

**READING COMPREHENSION SKILLS AND ENGLISH LANGUAGE
PROFICIENCY OF CHINESE COLLEGE STUDENTS IN KUALA LUMPUR**

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ABSTRACT

This research examines the relationship of students' English language proficiency and reading comprehension skills among Chinese college students studying in Malaysia. The study specifically analyzes six reading comprehension skills which include following simple direction, noting details, sequencing events, getting the main ideas, making inferences and making generalization. A total of 30 Chinese students from different programmes took part in the study. All participants completed and passed the English Foundation, a pre-requisite course taken before enrolling the degree program. A validated questionnaire on reading comprehension skills consisting of 35 questions was adapted from Dumanig (2005) and was disseminated to all the participants. To collect and analyze the data, a quantitative method was used. Specifically, co relational research design was used in analyzing the quantitative data to show the relationship between the students' English language proficiency and reading comprehension skills. SPSS and online calculation were used to analyze the collected data. The findings reveal that students' English language proficiency has lesser relevance to their reading comprehension skills. Furthermore, it shows that the English language proficiency of students do not guarantee a better ability in reading comprehension.