

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN FAREM MATAGALPA**



Graduation Seminar to Qualify for a Bachelor's Degree in English

General Theme

“Main factors that affect student learning English in basic education in the second semester, 2016”.

Sub-theme:

Factors that affect the development of the reading comprehension skill in students of seventh grade at Molino Sur School, during the II semester, 2016.

Authors:

Yeldis Antonio Mairena González
Asención de Jesús Centeno Centeno

Tutor

MSc. Brígida Mendoza Jarquín

Date

Marzo, 2017

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Dedication

We dedicate this research work:

To God:

Because he created us in his image and likeness granting us the necessary gifts to reach the goal dreamed.

To our family:

Who with their unconditional support encouraged and motivated us to reach our goals.

To our teachers:

For being with determination a fundamental part of our professional formation.

Acknowledgement

We thank to all the people who made this research possible.

To the students of 7th grade of the Public School Molino Sur who gave us the necessary information to carry out this research.

To the teacher and administrative authorities who provided us with data and documentation of great utility to order and structure this research.

To our tutor, Brígida Mendoza, who gave us the necessary time and guided us toward the development and improvement of our research, because she always understood us and she was our best resource to develop and carry out our seminar.

To our families who gave the time that we must devote to them so that we can meet in a timely manner with this research step before reaching our goal.

To ourselves, for working hard as a team, encouraging each other to overcome the difficulties arising during this semester, laboring with effort and dedication toward our success.

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Valoración del Docente



El trabajo de Seminario de Graduación de las Bachilleres Yeldis Antonio Mairena González con carné número 12061083 y Asención de Jesús Centeno Centeno con carné número 11066320, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: Main Factors that Affect Student`s Learning English in Basic Education in the Second Semester 2016; y el Sub-tema “Factors that affect the development of the reading comprehension skill in students of seventh grade at Molino Sur School, during the II semester, 2016.”, 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.

En el proceso de análisis y discusión de los resultados, se realizó tomando en cuenta las variables del estudio, la triangulación de 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 de gran esfuerzo, dedicación y aprendizaje que desde la aplicación de conocimientos adquiridos en la carrera y la experiencia de poner en práctica los pasos metodológicos de la investigación científica, aporta un marco referencial del Centro Educativo, con el propósito de aplicar nuevas técnicas de aprendizaje de la habilidad de Lectura, acorde a la realidad del entorno educativo.

Lic. Brígida Mendoza S
Tutora

Summary

Our topic is based on the factors that affect the development of the reading comprehension skill in students of seventh grade at Molino Sur School, during II semester, 2016.

This research intends to get information about factors that affect reading comprehension skill in students of seventh grade and to suggest some strategies and techniques to improve that skill.

The purpose of this research is to help the English teacher with some appropriate techniques and strategies to teach the reading comprehension skill, as a result, if she uses them in the correct way her students could reach an intellectual development in the reading comprehension of English texts.

It is important to mention that some techniques and strategies require teaching materials such as: audio visual aids, worksheets, and work cards. All this resources facilitate the application of strategies and activities for developing reading comprehension skill in students, making English classes more interesting and funny for students.

The motivation of students is stronger when teachers encourage them during their learning process by using interesting activities to teach the class, but in Molino Sur School the English teacher only uses traditional methods when she is teaching reading comprehension skill in seventh grade. For example: most of the activities used in the classroom are: writing on the board, listening to the teacher and repetition drills as: repeating a word and its meaning, sentences, and phrases.

Introduction

This research is about factors that affect the development of the reading comprehension skill in students of seventh grade at Molino Sur School, during the II semester, 2016.

This research was fulfilled at Molino Sur School, with a sample of forty-eight students of seventh grade classroom "A" and an English teacher.

It is known that many students face great difficulties when developing reading skill especially in seventh grade because of different factors such as: lack of use of innovative strategies, lack of teaching materials, lack of interest and some students have little motivation toward learning English.

A person who does not have the ability of reading is not able to understand what has been written in a text, letter, essay and other kinds of written.

We strongly believe that it is important to mention that the techniques and strategies help to facilitate the teaching and learning process because they provide different ways to plan and develop the class. These strategies help to increase students' knowledge.

The purpose of this research is to identify the factors faced by learners in the development of Reading Skill and suggest some strategies that can be used by the teacher to help students learning process.

The methods used in this research were: Scientific Method Analysis and Synthesis, with a universe and sample of 48 students of seventh grade and an English teacher at Molino Sur School in Molino Sur community during the second semester 2016, classroom "A".

This study used: observation guide, interview and survey as instruments to acquire information.

Our research is guided by the following:

- What are the difficulties that students face up in reading comprehension skill?
- Why do they have these difficulties in reading comprehension skill?
- What are the suggestions to improve reading comprehension skill?

The Independent variable in this research is factors that affect the development of students reading comprehension skill, and the dependent variable is reading comprehension skill.

Justification

This research is about factors that affect the development of students reading comprehension skill in students of seventh grade at Molino Sur's School, during II semester, 2016.

The purpose of this work is to give more information about new learning techniques and strategies that can be used by English teachers for developing the reading skill in the seventh grade students and overcoming some factors faced by the English teachers and students in the reading skill development.

This research expects to be useful and helpful for students to overcome each factor that make them not to have better reading comprehension skill. Teacher will be able to use some suitable teaching strategies and techniques that are going to be proposed at the end of this study to improve the development of the reading comprehension skill in students.

It is necessary to practice better techniques and strategies in order to teach reading. This will contribute to get better reading comprehension in students during their English language learning.

It is important to mention that without the reading comprehension skill a person who is learning a second language cannot understand effectively any written text. Therefore this research will be a great help for improving the English teaching process in order to develop this skill. This work is also going to be an important teaching tool for English teachers, students and other future readers to improve their development in Reading Comprehension Skill.

With this research it is expected to impact those who are involved in education because it will offer good ideas for teaching and learning reading skill.

Objectives

General Objective:

To analyze the factors that affect the development of the reading comprehension skill in students of seventh grade at Molino Sur School during II semester, 2016.

Specific Objectives:

- To identify the factors that affect the development of the reading comprehension skill in students of seventh grade at Molino Sur School during II semester 2016.
- To explain the factors that affect the development of the reading comprehension skill in students of seventh grade at Molino Sur School during II semester 2016.
- To suggest some appropriate teaching strategies and techniques to English teaching to improve the development of the reading comprehension skill in seventh grade students.

Development

The Molino Sur Public School is located in Molino Sur community 17 kilometers to the east of Sébaco city.

There are forty-eight students in seventh grade and the classroom is not big enough and it is difficult to develop the Teaching – Learning process in that bad conditions.

Also, there are not useful resources to teach such as: audio speaker, library where students practice reading comprehension by reading books, and lab where the teacher and students could practice the different skills by using technology to increase student's motivation toward learning the language. However, the teacher makes an effort and gets a little material to teach her classes.

There are factors that affect students reading comprehension in Molino Sur School. In order to have a clue about what the main problem was, we made class observation, the teacher used an activity where Students, who participated in it, must read a short paragraph to their classmates and teacher, but they demonstrated no comprehension of what they had read, had not self-confidence at the moment they were reading and showed fear. In addition to this, we also observed that the rest of students as they saw the difficulties that their partners had, they did not want to participate, even though they were being evaluated.

Reading Skill Concept:

According to Silberstein (1994) “reading is a process whereby one looks at and understands what it has been written. Reading is considered as the decodification of words, sentences, and complex texts” (p.120).

Nowadays, it is hard for students to get the meaning of different texts in a second language, students show difficulties in the reading comprehension skill, for example: unknown words, miss pronunciation, and lack of interest.

Richard Anderson, (1998) stated that “reading is the process of constructing meaning from written texts” (p.2).

By reading, the reader can interact with texts in order to interpret, analyze and give an opinion about them, for instance if the teacher does not teach reading in a correct way or use the wrong strategies and techniques to teach this to his students they probably will not be able to completely understand what they read

Why Is the Reading skill Comprehension Important?

Glenn Davis, (2014) claims that “reading is fundamental to function in today society. There are many adults who cannot read well enough to understand the instruction on a medicine bottle that is a scary thought (which means fear of something being done in a wrong manner or done in a wrong way) especially for their children”.

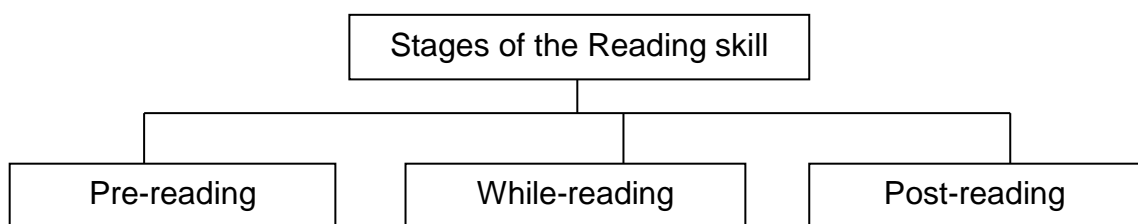
In our opinion, reading is very important because it allows us to create goals and strategies to develop skills in students such as comprehension and fluency

in reading by using different reading activities in which students have to read and think well to answer correctly.

Reading also helps learners to recognize words sentences and complete texts. It allows them to understand what is written. It gives them the knowledge of the content on texts.

In our opinion, Reading comprehension creates a relationship between the reader and the texts, and it permits readers to go beyond context. It does not mean to accept the whole ideas as they are in the texts, but understanding the written message in all of them.

Stages of the Reading activities



According to mark (1994) pre-reading stage 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 students' experiences and interest, to train students to make predictions and guessing before reading to provide students with a reason to read (p.137).

It is considered that pre-reading is a stage that permits to the English teacher to introduce the reading topic and to encourage to the students through dynamic strategies such as:

- Conversation, discussion (topic, title, picture, leading.)
- Questions about topic, title, picture ,heading)

- Prediction about the text
- Guessing vocabulary

The English teacher did not use this stage therefore the students did not do these activities before reading; the students did not have the opportunity to bring the best of their knowledge about the text.

According to Mark (1994) while-reading stage is a technique for training students to read in different ways to guess the gist or find specific information, to train students to attract more detailed information, to train students detect implied attitude, to train students to deduce meaning and ignore words that are not essential for comprehension, to make students aware of the reference system, to train students to recognize text structures (p.138).

It is considered that the while-reading stage is a technique where the English teacher put the students to do different activities by using different sources such as:

- Selection or matching exercises.
- Give a title to a text.
- Filling in the blanks-close.
- Following instructions (route a map, dictation)
- Descriptions.
- Reports.
- Summarizing text,

In seventh grade the English teacher only use some activities such as:

- True-false.
- Main idea.
- Writing of texts.
- Comprehension of texts.

According to Mark (1994) post-reading stage, this technique is for training students to respond to what she or he has been reading, to help students to

active what she or he has been learned through reading, to integrate the reading skill with other skills, to extend the while reading work (p.138).

This stage permits to the English teacher to develop in students the comprehension of what she or he has been reading. This stage, helps students to be better readers.

For instance, some activities that English teacher can use after reading stage are:

- Discussions or debates between two teams or individuals.
- Problem solving activities (crosswords, leek soups, questionnaires).
- Writing (letters, postcards, messages, ads.).

In teaching and learning process of English language exists different methodological strategies and a lot of interesting activities for developing the four language skills, unfortunately these strategies and activities are not used in the classroom.

Seventh grade students at Molino Sur School were asked to read a text and answer questions but they were not instructed with activities like pre-reading and while-reading. They worked in groups, when answering questions it was difficult for them to finish this activity successfully because they did not practice reading in class.

In seventh grade the English teacher only uses some activities such as:

- Comprehension of texts in groups, because by working individually it was difficult to understand, in such a way that she gave to each group some questions about the reading and they had to read the text to answer the questions given.
- Writing.

Planning For the Development of Reading comprehension Skill:

What is a lesson plan? It is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide

class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and_ or curiosity of children. There may be requirements mandated by the school system regarding the plan ([http://www.logman.com_world view](http://www.logman.com_world_view)).

In our opinion a lesson plan is a didactic guide developed by a teacher which is detailed with appropriate strategies and activities for each content.

English teacher must take into account the purpose of the content, and the need or curiosity of students.

The teacher must know the students level of learning in order to create activity, where learners can engage so as suitable resources to motivate learners in their learning process.

In the classroom it was observed that the lesson plan was related to the level of students but it was very traditional because students only listened and repeated phrases, and the teacher was always the center of the class and used the same activities where the students did not have the opportunity to use the language.

Why Is It Important the Planning For Developing Reading Skills?

It is important to mention that a lesson plan helps teacher to prepare the lesson, it help them decide exactly what they will do. Teacher also can look at the lesson plan again after the lesson, and use it to evaluate what happened (Did they do what they planned to do? Was each stage successful?

“The lack use of reading stages is often neglected in the classroom” (Koller, 2008:24).

We believe, that reading stages are the main parts in the reading process, using these stages students will have a successful reading.

According to the observation guide, the seventh grade students are not motivated to participate in the activities due to the lack of dynamic or interesting strategies because the teacher always used the same for all the contents and it became boring for students.

Stages of the Lesson

According to brown, (2000) a lesson plan must contain several elements such as:

- Title of the lesson.
- Time required to complete the lesson.
- List of required materials.
- List of objectives, which may be behavioral objectives (what the students can do at lesson completion) or knowledge objectives.
- The syllabus that focuses students on the lesson's skills or concepts includes showing picture or models asking leading questions, or reviewing previous.
- An instructional component that describes the sequence of events that makes up the lesson.
- Independent practice that allows student to extend skills or knowledge on their own.
- A summary, where the teacher wraps up the discussion and answers questions.

Brown (2000:) arguments that "Analysis component the teacher uses to reflect on the lesson itself such as what worked, what needs improving" (p.313).

In our opinion, these stages are very important in the teaching and learning process because they permit to the teacher to get an idea about the strategies and techniques that can be applied to reach the objective propose in a lesson plan.

In the classroom, it was observed that the English teacher did not use these stages at all because in her plan of class she did not use teaching material.

Techniques for Developing Reading Skills:

Brown (2000) claims that Technique: (also commonly referred to by other term): any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives (p.315).

According to Brown the technique includes behavior task exercise activity procedure, practice and even strategy that permit to the teacher to reach the objectives proposed in the classroom.

We observed that the English teacher used activities and exercises however they did not help to develop reading skills.

Brown (2000) says that: Motivating techniques: One popular and intrinsically motivating approach to reading instruction is the Language Experience Approach, where students create their own material for reading other approaches in which learners are giving choices in selecting reading material offer a degree of intrinsic motivation (p.313).

It was observed that seventh grade students at Molino Sur School do not elaborate their own material in reading. Therefore they are not intrinsically motivated to read texts.

English teacher can help students to read by giving instructions to them on using the stages of reading: pre-reading, while-reading and after-reading.

For example, some activities that English teachers can use after reading stage are:

- Role-play (simulation, dramatization, etc.)
- Discussions, debates.
- Writing (letters, postcards, messages, ands, etc.).
- Problem solving activities.
- Listening to related text.
-

During the observation we noticed that the English teacher only used some activities such as:

- Questions and answers.
- Writing of texts.
- Comprehension of texts.

Strategies for Developing Reading comprehension Skill

Stanovich (1986) explains that: “Methodological strategies are the different ways of planning to teach teachers use them to close the knowledge to the students. It must be a support advising or to shed light a bibliographical content” (p.301).

According to Stanovich the methodological strategies guide to the teacher when he or she is teaching. The English teacher must research appropriate strategies to get a better development in the classroom and help the students to reach the knowledge.

Actually, English teachers do not use suitable methodological strategies when they plan a class. The English teacher must take into account her students' level before planning a class.

We observed that the English teacher did not apply the right strategies for developing the reading skill in seventh grade. The teaching strategies mostly

used by the English teacher were: writing on the board, repeating words and answering the questions.

Brown (2000) claims that "Efficient readings consist of clearly identifying the purpose in reading something" (p.306).

Many readers read without knowing the purpose in the reading, when an English teacher is teaching reading he/she must take into account the purpose to teach this to the students.

The teacher does not always use reading with the students in seventh grade which is a great problem for the student because they do not practice the reading skill, we observed that the teacher presented a text about traditional customs in Molino Sur community, but she did not explain to the students the purpose of the reading or how may they use it in real life.

Brown (2000) mentions that "Bottom-up is a process readers must first recognized a multiplicity of linguistic signals (letters, morphemes syllables, words phrases, grammatical cues, discourse markers, etc.). Top-down is the process in which we draw on our own intelligence and experience to understand a text" (p.299)

These strategies are part of the reading process which permit to analyze text details for example: word phrases, letters and grammatical cues.

The English teacher does not apply these strategies, therefore, the students do not make effort to demonstrate what they know. The English teacher is not taking into account the previous knowledge of the students in the learning and teaching process.

Brown (200) says that "skimming consists of quickly running one's eyes across a whole text such as an essay article or a chapter for its gist" (p.308).

When teaching reading, teachers must teach their students how to skim because it permits readers to get an idea in a quickly way about different texts, skimming gives readers the advantage of being able to predict the purpose of the passage. In contrast to the classes observed the teacher never used skimming so it was difficult for students to comprehend what they were reading.

According to Koller (2008:24) “Comprehension is an understanding of what is being read and it is the ultimate goal of reading; fluency is the ability to read a text accurately, smoothly and rapidly with proper expression. Pronunciation is the way in which a word or letter is said correctly. Reader student use both top-down and bottom-up strategies to comprehend a text, and the mixing of those types of strategies constitutes the interactive process”.

Comprehension, fluency and pronunciation are very important to understand and to pronounce correctly texts and words, students must get them when learning a foreign language, and the English teacher must teach these to his/her students through different activities.

The seventh grade students have not developed these abilities because the teacher does not use appropriate strategies when she is planning her class.

Teaching Material for Developing Reading Skill.

The main purpose of teaching material is to engage the students by addressing different learning styles especially ‘visual’

(<http://www.encuentrojournal.org/texts/>).

The English teacher said “I do not use teaching materials because I do not always use reading”.

Therefore, she only asked them to create sentences in the notebook and it was observed that English teacher did not use appropriate material that can be used for developing reading comprehension skill.

In seventh grade students do not read texts, therefore the teacher needs to use more interesting class activities to improve the students' reading comprehension through reading texts such as:

- comics
- Poems
- songs
- Tales
- Textbooks: use of the text that the teacher has.
- Flashcards: Where students can use them before reading to describe pictures about the reading.
- Worksheets: this can be used to solve exercises and in order to read different texts.
- Comic strips: can be used to practice recognized relationships among ideas in texts.
- Diagrams: students can be provided with practice in developing, completing, and comprehending diagrams.
- Texts: she could use them as:
 - A way of developing reading comprehension-looking at the text and trying to understand its message.
 - A way of learning new language-looking at the text and focusing on particular words and expressions.

It is important to reflect that reading of texts is ideal in order to teach/practice mini-skill such as scanning; students are given a new article and asked to look for specific information.

Classroom Activities for Developing Reading Skill

Silberstein (1994) said that "Reading activities are suggested by the goals of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in the terms of both language use and students' abilities" (p.77).

In the classroom, we observed that the reading activities were according to the students' level but these were very repetitive because the teacher changed the content and information of the readings but the structure of these were always the same. For instance, readings used in the class were always about answering question or fill in the blanks by choosing the correct option which are not such a communicative for the real use of language.

Didactic Communication for Developing Reading Skill.

Kalix Kam; (1998:34) said that "Didactic communication is a special type of professional communication between the teacher and the students as the classroom as out of it, that place in the education process and it has determined pedagogical functions".

We believe that communication is a very important element in the process of teaching reading comprehension because the interaction between teacher and students is necessary, since its purpose is that teacher be able to transmit the knowledge and interact with the students to help them to understand what they have to do.

The teacher was interacting through different activities while the students were answering the questions of the reading.

English teacher needs to be able to manage the interaction in the class in a way that allows all students equal opportunities to participate. Learners also need to learn how they are expected to interact in the classroom. This has been

described as a learner's interaction. For example: by asking different questions about the readings where all the students have to participate by sharing their ideas.

Brown (2000) says that "Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other" (p.165).

We think that interaction is, in fact, the heart of communication in which people collaborate to accomplish certain activities where there must be an exchange of ideas.

Students can use all those of language, everything that they learned or casually absorbed in real life exchanges to communicate to the teacher their ideas or to participate in the class.

In seventh grade, it was observed that the English teacher hardly ever motivated the students to interact with her but when she did, they didn't because they have not self-confidence and they were shy to her (maybe because she was a substitute teacher).

For us, it is important to mention that interaction is a fundamental element in the classroom. Unfortunately, seventh grade students are not motivated to participate in the activities of the class because the English teacher does not take into account the interaction like something very important for developing reading skills. For instance if the teacher wants students to understand what they have to do, there must be a good interaction, in order to give them good directions.

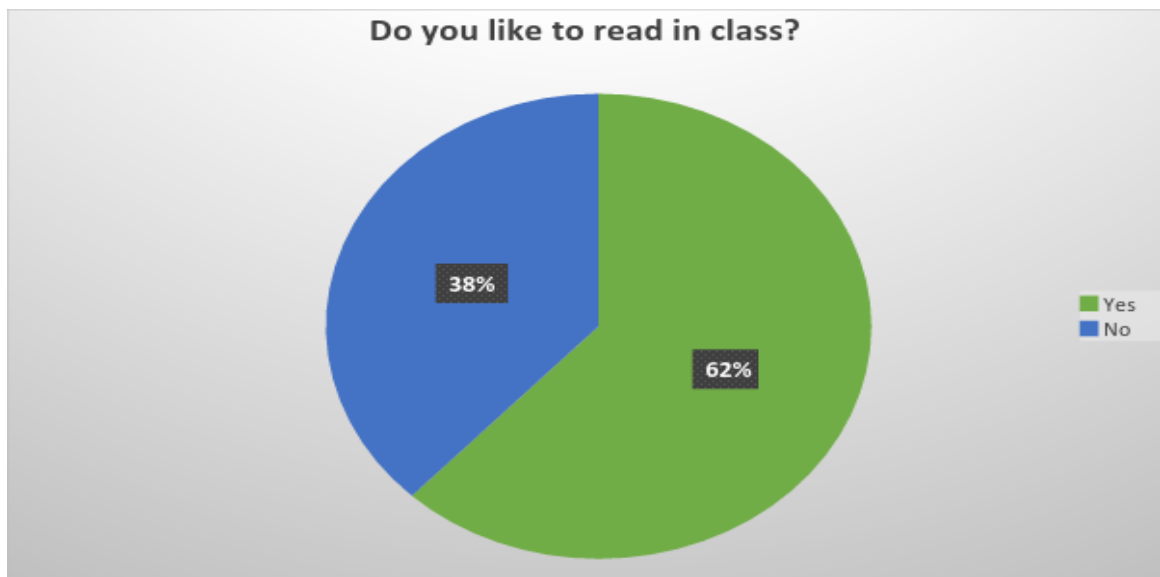
According to Brown (2000) "The most important key to create an interactive language classroom is the initiation of interaction by the teacher (p.169).

In our opinion, the teacher must initiate the interaction with the students to create a nice classroom environment where the students feel motivated to participate in the activities.

According to the survey administered to the students, 30 of them expressed that the activities of class are suitable, 16 students expressed that class activities are funny and 2 students said that class activities are boring, but in the observation guide it was observed that the activities were not funny.

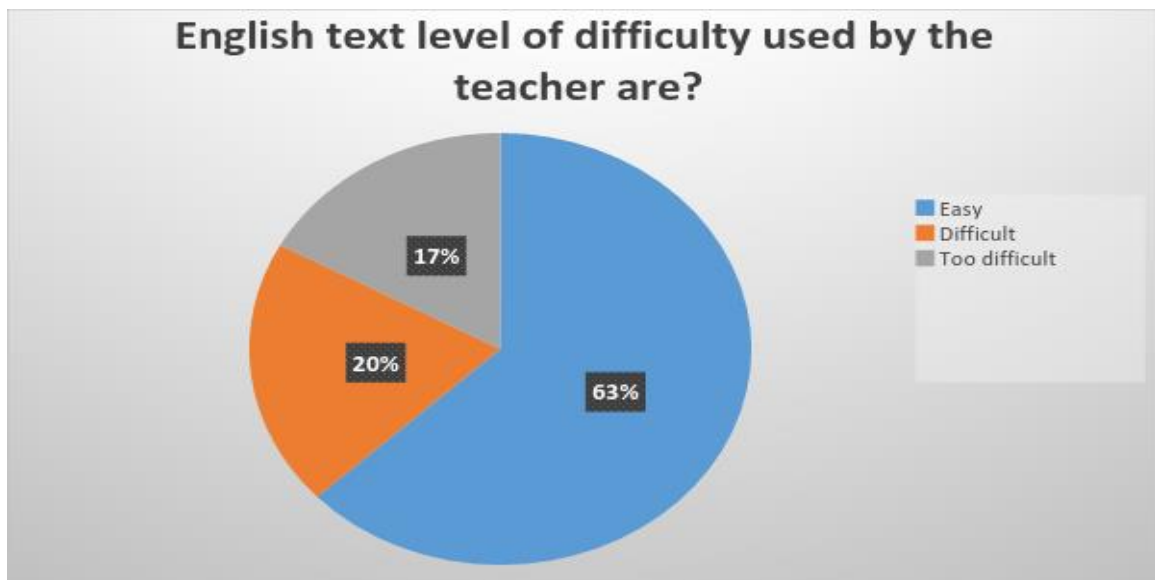
In the following graphic 62% of the students said that they like to read in English class, and 38% expressed that they do not like to read in English class.

We strongly believe that English teacher needs to create different activities because most of students are interested in Reading Comprehension Learning class.



The next graphic shows that: 63% of students said that English texts level of difficulty used by the teacher are easy, 20% said that texts are difficult, and 17% said that the texts are too difficult.

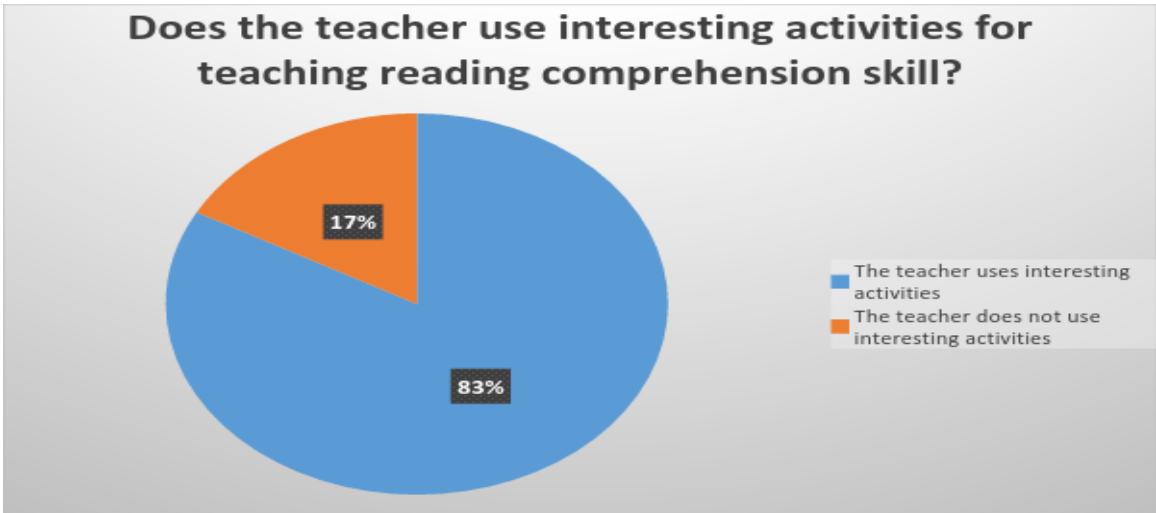
It is important to take into account the students' level of comprehension when the teacher asks them to read an English text, since comprehension will become easier if the reading activities are appropriate to their level.



The graphic below shows that: 83% of the students said that English teacher uses interesting activities to teach reading comprehension skill; on the other hand, 17% said that the teacher does not use interesting activities.

We observed that the English teacher put into practice activities and exercises, however, these did not help students to develop reading skill, for example when she asked them to make groups they always did the same about answering questions with information from the reading and answer true or false statements.

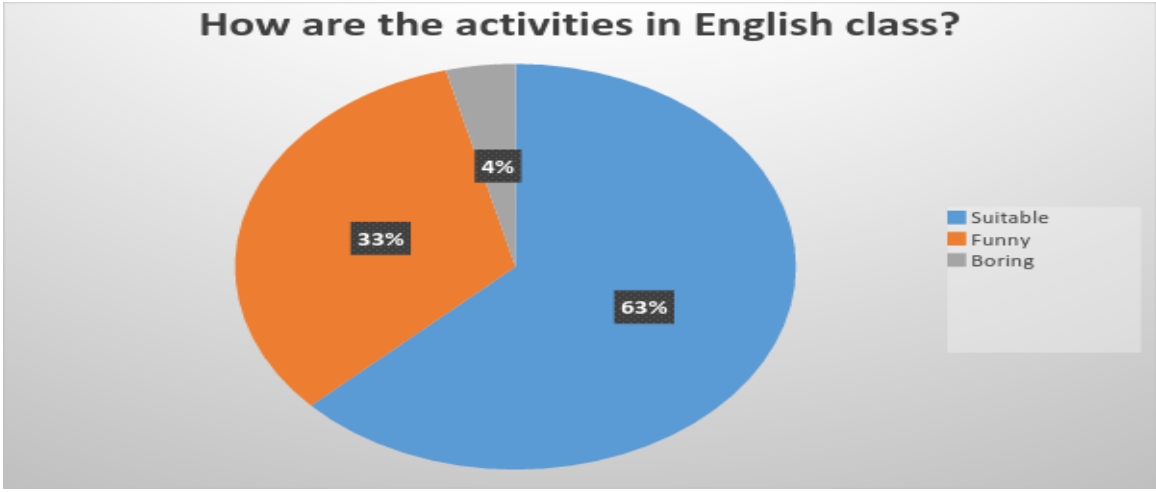
In our opinion, it is important that English teachers learn new interesting and motivating activities, in order to implement them and help their students learning process.



As you can see in the next graphic 63% of students expressed that the activities in English class are suitable, 33% said that the activities are funny and 4% said that the activities are boring.

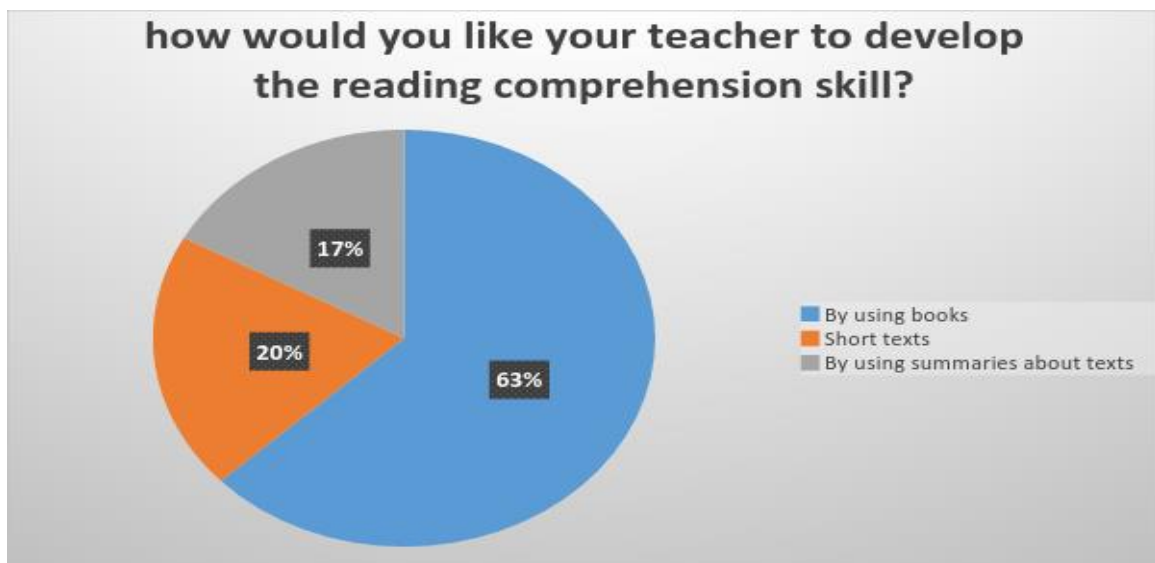
In our opinion, reading activities in the classroom must be real in terms of context, related to the students' level and depending on the goals that they have with the reading.

We observed that in the Molino Sur School the reading activities were related to the students' level, but these were very repetitive, since the teacher always used reading activities in the same way.



In the graphic below 63% of students said that they would like their teacher develop the reading comprehension skill in the classroom using short texts, however 20% students expressed by using books, and 17% of students expressed by using summaries about texts.

We believe that the comprehension is very important to understand correctly different texts and words, and the English teacher must teach this to her students through different reading activities.



Conclusion

In conclusion it was noted that learning reading comprehension skill is quite difficult for learners, because there are many factors that affect their progress in this specific skill of the language in seventh grade, such as:

1. Lack of use of innovative strategies
2. Lack of teaching materials
3. Lack of interest
4. Students have little motivation toward learning English
5. Students do not demonstrate comprehension of what they read
6. Lack of self-confidence
7. Fear to participate in class

These factors have a negative influence in students learning, since the existence of them do not allow the development and progress of learners' reading comprehension skill or any other language skill, as a result the class becomes more difficult for both teacher and students.

The authors of this study would like to suggest the following strategies and techniques to the English teacher.

Strategies:

- Self-monitoring is a good strategy that teacher should use to help her students, by giving them some questions to ask themselves as they read, this is a great first step toward understanding.
- Predicting is a strategy that teacher should use to help her students, students can predict what the text will be about by reading its title, or during reading they can make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument.

The teacher should use the following techniques:

- Ask students to read a number of different written materials such as: newspaper articles, a recipe, ads or instructions in different products that they can get from grocery store ads or other places around them.
- Ask students to draw a picture after reading the text, this is a good technique because by doing this they are able to connect what has been read to something else in their lives.
- Use various reading materials such as books, magazines, books on CDs, etc. that let students to connect with the material in multiple ways. She must be creative by planning more playful, motivating and interesting activities when teaching reading comprehension to motivate her students and improve their teaching-learning process.
- Ask her students to practice reading along with a book recorded on a CD or tape. This technique will help students to gain experience because they read the words on a printed page while they are also hearing the pronunciation on the recording.

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Appendices

Variables Operationalization

Variables	Sub-variables	Conceptual Definition	Indicator	Scale	Technique	Question
Reading Comprehension	Intensive and extensive Reading	"Comprehension is an understanding of what is being read and it is the ultimate goal of reading". (Koller-2008:24)	Attitude Bad Writing Lack of Motivation	Nominal Nominal	Observation Guide Observation Guide	-Is the class according to syllabus? Yes____. No____. -is the teaching methodology according to the level of the student? -Does the teacher use teaching materials for developing reading skill? Yes____. No____. Does the teacher use teaching strategies for developing the reading skill?

Variables	Sub-variables	Conceptual Definition	Indicator	Scale	Technique	Question
Methodological Strategies in Reading Skill	Strategies for Teaching English Reading Skill (reading, during reading, post-reading)	"Methodological strategies are the different ways of planning a teaching. Teachers use them to close the knowledge to the students. It must be a support advising or to shed light a bibliographical content" (Stanovich; 1986: 301).	Resources Lack of Interest Materials	Nominal	Interview Interview Interview interview	-what kind of teaching material do you use to teach reading skill? -What strategies are more effective for developing reading skill? -what techniques do you use to develop

						<p>reading skill?</p> <p>-Do you use books for teaching reading skill?</p>
Reading Skill	Classroom Activities for Developing Reading skill	<p>"Reading is a process whereby one looks at and understands what it has been written" (Silberstein; 1994: 12).</p>	<p>Motivation</p> <p>Lack of Motivation</p> <p>Lack of Vocabulary</p>	Nominal	<p>Survey</p> <p>Survey</p> <p>Survey</p> <p>Survey</p>	<p>-Do you like to read in English class?</p> <p>-Does the teacher use text for teaching reading?</p> <p>-What kind of texts does the teacher use in English class?</p> <p>-Does the teacher use interesting activities for teaching reading skill?</p>

Survey Data processing

	Questions	Answers	Options	% total
1	Do you like to read?	a. Yes b. no	30 18	62 38
2	English text level of difficulty used by the teacher are?	a. Easy b. Difficult c. Too difficult	30 10 8	63 20 17
3	Does the teacher use interesting activities for teaching reading comprehension skill?	a. Yes b. No	40 8	83 17
4	How are the activities in English class?	a. Boring b. Funny c. Suitable	2 16 13	4 33 63
5	How would you like your teacher to develop the reading skill in the class?	a. By using books b. By using short texts c. By using summary about texts	10 30 8	20 63 17

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OBSERVATION GUIDE

General Data

Date_____

Observer's name _____

School_____

Teacher's name _____

Level_____ section_____ Year_____

Dear English Teacher

We are student of English career, making a research about factors that affect the development of students reading comprehension skill in students of seventh grade at Molino Sur School, during the II semester 2016.

The information that that you give as will be useful. Thank you!

English teaching process

1. During the teaching process the teacher use the stages of reading, pre reading during reading and post reading

Yes_____. No_____.

2. Is the class according to syllabus?

Yes_____ No_____

3. Is the teaching methodology according to the level of the student?

Yes_____ No_____

4. Does the teacher use teaching material for developing reading skill?

Yes_____ No_____

5. If so what kind of teaching material does the teacher use?

6. Does the teacher use teaching strategies for developing reading skill?

Yes_____ No_____, if so, what kind of teaching strategies does the teacher uses for developing reading skill?

7. Does the teacher use different activities for developing the reading skill?

A) YES_____ B) No_____ if so, what kinds of activities does the teacher use?_____

8 Does the teacher motivate the students to participate in the activities of reading?

A) YES_____ B) NO_____ if so, how does the teacher motivate the students to participate in reading?_____

About the students attitude in the classroom.

1. Do students participate in the activities of reading?

Yes ____ No_____ Sometimes _____

2. Do students answer the questions to the teacher?

Yes_____ no _____ sometimes_____

3 Do students understand the activities and orientations given by the teacher?

Yes_____ No_____

4. Do students have material to work in reading?

Yes __ _____ no_____

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Survey for the students

General data.

Date_____ Level_____ section_____
Student's name _____
School_____

Dear student

With the survey, we want to get information about the kind of activities the teacher use for teaching reading.

Put a circle around the letter of your answer

1. Do you like to read in English class?
 - Yes
 - No
2. English text level of difficulty used by the teacher are?
 - Easy
 - Difficult
 - Too difficult
3. Does the teacher use interesting activities for teaching reading?
 - Yes
 - No
4. How are the activities in English class?
 - Boring
 - Funny
 - Too long
5. How would you like your teacher to develop the reading comprehension skill?
 - By using books
 - Short texts
 - By using summaries about the texts

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Interview to Teachers

General Data

Date _____
Teacher's name _____
school _____
Level _____ section _____

Dear English teacher

With the following interview we want to get information about the different techniques and strategies you as an English teacher apply in the classroom in order to teach reading.

Answer the following question.

1. How long have you been teaching English?
2. Do you have an English degree?
3. How long have you been teaching English at this school?
4. What are the advantages to get a degree English?
5. What are the disadvantage not to get a degree English?
6. How did you learn English?
7. Why is importance to be graduated in English?
8. What kind of textbooks do you use for teaching reading skill?

9. What kind of teaching material do you use for teaching reading skill?
10. What technique do you use for developing reading skill?
11. What strategies do you use for developing reading skill?
12. What strategies have been more effective for developing reading skill?
13. What kind of activities do you use with your students for developing reading skill?
14. How often do you ask your students to read in class?

Pictures





