UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE LICENCIATURA EN IDIOMAS

ANALYSIS OF THE READING STRATEGIES FOR INCREASING UNDERSTANDING IN READING AT SEGUNDO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA "ISABEL DE GODIN" LOCATED IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD 2016-2017.

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THESIS TITLE: ANALYSIS OF THE READING STRATEGIES FOR INCREASING UNDERSTANDING IN READING AT SEGUNDO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA "ISABEL DE GODIN" LOCATED IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD 2016-2017.

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, professor de Idiomas Inglés". It has been approved by the following Committee Members at Universidad Nacional de Chimborazo, it has been confirmed by their signatures.

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En calidad de tutora de tesis previa a la obtención del título de Licenciatura en Idiomas Especialización Inglés, certifico que el presente trabajo de investigación realizado por: Raquel Verónica Abarca Sánchez con el tema: **ANALYSIS OF THE READING STRATEGIES FOR INCREASING UNDERSTANDING IN READING AT SEGUNDO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA "ISABEL DE GODIN" LOCATED IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD 2016-2017,** ha sido elaborado por dicha estudiante, revisado y analizado en un cien por ciento con el asesoramiento permanente de mi persona, por lo cual se encuentra apta para ser sometida a la defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad

_____

MsC. Lucy Pazmiño

TUTORA

AUTORSHIP

I, Raquel Veronica Abarca Sanchez, student of language career, declare I am the only author and responsible for the ideas, analyzes conclusions and recommendations expounded in this research named **ANALYSIS OF THE READING STRATEGIES FOR INCREASING UNDERSTANDING IN READING AT SEGUNDO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA "ISABEL DE GODIN" LOCATED IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD 2016-2017.**

Establishing that the intellectual contributions of other authors have been referenced both in textual quotations and bibliographical citations, in addition, the rights of this project correspond to Universidad Nacional de Chimborazo.

Raquel Verónica Abarca Sánchez
060618380-4

DEDICATORY

With love for Cristian Emanuel and Paula who are my main inspiration in this life.

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I mainly thank God for giving me all the wisdom to achieve all my goals and overcome the difficulties that came to me in everyday life. To my parents and to my husband, for giving me their unconditional support and being always ready to help me to achieve my goals. To my teachers, who with their experience supported me during the course and in the development of the thesis

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RESUMEN

En este importante proyecto de investigación se han analizado varios aspectos relacionados con el bajo nivel de entendimiento en la lectura de los estudiantes, aspectos principalmente ligados con las estrategias de la lectura que la profesora desarrolla durante las clases. Este estudio se realizó en el Segundo de Bachillerato "A" de la Unidad Educativa "Isabel de Godín" periodo académico 2016-2017 durante el mes de septiembre hasta el mes de febrero. Esta investigación tiene el propósito de analizar como las estrategias de la lectura ayudan a mejorar el entendimiento en la habilidad lectora de los estudiantes de dicha institución. Ya que el problema principal de los estudiantes de Segundo de Bachillerato "A" de la Unidad Educativa "Isabel de Godin" es la baja comprensión lectora.

 Para realizar esta investigación de manera veraz se utilizó el método cualitativo etnográfico, que permite tener una información real e importante acerca de los elementos que influyen en las actividades de la lectura de los estudiantes. El nivel de estudio de esta investigación es exploratorio tomando como población al maestro y estudiantes de dicha institución educativa que suman un total de 18 personas.

Se diseñaron dos hojas de cotejo, la primera sobre las estrategias de la lectura desarrolladas por la profesora y la segunda dirigida a los estudiantes, relacionada con la influencia de las estrategias de la lectura en la comprensión lectora. Como resultado de las hojas de cotejo propuestas, se identificó de manera concreta que la profesora solo usa dos estrategias de la lectura en la clase. Como consecuencia, los estudiantes tienen un bajo nivel de entendimiento en la lectura.

ABSTRACT

In this important research project we have analyzed several aspects related to the low level of understanding in how the students read, principal aspects linked with the strategies of reading; that the teacher develops during classes. This study was done in the second year of Bachillerato, class "A" of the Educational Unit "Isabel de Godin" academic period 2016-2017 during the month of September until the month of February. The aim of this research is to analyze how reading strategies help to improve the understanding for reading ability to the students of this institution. Since the main problem of the students at the second year of Bachillerato "A" of the Educational Unit "Isabel de Godin" is the low reading comprehension.

To develop this research in a trruethlly way it been develop with the ethnographic qualitative method, which permit to have real and important information about the elements that influence the reading activities of the students. The level of study for this research is exploratory; taking as population the teacher and students of this educational institution for total of 18 people.

Two checklists were designed, the first was for the strategies of reading developed by the teacher and the second for the students, it was related to influence the reading strategies for reading comprehension. As a result of the proposed checklists, it was concretely identified that the teacher had only used two strategies of reading in the classroom. As a consequence, students have a low level of understanding in reading.

Reviewed by: Erika Yamasque
Language Center Teacher

INTRODUCTION

Reading is fundamental to learn English, because reading gains some benefits such as increased vocabulary, increases fluency and helps the identification of grammatical structures that when they link, they take a unified message. For these reasons the reading is of great importance in the teaching of the English language in the educational institutions but "it is known that reading habits are not the strengths of Ecuadorian students, because of it Ecuador is considerate as one of nations that reads little comparing with other countries into Latin America". (Andes.info.ec, 2017)

In public schools there is a very low reading, it is the case of the Unidad Educativa "Isabel de Godin" which education is according to new curriculum of the Ministry of Education. As a result this institution particularly in English subject, the students have English as a second language. As a consequence of that, the majority of students have problem with this, especially in the reading skill; being the low reading comprehension the main problem of the students.

It is really considerable the problem with the reading strategies and also with the reading habits in the Unidad Educativa "Isabel de Godin" from Riobamba, that is why this research focused on students of Segundo de Bachillerato "A", who have a low reading comprehension and it announced some strategies of reading that improves understanding in reading ability.
The research was executed in order to describe the reading strategies used by the teacher to develop a correct reading comprehension with the students of the Unidad Educativa "Isabel de Godin".

The investigator determined that the students do not understand what they read, becoming this in a common problem observed in class. The present project was done because the researcher had the accessibility to the field. The data was obtained from the English teacher and the seventeen students at Segundo de Bachillerato "A".

The purpose of this research is to recommend some reading strategies to use in the classroom in order to improve reading comprehension skill in the students.
The present research has been organized in five chapters, of which:
Chapter I.-It presents the referential framework, problem statement. Also it includes the general and specific objectives and justification and importance of the problem.

Chapter II.-It presents the theoretical aspects of the reading strategies in order to develop reading comprehension skill, which is the scientific support of this research.

Chapter III.-It presents the methodological framework which includes design and type of research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis.

Chapter IV.-It presents the analysis and interpretation of results.

Chapter V.-It presents conclusions and recommendations of this research.

CHAPTER I

REFERENCE FRAMEWORK

1.1. PROBLEM STATEMENT

The main problem of the students at Segundo de Bachillerato "A" at Unidad Educativa "Isabel de Godin" during the academic period 2016-2017, is the low reading comprehension, some of the students do not understand what they read, giving as a result problems in reading skill.

1.2. DEFINITION OF THE PROBLEM

Unidad Educativa "Isabel de Godin" is a public institute located in Chimborazo province, Riobamba city. The educational institution is mixed. This institution has a basic education, bachillerato and the higher technological institute. The institution has 1200 students, men and women and 98 teachers. It has classrooms designed for the correct learning such as computer labs, chemical laboratories, cutting and confection laboratories, sports courts, dining rooms, library, administrative offices, parking and classrooms.

Nowadays the education at Unidad Educativa "Isabel de Godin" is according to the new curriculum of the Ministry of Education. In this institution the students study English as a second language and the majority of them have problem with this subject, especially in the reading skill.

It is really considerable the problem with the reading strategies and also with the reading habits in the Unidad Educativa "Isabel de Godin" from Riobamba, because of it research will focus on a specific course which is Segundo de Bachillerato "A". The Segundo de Bachillerato has 17 students, ten women and seven men. Students are underperforming in English because their ability to read in English is few satisfactory.

The difficulty of students to read in English is a common problem observed in classes; there the restlessness, the nervousness and the basic errors of the students are the main

evidences. This is because they have a low reading comprehension, the students do not understand what they read, they do not know the basic vocabulary, and they can identify the key words of the readings. For which this research announced some strategies of reading that improves understanding in reading ability.

1.3. PROBLEM FORMULATION

How do the reading strategies help to the students to obtain a better understanding in reading skill?

1.4. GUIDELINES QUESTIONS

✓ Which are the reading strategies to develop in reading skill by the teacher?
✓ How the reading strategies influence in reading comprehension of the students?

1.5. OBJECTIVES:

1.5.1. GENERAL OBJECTIVE

To observe how the reading strategies help to improve the comprehension in reading skill at Segundo de Bachillerato"A" at Unidad Educativa "Isabel De Godin" located in Riobamba, Chimborazo province, during the academic period 2016-2017.

1.5.2. SPECIFIC OBJECTIVES

✓ To identify the reading strategies to develop reading skill used by the teacher.
✓ To analyze the way that the reading strategies influence in reading comprehension of the students.

1.6. PROBLEM JUSTIFICATION

Due the majority of students have difficulties in reading comprehension in the English language, there is a need to find a solution to this problem, since today English is one of the most widely spoken languages in the world and their study has been necessary to get better job opportunities.

Having the necessary resources like economic resources and the permission of the Unidad Educativa "Isabel de Godin", the research could be carried out. In order to solve the problem of the students, this research revealed some strategies to improve the comprehension of reading in the English language.

This research is important because from the academic point of view, it helps to improve and know the reading strategies to obtain a better understanding in reading skill that can be applied in all educational institution to improve the teaching-learning process, and look for solutions when something is not working well. And finally, from the personal point of view, it is very important since it has helped the researcher to learn a lot about reading strategies which will help to have a better performance in her professional life.

As a result, this research may be beneficial to teachers and students. To teachers because they will know what strategy to apply to help students to understand the readings, and students because they can improve their reading comprehension and grades. Being the students and English teacher at Segundo de Bachillerato "A" at Unidad Educativa "Isabel De Godin" the direct beneficiaries and teachers of the English area at Unidad Educativa "Isabel de Godin" the indirect beneficiaries.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

At Universidad Nacional de Chimborazo in its Ciencias de la Educación, Humanas y Tecnologías Faculty there are not previous investigations about the ANALYSIS OF THE READING STRATEGIES FOR INCREASING UNDERSTANDING IN READING SKILL, but I could find some similar works related to reading skill, which is the skill I am focusing this work, these works are mentioned below:

"LOS HÁBITOS DE LECTURA EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL OCTAVO AÑO PARALELO "B" DEL COLEGIO MIGUEL ÁNGEL LEÓN PONTÓN DE LA CIUDAD DE RIOBAMBA DURANTE EL AÑO LECTIVO 2011-2012". Developed by**:** Brito Yuca Diana Marilu and Castillo Llamuca Daniela Fernanda.

This research says that, the students have problems in learning the English language because they do not have reading habits and the reading habits are an important aspect for the improvement of the reading comprehension because when students have reading habits they get used to read and the learning is easier for them. Reading habits help students to the mental and knowledge development.

"ELABORACIÓN DE UN MÓDULO-GUÍA PARA EL DESARROLLO DE LA DESTREZA DE READING BEGINNERS LEVEL, APLICADO A LOS ESTUDIANTES DE PRIMER CURSO DE LA ESCUELA DE IDIOMAS DE LA UNACH". Developed by: Vallejo Yambay Narcisa and Once Guanga Dévora.

This research reports that, the development of the guide module to develop reading skills was done based on the difficulties that the students had in reading, in order to help beginners to improve reading skills.

2.2. THEORETICAL FOUNDATION

2.2.1 READING AND READING SKILL

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas. (En.wikipedia.org, 2017)

McNamara (2012) states that, reading can be challenging particularly when the material is unfamiliar, technical or complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn´t happen as it should.

As the author says, most people are accustomed to reading in English as they do in Spanish without realizing that in English an independent word has a very different meaning to when this same word is in a sentence.

2.2.2 COMPREHENSION AND UNDERSTANDING IN READING

Reading comprehension is the ability to read text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. (En.wikipedia.org, 2017)

Reading comprehension refers to the students' ability to read and understand information presented in written form. Reading is not a passive activity. Good readers interact with text, making and validating predictions, creating questions about the characters, main idea or plot, monitoring their own understanding of the text, clarifying the confusing parts, and connecting text events to their own prior knowledge and experiences. (Wvde.state.wv.us, 2017)

Snow (2002) states that comprehension and understanding is the ultimate goal of reading. The RAND Reading Study Group defined comprehension in a way that has informed the thinking of many educators in this field. This definition was written about child learners, but it applies equally well to adult literacy learners.

2.2.3 READING STRATEGIES

Adler (2001) says that comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps

students become purposeful, active readers who are in control of their own reading comprehension.

As the author says, the reading strategies help to student to improve the reading skill because each of the strategies of reading have steps or processes necessary for students to find a way to understand reading.

The reading strategies are:

✓ **Monitoring comprehension**

In his book Adler (2001) establishes that students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

Be aware of what they do understand

Identify what they do not understand

Use appropriate strategies to resolve problems in comprehension

As the author says, the monitoring comprehension is an important strategy because with this strategy the students can control the form that they are reading and solve problems when they do not understand some part of the reading.

✓ **Graphic and semantic organizers**

Adler (2001) says that the graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can:

Help students focus on text structure "differences between fiction and nonfiction" as they read.

Provide students with tools they can use to examine and show relationships in a text.

Help students write well-organized summaries of a text.

As the author says, the graphic and semantic organizers is an important strategy because with this strategy the students can identify the key words or the main ideas and related all the concepts in the context. In this form the students can understand the reading.

Moore, Readence y Rickelman (1989) says that when this strategy is applied by a teacher, the benefits for the students are the following.

- ✓ Clarify knowledge: Students can observe how ideas are related to each other.
- ✓ Retain and remember new information: Students may remember specific dates or events and sets of instructions.
- ✓ Integrate new knowledge. Students will see how the main ideas of a new subject relate to prior knowledge.
- ✓ Reinforce understanding: Students reproduce in their own words what they have learned.
- ✓ Identify misconceptions: Students can identify concepts that are not of great importance.
- ✓ Develop higher order thinking skills: Students can self-direct their thoughts.

- ✓ **Answering questions**

Questions can be effective because they:

Give students a purpose for reading

Focus students' attention on what they are to learn

Help students to think actively as they read

Encourage students to monitor their comprehension

Help students to review content and relate what they have learned to what they already know.

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:

"Right There"

Questions found right in he text that ask students to find the one right answer located in one place as a word or a sentence in the passage.

Example: Who is Frog's friend? Answer: Toad

"Think and Search"

Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.

Example: Why was Frog sad? Answer: His friend was leaving.

"Author and You"

Questions require students to use what they already know, with what they have learned from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question.

Example: How do think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

"On Your Own"

Questions are answered based on a student prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.

As the author says, the answering question is an important strategy since this strategy can be good for students because it gives them a reason to read, they should try to understand what they read and it helps to the students to think actively as they read. (Adler, 2001)

✓ **Generating questions**

For Adler (2001) by the generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

As the author says, the generating question is an important strategy because with this strategy the students learn to ask and answer questions to require them to understand the information of reading.

Harvey, S., & Goudvis, A. (2000) states that this strategy is important because it assists teachers as they engage in the following processes:

- ✓ Planning whole class, small group, or individual activities
- ✓ Patching objectives with assignment components
- ✓ Checking for comprehension
- ✓ Gaining insight about students' interests
- ✓ Designing homework assignments, and writing exams.

✓ **Recognizing story structure**

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension. (Adler, 2001)

As the author says, the recognizing story structure is an important strategy because some words are evident in the reading because the same words are repeated two or more times in the reading and some of the words are similar in Spanish as in English. This strategy improve students' comprehension.

✓ **Summarizing**

Adler (2001) says that the summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

Identify or generate main ideas

Connect the main or central ideas

Eliminate unnecessary information

Remember what they read

As the author says, the summarizing is an important strategy because this strategy the students use their proper words.

Reading Rockets (2017) states that when this strategy is used by a teacher, its benefits are:

✓ Summarizing builds comprehension by helping to reduce confusion.
✓ Teachers train students to process the information they read with the goal of breaking down content into succinct pieces.
✓ This strategy can be used with the whole class, small groups, or as an individual assignment.
✓ Summarizing text by using writing activities builds on prior knowledge, helps improve writing, and strengthens vocabulary skills.

Jones, R. (2007) stays that when the students use the summarizing strategy, they get some benefits such as:

✓ It helps students learn to determine essential ideas and consolidate important details that support them.
✓ It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.
✓ It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

2.5. DEFINITION OF BASIC TERMS

Comprehension: The act or fact of grasping the meaning, nature, or importance of; understanding.

Increase: It is to make greater, as in number, size, strength, or quality; augment; add to.

Readings: The specific form of a particular passage in a text.

Strategy: It is a plan, method, or series of maneuvers for obtaining a specific goal or result.

Skill: It is the ability, coming from one's knowledge, practice, aptitude, etc., to do something well.

2.6 OBJECTIVE OPERATIONALIZATION

OBJECTIVES	ACTIVITIES	TECHINIQUES/TOOLS

1. To identify the reading strategies to develop reading skill used by the teacher.	- Observe which are the reading strategies used by the teacher. - Bibliographic research. - Internet research.	- Observation - Checklist
2. To analyze the way that the reading strategies influence in reading comprehension of the students.	- Analyze each reading strategy. - Observe the way how the reading strategies influence in reading comprehension of the students in reading skill.	- Observation - Checklist

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. METHOD

Type of study: Qualitative

In this project the qualitative research was used because this method permitted to obtain real and important information about the elements that influence in reading activities of the students in class; and also how the reading strategies help to the students to obtain a better understanding in reading skill at Segundo de Bachillerato "A" at Unidad Educativa "Isabel de Godin".

The checklist as an instrument was applied in this research in the mentioned population during three weeks of the academic period 2016 – 2017 to ensure the qualitative information. The results were analyzed and interpreted to get the conclusions and recommendations about the problem.

Qualitative research method: Ethnographic.

Ethnographic because the phenomenon will be observed in their natural, real-world setting because it was applied in Students of Segundo de Bachillerato "A" at Unidad Educativa "Isabel De Godin" during the academic period 2016 - 2017.

3.2. RESEARCH DESING

In this investigation, the field research has been used because it was researched in a place where the problem was observed through the direct contact with the English teacher and the students of Segundo de Bachillerato "A" at Unidad Educativa "Isabel de Godin" applying the checklist.

This research followed some steps, the first step was to choose the technique for data collection, second the application of this technique, here the researcher did a brief description about the observed phenomenon, after that the researcher used the techniques for the interpretation of the data, focusing on the main topic and integrating all the particular details in order to make a whole structure, and finally, the results were discussed by making comparisons with the theory.

3.3. LEVEL OF RESEARCH

✓ **Exploratory:**

This research work will be of the exploratory type, since it will pretend to know the strategies of the reading to improve the understanding in the ability to read in the English language.

3.4. POPULATION AND SAMPLE

✓ **Population.** The population was represented by the English teacher and the 17 students of 2nd of Bachillerato "A" at Unidad Educativa "Isabel de Godin". The researcher worked with this population because the researcher knows them when she performed the teaching practice in this institution. Also, in this English classroom most of the students had a low reading comprehension. Apart, the population was small and appropriate to make this research.

✓ **Sample:** As the population was small therefore it was not important to apply the sample.

3.5. TECHNIQUES AND INSTRUMENTS FOR THE COLLECTION OF DATA

3.5.1 TECHNIQUES

Observation: This technique was applied to collect the data about the reading strategies for increasing reading understanding into the classroom such as: the graphic and semantic organizer strategy, the answering questions strategy, the generating questions strategy, the recognizing story structure strategy and the summarizing strategy; how they are applied and how they work. In this technique, the role of the researcher was passive and non-participative, she simply wrote down what was observed.

3.5.2. INSTRUMENTS

✓ **Checklist:** It was the instrument made by the researcher that included the aspects to observe and which were marked according to what was observed. This instrument is the evidence of the research.

3.6. TECHNIQUES FOR THE PROCESSING AND INTERPRETATION OF DATA.

After having observed and applied the checklist, the researcher used the following techniques and instruments to interpret the data:

✓ Develop research instruments.

✓ Data collection of facts.

✓ Analysis and interpretation of data.

✓ Conclusions and recommendationes.

3.7. PROCEDURE

The research project was developed from September 2016 to February 2017. First, the checklists were designed according to the aspects to be observed. After that and having the authorization of both the institution and the teacher, the researcher explained to each one the purpose of this observation and she attended to class as observer; which lasted three weeks, enough time for the researcher to record everything observed in the checklists, taking into account that the researcher performed her professional practices in the same course under the supervision of the same English teacher. Then, registers were organized, ordered, analyzed and interpreted by the researcher. Finally, the conclusions and recommendations were made based on the results. The research project belongs to the methodology area because when we read, we need some strategies to obtain a better reading comprehension and this research reveals some of these reading strategies.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS AND INTERPRETATION OF RESULTS

The process of observation was developed with the English teacher and the students at Segundo de Bachillerato "A" at Unidad Educativa "Isabel de Godin" located in Riobamba, Chimborazo province, during the academic period 2016-2017. As the background of the present research into the classroom the teacher did not apply the most reading strategies with the students, although that the teacher knew these reading strategies, she applied only two of them. For these reason the teacher made that the students see the class as monotonous and at the same time causing the students lose interest. So the students did not pay attention in classes, then they had low reading comprehension.

<div align="center">**CHECKLIST**</div>

4.2. TEACHER'S CHECKLIST

The teacher's checklist to observe how the reading strategies help to improve the comprehension in reading skill at Segundo de Bachillerato "A" at Unidad Educativa "Isabel De Godin" located in Riobamba, Chimborazo province, during the academic period 2016-2017.

Indicator of achievement: To identify the reading strategies to develop in reading skill by the teacher.			
N°	**INDICATORS**	**YES**	**NO**
1	The teacher applies any reading strategy in the class.	x	
2	The teacher applies the graphic and semantic organizers strategy.		x
3	The teacher applies the answering questions strategy.	x	
4	The teacher applies the generating questions strategy.		x
5	The teacher applies the recognizing story structure strategy.	x	
6	The teacher applies the summarizing strategy.		x

✓ The teacher's checklist was made in order to obtain results about the reading to develop in reading skill by the teacher.

4.3. ANALYSIS

The teacher applies any reading strategy in the class.

As the researcher could see in the item number 1 it was proved that the teacher used a reading strategy every class like the answering questions strategy or the recognizing story structure strategy. The teacher developed the reading strategy together with the students, but they were the same strategies as always and many of the students did not adapt to this strategy, so that the nerves and the restlessness in them was evident. In this case the teacher should look for other types of strategies, with which to help students to better understand reading.

The teacher applies the graphic and semantic organizers strategy.

In item 2 researcher could observe that the teacher did not apply the graphic and semantic organizers strategy, because the teacher used the same two strategies all classes, making the students saw the class as monotonous and at the same time causing the students lost interest.

On the contrary, Moore, Readence y Rickelman (1989) says that when this strategy is applied by a teacher, the benefits for the students are the following.

✓ Clarify knowledge: Students can observe how ideas are related to each other.
✓ Retain and remember new information: Students may remember specific dates or events and sets of instructions.
✓ Integrate new knowledge. Students will see how the main ideas of a new subject relate to prior knowledge.
✓ Reinforce understanding: Students reproduce in their own words what they have learned.
✓ Identify misconceptions: Students can identify concepts that are not of great importance.
✓ Develop higher order thinking skills: Students can self-direct their thoughts.

The teacher applies the answering questions strategy.

In item 3 it was concluded that the teacher applied the answering questions strategy. The teacher used this strategy always because she asked questions in the class and the

students should answer these questions, with this strategy the teacher could fill the book according to her lesson plan.

Just as Adler (2001) says that The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better.

The teacher applies the generating questions strategy.

In item number 4 it was proved that the teacher did not apply the generating questions strategy. The teacher did not use this strategy because the teacher always asked the questions to the students, for that the students did not make questions, they only answered these questions.

However, Harvey, S., & Goudvis, A. (2000) states that this strategy is important because it assists teachers as they engage in the following processes:

✓ Planning whole class, small group, or individual activities

✓ Patching objectives with assignment components

✓ Checking for comprehension

✓ Gaining insight about students' interests

✓ Designing homework assignments, and writing exams.

The teacher applies the recognizing story structure strategy.

In item 5 the researcher discovered that the teacher applied the recognizing story structure strategy. With this strategy the students could recognize the main parts of story structure like characters, setting, events, problem, and resolution that they are the categories of content.

Just as Adler (2001) establishes that in story structure strategy, students learn to identify the categories of content. Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

The teacher applies the summarizing strategy.

In the item 6 the researcher found the result that the teacher did not apply the summarizing strategy, because when the teacher asked to her students, the students must had to answer with the vocabulary of the book. The students cannot use their proper words.

However, Reading Rockets (2017) states that when this strategy is used by a teacher, its benefits are:

✓ Summarizing builds comprehension by helping to reduce confusion.

✓ Teachers train students to process the information they read with the goal of breaking down content into succinct pieces.

✓ This strategy can be used with the whole class, small groups, or as an individual assignment.

✓ Summarizing text by using writing activities builds on prior knowledge, helps improve writing, and strengthens vocabulary skills.

4.4. STUDENTS' CHECKLIST

The students' checklist to observe how the reading strategies help to improve the comprehension in reading skill at Segundo de Bachillerato "A" at Unidad Educativa "Isabel De Godin" located in Riobamba, Chimborazo province, during the academic period 2016-2017.

Indicator of achievement: To analyze the way that the reading strategies influence in reading comprehension of the students.			
N°	**INDICATORS**	**YES**	**NO**
1	The students can make relationships between concepts in a text or using diagrams.		x
2	The students can answer about the statements in the reading.	x	
3	The students can generate questions about the reading.		x
4	The students can recognize the main parts of story structure.	x	
5	The students can use their proper words.		x

✓ The students' checklist was made in order to obtain results about of the reading strategies influence in reading comprehension of the students.

4.5. ANALYSIS

The students can make relationships between concepts in a text or using diagrams.

As the researcher could see in the item number 1 it was proved that the students could not make relationships between concepts in a text or using diagrams because they did not know the graphic organizer strategy.

However, Adler (2001) says that graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams, and the use of them can help to the students in different ways like:

✓ Help students focus on text structure "differences between fiction and nonfiction" as they read.

✓ Provide students with tools they can use to examine and show relationships in a text

✓ Help students write well-organized summaries of a text.

The students can answer about the statements in the reading.

In item 2 the researcher could observed that the students could answer about the statements in the reading, because the teacher was the only person who asked questions to students all classes.

Just as Adler (2001) says that questions made by the teacher can be effective because they:

✓ Give students a purpose for reading.

✓ Focus students' attention on what they are to learn.

✓ Help students to think actively as they read.

✓ Encourage students to monitor their comprehension.

✓ Help students to review content and relate what they have learned to what they already know.

The students can generate questions about the reading.

In item 3 it was concluded that the students could not generate questions about the reading because the teacher was the only person who asked questions to the students in the class and the students did not ask questions themselves.

However, **t**his strategy is important to understand the reading because it improves critical and creative thinking skills as students learn to ask questions about an assigned text. This technique encourages students to develop life-long learning skills. Question Generation is flexible and may be tailored to fit various types of information, and different skill-levels. Students may use this strategy with the help of a facilitator or they may generate questions on their own the students learn to ask themselves questions that demand them to combine information from different parts of reading. (Harvey, S., & Goudvis, A., 2000).

The students can recognize the main parts of story structure.

In item number 4 it was proved that the students could recognize the main parts of story structure like characters, setting, events, problem, and resolution that they are the categories of content, because they knew story structure strategy, which words are evident in the reading because the same words are repeated two or more times in the reading and some of the words are similar in Spanish as in English.

Just as Adler (2001) establishes that in story structure strategy, students learn to identify the categories of content. Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

The students can use their proper words.

In item 5 the researcher discovered that the students could not use their proper words because when the teacher asked to her students, the students must answer with the vocabulary of the book.

Jones, R. (2007) stays that when the students use the summarizing strategy, they get some benefits such as:

✓ It helps students learn to determine essential ideas and consolidate important details that support them.

✓ It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.

CHAPTER V

CONCLUSSIONS AND RECOMMENDATIONS

5.1. CONCLUSSIONS

✓ The teacher only applies two strategies like the answering questions strategy and the recognizing story structure strategy. It is a problem for students because the two strategies are not sufficient to obtain a better reading comprehension.

✓ The reading strategies influence in a good way the reading comprehension of the students since these strategies contain necessary steps to develop the reading ability.

5.2. RECOMMENDATIONS

✓ It is recommended that the teacher tries to search and to apply more strategies of reading, and in this way she can develop a strategy of reading for each class, since there are different types of students with different needs and thus help them to improve their understanding in reading.

✓ It is recommended to use the all reading strategies correctly for a positive influence on the development of reading ability, because in this way students can obtain a better reading comprehension.

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ATTACHMENTS

TEACHER'S CHECKLIST

The teacher's checklist to observe how the reading strategies help to improve the comprehension in reading skill at Segundo de Bachillerato "A" at Unidad Educativa "Isabel De Godin" located in Riobamba, Chimborazo province, during the academic period 2016-2017.

Indicator of achievement: To identify the reading strategies to develop in reading skill by the teacher.			
N°	**INDICATORS**	**YES**	**NO**
1	The teacher applies any reading strategy in the class.		
2	The teacher applies the graphic and semantic organizers strategy.		
3	The teacher applies the answering questions strategy.		
4	The teacher applies the generating questions strategy.		
5	The teacher applies the recognizing story structure strategy.		
6	The teacher applies the summarizing strategy.		

STUDENTS' CHECKLIST

The students' checklist to observe how the reading strategies help to improve the comprehension in reading skill at Segundo de Bachillerato "A" at Unidad Educativa "Isabel De Godin" located in Riobamba, Chimborazo province, during the academic period 2016-2017.

Indicator of achievement: To analyze the way that the reading strategies are used in reading comprehension of the students.			
N°	**INDICATORS**	**YES**	**NO**
1	The students can make relationships between concepts in a text or using diagrams.		
2	The students can answer about the statements in the reading.		
3	The students can generate questions about the reading.		
4	The students can recognize the main parts of story structure.		
5	The students can use their proper words.		