



WALLAGA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF LANGUAGE STUDIES AND JOURNALISM

**AN ASSESSMENT OF THE STUDENTS' PERCEPTION AND
MOTIVATIONAL TECHNIQUES TEACHERS' USE IN
READING CLASSES; THE CASE OF GRADE FOUR
STUDENTS AT WALLAGA UNIVERSITY GIMBI CAMPUS
COMMUNITY SCHOOL STUDENTS.**

MA THESIS

BY

TAKALE GINDABA

ADVISOR: EYERUSALEM TADESSE (PhD)

MARCH, 2024

OROMIA, ETHIOPIA



WALLAGA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
AN ASSESSMENT OF STUDENT' PERCEPTION AND
MOTIVATIONAL TECHNIQUES TEACHERS USE ON
READING CLASSES; THE CASE OF GRADE FOUR
WALLAGA UNIVERSITY GIMBI CAMPUS COMMUNITY
SCHOOL STUDENTS'

**A Thesis submitted to Department of Language and Literature in Partial
Fulfillment for MA Degree in Language and Literature**

By
Takale Gindaba

Advisor : Eyerusalem Tadesse (PhD)

MARCH, 2024

OROMIA, ETHIOPIA

Declaration

This study certify that thesis entitled “An assessment of the students’ perception and motivational techniques teachers use in reading classes; the case of grade four Wallaga university Gimbi campus community school student’s” was accepted in partial fulfillment of the requirements for the award of the Degree of Master of assessment of students perception and motivational technique teacher use for teaching reading classes at Wallaga University by the school of Graduate Studies, through the department of English language and Literature, carried out by Takale Gindaba under our guidance. The matter embodied in this research work has not been submitted earlier for the award of any degree or diploma.

The assistance and help received during the course of this investigation have been duly acknowledged. Therefore, we recommend that it can be accepted as fulfilling the research requirements.

Major advisor name:_____ signature _____date_____



WALLAGA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
P.O.BOX:395, Nekemte, Ethiopia

APPROVAL SHEET FOR SUBMITTING FINAL THESIS

As member of the board of examining of the final MA thesis open defense, we certify we have read and evaluated the thesis prepared by Takale Gindaba under the title “An assessment of the students’ perception and motivational techniques teachers’ use on reading classes; the case of grade four Wallaga university Gimbi be accepted as fulfilling the thesis requirement for the degree Master of arts in English Language and literature.

Chairperson _____ Signature _____ Date _____

Internal Examiner _____ Signature _____ Date _____

External Examiner _____ Signature _____ Date _____

Final approval and acceptance;

Thesis approved by

Department PG _____ Signature _____ Date _____

Dean of College _____ Signature _____ Date _____

Certification of the final thesis

I hereby certify that all the correction and recommendation suggested by the board of examiners are incorporated into the final thesis entitled “**An assessment of the students’ perception and motivational techniques teachers’ use on reading classes; the case of grade four Wallaga university Gimbi campus community school student’s**: “by

Takale Gindaba

Dean of SGS _____ Signature _____ Date _____

DEDICATION

I dedicate my thesis work to my family and friends. Also I dedicate my office (Gimbi Educational office) that allowed me and gave me permission to learn MA. I dedicate this work and gives special thanks to my best friend who helped me and encouraged me to do this work properly.

STATEMENT OF THE AUTHOR

Mr. Takale Gindaba in this study that the thesis entitled “An assessment of the students’ perception and motivational techniques teachers’ use on reading classes; the case of grade four Wallaga university Gimbi campus community school student’s” my own work conducted under the supervision of Advisor;- Eyerusalem Tadesse (PHD). So far in preparation, data analysis, data collection and completion of the thesis I followed all the ethical principle of scholarship. I included all scholarly matter in recognition of citation in the text. Regarding to reference I cited all the original sources of the scholars. I also introduce that I used all principle of academic honesty and integrity and I have not misrepresented, or falsified any data in my submission. As reason to the partial fulfillment of the requirement for degree from the post graduate studies this thesis is submitted at Wallaga University. For further more I declare that this thesis has not been submitted to any other organization anywhere for the award any academic degree, diploma or certificate. I gasp that any violation concerning that stated above can be cause for disciplinary action by the university and can also evoke penal action from the data that have not been properly cited.

Name: Takale Gindaba

Signature: _____ Date: _____

Department: Department Of language and Literature.

Faculty: Institute of Language and Journalism study

ACKNOWLEDGEMENTS

Frist and for most I would like to acknowledge my Lord Jesus(God) who supported me in multitude direction to set this work. Also my special thanks go to my advisor Dr. Eyerusalem Tadesse (PHD) who guided and encouraged me in shaping this research paper by giving important aids and advises. And the same thanks goes to my beloved wife who helped me by finance and ideas. Lastly, I would like give boundless thanks to my peers, my wife, and my son those stood by me in difficult situations and assisted me by their knowledge, skills and resources.

ABBREVIATIONS

ESL- English Language as Second Language

EFL- English as Foreign Language

L2- Second Language

TABLE OF CONTENT

Declaration.....	0
APPROVAL SHEET FOR SUBMITTING FINAL THESIS	II
DEDICATION.....	X
STATEMENT OF THE AUTHOR	XI
BIOGRAPHICAL SKETCH	Error! Bookmark not defined.
ACKNOWLEDGEMENTS.....	XII
ABBREVIATIONS AND ACRONYMS	XIII
TABLE OF CONTENT	XIV
Lists of Tables.....	XVIII
ABSTRACT.....	XIX
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Back Ground of the Study.....	1
1.2. Statement of the Problem	3
1.3. Research Question.....	5
1.4. Objectives.....	5
1.4.1. General Objectives	5
1.4.2. Specific Objectives	5
1.5. Significance of the study	6
1.6. Scope of the Study.....	6
1.7. Limitation of the Study	7
1.8 Organization of the study	7
CHAPTE TWO.....	8
2. REVIEW RELATED LITERATURE	8
2.1. Notion of Reading.....	8
2.2. Purpose of Reading	9
2.3. Notion of Motivation.....	9
2.4. Types of motivation	10
2.4.1. Intrinsic motivation.....	10
2.4.2. Extrinsic motivation	11
2.5. Concepts related to students' reading motivation and reading engagement	11
2.6. Motivational techniques for reading	12

2.6.1. Encourage students' active participation in reading.....	12
2.6.2. Giving Chance to Select Reading Topic.....	12
2.6.3. Promoting competition among students	13
2.6.4. Giving Motivational Feedback	13
2.6.5. Provide students the opportunity to set goals.	14
2.6.6. Start the class with fun.....	15
2.6.7. Provide students the opportunities to share their accomplishment.....	15
2.6.8. Providing incentives to ready	15
2.6.9. Building positive relationship with their students.	16
2.6.10. Newspaper in Teaching Reading.....	16
2.6.11. Reading Skill through Multimedia	17
2.6.12. Using Teachers' Sense of Self –efficacy	17
2.6.13. Connecting to the personal world of students	18
2.6.14. Reading through word identification	18
2.7. The Strategief for Teaching Reading Skill.....	20
2.7.1. Making Predictions.....	20
2.7.2. Identifying (Clarifying)	20
2.7.3. Guessing	21
2.7.4. Scanning	21
2.7.5. Skimming.....	21
2.7.6. Questioning.....	21
2.7.7. Summarizing.....	22
2.7 .8. Visualization.....	22
2.8. The activities For Teaching Reading Skill	23
2.8.1. Group reading	23
2.8.2. Jigsaw	23
2.8.3. Role play	23
2.8.4. Folding a piece of text into small sections	24
2.8.5. Puzzle.....	24
2.8.6. Warming up	24
2.8.7. Working on pronunciation.....	25
2.8.8. Checking comprehension	25

2.8.9. Previewing vocabulary	25
2.9. Concept of Perception	26
2.9.1. Definition of perception.....	26
CHAPTER THREE	28
3. Research Methodology	28
3.1. Definition of Terms	Error! Bookmark not defined.
3.2. Definition and measurement of variables.....	28
3.3. Setting and subject of the study.....	28
3.3.1. Setting of the study	28
3.3.2. Subject of the study	28
3.4. Research Design of the Study	29
3.5. Samples and Sampling Technique	30
3.5. 1 sampling techniques	30
3.5.2 Sampling size.....	30
3.6. Types and source of data.....	31
3.7. Data collection Instruments.....	31
3.7.1. Questionnaire.....	31
3.7.2. Interview	32
3.7.3. Observation.....	32
3.7.4. Audiovisual Materials.....	Error! Bookmark not defined.
3.8. Data collection procedure.....	33
3.8.1. The pilot study	33
3. 8.2. Validity and Reliability	33
3.9. Methods of Data Analysis	33
3.10. Ethical Considerations.....	34
4. RESULT AND DISCUSSION	36
4.1. Student's Response	36
4.1. 1: Analysis of Students' questionnaire	36
4.2. Teachers' Responses	53
4.2.1 Analysis of Teacher's Interview	53
58	
4.3. Teacher's Response.....	61

4.3 Analysis of observation checklist.....	61
4.3.1. Research question 1.....	61
4.3.2. Research Question:2.	66
4.3.3. Research question 3	68
4.3.4. Research Question 4.	69
4.5. Discussion	70
CHAPTER FIVE	73
5. SAMMARY, CONCLUSSIONS AND RECOMMENDATIONS	73
5.1. SAMMARY	73
5.2 Conclusions	73
5.3. Recommendations	75
REFERENCES	76
Appendix A.....	84
Appendix B.....	84
APPENDIX C	88
Duubee D	90

Lists of Tables

Table. 4.1. Shows the data of the population of the study	29
Table 4.2. Shows the data of selected teachers for the study	31
Table. 4.3. shows the sample size of the study.....	Error! Bookmark not defined.
Table. 4.4: Shows the motivational technique English teachers use to teach reading skill in English classroom.	37
Table. 4.5: Shows the activities of teaching reading skill English Language teachers implement in related to current students' text book.	44
Table 4.6: Shows the teaching strategies were used for teaching reading skill by the teachers.	46
Table 4.7: shows the teaching materials teachers were used for teaching reading skill	49
Table. 4.8. Shows the students	Error! Bookmark not defined.
Table. 4.9. Checklist on the techniques of the EFL teacher implements to teach reading skill for students in the classroom.	61
Table. 4.10: shows a checklist on the reading strategies the teacher used for teach reading skill.	66
Table 4.11: Indicates a checklist for Identifying Activities Used for reading Skills	68
Table. 4.12: Indicates a checklist on teaching materials teachers use to teaches reading activities	69

ABSTRACT

The objective of this research was assessing student's perception and motivational technique teacher use on reading skill while teaching reading in the class room with great consideration of improving students' reading skill. To conduct the study, a descriptive research design with mixed of data collection and analysis was applied. To collect the required data, questionnaires, interview and observation were used as an instrument. For this research, both quantitative and qualitative data analysis methods were used. The researcher used non-probability sampling technique. For the study, Wallaga University Gimbi Campus Community School Grade four students are selected as sample population by using purposive sampling techniques. To achieve this study, 67 students of grade 4, using purposive sampling techniques, were selected to fill in a questionnaire, and two teachers and two assistances were taken using purposive sampling techniques. In order to gather relevant data observation were carried out by the use of checklist. Next, a questionnaire with a five point Likert scale was administered to students. Finally, the interview was conducted with teachers. The finding showed that the teaching technique the teachers used to teach reading skill was not an enjoyable manner. Teachers did not used different reading strategies and activities for teaching reading skill. Therefore, the results indicated that the teaching reading techniques, strategies, and activities teachers used to teach reading skill were not motivate students in their learning reading skill. As analysis of this study revealed the teachers were used only text book, but they were not used any other teaching material for teaching reading skill and for developing the reading skill of students. Therefore, teachers are strongly recommended teaching the reading skill activities, strategies and techniques to motivate students in their learning skill in the class room.

CHAPTER ONE

1. INTRODUCTION

1.1. Back Ground of the Study

Teaching reading skill is the most important one as the ultimate goal in teaching reading is to have students comprehend the idea in the piece text as they read. Indeed reading helps children to expand their thinking skills, learn to interpret, and promote their vocabulary to master their environment effectively. It is known that successful readers attend to all relevant dimensions of reading, not simply word recognition as important it is. Therefore, different scholars at world and country level raised the issue ideas that back up the needs of teaching reading skill.

As to global level, Komiyama (2009) states that reading is an essential skill of English Language in today's world that back up the development of overall proficiency and provides access to crucial information at work and in school. With English being the dominant Language of the Internet, international business, and academia (including science), being and advanced students alike face pressures to develop their second language (L2) reading abilities.

Additionally, Jose & Raja (2011) states that the students of today's world must know how to learn from reading and to enter the present literate society as the reason the person who have the reading ability to can lead the person who can't read to light. Most importantly, in global context, reading is an indispensable cognitive activity that the students of the world get reading material accesses from internet like newspaper or related topics beyond their learning via internet. As it is known by this time there is slogan that makes this world as one village since the people of this world get and shares the similar information at the same time though they live in different places., Within this study, the researcher believes that the reading ability has great impact on the ways of peoples' thinking and living. Many people may read for the pleasure where as others for interpreting, analyzing and understanding or to get new information. Therefore, reading take place when the reading is able to perceive the words of reading material and react them.

In country level, Mohammad, (2018:9) states that reading is one of important skill which is used to get appropriate information about the world. So, in Ethiopian schools from elementary to University levels students learn English language. Regarding this the teachers teach reading skill

as other macro and micro skill in order students' promote students' reading ability using different methods.

In relation to this, (Abinet, 2011)states that in an education setting where a foreign language serves as a medium of instruction, especially, in Ethiopia, the role of reading skill is significant in the students' academic career. This is because the students are daily involved in tasks that require reading and comprehending large amount of materials written in English. concerning to this, teaching reading skill in an essential one since reading skill included in what every job vacancy announcement in Ethiopia like who can read, speak and write English language. Due to many students lacks in speaking, reading and writing skill, many students fails in written exam and oral test or interview test, especially, to be the worker of the NGO, banks and other related organization.

The researcher saw from all above descriptions as reading is important for the students English of lower school to learn how to read in English in order to develop activities that are more related to the language, also for them have an appropriate level of comprehension about how language works through a foreign language as it is In English. Students who are able to read in English they are also open to knowledge, a student who is able to read means they have the capacity to reach better understanding part of any subject in the class and as well to help others.

At this study area, there is difficulty for reading in English which affects the students' cognitive knowledge and the ability to decode written language taking into account that there are many teachers of elementary school that do not implement reading skills in English specially, as the result of the different letters have different sounds in the different words or Elementary level ESL readers will have varying degrees of difficulty in identifying words, depending on the nature of their native script and the transfer to English print. This indicated that there is a gap of knowledge and practice in using various techniques from different stakeholders, especially from EFL teachers, on how to apply reading skill activities and also on which techniques should be used while implementing reading activities. For this reason the researcher is inspired to choose an assessment of the perception of students and the motivational technique teacher use on reading at Wallaga University Gimbi Campus community School grade four students.

1.2. Statement of the Problem

As Bell (2007) states that if the students cannot read at their age appropriate level, they are unable to keep pace with the curriculum and almost always leave with poor school qualifications. Concerning this, lacks of teaching reading skill at their appropriate age the students' leads to poor in reading ability. That means, in lower level unless the students learn to read at their right age, they keep with poor reading ability at the higher level.

Noteworthy, Hedrick et al., (2008) state that the teacher should focus on how to teach reading skill in order the students to become motivating independently in reading skill if the students wanted to become better readers , teaching reading skill in motivation way has great impact on students' reading comprehension skill to promote the student 'reading ability. Therefore to overcome the challenge teaching reading skill using the motivational way encourages students effectively in reading activities.

According to Chavez and Hernadez (2016) state that the students of now days have lacks of reading as the weak support of teachers techniques in teaching reading skill, however, reading is too essential skill in English language. This scholar conducted research for purpose of finding out the techniques of teaching reading in English to promote the students' reading habit in the way that they can learn it and progress their 'reading ability in reading participation even in the class room or out of classroom of grade 11th students at Rey Salomon School in Managua. Therefore the result of this finding revealed that the students' reading skill affected by various factors such as background knowledge, the students' interest and personality, cultural influence. For furthermore, Hardiana (2021) states that the problems of reading maybe as result of different factors such as back ground knowledge, attitude, interest, and the teacher. In regarding to this the attitude, interest and back ground of the students has impact on their reading lesson. Similarly, the teachers' knowledge and interest is another impact on students' reading lesson.

Many research works have also been done in country level whether implementation of teaching reading skill has been in place. For illustration, Dereje, (2008) indicated that in the students reading engagement weak due to insufficient in service training in teaching reading skill and techniques teachers use in teaching reading. This research carried at Addis Ababa University to identify the students' perception on reading skill and the motivational technique teachers use to teach reading in the classroom and to identify how the activities were designed to promote students' reading engagement.

The same to this, Fisseha (2011) conducted a research on an assessment in the reading approaches performed in Grade11 students of Merrawi Preparatory School in terms of sex and academic achievement at Bahir Dar University. Regarding to this study recorded that students' use of a variety and a broad range of reading techniques have been found to be crucial for their successful comprehension of academic materials, particularly in ESL/EFL.

Additionally, Abinet (2011) conducted research on extensive reading: perception and practice, specifically, the case of Medhanailem Preparatory School at Addis Ababa University to promote students reading skill .She indicated in her study the perceptions and practices of extensive reading will have practical implications to examine and identify areas of intervention that eventually lead to promote students reading skills

Mostly, Muhammad(2018) conducted research on teachers' use of motivational techniques for reading lessons at Debre Berhan University to find out teachers' use of motivational techniques for reading lesson with particular reference to Kombolcha Biraro General Secondary School targeted at Grade ten students and taking this in to account, the researcher wanted to give appropriate solution and makes the students active participants for reading activities and creates awareness for the teachers to use good motivational techniques for teaching reading lesson and improve the students' result.

Moreover, it is essential for teachers to recognize how to inspire students and make the subject matter that they teach exciting. If a teacher goes into a class room and has no intention of making the subject motivating, then he/she is already in problem to motivate his/her students in classroom learning activity. All above researchers have tried out possible ways to help the students of secondary school to read successfully in English, as many factors affect the reading proficiency of a foreign language. These are like text types, school, social environment, students' intelligence, learning motivation and teaching methods. And they conducted research.

The overall findings witnessed that teachers motivated their students to use reading motivational techniques at secondary school only. It is also more essential to that the EFL teachers tend to focus on elementary school in order student to be motivated in reading skill.

However, none of all the above local researcher and other researchers had not made investigated on the teaching reading skill in relation to the current elementary school English language text book in elementary school at Wallaga University Gimbi Campus community School grade four students. This inspired the researcher to see the motivational techniques for teaching reading skill to enable and introduce the learning of students actively in the reading classes of this study is on teachers' implementation, and the activities teachers use for the learning of the students .

Because, this study put into consideration to find out teachers' use of motivational techniques for reading lesson in particular reference to Wallaga University Gimbi Campus community School grade four students and taking this in to account, the researcher wanted to give appropriate techniques to motivate students' reading skill. Therefore, this study is designed to fulfill this gap by assessing points that are related to current teaching reading skill in relation to the current elementary school English language text book in Wallaga University Gimbi Campus Community School (grade four students).

1.3. Research Question

This study designed to answer the following research questions:

1. What are the motivational techniques do teachers use to teach reading skill?
2. How do teachers teach the reading skill activities in the student English Language text book?
3. To what extent the activities teachers use to teach reading skills correlate with the current elementary school, particularly, grade four students English language text book?
4. What teaching materials do teachers use to develop reading activities in relation to the current elementary school English language text book?

1.4. Objectives

1.4.1. General Objectives

The main purpose of this study is to assess the student's perception and motivational technique teacher use on reading skill that need consideration in improving students' reading skill and doing the given activities properly

1.4.2. Specific Objectives

The specific Objectives of this study are:

1. To identify what are the motivational techniques do teachers use to teach reading skill.
2. To examine how do teachers teach the reading skill activities in the student English Language text book

3. To identify what the extent of the activities teachers use to teach reading skills correlate with the current elementary school, particularly, grade four students English language text book.
4. To identify what teaching materials do teachers use to develop activities in relation to the current elementary school English language text book.

1.5. Significance of the study

This study contributes different benefits for the students, teachers and others who want to do research on which is not be addressed by the researcher. Firstly, the result of this study was benefited students to encourage and motivate them to learn freely and give more attention for each activity in reading skill.

Secondly, the teacher benefited from this study. It contributes a great knowledge for teachers how to use motivational techniques effectively in teaching reading lesson activities. Therefore, the researcher hopes that the result of the study is thought to be vital for elementary school English teachers by pinpointing some technique which is very helpful in promoting students reading engagement. Similarly, the results of this study might also create awareness on the issue on the part of English language text teachers. Additionally, this enables the teaching learning process more effective and attractive. Moreover, this research may initiate other individuals to do detail research on similar issues that did not address by this research.

1.6. Scope of the Study

This study was confine to Wallaga University Gimbi Campus Community School which is found in West Wallaga Zone in Gimbi town. The researcher chose this school for the reasons below:

- ❖ To be able to assess the perception of students in reading lesson and observing the motivational techniques teacher use to stimulate students in reading lesson.
- ❖ The staff members are familiar to the researcher, as a result, it is assumed to be suitable to make an appropriate research and get require collaboration for the study.
- ❖ As the reason the school selected as a mode school and Gimbi campus community school's vision makes this school the center of Excellency.
- ❖ The researcher expects to see the difficulty of students' reading skill since these students come from different elementary schools. As this reason the researcher hopes that this may reveal the difficulty of students' reading skill from each elementary school they come from.

- ❖ The same to this, the researcher thinks that these students may participate in this study effectively since they come to this school through competition. And they took entrance test and the student who scored 60 out of 100 promoted to learn in this school.
- ❖ Moreover, grade four students are selected for the study because the student needs help in reading skill.

1.7. Limitation of the Study

The researcher strongly agrees that the inclusion of additional elementary schools and increasing population size in the study could help to get more relevant and broader information. However, The researcher believes on the necessity of making frequent class room observation, it is impossible to observe the motivational techniques teachers implement in teaching reading due to time restriction.

According to the Best and Kahn (1993) limitation are those conditions that are beyond the control of the researcher and that can impose restriction on the conclusion of the study. Consequently this study has some limitations such as, lack of peace in the zone, particularly where the researcher conduct this study, constraints of time due to peace problem and also the researcher suffered from lacks of transportation to conduct the study.

1.8 Organization of the study

The researcher has concerned five chapters for conducting research this study. The former chapter deals introduction it means background of the study, statement of the problem, objectives of the study and research questions, significance of the study, limitation of the study finally and organization of the study. The second chapter reviews of related literature and related researches .The third chapter indicates the methodology of the study where participant of the study, instruments of data collection and sampling techniques, procedures of data collection, validity and reliability research ethics analysis employed in this are discussed. This chapter also discusses the pilot study conducted and the major insights obtained from this study which encourage the researcher to make improvement to the instruments and procedures used in the main study. Finally, the fourth and fifth chapter indicates the result and discussion and summary, conclusion and recommendation of this study.

CHAPTE TWO

2. REVIEW RELATED LITERATURE

In this chapter an intention is made to review literature on notion of reading, purpose of reading, notion of perception, notion of motivation, types of motivation, motivational strategies, where to start motivating students learning reading skill and how perception affects once motivation for reading and so on.

2.1. Notion of Reading

Obliviously, reading has become one of the most useful abilities for students to power knowledge in different subject areas; though it is not the most of frequent use among students. Hence reading has an advantageous impact on those students who do practice this habit, so it is important to go through some definitions that would help to comprehend in a better way what reading back up the students of this generation in order they get the essential information in relation to their learning or study, get job, communicate through the world wide using technology.

According to Blyth (2010) emphasizes that among decades there are many definitions of reading that have arisen about what reading is, the first one highlights that reading is a process undertaken that reduces uncertainty about meaning a text conveys, the second defines reading as the process results from a negotiation of meaning between the text and its reader, and finally reading is understood as the tool that the reader uses to uncover knowledge and meaning through the text.

Additionally, Carrel (1988) emphasizes reading is receptive process. It is a psycholinguistic process in that it starts with a linguistic surface presentation encoded by a write and ends with meaning which the reader constructs. Regarding this scholar there is an essential interaction between language and thought in reading. That means, the writer encodes thought as language and the reader decodes language to thought.

To sum up, reading is also the process when readers learn something from what they read and involve it in an academic context as a part of education. It is one of the receptive skills that should be mastered. Through reading students can progress their understanding from text books, literature to improve their reading ability, words power, information and knowledge.

2.2. Purpose of Reading

Reading has its own purpose in the student's text book or other written materials. Obviously, it's known that the goal of reading is to comprehend the text. According to Hardiana (2021) it is meaningless if the students read without grasping the message of the text. To read the language elements such as words, phrase, and sentences and learn the way to write paragraph, sentence and others through reading skill students must have the reading ability. The essential purpose of reading generally is aimed to get the main message of the text and to get pleasure from the reading text. Every students or readers have their own reading purpose in reading, and that purpose helps to understand more of what they read. When the students read for leisure, he/she may read in attention and in motivation or interesting as reason he/she favor's, but if he/she reads for learning or information which is part of their lesson, it may not be the same with this. When the students read for passing exam, they cannot read in interesting way because they enforced themselves to read the text to pass the exam, unless they fail. In suchlike situation the students read in tension or frustration of the passing or surviving for the exam.

For further more, Anderson cited in Uno (2016) describes the aim of reading activity can be classified into seven. Regarding to this scholars descriptions, the purpose reading are reading for details, for main ideas, for sequence, for inference, for classify, for compare and contrast and for evaluate. Therefore, the teacher must teach students the purpose of reading either reading for pleasure or for study.

2.3. Notion of Motivation

Motivation has an essential effect in teaching and learning reading skill. Unless using motivation it too difficult to teach reading. According to Miffilin (1995) states that the term motivation derives from the Latin word motives that mean, to move. It is virtually difficult to identify a reader's motivation till the reader or student behaves of literally moves. As to this definition it has a factor influencing reader to act in a particular way.

As to Ricks et al (1995) motivation is the desire or drive with in a person to perform some goal. That means, motivation is fuel that give power to achieve the plan aimed on something. Regarding to this scholars definition, motivation is an internal condition based on a reader's perception and needs.

In connection to above, Cascales (2009) also defines motivation is the need or desire that active and drives our behavior in all tendencies to survive. Regarding to this scholar's definition reveals, motivation may constitute many factors that evoke the behavior of specific objective.

Motivation may come first from a need that then becomes to be achieved. Therefore, when motivation exist those barriers made by person itself they may disappear as reason to the high level of consistency the person's achieves. Similarly, Motivation is the strength that moves behavior, that derives and that focuses on all activities by the survivor. So, as to this expresses motivation recognizes that to achieve the objective person ought to have sufficient activation and power, clear objectives and the capability of applying its energy for certain time to confirm the goal(Papalia & Sally Wenkos, 2012)

On other hand, Brown (2000) defines as motivation is the extent to which you make alternatives about to pursue and the effort you will devote to that pursuit. In connection to this scholars expresses. The object of motivation what first moves motivation, if a person has already taken a decision whether to start a new job, motivation turns play a very central function to achieve the goal. To sum up, motivation is expressed as the strength that drive a person to choose and do an activity among those choices that present a particular situation, having enough motivation toward certain activity makes human being stronger to achieve the aimed goal.

2.4. Types of motivation

2.4.1. Intrinsic motivation

Intrinsic motivation plays a great role to teach reading skill as it is indicated the motivation given by the activity itself. For illustration, the kinds of motivation are games, As it's known the kids paint with their fingers and play games just for they have in case of activity itself (Morris & Maisto, 2009). In this definition the child do something they want without any other influence. They do activity for their own satisfaction or pleasure, but not for reward or to get mark.

Obliviously, it is known as to this type of motivation, when motivation comes from external factor to meet personal needs, we do things as reason we enjoy them. That means this type of motivation is the motivation that come from our internal or inside of our self to be interested to do something we enjoy it.

Therefore, it is arises from within the individual due to the activity is internally motivating to him/her. Let to see the example of intrinsic motivation, I read due I enjoy it or for pleasure, I read for the reason of I want get something from it, I read to be a better reader and others. Regarding to this type of motivation, the students practice reading as reason they enjoy the reading text internally, but not for the outer feeling like rewards for satisfaction. In this as reason intrinsic motivation has positive correlation with reading achievement, the teacher must think about what the students in the classroom might reveal beyond their reading in the class room.

2.4.2. Extrinsic motivation

Unlike intrinsic motivation, extrinsic motivation is the feeling that drives in outer factor for consequence activity. For illustration, the student who reads to be a better reader because he/she want to receive reward, or the person who build the house do the given work in order to get enough money (Morris & Maisto, 2009).Regarding this definition, the students do an activity due to get benefit or reward from it ,but not satisfaction they get from it as In this type of motivation, a kid or student do an activity for the reward or benefit he/she get from it, not for the pleasure or satisfaction that they want from it as intrinsic motivation. In the class room some students may have such like behavior. Unless you tell or instruct them they might not be participated in reading. Those students read for reason like I read because my teacher or my father told me to read, I read to pass the exam, or I read to get the best mark in reading. Therefore, the teachers must give attention to identify the students they teach reading skill in the class room. If the students are extrinsic motivation learner, the teacher ought to have to teach reading skill in the class room supporting the related benefits or reward.

2.5. Concepts related to students' reading motivation and reading engagement

There are different concepts about the relation of students' reading motivation and reading engagement like psychological perspective and developmental perspective. In connection to this a psychological perspective, reading motivation is concerned as a bundle of different components. Most importantly, the components of intrinsic reading motivation include personal reading goals, reading for pleasure, and positive attitudes about the topics, activities, and the outcomes of reading(Guthrie,Wigfield,2000).Regarding to perception, reading self-concept is closely connected to reading motivation. Therefore, the interaction among reading self-concept and reading motivation has a great impact on students perception in learning reading skill while the teacher teach reading classes.

Similarly, according to Garbe, et al., (2010) conducted research that the developmental perspective literary socialization pointed out the two stages that face the challenge of acquiring that ability to read and write. The first one is when young student enter primary school face suchlike challenge. The second face is when the students are approximately 12or 13 years old and many stop reading for pleasure, Regarding to these scholars emphasize the reading puberty explained by students 'needs to transform the reading practices of childhood that usually has taken as immersive reading of students' literature as reason to meet the new interest and motivation grow up. To sum

up regarding to this, when the students become growing up through the time, their leisure in regarding to reading upgrade and increase the broad range of reading interest and motivation.

2.6. Motivational techniques for reading

According to (chavez and Hernadez, 2016) conducted research that the motivational techniques are the techniques that the develop the individual's aim related perception. As human perception is complex there are many different ways or promoting the potential of person that affects hi/her perception. Therefore, motivation techniques refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

In connection to this developing motivational technique in reading class is too essential to make students have a better level of motivation and interest in reading in the classroom. Indeed, using motivational techniques to teach reading classes is important overcome the positive influence on student; perception beyond reading. Concerning and understanding to this, some motivational techniques are stated below:

2.6.1. Encourage students' active participation in reading

According to (chavez and Hernadez, 2016) states that to comprehend and enjoy reading a text the readers can be engaged in the given reading text. However, it is not easy to make students to make students engage in the text, the teacher must encourage all students become the better readers and have creative attitude and positive perception that offers them to be good reader. Regarding to this, to be able to reflect on a reading event, encouraged readers need first decode then, comprehend, and at the end transact with the text to construct meaning.

In connection to above idea, Malin (2010) emphasized that it is too essential to engage all readers to become effective reader; they need to assume the creative attitude and literate behavior of encouraged readers. In this regard, non-engaged readers are usually unable to reflect on their reading due to insufficient in reading, lack of interest, lack of personal experience to use to construct meaning and lack of comprehension techniques. To overcome this problem, the teacher must have to create the systematic techniques to engage students in reading as they become effective reader or read well the given text.

2.6.2. Giving Chance to Select Reading Topic

Choice is an opportunity given students to select or decides for themselves between two or more options. Choices are the most effective when offered with parameters (Gamberell, 2011). Students who are allowed with limits are more likely to put forth effort learning and understanding the material they are reading. Therefore, in order the students become interested in

reading, giving them chance to select reading topic make them well contribute to their growing individuals reading ability and enables them to be intrinsically motivated and interested, moving a side from their minds to read. For furthermore, it is more important if the teacher use different reading topic in order the students select the topic they favor as they voluntarily read text and become interesting in reading text. Additionally, if the school aids different supported reading materials which develop the students reading in related to their grade level and their own text book, the students select every reading topic they can be interested to read well.

2.6.3. Promoting competition among students

According to (Chavez and Hernadez,2016)state that promoting competition between student is a better techniques to attract the student's attention in the class due the students motivated to upgrade students reading in the moment in which the teacher starts asking questions and remuneration of scores assessed by the teacher. Similarly appreciation for the students who scored the best mark beyond completion in reading plays a great role to motivate students in reading activities.

2.6.4. Giving Motivational Feedback

Giving feedback concerning to their learning skill in the class room is another motivational techniques to develop students' reading interest while the teacher teach their students in the reading classes. So, to develop the competence in students' learning the teacher ought to have motivated them to learn by giving them constructive feedback. Additionally, in connection to this, giving positive feedback enables the reader to have control over their own learning and a sense of self confidence and self-reliant or self-belief about their reading abilities (Bain, 2004; Ferlazzo, 2015).

In other study, in related to the students learning in the class room, the teachers who give positive feedback to their students on about their efforts give them constructive idea that aware them to do well and achieve the tasks effectively (Theobald, 2006; Ferlazzo, 2015). In this when the teachers give positive feedback to their students, the students is motivated to achieve the given activity and do tasks as well as the teacher give them feedback.

According to Bain (2004) and Theobald (2006) state developing students' competence maybe achieved in several ways. The most common strategies include providing written or verbal praise, identifying fewer errors, recognizing students' strengths, and focusing on what is positive

about their work. Regarding to this developing the student' competence has a great impact to develop the students' reading comprehension skill.

Additionally, according to Zhang et al., (2012) state that the teachers take a role in predicting student' motivation and achievement out comes in their daily learning in the class room by the teacher support such as feedback, positively predicted students' expectancy related belief about their abilities to perform tasks effectively .Therefore the teacher must concerns as the student motivate when the teacher recognizes their efforts to achieve the tasks effectively. That means providing feedback to the students is too essential to let the students know his/her progress highlighting how she/he has performed in sometime in the past consequences that lowering self-esteem and self-belief on owns ability and be optimistic in the future to work hard in future with the self-reliant, self-belief on his/her ability.

2.6.5. Provide students the opportunity to set goals.

Every person who wants to success in their work must have to set a goal to achieve what he/she able to perform his/her work. Regarding to this, (Chavez and Hernandez, 2016) emphasizes that setting goal is an important technique the teacher use for teaching students. If the teacher explains the purpose of reading or other activity for the students, the students know or understand what they are going to learn and for why they learn. Therefore setting goal is let the students to do something in the right way or show the way to reach somewhere else. Additionally, it helps students to do something or read the reading text in the planned schedule and use their time economically since they use a goal. To overcome such a problem, the teacher must have to provide students to set a reading plan schedule sequentially through days, weeks, or months in relation to their text book and their reading level.

Similarly, according to Ediger (2007) describes that setting goal in reading must be implemented via each lesson or unit of the study. In this regard the teachers ought to have arranged and encouraged the student take the additional books from library to read at home. In this the students are enables to choose the book they enjoy to read .So, if the students choose the reading the topic or book they are too interesting, they enjoy in reading without any tension.

2.6.6. Start the class with fun

The technique of starting class with funny is the essential one during teaching reading lesson in the class room. According to (Chavez and Hernandey, 2017) states that beginning the class with a attractive feeling or positive attitude toward what the teacher is going to teach for the time class can be resulted into fresh perception from the student' side, for illustration, a funny video, a tempting question, or fun fact will help the students to see the entertainment side of learning.

2.6.7. Provide students the opportunities to share their accomplishment.

Providing students the opportunities to share their accomplishment is important for students since they share their understanding and interpretation beyond their learning. As to (Chavez and Hernandey, 2017) Expressed that when the students offered the chance to share their accomplishment with the each other in class, the students reading ability may be increased. Therefore providing students the opportunities to share their accomplishment and achievement with the rest of the students in the classroom or either entire school may also increase students' interest in the class using role playing, a class newspaper, plays and other media. So, the teacher should be encouraged students to share their accomplishment in order they can be motivated in their learning according to the class room or entire the school.

2.6.8. Providing incentives to ready

As to Chavez and Hernadez (2016) state providing reward or incentive for students is another technique to motivate in reading. In this the play an essential role to incentive students, for instance, if the teacher instruct students who read this text, gain ten points the students read text as reason he/she feels interested for the points and extrinsically the reader can be motivated to do more than the earlier practice. Regarding to this specially, for extrinsically motivated learner providing incentives is a crucial way to increase the students reading participation since they read as reason they get incentives beyond their reading participation in the classroom. This incentive, may be posted the name of students that are better reader rather than other students in the class room or names them suchlike students 'well reader students' or others.

Additionally, award them if it's necessary, that means, if it this award has positive impact on students learning reading concerning their reading ability in the class room.

2.6.9. Building positive relationship with their students.

Obliviously, it is known that relationship a bridge among two difference person concerning the some agenda. In connection to this, Ferlazzo(2015) states that the teachers who make a positive relationship with their students are more likely to influence their drive to learn.. The researcher believe in this, in order teacher deliver the information or knowledge to the students, the teacher should make intimacy relationship between them because relationship is use as the bridge to connect two parts. When there is no relation among two part, anything is cannot come to gather, but set apart each other. Even building relationship takes time; the teachers ought to take a time to know their students and their interest.

As to Schuitema et al. (2016) conducted research the relationship among perception of social support autonomy support from their teacher and self-regulated learning and achievement of the students' performance in school and social and emotional well-being were all affected the relationship with their teachers. To overcome this, the teachers ought to be open minded and free to share their own background of success, failures, and achievement. In this the teacher should pay a role to build a smooth relationship with his/her students as reason the motivation of individuals' basic need for relationship develops intrinsic motivation that can lead to students motivation to learn.

2.6.10. Newspaper in Teaching Reading

Another motivational technique for teaching reading skill is using newspaper based activities in the classroom to engage students in enjoyable activities. The researcher believes that a newspaper is an invaluable source of authentic material that motivates students to read. According to Sanderson (2002) states that newspapers are also a great source for teacher to teach reading skill in the class room to promote students reading ability in reading skill. It is advisable if the teacher can be used effectively from elementary levels to higher classes due some newspaper are easy to read or easy to use. Therefore the teacher should be design and organize an activity concerning the newspaper information carefully in relation to their learning as much as possible in order to motivate students in reading.

Additionally, according to Tafani (2009) states that through internet students can access thousands of newspapers and magazines worldwide. Today's time internet is become the most

popular source for language teachers though they should be very careful in choosing suitable newspaper materials to use with their students. As reason 21th century is the era of technology the students get newspapers via internet. The same to this, through worldwide there is a rapid technological change in mass communications. As result of this the student should promote reading perception to be enriched with the knowledge of pronunciation, dictation, vocabulary or other different structure of language skills.

2.6.11. Reading Skill through Multimedia

Obviously, now-days computer plays an essential role in promoting reading. There are mass programmed of reading activities that sound involving computers. Even when the student searches the meaning of new words dictionary, they shall get its meaning with the correct sound it could be read. According to Sharma & Sharma (2006: 153) state there are multitude means of utilizing personal computers in teaching students in the area of reading. Regarding to this scholars idea the software package helps students to promote and improve their reading skill as some software package give drill and practice whether the students face difficulties in learning reading.

The same to this as to Fairbrain & Fairbrain (2002: 18) conclude that at every level, reading is sometimes thought to consist of translating symbols on a page or now day's on computer screen, into sound, in what is sometimes called barking print. Therefore using newspaper in elementary level helps students motivate in reading and upgrade their reading ability since they practice reading activities with the sights of words with its sounds.

In other direction, Ediger & Rao (2004: 22) state that students may select to read a library book where by the recorded voice is contained in a cassette directly related to the printed words. As the cassette plays the sequential words, they follow along in their own chosen book .In such kinds of activities the students get number of sights of words for reading as well as promoting skill in reading. Finally, the recorded voice backs up the students to understand ideas which would not be possible without recording due it eliminates the individual reading difficulties

2.6.12. Using Teachers' Sense of Self –efficacy

Its known teachers beliefs in their abilities to reach unmotivated students can be promote students' motivation to learn. This strategy is too essential to teach unmotivated learner effectively due the teacher use his/her own ability to engage students in reading and enables students to increase their reading perception (Schiefele & Schaffner, 2015). In this teachers' self-

efficacy play a great role to motivate or engage students in their learning and make easy the way to deliver knowledge to the them. And it creates students' active participation on their learning. In related this, Thoonen et al (2011) state that the teacher perceived self-efficacy showed that it has positive affect on students motivation and their own teaching. As to this the teachers' ability in their teaching and techniques is too important to teach reading skill. Therefore the teacher self-efficacy, attention should focus on the student' learning by giving clear instructions and giving through explanation .The same to this the teacher should encourage student in reading participation as the ask questions, reflect and maintain active participation in the given topic.

2.6.13. Connecting to the personal world of students

Concerning to this study, the connecting to the personal world of students is another way that teacher support their student' learning. As to Ferlazzo (2015) state that teacher connects learning to the personal world of their students by making learning tasks more relevant via relating directions to students' experiences .In this regard, teachers connects learning to the personal world of their students by making learning tasks more relevant through relating instructions to students' experiences Additionally, in connection to this if the teacher use the task related to the student experience in their word, the student will be motivated in their study.

Similarly, according to Thoonen et al, (2011) conducted study showed that the use of four classroom practices-process oriented instruction, differentiation, connecting to students' world or relevance and collaborative learning in order to determine their relationship to students' motivation. As to this finding showed that connecting to the personal world or relevance of the students has positive outcome on students' motivation. When the students know the effect of learning on their individual living, they will be interested or motivated for their learning. So as the students need to see the links among what they do in class and how meaningful it is to their lives, the teachers ought to connect the students' world of living since they teach them.

2.6.14. Reading through word identification

In order to motivate students in learning reading lesson, teaching the reader to identify individual words is another way of technique the teacher use for teaching reading lesson. As Jose &Raja (2011) state that the sound in the words are not separable when person pronounce its sound to read of unfamiliar words. If the students know sounds of every word in the reading text, gorgeously, they read each word without any tension. Regarding to this the students can easy grasp meaning of the words in the text and get the simply the message of the text for students whether they are familiar with the words they read .However, there are times when words unfamiliar to reader the teacher must

help them to identify it to understand the message of the text or the author is conveying. It is known that the skilled reader like the beginning reader who needs to catch each new word to get its meaning. The researcher wanted to use this strategy as elementary level English as Second Language (ESL) reader will have varying degrees of difficulty in identifying words, depending on the nature of their native script and the transfer to English print. For further more, word identification strategy involves some strategies in order to familiarize him/her with vocabulary or to gain meaning. These are sight word recognition and phonetic analysis.

2.6.14.1. Sight word recognition

According to Jose &Raja (2011) explain that the sound is never apart from reading both in oral and silent reading ,readers always move their lips and perhaps the tongue and other sub-vocal mechanism. In this regard what they see is to be converted into sound values. Therefore, the teacher should take responsibility to look into this matter seriously and prevent the beginners from ever losing their love for reading, if they meet any strange or unfamiliar word in the reading text.

The researcher wants to include this strategy as to get the immediate identification of a whole word by the reader. It is known that skilled reader has acquired a sight vocabulary of multitude words and it increases as he/she reads. As reason the ESL student need a large sight vocabulary as she/he limited language knowledge may hinder efficient application of phonetic and structural analysis, the researcher includes this strategy in this study.

2.6.14.2. Phonetic analysis

According to Jose &Raja (2011) state that teachers can teach phonetics to readers of initial stage and help they pronounce the sounds of the letters and words properly. In connection to this regard, the teacher also emphasize writing task in the primary grade or elementary level as it is directly associated with reading text and they teach students syllabification to recognize new words. And give special assistance with regard to the selection of materials for reading based on their age, time and capacity and determine their reading level. Therefore, the teacher must realize that they have to play great role in encouraging and engaging the students to become better readers.

Within this study , the major reason that the researcher will be wanted to use phonological awareness in this study are as the difficulty of the one letter represent different sounds in the different word like “u” read as “a” in the word cut ,”o” read as “u” in the word book and some

consonant letters act as vowel letters for instance, letter "w" in the word **one**, "y" in the word **happy**, "h" in word **hour**, letter "t" is silent when we read the word 'listen'. To overcome this difficulty, the teacher ought to teach students as the English language contains forty four sounds in many different ways employing 26 letters. These letters may be divided into two categories of consonants and vowels. The consonant letters have 24 sounds whereas vowel letters have 20 sounds in English Language. These twenty six letters are used to represent more than one phoneme, in combination to represent sounds not represented by letters in the alphabet, and, in the case of silent letters, to represent no phoneme at all. Therefore the teacher must identify the particular phoneme represent of some words that unfamiliar to students to read.

2.7. The Strategief for Teaching Reading Skill

According to Ross and Roe (2006:12) state that the use of strategies in reading requires the reader to think about how to approach the text to decode and retain information. Regarding to this definition, strategies are ways for learners to overcome the problems concerned in constructing meaning in any context. The strategies are essential for learners to modify to fit the demands of the learning situation. Therefore using different strategies for teaching reading skill is too important to teach raeding classes. The researcher identified some strategies in order to up grade thier reading ability in thier learning.

2.7.1. Making Predictions

According to Eyana, (2013) states that prediction is used to set goals for reading. That means the readers are using their background knowledge to negotiate meaning of the text or connect their background knowledge with the information from the text. Regarding to this strategy the students preview the text to anticipate what is going to happen next in the text. For illustrations, sub-heading, maps, pictures, etc. to get the information from the text accommodating it with their prior experience and use it to make logical predictions before and during reading. Therefore the teacher should encourage students to interact with their prior learning and text as they are more likely to become interested in reading.

2.7.2. Identifying (Clarifying)

As to Eyana (2013) state that reading text consists clearly identifying the purpose of reading in a text. So, the reader identify the purpose reading before starting reading, then the reader knows what they are going to read for in reading and can weed out potential distracting information. In this strategy the teacher should encourage students to identify the purpose of reading text using their own comprehension as they encounter barriers to comprehension especially with

vocabulary. Additionally, teaches reading model help students to know to figure out a difficult word like re-read, look for parts of the words they know, read on and look for context clues, and read the whole text or sentences.

2.7.3. Guessing

Guessing reading strategy is help students to guess the meaning of words when they are unsure or they know the meaning of words, grammatical relationships, discourse relationships, content message and implied meanings to motivate in reading and promote their reading ability (Eyana , 2013). Regarding to this scholar's emphasize, the teacher should encourage students to guess the meaning of words of unfamiliar to them in the reading text. Therefore, the teacher helps the students to guess the meaning of words contextually or in direct meanings.

2.7.4. Scanning

Scanning is an essential reading strategy that help students looking for specific words or phrases that students have previously recognized that would backs up them promote their perception whenever they are asked questions (Chavez & Henandez, 2016). Therefore it helps students quickly to reach and search for some specific pieces of information in the text. Since the purpose of scanning is obtaining the specific information without reading the entire text about the given text, the teacher orient students read the text using scanning reading strategy. So, this strategy help students to search for detailed information in text such as looking for the names, searching of key concepts, and identifying some support details.

2.7.5. Skimming

According to (Chavez & Henandez, 2016) explain that skimming is a form of reading for finding the general idea of the reading text or book. Regarding to this definition, in every person's daily and academic life they probably skim many things like reading for movie review, newspaper articles, understand the message of the author or others, So, when you skim ,you have to a general question in mind about something you need or want to know in the text. Therefore skimming is a fast way of reading strategy that help students to save time and goes via the quickly since the eyes of the reader go faster over the lines to find exactly the answer to the questions.

2.7.6. Questioning.

According to Eyana(2013) state that questioning reading strategy can helps the students to have practice in making questions and then answering by themselves. In this regard the students must

make questions that are related to what they have read .must make question which are related what they have read. Suchlike strategy may lead the students whether they grasp or not about the reading text and promote the interest of students intrinsically in reading. Therefore the teacher should help and support students to make questions regarding to their text whether in the classroom or out of the classroom in order to increase their motivation in reading and upgrade their reading ability. This may indicate whether they understand or not the text

2.7.7. Summarizing

In this regard, Komiyama (2009) states that distributing reading guide to promote student's reading comprehension and reading motivation including text summaries for identifying themes, comprehension questions, and prompts for post reading activity. In similar to this, this scholar stated that giving students opportunities to re-read states giving students meaningful opportunities to reread the text make the students become more interested in reading to improve their reading ability. Therefore ,the teacher should design the meaningful exercise by asking questions to re-read texts for different purposes such as identifying the message of the text, analyze the structure of the and read to acquire vocabulary. Indeed the teacher must understand as summarizing strategy is too essential in developing student's comprehension skill and help students to construct a concise understanding of the text and can be modeling for the students as summarizing can be a complex task. Within this study this strategy help students to answer the questions based on their reading text like, who, what, when, why, where, and how?

2.7 .8. Visualization

According to Komiyama (2009) examines that providing visual support to complement texts and aid comprehension including instances, tables, charts, and graphic organizers help students to become interesting in their learning reading in the class room since visual aids attract them too much rather than theoretical teaching without such like aids .Using such like organizers help student to understand the text structure and encourage students to translate their literal understanding of the text into pictorial form via the creation of a mental image. Using graphic organizers, for instance, has proven effective for helping students understand text structure.This strategy encourages students to translate their literal understanding of text into pictorial form through the creation of a mental image. So in order to achieve success in reading the students must engage in reading text effectively using the visualizing reading strategy detailed above.

2.8.The activities For Teaching Reading Skill

2.8.1.Group reading

According to Bullock(2012) state if the children score lower the value of reading ascale, the teacher can implement maeningful cooperative group activities where childeren teach one an other about what they have read regarding a particular topic.The student who have lower subscored on the self concept as readerscale may benifit from experiences that highlight succesful reading looking at the motivation to read profile can give great insight for the teacher to use to drive instruction. Similarly,When the teacher putting the studenrs into class room pairs,strategically,match the stuydents with othres whose strengeths comliment thier weakness.For inistance,if a student excels in vocabulary,pair them with some one whose strengethsis grammar.If a student has hiegh reading comperehension , pair them wiht some one who reads well.Each strengeth will step in where the other studentn is is read and as a team they will see more succes from themselves.

2.8.2. Jigsaw

According to (Komiya, 2009) states that the popular strategy is jigsaw strategy which help students read and discuss in the section of the reading text, however, reading in large class is probably not the best use for all students in too short class room time. The teacher divede students in to three or four sections or break the class into the same groups and give eah group one section of the text andthat selection only in oerder the students read and discuss thier section of the group.In this each group member should explain the portionof the text that they read in the first group to the rest oft he second group with out showing them the text.Finally,each member expain thier section so that each students in the groups knows all of the tequired information from the entire text.

2.8.3.Role play

According to Bhullar et al (2008) state that make surprising or emotion arousing events such as using role playing in order to promote the students motivation and inter personal skills. Role play in the class can be fun and entertaining way to check the students comprehension beyond the reading text, for instance, something like a specific psychological disorder or a point of view.There fore this strategy help the students to ensure to understand what they have read and give refreshment for the contextual information about what they have read. Inother direction the students can act out as a text they read.In this regard, the students do double duty as alisting

comprehension activity as well. As it is known young students or children love playing game and having fun so that reading games such as sight word bingo help students to motivate in their learning if they play during their free time.

2.8.4. Folding a piece of text into small sections

Within this regard, Komiyama (2009) state that reading assignments in small, simple steps or breaking down into a reading text into a manageable steps help students to experience success. The researcher wanted this strategy as reason a full page of a text can seem overwhelming and creates tension or frustration before the students begin reading to some ESL students. That means folding a piece of paper into three or four sections can give the students confidence to conquer the short reading selection. As to this section students finish the first section, and then move to the second so on. Finally, the students complete the entire text and avoided anxiety and stress that come from a full and also avoided the unnecessary stress and anxiety that can come from a full reading text.

2.8.5. Puzzle

According to Komiyama (2009) states the effective reader have to solve many puzzles such as learning to recognize unfamiliar letters, words, syntax, phrases and discourse patterns. Therefore these challenge can be too easy if the students are highly motivated to read. Obviously, games, songs, and puzzles have positive impact in developing students motivation reading lesson. So, with this strategy the teacher motivates students in teaching reading classes while teaching reading skill in the classroom.

2.8.6. Warming up

According to Bhullar et al (2008) state show warmth by greeting the students with a smile and taking about the general topic that the text covers in order to stimulate students about reading text. Regarding this strategy, the teacher should spend few minutes taking about the general topic that the text covers, before giving the students they read during session. Additionally, the teacher may ask students what they know or what they would like to know about the topic they are going to read due it keep them engaged and interested in reading as well as say about the story. Therefore the teacher may modify a selection from a text book or from a magazine in order the become motivate in their learning reading skill for the lower level of ESL students

2.8.7. Working on pronunciation

According to Jose & Raja (2011) state that teachers should teach phonetics to the readers of initial stage and help them to pronounce the sounds of letters of some words properly as the students read the words in the sentences or paragraphs easily. And also the teachers should also emphasize writing task in the primary or elementary grade as it is directly associated with reading text. For teaching ESL students, the teacher must work on their target specific pronunciation due the sounds of different letters in the different words are not directly represent the written words, for instance, the sound of letter 'w' in word 'one', the sound of letter 'o' in word 'school' are different from printed words. The sound of 'o' in word 'one' is pronounce as 'w' and the sound of letter 'o' in word 'school' is pronounce as letter 'u'. Therefore the teacher is advisable if he/she encounter to work on pronunciation in order to overcome the difficulty of reading such like this words in the reading text.

2.8.8. Checking comprehension

According to Eryana (2018) states reading comprehension helps the students to build meaning from the text to connect the prior experience they have to get the clear grasping of the authors message. Regarding to this, checking comprehension after the student read the text is too essential identify whether the student understand or not about the reading text. Therefore this strategy help the teachers to make sure as the students understood what they read by having re-tell the information detailed in the text. So asking students re-tell what they give the students some guidance by allowing them to refer back to the text to grasp the message of the text.

2.8.9. Previewing vocabulary

Within this regard, Komiyama (2009) state that previewing vocabulary support the students limit difficulty of reading in the text. The teachers should teach students how to use dictionaries effectively and efficiently. So, this strategy helps students for the different purposes. Firstly, it serves students by reminding the sopecific topic of vocabulary they already knows that bring them idea to thier mind about the text at hand. In this ,the students remember past experience more easily. And next. The students remember past experiences, and this will enable them to retain what they learn in their present class experience more easily. And then help them defining the preview vocabulary wors they do nto know and aid them comprehension as they feel confident and makes good emotional associations with the topic and learn better. Generally, it help the student to present thee text and give them some context for making anticipation about large comprehension.

2.9. Concept of Perception

2.9.1. Definition of perception

According to Elliot et al. (2010) emphasized that perception is the way to relating what is sensed with what we know. Within this in this definition, it is also a process by means of that we receive and interpret information from what we sensed. Therefore, perception can be described as the practice of defining and giving meaning to any stimuli based on individual's analysis or interpretation.

Additionally, Jallalludin (2011) explains that perception is the experience about objects, events, or relations that obtained from concluding the information beyond stimuli. On this regard perception is the process of to understand or comprehend about the stimulus comes from the sensory process about objects, events, or relation among symptoms that are processed by the brain. Perception is process to understand or comprehend about information toward stimulus. Stimulus comes from sensory process about objects, events, or relations between symptoms which are processed by the brain.

In connection to this, Sumanto (2014) state that perception is the process usually used to express experience about object or event. Therefore, it can be defined as a process to consolidate and organize sensory data to know the environment. To sum up, perception is the process to understand or comprehend about the stimulus comes from the sensory process about objects, events, or relation among symptoms that are processed by the brain.

2.9.2. The factor affects students' perception on reading lesson

According to Sincliar(2006)state that individual attitudes, moves, interest, experience and expectancy shape their perception. In this regard, classroom reading activities, nature of reading material and teachers' behavior influence students' perception as the student' perception emanates from the background experience inside them. Beside to this, the students behaviors, teachers behavior and the techniques he/she used to teach reading skill in the classroom, nature of the reading materials or classroom reading activities serve as sources that determines how the students perceive, interact with respond to the learning. So, what everything students observe and hers is processed via the schema they already have acquired situation in reading skill. In connection to this idea, student has different experiences, they response the process of stimulating information differently. Therefore, their response to a given stimuli may not be one and the same. To sum up, perception plays a crucial role on students learning, As it is detailed in this regard, the students perception could be affected by several factors as the perception derived

from the some sources from their learning environment. Therefore the teacher should be given attention to as if the student's perception is harmed beside on what they learn; the teachers' teaching may not be successful.

CHAPTER THREE

3. Research Methodology

According to Kothari (1990) state that research methodology is a way to systematically to overcome the research problem .In this regard, it means a science of studying how research is done scientifically. Therefore it helps the researcher to conduct research in the various steps to solve the research problem along with the logic behind them. Additionally, it is also necessary for the researcher to know not only the research methods/techniques but also the methodology.

3.1. Definition and measurement of variables

According to Ranjit (2011) emphasizes that variable an image, perception or concept that is capable of measurement-hence capable of taking on different values. Similarly, in other words, it's the concept that can be measured.

This research consist the following variables:

1. Independent variable: It's the cause supposed to be responsible for bringing about change(s) in phenomenon or situation. Regarding to this study, the motivational techniques teacher use on teaching reading lesson is independent variable.

2. Dependent variable: It's the outcome or change(s) brought about introduction of an independent variable. The perception of students 'on learning reading lesson is dependent variable.

3.2. Setting and subject of the study

3.2.1. Setting of the study

The study was conducted in Wallaga University Gimbi Campus Community School which are found in Oromia Region, Western Wallaga zone, Gimbi District. The school is chosen for this study as reason the researcher works as an English teacher of the target school and existing situation is enable the researcher to conduct research on the topic and come up with reliable inquiry.

3.2.2. Subject of the study

The population of this study has taken from grade four students section A & B of Wallaga University Gimbi Campus Community School. That means, there are two classes consist of 67 students.

Table. 1. Shows the data of the population of the study

Grade	Section	Male	Female	Total
Four	A	14	20	34
Four	B	17	16	33
Total	A& B	31	36	67

The researcher chosen grade four Students due to different reasons. First, as the reason the school is selected as a model school and the Gimbi campus community school's vision makes this school the center of Excellency. Second, the researcher expects to see the difficulties of students' reading skill since these students were come from different elementary schools. Connected to this reason, the researcher hopes that this may reveal the difficulty of students' reading skill from each elementary school they come from. Additionally, the members are familiar to the researcher, therefore, it is assumed to be made an appropriate research and get require cooperation for the study. Because of these reasons, Wallaga University Gimbi Campus Community School Grade four students for this study in academic year of 2015, E.C.

3.4. Research Design of the Study

As Kothari (1990) defines the research design is the conceptual structure within which research is conducted. That means it constitutes the blue print for the collection, measurement and analysis of data. To conduct this research, the researcher used descriptive research method. Descriptive research method is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. The main purpose of this research is assessing the student's perception and the motivational technique teacher use on reading skill while teaching reading in the class room with great consideration of improving students' reading skill. The researcher has selected this method as reason Descriptive study is included with the development of generalizations, extending its conclusions beneath the samples observed; the researcher assumes the method to be appropriate for the analysis of the issue beyond assessment. And then, this study employs descriptive design using mixed approach research. Again in connection to this scholars definition, mixed method research is defined as research in which the researcher collects and analyzes data, integrate the findings, and draws inferences using both qualitative and quantitate

approaches in a single study of inquiry(Creswell & Clark, 2018).In this regard, the researcher selected this method for the reasons mixed approach research:

- ✓ Backs up answer questions that cannot be replied by quantitate or qualitative approaches only.
- ✓ Creates a bridge across the often adversarial separate between quantitative and qualitative inquiry.
- ✓ Gives more evidence for conducting research problem than either quantitate or qualitative approaches alone.
- ✓ Also helps researchers develop broader skill sets.

Most importantly, in this method, the researcher:

- ❖ Analyze and collect both quantitative and qualitative data in response to research questions,
- ❖ Mixes the two forms of data and their results
- ❖ Arranges these procedures into clear specific research design that give the logic and procedures for conducting the research (Creswell & Clark, 2018).

Therefore, the researcher used this method to provide a better understanding contribution assessment of the student's perception and motivational technique teacher use on reading skill while teaching reading in line with great consideration of improving students' reading skill in the study area.

Furthermore, since descriptive study is concerned with the development of generalizations, extending its conclusions under the sample observed, the researcher assumes the method to be appropriate for the analysis of the issue under discussion.

3.5. Samples and Sampling Technique

3.5. 1 sampling techniques and Sampling size

Regarding this study the researcher used census inquiry as it concerned all items in any field of inquiry constitute universe .Concerning this idea it can be estimated that the highest accuracy is obtained in such an inquiry as reason all items are covered (Kothari, 1990).The researcher has chosen this technique because the population of the study are a few in number.

The total population of this study is 67 students in two sections of grade four students. The researcher has selected these students purposefully as reason the researcher wanted to assess the students' perception in reading skill and teachers teaching technique on reading classes. In order researcher only go to those people who in researcher wants are likely to have the required information and be willing to share it with the researcher (Rajint Kumar.2011). And for

investigating the students' perception in various motivational techniques in reading lesson four teachers who are teaching the students and have 8-14 years' experience of teaching in English language in elementary schools were selected.

Table 2. Shows the data of selected teachers for the study

Teachers	Sex	Qualification	Teaching experience
1	Male	MA degree	14
2	Male	BA degree	12
3	Female	Diploma	14
4	Female	Diploma	8

3.6. Types and source of data

Within this study, the sources of data for study were both primary and secondary data source. In order to collect the appropriate primary data researcher was used questionnaire, interview, and observation. Hence, the primary data sources was obtained from participants directly as well as secondary sources from published and unpublished materials including district reports, journals, articles, books. The researcher was got access to these sources from libraries, offices and websites to use in this study as a supplement of the primary data.

3.7. Data collection Instruments

To collect the appropriate data from the participants of the research, the researcher has used three data gathering instrument. Questionnaires, observations, and interviews were used to collect the relevant data and achieve the intended objectives.

3.7.1. Questionnaire

In order to collect data, the researcher prepared questionnaire as source of data gathering tool. The researcher has used questionnaires as it is less expensive, offer great number of respondents, and use to collect an appropriate information (Kumar, 2005).The researcher administered questionnaires for students according to the time schedule. The purpose of the questionnaire with in this study is to find the appropriate information that what motivational techniques teachers used in reading lessons; how students perceive about motivational techniques, and how often teachers use motivational techniques. On the basis of the objective of the study, the researcher adapted the questions from the review literature of this study. A questionnaire which consisted of closed and open ended items are designed for 67 students.

In the form of five Likert scale by the use of frequency levels, and arranged from 5-1 or from always to never, the researcher has designed the questionnaires to collect data for this study. The

first designed in English and then translated into Afan Oromo for sake of understanding. Afan Oromo teachers will participate in order to give information beyond the students reading ability in Afan Oromo Language. Then, the prepared questionnaire was distributed to the students to gather the relevant data.

3.7.2. Interview

To collect relevant information for this study, the researcher has used personal interview. According to (Kothari, 1990) the method of collecting information through personal interview is usually carried out in a structured way. Due interview involve the use of a set of predetermined questions and highly standardized techniques for recording, the researcher has selected suchlike to get the essential and required information beyond the designed interview items or as the reason the inter viewer in a structure interview follows a rigid procedure laid down, asking questions in a form and order prescribed. Additionally, Kothari(1990) state that as in case of descriptive studies, we quite often use the technique of structured interview because of its being more economical, providing a safe basis for generalization and requiring relatively lesser skill on the part of the interview. Such interview involves the use of a set of predetermining questions and highly standardized techniques of recording.

Hence for, interview provide personal teachers personal opinions and motivational techniques being valuable and very effective tool for research, the researcher employed structured interview for teachers to triangulate the outcome of the study. The Interview conducted with 4 availability selected 2 teachers and two assistance teachers to get the needed information.

3.7.3. Observation

To collect relevant information for this study, the researcher has used observation method. This method is the most commonly used especially in behavioral science (Kothari, 1990). In relation this method the researcher has used structured observation which is considered appropriate in descriptive studies. Indeed as this scholar expressed, observation characterized by a careful definitions of the units to be observed the selection of the participant data of observation structural observation was used.

Additionally, the researcher used participant observation to gather the required information. Participant observation is one of strategy used for collecting information about phenomenon in qualitative studies. This strategy helps the researcher since it is usually done by developing interaction with members of participant or living in the situation which is being studied and it is used both in qualitative and quantitate research design. In qualitative research an observation is

always recorded in in a descriptive format where as in qualitative research it is recorded in categories or on a scale (Ranjit, 2011).

3.8. Data collection procedure

3.8.1. The pilot study

Within this study, pilot study carries out to develop an appropriate instrument for the main study. The researcher carried out a pilot study at Wallaga University Gimbi Campus Community School which is located in Gimbi town. This has taken because for the sake of reliability. According to Selinger and Shohamy(1989) expresses one of the main goals of pilot study is to do to revise tools before they was used in the main research. The pilot study was study used to see if the intended tools would work as aimed. The tools were tried out on 67 students who were selected as representative of the total population by using purposive sampling technique for this study. The researcher used frequency (percentage) for each items and then interpreted using number and the percentage to calculate the result of the pilot study to determine the reliability of the instruments. Then, the data from the respondent's questionnaire were triangulated with the data from observation and an interview when necessary. To sum up, this was done to show the consistency and inconsistency of data from various tools.

3. 8.2. Validity and Reliability

Content validity is the most important consideration in developing and evaluating measuring tools. It refers to as to which extent tool measures that you planned to measure (Ary et al,2010). In order to assure the content validity and internal consistency (reliability) of data gathering instruments each instrument has given to Wallaga University Gimbi Campus Community School English language teachers. Based on the feedback gained from these English teachers, the instruments modified. Moreover, respondents of the pilot test were asked about the clarity of the items, in the interview. Hence, items which are vague made clear and some unnecessary items are omitting and other items which were assuming important included in the questionnaire and interview.

3.9. Methods of Data Analysis

To conduct this study, both qualitative and qualitative data were used to assess the teacher's motivational technique use for teaching reading lesson and the perception of students learning on reading skill. The data gathered through interview was described and interpreted carefully by the researcher to arrive as sound investigating the student's perception on motivational techniques teachers frequently use in reading lesson.

Then after the completion of data collection, data processing was conducted via filtering inaccuracy, inconsistency, incompleteness and illegibility of the raw data to make analysis too easy. In order to overcome such problems, manual editing, coding, data entry, and consistency checking was done.

The gathered data by using of the three data collection tools like the questionnaire for students, class room observation and an interview with EFL teachers were presented and analyzed using various scientific procedures. Firstly, the data collected from the student' questionnaire were tailed and tabulated and then analyzed with the backs up of a quantitative method. The data were presented in a table form by using frequency or percentage for each item and then interpreted using number and percentage. The data from the students' questionnaire were triangulated with the data from classroom observation and an interview when necessary. Therefore, this was done to show the consistency and inconsistency of data from various instruments.

However, the data obtained through classroom observation and the interview with EFL teachers were analyzed qualitatively. Additionally, the data collected qualitatively transcribed and analyzed using thematic analysis methodology. As Gray (2004) emphasizes that thematic analysis is a good research approach to search out something about person's view, opinion, knowledge, experience, or values from a set of qualitative data arranged, summarized, analyzed, and interpreted concerning the survey results. It was done by grouping the data into themes, and then each response was grouped and described thematically. And then, triangulating the data, both data obtained from the students' questionnaire and the teachers' interview were compared with the data obtained from the class room observation. Generally, the discussion of the all major findings of the study was compared to the exiting literature and with the previous research conducted in the area, and its discussion is prepared at the end of the data analysis.

3.10. Ethical Considerations

According to Gray (2004) emphasizes that the central ethical consideration around the data collection via questionnaire, observation, interview, and audio materials is as the participants should not be harmed in any way by the research. If a respondent becomes upset during an interview, the session will be immediately abandoned. Confidentiality should be offered to respondents when completing questionnaires and participating in interviews. Furthermore, respondents have the right not to answer individual's questions or to terminate the interview before its completion. Hence during this study, the researcher will be told that information they

are supposed to provide is kept secret and used only for research purposes. Indeed the researcher will communicate with the participants about what procedures are involved and their purpose; the interaction among the researchers and the participants' right to withdraw consent at any time without prejudice.

CHAPTER FOUR

4. RESULT AND DISCUTION

This chapter concerned to the presentation, analysis, and interpretation of the data collected from the respondents via questionnaire, class room observation and interview. The rest section of this section deals the analysis of the data collected by questionnaire from the students. To interpret the data gathered measures such as frequency and percentage is used. Then after, the verbal interpretation of the findings prepared for the questions in the questionnaire. That means, quantitate as well as qualitative data were analyses were employed to analyze the collected data. Next section focuses on the analysis of findings from interviews made with the teachers. The third part of this section deals with analyzing and interpreting the data gathered via class room observation. Additionally, this section enables to present the result of the research, and at the same time, it gives comprehensive discussions. The data collected using questionnaire, class room observation, and interview are closely presented and analyzed. Also the basic research questions were addressed, and the objectives were met in this section.

As it was indicated earlier, including the data gathering tools like questionnaire, class room observation and interview were used to collect the required information for this study. Thus, the total of 57 questionnaires was distributed to grade four section A and B students. The entire 57 distributed questionnaire were properly filled and returned. All interview respondents were actively participated and gave the related information on the issue under assessment. To sum up, all of the respondents participated and gave essential information on the issue raised via questionnaire, classroom observation and interview. So, regarding to this, the total return rate is enough and safe to analyze and interpret the collected data.

4.1. Student's Response

4.1. 1: Analysis of Students' questionnaire

Research question 1 .What motivational technique do teachers use to teach reading skill?

In order to assess the motivational techniques grade four English teachers use in teaching reading skill in English classes 14 items (1-14) designed in the questionnaire and the responses of the students' were summarized in the following table.

Table.4.4: Shows the motivational technique English teachers use to teach reading skill in English classroom.

No	How often these techniques are used?	Rating scale						Total
			A	U	S	R	N	
1	The teacher encourages students' active participation in reading.	Frequency	20	25	12	0	0	57
		%	35.088	43.86	21.052	0	0	100
2	The teacher starts the class with fun.	Frequency	8	14	26	9	0	57
		%	14.03	24.57	45.61	15.79	0	100
3	The teacher provides students the opportunity to set goals.	Frequency	0	0	0	0	57	57
		%	0	0	0	0	100	100
4	The teacher teaches reading through word identification.	Frequency	7	10	19	21	0	57
		%	12.29	17.54	33.33	36.84	0	100
5	The teacher teaches reading Skill through multimedia or technology.	Frequency	0	0	0	12	45	57
		%	0	0	0	21.052	78.948	100
6	The teacher connects the personal world of students while teaching reading.	Frequency	30	20	7	0	0	57
		%	52.63	35.088	12.29	0	0	100
7	The teacher gives motivational feedback for students' reading.	Frequency	20	22	12	3	0	57
		%	35.088	38.59	21.052	5.26	0	100
8	The teacher promotes competition among students.	Frequency	0	0	0	0	57	57
		%	0	0	0	0	100	100
9	The teacher gives the chance to select reading topic.	Frequency	0	0	0	0	57	57
		%	0	0	0	0	100	100
10	The teacher uses newspaper in teaching reading.	Frequency	0	0	0	0	57	57
		%	0	0	0	0	100	100
11	The teacher uses sense of self efficacy for teaching reading	Frequency	26	27	4	0	0	57
		%	45.614	47.369	7.017	0	0	100
12	The teacher provides incentives to read	Frequency	0	0	0	0	57	57
		%	0	0	0	0	100	100
13	The teacher provide students the opportunities to share their accomplishment	Frequency	10	8	10	23	6	57
		%	17.54	14.035	17.54	40.35	10.526	100
14	The teacher building positive relationship with their students.	Frequency	21	20	12	4	0	57
		%	36.84	35.088	21.052	7.017	0	100

As it was stated in above table the total of 57 students who gave responses whether the teacher encourages students' active participation in reading in an enjoyable way or not? Accordingly, 20 (35.088%), 25(43.86%) and 12(21.052%) of the respondent replied "always", "usually" and "sometimes" respectively, but none of the students responded "rarely" and none. This reveals that the students agreed that their teachers participates them for practicing them reading usually.

Regarding the students' reaction in item 2 in the above table whether the teacher started the class with fun while teaching reading skill in the classroom. Accordingly, 14 (24.57%) 9 (15.79%) and, 8(14.03) of them answered "usually", "rarely" and "always" respectively. Even the majority of the students and 26 (45.61%) replied that the teacher started the class with fun while teaching reading skill in the classroom sometimes. On this no respondent replied "never" concerning the teacher started the class with fun during teaching reading skill in the classroom

Concerning whether the teacher provides students the opportunity to set goals, 57 (100 %) of the students replied "never" respectively. This indicates that the teacher set goals for his teaching of reading skill only, excluding, provides the students as they set their own goals of reading skill through the days or weeks. As it is important if the teacher teaches reading in setting goals, similarly, it's important when the teacher order students to set goals to practice reading in each time. As to this time, it is more essential to provide students to set goals in reading skill to make them learn by them from them with right reading plan at every time whether at home, library or through internet.

Regarding the item that deals whether the teacher teaches reading through word identification to motivate students to read freely, the data shown that 21 (36.84%) of the respondent replied "rarely", 19(33.33%) of the respondent replied "sometimes" and 10 (17.54%) of the respondents said "usually" respectively. 7 (12.29%) of the respondent replied "always". From the above data it can be concluded that majority of the students, 21(17.54%) said the teacher taught reading through word identification to motivate students to read freely is rarely. That means most of the time the teachers teach students without identifying the pronunciation or sound of difficult or unfamiliar word in the text.

As it was stated in above table, students were asked if teachers teach reading skill through multimedia or technology in the classroom. Accordingly, among 57 students 45 (78.948%) and 12(21.052%) of the respondents replied "never" and "rarely" respectively. And, majority of the students 45 (78.948%) said that the teacher teaches reading skill through multimedia or technology in the classroom is "rarely" based on respondent reply to item 5.

Regarding to above table, students were asked if teachers connect the personal world of students while teaching reading skill in the class room. Accordingly, among 57 students 30 (52.63%), 20 (35.088%), and 7(35.088%) of the respondents replied “always”, “usually”, and “sometimes” respectively. And majority of the students 30 (52.63%) reported that the teacher connects the personal world of students while teaching reading skill in the classroom is “always” depend on respondent reply on item 6.

Concerning to items 7 explains the perception of the respondents on whether the teacher gives motivational feedback for students’ reading or not. Information in table 1 indicated that among 57 students 22 (38.59%), 20(35.088%), 12 (21.052%), and 3(21.052%) of the respondents replied “always”, “usually” “sometimes” and “rarely” respectively. However, the majority of the students 22 (38.59%) replied “always” respectively. This reveals that teachers were proving feedback enables students to gain control over their own learning and a sense of self reliant on about their understanding, knowledge and ability is always.

Depend on 8 indicated the respondents’ perception on whether the teacher promotes competition among students in the reading classroom. The result in table 1 indicates that among 57 students 57(100%), of the respondents replied “never” respectively. In this regard, the teachers were not made competition among students in teaching reading skill in the class room unto motivate students in reading. As it is known when there is a competition among student the students could be interested and motivated since they compete with each other as they learn from each other during competition and upgrade their reading ability. So, if the teachers make competition among students in reading in the class room or with other class room of the same level, the students get more satisfaction or motivation on their learning since they get award and additional experiences from each other to upgrade their reading ability.

Regarding to item 9 examined the respondents’ opinion on whether the teacher gives the chance to select reading topic or not. Results in Table 1 shows that 57 (100 %) of the respondents replied “never” respectively. On condition to this the students were learned reading skill only from students text book and the teacher taught students only using students text book and teacher guide only. And the teachers gave not the chance to select any topic they like more. Let to say if one of the student likes sport he/she like to select the topic that concerned about sports mostly. So, in order to motivate students in their reading ;giving the chance to select reading topic they

like make them active to read and relax, hence ,the topic they select enables them to read well and not contradict with their learning.

Accordingly, the information took from the item 10 perceptions of respondents on whether the teacher uses newspaper in teaching reading or not. Results in above table reveal that 57 (100 %) of the students replied “never” respectively. As to this result the teachers were not used newspapers through hand copy or internet in the class room to teach reading skill. You know that by this time every think what the students do or learn is going to be through technology. As this result the teachers must be preparing students to read well using newspapers through hand copy or internet since would be able to learn many reading activities or strategies in it.

Regarding to the item 11 the students were asked if the teacher uses sense of self efficacy for teaching reading skill or not. Information in table 1 indicated that among 57 students 27 (47.369%), 26(45.614%), 4 (7.017%), and 3(21.052%) of the respondents replied “usually”, “always” and “sometimes” respectively, However, the majority of the students 27 (47.369%) replied “usually” respectively. This reveals that the teacher uses his sense of self efficacy for teaching reading skill is usually.

Depend on the item 12 the respondents were asked whether the teacher provides incentives to read or not. Results in above table indicates that 57 (100 %) of the students replied “never” respectively. As to this result the teachers were not provided incentives for the students who read well rather than other students unto motivate students to read in the class room while teaching reading skill. Obviously, some student may be motivated extrinsically not intrinsically when they get award according to their reading ability. As this result the teachers must be provide incentives for the students to read well.

As it can be seen from the above table, students were asked if the teacher provide students the opportunities to share their accomplishment or not. Accordingly, among 57 students 23 (40.35%) of the students answered “rarely”, 10 (17.548) of the respondents replied “always” and similarly, 10 (17.548) of the respondents replied “sometimes” and 6(10.526%) of the respondent “never” respectively. And, majority of the students 23 (40.35%) replied that the teacher connects the personal world of students while teaching reading skill in the class room is “rarely” depend on respondent reply to item13.

Regarding the item 14 that deals whether the teacher building positive relationship with their students to read freely, the data indicates that 21 (36.84%) of the student answered “always”, 20(35.088%) replied “usually” and 10 (17.54%) of the respondents said “usually”

respectively. 12 (21.052%) of the respondents replied “sometimes”. Whereas 4 (7.017%) of the students answered “rare” respectively. From this data it can be concluded that majority of the students, 21 (36.84%) said the teacher built positive relationship with their students to motivate students to read freely is always. In the form of teaching learning process relationship between the teacher and the students has great impact on the students learning. When there is intimacy relation between the teacher and student; the student learns freely without any tension or fear of the teacher beyond their learning. That means suchlike relation helpful technique to motivate students while the teacher teaches reading skill in the class room.

Generally, as it was revealed in above table, in answer to items, the techniques teacher used while teaching reading classes was not much in an enjoyable manner, teachers did not provide students the opportunity to set goals, teachers did not teach reading skill through multimedia or technology in the classroom, teachers did not promote competition among students in the reading classroom, teachers did give the chance to select reading topic in their classrooms, teachers did not use newspaper in teaching reading in their classrooms, teachers did not provide incentives to students to motivate the students to read. Therefore, the teachers did not motivate their students while teaching reading skill since they did not use the essential technique stated above which motivate the students reading in the class room.

Research Question 2: What extent the activities teachers use to teach reading skills correlate with the current elementary school, particularly, grade four students English language text book?

Table 4.5: Shows the activities of teaching reading skill English Language teachers implement in related to current students' text book.

No	How often these activities are used?	Rating scale						T
			A	U	S	R	N	
1	The teacher use problem solving activities such as puzzles, jigsaw, warming up, to develop student's reading ability.	F	0	0	0	0	57	57
		%	0	0	0	0	100	100
2	The teacher use role play, working on pronunciation, checking comprehension activities in order to upgrade their reading ability	F	0	0	0	0	57	57
		%	0	0	0	0	100	100
3	The teacher use information gap activities in order to upgrade their reading ability	F	22	24	10	1	0	57
		%	38.6	42.105	17.541	1.754	0	100
4	Teacher helps students folding a piece of text in to small sections in order give the student's confidence; reduce tension and frustration and conquer the message of short reading selection.	F	0	0	0	0	57	57
		%	0	0	0	0	100	100
5	Teacher makes collaboration strategy for students to learn from themselves when they match the students with others whose strengths complement their weakness.	F	0	0	0	0	57	57
		%	0	0	0	0	100	100
6	The teachers encourage the students to participate in reading independently.	F	35	20	2	0	0	57
		%	61.403	35.088	3.508	0	0	100
7	Teacher helps students to preview vocabulary, work on pronunciation and checking their comprehension to progress their reading ability.	F	17	13	25	2	0	57
		%	44.9824	22.808	43.86	3.508	0	100

Note: F=Frequency T=Total %=Percentage

To assess the activities grade four English teachers use in teaching reading skill in English classes 6 items designed in the questionnaire and the response of the students' were summarized in the following.

As it was shown in above table , the teacher never used problem solving activities such as puzzles, jigsaw, to develop student's reading ability 57(100%), role play activities in order to upgrade their reading ability 57(100%) , folding a piece of text in to small sections in order give the student's confidence; reduce tension and frustration and conquer the message of short reading selection 57(100%) , collaboration strategy for students to learn from themselves when they match the students with others whose strengths complement their weakness 57(100%) , respectively, according to item 1,2,4, and 5

Regarding the item 3 that deals whether the teacher use information gap activities in order to upgrade their reading ability or not. Accordingly, among 57 students 24 (42.105%) of the students answered "usually", 22 (38.6%) of the respondents replied "always" and 10 (17.541) of respondent replied "sometimes "and 1(1.754%) of respondent answered "rarely" respectively. And, majority of the students 24 (42.105%) replied that the teacher use information gap activities in order to upgrade their reading ability while teaching reading skill in the class room is "usually" based on respondent reply to this item .

As item6 examined the respondents' opinions on whether the teacher encourages the students to participate in reading independently or not. Results in above table 2 indicates that 35 (61.403 %) of the respondents replied "always", 20 (35.088%) of the respondents replied "usually", and 2(3.508%) of the students replied "sometimes", respectively. And, majority of the students 35 (61.403 %)replied that the teacher encourages the student to participate in reading independently to upgrade their reading ability while teaching reading skill in the class room is "always" depend on respondent reply to this item .On condition to this the students were practiced reading independently rather than other activities.

Continuously, as to item 7 the respondents asked whether the teacher helps students to preview vocabulary, work on pronunciation and checking their comprehension to progress their reading ability or not. Information in table 1 indicated that among 57 students 25 (43.86%), 17(29.824%), 13 (22.808%), and 2(3.508%) of the respondents replied "sometimes", "always", "usually" and "rarely", respectively. However, the majority of the students 25 (43.86%) answered "sometimes", respectively. This shows that teacher helps students to preview vocabulary, work on pronunciation and checking their comprehension to progress their reading ability is usually based on respondent reply to this item.

From the above table can conclude that teachers were not using the activities which were motivated the students in learning reading skill while teaching reading skill in the class room efficiently. Therefore, if teachers are deficient in using and implementing the interested reading activities, learners lack opportunities to practice different reading activities that motivate their learning in reading. But if the teachers perform different activities in the classroom, the students motivate in reading while the teacher teaches reading classes.

Research question: 3. How do teachers teach the reading skill activities in the student's English language textbook?

To assess the strategies of reading grade four English teachers use in teaching reading skill in English classes 6 item(1-6) designed in the questionnaire and the responses of the students' were summarized in the following.

Table 4.6: Shows the teaching strategies were used for teaching reading skill by the teachers.

No	How often these strategies are used?	Rating scale						T
			A	U	S	R	N	
1	The teacher support the students preview the text anticipate or predict what may happen	F	10	15	25	7	0	57
		%	17.54	26.31	43.86	12.29	0	100
2	The teacher helps the students to have practice in making questions and then answering by themselves.	F	4	22	13	2	16	57
		%	7.02	38.60	22.81	3.5	28.07	100
3	The teacher actively participate students knows the aim of reading text as the student easily catch the information they search in a	F	25	19	7	4	0	57
		%	43.86	33.34	12.29	7.02	0	100
4	The teacher encourage students text skimming and scanning reading strategy in order they quickly orient their views to the whole text and looking for specific words or phrases to grasp the message of the text.	F	22	19	11	5	0	57
		%	38.60	33.33	19.29	8.78	0	100
5	The teacher indicate students to translate their literal grasping of text in visual or graphic organizers such as the creation of character studies, charts, timelines ,graphs or illustrations	F	6	7	34	10	0	57
		%	10.53	12.29	59.64	17.54	0	100
6	He teacher summarize the text as it backs up students promote their grasping of text and upgrade the comprehension skill of students.	F	7	14	20	16	0	57
		%	12.29	24.56	35.08	28.07	0	100

Note: F=Frequency T=Total %=Percentage

Regarding it indicated in above table it was designed to assess if the teacher the activities that can be interested and motivated to teach reading skill. Item 1 was designed to check if the teacher backup the students forecast the text to predict about will happen next in the text or not.

Results in table 3 indicated that 25 (43.86 %) of the students replied “sometimes”, 15 (43.86%) of the students replied usually, and 10(17.54%) of the students replied “always”, 7(12.29%) of the students replied “rarely” respectively. And, majority of the students 25 (43.86 %) replied that the teacher backup the students preview the text anticipate or predict what may happen next in order to upgrade their reading ability while teaching reading skill in the classroom is “sometimes” based on respondent reply to this item. In regard to this item the teachers were not always support students as they anticipate what they are going to read about the texts. However, they were sometimes back up the students to preview the text to predict what may happen in the text.

As item 2 assessed the respondents’ opinions on whether the teacher helps the students to have practice in making questions and then answering by themselves or not. Accordingly, among 57 students 22 (38.60%) of the students answered “never”, 16 (28.07) of the respondents replied “rarely” and 4 (7.02) of the respondents replied “always” and 2(3.5%) of the respondents replied “always” respectively. And, majority of the students 22 (38.60%) replied that the teacher helps the students to have practice in making questions and then answering by themselves while teaching reading skill in the classroom is “never” based on respondent reply to this item. Regarding to this item the students participate in asking and answering question about the reading text based on the activities designed in the text only but not included them to make question and answer by themselves. This may lead them not motivate in learning reading skill while the teacher teach reading skill in the class room.

As was from the above table, the students were asked if the teacher actively participate students knows the aim of reading as the student can easily catch the information they wanted about reading text or not. Accordingly, among 57 students 25(43.86%), 19 (33.34%), 7(12.29%), and 4(7.02) of the respondents replied “always”, “usually”, and “sometimes” and “rarely”, respectively. And majority of the students 25(43.86%) said that the teacher actively participate students knows the aim of reading text as the student can easily catch the information they wanted about reading text can easily catch the information they wanted about reading text while teaching reading skill in the classroom “always” based on respondent reply to item 3

Regarding to the item 4 the students were asked if the teacher encourage students text skimming and scanning reading strategy in order they quickly orient their views to the whole text and

looking for specific words or phrases to grasp the message of the text or not. Information in table 1 indicated that among 57 students 22 (38.60%), 19 (33.337%), “11(19.29%), 5(8.78%) of the respondents replied “always” ,“usually”, “sometimes” and “rarely”, respectively. However, the majority of the students 22 (38.60%), replied “always” respectively. This indicates that the teacher encourage students text skimming and scanning reading strategy in order they quickly orient their views to the whole text and looking for specific words or phrases to grasp the message of the text for teaching reading skill is always.

Concerning, the students’ reaction in item 5 in the above table that whether the teacher encourages students to translate their literal understanding of text into visual or graphic organizers like the creation of character studies, charts, timelines ,graphs or illustrations while teaching reading skill in the classroom. Accordingly, 34 (59.64%) 10 (17.54%), 7(12.29) and, 6(10.53%) of them answered “sometimes”, “rarely”, “usually”, and “always”, respectively. However, the majority of the students and 26 (45.61%) replied that the teacher started the class with fun while teaching reading skill in the classroom sometimes. On this no respondent replied “never” concerning teacher encourages students to translate their literal understanding of text into visual or graphic organizers during teaching reading skill in the reading class.

As item 6 examined the respondents’ opinions on whether the teacher summarize the text as it helps students develop a concise understanding of text and develops the comprehension skill of students. Accordingly, 20(35.08%) 16(28.07%) and, 14(24.56), 7(12.29%) of them answered “sometimes”, “rarely” “usually”, and “always”, respectively. However, the majority of the students and 20(35.08%)) replied that the teacher summarize the text as it helps students construct a concise understanding of text and develops the comprehension skill of students while teaching reading skill in the classroom sometimes. As to this item response the teachers do not always summarize the text to back up the students to understand the message of the text and upgrade the comprehension skill of students while teaching reading skill in the classroom, but sometimes.

To sum up, as it clearly presented in above table 3,response to items ,the strategies of reading the teachers used in teaching reading skill in English classes while teaching reading classes was not much in an enjoyable manner, teachers sometimes backed up the students preview the text anticipate or predict what may happen next, teachers did not teaches reading skill through multimedia or technology in the classroom, teachers did not helps the students to have practice in making questions and then answering by themselves while teaching reading skill in the class

room, teachers were actively participated students identifying the purpose in reading as the student knows what they are looking for in a reading and can weed out potential distraction information while teaching reading skill in the class room, the teachers were always encouraged students text skimming and scanning reading strategy in order they quickly orient their views to the whole text and looking for specific words or phrases to understand the message of the text, the teachers were rarely summarized the text as it helps students construct a concise understanding of text and develops the comprehension skill of students during teaching reading classes. Therefore, the teachers did not motivate their students while teaching reading skill since they did not use the some reading strategies stated above which motivate the students reading in the class room. To overcome such challenges these reading strategies for teaching reading skill in the text book must be carefully implemented by EFL teachers. If teachers are deficient in teaching reading strategies, learners lack opportunities to practice different reading activities are designed in the students' text book because learners can follow directions, perform different activities in the classroom and instructed and supported by their teachers.

Research question: 4 .What teaching materials do teachers use to develop activities in relation to the current elementary school English language text book (grade four students)?

To assess the strategies of reading grade four English teachers use in teaching reading skill in English classes 6 items (1-6) designed in the questionnaire and the responses of the students' were summarized in the following table.

Table 4.7: shows the teaching materials teachers were used for teaching reading skill

No	How often these materials are used?	Rating scale						T
		F	A	U	S	R	N	
1	The teacher uses technology or multimedia for teaching reading skill	F	0	0	0	13	44	57
		%	0	0	0	22.80	77.19	100
2	The teacher uses audiotape material for teaching reading skills	F	0	0	0	45	12	57
		%	0	0	0	78.94	21.05	100
3	The teacher uses videotape material for teaching reading skills	F	0	0	0	0	57	57
		%	0	0	0	0	100	100
4	The teacher uses newspaper for teaching reading skills	F	0	0	0	0	57	57
		%	0	0	0	0	100	100
5	The teacher uses other supplementary books for teaching reading skills	F	0	0	0	10	47	57
		%	0	0	0	17.54	82.456	100
6	The teacher uses only students' text book for teaching reading skills	F	57	0	0	0	0	57
		%	100	0	0	0	0	100

Based on the table 4 the students were requested what teaching materials teachers use to develop the students reading skill in relation to the current elementary school English language text book or not. Item 1 was designed to check if the teacher uses technology or multimedia for teaching

reading skill or not. Results in Table 4 indicated that 44 (77.19%) of the respondents replied “never”, and 13 (22.80%) of the respondents replied rarely, respectively. And, of the respondents replied 44 (77.19%) replied that the teacher did not use technology or multimedia for teaching reading skill in order to develop their reading ability while teaching reading skill in the classroom based on respondent replied to this item. In regard to this item the teachers were not used technology while teaching reading skill in the class room.

Concerning, the students’ reaction in item 2 in the above table that the teacher uses audiotape material for teaching reading skills while teaching reading skill in the classroom. Accordingly, 45 (78.94%), and 12 (21.05%), of them answered, “Rarely”, and “Never”, respectively. However, majority of the students and 26 (45.61%) replied that the teacher uses audiotape material for teaching reading while teaching reading skill in the classroom “rarely”. On this no respondent replied the teacher did not most of the time use audiotape material for teaching reading during teaching reading skill in the reading class.

Regarding to the item 3 the students were asked if the teacher uses videotape material for teaching reading skills or not. Information in the table 3 that 57 (100 %) of the students replied “never” respectively. As to this result the teachers were not used videotape material for teaching reading s to motivate students to reads in the class room while teaching reading skill. Obviously, it is known that if the student or children learn reading by watching videotape via internet or videotape cassette about the reading text, the students get to be interested and motivated with their learning reading skill rather than learning reading skill from only text book. As this result if it is possible the teachers use videotape via internet or videotape cassette to teach reading classes unto r the students to read well.

As it can be seen from the above table, the students were asked if the teacher uses newspaper for teaching reading skills or not. Accordingly, Information in the 3 indicated that 57 (100 %) of the students replied “never” respectively. Based on this information all students were replied that the teachers were not used newspaper via internet or hand copy for teaching reading skills while teaching reading skill in the classroom based on respondent reply to item 4.

Concerning the item 5 designed in above to assess whether the teacher uses other supplementary books for teaching reading skills or not. Among 57 students participated to response for this item all students or 57 (100 %) of the students replied “never” respectively. In this regard the teacher did not use other supplementary books for teaching reading skills while teaching reading skill in

the classroom based on respondent reply according to this item. So, if the teachers use other supplement books which more additionally explore the necessary information for students as they upgrade their skill during the teacher teach them reading skill.

As item 6 examined the respondents' opinions on whether the teacher uses only students' text book for teaching reading skills. Accordingly, among 57 students indicated to response for this item all students or 57 (100 %) of the students replied "always" respectively. In connection to this item all the students were answered that the teacher uses only students' text book for teaching reading skill while teaching reading skill in the classroom always. As to This item response the teachers always used only students' text book for teaching reading skill while teaching reading skill in the classroom without any additional material support for teaching reading classes.

Finally, as it concluded at above table that teachers were not using the most materials(like audiotape, videotape, and or newspaper or technology through internet) which were motivated the students in learning reading skill while teaching reading skill in the class room efficiently. Therefore, if teachers do not using and implementing interested reading materials, learners lack opportunities to motivate in their learning reading activity. But if the teachers use additional different materials like technology or multimedia to use audiotape, videotape and newspaper through internet for teaching reading in the classroom with the students text book, indeed the students motivate in reading while the teacher teaches reading classes.

Item 1 of table 4.1 asked if the students learned reading through motivational techniques of teachers teaching reading classes supporting by different teaching materials, activities and different strategies of reading skill in EFL classes. In responding to this item, as table 5 above depicts, 19 (33.3%) of the respondents confirmed that they learned reading skill through motivational techniques of teachers teaching reading classes supporting by different teaching materials, activities and different strategies of reading skill in EFL classes. The rest 38(66.7%) of the respondent replied that they had not learned reading skill through motivational techniques of teachers teaching reading classes supporting by different teaching materials, activities and different strategies of reading skill in EFL classes. Similarly, the data obtained during the class room observation was evident that the teachers were not teaching reading skill through motivational techniques when they teach English.

Rather, they were observed in that their teaching was not teaching reading skill through motivational teaching technique for reading skill. From the data obtained via students' questionnaire and class room observation, we could deduce that both of the teachers were not implementing motivational teaching technique, strategies, activities and materials for teaching reading skill in EFL classes.

Table 5 reveals that 4(7%) and 6(10.6%) of the respondents respectively confirmed that they had very high interest and motivation to learn reading skill while the rest of the respondents 17(29.9%) and 27(47.4%) answered that they had medium and low interest and motivation to learn reading skill in the class room while the teachers teach reading skill respectively. And the rest of respondent 3(5.1%) answered that they had very low interest and motivation to learn reading skill while the teacher teach reading classes. Regarding to this it could be deduced that most of the students have low interest and motivation to learn reading skill in the class room while the teachers teach reading skill. However, as it was observed during classroom observations some students had medium interest and motivation to learn reading skill in the class room while the teachers teach reading skill. Finally, they had not learned reading skill through motivational techniques of teachers teaching reading classes supporting by different teaching materials, activities and different strategies of reading skill in EFL classes and they had very low interest and motivation to learn reading skill while the teacher teach reading classes.

4.2. Teachers' Responses

4.2.1 Analysis of Teacher's Interview

4.2.1.1. Data regarding teachers' teaching techniques used to teach reading skill

The first objective of the study is to assess teachers' teaching techniques used to teach reading skill. The interview data from EFL teachers also revealed that the teachers' teaching technique in teaching reading class was not much motivate the students reading skill while they practice reading activities for different reasons. For example, as one English teacher (T-1) said "I don't start the class with fun in order to warm up their mind for their learning reading skill as reason I have no enough time since it takes some time to use such like technique in the class room". On contrary, another teacher(T-2) said "I start the class with fun in order to warm up their mind for next their learning reading skill for a few minute before I start the class " Additionally, Two assistances were said that(T-1) was not started the class with fun to motivate students to learn reading while teaching reading classes while(T-2) was not started the class with fun, but simply start to teach reading .Depend on this, Chavez and Hernandez(2017) state beginning the class with a positive attitude towards what is going to happen for the rest of the class can result into a good perception from the students' side, a good example of it may be a tempting question, or fun fact will help students see the entertainment side of learning. However, starting the class with fun is essential for students beside of their learning to create good perception and motivation on their learning reading skill; T-1 was not used this technique while T-2 was used this technique.

But both T-1 and T-2 were encouraging students' active participation to practice reading skill individually that means according to their seating arrangements and the roll number given them in the class room. And they were providing feedback enables students to gain control over their own learning and a sense of belief about their abilities. In this regard, Zhang et al., (2012) state that the role of teachers' backing up in anticipating student's interest and achievement out comes in their leaning revealed that the teacher support students through positive feedback positively anticipate the students 'competence related belief about their ability to do tasks proficiency.

Similarly, as both T-1 and T-2 were responded they build positive relationship with their students regarding teaching them reading skill and connecting their personal world of learning while teaching reading skill. In this regard, Ferlazzo (2015) states teachers that build positive interaction with their students influence their drive to learn. Relationship is a bridge that

connects two people for mutual or the similar benefits. So, if there is intimacy relationship among teachers and students, the teacher teach the students in attractive way and using different motivational teaching techniques that the students have the opportunity to understand and the students are eagerly motivates learn from the teacher. Therefore, the teacher should make smooth relationship with students to teach student reading in the class room in order the students easily learn reading skill from him/her without any tension. As reason in friendship relationship they reflect their opinion on their learning.

Additionally, both T- 1 and T-2 were responded they use their own self efficacy in teaching reading class. Depend on this, Schiefele&Schaffner(2015)states that teachers' beliefs in their abilities play a great role to use effective teaching strategies, classroom management, and engage students in participation can enable students' learning. The teachers' capacity is the major one in teaching students in the class room. For a long time in the countryside of Ethiopian schools the educational office of the zonal administrative, district and director of the schools were undermined the capacity teachers in the subject the teachers teach, but told the teacher to teach the subject that he/she has not ability with it even not trained ever in college or in university, especially, at elementary levels. Let to say a teacher who graduated in math's or physics teaches in elementary for the sake of saying the students are learning, however, the teacher has no ability teach the students. This leads the students' poor in their learning including reading skill and others. Therefore, to overcome such a problem it is important if the educational administrative attain the professional teachers, the students can be learn effectively in relation to their learning even reading skill.

In other direction, both T- 1 and T-2 were informed "We don't use newspaper, letting students to set reading goals, promote competition among students, giving chance to select reading topic and using multimedia or technology for teaching reading since we have no sufficient time, there is no internet and supporting materials for using newspapers in our school". This obtained information showed that the teachers had not used in order to upgrade the students learning in reading and motivates them during the learn reading skill in the class room as reason of the absence of internet and other extra materials like newspapers for teaching reading skill .In this regard, Sanderson (2002: 117) states people learn via reading and, reading about interesting new things or concerning the favorite subject they learn backs up them to upgrade their reading motivation using source like new papers are also too essential for teacher to teach reading skill. To

overcome such a problem the school must have an internet service and the teachers should be used additional materials concerning newspapers to motivate students in reading while teaching reading skill in the class room.

Generally, two assistances teacher were informed that (both T- 1 and T-2) they were not used newspaper, were not letting students to set reading goals, were not promote competition among students, were not giving chance to select reading topic and were not using multimedia or technology for teaching for teaching reading, however, they were used the technique of encouraging students' active participation to practice reading, build positive relationship with their students regarding teaching them reading skill and connecting their personal world of learning, they use their own self efficacy in teaching reading class. But in starting the class with fun (T-1)used it while the (T-2) was not used.

4.2.1.2. Data regarding how teachers teach the reading skill strategies in the students' English language Textbook

The second objective of the study is to assess how teachers teach the reading skill strategies in the students' English language textbook. In connection to this, the researcher also collected data from the English language teachers using interview. According the information from the interview, a teacher (T-1) said "I order and teach students to do and practice pre-reading activities before they read the text, however I don't always backup the students preview the text anticipate or predict what may happen next." That is, English teachers in the sampled school haven't consciously taught reading skill as the students preview the text anticipate or predict what may happen next in the text while they were teaching. Similarly, one English teacher (T-2) said, "It has been possible to teach reading skill in pre-reading activities in order the students predict about the reading story, but I don't give attention for pre-reading while teaching English lesson as it takes some time". This obtained result showed that the teachers were taught students to predict what the text they are going to read want to reveals. In this regard, Eyana (2013) states that an anticipation reading strategy is used to set a goal for reading for the readers are using their personal knowledge to get the meaning of the text and they connect their personal knowledge with the information from the text. Though this scholar informed that using prediction for reading help students connect their background to understand the message of the text, no teachers give attention for prediction or pre –reading while teaching skill, but for while

reading only. Therefore students may not be motivated to read the given text to weed out the message of the text or anticipate or predict what may happen in the text.

Additionally, (T-1) said. “We teach students in the reading class to answer the question from the text, but we don’t teach the students to have practice in making questions and then answering by themselves”. This reveals that the teachers taught students focusing on the activities prepared in the text only. Such strategy make student’s dependent on teachers teaching reading skill since the technique of teaching student in this time includes active learning method of teaching in which students learns from themselves by themselves.

Moreover, (T-2) said. “I actively participating students identifying the aims of reading text as the student easily catch the information they search in a reading text as their seating”. However, (T-1) said “I encourage participating students in reading and identifying the message of the text according to their roll numbers in the class room”. As two teachers responded they taught students reading skill in the class room via the roll number and the sitting arrangements given for the students as they were actively participating in reading text. In this regard, Eyana (2013) state that before reading the text the first step understands the aim of reading in the reading text as the student can easily catch the information they search in a reading text. Finally, to motivate students in teaching reading skill in the classroom, the teachers must teach students as they must know what they are looking for in a reading and can weed out potential distracting information.

Beyond the skimming and scanning and guessing reading strategy, (T-1) said, “I encourage and teach the student to read the text, but not identifying skimming and scanning and guessing reading strategy as reason of shortage of time.” Similarly, (T-2) said “I also encourage students in reading skill in the class room not identifying skimming and scanning reading strategy, but simply I teach and encourage them to read the text to they know the purpose of the text”. Additionally, two assistance teachers were informed that teachers were not identifying skimming and scanning and guessing reading strategy while teaching reading classes. In this regard, however, the teachers encourage students to read the text, there were no teachers teach students reading skill identifying skimming and scanning and guessing strategy in order they quickly orient their views to the whole text and looking for specific words or phrases to understand the message of the text, but simply they teach they order students to read the text.

In another informant(T-1) said, “ Unless the picture in the text, additionally, I don’t participate students to connect their literal grasping of text in visual or graphic organizers such as the creation of character studies, charts, timelines ,graphs or illustrations”. Similarly, (T-2) Said,” I order students to see only the pictures in the text before they read to the text as the anticipate what the text deals about while I teach reading activities in the class room, but the picture in the text is copy not original in color as reason the students may be hindered to understand the message of the picture aimed to reveal“. In connection to this, Komiyama (2009) states providing visual support to grasp the message of texts and aid comprehension, for instance, indicating charts, tables, and graphic organizers, are gorgeously, helping students to understand text structure. Though using visual support encourage students to connect their literal grasping of text in visual or graphic organizers, the teachers were not used it while teaching reading skill in the class room, but only the text in text. In this regard, in order to motivate students and develop students’ perception the teachers ought to have encourage students translate their literal understanding of text into visual or graphic organizers like the creation of character studies, charts, timelines ,graphs or illustrations.

In other direction (T-1) said, “I do not have to summarize the text ordering the students to read the text again as they build their understanding of the message of the text and developing their comprehension skill as I give a continuous assessment to the students after they learned and take time to fill their mark”. Similarly, (T-2) informed “I do not have to summarize the text ordering the students to read the text again as they develop reading ability and understanding of text as reason I have not enough time”. In these responses two teaches were not used the summarizing reading strategy in order the students re-read text again as the it indicated in the text. In this, Komiyama (2009) states that giving students the opportunities to read the summary for more understanding the message of the text will be improved the students’ reading ability. This scholar informed that giving opportunity to reread or summary help students to improve and upgrade their reading ability and grasp the message of the text. Regarding this ,even though summary reading helps student to improve their reading ability, the teachers have not time to teach reading using the reading activities correlated to the current students text book, but which is suitable for the teacher teach as the direction of the term teaching in four division and continuous assessment the school implements.

Finally, the assistance teachers of two teachers were informed that two teachers were not

always backed up the students preview the text anticipate or predict what may happen next, didn't teach the students to have practice in making questions and then answering by themselves, didn't encourage students to translate their literal understanding of text into visual or graphic organizers but using only the picture in the text book, were not used the summarizing reading strategy, however they used the skimming and scanning and guessing reading strategy encourage participating students in reading and identifying the message of the text according to their roll numbers and seating arrangements in the class room.

4.2.1.3. Data regarding the activities teachers used to teach reading skills correlate with the current elementary school, particularly, grade four students English language text book

The third objective of the study is to assess the activities teachers used to teach reading skills correlate with the current elementary school, particularly, grade four students English language text book

Regarding this basic question, (T-1) responded, "I don't use the problem solving activities such as puzzles or jigsaw, in the class room to develop reading as reason the school apply term in teaching and learning process. Therefore, after one period or in one period the teachers prepare continuous evaluation concerning homework or class work in this school and mark list is given for each teacher with in the provided schedule and time. So, I cannot be used such a problem solving activities to motivate students in reading skill as above reasons". In this regard as the case of term and continuous assessment the school follows the teachers cannot be implemented the most interested reading activities(jigsaw, puzzle, role play, group or collaboration reading) that motivates and upgrades the students reading ability by the time the teacher teaches them in the class room.

Similarly,(T-2) responded, "I don't use the essential teaching activities like jigsaw or puzzle, collaboration ,role play and folding the reading text into piece in order the learner can be motivated and interested in learning reading skill while I teach the reading class due to the school ruled by term in teaching and the case of continuous assessments (homework, class work ,quiz, work sheet, and test).This reasons make me busy and enforce me only focusing on the daily continuous assessments that the director tells us time to time, however, the students have not enough time to practice reading using these reading activities". In connection to this response the rule and regulation the school follows and the term policy education hindered the teachers using such like reading activities.

But (T-1) responded, “I use information gap activities and encourages the students to participate in reading independently while I teach reading classes in order the students can be interested in reading and upgrade their reading ability”. Regarding to this response the teacher offers the individual students to read the reading text without the necessary activities of reading skill correlate with the current elementary school (grade four students English language text book).

Moreover, another informant (T-2) added that, he has even used information gap activities and encourages the students to participate in reading independently while teaching reading classes in order the students can be interested in reading and upgrade their reading ability. This could imply that the informants encouraged the students to participate in reading independently and used information gap activities to teach reading skill in the reading class room. This can further be implied that implantation reading activities was so weak in the sampled school where the language elements(vocabulary and grammar) take more attention rather than the macro language skills such as writing, reading, speaking and listening which were not given due consideration.

To sum up, the assistance teachers of two teachers were informed that two teachers taught reading skill used independent reading activity in their role numbers sometimes according to their seating arrangement, but not used the teaching activities such as jigsaw or puzzle, collaboration, role play and folding the reading text to make students understand the reading text and read well.

4.2.1.4. Data regarding the materials teachers used to develop activities in relation to the current elementary school, particularly, grade four students English language text book

The fourth objective of the study is to assess the materials teachers used to develop activities in relation to the current elementary school, particularly, grade four students English language text book .As one English teacher (T-1) informed, “As it is known in our school I use only students text book when I teach student reading skill in the reading class room as result there is no access material like videotape or audiotape, newspapers, internet, and other supplementary books that back up the students learning reading skill at reading class room ” As to this response, there is no access material like videotape or audiotape, newspapers, internet, and other supplementary books that motivate the students in their learning reading skill at reading class room. In other direction, another teacher (T-2) said, “I always use the students text book at the time I teach the students reading skill in the class room, however I use some times my own smart mobile phone

in order the students knows and identify the sounds of some un familiar words as they read the given text without any tension in reading”. In these responses there was different using of teaching materials with in the same level students at the same time with different teachers in one school. Additionally, the assistance teacher of(T-1) informed “ the teacher teach the students reading using the students text book only, but he reads the reading story for the students’ sometimes in teaching listening skill” .And the assistance teacher of(T-1 2) informed “the teacher teach the students reading using the students text book ,but sometimes he uses his own smart mobile phone in order the students knows and identify by listening them the sounds of some un familiar words as they read the given text “ .Regarding to the responses of teachers ,there were two different actions made among two classes when teacher two teaches reading supporting smart mobile phone ,teacher one uses only students text book .such like this action will be made different among the students learning. That means when another students learn reading skill supporting with smart mobile phone to identify the sound of unfamiliar words in the text the students, the rest students learn reading skill using students’ text book only by supporting of the teacher in the class room. Due to this the students may be affected in learning reading skill. Generally, if there was internet access in the school, the students would be motivated whenever they were learning reading and practicing reading skill since they use the reading materials like newspapers and other reading materials with audiotape or videotape.

4.3. Teacher's Response

4.3 Analysis of observation checklist

4.3.1. Research question 1: What motivational technique do teachers use to teach reading skill?

Table.4.8. Checklist on the techniques of the EFL teacher implements to teach reading skill for students in the classroom.

No	Are these technique used?	Days	Teacher1		Teache2	
			Yes	No	Yes	No
1	The teacher encourages students' active participation in reading.	1	√		√	
		2	√		√	
		3	√		√	
2	The teacher starts the class with fun.	1		√	√	
		2		√	√	
		3		√	√	
3	The teacher provides students the opportunity to set goals.	1		√		√
		2		√		√
		3		√		√
4	The teacher teaches reading through word identification.	1		√		√
		2		√		√
		3		√		√
5	The teacher teaches reading skill through multimedia.	1		√		√
		2		√		√
		3		√		√
6	The teacher connects the personal world of students while teaching reading.	1	√			√
		2	√			√
		3	√			√
7	The teacher gives motivational feedback for students' reading.	1	√			√
		2	√			√
		3	√			√
8	The teacher promotes competition among students.	1		√		√
		2		√		√
		3		√		√
9	The teacher gives the chance to select reading topic.	1		√		√
		2		√		√
		3		√		√
10	The teacher uses newspaper in teaching reading.	1		√		√
		2		√		√
		3		√		√
11	The teacher uses sense of self efficacy for teaching reading skill.	1	√		√	
		2	√		√	
		3	√		√	
12	The teacher provides incentives to read	1		√		√
		2		√		√
		3		√		√
13	The teacher provide students the opportunities to share their accomplishment	1		√		√
		2		√		√
		3		√		√
14	The teacher Building positive relationship with their students.	1	√		√	
		2	√		√	
		3	√		√	

To achieve the objective of this study, the observations were made according to the checklist prepared as to above table.

The above observation check list the first item depicted that, two teachers were encouraged students' active participation in reading in the class room for reading skill, however, in this participation two of teachers` did not arranged and organized group and pairs in the class room for reading skills. That means the student were participated individually in reading practice according to their seating arrangement and the order of number given for them only.

In item 2, (T-2) teacher two started the class with fun before begins teaching reading skill while teaching reading classes in the class room whereas (T-1) one teacher did not started the class with fun before begins teaching reading skill while teaching reading classes in the class room but he started the simply without using funny words, saying, or storytelling and others. In connection to these two differences techniques between two teachers, the understanding and learning of students may be different in their reading ability when one class learns reading with relax or funny to open or wash their mind before starting the class, the rest other class starts to learn reading using words, saying, advisable telling story, journal life, riddle, poem and others. As this result these students may be let to practice or read well as others who their teacher starts the class with fun before starting the class.

Considering item 3 of above table none of two teachers provided the opportunity to set goals for reading skill in the class room as nothing is done without any goal. In this the teaches planned for reading only for what they teach and students learn in the class room, but they did not to provide goals for students in reading continuously for each students as students take time to read with a plan through the days, weeks or months, however, setting the plan for one period for one class. For this century such like goal cannot be prepared students to read well and motivate them while the teacher teaches them reading skill in the class room. To overcome such a problem the teacher must enable students to set goals for days, weeks months and year to read well and upgrade their ability in and outside of the class room as he plans to teach one reading class for one period and sets annual plan for reading lesson.

As in table 4 of item 4 data observed none of two teachers taught reading through word identification in the class room as the students learn reading easily without difficulty of reading unfamiliar words in the text. Unless students know the physical and sound of words they read in the text students cannot read each word provided in the text. As this result of difficulty many

students lack to read the rest in the classroom while the teachers teach students and they read the given text in the class room.

As mentioned in above table in item 5 none of two teachers taught reading skill through multimedia or technology. As this observation showed that the students were learning reading skill while the teacher was teaching from the students' text book only without using technology or internet to develop the students reading ability. If the teacher uses technology at the time of teaching reading in the class room, the students more motivate in their reading ability since they select the reading topic that can be interested to them. Let to say the student who favors sports motivates to read the information about sports easily as the result they give attention for the sport, but not reading. During this time the student relax in reading and progress their reading skill since they read freely for what they want to know read only.

Whereas the data observed in item 6 provided that two of teachers were connected the personal world of students while teaching reading in the class room. Regarding to this item the teachers were concerned the level of students while teaching reading skill in the class room. Teaching students excluding their ability and levels regarding reading skill leads students passive in reading. Additionally, it is known that there are students of different ability in reading including active reader, medium and passive reader in the class room. Unless the teacher identified and concerned the students world or ability while teaching reading skill in the class room student cannot be achieved in reading.

Then the data observation from item 7 mentioned two of the teachers were gave motivational feedback for students' reading in the class room while the teachers were taught reading classes unto the correct their difficulty and misbehavior in reading. At the time the student abstain to read well in the class room the teacher must give constructive and motivational feedback and comment for students in order the student actively read the text in the class room. Whenever the student happen difficulty in reading while teaching reading skill in the class room the teacher ought to have treat and understand the problem of the students as to they read again the given text freely.

But in accordance the observed data in item 8 none of two teachers were promoted competition among students as the student motivate in reading develop their reading ability since they

compete with each other in the class room or with other students of other class of the same level or class students. It is known that in what every competition everybody who engaged in the competition can be prepared to win the competition before the competition. So, if the teachers prepare students for competition in reading among them or with other class room students of similar classes in the class room, indeed the students can be prepared well in reading for competition and ready to read the given text as well as upgrade their reading ability since they get different experiences and additional way can be easily read well.

In similar to above item the data observed in item 9 none of two teachers were gave the chance to select reading topic while teaching reading skill in the class room. In connection to this item the students have no chance to select the topic they favor too much but used student text book only. In the class room there are no any other additional book that motivate the students in reading while the teachers teaching reading skill in the class room. Let to say if the student favor short story, he/she offers himself or herself read short story freely as reason he/she relax and get satisfaction from it. So, giving chance to select reading topic in teaching reading classes too important to motivate students in reading practice in the class room.

In other direction, the same to above item (9) the data gathered in item 10 none of two teachers were used newspaper in teaching reading classes while the teachers teaching reading skill in the class room. Regarding to this item the teachers were not used newspaper whether in hard copy or soft copy from internet to read the news they always interested to read. For this time teaching reading skill using only the students' text book is not much enough to teach reading skill in the class room, but using newspapers technique for teaching skill is the more attractive rather than others as to use internet or hand copy to motivate students in reading in the class room.

On contrary to above item (10) the observed data in item 11 revealed that two of the teacher used their sense of self efficacy for teaching reading skill classes while teaching reading skill in the class room. The teachers own belief is another best technique for teaching reading skill in the class room. That means the teachers talent, ability, experience .wisdom, and understanding what they teach and who or how they teach reading classes is an important technique overcome change on students learning reading skill during teaching skill in the class room.

In parallel to above item (11) the data observed in item 12 none of two teachers were provided incentives to read in teaching reading classes while teaching reading skill in the class room.

Using incentive for teaching reading technique backups the student of extrinsically motivated since they rely on external interest. Suchlike students upgrade their reading ability as they read for the sake of having reward the result they record in reading skill in their learning reading skill. So, it is advisable if the teacher provide incentive for the students who read well during teaching reading skill in the class room.

Opposite to above item (12) the data showed in item 13 two of the teachers were provided students the opportunities to share their accomplishment for teaching reading skill classes while teaching reading skill in the class room. Obviously, there are different learner in the class room whether auditory, visual, and kinetic learner in the class room. Additionally there are active, medium and passive learners in reading skill in the class room. Therefore when the teachers share the students' accomplishment for teaching reading skill the students can be interested and optimistic in their learning skill in the class room while teacher teach reading skill on the class room.

Then as to above item (13) the data observed in item 14 identified that two of the teachers were built positive relationship with their students in teaching reading classes while teaching reading skill in the class room. The relationship between the teacher and students in teaching process has great impact on teaching reading skill and students' perception in learning reading skill. Regarding to this item the relation among teachers and students were good during the teachers taught students reading skill in the class room.

Generally, the data from above table concluded that the teachers were encouraged students' active participation. One teacher started the class with fun before begins teaching reading skill while teaching reading classes in the class room whereas one teacher did not in reading in the class room during teaching reading classes, connected the personal world of students while teaching reading in the class room, gave motivational feedback for students' reading in the class room, used their sense of self efficacy for teaching reading skill classes while teaching reading skill in the class room, provided students the opportunities to share their accomplishment for teaching reading skill classes while teaching reading skill in the class room, were built positive relationship with their students in teaching reading classes while teaching reading skill in the class room. However, none of two teachers provided the opportunity to set goals for reading skill in the class room, none of two teachers taught reading through word identification in the class

room, none of two teachers taught reading skill through multimedia or technology, promoted competition among students as the student motivate in reading develop their reading ability, gave the chance to select reading topic while teaching reading skill in the class room, used newspaper in teaching reading classes, were provided incentives to read in teaching reading classes while teaching reading skill in the class room.

4.3.2.Research Qution:2.To what extent the activities teachers use to teach reading skills correlate with the current elementary school, particularly, grade four students English language text book?

Table.4.9: shows a checklist on the reading strategies the teacher used for teach reading skill.

No	Are these strategies used?	Days	Teacher1		Teacher 2	
			Yes	No	Yes	No
1	The teacher backup the students preview the text to anticipate or predict what may happen next.					
		1	√		√	
		2	√		√	
		3	√		√	
2	The teacher backs up the students to have practice in making questions and then answering by themselves.					
		1		√		√
		2		√		√
		3		√		√
3	The teacher actively participate students identifying the purpose in reading text as the student knows what they are looking for in a reading and can weed out potential distracting information.					
		1	√		√	
		2	√		√	
		3	√		√	
4	The teacher encourage students text skimming and scanning reading strategy in order they quickly orient their views to the whole text and looking for specific words or phrases to understand the message of the text.					
		1	√		√	
		2	√		√	
		3	√		√	
5	The teacher encourages students to translate their literal understanding of text into visual or graphic organizers like the creation of characters studies, charts, timelines, graphs, or illustrations, etc.					
		1		√		√
		2		√		√
		3		√		√
6	The teacher summarize the text as it helps students construct a concise understanding of text and develops the comprehension skill of students.					
		1		√		√
		2		√		√
		3		√		√

As can be seen from the check list the teachers did not used all reading strategies that stated in above table for teaching reading skill while teaching reading skill in the class room that help students learning best for developing their reading skills and motivate their learning opinion in reading in the classroom for reading skills.

According to above table the checklist in item 1 revealed that two of the teachers were backed up the students preview the text to anticipate or predict what may happen next. In this regard teachers were encouraged students to guess or anticipate what they are going to read next in in

the text ordering the students to answer the questions in the pre reading activities which reveal what is going to happen in the text.

In the item number 2, two teachers were not helped the students to have practice in making questions and then answering by themselves In this item, teachers were ordered students ask and answer question the question that only prepared in the text. Therefore, the teachers were not seen encouraging students have to practice in making questions by themselves and then answering by themselves.

Opposite of item 2 stated above in item3 data gathered during observation, two teachers were actively participated students identifying the purpose in reading text as the student what they are looking for in a reading and can weed out potential distracting information In this regard the teachers were participated the student read the text to identify the message of the text according to their seating arrangement and the roll numbers given them in the class room.

Similarly, as above item3 in item 4, two teachers were encouraged students text skimming and scanning reading strategy in order they quickly orient the whole text and looking for specific words or phrases to understand the message of the text. In condition this item the teachers were encouraged student to read text though the students were not told consequently skimming and scanning reading strategy to understand the message of the text.

On contrary of item(item4) data observation recorded in item 5 two teachers were not encouraged students to translate their literal understanding of the text into visual or graphic organizers like the creation of characters studies, charts, timelines, graphs, or illustrations for teaching reading skill while teaching reading skill in the class room that help students learning best for developing their reading skills and motivate their learning opinion in reading in the classroom for reading skills. Suchlike reading activities in teaching reading class are too essential to illuminates more the message of the reading text; however, the teachers were not implemented these activities.

As to above table the checklist in item 5 in 6 two teachers were not summarized the text as it helps students construct a concise understanding of text and develops the comprehension skill of students. Regarding to this item the teachers were focused only on pre-reading and post reading activities, but not reading summary as the students freely grasp the message of the reading text.

To the end the activities teachers were used to teach reading skills were not correlate with the current elementary school, particularly, grade four students English language text book. Since two teachers were not gave chance to the students have to practice in making questions by themselves and then answering by themselves, not encouraged students to translate their literal understanding of the text into visual or graphic organizers were not summarized the text.

4.3.3. Research question: 3.How do teachers teach the reading skill activities in the student's English language textbook?

Table 4.10: Indicates a checklist for Identifying Activities Used for reading Skills

It was prepared to identify what kinds of activities used by teachers to teach reading in class, a checklist was prepared and used during the classroom observation as follows.

No	Are these activities used?	Days	Teach. 1		Teach.2	
			Yes	No	Yes	No
1	The teacher use problem solving activities such as puzzles, jigsaw, to develop reading	1		√		√
		2		√		√
		3		√		√
2	The teacher use role play activities in order to upgrade their reading ability	1		√		√
		2		√		√
		3		√		√
3	The teacher use information gap activities in order to upgrade their reading ability	1	√		√	
		2	√		√	
		3	√		√	
4	Teacher helps students folding a piece of text in to small sections in order give the student's confidence; reduce tension and frustration and conquer the message of short reading selection	1		√		√
		2		√		√
		3		√		√
5	Teacher makes collaboration strategy for students to learn from themselves when they match the students with others whose strengths complement their weakness.	1		√		√
		2		√		√
		3		√		√
6	The teacher encourages the students to participate in reading independently.	1	√		√	
		2	√		√	
		3	√		√	

As can be seen from the checklist item 1 and 2 two of the teachers did not used the problem solving activities such as puzzles, jigsaw, to develop reading, did not used role play activities in order to upgrade their reading ability while teaching reading skill in the class room. In the above table checklist item 3, two of the teachers used the information gap activities in order to upgrade their reading ability and participate in reading in the class room. But, in item 4 and 5 the teachers repeatedly did not helped students folding a piece of text in to small sections in order give the student's confidence; reduce tension and frustration and conquer the message of short reading selection and made collaboration strategy for students to learn from themselves when they match

the students with others whose strengths complement their weakness in the class. However, in item 6 two of teachers were encouraged the students to participate in reading independently as the students develop their reading perception in reading ability while the teacher teach reading in the classroom.

4.3.4. Research Question: 4.What teaching materials do teachers use to develop activities in relation to the current elementary school English language text book (grade four students)?

Table.4.11: Indicates a checklist on teaching materials teachers use to teaches reading activities

It was prepared to identify what kinds of materials used by teachers to teach reading in class, a checklist was prepared and used during the classroom observation as follows.

No	Are these materials used?	Days	Teachers 1		Teacher 2	
			Ye	No	Yes	No
1	Text book	1	√		√	
		2	√		√	
		3	√		√	
2	Videotape	1		√		√
		2		√		√
		3		√		√
3	Audiotape	1		√		√
		2		√		√
		3		√		√
4	News papers	1		√		√
		2		√		√
		3		√		√
5	Other supplementary books	1		√		√
		2		√		√
		3		√		√

As we saw on the above table, two of the teachers were not used teaching materials stated in above table to develop activities in relation to the current elementary school English language text book except only textbook. Over here the researcher understood on interview that there were no supplementary materials such as Videotape, Audiotape, and Newspapers in the school.

4.5. Discussion

Within this part of the study, the data collected and analyzed were discussed under one major theme in response to the four basic research questions.

1. What motivational techniques do teachers use to teach reading skill?
2. How do teachers teach the reading skill activities in the student's English language text book, particularly grade four students?
3. To what extent the activities teachers use to teach reading skills correlate with the current elementary school, particularly, grade four students English language text book?
4. what teaching materials do teachers use to develop activities in relation to the current elementary school, particularly, grade four students English language text book?

The first research questions was aimed at determining the motivational techniques do grade four English teachers use to teach reading skill in English classroom. The overall findings concerns that English language teachers in the intended in this elementary school did not always teach reading skill through motivational techniques in the reading class room. In this regard two of the teachers (grade four teachers) were not implemented all the motivational technique for teaching reading skill to develop the students' perception in reading stated in this study. However, from two of the teachers one teacher uses some motivational techniques rather than other teacher even its not always. The teachers teaching technique for reading skill in the class room is inadequate. As it can be seen from the teachers analysis were did not always use the motivational teaching technique for teaching reading skill while teaching reading in the class room to develop the students' perception in reading.

The second research question was aimed at finding out how do English teachers teach the reading skill activities in the student English language textbook, particularly grade four students .The data gathered from student' questionnaires, teachers' interviews, and classroom observation were consistent The results showed that the reading strategies teachers use to teach reading skills were not correlating with the current secondary school English language text book. That means the teachers do not give consideration for using the reading strategies in students' text book.

Teachers were not using the reading strategies which were incorporated in students' textbook to teach reading skill sufficiently. Furthermore, from the students' questionnaire, the respondents reported that they were not usually used the reading strategies insisted on reading model dialogues for students. Teachers were not seen using the reading strategies that aware students'

active learner joint collaboration or group discussion, puzzle or jigsaw, information gap filling and role play to teach reading. Teachers did not correlate the manner they teach reading strategies with the current elementary school English language text book. Teachers did not integrate various classroom reading strategies skill in the class room into one lesson, thus indication that teachers mostly dominate their learners while teaching reading.

The third research question was aimed to know what extent the activities teachers use to teach reading skills in relation with the present elementary school, particularly, grade four students English language text book. In connection to this, the literature showed that using different modern activities to teach reading skills in a suitable way helps learners to have a clear understanding of the subject they are learning. The data from the students' questionnaire and classroom observations identified that the manner in which EFL teachers teach reading activities was not in an enjoyable manner. Teachers did not teach different reading activities in the student English language textbook. The reading activities that were taught by the teachers did not motivate the students to read freely, and the reading activities that were used by the teachers did not incorporate the students' participation. The activities used by EFL teachers were questions and answers, questions, and hence, the two of the teachers were not using effective activities, which are suitable for the implementation reading activities.

The fourth research question was planned to find what teaching materials teachers use to develop activities in relation to the current elementary school English language text book. The finding of the study revealed that, as it can be seen from the analysis, the using of additional teaching reading materials in reading classes were very limited. Due to this, generally, it is possible to say that using supplementary reading materials was found to be a neglected area of reading practice. English teachers are required to develop reading activities which enable students to use the language for more read well. However, the study depicted that the teachers were using only textbook activities which are include vocabulary, question/answers and gap filling. As the analysis of the data reveals the activities in the text book were even not adapted to meet the need of the learners. The analysis also indicated that the only teaching material used to teach reading skills was the text book. No teaching aids or other supplementary materials were seen being used to develop the skills. This shows that teachers who teach at grade four in the elementary school were dedicated to use teaching reading materials and to implement reading activities in the current students' text book.

In a nutshell, the discussions depended on the motivational techniques grade four English teachers use to teach reading skill in English classroom, the extent activities teachers use to teach reading skills correlate with the current secondary school English language text book, how teachers teach reading skill activities in the student English language text book and teaching materials do teachers use to develop activities in relation to the current elementary school English language student text book .The results clearly tried to address the basic research objectives. The study indicates for further studies that are worth mentioning on improving teaching reading activities in the English textbook.

CHAPTER FIVE

5. SAMMARY, CONCLUSSIONS AND RECOMMENDATIONS

Introduction

Within this part of the study, the overall points of the research were summarized briefly. That means, sequentially, the summary, the conclusions, and recommendation of this study were arranged to put the points of the research. Firstly, the conclusions drawn from the whole findings of the inquiry were summarized and then concluded in to generalizations. Finally, recommendations were provided by the researcher depending on the findings and conclusions.

5.1. SAMMARY

Within this study, as detailed in above chapters, was intended to assess the student' perception and the motivational techniques do language teachers use to teach reading skill in EFL classes. Therefore, to achieve the overall objectives of the study, three types of data gathering in approach methods like questionnaire, interview, and classroom observation were used. Thus, the data were collected through the aforementioned instruments and were presented, analyzed and interpreted in chapter 4. Depend on above major findings, the next conclusions and recommendations are performed by the researcher in approach methods (questionnaire, interview, and classroom observation) were used.

5.2 Conclusions

The main objective of this study was to assess the student's perception and motivational techniques teachers' use on reading classes; for teaching reading skills in relation to the current elementary school in the Ethiopian grade 4 English language text book. The data were gathered via questionnaire, classroom observation and interviews. The result revealed that the reading technique, strategies, activities, materials for teaching reading skill in an EFL are insufficient to create an enjoyable environment for the teaching and learning process. To make interesting and motivating condition for teaching reading skill using reading activities, a great effort is expected from the teacher. However, the data revealed that the teachers were not playing active roles in implementing the reading activities that are designed in the student's text book in relation to the current elementary school in the English language text book. They did not teach reading activities as they are given in the student textbook. That means, they use the reading activities in limited way. Therefore no maximum number of implementation of reading activities was

observed by the teachers. They mainly teach the grammar and questions and answers. Generally, teachers lack use reading activities like jigsaw or puzzle, role play, group reading, warming up, working on pronunciation and previewing vocabulary, This might result from the teaching and learning process the school follows .That means the school follows teaching and learning in term in 4 subdivision of sections in 2 semesters in a year and focused on continuous assessment leads having a shortage of time, and giving less attention to teach reading skill in the classroom.

Though the activities were preferable for classroom interactions, most teachers did not implement the activities properly. For illustrations, the teachers did not made collaboration strategy for students to learn from themselves when they match the students with others whose strengths complement their weakness.

Even though language teachers are expected to teach reading activities by using different activities, the data showed that the participant teachers were using similar activities, which was the teachers' dominant method. The activities mostly used were individual reading, questions and answers, and information gap filling. In relation to this, most teachers were interested in teaching vocabulary, grammar in EFL classes rather than reading activities. For example, no one teacher was not seen implementing the language game activities like jigsaw or puzzle, role play, group reading, warming up, and working on pronunciation and previewing vocabulary.

English teachers are required to develop reading activities which enable students to use the language for reading. The Analysis also revealed that the only teaching material used to teach reading skills was the textbook. No teaching aids or other supplementary materials were seen being to develop the reading skill.

Generally, the two teachers were not used the activities that are required to implement the reading activities. This reveals that teachers mostly use the class room interactions by using few activities implementing the reading activities. However, as concerned in the review of the related literature, this discrepancy might result from a lack of teach er's training, less exposure to the target language, and less attention given to the implementation of the reading activities

5.3. Recommendations

On the basis of the findings and the conclusions, the following recommendations were made:

- Teacher are wanted to use different kinds of English teaching reading techniques and activity types in students' text book such as discussions or collaboration reading, individual reading ,role play , information gap, puzzle or jigsaw for teaching reading skill.
- Teachers are expected to be creative and use materials which are available in their surroundings to give life to the reading lesson they prepared as much as possible. This helps students get involved in the activities with full interest.
- Teachers are expected to create the ways to motivate students in learning reading skill while teaching reading skill in the class room. Therefore, teachers are advised to put into consideration the following ways to motivate students in reading skill:
 - ✓ To attract students to learn reading skill, the teachers expected to start from extrinsic to intrinsic motivation strategy of reading. As the researcher think about ways to motivate students, the researcher need to identify between two different types of motivation.
 - ✓ Start from phonic awareness. Starting from phonological awareness help the students to see that sound are associated with letters in a predictable way. Therefore, the teacher required to start from phonological awareness due some students have difficulty learning and producing sounds, but with practice they will improve. However, phonological awareness is the most difficult level for students to learn, but is the most essential for reading skill.
- To monitor the motivation level of students in learning reading lesson, the teachers should start from the ability or level of the students in reading ability.
- To sum up, most importantly, the researcher recommended that another research will be conducted with this tittle more in order to find solution for this problem.

REFERENCES

- AbinetMangiste(2011) .*The Case of Prep-I program in Medhanialam Preparatory School*. Un published thesis at Addis Ababa University. Conducted research on Extensive Reading: Perception and Practice.
- Artelt, C., Naumann, J., & Schneider, W. (2010).Lesemotivation und Lernstrategien.In E. Klieme, et al. (Eds.), PISA 2009.BilanznacheinemJahrzehnt (pp. 73-112).Münster: Waxmann.
- Bacon, F. (1993). Francis Bacon's essays.(6 edit.) Madras: Macmillian India Ltd.
- Bain, K. (2004). What the best college teachers do. Harvard University Press.
- Bell.R.J.,(2007).Students' Perceptions Of Reading: An investigation of reading by underachieving year five & six in a low decile New Zealand primary school. New Zealand :University of Canterbury.
- Best,J, and Kahan, V. (1989). research in education (6thed) new Jersey: print cal – Hall).
- Bethel Bekele(2011)conducted research on Practice and Perception of Bulbula school community towardsthe implementation of Active Learning in teaching English .Un published thesis at Addis Ababa University.
- Bhullar,N, Malouff, M.J, . Foster,M.R, Rooke.E.S, Schutte,S.S.(2009). *Methods of Motivational Teaching*.Australia: University of New England.
- Bhullar,N., Foster,R.M, Mallouff,J.M., Scotte.(2008).Method of motivational Teaching. Awustralia:University of New England.
- Blachman, B. A., Ball, E. W., Black, R., &Tangel, D. M. (2000). Road to the code: A phonological awareness program for young children. Paul H. Baltimore, MD: Brookes Publishing Co.
- Blyth,C.(2010).ForeignLanguageTeachingMethod.Retrievedfrom<https://coerll.utexas.edu/methods/modules/reading/01/>
- Brewster, C. &Fager, J. (2000). Increasing Students Engagement and Motivation: From Time on Task to
- Brown, H.D. (2000). Teaching by Principles: An Interactive Approach to Language Pedagogy. California: Longman.
- Cardoso-Martins, C.(1995).Sensitivity to rhymes, syllables, and phonemes in literacy acquisition in Portuguese. Reading research quarterly, 808-828.
- Carrell, P. L., &Eisterhold, J. C. (1988).Schema Theory and ESL Reading Pedagogy. In P. L. Carrell, D. Joanne, & D. E. Eskey (Eds.), Interactive Approaches to Second Language Reading (pp. 73-92). Cambridge University Press.
- Carrell,P.L.(1988).”Interactive text processing: implication for ESL classrooms.”IInCarrell, P.L. Devine, J. and Eskey, D.E .Interactive Approach to Second Language Reading. Cambridge: CUP.

- Carrillo, L.W., (1965). Developing flexible reading rates. *Journal of Reading*.8, 322-25.
- Cascales, F. (2009). *Introducción a la Psicología*.
- Chavez, F.L.R., and Hernandez, A.R.J. (2017). Motivational techniques to reading in 11th grade class at Rey Salomon School at Santo Domingo neighborhood. Un published title in B.A in
- Creswell, J.W. (2012). *Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research* (4th Ed). USA: Pearson Education, Inc.
- Dereje Wondimeneh, (2008). Students' perception of motivational techniques teachers use in reading lesson. Unpublished M A thesis A.A.U
- Dornyei, and Cheng (2007), the use of motivational strategies in language instruction: the case of EFL teaching in Taiwan, *Innovation in language learning & teaching* Vol 1.No.1. 55
- Dornyei, Z. (2001) Attitudes, orientations and motivation in language learning; advance in theory, research, and applications London, university of nothing an, PDF article (at www.blackwell,
- Eccles, J. S., & Wigfield, A. (2002). Motivational Beliefs, Values, and Goals. *Annual Review of Psychology*, 53, 109-132. Retrieved 28.7.219, http://outreach.mines.edu/cont_ed/Eng-Edu/eccles.pdf.
- Ediger, Marlow and Rao, D. Bhaskara. (2004). *Teaching Reading Successfully*. New Delhi: Discovery publishing house.
- Ediger, Marlow. (2007). Purposeful reading and the student, *Edutracks*, 6 (9), 11-12.
- Elliot, A. J., Niesta Kayser, D., Greitemeyer, T., Lichtenfeld, S., Gramzow, R. H., Maier, M. A., & Lu, H. (2010). Red, rank, and romance in women viewing men. *Journal of Experimental Psychology*.
- Eryana, S. (2018). *Enhancing Students' Achievement and Motivation Toward Reading Comprehension by Using Humor Story* at the Eleventh Grade student of SMK Negeri 6 Bulukumba. Un published thesis, University of Muhammadiyah Makassar
- Fairbrain Gavin J., & Fairbrain, Susan A. (2002). *Reading at university*. New Delhi: Viva Books private Ltd.
- Ferlazzo, L. (2015, September 14). Strategies for helping students motivate themselves. Retrieved October 6, 2016, from <http://www.edutopia.org/blog/strategies-helping-students-motivate-themselves-larry-ferlazzo>
- Fisseha Gelete (2011). An investigation into the reading strategies employed by Grade 11 students of Merrawi Preparatory School in terms of sex and academic achievement. Bahir Dar University: Bahir Dar.

- Gambrell, L.B. (1996) .Creating classroom cultures that foster reading motivation .The Reading Teacher, 50 (1),14-24.
- Garbe, C., Holle, K., &Jesch, T. (2010).Textelezen.Lesekompetenz – Textverstehen – Lesedidaktik – Lesesozialisation. Paderborn: Schöningh.
- Gray, D. 2014. Doing Research in the Real World. 3rd ed. London: Sage
- Guilloteaux, M, J (2007) “Motivating language learners. A classroom oriented Investigation of the effects of motivational strategies on students’ Motivation.” PhD Dissertation: Nottingham University.
- Guthrie, J. T., &Wigfield, A. (2000).Engagement and motivation in reading. In M. L. Kamil, et al. (Eds.), Handbook of reading research (3rd ed.) (pp. 403 – 422). New York: Longman.
- Hardiana,c.(2021). *The Analysis Of Students’ Perception On The Use Of Listen-Read Discuss Strategy In Improving The Student’s Reading Comprehension*.Un published thesis at MakassaMuhammaayah University.
- Harper and Row.Wallace, C. (1992). *In Reading* (pp. 169- 175).Oxford University Press.
- JalalludinRakhmat (2011).PsikologiKomunikasi. Bandung: PT RemajaRosdakarya.
- Komiyama,R.(2009),CAR: A Means to Motivating to Read. English Teaching Forum (3) 32_37
- Kothari, C.R.(1990).*Research Methodology: Method and Techniques* (2nd edition). New Delhi: New Age International (P) Limited, Publishers.
- Kumar,R.(2011).*Research Methodology .A Step-By-Step Guide For Beginners*(3rdedition). India: SAGE Publications India Pvt Ltd
- Malin, Ginger. (2010). Is it still considered reading? Using digital Video storytelling to engage adolescent readers.The clearing house, 83, 121-125.
- Mifflin, 1995.*Management and Organization*. South-Western Publishing Co, New York, USA.P.122, 167.
- Morris, C., &Maisto, A. (2009).*Psicología*. Mexico: Pearson Educación .
- Muhammad (20018).*Astudyof teachers’ use ofmotivational techniques for reading lesson*.debreberhanUniversity.Unpublished. MA, THESSIS.
- Neno.(2013). KeterampilanBahasaInggris English Skill Yang WajibAndaKuasai.Diakses 24 Oktober, 2020 from Website: Active English, <https://fadlan90.wordpress.com/2017/04/21/speaking-skill-dalambah>
- Nuttall, C. (1982). *Teaching Reading Skills in a Foreign Language*. Oxford: Oxford University Press.
- Ricks, B.R., M.L.Glinn and A.S.Daughtrey. 1995. *Contemporary supervision, Managing People and technology*, McGraw- Hill, Inc. New York, USA. P.169,182

- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Ryan, R. M. (2000). *Intrinsic and Extrinsic Motivation : Classic Definitions and New Directions*.
- Sanderson, Paul. (2002). *Using Newspapers in the Classroom*, CUP
- Schiefele, U., & Schaffner, E. (2015). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Science Direct*, 42, 159-171.
- Schrijvers, M., et al. (2016). The impact of literature education on students' perceptions of self and others: Exploring personal and social learning experiences in relation to teacher approach. *L1-Educational Studies in Language and Literature*, 16, 1-37.
- Selinger, H. W. and Shohamy, E. (1989). *Second Language Research Methods*. Oxford: OUP.
- Sharma, Yogendra K. & Sharma, Madhulika (2006). *Educational Technology and Management*. New Delhi: Kanishka Publishers.
- Sil, N. C. (2017). *Use of motivational strategies in English class room; perception of Bangladeshi Secondary school English Teachers and students BRAL institute of languages*; BRAL University.
- Sumanto (2014). *Psikologi Umum*, Yogyakarta: CAPS Sarlito W.
- Tafani, Vilma. (2009). Teaching English through mass media, *Acta Didactica Napocensia*, 2 (1), 12.
- Theobald, M. A. (2006). *Increasing student motivation: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Thoonen, E. E. J., Slegers, P. J. C., Peetsma, T. T. D., & Oort, F. J. (2011). Can teachers motivate students to learn? *Educational Studies*, 37(3), 345-360. doi:10.1080/03055698.2010.507008
- Tilley, C. L. (2009). Reading Motivation and Engagement. *School Library Monthly*, 26(4), 39-42.
- Uno Hamza B. 2016. *Teori Motivasi dan Pengukurannya. Analisis Di Bidang Pendidikan*. Jakarta: Bumi Aksara
- Williams, L. M., Hedrick, W. B., & Tuschinski, L. (2008). Motivation: Going beyond testing to a lifetime of reading. *Childhood Education*, 84(3), 135-141.
- Yemane, T. (1967). *Statistics: An Introductory Analysis*, 2nd Ed. New York:
- Zhang, T., Solmon, M. A., & Gu, X. (2012). The role of teachers' supports in predicting students' motivation and achievement outcomes in physical education. *Journal of Teaching in Physical*

APPENDIX A

WALLAGA UNIVERSITY

INSTITUTE OF LANGUAGES STUDY AND JOURNALISM DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

QUESTIONNAIRE TO BE FILLED IN BY STUDENTS

Dear Students,

This questionnaire has been intended for the research to be conducted at your school. In particular, it has been designed to collect data on how your English language teacher teaches reading skill in the class room. It has nothing to do with the evaluation of your teacher. The findings of this study are hoped to contribute to the improvement of your English skills. You are, therefore, kindly requested to respond to all the items in the questionnaire.

Notice: You do not need to write your name on the questionnaire.

Thank you in advance!

Part: 1. General information

Direction: 1 Please give your personal information for each of the following categories. For questions number 2 and 3 please circle the letter(s) of your choice .Then, for questions number 1, 4, and 5 write the information needed.

1. Name of your school_____

2. Age: a) 10 b) 11 c) 12 d) 13

3. Sex: a) Male b) Female

4, Grade_____5, Section:_____

Part: 2.The student's perception on learning reading while the teacher teaches reading skill

Instruction: For the following two questions, please circle the letter(s) of your choice.

1. Do you learn reading through motivational techniques in reading class?

A. Yes B. No

2. When you learn reading skills in EFL classes, how much is your interest and motivation to learn reading?

A. Very high B. High C. Medium D. Low E. Very Low

Part: 3.The teacher's teaching technique for reading skill

Instruction: How often the teaching techniques which are mentioned below are implemented when you learn reading skill during English sessions? Please give your response by putting a tick (✓) mark under the appropriate column on the right side. Read them carefully and decide whether they use them: (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never. Please put a tick mark (✓) in the space provided corresponding to your answer.

A=Always U=Usually S=sometimes R=Rarely N=Never

No	Items	Rating scale				
		A	U	S	R	N
1	The teacher encourages students' active participation in reading.					
2	The teacher starts the class with fun.					
3	The teacher Provides students the opportunity to set goals.					
4	The teacher teaches reading through word identification.					
5	The teacher teaches reading Skill through multimedia.					
6	The teacher connects the personal world of students while teaching reading.					
7	The teacher gives motivational feedback for students' reading.					
8	The teacher Promotes competition among students.					
9	The teacher Gives the chance to select reading topic.					
10	The teacher Encourage students' active participation in reading.					
11	The teacher Provides students the opportunity to set goals.					
12	The teacher teaches reading Skill through multimedia.					
13	The teacher gives motivational feedback for students' reading.					
14	The teacher Gives the chance to select reading topic.					

Part: 4.The activity types that are used by teachers while teaching reading skills

How often the following activity type that are used by teachers while teaching reading skills which are mentioned below are implemented when you learn reading skill during English sessions? Please give your response by putting a tick (✓) mark under the appropriate column on the right side.

Instruction: Read them carefully and decide whether they use them: (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never. Please put a tick mark (✓) in the space provided corresponding to your answer.

No	How often these activities are used?	Rating scale				
		A	U	S	R	N
1	The teacher use problem solving activities such as puzzles, jigsaw, to develop reading					
2	The teacher use role play activities in order to upgrade their reading ability					
3	The teacher use information gap activities in order to upgrade their reading ability					
4	Teacher helps students folding a piece of text in to small sections in order give the student's confidence; reduce tension and frustration and conquer the message of short reading selection.					
5	Teacher makes collaboration strategy for students to learn from themselves when they match the students with others whose strengths complement their weakness.					
6	The teacher encourages the students to participate in reading independently.					
7	Teacher helps students to preview vocabulary, work on pronunciation and checking their comprehension to progress their reading ability					

Key: A=Always U=Usually S=sometimes R=Rarely N=Never

Part: 5.The teaching materials teacher used for teaching reading skill

How often the following activity type that are used by teachers while teaching reading skills which are mentioned below are implemented when you learn reading skill during English sessions? Please give your response by putting a tick(✓) mark under the appropriate column on the right side.

Instruction: Read them carefully and decide whether they use them: (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never. Please put a tick mark (✓) in the space provided corresponding to your answer.

No	Items	Rating scale				
		A	U	S	R	N
1	The teacher uses technology or multimedia for teaching reading skill					
2	The teacher uses audiotape material for teaching reading skills					
3	The teacher uses videotape material for teaching reading skills					
4	The teacher uses newspaper for teaching reading skills					
5	The teacher uses other supplementary books for teaching reading skills					
6	The teacher uses only students' text book for teaching reading skills					

Key: A=Always U=Usually S=sometimes R=Rarely N=Never

Part: 5.The reading strategies the teacher used for teach reading skill

How often the following activity type that are used by teachers while teaching reading skills which are mentioned below are implemented when you learn reading skill during English sessions? Please give your response by putting a tick (✓) mark under the appropriate column on the right side.

Instruction: Read them carefully and decide whether they use them: (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never. Please put a tick mark (✓) in the space provided corresponding to your answer.

No	Items	Rating scale				
		A	U	S	R	N
1	The teacher backup the students preview the text to anticipate or predict what <u>may happen next</u> .					
2	The teacher backs up the students to have practice in making questions and then answering by themselves.					
3	The teacher actively participate students identifying the purpose in reading text as the student can easily catch the information they wanted about reading text.					
4	The teacher encourage students text skimming and scanning reading strategy in order they quickly orient their views to the whole text and looking for specific words or phrases to understand the message of the text.					
5	The teacher encourages students to translate their literal understanding of text into visual or graphic organizers like the creation of character studies, charts, <u>timelines, graphs or illustrations, etc.</u>					
6	He teacher summarize the text as it helps students construct a concise understanding of text and develops the comprehension skill of students					

Key: A=Always U=Usually S=sometimes R=Rarely N=Never

Part:6.Additional and supporting information regarding this study

If you have any comment that you want to give additional information regarding the teacher's teaching techniques and your perception on reading the classroom, please write your comment in the blank space given here under below.

Thank you for your cooperation

Appendix B

Classroom Observation Checklists

I .General Issues

1. The school

1.1. Name of the school: _____

1.2. Grade_____ section_____

1.3 Number of students: Female_____ Male_____ Total_____

2.Date of observation_____ beginning time_____ ending time_____

3. Text book use_____ Unit_____

3.1. Title of the lesson_____

3.2.Page_____

Checklist 1: Checklist on the techniques of the EFL teacher implements to teach reading skill for students in the classroom.

To want to know the strategy used by teacher to teach reading in the class, a checklist was prepared and used during the classroom observation as follows.

Instruction: the response for this checklist would be putting by a tick mark(√) under the appropriate column on the right side.

No	Are these technique used?	Days	Teacher1		Teache2	
			Yes	No	Yes	No
1	The teacher encourages students' active participation in reading.	1				
		2				
		3				
2	The teacher starts the class with fun.	1				
		2				
		3				
3	The teacher provides students the opportunity to set goals.	1				
		2				
		3				
4	The teacher teaches reading through word identification.	1				
		2				
		3				
5	The teacher teaches reading skill through multimedia.	1				
		2				
		3				
6	The teacher connects the personal world of students while teaching reading.	1				
		2				
		3				
7	The teacher gives motivational feedback for students' reading.	1				
		2				
		3				
8	The teacher promotes competition among students.	1				
		2				
		3				
9	The teacher gives the chance to select reading topic.	1				
		2				
		3				
10	The teacher uses newspaper in teaching reading..	1				
		2				
		3				
11	The teacher uses sense of self efficacy for teaching reading skill.	1				
		2				
		3				
12	The teacher provides incentives to read	1				
		2				
		3				
13	The teacher provide students the opportunities to share their accomplishment	1				
		2				
		3				
14	The teacher Building positive relationship with their students.	1				
		2				
		3				

Checklist 2: Checklist on the reading strategies the teacher used for teach reading skill

To want to know what kinds of strategies used by teachers to teach reading in class, a checklist was prepared and used during the classroom observations as follows.

Instruction: the response for this checklist would be putting by a tick(✓) mark under the appropriate column on the right side.

No	Are these strategies used?	Days	Teacher1		Teacher 2	
			Yes	No	Yes	No
1	The teacher backup the students preview the text to anticipate or predict what may happen next	1				
		2				
		3				
2	The teacher helps the students to have practice in making questions and then answering by themselves.	1				
		2				
		3				
3	The teacher actively participate students identifying the purpose in reading text as the student identify what they want to see in a reading and can weed out potential distracting information.	1				
		2				
		3				
4	The teacher encourage students text skimming and scanning reading strategy in order they quickly orient their views to the whole text and looking for specific words or phrases to understand the message of the text..	1				
		2				
		3				
5	The teacher encourages students to translate their literal understanding of text into visual or graphic organizers like the creation of characters studies, charts, timelines, graphs, or illustrations, etc.	1				
		2				
		3				
6	The teacher summarize the text as it helps students construct a concise understanding of text and develops the comprehension skill of students.	1				
		2				
		3				

Checklist 3: Checklist for Identifying Activities Used for reading Skills

To want to know what kinds of activities used by teachers to teach reading in class, a checklist was prepared and used during the classroom observations as follows.

Instruction: the response for this checklist would be putting by a tick mark(✓) under the appropriate column on the right side.

No	Are these activities used?	Days	Teacher 1		Teacher 2	
1	The teacher use problem solving activities such as puzzles, jigsaw, to develop reading	1				
		2				
		3				
2	The teacher use role play activities in order to upgrade their reading ability	1				
		2				
		3				
3	The teacher use problem solving activities such as puzzles, jigsaw, to develop reading	1				
		2				
		3				
4	The teacher use role play activities in order to upgrade their reading ability	1				
		2				
		3				
5	Teacher makes collaboration strategy for students to learn from themselves when they match the students with others whose strengths complement their weakness.	1				
		2				
		3				
6	The teacher encourages the students to participate in reading independently.	1				
		2				
		3				

Checklist 4: Checklist on teaching materials teacher use to teaches reading activities

To want to know what kinds of activities used by teachers to teach reading in class, a checklist was prepared and used during the classroom observations as follows.

Instruction: the response for this checklist would be putting by a tick mark(√) under the appropriate column on the right side.

No	Are these materials used?	days	Teachers 1		Teacher 2	
			Yes	No	Yes	No
1	Text book	1				
		2				
		3				
2	Videotape	1				
		2				
		3				
3	Audiotape	1				
		2				
		3				
4	News papers	1				
		2				
		3				
5	Other supplementary books	1				
		2				
		3				

APPENDIX C

Interview with teachers

Dear teachers,

This interview is designed to collect data to assess the student's perception and the motivational techniques teachers use in teaching reading skill **in EFL classes the case of Wallaga University Gimbi Campus Community School Gimbi Secondary School, grade 4 in focus**. Thus, your genuine response will have a significant contribution for the success of this study; your response will be kept confidential and will be used only for the purpose of this study.

Thank you very much for your cooperation!

I. Orientation to the motivational technique the teachers use for teaching reading skill

1. Do you think that the motivational technique is important for teaching reading skill?
2. Please, can you explain the importance of the teachers teaching motivational technique is for teaching reading skill?
3. How do you explain the reaction of your students when you teach reading skill in EFL classrooms? Explain their interest and motivation on learning reading skill while you teach them?

II. The ways the teacher teaches reading skill?

- 2.1. Do you teach reading through word identification? If yes how? Why if no?
- 2.2 Do you teach reading through technology /multimedia? If yes, in what ways?
Is via internet/ Computers? Or is other way? Why if no?

III. How the teacher teaches reading skill?

- 3.1. Do you teach reading by giving positive feedback for your reading practice? If yes how? Why if no?
- 3.2. Do you make competition among group or individual while teaching reading skill? If yes how? Why if not?
- 3.3. Do you give rewards for good reader students? If yes how? Why if not?
- 3.4. Do you encourage student's active participation in reading practice, independently? If yes how? Why if not?
- 3.5. Do you make smooth relationship with students while teaching reading skill? If yes how? Why if no?
- 3.6. Do you start the class with fun before starting the class? If yes how? Why if not?
- 3.7. Do you give you the chance to select reading topic? If yes what type of topic? Why if not?

3.8. Do you provide the students the opportunity to set goals? If yes how you provide it? Why if not?

3.9. Do you provide students the opportunities to share their accomplishment? If yes how? Why if not?

3.10. Do you teach students reading skill as reading model? If yes how? Why if not?

IV. What materials does the teacher use to teach reading skill?

4.1. Do you use only student's text book for teaching reading skill? If yes mention the reason? If not, what other materials teachers use?

4.2 Do you use newspapers for teaching reading skill? If yes how? Why if not?

4.3. Do you use videotape for teaching reading skill? If yes how? Why if not?

4.4. Do you use audiotape for teaching reading skill? If yes how? Why if no?

4.5. Do you use any supplementary materials for teaching reading skill? If yes what type of materials? Why if no?

V. What activities does your teacher use to teach reading skill?

5.1. Do you use group activity to teach reading skill? If yes how? Why if no?

5.2. Do you use role play to teach reading skill? If yes, at what time? Why if no?

5.3. Do you use puzzle to teach reading skill? If yes how? Why if no?

5.4. Do you use jigsaw to teach reading skill? If yes how? Why if no?

5.5. Do you use previewing vocabulary to teach reading skill? If yes how? Why if no?

5.6. Do you use checking comprehension to teach reading skill? If yes how? Why if no?

VI. What strategies of reading does your teacher use to teach reading skill?

6.1. Do you use skimming and scanning to teach reading skill? If yes how? Why if no?

6.2. Do you use guessing to teach reading skill? If yes how? Why if no?

6.3. Do you use questioning to teach reading skill? If yes how? Why if no?

6.4 Do you use clarifying to teach reading skill? If yes how? Why if no?

6.5. Do you use predicting to teach reading skill? If yes how? Why if no?

6.6. Do you use summarizing to teach reading skill? If yes how? Why if no?

6.7. Do you use visualizing teaching reading skill? If yes how? Why if no?

Duubee D
Yuunivrsiitii Wallaggaatti
Damee Barnoota Afaan Ingilizii fi Og-barruu
Bar-gaaffii barattootaaf qophaa'e
Kabajamtoota barattootaa

Hunda dura yreoo keessan sagantaa kanaaf oolchuuf eeyyamamoo ta'uu keessaniif guddaan isin galateeffadha. Waraqaan gaafannoo kun kan qophaa'eef odeeffannoo qorannoo fi qu'annoo mata duree" **Mana barumsaa Hawwaasa Wallaggaa Yuuniversity kaampaasii Gimbii sadrkaa 1^{ffaa} Kutaa 1^{ffaa}_6^{ffaatti}** Mala **Dandeettiidubbisa barsiisuu barsiisaa Afaan Ingiliffaa daree barnoota Afaan Ingiliffaa keessatti barsiisuu iyyaafachuu**(An assessment of student's perception and the motivational technique teacher use to teach reading classes, grade 4 in focus" jedhu irratti ragaa fi odeeffannoo wallitti qabachuun fala barbaachisu kennuuf yaadameeti. Kannaaf, deebiin keessan iccitiidhaan qabamee hojii qo'annoo qofaaf kan oolu malee yaada kessna madaaluudhaf waan hin ta'innif sodaa fi shakkii tokko malee yaada keessan akka gummaachita kabajaanin isin gaafadha. Argannoonyookaan bu'aan qorannoo kanaas akkamittiin karaa bifa oonnachiisaa ta'een dandeettii dubbisuu Afaan Ingiliffaa barattootaa daree kessaa keessatti barsiisuu dandeenya kan jedhuuf furmaata barbaaduufi.

Hub: Maqaa kee waraqaa gaaffii kana irratti barreessuu hin barbachisu..

Gumaacha keessaniif galatoomaa!

1. Odeeffanno walii galaa armaan gadii guuti!

A, Maqaa Mana barumsaa: _____

B, Umurii: lakkoofsaan barreessi _____

C, Saala: dhiira _____ dhalaa _____

2. Gaaffilee lamaan armaan gadii qubee deebii sirrii qabatee jira jettee yaadduttii marrii deebisi

1 Yerroo barnoota Afaan Ingiliffaa barattu barsiisiisaan maluu baruu oonnachisaa fayyadamuun dubbisa in barsiissaa?

A. Eyyee B. Lakki

2. Yeroo dandeettii dubbisa Afaan Ingiliffaa barattu fedhii fi kaka'umsa attamii qabda?.

A. Baay'ee Olaanaa B. Olaanaa C. Baay'ee gadi bu'aa D. Gadi bu'aa

3. Malaawwan Onnachiisaa barsiisaan dandeetti dubbisa barataa daree keessatti brasiisu

Yaadotni armaan gaditti dhiyaatanii jiran dandeettii dubbisa Afaan Ingiliffaa barattu irrattimalootni onnachhisoon armaan gadii barsiisaan daree keessatti dubbisa ittiin barsiisu hangam hojiirra oolu kan jecduudha. Deebii kee fuul-dra yaadota kanntti mallatto(✓) kan kaa'uun deebisi.

N o	Malaawwan Onnachiisaa barsiisaan dandeetti dubbisa barsiisuuf fayyadamu	Safartuuwwan					
		Y H	Y B	Y T	D D	T H	
1	Barsiisaandareebarattotabohaarsuunbarsiisuunieegala						
2	Barsiisaanbarattootahirmachisuundubbisa in barsiisaa						
3	Barsiisaan kaayyoo barattootni dubbisa dubbisaniif in kaa'aa?						
4	Barsiisaan jechoota dubbisa keessa jiran akkaataa dubbifamuu qabaniin ni barsiisaa						
5	Barsiisaanteknooloojii /miidiiyaa lee garaagaraa fayyadamuun dubbisa in barsiisaa						
6	Barsiisaanyeroodubbisabarsiisudandeettiibarachuubarattootaagi ddugaleessa in godhataa						
7	Barsiisaanyeroodubbisabarsiisuttiakkaataadandeettiibarachuubarattootatti in barsiisaa						
8	Barsiisaanduubdeebiionnachiisaadubbisabarattootaaf in kennaa						
9	Barsiisaanakkabarattootniwaldorgomaniifgidduisaanittidorgo mmiiuumuun in barsiisaa						
10	Barsiisaanbarattootnimatadureeledubbisaafedhanakkadubbisan iifcarraa in kennaafii						
11	Gaazeexaa fayyadamuun barsiisaan dubbisa barattoota in barsiisaa						
12	Barsiisaan dubbisa barsiisuuf ga'umsa mataa isaa in qabaa						
13	Dubbisuu barattoota ol guddisuuf barsiisaan barattoota in badhaasaa						
14	Barsiisaan hariiroo gaarii barattoota isaa waliin ni uumaa dubbisa barsiisuuf?						

Furtuu: Y H=Yeroo Hunda, YB=Yeroo bay'ee, YT=Yeroo Tokkotokko, DD= darbee darbee TH= Tasumaa hin fyyadamu,

4, Barsiisaan yeroo dandeettii dubbisa Afaan Ingiliffaa barsiisu meshaalee deggersa barnootaa maalfaa fayyadama?

Yaadotni armaan gaditti dhiyaatanii jiran yeroo dandeettii dubbisa AfaanIngiliffaa barattu meshaalee deggersa barnootaa armaan gadii barsiisaan daree keessatti dubbisa ittiin barsiisu hangam hojiirra oolu kan jedhuu dha. Deebii kee fuul-dura yaadota kanaatti mallattoo (✓)kana kaa'uun deebisi.

Lakk	Meeshaalee barsiisaan itti fayyadamuun dandeettii dubbisaa barsiisu	Safartuuwwan				
		YH	YB	YT	DD	TH
1	Barsiisaan technoolojii fayyadamuun dandeettii dubbisaa in barsiisa					
2	Barsiisaan waaraaduu sagaalee jechootaan dandeettii dubbisa in barsiisa					
3	Barsiisaan suur-sagalee fayyadamuun dandeettii dubbisaa in barsiisa.					
4	Barsiisaan Gaayeexaa fayyadamuun dubbisa in barsiisa					
5	Barsiisaan kitaaba barataa qofa fayyadamuun in barsiisa					
6	Kitaaba barataa dabalataa biraa in fayyadama					

Furtuu: YH=YerooHunda, YB=YerooBay'ee, YT=YerooTokkotokko, DD=Darbee darbee, TH=Tasumaa hin fayyadaman.

5, Yaaliwwaan barsiisaan dandeettii dubbisaa barsiisuuf fayyadmu maalfaadha?

Yaadonni armaan gaditti dhihaatanii jiran yeroo dandeettii dubbisa Afaan Ingiliffaa barattu yaaliwwaan armaan gadii barsiisaan daree keessatti dubbisa ittiin barsiisu hangam hojiirra oolu kan jedhuu dha. Deebii kee fuul-dura yaadota kanaatti mallattoo (✓)kana kaa'uun deebisi.

Lakk	Yaaliwwan barsiisaan dubbisa barsiisuuf fayyadamu	Safartuuwwan				
		YH	YB	YT	DD	TH
1	Yaalii mala haala dubbisa furan kan akka haala taphaa, barattoota garee gareetti qooduun waalitti fiduun dandeettii dubbisa barattoota guddisuu					
2	Yaalii gaa'ee taphachuun dendeetti dubbisa barattoota guddisuu					
3	Yaalii qaawwa odeeffannoo guutuun dandeettii dubbisa barattotaa ol guddisuu					
4	Yaalii kutaa dubbisaa haala barataan dhihinaa fi soda tokko malee dubbisuu danda'utti caccabsuun barataaf qoduun dubbisa barsiisuu					
5	Yaalii dubbisa walootiin barataa suuta dubbisuu fi qaxalee walitti fiduun akka isaan wal irraa baratan taasisuu					
6	Yaalii barataan akka of da'nda'ee dubbisuuf hirmaachisuu					
7	Yaaliwwan akka sagalee dubbisaa fi dandeettii dubbisa isaanii mirkaneeffachuuf iyyaafannoo qopheessuun dubbisa barsiisuu					

Furtuu: Y H=Yeroo Hunda, YB=Yeroo Bay'ee, YT= Yeroo Tokkotokko, DD=Darbee darbee, TH= Tasumaa hin fayyadaman

6. Tooftaan barsiisaan dubbisa ittiin barsiisu tooftaa akkamiiti?

Yaadonni armaan gaditti dhihaatanii jiran yeroo dandeettii dubbisa Afaan Ingiliffaa barattu tooftaawwaan armaan gadii barsiisaan daree keessatti dubbisa ittiin barsiisu hangam hojiirra oolu kan jedhuu dha. Deebii kee fuul-dura yaadota kanaatti mallattoo (✓) kana kaa'uun deebisi.

Furtuu: Y H=Yeroo Hunda, YB=Yeroo Bay'ee, YT= Yeroo Tokkotokko, DD=Darbee darbee, TH= Tasumaa hin fayyadaman

Lakk	Tooftaa barsiisaan dubbisa ittiin barsiisu	Safartuuwwan				
		YH	YB	YT	DD	TH
1	Barsiisaan haal duree dubbisa baratanii akka dursaanii tilmaaman ni tumsa					
2	Barsiisaan tooftaa dubbisa gaaffii fi deebii dubbisa ofii isaanitiin in shaakalu					
3	Barsiisaan barattootni haala si'aa ta'een dubbisa dubbisuun kaayyoo dubbisichi barreeffameef yookiin odeeffannoo maalii ibsuu akka barbaade akka hubatan in taasisa					
4	Barsiisaan barattootni saffisaan ergaa dubbisichaa akka dubbisaniifi yaada ergaa dubbisichaa dubbisaniifi akka hubtaniifi in barsiisa.					
5	Waan barattootni dubbisaniifi hubannoo ifaa kennuuf barsiisaan gabatee, chaartii, giraafii fi ibsa garaa garaa taasisuun dubbisa barattoota in barsiisa.					
6	Barattootni hubannoo dubbisa isaanii akka gabbifataniifi irra deebii dubbisaa kennuufiinyaada guduunfaa kenna.					

7. Odeeffannoo dabalataa fi barbaachisoo waa'ee qorannoo kanaa

Yaada dabalataa fi barbaachisoo qorannoo kanaaf qabdu waa'ee iyyaafannoo fedhii barattootaa fi mala onnachisaa barsiisaan danndeettii dubbisaa daree keessatti barsiisu irratti yaada yoo qabaattan sarara armaan gadii irratti akka barreesitu kabajaan isin gaafadha.

Gumaacha keessaniifi galatooma !