recognise sounds of letters and also recognise words. This creates pronunciation difficulties and as a result leading to reading comprehension difficulties.

According to phynix (2008), most students find it difficult to match sounds and letters and that affects reading comprehension as whereas spelling. Decoding is the ability to apply knowledge of letter - sound relationships, including knowledge of letter patterns, to correctly pronounce written words. He emphasized that, understanding these relationships, gives students the ability to recognise familiar words and figure out words they have not seen before.

Martins (2010) shared a view that, decoding gives rise to students reading comprehension difficulties. He said, students are unable to translate prints into speech due to lack of decoding skills. For that matter, they find it difficult matching letters or combination of letters to their sounds and recognizing the patterns that make syllables and words.

Rocklyn (2010) also stated that, decoding is the foundation on which all other reading instructions builds. Therefore, if students cannot decode words, their reading will lack fluency, their vocabulary will be limited and they will face reading comprehension difficulties.

The views shared by the scholars on decoding as a reading comprehension difficulty was supported by the researcher in that, decoding plays a very important role in reading. For students to be able to read comprehension successfully, they need to be able to recognise words in the texts read. This is because; they have to associate sounds of letters to their respective words. Students need to be able to recognise words and pronounce them correctly. This can be achieved through decoding and application of phonics to blend and sound out letters to form words. Hence, lack of decoding skills can be considered as a reading comprehension difficulty.

### **2.8.2 Reading skills as a reading comprehension difficulty.**

Reading skills is the ability to understand written text. It is advisable for students to develop the skills at early stages to enable them comprehend or understand texts read.

Lack of reading skills creates difficulties for students in reading comprehension.

Tefera (2011) opined that, students need to be able to identify simple facts presented in written text thus literal comprehension. This can be achieved when students have the basic reading skills. Therefore, lack of reading skills creates problems for students when reading comprehension.

According to Gibson (2012), students with reading skills are able to make judgements about written texts content. Acquiring reading skills help students to deduce meaning or understanding from texts read. Reading skills help students to answer evaluation questions. There is therefore the need for students to acquire reading skills to enable them read fluently and also understand what is read in order to answer questions on texts.

Rexford (2012) also emphasized that, reading skills enable students to make inferential comprehension. That is, the acquisition of reading skills by students can help them to connect texts read to other written passages and situations. Therefore, lack of reading skills contributes to students reading comprehension difficulties.

The researcher also supported the opinions and added that, the acquisition of reading skills is extremely important for students. Reading skills is the fundamental to understand languages hence if pupils are unable to develop the basic skills for reading, they will be faced with reading comprehension difficulties.

### **2.8.3 Fluency as a reading comprehension difficulty**

Students who do not read with fluency sound choppy and awkward. Such students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Most students are unable to read fluently due to lack of reading skills.

Fluency is considered as a difficulty in reading comprehension because most pupils find it difficult to read passages with the accurate speed required in reading. According to Franca (2013), fluency is the ability to read with speed, accuracy, and proper expression. Students find it difficult to read comprehension passages due to lack of fluency skills. They are unable to read as expected of them leading to their inability to comprehend texts.

Reid (2013) shared a view that, the ability to read words accurately is a necessary skill in learning to read. The speed at which this is done becomes a critical factor in ensuring that, students understand what they read. Pupils are therefore likely to face reading comprehension difficulties if they lack fluency skills.

Students who lack fluency skills are mostly slow readers Arken (2013). Such students do not have interest in reading. This is because, they face problems reading with speed and accuracy. Fluency is basic skills of which students need to acquire to enable them become good readers. The lack of fluency skills leads to reading comprehension difficulties. The researcher added to it that, fluency is identified as a reading comprehension difficulty because most students find it difficult to read passages with accuracy and speed. Reading requires speed and accuracy. Hence the

lack of fluency skills in students cannot help them to develop reading with speed and accuracy.

## **2.9 Causes of reading comprehension difficulties among students.**

Reading is a cognitive process by which a reader decodes marks on a page with the purpose of deriving meaning from written material. Many researchers and authors have come out with some causes of reading comprehension difficulties.

### **2.9.1 The teacher as a cause of reading comprehension difficulty**

The teacher is a facilitator who helps children to acquire reading skills. He is an important figure in modern education. The performance and competence of a teacher may go a long way to developing effective reading skills in children.

Robert (2014) perceived that, it seems teachers have been trained neither to teach reading to those of their pupils who have failed to master initial reading skills nor to consolidate and extend the reading skills of average readers. He emphasized that, teachers are in need of additional work at both pre – service and in – service levels. It can be deduced that, teachers preparation is often not adequate. This inadequacy affects the way teachers introduce pupils to reading comprehension. Hence contributes to reading comprehension difficulty.

Clark (2008), stated that, teachers generally are not trained in literacy, and the high school curriculum rarely support this kind of instruction. One of the myths that get in the way is misconception that, reading just happens. Teachers have a lot to do in literacy skills so that students can read fluently. Due to lack of training of some teachers in teaching literacy, it contributes to pupils reading comprehension difficulties.

According to James, (2014), teachers attitude towards teaching has positive or negative impact on pupils learning. The nature of some teachers does not call for pupils to develop interest in learning reading. He argued that, some teachers do not promote good relationship with students. This makes pupils lose interest in learning.

Wynx (2011) also said, some teachers are gender bias when teaching. They assign activities to one opposite sex than the other. This does not encourage effective teaching and learning. Therefore, it can be analyzed that, reading comprehension difficulties is as a result of the negative attitude of teachers.

The researcher added to the view, absentism on the part of teachers can also cause reading comprehension difficulties. Teachers are the facilitators in the teaching and learning process. Therefore, the absent of teachers make pupils miss some lessons of which reading comprehension cannot be ruled out. The more teachers engage pupils to read, the higher they develop interest in reading. Therefore, absenteeism on the part of teachers causes reading comprehension difficulties.

### **2..9.2 The school as a cause of reading comprehension difficulty.**

The school is classified as a cause of reading comprehension difficulties. Some schools do not have conducive environment and for that matter, learning becomes a problem for students. Most schools lack the facilities that promote reading. Also some schools environment is polluted with noise which distracts pupils when learning to read.

According to Buckler (2014), one important feature in the school which causes reading comprehension difficulties among pupils is large class size. He said, due to lack of facilities in most schools, classes are sometimes. This results in large class size

and teachers find it difficult facilitating pupils with large numbers. This is because; the teacher cannot have adequate time to meet each individual's problem during reading. Therefore large class size is a major cause of reading comprehension difficulties.

Marcus (2009) also stated that, most schools do not have adequate reading materials supplied to students. This makes it difficult for most of the students to have access to reading materials to practice reading. Some schools do not have library facilities. Those who have library facilities do not have adequate reading materials that can help pupils in practicing reading. Lack of reading materials makes it difficult for teachers to handle reading comprehension classes efficiently. This is because; pupils are paired in groups in order for the reading materials available can match the number of students in the class. Grouping pupils when reading distracts the lesson since pupils do not pay attention when paired in groups.

Shirley (2014) opined that, noise pollution distracts learner's attention to read. Some schools are located at places which are noise polluted areas. This affects pupils learning. Pupils cannot concentrate when reading at noisy environments. The researcher seconded the ideas shared on the school been a cause of pupils reading difficulties and added to it that, students engage themselves much more better in reading when they are motivated. There are no structural programs in most schools which centre on reading comprehension. Therefore, pupils do not practice reading as required of them. Schools do not have means of motivating good readers and for that matter; pupils do not attach importance to reading.

### **2.9.3 Teaching and learning materials as a cause of reading comprehension difficulty.**

An effective teacher is the one who adjust himself to teaching materials to help pupils understand lessons effectively Bruno (2009). Teaching materials help pupils in many ways. One most important thing teaching materials does is that; it helps in arousing the interest of pupils to learn. Therefore lack of reading materials cannot enable pupils to be good readers. This creates reading comprehension difficulties for students.

According to Joshi (2012), unrealistic readability levels and limited comprehensibility of texts due to concept loading and related problems, contribute to reading comprehension difficulty. He emphasized that, though textbooks have improved greatly, the many changes in the world today introduce new ideas and concepts as well as vocabularies constantly. This has affected most of the reading materials in the sense that, the content of some reading materials does not suit the level of most pupils.

Inadequate supply of reading materials results in pupils reading comprehension difficulties. Pupils can engage themselves actively in reading comprehension lessons if there are adequate reading materials for students Davidson (2015). Pupils learn better when they see interesting teaching and learning materials. It is important that, students will be made available to adequate reading materials to enable them build upon their reading skills. lack of reading materials cannot help pupils to develop interest in reading hence creating reading comprehension difficulties.

The researcher supported the views that, inadequate supply of teaching materials and reading materials makes pupils feel bored in class. This makes them inactive during teaching and learning. Again most of the contents in the reading materials or



textbooks are above the levels of some students. Some textbooks contain ideas and vocabularies which does not suit the level of students. These problems associated to reading materials causes reading comprehension difficulties.

#### **2.9.4 Teaching methods as a cause of reading comprehension difficulties.**

The teaching methods employed by teachers can determine how effective the teaching may be. Most teachers do not teach reading using appropriate teaching methods. Teaching reading needs practical activities to enable pupils develop interest in the lesson. Therefore, poor methods of teaching account to pupils reading comprehension difficulties.

Brussel (2015) opined that, it is vital for teachers to adapt to the use of good teaching methods to enable pupils feel reading comprehension lessons more lively. Most teaching methods make pupils active in the reading processes. Hence there is the need for teachers to select appropriate teaching methods to teach reading comprehension.

According to Williams (2014), appropriate use of teaching methods is the best way to resolve pupils reading difficulties. Therefore, if teachers are not able to improve upon pupils reading comprehension difficulties, it implies that, proper teaching methods were not employed in the teaching. It is advisable for teachers to employ the use of various teaching methods full of activities to teach pupils reading to enable them improve upon reading

## **2.10 Role of Teachers in addressing Reading Comprehension**

The teacher plays a major role in helping students to read and comprehend a text. Using the right methods and strategies in teaching will help students with reading difficulties to overcome them.

The mythology the teacher adopts in reading comprehension lessons may either promote or inhibit students' comprehension. To enhance a good comprehension, the teacher must set his objectives straight and follow them effectively. Sackeyfio (1996:211) states that "the teacher who knows what the objectives of the comprehension lesson are, selects an appropriate text for his students, carries out pre-reading, reading and post-reading activities with them enhances comprehension". Involving students in lesson will aid their understanding of the lesson.

Lyon (1997) is of the view that teachers are to use the appropriate teaching approaches and strategies in teaching reading comprehension. When a teacher uses poor teaching approach in reading comprehension lessons, readers will find it difficult to comprehend a text.

Teachers can adopt extensive reading to help promote reading among students. According to Long and Richards (1987), in extensive reading, students read large amounts of materials of high interest, usually outside the classroom, concentrating on meaning and ignoring unknown words. Bell (2001), states that, extensive reading develops as a reading habit "in students and makes them gain more confidence in reading. If extensive reading is used very well students' attitude towards reading will be developed. The aim of extensive reading is not linguistic. The primary objective of reading is to obtain information from the given reading material. When extensive reading takes place the reader is concerned with getting the overall meaning or idea of

the passage. It is known as reading for information. Teachers may help students to develop the skill of locating, evaluating and, organizing, retaining what read. These academic skills can be cultivated by students only when teachers are enriched with the proper academic setting and equipped with a planned curriculum. To foster extensive reading, students can be given materials that are interesting to them. It is good to give them new materials to read aloud (Brown et al, 1985:240). Reading materials newspapers, magazines and journals are used in this type of reading.

Teachers can establish reading clubs at schools and can give opportunity to every student to perform different reading activities.

Teachers should make sure students cultivate a purposeful reading. Students should know what they are going to read and why they read. This may lead to individualized reading later. Ediger (2007) suggests that purpose in reading should be emphasized throughout each lesson or unit of study. He list out several forms of individualized reading. One of these is that students are encouraged to take library book home to read. During sharing time in school, they individually may tell of a few interesting things read from home reading. The second one is that the students to read a self-chosen book during sustained silent reading which helps them enjoy reading and refine skills and the third one has an extended evaluation session to ascertain students' comprehension, skill in word recognition and fluency in reading progress. Carrillo (1965) remarks that until teachers learn to give specific purposes, and until materials carefully stating purposes are available, the problem of reading for purpose is likely to be the major problem in the development of flexibility.

Moreover, teachers can support students to select reading materials base on their interest and level. According Bell (2005), the teachers' role is to give

recommendation on reading materials on students interest. He further argued that it is the teacher's duty to guide students in choosing the appropriate levels of materials, beginning with the easy books.

In summary teachers play a major role in students and their comprehension of a text.

### **2.10.1 Previous Related Studies on Reading Comprehension Difficulties among Students**

This part of the literature review provides selected studies in the reading comprehension difficulties among students.

Sutta, (2014) investigated under the title: The Ability in Using Reading Comprehension Skills in Reading Expository Texts. The aim of the study was to develop reading through expository texts. The result of the study showed that the respondents' ability in using reading comprehension skills in expository texts was not proficient.

The researcher views this type of programs is not valid in some cases so the researchers must be used the methods which are suitable for their problems, subjects and areas. Moreover, Bilal Elimam (2015) researched on the Effect of Schema Theory Understanding Reading Texts.

The study showed that most of the students were very weak in the reading and the research proved that reading a second language was complex (Eliman, 2015). However, the solution was that students had to know the reading and the purpose of reading of any texts. As a matter of fact, reading without comprehension is useless (Eliman, 2015).

Furthermore, Abass, Abdel, Rahman & Alansary (2010) researched on the Impact of Strategies on reading Comprehension and he explained that students are very poor in reading skills, they are also weak in comprehension and understanding English discourse, they can neither read fast nor comprehend well what they read so reading deals with comprehension and understanding of a text. After the tests, results reflected that the learners were very weak and poor in their speed of reading because of the weakness of knowledge and experiences beside the materials. The researcher found out that teachers have to be trained, reading lessons have to be well arranged to the learners and parents encourage their children to read text books of interest (Abass et al., 2010).

A study conducted by Salah & Mahgoub (2011) on Reading Comprehension showed that the problem of reading are lack of background, most of the teachers are not trained. After the researcher analyzed tests and questionnaire, he came out with these recommendations: Encouraging readers to read interesting stories, flexible method and emphasis on skimming and scanning. Additionally, a study conducted by Wahiba, Babaiba & Meddjahdi (2014) on Reading Comprehension Difficulties among EFL learners with the aim of investigating these reading difficulties that third-year secondary student's face showed that most of the students had difficulties in reading comprehension at the level of pronunciation and ambiguous words, as well as the nature of the selected materials.

Nongnant Chawwang (2008) investigated English reading problems of Thai 12<sup>th</sup> grade students in Nakhoniatthasima educational regions 1, 2, 3, and 7 in the academic year 2006. The participants were asked to take a reading test to test their English reading ability in three parts: Sentence structure, vocabulary and reading

comprehension. It was found that the reading ability of participants in three areas was very low and most of them gave wrong answers on test. Therefore, the results of the findings revealed that students had problems in all three areas of reading test. Moreover, the reading ability of the science students and of the arts students was also examined. The study showed that there were no differences in reading ability between the two groups.

Brashdi (2002) studied the nature of difficulties the students encountered in comprehending English texts and the way they processed such texts. In this study, it was reported that vocabulary was the most difficult part for the students' comprehension. Other comprehension problems included style of writing, speed of reading, difficulty in getting main idea of the text, and not given enough time for reading. He also investigated the use of strategies in processing different text types by proficient readers. It was concluded that more strategies were used by both groups of readers in processing the given story than the given comprehension in passage, and proficient readers seemed to employ more types and frequencies of strategies use in processing both texts than the less proficient readers did.

From these studies, the lack of knowledge of words and structures of language interfere with reading comprehension success of students. Therefore, Senior High School students need both vocabulary knowledge and linguistics knowledge (Day & Bamford, 2008).

### **2.11 Summary of Literature Review**

The chapter highlighted on how the related literature was reviewed. The chapter talked about and discussed the difficulties students face in reading comprehension. Views from several authors and other scholars were reviewed and discussed. Also the

causes of pupils reading comprehension difficulties were discussed. Finally, the roles of the teacher in addressing reading comprehension difficulties were highlighted. Several opinions from scholars were analyzed. The researcher reviewed the literature by adding his opinions to what other scholars and writers have already written.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In research, the term methodology is a systematic way of gathering information from a given population in order to understand a phenomenon and to generalize information obtained from a larger population (Cohen, Manion & Morrison, 2010). This section of the research explains the methods which will be used for the study. It includes research design, research setting, population, sampling technique/size, data collection tool, validity and reliability, data collection method, data analysis and ethical considerations.

#### **3.1 Research Design**

A descriptive cross-sectional study was used in conducting the research. It is a type of study design which involves analysis of data collected from a population or a representative subset at a particular point in time (Trochim, 2006). A cross-sectional study design was used because it is relatively simple to use.

#### **3.2 Research Setting**

The research was conducted in the Fodoa Community Senior High School which is found within the Kwahu West Municipality. The school which contains both male and females day students is about 20km from Nkawkaw in the Eastern region and 103km to Kumasi in the Ashanti region of Ghana. It was commissioned on 26th October, 2016 by the former president of Ghana His Excellency John Dramani Mahama.

The school has about 35 trained teachers with a student population of over one thousand (1,000). The courses undertaken in the school comprises of General Arts, Business, Visual Arts, Home Economics and Agricultural Science. Moreover, the



school has about 24 classrooms, 4 Science Laboratories, 1 computer Laboratory and 1 library.



**Front View of Fodoa Community Senior High School, Kwahu**

### **3.3 Research Population**

Polit & Hungler (2009) referred to study population as the totality or aggregate of all subjects, objects or members that conform to a set of specifications. The population of the study comprised of both students and teachers in the Fodoa Community Senior High School. Both male and female students and teachers who consented to the study were included accordingly. The study excluded teachers who did not teach English Language.

### 3.4 Sampling Technique and Sample Size

The sampling technique that was used for this study was a non-probability quota sampling. This is a type of sampling technique where the assembled sample has the same proportions of individuals as the entire population with respect to known characteristics, traits or focused phenomenon. Thus, a quota or section of the respondents were chosen from the students and teachers who consented to the study.

#### 3.4.1 Calculating the Sample Size of Students

The estimated total number of students in the school for the 2016/2017 and 2017/2018 academic year are 850 and 1458 respectively. Therefore, the average number of students in the school is given as:

$$\frac{850 + 1458}{2} = 1154 \text{ students}$$

The sample size was calculated using Yamane's (1967) formula which is given as:

$$n = \frac{N}{1 + N(e)^2}$$

Where **n** is the sample size, **N** is the population size, and **e** is the level of precision.

When this formula is applied to the above average number of students,  $N = 1154$  and  $e = 0.05$  (which is a constant value). Hence in this study **n** (sample size) was calculated as follows:

$$n = \frac{1154}{1 + 1154(0.05)^2} = 297$$

Henceforth, the students' sample size that was used for this study was 297.

### 3.4.2 Calculating the Sample Size of Teachers

The estimated total number of English teachers in the school for the 2016/2017 and 2017/2018 academic year were 4 and 8 respectively. Therefore, the average number of English Teachers in the school is given as:

$$\frac{4 + 8}{2} = 6 \text{ English teachers}$$

Using Yamane's formula above, the sample size for the English Teachers was calculated as:

$$n = \frac{6}{1 + 6(0.05)^2} = 5.9 \approx 6 \text{ English Teachers}$$

Therefore, the sample size for the English Teachers that was used for this study was 6.

### 3.4.3 Total Sample Size for the Study

From the above calculations, the total sample size for this study was 297 students + 6 English teachers = 303

### 3.5 Data Collection Instrument

The instruments that were used for this study were the comprehension test and a questionnaire. The test was the main instrument that was used to measure the main variables of the research. The test was selected in this study because in second language acquisition research, tests are generally used to collect data about the respondents' ability, and knowledge of the second language in areas such as vocabulary, grammar, reading, linguistics awareness and general proficiency (Seliger & Shohamy, 2009).

The test was aimed at investigating the participants reading comprehension problems. It consisted of sub-sections with each part being different from the other.

The types of the questions that were included in the tests were; Multiple Choice Questions, (MCQs), True or False and analyzing questions. Approximately 30-45 minutes was allowed for answering.

The items of the test investigated:

- a. Sentence structure such as complex sentence, pronouns, construction, past simple, reported speech and adjective.
- b. Vocabulary: the students must be able to guess the meaning of the word
- c. Comprehension reading ability: the students will be measured on the following areas:

- Topic
- Main idea
- Paragraph organization
- Summarizing
- Analysis.



The questionnaire was used to get data and information from teachers and students as complementary for investigating the problems. Questionnaire can be used with other methods of data collection as the main or subsidiary tool to confirm or explain any confusion resulting from using other materials (AlSamawi, 2002). In this study, the researcher used the questionnaire as the main data collection method from English language teachers who were also respondents in the study.

### **3.5.1 Instrument Validity**

Validity is the accuracy and meaningful of inferences, which are based on the research result. It defines the degree to which results obtained from the analysis of data represent the phenomenon under study. To enhance validity, the content of the questionnaire and test were presented to the research supervisor who scrutinized them for validity. This was done to ensure that the research instrument covered all areas it was supposed to cover and was able to provide answers to the research questions stated, as well as to achieve the general objective of the study. To further establish the validity of the instrument, a pre-test (pilot study) was conducted in 2 different community schools within the municipality. The purpose of the pre – test was to assess the clarity of the instrument items so that those found to be inappropriate for measuring the variables were modified to improve their quality and appropriateness or be discarded.

About 10% of cases which represent the target population in all major respect cases can be used in a pre – test (Cohen, Manion & Morrison, 2010). Thirty (30) respondents comprising of 29 students and 1 English teacher were selected for pilot study. The pre – test was conducted in other community schools within Kwahu to ensure that those respondents who took part during piloting were not interviewed again in the actual data collection exercise.

### **3.5.2 Instrument Reliability**

Reliability as a measure of the degree to which instrument yields consistent results or data after repeated trials (Cohen, Manion & Morrison, 2010). Reliability of research instrument also refers to the consistency of the instrument items. An instrument is

reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time.

This study adopted test retest method technique. Pilot testing was done to determine the stability and internal consistency of the research instrument. During this time, comprehension of each and every question was assessed and re-structuring done to questions which were not clear to the respondents.

### **3.6 Method of Data Collection**

The questionnaires were delivered handily to the respondents for answers. The students had the test in the classroom under a stipulated time (approximately, 30-45 minutes). The questionnaire was distributed to the English language teachers to fill the forms with their opinions to answers the statements. It was then collected instantaneously after the answers had been provided.

### **3.7 Data Analysis**

In data analysis, the data collected from the questionnaires were processed both quantitatively and qualitatively. The data obtained from the respondents were presented by coding and sorting out. The results were discussed and conclusion together with recommendations were drawn from the study findings. For the quantitative data analysis, the questionnaire was analyzed using the IBM Statistical Package for the Social Science (SPSS) version 21 which were presented in tables and graphs.

### **3.8 Ethical considerations**

Researchers must deal with ethical issues when their intended research involves human beings (Polit & Hungler, 2009). The study was conducted with an approval

from University of Education. Moreover, administrative clearance was sought from the management of Fodoa Community Senior High School.

Consent was also sought from the study respondents and the nature of the study was explained to them. The rights of the respondents who declined to dispense information about the study was respected. The right to discontinue cooperating at any stage of the study was also made known to the respondents. Confidentiality and anonymity were firmly ensured to all the participants.



## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATIONS

#### 4.1 introduction

This chapter entails the findings on reading comprehension difficulties among among Fodoa Community Senior High School. In this chapter, the researcher presents results as well as offer a detailed interpretation of the results gathered. A summary of the data collected is given and analyzed. Reading comprehension difficulties is as a result of various factors. The basics of reading comprehension lie at the early stage of pupils Carlx (199). Therefore pupils can improve in reading comprehension if they have good foundation from basic schools. The chapter seeks to make analysis and presentations on the research questions set for the study in relation to the objectives. It will also focus on how the research instruments employed helped in obtaining data for the analysis and presentations.

##### 4.1.1 Presentation of outcomes

The outcomes of the study are presented in relation to the research questions set in the first chapter Ninson (2000). The students used for the study were readily available to enable the researcher to gather reliable information of data. The researcher adapted to the use of test and questionnaire as the research instruments to be used in the data collection. The data was presented in accordance with the tests and questionnaires posed and the responses the students and teachers gave. The analysis was done on the tests and questionnaire in relation to the objectives, research questions set for the study and the literature review.

The findings are presented as follows:

1. The difficulties students face in reading comprehension.
2. The causes of reading comprehension difficulties.



3. The role of teachers in addressing reading comprehension difficulties.

#### 4.2 The difficulties students face in reading comprehension.

The difficulties students face in reading comprehension will be identified under this section. The outcomes from this section will be gathered through the test conducted for the pupils.

The researcher gathered all the pupils in one hall. A comprehension passage was written on pieces of papers for pupils to answer them in 30 minutes. The test given to pupils is shown as appendix 'A'. The test provided above enabled the researcher to identify the difficulties pupils face in reading comprehension. The marks scored by the pupils will be presented in a table form to analyze the difficulties pupils face in reading comprehension.

**Table 1: showing the range of marks scored by pupils on reading comprehension test conducted.**

Range of marks scored	Number of pupils	Percentage
0 - 3	216	73%
4 - 6	61	20%
7 - 10	20	7%
<b>Total</b>	<b>297</b>	<b>100%</b>

The findings from the test conducted indicated that, pupils were faced with reading comprehension difficulties. From the table it can be read that, out of 297 pupils who sat for the test, only 20 of them scored marks ranging from 7 - 10 which represents 7%. 61 pupils which represent 20% scored marks ranging from 4 – 6. The majority of the pupils used for the test scored lower marks. It can be read that, 216 pupils representing 73% of the pupils who sat for the test score marks ranging from 0 – 3. The marks clearly indicated to the researcher that, pupils were faced with reading

comprehension difficulties which made 216 pupils to score as low marks ranging from 0 – 3. The results obtained from the test, made the researcher to present some questionnaire to pupils to find out the difficulties they face reading comprehension.

**Pupils’ questionnaire: What difficulties do you face in reading comprehension?**

**Table 2: Difficulties pupils face in reading comprehension.**

<b>Pupils response</b>	<b>Number of pupils</b>	<b>Percentage</b>
Difficulty reading with accuracy and speed	93	31%
Difficulty in pronouncing words	85	29%
Difficulty in understanding reading text.	119	40%
<b>Total</b>	<b>297</b>	<b>100%</b>

From the table, it can be read that, the students were faced with reading comprehension difficulties. 93 students representing 31% responded that they had difficulties in reading with accuracy and speed. 85 students also indicated that, they had difficulties in pronunciation of words and it represents 29%. Finally, 119 which constitute the greater number of students answered that, they had difficulties in understanding reading texts.

The findings from the table 2 outlines the following the difficulties pupils face in reading comprehension.

**4.2.1 Difficulty in decoding words**

Pupils response from the questionnaire indicated that, decoding was among the difficulties they face in reading comprehension. As opined by Martins (2010)

decoding gives rise to students reading comprehension difficulties. He said, students are unable to translate prints into speech due to lack of decoding skills. For that matter, they find it difficult matching letters or combination of letters to their sounds and recognizing the patterns that make syllables and words.

The researcher identified decoding as one of the major difficulties pupil's face in reading comprehension. From the questionnaire 85 pupils representing 2% answered that, they have difficulties in pronouncing words. This indicates that, pupils are unable to recognise sounds of letters that form words. As a matter of that, they are unable to pronounce words. The difficulty pupils have in associating sounds of letters in pronouncing words means that, pupils have lack decoding skills hence resulting in reading comprehension problems. It is no wonder that, lot of pupils scored lower marks in the reading comprehension test conducted. From the test conducted with reference to table 1, 216 pupils score marks ranging from 0 – 3 which represent 73% indicated that, majority of the pupils were faced with problem of decoding.

#### **4.2.2 Difficulty in fluency**

In relation to the view shared by Reid (2013) shared a view that, the ability to read words accurately is a necessary skill in learning to read. The speed at which this is done becomes a critical factor in ensuring that, students understand what they read. Pupils are therefore likely to face reading comprehension difficulties if they lack fluency skills. This opinion is basically true in that, fluency was identified from the questionnaire presented to pupils as a reading comprehension difficulty. 93 pupils responded that, they were faced with reading with accuracy and speed. This represents 31%. Fluency is the ability to read texts with accuracy and speed with correct expressions. Therefore pupils who unable to read accurately with the required

speed cannot finish reading on time. This can affect their results in reading comprehension tests. The findings from table 1 show that, the pupils who sat for the test were face with fluency problem. The researcher found out that, out of the five questions pupils were made to answer, 68 pupils could not answer all of them. This can be attributed to slow reading thereby making pupils score as lower marks ranging from 0-3. It can be read from the table 1 that, the number of pupils who scored higher marks which ranges from 7 – 10 were few comparing to the target population of 297. The 20 pupils who score higher marks as mentioned indicates all the pupils were faced with problem of fluency.

#### **4.2.3 Difficulty in reading skills.**

It is important for pupils to identify simple facts presented in written texts. This can be achieved through the acquisition of reading skills. It was identified from table 2 that, 119 pupils responded that, they had difficulties in reading text and it represents 40%. This shows that, most of the pupils are faced with problem of reading skills. This led to the majority of pupils scoring as low marks as ranging from 0 – 3. 216 pupils representing 73% could not perform in the reading comprehension test. The low marks obtained could be attributed to the lack of reading skills which made it difficult for them to understand reading texts therefore making them find it difficult to answer questions on reading comprehension. As opined by Tefera (2011), students need to be able to identify simple facts presented in written text thus literal comprehension. This can be achieved when students have the basic reading skills. Therefore, lack of reading skills creates problems for students when reading comprehension. From the view shared by Tefera (2011), it clearly indicates that, pupils inability to identify cue ideas from written texts makes them face difficulties in

reading comprehension and as a matter of fact, it reflected from the marks obtained in the test that, students lack reading skills.

### 4.3 The causes of reading comprehension difficulty

#### 4.3.1 The teacher as a cause of reading comprehension difficulty

Teachers accounts to the difficulties students face in reading. This is because; some attitudes of teachers does not motivate students to learn. Most teachers are gender bias, others are fond of absenting themselves. It is necessary for teachers to establish good relationship with students to enable students share their learning difficulties with them, but most teachers do not permit that. These are some of the reasons why teachers are classified as a cause of reading comprehension difficulty. Many scholars shared a view on teachers being a cause of students reading comprehension difficulties. According to James, (2014), teacher's attitude towards teaching has positive or negative impact on pupils learning. The nature of some teachers does not call for pupils to develop interest in learning reading. He argued that, some teachers do not promote good relationship with students. This makes pupils lose interest in learning. Also according to Clark (2008), the lack of training in some teachers teaching literacy contributes to students reading comprehension difficulties.

**Table 3: How teachers teach reading comprehension.**

<b>Teachers response</b>	<b>Number of teachers</b>	<b>Percentage</b>
I teach without teaching keywords	2	33%
I read for pupils to answer comprehension questions	3	50%
I allow pupils to do silent reading	1	17%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

The finding from table 3 indicates that, teachers in Fodoa Community High School are the cause of pupils reading comprehension difficulties. The responses teachers gave on the way they teach reading comprehension clearly shows that the cause of reading comprehension difficulties can be attributed to them. 2 teachers representing 33% answered that, they teach reading comprehension without teaching keywords. This indicates that, pupils are not taught how to decode keywords to enable them read accurately as it required of them. 3 teachers which represent 50% responded that, they read comprehension passages for pupils to answer the questions under them. 1 teacher also said he allows pupils to do silent reading. The response from teachers means that, they do not adapt to any reading comprehension strategy in teaching pupils reading. This means that, teachers are a cause of pupils reading comprehension difficulties. The researcher wanted to find out the number of times teachers teach reading comprehension within a week. The table below shows the responses teacher gave.

**Table 4 Number of times teachers teach reading comprehension per week.**

Teachers response	Numbers of teachers	Percentage
Once	4	66%
Twice	1	17%
Thrice	-	-
None	1	17%
<b>Total</b>	<b>6</b>	<b>100</b>

The information gathered from table 4 shows that, teachers were not fond of teaching reading comprehension. The researcher wanted to know the number of times teachers teach reading comprehension. The information gathered indicates that, teachers were not used to teaching reading comprehension. 4 teachers which represent 66% said that

they teach reading comprehension once a week. 1 teacher also indicated that, he teaches reading comprehension twice a week and it represents 17%. None of the teachers responded that they teach reading comprehension three times a week and finally, 1 teacher representing 17% responded that, he does not teach reading comprehension at all. The response indicates that, teachers do not take delight in teaching reading comprehension. Hence they are the cause of pupils reading comprehension difficulties.

#### 4.3.2 The school as a cause of reading comprehension difficulty

The school is the institution that aids in impacting knowledge into pupils. The school can have positive and negative impact on pupil's academic achievement. The researcher wanted to find out from the teachers some of the conditions in the school that can contribute to pupils reading difficulties. A set of questionnaire was given to teachers to find out the conditions in the school that contributes to pupils reading comprehension difficulties.

**Table 5: The school conditions that cause reading comprehension difficulties.**

Teachers response	Number of teachers	Percentage
Large class size	2	33%
Inadequate reading materials	3	50%
Noisy environment	1	7%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

The table shows that, some conditions in the school causes reading comprehension difficulties. Buckler (2014) stated from the literature review that, large class size is one of the factors in schools that causes reading comprehension difficulties. Also Marcus (2009), emphasized that, the inadequate use of teaching materials in schools contribute to students reading comprehension difficulties. The responses obtained

from the questionnaire provided supported the views opined by the scholars from the literature review. The findings from table 5 shows that, 1 teacher representing 7% said noisy environment causes reading comprehension difficulties. 2 teachers representing 33% answered that, large class size contributes to reading comprehension difficulties. Also, inadequate reading materials available in schools was responded by 3 teachers to be a cause of pupils reading comprehension difficulties. This represents 50%.

#### **4.3.3 Teaching learning materials as a cause of reading comprehension difficulties**

Teaching and learning materials help pupils to understand lessons and also help pupils to have interest in learning. It arouses pupils interest in learning and also makes them active in class. The inadequate use of teaching materials affect pupils learning thereby making them face difficulties in learning. The researcher wanted to find out from teachers if they share the same view that, the inadequate supply of reading materials by most schools causes reading comprehension difficulties. The table below shows the responses teachers gave to the questionnaire.

**Table 6 : Inadequate reading materials causes reading comprehension difficulties.**

Teachers response	Number of teachers	Percentage
YES	6	100%
NO	-	-
<b>TOTAL</b>	<b>6</b>	<b>100%</b>



The information obtained from teachers on the inadequate reading materials as a cause of reading comprehension difficulties indicates that, inadequate reading materials is one of the conditions in schools that causes reading comprehension difficulties. From the literature review, Bruno (2009), stated that, one most important thing teaching materials does is that; it helps in arousing the interest of pupils to learn. Therefore lack of reading materials cannot enable pupils to be good readers. This creates reading comprehension difficulties for students. This reflected with the responses teachers gave to the questionnaire on inadequate reading materials as a cause of reading comprehension difficulties. From the table above, 6 teachers representing 100% responded 'YES' to the question that; inadequate reading materials causes reading comprehension difficulties. From the table, there was no teacher to respond 'NO' to the question since all the teachers who were chosen to answer the questionnaire answered 'YES' to the question.

#### **4.3.4 Teaching methods as a cause of reading comprehension difficulties**

Teaching methods help pupils to understand lessons better. Pupils interest arouses when they are introduced to appropriate teaching methods that is activity based. It is important for

teacher to adapt to appropriate use of teaching methods to enable pupils overcome their reading comprehension difficulties. Brussel (2015) opined that, it is vital for teachers to adapt to the use of good teaching methods to enable pupils feel reading comprehension lessons more lively. Most teaching methods make pupils active in the reading processes.

Hence there is the need for teachers to select appropriate teaching methods to teach reading comprehension.

The findings gathered from the test conducted indicated that, teachers were not fond of teaching pupils reading comprehension with appropriate teaching methods. The lower marks scored from the test attests to the fact that teachers have little or no knowledge about the appropriate teaching methods used for teaching reading comprehension.

From table 1, it can be read that, out of 297 pupils who sat for the reading comprehension test, 216 representing 73% scored marks ranging from 0 – 3. Also, 61 pupils which represent 20% scored an average mark ranging from 4 – 6 marks. 20 pupils out of a total of 297 scored higher marks which ranged from 7 – 10 and it represents 7%. This indicates that, majority of the pupils failed in the reading comprehension test conducted. The failure of the pupils in the test can be attributed to the poor teaching methods teachers were employing to teach pupils reading comprehension.

#### **4.4 The role of teachers in addressing reading comprehension difficulties.**

Teachers are classified as the facilitators in the classroom. Therefore it is the duty of teachers to play major roles in addressing the reading comprehension difficulties faced by pupils. Sackeyfio (1996:211) states that “the teacher who knows what the objectives of the comprehension lesson are, selects an appropriate text for his students, carries out pre-reading, reading and post-reading activities with them enhances comprehension”. Involving students in lesson will aid their understanding of the lesson. This means that, teachers need to play some roles in addressing reading comprehension difficulties faced by students. Lyon (1997) is of the view that teachers are to use the appropriate teaching approaches and strategies in teaching reading

comprehension. When a teacher uses poor teaching approach in reading comprehension lessons, readers will find it difficult to comprehend a text.

The finding from the test analyzed in table 1 indicated that, majority of the pupils were faced with reading comprehension difficulties. It was as a result of that, that made 216 pupils to score from 0 – 3 marks which represents 73%. The highest marks scored that is ranging from 7 – 10 was scored by few pupils which is 20 out of 297 pupils. This indicated that, teachers need to play a massive role in addressing the difficulties pupils face in reading comprehension. Also, from table 2, pupils response to the difficulties they face in reading comprehension were outlined. 119 pupils representing 40% said they had difficulties in understanding reading texts. This is related to lack of reading skills. also, 93 pupils said they were face with reading with accuracy and speed. It also represents 31%. This problem is related to lack of fluency skills. again, 85 pupils responded that, they faced with the difficulty of associating sounds of letters to pronounce words and it represents 29%. The respons from pupils indicated that, they were faced with decoding, fluency and readink skills difficulties. Based on these finding, it is the role of the teacher to adapt the use of adequate teaching and learning materials, appropriate teaching methods that can help pupils to overcome lack of reading skills difficulties, decoding and fluency skills difficulties. . Carrillo (2014) remarks that until teachers learn to give specific purposes, and until materials carefully stating purposes are available, the problem of reading for purpose is likely to be the major problem in the development of flexibility. This means that, teachers need to help in finding out ways to help pupils overcome reading comprehension difficulties. It is also the role of the teacher to organise reading competitions to help pupils acquire the basic reading skills to enable them overcome reading comprehension difficulties.

#### **4.5 summary and conclusions**

This chapter dealt with the analysis of the data. It discussed the research questions and the objectives set for the study. The chapter gave analysis on the tests and questionnaires given to pupils and teachers based on the research questions and objectives.

Analysis was given on the difficulties students face in reading comprehension. There was a breakdown on the causes of students reading comprehension difficulties. Again, the role of the teacher in addressing reading comprehension difficulties was addressed.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 Introduction

This chapter presents the summary of the study as well as the findings, recommendations and conclusions. The researcher observed that, some students at Fodoa Community Senior High School were facing reading comprehension difficulties. Questionnaire and tests were the research instruments adapted by the researcher to gather the necessary information needed for the study. These tools helped the researcher to find out the difficulties students face in reading comprehension, causes of reading comprehension difficulties and the role of the teacher in addressing reading comprehension difficulties.

#### 5.2 Summary of Research Findings

The major findings of this research are listed below. The research findings have revealed that reading comprehension difficulties can be categorized under the reading comprehension difficulties, causes of reading comprehension difficulties and the role teachers play in solving them.

##### 5.2.1 Reading Comprehension Difficulties

- Majority of the students mispronounce words, skip words or read individual words when reading.
- Also most students were having difficulties in reading with accuracy and speed.
- Difficulty in pronouncing words due to lack of decoding skills was outlined as one of the reading comprehension difficulties.
- Difficulties in understanding texts were a major problem faced by most students.

### **5.2.2 Causes of Reading Comprehension Difficulties**

- The teacher as a cause of reading comprehension difficulties
- The school as a cause of reading comprehension difficulties
- Teaching and learning materials as a cause of reading comprehension difficulties
- Teaching methods as a cause of reading comprehension difficulties
- Senior High School students' basics reading such as words knowledge and vocabulary are weak
- Lack of interest in reading on the part of students.
- Inappropriate teaching approaches teachers use in teaching reading comprehension.
- Reading textbooks above the level of students.
- Schools were seen as one of the cause of pupils reading comprehension difficulties. Poor environmental conditions, large class size and noise pollution in schools were discussed to be the cause of reading comprehension difficulties.

### **5.2.3 Role of Teachers in Solving Reading Comprehension Difficulties**

- The use of authentic teaching materials in teaching reading comprehensions and focusing on specific lessons such as grammar in teaching comprehension lessons.
- Teachers should use the right methods and approaches in teaching reading comprehension.
- Extensive reading can be adopted to help students to read wide.
- Teachers can guide students to choose reading materials based on their levels.

### **5.3 Recommendations**

Based on the findings of this research, the following recommendations were made:

1. The teachers at Senior High schools should enhance positive attitudes towards reading skills. They should teach their students in order to learn and acquire the language and not to pass the exam.
2. Students should apply reading techniques that their teachers provide for them, and read more English texts. And they must know that reading is not only a matter of extracting meaning from written texts.
3. Teachers are required to implement grammar and morphology lessons to explain to their students how they can use them to guess the meaning of new words or strings of language.
4. Teachers should not only depend on the students' text books, subsidiary course or others interesting materials should be involved in teaching reading comprehension lessons in and outside the classroom.
5. Continuous training for teachers should be encouraged to enhance their knowledge skills in reading to make them effective teachers on whom learners can model.
6. Teachers should ensure that library lessons on the time table are strictly observed.

### **5.4 Conclusion**

From the findings of this research, it can be concluded that most of the students at Fodoa Community Senior High School have difficulties in reading comprehension. Mispronunciation of words, skipping of words and reading of words not sentences were the reading errors identified by the researcher. The causes of the problems are

mainly due to students' weak vocabulary as a result of limited knowledge on most English words. Moreover, students' lack of interest in reading, lack of motivation by teachers and parents, poor methods teaching reading comprehension are possible causes of students' reading comprehension difficulties. On the role of teachers in addressing such challenges, authentic teaching materials in teaching reading comprehensions and focusing on specific lessons such as grammar in teaching comprehension lessons must be utilized.

### **5.5 Suggestion for Future Research**

The researcher suggests the following:

1. Further studies required to investigate reading comprehension difficulties, factors affecting reading comprehension skills, importance of using reading strategies or any studies that aim to improve reading skills by samples of others population in many different areas in Ghana.
2. To investigate reading comprehension difficulties or any similar studies which involved the three main parts; students, teachers and syllabus will be very fruitful.
3. In further studies, an interview should be added to obtain more information on the participants' reading comprehension difficulties. Moreover, the interview should focus on schools from which participants were selected, this will be useful for teaching reading comprehension if teachers know more clearly their students' difficulties. The teachers could use the information from the result of the study to develop teaching techniques in order to improve their students' reading comprehension ability.
4. Listening comprehension can also be researched into in the near foreseeable future.



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## APPENDIX A

### READING COMPREHENSION TEST.

Mike and Morris lived in the same village. While Morris owned the largest jewellery shop in the village, Mike was a poor farmer. Both had large families with many sons, daughters-in-law and grandchildren. One fine day, Mike tired of not being able to feed his family, decided to leave the village and move to the city where he was certain to earn enough to feed the everyone. Along with his family, he left the village for the city. At night they stopped under a large tree. There was a stream running nearby where they could freshen up themselves. He told his sons to clear the area below the tree, he told his wife to fetch water and he instructed his daughters-in-law to make up the fire and started cutting wood from the tree himself.

They didn't know that in the branches of the tree, there was a thief hiding. He watched as Mike's family worked together and also noticed that they had nothing to cook. Mike's wife also thought the same and asked her husband "Everything is ready but what shall we eat?". Mike raised his hands to the heaven and said "He is watching all this from above. He will help us".

The thief got worried as he had seen that, the family was large and worked well together. Taking advantage of the fact that they did not know he was hiding in the branches, he decided to make a quick escape. He climbed down safely when they were not looking and ran for his life, but he left behind the bundle of stolen jewels and money which dropped onto Mike's lap.

Mike opened it and jumped with joy when he saw the contents. The family gathered all their belongings and returned to the village. There was great excitement when they told everyone how they got rich.

Morris thought that the tree was miraculous and this was a nice and quick way to earn some money. He ordered his family to pack their clothes and they set off as if on a journey. They also stopped under the same tree and Morris started commanding everyone as Mike had done.

But no one in his family was willing to obey his orders. Being a rich family they were used to having servants all around. So, the one who went to the river to fetch water enjoyed a nice bath. The one who went to fetch wood for fire went off to sleep. Morris's wife said,

"Everything is ready, but what shall we eat?" Morris raised his hands and said "Don't worry.

He is watching all this from above. He will help us." As soon he finished saying, the thief jumped down from the tree with a knife in his hand. Seeing him, everyone started running here and there for their lives. The thief stole everything they had and Morris and his family had to run to the village empty handed, having lost their valuables that they had taken with them.

### **Answer the following questions**

1. Why did Mike and his family decide to rest under the thief's tree?
  - A. Being a large family, they knew that they could easily defeat the thief.
  - B. It was a convenient spot for taking a halt at night
  - C. There was a stream nearby and wood enough to build a house
  - D. That was the only large tree that could shelter their large family.
2. Which of the following best describes Morris?
  - A. He was a rich business man
  - B. He bullied his wife
  - C. He paid his servant well

- D. He was greedy and imitated Mike
3. What did Mike mean when he said "he is watching all this from above"?
- A. He had spotted the thief and wanted to scare him
  - B. He was telling his wife to have faith in God
  - C. It was just a warning for his family members to stick together
  - D. He was begging the thief to help his family
4. Why did the thief return to the tree?
- A. To wait for Mike to return
  - B. To set up a trap
  - C. To wait for Morris's family
  - D. Not mentioned in the passage
5. How did the fellow villagers react to Mike getting rich overnight?
- A. They were jealous of him
  - B. They were very excited
  - C. They follow his example
  - D. They envied him

## APPENDIX B

### QUESTIONNAIRE FOR STUDENTS

**I kindly request that you provide me with genuine responses to enable me have a successful study on strategies to adopt to improve teachers and students attendance to school.**

#### PART A

**Tick YES or NO**

1. Your parents provide you with reading materials at home .....
2. Your teacher motivates you to read.....
3. Do you have enough reading materials in your classroom? .....
4. Does the reading materials in the school's library interest you to read?.....
5. Is there noise in the school premises?.....
6. Do you feel distracted by the number of pupils in your class?.....
7. Does your teacher organise reading comprehension quizzes in ypor class?.....

#### PART B

**(Tick where you think necessary)**

What can you identify as your reading comprehension difficulty?

8. Difficulty reading with accuracy and speed .....
9. Dificulty in pronouncing words .....
10. Dificulty in understanding reading text .....

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

I kindly request that you provide me with genuine responses to enable me have a successful study on the strategies to improve teachers and pupils attendance in basic schools.

**Gender:** Male  Female  **Marital status:** Single  Married  Divorced

**Age:** 0-25  25-40  40-60

**Literacy Education:** Formal Education  Informal Education

**Working Experience:** 1-3yrs  3-5yrs  5yrs and above

**(Tick what you consider necessary)**

Which of the following is considered as one of the factors in the school that causes reading comprehension difficulties?

1. Large class size
2. Inadequate reading materials
3. Noisy environment

How many times do you teach reading comprehension per week?

4. Once
5. Twice
6. Thrice
7. None

**Tick either YES or NO**

Inadequate reading materials can cause reading comprehension difficulties.

8. YES.....
9. NO.....
10. NO IDEA...



**TEACHER'S QUESTIONNAIRE****Tick where you think is best appropriate.**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers should prepare very well with well stated objectives for reading comprehension lessons as they do for other aspects of language teaching				
Teachers should use teaching and learning materials in teaching comprehension lessons				
Teachers should use the right methods and approaches in teaching reading and comprehension				
Teachers can promote reading by establishing reading club in the school.				
Extensive reading can be adopted to help students overcome their reading and comprehension difficulties				