

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE



POST GRADUATE PROGRAM IN TEFL

**AN INVESTIGATION OF STUDENTS' READING ABILITY AND ITS
INFLUENCE ON THEIR ACADEMIC PERFORMANCE: SAGURE
SECONDARY SCHOOL IN FOCUS**

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JULY, 2016

ADAMA, ETHIOPIA

A THESIS SUBMITTED TO SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

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DECLARATION

I, the under signed graduate student, declare that this is my work, and that all sources or materials used for the thesis have been duly acknowledged.

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**AN INVESTIGATION OF STUDENTS READING ABILITY AND ITS
INFLUNCE ON
THEIR ACADEMIC PERFORMANCE: SECONDARY SCHOOL IN FOCUS**

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ACKNOWLEDGMENTS

First of all, I would like to express my heartfelt gratitude to my thesis advisor Mr. Abdi Hussen, who took his precious time and gave me valuable advice and constructive comment in writing this paper and shaping my thesis title.

I also wish to thank Sagure Secondary School teachers, students who participated in giving the response to the questionnaires, and interview of this study. In addition to this, I would like to thank the following people who contributed a lot for the accomplishment of this paper: Mezgebu Hailu, Geleta Urgaya, Gadisa Shumui, Abebe Mululugeta and Kibret Kebede. I am indebted to them for what you did to me.

Finally I thank my family Emebet Eshetu, Abrham, Biniam and Yosef Sahlemichael for their endurance and encouragement during conducting this research.

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LIST OF ACRONYMS

EFL: English as a foreign Language

L1: First Language (Mother tongue)

L2: Second Language

TEFL: Teaching English as a Foreign Language

UNISA: University of South Africa

ABSTRACT

This study was an attempt to investigate secondary school students reading ability and its influence on their academic performance. The study was held in Sagure Secondary School which is found in Oromia regional state Arsi zone. Among the 1100 grade ten students, 10% of them taken as a sample by random sampling method. Twenty teachers from five departments (English, Civics, History, Geography and Biology) were also involved in this study. Students and teachers' questionnaire, teachers' interview and reading test for students were used as a data gathering tools. After carefully gathering the appropriate data by using questionnaires, interviews and reading test ,then data was analyzed by using frequency for the data which requires analyzing quantitatively and description for the data which required analyzing qualitatively.

The findings of the research showed that students' awareness and uses of reading strategies is average. There is also reading comprehension problem among students. Students' level of participation in reading task was average. The number of Students who went to the school library to study and to use reference materials is smaller than the Students who did not go. Most Students read Afan Oromo and Amharic texts than English texts in their leisure time reading.

Based on the findings and the conclusions the following recommendations are forwarded: teachers should increase students' level of participations in reading class by designing and giving emphasis for reading task. The different stake holders of the school should create conducive environment for reading, and parents should encourage students to read different books at home. Students should read more English texts than others texts in their leisure reading.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Parents, the community, governmental and non-governmental organizations are investing their money, knowledge, labor and resources to educate their students so as to make them effective citizens who are fit in every sphere of life. MOE (1994) stated that in order to promote the quality of education ,teachers training at all level and school facilities as well as educational technologies have been given due consideration. How much such investment is effective and successful will be determined by looking at different indicators, but the most important and direct indicator is the extent to which students' progress in their academic performance.

Academic performance of students is affected by many factors. Bastug (2014) stated factors like family educational background, the learner motivational level, and intelligence affect learner's academic performance. Birhanu (2011) stated that socio economic status of the family has effect on students over all academic performance. Other researchers like Rodriguez (2005) viewed different factors that affect academic performance i.e. teachers related factors, students related factors, and school environment related factors. Similarly Irfan and Shabana (2012) asserted that academic performance is highly affected by lack of learning facilities and lack of proper guidance from the parents to their children.

It is evident that academic performances of learners have been affected by the above listed and discussed factors. However, scholars in the educational field started seeing those factors that hinders academic performance from the language skills perspectives especially from the students reading ability. Reck and Walker (1994: p15) said “difficulties in learning may not be caused only by the way in which we teach, or the lack of intelligence of students but may be the result of a reading problem.”

Klinger, Vaughun, and Boardman (2007) stated that reading is a complex process that is more than decoding the surface meaning of what we are reading from the text rather it requires thinking critically about the message; appreciate what the author is trying to say. They added that unfortunately too many children faced difficulty of mastering these fundamental reading skills. Mesfin(2008).studied the reading techniques and reading procedure used by teachers at primary school in the teaching of reading in their classroom. He employed classroom observation, focus

group discussion and teachers and students' questionnaire as instruments of data collection. The finding of the research revealed that teachers used traditional way of reading which was dominated by reading aloud. There had been little or no time given for silent reading. Furthermore, the pre reading and the post reading stages were not thought properly.

Dangne and Gemechis (2007) stated that if students are good readers, they can be successful in their academic achievement. The good readers can be successful in their academic subject as they can easily understand the materials they read. Understanding what is read requires the utilization of appropriate reading strategies; hence students are expected to be taught about the strategies which support them to develop their reading comprehension.

Pretorius (2000) examined the relationship between reading ability and academic performance. The research was conducted among undergraduate students at UNISA. The result indicated that the students at UNISA generally have distressingly low reading levels and slow reading speeds and that their inference ability during reading is strongly related to academic performance. The findings showed that students who had good reading ability also have good academic performance.

Owusu (2004) conducted a research about reading habits among students and its effect on academic performance. The research was held in Koforidya Polytechnic and the study confirmed that reading habit has a strong influence on academic performance. Students who are engaged in reading more than those who do not read show better academic performance, so there is a relationship between reading habit and academic performance.

Mifflin (2004) explained that reading strategies are techniques that effective readers use whenever necessary. Some of them like active reading such as identifying and writing down the point and purpose of reading ,highlighting important words , determining the meanings of unfamiliar words ,re- reading and reviewing and jotting down notes in the margins. Moreover active reading is designed to improve the reading comprehension and retention of information. Other strategies such as skimming and scanning enable reader to use in certain circumstances. Cohen (2007) stated that reading strategically means using specific techniques for understanding. Learning such techniques make students to score higher on reading comprehension tests.

Even though, these research studies have been conducted locally on reading they did not have direct connections with Students' reading ability and its influence on their academic performance. This reveals that the urgency of carrying out research on this area.

1.2. Statement of the Problem

One of the essential language skills that students should master in order to understand the subject matter they study is reading skill. When the students reading skill is better their academic performance also gets better and vice versa. Langan (1984) stated that reading and study skills facilitating Students academic achievement. As experience shows us, the students reading ability is under question in secondary schools. There are many indicators about the decline of their reading ability and academic performance. For instance, the five years Sagure Secondary School Students' exam analysis result showed that the Students' academic performance is decreasing.

Broderick (1994 p22) said "we all know that many of today's beginning college students don't have the reading skill needed to do effective work in their courses. The related problem, evident even in class discussion, is that they often lack the skills required to think consistently in a clear and analytic way. Smith (2008) stated that only five percent of students read effectively, and twenty to thirty percent of students learn to read relatively in an average pace but the remaining sixty percent are under difficult condition on their reading skill.

Local research by Mebratu (2007) showed that ineffective reading ability hinders learners reading performance and limits their academic performance. Another study by Dange (2007) revealed that those students who don't develop their reading ability at elementary school continue facing problem when they are in secondary school.

As experience and the current concrete condition show us, Students in Sagure Secondary School are not as good as they are expected to be in their reading ability. Most Students don't use reading strategies while they are reading. Their reading comprehension skill is unsatisfactory. They also display slower reading pace and poor reading habit and consequently poor academic performance are the main characteristic features and a day to day practice of students reading activity. The evidence we have had at hand is few locals and outside researches which showed only some aspects of the problem.

Though relatively many research works have been conducted internationally on similar problem there are only few research works that have been conducted locally on this area. Dereje (2008) have conducted studies on students' perception of motivational techniques use for reading by their teachers. Mesfin (2008) have also assessed the practice of teaching reading in English at first cycle primary schools; the finding showed there were appropriate reading techniques that teachers used. Teachers were also observed that using traditional way of teaching reading i.e. loud reading and there was little or no time for silent reading mean independent reading. The present research try to address the practice of secondary school students reading performance on their academic performance.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate Students reading ability and its influence on their academic performance at Sagure Secondary School

1.3.2 Specific Objectives

The specific objectives of this research is/are

1. To assess the students perception of reading for their academic performance.
2. To identify what reading comprehension strategies students use.
3. To assess the students' reading comprehension ability.

1.3.3 Research Questions

1. What is the students' perception of reading for their academic performance?
2. What reading comprehension strategies Students use?
3. What is the Students' reading comprehension ability?

1.4 Significance of the Study

The outcome of this study is helped to have the following significances for Students, teachers, and the various stake holders in the education sector. Investigation of Students reading ability and its influence on their academic performance has its own benefit for English and other subject teachers by giving insights to improve reading instruction to enhance students' academic performance. Secondary school students also obtain information how to improve their reading and academic performance. Different stake holders like the school ,educational office will see the present Students' level of reading and take measure where necessary.

On other hand, the importance of this study for research purpose is that it is hoped to provide helpful insights to other researchers who wants to carry out further studies on the area about Students reading ability and academic performance. The clues that reveal some facts about reading problem and academic performance show directions to other researchers who want to conduct studies on similar cases. Thus, such studies which will be conducted after this study by other researchers can be more effective as they may get some evidences from this study.

1.5 Delimitation of the Study

This study was limited to Sagure Secondary School. Sagure Secondary School is found in Oromiya Regional State, Arsi zone, Digelu and Tijo District. Obviously, the factors that affect academic performance could be seen from many angles and hence it gives a comprehensive insight of the problem and its solution. However , due to many limiting factors the researcher only intends to see students reading ability and its influence on their academic performance in the school he teaches in. It will be better to increase the number of schools and the number of respondents in the study. However, due to time and financial constraints, the study is limited to one secondary school.

1.6. Limitations of the Study

Three main draw backs have been identified as affecting the process and to some extent the outcome of the study i.e. lack of time, lack of experience and delay of respondents to return the filled data. The first one was time constraints from the side of the researcher. Since the researcher conducted this research while he was doing his job, preparing, administering and gathering the data from the respondents were somewhat a challenging task. The second one was some participants of the study were late to give back the filled questionnaires. The last constraint was lack of experience, in conducting research in the sides of the researcher. Thus, the study would not claim comprehensibility. However, it hopes that it could serve as a steppingstone for further research in the area.

1.7. Organization of the Study

This study is organized into five chapters. The first chapter deals with introduction of the study, which contains back ground of the study, statement of the problem ,objective of the study ,significance of the study and scope of the study. Chapter two discusses the review of related literature. Chapter three is concerned with research methodology, specifically, the research design, the subjects of the study, sampling technique, data gathering instruments. Chapter four discuss about methods of data analysis and interpretation. Finally, chapter five presents the conclusions and recommendation of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Definition of Reading

Defining reading is not as easy as identifying it as one of the language skills. As research advanced through time, there are different views and definition concerning it. What make the definition difficult are the various aspects of reading like the role of the reader, the purpose of reading, the length of the text to be read etc. thus there are controversy among scholars on the definition of reading. Some define reading as the matter of getting information through print. Widdoson (1979) asserted that reading is a process of getting linguistic information via print.

Among others, the definition given by Goodman (1967) is popular. To him reading is defined as a psycho linguistic game that involves. Through there are many different definitions provided by different scholars, these can generally be grouped into two. These are where reading is considered to be passive process and active process.

In the first category, reading is considered as the process where the reader simply takes what is there in the text passively without applying their world knowledge and experience while in the second; reading is considered as an active process where the reader has to use background information to understand the text. In support of the first, Carrel (1988:2) defines reading as “decoding process of reconstructing the writer’s meaning through recognizing the letters and words, and creating a meaning for a text from the smallest textual unit at the ‘bottom’ (letters and words) to larger and larger unit at the ‘top’ (phrases, clauses).” This means reading is merely decoding of graphic representation by matching letters sound relationships. Thus the reader is passive receiver of the message in the text.

In support of the second, on the other hand, others defined reading as it is an active process, the reader is involved through emotion, background information and strategy application. For example Goodman, (1971); McKenna and Robinson, (1993); Grabe,(1988); Silberstein, (1994:7) define reading as a process in which a reader interactively involve in making meaning through use of his/her prior knowledge. An important idea that is to be noted is that two readers cannot interpret single text in the same ways (Nuttal, 1996). This fact forces us to support the view that reading is an active process.

2.2. Models of Reading

After 1950, models of reading were emerged which explained what reading is and how meaning is created by the readers. The first attempted model of reading was bottom- up approach of reading which viewed reading process including the so called lower level process such as identifying words, decoding letters.

The second model was called top – down model which gave much emphasis on prior knowledge and back ground knowledge of the reader. The other reading approach, interactive model is a combination of bottom- up and top-down since it asserted that both text and reader are equally necessary to get meaning.

2.2.1. Bottom -up Approach of Reading

This approach viewed reading mean more utilizing linguistic and decoding skill. In the 1950 reading was regarded as utilizing linguistic and decoding skill. Bottom- up reading requires language processing at all level that is word, sentence and discourse. The central notion behind the bottom- up reading is basically a matter of decoding a series of written symbols. It is mainly involved print every letter- phonemes, graphemes, blending, pronunciation and meaning (Nuttal, 1996, Carrel, 1988).

Wallace (2001) stated that the bottom up approach of reading take place reader need to perceive and decode letters in order to read words and understand all the words so as to understand the meaning of a text. In addition, our understanding of a text comes from understanding the words of which it is composed.

Broughton.et.al. (1978) asserted that the most familiar elements of language are words and it must be quite clear that part of what is involved in understanding text involves understanding the meanings of individual words in the text. Thus, if a reader doesn't understand the meaning of a word he/she may miss the whole point.

2.2.2 Top-Down Approach of Reading

This approach of reading provided the opposite assumption about reading. The bottom -up approach consider meaning from text to a reader, but top-down approach revealed meaning is from the reader to the text Goodman (1967) as cited by Erler et al. (2007) stated that top- down reading process are characterized as higher level process which discerning meaning at whole text level and using schemata or background knowledge to support comprehension.

Nuttal (1982) stated that top- down approach of reading give outside knowledge or prior knowledge, extra to the text need us to know or understand the meaning of a text reader prior knowledge has a paramount importance. The need for schemata before reading is the most essential element to obtain meaning from reading.

Harris and Graham (2001) said Meaning, learning and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading comprehension, Knowing how to read words has ultimately little value if the students unable to construct meaning from text.

Cook (2001) stated that the mind stimulated by key words or phrases in the text or by the context activates knowledge or schemas are not necessary dealing with conscious given to external stimuli. This view clarifies that schemata activates in one or two ways. The first is new information from the outside world can be cognitively received and related to already known information stored in memory through remembering. In this process, new concepts are assimilated into existing schemata which can be altered or expanded. The second one is new information can be represented by new mental structure. In the case of the absence of already existing schemata new knowledge should up new schemata.

2.2.3 Interactive -Approach of Reading

Both bottom-up and top- down reading models see reading from one direction. As bottom up focused on text is the source of meaning and top- down approach asserted the reader prior knowledge, background knowledge is a decisive factor for meaning.

Researchers in L2 reading research community have acknowledged the interactivity of reading process. Since the 1990s reading has been seen increasingly to be the result of complex

interactions between text and readers. (Carrel, 1985, Davies and Eskey, 1988) The concept of reading refers not just to the interaction between the information that the reader obtains by decoding (bottom-up) processing and the information obtained by interpretation (top -down) processing.

According to Snow (2007) one of the instructional outcome of the interactive model of reading is the preparation of reading materials in terms of three phase approach i.e. pre- reading, while reading and post reading. Another instructional implication of interactive model is the need for a large recognition of vocabulary to achieve meaning in reading.

Harste (1989) stated reading has interactive, constructive and dynamic process. The term interactive indicated that reading is an act of communication dependent not only on the knowledge and skill of the author but on knowledge and skill of the reader as well. The term constructive signifies that meaning is something that cannot simply be extracted from a text but rather must be actively created from the mind of a reader with the integration of prior knowledge with the information suggested by the text. The term dynamic emphasizes that the reading process is variable not static and adapts to the specific demands of each particular reading experience.

2.3 The three phases of reading

Currently there are three phases of reading in the teaching of reading in the classroom. These are pre-reading, while reading and post reading. The function of pre- reading is buildings up and activating back ground knowledge. It needs for a large recognition of vocabulary knowledge to achieve fluency in reading. (Nuttal 1982)

2.3.1 Pre- Reading

The objective of this stage is to arouse the interest of the readers and to activate their prior knowledge on the topic. In this stage students will be made to think and discuss the topic to be read so that the background knowledge of the message in the text can be recalled. According to Thompson (2001) the possible activates of this stage could be predicting the story by looking at the title or the pictures.

The major objectives of this phase according to Williams (1984) are introducing and arouse interest in the topic, motivating learners by giving a reason for reading and providing some language preparation for the text. This stage as discussed above is a stage where prior knowledge of the students is activated through giving clues of what they read in the actual text.

2.3.2. The While –Reading Phase

The while –reading stage is a stage in which students are made to read silently in order to answer questions already set. It is an intensive reading practice where they try to grasp main points and answer the questions. During this stage different activities like read and match, read and draw have been carried out by the reader (Hedge, 2000). The above activities are called information transfer activities in reading lesson.

2.3.3 The Post Reading Phase

In the post reading stage students will be asked whether they have understood the general information of the text in relation to their prior knowledge. In the post reading stage there are three levels of comprehension questions such as questions for exact meaning, questions for inferred meaning and questions related to the students experience. This stage can be carried out by arranging small group discussion that be followed by whole class discussion (Williams 1984).

2.4. Types of Reading

In dealing with the types of reading scholars divide reading into two depending upon the purpose of the text for reading, the length of the text and the classroom procedure as well as the very objective of the text is prepared for. According, the two types of reading are called intensive and extensive reading. These two types of reading however are complementary and students or children should be exposed to both types Nuttal (1996).

2.4.1. Intensive Reading

As it has already been mentioned the classification of the two types depends on the purpose of the text for reading, the length of the text and the classroom procedure. Based on this, intensive reading refers to the reading of short texts. It entails the reading made at classroom level under the guidance of the teacher (Ibid). This is a type of reading we usually see in language

classrooms in all class level such as primary, secondary and other higher levels. The main purpose of this type of reading is understanding the meaning of a text in general or the specific information Hedge (2000) explains intensive reading as a type of reading that is concerned with looking at a text carefully for the purpose of choosing precise words or phrase.

2.4.2. Extensive Reading

Extensive reading has been explained by different writers. For example, Sensnan (2003) explained it as a type of reading a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail.

Thomson (2001) also explained it in a similar way by saying that it is a reading for pleasure, to obtain information or satisfy ones interact. According to these scholars it seems that extensive reading is a usual kind or reading that takes place outside of the classroom in most cases. Nuttal (1996) explains that extensive and intrusive readings are not constructing types of reading rather they are complementary and both are important in reading skill.

2.5. Reading Techniques

There are many reading techniques the readers should employ when they read texts. These reading techniques are used by the readers according to what they want from the text and the purpose of reading. Snow (2007) proposed the following reading techniques that efficient readers use:

2.5.1. Scanning

Scanning means glancing rapidly through a text either to look for a specific piece of information (e.g. name, date) or to create an initial impression of whether the text is suitable for a given purpose (Nuttal, 1982)

When scanning, readers only try to identify specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wander over the text until they find what they are looking for (Grellet, 1981).

The important way of teaching scanning is setting exercises that demand students to search for specific piece of information Nuttal (1982) notes that scanning exercises are easily to devise. The easiest are those requiring the students to scan for single word or specific fact when? How many times For example:

- Look at page 10 and find out when Shakespeare died.
- How many times does the word 'this' occur on this page?

2.5.2 Skimming

Skimming is glancing rapidly through the text to determine the gist of the reading text. It is mainly concerned with identifying key topics, main ideas or the overall theme of the text (Davis, 1995). If we are interested in having the general picture of the text, we simply run through the text by ignoring what is not essential or relevant to the general picture of the text. (Williams, 1984) skimming gives the reader the advantages of being able to predict the purpose of the passage, the main topic or message and some of the developing or supporting ideas.

According to Grellet (1981) skimming show not be done competitively, as more is involved than mere eye movements. Students can be asked to locate facts which are expressed in sentences rather than in a single words or they can be asked to say briefly what the text generally about, or given specific questions that can be answered by glancing quickly through the text such as what is the text generally about? Which of these topics are dealt with in the text? etc. to involve the students to text evaluation, reconstruction of the writer's opinions summarizing the text and relating the message with their own knowledge, experience and feelings.

William (1994) states that students need to reflect on what they have read in order to extend their thinking by talking and writing in response to what they read students are more engaged in reading and appreciation of various texts. Ibid (1994) further suggested the following activities in post reading event:

- Expressing personal opinion
- Relating the text with back ground knowledge or experience
- Summarizing the text
- Evaluating the idea of the text.

2.6 Reading Strategies

The main objective of reading is understanding or comprehension of what the reader read in a given text. Comprehension is achieved by readers using appropriate strategies based on their purpose. Carrel et.al (1989) stated that if students are expected to be effective readers. They should become strategic readers. Strategic readers mean using an appropriate reading strategies according to one's purpose and the nature of the text we read.

Strategies can be defined as conscious action that learners employ to achieve desired objectives when reading a given text but skill is a strategy that has become automatic. These characteristics undermine the active role that the readers play in strategic reading. concerning to the importance of conscious reading strategies Anderson (2003) emphasizes that as learners consciously learn and practice specific reading strategies, also it is indicated that strategies become skill through time. The goal of explicit conscious control of reading strategies is enable the reader effective to understand what he or she reads easily.

The international reading Association (2000) has also put the distinction between skills and strategies in the article clarifying differences between reading skills and reading strategies.

The difference is based on conscious and unconscious application of an action during reading. Thus reading skill is automatic that result in decoding and comprehension with speed, fluency and efficiency usually without awareness of the components of control involved. on the other hand, reading strategies are deliberate, goal directed attempts to control and modify the reader's effort to decode text, understand words etc.

Houghton (2004) pointed out that students should learn different reading strategies so that to be an effective reader who identifies the contents of what they read easily. Ibid (2004) reading is a collection of various mental skills. These are attitude, concentration, memory logical thought etc. These skills are all interrelated and connected. Some of them depend on others. When we become conscious that these different skills and strategies are at work, we can learn to improve them.

2.7 The Relationship of Academic Performance and Reading Ability of Students

Pretorius (2000) examined the relationship between reading ability and academic performance. The research was conducted among undergraduate students at UNISA. The result indicated that the students at UNISA generally have distressingly low reading levels and slow reading speeds and that their inference ability during reading is strongly related to academic performance. The findings showed that students who had good reading ability also have good academic performance.

Owusu(2004) conducted a research about reading habits among students and its effect on academic performance. The research was held in Koforidya Polytechnic and the study confirmed that reading habit has a strong influence on academic performance. Students who are engaged in reading more than those who do not read show better academic performance, so there is a relationship between reading habit and academic performance.

Lukele (2013) researched on the topic of exploring relationship between reading attitudes, reading ability and academic performance. The result suggested that there is no relationship between reading attitudes and reading ability, but there is relationship between reading ability and academic performance.

Geske and Ozola (2008) in the study entitled factors influencing reading literacy at the primary school level showed the socio economic situation of the family has a great impact on students reading literacy. Students high achieving in reading literacy usually like reading for their enjoyment and come from families where parents spend much time on reading.

Bartolet (2013) studies the reading performance of students based on three assessment components which includes comprehension assessment components which include comprehension, Fluency and vocabulary. The study was focused on the correlation between reading and math's performance. The broader concept of reading being linked with the other academic content areas is supported by this study in conjunction basically reading literacy and academic success are related.

Bastug (2014) investigated the relationship between reading attitudes, reading ability and academic performance. The result revealed that there is no relationship between reading ability and reading attitude but there is a strong relationship between reading ability and academic performance.

Dereje (2008) conducted a research on the title students' perception of motivational techniques use for reading by teachers. The findings indicated that teachers sometimes use motivational techniques to make the Students efficient reader. In addition, the result showed that the majority of students perceived that the relevance of using additional reading materials to improve their reading skill.

Dawit (2008) examined the correlation among efficacy sources, students' self-efficacy and performance in reading and writing skills. The reading efficacy and the corresponding performance of students showed significant positive correlation.

Mesfin (2008) conducted research on a topic of the practice of teaching reading in English at first cycle primary schools. As the finding depicted there is in appropriate reading techniques that teachers used. Teachers were also observed that using traditional way of teaching reading i.e. loud reading and there was little or no time for silent reading mean independent reading.

Negash (2008) held a comparative study of the method of teaching reading employed by the plasma teacher and the class room teacher in grade nine students. The result showed that the plasma teacher used a lot of reading techniques which were suggested by reading experts and researchers for the effective teaching learning of reading. As the research finding shows, there were also some areas of reading that became difficult for the plasma teacher, but easy to classroom teacher.

Generally the review of this chapter has attempted to describe literature relevant to the topic of this research, reading ability of students and its influence on their academic performance. It has been tried to give an overview of what has been said by different researchers internationally and locally.

Many researches which had been conducted internationally viewed the failure of academic performance from many angles such as family back ground, learners motivational level parents economy, learners aptitude etc. and Some researchers give due attention the influence of reading on students' academic performance. Pretorius (2000) investigated the impact of reading ability on students' academic performance and found the positive relationship between reading and academic performance. Bartolet (2013) also investigated the students reading performance based on three assessment components. Local research in their scope focused on the problem of reading in different angles not related with academic performance. So, the present study try to focus on students reading ability and its influence on their academic performance in a wider sense using secondary school and the perspective is more focus on students reading ability and their academic performance.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

There are many research designs that a researcher used to find out data from respondents: some of them are experimental, correlational, survey, ethnographic, mixed method designs. One research design has an advantage over the other based on the data we seek and the nature of the problem we investigate or the research question we answer. As to the present research, the researcher chose a mixed method research design. The rationale behind this was a mixed research design gives an opportunity to collect quantitative and qualitative data simultaneously. As the instrument of data collection showed there were structured questionnaires and reading test which seek quantitative data and unstructured interview which required qualitative data. Therefore, mixed methods research design was appropriate for this current study.

3.2 The Study Site

The study was conducted in Sagure Secondary School that is found in Oromia regional state, Arsi zone Digelu and Tijo district. The School was selected because of the researcher's familiarity and closeness to the Students, the teachers and the School administration staffs. The researcher believed this familiarity gave him a chance to get the necessary information to investigate the problem and the questions which were raised in this research. In addition to the above reason, the researcher observed the problem he investigated in three years of teaching English in this high School. So, conducting research in this area is based on the problem he felt in this area for a long time.

3.3 Participants of the study

The participants of this study were grade 10 students in Sagure Secondary School. In addition to Students, 10 English teachers and 10 other Subject teachers had been participated in the study.

3.4 Sampling Technique

There was 1100 grade 10 Students in Sagure Secondary School. Among them, the researcher selected 10% of them which were 110 as participants by random sampling method. This method was selected for its popularity to give equal chances for students (the samples) to be selected for

this study. Since the respondents were fairly similar in characteristics, the researcher believed that this sample size gave adequate data for generalizing the findings of the sample to the total population. There were 10 English teachers in Sagure Secondary School and the researcher took all of them purposefully. In addition to English teachers, 10 other subject teacher's had been taken in the study by using purposive sampling method.

3.5 Instruments of Data Collection

Questionnaires for Students and teachers, interview for teachers and reading test for students were the instrument used to collect data in this research. The questionnaires have been closed-ended and open-ended. In this research Structured and semi structured interview for teachers had been used. In addition to questionnaires and interview, reading test had been used to check the Students' reading comprehension ability.

3.5.1 Questionnaire

Questionnaires had been prepared and administered for teachers and Students. Students' questionnaires have been provided in three parts according to the purposes of the questionnaires to find out Students 'perceptions, attitudes, practices of reading in connection to their academic performance.

3.5.2 Interview

Face to face interview had been administered to 3 English and 3 other subject teachers. The interview focused on the teacher's perception and experience about their students reading ability, students reading strategy, reading habit of students. Moreover the content of the interview focused on what the students' academic performance looked like in relation to their reading ability; in what extent the students reading ability affect the students' academic performance, and what measure teachers took to alleviate the situation.

3.5.3 Reading Test

In order to assess the students' comprehension ability, the researcher prepared reading tests which assessed the various reading components of students reading ability. A reading passage which containing seven paragraphs had been adapted from the students' text book. The reading

passage was never be used by students. After selecting the appropriate reading for students twenty questions which contain different items to test the different reading skills of students were prepared and administered in the middle of the second semester.

3.6 Procedure of Data Gathering Tools

Data gathering was carried out immediately after designing students and teachers' questionnaires, teachers' interview and a reading test. First, students were given an orientation about the purpose of the researches as well as the necessary information needed to complete the questionnaires. Questionnaires were also administered immediately after students' questionnaires were gathered. After the collections of teachers questionnaires, interview items were set .They were structured in well manner in the way they could enable the interviewees to generate in depth ideas about the topic, then the researcher asked the interviewee for their consent to be interviewed and when they promised he arranged an appointment with each of them. Lastly the reading tests were given in a regular classroom.

3.7 Method of Data Analysis

The data were collected through questionnaires, interview and reading test from Students and teachers. After carefully gathering the appropriate data, using questionnaire, semi-structured interview and reading test, the data were analyzed by using frequency (quantitatively) and description (qualitatively). Data obtained from questionnaire were organized in tables. Each item was tabulated under different rating scales .The frequency of the respondents answers were tallied, tabulated and discussed descriptively using the number of frequencies of the responses. Data gathered through interview were described qualitatively in order to support the data gathered through questionnaire. Finally, the findings obtained through the questionnaire, semi structured interview and reading test were discussed.

CHAPTER FOUR: DATA PRESENTATIONS AND ANALYSIS

The participants reading attitude, behavior and perception was captured from their response to the question which had been designed to gather participant attitudes and perception of their reading habits and practice, leisure time reading in relation to their academic performance. The questions were organized in four different sections.

4.1 Students attitudes and perception about reading

The questionnaires were administering to 110 students who were selected by random sampling method .There were 59 boys and 51 girls study participants who were involved in this study. The study participants' age range was from16-19 respectively. Among the 110 study participants who voluntarily participated in the study, three students did not return back the questionnaires. Therefore, in the data analysis process the researcher only used the 107 students' response as data source.

Among the 107 participants 50.5% indicated they quite a lot enjoy reading while 47.7% enjoy reading very much and the rest 1.87% enjoy reading a little.

Most of students 59.8% do most of their leisure reading in Oromifa followed by English and Amharic 28% and 10.3% respectively.

Table 4.1Students rate their English reading ability in 5 scales

Scales	Number of students
Poor	4.67%
Struggling	6.54%
Average	49.50%
Good	26.20%
Very Good	13.10%

Among the 107 study participants 49.5% rate their English reading ability average while others 26.2%, 13.1%, 6.54% and 4.67% good, very good, and struggling and rate themselves as poor in their English reading

Generally 62.6% of the students classify themselves as an average reader and 27% classify themselves as highly skilled readers with having seldom problem of understanding what they are reading. 12.2% was those who read quite slowly and often encounter problems of understanding what they are reading.

Table 4.2 Showing the frequency of the students who claimed to go to school library for reading

Went to school library	Number of students	%
A. Always	34	31.8%
B. Sometimes	57	53.30%
C. Rarely	14	13.10%
D. Never	2	1.87%

Among the participants 31.8% always went for school library while 53.3%, 13.1% and 1.87% sometimes, rarely and never went to the school library for reading.

Table 4.3 Showing the perception of students towards the correlation of reading ability and academic performance among Sagure secondary school students

6	I think reading has a positive effect on my academic result	No	%
	A. Strongly agree	69	64.5%
	B. Agree	25	23.4%
	C. Not sure	7	6.5%
	D. Disagree	1	0.9%
	E. Strongly disagree	5	4.67%
7	There is no connection between reading proficiency and academic success		
	A. Strongly agree	18	16.8%
	B. Agree	24	22.4%
	C. Not sure	13	12.1%
	D. Disagree	33	30.8%
	E. Strongly	19	17.7%
8	My academic performance is highly affected by my poor reading performance		
	A. Strongly agree	39	36.4%
	B. Agree	28	26.2%
	C. Note sure	19	17.7%
	D. Disagree	11	10.3%
	E. Strongly disagree	10	9.3%

Among the 107 participants majority 69% strongly agree there is a positive effect of reading on their academic performance .while 25,7%,4.67% and 0.9% agree, not sure ,strongly disagree and disagree respectively regarding the relationship between reading and academic performance.

Among the 107 participants 51.7% believe that the ability of reading is all about recognizing and identifying words written on page

Most of the students 48.6% believe that reading academic text is much important than reading novels for fun during their leisure time. While 19.6%, 13.1%, 2.1% and 6.5% agree, not sure about it and disagree and strongly disagree respectively about the importance of reading academic texts than reading novel for fun in their leisure time.

Regarding using different strategies during English passage reading most of the students 47.7% use different strategies of reading while 35.5%, 14% and 2.8% always, rarely and never use different strategies during their English passage reading.

Table 4.4 Describing on the perception of students towards reading and academic performance

9	The ability to read is all about recognizing and identifying words written on page	No	%	
	A. Strongly agree	55	51.4%	
	B. Agree	34	31.7%	
	C. Not sure	6	5.6%	
	D. Disagree	5	4.7%	107
	E. Strongly disagree	7	6.5%	
10	Reading academic text even during one's leisure time is much more important than reading novel for fun			
	A. Strongly agree	52	48.6%	
	B. Agree	21	19.6%	
	C. Not sure	13	12.1%	
	D. Disagree	14	13.1%	107
	E. Strongly disagree	7	6.5%	

Among the 107 participants 51.7% believe that the ability of reading is all about recognizing and identifying words written on page

Most of the students 48.6% believe that reading academic text is much important than reading novels for fun during their leisure time. While 19.6%, 13.1%, 2.1% and 6.5% agree, not sure about it and disagree and strongly disagree respectively about the importance of reading academic texts than reading novel for fun in their leisure time.

Table 4.5 Reading strategies used by students while they are reading

№	Reading strategies used by students while they are engages in reading comprehension activities	Number of respondents		
		Yes (%)	No n(n%)	Total
1	Scanning (quick reading to get specific information	48(44.9%)	59(55.1%)	107
2	Skimming (quick reading to get general ideas of the text	44(41.1%)	63(59.9%)	107
3	Visualizing (forming picture in mind when they read text	13(12.1%)	94(87.9%)	107
4	Reading with appropriate speed	47(43.9%)	60(56.1%)	107
5	Identifying information states in directly in a text	29(27.1%)	78(72.9%)	107
6	Predicting the contents of texts from title or expectation	53(49.5%)	54(50.5%)	107
7	Use their back ground knowledge of a text they read	50(46.7%)	57(53.3%)	107
8	Used reading strategies while reading	40(37.4%)	67(62.6%)	107

Generally among the 107 study participants the majority 62.6% claim not to use different strategies of reading in any of their reading and comprehension activities, while 37.4% claim to use different strategies of reading in their reading and comprehension activities. Regarding reading strategies that whenever students engage in reading comprehension majority responded they read to identify information directly in the text, predicting the contents of the texts from the title or expectation followed by students use their background knowledge of a text they read

Regarding different strategies used by students the students responded towards several strategies asked by the questionnaire. Among the 107 study participants 44.9% responded that they use

scanning when they wanted specific information from the text whereas the majority of the respondents 55% responded that they do not use it.

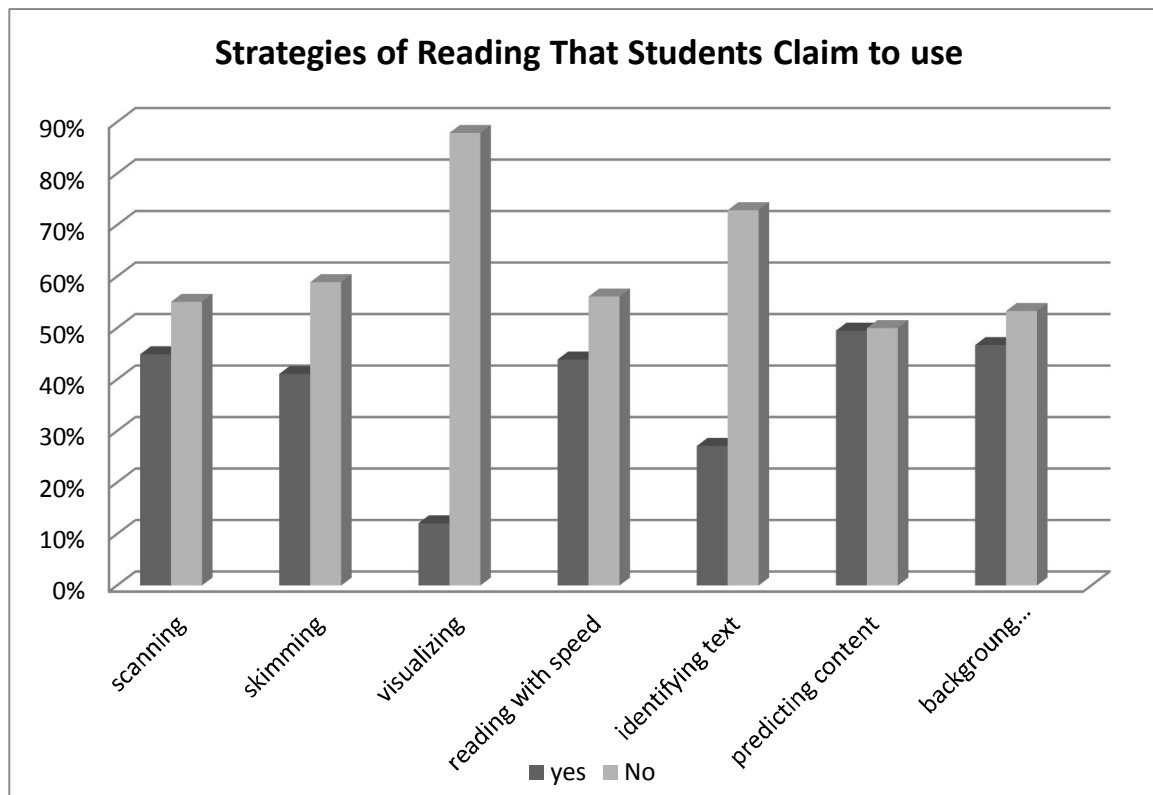


Figure 4.1 Shows the response of students' uses of different reading strategies while they engaged in different reading and comprehension activities.

From the above figure we can figure out the majority of the respondents do not use reading strategies and majority of them do not identify information which is stated indirectly in the text.

Table 4.6 Shows academic performance of students rating themselves as poor ,fair, good and very good regarding their result of English and other subject based on their last year ,this year mid and final exam result

No		Poor	Fair	Good	Very good	Total
1	Last year your final result in English subject	4	30	62	11	107
2	Last year your final result in history geography, Biology & civic subject	-	18	47	42	107
3	This year mid exam result in English subject	19	37	46	5	107
4	This year mid exam result in history, Biology, geography and civic subjects	6	23	49	29	107
5	This year first semester result in English subject	15	38	44	10	107
6	This year first semester exam result in history, geography, biology and civic subjects	2	20	46	39	107

The above table shows academic performance of Students rating themselves as good ,Fair and very good regarding their result of English and other subject based on their last year, this uremic and final exam result. Above the table describe the academic performance of the Students rate themselves as Good academic performance based on their last year, this year mid and final result.

Students' Reading Test Result

Table 4.7 Students reading test result out of 20=total no of students = 50

No	Result out of 20	No	Result out of 20
1.	9	29.	8
2.	8	30.	11
3.	11	31	7
4.	4	32	11
5.	9	33	9
6.	15	34	8
7.	9	35	15
8.	7	36	12
9.	9	37	6
10.	11	38	6
11.	18	39	3
12.	10	40	3
13.	16	41	6
14.	17	42	8
15.	5	43	16
16.	12	44	5
17.	6	45	10
18.	20	46	9
19.	9	47	8
20.	14	48	10
21.	16	49	12
22.	7	50	16
23.	12		
24.	15		
25.	6		
26.	10		
27.	9		
28.	7		

Among the 107 study participants 50 students undergone the reading test (source of the reading test should be stated above) the test score was Out of 20. The average score of the reading test were 10 with standard deviation of =4.

The majority 54% of the students score less than 10.

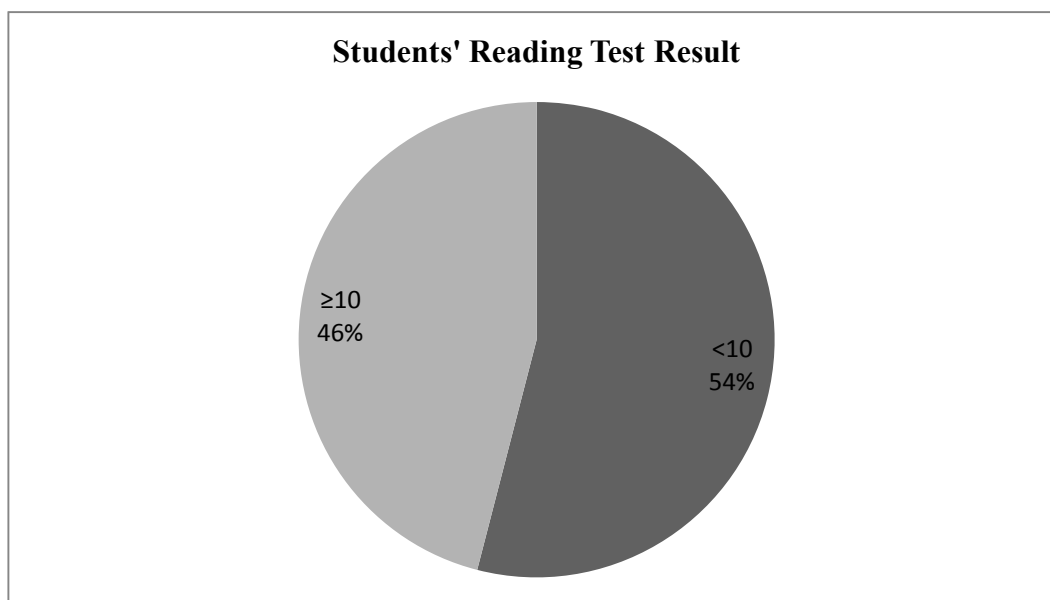


Figure 4.2 The score of the students on reading test classified under and above the average

4.2 Analysis of Teachers' Questionnaire

The teachers' questionnaire aim to collect data on the reading attitude, perception and practice (strategies, comprehension), academic performance of their students collected from ten English teachers teaching in Sagure secondary school. The questionnaire was designed in two sections. Section I is about Students attitude, leisure time reading, academic performance and reading enjoyment of students.

While section II is about different strategies used by the students

Table 4.8 Teacher's questionnaire response

No		n=10	%
1	How would you rate your students as a reader in English		
	a. Poor	4	40
	b. Struggling	2	20
	c. Average	3	30
	d. Good	1	10
2	In which language do most of your students read in their leisure time?		
	a. Oromifa	4	40
	b. Amharic	3	30
	c. English	2	20
	d. Others	1	10

3	How would you classify your students as a reader generally?		
	a. They are average reader	2	20
	b. They read quite slowly and often have problems understanding what they read	8	80
4	I think reading has a positive effect on my students' academic result		
	a. Strongly agree	6	60
	b. Agree	3	30
	c. Disagree	1	10
5	My students' academic performance is highly affected by the poor Redding performance		
	a. Strongly agree	5	50
	b. Agree	4	40
	c. Disagree	1	10
6	Students use different reading strategies while they are reading		
	a. Always	0	0
	b. Some times	4	40
	c. Rarely	5	50
	d. Never	1	10
7	Most students have reading comprehension problem due to poor reading habit		
	a. Strongly agree	4	40
	b. Agree	3	30
	c. Not sure	2	20
	d. Strongly disagree	1	10
8	Students have reading comprehension problem due to lack of back ground information of the given text		
	a. Strongly agree	3	30
	b. Agree	3	30
	c. Nor sure	3	30
	d. Disagree	1	10
9	Do students enjoy reading?		
	a. Very much	1	10
	b. Little	8	80
	c. Not at all	1	10

Among the 10 teachers respondents 40% of the teachers rate their students as a poor reader in English while 20%, 30% and 10% average, struggling and good in English reading. And generally the teachers classified their students as 80% of their students read quite slowly and often have problems of understanding what they read while 20% are average reader.

Regarding leisure time reading majority of the teachers responded that their students read their leisure time reading in the language Afan Oromo, Amharic and English and others 40%, 30%, 20%, and 10% respectively.

Reading and academic performance

Most of the teachers 60% think that reading has a positive effect on their students' academic result while 30% and 10 % agree and disagree respectively that reading has a positive effect on academic performance of their students.

Majority of the teachers 50% strongly agree that Academic performance of their students highly affected by poor reading performance of their students while 45% and 5% agree and disagree respectively that poor academic performance is not highly affected by poor reading performance.

Reading skill and strategies

Among the 10 teachers study participants the majority 50% of the teachers responded that their students rarely use different strategies of reading while 40% of them responded their students use different strategies sometimes and 10% responded their students never used different strategies of reading.

Most of the study participant teachers 40% strongly agree that their student's comprehension problem is due to their poor reading habit while 30%, 20% and 10% agree, not agree and strongly disagree that their students reading comprehension problem occurs due to poor reading habit.

Regarding reading comprehension problem due to lack of background information in the text 30% strongly agree, 30% agree and 10% disagree and 30% that there is no association between poor comprehension problem and lack of background information in the text reading.

According to the teachers' response among the 10 English teachers majority 80% rate their students enjoy reading a little, while 20% enjoy reading not at all and very much respectively.

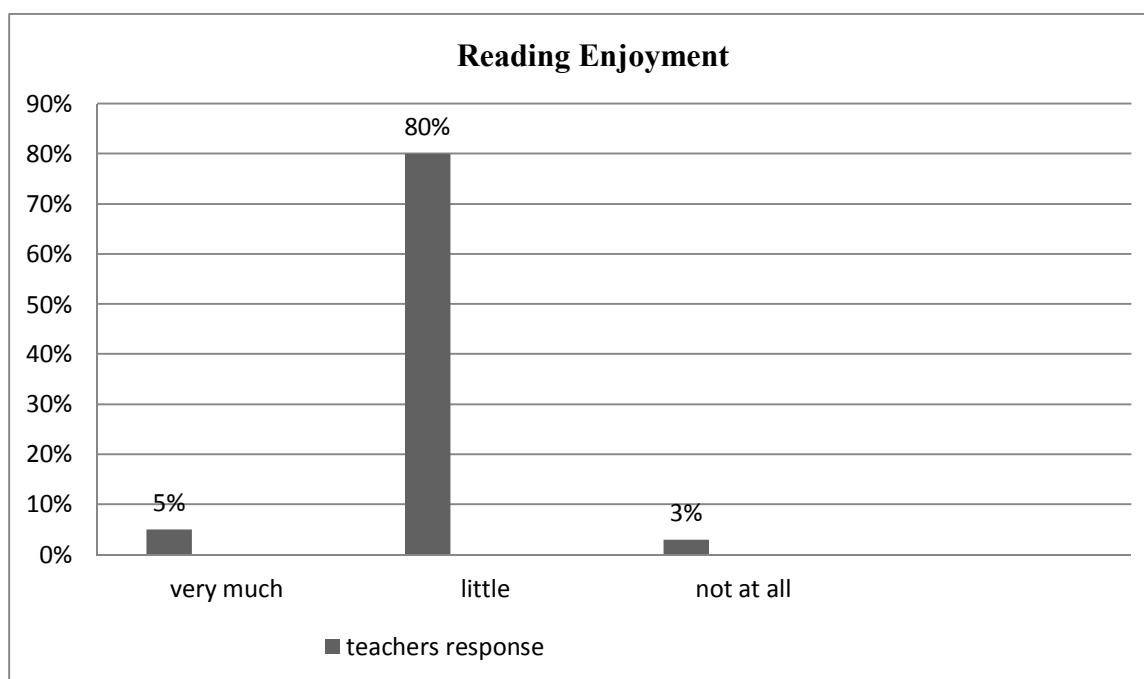


Figure 4.3 Teachers rating their students reading enjoyment

Table 4.9 Teacher's response of students reading strategies students use when they read a text

No	The different reading strategies students employ when they read a text	Yes		No		Total (100%)
		No	%	No	%	
1	Scanning (quick reading to get specific information's)	4	40	6	60	10
2	Skimming (quick reading to get general ideas)	6	60	4	40	10
3	Visualizing (forming picture in mind when reading)	4	40	6	60	10
4	Reading with appropriate speed	3	30	7	70	10
5	Identifying information stated directly in a text	3	30	7	70	10
6	Identify information stated indirectly in a text	3	30	7	70	10
7	Predicting the contents of texts from title or expectations	2	20	8	80	10
8	Use their back ground knowledge of a text what they read	3	30	7	70	10
9	Use different reading strategies when reading	2	20	8	80	10

Based on the teachers response regarding using of different reading strategies by students during their engagement of text reading and the strategies commonly used and the least used as well responded on the use of the strategies in combination.

Among the 10 teachers study participants rate their students using different reading strategies when they engage in reading text. Among the teachers 20% responded that their students use different strategies of reading when they engaged in to reading text while 80% responded their students never engaged in different strategies of reading.

The majority of the teachers responded students use skimming 60% of the students while Predicting the contents of texts from title or expectations is the lowest 20% used as a reading strategies by the students.

List as many problems Students have as you observed in the classroom regarding their reading ability

- Some students joined high school without adequate reading ability
- Students are weak in vocabulary
- They don't have reading habit
- The students don't understand most what they read
- Most students read Amharic and Oromifa texts than English texts
- Students have lack of guessing meaning i.e. they don't try to guess from the context
- There are lack of interest of reading in the sides of the students
- Students don't have base on reading skill
- Since students don't have back ground knowledge starting from elementary school, it has great effect on their academic performance.
- Most students are slow readers
- Since reading culture is not developed in our good academic result is a dream for many
- They don't get good marks because they don't have good reading skill
- Shortage of various reading materials magazines, newspaper and different reference books in many subjects refrain students from developing their reading skill.

Analysis of Teachers' Questionnaire (Other Subject Teachers)

The teachers' questionnaires aim to collect data on reading and academic performance of students were administered to ten other subjects teachers (civic, Biology, history, and geography) these subjects were selected based on the researcher belief that the nature of the subjects required reading ability of students to comprehend the contents of the subject and to attain good academic performance. The questionnaires constituted eight questions that enabled the researcher to elicit out information from the respondents.

Table 4.10 Teacher's questionnaire response result

No		n=10	%
1	Because of reading problem my students' academic performance is low		
	a. strongly agree	5	50
	b. agree	2	20
	c. disagree	1	10
	d. strongly disagree	--	--
	e. I am not sure	2	20
2	Which of the following problem do you think highly affect your Students academic performance?		
	a. reading problem	4	40
	b. language problem	2	20
	c. students' family back ground	2	20
	d. students aptitude	2	20
3	How would you classify your students as a reader generally?		
	a. They are fast highly skilled and seldom have problems understanding what they read	0	0
	b. They are average reader	5	50
	c. They read quite slowly and often have problems understanding what they read	5	50
4	I think reading has a positive effect on my students' academic result		
	a. Strongly agree	5	50
	b. Agree	3	30
	c. Not sure	1	10
	d. Disagree	1	10
	e. Strongly disagree	0	0

5	My students' academic performance is highly affected by the poor Reading performance		
	a. Strongly agree	4	40
	b. Agree	3	30
	c. Not sure	1	10
	d. Disagree	1	10
	e. Strongly disagree	1	10
6	How often do your Students use reference materials to help them to understand what they read?		
	a. Always	3	30
	b. Some times	4	40
	c. Rarely	2	20
	d. Never	1	10
7	Most students have reading problem due to poor reading habit		
	a. Strongly agree	3	40
	b. Agree	3	30
	c. Not sure	2	20
	d. Disagree	1	10
	e. Strongly disagree	1	10
8	Do students enjoy reading?		
	a. Very much	1	10
	b. Quite a lot	0	0
	c. Little	8	80
	d. Not at all	1	10

As can be shown from the above tables, among 10 % other subject teachers 50%strongly agree that their Students' academic performance is low due to reading problem while 20%,10% and 20% are agree ,disagree and not sure about their students reading problem causes low academic performance.

Among the 10 teachers respondents 40%of them think reading problem affect the students' academic performance. While 20%, 20%and 20% of the respondents listed language problem, students' family back ground and students' aptitude highly affected their academic performance.

According to the Students reading skill most of the teachers that is 50% classified their students as average reader while 40% of the teachers placed their students read quite slowly and often have problem to understand what they read but the remaining 10%are un sure about it. Majority

of the teachers 50% strongly agree that reading has positive effect on their Students' academic performance while 30% and the other 20 % responded agree, not sure and disagree about the issue raised.

Regarding whether the students' academic performance is highly affected by the Students poor reading performance, 40% and 30% of the respondents strongly agree and agree while the other 30% of the respondents responded that they are not sure, disagree and strongly disagree.

Among the ten subject study participants the majority 40% of the teachers responded that their students sometimes use reference materials to help them to understand what they read while 30% of the teachers responded their students use reference materials always to consolidate what they read. The other 20% and 10% responded rarely and never their students used reference materials to understand what they read.

Regarding the students reading problem due to poor reading habit 40% and 30% of the teachers strongly agree and agree that the students poor reading habit causes for their poor reading performance. While 20% and the remaining participants teachers responded not sure and disagree about the issue raised.

Regarding reading enjoyment the majority of the respondents, 80% responded that their students enjoy reading little while 10% of the respondents responded that their students enjoy reading very much but the remaining 10% responded not at all about their students reading enjoyment.

4.4. Teachers' Interview Responses

1. How do you express Sagure secondary school students reading ability?

The majority of the teachers' response indicated most of grade ten students are not good at reading. Further more teachers listed the following problem regarding students reading ability.

- Students don't read correctly mean they have decoding problem.
- They don't have interest to read various materials
- The students don't use different reading strategies
- They are poor in vocabulary
- Most of them are slow reader

Although most teachers categorized their students reading ability in the above points, some teachers' response showed some of their students reading ability are good. Some teachers also responded their students like reading.

2. To what extent do you think students reading ability affect their academic performance?

The majority of the teachers' response showed that their students reading ability highly affect the students' academic performance. The teachers suggested that most of the academic subjects required reading ability of the students. Most of the teachers believed that the students' poor academic performance is due to the poor reading ability of their students.

3. What are the students' reading practice and habit?

Most of the teachers' response showed that their students reading habit are not good. Students mainly read when teachers give them reading task in the class. Many teachers doubted that students don't read much outside the classroom. Students don't read unless they are given reading task. Some respondents said they often give library task for their students but students who visit library are limited in number. Some teachers also reasoned out the root of the problem that most students did not develop their reading habit when they were in elementary school. In elementary school, teachers often read and elaborate the theme of the text and students listen to them. Therefore now in secondary level the students continued in the same way.

4. List any reading strategies students employ while they read texts? If they don't use them list the reasons?

The majority of the teachers reply showed that most of their students read texts and reading passages without using or employing reading strategies. Students don't deliberately use reading strategies and even many of the Students don't know what kind of reading strategies are effective for the kind of texts they read. Many of the teachers agreed their students' lack of knowledge of reading strategies and use. Although the majority of the teachers said this, some teachers' response showed that their students use reading strategies like scanning and skimming.

5. How do you rate your students' comprehension skill and their academic performance?

Most teachers' response showed that their students' comprehension skill is average. The students' academic performance from their reading comprehension ability is also average. Some teachers said there are a few number of students whose reading comprehension ability and their academic performance is very good.

Read extensively. Some teachers also mentioned family educational back ground is the main obstacle.

4.5. Discussions

There are various factors that contribute to the improvements of students reading ability. One of them is reading habit of the learners. Reading habit has a positive effect on students reading ability. Regarding this grade 10 Students in Sagure Secondary school showed low reading habit. Students had no initiation and reading habit to read English written materials in their free time. From the students questionnaires and reading test analysis result observed that only some of the students response showed that they enjoyed reading very much, but their teachers questionnaires' and interview responses and their reading ability test result didn't substantiate their responses. Their English and other subject teachers' response indicated that most of their students had no interest to read different books. The data of teachers questionnaire and interview analysis result showed that most students read texts when they were given reading task and reading assignment. From the above explanation we could notice that students had low reading habit since they visited their school library only sometimes. Since reading is improved through reading continuously, without reading the students reading ability is not improved.

Owusu (2004) conducted a research about reading habit of students in relation with their academic performance. The findings indicated that most students showed low reading habit. The findings further elaborated that students who were engaged in continuously reading had better result in their academic performance than others. Since the students reading habit is in a low level in Sagure Secondary School we can conclude that their academic performance has been affected.

Samuel Moges (2011) also found similar result. The study focused on factors that affect students' reading performance in secondary schools. The findings exhibited students insufficient practice of reading, improper reading habit, Failure to read extensively and poor reading habit. From the findings of the above researchers, we noticed the problem of reading is still national and international

The finding about students' perception and attitude of reading ability in relation to their academic performance showed that students have an awareness and beliefs of the importance of reading ability for the success of their academic performance. They also admitted that their poor reading ability highly affected their academic performance. Concerning this, students were given a check list to rate their reading ability in relation to their academic performance of five subjects i.e. English, Civic, History, Geography, and Biology. The check list response showed that their academic performance resulted from their reading ability is average. Their reading test result indicated that there were reading comprehension problems among students. 54% of the students obtained below 50 in their reading test. This showed us the students reading ability was below average. Researches held on this issue stated that reading have a positive effect on students' academic performance. Pretorius (2000) studied the relationship between reading ability and academic performance among undergraduate students at UNISA. The findings showed that the students generally had distressingly low reading levels and academic performance. The findings showed us reading and academic performance is a global problem. In line with this, we could see the students in the present study had low reading ability and this might influence their academic performance.

The findings of the result about reading strategies indicated that most students in Sagure secondary school awareness and practice of using reading strategies are low. Regarding this Student did not use reading strategies deliberately when they read texts. Most students often use reading strategies like scanning and skimming and ignored other useful reading strategies like visualizing and guessing. As research indicated using various reading strategies increase comprehension capacity and developed the learners reading skill.

The findings about the students reading strategies use in Sagure secondary school is slightly similar with the findings of Fen fang Li (2010) the study focused on reading strategies used by senior middle school students. The findings showed that there was a moderate awareness and use

of reading strategies among students. The implication of this result is that students who are not aware the different types of reading strategies and the ill usage of their reading strategies becomes the hindrance of their reading ability

It is well known that about how language skill is developed that is through practicing. Reading is a skill that requires continuous and step by step reading to improve it.

Regarding this, the findings showed that Sagure secondary school students read more Afan Oromo and Amharic texts than English texts. More than 80% of students said they read Afan Oromo and Amharic books than English texts. It is known that the medium of instruction in secondary schools currently is English but most students tried to develop their reading ability by other language. The implication is the students reading ability of English texts might be caused by this situation. This might be also the reason most students obtained less grade or had shown academic performance than expected since the medium of instruction of Secondary School is English.

CHAPTER FIVE: CONCLUSIONS AND RECOMENDATIONS

5.1. Conclusions

Based on the finding and interpretation the following conclusion are made

First ,most Students in Sagure Secondary School grade ten Students read Afan Oromo and Amharic texts than English texts in their leisure time reading. Second Students' awareness and uses of reading Strategies is average. They use Skimming and scanning reading techniques and ignored some useful reading Strategies like visualizing and guessing etc. Thirdly, the number of Students who went to the School library to study and to use reference books is smaller than those who went and used the School library. Fourthly, the Students' academic performance which is emanated from their reading is average. Lastly, the students' perception about the importance of reading on their academic performance positive.

5.2. Recommendations

Based on the conclusion, the following recommendations are made.

In order to improve their reading ability and consequently to increase their academic performance, Students should read more English texts than other kinds of text .English teachers should increase Students awareness of the different reading techniques and reading strategies so that their Students should understand the text they read. In addition to this to increase the number of user of the library, teachers and the School administration staff should create conducive atmosphere in the School library. Teachers also should increase the Students 'level of participation in reading class by designing and giving emphasis for reading task.

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APPENDIXES

Appendix A: Student Questionnaire

Dear students,

I am conducting a research on students' reading ability and its effect on academic performance of high school students in focus on grade ten students. As you learn English as a subject and involve in reading activity, your sincere responses to the questions below are of great help for the success of this study. Therefore, you are kindly requested to give genuine responses that will be kept confidential. As you give your response, you are not required to write your name.

Thank you in advance for your cooperation.

Section I

The following questions are concerned with what you are able to do when you are involved in reading particularly and your attitude and the skills you have about reading in connections with academic performance generally.

Direction 1: Read each question and answer the correct one from the given alternatives by circling the letter you choose.

1. How would you rate yourself as a reader in English?
A/ poor B/ struggling C/ average D/ good E/ V. good
2. In which language do you do most of your leisure reading?
A/ Oromic B / Amharic C/ English D/ other
If you say others mentioned what _____
3. Do you enjoy reading? A/ very much B/ quite a lot C/ a little D/not at all
4. How would you classify yourself as a reader generally?
A/ I am fast, highly skilled reader and seldom have problems understanding what I read
B/ I am an average reader; I understand most of what I read
C/ I read quite slowly and I often have problems understanding what I read

5. How often do you go to the school library?
6. I think reading has a positive effect on my academic result
A/ strongly agree B/ Agree C/ not sure D/ Disagree E/ strongly disagree
7. There is really no connection between reading proficiency and academic success
A/ strongly agree B/ agree C/ not sure D/disagree E/strongly disagree
8. My academic performance is highly affected by my poor reading performance
A/ strongly agree B/ agree C/ not sure D/ Disagree E/ strongly disagree
9. The ability to read is all about recognizing and identifying words written on a page
A/ strongly agree B/ Agree C/ not sure D/ disagree E/ strongly disagree
10. Reading academic text even during one's leisure time is much more important than reading novels for fun
A/ strongly agree B/ agree C/ not sure D/ disagree E/ strongly disagree
11. Whenever I read English passage , I use different reading strategies accordingly
A/ Always B/ sometimes C/ rarely D/ never
12. I read all reading assignment and my leisure reading in the same way.
A/ Always B/ sometimes C/ rarely D/ never
13. I have reading comprehension problem due to poor reading habit
A/ Always B/ sometimes C/ rarely D/ never
14. I have reading comprehension problem due to lack of back ground knowledge.
A/ Always B/ sometimes C/ rarely D/never
15. My reading habit of English text is
A/ very good B/ Good C/ satisfactory D/ poor

Section II put a tick mark (✓) On the yes and No column to show what you are able to do when involving in reading comprehension activity

NO	Factors related students' ways of	Yes	No
1	Scanning (quick reading to get specific information		
2	Skimming (quick reading to get general ideas		
3	Visualizing (forming pictures in mind when reading		
4	Reading with speed		
5	Identifying information stated indirectly in a text		
6	Identifying information sated directly in a text		
7	Predicting the contents of texts from title or expectation		
8	Use reading strategies whenever I read a text		

Section III With reference to the variables mention in the table below how would you rate your academic performance in relation to your reading performance

No		Poor	Fair	Good	Very good	Total
1	Last year your final result in English subject					
2	Last year your final result in history geography, Biology & civic subject					
3	This year mid exam result in English subject					
4	This year mid exam result in history, Biology, geography and civic subjects					
5	This year first semester result in English subject					
6	This year first semester exam result in history, geography, biology and civic subjects					

Appendix B Gaaffiiwan Barattootaaf Dhiyaatan

Kabajama barata\ttu,,Kaayyoon gaafannoo kanaa dandeettii dubbisuu barattoota fi raawwii barnootaa kutaa 10ffaa qorachuudha. Haaluma barumsa Afaan Ingiliizii fi barumsa biraa Afaan Ingiliiziitiin barattaniin fi raawwii barnoota olaanaa argachuuf gocha dubbisuu keessa galan deebiin kabajamaan gaaffii armaan gadiitif kennamu qorannoo kanaaf gargaarsi kee deeggarsa olaanaadha.

Yoo gaaffannicha deebistan kanneen armaan gadii hubadhu:

- Odeeffannoo nati kennitu kan fayya dukaa yyoo qorannoo barnootaa qofaaf kan fayyaduudha
- Maqaa kee barreessun sirraa hin eeggamu
- Deebiin kee icciitiidhaan kan eeggamuudha
- Qajeelfamoota dubbisuudhaan gaaffilee dhiyaataniif deebii kenni
- Gaffannoo kana hangadanda'meen haqummaan nuuf deebisi

Gaargaarsa keetif galatoomi!

Kutaa I

Gaaffiileen armaan gadii kan xiyyeeffatu yoo ati dubbisa keessa seentu waanati gochuu dandeessudha. Kunis keessattuu akka waliigalaatti ilaalcha fi dandeettii dubbisaati qabdu kan raawwii barnootaa irratti xiyyeeffata.

Qajeelfama 1: Tokkoon tokkoo gaaffii dubbisuun filannoowwan dhiyaatan keessaa qubee deebii sirrii qabuutti mari.

1. Akkaataa dubbisaa Afaan Ingiliiziitti akkamitti of sadarkeessita?
A. dadhabaa B. qubsaa'aa C. jidu galeessa D. gaarii E. B. gaarii
2. Baay'inaan yeroo boqonnaa keetii afaan kamiin dubbista?
A. Afaan Oromoo B. Amaariffa C. Afaan Ingiliizii D. Kan biraa
3. Dubbisuuttini gammaddaa?
A. Sirriitti B. sirriitti baay'inaan C. xiqqeenyaan D. tasumaayyuu
4. Akka walii galaatti akka dubbisaa tokkootti akkamitti of ramadda?
A. Ariifataa, dandeettii dubbisuu olaanaa kanqabu fi rakkoo hubanoo dubbisuu kan hin qabne
B. Dubbisaa jiddu-galeessadha; irra caalaa waan an dubbisuu nan hubadha.
C. Baay'isee suutan dubbisa akkasumas yeroo baay'ee wantan dubbisu rakkoo hubachuutin qaba.
5. Gara mana kitaaba mana barumsaa yeroo hammamiitin deemta?
A. Yeroo hunda B. yeroo tokko tokko C. yeroo muraasa D. tasumaa

6. Akka nani yaadutti dubbisuun bu'aa barnootaa kiyyarratti bu'aa eeyyee qaba.
A. Sirriittin waliigala B. waliin gala C. hin mirkanoofne D. walii hingalu
E. sirriitti walii hingalu
7. Dandeettii dubbisuu fi milkaa'ina barnootaa jidduu walitti dhufeenyi kamiyyuu hin jiru.
A. Sirriittin waliigala B. waliin gala C. hin mirkanoofne D. walii hin galu
E. sirriitti walii hin galu
8. Raawwiin barnootaa kiyya haala ol aanaa ta'een raawwii gadaanaa dubbisuu kiyyaan dhiibba nirra gahuu danda'a.
A. Sirriittin waliigala B. waliin gala C. hin mirkanoofne D. walii hin galu
E. sirriitti walii hin galu
9. Dandeettiin dubbisuu waa'ee qayyabannaa waliigalaa fi jechoota fuula irratti barreeffaman addaan baafachuudha.
A. Sirriittin waliigala B. waliin gala C. hin mirkanoofne D. walii hin galu
E. sirriitti walii hin galu
10. Asoosama dheeraa dubbisuun gocha dubbisa yeroo boqonnaa kan ta'ee fi raawwii barnoota barattootaa fooyyessuuf kan gargaarudha.
A. Sirriittin waliigala B. waliin gala C. hin beeku D. walii hin galu
E. sirriitti walii hin galu
11. DubbisaAfaan Ingiliizii yoon dubbisu, haala irratti hundaa'en tooftaa garagaraa fayyadama.
A. Yeroo hunda B. yeroo tokko tokko C. yeroo muraasa D. tasumaa
12. Abbaltiidubbisaahundaa fi dubbisayerooboqonnaaahaalumawalfakkatunindubbisa.
A. Yeroohunda B. yerootokkotokko C. yeroomuraasa D. tasumaa
13. Sababa barata maa dubbisuu gadaanaatiin rakkoo hubannoo dubbisuutin qaba.
A. Yeroo hunda B. yeroo tokko tokko C. yeroo muraasa D. tasumaa
14. Sababa hanqina beekumsa durduubeetiin rakkoo hubannoo dubbisuutin qaba.
A. Yeroo hunda B. yeroo tokko tokko C. yeroo muraasa D. tasumaa
15. Barteem dubbisuu barreeffama Afaan Ingiliizii kiyyaa
A. B. gaarii B. gaarii C. quubsaa D. gad-aanaa

Kutaa II: Wayita gocha dubbisa hubannoo keessa galto tooftaa dubbisuu fayyadamtu agarsiisuf mallattii ‘tiikii’ (✓) roga lakkii fi eeyyee jedhu jalatti kaa’i.

No.	Tooftaa dubbisa barattootaa	Eeyyee	Lakki
1	Gaggaragalchaa dubbisuu(yaada walii galaa gachuuf ariitidhaan dubbisuu)		
2	Irrarradubbisuu(yaada waliigalaa argachuuf ariiti dhaan dubbisuu)		
3	Ija qalbiidhan ilaaluu (wayita dubbisaa sammu keessatti fakkii uumuu)		
4	Ariitii sirrii dhaan dubbisuu		
5	Odeeffannoo kallattii dhaan barreeffama keessa ibsaman addaan baafachuu		
6	Odeeffannoo alkallattii dhaan barreeffama keessa ibsaman addaan baafachuu		
7	Qabiyyee barreeffamaa mata duree yookin waan eeggamuirraaraaguu		
8	Waan dubbisan beekumsa barreeffamaa duubduubee isaa nii fayyadamuu		
9	Wayita dubbisaa tooftaalee dubbisuu fayyadamuu		

Kutaa III: Akkaataa himoota /jijjiiramtoota/ gabatee armaan gadii keessattii ibsameen bu’aa raawwii barnootaa kee akkamitti sadarkeessita.

No.	Raawwii barnoota barattootaa bu’aa raawwii dubbisuu irraa argame	Gadaana	Wayyaa	Gaarii	Baay’eeg aarii
1	Bu’aa dhumaa kee kan barnoota Afaan Ingiliizii kan bara darbee				
2	Bu’aa dhumaa kee kan barnoota Seenaa, Ji’oogiraafii, Baayolajii fi Lammummaa kan bara darbee				
3	Bu’aa qormaata ‘miidii’ barnoota Afaan Ingiliizii kan bara kanaa				
4	Bu’aa qormaata ‘miidii’ kan barnoota Seenaa, Ji’oogiraafii, Baayolajii fi Lammummaa kan bara kanaa				
5	Bu’aa qormaata semisteera tokkoffaa barnoota Afaan Ingiliizii kan bara kanaa				
6	Bu’aa qormaata semisteera tokkoffaa barnoota Seenaa, Ji’oogiraafii, Baayolajii fi Lammummaa kan bara kanaa				

C. የተማሪዎች ቃለ መጠይቅ

ውድ ተማሪዎች የዚህ መጠይቅ ዓላማ የ10ኛ ክፍል የተማሪዎች የንባብ ችሎታ በውጤታቸው ላይ የሚያስከትለውን ተጽዕኖ ለመመርመር ነው። እናተም የእንግሊዘኛ እና ሌሎችንም ትምህርቶች በእንግሊዘኛ ቋንቋ እንደመማራችሁ መጠን የዚህ ጥናትና ምርምር ውጤ ለተማሪዎች ከፍተኛ አስተዋጽኦ እንዳለው በመገንዘብ የሚከተሉትን መጠየቆች በጥሞና በማንበብ በመመሪያ መሰረት ተገቢውን መልስ እንድትሰጡ በአክብሮት እጠይቃለሁ።

ለምታደርጉትም ቀና ትብብር በቅድሚያ አመሰግናለሁ።

መጠይቁን ከመሙላታችሁ በፊት ከዚህ በታች የተዘረዘሩትን ነገሮች እንድታስተውሉ እጠይቃለሁ።

- በዚህ መጠይቅ የምትሰጡት መልስ ለዚህ ጥናትና ዓላማ ብቻ ነው የሚውለው
- ስማችሁን መጻፍ አይጠበቅባችሁም።
- መልሳችሁ በሚስጥር የሚጠበቅ ይሆናል።
- የእያንዳንዱን ጥያቄ መመሪያ በሚገባ በማንበብ መልስ ስጡ።
- መልሳችሁ በተቻለ መጠን በእውነታ ላይ የተመሰረተ ይሁን።

ክፍል አንድ

የምከተሉት ጥያቄዎች አንተ/ቺ በንባብ ጊዜ የምትጠቀምባቸውን ልዩ ልዩ የነበብ ስልቶች፣ የንባብ ችሎታህንና ክለፍል ውጤትን ጋር የተዘመዱ ልዩ ልዩ ጥያቄዎች ናቸው እያንዳንድን መመሪያ በሰሩ ያሉትን ጥያቄዎች በጥሞና በማንበብ የንባብ ትልትህና ከውጤትን ጋር በማዘመር በመመሪያው መሠረት መልስ የዊትሰንባቸው ናቸው።

መመሪያ አንድ፡- የሚከተሉትን ጥያቄዎች በሚገባ እንከብስህ/ክ ከተሰጡት አማራጮች ውስጥ ትክክለኛ የምትለውን መልስ አከብብ/ቢ

1. የእንግሊዘኛ የንባብ ትሎታህን አስመልክቶ ከሚከተሉት በየትኛው ራስህን ትመድባለህ?
 ሀ/ ዝቅተኛ ለ/ በቂ ሐ/ መካከለኛ መ/ ደህና ሠ/ በጣም ጥሩ
2. በእረፍት ሰዓትህ በአብዛኛው በየትኛው ቋንቋ የተፃፈ ጽሁፎችን ታነባለህ?
 ሀ/ አሮሚኛ ለ/ አማርኛ ሐ/ እንግሊዘኛ መ/ ሌላ
3. በአጠቃላይ ከንባብ ጋር በተገናኘ ራስህን አንዴ ትትገልጻለህ?
 ሀ/ ፈጣን እንባቢ፤ ጥሩ የመረዳት ችሎት ያለው
 ለ/ መካከለኛ በአብዛኛው ንባብ የመረዳት ችግር ያለበት
 ሐ/ ዝግ ብሎ የሚያነብ ብዙ የመረዳት ችግር ያለበት
4. ወደ ቤት መጻፍት ምን ያህል ጊዜ ትሄዳለህ?
 ሀ/ ሁል ጊዜ ለ/ አንዳንድ ጊዜ ሐ/ ሄጀ አላዉቅም
5. በንባብ ትደስታለህ?
 ሀ/ በጣም ለ/ እጅግ በጣም ሐ/ ትንሽ ትንሽ መ/ እምብዘም ነኝ

6. እንዳማስበው የንባብ ችሎታ በትምህርት ውጤቱ ላይ፣ ከፍተኛ ተፅእኖ አለው
 ሀ/ በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ እርግጠኛ አይደለሁም
 መ/ አልስማማም ሠ/ በጣም አልስማማም
7. ንባብና የትምህርት ችሎታ ውጤት ምንም ግንኙነት የለውም?
 ሀ/ እስማማለሁ ሐ/ አላረጋገጥኩም
 ለ/ አልስማማም ሠ/ በጣም አልስማማም
8. የንባብ ችሎታዬ በትምህርቱ ላይ ጥሩ ውጤት እንዳለመጣ ሊያዳርግ ይችላል?
 ሀ. በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ እርግጠኛ አይደለሁም መ/ አልስማማም
 ሠ/ በጣም አልስማማም
9. የንባብ ችሎታ ማለት የተፃፈውን ፅሁፈት በሚገባማ ንባብ ብቻ ነው?
 ሀ/ በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ እርግጠኛ አይደለሁም
 መ/ አልስማማም ሠ/ በጣም አልስማማም
10. በእረፍት ሰዓት ልዩ ልዩ መፅሃፍትን ከማንበብ ይልቅ የትምህርት መፅሀፍቶችን
 በማንበብ በትምህርት ውጤት ላይ ከፍተኛ መሻሻል አስተዋፅኦ ያደርጋል
 ሀ/ በጣም እስማማለሁ ለ/ እስማማለሁ ሐ/ እርግጠኛ አይደለሁም
 መ/ አልስማማም ሠ/ በጣም አልስማማም
11. እንግሊዘኛ መፅሀፍትን ሳነበልዩ ልዩ የንባስ ስልቶችን እጠቀማለሁ
 ሀ/ ሁልጊዜ ለ/ አንዳንድ ጊዜ ሐ/ ተጠቅሜ አላወቅም
12. በትርፍ ሰዓት የማነበው እና የትምህርትን መጽሐፍትን ሳነብ በአንድ ዓይነት መንገድ
 ነው የማነበው? ሀ/ ሁልጊዜ ለ/ አንዳንድ ጊዜ ሐ/ ፈጽሞ
13. ብዙ ንባብ ባለማዘውተሬ ምክንያት ንባብ ሳነብ የመረዳት ችግር ያጋጥመኛል?
 ሀ/ ሁልጊዜ ለ/ አንዳንድ ጊዜ ሐ/ ፈጽሞ
14. በንባብ ላይ የተመሠርተ ብዙ እውቀት ስላሌለኝ በንባብ ችሎታዬ ላይ አሉታዊ ተፅእኖ
 አለው?
 ሀ/ ሁልጊዜ ለ/ አንዳንድ ጊዜ ሐ/ አላጋጠመኝም
15. በእንግሊዘኛ የተፃፉ መጽሐፍትን በተመለከተ የንባብ ችሎታዬ
 ሀ/ በጣም ጥሩ ለ/ ጥሩ ሐ/ በቂ መ/ ዝቅተኛ

ክፍል ሁለት

ከሚከተሉት የንባብ ስትራቴጂ /ለልቶች/ ውስጥ ንባብን ስታነብ የምትጠቀምባቸውን አዎን የማትጠቀምባቸውን አይደለም በሚለው ክፍል ውስጥ (✓) ይህንን የራይት ምልክት በማድረግ ግለፅ/ጥ

ተ.ቁ	በንባብ ጊዜ የምጠቀምባቸው ልዩ ልዩ የንባብ ስልቶች / ስትራቴጂዎች	አዎን	አይ
1	የምፈልገውን መረጃ (ቀን፣ የስው ስም) ወዘተ በፈጣሪ የአሰሳ ንብረት ማግኘት		
2	የምንባቡን ጭንቀት ሃሳብ ለማግኘት የሚረዳ የፍጥነት ንባብ ስልት እጠቀማለሁ		
3.	የማንባባቸውን ነገሮች በአእምሮዬ አጉልቼ መመልከት እችላለሁ		
4.	በፍጥነት ማንበብ እችላለሁ		
5.	በምንባቡ ውስጥ በቀጥታ የቀረቡ ሃሳቦችን በቀላሉ እረዳለሁ		
6.	በምንባቡ ውስጥ ቀጥተኛ ባልሆነ ሁኔታ የተቀመጡትን የምንባቡን ሃሳብ እረዳለሁ		
7.	የምንባቡን ዕርእስት እና ቁልፍ ቃላቶችን በመጠቀም በምንባቡን ሃሳብ አስቀድሜ መገመት አያስቸግረኝም		
8.	የተለያዩ የምንባብ ስልቶችን በንባብ ጊዜ እጠቀማለሁ		

ክፍል ሶስት፡ ከምንባብ ችሎታህ የመነጨ የክፍል ውጤትህን አስመልክቶ በሰንጠረዥ ውስጥ ከተሰጡት አማራጮች ውስጥ አንተን የሚመለከተውን (✓) የራይት ምልክቱን በመጠቀም አሳይ

ተ.ቁ	ከተማሪዎች የንባብ ችሎታ የመነጨ የተማሪዎችን የትምህርት ውጤት የሚያሳይ መጠይቅ	ዝቅተኛ	በቂ	ጥሩ	በጣም ጥሩ
1.	ባለፈው ዓመት ከንባብ ችሎታ ጋር በተገናኘ የእንግሊዘኛ ቋንቋ ውጤትህ /ሽ/				
2.	ከባለፈው ዓመት የንባብ ችሎታህ ጋር የተገናኘ የታሪክ ፣የጂኦግራፊ፣ የባይዮሎጂና የስነ ዜጋ ትምህርት ውጤትህ				
3.	የዚህ ዓመት የግማሽ ክፍለ ወሰን የትምህርት ውጤት				
4.	የዚህ ዓመት የግማሽ ክፍለ ወሰን የታሪክ ፣የጂኦግራፊ፣ የባይዮሎጂና የስነ ዜጋ ትምህርት ውጤትህ				
5.	የዚህ ዓመት የአንደኛ ሴሚስተር የእንግሊዘኛ ትምህርት ውጤት				
6.	የዚህ ዓመት የአንደኛ ሴሚስተር የታሪክ ፣የጂኦግራፊ፣ የባይዮሎጂና የስነ ዜጋ ትምህርት ውጤትህ				

APPENDIX- D Reading Passage to test Students reading performance

One of the most important natural resources nature has endowed mankind with is rivers. In ancient times, great civilizations developed in fertile river valleys. Thus the ancient civilization of Egypt developed in the fertile Nile river valleys. The people of Egypt depended heavily on the Nile for their sustenance. They obtained fresh water and fish from it, and developed a system of drawing water from the Nile river to irrigate their lands. When the river was in flood, it deposited alluvial soil on its banks. The Egyptian farmers learned to use the rich soil to grow their crops. They had water to feed their animals- cow, camels, sheep, donkeys and goats. There is a saying that 'Egypt is the Nile and the Nile is Egypt'.

In some parts of the world, rivers provide alluvial gold and diamonds. After floods have subsided, people living near the banks of the rivers collect and wash the alluvial soil and the sand of the river beds. Fragments of gold and diamonds are collected and sold to gold and diamond dealers. Some people today still use this method, but more frequently the job is done by powerful dredging machines.

There are many important rivers of the world. They include the world's largest, the Amazon in South America; the Missouri, the Mississippi and the Tennessee in the united states of America; the Rhine and the Volga in Europe. Others include the Yangtse river in China and the Ganges in India. In Africa, the important rivers include the Nile, which vies with the Amazon for the title of longest river in the world, the Congo in central Africa, the Niger and Volta in West Africa, the Zambezi and Limpopo in southern Africa. The great city of London is on the banks of the river Thames.

One of the greatest uses that mankind has put rivers to is the production of hydro- electric power. It involves the construction of a dam and the creation of an artificial lake behind the dam. A dam provides a constant and reliable supply of water to turn turbines in the dam to produce cheap electric power. In Africa, the following dams readily come to mind: the Aswan dam on the Nile, the kainji dam on the Niger, whale, dolphin, octopus wave, lighthouse, harbor, beach, the Akosombo on the Volta and the new Tekeze dam in Ethiopia.

The Akosombo lake, created as result of the damming of the river Volta in Ghana, is the longest man- made lake in the world. Fishing in the lake is very lucrative business. Fishermen use dug-out conoes, fish traps, baskets, and books and lines to catch the fish, and every day traders from

all over Ghana go to the various inland ports on the lake where it is sold fresh, fried, smoked or salted. By far the most popular species of fish is the tilapia.

A navigable river is an important means of transport. Unfortunately, many of the rivers in Africa are not navigable, being full of cataracts and rapids. One of the greatest explorers in history, Mungo Park, died in west Africa when the boat he was sailing in capsized at one of the rapids on the Niger.

In spite of the immense benefits derived from the rivers, human activities are destroying this important natural resource. Lumbering and farming activities have exposed some rivers to massive evaporation. Some rivers dry up in the course of the year. Some fishermen use unorthodox methods in fishing, for example by using very dangerous chemicals to poison the fish, while others use dynamite to kill large quantities. The rivers are thus polluted, which results in health hazards for the people who use the water from the rivers.

Direction-I

Read the questions carefully and choose the best answer from the given alternatives.

1. Where did ancient civilizations develop?
A) In town of Misomotapia B) in country side C) in the fertile Nile river valley
D) no answer
2. The Egyptians say Egypt is the Nile and the Nile is to Egypt because----- A) the Nile is a source of their livelihood B) they know that its source is Ethiopia C) it is where they have developed uranium D) Ethiopia and Egypt is hostile to each other
3. The most important natural resource nature has endowed mankind with is rivers (paragraph 1) what does endowed mean? A) frightened B) provided C) terrified D) cursed
4. Fishing in the lake is very lucrative business (paragraph 5) lucrative probably means A) discountable B) profitable C) portable D) unfavourable
5. In spite of the immense benefits derived from the rivers human achieves (paragraph 7) what does immense probably mean? A) enormous B) few C) ancient D) limited
6. The most important message of this text is ----- A) the passage discussed about the world longest river B) lumbering and farming activities expose rivers to massive

evaporation C)one of the most important natural resource nature has given to human being is rivers D)none

7. Which one of the following rivers in Africa share the title of longest river with Amazon?

A)The congo B)The Niger C)The Nile D)The Limpopo

8. Which of the following pairs is not correctly match?

A) Aswan- Egypt B)Kdiangi – Niger C) Tekeze dam – Ethiopia D) Akosombo- Algeria

9. Who is a famous explorer mentioned in the passage?

A) Mungo park B) Eisenhower C) VaskoDagama D) Columbus

10. Why don't many rivers in Africa are not navigable?

A) The volume water is small B) it is full of rapids C) it is full of cataracts D) all except A

11. Is Egypt still dependent on the Nile?

A) No, she has alternative B) fifty- fifty C) Nile become to Ethiopia D) no doubt

12. The word this in the last paragraph on second line refers

A)electricity B)lakes C)the Nile D)rivers

13. The word they in the first paragraph on the fourth line refers

A)the people of Ethiopia B)few farmers of Egyptians C)all people live near the rivers

D)the people of Egypt

14. The pronoun they in the third paragraph on the first line refers A)the river Nile B)the people of Egypt C)the world rivers D)manmade lakes

15. The writer of this passage is ----- about the human activities that is done on the rivers. A)happy B)optimist C) pessimist D)worry

16. What un orthodox methods do some fisher men use to catch fish? A)using dangerous chemical B)using dynamite C)using net D)A&C

Direction- II .

Match the statement on the left to where they are found in the passage listed under column B

“A”

16.The major rivers in the world

17.Man made lakes

18.The dangerous of human activity to the existing rivers

19.African rivers are not favorable for navigation

20.The blessings of the Nile river to Egyptians

f)) paragraph 4

“B”

a) paragraph 1

b) paragraph 3

c) paragraph 5

d) paragraph 2

e) paragraph 7

g) Paragraph 6

APPENDIX- E Teachers Questionnaire

Dear teachers

I am conducting a research on students reading ability and its effect on academic performance. As you teach English and other subjects by using English, your sincere responses to the questions below are of great help for the success of this study. Therefore, you are kindly requested to give genuine responses that will be kept confidential. When you give your response, you are not required to write your name.

Thank you in advance for your cooperation.

Section I: The following questions are mainly relate with students reading ability and their academic performance. Read each question and circle the answer from the given alternatives.

1. How would you rate your students as a reader in English?
A/ poor B/ struggling C/ average D/. good E/ very good
2. In which language do most of your students read in their leisure time?
A/oromic B/ Amharic C/ English D/ others
3. How would classify you students as a reader generally?
A/ They are fast highly skilled reader and seldom have problems understanding what they read
B / they are average reader; they understand most of what they read
C/ they read quite slowly and often have problems understanding what they read
4. I think reading has a positive effect on my students' academic result
A/ strongly agree B/ Agree C/ not sure D disagree E/ strongly agree
5. There is normally no connection between reading proficiency and academic success of my students
A/ strongly agree B/ Agree C/ not sure D/ disagree E/ strongly disagree
6. My students' academic performance is highly affected by their poor reading performance
A/ strongly agree B/ Agree C/ not sure D/ disagree E/ strongly disagree

7. Student use different reading strategies while they are reading
A/ Always B/ sometimes C/ rarely D/ never
8. Most students have reading comprehension problem due to poor reading habit
A/ strongly agree B/ Agree C/ not sure D/ Disagree E/ strongly disagree
9. Students have reading comprehension problem due to lack of back ground information of the given text
A/ strongly agree B/ agree C/ not sure D/ disagree E/ strongly disagree
10. Do students enjoy reading?
A/ very much B/ quite a lot C/ a little D not at all
- Section II put a tick mark () on the yes and No column to show what students able to do in reading activity

No	Factors related students' ways of reading	Yes	no
1	Scanning (quick reading to get general ideas		
2	Skimming (quick reading to get general ideas		
3	Visualizing (forming picture in mind when reading)		
4	Reading with appropriate speed		
5	Identifying information stated directly in a text		
6	Identifying information stated indirectly in a text		
7	Predicting the contents of texts from title or expectations		
8	Use their back ground knowledge of a text what they read		
9	Use reading strategies while reading		

Section III: List as many problem as you observed in the classroom students have regarding reading ability of students related with their academic performance

1. _____
2. _____
3. _____
4. _____

Dear teachers,

I am conducting a research on students' reading ability and its effect on academic performance of high school students in focus on grade ten students. As you teach English and other subjects and involve in reading activity, your sincere responses to the questions below are of great help for the success of this study. Therefore, you are kindly requested to give genuine responses that will be kept confidential.

Thank you in advance for your cooperation.

1. How do you express grade ten Students 'reading ability?

2. To what extent do you think reading ability affect the Students' academic performance?-----

-

3. What are the Students practice and reading habit?-----

4. List any reading strategies Students employ while they are reading? If they don't list the reasons.-----

5. How do you rate the Students comprehension skills and their academic performance?-----

Appendix F Teachers Interview

TEACHERS' INTERVIEW RESPONES REGARDING STUDENTS PERCEPTION, PRACTICE STRATEGIES OF READING AND ACADEMIC PERFORMANCE

RESPONDENT ONE

1. . How do you express grade ten students reading ability?
 - Most of students are not interested in reading. Only five or ten percent of the students understand the significance of reading and read various books. The grade 10 students level of reading is in allow level. You can observe many things regarding reading in the classroom. Most students are reluctant to read texts or reading passage. They are slow reader and I guess most of them don`t understand fully what they read.
2. To what extent do you think students reading ability affect their academic performance?
 - Most of the subject matter thought by students requires reading skin of students. If they are good at reading, their academic performance would be good and vice verge. I think reading has a positive impact on students reading ability.
3. What are the students reading practice and habit?
 - In a lower level mean when they were in elementary school, students most of the time listen to their teachers so may be that trend still exist in the students. They are dependent on their teachers in many regards. As I think students I Sagure high school reading habit is not good. I don`t think they love reading books. If they don`t continuously read book or permanently without teachers or parents agitation I couldn`t say students have good reading habit.
4. List any reading strategies students employ while they are reading? If they don`t use they are reading? If they don`t use list the reasons?
 - Skimming and scanning are the most reading strategies student use when they read texts.
5. How do you rate the students comprehension skills and their academic performance?
 - As I stated earlier reading and academic performance is positively correlated. I think most students get less grade or result because of their reading ability. This doesn`t mean this is the only reason but reading play a leading role for their poor academic performance.

RESPONDENT TWO: INTERVIEW RESPONSES

1. How do you express grade ten students reading ability?
 - They like to read but they do not read correctly. They don't decode some words correctly and I am afraid they don't comprehend from what they read. Sometimes I try to read some texts and ask them to read and comprehend and I often see to fail from understanding.
2. To what extent do you think students reading ability affect their academic performance?
 - It affects a lot. Before they can answer correctly texts and exams they require to read the instruction and questionnaires. If students reading ability is not good, their academic performance is also not good.
3. What are the students reading practice and habit?
 - They don't read for fun. They may read for exam and texts. Unless students love reading and continuously, I can't dare to say they have a good reading habit.
4. List any reading strategies students employ while they are reading? If they don't use them the reasons?
 - I don't think they use them. As I think they read texts with out deliberately think the reading strategies.
5. How do you rate the students comprehension skills and their academic performance?
 - Their comprehension skill is low and their academic performance which is emanated from their reading ability is average.

RESPONDENT THREE INTERVIEW RESPONSES

1. How do you express grade ten students reading ability?
 - I categorized in to three: some students are unable to read correctly 30% of them may read well but not perfect. Some of the students are good.
2. To what extent do you think students reading ability affect their academic performance?
 - Most students' academic result as I observed is affected by their poor reading ability. Their reading ability affects a lot their academic performance.
3. What are the students reading practice and habit?
 - Students are only read when teacher forced them to read or give them reading task or reading assignment. For example during the reading activity students are obliged to read silently or loudly. The reading activity is isn't continued outside the classroom. They don't read various books outside their class. So I think they don't have positive reading habit.
4. List any reading strategies students employ while they are reading? If they don't use list the reasons?
 - They simply read texts without thinkers reading strategies. They don't know many off the reading strategies.
5. How do you rate the students' comprehension skills and their academic performance?
 - Some of my students reading comprehension skills and their academic performance is good. The majority of students' comprehension skill is not good. Their academic performance from their reading ability is not satisfactory.

THE FOURTH RESPONDENT INTERVIEW RESPONSES

1. How do you express grade ten students reading ability?
 - Most of grade ten students are average students. You can find two or three students very good readers who read in a normal speed and comprehend what they read. There are also poor reader who even couldn't decode words and read sentences. Generally, I place them average.
2. To what extent do you think students' reading ability affect their academic performance?
 - Extremely affects, reading ability is a decisive factor for academic success students who read well and comprehend what they read are good at their academic performance but the main factor that here grade 10 students' academic performance to be reduced is their poor reading ability.
3. What are the students reading practice and habit?
 - My students mainly focus on their class. Inside the class, they do reading activities. They do comprehension question based on the passage and outside their class I don't think they engage in leisure reading. Sometimes we talk about what kind of books they read. Some students listed what they read especially few Afan Oromo fictions and novels. Regarding to English writings, there may be lack or un available to students so we can't judge this is not students problem of course but if they do an attempt they can do their best what I want to say is they don't have good reading habit.
4. List any reading strategies students employ while they are reading? If they don't use list the reasons.
 - I don't think grade 10 students know and use the various reading strategies. Sometimes the instruction of the reading text order or instruct students to skim, to scan a given information from the passage. Most students read evenly details what they read. They learn reading carefully every details. Of course this is the way all types of readings text is read.
5. How do you rate the students' comprehension skills and their academic performance?
 - Some students don't / didn't score well because of their reading comprehension ability. They don't comprehend the test or exam instruction. They also don't grasp the questionnaires so they miss the answer. Of course, there are some students who are good both reading comprehension and who obtain good result.

THE FIFTH RESPONDENT INTERVIEW RESPONSES

1. How do you express grade ten students reading ability?

- Grade ten students reading ability is not as expected as their grade level. At this moment, most of them must be good but the reality is a reverse. There are some students who are afraid to finish a paragraph during reading activity. When they decode words, they couldn't pronounce correctly and I doubt they understand what they read. When I said this, I don't forget there are some good students who read well and even some are average readers.

2. To what extent do you think students reading ability affect their academic performance?

- Reading and academic performance is highly related. Students who read well with speed and with good comprehension ability got good result. Those students who don't read well may not what read and during exam they might not understand the instructor and the questionnaires well. This might difficult to them to success in their achievements.

3. What are the students reading practice and habit?

- In the classroom, when students are given task they read. Another alternative for reading is exam time: students read in order to score better. Reading habit is free time activity. When I assessed if they read books in their free time, most students don't. this might be not their fault; the situation or the environment and their family background might not allowed.

4. List any reading strategies students employ while they are reading? If they don't use list the reasons?

- As I think students don't employ during reading the different reading strategies reading strategies. They know one or two types of reading by name but they don't use them. Text books instruction order students to skim or scan, and of course teachers ask them to do so. Generally, students read all types of writings in the same way.

5. How do you rate the students' comprehension skills and their academic performance?

- You can see their test and exam result of many subjects. Most students obtained less result. This is related with their poor reading comprehension problem.

THE SIXTH RESPONDENT INTERVIEW RESPONSES

1. How do you express grade ten students reading ability?
 - This is depending on the students. Some students are good at reading. Many students don't read correctly, they count word when they read. They seemed they are elementary level. Half percent of them are average reader mean with different problem.
2. To what extent do you think students reading ability affect their academic performance?
 - An subjects except Amharic and Oromic it is given by English. Students who read well got a good result. Many students who don't read well may not obtain good result. In secondary school there is no other skill useful for students than reading. This means the other is also useful but nothing substitutes their reading skill for the success of their academic subjects.
3. What are the students reading practice and habit?
 - Deliberately, students don't road books outside the class. They road for exam and tests to get good mark. In the class, when teacher gave them reading task they work but other times they don't. I don't dare to say they have reading habit.
4. List any reading strategies students employ while they are reading? If they don't use them list the reasons?
 - Most students use scanning and skimming. When they are asked to pick out specific information and most students after read all the texts they understand the general message. Most students don't use other kinds (useful) strategies. Either they don't know them or deliberately use.
5. How do you rate the students' comprehension skills and their academic performance? Most students have comprehension problem and their academic performance is due to their reading comprehension problem often affected.