

Strategies to Do Reading Comprehension Exercises of Master of Business Administration Learners at Tay Do University in Viet Nam

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ABSTRACT: *Reading is one of the four important skills in English. Reading includes many aspects and learners approach reading by doing exercises. In reading process, master of business administration (MBA) learners at Tay Do University faced problems in doing exercises, they still could not apply strategies effectively. This study was conducted to find out learners' attitudes toward strategies in reading, their problems in doing reading exercises and ways to do exercises effectively and quickly as well as some suggestions to improve reading skill. The descriptive research was conducted with 51 MBA learners. The instruments were the test of reading comprehension and the questionnaire. The research showed some common kinds of exercises and strategies, which were chosen much by learners through the questionnaire. The result revealed learners' mistakes in doing exercises and found out the reason why strategies were ineffectively applied. In addition, the research also helped learners to understand more clearly about functions of strategies. In brief, if MBA learners want to study reading well, they have to start from simple things of reading which are doing exercises.*

KEY WORDS: strategy, reading skill, exercise, university

INTRODUCTION

Rationale

Language plays an important role in human life. It is not only means of communication but also a social symbol of humanity. Every day, language is used to make statements, convey facts, exchange knowledge, explain or report something, and keep social relations among the language users. Through using the language, people can express ideas, feeling, information, etc. Among spoken languages, English is considered and applied as an international language. Therefore, people need to learn English that has been increased more and more.

To MBA learners, they have to study many different skills such as listening, speaking, reading and writing, etc. Among them, reading has an important role to facilitate the other skills. Reading contains a large knowledge about many fields for learners. Moreover, "Reading provides

vocabulary, grammar, and sentence structures.” (Harmer, 1988). In addition, Atienza (2002) considered that “It is difficult to approach listening and speaking if the readers do not learn reading skill.” Actually, when learners study reading well, they can have a lot of knowledge of fields, get much vocabulary and improve their grammatical structures. These help speakers or listeners to have many ideas, new words and various structures to be used in their topics.

However, “Reading is not an easy skill.” (Narvaez, 2002). Most of learners who study English have some problems in the reading process, which results in the low level of reading comprehension. Normally, when learners have problems in using strategies to do exercises, they spend much time on doing exercises if they choose unsuitable strategies. Therefore, the strategies in reading are also important, they affect to the speed and the effectiveness of reading. Each strategy is used for each kind of exercise in reading, so learners not only need to know the way to use but also choose a suitable strategy for each exercise.

Therefore, it is necessary to find out the ways which are effective and suitable to improve reading skill. To do that, the research “Strategies to do reading comprehension exercises of master of business administration learners at Tay Do University” was carried out. We hope that MBA learners will do reading exercises easily and use strategies effectively. Then they study reading comprehension better and better.

Research aims

This study aims at finding out the strategies to achieve reading comprehension. In addition, it aims to find the best way to improve reading skill as well as the ways to do reading exercises effectively. Moreover, it also looks for learners’ attitudes toward reading.

Significance of the research

The mistakes in using strategies and the solutions for learners could be found out. The result of research could become beneficial for teachers and learners of English. It could help learners to realize their problems when doing reading exercises. Moreover, teachers also know learners’ problem to find out or select suitable strategies for their students to do exercises effectively. Besides, teachers also understand learners’ attitude toward reading to adjust their teaching methods.

LITERATURE REVIEW

Definitions of reading comprehension

Definitions of reading

Reading has been defined in many different ways. In general, “Reading can be seen as an interactive process between a reader and the text which leads to automaticity or reading fluency.” (Alyousef, 2005, p.144). In this process, readers interact with the texts. Similarly, the readers try to find the meaning of the text and the text affected the readers’ thinking. Furthermore, reading is an interactive and constructive process involving the readers, the text and the context of the reading experience. “Reading involves the development of understanding of text, thinking about the text in different ways and using variety of text types for different purpose.” (Gering et al., 2003, p3).

The importance of reading is expressed through many ways. It is a well-known fact that when there were no televisions or computers, reading would be a primary leisure activity. People would spend hours reading books. Nowadays, there are many modern medias, people have lost their skills and passions to read. There are many other exciting and thrilling options available, aside from books. That is a shame because reading offers a productive approach to improving vocabulary and word power. They only spend at least half an hour on reading a day that is a not good habit. In short, reading is a human' cognizance process about many fields; it is necessary to improve reading as well as raise the role of reading.

Definitions of reading comprehension

Perfetti (1905, p.132) stated, "Reading comprehension is thinking guided by print." And "Comprehension is not a simple matter of recognizing individual words or even of understanding each individual words as our eyes pass over it." (Nation, 2005, p.248). "Reading comprehension is the act of understanding what people are reading. It is also the act of constructing meaning form the text. This act is not simple to teach, learn or practice." (Sweet and Snow, 2003). Furthermore, Miller (2002, p. 8) reported, "Reading comprehension is the ability to understand or to get meaning from some types of written material. It is the reason for reading and the critical component of all content learning." While Milrood (2011, p.117) confirmed, "Reading is a visual and cognitive process to extract meaning from writing by understanding the written text processing information and relating it to existing experience." Reading is a means of getting information from different sources including scientific and literary books as well as the internet websites. Reading is also meant for getting meaning encoded by the writer from the text. The readers interact with the text and employ their experience and previous knowledge to get the intended meaning in an interactive skill.

There are many types of comprehension. However, literal comprehension and figurative comprehension are two typical kinds of reading comprehension. The literal comprehension is the meaning of facts, vocabulary, dates, time and locations in the reading text. Conversely, the figurative comprehension requires readers have to infer from the reading text. Furthermore, readers can use their knowledge and the inference from the text to get enough information. In addition, Figurative comprehension requires the pragmatic skills to process more than the literal meaning conveyed by an utterance in order to grasp the speaker's intension in a given context and to decide whether a sentence means what is said or more than what is said.

In brief, comprehension in reading is the ability to understand what is written text. When learners comprehend a written passage, they guess meaning from the words to understand the passage as a whole. Through literal and figurative comprehension learners can develop the reading effectively.

Some popular strategies in reading comprehension

Learners should use reading strategies because they are important to acquire their success in the reading process. Therefore, learners need to improve their reading strategies to read better. To improve reading strategies, they must learn and practice a variety of reading strategies every day in order to form a habit in the reading process. In short, strategies are very important to readers. Therefore, learners must understand and use these strategies exactly.

The importance of reading strategies

Ben (2002) stated that, “Readers often encounter problems in understanding the meaning of the context, but reading strategies help them in learning foreign language and reading comprehension.” Trabasso and Bouchard (2002) explained that, “Reading strategies can be taught explicitly while students are leaning subject-specifies content through authentic reading take through these ideas, reading strategies happening in reading process.” Moreover, the strategies are useful for learners to do exercise exactly and quickly because they can help learners to remember the information of reading text better and improve reading abilities. Explicit teaching of reading strategies can bring learners higher levels of reading comprehension as well as a regular reading base. Through that, they can study reading more effectively. There are many strategies, students have to know how to use them when doing each kind of exercise. Using unsuitable strategies is a cause to lead wrong answers so learners need to select strategy for doing exercises carefully.

Some important reading strategies are explained for learners to have the best way for doing exercises. The strategies are skimming, scanning, reference, inference, using the context clues and guessing meaning from the context.

Skimming

Skimming is an important strategy to do reading comprehension exercises. It helps learners to get the main ideas and have a general topic quickly. Skimming refers to “The technique of reading passage quickly in order to get its gist. In skimming, readers do not look for specific information but only for general information.” (Grellet, 1986). Moreover, Nutall (1982, p.36) explained, “By skimming, we mean glancing rapidly through a text to determine whether a research paper is relevant to our own work or in order to keep ourselves superficially informed about matters that are not of great importance to us.”

In brief, skimming is a useful strategy for learners to do reading comprehension exercises. Learners use this strategy to save time when finding out the main ideas of the reading text. Normally, learners have to read the whole of the text to get main ideas but when using skimming they can get necessary information easily and they need not care unimportant information. Their reading speed can be improved.

Scanning

Scanning is quite similar to skimming in that both them require a question glance of a text. However, between scanning and skimming have some different points. The difference is that in skimming, readers try to get the main information of the text but in scanning, the readers would like to do specific information or details. In scanning technique, learners are looking to find a part of information - the answer to his/ her question.

According to Grellet (1986), when scanning, “Readers used to move their eyes quickly across the passages for particular words or phrases.” In addition, William (1986, p.100) stated, “Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.”

In short, scanning is a strategy that requires learners to read the text with very high speed. When using scanning, learners need not read all word in the text, they only find a part information of their

questions or notice key word in the questions. It is easy to find the answers when they have a key word of each question. Through that, their reading comprehension skill can be raised.

Reference

Reference words indicate a person, object, place or idea that has already been mentioned in a passage. The most frequently used reference words are pronouns like it, they, and those. These pronouns represent are called referents antecedents. Reference questions test readers' ability to find the referent that reference word refers to. (LinguaForum, 2010).

Inference

Inference questions test readers' ability to understand information that is only implied, not directly started in the passage. Inference can be made by using a set of facts directly stated in the passage to draw logical conclusions. (LinguaForum, 2010).

Using the context clues

Robinson (1976) asserted, "The term of context clues is sometimes used as an over implication of a group of vital strategies for vocabulary development. Often the term is used to indicate a vague and general way of searching the words surrounding an unknown word to see if the reader can guess at the meaning." In addition, he stated that, "The use of context clue does not always unlock meaning, particularly when the readers' experience is not matched to that of the writer, when a piece of writing is poorly organized, and or when the writing lacks much redundancy." In fact, context clues contain the meaning of the word, learners can find the definition from explanation clues, synonym from antonym clues, and inference from general context clues. Reading exercises become easily when learners infer the meaning of the text. Context clue is a kind of strategy which has available answer in the clue, learners only read the text carefully and judge flexibly, the answers are found out quickly.

Guessing meaning from the context

Guessing meaning from the context is a strategy relating to vocabulary. It helps to guess the word meaning from contextual clues. Learners need not use dictionary to look up word meaning. Understanding the reading text is important. With this strategy, learners can understand the text although they do not know all of words appearing in reading text. That helps learners save much time and do exercises effectively.

Moreover, learners should understand data from the text and requirements of exercises. "Guessing the meaning of new words helps readers to read and understand text quickly because difficult words usually create problems for students and are obstacles in reading comprehension." (Smith, 1964). Furthermore, he said, "The best way to find the meaning of new words is to draw inferences from the context rather than using a dictionary." Basing on the context, learners will understand text quickly that also support for doing exercise and combining with other strategies suitably.

2.3 Some common types of English reading comprehension exercises

True / False exercises

A true false question is defined as a specialized form of the multiple-choice format in which there are only two possible alternatives. These are True and False. Learners should read carefully and

notice the sentences have negative word in the exercises. There are some words such as quite, almost, definitely, should not, etc. These words may contain contrastive ideas with the information in the reading text. The requirement of True/False exercise is affirming information in the text.

Question-type exercises

Question-type is kinds of question. Depending on the content of the text, the questions are presented with the different purposes. Maybe ask learners about main ideas, details or require learners to explain the events in the text. On the other hand, the question is a linguistic expression used to make a request for information or the request is used such as an expression. The information requesting, maybe provided in the form of an answer.

Reorder event exercises

This type of reading comprehension exercise contains events that are in wrong order. The events are about a story, someone's life, etc. Learners use the information in reading text to reorder events in correct order. In this type of exercise, learners should read the exercises carefully because if they have a wrong answer, the other answer may not be correct. This will cause bad results for learners in reading comprehension.

Matching exercises

Matching exercise consists of a set of directions, a column of statements and a column of responses. Matching items require learners to match a series of stems or premises to response or principle. There are many types of matching exercise such as: definitions - terms, history event - dates, achievements - people, statements - postulates, description - principles, examples - terms, functions - parts, classifications - structures, applications - postulates, and problems - principles. Reading test requires matching terms to their definitions.

Gap – fill exercises

This type of exercise consists of a phrase, sentence, or paragraph with a blank space indicating where learners should provide the missing word or words. Summarizing the text is also a kind of gap-fill. With available words in the box and brackets, learners have to choose the suitable words to fill in the blank. The word exercises are from the reading texts, learners can look back the texts. This can help to remember the contents better. This exercise often is used to review the text.

Summary of the literature

In brief, the literature review presents the definitions of reading and reading comprehension. Reading is defined as an interactive process between a reader and a text, which requires readers have to focus on the text to understand what is written.

Moreover, this section consists of the definitions about the exercises as well as the strategies that help learners to understand requirements and functions clearly. When doing exercise learners will know how to choose suitable strategies and getting the good results are easy for them. Moreover, learners need not spend much time on doing exercise thank to using strategies.

RESEARCH METHODOLOGY

Research questions

This study was undertaken with the purposes of dealing with the following research questions:

1. What are the reading strategies of MBA learners at Tay Do University?
2. Which strategies do MBA learners choose to do kinds of exercises effectively?

Hypothesis

Based on the research questions, it was hypothesized that MBA learners at Tay Do University approach of many reading exercises. There were many strategies for them to do exercises such as scanning, skimming, guessing the word meaning and so on. The second hypothesis was the ways to do exercises effectively. There were many exercises but each of them had different strategies to apply. For example, learners should use scanning for question-type exercises, skimming for reorder events exercises and so on.

Research method

Design

A descriptive study was designed to find out the ways using strategies to do reading exercises effectively. In addition, these ways also contributed to improving reading comprehension. To perform the research, MBA learners were chosen as a sample group. They do a reading test in 30 minutes. After that, a questionnaire was delivered to them. The collected data from sample group and questionnaire were used for analysis.

Participants

The participants of this study were 51 MBA learners at Tay Do University. Among 51 participants, there are 44 females (86.3%) and 7 males (13.7%). All participants speak Vietnamese as their mother language and English is considered as their foreign language. All of them have used Reading textbook compiled by the lecture of Tay Do University. They usually do reading exercises relating to some topics in business as 1. Entrepreneur, 2. Management Role, 3. Planning and Strategy, 4. Decision Making, 5. Personnel, 6. Motivation, 7. Brand and Trade, 8. Production, 9. Marketing, and 10. Research & Development. In addition, the participants practiced some extensive topics given by their teachers in class.

Instruments

Two main instruments were the test and the questionnaire. Through these two ones, the data collected in the test and the questionnaire would be combined together to find the best way to do reading exercises as well as to improve reading comprehension.

The test

The test was employed in this study because of some following reasons. Firstly, it was used to check the strategies to do some kinds of exercises in reading. In addition, doing the test, learners recognized each exercise has to require a strategy. From that, they could have experience in choosing the suitable strategies for doing exercises by themselves.

The reading tests of five parts with twenty questions were delivered to the subjects to survey their skill of guessing, skimming, scanning and so on to deal with the unfamiliar words meaning in reading comprehension. All these exercises were extracted from the textbook and was conducted in 45 minutes.

Exercise 1 was True/False exercise. There were five sentences in this part. Learners used information from the text to decide if the sentences were true or false. This part was used to test the scanning and skimming skills.

Exercise 2 was question-type exercise. There were five questions about the events. To answer the questions, learners had to find in the passage information suitable with questions. This part was used to test the scanning skill.

Exercise 3 was reordering events. There are five questions which were events in the text and in a wrong order, learners had to find the right order and arranged them. This part was used to test the skimming skill.

Exercise 4 was matching exercise. There were five questions about matching words, the definitions on the right were to do matched them with the words on the left basing on the meaning. In this exercise, it was to test learners' knowledge and experience in doing reading comprehension.

Exercise 5 was gap-fill exercise. There are five words listed in the box and five blanks. Learners had to read the paragraph in the exercise and wrote the most appropriate word from the box in each of the blanks. This part was used to test the guessing skill.

The questionnaire

Questionnaire was also used as the main instrument for some reasons. Firstly, questionnaire could help to collect a large amount of data in a short time with a large number of participants. In addition, learners did the reading test were also responses the questionnaire. Therefore, learners had more time to consider their responses carefully without inference from the other people and the result of the questionnaire could be more reliable.

The questionnaire consists of 15 questions. A brief description of questionnaire was as the following.

Table 1: The gist of questionnaire

Question/Statement	Summary of the question's/statement's content
From 1 to 8	Learners' background
From 9 to 13	The strategies to do exercises
From 14 to 15	Some suggestions

RESULTS AND DISCUSSION

Learners' background

Learners' attitude toward the importance of reading subject

All learners (100%) agreed that reading comprehension is an important subject because reading is one of the most necessary skills. It provides a lot of knowledge and supports for others skill such as: writing, speaking, translation, grammar, etc. Moreover, reading also helps to enlarge vocabulary and have many grammatical structures. This subject is also an instrument for learners to approach English books and understands the social life of foreigners. In reading process, learners have a chance to train their thought more logically because they have to guess meaning from the context when meeting many unfamiliar words. In short, reading is an important subject in many ways.

Learners' attitude toward reading comprehension exercises in the textbook

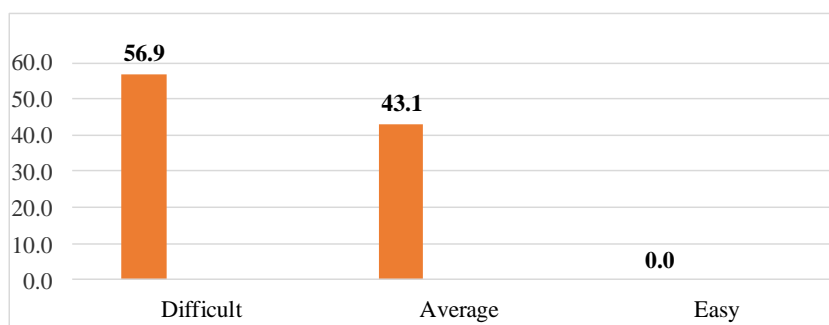


Figure 1: Learners' attitude toward reading comprehension exercises

More than half of learners (56.9%) thought that the reading comprehension exercises in textbook were difficult for them to do and they could not make sure that if they could get good result or not. About 43.1% answered that the exercises were on the average level. No one thought that the reading comprehension exercises were easy. Through learners' ideas, it could be seen that the exercises in reading comprehension textbook were rather difficult for them. Maybe learners lacked strategies to do the reading comprehension exercises so they faced some difficulties (the text was too long, exercises were limited by time, vocabulary was difficult and unfamiliar) which made them unable to get good results. This cause could lead to do a survey about using strategies in doing reading exercises to find out solutions.

The purposes of reading

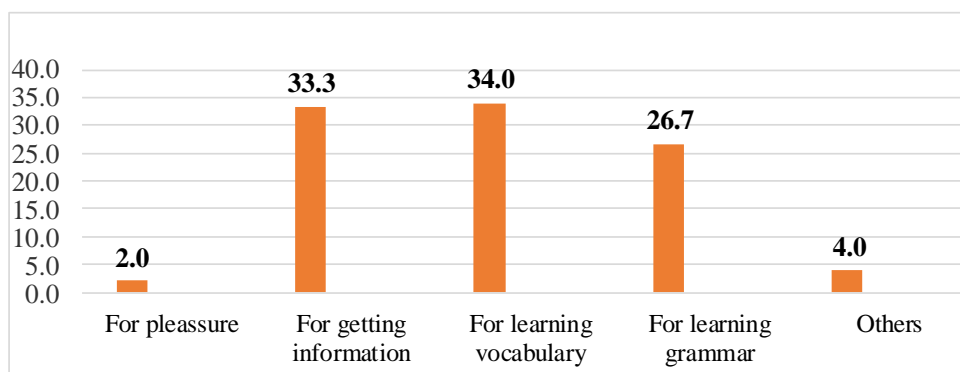


Figure 2: The purposes of reading comprehension

There were many purposes of reading, but learners' typical ones were for pleasure, getting information, learning vocabulary and grammar and others. Figure 2 showed that only 2% chose the first purpose – for pleasure. The great numbers of choices were made on two purposes, which were getting information to do exercises (33.3%), and for learning vocabulary (34%). Learning grammar accounted 26.7%. And 4% were the last purpose – others (relax, research and so on). Learners' choices showed that they did not really consider reading as the way to relax after their studying time. They just read for getting knowledge about vocabulary and grammar or getting information to complete their tasks. They might think that reading was the way to help them to get marks in studying process but not help them to get pleasure or relaxation. These affected the reading habit very much. Depending on their purposes, they had the way or the time to read differently.

The amount of time spending on reading

60.8% spent less than an hour per day to read book or materials. This expressed most of learners did not like reading because they spent a little time on reading. They thought that reading was not interesting for them. The remaining (39.2%) spent 2 to 4 hours per day on reading. Maybe it became their habits, they read for their researching or relaxing purpose. As mentioned above, the purposes toward reading comprehension affected learners reading habit very much. They spent a little time on reading because their purposes were only to complete their tasks in studying process, not to research or relax after studying time.

Kinds of exercises

There were many kinds of exercises learners often did. However, most of MBA learners did some common exercises in the textbook such as matching, true/ false, reordering events, question-type, gap-fill. Therefore, this research selected these exercises to survey.

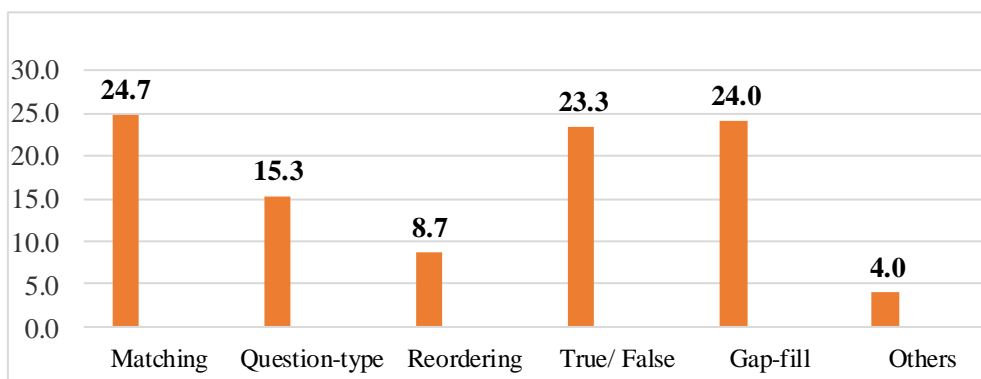


Figure 3: The exercises that learners often did

Figure 3 showed that matching and gap-fill were three common exercises that learners often did. Actually, 24.7% chose matching and 24% for gap-fill. Both matching and gap-fill made up the highest rate. Next, 23.3% chose true/false. 15.3% selected question-type, 8.7% chose reordering, 4% selected others. These results showed that learners did many exercises which required them apply reading strategies flexibly and suitably.

Kinds of strategies

Using strategies in reading is important. Strategies help learners do reading exercises more effectively. Learners need to use strategies a lot because studying process included the long texts and many kinds of the exercises. To do exercises quickly, learners should apply suitable strategies to save time and get the exact answers.

The rate of some common strategies used to do exercises would be shown in the following.

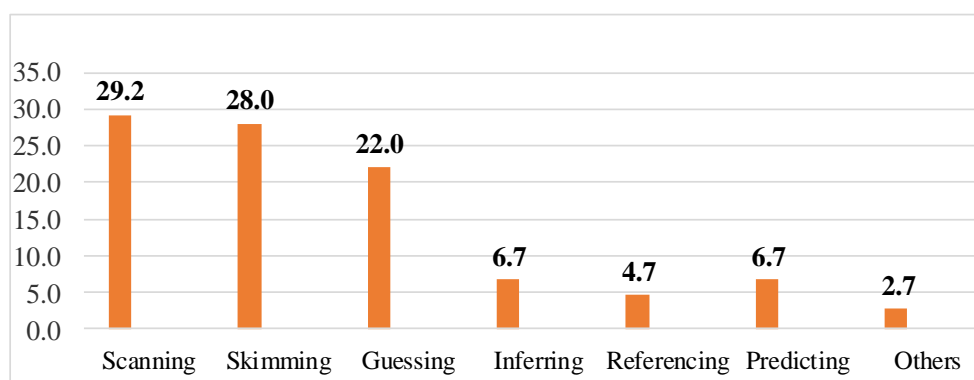


Figure 4: The strategies that learners used to do exercises

From figure 4, it could be seen that three strategies used a lot of including scanning (29.2%), skimming (28%) and guessing (22%). These strategies were used popularly because they were suitable in many kinds of common exercises in reading materials. Besides, learners also used some strategies as inferring and predicting (6.7%), and referencing (4.7%). Other strategies made up 2.7%. To sum up, the strategies were used more or less depending on the functions and the requirements of exercises. These were the reason to survey about kinds of exercise which learners often did.

Learners' attitude toward reading strategies

When talking about reading strategies, learners often thought about scanning and skimming because they were useful and popular. When being asked, learners stated that scanning and skimming were very useful reading comprehension strategies. These helped to cover a vast amount of materials very rapidly. They were used for many different purposes. Skimming could help them to find out the main idea in the reading text while scanning helped them to find out the details. Learners could apply these skills when doing reading exercises besides other necessary ones.

In the questionnaire, 100% agreed that scanning and skimming were the most important skills to do reading comprehension exercises. They agreed that because they thought most of reading comprehension exercises relating to these strategies which they applied to do exercises. In addition, learners also stated that these skills helped them to have a general topic and knowledge of reading text quickly. Therefore, they saved much time instead of reading the whole of reading text. To sum up, all strategies were useful if learners know the ways to use them reasonably. Learners could do exercises more quickly and more easily thanks to using reading comprehension strategies.

However, using the strategies was not enough to do exercises, learners had to learn the way to understand demands of exercises. That would help them avoid misunderstands and they could find exact answers easily and quickly. Therefore, learners should have steps to prepare for doing exercises.

Pre-reading activities

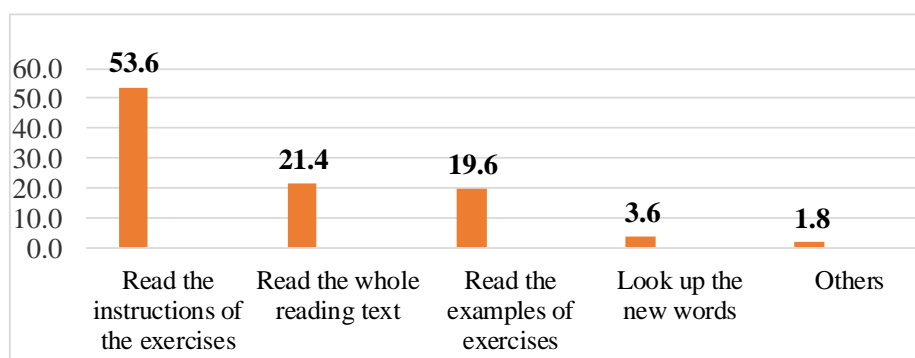


Figure 5: The pre-reading activities that that learners often did

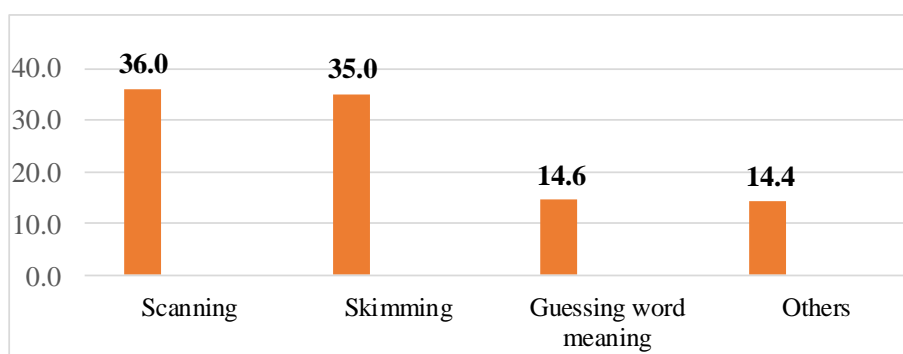
From figure 5, it could be seen that 53.6% often read the instructions of the exercises before doing reading comprehension exercises, because they thought the instruction could guide them to have right way, and they could apply suitable strategies. 21.4% chose reading whole the reading text because they thought when they read all they would understand and it was easy to do exercises, but it took much time. 19.6% chose reading the examples for exercise because they thought that they could know the way how to do the exercise instead of wasting time to find the meaning of the demand. Only 3.6% chose using dictionary to look up all of the new words in the reading text because they supposed that they could understand all of the text so they could do exercise more easily, but this way could take much time. The remaining 1.8% chose other activities. They could skim the whole text to find the meaning of new word or read the heading of each paragraph to guess the general topic. In fact, when learners do exercise, most of them often cared about the requirements and the topic in the reading text. Therefore, they found out things relating to the

requirements and the ideas of the topic before doing reading exercises to save time and to help them have good results.

The strategies to do exercises

True/ False exercises

True/False is a kind of exercise that claims the exact information which maybe the main ideas or the details. Depending on the items in T/F exercises, learners could apply scanning or skimming.



There were five questions in this part.

Figure 6: The strategies for True/ False exercises

Figure 6 showed that, learners used scanning much more than skimming. 36% used scanning to find out the answer. 35% used skimming and 14.6% used guessing word meaning to deal with it. The remaining 14.4% found their answers by using other strategies such as getting meaning from the context, clue in the context and so on.

In fact, learners should use scanning for True/ False exercise. The statements in True/ False exercise were details in the reading text, so it was easy if learners chose scanning to do this exercise. However, there were some learners who knew how to use scanning, the rest used other ways to do this exercise. Figure 7 below showed clearly the results of the exercise in the test.

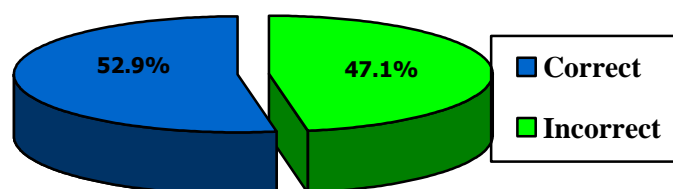


Figure 7: The result of doing True/ False exercises

In this chart, 52.9 % had the correct answers in this exercise while only 36% knew how to use scanning skill. In fact, this showed that most of learners used scanning strategy efficiently, but the rate of doing this exercise was not high. The remaining 47.1% did not have the correct answers. Maybe they did not know how to use scanning skill or they did exercises by their feeling and probability. For this exercise, the best solution was scanning strategy because when learners

scanned they could find out the relative details to compare with the statements in the exercise to decided True or False quickly.

Question–type exercises

The question of test asked to find the detail information. Therefore, learners should use scanning to do this exercise. In this part, there were five questions about the events.

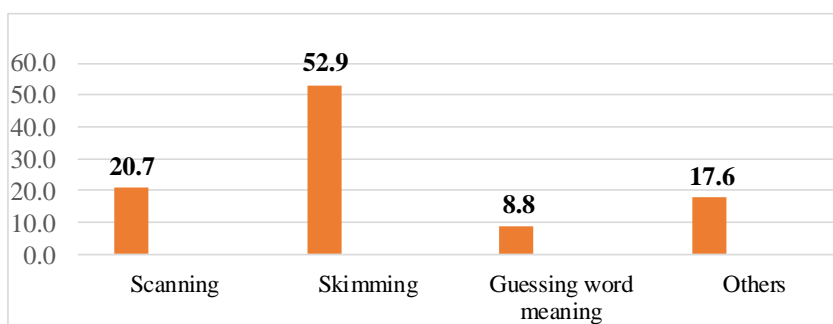


Figure 8: The strategies for Question–type exercises

Figure 8 showed that learners chose skimming with the high rate (52.9%). About 20.7% used scanning and 8.8% used guessing word meaning in the text to have suitable answers. The remaining learners chose other strategies and they had many reasonable ideas to solve this type of exercise such as trying to remember the content of the reading text, reading the questions carefully and noting the key words of the questions. Learners thought that they should apply scanning to find out the answers as fast as possible. In fact, scanning was the best strategy, which helped learners to find out the answer quickly and correctly because the main function of scanning was finding the details in the text effectively. This strategy helped learners to get high result in the test. Figure 9 would show the result of doing question-type exercises from the test.

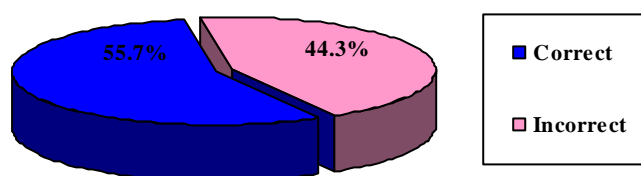


Figure 9: The result of doing Question–type exercises

In this figure, 55.7% had the correct answer in this exercise, the result from the questionnaire showed only 20.7% knew how to use scanning for this exercise. The result above revealed that most of learners had the mistakes when they chose strategy for this exercise. However, the rate of corrects answer was more than 50% while most of them chose skimming to do exercise. Maybe the learners were lucky or they guessed the answer basing on the main ideas. Certainly, learners spent

much time on this exercise because of choosing wrong strategy. The remaining 44.3% did not have the correct answer. Maybe this came from learners' carelessness and lacking of experience to do this exercise and a part of them had incorrect answers because of using wrong strategy.

Reordering events exercises

To do this exercise effectively, learners should use skimming to list main ideas then arrange them into logical order. In this part, there are five questions.

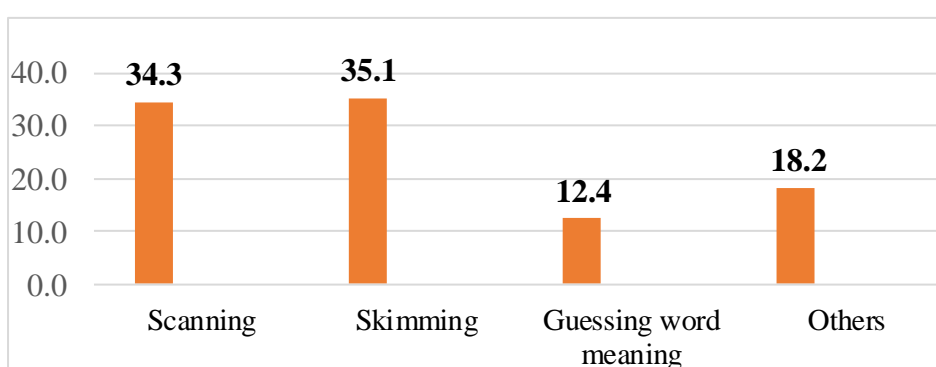


Figure 10: The strategies for Reordering events exercises

To reorder events, 34.3% applied scanning and 35.1% applied skimming to do this exercise. 12.4% chose guessing word meaning. The rest 18.2% used other ways. In fact, to find the main ideas in reading text, learners had to remember main events. they should use skimming to list main ideas then arrange them into logical system. This type of reading comprehension exercise was difficult for learners, they had to know thorough the ways to deal with reordering events. They should try to remember the contents of reading text and highlight the events as soon as they found them when skimming or notice characters and events in the text, especially time. The data from the questionnaire showed the rate of scanning lower than skimming; this showed that learners chose strategy for this exercise suitably. The statements in reordering events exercise of test were the main ideas of each paragraph so learners should use skimming to do this exercise. Moreover, this exercise also required learners to arrange events logically. This was not easy for them. Therefore, the results of the reading test were not good though the rate of learners chose skimming was very high. Figure 11 would show the result of doing Reordering events exercises from the test.

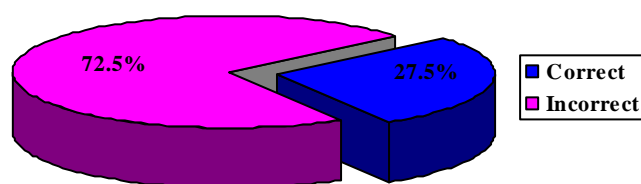


Figure 11: The result of doing Reordering event exercises

Just 27.5% had correct answers for this exercise. This showed that the result from the questionnaire and the result from the test were not correlation. To explain for this low result, there were some

reasons. Firstly, learners chose unsuitable strategies. Secondly, learners did not arrange events into logical system or they were careless when they read the events in exercise leading to wrong answers. In addition, the other reason could be learners focused on other exercises, so they did not have enough time to do this exercise and could not complete this exercise. Although learners had good ways to do the exercise, they still gave the wrong answers if they were not careful and distribute time suitably. On the contrary, learners who are careful but did not have suitable strategies may not have good results.

To sum up, the exercises reordering events could be done well by skimming. Learners could find out the correct order if they applied strategies suitably and logically. However, learners should read events carefully to avoid understanding of the information and ordering events incorrectly. The time was also important in doing exercise, so learners should divide their time for each exercise suitably.

Matching exercises

Matching exercise related to vocabulary very much, so the strategies about word meaning could be more suitable. In this part, there were five questions testing vocabulary knowledge and experience to deal with unknown words.

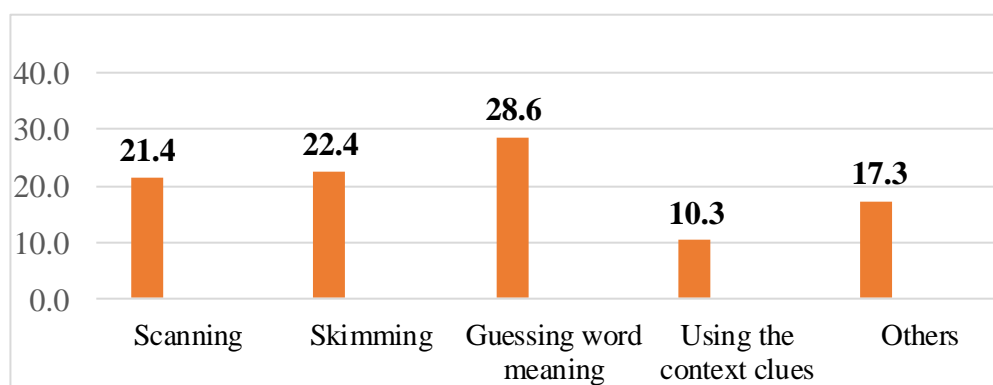


Figure 12: The strategies for Matching exercises

In figure 12, about 28.6% used guessing word meaning, 22.4% used skimming and 21.4% scanning. Only 10.3% chose using the context clues. The rest 17.3% chose other strategies to find out the correct answers such as using vocabulary knowledge, finding the key word in the definition, finding the synonym of the word. Learners thought that their vocabulary were not enough to read the whole text or to find the key word, these took much time. In fact, learners should combine guessing word meaning with knowledge and experience to do well Matching exercise. Figure 13 would show the result of doing Matching exercises from the test.

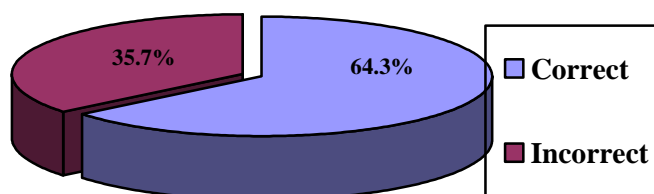


Figure 13: The result of doing Matching exercises

Learners stated that scanning and skimming were important strategies maybe that were right but they should apply them reasonably. Besides these strategies, they could apply many other strategies Figure 13 showed the result of matching exercise. There were only 35.7% had incorrect answers and 64.3% had correct answers. Comparing 64.3% correct answers and 28.6% had suitable strategy (guessing word meaning) for this exercise, it was easy to realize that learners did matching exercise effectively. The remaining had incorrect answers, maybe learners took much time for scanning and skimming instead of using guessing word meaning. Maybe learners used scanning and skimming strategies for all kinds of exercises so they were confused in choosing the strategy or they got some mistakes, or limited time while doing exercises.

For matching exercises, learners should use vocabulary knowledge if the exercise involved to matching information in reading text with the ideas or information in exercises. This exercise of test enquires learners to match the word with definition; so they should use their available vocabulary. If their vocabulary was not enough they should use guessing words meaning from the context to do this exercise well.

Gap - fill exercises

This exercise was a reviewing of the text; learners should base on the information in the text to choose the suitable words in the box to fill in five blanks. The strategies relating to word meaning and word class could be more suitable for this part.

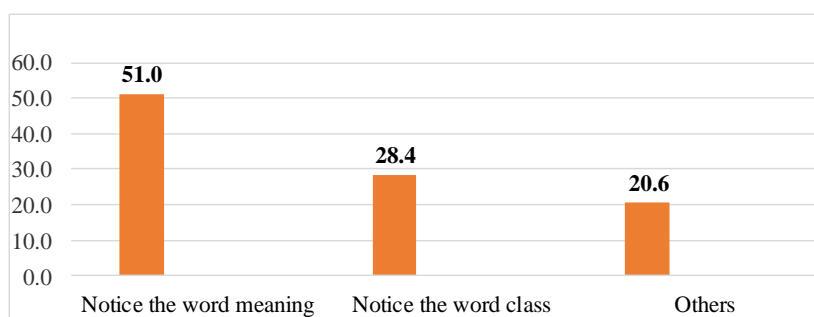


Figure 14: The strategies for Gap-fill exercises

Figure 14 showed that 51% noticed the word meaning in the exercise carefully before they did their tasks. There were many ways to do this exercise, learners could use scanning or skimming too. This was advantage for learners because of using these strategies they could get the general topic and understand the exercise. Others 28.4% noticed word-class of the words given so they could choose

the most suitable word to fill in the correct blanks. There were 20.6% others strategies to do Gap-fill exercise. Learners thought that they could use getting meaning from the context and using the clue in the text to complete this exercise. Gap-fill exercise in the test was simple, it was a part of the text quoted. Therefore, learners only read paragraph carefully then they could complete it well. Figure 14 showed that most of learners chose suitable strategies, so the result was also very high. Figure 15 would show the result of doing Gap-fill exercises from the test.

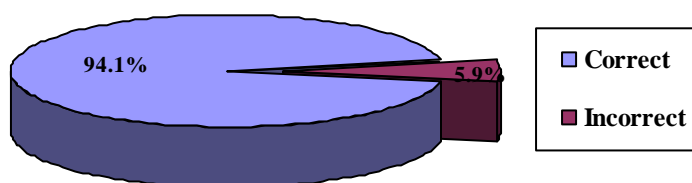


Figure 15: The result of doing Gap-fill exercises

Figure 15 showed the high result, there were 94.1% had correct answers; in the questionnaire, 51% chose noticing the word meaning in the paragraph carefully. The result was not surprising because learners used the right strategy to do this exercise. From that, using the ways or strategies to do exercises was very important. If learners chose the suitable strategies to do exercise, doing exercise was very easy. Besides, 5.9% did not have the good answers. Some learners did not have enough time to do this because they used much time for other exercises and maybe they felt tired when they did exercise because they had to do many tests in the same time.

For gap-fill exercise, learners should read the text in the exercise carefully to make sure that they could understand, and do the task effectively. Besides, learners also needed to pay attention to part of speech of the word and grammatical structures combining with guessing word meaning. With Gap-fill exercise with word given in the box, learners should eliminate unreasonable words to have the correct answers. In addition, learners could use skimming, they should skim the reading text before choose the suitable word to fill in the blank. However, gap-fill of test only require learners to read the text carefully, they would have the exact answers.

To sum up, each kind of exercise had a particular skill to do them. Therefore, to do well these types of exercises, learners should know how to apply strategies in a flexible and effective way.

Conclusions of the test and the questionnaire through the results

Figure 16 showed the different results among types of exercises

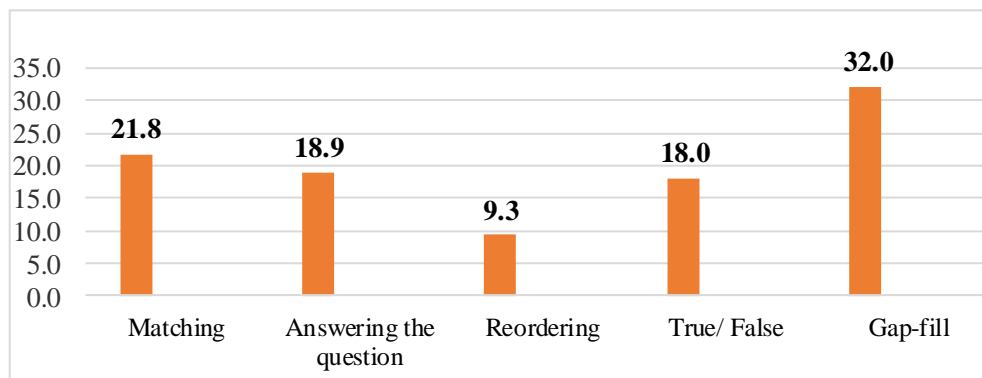


Figure 16: The result of doing types of exercises from the test

After surveyed and analyzed, the results collected from 51 MBA learners at Tay Do University showed that most of the participants completed well gap-fill exercise and the rate of gap-fill was the highest one in five kinds of exercise (32%). Maybe learners could base on the text and combine scanning or skimming. They read the paragraphs carefully and paid attention to part of speech effectively, they could complete this exercise with high result.

In contrast, the rate of reordering event exercise was the lowest in the survey. Actually, only 9.3% got the correct answer. Learners met many difficulties in type of exercise (reordering events). This exercise was very hard because when learners got this exercise, they were tired, they had to read completely the text and arrange ideas suitably. They had to apply strategies while they also had to remember the events logically; learners could not do that in a short time, so they could not find out right answers though their strategy was suitable.

The rate of Matching exercise was 21.8%. It was a fairness number. This meant that learners had limited vocabulary and experience, so there were still some learners who could not complete this exercise. In addition, learners could not complete this exercise well because they chose unsuitable strategies.

The rate of two types of exercise True/ False was 18.9% and Question-type was 18%. Maybe these exercises were the common exercises, which learners often did. Therefore, they did not get many difficulties while doing but choosing the suitable strategies was their problems. Through the data of the questionnaire and the result of survey, it was realized that learners still could not do exercises well. They need to understand the function of strategies clearly. Moreover, learners also apply them flexibly and suitably. In addition, the time was also important, learners had to distribute the time suitably to complete all exercises well.

The ways to study English reading comprehension effectively

Reading comprehension is an important subject for MBA learners at Tay Do University. Some suggestions and benefits were stated for learners to use and study this subject better. Table 2 would show some ways.

Table 2: The ways and the benefits for learners to study reading Comprehension effectively

The ways	The benefits	Learners' ideas
Reading more and more materials.	Supply more knowledge, enlarge vocabulary, and get acquainted with kinds of exercises in many fields.	100% agreed
Trying to guess word's meaning from context and setting a limitation of using dictionary.	To understand the reading text without knowing all new words, to do Matching exercise well	39.2% voted.
Training scanning and skimming.	To save time when reading text and find information quickly.	41.2% agreed
Learning and applying strategies such as guessing word meaning, word classes and so on.	To do exercises better and get good result	13.7% voted
Practicing more reading exercises out of textbook.	To know many kinds of strategies of English reading comprehension and do many exercises with strange topics.	50% agreed

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions

From the surveying, reading is an important subject to get information and knowledge about many fields. Reading is more and more necessary for learners to learn English. In reading subject, there were many kinds of exercises in an examination today and each exercise was limited by time. Therefore, learners have to ask themselves how to do correctly and quickly. From that, the researchers gave some strategies to solve these problems. Through the instruments, we found out learners' problems in MBA class at Tay Do University. There were many reading exercises relating to strategies which learners still applied not well. Therefore, learners should know the ways how to use strategies effectively that helped to get the best result.

As mentioned above, reading texts are about many fields, including culture, society, science, medicine, education and so on. Learners can read to get knowledge to help them be confident when doing strange topics. Nowadays, learners are not interested in reading, they only read books or do reading exercises when their teacher asks them. Therefore, they cannot understand that reading is useful for them not only to do exercises but also to increase knowledge.

The survey result has been found thanks to the participants of 51 MBA learners. They helped to conduct a survey well with two instruments: the test and the questionnaire. For each type of exercise, learners had different ways to do. The results revealed that they got good result in Gap-fill (using scanning and skimming), Question-type (using scanning) and True/ False (using scanning).

However, they had some problems in Reordering events (using skimming) and Matching (using guessing word meaning). They could not get high result as in the others. These showed that Reading Comprehension was not an easy subject, so learners should read more books, learned more words, and practiced more reading comprehension exercises. These can help them get higher result in this subject.

Hoping that learners can find for themselves the most suitable ways to do English reading comprehension exercises effectively and get high score in this subject.

Implications

Reading is an important skill but the participants want to learn it well that is not easy. There were many difficulties for them in reading and they often approached to reading by doing exercises. Therefore, using strategies to do reading exercises was a good way to contribute to improve reading. Most of learners knew many strategies but choosing the suitable strategy to do exercise was a difficult for them. Through the results, it was realized that most of participants still had some problems when doing reading exercises. They often were confused because they could not choose the best strategy for their exercises that led them to have incorrect answers. Besides, some learners used strategies well so they did exercises effectively. The exercises had high result are gap-fill and matching; this showed that the participants applied scanning, skimming and guessing meaning effectively. Maybe these learners often practiced with many kinds of exercises, so they had experience and knew how to use the strategies suitably. If learners practice many times, they will have basic skills to choose suitable strategies for their exercises. In addition, learners also read other materials to supply for their knowledge that helps them to do vocabulary exercises well. Only often practicing and exchanging knowledge as well as doing more exercises help learners to get the good result in reading subject.

Suggestions

This study only showed that using the strategies to do reading exercises effectively for MBA learners at Tay Do University. The further researchers should try to design a perfect reading test, the number of the participants should be increased so that researchers can collect more data for analysis and will have more information to complete the research better. In addition, the further topics should be focused on other participants as English majored students or non-English majored students; maybe not only at Tay Do University but at other ones. If the participants are graduate students, they will apply the study in their rest time at university. The effect of the study will be also verified.

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