

# Applying Suitable Techniques to Improve Reading Comprehension in Japanese Language Proficiency Test of Japanese Language Students

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## *Abstract*

Through the learning process of the Japanese language major at FPT University as well as directly with the students to participate in the Japanese language proficiency test, in addition to other necessary skills to take the exam. However, there are still quite a few limitations in training reading comprehension skills of students here. In terms of reading comprehension, this is the part of the test that is always considered by the Japanese community to be relatively difficult and accounts for the most points in the exam, so if there is no clear method and schedule for this part of the test, then there is a very high chance that the contestant will fail the test. This article is completed based on the survey results from 23 Japanese language students from FPT University, from the survey on the article, it shows the importance of giving methods to improve and enhance skills. Reading comprehension in the Japanese Language Proficiency Test is not only for FPT university students but also for those who are studying Japanese.

*Keywords:* Japanese Language Proficiency Test, methods, reading comprehension, skills

## INTRODUCTION

In the current era of globalization cooperation, many Japanese enterprises realize the potential and opportunities when approaching investment in the Vietnamese market, since then human resources who speak Japanese have become an increasingly important factor. Therefore, as the relationship between Vietnam and Japan grows more and more, along with the expansion of recruitment of Vietnamese personnel by Japanese companies, the demand for studying and teaching Japanese in Vietnam will increase. Understanding that need, intensive training in the Japanese language industry is still being interested in many universities, including FPT University. In addition, for Japanese language learners as well as students studying the Japanese language who are aiming to apply to Japanese companies, taking the exam to obtain a certificate of Japanese language ability with a minimum level of Intermediate is a required condition. However, in the process of training and teaching the Japanese language, not only FPT University but many other places still have many limitations, that is, it is too focused on teaching grammar theory rather than training skills training for students. In particular, reading comprehension is considered a weak skill for Japanese learners, and this is most clearly shown through the Japanese Language Proficiency Test. The reading comprehension section in this exam is made up of the integration of vocabulary, Kanji, and grammar at a high level of application, taking the most points, so it requires a method to improve and improve skills. reading comprehension. This article is based on the survey results obtained in order to assess the current status of reading comprehension ability and offers clear, practical, and highly effective methods in the process of training reading comprehension (Thesis, 2017).

## RESEARCH CONTENT

### *Literature Review*

Not only in Japanese but also in all current languages, reading comprehension is a highly manipulative activity, combining the process of reviewing and explaining the content and intentions of the writer by reading the text. Many studies suggest that for Koreans, Chinese, and Taiwanese people, it will not be strange for people from this country to read, understand and learn Japanese faster due to the similarities in terms of letters and words among Sinosphere countries. And Vietnamese people have not yet used their Sino-Vietnamese advantages well in the process of reading comprehension (中村かおり et al., 2019). Furthermore, Muroya et al. (2017) also evaluated the relationship between morphological awareness and vocabulary reading skills in hiragana and Kanji, which play an extremely important role in the development of reading comprehension skills.

Therefore, the application of a reading comprehension method that extends from a low level like Japanese children's books to a high level like specialized Japanese books in Japanese language schools not only helps to improve reading ability, understanding but also increase vocabulary, common grammar (Hitosugi et al., 2004). However, for high-level reading comprehension texts, the

content and intentions of the writer will not be clearly stated, making it difficult to understand when reading, so in the process of training, the one-time reading method, Thinking and then summarizing for the purpose of analyzing the difficult and contradictory parts of the text is also an effective method to improve this skill (中村かおり et al., 2019). In addition, for students majoring in Japanese language at universities, the practice of reading comprehension too independently also causes many limitations, so there have been studies suggesting that interaction during reading comprehension can be effective as well as improve students' initiative in the activities of presenting ideas and explanations during reading comprehension (Le, 2019). However, until now, there is no research to suggest a method to improve reading comprehension in the Japanese Language Proficiency Test (Thesis, 2017).

### ***The current situation of reading comprehension ability of Japanese language students in Ho Chi Minh City***

Currently, most Japanese language institutions, as well as universities specializing in the Japanese language are conducting additional test preparation for the Japanese Language Proficiency Test. However, in reality, exam preparation is just a minor part of the curriculum and will begin to practice about 1 month before the exam. In 1 month, it is difficult to improve all skills, especially when the reading comprehension test is an advanced application that combines vocabulary, grammar, and Kanji.

If only looking at the normal Japanese reading comprehension ability of students from elementary to intermediate levels of Japanese language in Ho Chi Minh City, according to (Thesis, 2017) assessed that at the elementary stage, students are familiar with classes conducted as follows when starting to interact with reading comprehension: students look up words, grammar and read the text before coming to class. During class, the teacher may check the vocabulary, explain the grammar, ask students to read each sentence or the whole article, and then translate. In case students cannot translate, the teacher will use an explanation in Vietnamese, then confirm the content of the reading with correct and incorrect answers. At the end of class, the teacher will give the answer. This method of teaching and learning is maintained to the intermediate level, revealing many limitations in students' grasping the reading intent as well as achieving the goals in reading comprehension.

### ***Current status of reading comprehension ability of Japanese language students at FPT University***

Regarding the ability to read and understand ordinary Japanese texts of FPT university students, according to actual observations, within 3 years from elementary to intermediate level, there are still many limitations. At the elementary stage, students will be focused on learning grammar and vocabulary knowledge according to the Dekiru Nihongo elementary curriculum rather than reading comprehension. Before each class starts, the teachers will spend time reviewing vocabulary and Chinese characters for students and then proceed to teach all the grammar according to the program. After teaching grammar, the teacher will let students translate sentences from Japanese to Vietnamese or from Vietnamese to Japanese to ensure students master the grammar that day.

If there is still time, teachers will give reading comprehension materials collected from many sources for students to read independently, students can check their own vocabulary and grammar and then translate Vietnamese on the spot. In case a student cannot translate, the teacher will assign another student to translate that part, and finally, the teacher will confirm the translation is correct or incorrect. At the intermediate level, students are exposed to a new route according to the Dekiru Nihongo intermediate curriculum which is a combination of learning grammar, vocabulary, and kanji through reading comprehension texts, however, the learning method remains unchanged. change. From that, it can be seen that the reading comprehension ability of FPT University students still does not have a clear method to improve and enhance this ability. In addition, FPT University has also applied its own teaching for the Japanese Language Proficiency Test preparation, but with a capacity of 1 month and 2 weeks for this subject, it is difficult and not enough to improve most of the skills according to the given program as well as the reading comprehension, so students need to have relatively high self-study ability (Thesis, 2017).

### ***Overview of the structure of the reading comprehension part in the Japanese Language Proficiency Test***

The reading comprehension section of the Japanese Language Proficiency Test is a test created by integrating vocabulary, Chinese characters, grammar, and a multiple-choice test. In particular, the structure of the reading comprehension test is divided into 4 main sections, including short text, medium text, long text, and information search text.

Table 1. General structure of the reading comprehension of Japanese Language Proficiency Test

No	Type of passage	Purpose of each type
1	Short passage	Read and understand basic content about real-life contexts, academic or work-related issues.
2	Medium passage	Read and understand the types of text such as explanations, essays, criticisms, etc from there to grasp the intention, understand the reasons, the cause-and-effect relationships given by the author. Generalize, combine as well as crosscheck the content.
3	Long passage	Read and understand long passages with theoretical and comparative content, etc., thereby grasping the ideas and policies conveyed in the entire text.
4	Information Retrieval	Assess learners' ability to look up and find the most necessary information in advertisements, newsletters, tutorials, magazines, etc.

In addition, depending on the level of the test, the exam will be conducted and given the amount of text with the most appropriate content for that level.

#### ***Limitations and difficulties when doing Japanese reading comprehension***

Understanding text depends on reading and mastering vocabulary (Perfetti, 2007). However, one of the biggest limitations, when students do Japanese reading comprehension, is not mastering vocabulary and Kanji. This will lead to not understanding the overall content of the entire text about what, how to write about the problem. Not to mention, the main keywords that determine the content in the text will be in Chinese characters. From there, instead of grasping the content and giving the most accurate answer, students guessed the answer indiscriminately. If they continue to fail to master vocabulary and Kanji right from the elementary level, it is likely that when they reach a higher level, students will be completely unable to read, understand and grasp the content of the text even if they are not able to read and understand the text. grammar or not. According to Kondo (2006), the perception of one's ability to read Japanese has a strong correlation with vocabulary, Chinese characters, and these are clearly shown in the ability to read Japanese.

Japanese is a language with a rather complex grammatical system, which is shown by the fact that there are too many grammars with similar meanings but different presentations or grammars with different meanings but different meanings. are completely similar in presentation, so it is obvious that students do not understand the sentence structure and cannot distinguish the grammatical meaning. Since then, when doing Japanese reading comprehension, students do not clearly understand the content of the sentences mentioned in the text and then do not understand the content of the full text.

When doing a reading comprehension test of any passage, due to the lack of test-taking skills, in a certain period of time, students are not able to analyze and judge the main content in the passage (Thesis, 2017). Therefore, students often spend a lot of time reading each sentence, word by word, and then translating it into Vietnamese to understand or not understand, depending on translation tools to support the test. If students continue with this practice until they take the official exam, students will not have enough time to complete other reading comprehension sentences.

#### **METHODS, SUBJECTS, SCOPE OF RESEARCH**

This article is based on some previous research methods, however, qualitative research and quantitative research are the two main methods used to complete the article. The research subjects are 23 third-year students majoring in Japanese language studying at FPT University with the time to conduct practical research in the ongoing summer 2021 semester at this university. Very favorable space and time conditions as well as being able to directly experience the school sessions are the reasons for conducting the research, so the practicality of the information collected from the students. will be transparent and clear. More specifically, the article will be based on the results of an open survey used to collect students' opinions on their own process of training in Japanese reading

comprehension. The results obtained from the survey will be analyzed and compared to come up with the most appropriate methods to help students improve their reading comprehension in the Japanese Language Proficiency Test.

## RESULTS

Reading comprehension is a complex interactive process between readers and reading materials, especially the process of reading comprehension in foreign languages (Thesis, 2017). Therefore, in order to better understand the level of awareness about the importance of reading comprehension in Japanese for 3rd-year students of Japanese language major, a number of evaluation questions were raised.

Table 2. Evaluating table of the benefits of improving reading comprehension skill

No	Evaluation	1	2	3	4	5	Total answers	Total score	Level of concern
1	Improving reading comprehension helps a lot in learning Japanese	0	0	5	5	7	17	70	0.2
2	Improving vocabulary when learning Japanese	0	0	3	8	6	17	71	0.2
3	Improving the level of Kanji when learning Japanese	1	0	7	4	5	17	63	0.2
4	Improving grammar when learning Japanese	0	2	5	5	5	17	64	0.2
5	Broadening knowledge about life, culture, etc	0	0	4	5	8	17	72	0.2
								340	1

Thus, most of the students are aware of the importance of reading and understanding Japanese not only in their academic life according to their major but also in their future Japanese-related jobs. Therefore, to the comments "Improve reading comprehension helps a lot in learning Japanese" and "Reading Japanese helps to improve vocabulary when learning Japanese", most of the students answered "agree" and no student disagreed. In addition, with comments such as "Reading Japanese helps improve kanji when learning Japanese" and "Reading Japanese helps improve grammar when learning Japanese" although most of the students answered "agree" but still some students "disagree" with the above opinion. From that, it can be seen that some students still find it difficult to distinguish and remember Chinese characters and grammar, which leads to difficulty in applying for reading comprehension. And with the last opinion that "Reading and understanding many different Japanese texts can help you improve your knowledge of life, culture, society, etc" all "completely agree" because of the topic of reading. Understanding is not limited to a certain topic, but everything in life can become the material to write a reading comprehension essay. Therefore, when practicing a lot of reading comprehension texts, students can also learn more new knowledge in life (Table 2).

In addition to assessing the benefits of improving reading comprehension in Japanese, in order to provide the most objective methods, it is necessary to investigate the current level of students, so related questions to the reading comprehension level of the students were given (Pejchinovska et al., 2019).

Table 3. Japanese language level and students' feelings about the Japanese reading comprehension test

Most of the 3rd year students majoring in Japanese at FPT University are at the N3 and N2 levels, almost none of them are at the N5 or N1 level. After taking the Japanese Language Proficiency Test at all levels, the students whose scores in the Japanese reading comprehension test fall above 30/60 are 8 students (40%), and over 40/60 are 8 students. (40%) and above < 35/60 are 2

Questions in survey	Total 23 students				
	N5	N4	N3	N2	N1
1. Your current Japanese level is...	1	0	18	4	0
2. Your Japanese Language Proficiency Test Reading Comprehension score is...	< 30/60	< 35/60	< 40/60	< 50/60	
	8	5	8	2	
3. Your evaluation of the reading comprehension test is...	Easy	Moderate	Difficult	Extremely	
	0	11	12	0	

students (25%), most of the reading comprehension scores obtained by the students are average or at least moderate and no more than average. high. Along with that, 12/23 (52.2%) of the students rated the reading comprehension test as difficult and 11/23 of the students rated the test as moderate, which is not a positive result because of this. shows that the students still do not have a suitable method to raise the score to < 50/60 (Table 3).

Referring to the way to practice reading comprehension in Japanese with 23 students, up to 19/23 students (82.6%) are self-training in reading comprehension at home, out of which 19 students are 15 students ( 65.2%) self-training at home along with training under the guidance of teachers in the school, the students participating in outside Japanese training accounted for not much with 4/23 students (17.4%) (Figure 1)

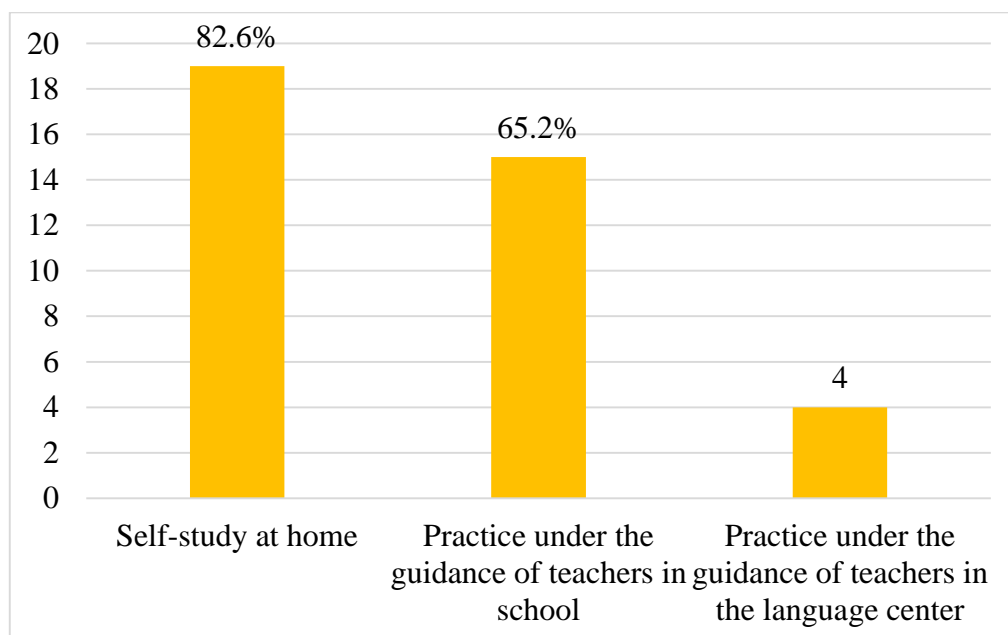


Figure 1. How students practice the Japanese reading comprehension

However, at FPT University, teachers have to teach new knowledge of grammar, vocabulary, and Chinese characters according to the university program, so they do not have much time to review the Japanese reading comprehension section for students, so each student needs to be self-disciplined. The average time that the students spend on reading comprehension in Japanese is mainly 2 hours (41.7%), almost no students spend more than 4 hours on practice because besides self-practice, the students still have other school assignments that need to be solved (Figure 2).

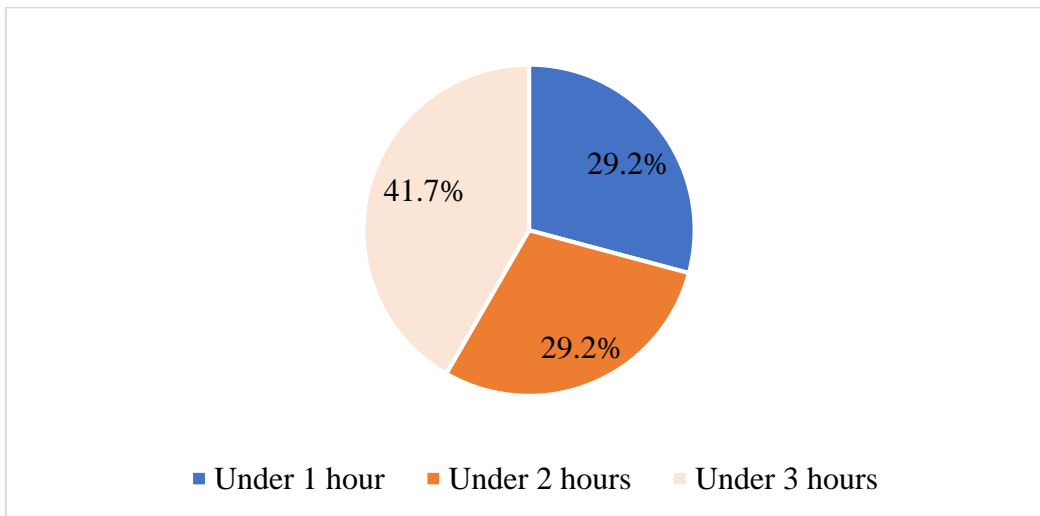


Figure 2. Time that students spend to practice the Japanese reading comprehension

In addition, to further strengthen their own reading comprehension, 11/23 students still use other Japanese reading comprehension textbooks outside of Dekiru Nihongo, Minna no Nihongo, Shinkanzen Master, Soumatome, and Marugoto. In which, the most trusted and used textbook by students is Shinkanzen (35%) because it is a famous textbook for those who want to practice reading comprehension in the Japanese language learning community (Figure 3).

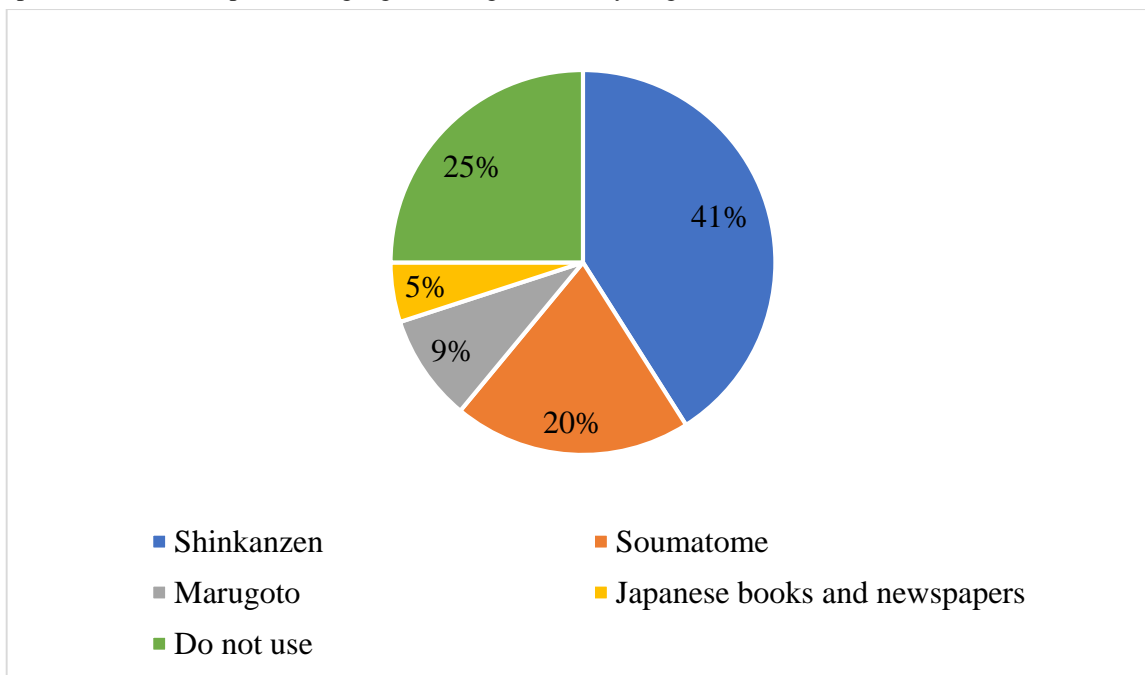


Figure 3. Level of using Japanese reading comprehension textbooks of students

The process of reading and understanding foreign languages is influenced by many factors, so it will cause many difficulties for foreign language learners (Thesis, 2017). After being asked more deeply into the problem of limitations when practicing their own Japanese reading comprehension practice, many students found that the Kanji part in Japanese reading comprehension was the most difficult for 17/23 students (70.8 %), out of those 17 students, 14 (58.3%) also think that the vocabulary part in reading comprehension is relatively difficult. And finally, the grammar part with 8/23 students (33.3%) rated as difficult. From this result, it can be seen that the students are still not confident in their own vocabulary and Chinese characters and still do not have a method to memorize vocabulary and Chinese characters for a long time. Thereby, according to Kondo (2006), reading comprehension and kanji knowledge have a direct relationship with one's ability to learn Japanese. Moreover, when asked about the type of reading comprehension that students find it most difficult to do, the majority of the students answered the type of text related to "natural science", followed by genre. "Essays and comments on issues related to life and society" and ranked last are documents in the category of "flyers, advertisements, etc". As for the section "essay, comment on issues related to life and society", with this category,

the exam will be more about reading comprehension, grasping the author's intentions, and then giving the best answer. However, at the intermediate level and above, the grammatical structures used to create this category will easily cause confusion and thus, it is easy for students to give incorrect answers (Figure 4).

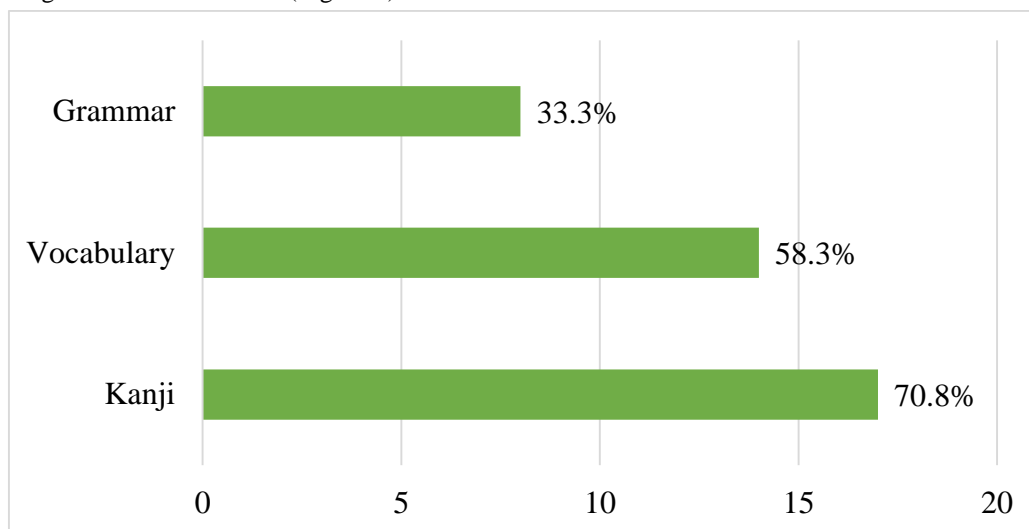


Figure 4. The hardest elements in Japanese reading comprehension texts

Another important aspect when surveying the students' perception of the most important thing in order to improve and strengthen their Japanese reading comprehension effectively, the students also came up with methods that the most effective to them.

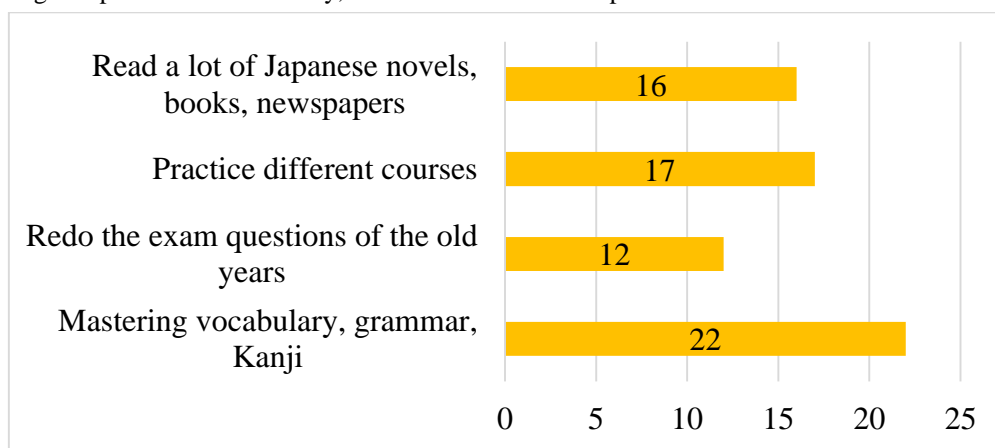


Figure 5. Methods to effectively improve reading comprehension

The students all said that mastering vocabulary, grammar, and Kanji is the most important method with 22/23 students (91.7%). From that, it is found that the students are aware of the importance of vocabulary, grammar, and Kanji in a Japanese reading comprehension text, just being weak in 1 of these 3 components can cause the risk of being unable to read and understand the text. The method of "training different textbooks" is the second most important to students with 17/23 students (70.3%), with this method students can practice more different types of texts. as well as learn many different ways of problem-solving. Ranked third in the training methods that students focus on is "reading a lot of Japanese novels, books, and newspapers" with 16/23 students (66.7%), when they have a lot of exposure to novels, books, and Japanese newspapers, students not only accumulate more vocabulary and Kanji but also cultivate more specialized and practical knowledge in life. The last ranked is the method of "redoing previous years' questions" with 12/23 students (50%) (Figure 5).

To better understand the Japanese reading comprehension status of students majoring in Japanese language in order to offer the most specific methods to improve Japanese reading comprehension in the Japanese Language Proficiency Test, through interviews. Directly interviewing some students, the interview results show the importance of improving reading comprehension. With the first question being "How did you feel about the reading comprehension test of Japanese language ability recently?", most of the students thought that the reading test in the recent Japanese proficiency test was quite satisfactory. With their own ability, however, there are still some students who have difficulty with some vocabulary, Chinese characters that make it difficult to understand, but if based on the context, the situation in the text can still help judge and understand. roughly the text content. When asked about "Do you have any difficulty in doing the test?", most students think that summarizing, and reading with focus is a relatively difficult problem, often people will skim it. catch the main idea to answer the question, but there are also students who need to read the whole thing, read carefully to do it, if doing so, they will not have enough time to complete the other sentences.

Regarding expressing their own feelings when experiencing Japanese reading comprehension training at FPT University, the teachers' demands are quite high, so they often have to do lessons with a higher level of themselves. As a result, the students can improve their level, until they come into contact with difficult problems, they can still read and read to understand the whole lesson,

which is very evident when taking the exam, in contact with the candidates. members are more confident. In addition, there is an opinion that "I think in the process of practicing reading comprehension, we should seriously find out where we are weak such as Chinese characters, vocabulary, grammar to overcome. When you meet a long and difficult passage, don't be afraid, because if you keep skipping long and difficult passages, your reading skill will still stay in place. Just like the phrase reading comprehension, having read must understand, only reading and ignoring whether or not to understand will not leave anything. Reading a lot may not be good, but comprehensive reading a lot will definitely be good." Just like according to (Thesis, 2017), when we read and understand texts in a foreign language, in our minds, we will search for "strategies" to supplement and fill the gaps in language knowledge.

## PROPOSED SOLUTIONS

In any language, vocabulary is always an extremely important factor. According to Perfetti (2007), the change in vocabulary expressed in a text can have consequences for reading skills, including comprehension skills. Not only that, in Japanese there are not only words but also Chinese characters. Failure to understand one of the two factors will lead to failure to grasp the full text, so in the process of practicing Japanese, students need to try to accumulate the necessary vocabulary and Kanji according to students' level. By writing vocabulary combining Chinese characters according to Sino-Vietnamese characters along with example sentences on how to use that vocabulary in Flashcards or small notebooks, it will be very convenient to carry anywhere and can be learned at any time or use level-based vocabulary learning software like Mazii, etc.

In addition, Japanese is also a relatively complex language, so in addition to learning vocabulary and kanji, students also need to learn the necessary grammar according to their level by learning by example by combining the lessons learned. Along with short texts written from that grammar or filter, distinguish similar Japanese grammar, do more exercises to better understand.

When doing a reading comprehension test, it is inevitable that new words will appear, as well as strange grammar, but if you grasp the basic vocabulary, Chinese characters, and grammar according to your own level, guessing the meaning will also be of the sentence. Writing also becomes easier.

When they first come into contact with Japanese texts at the elementary level, students should only practice with short texts and readings with simple content, few Chinese characters to practice the method of grasping the content, and summarize readings. At this stage, students should only practice according to the training curriculum of Minna no Nihongo, students should not look for readings that are difficult to understand, beyond the ability because they can cause discouragement and loss of motivation. According to Hitosugi et al. (2004), reading material that is easy and suitable for one's own level will stimulate one's reading comprehension ability.

When entering the intermediate level is also the time when students are almost familiar with the Japanese grammar structure, this is a good time to improve their Japanese reading comprehension even more by increasing their reading skills. external textbooks and materials for exposure to a variety of content and topics, as well as searching for various Japanese reading websites such as NHK Easy news, etc. According to Hitosugi et al. (2004), reading a variety of material on a wide range of topics allows students to find a wide variety of material they want to read, regardless of whether it is within their interests. In addition, in this stage, it is necessary to practice skills in capturing content as well as selecting information correctly.

At the advanced stage, the Japanese reading comprehension test is designed and focuses heavily on real-life social issues such as politics, economics, philosophy, etc., which are relatively difficult to understand when reading. More specifically, in the exam, there are quite short but difficult to understand reading passages and very long texts with a dense amount of information, so the skill of accurately filtering information is which is trained from the intermediate level is very important. In addition to training in Japanese textbooks, students need to read more advanced Japanese newspapers to understand the writing patterns commonly used to write texts such as Nikkei Shimbun, Asahi Shimbun, etc.

Learners read as much as possible (Hitosugi et al., 2004). By reading more books, newspapers, novels of various genres in Japanese, also helps to accumulate a necessary knowledge in life and further improve the students' Japanese reading comprehension skills. In that reading process, the reader applies knowledge of reading content, knowledge of language, and reading comprehension skills to conduct predictive analysis with the reading material, thereby obtaining the required information (Thesis, 2017). With reading comprehension practice, it is necessary to practice regularly from 2 to 3 hours a day because reading comprehension skills can't be acquired in 1 or 2 days.

After cultivating and equipping yourself with the amount of knowledge of vocabulary, Chinese characters, and grammar according to the level appropriate to your level, it is very important to practice reading comprehension in Japanese through old test questions, mock test questions, and in the textbook, which helps students to have a relative understanding of how the Japanese Language Proficiency Test is written as well as summarize all the knowledge they have learned. However, the Japanese reading comprehension part in the actual exam will be relatively long and will combine the exam with the grammar test with a relatively close time, so it requires students to have optimal test-taking skills(李在鎬, 2011).

For any reading comprehension text, the appearance of strange words, Chinese characters, and grammar is inevitable. This hits the students' anxiety in the first steps when starting to solve the problem of reading comprehension, students immediately look up those new words in the dictionary, causing the reading circuit to become disjointed and frustrating. So when practicing reading comprehension, students need to mark the places they do not understand and then try to read the entire text and filter out the main information in the entire text. Then, students again go back to the place they don't understand, apply reading the context and situations around that word to guess the meaning of the word instead of just paying attention to that word. The important keywords



of the word will be repeated throughout the text, so students need to stick to the context to understand that word, if they still don't understand, it's time to look up the dictionary and rewrite it in their notebooks. Memorize. In case of encountering knowledge learned but forgotten, students still repeat the above operation and write in notebooks to learn and recapture that knowledge.

According to 李在鎬 (2011), a Japanese text is usually written in an interpretive and inductive form. Therefore, for each passage and reading, students should get into the habit of identifying the topic sentence of the whole paragraph and of the whole text. That is, in a paragraph, the topic sentence will usually be in the first sentence, or the last sentence of the paragraph; for an essay, the topic sentence will be in the first and last paragraph and then proceed to analyze the topic sentence in each paragraph of the essay, take notes and finally draw the main conclusion of the essay from the what was noted in each paragraph. According to 中村かおり et al. (2019), even a student with high reading comprehension ability still needs to be able to clarify what the text is about. Therefore, when doing the test, it is necessary to underline those topic sentences to get the main idea, avoid reading rambling which can cause fatigue.

After mastering the above skills, students must solve the exam questions in parallel with the timing of the actual test time of the Japanese language proficiency test, which will help students get used to the time. in the exam room. It is advised for students that when taking the reading comprehension test combined with grammar, students should prioritize reading comprehension first with the order from the last sentence to the first sentence. When the test is first started, the brain is at its most alert, can comfortably handle long questions, and get a lot of points in the reading comprehension section. The following is the procedure for taking the reading comprehension test of Japanese language ability that students should apply.

Step 1, students skim the entire reading comprehension passage. When skimming, it is important to pay attention to the topic sentences that capture the main content of the entire text.

Step 2, students read the question of the text and determine the question carefully what the author wants to ask. At this step, students absolutely read carefully and do not read the answers below to avoid distraction.

Step 3, the student again goes back to the text. This time, students read slowly, underlining the main ideas that are somewhat similar to the question of the text.

Step 4, students need to carefully read the content of the answer, carefully consider and underline the difference of each answer, then compare the answers on the underlined ideas in the text. Finally, cross out the wrong answers and choose the correct answer.

## CONCLUSION

In summary, through research results collected from students studying Japanese at FPT University, the article shows that students' awareness of the importance of reading Japanese is not only in the Japanese Language Proficiency Test, but also in future Japanese-related jobs. In addition, the article also points out the limitations in improving reading comprehension, thereby offering specific, effective, and most appropriate methods for all students. However, the ability to read and understand Japanese is not an easy ability to acquire in a short time, so if students do not have the will to study and practice every day, but only depend on teachers in class, they cannot improve their reading comprehension effectively. Therefore, it is necessary to define the goals clearly and give yourself the motivation to always keep trying, both in learning Japanese and in improving yourself in a more positive direction.

## LIMITATIONS OF THE ARTICLE

The article still has certain limitations, hopefully in the nearest future the article can be further improved.

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