

TABLE OF CONTENTS

DECLARATION	i
PREFACE	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDIX	ix
 Chapter I: Introduction	
1.1 Background of the Study	1
1.2 Research Problems	5
1.3 Research Objectives	5
1.4 Research Significance and Benefit	5
1.5 Hypothesis	5
1.6 Scope of the study	6
1.7 Definition of key terms	6
1.8 Time and Research Location	6
1.9 Research Methodology	7
1.9.1 Research Design	7
1.9.2 Population and Sampling Procedures	8
1.9.3 Data Analysis	8
1.10 Thesis Organization	8
 Chapter II: Review of Related Literature	
2.1 The Importance of Reading Skills	10
2.2 Definition of Reading	12
2.3 Definition of Comprehension	15
2.4 Reading Ability	16
2.5 Reading Comprehension Ability	18
2.6 Reading Purposes	20
2.7 Types of Reading	22
2.8 Types of Reading Comprehension Questions	23
2.9 Implication for Teaching Reading	25
2.10 Strategies of Teaching Reading Comprehension	26
2.11 Previous Research	29

Chapter III: Research Methodology

3.1 Research Design	30
3.2 Population and Sampling Procedures	31
3.3 Research Instruments	32
3.3.1 Validity of the Test	34
3.3.2 Reliability of the Test	35
3.3.3 Test Items Difficulty	35
3.3.4 Test Items Discriminating Power	36
3.4 Variables and Hypothesis	38
3.5 Data Collection and Techniques	39
3.6 Procedure of the Research	40
3.7 Measurement Procedures	40
3.7.1 Questionnaire	40
3.7.2 Test	41
3.8 Data Analysis	43
3.8.1 The Analysis of Students' Problems in Reading	44
3.8.2 The Analysis of Correlation between the Students' Problems in Reading and their Reading Comprehension Ability	46

Chapter IV: Research Findings and Discussions

4.1 Research Findings	47
4.1.1 Students' problems in reading	47
4.1.2 Reading comprehension ability	64
4.1.3 The correlation between students' problems in reading and their reading comprehension ability	68
4.2 Discussion	68

Chapter V: Conclusions and Recommendations

5.1 Conclusions	73
5.2 Recommendations	75

BIBLIOGRAPHY	77
APPENDIX	82

LIST OF TABLES

3.1 Students' problems in reading category	32
3.2 The characteristics of the selected items of reading test	36
3.3 Box diagram showing the characteristics of study	38
3.4 The frequency level of the students' problems in reading	45
3.5 The level of problems	45
4.1 Test of normality of questionnaire	48
4.2 Test of linearity of questionnaire	49
4.3 Mean, maximum score, SD, lowest and highest score of questionnaire	49
4.4 Item 1	50
4.5 Item 2	51
4.6 Item 3	53
4.7 Item 4	54
4.8 Item 5	55
4.9 Item 6	57
4.10 Item 7	58
4.11 Item 8	59
4.12 Item 9	61
4.13 Item 10	62
4.14 Mean, maximum score, SD, lowest and highest score of reading test	64
4.15 Test of normality of reading test	65
4.16 Test of linearity of reading test	65

LIST OF APPENDIX

1	Try-out Score	82
2	Reliability Test of Try-out Score	83
3	Score of High Group	84
4	Score of Low Group	85
5	Discriminating Power	86
6	Level of Difficulty	87
7	Distracter Quality	88
8	Result of Questionnaire Score	89
9	Result of Reading Test Score	92
10	Test of Validity	98
11	Test of Reliability	99
12	Test of Normality of Questionnaire	100
13	Test of Normality of Reading Test	101
14	Test of Linearity of Questionnaire and Reading Test	102
15	Test of Correlation between Reading Problems and Reading Comprehension	104
16	Questionnaire	105
17	Reading Comprehension Test	106