

MEKELLE UNIVERSITY



**COLLEGE OF SOCIAL SCIENCE AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**INVESTIGATING GRADE TEN STUDENTS' READING STRATEGIES
USE; AGULAE SECONDARY SCHOOL IN FOCUS**

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ABSTRACT

The purpose of this study was to investigate the reading strategies use and their perception of grade ten students at Agulae secondary school in Tigray, regional state. To achieve this objective descriptive research design and mixed research approach (both quantitative and qualitative) was employed to collect and analyzed the data. The required data for the study were collected through questionnaire, interview and classroom observation. The data collected from the questionnaires and observation was analyzed through quantitative and data collected through interview was analyzed using qualitative data analyzed stage. For this purpose, the sampling techniques were selected by using simple random sampling techniques for the total population of 412 grade ten students. On the other hand, by using purposive sampling technique all available English teachers in the target school were selected as respondents since there were total of six English teachers that teach in grade 10. In order to collect adequate and reliable data the researcher was using the following instruments; questionnaires, semi structured interview and classroom checklist observations tools. The method of data analysis was descriptive statistical method and interpreted using SPSS version 20 analyzed that is frequency, percentage, mean and standard deviation was performed, narrative interpretation to provide a comprehensive understanding of the issues. The major findings the study revealed that students faced significant challenges in the key reading strategies less frequently used the strategies of predicting, skimming, scanning, previewing, translating and making inference. Additionally, limited vocabulary knowledge and ineffective teaching methods as a result, the researcher recommended that all the reading strategies should be taken great concentration by both teachers and students in the present and next time teaching and learning process, to enhance effective readers and to use the strategies effectively because these strategies helpful for the students for their daily learning process, and easier to do the reading assignment and examinations.

List of Abbreviations'

- L2-Second Language.
- ELS-English as Second Language.
- EFL-English as Foreign Language
- TEFL-Teaching English as foreign language.
- MOE-Minister of Education.
- SPSS-Statistical package for social science.
- SD- standard deviation

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CHAPTER ONE; INTRODUCTION

1.1. Background of the Study

Education is a key for development of overall world country, it is a key to solve social, political, and economical problem of society. It enables citizen to broaden their awareness and make them knowledgeable in every aspect of life (MOE, 2023). Ethiopia has responded by emphasizing English as a foreign language in its education system using it as medium of instruction in secondary school. Among the four language skill reading is crucial role in the secondary school students 'context(Brown, 2001; Chawwang, 2008).Reading proficiency is the ability to read with speed, accuracy, and comprehension. It able to negotiate the grade level material in way that it can use their thinking flexibility and inference beyond the text is a process of in which students cope with text information the language, schematic and background knowledge (Hedge, 2000). It is a great role in academic success, professional, personal development and ability to understand more complex subject encountered is very important for secondary school students. And it enables students engage advanced, academic goals, critical thinking for success in academic subject that requires deep understanding, develop strong writing skills and diverse perspective information. This broad understanding is valuable in exam and assessment that requires students have comprehensive knowledge across multiple disciplines, students reduce stress during exam time, more confident in their ability engage with academic success across the subject (Atkins, 1996).According OlshaVSKY(1976) studied that how learners enhance the reading strategies effectively, the finding of the study reveal that effective reading could enhance the reading comprehension and retention of the information the strategies often use, employ context, to grasp the meaning of the word and check to see critical the comprehension of the text as whole, and support students to enhance the reading strategies effectively in comprehending text is learners reading strategies training has been found to be effective enhancing their reading abilities (O'mally, 1987). Reading comprehensive and retention go hand in hand in understanding what you read is just the first step but being able to remember and apply that information is what truly makes learning effective, whether the students studding for exam, reviewing work documents or exploring new idea, strong comprehension skills help students to grasp complex concepts, while good retention strategies to ensure that information (Baker, Summons, 2000)

According the previous studies (Shen 2003, Wharton, 2000, Zhang and WU, 2009) reveal that readers who are highly proficiency tends to use global strategies to understand the text and able to employ most strategies effectively while reading but readers who have low level of proficiency try to make use of some techniques that are not particular beneficial to understand of the text as a result with such deficits in their language proficiency as vocabulary knowledge, and grammar low proficiency learners encountered challenges in employing these strategies effectively due to an abundance of unfamiliar words and complex of sentence structures. A study by Cho (2009) further emphasized that reading strategies serves as mental tools used by readers to monitor, repair or enhance comprehension, in order to achieve effective reading it is essential to integrate and employ a range of the strategies and skills (Fitrisia et al...2015) these include meta cognitive strategies specifically monitoring, comprehensive, and retelling drawing up on prior knowledge. In addition to this, increase academic damages in developmental stage secondary school grade ten students address cognitive strategies provide temporary support to help students access more complex reading tasks. As students became more proficient, gradually reduce the level of encourage the students to use met cognitive strategies, collaborative learning, formative assessment, and engaging going professional development can help acquire new instruction techniques. (Everson, 2012 and, National reading Panel, 2000).

From the information discussion we had with teachers Agulae secondary school grade ten students the development stage address the cognitive reading strategies have low stage and unable to think abstractly and engage completely . From the researcher his teaching experience also noticed that the majority of Agulae secondary school grade ten students have unable to understand and interpret more complex text. This stage may became gradually reduce the academic demands. As conducted- Jean Piaget (1952). Developmental stage of secondary school students address the cognitive reading strategies grade ten students typically falls within formal operation all cognitive developments. One of the key cognitive development characteristics of secondary school students is their ability to understand and interpret more complex text. This includes the ability to identify main idea, make inference and draw conclusion based on the information presented in the text. Further this study was assess diverse readings strategies, it focus on providing different types of text, using varied instructional approaches, and engaging students in range of activities, to enhance their reading comprehensive, by including consider students and build upon their existing knowledge, use different instruction, vary discussion

styles, and engage students (Mohlouf, H., 2016). Local studies, Madebo, D., Gutema, H., (2024), Studied cognitive and meta cognitive reading strategies training on reading performance and meta cognitive reading strategies awareness of grade nine students south west Addis Ababa. Based on the study findings teaching students cognitive reading strategies explicit has a power of improving students' reading performance of secondary school students considerable though its effect doesn't show significant changes on meta cognitive awareness of reading strategies. In line with finding students taught cognitive reading strategies explicit showed strong and desirable improvement in their reading performance on the contrary, students who were not taught cognitive reading strategy implicitly decreased their reading performance. The local studied by Gebremariam, 2024 & Elfineshberhe, 2024, investigates the met cognitive reading strategies used by grade nine student Arbaminchi Universities. The finding showed that students as a whole were classified as moderate strategy users, but when it come individual students, the majority of them used the strategies at low level. However, effective reading strategies can vary from the secondary school learners (Koda, 2007, Xang 2002 & M, Singhal. 2011) these ambiguous factors significantly among grade ten students due to variety of factors including learning style, background knowledge, language proficiency, personal experience, teachers do not provide appropriate reading to reach reading strategies.

In addition to the vary of ineffective reading strategies, the rise of digital media also changed the reading habit and strategies among the adolescents', young people to days spend most of their time using various digital tools, and online this lead to distraction and decrease the habit of printed reading achievement (Mukhlis, 2017, J, Nagy A., 2018, T.L.A Nguyen 2022). Alexander (2007) conducted how the rise of digital media challenged on the reading habit; the results of this study found that while students may prefer digital formats for convenience, their comprehension level are lower compared to traditional print materials. Which is encourage skimming and scanning, can distract from deep reading and understanding, conversely, Mangen (2013) conducted a study that revealed students who read on paper performed better in terms of comprehension and recall than those who read on screen. The tactile experience of print, along with the physical layout text, is believed to aid memory retention and understanding. This is particularly important for middle school student who are still developing cognitive strategies of reading comprehension. Printed text are often considered to impose a lower cognitive because they topically offer a more liners and less distraction reading experience (Jabr, 2013).

Furthermore, the researcher was assess challenges of educators in teaching reading strategies, for example study by Ethiopian teachers' association,(2015),investigated challenges faced by educators in teaching reading strategies, the finding of the study showed that limited resources, lack of training, large class sizes and limited time. A study conducted by (Abebe, et al2018,Dwit,,D 2020) challenges of teachers faced in teaching reading strategies, secondary school in western Hararghe. The findings the study illustrated that students poor background knowledge and motivation, complexity of reading materials, lack of vocabularies, teachers unwillingness to support learners in the reading skill, students lack of experience, lack of teachers training how to teach reading effectively were also common difficulties.

There have been several studies conducted on reading strategy use in Ethiopian secondary school, focused on grade ten students. However, there are still some gaps in the existing research that not been fully addressed. According to,(MulatuR, 2022, &Yechallework2017), after reviewing the local studies discussed the agreed some research gaps were identified, various empirical studies briefly discussed in the literature section. However, there were gaps on existing research regarding of reading strategies among the students. This gabs point out, often focusing on individual strategies rather that integrated approaches, limited the generalize ability of the findings, and some methodological gaps. Another gaps conducted by Zerihun (2019) views on the existing of research on reading strategies limited local studies were performed, many secondary teachers weren't explicitly teaching reading comprehension strategies, this implies that more research is needed on the effectiveness inconsistencies.

Moreover, the researcher assesses how teachers; were facilitate teaching reading strategies, Hiwet, (2023) investigated how teachers practice teaching reading strategy in Koye secondary school grade 9 focus, the overall finding of this study reveals that teachers poor in modeling and guide practice and low implement the three phases(Pre-while, and after, readings) to teach reading, more over teacher were dominated by loud reading and teacher didn't encourage to read supplementary materials A study by (Atkins et al 1996), conducted investigating how teachers are facilitate the students in the reading strategies use, the finding revealed that teacher may not provide feedback on students use strategies and opportunity for independence to help students to develop effective reading strategies.

Practice of assessment a powerful influence on learning behavior of the students and maintaining a central position in students leaning (Covic, B, 2012).Most Ethiopian secondary school teachers the current assessment reading strategies practice and the assessment of students to learning outcomes. (Fissha, W, 2010, Beyond, 2011), conducted on the “role of performance based on current assessments in reading strategies” this study revealed that the current assessment practice for evaluating students, towards reading strategies have low level and teachers frequently focus factual recall and neglecting higher-order thinking skill. Another researcher conducted by Birhanu, M (2012), the practice of assessing students learning reading strategies in the selected school, Ethiopia, Addis Abeba. The finding revealed that most of the teachers have theoretical knowledge, limited providing feedback, the school teachers’ low implement formative assessment effectively, in light of findings, possible factors teachers to practice the current formative assessment, large class size, lack of knowledge and skill in the assessment, lack of teachers attention on the practice of formative assessment, and it was concluded that further study will needed on the area. Therefore the researcher motivate to investigate the reading strategies use among grade ten students; The primary motivation for studying reading strategies to help individual understand and retained information from text more effectively by using techniques such as previewing, questioning, and summarizing.

Stated above all those problems may be rooted from different direction, Even though reading strategies use are sensitive issues in grade ten students at agulae secondary school. Therefore, the study attempted to see investigate reading strategies use of grade ten students at agulae secondary As school Eastern Tigray zone ,Tsirae Wenberta wereda.

1.2. Statement of the problem

The benefit of reading strategy uses dependent on how effectively readers use these strategies rather than the mere knowledge of the reading strategies. Therefore, different local studies were carried out to investigate the reading strategies use in different areas and in different times. For example research conducted by Torgesen J.K, Hudson R.F (2006) shown that students who have higher level of reading proficiency tend to perform better in school. Because they are able to understand in process information more quickly and efficiently, this allows them to complete assignment and tasks more effectively. On the other hand, students with lower level reading proficiency may straggle to understand and process information which can lead to difficulties in

the other academic subject, difficult completing assignment and tasks which can lead lower grade and decrease motivation, variability in reading proficiency can have negatively impact on academic performance. Accordingly, national association state directors of teacher education and certification (2017). Showed that the wide spread use digital media and technology such as smart phone, tablets, e-readers students are increasingly reading in digital formats. This shift toward digital reading has led to influence in reading strategies habits, as students are more likely to skim through reading, use hyperlinks, and engage with multimedia elements, students may real on quick summarize or leading lines instead of engaging with full books, which limit their comprehensive ability.

Another study, adult digital (2018) indicated that impacts of digital literacy on students reading strategies habit may influence an overwhelming amount of information which can make difficulties for students to discern relevant an accurate content. This can overload can lead to confusion and hinder effective comprehensive, students lead dependent on technology and plagiarism in academic integrity. And it is draw backs to develop the reading strategies habit and minimize distractions when using digital literacy. Further, of this study found use of digital media was associated with draw back attention and focus span while reading and increased distraction in the Ethiopia secondary school particularly, grade ten students when using digital technologies used. (MOE, (2015), research show that educational gaps in Ethiopia secondary school, particularly grade ten students regarding instruction and reading strategies is significant, affecting students' comprehension ability and overall academic performance. These gaps studies revealed that, inadequate teachers 'training based on the instruction and comprehension strategies, lack of awareness and proficient in various reading comprehension strategies. This inadequate preparation can result ineffective teaching practice particularly in the high school. The second gaps of poor policy curriculum implantation was, the gaps between what the curriculum intends to teach and how it's actually implemented in the class room, and teacher weren't taught consistently to engage with reading tasks as it is intended. As the MOE study shown that most of Ethiopia secondary school are explicitly teaching reading comprehension strategies regarding curriculum leaving student to discover and apply them independently. This can be attributes to factor like time constraints, pressure to cover the content and may not fully understand how to integrate reading comprehension strategies in to their lesson, reading to ineffective instruction, and other education gaps like of essential resources, lack of basic

infrastructure and contradictory finding in the existing research regarding specific research question. Diverse learning needs arise from various factors including socio-economic backgrounds, cultural different, disabilities, and individual learning styles. <https://www.ResearchGate.net>. Haremya University, these finding secondary teachers didn't at mire inclusive and supportive learning style that meets the diverse learning needs of their students and promotes reading comprehension. This due to resource for inclusive education including specialized teacher still limited.

According to national center special education, (2015) research show that diverse learning needs can have significant impact on strategies used for teaching reading comprehension. Students with different learning needs may require different instructional approaches and materials in order to effectively understand the written text. For example, students with reading disability- requires specialized strategies, techniques, or assistive technologies other factor students who are English language learners require additional support in order to comprehend written text. This leads teachers must use variety of strategies. Similarly, Beyond,(2011),conducted ‘on the role of performance based on the current assessment in reading strategies’ the study revealed that the current assessment practice have limitations such as low level cognitive skill teachers’ frequently focus ,limited meaning of feedback, and limited formative assessment and lack of teachers; attention and it concluded that further research will need on the area. Besides, the research studies by Barberg, (2022) reading engagement plays a crucial role in developing critical thinking skill, expanding vocabulary, and Fostering creatively. Students who are actively engaged in reading are better able analyze complex text, make connection between different ideas, promoting academic success, and think critically about the world about them, and concluded Educators should strive to create an environment that encourage students to develop love of reading and invest time and effort in their reading activities .Berhu, Z. (2024, P:sith, C, (2024) was conducted Debre-Eba, secondary school for grade 9-12 students, Northern Shewa zone, Ethiopia the finding revealed that students reading motivation and engagement significantly associated to reading achievement, these aspects that is extrinsic, intrinsic motivation, self-interest, and social motivation.

A study C.block 2005) studied the impact and consequence of ineffective reading strategies use for first man students in Jagannath university, The finding showed that poor academic

performance in all subjects and poor grade in the examinations. This is because of the current pedagogic system, students are neither informed of the true nature of reading. Sona, (2018) elaborated ineffective teaching strategies in Ethiopia secondary school students have a negative consequence such as reduced academic performance, this directly translates to lower grades in various subjects, while students' difficulty in comprehending text, ultimately facing difficulties in areas like writing, spelling and overall academic performance. In line with this finding, consequences of ineffective reading strategies were that students become demotivated and disengaged from learning, leading to a lack of interest in school and impacting their overall attitude, feeling of frustration and inadequacy.

An exit test report made by the Ministry of Education (MOE, 2017) indicates that the achievement of high school students on reading strategies in Ethiopia is decreasing from year to year. This indicates that secondary school students in Ethiopia are mostly faced with reading comprehension difficulties.

Further, Agulae Secondary School is one of the Ethiopia secondary schools which is found in Eastern Tigray Tsirae Wenberta Wereda; thus, the result of Agulae Secondary School grade ten students' in reading strategies revealed that low. Further, as an English teacher with above 10 years of work experience at Agulae secondary school, the researcher has observed a huge gap between students' reading strategies use and that of the higher reading strategies use expected from grade ten students. It has been observed that such students' struggles with reading comprehension vary from reading strategies use. The researcher noticed that the majority of the students struggle to comprehend the reading text, also poor word guessing the meaning of the words simply searching from the dictionary, during working their home work as well taking examination they didn't perform their work, as a result, they are unable to achieve the required level of proficiency to pass the grade. Because of their desperation they lead to unethical behavior such as plagiarism and dishonesty during the examination. Being in this serious problem is still continuing and confused in grade ten students in Agulae secondary school, still an unknown problem.

Unlike the previous study, the present study differed from the other; the present study was conducted in a new participant and area, to the researcher's best knowledge, no research has been carried out to investigate grade ten students towards reading strategies use at Agulae

Secondary School. The researcher hopes that would add more evidence, relevant research literature review and pedagogical orientation in the concerned area. Hence, it needs study. Therefore, the researcher was concentrating Since all the above problems were serious problems of the grade ten students in Agulae secondary school in reading strategies use at wereda Tsirae Wemberta district Agulae secondary school, Therefore, the researcher initiated to investigate reading strategies use among grade ten students and fill the gaps of the above mentioned problems.

1.3. Research Questions

The study attempted the following questions.

1. What extent grade ten students' use reading strategies?
2. What are the most reading strategies used by grade ten students'?
3. What is the students' perception to wards reading strategies use?
4. What are the challenges of the students' faces in using to reading strategies?

1.4. Objective of the study; this study has two typs of objectives;

1.4.1. General objective;

The general objective of this research is to investigate Agulae Secondary School Grade ten students' reading strategies use.

1.4.2 Specific objective;

The specific objective of this research are;

- ✓ To identify the frequency of reading strategies used by grade ten students'.
- ✓ To investigate the reading strategies used by grade ten students'.
- ✓ To assess the attitude of grade ten students' towards reading strategies.
- ✓ To find out the major challenges of grade ten students in using reading strategies.

1.5. Significance of the study

This study would expect to be for grade ten students beneficial the following. This research would a raise the student's awareness about the important of reading strategies and makes them more conscious of their own reading strategies and its facilities students becoming aware of their reading behavior and frequency which they use different reading strategies when engaging

English class room materials. This is awareness encourage students to consider adjustment to their reading behavior and discover ways to improve their utilization of effective strategies. The Moreover, the study provided information about the reading method of students use when working with English language materials, before reading, during reading and after reading, by the time students are better equipped to use appropriate reading strategies that help them comprehend the main idea in the text and the study gives students and teachers insight full knowledge to understand the reading habit, and, how reading strategies are implemented in the academic English text, techniques of the reading strategy The study would identify the root problems that hinder the implementation of reading strategies comprehension usage. Furthermore, researchers hope the other students can imitate the strategies use by the students who have the highest grade in reading subject to improve their reading skill. The teachers would be use full as references for the effective strategies that can be consider to be teaching the other students to improve their strategies of reading skill. The other researchers expect the result of this research would be use full for the other researchers who will conduct research in this are

1.6. Delimitation of the Study

The delimitation of the Study was investigating grade ten students in reading strategies use. Problem of reading strategies comprehension is seeing in all secondary school found in our and our region as well. Nonetheless, since a great deal of limitation like shortage of money, time, knowledge, skill and capacity, I would only study the problem of investigating reading strategies use in wereda Tsira Wemberta Agulae secondary school in 2024focus grade ten students only.

1.7. Limitation of the study

The researcher had conducted this study side by side with regular works. Then shortage of time was one of the limitations of the study, lack of adequate local studies that which had helped the researcher was another limitation of the study, unwillingness of the respondents to filling the questioners return on time was some of the problems. Generally, it was difficult to collect all the questioners as planned.

CHAPTER TWO; LITERATURE REVIEW

2. INTRODUCTION

The purposes of literature review are to situate your research within existing knowledge, Familiarity with the topic and with its scholar context. This chapter would show the relate literature reviewed in relation to the current researcher study and the researcher would find materials relation to him/her studding topic, described the relationship to each work to others under consideration, and prior scholars to prevent duplication of their effort. In this study the researcher extracts the relevant literature reviews from primary sources such as from the report of research reporter, newsletters and from secondary sources would find out literature review such as from internet, journals and dissertation. All the above the researcher mentioned the literature review to study is basing on the object of the study, which means exploring EFL grad ten students in reading strategies use. When the researcher would write the steps of literature review search relevant literatures, evaluate source identify them. Debates, and gaps, outline the structure and write the literature review. This chapter would administer, introduction, body, and conclusion

2.1. Definition of reading

It is not as such easy to give a succinct definition for the word ‘reading’. This is beaus as perfect (1985) cited in melkamu (2002) suggested reading incorporates intricate process of visual, linguistic, and cognitive activates. In the same vein, Abersold and filed (1997; noted), “the act of reading is not completely understood nor easily described” similarly, smith (1978) suggested the uneasiness of giving a single clear-cut definition for reading as follows;

Reading is not different from all the other common words in our language; it has a multiplicity of meanings. And since the meaning of the word and any particular occasion will depend largely on the context in which it occurs, we shouldn’t expect that a single definition for reading will be found (1978; 100).

Despite this fact, scholars have defined reading in various ways and all the definition seem to have similar concepts. The definition presented by different experts of reading usually ranges from equating reading with recognition and deciding of words to perceiving reading as a creative and thinking process.

Grellet (1981) defines reading as a process of extracting and understanding the required information from a text. He further notes that it is an active skill where the guessing, predicting and checking as well as questioning oneself are entailed. Pressley (2002) states reading as a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition to text processing competencies. For Goodman, (1971) cited in melkamu, (2002), reading is a psycholinguistic guessing game in which reader reconstructs meaning from a minimal text sample by relying on his/her knowledge of the language and the background knowledge of the subject through cycles of sampling, predicting, testing, and confirming what has been encoded by the writer (s). according to carol (1988;2) reading is “a decoding process of reconstructing the writers meaning through recognizing the letters and words, and creating a meaning for a text from the smallest textual units at the ‘bottom’ (letters and words) to larger and larger unites at the ‘top’ phrases, clauses, (intersentential linkages). “This means reading is a mere deciding of graphic representation by matching letter-sound relationships. Asher (1994) also views reading as the ability to comprehend the thoughts and feelings of others through the medium of written text (cited in negash, 2008). Dechant (1991) further describe reading as the reconstructions of the message encoded graphically by the writer; as constructing meaning from print, as making sense of written language; and as a process of information search, or information processing. It is described as an interactive process involving both the readers previous fund of knowledge and the words in the text, it is a process of putting the reader in contact and in communication with ideas of the writer which are cued by the written or printed symbols; it is a process of building a representation or a mental mode of text.

Similarly, nut tall (1982) says it is not as such easy to give a succinct definition for the word ‘reading’. This is because some authorities have tried to define reading in various ways based on different views of reading models. However, she says the most common all are share in the following words about reading. Such as;

- a) Understand interpret meaning sense
- b) Decode decipher identify
- c) Articulate speaking pronounces and etc.

From these definitions, we can conclude that reading is an activity in which the reader seeks to identify, comprehend, interpret, and evaluate the ideas and point of view expressed by the author.

2.2. The importance of reading

Reading is one of language skills and it is the key to opening doors to all students (Duffy, 1993). There for, it is needed in both classroom and real-life situations. In many second or foreign language-teaching situations, reading receives a special focus Richards and Renandya (2002). There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purpose. In fact, in most situations, the ability to read in a foreign language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide opportunities to introduce new topics, to stimulate discussion, and the study language (e.g., vocabulary, grammar, and idioms). Reading then, is a skill which is highly valued by students and teachers alike. Scholars have defined reading in various ways and all the definitions seem to have similar concepts. According to McDonough and shaw (1993) the major language skill that enables learners to grasp ideas, facts, concepts, and thoughts is reading. This is to mean that reading enables people information from technologies and books. It is also a skill that learners make use of in the environment out of school in their daily routine.

Many research finding suggests that one of the best ways to help students increase their ability in other language skills is through giving them appropriate practice in reading. Reading enhances language proficiency of students at all levels. On this point McDonough and shaw, (1993;89) note the following “as a skill reading is clearly one of the most important; in fact, in many instances around the word we may argue that reading is the most important foreign language”. Another scholar sesunan (2003; 132) refers to the importance of reading by saying “reading is one of the basic skills which everyone accepts is essential for survival in the modern world”. This indicates that reading is the most important so as to enable students to understand the social and economic situation of the world and their environment.

2.3. Definition of reading strategies

Reading is an interactive, building process, in which the readers employ multitude of strategies to grasp information from various available sources. According to Cohen (1990), learning strategies are those mental procedures that readers deliberately prefer to employ in

accomplishing reading tasks. Garner (1987) identifies use of reading strategies as an action, or a chain of actions that a reader practices in order to make meaning in the reading process (cited in Hudson, 2007). Hence, employing reading strategies means how readers visualize a task, what they do to construct meaning from the manuscripts, and what they do when comprehension collapses (Block, 1992; Macaro & Erler, 2008; Zhang, 2001).

Janzen (2002) definition of reading strategies reflects Oxford's (1990) understanding. Oxford (1990) views learning as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. According to Janzen (2002), reading strategy defined as plans for solving problems encountered in constructing meaning. They range from bottom-up vocabulary strategies, such as looking up an unknown word in the dictionary, to more comprehensive actions, such as connecting what is being read to the reader's background knowledge. Reading is an active process of understanding print and graphic texts. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as reading or asking question) that will help them reconnect with the meaning of the text (Nuttall, 1982). The definitions show that reading strategies use plays a prominent role in students' achievement.

2.4. The importance of reading strategies

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. Language learning strategies give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. Fedderholdt (1997) stated that the language learner capable of using a wide variety of language learning strategies appropriately can improve his/her language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio-affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem (Martinez, 1996). Developing skills in these three areas can help the language learner build up learner independence and autonomy whereby he/she can take control of his/her learning.

Regarding the importance of reading strategies use, Janzen (2002) states the following points. (1) Strategies help to improve reading comprehension as well as efficiency in reading. (2) By using strategies, students will be reading in the way that expert readers do. (3) Strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text.

As students' progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in the texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of the strategies to become better readers (Janzen, 2002).

2.5. Definition of language learning strategies

Many researchers have attempted to give definitions to 'language learning strategy'. Williams and Burden (1997) define language learning strategies as techniques used by learners to make their language learning become more effective and increase their independence and autonomy as learners. O'Malley and Chamot (1990) stated that language learning strategies are any set of actions, plans, tactics, thoughts, or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information. Similarly, Wenden and Rubin (1987) defined learning strategies as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. Strategies can be employed by learners to assist storage of information, construction of language rules, and in appropriate attitude to words the learning situation. Oxford (1990;8) expended this definition by saying that learning strategies are "specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Language learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help understand, learn, or remember new information. These may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension, evaluating learning when it is completed to see if further action is needed. Chamot and Kupper (1989) stated learning strategies as "techniques which students use to comprehend, store, and remember new information and skills. What a student thinks and how a student acts in order to learn comprise the non-observable and

observable aspects of learning strategies “(p.13). (1992; 261) explains, “the concept of language learning strategy is based on the assumption that learner consciously engage in activities to achieve certain goals that they exercise choice procedure, and that they undertake.” With the emergence of the concept of language learning strategies, scholars have attempted to link these strategies with language learning skills believing that each strategy enhances language skills.

2.6. The concept of reading strategy

Reading is an activity with its own procedures and strategies information from reading material (hedgcock and Ferris, 2018). Reading techniques encourage readers to determine why they are reading, which section of the text they will focus on, how they will make sense of the text (casteless, rustler& nation, 2018), and how they will deal with not comprehending some portion of the text (block, 2016). This indicates that the reader attempts to comprehend the material employing the strategy. Cohen believes that reading methods are a desired and utilized procedure by readers to achieve their reading goals (Cohen, 2015). Reading strategy refers to the approaches and methods employed by the reader in order to complete the reading quickly and accurately (duke, 2018).

At least two benefits to have reading strategies. Initially, Reading strategies can assist readers in comprehending the text’s substance. Good reading tactics, such as formulating predictions, determining the primary topic, and utilizing past information, can help readers comprehend what they are reading better. By the use of reading strategies, readers can absorb information more efficiently, draw connections between new and old information, and recall information more precisely (Teng, 2020). This can aid readers in gaining a deeper comprehension of the material and retaining the information more efficiently. Reading strategies can also aid in the development of critical thinking abilities (Cohen& henry, 2019). By studying the text, readers can identify the author’s primary arguments, evaluate the supplied evidence, and develop conclusions based on the presented data.

Reading strategies are classified into three main categories; global Reading strategies (GLOB), problem solving strategies (PROB), and support strategies (SUP) as the theoretical basis for the questionnaire utilized in this study (Mokhtari and Sheorey, 2017). First, global Reading strategies relate to those deliberate, well-planned ways by which students monitor or control their Reading such as employing prior knowledge, matching reading aims to the content of reading by

previewing the text, using context clues and text structure, and skimming the text. Second, problem solving are the activities and processes readers engage in while actively interacting with the text. While having difficulty reading a text, readers adopt these procedures as focused, attentive techniques. Third, support strategies are the utilization of vital help systems designed to facilitate the reader's comprehension of material. They include taking notes while reading, paraphrasing and summarizing textual content, using reference materials (such as a dictionary), summarizing, and discussing reading with others.

In addition, reading strategies include in-depth ways for comprehending a succession of texts in reading, comprehending meaning, drawing inferences, and expressing opinions (Duke, 2015; Maenad et al, 2020). In addition to three primary strategies, such as global Reading strategies, problem solving Reading strategies, and support Reading strategies, the following techniques are also employed;

- 1) Anticipating students must have a purpose for their reading in order to become good readers; hence, good readers have a reason for reading. Prediction is a tactic for boosting comprehension since it helps the reader establish a purpose for reading.
- 2) Visualization is another approach employed by proficient readers for text comprehension. Visualization allows the reader to create an image of the text, which is then stored in the student's memory as a representation of the reader's infestations. The relationship between this method and the problem-solving reading strategies.
- 3) Establishing relationship. Forming connections is another reading approach that can be employed. In making connection, students can activate their prior knowledge and relate textual concepts to their personal experiences. This approach was also interconnected with the global reading strategy.
- 4) Summarizing is one of the reading help strategies. The process of summary involves the reader to determine what is significant when reading and to condense the material in the reader's own words. During the process of Summarizing students will be able to discern between the primary concepts and supporting ideas.

Students utilize the questions prior to, during, and following reading the questioning process encourages readers to ask themselves questions in order to construct meaning boost comprehension find solutions solve problems, locate information, and uncover new knowledge.

Support reading strategy is strongly related to this method. Inference is the practice of reading between the lines. Students must utilize their own knowledge in conjunction with textual information to development their own judgments. These are the problem-solving reading techniques connected to text comprehension

2.7. Characteristics of ‘good’ language learners

In most of the research on language learning strategies, the primary concern has been on identifying what good language learners report they do to learn a second or foreign or in some case, are observed doing while learning a second or foreign language as (wenden and Rubin, 1987). Certain people appeared to be endowed with ability to succeed; others lacked those abilities. This observation led Rubin (1975) and stern (1975) to describe ‘good’ language learners in terms of personal characteristics, styles, and strategies. Rubin and Thompson (1982), summarized the characteristics of good language learners as the following. Good language learners;

1. Find their own way, taking charge of their learning.
2. Organize information about language
3. are creative, developing a “feel” for the language by experimenting with its grammar and words.
4. Make their opportunities for practice in using the language inside and outside the classroom
5. Learn to live with uncertainty by not getting flustered and by continuing to read or listen without understanding every word
6. Use mnemonics and other memory strategies to recall what has been learned
7. Make errors work for them and not against them
8. Use linguistic knowledge, including knowledge of their first language, in learning second language
9. Use of contextual clues to help them comprehension
10. Learn to make intelligent guess

11. Learn chunk of language as whole and formalize routines to help them perform.
12. beyond their competence
13. Learn certain production strategies to fill the gaps in their own competence.
14. Learn different style of speech, writing learning to vary their language according to the formality of the situation (cited brown, 2007; 132).

Reading is a complex mental process that involves many different skills. (Matsui & Noro, 2010). People read different materials for different purposes. (Fraser, 2007), said that reading different materials for different purposes requires different reading comprehension. These researchers defined reading strategy in the same idea. According to them, reading

2.8. Classification of language learning strategies

Classification of language learning strategies has primarily followed the theory of cognition (Macaro 2001). Cognition refers to how the brain works for information processing & retrieval. Strategies are used to retrieve & store new information becomes “automatic” & such strategies are classified into a system by researchers & educators.

Many scholars (Wenden & Rubin, 1987; O’Malley & Chomsky, 1990; Oxford, 1990; Stern, 1992; Ellis, 1994, etc.) have classified language – learning strategies. However, most of the attempts to classify language – learning strategies reflect more or less the same categorization of language learning strategies without radical changes. O’Malley’s & others (1985), Rubin’s (1987), Stern’s (1992), & Oxford’s (1990) taxonomies of language learning strategies have been discussed as follow respectively. According O’Malley et al (1985b) classification of language learning strategies” Malley et al (1985b: 582-584) divide language learning strategies in to three main sub categories. Meta cognitive strategies, Cognitive strategies and Socio- Affective strategies

2.9. Met cognitive strategies

Met cognitive is a term used in information – processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one ‘s production or comprehension, & evaluating learning after an activity is completed. Similarly, Martinez (1996) suggested that met cognitive strategies improve organization of learning time, self-monitoring, & self –evaluation.

2.10. Cognitive strategies

Cognitive strategies are more limited to specific learning tasks & involve direct manipulation of the learning material itself. Repetition, translation, grouping, note taking, deduction, recombination, key word, contextualization, elaboration, transfer, & inference are among the most important cognitive strategies. Martinez (1996) also noted that cognitive strategies include using previous knowledge to help solve new problems.

3. Socio -Affective Strategies

Socio-affective strategies include asking native speakers or teachers to correct their pronunciation, or asking a classmate to work to gather on a particular language problem. It can be stated that they are related with social-mediating activity & interacting with others. Similarly, Brown (1987) noted that cooperation & question for clarification are the main socio-affective strategies (cited in Hanna, 2012). According Rubin's (1987) classification of language learning strategies are who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly & indirectly to learning (Hunna, 2012). According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are: Learning strategies, Communicative strategies iii. Social strategies

4. Learning strategies

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner (Rubin, 1987).

1. Cognitive learning strategies
2. Meta cognitive learning strategies

4.1. Cognitive learning strategies

They refer to the steps or operations used in learning or problem solving that requires direct analysis, transformation, or synthesis of learning materials. Rubin identified six main cognitive learning strategies contributing directly to language learning.

- i. Clarification verification
- ii. Guessing inductive inference

- iii. Deductive Reasoning
- iv. Practice
- v. Memorization VI. Monitoring

4.2. Met cognitive Learning Strategies

These strategies are used to oversee, regulate, or self –direct language learning. They involve various processes as planning, prioritizing, setting goals, & self –management.

4.3. Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation & getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker (Rubin, 1987).

4.4. Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, & using of language (Wenden and Rubin, 1987). According to stern (1992: 262-266), there are five main language learning strategies. These are as follows:

- i. Management and planning strategies
- ii. Cognitive strategies
- iii. Communicative strategies
- iv. Interpersonal strategies
- v. Affective strategies

4.5. Management and Planning Strategies

These strategies are related with the learner’s intention to direct his /her own language. A Learner can take charge of the development of his /her own program when he/she helped by a teacher whose role is that of an advisor & resource person. That is to say that the leaner must:

- Decide what commitment to make to language learning
- Set himself reasonable goals

- Decide on an appropriate methodology, select appropriate resources & monitor progress
- Evaluate his/her achievement in the light of previously determined goals & expectations (Stern 1992:263)

4.6. Cognitive strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. Stern like that Rubin's cognitive learning strategies exhibited the following cognitive strategies which directly contributing to language learning.

- Clarification /verification
- Guessing/inductive inference
- Deductive reasoning
- Practice
- Memorization
- Monitoring

4.7. Communicative-Experiential Strategies

Communication strategies, such as circumlocution, gesturing paraphrase, or asking for repetition and explanation are techniques used by learners so as to help a conversation group. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern, 1992)

4.8. Interpersonal strategies

They should monitor their own development and evaluate their own performance. Learners should contract with native speakers and cooperate with them. Learners must become acquainted with the target culture (Ibid)

5. Affective strategies

It is evident that good language learners employ distinct affective strategies. Language can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some their cases, second language learners may have negative feelings about native speakers of second language. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive involved.

Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern, 1992).

6. Oxford's (1990) Classification of language learning strategies

Oxford has developed comprehensive learning strategy classifications. She identifies six types of general learning strategies. The classification includes the features of the previous classification. Since this study intends to use the strategy inventory for language learning (SILL) as an initial measuring instrument of reading strategy, the classification system advocated by Oxford (1990) will be used. She developed a system of classification organized around a division of two strategy groups, direct & indirect. Among these, six strategy groups exist in total.

Some language learning strategies, which relate with learning directly, are called direct strategies. Those strategies that directly involve learning the target language include memory, cognitive, & compensation. The second set of strategies suggested by Oxford (1990) includes indirect strategies or those involving actions or processes, which learners regulate, manage, & self – direct in learning. Indirect strategies are those strategies limited to a supportive role without being directly related to the interaction of the language itself. Strategies categorized with in this group include Metacognitive, affective, and social. These six categories are used in this study in order to identifying the reading strategies use by high and low achiever students. Each main strategy is discussed below.

6.1. Memory strategies

In language learning process, a language learner tries to store or receive new information that he /she is taught or read in the language classroom or in any other learning context. He /She also need to remember the language elements such as words or grammar rules he/she has learnt. Hence, to cope with these entire related processes, a learner tends to develop strategies which enable him/her to achieve all the stated objectives. These strategies are said to be memory strategies, which help students to store and retrieve information (Richards and Lockhart 1996, cited in Endaweke, 2008).

Before literacy become widespread, people used memory strategies to remember different aspects of information. In Ethiopia, for example, the education system had tight affiliation with the church system from its earliest days. During those days, memorizing was the only ways of

learning & reading aloud was practiced by those religious men as a means of teaching. In this case, reading was perceived and used as a means to memorize. However, after literacy became common place people forgot their previous reliance on memory strategies & disparaged those religious men as a means of teaching. In this case, reading was perceived and used as a means to memorize. Now a day, according to Oxford (1990), memory strategies are regaining their prestige as powerful mental tools.

Some types of memory strategies include creating mental linkage. (E.g. placing new words in to a cortex), applying images and sounds (e.g. representing sounds in memory), reviewing well and employing action (Williams and Burden, 1997). They reflect very simple principles, such as arranging things in order, making association, and reviewing. These principles all involve meaning. For learning a new language, the arrangement and associations must be personally meaningful to the learner and the material to be reviewed must have significance.

Memory strategy of structured reviewing, according to Oxford (1990), helps move information from the “fact level” to the “skill level”, where Knowledge is more procedural and automatic.

When information has reached the skill level, it is more easily retrieved and less easily lost after a period of disuse.

6.2. Cognitive strategies

Cognitive strategies are important in learning a new language, which enables learners to understand and produce new language are categorized as direct strategies. Such strategies are varied a lot, ranging from practicing to receiving and sending messages to analyzing to creating structure (Oxford, 1990).

Strategies for practicing is one of the important cognitive strategies which including repeating, recognizing and using formulas and practicing naturalistically. Reading a text again and again to better understanding is one of the practicing strategies. For receiving and sending messages known as getting the idea quickly, which include skimming and scanning and using resources (like using dictionaries). Analyzing and reasoning strategies are also one of the cognitive strategies. Using these strategies learners tend to reason out the new language. They construct a formal model in their minds based in analysis and comparison, create general rules, and revise those rules when new information is available. Determining the meaning of new expression by

break it down into part (e.g. un-break –able) is one of the techniques of analyzing. To understand better, learner need to structure all inputs that they got from reading materials in to manageable chunks by using strategies such as talking notes, summarizing, and highlighting (Ibid). Appropriate uses of the cognitive strategies enable learners to make their language learning meaningful and understandable.

6.3. Compensation strategies

Compensation strategies enable learners to understand new language for comprehension despite limitations in Knowledge. According to Oxford (1990), these strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. This means that learners try to make up limited knowledge whenever they encounter unfamiliar words or expressions. These strategies include guessing intelligently for instance learners use linguistic clues in order to guess the meaning of what is read in the target language, in the absence of complete knowledge of vocabulary, grammar or other language elements. These clues may come from aspects of the target language that the learner already knows from the learner's own language, or from another language. When there are no linguistic clues, learners have still another option; they can use non- linguistic clues in order to guess the challenging one. These clues may come from knowledge of context, situation, text structure, topic or general world knowledge (Ibid).

6.4. Meta cognitive strategies

Met cognitive means beyond, beside or with the cognitive Therefore, met cognitive strategies are actions which go beyond purely cognitive devices, and which provide away for learners to coordinate their own learning process. The devices of these strategies include centering your learning, arranging and planning your learning and evaluating your learning (Oxford, 1990).

Strategies for centering your learning are one of the met cognitive strategies, which help learners to converge their attention and energies on certain language tasks, activities, or materials, strategies for centering learning include techniques such as over viewing comprehensively a key concept, principle, or set of materials in an upcoming language activities and associating it with what is already know and deciding in advance to pay attention in general to a language learning task and to ignore to ignore distracters. The second one that categorized under Met cognitive strategies is strategies for arranging and planning learning. Strategies for arranging and planning include organizing, setting goals and objectives, finding out about language learning, considering

task purpose and planning for tasks. Learning from errors or self-monitoring and evaluating over all progress or self –evaluating are in strategies for evaluating learning which categorized in Metacognitive strategies (Ibid)

O'Malley and chamot (1990:8) say that “students without met cognitive approaches are essentially learners without directing and ability to review their progress, accomplishments, and further learning direction.”

6.5. Affective strategies

The term “affective” refers to emotions, attitudes, motivations, and values. They are categorized under indirect strategies. According to Brown (2007), affective domain spreads out which encompass self –esteem, attitudes, motivation, anxiety, extroversion, inhibition, risk taking, and tolerance for ambiguity. Affective strategies unable learners gain control over their emotions, altitudes, motivations, and values. They exist with three main sets such as lowering their anxiety, encouraging themselves as successful language learners when they understand better, and taking their emotional temperature by talking with another person (Oxford, 1990).

The affective side of the learner is probably one of the very biggest influences on language learning success or failure. This is because human beings are emotional creatures. At the heart of all thought and meaning and action is a motion. As “intellectual” as we would like to think we are, we are influenced by our emotions. Negative feelings can stunt our language learning progress and positive emotions and attitudes can make language learning far more effective and enjoyable.

6.6. Social strategies

Language is a form of social behavior; it is communication and communication occurs between and among people. These strategies contribute to learning indirectly like the former two strategies. They enable learners interact with other people to develop the language. They include techniques such as asking questions when something is not understood or when the learner wants to check whether something's is correct. Doing these learners can get closer to the intended meaning and thus aids their understanding. In addition to asking questions, cooperating with classmates or proficient users of the target language helps learners to overcome the challenges. Becoming aware of others' thoughts and feelings and understanding target language culture is also one of the techniques of the social strategies (Ibid).

7. Factors Affecting reading strategies

There are various factors affect the choice of strategies: stages of learning, task requirement, age sex, nationality, general learning style, motivation and purpose for learning the language (Oxford 1990 cited in Williams). Learners' success in improving reading comprehension can be affected by either their own personal factors or by general factors. Nunan (1998) suggested the learners' factors as: background knowledge, motivation, confidence, linguistic competence, cultural knowledge, and so on. The followings are some factors which hinder students' reading from the students' point of view.

Motivation is the key element in gaining positive attitude toward reading skills because motivated and interested students can values the skills (nutgall, 1982Guthrie's, 1983, in Simon, 2010: 1). Harmer (1983) described motivation as some kind of internal drive that encourages somebody to pursue a course of action. There are two main types of motivation. These are intrinsic and extrinsic motivation intrinsic motivation is an inner drive that comes from personal interest, whereas, extrinsic motivation is when environment stimulates the person. Motivated students do well in the school.

Therefore, secondary school teachers can help students by setting up reading texts that are relevant to their cultural knowledge, appropriate language level.

There are different students' bad reading habits that result from word-by-word reading. The followings are students' bad reading habits that slowdown their reading comprehension. Finger point and Head Movement, Regression, and Speaking to Oneself. Regression is a bad reading habit that slows down students' reading comprehension. It is going back and seeing again what already seen in the line or in the previous line (Richard et al, 1985). Richard et al stated that regression is the repetition of a syllabus, word, or phrase that already been read." Efficient readers sometimes regress for some reasons: maybe when finding difficult material, and examine critically idea of the writer or when they are of their regress knowingly. But poor readers make many unnecessary regressions. Another reading habit that slows down students' reading comprehension is vocalizing. Vocalization is saying words to oneself (nutgall, 1982). She also said that "Sub vocalization takes almost as long as reading aloud." Speaking is saying word by word; but reading saying words in sense groups. In saying word by word, it is difficult to improve reading comprehension. Nutgall (1982: 37) "Sub vocalization takes almost as long as

reading aloud." Speaking is saying word by word; but reading saying words in sense groups. In saying word by word, it is difficult to improve reading comprehension.

Many factors contribute to reading strategies among middle school students, including language proficiency, background knowledge of the reading texts, and selection of reading strategies.

7.1. Language abilities and language processing abilities

Kitsch's discourse-processing theory emphasized language's significance in reading comprehension, indicating that the blocks of text meaning build on word meanings, grammar, sentences, and paragraphs (Kntsch, W,1994). Admittedly, the meaning same word may vary from text, or the readers memorize one meaning among multiple meanings of the word, so it may lead to different understanding of a sentences or a paragraph, resulting in the overall misconception of the text meanings. Additionally, the reading proficiency may spend more time processing the reading content and may find it difficult to apply or recognize reading strategies, while proficient language learners are more likely to match the reading strategies according to the reading text.

7.2. Unmatched Reading strategies

The complexity of reading sources, little ESL teacher preparation, and the indirect assessment of reading strategies account for unmatched reading instructions in real educational settings. Firstly, given that reading outcomes are hard to be evaluated and the efficiency of reading strategies can only be detected indirect, it may be challenging for the teacher to determine whether their instructions are acquired by students. Due to a shortage of teacher preparation programs for ESL teachers, some of the ESL teachers are native English speakers, so they may not apply the reading pedagogies that work for ESL students.

7.3. Bilingual strategies

Strategies used by ESL students are translating from native a language to target languages and versus, which is in contrast to native speakers, monolingual strategies. As a consequence, the bilingual strategy was a unique characteristic for ESL students. There is a certain relationship between proficiency in the first language (L1) and second language (L2) learning. L1 can facilitate the L2 acquisition in multiple ways. For example, ESL students may use L1 to deepen comprehension when they cannot understand the English reading context, though little evidence showed that L2 can support L1 learning reversely. However, Bilingual strategies are often used

by proficient Bilingual students, whereas monolingual or less proficient Bilingual students may not from such strategies. When students can master multiple languages, the reading strategies applied in one language can also be integrated in to another language.

The nature reading comprehension is multifaceted, so the research on reading start-egis should be based on theoretical frameworks of reading. The theoretical framework of Oxford, 1990, research is centered on the simple view of reading (SVR) and recommendation for secondary school students are divided in two types of reading strategies instructions; the cognitive strategies and Meta cognitive strategies.

7.4. Cognitive and Meta cognitive reading strategies

The complexity of reading comprehension is derived from various factors, so the selection of reading strategies should consider from many aspects. The reading strategies can be divided in to two types, cognitive reading strategies, and Meta cognitive reading strategies. Readers who have higher reading out comes tend to use more reading strategies effectively and maximize reading out comes, while less proficient students may avoid using them, since decoding words and sentences occupied most of attention.

Oxford described cognitive reading strategies as reading behaviors such as taking prior knowledge, asking questions, predicting text, reflecting, and relating according to context clues, whereas Metacognitive reading strategies involves self-reflection and thanking about reading and learning (Oxford 1990). Monolingual students and bilingual students may vary in their selections of reading strategies in terms of the differences in culture, language proficiency, and background knowledge of the specific text.

8. Types of reading Strategies Students

8.1. Previewing

Previewing is absolutely essential for students to get a sense of what the text is about. Elements that are usually helpful for previewing are newspaper headlines or titles; images or photos; and signal words or format. For example, if the article has words like first, second, third, etc.... at the beginning of each paragraph or is a numbered list, students will get the sense that the text lists steps or is a roundup article.

8.2. Contextualizing

It is always helpful for students to learn to place the text within a context. Is the news article centered on something that happens everywhere in the world, or just in one specific location? Is this something that affects you, the reader, or other people in the world? Does the main character in the story go through something you can relate to, or something you have no experience in? These are great questions for students to think about as they read.

8.3. Visualizing

Some students, especially those who are visual learners, need to “see” the information. Can you see the main character in your mind’s eye based on the Can you picture the contaminated river as described in the news article? Visualizing also involves organizing the information in a visual way, usually through the use of a mind map.

8.4. Asking and Answering Questions

What questions come to mind when you preview an article? How will the main character solve this problem? Students need to come up with questions they would like answered in the text and pay attention to how they are answered.

8.5. Summarizing

After the reading, students should be able to summarize what they’ve read. This may be a short oral summary or a full paragraph. Summarizing includes a very important skill: getting the gist. What was the main point in the story? Summarizing is not retelling everything that happened as it happened, and students need to not only tell the difference, but also learn to give back information in a clear concise manner.

8.6. Skimming

Skimming and scanning are usually considered speed-reading skills because they are not used for intensive reading. They are essential skills nonetheless, and students need to know that sometimes intensive reading is not necessary. To Skimming a text involves

running your eyes over it quickly to get the main idea. It also allows you to identify which parts of a long text you might want to read more closely. This skill is particularly useful, for example, for students who have to read long reports that are several pages long. By skimming the report, they can still follow the gist and stop when they find something of particular interest them.

8.7. Scanning

Scanning, on the other hand, allows you to quickly search a text for a particular piece of information. Scanning is ideal when students need to find a phone number in a directory, the date of a historical event or the time their train is leaving.

Falk-Ross, F. C. (2001). Toward the new literacy: Changes in college students' reading comprehension strategies following Reading/Writing projects. *Journal of Adolescent & Adult Literacy*, 45(4), 278-288. What is the most popular strategy for solving reading comprehension?

9. Previous studies related

There were a number of studies to investigation of reading strategies as well as the reading techniques that learners use before; during and after reading DestawEndeferaw and AbbebeDamtew (2023) the effect of the reading strategies used university students of Ethiopia secondary school students' performance. The findings of this research some limitation that could be considered by future research, and has been in consistence about strategy train and gender. According to (Moon, 2004) studied a picture of the, Meta cogitative awareness of reading strategies used by Hungarian university EFL first year students, these results revealed students' fairly high awareness of the strategies in the survey, with preference for problem solving strategies, and followed by global and supported strategy. In relation with (zhang and wu, 2009) investigated met cognitive awareness and frequency of reading strategies use of chinless senior high school students. The result should that high proficiency deferent from the intermediated and proficiency group in terms of frequency of employing these strategies Moreover, AYechale work(2017), also was conducted reading strategies use the case of high and low achiever students at private school grade nine and ten students. The finding of this research was the reading strategies used by students, reflectively reported that strategies were not used frequently

rather medium level only. Accordingly, reading strategies training should be taken in to greater consideration by teachers and students. Furthermore, (Muhammad, 2023,) investigated reading strategies employed by eleventh students, at faculty of educational and reaches training at agama Islamic secondary school.

The conclusion drew that grade eleventh students were mostly focused problem-solving strategies to comprehending the text. Therefore, the recommendation of the researchers was further would be necessary to fully understand.

On the other hand, (Motuma, 2019) Studied that investigating reading strategies use of Ethiopia Ambo university first year students, the result showed that most of the students focused bottom-up reading strategies and reading strategies frequently successes full in specific idea rather than main idea in this prescription for the solution to the problem teachers should emphases to the reading strategies to identify the main idea and details. Gash aye, 2019) studied the practice of teaching reading compression in Debremarkos town secondary school, they deal the practice of teaching reading strategies. The finding of this research was teachers they were practice the major it of the strategies except asking and answering questions. further, (yigzaw,2015, and mulugeta, (2021), studied reading strategies used by EFL learners at Addis Ababa university, recommended that need to prove training on the use of different strategies to both teacher and students to make students able to direct their learning in the local context. Accordingly, the personal experience and little attention given to the teaching of reading in Ethiopia secondary school, on participants when they were instructed or made aware of strategies in point more research in the field needed.

Unlike the previous one, the current study was different from the reviewing studies in some reasons the present first study was conducted in new scope and new participants no local researcher has been employed regarding the investigating of reading strategies in Agulae secondary school. Second, they had some methodological gaps. Therefore, to fill the gaps, the current study employed investigation of reading strategies in EFL students' It hopes fully add more research literature, the student's perception of the extent of reading strategies use.

CHAPTER THREE; RESEARCH DESIGN AND METHODOLOGY

3. INTRODUCTION

This study presents methods would employ when the study carries out it presented design of the research proposal, source of the study, population size, sampling size selection, data collection instrument, data collection procedure, data analysis, delimitation and limitation of the study.

3.1. Research Design and Methodology

The purpose of this study is to investigating grade ten students in reading strategies use. Therefore, the research methodology that the researcher was going to conduct employed descriptive survey that is needed to collect the information systematically and to achieve the purpose of the study. It helps to increase validity and reliability and it helps to minimize the risk of bias and achieve the intended objectives mixed approach was used, these both qualitative and quantitative methods the qualitative aspects of the study involved analyzed obtained from questionnaires, while the qualitative components the analyzing data from semi structural interview and class room observations. As Harmer (2001), stated that descriptive survey method enables the researcher to gather information, because it helps to ensure that the collected data can be analyzed effectively providing meaningful insights and conclusion. The data for this study involved both qualitative and quantitative approaches to address the research problem (Cresswell, 2014).

3.2. Population and sampling techniques

It is very difficult to include all of population the constraints of the school because of finance, time and efforts and space gaps. Hence, the researcher was conducted on grade ten students Agulae Secondary School, for this research the researcher was purposefully chooses the school based on personal judgment and suitability to focus the investigation. One primary reason is the proximity of the school in the researcher's location justified conducting the research there instead of other school, and the researcher is teaching at the selected school, among the available secondary school and, teaching responsibilities also facility easy to access to the school. There were six section grade ten students in Agulae secondary school each section has averagely 69 students and they have code section A.B.C.D.E.F.and G selection the section have chosen by simple random sampling techniques that is lottery system to take sample students since it gives

each element in the population an equal possibility of getting to the sample and all those are independent of the others. To do this from six sections which have average classes size 69 students, randomly assigned six sections were elicited as the sample population. Hence, the target population grade ten students from the six sections where 412 students and 6 English teachers were selected for the study. The decision to focus on the selected grade ten students was the researcher's as long year experience EFL including grade ten students is valuable insight faced at this level and they have poor academic performance in the academic subject and almost ready to join in to the preparatory and university. It also assumed that grade students are more advanced and experienced to give relevant information as compared to the other grade. On the other hand, purposive sampling was used in order to take all 6 all six grade ten English teachers were participated in this study since their number is small and easy to manageable.

3.3. Sampling Techniques

3.3.1. Simple random sampling

The sampling techniques study was 82 students selected by using random sampling techniques. The procedures for selecting sampling techniques for the students would be done as follows; first the researcher recorded the student's role numbers on piece of paper from their attendance and lottery method would draw to select 82 students from each section intended to include as population. Why the researcher used simple random sampling technique, to ensure every member of population they have assumption the same data has equal chance of being selected for the entire population, minimizes the bias and allow more accurate generalization about the large population and cost effectiveness. And it considering the large number of students entering grade ten students, conducting the research for all grade level would have been unmanageable, and it would be very costly and time consuming to include the whole population in the study. Therefore, a simple random sampling technique was used to conduct the research. The totals of 6 English teachers' were involved in the interview. All the respondents were taken from the school English teachers. So, purposive sampling method was used because intentionally selected, rich and more relevant information about the research since the number of teachers was limit and easy to manageable adopt.

3.1.2. Grade ten students sample size determination

According to the determination of sampling size by utilizing the Kothari (2004) formula, the researcher was able to calculate an appropriate sample size that would provide reliable and meaningful results. This involves considering the specific content of the study, the available resources, and the desired level of statistical confidence.

Name of the classes	Total population size in each class	Sample size in each class
10 A	70	14
10 B	69	14
10 C	67	13
10 D	66	13
10 E	70	14
10 F	70	14
Total	412	82

Source; Agulae secondary school grade ten students (2024)

Based on the table one the determination of the sample size was concluded using Kothari 2004 formula. With total population size of at school 412 grade ten students from six sections the formula was applied follows;

$$N = \frac{n}{1 + N(e)^2} = \frac{412}{1 + 412(0.1)^2} = 82$$

In this study, the formula used to determine the sample size was follows 'n', represented sample size, N, represented population size and e^2 represented the accepted error or level of precision, set at 10 percent (0.1)

3.4. Instrument of data collection

For the purpose of finding out the reading strategies use among grade ten students', the researcher used questionnaire, interview and classroom observation as data collection instruments. Data gathering approach was used in this study to adopt adequately investigate the data and determine the reading strategies use of the students from various perspectives, according (Sharon, 2006, Williams et al 2011) data collection is a 'process of capturing facts information and figures based on the characteristic and nature of the research problem.'" In this study was employed using; questionnaire, interview and observation.

3.4.1. Questionnaires

The objective of the questionnaire's instrument was together adopting quantitative data from the selected' grade ten students regarding of how the reading strategies use in the written text questionnaires were vital used. The questionnaire were given for grade ten students of Agulae Secondary School, the data gathered through reading strategy questionnaire, all the data about grade ten learners' report use of reading strategy was gathered accordingly, the questionnaire was 20 items in total grouped under three categories; cognitive reading ,Meta cognitive reading , and Scio affection reading strategies' items from 1 to 5 are concerned about strategies employed cognitive reading strategies questionnaire, and items from 6 to 17 concerned using Meta cognitive reading strategies and finally, items 18-20 strategies employed Scio affection reading strategies. These The questionnaire approached 15 closed ended items were distributed for 82 students sample grade ten students the reason used questionnaire was all learners answer were used for the research purpose was mainly apply in order to gather primary data from the grade ten respondent students, because the questionnaire statements were reliable in terms of grade ten students. It was built five linkers scale, 1 (never) 2, (sometimes,) 3, (often) 4, (usually), (always). The maximum time taken by each respondent to complete the questionnaire was 3 minutes for each question totally 30 minutes to be completed the question. And it analyzed using descriptive statistics were used; finally the questionnaire was translated in to their native language for students to avoid ambiguity.

3.4.2. Interview

The study adopted through face- to- face semi-structure interviews with selected English language teachers and students. In face-to-face interview there is potential trust and co-operation between the

researcher and interviewee, thus, sensitive question can be handled well than in groups (Litman2010; bown, 2014).

The objective of this interview was to gather in-depth information from the selected six English teachers' and from selected grade ten students. To ensure the comprehensive reading strategies understanding a semi-structure interview approach was adopted in this study. 10 Semi structured interview items were given for teachers who teach grade ten students. It took around 30 minutes for each respondent; the maximum time taken by each respondent to complete the questionnaire was 30 minutes to be completed. In addition to, 5 semi structured interview items questions were given for students it took around 25 minutes for each respondent; the maximum time taken by each respondent to complete the questionnaire was 25 minutes to be completed. During the interview, the teacher granted the researcher a permission to use an audio recorder to reduce the burden of note taking and retain answer and richness of the individual statements as supported by Rule and john (2011) Therefore, an audio recorder was used in two separate interviews for later references as not all information was easily captured by pen and paper. The interviewees for both teachers and students' respondents would hold face to face interaction, this method researchers gave first-hand information, direct conversation with teachers and students, valuable insight about students reading performance in reading strategies use. The data collect from the interview analyzed using qualitative data analyzed, moreover, the interview was important because, it is great chance to get share their opinions and reading in detail and hear from them about the challenges they face while using strategies in the reading, this interview questionnaire enriched the research with valuable ideas and information to collect data from participants.

3.4.3. Observation

The primary purpose this research observation was to gather data directly perceiving and providing insights to real time action cross-checking data and interaction that might be missed through other methods. And the content of the observation was similar to with questionnaire and interview. The procedures of the observation were focused, how often the teachers were implemented, the reading strategies and observe actual setting of the teachers taught. Therefore, to make sure that the data obtained from questionnaire were reflecting of grad ten English teachers in the selected school was actually implemented teaching reading strategies and obtain first-hand information concerning the reading strategies in the class room. After that prepared 10 items checklist class

room observation to collect more data to verify the result obtained through semi structured interview open end and close end questionnaires, how much time the researcher observed in the class room participants of the selected section for this study. According, to the check list class room observation prepared time schedule and the researcher presented at the participants' class room. The selected section observed two times for each participant teachers who teach selected for one observation spent 40 minutes totally 80 minutes spent to complete the one observation. Totally for six participated English teachers Eight hours spent to complete the class room observation checklist students without any influence of the participants. Finally, the data gathered through observations were analyzed using qualitative methods. Checklist that helps the researcher during the classroom observation would be prepared based on literature review

4. Data Analysis Method

The data gathered from different source were analyzed both qualitative and quantitative data analysis procedures. Regarding this, flick (2006) suggests that quantitative and qualitative methods should be viewed as complementary. Questionnaires were tabulated and summarized for the data gathered from the students, and the data were interpreted using SPSS version 20 analyzed that is, frequency, percentage and mean was performed. Regarding the responses obtained through interviews, a qualitative analysis was made to support the results of the descriptive statistical analysis. Moreover, the data gained through observations qualitative.

5. Procedure of data Analyzed

First, the questionnaire was reviewed by the researcher and experienced teachers. Second, the questionnaire was administered by the researcher in the class to both participant groups were distributed on the same day. That means questionnaire for students in the morning and interview for teachers in the afternoon. And the researcher was advised for teacher and students the participants of the study about the aim of to fill full the survey carefully, and allowed to ask any question for any clarification even if translate into. The time took completed approximately around 20 minutes for each. Thirdly, all the completed questionnaire were analyzed in terms of strategies cognitive, meta cognitive, Socio –Affection strategies, and the frequencies were scored by A=Always U= Usually S=Sometimes R= Rarely, N= Never

CHAPTER FOURE; DATA ANALYSIS AND INTERPRETATION

The data collected from the participants using questionnaire, interview and observation were analyzed based on the research questions qualitative and quantitative. These data procedures, presentation, discussion and explanation are integrated in harmony along with key topics accordingly.

4.1. Students and teacher's profile

As indicated in Chapter Three, the grade ten students' English teachers involved in this study were 82 from Agulae Secondary School. The researcher set out 82 grade ten students and 6 English teachers from this high school to gather data through questionnaire for interview as well. The information in Table 1 was obtained through the questionnaire which all of the member teachers and students completed and returned. The teachers', and students' background information/ profile are presented below.

Table .4.2.1.Students profile

No	Item	Response options	Response given	
			Total	%
1	Sex	Male	45	54.87
		Female	37	45.12
		Total	82	100

1. Teachers' profile

No	Item	Response options	Response given	
			Total	%
2	Sex	Male	4	66.7
		Female	2	33.3
		Total	6	100

4.2. Analysis of Questionnaires data

This part of data of the data analysis and interpretations was concerned with the data obtained from the students though questionnaire, this analysis done under three themes, that is cognitive, Meta cognitive and Socio –Affection strategies that teachers did in their reading text.

Table 4.3. Cognitive Reading strategies

strategies	Res	Respondents''										Total		Mean	Median	mode	SD
		A		U		S		R		N		F	%				
		F	%	F	%	F	%	F	%	F	%						
Item 1	82	10	12.19	16	19.5	35	42.7	16	19.5	56	67.5	82	100	16.4	16	16	11.371
Item 2	9	10	98	17	20.7	27	32.9	21	25.6	85	9.7	82	100	16.4	17	N/A	8.049
Item 3	10	12.2	20	24.4	25	30.5	19	23.17	85	9.7	82	100	16.4	19	#N/A	7.162	
Item 4	9	10.98	12	14.63	32	39.02	282	26.82	73	8.5	82	100	16.4	12	N/A	10.454	
Item 5	7	8.53	16	19.5	33	40.2	16	19.5	150	12.2	82	100	16.4	16	N/A	10.064	
Item 6	11	13.41	15	18.3	26	31.67	20	24.39	1019	12.19	82	100	16.4	15	N/A	6.655	
Item 7	12	14.63	16	19.5	29	35.4	15	18.29	1019	12.19	82	100	16.6	15	#N/A	7.436	
Item 8	6	7.31	16	19.5	30	36.6	18	21.95	12	15.2	82	100	16.4	16	#N/A	8.876	
Item 9	10	12.19	25	30.5	25	30.5	20	24.39	23	2.4	82	100	16.4	25	25	10.114	
Item 10	12	14.63	13	15.9	30	37.0	14	17.07	139	15.9	82	100	16.4	13	13	7.635	
Item 11			5	6.09	40	48.8	20	24.4	17	20.77	82	100	20.5	18.5	#N/A	14.525	

A=always U= usually S=sometimes R=rarely N= never Res=respondents

4.3.1 Visualizing information

Item 1 was designed to get data how often grade ten students were visualizing or create mental image of information from the text in order to remember what they read. As it is indicated table 1 Item 1 the students' response to the first item shows that 10(12.19) of students were visualized every day, whereas, 16(19.5%) of the students claimed that "usually" create mental image from reading text. Similarly, while 35(42.7 %) of the respondents' student were visualize information "sometimes" and 16(19.5%), 5(6 %) of the respondent students witnessed that remember the text what they read rarely and never respectively. To this item the mean was calculated (mean =16.4) this indicated that most the grade ten students' were sometimes remembering the information from the reading text. The table also depicts the most of grade ten students were rated between "sometime" rarely remember the information from the reading text. The table also depicts that most of grade ten students' were rated between "sometimes" rarely, respectively. Therefore, one can understand that grade ten students were low frequency to apply the strategy.

4.3.2 Using prior knowledge to predict the topic /contents

Item 2 was employed how often predict the information using prior knowledge to understand what the text will have been. As it is indicated table1, item 2, revealed that, 9(10.98 %), 17(20.7%), 27(32.9 %) of the respondents claimed that predicated the topic using prior knowledge always, usually and sometimes respectively. In addition, 21(25.6 %) of the grade ten students' responded that "rarely" predicated the contents, and 8 (9.75 %) of the students were "never". As table 2 depicts that most of the grade ten students' use sometimes the strategies to use prior knowledge to predict the text. (mean=16.4) indicates the students' attention to the same, up the mean response of the students' for the items presented in table 4.1, item 2 indicates that students are not good at practicing activate the students' using prior knowledge to predict the content.

4.3.3 Connecting text idea with back ground knowledge

- The respondents were asked, in item 3, about how often connect the text idea with their back ground knowledge. As it is show in table 1 item 3, 10 (12.2 %), 20 (24.4%) were "always" and "usually" respectively connect the text with their back ground knowledge. similarly, a great deal of the respondents 25(30.5%) claimed that students "sometimes"

connected the text idea with their Prior knowledge and the remaining 19(23.17%) and 8(9.75%) of the respondents' asserted that 'rarely' and "never" used the prior knowledge to connected the text idea. The mean reposed from this item (mean =16.4) indicated that most of rated frequently rarely" usually" and "sometimes", and respectively from this, we can understand that grade ten students' were applying this strategy associating text idea with back ground knowledge in low frequency level with their prior knowledge.

4.3.4 Previewing the text

As the table above indicates 9(10.98 %) of the student respondents replied by using prior and back ground knowledge as a guide, students' " Always" preview before they knowledge as a guide, students' "always " preview before they read the text, additionally, 12(14.63 %) of the research participants claimed that "usually " preview the text in order to get familiar with reading text. Moreover, the majority of the respondents' 32(50%), 22(26.82) of the student respondents replied that they were "sometimes" and "rarely" to preview the text before they read again, they remain 8.53% of the students they were "never" familiar with content. the calculate mean of these participant students', for this item (mean=16.4) this mean implies that most of the student frequently "sometimes", and "rarely" respectively, and also very few students more concerned rated 'sometimes' and 'rarely' respectively therefore, from the above discuss, one can understand that most of students were not applied frequently the strategy of preview the reading text in light of this, teachers' were not frequently teach for their students.

4.3.5 Use scanning skill

An attempt was made in item5 to extract data on how often the students' of this research use scanning the text to develop the understanding of the reading text. As it is shown in table 1 revealed that very few (8.53 %) students mark on the scale of "always "this means that almost no one students' differ the strategies of scanning to located the specific data. Similar with this idea 16(19.5%), 33(40.2%) of the respondents said that to scanning the data in order to get specific information in a text. Frequently used the strategies rarely, and never respectively, alternatively, grade students' 16 (19.5 %) 10(12.2%) of the respondents replied that scale marked usually, and sometimes respectively. This means that the strategy to identify the specific information from the reading text. The mean value of this item 5, was also (mean=16.4) this indicated that the great number of the students were not use the strategies of scanning skill. Therefore, from the discussion, and the mean value, one can infer that little number of the participants applies

scanning skill in less and we can conclude that teachers' were not good at helping students' scanning specific information from the text.

4.3.6 Use skimming skill

The purpose of item 1 was to developed how often the participant of the study use skimming skill to improve their understanding when they read the text as it is seen the above table 1 11(13.41%) , 15(18.3%) of the respondents responded that students' "always" and "usually" respectively make the students apply the strategies use of skimming in order get detail and general information from the reading text contrary to this, most the students (31.7%), 20(24.39 %) of the respondents responded that grade ten students' they apply this technique use "sometimes" "rarely", respectively to apply the strategy skimming skill, The remain (12.19) of the students responded that "Never" skimming the text. for this item the mean calculated was no more frequently apply the strategy of skimming skill to get the main idea of the text.

4.3.7 Re-reading to increase understanding

In item7, the students' were asked to report how often they re-read text to increase their understanding of the students. As table 1, item 7 exhibits, 12(14.63%) and 16 (19.5%) number of the respondents responded that they were applying the strategies of re-reading the text to better understanding "always" and "usually" respectively. For there, the majority of the students(35.4%), 15(18.29%) of the of the respondents' learners' indicated that they apply this technique "sometimes" and "rarely" respectively read the text again and again to better understanding thus, we can say that more students were apply the strategies less frequently than the fewer students' that means that most of the grade ten students' they "some times" apply the strategy at all the aggregate mean of this item was (mean=16.4) from this mean we can understand that almost the students no more read again and again to increase their understanding with low frequency scale (mean 16.4) whereas few students' were do medium frequency scale again and again, and most of the students more concentrate the strategies between sometimes. Therefore, one can understand that grade ten students' almost rarely apply re-reading the text to increase understanding the text.

4.3.8 Underline the key information

In item 8 the participants of this research study were asked to replied how often they underline the key information in the reading text to help them in order to understand what they read as table 1, item 8 indicates that they few (7.31) of students use the strategies in the mark rated of

“always” and 16(19.5) of the respondents’ mark rated “usually”, in addition the majority of the respondents’ 30(36.6 %) responded that use the strategies to underline the key information from the text. Although, 18(21.95%) 12(15%) of the students said that apply the strategies frequently scaled” rarely,” and “never” frequently students employ the strategies underline, and circle the key information from the given reading text thus, we can infer from this that almost all the students sometimes use this technique than fewer student the “mean” value of the underling key information low level. Therefore, the results of the data analysis reveal that most the students ‘didn’t employ underling and circle the key information.

4.3.9 Take note what I have read

Besides item 9 were prepared a certain data among students’ how often they take note while reading English text to comprehend what they read. it is seen table 1, 10(12.195%), of the respondent students marked “always”, and, additionally, great number of the respondents 25(30.5%), and 25(30.5%) of the respondents marked “usually” and “sometimes” respectively take note while they read the reading text. this implies that most of students’ taking notes often while reading to increase their understanding the mean of this item (mean =16.4) implied that most of the students applied the strategy taking note medium level from the presentation. We can understand most of the students’ take note with medium frequently range in scale.

4, 10, .Guessing the meaning of UN familiar words

Item 1, was to collected data how often the sample population of this study make guesses to understand un familiar words as it is exhibited in table1. In significant number of the students’ rated between “always” on the other hand 13(15.9 %) of the respondents responded that marked also 13(15.9%) 30(37%) were making guesses UN familiar words frequently “usually”, “sometimes” and “never” respectively. Were as great number 14(17.07%) of the students claimed that students’ “never” made the students’ guess the meaning of un familiar words in the text from contextual clues in the reading passage(mean=16.4) more specifically speaking, most of the students apply this technique between “some time”, and rarely, that means used medium frequency scale. This implies that grade ten students’ make guess medium frequently significant number of few students’ they prefer dictionary than guessing.

4.10.1 Using table, figures to increase understanding

Item 11 was developed in order to receive data how often grade ten students use table, picture to enhance their understanding. The data obtained from selected students were insignificant number of the respondents' (6.09%), respondents 'use figures to increase understanding and the great number of 40(48.8%) of the students were marked in 'sometimes' in the significance scale. The 20(24.4%) ,17(20.7%) of the students claimed that rated between 'rarely' and 'never' which means that the students practice this technique at low frequency level. From this discussion we can understand that most of the students marked in one scale questionnaire, were marked scale sometimes so the report questionnaire was spread out.

Table 4.4. Meta Cognitive reading strategies

strategies	Res	Respondents'										Total		Mean	Median	Mode	SD
		A		U		S		R		N		F	%				
		F	%	F	%	F	%	F	%	F	%						
Item 1	82	9	10.98	23	28.3	20	24.3	15	18.3	1	1.2	82	100	16.4	15	15	5.282
Item 2				25	30.5	39	47.6	10	12.2	8	9.8	82	100	20.5	17.5	#N/A	14.479
Item 3		9	10.98	20	24.4	40	48.8	13	15.9			82	100	20.5	16.5	N/A	13.771
Item 4		6	7.3	27	32.92	40	48.8	9	10.97			82	100	16.4	18	N/A	15.968
Item 5		8	9.75	20	24.4	30	36.58	10	12.19	1	1.2	82	100	16.4	14	#N/A	8.876
Item 6		13	15.85	19	23.17	28	34.14	14	17.2	8	9.8	82	100	16.4	14	#N/A	7.569

A=always , U= usually, S=sometimes, R=rarely , N=never F=frequency, Res=respondents

4.4.1. Adjusting reading speed

The participant of this study were asked in item 1 to indicate how often the students were adjusting their reading speed according to what they are reading as the reading as the reading frequency in table 1. Indicated that 9(10.98%), 23(28%) of the students reported that they

adjusting their reading speed ‘always’ and usually respectively. similarly, while 20(24.3%) of the students reported that ‘sometimes’ further, 15(18.3%) of the respondents said that the scale frequency “rarely” 15(18.3%) respectively of the students reported. The result of the analysis in table 1, reveal that grade ten students have practiced different adjusting their reading speed. The result of student of the mean also (mean=16.4) this means that means that half of the students were practice this technique with medium frequency level. Whereas the rest of the students were practiced this technique with less frequency level and the data were less reliable.

4.4.2. Learn from my mistakes

This table 1 was employed to collect data how often they learn from their own mistakes and used the information in order to learn from their mistakes do better for the next. The data obtained from the analysis in table 1 demonstrate that 25(30.5%) and 39(47.6%) of the students made on the point scale questionnaire ‘usually’ and ‘sometimes’ respectively. In similarly, 10(12.2%) of the students responded that in the scale ‘rarely’. In contrast, 8(9.8%), of the students responded that they learn from their mistake rarely and never respectively. As it is depicted in the table 1, the participant of the students was different frequent level learn from their mistake. (Mean=20.5) this indicates that the results above revealed that most the students sometimes learn from their mistakes and significant number of the students did not learn from their mistakes except few respondents and data were spread out.

4.4.3. Checking the accuracy of guessing

Item 3 was seen how often the students check the accuracy their guessing before they analysis in table 2, indicates that ,few of the students marked the scale point questionnaire always .checking the accuracy guessing the information presented in the written text .However, 20(24.4%) and 40(148.8%) of the selected students witnessed that they were checking the accuracy of guessing that present in the reading text, ;’Usually’ and ‘sometimes’ respectively ,In contrast ,the 13(15.9%,) of the participant students were claimed that they were ‘rarely; checking the accuracy of guessing whether the information. whereas most of the students use this techniques frequently low level from this the data points are further at what from the mean.

4.4.4 .Retelling the text

Item 4 tables 2 were prepared. how often students retell the text using their own words as it is shown table 2 very few students marked in the point scale question ‘always’ this indicated that almost no one students retell the text ‘every day’ in other hand great number of respondents’

(32.92) and (48.8%) of the explained that retelling as the narrative version of summarizing the text with their own expression “usually” and sometimes respectively. The rest (10%) of the students’ rarely’ retell the text by their own words, this indicates that a great number of the students did not apply this techniques of retelling the text.

4.4.5 .Analyzing and evaluating the writes point of view

Similarly, item 5 was designed to obtain data on always the students critically analyze and evaluate the information that was presented in the written text. As it is show table 2. significant 8(9.75%).and 20(24.4%) number of the students responded that they critically analyze and evaluating the writer point of view “always” and “usually” respectively. similarly, 30(36.58%) 10(12.19%) and 14(17.07%) of the respondents witnessed that they use the strategies sometimes rarely and never respectively. for this, we can understand half the students relatively use the technique in the frequency scale.

4.4.6.Summarize what I read the text

Item 6 was designed to obtain data how frequently the students’ of the study takes an over all of the text to see what is about before reading .as it is shown in table 13(15.85%). And 19(23.17%) of the students’ rated “always” and “usually” respectively however 28(34.14%), 14(17%), 8(9.8%) of the students’ use the techniques ‘sometimes’ and rarely’ respectively. The result of the above table also shows (mean=16.4) this implies that most of the students they did not to summarize the text what they read. In contract few of them ‘sometimes’ summarize what they read. Therefore, we can understand most of the students use low frequency techniques to summarize what they read the reading text.

Table.4.5. Socio –Affection strategies

strat egie s	Re s	Respondents'										Total		M e a n	me dia n	Mod e	SD
		A		U		S		R		N		F	%				
		F	%	F	%	F	%	F	%	F	%						
Item 1	82			35	42.68	18	21.95	22	26.82	7	8.53	82	100	20.5	20	#N/A	11.561
Item 2				15	18.29	41	50	20	24.39	6	7.31	82	100	20.5	17.5	N/A	14.843
Item 3		8	9.75	19	23.17	18	21.95	29	35.36	8	9.75	82	100	16.4	18	8	8.792

A=always U= usually S=sometimes R=rarely N=never

Res=respondents

4.5.1. Working with other to solve the reading problem

Item 1 ‘worked students’ to show how regular they work for their class mates. For clarification in order to solve the problem that presented in the reading a text the reading frequency in table 3 shows 35(42.68%) and 718(21.19%) of the respondents’ students’ witnessed that they work with class mates, to solve the questions that presented in the reading text. Scale marked in the significant frequency ‘usually’ and sometimes respectively, furthermore 22(26.82%) of the students’ have worked ‘rarely’ with the others to solve the problem presented in the reading text.

In contrast in insignificant number 7(8.53%) of the respond students judged that they ‘never’ work with the class mates the frequency of the total their response were spread out, and far from

the mean. From this analyzed we can understand. No more students' working with their class mates accepts some students.

4.5.2. Asking question related to the text

Item 2 was asked students' to show their rating scale how often they ask question for their classmates as well as teachers in order to for clarification, if they did not understand a text well. They reading frequently in table 3 indicates that few (18.29 %) students asked question related to the text 'usually' whereas great number of(50 %) of the students' were asked question for the classmates & teachers related to the text in order to better clarification, "sometimes".. Furthermore, 20(24.39%) of the respondent students' witnessed that they asked question for their classmates and teachers "rarely". The rest 6(7.31), number of the students were, if they did not ask question for classmate marked on the scale frequency of "never". This discussion indicates that few students ask question if they did not understand well with medium frequently for their teachers', class mates and other friends. In another hand, some of the students were low frequency level to ask question to understand well a text. The remaining students' one can understand that they 'rarely', ask question for their classmates and teachers for clarification, if they did not understand a text well. This discussion indicates that most of the students' low level asks question for their teachers' and classmates if they did not understand a text.

4.5.3. Try to reduce anxiety

This item was designed to how frequently try to decrease their anxiety when they read difficult text. As it is seen in table 3 very few (9.75%), (23.17 %) and (21.95 %) of the students were they reported that they marked attempting to decrease their anxiety' always', and 'usually' and 'sometimes' apply these techniques. Moreover, the majority (35.35%) of the students reported that they try to reduce anxiety. The rest 8(9.75%), of the students replied that they marked in the rate of frequently 'never' respectively. From this dissuasion we can understand that few of them use high techniques of the strategy, whereas most of them didn't use the technique, they use less frequency techniques.

4.6. Interview teachers'

4.6.1. Materials for pre-reading strategies;

Item 1 was to get data what types of materials use for pre- reading strategies two out of six interviewees reported that materials need for pre-reading activities used teacher's manual picture,

and students' text book. Whereas four interviewees teachers' claimed that they haven't use any pre-reading materials except students' text book. Therefore, we can understand from the discussion, almost all of the interviewees they didn't use materials for pre – reading strategies. Item 2, was employ how do you prepare the students to prediction titles before they read the text what the content of the text is about, as it is presented items 2 out of six participant teacher responded that students before teachers “sometime” prepare their students to predict the text before they red, because of have no enough knowledge how to apply strategies in the reading skill. Therefore, we can understand from item one discussion, almost all the English teachers Agulae secondary usually didn't prepare the students to prediction the text before they read the text. In item 3 were asked respondents about how do you connect the text idea with their students back ground knowledge, and how often they associating? As it shown item 3, two out of six respondents said that connected with prior knowledge this implies that the two participant teacher's use this method more frequently. Whereas four out of six respondents responded that we did not frequently connected the reading text with the students' prior knowledge they simply start reading the text. From this, we can understand that all who teach grade ten students Agulae secondary school were rarely used associating the text with the students back ground knowledge. In different frequency level the data from the interview showed that only two participant teachers they frequently connected the text ideas with their prior knowledge, Connect with the prior knowledge. Item 4 was asked how to you use the techniques of reading strategies during teaching reading strategies, how often do you use?

As presented in item 4, three out of six interviewees claimed that during reading English class they used the strategies by motivating the students' to product the text, to preview the text, and activating their back ground knowledge to connect the with text gave guide how implementing the strategies in the reading text. This situation was used 'some times'. Whereas, two out of six participant teachers employed that because they have not enough knowledge how to use the techniques, and how to implement of reading strategies. So we applied little. The rest one respondent teachers' responded that I have never used the techniques of the reading strategies. Because most the students have negative attitude towards the reading text, because difficulties of the text in all these, half of teachers try to implement the strategies during teaching reading classes, whereas, the rest three teachers no longer used the strategies during reading skill class.

In relation with this student's interview (Appendix III) item 2 what techniques use to understand effectively? How often do you use? asked the respondents to suggest their own idea how to use the techniques to understand effectively five out of thirteen participant students responded that by using read again and apply this technique always, Note taking while reading to increase understanding, and referring from dictionary to help understanding what they read better way, scanning, to find out the specific information, and using skimming skill, this skill is to improve their understanding effectively when we read passage. While twenty five out of eighteen two participant students obtained that to understand effectively only re-reading and the referring from dictionary techniques understanding effectively when & we read passage. Twenty out of eighteen two participant students obtained that to understand effectively only re-reading and the referring from dictionary techniques sometimes used whereas the remaining half out of participant students claimed that understand effectively we used only the text by re-reading much times were responded therefore from this discussion we concluded that almost all the interviews have little knowledge how to use the techniques reading strategies in order to understand effectively the given text.

Item 5 Guide the students' to search key words and specific information

- Item 5 was designed how to guide teachers to search un familiar words, specific information from the given text, and how often the teacher used

As item 5 demonstrate two out of six interviewees responded that we did not frequently used but "usually" the techniques bolded dividing words in to part, and underlined the key information while the other interviewees teachers reported that they underline the key information "sometime" and also two almost they didn't use technique how to search the key words and specific information. The result of discussion revealed that there is interval among the teachers' to guide their students searching the key information, and they did not frequently use the techniques.

Item 6 techniques to evaluate students; Item 6 was employed what and how often mechanisms used to evaluate the students from this interviewees teachers four out of six teachers employed that we usually evaluate our students such as by giving using concept test, creating exam, using class room assessment techniques and observations while one participant teacher replied that evaluate "sometimes" by giving homework test, asking question. The rest one participant teacher

responded that he or she evaluate the students' summative assessment from the above discussion the researcher concluded that most of teachers evaluate their students by using homework, class work, test asking question and class room observations.

Item 7 Adequate training about reading strategies

Item 7 was teachers had taken adequate training about how to practically implement the reading strategies. As above item 7 one of the research participants responded that have adequate trained about how to teach the reading strategies before in collage, but not enough for us, the rest one of the interviewees teacher was said that I think I have taken the training at university before ten years, but now completely for gotten it from this, one could assume that the almost of the respondents may not properly implement the teaching reading strategies in classes, furthermore, it appears that these teaches had not gained adequate training how to implement teaching reading strategies this implies that these teachers should get training in the use of implementing teaching reading in class in relation to this, item eight students interview was (see appendix II) are the what challenges while implementing reading the text asked the researcher to the research participated grade ten students ten twenty five out of eighteen two students replied that while they read the English text too difficulties to read effectively, from the challenges lack of prior knowledge, lack of knowing vocabulary, sometime come across new words presented in given text , then anxiety, as a result simply jumped the text paragraph and un voluntary to read the text, and stop reading. In other hand, thirteen five out of eighteen two respondents confirmed that during reading text faced by the complexity of the reading text, feels anxiety while reading comprehension lack of vocabulary knowledge, and problem how to search specific and general idea from the text , the remaining some respondent students responded that teachers they didn't teach us adequately how to use reading strategies, & techniques of the reading strategy consequently, have to lead negative attitude towards to reading text, and low interest reading therefore, the researcher assumed that challenges of grade ten students having poor reading strategies, and weak motivation and Interest teacher to their students clues and different types of context clues, while most of respondents responded that little tried to solve the meaning of un familiar words however, it is so difficult to us get the meanings, the rest some respondents' responded that solving coming across new words are seems climbing mountain to us, so it is never tried solve the new words from given text, even if most of the time did not enough to do it for this reason, our results on reading strategies slowly decrease.

In relation with this, item 4 Students' interview (see appendix II) the researcher asked to the students were when come across un familiar words during reading text what techniques do you use to understand the text, how often do you use? As item 4 students interview shown, ten students out of eighteen two respondents responded that in order to solve and understand the un familiar words "sometimes" use only few techniques such as through definition context clues, parting the words, making guesses. While most of the respondents responded that during reading English text and the non-English subject sometimes many un familiar words were presented in the text but most of the un familiar words were seems climbing mountain to us, so it is never used any techniques to solve the new words from the given text even if most of the teacher they did not push to try the un familiar words presented in the text, whereas few un familiar words were tried to get the right meaning from the text the remaining few respondents responded that when come across un familiar words during reading text at any time used only through dictionary. Understood that, most of the grade ten Agulae secondary school, they did not use all the techniques of reading strategies frequently, so as to realize this idea, teachers need to use all interesting techniques, in the reading text, which makes English reading text more exciting and motivating for learners.

Item 8, motivate the student to retell the text by their own words, item 8 was asked question for the sample population of teachers one out of six interviewees teachers confirmed that "always" motivate to retell the text through another means of expressions, and through and force to share information their class mates orally. Accordingly, item 8 three of the interviewees teacher were said that they "sometimes" to motivate our students to retell the text orally with their class mates however, most of the students they were unable to retell the text because of high limitation of vocabulary. As a result, they said that simply stop to motivate and ask retell given text. The remaining one out of six said that he or she was "rarely" motivate students to retell the text through their own expression and force to share their own idea with other class mate students. Thus, we can understand that, almost who teach grade ten students' were using low frequency techniques to motivate their students to retell the text.

In line with this, item 1 teachers' questionnaire (see appendix III) asked the respondents teachers how teacher encourage the students to read the text in and out class, three teachers out of the six said that in order improve their reading skill encouraging the student to read the text in and out of the class through set clear goals, when, where, with whom to read the text create opportunity to

study, and discussing with their family members. As three respondents' teachers claimed that, of course we usually and sometimes did so respectively tell them in order to read the text, but we did not Fairley concentrate and discuss with their family members in order to have great goal and create comfortable conditions. In light of this, half of teachers encourage their students and create comfort condition whereas the interview discussion, possibly say that grade ten students have not full moral to read the text in class and at home.

9. Teacher perception towards students' interest in reading text

Item 9 accordingly to teachers' perception what students are interested in reading text? This item 9 was five out of six participant teachers replied that grade ten Agulae secondary school students were negative perception why because they feel anxiety during reading comprehension, mixed reading difficulties low reading motivation, and they assume that difficulties to understand the text, and some of them were if the motivating them always they come to the low interest to read the text but few of the grade ten students were medium interested to read the text.

In line with this, item 10 teachers interview question (see appendix III) in the item 10, almost all teachers replied that we didn't think students were success full in reading text because most teachers' did not apply the strategies consciously, language barrier, large class size, lack of encourage teachers and family member to read the text actively and closely, having low perception and motivation, no have prior vocabulary knowledge the rest very few respondents' responded that have think few students were success in reading ding text, because if the teacher implement all the techniques of reading strategies, and give them encouragement every day, students' are many successes full teaching reading strategies may be reduce if the teacher obtain adequate training how they apply the reading strategies through different reading text.

11. Reduce anxiety and when they read

Do you feel anxiety when you are read text? If your answer is "yes" what strategies use to control your anxiety? How often do you use?

- Item 11 students' interview was designed to know if you feeling anxiety what strategies you use to reduce. As it is seen in item 11 half out of the respondents replied that feeling anxiety was not new for us, we feel anxiety during reading text ,because of fight between the us and the text, and try to use some strategies such as re-reading the text, skimming, scanning, while ten – respectively of the interviewees participant students' responded that

feeling anxiety was common during English reading text, and to slow down our anxiety almost no strategies such as helping the teacher, finding some difficult words from dictionary, the remaining five respectively reported that they “never” try to reduce their anxiety when they complete to do some difficult reading tasks, from this discussion, the researcher understood that grade ten students’ were common negative perception, and almost no used techniques to reduce it therefore it may be possible to say that the study represents trying to use the techniques reading are help to reduce the anxiety.

Table 4.7. Class room observation checklist

No	Strategies	Responses												Y es		N O		Total	
		T-1		T-2		T-3		T-4		T-5		T-6							
		Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	F	%	F	%		
1	Introduce the daily lesson topic	1	2	1	2	1	2	1	2	1	2	1	2	1	2	7	5	12	100
		-	×	×	×	×	×	-	×	-	-	×	×	7	5	12	100		
2	Activate the students’ background knowledge	-	×	×	-	×	-	×	-	-	-	×	-	5	7	12	100		
3	Strategies use present in the text	-	-	×	×	-	×	-	×	-	-	×	×	6	6	12	100		
4	What the most strategies use the students	-	-	-	×	-	×	-	-	×	×	-	-	4	8	12	100		
5	Motivate the students; to use reading strategies	×	-	×	-	×	×	-	-	×	-	×	×	7	5	12	100		
6	Teachers’ use figures in the reading	-	×	-	×	×	×	×	-	-	×	×	-	7	5	12	100		
7	Teachers’ prepare sample reading text	-	-	×	-	-	×	-	-	-	×	-	×	4	8	12	100		
8	Encourage the students’ to skim the reading text	×	×	-	-	×	×	-	-	×	×	×	-	7	5	12	100		
9	Teachers’ give feedback to their students	×	-	-	×	×	-	×	-	-	×	×	×	7	5	12	100		
10	Encourage students’ to retell the reading text by their own words	-	×	-	×	-	-	×	×	×	-	×	×	7	5	12	100		

KEY; T-1= teacher one;

T-3= Teacher three; T-6= Teacher six;

T-2= Teacher two;

T-4= Teacher four;

×= Implemented

T-5= Teacher five;

- = not implemented

As can be seen in table 4.7 during the first and second observation session the researcher was observed. However, from the observation it can be noticed that during the first and the second observation topic the daily passage the teacher were not introduced, and the students were not given appropriate feedback during the first and the last observation session whereas In addition to that the researcher was observed in checklist item 1, observation 1, observation 2, observation 3, observation 4, observation 5, and observation 6, respectively the teachers were introduced the topic of the daily reading text. This indicates that all the teacher did not introduced the topic of the daily reading text in order to consciously to arouse the students' attention towards the reading text. During observation checklist item two also observation one, and two the teachers were not activated the back ground knowledge to understand the reading text from this discussion we can observed that most of the teacher they did not use the techniques of activating their back ground knowledge to create attention the students with reading text. More over the researcher observed checklist three, observation one and two the teacher were not applied the strategies in the reading text. With the line this our teacher during the all observation did not presented the strategies from this observation, the researcher observed that half of the selected teachers were explained the strategies, and selected teachers guide for their students how to search the specific information whereas the remaining half participant teachers help for their students to search the specific information this indicates that all the teachers.

Regarding motivate the students to use the strategies the researcher observed that most of the teacher were not motivated for their students in order to use all the strategies of the reading text whereas few selected teachers were encourage the students to use the strategies. In the teachers were did not instructed the students to read the passage by implementing different strategies while reading to understand the passage and to answer the comprehension question. Then that as it is observed checklist item two the researcher observed almost all the selected teachers did not

used table, figures picture concept, only few teacher used the 'title' to guess the student content of the text. Moreover, the researcher observed; are teacher were prepare sample reading activity.

As the researcher observed two times in six selected teacher most the teachers were not prepare sample reading text fits with the students, further the trained teachers feedback checklist indicated that most of the items in checklist were not implemented during the reading observation class, however some of the selected teachers were implemented giving feedback for their students during the reading text.

Finally, from the class room observation, the researcher noticed that most of the selected teachers were not implemented all the check list items of the reading strategies.

4.8. Discussion of the results

The previous part of the chapter four present the analysis of the data gathered through questionnaire interview and observation. In this study the investigation of reading strategies use grade ten students the implementing the reading text was investigated this part of chapter is concerned with the discussion of the finding from questionnaire, interview and class room observation. For this, the discussion part is divided in to three sub parts according the research question to the study. Therefore, the discussion is made under the following three headings; Cognitive, Meta cognitive; and Socio affection strategies.

The data from the students questionnaire reveal that students were not using appropriate reading strategies to understand the reading text effectively, the discussion indicated that grade ten students were visualizing the information, using prior knowledge, connecting with their back ground knowledge, and preview the text were implement the reading strategies did not implement the techniques effectively they were using low frequency rate, similarly, teachers they didn't use relevant techniques of the reading to connection with the reading text.

In addition, the students were discussing with the strategies of scanning skimming, Re-reading the text for this, the finding of this discussion indicates that the significant number of the students implement the low to use the reading strategies in the frequency rate in the medium level. However, in the scanning, most of the students were not scan specific information from the text, in line with strategy skimming, no significant difference with scanning, no more

frequently apply the strategies to get the main idea of the text. In the re-reading the text, no more read again and again to increase their understanding. This finding indicates that few numbers grade ten students used with medium frequency rate. However, most the students more concentrate the strategies between “rarely” and never; this discussion indicated that grade ten students almost not used the strategies of scanning, skimming and re-reading the text.

Moreover, the discussion underline the key information, note taking, and guessing the meaning of un familiar words, were discussed from this finding of discussing underline the key information some grade students were apply the strategies.

Frequently rated between “sometimes” to employ the strategies as well as having note from the given reading text. Similarly to, some grade ten students to guessing the meaning UN familiar words. in the text use contextual clues. Whereas the significant number of the students they prefer dictionary to use the techniques reading strategies. For this discussion indicates that half of grade ten students at low frequency rate scale.

In addition to the above discussion, adjusting reading speed, learning from mistakes and checking the accuracy of guessing. Half numbers of students were using the techniques of the strategy to adjust the reading speed with less frequency level. In addition, students they didn't learn from their mistakes, from this discussion the participants of the students at different frequent level, learn from their mistakes, moreover, every day with their great number of the students did not retell the text with own expression, but evaluating the writers point of view and summarize the text what they read practiced the students relatively medium frequently use the strategies.

The other important discussion students were socio affection strategies from this discussion the finding were no more students’ frequently working with their class mates except few students, and also most of the students “rarely ” ask question for their teachers as well their class mates,If they didn’t understand a text.

In relation to the above discussion the teachers and students interview discussion presented at teachers they haven’t use enough pre-reading strategies except students text book, and they didn’t prepare the students to prediction the title, before they read the text what the content the text about, in addition, most of the teachers they didn’t frequently connected the reading text

with prior knowledge, they simply get to start reading a book, besides, most of the teachers didn't implement the strategies to use the student and they didn't motivate their students because as finding indicated that they have not enough knowledge how to use the techniques of the strategies'. Further, from this discussion that there is interval among the teachers to guide their students searching the key information and they didn't frequently uses the techniques, and they evaluate the students by giving summative assessment.

Moreover, most of teachers who teach grade ten students didn't gained adequate training about how to implement the teaching reading strategies although few teachers they have taken training before ten years but now they completely forgotten it. This much with students' interview challenges during reading text.

The other finding of the discussion revealed that the challenges during reading strategies were, the difficulties of the text, lack if prior knowledge, lack of knowing vocabulary, when sometimes across new words presented in the text, then they feel anxiety, as result un voluntary to read the text and stop reading it and they didn't have enough knowledge how to use the reading strategies.

Teachers usually and sometimes do so respectively tell then have not full moral for their students to retell the text, and read the text in and out of the class.

Finally, the attitude of teachers to words interest in the reading text, most the teachers less interested and negative attitude because there were struggle among the students' and the English reading text, students feel anxiety because of difficulties the text, and mix comprehend, and the teachers they didn't apply the strategies consciously language barrier, carelessness of the teachers, besides that they assume that reading the passage is seems assume as killing of time. As a result students and teacher negative attitude towards the reading strategies, and no more use any strategies to reduce the negative attitude, in relation the researcher also observed class room observation, from the observation the finding revealed that the most selected teachers were not fully implemented all the check list items of reading strategies in order to conscious to arouse the students attention towards the reading s

CHAPTER FIVE; CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

The main objective of the study was to investigate the reading strategies use by grad ten students in Agulae secondary school. For this reason, the data were collected from the sample students and teachers through questionnaire, interview and class room checklist observation. Based on the analysis the following conclusion has been made.

- Most of teachers' haven't enough professional experience hot to use the techniques of reading strategies practically and unequipped resource except students' text book. As a result teacher' low interest to apply the reading strategies.
- Agulae secondary school teachers' who teach grade ten students' didn't motivate for their students' to use the strategies, such as cognitive, Meta cognitive and Scio affection reading strategies.
- Teachers' prioritize grammars instruction over reading strategies, leaving students' unequipped to engage effectively with text.
- Most of the grade ten students' point of view, reading English text is difficult task, so have low confident and engagement.
- Grade ten students at Agulae secondary school struggle with answering comprehension questions particularly, predicting, skimming, scanning, and encountering unfamiliar vocabulary.
- Most of the teachers' they didn't evaluate for their students' regarding the reading strategies, they gave summative assessment.
- Students and teachers' have low interested in reading comprehension, because of struggle among students and the reading comprehension, and teachers' feel it as killing time.

5.2. RECOMMENDATION

The researcher forwarded the following recommendation based on the finding of the study and conclusion drawn.

- ✓ Teachers should update their academic performance by themselves with appropriate the use of reading strategies, and share their experience as part of their continuous professional development and use appropriate fun read strategies for their students.
- ✓ The wereda and region Educational bureau should give practically adequate training for teachers' based on how reading strategies implemented in the reading text, by giving model effective teachers'.
- ✓ Teachers' should give special support, and motivating for their students to know and to use practically various reading strategies more frequently, and to enhance their knowledge of reading strategies.
- ✓ The school principals should motivate for their teachers' to give ongoing assessment to determine the strength and weakness in terms of the reading strategies.
- ✓ Families should promote reading at home, support progress, provide materials and encourage reading the academic text.
- ✓ The researcher also recommended it is difficult to generalize the results of the study to other similar studies due to the limited sample size and short duration of the treatment, therefore, it needed more research to investigate in the use of reading strategies in order to more reliable concussion.

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APPENDIX A
MEKELLE UNIVERSITY

**COLLEGE OF SOCIAL SCIENCE AND LANGUAGE DEPARTMENT OF FOREIGN
LANGUAGE AND LITERATURE**

QUESTIONNAIRE TO BE FILLED BY STUDENTS

strategies	Responses	Response										Total		mean	median	mode	SD	
		A		U		S		R		N		F	%					
		F	%	F	%	F	%	F	%	F	%							
Item 1																		
Item 2																		
Item 3																		
Item 4																		
Item 5																		
Item 6																		
Item 7																		
Item 8																		
Item 9																		
Item 10																		
Item 11																		

strategies	Res	Response										Total		mean	median	mode	SD
		A		U		S		R		N		F	%				
		F	%	F	%	F	%	F	%	F	%						
Item 1	3																
Item 2	0																
Item 3																	
Item 4																	
Item 5																	
Item 6																	

strategies	Res	Respondents										Total		m	median	mode	Std
		A		U		S		R		N		F	%				
		F	%	F	%	F	%	F	%	F	%						
Item 1																	
Item 2																	
Item 3																	

A=always U= usually S=sometimes R=rarely N=never Res=respondents

Item 1; visualizing information

Item 2; using prior knowledge to predict the topic

Item 3; connect the text idea with background knowledge

Item 4; preview the text

Item 5; use scanning skill

Item 6; use skimming skill

Item 7; Re-reading to increase understanding

Item 8; underline the key information

Item 9 takes not what I have read

Item 10; guessing the meaning of unfamiliar words

Item 11; use table and figures to increase understanding

- Item 12; adjusting reading speed
- Item 13; learn from my mistake
- Item 14; checking the accuracy of the guessing
- Item 15; retelling the accuracy of guessing
- Item 16; analyze and evaluating the writers point of view
- Item 17; summarize what I read the text
- Item 18; working with other to solve the reading problem
- Item 19; asking question related to the text
- Item 20; try to reduce anxiety

APPENDIX B

MEKELLE UNIVERSITY

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LANGUAGE AND LITERATURE

TEACHERS' INTERVIEW

1. What types of materials use before pre reading? How do you use?

.....

2. How do you prepare the students' to prediction the text? How often do you use?

.....

3. How do you connect the text idea with their background knowledge? How often do you use?

4. How do you use teachers the techniques of reading strategies? How often do you use?.....

.....

5. Do you guide the students to search keywords and specific information? How often do you use?.....

.....

6. When and how do you evaluate the students?’

.....

.....

7. Do you have adequate training how to practically implement the reading strategies?’

.....

.....

8. What are the challenges when implementing reading strategies, and what techniques do you use?’

.....

.....

9. How do you motivate the students to retell the text with their own words?’ How often do you motivate?’

.....

.....

10. Do you encourage your students to read in and out of the class? How often do you use?

.....

.....

11. What is the teachers’ attitude towards students’ interest in the reading text?

.....

.....

APPENDIX C
MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND LANGUAGE DEPARTMENT OF FOREIGN
LANGUAGE AND LITERATURE

STUDENTS'INTEVIEW

1. What material uses to read to read the text?

.....

2. What techniques use to understand effectively?

.....

3. What are the challenges while reading English text book?

.....

4. When come across unfamiliar words while you read texts what techniques do you use to understand the texts? How often do you use?

.....

5. Do you feel anxiety when you are read text? If your answer is “yes” what strategies use to control your anxiety? How often do you use?

.....

.....

.....

APPENDIX D
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LANGUAGE AND LITERATURE**

CLASS ROOM OBSERVATION CHECKLIST

No	Strategies	Responses												ye s		N O		Total
		T-1		T-2		T-3		T-4		T-5		T-6						
		Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation			
1	Introducing the daily lesson topic/title																	
2	Activate the students back ground knowledge																	
3	Strategies use present and explain in the reading text																	
4	Guide students how to identify specific information																	
5	Motivate students to use reading strategies																	
6	Teacher' use table and figures in the reading text																	
7	Teacher prepare sample reading activities fits with grade level																	
8	Motivate the students to skim the reading text																	
9	Teachers' give fed back to their students with on going																	
10	Encourage students to retell the reading text with their own words																	

KEY; T-1= teacher one;

T-2= Teacher two;

×= Implemented

- = not implemented

T-3= Teacher three; T-6= Teacher six;

T-4= Teacher four;

T-5= Teacher five;