UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN - MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA,

FAREM-MATAGALPA

GRADUATION SEMINAR

Submitted as a requirement for achieving the Bachelor Degree

of Education Sciences, with an English mention

General Theme

Methodological strategies that enhance the development

of the English Language Learning during the Second Semester, 2019.

Sub-theme:

Difficulties that affect the development of Reading skill of students of 9th grade "A" during the

English learning process at Rubén Dario School, in Sébaco, second semester, 2019.

Authors:

Helen Edenia Centeno Martinez.

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Tutor

MSc. Mauricio Alvarado Sequeira

Date:

January 28th, 2020

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DEDICATION

This work is firstly dedicated to God because he has given the life to us, the strengths, the wisdom and above all the health to conclude this research study.

To our language Professor Mauricio Alvarado Sequeira for providing his full time, knowledge and experience in this research study.

To our family, mainly our parents for helping economically and motivating us with their pieces of advice.

ACKNOWLEDGMENT

"2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Helen Edenia Centeno Martínez carnet número 15061237 y Sindy Milagros Velásquez García carnet número 15066088, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: "Difficulties that affect the development of Reading skills of students of 9th grade "A", during the English learning process at Rubén Dario School, in Sébaco, second semester 2019" responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada, que facilitó asimismo la elaboración de las propuestas y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto se considera apto para su defensa.

M Sc. Mauricio Alvarado

Tutor

UNAN – FAREM Matagalpa

ABSTRACT

This research is about Methodological strategies that enhance the development of English Language Learning during the second semester, 2019. But, it is focused on the difficulties that affect the development of reading skills of students of 9th grade "A" during the English Learning Process at Ruben Dario School, in Sébaco, 2019. The purpose of this study is to analyze the main difficulties that affect reading skills in the English learning process. This work is very important because it provides information about some of the most common problems students have in reading skills. At the same time, this study explains what kind of reading strategies are used to help students with their reading difficulties. Some of these reading strategies are: predicting, inferring, making connections, guessing the meaning of unknown words, questioning and summarizing. Besides, it provides students and teachers with information about the phases of reading (after, during and post-reading) which cannot be omitted in the reading comprehension activities. Furthermore, it will strengthen and facilitate teachers' English teaching process, create interest, and increase student`s motivation to read more through the reading comprehension strategies. The most common problems students of 9th grade "A" have in reading comprehension are recognizing the meaning of unknown words. Difficulty pronouncing words in English correctly. Moreover, using free techniques such as an interesting game, to motivate students to participate in class especially on reading which is considered a complex process activity by most of the students.

Keywords: Reading, Reading Comprehension, Difficulties, Types of Reading

INTRODUCTION

The present study is focused on the difficulties that affect the development of reading skills of students of 9th grade "A" during the English learning process at Rubén Dario School, in Sébaco, during the second semester, 2019. According to Hidayati (2018), "the difficulty is the mistakes which are faced by the students in the teaching and learning process. It occurs because the students are confused or they do not know or understand about the material which the teacher has explained. In this case, the difficulty is the state that the students are hard to comprehend English reading text." This means teachers must give clear examples for the students not to have many problems that make the reading process more difficult.

Reading is one of the most important skills in the English language, but the less developed skill in secondary education due to the many factors that limit the progress and motivation of the students to improve this skill. This research will give information about some of those factors/difficulties that affect the progress of students in reading skills which are: limited prior knowledge of the reader with the inability to integrate new knowledge, limited vocabulary, negative attitudes among students towards reading and materials, lack of self-confidence, etc. Besides, it will present information about the phases of reading which are indispensable in reading to comprehend a text well, some reading strategies which facilitate reading comprehension, and the importance of implementing these strategies. This information will be of great help for all the learners interested in improving this skill.

The purpose of this study is to analyze and verify the difficulties that students face during the reading process and suggest appropriate reading strategies to overcome those difficulties in reading skills that prevent the development of this important skill.

This research is a descriptive study and employs qualitative and quantitative methods. This is qualitative research because it used description to expose the results of the information about the difficulties that students face in reading comprehension. This information was gathered through a survey, an interview, and an observation. The information was described in detail in

the data analysis section. It is also a quantitative study because it explains phenomena by using numbers through statistical analysis and testing theories The students selected for this study were from Ruben Dario Public School who were in 9th grade "A". Their ages range between 14 and 16 years old. 20 out of the 36 students were part of the study (10 males and 10 females through the attendance list). The sampling method used in this study was simple random sampling. In this way, the population had an equal chance of being selected. This study used: observation guides, interview, and survey as instruments to acquire information.

JUSTIFICATION

Learning English in a country where people learn another language is difficult because the lack of sufficient resources or material to obtain good results can be limited. This limitation could be the cause that Nicaraguan students do not master the four skills of English, especially reading. Most of the students present many difficulties in this skill due to the disinterest in reading and negative attitudes toward learning the language. Also, some teachers do not pay importance to these skills because they find it difficult to teach due to its complexity. These are some of the reasons that influenced the choice of this topic.

This research is about difficulties that affect the development of reading skills of students of 9th grade "A" during the English Learning Process at Ruben Dario School, in Sebaco, during the second semester, 2019. Reading is considered a very important skill and plays a critical role in language learning due to its complexity. This causes frustration on most of the students inducing them to be negative at the moment to read. So, it is necessary that teachers, students, and people, interested in learning English as a foreign language, know about it and so they can know how to deal with their reading problems.

The purpose of this study is to analyze and verify the difficulties that students face during the reading process and suggest appropriate reading strategies to overcome those difficulties in reading skills that prevent the development of this important skill. This research will be a great resource for pupils, teachers, and people interested in learning English as a foreign language; in as much as, it will contribute information about the reading strategies used to enhance reading skills.

This work is very important because provide information about some of the most common problems students have in reading skills such as lack of vocabulary, limited previous knowledge of the reader, negative attitudes among students towards reading and materials, and the weakness of the students' self-confidence in their abilities to read, etc. At the same time, it explains what kind of reading strategies used in reading help students with their reading problems. Some of

them are: predicting, inferring, making connections, guessing the meaning of unknown words, questioning and summarizing. Besides, it will provide students and teachers with information about the phases of reading (after, during and post-reading) which cannot be omitted from reading comprehension activities. Furthermore, it will strengthen and facilitate teachers' English teaching process, create interest, and increase student`s motivation to read more through the reading comprehension strategies.

OBJECTIVES

General Objective:

- ✓ To analyze the main difficulties that affect the development of reading skills in the English learning process of students of 9th grade "A" at Ruben Dario school, during the second semester of 2019.

Specific Objectives:

- ✓ To identify the difficulties that students of ninth grade "A" face during the development of reading activities.

- ✓ To verify the teaching strategies used in order to help students to overcome reading difficulties.

- ✓ To suggest appropriate reading strategies to overcome those difficulties in reading skills.

DEVELOPMENT OF THE SUB –THEME

Learning English in a country where people speak another language is difficult because the lack of sufficient resources or material to obtain good results can be limited. This limitation could be the cause that Nicaraguan students do not master the four skills of English, especially reading. Most of the students present many difficulties in this skill due to the disinterest in reading and negative attitudes toward learning the language. Also, some teachers do not pay importance to reading skills because they find it difficult to teach due to its complexity. These are some of the reasons that influenced the choice of this topic.

Many researchers have focused on the study of reading difficulties because this depends on the success of a new language. According to Hidayati, (2018) in him research" Students difficulties in reading comprehension of Sman 1 Darussalam Aceh Besar" conclude that a student who loves reading and spends a lot of time in reading activity also has the ability to write well. By reading, students can improve their vocabulary and writing skills. On the contrary, a student who has low reading ability will find difficulty in the learning process." Additionally, Souhila (2014) in her research study "The use of reading strategies in improving reading comprehension on English students" shows that the use of some reading strategies may solve the problem in reading comprehension if are applying appropriately that's mean Reading is more beneficial to them during their study because it enables them to acquire many things about the knowledge of language… it is more important for English foreign language learners to have not only the ability to read written materials but also the ability to understand what they have read. So, English foreign language learners need to achieve comprehension in reading by applying appropriate and effective reading strategies. This mean, reading skill allows people to improve grammar, fluency, pronunciation and learn new vocabulary will facilitate the communication and interpretation of texts; so it is necessary to enhance it to master this skill to students have success in the language. But if they do not pay attention to this process it does not have would sense because reading includes understanding the reading text.

On the other hand, Puspita (2017) in her research article" Students difficulties in comprehending English reading text" said that reading difficulties are the problems that are faced by the students in comprehending the texts. These problems can have negative effects on their study especially in their reading ability. Difficulties in reading is a failure that the students have when they do not understand the language. Comprehending reading texts is not easy due to the lack of prior knowledge to the language, lack of vocabulary and words recognition which reduce the comprehension efficiency process. That problems cause in students a negative attitude that obstruct the students' reading process and make it more difficult.

On the other way, the development of the sub-theme is based on the objectives proposed, theoretical information and the findings obtained of the instrument applied which are focused in reading skill that is the studied variable and reading difficulties that are the problem that students present in the reading learning process.

1. Reading skill

1.1. Definition

According to Ransom (1978) says that reading is "a conversation between the writer and the reader." However, Millrood (2002) defines reading "as a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience". This means that reading is the interpretation or perception of the reader about the written texts allowing to know the message and ideas of the author. Also, reading is the process of sharing and thinking the information to read well to understand clearly the message of the text. Besides, success in reading depends on the purposes and motivation of students to develop easily and accurately what is read. This will help to increase the knowledge and so develop the others skills. For this reason, it is essential to know the importance of this skill.
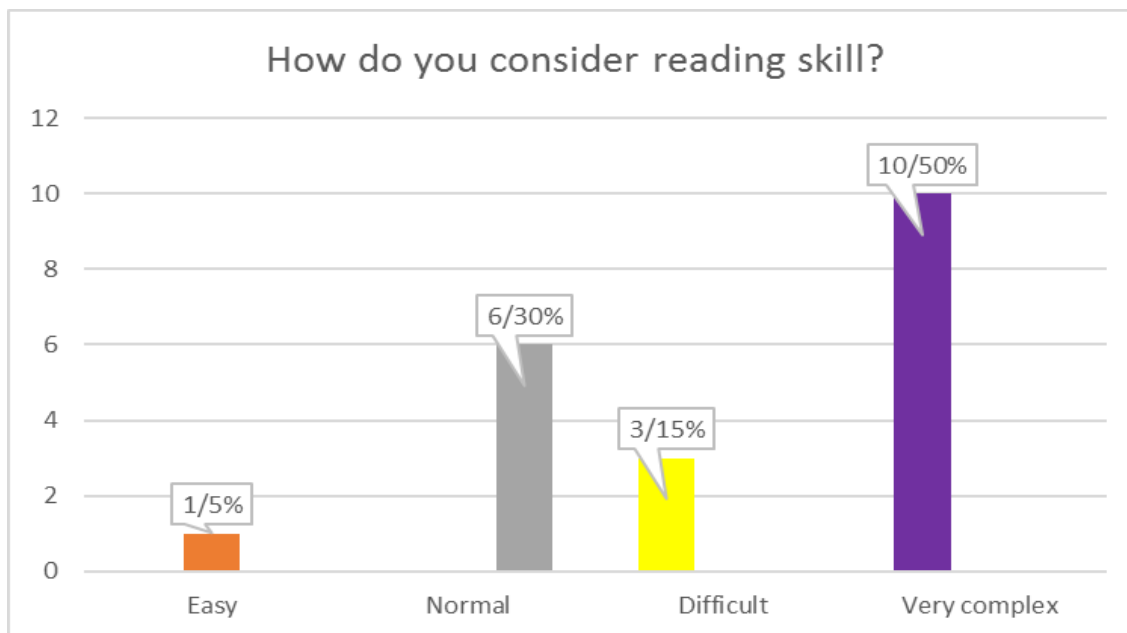
How do you consider reading skill?

Graphic 1 Data obtained after administering the survey (question 2). How do you consider reading skills?

To Foertsch (1998), reading skills are "learning to pronounce words, learning to identify words and get their meaning and learning to bring meaning to a text and to derive meaning from it." That's means reading is a dynamic, interactive and complex process in this sense. Reading is a cognitive process that involves guessing, predicting and checking that demands a lot of time and practice which could help to develop all of an individual's prior knowledge at the same time is a process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, matching sounds to letters understand written materials.

Graphic 1 shows that 10(50%) students said that reading skill is very complex. 6(30%) students said that it is normal. 3(15%) students said that it is easy and 1(5%) student said that it is difficult. The result shows that half of the students considered that reading is complex because sometimes it is easy or difficult, that depends on the kind of strategies that the teacher uses to helps students with their reading problems. The reading process requires the following aspects such as the ability to decode unfamiliar words and to read with fluency, sufficient background information and vocabulary, the development of appropriate active strategies, and the development and maintenance of a motivation to read.
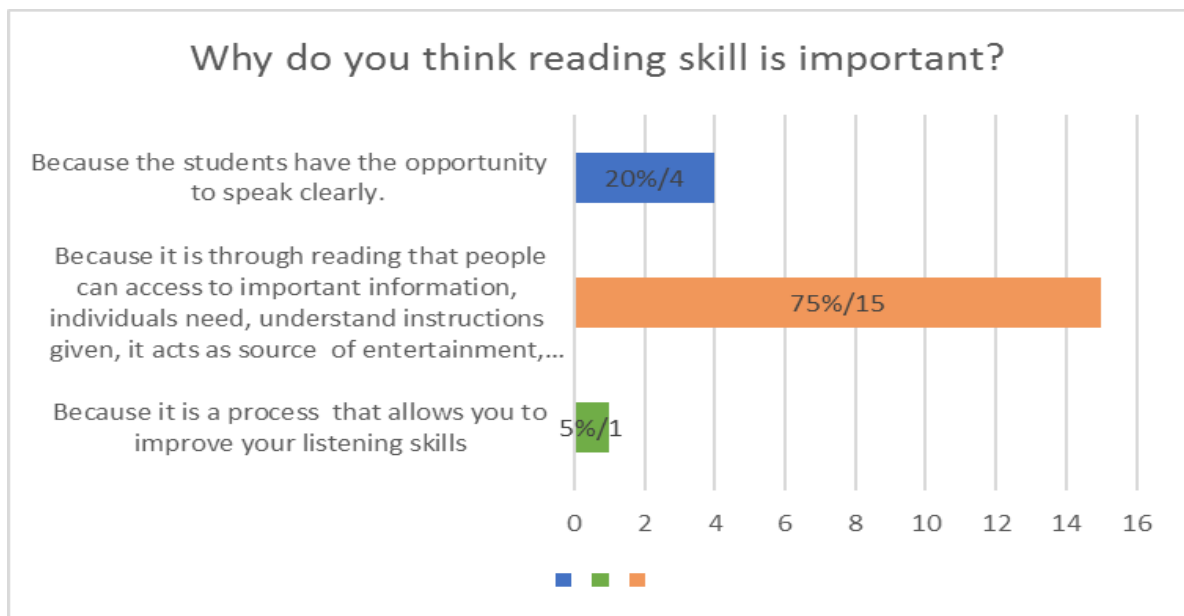
The teacher considered that reading is normal because it is natural and adjustable for students' level. Also, they do not need to deepen in an extensive reading comprehension the only that they need is material, time to practice, an intrinsic and extrinsic motivation which will help students to develop their cognitive and interactive thinking. Allowing them to build new knowledge and acquire fluency at the same time avoid to have bad spelling, grammar, pronunciation, and lack of vocabulary.

1.2. Importance of reading skill

Reading is one of the most important ways of learning because it is through reading that people can enhance other English skills. If students give time for independent and extensive reading by themselves, they would be good readers. It is through reading that learners increase their knowledge and the capacity of retention; so it is indispensable to develop communication in the English learning process by increasing the practice of this activity. Reading has become a complex activity for most of the learners and some teachers deal with this problem but they forget why it is important to develop these skills.

Kemizano (2007) states that "there are many reasons why we read and it is through reading that people can access to important information, individuals need, understand instructions given, source of entertainment, or to attain new skills. In class settings reading is still a major tool used in teaching and learning." Reading is important because it helps to develop the mind, imagination, and creativity, also helps to improve vocabulary, spelling, comprehension, and fluency as well as helps learners to recognize words sentences and complete texts. A good reader can understand, recognize words and acquire a large vocabulary through the constant practice of this activity. Also, it is a great tool to extract information from a text, let us be informed or enjoy interesting topics to get the message and meaning of words, as well as discover a world of opportunities and develop the mind; also, it is a source of teaching. which will help them to understand in an easy way the message of the text presented.

Data obtained after administering the survey to students:

Why do you think reading skill is important?

- Because the students have the opportunity to speak clearly. — 20%/4
- Because it is through reading that people can access to important information, individuals need, understand instructions given, it acts as source of entertainment,... — 75%/15
- Because it is a process that allows you to improve your listening skills — 5%/1

Graphic 2. Data obtained after administering the survey (Question 1). Why do you think reading skills are important?

According to Rivers (1981), "reading is the most important activity in any language class, not only as a source of information and pleasurable activity but also as a means of consolidating and extending one's which are knowledge of the language." Reading is so important in the learning process of language acquisition. Through the constant practice of these students increase their fluency, vocabulary, and grammar. Besides, this process helps students to be informed, develop their capacity of reflection, analysis, and concentration. This is an academic working tool because students put into practice mental functions and increase students' intelligence.

Graphic 2 shows that 15(75%) students expressed that reading skills are important because it is through reading that people can access to important information, individuals need, understand instructions given; it acts as a source of entertainment or to attain new skills. 4(20%) students said that reading skills are important because it is a process that allows them to improve their listening skills, and 1(5%) student said that it is important because the students have the opportunity to speak clearly. In this case, most of the students know the importance of this skill because they could answer correctly to this question selecting an author definition which was in subsection "b". While the other students could not identify the importance of this skill because two definitions were researchers' answers (see appendix students' survey subsection a-c).

The teacher said that reading skills are important because when students practice this skill they learn new vocabulary; at the same time, they can use the same vocabulary when writing. Also, reading allows students to comprehend what they are reading. It means reading has become a fundamental factor for the development of the competences of each student. Also, this helps at the development and improvement of language and improve oral and written expression and makes the language more fluent. Increases vocabulary and improve spelling.

1.3. Reading comprehension

Reading comprehension is the activity that involves understanding a text; it is the soul and aim of reading since the purpose of this is getting the meaning and ideas from the written text. It is not easy to understand an English text because it is a foreign language in which many learners have difficulties. Analyze or catch the correct meaning due to the limitation of vocabulary are some problems that the students present. So, the reader must have a good concentration at the moment to read and be well informed with the meaning of the unknown words not to be difficult for them.

1.3.1. Definition

According to Grabe and Stoller "reading comprehension is the ability to understand the information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless. They are related to each other and cannot be separated. Comprehend has the same meaning as understanding." It means that reading comprehension is the key to the reading process that allows people to find out the meaning from the text. In the same way, Miller (2002) claims that "reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning. In other words, reading comprehension is a complex process, in which many other skills are used to comprehend better which a reader looks at the text and understands what is written." Prado and Plourde (2005) say that reading comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement." This means that

reading comprehension is an activity that requires time to practice because it is a complex process that some teachers find difficult to teach. Reading and comprehension cannot be separated because if students read they have to understand the text and also they need to concentrate to decode the meaning of words or find the main idea of this; in this way, the student could understand what is the author´s message. Moreover, it is necessary to use the phases of reading comprehension to interpret a text well and so make it easier that process.

1.4. Phases of Reading Comprehension

The Phases of reading are essential in the learning process of a foreign language because these have to be part of the class for students to develop their reading skills. With these phases, teachers can help their pupils to have a more effective reading. These are classified into three parts; those are pre-reading, while reading and post-reading. Mark (1994) defines them as follows:

1.4.1. Pre reading

It is a technique for arousing interest in the text, to encourage students to think about the topic of the text before reading, to relate the text to student´s experiences and interest, to train the student to make predictions and guessing before reading to provide the student with a reason to read. Besides, Pre-reading is a stage that permits to introduce the reading topic and to encourage students through dynamic strategies such as conversation and question about topic, title, picture, and heading; and making a prediction about the text, guessing vocabulary. This also is defined as warm-up activities at the same time activate students' prior knowledge.

1.4.2. While reading

It is a technique for training students to read in different ways, to guess the gist or find specific information, to attract more detailed information, to detect implied attitude, deduce meaning, to ignore words that are not essential for comprehension, to make student aware of the reference system, and to train student to recognize text structure. This means while reading is the stage when the teacher puts students to work on different activities using sources such as description, reports, summarizing text, and following instructions.

1.4.3. Post-reading

It is the technique for training students to respond to what she or he has been reading, to help students activate what she or he has been learning through reading, to integrate the reading skill with other skills, to extend the while- reading work. This phase permits the English teachers to know if the student comprehended the text observing in what way students solve the activities and so verify if the objective could be achieved through some activities such as problem-solving activities (crosswords, questionnaires), writing (letters, postcard, and message), etc.

Based on the observation one of the aspects administered to the teacher it was if she used the phases of reading during the class. It was observed that she only used one phase of reading comprehension such as (multiple choice sentences); in this activity, she used pessimist phrases using future tenses (will-will not) in which students had to complete sentences with those phrases. Another activity was to make sentences using will–will not. In this activity, students went to the board to write a positive or negative sentence and other students had to write the opposite of this. After that, she explained the topic and she gave some examples of it. The activities mentioned above demonstrate that the teacher used one phase of reading comprehension (post-reading) because she did not use a text to teach the topic; she only used reading comprehension activities. In the post-reading Stage, the aims of post-reading are: to help students integrate reading skills with the other language skills such as: listening, speaking and writing, to extract the main idea of a paragraph or a reading text, to interpret descriptions (outlining and summarizing), to make use of classroom games for reading.

1.5. Reading Comprehension Strategies

Reading comprehension strategies are tools that teachers use to help students learn to find specific information, developed their imagination and strengthen their knowledge use to enhance understanding Many researchers have mentioned different types of reading comprehension strategies, from Block et al. (as cited in Küçükoğlu, 2013), these are more effective, useful and

beneficial for students, which some of them are as follows: predicting, inferring, guessing the meaning of new words, questioning, and summarizing.

"Predicting": It is the process that students use before reading, helps them to formulate ideas about what they are going to read. predicting involves thinking ahead while reading and anticipating information and events in the text, in other words, it makes students elicit their interest, activate their prior knowledge, or pre-teach vocabulary or concepts that may be difficult in this sense, predicting requires learners to use the text to decide what will happen next, confirm or deny predictions with support from the text; based on data provided in titles, illustrations, headings using their linguistic and cultural knowledge to anticipate what will happen.

"Inferring": In this case, the students need to use their knowledge along with information to create their ideas, conclusions and find the correct meaning of the text. This means that inferences are evidence-based guesses in case of reading; students use their prior knowledge to make inferences about the text often referred to as what they read between the lines, draw conclusions, make critical judgments, and form interpretations about the passage based on what the author said.

"Making connections": Making connections is another strategy that can be used in the reading process helps students to increase their reading comprehension level by making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences and knowledge to make predictions and formulate ideas as they read. reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs to relate their knowledge with the previews one making a connection between both and so make easier the comprehension of the text.

"**Guessing the Meaning of New Words**": This is one of the most difficult problems. This is an obstacle for students in reading comprehension. Unfamiliar/new words make students feel frustrated when they do not understand a text, so they must reread the text many times until they

find the meaning by context is one of the most favored vocabulary learning strategies among second language learners guessing the meaning of target word is based on interpretation of context that involves the coordination of attention, memory, textual information to understand a sentence or a part of the text.

"Questioning": The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information before during and after reading to see if the text has sense. Later, they reread the text to find the answer to the questions. discuss their answers in a whole-class activity to have a better understanding of what they are reading and help them to focus on knowledge by finding and recalling information and increase students' participation in class

"Summarizing" This process is used to organize the most important information in which students make a summary with their own words about what they understand about the text. Also, this process permits the students to find the main and supporting ideas from the text. This strategy helps students to be organized and improve their reading comprehension. The process of summarizing requires the reader to determine what is important when reading and to summarize the information in the readers' own words which helps the students to organize the ideas even in the long reading passages.

According to the question (Do you use reading strategies to help your students to improve with their reading difficulties? see appendix) in the students' survey it not was applied to students because they do not know about reading strategies.

In the interview administered to the teacher, she said that she used reading strategies to help her students with reading difficulties such as predicting, making a connection, summarizing, guessing the meaning of new words and questioning. These strategies are necessary for the reading process because facilitating the comprehension of the texts. It makes students enjoy their

learning process and gives several advantages in finding information that is needed and helps students achieve a better comprehension of a text providing them valuable information that encourages communication and oral language development to integrate and develop the skills to direct students' level of thinking in learning activities.

The observation showed that she used some reading strategies (questioning and making connection). That's mean that the teacher almost always used this kind of strategies to make easier the comprehension of the texts. Reading comprehension strategies is the ability to decode information using techniques and activities designed to help students become active, purposeful in reading comprehension creates a relationship between the reader and the texts, and it permits readers to go beyond context. It helps them make sense of texts. Struggling readers need direct, explicit instruction in comprehension strategies to improve their reading comprehension. For that reasons the teacher has to use these strategies effectively and appropriately in different content-area texts through applying some explicit instructions such as: introducing the word, giving feedback, providing friendly-explanation, and promoting student's ability on using reading strategies in different situations.

On the other hand, it is necessary to knower about reading difficulties in order to know what kind of the strategies mentioned above use.

2. Reading difficulties.

Reading difficulties are the principal causes of failure in the learning process of a new language due to the complexity that this skill presents. According to Hidayati (2018), "the difficulty is the mistakes which are faced by the students in teaching and learning process. It occurs because the students are confused or do not know or understand about the material which the teacher has explained. In this case, difficulty is the state that the students are hard to comprehend English reading text." Difficulty in reading is due to the low level of comprehension in the language, which make students react negatively to the language when they find it difficult so, learning this skill is difficult for most of the students, especially if they are not

native speakers. So, this research will give more information about what problems students present in the new language for the teachers know more about them and so they use new strategies that help pupils to overcome those difficulties. Many authors give different opinions about what are the problems that affect students in this skills but this research is going to focus on the most common problems of reading comprehension.
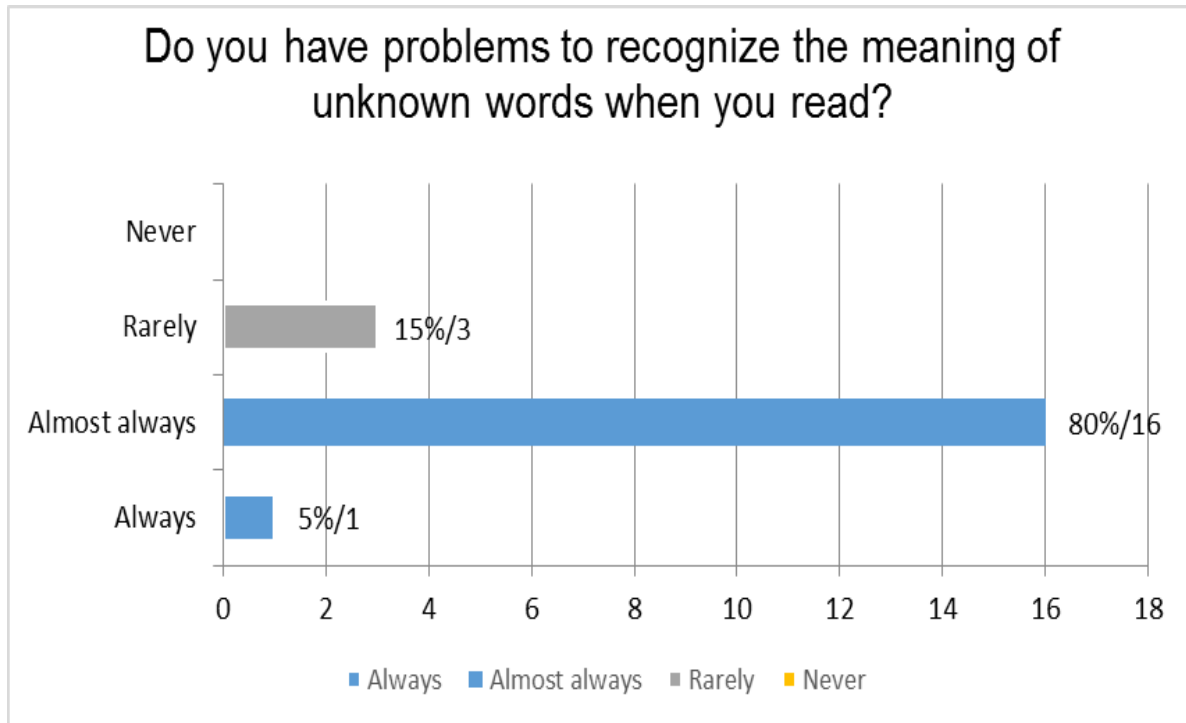
Graphic 3 Data obtained after administering the survey (question4). Do you have problems to recognize the meaning of unknown words when you read?

Grabe and Stoller (2001) say that "reading difficulties appear as a result of inefficient operations lower level and higher level comprehension process." Difficulties in reading is a big problem that affects the teaching-learning process due to the lack of comprehension, the disinterest of the student to practice reading to improve the other skills. This is one skill in which most of the students' present difficulties due to the complexity of this skill, especially when they do not anything about the language.

Graphic 3 shows that 16(80%) students said that they almost always have problems with recognizing the meaning of unknown words when they read. 3(15%) students said they rarely

have problems, and 1(5%) student said that he always has problems with recognizing the meaning of unknown words. This problem is almost always presented in high school students because it is difficult for them to understand the meaning of unknown words. In this case, students use the Google translator because it is easier for them that the cellphone does the homework.

Instead, the teacher said that her students present difficulties in reading because they use google translator to comprehend each word that they do not understand. As mentioned above this problem affect the cognitive process of the students because they have poor reading comprehension and bad concentration when they read due to the use of digital equipment (media and technology).

According to the observation applied it was observed that most of the students have difficulties with understanding the message of the texts because during the process they have problems recognizing unfamiliar words. That problem was noticed when some students asked the meaning of some words and phrases that were difficult for them to recognize. When this problem is presented in most of the students and the teacher does not use the correct strategies to help them will make the reading process more difficult.
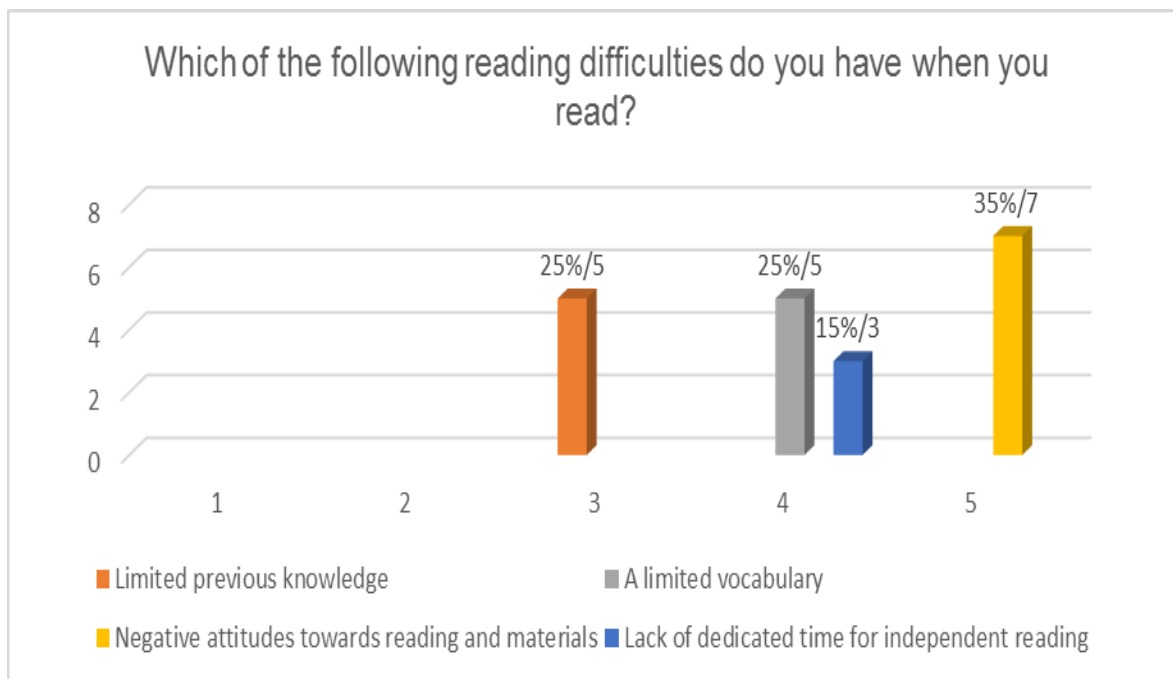
Graphic 4. Data obtained after the administered survey (question 3). Which of the following reading difficulties do you have when you read?

According to Shubaylat et al. (as cited in Mahmoud 2015), some problems that students present in reading skills are: Limited previous knowledge of the reader with inability to integrate new knowledge to the previous one, limited vocabulary, lack of oral language skills before entering school, excessive concentration of teachers in the early grades on teaching the skill of decoding the symbol, focus on accurate reading performance at the expense of meaning, lack of listening comprehension skills, parents' carelessness to communicate with their children's or follow up them at the school, lack of exposing students in the early grades for printed materials, create negative attitudes among students towards reading and materials, lack of dedicated time for independent reading, and the weakness of the students' self-confidence in their abilities to read. These are the most common problems that students have when they read because comprehension is not an easy thing being an obstacle to developing this skill. If students find difficult to comprehend English reading texts they are going to present, some of the students these problems that make students fail in class if pupils are not helped on time.

Graphic 4 shows that 7(35%) students said that they have negative attitudes towards reading and materials. 5(25%) students said that they have difficulty with limited prior

knowledge. 5(25%) students said that they have difficulty with a limited vocabulary, and 3(15%) students said that they do not dedicate time for independent reading. This result shows that the students present more difficulty with a negative attitude towards reading and material that means most of the students do not like to read especially when the material that the teacher gives them has too much and difficult activities. this mean that teachers faced challenges as teaching sounds, inadequate materials, and inadequate time to teach reading and mother tongue for that reasons the teacher should create easy and interesting activities according to the students' levels to encourage students to participate.

Meanwhile, the teacher said that her students present difficulty in comprehending vocabulary by context. They just used the translator (cellphone). That's means if all the time students use these results to comprehend English words, they are not going to develop the capacity of retention, and comprehension. Also, they will not increase their knowledge affecting the English academic performance of students. Due to the lack of motivation, resources, the personal disinterests and the fear of making mistakes that do not allow us to develop the language. In this case, the teachers must do something to solve these problems. The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully

It was noticed during the observation that the most common problem students have is recognizing the meaning of unknown words because it is difficult for them to find the meaning by contexts. It occurs because the students are confused or do not know or understand about the material read. Due to the students have limited vocabulary knowledge, they can get difficulty in comprehending the text, misunderstanding the meaning of the words So, vocabulary is needed in comprehending the text also make connection between information that exist in the text and the student's prior knowledge.
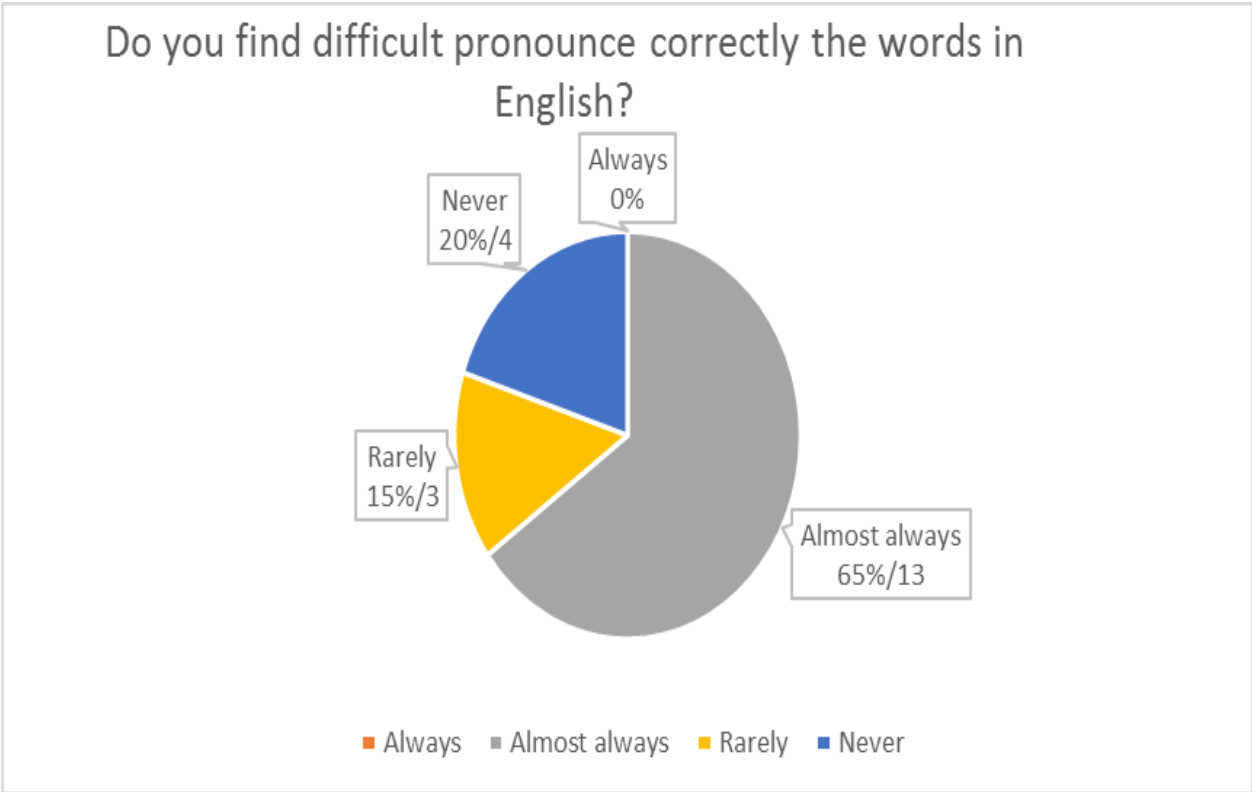
Graphic 5. Data obtained after the administered survey (question 3). Which of the following reading difficulties do you have when you read?

According to Ravin (2012), pronunciation is difficult because "English is not a phonetic language. Often, a letter does not correspond to only one sound. As a result, it is extremely challenging to learn the pronunciation of a word simply from its spelling." Spelling is one of the reasons why English learners have difficulties with pronouncing words aloud when they read. Also, pronounce words in English is different as they are writing it. This problem affects high school students because they are non-natives speakers and it is difficult for them to acquire good pronunciation if they start to study the language at an older age. Furthermore, if pupils are not interested in learn the language will be difficult that they pay interest to enhance pronunciation.

Graphic 5 shows that the 13(65%) said that almost always they present difficulty to pronounce correctly the words in English. The 4(20%) never present difficulty. The 3(15%) said that they rarely present difficulty in pronunciation. The result shows that most of the students almost always present difficulty to pronounce correctly the English words. This problem is presented on students because in high school they do not study phonetics so it is difficult that

they have good pronunciation. In this case, students need to focus on the teacher's pronunciation, so it is necessary that she pronounce English words correctly not to confuse students.

The teacher expressed that most of her students mispronounce English words because they pronounce the words as are written. also determines whether their students to be good readers or not. This is something common for learners with a low level of language proficiency and confusion with source and target language pronunciation even when they practice speaking skill because some words are difficult to pronounce as a result that their school did not provide enough reading material for them, so they cannot learn reading well. difficulties correspond to students' perspective of their difficulties.

During the observation students almost always mispronounce most English words because they are difficult to pronounce for them. This causes frustration in some students feeling ashamed to participate in class. In this case, the teacher plays an important role because she needs explains to students that mistakes are necessary to learn a language on top of that the students need to know that improving pronunciation supports their reading, spelling, grammar and listening comprehension

According to the study and findings, the researchers suggest the following recommendations:

> Students should know or learn about reading comprehension and reading strategies which are useful to deal with reading problems. So, they will have fewer problems at the moment they do activities related to reading skills.

1. Students should spend time for independent reading, especially at home, for them to improve this skill. That will make the learning process easier.

2. Teachers should teach students reading strategies, so students can use them to overcome the difficulties they have with this skill and they can use them during the learning process.

3. Teachers should use more interesting activities at the moment of assessing reading skills to encourage students to participate.

4. Teachers should assess this skill more often for students to develop reading comprehension.

CONCLUSIONS

Based on the findings, the following were the conclusion of the study:

1- The most common problem students of 9th grade A have in reading comprehension is recognizing the meaning of unknown words.

2- The English teacher uses reading strategies to overcome the reading difficulties with her students such as making connection, and questioning.

3- Using free techniques (mixed with reading activities), such as interesting games, motivate students to participate in class, especially in reading, which is considered a complex activity by most of the students.

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Annexes

LESSON PLAN

Reading strategy suggested

Strategy suggested: To make a competition in which students are going to arrange a text using colorful material.

Date: November 26th, 2019   **Time:** 90min

Grade: 9th   **Topic:** Future: going to

Objective: To identify the level of reading comprehension through the use of competition.

   Procedure: Firstly, it was made a review about the topic. After that, it was showed to students a title of the reading **"Honeymoon in Brazil"** in which it was asked some students question in order to they predict what the reading it was to talk about.
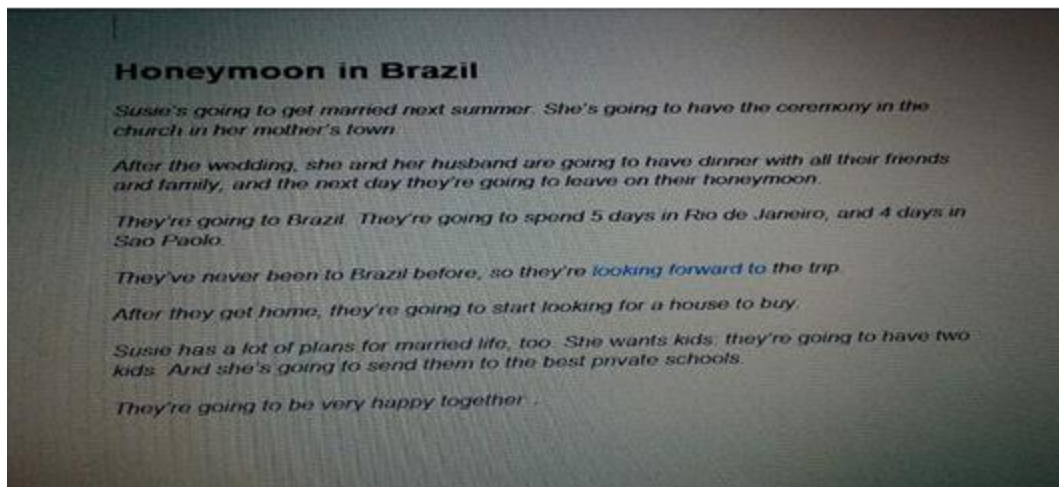
   1- What do you think the reading is going to talk about?

Picture about the moment when students were predicting what the text was going to talk about.
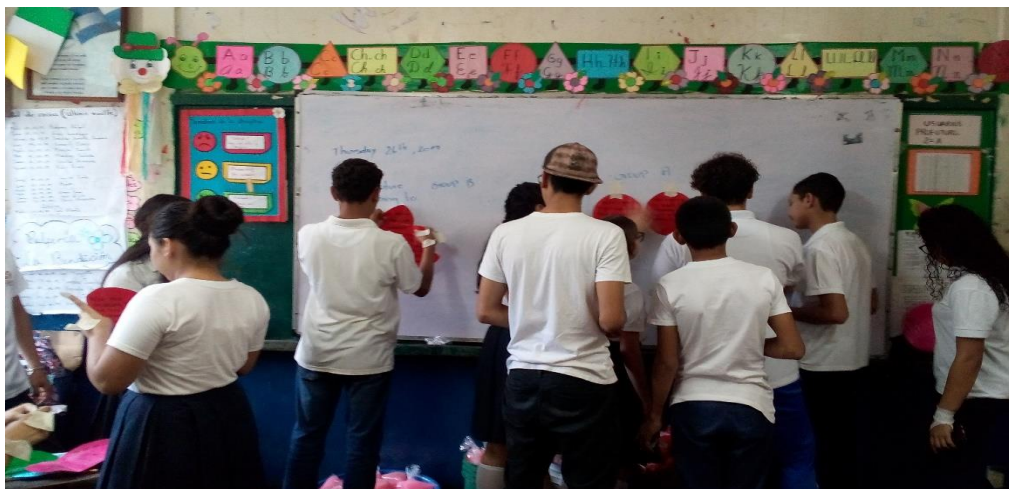
       After that, it was showed students the text in order to they read the heading words, at the same time it was explained the meaning of the unknown words of the text and so they can make the next activity (competition).

Honeymoon in Brazil

Susie's going to get married next summer. She's going to have the ceremony in the church in her mother's town.

After the wedding, she and her husband are going to have dinner with all their friends and family, and the next day they're going to leave on their honeymoon.

They're going to Brazil. They're going to spend 5 days in Rio de Janeiro, and 4 days in Sao Paolo.

They've never been to Brazil before, so they're looking forward to the trip.

After they get home, they're going to start looking for a house to buy.

Susie has a lot of plans for married life, too. She wants kids; they're going to have two kids. And she's going to send them to the best private schools.

They're going to be very happy together.

This was the text given to students which they were to work in the class.

Later, it was made the competition in which there were two groups **A** and **B.** Before start, it was given to students' colorful circles with parts of the text. They were going to help to arrange it, in order to the group that finish first won. Also, it was given them a cue which was that the color of the same way was going to help them to arrange correctly the text.

Picture of the moment students were participating of the competition.

In this competition the group "A" won.

After to finish the competition, it was showed students the full text. Later, they read the text and they tried to find the main idea of this. Another activity was that students were going to circle the vocabulary related with the title **"Honeymoon in Brazil"** and the last activity was write **true** or **false.** In these two activities most of the students answered correctly.

The result of the strategy suggested had success because the participants were motivated to win the competition, but the participation it was a sample of the students because not all students wanted to participate in the application of the strategy. The students did not participate did not feel motivation to improve reading skills because it is difficult for them and they are not interesting in learning the language. But, it was noticed that students that were interested in the language like to participate through competition, games because they feel motivated to win point. So, the English teacher must use interesting activities in order to all students feel motivated to participate.

Picture about the observation of the English class.

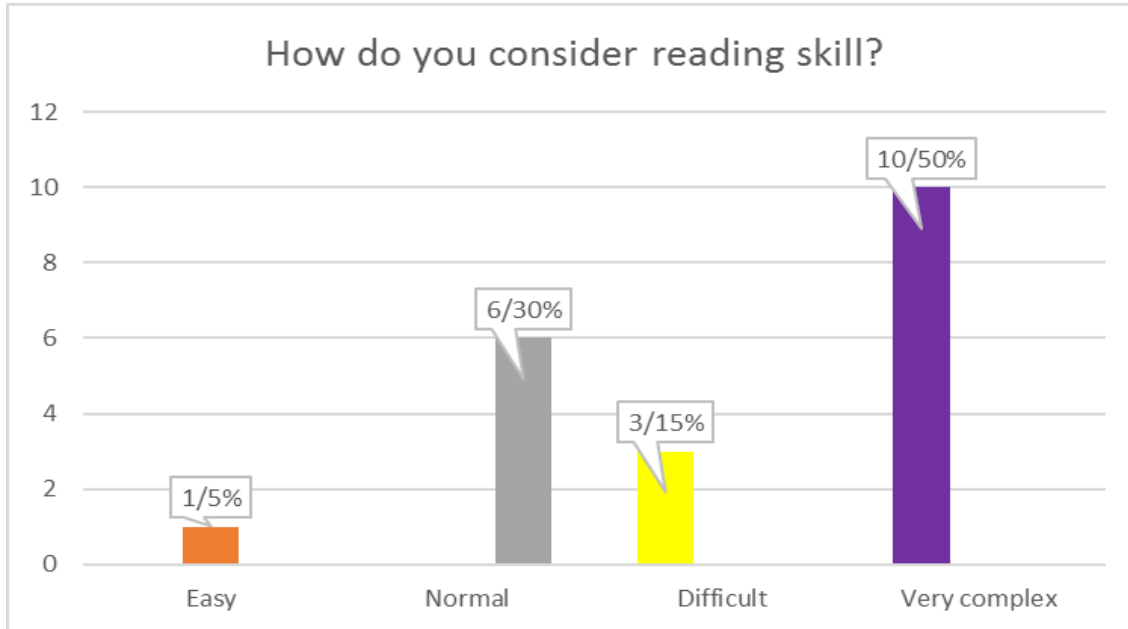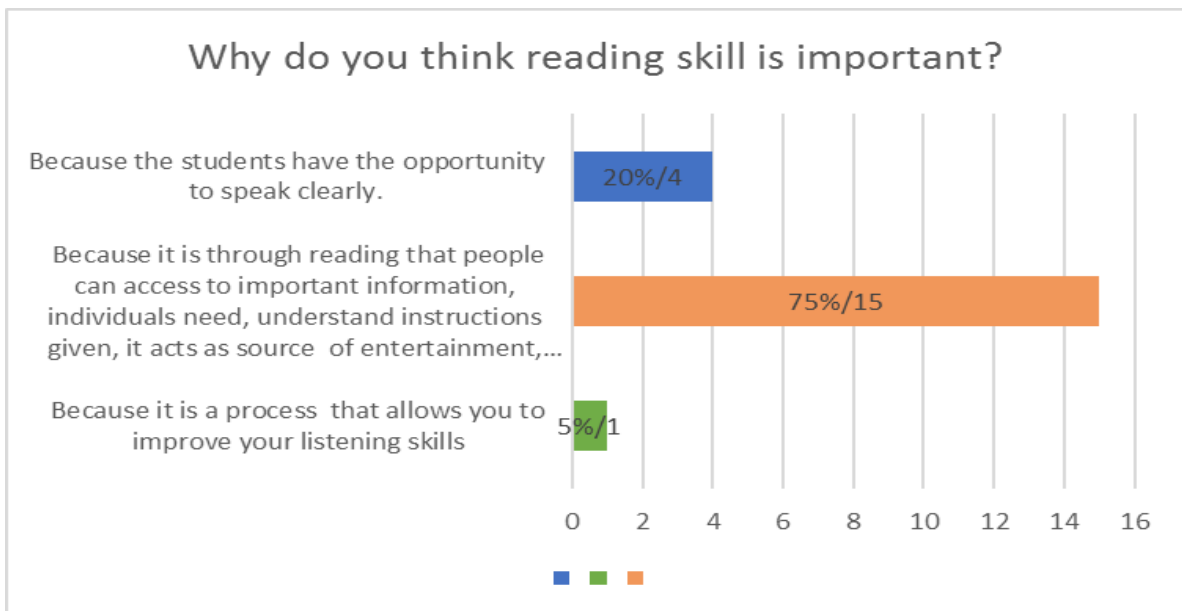**Picture of the class given to apply the strategy suggested.**

**Picture of the moment in which students were answering the survey.**

DATA PROCESSING

How do you consider reading skill?

- Easy: 1/5%
- Normal: 6/30%
- Difficult: 3/15%
- Very complex: 10/50%

Graphic 1 Data obtained after administering the survey (question 2). How do you consider reading skills?

Why do you think reading skill is important?

- Because the students have the opportunity to speak clearly. 20%/4
- Because it is through reading that people can access to important information, individuals need, understand instructions given, it acts as source of entertainment,… 75%/15
- Because it is a process that allows you to improve your listening skills 5%/1
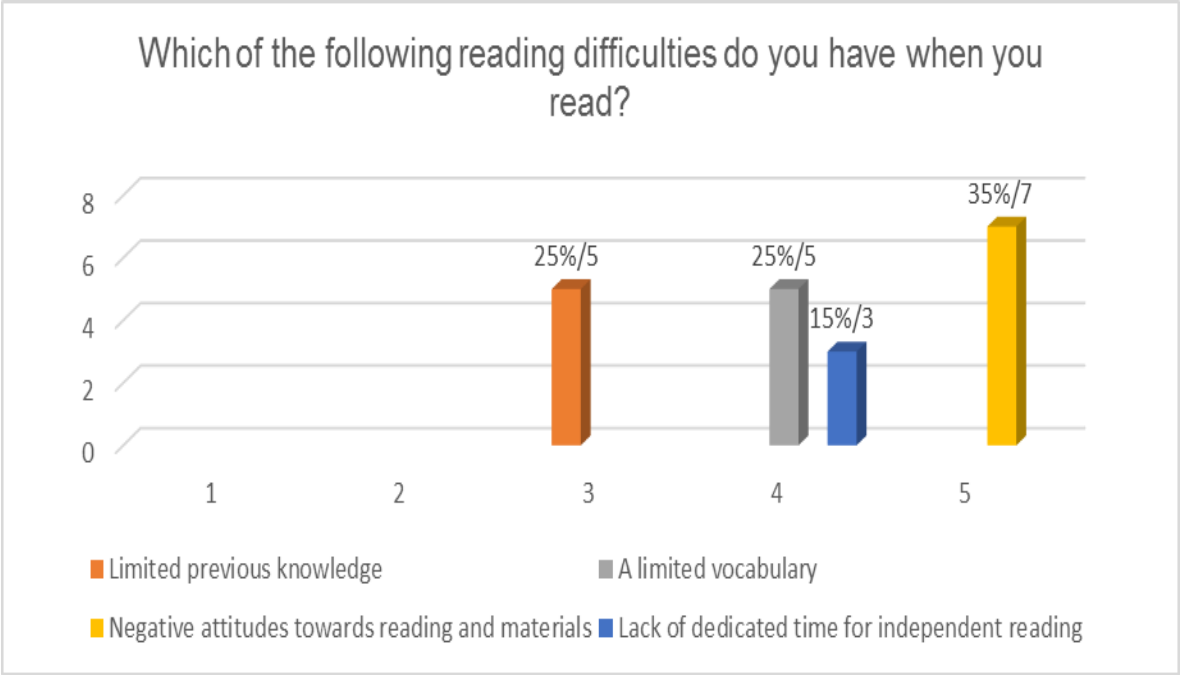
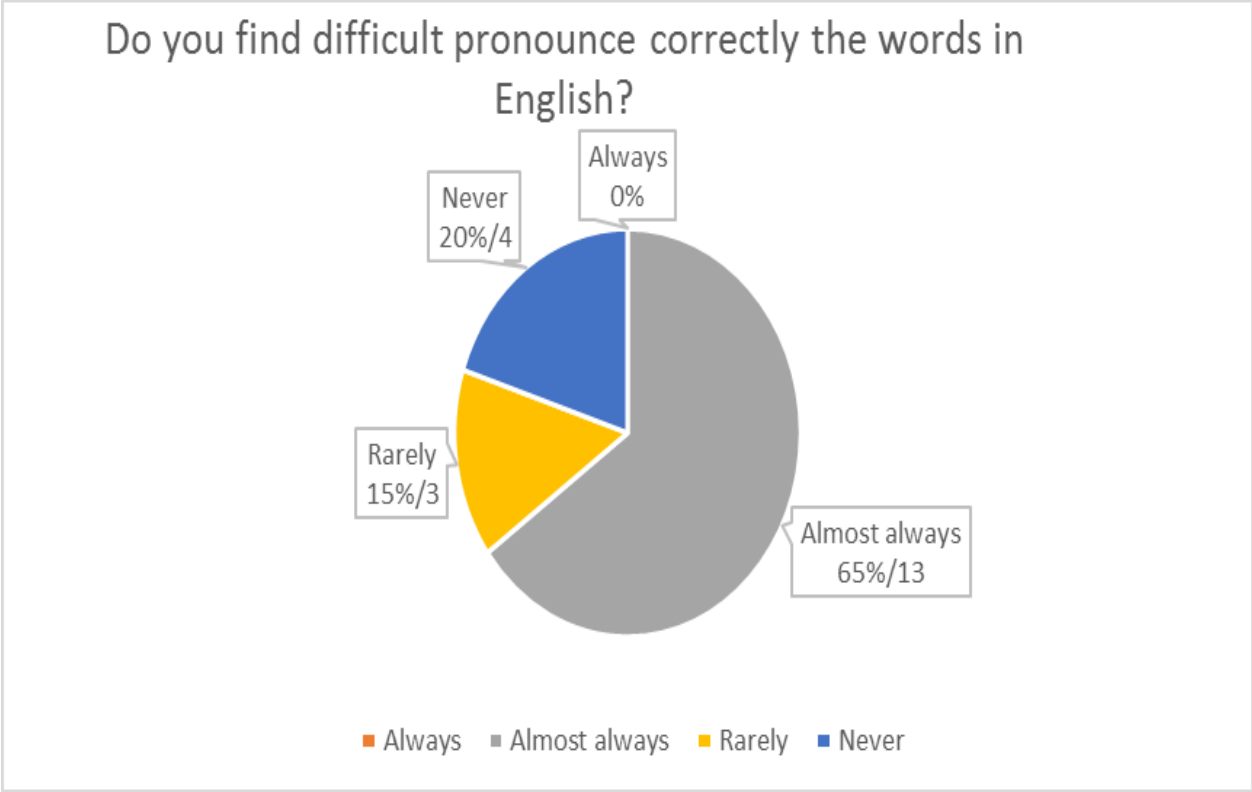**Graphic 2. Data obtained after administering the survey (Question 1). Why do you think reading skills are important?**
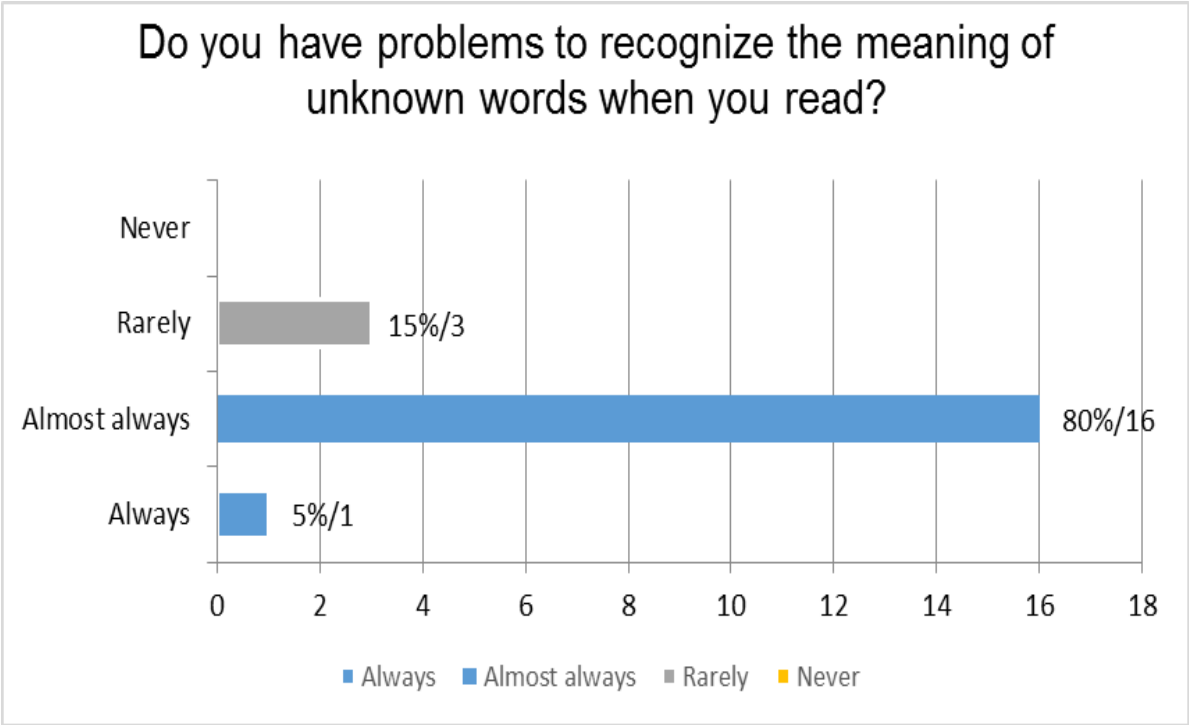
Graphic 3 Data obtained after administering the survey (question4). Do you have problems to recognize the meaning of unknown words when you read?

Graphic 4. Data obtained after the administered survey (question 3). Which of the following reading difficulties do you have when you read?

Graphic 5. Data obtained after the administered survey (question 3). Which of the following reading difficulties do you have when you read?

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
FAREM-MATAGALPA
Students' survey

Name: _____ **Date:** _____ **Age:** _____

Level: _____ **Teacher:** _____

Objective: To gather information about the difficulties that students present in reading comprehension. Write an X in the option that is closer to your answer. Thanks for your time.

1- Why do you think reading skill is important?

___Because it is a process that allow you improve your listening skills

___Because it is through reading that people can access to important information, individuals need, understand instructions given, it acts as a source of entertainment, or to attain new skills.

___Because the students have the opportunity to speak clearly.

2- How do you consider reading skill?

___ Easy   ___ Difficult

___ Normal   ___ Very complex

3- Which of the following reading difficulties do you have when you read?

___Limited previous knowledge

___A limited vocabulary

___Negative attitudes towards reading and materials.

___Lack of dedicated time for independent reading

4- Do you have problems to recognize the meaning of unknown words when you read?

___Always   ___Rarely

___Almost always   ___Never

5- Do you find difficult pronounce correctly the words in English?

___Always   ___Rarely

___ Almost always   ___Never

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
FAREM-MATAGALPA
English teacher's interview

Teacher's name: _____ **Date:** _____

Level: _____ **Year of experience:** _____

Objective: to gather accurate teacher´s information.

1- Why do you think reading skills are important?

2- How do you consider reading skill for your students?

3- What are the most common problems your students present in their reading process?

4- Do you think your students present difficulty to comprehend the meaning of unknown words? Why?

5- Do you think your student have difficulties to pronounce correctly the English word? Justify.

6- Do you use reading strategies to help your students to improve with their reading difficulties?

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
FAREM-MATAGALPA
Teacher and students' observation guide

Topic:

Achievement indicator:

Grade: ___

Teacher: _____

Questions	Yes	No	Sometimes
1- Does the teacher use activities to assess reading skills?			
2- Do the students find difficult to comprehend the reading activities?			
3- During the reading process does the teacher use the phases of reading comprehension?			
4- Does the teacher use different kind of reading strategy to help students to improve their reading difficulties?			
5- Do the students present difficulties to comprehend the meaning of unknown words?			
6- Do the students present difficulties in pronounce correctly the words?			
7- Do the students used the vocabulary learned during the class?			

VARIABLE OPERATIONALIZATION

Variable	Definition	Dimensions	Operational definition of dimensions	Indicators	Measurement scale	Unit of measurement	Instruments
Difficulty	Difficulty is the complexity that each student has in the teaching and learning process when they don't understand the material explained by the teacher. It is the errors made by the student in the learning process because they find hard to comprehend English reading, (Hidayati, 2018). Also, it is a big problem that affects most of the students due to the inefficient result of a lower level comprehension of a high level of reading, (Grabe and stoller, 2001).	Complexity	It is the level of difficulty in the comprehension of text, structure, vocabulary and ideas	Difficulty in comprehension of text.	Ordinal	Easy Normal Difficult complex	Survey
		Errors	It is the selection of the wrong words, lack of fluency, grammar, during the process of understand texts	Common comprehension errors made in the reading.	Ordinal	Definition Always Almost always Rarely Never	
		Comprehension	Difficulties to understand the ideas of the passage, word recognition, pronunciation and specific details.	problem presenting while teaching reading	Ordinal		Interview
Reading skill	It is a conversation between the writer and the reader, (Ransom, (1978). It is learning to pronounce words, learning to identify words and get their meaning and learning to bring meaning to a text and to derive a meaning from it, (Foertsch, 1998).	Meaning	It is the level of understanding text, passage and message between the words written.	Word recognition	Ordinal		Observation guide
		Spelling	It is the choice and arrangement of letters that form words.	Letters arrangement	Ordinal		
		Vocabulary	It is all the words that a person knows or use and it is all the words in a particular language.	Words that person know and use	Ordinal		