JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE (TEFL)

STUDENTS' AND TEACHERS' ATTITUDESTOWARD GRADE NINE READING TEXTS AND EXERCISES

A THESIS IS SUBMITTED TO THE DEPARTMENT OF FOREIGNLANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL

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Students' And Teachers' Attitudestoward Grade Nine Reading Texts And Exercises

Student And Teachers Attitude Towards Grade 9 Reading Text And Exercises

By Abdo Temam A/ Mailki

A Thesis Is Submitted To The Department Of Foreignlanguage And Literature In Partial Fulfillment Of The Requirements For The Degree Of Master Of Arts In Teaching English As Foreign Language (Tefl

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Declaration, confirmation, approval and evaluation

Research Title: <u>Students' and teachers' attitudes towards reading text and exercise grade nine students</u>

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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Conformation and Approval

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ABSTRACT

The main objective of this study was to investigate students' and teachers' attitudes about grade9 reading texts and exercises. The study was carried out on 60 grade 9 students and 10 English teachers fromJimma Zone SekaWoredasecondary school.Questionnaires, classroom observation andinterviews were used to collect data for this study The students'attitude in reading text and exercise was poorly in this school. The case was stated in open-ended question.the ease which teachers handle the reading text and exercises in the lower class(Elementary school)they focused on grammer and speaking.The poor language background students have, among factors, reportedly was found to be accountable for learners to negativereactions towards different aspects of reading texts and exercises.

Based on the findings it is recommended that both students and teachers should beconvinced about the roles the reading texts and exercises play in other academic subjects,and put in their efforts accordingly.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Reading is a way of communication. It is an interactive process of communication (Yun,1993).And it is also a means to comprehend the meaning the writer intends to convey. Reading plays a crucial role in promoting learning and serving as an instrument by which students could study the subject in the curriculum. In addition to this students' general educational achievement depends mainly on their ability to read (Wells,2002).

In educational research,attitudeis considered both as input and output.Forexample,a favorable attitude to language learning may be a vital input in language achievement.In this sense, attitude is a predisposing factor,affecting the outcomes of education.Attitudecan also be an outcome itself.After reading language learning,the teacher may hope for a favorable attitude to reading or the language learned.Sometimes attitude may be the important outcome as an achievement if further development or interest in the subject is sought.

A skilled reader may shun books after formal education.A less skilled reader with a love of books may,because of a favorable attitude,carry on reading regularly into adulthood.Thus,attitude serves a double function.It is an important concept as it provides a presage and a product variable,predispose and outcome.

In today's society,reading fulfills all practices encountered in daily life and is believed to be more than the acquisition of adiscrete set of skills,it is an active,dynamic and interactive practice of meaning-making that occurs between individuals,their world and their text(Anstey&Bull,2004).Reading is not a static act,but constantly changes and adapts to the social environment in which it is practiced.The extent to which students positively or negatively engage in reading at home and school or university is influenced greatly by the attitude they have towards reading. Students' attitudes significantly influence their level of engagement with reading. Attitude has been defined as "a state of mind, accompanied by

feelings and emotions that make reading more or less probable"(Kush&Watkins,2001.Students' attitudes are perceivedto be a function of the effect associated with the beliefs a person holds about the object.Reading attitudes are learnedcharacteristics that influence whether students engage in or avoid reading activities and they can be influenced by societal,familiar,and school-based factors.

Studies show that good readersgenerally possess more positive attitudes toward reading than poor readers do.Not all poor readers dislike reading,however,many maintain positive reading attitudes despite limited skills and continuing frustration.

1.2 Statement of the problem
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Students' exposure to the English language in EFL contexts is more or less limited tothe oral texts available. They are thus required to read, comprehend and use informationfrom these texts to tackle problems meant for academic purposes (Littlewood, 1987).

The development of different reading skills and strategies thus tends to receive considerable attention in the instructional process. However, the development of themacro and micro-skills is not such an easy thing to come by as there are a lot of factors involved from materials design through trial to their classroom implementation.(Hutchinson & Waters 1994).And in recent years, the focus on learners'needshasconsiderablyshifted traditional thinking - the teacher following the textbook,provided students with what they needed to know, and the students' task was to learn these materials. (Taron& Yule, 1989).

According to Taron and Yule (1989), Hutchinson and Waters (1994), Harmer (1991), and Ur (1996), the importance of the learners' perspective is recognized in virtually all modern approaches to the language-learning process. Besides, the recognition of the factthat learners have needs in what may be termed the 'affective domain' has resulted in the identification of several factors claimed to influence the language-learning process.

Concepts such as attitude are frequently invoked in the discussion of what makes asuccessfullanguagelearner.That is why research studies acrosstheglobewereinitiatedinthe1950s by Gardner, Lambert and their colleagues (cited in Brol 1994).Local studies did address the role of

attitudes in classroom teaching and teachingmaterials. For example, a study by *Alemu*Hailu(1994) was an attempt to describe theviews and beliefs of teachers about the methods of vocabulary awareness-raising.The study was experimental as it devoted itself to the use of pre-test and post-testprocedures to see if there was a change in attitude after some kind of treatment.HaileMehari's(1989) study was also an attempt made to investigate the attitude of bothteachers and students of technical schools toward the use of ESP materials.

This was also anexperimental study that employed pre-test and post-test procedures. It compared student-teacherattitudesabout GPE and ESP teaching materials after treatment of somekind.Another important attitudinal study is that of HaileyesusBala (1995) which describedteachers' attitudes towards their learners'errors.The focus on attitude seems to emanate from an understanding that what happens in theclassroom must not be seen as solely dependent on the teacher's method of teaching.

Itmust also be seen in terms of how learners perceive the language and the subsequentactivities that are dependent on it (Richards 1995), In other words, it is to underline thatstudents come to a language classroom with particular profiles of talents, interests,learning habits and purposes that may crucially affect how well they do in a languagecourse., The present study attempted to describe the students' and teachers' attitudes to the grade 9 reading texts and exercises. It shares resemblances with the above worksand others concerned with the study of attitude.

Students' attitude is one of the main factors that determine their success in language learning.Attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success or failure (Candin and Mercer,2001).Numerous researchers have been conducted on the roleof attitude in SLA, spurred by the knowledge that negative attitudes can be changed. Factors like better teaching strategies, and classroom and social environment can help reduce negative attitudes.

According to the researcher's experience,Seka secondary school students have poor reading abilities and they do reading activities poorly. They do not have interest in reading texts and doing reading exrecises.These problems havebeenobservedin the school for many years and this made the researcher conduct the research. The main purpose of this research was to investigate the

attitudes of students towards reading which might be one of the main causes of poor reading behavior among students. This was with the view of finding a solution to the problem.

1.3 Objective of the study

1.3.1. General Objective

The main objective of this study was to assess student's and teachers'attitudes towardsthe grade 9 reading texts and exercises used for the development of different readingskills.

1.3.2. Specific objectives

a. To identify students' attitudes towards the reading texts and exercises.

b. To identify teachers' attitudes towards the reading texts and exercises

c, To identify the main factors that affect students' and teachers' attitudes towards reading attitudes and exercises.

1.4 Research Questions

The research attempts to answer the**following question**

1. What is the attitude of studentstowards reading texts and exercises:

2. What is the attitude of teachers towards the reading texts and exercises

3. Are there factors that affect students' and teachers' attitudes toward reading texts and exercises intended to develop reading skills?

1.5Significance of the study

This study may be of value in some ways. Most of all, it will shed light on the role that theaffective factor- attitude- plays in SLA in general and the teaching of readingskills in particular. Thus, it will be informative to interested people abouthow attitude affectslanguage   teaching and learning. Apart from playing an awareness-raising role, this study may be thefoundation for an extended investigation into the role of attitude in the language teaching-learningprocess in other language skills.

1.5 Scope of the study

This study addressed students'and teachers' attitudestowards reading texts and exercisesat Seka No.1 and No.2 secondary schools. The researcher delimited his study to grade nine in a

governmental school found in Seka town- Jimmazone,Oromia regional Government to the Southof Ethiopia.

1.6.Limitation of the Study

Limitations of thisstudy include:

➢ the small size of the sample.

➢ No, research has been done in this area has created a problem:the researcher couldn't find enough research materials on the area.

➢ Lack of prior experience to conduct such research as well as accessing all respondents at the same time during data collection.

The other important factor that is regarded as a barrier to a more reliable investigation was the students' lack of experience to respond to the questionnaire to the conducted research was among the crucial ones.

Definitions of keywords

Attitude: Attitude refers to"valued beliefs, evaluation, what one belief is acceptable or responses oriented towards approaching or avoiding" (Wenden 1991:52). Attitude involves the evaluative component, i.e. the like or dislike. Reading attitude typically refers to the reader'slikes or dislikes for reading. "the general and lasting positive or negative opinion or feeling about some person, object,or issues."

SLA:(Second Language Acquisition)the language that is learned sometime later than the acquisition of a native language.

EFL: (English as aForeign Language) designates a language that is not the native language of a particular community.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Attitude defined

Ever since Gardner and Lambert initiated a large-scale research project in the late 1950 sessentially on the relationship between attitudes and SLA (Second Language Acquisition),the focus has mostly been on attitudes as they influence the effort and success of learnersin second language learning contexts (Cited in B;-cu!f) 1994-).Nevertheless, an interpretation of the roles of attitude in SLA has often been madedifficultbecause the term has not been clearly distinguished in the literature.

Despite this, however, a close look at some of the definitions discloses certainresemblances. Gardner (1988:132), for instance, defines: An attitude as a mental andneural state of readiness organized through experience exerting a directive or dynamicinfluence upon individuals'response to all objects and situations with which it is related. In this conception Gardner emphasizes the role of appraisal or reaction to a stimulus, andthat is why Gardner in Schumann (1998) further notes that it is an evaluative reaction tosome referent or attitude object, inferred based on the individual's beliefs oropinions about the referent The referents purport to such things as learning a certainlanguage, the language community, the language learning context, instructional materialsand so forth.

Schumann's (1998) analysis of Gardner's AMI (Attitude/ Motivation Index) shows thatattitudes are the product of stimulus appraisal (judgment people make about both internaland external stimuli that lead to feelings of joy, contempt, disgust, etc). It is thereforethat attitudes result from particular patterns of stimulus appraisal that derive from thelearner'ssociopathic (tendencies to interact with members of the same species or group)and somatic (tendencies thatlead people to like certain things and dislike others) valuesystems.

According to Lahley (1986\ attitude has cognitive, and affective components (i.e. itinvolves beliefs, emotional reactions and behavioral tendencies related to the object ofthe attitude) and

consists in broad terms of an underlying psychological predisposition toact or underlying psychological predisposition to evaluate behavior in a certainway. Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.

A similar definition of attitude is given by Warty (1990). An attitude is a learnedorientation, or disposition towards an object or situation, which provides a tendency to respond favorably or unfavorably to the object of the situation. Also, being a sort oforientation, it is always with us, even when it is not actively expressing itself. .A definition of attitude that encapsulates the subjective and evaluative components is a"subjective experience involving an evaluation of something or somebody"(Warty1990:13).It is thus organized pre-disposition to think, feel, perceive and behave towards areferent or cognitive object.

It is a mental preparation from experience which influencesaperson's 'response to situations. Otherwriters,such as Oller (1977) and Gardne (1985) distinguished between motivationand attitude. The distinction is one of a positive relationship. Thus, attitude is directlyrelated to motivation, which in turn is directly related to SLA. They further argue thatthere are meaningful relations among attitudes towards the second languagecommunity, the language-learning context and motivational attributes.That this configuration reflects a motivation to learn the second languagewhich is related to and supported by attitudes ... this total configurationI referred to as an integrative motive, which is defined as a motivation tolearn a second language because of positive feelings towards thecommunity that speaks the language (Gardner 1985:82).

Most research studies on affective factors or individual differences in SLA subscribe tothe postulations made by Gardner and his colleagues. This paper also follows in thatgeneral trend and hence attitude is understood as a reaction or evaluative appraisal to astimulus or attitude object. It is also a relatively enduring organization of beliefs aroundan object or situation predisposing one to respond in some preferential manner. Thisenduring organization of beliefs is rooted in/the result of influences that come fromdifferent directions. The next section is therefore devoted to the discussion of the sourcesofstudents'andteachers'attitudes.

2.2 Source of teachers' and students' beliefs/attitudes

2.2.1 Source of teachers' attitudes

Teachers' belief systems are founded on the goals, values and beliefs teachers hold concerning the content and process of teaching and their understanding of the systems inwhich they work and their roles within them. These beliefs and values serve as thebackground to much of the teachers' decision-making and action, and hence constitutewhat has been termed the culture of teaching (Richards and Lockhart 1995).Research on teachers' belief systems suggests that they are derived fromseveraldifferent sources (Richards and Lockhart 1995).

1. Their own experience as language learners-All teachers were once students, andtheir beliefs about teaching are often a reflection of how they themselves weretaught.
2. Experience of what works best. For many teachers, experience is the primarysource of beliefs about teaching. A teacher may have found that some teachingstrategies work well and some do not.
3. Established practice. Within a school, an institution, or a school district, certain teaching styles and practices may be preferred.
4. Personality factors. Some teachers have a personal preference for a particularteaching pattern, arrangement, or activity because it matches their personality.
5. Educationally-based or research-based principles. Teachers may draw on theirunderstanding of a learning principle in psychology, second language acquisition, or education and try to apply it in the classroom.
6. Principles derived from an approach or method., Teachers may believe in theeffectiveness of a particular approach or method of teaching and consistently tryto implement it in the classroom.According to Richards and Lockhart (1995\, although teachers'beliefs about English maysometimes represent stereotypical impressions, these beliefs do nevertheless expressrealities which may influence classroom practices.

2.2.2 Source of students' attitudes

It has been already seen that attitudes are learned dispositions. To have a clear idea aboutthe formation of attitudes, it is imperative to examine the various possible sources of thislearning. As

the child grows in a social atmosphere, he comes under the direct influenceof several agencies that are conducive to his attitude formation.According to Warty (1990), parental influences are the major forces that mound the child'sattitudes. Parents are directly responsible for the socialization of the child. They imparttheir culture to the child by imposing several norms of behavior upon him. In doing so,they automatically impart their attitudes to him, towards several objects of theirexperience. Many research studies show a close correlation between the attitudes ofparents and their children towards numerous issues.

When these studies are furthersubstantiated by an interview with children, there is clear evidence to say that their attitudesare developed directly through parental influences.Other agencies like teachers, neighbors, peers, etc. are also seen to be at work in theformation of attitudes. During adolescence, especially, peer influences are seen tofunction far more effectively than parental influences (Lahley 1986).As the adolescent spends more time outside the home, along with friends, the parentsoccupyasecondary role for him. Moreover, since he likes his friends more than his parents,during this stage, friends are more readily accepted as authority figures.Thus, it can be seen that the opportunities for attitude formation are supplied by the totalcultural framework. This is why in a given culture, we generally come across commonattitudes.

Besides the cultural forces, other influences, too, are seen to be active in shaping attitudes.The level of information of a person may form his beliefs in such a way that his attitudesare in keeping with these beliefs, whatever be influences of the parents or peers.Education imparts objective information. Moreover, it is a process offering severalopportunities for new constructive experiences. As a result, education has a closerelationship with attitudes.

Finally, the personality of the individual is a factor that cannot be ignored in thisconsideration. Whatever the influences that shape attitudes, they are ultimately theattitudes of the individual Personality characteristics will determine, to a large extent,how to react to the several influences he is exposed to in the process of his development.A submissive conformist may readily positively submit to these influences,allowing the influences to decide the direction of his attitude. A resistant person, on theother hand, will choose just the opposite direction as a result of those influences.

Theprocess of attitude formation is, thus, a highly complicated matter where numerousdeterminants are at work (Lahley 1986, Warty 1990).

In sum, whatever the sources are.attitude affects the effort that students and teachers putinto the teaching-learning process. And that is why research studies carried out across theglobe emphasized the role of attitude in Second Language Acquisition.

2.3 The role of attitude in SLA

Teachers have long asked themselves why some students excel in a subject but others,generally similar in background, academic preparation and experience, struggle with or ignore it. When the subject is language, a host of factors come into play. One set offactors related to success in the language classroom is the attitudes and motivation ofthose who participate, both students and teachers. Although these factors are not the onlyones that account for differences in classroom processes and student outcomes, theyshape the environment for instruction and individual efforts of teachers and students inimportant ways (Richards and Lockhart 1995).

Students are affected by the attitudes and examples of their peers, teachers, and parents,with respect to language study, and by social and institutional language policies asreflected in, for example, required courses of language study, both first and second, inschools (Lahey 1986).Attitudes and motivation affect learners and teachers in ways that, although perhapspowerful, are often unconscious- thus it is difficult to identify their influence readily orunambiguously (Richard's and Lockhart 1995).

In relation to the study of a foreign or second language, attitude influences learningoutcomes in many ways. However, the problem with it is that it is not directly observable, but can only be inferred from behavior or statement of the people concerned.Concerning the role of attitudes in foreign language policies, Ferguson (1971) as cited inHaile (1989) reports that the effectiveness of foreign language policies in education isdetermined more by the attitudes of the people towards language. In his report he states. In Ethiopia, as elsewhere, many programs fail because they do not take into account the attitudes of the people for whom they are intended.

An important influence of attitudes towards language courses is also acknowledged byDubin and Olshtain (1986).According to them, positive attitudes towards the acquisitionprocess will reflect high personal motivation for learning the language, a feeling of self-fulfillment and success and

overall enthusiasm about the language course. In otherwords, for successful language learning and teaching, the positive attitude of the peopleconcerned is vital as negative attitudes, whatever their roots, may create psychologicaldistance between the learner and the subject matter. According to Brown (1994).then)seems intuitively clear that second language learners benefit from positive attitudes, andnegative attitudes may lead to decreased motivation and in all likelihood, because ofdecreased input and interaction, to unsuccessful attainment of proficiency.

Most Canadian studies (Gardner 1985, Brown 1994) have made use of the Attitude!Motivation Index (AMI) or the Attitude/ Motivation Test Battery (AMTB) or variationof these to examine variables such as attitudes towards the target language and the targetlanguage speakers in SLA. Most recently, measures have included interest in foreignlanguages, attitudes towards the teacher and the language class. These have shown thatmeasures of attitudes positively correlated with second language proficiency. Spolsky(1969) in Tadelle (1990) argues strongly that one of the most important attitudinal factorsis the attitude of the learner toward the language and its speakers.However, all studies have not arrived at the same conclusion. Chihara and Oller'sinTadelle (1990) studying Japanese subjects showed that there was a relationshipbetweenattitudes and proficiency in English. In addition, a study by Cooper and Fishman (1985).on Israeli subjects showed that favorable attitudes towards English are largely irrelevantconcerning Israelis learning and using English. Brown (1994) argued that positiveattitudes are the function of second language learning success rather than viceversa.Despite the disparities discussed above, numerous studies have revealed that attitudesare an important factor in SLA Even so, these studies didn't concern themselves withhow attitude affects specific language skills or items. In other words, they have beenattempts to study attitude as it generally affects the learning of English.

2.4 Reading texts and exercises

2.4.1 Text defined

Cook in Brurnfit(1987) defines a text as several sentences bound together by cohesivedevices and giving meaning to each other. Extracts may be regarded as part of a text,separated for purposes of quotation, or study from the other sentences, with which, to agreater or lesser extent, it coheres. (Reading) passage is another alternative term used torefer to a text. Thus, reading texts in this

paper refer to the passages in grade 9 Englishtextbook used for the practice of different reading skills and strategies.

2.4.1 Good reading texts and exercises

Reading texts and activities/exercises have to fulfill certain criteria. They have to beappropriate and relevant to learners'needs, that is, they should help learnerstoachievetheir goals. In addition, good reading texts and exercises should help learnersuselanguage for required purposes. This dimension emphasizes the development of differentreading skills and strategies (Harmer 1994).According to Boyle and Hirvela (19881 reading texts and exercises should be, in subjectmatter and/or presentation, potentially of interest to the students. Whenever people readtexts in reallife, they have reactions or responses to them: they may be interested,indifferent, excited or disgusted. Nobody ever reads without some reaction, and it is thisreaction which is felt to be the essence of communication. Inthe absence of interestingtexts, therefore, very little is possible. Interest, in other words, increases motivation,which in turn is a significant factor in the development of reading speed and fluency.

Needless to say, reading texts and exercises must not be too difficult on either a linguisticor a conceptual level. They have to take into account the learners' proficiency in terms ofboth language and content. Once this is met in the selection of texts, students' reactionswill facilitate the achievement of the required proficiency as far as the reading skill ISconcerned (Ur 1996, Harmer 1994), such texts and exercises foster the development of different reading skills and strategiesthat may be transferred to other academic contexts. This in turn facilitates the

The success of the instructional process by creating an atmosphere of cooperation amongteachers and students on one hand, and students on the other. The development ofpositiveattitudes is therefore likely the result. This in itself initiates learners and teachersto put more effort into the teaching-learning process *(Rivers,*1991).

2.5 The role of attitudes in thedesign of reading tasks

ACTIVITIES

According to Davies (1995)) for many teachers a priority in designing a readingprogram is information about the different perceptions learners bring to the learningtasks according to their

language background, general background knowledge andinterests, and their expectations and strategies for reading and learning.

Davies (1995) further suggests the following as potential areas of investigation III an

Attempt to study students' perceptions or attitudes

- Purposes for reading in L1 and L2
- Demands for reading in L1 and L2
- Reading tasks included in current course materials
- Texts in the current reading course
- Difficult/unfriendly texts
- Strategies for reading in LI and L2
- The target language culture, etc
- Students'experience of or preferences for different genres

In addition, in an attempt to study how learners and teachers feel about the different readingtexts and exercises for instructional purposes, such writers as Hirvela and Boyle (1988) come up with different questions. Some of their questions that are of importance to thispaper include:

a) The genres of reading texts favored by students and teachers.

b) The aspects of reading texts which give students the most trouble. And in order to investigate these general statements in (a) and (b1 questions such as the followingmaybe asked:

i) Of the different genres available i.e. non-fictional and fictional genreswhich one(s) do learners enjoy most?

ii) Of these genres- which one(s) do the learners find most difficult or intimating and why?According to these writers, therefore, several questions can be asked in order tocome up with information that helps a teacher

i) To prepare a lesson according to the learners' perceptions and preferences or,

ii) To determine the appropriateness of the available texts for learners of a given grade oreducational level.

2.6.Factors that affect attitudes

Laurice (2004)stated several factors could influence reading, and the factors include self-concept, teacher and class-room environment.other than that, socioeconomic status and parental involvement are also the main factorsthat affected attitudes towards reading. All the factors will negatively and positely impact the students towards the reading process.

1 self-concept

Reading achievements may usuallybe influenced by individual self-concept, whereby according to Alexander and Filler (1976) in his study, self-concept is perceptions of what one believes he or she is.Therefore, self-concept may impact how children enjoy the reading process. Children that have a positive self-concept will always be willing to read, fond of reading, become excellent in reading and become a life long reader. On the other hand, students who have apoorsefl-concept about themselves as readers are likely to grow a negative attitude towards reading. Thus, they will not be interested in reading either for leisure or entertaining activity, whereby they discern reading as a taskdonewhen they are told to do. Contrarily studentswho have confidence and believe they are good readers will definitely love reading and engross into reading for pleasure. Therefore, the students possess a positive attitude towards reading influenced by their progress as a reader. Most of the time, children are interested in reading or notdepending on their attitude towards reading.

2 Teacher and Environmentin the classroom

The atmosphere in the classroom and the teacher also could affect the progress in developingpositive attitudes in children. The teacher needs to have a positive classroom atmosphere attitude to promote a positive attitude towards reading.teachers' attitudes are also significant so that the students will also perceive a positive reading environment.

Teachers can enforce a variety strategies to instillpositive attitudes towards reading.one of the strategies is to provide a wide range of reading materials will allow students to gain new knowledge and be engaged whil reading. Besides that, the teacher could also provide positive reinforcement, demonstrating an effective way of reading and guiding the students throughout the reading processLaurice (2004) stated that students must put more effort in order to become great reader, which will create a positive result.

As mentioned above, both teachers and environment in the classroom play essential roles in influencing students' attitudes towards the reading process.

3. Socioeconomic Status

There is a study by Gunn et al. (1991) mentioned that socioeconomic status has not proven there is a relationship with attitude in reading .however, Patrick,as cited in Alexander and Filler (1976) rejected the idea from Gun and stated that socioeconomic status also could affect students interest in reading and usually the impact is negative on the students who grew up in a lower socioecocnmic status. To detect the correlation between socioeconomic status and reading attitudes, he then conducted studies with these students. His results show that socioeconomic-status and attitudes to reading are insignificantly linked.Other characteristic of the family may have impact on academic guidelines, education attitudes, home reading material and conversations with children about household education.

4. Participation of the parents

Socioeconomic status may not be the vital fator,However, parets absolutely play a crucial role in developing forming a child's attitude towards reading. Nutall (2005) reports that parents can significantly affect students' attitudes with their children's information and values on the impoetance of reading. As parents are role models for their children,children tend to take the same approachas their parents have acquired. The children involved in the study conduted by Kayes and cited Alexxander&Filler (1976)wre asked to indicate any factors that they believed would influence the way they read. The results show that the students believed that their parents

Had the greatest effect on their attitudes.Simply providing reading material at home does not lead to positive reading attitudes. Parents should encourage and commend reading at home positively. Parents with their children should be active in the reading process. Parents can promote positive reading attitudes at home in many ways.

Parents can encourage positvereadingbehaviorthrough a variety of home reading materials including dailyjournals,magazines, and dictionaries.parents encourage their kids to read by letting them knowwhat they like and whomuch they learn by reading.thistransfers the enthusiasm and interest of parents to their children.parents should read with their children to fosterpositiveattitudes,discuss their reading of the text, and give their children positive encouragement to read.Avisit to the library allows parents to work with their children to promote positive reading attitudes.Children can choose their own reading material which is of interest to them in the library. The efforts by parents to promote the development of literacy can impact the attitude of their children to reading.

CHAPTER THREE

METHODOLOGY

3.1 Methodology of the study

The researcher would now like to explain the methodology used to effectively investigate the problem. This included: researchdesign and methods, the population of the study, sample size and sample techniques, datacollectioninstruments, the procedure of the study, method of data analysis, validity and reliability of instruments as well asethical considerations.

3.2 .Study Design

The study attempted to describe the students' attitudestowardlearning reading text in English language classes.This descriptive survey designwaschosen.The researcher employthis design mainly because it was suitable and relevant for the study which looks into what happens in the classroom during the teaching-learning process.The researcher also used both qualitative and quantitative research methods to fill the gap that comeswith a single research type.

3.3 Population of the study

The target population of this study was grade nine students and English teachers of Seka no.1 and no. 2 Secondary Schools who taught grade nine students in the academic year of 2014 E C .The researchercollected data from these populations to identify the students' attitudestowards in reading text and exercise by using a sampling technique.

3.4. Sample size and sample technique
Sample

The entire population of grade nine students in twenty-six sections of Seka no.1 and no.2 Secondary schools was1,600.Butthe researcher decided to focus on one school of which the total numberof students from ten sections was 608 and took 10% of them that was 60 students (30males and 30 females),and six students from each section wereselected as a sample using a simple random sampling method or lottery method by consideringsex.Andten English teachers also

wereselected by using the comprehensive sampling method.These methods/techniques were used to decrease the unnecessary involvement of extra subjects, high cost and time constraints depending on the objective of the study, the design of the study plan for statistical analysis, the degree of precision required for generalization, and the degree of confidence.

Sampling techniques

A simple random sampling technique was used to select the sample students. This was purposefully done to avoid baise and to get reliable and valuable data from different respondents by providing male and female students with equal opportunities to be part of the sample. Thus the researcher selectedabout 10% of the students, 60 out of the total number of 608 students. This was targeted to determine a simple random sampling method. However, the ten English teachers were involved in the study by Comprehensive sampling or non-probabilitysampling.This type of sampling was applied because the number of the units(teachers) was small.

3.5. Data collection instruments

For the successful accomplishment of the study, three research tools were used. These were questionnaires, class observations and interviews.

3.5.1 Questionnaires

Questionnaires were used as the main tool for gathering the research data. The Likert Scale where subjects were required to respond to the items in the questionnaire on a five-pointscale of the agreement was employed to find out the attitude of the subjects to grade 9reading texts and exercises. The attitude statements in the questionnaires were closed-ended and open-ended (one question only). Therefore, used to find out answers to the problems/ objectives stated in Chapter One of this paper.The tools were translated intoAfan Oromo for students.

3.5.2 Interviews

Semi-structured interviews were used in this study they were essentially based on thereactionsof students in the questionnaires. The main aim was togatherinformation or justifications for what had been reported in the questionnaires.The tools prepared for teachers.

3.5.3.Observation

Classroom observationwas used in this study for data collection because it describes what was happening practically in the classroom during instruction. It also helped to see the actual classroom teachers' and students' roles. For this, the researcher prepared an observation checklist with nine points aiming at observing how the teacher processed the particularly in relating to the use of reading texts and exercises.The researcher observed three teachers twice.

3.6The procedure of the Study

 The researcher oriented the participants briefly about the purpose and procedures of the study. Then he distributed the questionnaire to all respondents turn. Then hestartedtheclassroom observation. Finally, an Interview was administered

3.7 Method of data analysis

After the data was collected it was analyzed by using both quantitative and qualitative methods of data analysis.That is to say, the data weretabulated and a simple statistical technique, percentages wereused for the numerical interpretation. On the other hand, the interviews were used to triangulate the data obtained through classroom questionnaires and the data gathered through the classroom observation checklist was described in connection with the data to be gathered through questionnaires and interviews. The researcher observed the classroom at least twice to collect information. After that once again to check the validity of the results from the interview and questionnaire, the data were triangulated.Thus the above methods were used to analyze the data quantitatively and qualitatively. Finally, based on the findings, conclusions and recommendations weredrawn

3.8 Validity and Reliability of Instruments

3.8.1 Validity of the research instrument

Validity is the degree to which results obtained from the analysis of data actually will represent the phenomena under investigation (Orodho, 2005).the researcher conducted a pilot study to test the validity of his instrument.Ambiguity in the items of questionnaires wasremoved and corrected to enhance instrument validity.So that forany shortcomings of the research instruments he

madenecessary adjustments and rephrase the questionnaire where necessary before embarking on the actual data collection.

In addition to seeing the validity of the tools, the researcher employedexpert comments. That was the tools were given to the researcher's advisor for professional judgment.

Accordingly, the researcher accepted their suggestion and made some modifications and reject the vague items.

3.8.2 Reliability of the research instrument

Reliability is a measurement of the extent to which an instrument consistently yields the same results (Orodho,2005).To establish the reliability of the research instruments,To check the reliability of the instrument the researcher employedCronbacha alphafor the study.Accordingly,the result was0.745which implies an acceptable internal consistencecoefficient. This was becausethe questionnaire was reliable and valid.

3.9. Ethical Consideration

In conducting this study the researcher intends to observe the following ethical issues: First, the purpose and procedures of the study will be clearly explained to the participants who will undoubtedly and voluntarily take part in the study given that the researcher is one of their members. An authorization letter was obtained from Jimma university to conduct the study

Secondly, to avoid any kind of misunderstanding or psychological harm, questions wereframed in a manner that was not offensive and disturbed the personality of the participants. They were also assured that the information they provide waskept confidential. To ensure this, the researcher avoided any information that requires identification of the names of respondents Furthermore, the researcher ensured that all of the authors and scholars whose works were to be used in this studywere.was fully acknowledged.

CHAPTER FOUR

RESULTS and DISCUSSIONS

4.1 SOME CONSIDERATIONS IN METHODS OF ANALYSIS

The questionnaire which was designed to collect data form students comprised 28 items. These itemswere divided into three categories: attitudes to reading texts, attitudes to reading exercisesand attitudes toward teaching procedures. (SeeAppendix B).The teacher interview, on the other hand, consisted of five items. (SeeAppendix C.). For classroom observation a check list was used .(SeeAppendix D).

In order to measure the attitudes of students, the Likert Scales ofthe"Stronglyagree/ stronglydisagree" type wasused. The grand means of each categorywere computed to show the relative inclination of the students.

Table 1: Students' Attitudestowards reading text

No	Items	strongly agree (5)		agree (4)		undecided (3)		disagree (2)		strongly disagree (1)		Statistics			
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	N	Sum	Mean	STD
1	The purpose of the reading text is explicit and clear	6	10	5	8.3	-	-	23	38.3	26	43.3	60	122	2.03	1.301
2	The language of the reading is understandable	9	15	3	5	-	-	24	40	24	40	60	123	2.05	1.213
3	The reading texts are so sufficient that there is no need to supplement them	2	3.3	12	20		-	19	31.7	27	45	60	123	2.05	1.254

No	Statement													Mean	SD
4	The concepts treated in the reading texts are appropriate for this level of students	11	18.3	8	13.3	-	-	18	30	23	38.3	60	146	2.43	1.555
5	The length of the reading texts affects the interest /attention span of students	8	13.3	7	11.7	3	5	29	48.3	13	21.7	60	148	2.47	1.321
6	The reading texts encourage independent reading outside of the classroom.	8	13.3	11	18.3	-	-	11	18.3	30	50	60	136	2.27	1.550
7	The reading texts are relevant to learners' academic needs	11	18.3	13	21.7	-	-	22	36.7	14	23.3	60	165	2.65	1.492
8	The visuals presented with the reading texts facilitate understanding	14	23.3	25	41	-	-	14	23.3	12	20	60	210	3.5	1.608
9	The topics of the reading texts encourage the sharing of ideas or cooperative work	11	18.3	11	18.3	-	-	17	28.3	21	35	60	154	2.57	1.566
10	The reading texts together with the exercises can be accomplished within the given time limit	12	20	10	16.7	-	-	22	36.7	16	26.7	60	160	2.67	1.526
11	The reading texts are free from prejudices	29	48.3	20	33.3	-	-	11	18.3	-	-	60	247	4.12	1.552
12	The reading texts deal with familiar and interesting topics	10	16.7	7	11.7	1	1.7	23	38.3	19	31.7	60	146	2.43	1.466
13	The reading passages (texts)are appropriate for the development of different reading skills	18	30	25	41.7	-	-	11	18.3	6	10.0	60	218	3.63	1.494

Grand mean 2.678

13 items in Table 1 were used to elicit learners' reactions to sample reading texts.

The attitude statements included in this part dealt therefore with the different aspects of reading the texts to which students were expected to react.

Items 1 and 2asked students if the reading text is clear and its language understandable or not.As it can be seen in the table a great number ofrespondents (81.6 % and 80 %) strongly disagree and disagree respectively withthe reading text's clarity and comprehensibility of the language. This was also confirmed by the questionnaire results. The mean scoreoftwo items (2.03 and 2.05),on the other hand, is likely to uncover the negative attitude that students have towards the language of reading texts.

For item 3, the reaction of the respondents about the sufficiency of the reading text.The majority of the respondents which a mean score of 2.05 .From this one can understand that the reading text is not sufficient and need additional material for them for developing the required reading skill .

For items 4and 5 as can be seen from the table (68.3 % and 70 %), a large number of respondents strongly disagree and disagree with the questions.Their views in items 4 and 5,the reading text they have been using was not appropriate for this level of the students. And also,the length of the reading text has considerably affected their reading interest adversely as they were not used to reading the longer text of that sort

Items 6 and 7 were concerned with appealingness in terms of kind,encouraging independence as well as the appropriacyof reading text for academic needs.it is quite appropriate revealing to see from the mean scores (2.27 and2.65)respectively that learners do not agree with the statements that say reading texts encourage independent and relevance to learners' academic needs.

For item 8, as can be seen from the percentage, students seem to have given an average assessment that the visuals presented with the sample reading texts, somehow, facilitate comprehension. Thus, students' reaction tothe importance of the visuals indicated a mean of 3.5that they agree with the statement.The result has shown students have been easily understanding of visuals presented ontheir text.

In addition to this, it indicates how students' language proficiency is standard level particularly in reading skills and understanding the text

In item 9, respondents were asked to clarify whether the topic encourage the sharing of ideas or cooperative work. A lot of respondents(63.3%) strongly disagree and disagree with this statement.

Item 10 a related question that does with amount concerns the time allotted to the reading of the texts. For this 63.4% of the respondents replied that, the time is so limited that it is not possible to go through them and accomplish the exercises That is why students seem to be negative about the item as they seemingly supported this view in the questionnaire

In item 11,students were asked if the texts are biased. In particular,they were required to see if the texts are biased towards specific groups of society,such as gender, ethnic group and religious bias. The mean score of 4.12 showed,there were not biase toward these groups. Since the passage includes all ethnices groups. They seem to be free from any biased/prejudices.The mean of this part seems to reveal the kind of assessment learners gave to the reading text from any angle.

Item 12. It is quite revealing to see from the mean scores of thisitem 70% that learners do not agree with the statements the texts do not appeal to them. For example, they reported in the questionnaire that they enjoy reading literary texts. In addition, students like reading topics thatthey are familiar with though some are not familiar with.

. In item13 students reacted to the appropriacy of the passages about the development ofdifferent reading skills. As can be seen from the table, the mean score(3.63) shows that thereading texts are more or less appropriate for the required purposes. In the questionnaire,they also reported that they have been able to transfer some of these skills to othersituations such as note-taking and making for study purposes. It can therefore be arguedthat the attachment of this feeling to the texts is necessitated by the importance they havefor the learners.

Table 1 students' reactions to reading exercises

No	Items	strongly agree (5)	agree (4)	undecided(3)	disagree (2)	strongly disagree (1)	Statistics

		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	N	Sum	Mean	STD
1	The exercises are relevant to learner`s academic needs	14	22.2	24	38.1	-	-	10	15.9	12	19.0	60	198	3.30	1.499
2	The language of the exercise is understandable	8	12.7	1o	15.9	8	12.7	17	27.0	17	27.0	60	155	2.58	1.406
3	The exercises help to develop the required reading skills in the syllabus	19	30.2	13	20.6	3	4.8	11	17.5	14	22.2	60	192	3.20	1.614
4	The exercises require critical thinking	21	33.3	20	31.7	2	3.2	10	15	7	11.1	60	218	3.63	1.414
5	The instructions forthe exercises are clear and understandable	11	17.5	9	14.3	4	6.3	21	33.3	15	23.8	60	160	2.67	1.469
6	The exercises encourage cooperative work.	21	33.3	15	23.8	-	-	5	7.9	19	30.2	60	194	3.23	1.731
7	The exercise types from unit to unit offer variety to the learners	12	19.0	3	4.8	-	-	25	39.7	20	31.7	60	142	2.37	1.495
8	The exercises can be accomplished within the given time limit.	7	11.1	10	15.9	-	-	19	30.2	24	38.1	60	137	2.28	1.439
9	The exercises can be done without reading passages	-	-	-	-	11	17.5	19	30.2	30	47.6	60	101	1.68	.770

10	The amounts of exercises are enough for the development of the required reading skills	14	22.2	19	30.2	-	-	18	28.6	9	14.3	60	191	3.18	1.467

Grand mean 2.812

These items address ten essential aspects/qualities of reading exercises.

Items 1 and 3 are concerned with the relevance of the reading exercises to students' academic needs in general and reading skills in particular. In reply to item 1, 60.3%of students agreed with the statement by saying that the reading exercises are relevant to the academic requirements. This, on the whole,would seem to suggest that the learners are positively inclined to the item. The students hold a similar view in relation to item 3, which is about the extent to which the exercisesdevelop different reading skills. That is why 20.6 % and 30.2% of students expressedtheir strong agreement and agreement respectively. This judgment of the learners, as theyreported in the questionnaire emanated from the transferability of the skills to otheracademic subjects as referred to above. In other words, students seem to favortheexercises as they enable them to succeed in different academic subjects. The remaining students, 22.2% and 17.5%, with varying degrees, responded to the item negatively.

The reasons they gave related to the absence of tests on reading skills. According to these students, since reading is not properly tested like such language items as vocabulary and grammar, they don't seem to see the relevance to other academic subjects. From this, it can be argued that learners' attitude is dictated by the values they attach to the skills as either contributing to other academic subjects or the testing of reading like other languageitems referred to above

Items 2 and 5 assessed the comprehensibility of the language of the exercises and the instructions forthe exercises respectively. It would appear from the percentages of these items (54% and 57%) that students have problems with the language of the exercises.Some of the reasons they gave as purporting forthis difficulty included poor language background, less coverage of the reading skills

at lower grade levels, and use of other languages during the instructional process. These factors have thus made learners considerthe exercises difficult linguistically, and hence negative attitude.

Items 4 and 9 assess /the level of challenge or potential of the students. In responding to item 4, 65% of students reportedly expressed that the exercises require critical thinking to a certain extent. But a few of them (26.1%) seem to have the opposite reaction. In addition, most respondents of item 9(77.8 %) indicate that the exercises can't be tackled without reading the passages. This in turn shows that students think that, despite the language difficulty, the exercises appear to be at more or less the right level of difficulty. They further expressed that they comprehend the essence of the exercises and hence provide the required responses. Even so, that is hindered by their inability to convey the answers to the exercises using English as they reported in the questionnaire.

Item 6 refers to the extent to which the exercises encourage cooperative work among students. 57.1% of the students reported that the exercises do so.In responding tothis item, students expressed that because of the exchange of ideas among their classmates, they were able to learn conceptually and linguistically.What is more, they reported that this has had a positive influence on their confidence.

Items 7, 8 and 10 directly or indirectly purport to the number of reading exercises in enabling the achievement /development of different reading skills and strategies. 75% of students feel that though the exercises are varied within units, that variety is not maintained across the units. Besides, they believe that accomplishing these exercises within given time limits is not an easy task. That is why 68.3% of students expressed their negative reactions to the time allotted for accomplishing reading exercises. .

In item 10, 55.5% of the students showed their agreement with the statement That is, students, believe that the amount of reading exercises is enough for developingdifferent reading skills. That seems why they argued by listing down the skills that couldbe developed through these exercises (comprehension, information transfer, vocabularywork, writing summaries, etc.).The grand mean of this section is skewed neither negatively norpositively. For instance, learners' reactions to there level of challenge,competencepotential, the extent to which the exercises encourage group work, etc. seem to be more or less positive.

Table 2 Students' reaction to learning procedures

No	Items	Strongly agree (5)		Agree (4)		undecided (3)		Disagree (2)		strongly disagree (1)		Statistics			
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%%	N	Sum	Mean	STD
1	The teacher's presentation is attractive	14	23.0	33	54.1	3	4.9	6	9.8	4	6.6	60	227	3.78	1.121
2	The teacher's presentation is involving or interactive	18	9.8	15	24.6			21	34.4	6	29.5	60	210	3.50	1.408
3	The teacher's presentation is organized	9	14.8	17	27.9	7	11.5	16	26.2	11	18.0	60	183	3.05	1.383
4	The teacher's presentation is friendly	3	4.9	10	16.4			26	42.6	21	34.4	60	232	3.87	1.214
5	The teacher's presentation is flexible	9	14.8	9	14.8	5	8.2	24	39.3	13	21.3	60	203	3.38	1.379

Question item 6 (open-ended question).the respondents' reaction to the open-ended question about the overall teachers' methods of presentation expressed that teachers' presentation is attractive also flexible and friendly. As well as class organization is good.But the case of our weakness was in lower class ease handled.teachers focus on grammar and speaking parts.

The absence of a reading test, and the shortage of textbooks were one of the reasons for poor reading.

Grand mean of 3.516

The items in this table were designed to elicit students' reactions to the teachingprocedures used in the classroom by their teachers. The overall grand mean(3.516) of thistable would seem to suggest that learners are more or less positively biased toward their teachers'methods of presentation. The open-ended question conducted with learners also revealedthe same idea, that is, despitethe background factors that students mentioned for beingnegative about the reading texts and exercises, the ways teachers handle the lessons have,somehow, made them like reading lessons or activities. This can be seen by referring to the individual items above. For instance, 80% of the students found theteaching procedures to be interesting to follow attentively. This, according to their open-ended question reports, initiated them to participate in class discussions and follow teachers' instructions properly. In addition, 72.5% of them reported that the methods are involved.This has helped them to learn from one another in terms of both language and ideas. Anegative attitude is expressed by students in relation to the flexibility of the teachingprocedures. The figure for this item stands out to be 70.84%. This was further confirmedby the open-ended question results. That is, students expressed that there is not such a remarkabledifference between the ways teachers handle different reading texts and exercises as theymove from one unit to another. This section, in general, may hint at the indication that thesource oflearners' negative reactions is not the way teachers handle reading lessons.

Classroom Observation

Reading Comprehension Lesson

A brief description of the three teachers' classroom observations, therefore, will provide a fair representation of the data that demonstrate how the teachers spent their time during the reading texts.

To begin with T's reading text

This teacher gave an exercise (pre-reading activity)and focused on a briefing about the topic of the reading.5 minutes of his time asked the pre-reading question, followed by another 5 minutes mentioning the importance of the themes of the lesson. then he ordered the studentsto read the text silently for about 2 minutes. then he askedvolunteerstoread the text. Around five students raised their hands. He gave one paragraph toeach student. But two paragraphs remain, then he gave totwo female students. (topic)finally,he did the comprehension question with the students.

Based on the observation, it can be said, therefore, that the teacher did little attempt to teach comprehension because he was busy asking and doing questions in the text. This observation was reminiscent of the study of Durkin (1978) who reported that teachers were observed to be assignment-givers, and comprehension evaluators (the focus was to make the topic clear and help learners understand the text).Thus, it can be argued that this teacher devoted very little time toeffective reading instruction. The observed teacher spent considerable time assessing students' ability to do assignments rather than teaching the students strategies that help them comprehend a text.

D's reading comprehension in the classroom

While the reading style of the second teacher was closely similar to what was observed in the first teacher's classroom what took place. This teacher asked students to work in groups and with the entire class, but it was difficult for him to organize the lesson partly due to the large class size. The teacher needed to get assignments done in the first classroom and others as well. This teacher frequently posed questions and ask students to generate questions.

The most important questioning strategy employed by this teacher was that he posed some questions before reading. This is still important because such kind of questioning techniques have the potential to amplify what the reading text is all about.In support of thisBarell (2003) proposes that questions like "what do you know ? How do you know ?" can be used as a means of probing deeper, and argues that challenging students by letting them know what the classroom expectations are that they communicate their thinking rather than providing one or two-word answers.

D's reading comprehension lesson and how it was organized

The teacher wrote the question provided on the blackboard and asked some students to give answers to the question turn by turn. The reason to write the question on the board was the scarcity of students' textbooks. Then he asked students to work in pairs and answers the questions written on the board. An interesting thing about this teacher was that he helped one or more students with comprehension tasks and provide clear instructions on how to do comprehension activities to his students. Finally, he began doing the questions with the students. One of the significant practices of this teacher was that he stressed highly cognitive and critical thinking questions.

A's reading comprehension lesson

This class was the first class the researcher observed. While the reading period of the first teacher was similar to what was observed in the third teacher's classroom, this teacher: however, seemed to be more enthusiastic abouthelping students. Nevertheless, much of his focus was on assessing students' comprehension. He instructed his students to open a certain page where the reading passage was given and asked them to read and answer as quickly as possible. Similar to the second teacher, in this teacher's classroom,too there was a whole class discussion after each student read. This time the focus was on doing exercises from the textbook, and then the teacher corrected their exercise book.

The task asked students to answer the questions given after reading the text. This kind of instruction has several adverse effects. First, students do not practice using their reading strategy so their comprehension processing ability will not develop. Second, they will develop ahabit of rushing to answer in every comprehension class.

Theme:-

The findings of this study demonstrated that teachers focused neither on the content nor onconstructingthe meaning of the content in the text. In an Ideal comprehension classroom, many scholars such as McKeown (2009)suggest that teachers need to focus on practicing strategy instruction and content instruction in balance.

Interview

A brief,descriptionof the teachers' interview will be presented. As it was already discussed in methodology chapter three, an interview was conducted two weeks after the data was obtained through the questionnaire. The interviews were carried out with ten English language teachers at Seka Secondary School. These interviews were structured around students' and teachers' attitudes toward reading text and exercises among grade nine students in Seka number 2 Secondary School.

Duringtheinterviews,the teachers responded to five open-ended questionsregarding students' and teachers' attitudes toward reading text and exercises.

Q1 what are students' attitudes in practicing reading text and doing comprehension questions?

The first question of the teachers' interview was related to the students' attitude in practicing reading text and doing comprehension questions. The interviewed teachers explained that most of the students' attitudes in practicing reading text and in doing reading exercises were very low. They do not like to read and do exercises. One of the reasons for this behavior is thatstudents have great difficulty comprehending reading text and doing reading exercises. This attributes to a lack of enough practice in their former education starting from elementary school. Inelementary lessons practicing reading text and doing exercises is very rare. This affects students' attitudes in practicing reading text and in doing reading exercises.

Q 2.what are the factors that affect the attitudes of learners in reading text and comprehension questions?

Here the interviewed teachers replied that the general measurement of the students' word power isinsufficient and they do not understand the text they read. Second, they did not practice reading text and doing comprehension questions.

Frankly,speaking when the teacher comes to reading lessons always feelworried and bored with the class. Next, when they come across strange words in reading text they consider it difficult to understand the given text. This can be another factor that hinders students' attitudestowardreading and comprehension of questions.

Q3.Is there a relationship between students' attitudes toward reading and their achievement in this skill?

In the above question, all interview teachers replied YES. They stated that students who have a positive attitude in reading text and in doing exercises can achieve good performance inthis skill. on the other hand, students that have a negative attitude towardreading text and doing exercises can achieve a low performance inthe skill. If students' reading comprehension is inadequate it is difficult for them to comprehend the text. For this reason, students should practice reading and doing comprehension questions every day.

Q4.if your answer is YES, for question number three, could you tell me their relation?

Teachers said that students' attitudestowardreading and their achievement in the skill have parallel.

Relationship. According to the interviewed teachers, students with a positive attitude in reading have good performance in doing comprehension questions. Whereas those students who have low or negative attitudes toward words practicing reading text and doing comprehension questions have below the average or poor. Teachers reason out that, lack of practice and limitation of language proficiency.

Q5. What should be done to solve their problems?

In the above last question, all interviewed teachers stated, that shaping students in a good manner is our role. So we encourage students to develop their readingskills as well aswriting skills. Becauseof these skills for the studentsbetter strategies, andpedagogical support students need to get.

Generally, after the interview, we discussed how to reduce students' negative attitudes towards reading text and doing reading comprehension questionswe put the following point.

- We should focus on practicing reading

- Create a pleasant, relaxed atmosphere in the classroom

- Present the tasks properly

- Develop a good relationship with the students

- Makethe language classes interesting

- Promote learner autonomy.

CHAPTER FIVE

V, Summary of Findings, Conclusions and Recommendations

5.1 Summary of Findings

From the data gathered through questionnaires and interviews, it has been possible to see similar and different reactions of teachers and students to reading exercises, texts and teaching procedures and associated problems. In particular, teachers and students seem tosharemore or less similar views ofreading texts. In addition, the overall results would seem to indicate that they both hold similar views as far as the teaching procedures are concerned

From different perspectives, class size, time constraints, and lack of books appear to be serious problems that may have hindered the effective implementation of the teaching procedures. This to some extent has affected the way teachers feel about the procedures described in the teacher's book.It can also be deduced from the earlier discussions that students' attitudes towards the reading texts and exercises are negative

Thus, this was mainly attributed to the services that the skills gained from the exercises render to other academic subjects in terms of facilitating comprehension and thereby helping them succeed in their performances. What is more, the attitude of students is partly the result of their coping potential withthe exercises and texts presented to them. In other words, the linguistic and conceptual challenge of the exercises and texts seems to determine the way students feel about them

5.2. Conclusion

This study aimed to gather information to better understand the factors that influence reading attitudes among students nowadays. The research was conducted using quantitative and qualitative methods where students'academic reading attitude was assessed using a quantitative approa.ch. While the qualitative method was used to learn more about the factors that affected students' reading attitudes.

The need to discover ways to improve the reading attitude of today's students evident within our educational system and society as a whole. Since it is recognized that the reading attitude is linked to student achievement, it is crucial that the focus shifts to improvingthe perception

5.3 Recommendations

Based on the findings above, the following recommendations are made.

1.Teachers could establish a program to help their students'overcome negative reading attitudes by modifying their teaching strategies. They try to make reading experiences fun,exciting and meaningful fortheir students.

2. Teachers might also try to meettheirstudents'interests.They shouldprovide a number of opportunities for their studentsto engage in reading activities and reading experiences. These wouldhelp to develop positive students' attitudes towards reading text and exercise (reading achievement) in 9th grade

4. Teachers may also try to conduct a reading attitude survey at the beginning of the year to assess their student's attitudes and again at the end of the year to see if the students reading attitudes have improved. The knowledge obtained would also be useful to the successor teachers.

5. Teachers should advise learners to be more aware of the value of reading as an Academic as well as a lifetime experience. This may have an impact on their perception and the efforts they put into the learning process.

6. In order to help learners perceive the importance of reading in particular, like other skills, reading has to be tested regularly. Otherwise, students are likely to develop the feeling that it is not worth studying concerning others.

7. As the way people perceive affects their efforts, both teachers and students should strengthen that reading texts and exercises are useful not only for reading skills development but also for success in other academic subjects.

8. Teachers, in particular, should try to be flexible and friendly in their approaches in order to attract students towards reading lessons and hence affect the way they feel about the instructional process.

9. Above all, teachers should be convinced about the values of reading in particular before they embark on required activities such as getting involved in the instructional process and influencingthe way learners perceive the learning task.

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Mul'iistu(Appendix A)

UniversitiiJimmaa

KollejiiSaayinsiiHawaasaa fi NamummaaDameeAfaanIngiliffaa fi Hog-barru

Bar-gaaffileeBarattotaafQophaa'e

KabajamtootaBarattotaa

Faayidaanqo'annookanaadandettidubbisuuIngiliffaaguddisuufrokkoleejiranhubacuunfurmaatabarb aaduuta'a.Kanumairrattihundaa'ungaaffiwwanqophaa'anjiru.Kanaafisiniisgaaffileekanaafdeebiiak kanuukennitaniifkabajaguddaanisiingaafannaa.

Galatoomaa !

Hubachiisa :Maqaabarreessuunhinbarbaachisuu

Qajeelfama: gaaffiisaanduqakeessaalakk. 1-5 kennamanjalattimallattoo kana kaa'I (

5.Baay'eewalii gal   4. Waliingala 3.Hinmurteessinee 2.Waliihingalu 1.Baay'eewaliihingalu

 Part 1:-Attitude towards Grade 9 Reading Texts

No.	Items	5	4	3	2	1
1	kaayyoondubbisaaifaadha.					
2	.AfaanDubbisichaahaalanamaafgaluun					
3	Dubbisnikitaabakeessajirangahaawaanta`aniifdabalatahinbarbaachisuu					
4	Yaadnidubbisni of keessaaqabuubarattootaanwalmadaala					
5	Dubbifniidheerachuunfedhiidubbisuuirrattimidhaanifida.					
6	Dubbisnidareenala/dhunfaanakkadubbisannikakkaasa.					
7	dubbisnifedhiibarnootakoowajjiinwalittinifirooma					
8	Fakkiwwandubbisawajjindhihatandubbisichaqayyabachuufnigargaara.					
(9	The topic 0f the reading texts encourage the sharing of ideas or					

	cooperative work.)					
10	.Qabiyyeendubbisichaaakkahiriyaakoowajjinyaadawal-jijjirrunikakkaasa.					
11	.(dubbisichiwantootamidhaafidanirraawalabaa.					
12	The reading texts dealwith familiar and interesting topics.(					
13	The reading passages are appropriatefor the development different reading skills.					

Part 2: Attitude towards Reading Exercises

		Respond				
No.	Items	5	4	3	2	1
1	Gilgaalotnifedhiibarnotaankanwalittifiroomsuudha.					
2	Afaangilgaalichaayookiinjechootniifaata`een.					
3	.gigaalotnidubbisichaadandeettidubbisuuisaaninigabbisa.					
4	gigaalotni gad fageenyaanhubachuugaafata..					
6	Gilgaalootnihojiigareenijajjabeessa.					
7	Gilgaalotniboqannaaboqonnaattigaraagarummaaqabu.					
8	*Gillgaloniyerookeenametinihojjetamu*					
9	*Dubbisichiosoohindubbifamingilgalonhojjetamuunidanda`amu.*					
10	*Baayyinigilgaalaaguddinadubbisaatiifgahaadha.*					

Instruction:-indicate your reactions by putting a tick in one of the boxes against each statement

NO.	Statements					
1	.dhihesibarsisakannamaaharkisudha.	5	4	3	2	1
2	Dhihesibarsisichakannamahirmachisuudha.					
3	Dhihesibarsichakanbarataadhihesudha.					
4	.dhihesibarsisichakanqindahedha.					
5	.dhihesibarsisichakanjijjiramudha.					

6 .what is your over all attitude to your teacher`s methods of presentation?

Yaadadhihessadubissabarsisaakeetiiwalumaagallattimaalfakkaata ?

-

Appendix: B: StudentQuestionnaires

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENTOF ENGLISH LANGUAGE AND LITERATURE

Dear Students,

The purpose of this questionnaire is to gather relevant

Information about student's and teachers' attitudes in grade 9 reading texts and exercise as the you give affects the validity of this study, your honest response to each item in the questionnaire is appreciated.

Thank You.

- Instruction:-indicate whether you
  - ✈ Strongly agree(5)
  - ✈ Agree(4)
  - ✈ No repose(3)
  - ✈ Disagree(2)
  - ✈ Strongly disagree (1)

NO	ITEMS	RESPONSE				
1	The purpose of the reading texts is explicit &clear	5	4	3	2	1
2	The language (grammar and vocabulary) of the reading is understandable					
3	The reading texts are so sufficient that three is no need to supplement them					
4	The concepts treated in the reading texts are appropriate for this level of students					
5	The length of the reading texts affects the interest /attention span of					

	students					
6	The reading texts encourage independent reading out of classroom.					
7	The reading texts are relevant to learners`academic needs					
8	The visuals presented with the reading texts facilitate understanding					
9	Thetopicsof the reading texts encourage the sharing of ideasorcooperative work					
10	The reading texts together with the exercises can be accomplished within the given time limit					
11	The reading texts are free from prejudices					
12	The reading texts deal with familiar and interesting topics					
13	The reading passages (texts)are appropriate for the development of different reading skills					

Part II: attitudes towards reading exercises

	Items	5	4	3	2	1
1	The exercises are relevant to learner`s to academic needs					
2	The language of the exercise is understandable					
3	The exercises help to develop the required reading skills in the syllabus					
4	The exercises require critical thinking.					
5	The instructions of the exercises are clear and understandable.					
6	The exercises encourage cooperative work.					
7	The exercise types from unit to unit offer variety to the learners.					
8	The exercises can be accomplished within the given time limit.					
9	The exercises can be done without reading passages.					
10	The amount of the exercises are enough for the development of the required reading skills.					

Part 3 –to each of the items below by putting a tick ( ) in one of the bo

Attitude towards Grade 9 reading texts

	Statements	5	4	3	2	1
1	Teacher's presentation is attractive.					
2	Teacher's presentation is involving or interactive.					
3	Teacher's presentation is organized..					
4	Teacher's presentation is friendly.					
5	Teacher's presentation is flexible.					

6,What is your overall attitude to your teacher's methods of presentation?

_____

_____

_____

_____

_____

Appendix-C

Interview Question

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT ENGLISH LANGUAGE AND LITERATURE

Dear Teachers,

This interview Questionnaire is intended to collect data that will be used in MA study on students' and teachers' attitudes towards in reading text and exercises among Grade nine

students in Seka Secondary number 2 School in the town of Seka. The data you provide w
ill be kept with great confidentiality and used only for the purpose of the study.

Participation in the study is highly voluntary .Therefore, if you don't want to participate, you can decide not to participate. However, since the study is hoped to contribute to endeavors being made to improve the quality of Reading Skill. Your contribution to the successs of the study benefits the students' attitude towards in reading text and exercises.

This can encourage you to take part in the study.

Thank you for your willingness to the interview!

1.   What are students' attitude in practicing reading text and in doing readingexercises?

2. What are the factors that hinder the positive/ negative attitude of learners in reading text and in doing comprehension questions?

3. Is there relationship between Students' attitude in reading and their achievement in this skill?

4,If your answer is `yes` for question number 4, could you tell me their relationship?

5. What is the major measurement to solve their problems ?

APPENDIX -D

Classroom Observation Check list For: **grade nine**

No	Behaviors To Be Observed During The Practice Of reading text	Reponses					
		First Teacher		Second Teacher		Third Teacher	
		Yes	No	Yes	No	Yes	No
I	**Teacher's role during teaching reading text**						
1	The teacher introduces the students know the objectives of the lesson so that the students direct their attention to reading instruction.						
2	The teacher lets the students know the significance of reading learning to their real life communication.						
3	The teacher teaches reading consciously to arouse students' attention towards reading text.						
4	At the end of the class, does the teacher give home take assignment that invite students to practice reading self-selection?						
II	**The beliefs and practices ofteaching reading in EFL class.**						
1	Does the teacher present the reading through context?						

2	Does the teacher employ self-selection on reading teaching during reading text?						
3	Does the teacher create conducive situation for students to read with their teacher and their peers to enhance students' reading knowledge?						
4	Does the teacher create sentences containing the reading in different sentences to teach reading in different ways?						
5	Does the teacher teach reading through practices?						
6	Does the teacher employ Cooperative reading text?						
III	**Students' Roles during reading text**						
1	Do students actively participate in cooperative learning and reading with each other in English language?						
2	Do students take part in asking questions and answering willingly while reading lesson?						
3	Do students actively participate in the classroom tasks during reading lesson?						