

THE EFFECTIVENESS OF READING BILINGUAL BOOKS ON IMPROVING STUDENTS' READING SKILLS

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ABSTRACT

Reading comprehension is considered to be the most important skill that contributes to the success of language learners in academic and career as well as the success in the teaching process of teachers. Unfortunately, some students majoring in English often do not know how to apply reading comprehension skills in their studies as well as they cannot understand the content and context in reading comprehension. Therefore, the study "The effectiveness of reading Bilingual Books on Improving Students' Reading Skills" was conducted to find out some factors affecting the reading skills of these English majored students. The subjects of this study were 60 English majors from English classes at Tay Do University. Typically, the participants were between the ages of 18 and 21. The main research tools that provided for data collection were questionnaires, interviews and observation. This is a combination of quantitative and qualitative research. The results of this study was analyzed to show the factors affecting reading ability as well as the benefits of bilingual books to collect data for the study.

Keywords: *Reading Comprehension.*

1. INTRODUCTION

1.1 Rationale

Nowadays, English is considered as a popular and widely used language all over the world. No one can deny that English is an indispensable language in the process of globalization. It is used in many countries and English is also used in many fields such as economics, politics, culture...etc. Besides, it cannot be denied the importance and demand of English in the current globalization era. Learning English as a second language is an important requirement in our time to survive in the global community and international economy. Ojanperä Miina (2014) points out that poor English language skills slows down flow of effective communication, causes misinterpretation, create frustration and create barriers among the employees. On another note, Schellekens (2001) opines that lack of proficiency in English appears to be a hindrance to secure a higher and a better paid position. According to (Elizabeth J. Erling, 2014), English language skills are extremely rewarded in the labor market. It also emphasizes that skills in English have a constructive impact on economic growth. Another report by the Economist (2013: 3) presents that English language skills will augment the efficiency of employees in sectors like business process outsourcing and hospitality. Besides the need and importance of English in the modern world, it has also been recognized that having a solid foundation in English not only helps candidates to enter higher education institutions, but also helps they have better job opportunities. From this perspective, Ahmad (2016) points out that, "English is recognized as a passport for better educational and employment opportunities."

Furthermore, teaching and learning English is becoming increasingly important in many Vietnamese educational institutions from primary school to university. According to Read (2003:4), there are some reasons for starting language learning early. These includes, the value of increased time, the possibility of better pronunciation

and fluency, the possibility of greater global awareness intercultural competence, and the value of bilingualism. Morrow (2011:7) states that learning English in elementary schools may offer children a number of possible advantages if the instructional goals and methods are appropriate for the learners' ages. As a result, English has become one of the most important subjects in school. Reading comprehension skills are extremely important in Vietnam for students majoring in English, in addition to other skills. Students must master reading comprehension skills to understand the content presented in books entirely in English, but unfortunately, many English majors still do not understand how to study and do not master reading comprehension skills. Reading comprehension has become and continues to be the most important skill because it demonstrates learners' ability to grasp keywords and analyze content.

The benefits of bilingual programs have been documented and supported favorably in numerous studies. At universities, students majoring in English are taught by books written entirely in English. Skutnabb-Kangas (2000) explains that the bilingual program increases economic opportunities in business and society, and maintains superiority of learners. Baker (2006) refers to the information processing skills and educational qualifications that can be developed through the two languages, as well as through the four skills of listening - speaking - reading - writing, the whole system helps to develop awareness to the extent that when one or both languages are not fully implemented, cognitive functioning and academic performance may be affected badly. Many researchers (Bialystok, 2001; Bialystok, 2011; Garcia, 2009) found many other benefits brought by a bilingual education, such as superior skills in their first language, to raise awareness about languages, higher IQ and increased cognitive flexibility and development. Although there are different definitions, Genesee (1987) states that at least 50 percent of instruction in a given school year must be provided through a second language for the program to be regarded as immersion. Therefore, students need the best learning solutions and methods to increase reading comprehension skills. Therefore, more and more English-Vietnamese bilingual books are published that will be another option to read to help improve students' vocabulary and grammar in addition to English books.

The above-mentioned problems are the researcher's primary concerns and also the motivation for doing the research paper. The author carried about the research "The effectiveness of reading bilingual books on improving student's reading skills" This study hopes to provide an overview of bilingual reading, helping both teachers and students find appropriate and effective solutions to improve students' reading comprehension skills.

1.2 Significance

This study mainly focused on finding out the effective associated with reading bilingual books to improve students' reading comprehension skills. Through these issues, the author wishes to help students realize the benefits of bilingual reading. Thus, thanks to that, these English majors can find some useful solutions to improve their reading comprehension skills.

2. LITERATURE REVIEW

2.1 The term bilingual books and definitions of reading skills

Bilingual books are books in two languages that are presented in the book. Bilingual books that have one side in the mother tongue and the other in English. Basically, a bilingual book is like reading two versions of a book in two different languages but will be combined into one book. These books are beneficial in the learning of English because they teach vocabulary words in context and the text is supported by pictures and other extra linguistic cues such as selective text bolding and repetition (Salas et al, 2002).

Bilingual books provide English learners confidence as they are able to recognize and master text with less assistance. Bilingual books promote guided language learning, a more effective means of learning a language, as the foreign vocabulary will be in proper context and therefore more easily understood (Agosto, 1997). However, integrating bilingual literature into a multicultural curriculum has a number of advantages. All children would gain significantly by having bilingual literature as part of their regular classroom experience, despite the fact that using bilingual books in this way is very important. The likelihood of youngsters developing greater multicultural awareness and cultural sensitivity may increase if they are exposed to excellent multilingual books that uphold a high standard of literary quality and respectfully reflect the cultures in focus.

Besides that, the language of education may also mediate the documented effects of bilingualism. The study by Bialystok, Luk, et al. (2010) on English receptive vocabulary showed that words associated with schooling were responded to equally well by monolingual and bilingual children, whereas comprehension of words primarily associated with home was better in monolinguals. Related evidence from English monolingual children demonstrated that the development of emerging literacy skills (i.e., awareness of the characteristics of the English writing system) was strongly predicted by the degree to which children engaged in home activities involving reading and writing practice (Levy, Gong, Hessels, Evans, & Jared, 2006).

Furthermore, the degree of difference between two languages might represent deeper cultural differences that the child must assimilate and accommodate to achieve proper mastery of the language. In Arsenian's (1937) words: Q The degree of difference between the two languages of a bilingualist is important from the point of view not only of the learning mechanism, but also of the thinking process; because the difference between two languages usually denotes a difference in the culture and civilization of the two peoples using them, and hence denotes also a difference in the connotation of words which will influence the direction and the content of thought in the two languages.

2.2 Definitions of reading skills

Numerous researchers in the field have come up with concepts and definitions of reading with different points of view. It is concluded in a significant amount of definitions describing the term, some of which are mentioned below.

A reading skill is a cognitive ability which a person is able to use when interacting with the written text. According to the F. B. Davies (1968), reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. In another definition, according to E. Lunzer, M. Waite, and T. Dolan (1979), reading skills are as follows: word meaning in context, literal comprehension, drawing inferences, interpretation of metaphor, finding main ideas, forming judgments.

According to K. S. Goodman (1967), Reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence. On the other hand, reading skills, as in W. Grabe (1991), also involve: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills/strategies, metacognitive knowledge and skills monitoring.

According to Sadiku, L. M. (2015), Reading is one of the skills in English to make the people get data from what they read, and data from a text. It desires a thinking technique in order to be capable of attain the comprehension.

According to Snow, C. (2002), Reading comprehension is the process of concurrently extracting and building that means through interaction and involvement with written language.

After all discussions above, reading is defined in different ways according to every scholar and every field of study. However, it is also defined simply is the reading is a process of getting meaning from and bringing meaning to a text. The main goal of reading is to help the reader understand the content and meaning of the text. In general, reading is an indispensable part of daily life and in the process of learning English. Efforts to practicing this skill are necessary for learners who want to become good at English.

2.3 Factors affecting reading skills

Students may have diverse problems and issues in studying English. They could make one-of-a-kind errors in English such as pronunciation, grammar, orthography and vocabulary usage. In this case, difficulty that the students have face is to understand English reading comprehension. They can be divided into four types including linguistic factors, environmental factors background knowledge and psychological factors. Linguistic factors commonly refer to the elements of English as a language itself, which include vocabulary and grammatical structures. Environmental factors include the house environment and School environment. Psychological factors include students' motivation and students' inhibition.

2.3.1 Linguistic factors

The linguistic factors greatly influence students' reading skills and communication skills as well as their future. This is also one kind of barrier that students always meet during their learning process or communication process. Nevertheless, sometimes they do not realize how important it is and pay no attention to it. Therefore, in this part, the researcher will clarify some problems related to linguistics such as vocabulary and pronunciation so that students can recognize the linguistic barriers that they are meeting.

2.3.1.1 Vocabulary

Learning vocabulary represents one of the most crucial skills that is necessary for reading skills. Dennis, D. V. (2008) said, "Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. Vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context."

A limited vocabulary size, as well as a lack of sufficient knowledge of word meanings, often hinders learners from understanding the meaning of the text. According to Qian (2002), "having a larger vocabulary gives the learner a larger database from which to guess the meaning of the unknown words or behavior of newly learned words, having deeper vocabulary knowledge will very likely improve the results of the guessing work".

Having a limited amount of vocabulary is an obstacle for learners in learning a foreign language. Furthermore, the purpose of learning vocabulary should include the memorization of words and the ability to use them automatically in a variety of linguistic contexts when the need arises. Along with many other problems, vocabulary is a key issue in the process of learning English. The importance of vocabulary in developing learners is a major focus of current research. Insufficient vocabulary is a major impediment to reading skills that are an integral part of language proficiency and development.

2.3.1.2 Grammatical structures

Learning English grammar is difficult for many students who are just starting their English studies. They frequently translate first language sentence structures into second language, particularly the use of conjunctions and phrasal structures. They frequently combine English terms in the mother tongue word order. Hence, readers can more easily understand the text's message by understanding the grammar structure. It is more difficult for the students to understand the meaning and the idea if the sentence does not follow the correct grammar rules.

Furthermore, Yuliawati (2018) believed that grammar is an essential aspect of a language because if the sentences are written in an ungrammatical pattern, it might be difficult for the reader to understand the concepts; however, if the reader understands grammar, they can quickly correct the errors and understand the sentences' ideas. In addition, Ilham, (2017) said that grammar was the central heart of the language and is a tool to help learner' comprehension of the target language. Without a working command of grammar, readers frequently get the time wrong and get confused when relating one sentence's meaning to another. Grammar knowledge is therefore necessary for reading. Moreover, it is difficult for students to remember all grammatical structures because of their variety and complexity. So when reading a certain text, they often translate from English into their mother tongue in a word-by-word translation. Reading comprehension will be even more difficult when they do not know what grammatical structure is being used in the reading passage, leading to boredom and unwillingness to continue reading. To sum up, in order to read a complete text, students should equip themselves with sufficient grammar knowledge so that they can easily know what grammatical structure is being presented in that passage.

2.3.2 Background knowledge

Although not everyone is aware of it, background knowledge, also known as prior knowledge, plays a crucial part in both reading and learning a language. Perhaps the most well-known effect of background knowledge is its ability to directly influence the understanding of what is read (Stahl, Hare, Sinatra, & Gregory, 1991). Several studies have demonstrated how background information can improve pupils' reading and comprehension. As pupils go through the grade levels, the necessity for background knowledge increases. It is necessary for students to use and apply previously learnt concepts in fresh ways. They must study, talk about, and write about concepts that are more challenging, frequently referencing knowledge from different academic areas. It makes obvious sense the more you understand about a subject, the more likely you are to understand what is written about it. For instance, teachers are more likely to comprehend a scientific article abstract from the American Educational Research Journal than from the American Journal of Nursing while reading this type of literature, which is thought to be the most challenging. You are not unable to decode the words or read them fluently rather, you lack the prior information necessary to understand the terms mentioned. Alfassi (2004) point out the more extensive a reader's background knowledge is, the easier it is to acquire new information offered by the text. Background knowledge also acts indirectly on reading comprehension. Fluency, an important contributor to overall reading comprehension, is heavily impacted by the level of background knowledge one possesses about a topic (Klauda & Guthrie, 2008). The ability to infer meaning in social studies texts is positively influenced by the level of background knowledge the learner has (Tarchi, 2009).

Students' capacity to understand what they read is significantly influenced by their background knowledge. Its impact can be described both directly, such as in subject knowledge, and indirectly, particularly in the capacity to

solve issues when meaning is obscured. Consequently, students should learn as much as they can about a variety of subjects, fields, and life events in order to broaden their knowledge and increase their reading comprehension.

2.3.3 Environmental factors

Environmental factors can also affect a student's learning to read. According to Dennis, D. V. (2008), said, Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better. Besides that, according to Peter, there are external factors that influence the students in reading comprehension are reader environment. To complement this point, Westwood, P. S. (2008) added that Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

2.3.3.1 House environment

The safest and most peaceful place is home, when you read at home you will feel safe and quiet so it can help you focus on your reading rather than when you are in a noisy place like school and public. Furthermore, it cannot be neglected that parents play an important role in the home. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one supports them to learn English text. Cook (1980), Morrow (1985) and Gove and Cvelich (2010) suggest that literacy awareness begins at home before the children go to school. For most children, the most important contexts are home and family. As Harmer (2004) adds, the attitudes of parents and other siblings will be crucial because their approval and encouragement in reading will affect students' motivation and interests to read.

2.3.3.2 School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

It has been well documented that, in general, the amount of time that students are engaged in academic tasks during the reading period at school is positively correlated with gains in reading achievement (Brophy & Good, 1986; Fisher et al., 1980; Stallings & Kaskowitz, 1974). In a widely cited study, Leinhardt, Zigmond, and Cooley (1981) found that for students in learning disabled classrooms, time engaged in silent reading at school was significantly related to gains in reading achievement.

2.4 Psychological factors

Nowadays, one of the major problems affecting students' reading skills is undoubtedly the psychological barrier. Because they lack vocabulary and do not know the correct pronunciation, while reading they feel bored and unmotivated to read because they cannot understand the context and meaning of the text. This part is discussed those students' psychological problems including motivation and inhibition.

2.4.1 Motivation

Reading is not an easy process it requires the reader to have time and effort. The process of reading causes us to bring some emotional element into the process and it is called motivation. However, the lack of motivation is a challenge and a serious problem for the reader. The lack of vocabulary should limit the students' reading comprehension process, or the content in the reading is not interesting and attractive enough, so they lose the motivation to read.

According to Cambourne (1995) referred to engagement in literacy as a merger of multiple qualities. He argued that engagement entails holding a purpose, seeking to understand, believing in one's own capability, and taking responsibility for learning. Guthrie, McGough, Bennett, and Rice (1996) described engaged readers as motivated to read for a variety of personal goals, strategic in using multiple approaches to comprehend, knowledgeable in their construction of new understanding from text, and socially interactive in their approach to literacy. As Guthrie et al. (1996) noted, engaged reading is strategic and conceptual as well as motivated and intentional. The cognitive side of engagement emphasizes that effective readers are deliberately making choices within a context and selecting strategies for comprehending text content. Engaged reading is strongly associated with reading achievement. Students who read actively and frequently improve their comprehension of text as a consequence (Cipielewski & Stanovich, 1992). In addition, according to Dennis (2008), learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material

monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners, they can easily understand it and can remember it clearly.

In short, students' reading motivation can influence their decision to continue reading.

2.4.2 Inhibition

Along with motivation there are other factors a convenient learning environment and inspiring teachers encourage students to develop their academic English skills. On the other hand, there are some affective factors including fear of making mistakes, anxiety, low self-efficacy, shyness and lack of confidence stand against students' English development and performance in higher education. According to Ur (1996) said that while speaking the foreign language, learners are inhibited because of worries regarding making mistakes, shyness, criticism about mistakes from teachers, or losing face. All people try to protect their Ego from being hurt by embarrassment thus builds a set of defenses. The higher the self-esteem, the lower the inhibition which contributes to greater success in learning a foreign language. It has been found that inhibition has a negative influence because it discourages taking risks which is essential for learning a language. According to Humaera (2015), Inhibition can be explained as walls protecting our Ego boundaries which are, the more the students get older, the stronger it is. If students cannot balance them, they may give up and become passive learner.

2.5 The effectiveness of bilingual books

Books in two languages, commonly referred to as dual language books, can be found in a variety of genres and age ranges, including classics and picture books in both fiction and nonfiction. We emphasize that the quality of translation is a crucial factor because they include translations from one language to another. Literal translations may not maintain the integrity of a story; the ways that idioms, humor, culture, and syntax are expressed across languages requires special attention so that the intent of the story is communicated as naturally and accurately as possible (Hadaway & Young, 2013).

Today, bilinguals are present in every country of the world, in every social class, and in all age groups. Even in the classroom, to improve students' English proficiency, the school has added a wide variety of bilingual books to the school library. In this way, it can help students access and absorb English more easily. While there is not as much research into the impact of book reading on bilingual children, there is evidence that book reading can facilitate literacy development (Hammer, Miccio, & Wagstaff, 2003; Kalia, 2007).

These books can be used to help youngsters improve their language abilities in both their native language and their new language, in addition to the significant cultural support that they can offer. For purposes of description, these linguistic abilities can be divided into the three categories of vocabulary, grammar, and sound awareness, even though they inevitably combine in actual language use.

Furthermore, bilingual books can be used to support family involvement when family members do not speak English (Ernst-Slavit & Mulhern, 2003). Siblings can participate in these situations, where kids and their families may be at different levels of language development, and peer instruction can be another way to scaffold. The bilingual books that are sent home can be utilized in bilingual and multilingual families so that native language speaking parents can still assist their children in learning to read. For instance, when the learner is reading the material in English, the parent can read the content in their own language. For instance, teachers can send home bilingual books in a literacy book bag with a bilingual note with tips for reading, writing, and learning at home. In addition, bilingual books help children transfer conceptual knowledge and skills across languages, and compare and contrast concepts across languages (Taylor, Bernhardt, Garg, & Cummins, 2008), and therefore are effective at helping students develop vocabulary across languages.

The vocabulary requirements of second-language learners who are transitioning into their non-native tongue differ from those of native speakers. Non-native speakers not only need to learn the vocabulary of the target language, but they also need to study vocabulary related to the subject areas of math, science, social studies, and language arts. Books that are written in two languages help readers learn vocabulary in both languages. Success in reading comprehension is highly dependent upon vocabulary development (Bauer & Arazi, 2011; Biemiller 2006).

To some extent, one's vocabulary knowledge is unrelated to their ability to understand bilingual reading materials. It's crucial to make sure learners can comprehend the content of all resources before comparing the impact of reading bilingual materials and other types of reading materials on vocabulary development.

On the other hand, in addition to supporting vocabulary development, the comparison of syntactic structures between languages demonstrates how word order changes in various languages through the use of bilingual books. The understanding that there are significant differences between the grammars of various languages would naturally result from an activity designed to help children expand their vocabulary as they look for

components of speech in text. Additional grammar-related exercises can involve comparing a sentence directly to its equivalent in the other language. Students can check to see if the amount of words in both phrases is the same, whether the words are matched one to one and in the same sequence, and if they are not, why they are not. By being a natural speaker of a given language, this promotes a pupil from any linguistic background to the position of expert.

The process of learning a second language actually changes the way the human brain is wired. Early exposure to a second language benefits a child's development in numerous ways. Children will develop language awareness from an early age if they are exposed to multilingual books. In addition, acquiring a second language increases the density of gray matter (brain tissue that contains information-processing cells) in the left inferior parietal cortex, and the degree of structural reorganization in this region is modulated by the proficiency attained and the age of acquisition (Mechelli, Crinion, Noppeney, O'Doherty, Ashburner, Frackowiak, & Price, 2004). Bilingual adults have denser gray matter, especially in the left brain hemisphere, where most language and communication is controlled. Bilingual reading also contributes to improving English vocabulary and improving reading comprehension skills. Hornberger (2003) defines bi-literacy as any and all instances in which communication occurs in two or more languages. Certain literacy techniques and skills from the first language can be transferred to the second language when bi-literacy in children is encouraged and if employing a similar writing system. Skills in decoding and reading strategies transfer from first language literacy to second language literacy even when the vocabulary, grammar, and orthography may be different.

2.6 Related studies

Previously, many researchers had some related studies in reading comprehension skills as well as effectiveness of bilingual books on reading skills. However, the topics are not completely the same and the participants may be from different levels. The related studies below may give the supporting shreds of evidence for this research.

In 2017 Zhiying Zhang conducted the research "The Effects of Reading Bilingual Books on Vocabulary Learning". This study involved 83 students in the third year of a vocational school in China who were learning English as a foreign language (EFL). The participants were thought to be at a high-beginner level and had been studying English for at least eight years. Their ages varied from 17 to 18, and Mandarin was their mother tongue. An experimental design with a pretest, posttest, and delayed posttest was used for the investigation. The learning environment was the independent variable, and vocabulary learning was the dependent variable. English and Chinese instructions were provided to participants on how to complete the tests and treatments. There were four different treatment groups: Plain Text Group (PTG), Glossed Text Group (GTG), English-first Bilingual Reading Group (EBRG) and Chinese-first Bilingual Reading Group (CBRG). The results of this study indicated that reading bilingual materials contributed to the acquisition of vocabulary knowledge. Each of the bilingual reading conditions contributed to significant gains in vocabulary knowledge. The results showed that the vocabulary test scores increased by 25% and 23% through reading the bilingual materials.

Likewise, the research of Noviati Hj Noviati & Evi Rosmiyati on "The effect of the bilingual story book on students' reading comprehension achievement" in 2022, the main of this study was there any significant effect on the Second semester students' reading comprehension achievement after being taught by using Bilingual Story Book and those who are not? The population of this study was the second semester PGSD Study Program FKIP University PGRI of Palembang in academic year 2019/2020. The total number of the population was 120 students, the sample consisted of 36 students of 2O and 36 students of 2Q. The method of the research was the experimental method and the data were collected through written test in multiple choice form. The test was administrated twice as the pre-test and post-test. The results were analyzed by using t-test. The students' average score of pretest in control class of 2O were 59.20 and 6.12. While the students' average score of posttest in experimental class of 2Q were 6.52 and 7.13. And by using those result, it was found that the result of this research based on her students' average score of post test in experimental and control class was 4.779 that is higher than its the critical value.

Another research was done by Sahril Mujan, Ahmad Sofyan, and Fahriany (2022) with the topic "The relationship between reading interest, grammar knowledge and reading comprehension of narrative text". This study employed a quantitative approach. The questionnaire and test were the two tools the researcher employed. The researcher administered a questionnaire to determine reading interest and a test to determine grammar proficiency and reading comprehension of narrative material. The research was conducted in the second semester of the academic year 2020–2021 at MAN 3 Pandeglang's tenth grade. For the academic year 2021, all of the participants are tenth-graders at MAN 3 Pandeglang Banten. The tenth-grade class had 120 pupils. Since they were in the process of moving from junior high to high school, the tenth graders were picked. The participants in this research are 89 second-year (10th-grade) students chosen randomly from the population using the available sampling method. Random sampling was the method used to select the sample. With results, reading comprehension is affected by

reading interest and grammar knowledge. Reading interest contributes a very strong effect to reading comprehension. While grammar knowledge contributes strong enough to reading comprehension. Despite some other factors possibly affecting reading comprehension that is not explained in this research, more research is needed to investigate the correlation among reading interest, grammar knowledge, and reading comprehension in different kinds of text. Based on the result of research, it can be drawn a conclusion that the students' reading comprehension of narrative text can be supported by having high reading interest and good understanding of grammar knowledge of this study suggest that students should pay attention to reading interest and grammar knowledge if they want to have a better understanding of reading, especially on narrative text.

In conclusion, reading comprehension is a difficult process, and these research have demonstrated that bilingual books can be a helpful and significant aid for reading comprehension abilities. Reading bilingual materials expands your vocabulary more than reading English-only texts and is similar to reading annotated texts. These results show the importance of bilingual reading for language learning. So, in this study, the researcher will find out the effectiveness of reading bilingual books on improving students' reading skills. As a result, these students can realize the influence of bilingual books in improving their reading comprehension skills.

3. SEARCH METHODOLOGY

3.1 Research aims

The purpose of the research was to examine the hypothesis and provide answers to the research questions. The factors impacting reading abilities as well as the benefits of bilingual literature on English majors at Tay Do University were investigated using qualitative tools. Students were chosen at random to respond to the interview questions, which increases the validity of the study. Also, the observation was employed to increase the research's specificity. Lastly, an analysis and conclusion were made using the information from the questionnaires, interview papers, and observation.

3.2 Research questions

This study was conducted in order to answer the following questions:

1. Do English-majors consider bilingual reading a learning method?
2. What benefits do bilingual books bring to help students improve their reading skills?

3.3 Research design

The purpose of the research was to examine the hypothesis and provide answers to the research questions. The factors impacting reading abilities as well as the benefits of bilingual literature on English majors at Tay Do University were investigated using qualitative tools. Students were chosen at random to respond to the interview questions, which increases the validity of the study. Also, the observation was employed to increase the research's specificity. Lastly, an analysis and conclusion were made using the information from the questionnaires, interview papers, and observation.

3.4 Research participants

The research was undertaken with the participation of 20 English-majored from English language classes at Tay Do University. Typically, the participants were between the ages of 18 and 21 years old. All of them speak Vietnamese as their mother tongue and English as a foreign language. Besides, the majority of them come from rural areas and they have learned English for at least seven years. However, because of the influence of the English teaching program in high schools, which did not place a lot of emphasis on teaching reading comprehension abilities, their backgrounds are relatively comparable. As a result, when students enrolled at Tay Do University, their level of reading comprehension is still low, and they struggle to learn English as well as read. They were given questionnaires and interview papers focusing on their factors impacting reading abilities as well as the benefits of bilingual books to collect the data for the research.

3.5 Research instruments

In this research, interview paper, and observation were the three main instruments. Also, the interview paper was made to gather precise details regarding the issues facing pupils. The researcher employed observation to faithfully corroborate the hypothesis as well, which added credibility to the study.

3.5.1 Interview

In order to research more specific and objective, the interview papers were delivered to 30 non-English majored students who are randomly selected in different classes at Tay Do University, including 3 questions referring to difficulties in learning English- listening.

3.5.2 Observation

In order to make the study more specific and objective, the interview papers were delivered to 5 English-major students who are randomly selected in different classes at Tay Do University including 4 questions that mention factors affecting reading comprehension skills as well as how much they know about the bilingual books.

3.6 Data analysis

The qualitative analysis method is mostly used to explain data from the observation and interview papers. The total amount of data gathered was aggregated and calculated.

4. CONCLUSION

Reading is one of the most important skills for students majoring in English. And reading bilingual books is also an optimal solution to improve reading comprehension. Currently, there are many types of bilingual books suitable for learning English as well as for improving reading comprehension skills. Bilingual books greatly influence the language learning process of students. Reading many bilingual books every day will help to learn English as well as improve reading comprehension skills. Therefore, students majoring in English are influenced by linguistic factors such as (vocabulary, grammatical structure), Background knowledge, Environmental factors (family environment, School environment), and Psychological factors (Motivation, Inhibition).

4.1 Linguistic factors

Factors affecting linguistics that most students often encounter. In particular, students improve their vocabulary by reading lots of bilingual books. And as a result, they were able to understand the content of the text, know more ways of making sentences, how to use grammatical structures in the passage, and more and more new vocabulary. Besides, now they are no longer influenced by how to make sentences in their mother tongue, but instead they know how to make sentences in English.

4.2. Background knowledge

An essential component that is indispensable when learning a foreign language is background knowledge. Every language student has a background knowledge of the necessary skills of that foreign language. But among them, there are people who still don't know how to study properly because they have not found a way to study that suits themselves. Therefore, bilingual books are increasingly popular and it gives each student different benefits, but the common point is that it helps students improve their shortcomings. Therefore, with good background knowledge, students can succeed in learning reading comprehension skills.

4.3. Environmental factors

The environment has a significant impact on a learner's reading skills. Reading in a noisy space will affect learners' ability to concentrate and analyze content. But that is only when we cannot understand the content of the text. When students have realized the benefits of bilingual reading, then their reading ability has been greatly improved compared to before. Reading bilingual books helps students have more vocabulary and also increases their ability to understand the content in the text better.

4.4. Psychological factors

Most students underestimate the impact of psychological problems. It cannot be denied that inhibition makes students' reading comprehension skills retarded. But thanks to bilingual books, students were able to understand the content of the text, learn more new and richer vocabulary, and know other grammatical structures. Therefore, they will no longer feel that reading comprehension is a burden that affects their psychology.

Overall, based on the issues mentioned in the survey, this study hopes to help students realize some of the effects of bilingual reading on improving reading comprehension skills.

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