

**ENGLISH READING COMPREHENSION HARDSHIPS AMONG ORDINARY LEVEL
STUDENTS OF UGANDAN SCHOOLS**

BY

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**A RESEARCH PROPOSAL SUBMITTED TO THE FACULTY OF SCIENCE AND
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DECLARATION

I Ileuk Alice solemnly declare that this is my original work and has never been submitted by any other student for a degree . The information derived from the literature has been duly acknowledged in the text and a list of references provided.

SIGNATURE: _____ DATE _____

RESEARCHER

APPROVAL

This research proposal has been prepared under my supervision or mentorship upon appointment by Busitema University.

NAME OF SUPERVISOR: -----

SIGNATURE: -----DATE:-----

DEDICATION

This work is dedicated to Mr. OkwiiKeskia, Atoe Moses, Igmtat Samuel and Mrs. Achom Florence who have highly contributed to my education.

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ABSTRACT

In the English teaching and learning process, there are four skills that are identified as very important; listening, speaking, reading and writing. The Ugandan government places English as a compulsory subject for junior and senior high school. In practice, teaching English is not too maximal. Reading skills in this case of English texts is very important because by reading it gives the opportunity to absorb other existing knowledge. Reading comprehension is an advanced level of reading skills. Senior high school students are expected to have mastered the comprehension skills of reading English texts at an ordinary level. This is because most likely at the class of senior four these students are required to buy and read English reference books. Therefore, research that reveals the hardship that exist in the teaching and learning process of Reading Comprehension English texts needs to be done. Data sources will be articles about teaching English, focusing in the hardship of reading comprehension. Data shall be words and sentences from the articles. The analysis technique

CHAPTER ONE

1. Introduction

In the English teaching and learning process, there are four skills that are identified as very important; listening, speaking, reading and writing (Brown, 2001). The Ugandan government places English as a compulsory subject for junior and senior high school. This indicates that English is important to learn.

The ability to read opens new knowledge and opportunities, especially the ability to read texts in foreign languages (English). This allows students to get information, pleasure and do many other things that are done by the world community due to information obtained from reading. Better reading skills also enable people to be successful in academics (Iftanti, 2015).

Improving the quality of students' reading comprehension is needed to help not only in terms of English language learning, but also to improve the quality of students' overall knowledge. Ordinary level is the last class of students before entering Advanced level. This can be seen from the curriculum and expected outcomes in learning English. High school students have learned about various types of texts in English. This can be seen from the exam questions they will face, namely the National Examination and the College Entrance Examination. Therefore, reading comprehension skills are very important and useful for high school students. There are two levels of reading; the initial level and level of reading comprehension. The initial level is teaching reading where the teacher introduces to students orthographic writing in separate alphabetical order. At this point, the teacher generally teaches students some basic English vocabulary to contextualize phonemic knowledge of letters. Meanwhile, reading comprehension is a higher reading skill level. Students must be able to use their cognitive skills to understand the interrelated conditions between written and oral communication where basically these types of communication differ from each other

Therefore, the research aim will be to identify the hardships that exist in the learning process of reading comprehension English texts at Alliance high school, Bukooli secondary School and St. Steven secondary school in Bugiri District.

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