A STUDY ON THE USE OF DIFFERENT READING STRATEGIES TO READ
ENGLISH TEXT IN MALAYSIAN ESL CLASSROOM.

GOH JIEN XIN

UTAR

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

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GOH JIEN XIN

APPROVAL FORM

This research paper attached hereto, entitled "The use of different reading strategies to read English text in Malaysian ESL classroom." prepared and submitted by Goh Jien Xin in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

_____   Date: _____

Supervisor

Ms.Joginder Kaur a/p Bhan Singh

ABSTRACT

This research reports the use of different reading strategies to read English text in Malaysian ESL classroom. It aimed to find out different reading strategies used, how the reading strategies correlate with students' level of proficiency and whether there is a difference in strategy use by male and female students. Data was collected using a questionnaire. The findings show that students use all Global Reading, Problem Solving and Support Reading strategies. The most preferred strategy is the Problem Solving strategy and the item analysis indicates that students use guessing to solve problems. Students should be taught to use strategies that critically analyze a text to become better readers.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic, or personal.

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Date   :   25 APRIL 2019

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LIST OF ABBREVIATIONS

Abbreviations

1	English as Second Language (ESL)
2	Global Reading Strategies (GLOB)
3	Problem Solving Strategies (PROB)
4	Support Strategies (SUP)
5	Kurikulum Standard Sekolah Menengah (KSSM)
6	Survey of Reading Strategies (SORS)
7	Metacognitive Awareness of Reading Strategies Inventory (MARSI)
8	English as Foreign Language (EFL)

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CHAPTER 1: INTRODUCTION

1.1 Background of the study

According to Alfassi (as cited in Zare & Othman, 2013). Reading is considered as an activity which is complex and crucial for getting details in text which need a combination of memory and meaning construction. Reading also considered as an essential method for readers as those skills helps in gaining more knowledge. Reading includes several activities such as comprehending and memorizing ideas, focusing on certain information, and synthesizing information. They need to know the actual interpretation of the text, go beyond the surface meaning of the text and have the ability to understand the reading materials by themselves.

According to Singhal (as cited in Aziz, 2011), reading methods show the way readers perceive a reading material and also assist the readers in understanding the text that they are exposed to. Therefore, strategies are used to help the readers to get the meaning of what they read. Reading methods also said as conscious, function to master the readers in decoding the reading text, comprehending words and constructing interpretations towards the reading materials. English as Second Language (ESL) learners in general have implemented various types of reading strategies which are suitable for them while the learners are exposed to various types of reading materials (Aziz, 2011).

Basically, these reading strategies are said to be implemented continuously on the same written text, but most of the readers have not been introduced to different types of reading strategies therefore it causes them lacking of knowledge in it (Aziz, 2011). This is said so because they do not know that they should apply these reading strategies, and also

they did not know that it can help to increase their comprehension towards the text that they read. Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Support Strategies (SUP) are the different types of reading methods that can be implemented by ESL readers (Aziz, 2011).

Although it is important for a student to interpret every single word, however, it is also crucial to interpret the overall meaning of the whole reading material. Semantics mean the meaning of a word, phrase, or text. It can be connected to the readers' reading strategies by relating to the reader's previous knowledge and how the readers' construct meaning based on their own previous knowledge. Meanwhile, many language learners misunderstand that reading is merely learning new words which causes them to only focusing on the correct pronunciation of each word (Zare & Othman, 2013). This is because many language learners have developed a wrong concept of reading (Zare & Othman, 2013). Incompetent readers are not very much familiar with all of these strategies and the undesired impacts of useless strategies such as decoding strategies and memorizing strategies as they are not productive enough in monitoring the readers' reading process (Zare & Othman, 2013). Therefore, poor readers can likewise become good readers by having the professional guidance on effective strategies and taught to monitor and check their understanding while reading (Zare & Othman, 2013). According to Yilmaz (as cited in Nordin, 2013), the use of reading methods is extremely important for the learners as reading strategies has a positive effect on the educational achievement of students. This is said to be so because the reading method is entailed as self-determining efforts to make the readers become more competent readers based on the reading goals and reading task requirements (Airil as cited in Semtin & Maniam, 2015).

Moreover, according to Sheorey & Mokhtari (as cited in Maasum & Maarof, 2012), in order to develop effective readers and also to develop good thinkers who could adapt the conditions in this speedily changing world, the learners' metacognitive perception about reading strategies should be increased. For instance, the syllabus for lower secondary school has been changed to KSSM. Therefore, not only the teachers need to adapt to it, the students will also need to adapt to the different text in the new syllabus. Other than the secondary school learners, the readers at tertiary level are also supposed to read longer text such as journals, articles in university, therefore metacognitive or reading methods should be applied appropriately in order to help the readers to monitor their reading processes (Maasum & Maarof, 2012).

However, students in the Malaysian ESL classroom are not fully aware of all these effective reading strategies. As a result, some students have problems in reading even until tertiary level. Those readers in Malaysian secondary schools which located in suburban areas (Airil as cited in Semtin & Maniam, 2015) are not well aware of or do not have any guidance in using effective reading methods to understand English reading materials. This is because in Malaysia, the teaching of English language emphasizes more on syntax rather than other skills such as reading, listening, writing and speaking skills (Airil, 2006; as cited in Semtin & Maniam, 2015).

Readers who applied the suitable reading methods, will easily comprehend the reading materials (Maasum & Maarof, 2012). Readers who use strategies to interpret the text and would definitely make the reading process to become effective. Therefore, readers would need to have knowledge on different reading strategies which is appropriate for them so that those reading strategies can help in assisting their reading process (Maasum & Maarof,

2012). It has found that good readers were having more knowledge of those strategies used than poor readers (Mokhtari & Reichard as cited in Nordin, 2013). This suggests that certain reading strategies need to be used to construct meaning effectively from any given written texts (Mokhtari & Reichard as cited in Nordin, 2013).

Lastly, in order to boost up the students' perception in using the reading methods, it cannot be solely depends on the learners' themselves. In other words, according to Anderson (as cited in Aziz, 2011), teachers also perform a crucial position in assisting the learners in using the different types of reading strategies. Moreover, teacher also assigned to teach on the way to verify whether they suitable to those reading strategies that they used or not. Besides, it is not easy for the teachers to apply reading strategies within their English lesson. It is said to be so as the process need time to be taught and also the students might always need guidance from the teacher. In addition, the teacher should also be aware of "how to teach; why, when and in what problems or situation to use a strategy" (Ciborowski as cited in Aziz, 2011), and it also "involves frequent modelling and re-teaching specific strategies when necessary" (Ciborowski as cited in Aziz, 2011).

1.2 Statement of Problem

According to Nunan (1999), in order to become a proficient reader, readers must have acknowledgement in their reading process which underlies the different reading method used. This is said to be so because each individual will have different preferable reading strategies. Therefore, choosing an appropriate reading strategy is extremely important for each individual. Besides, some methods such as visualizing, re-reading and using dictionary or more appropriated methods like exploring inferences and making a summary have been applied by ESL readers in their reading process(Rastakhiz & Safari, 2014).

ESL instructors should apply different types of reading strategies in their teaching of reading English texts at all levels, especially in Malaysian ESL classroom for instance the teacher may apply different reading strategies in low proficiency class and also for the higher proficiency level class as stated in most of the previous research paper. Besides, it has been stressed that students from different levels of proficiency and from different gender group will use different strategies. It found out that female learners tend to employ support strategies more than male learners (Snoubar & Tamador, 2017). Support strategies basically mean by using some reference material and also by underlining the important information to assist in one's reading process. Most of the female learners apply support strategies by underlining the important information, referring to a dictionary in order to translate the English meaning into Chinese (Snoubar & Tamador, 2017).

Moreover, in the Malaysian ESL context, most of the schools will have a mix-abilities either high level of proficiency or low level of proficiency students in one class. Besides, those classes will also have mixed gender such as male and female except for those convent school which only have female in school. Furthermore, the readers' mother tongue will also affect their reading as most of the students, especially in Chinese schools, English is the second language for them. Therefore, many Chinese learners find it difficult to understand the reading material given without guidance on using the appropriate reading strategies. These three factors will definitely affect the reading strategies used by the students.

Although English is taught from standard one to form five and even until tertiary level, however, there are students who still cannot read well. It was found that students failed in third grade on reading test because they were non-readers (as cited in Nordin, 2013). There

is often the case that reading at higher institutions of learning require certain reading skills (Nordin, 2013). Over the years, there has been some evidences that emphasize the importance of some skills, and that learners with such reading skills or strategies may be more successful than others (Nordin, 2013). Therefore, the objectives are as follows:

1.3 Research Objectives

The following research objectives aims:

RO1: To determine the different reading strategies used by Malaysian ESL readers.

RO2: To identify the difference between Malaysian male and female ESL form 2 readers in the use of reading strategy.

RO3: To investigate how the Malaysian ESL form 2 students' level of proficiency affects the learners in the use of reading strategy.

1.4 Research Questions

The following research questions are to fulfill the research objectives of this research paper:

RQ1: What are the different reading strategies used by Malaysian students?

RQ2: How do the reading strategies used by the Malaysian ESL form 2 students' correlate with their level of proficiency?

RQ3: How do the reading methods differ among Malaysian male and female ESL form 2 readers?

1.5 Significance of the Study

This research paper indicates the important of knowing different strategies used to read that can be implemented in the learners' reading comprehension process by the teacher. This is because teachers must be knowledgeable about the suitable reading strategies that can be implemented to enhance students reading abilities to create the teaching plan in order to make sure the students is aware of what the teacher taught them and also the teachers might be able to get the best out of the students.

Other than that, teacher must be aware of the appropriate reading methods to employ on different students so that those methods can help to cater for the students' needs. Besides, this study is considered crucial because it helps the teacher to identify the use of reading strategy differ among Malaysian male and female ESL form 2 readers.

Moreover, the importance of knowing the difference between Malaysian male and female ESL form 2 learners in the use of reading strategy is that the teacher may know how to apply different reading strategies according to different gender in class so that both of the gender of students will be able to focus in class in order to achieve their reading goal.

Furthermore, by carrying out this study also enable the teacher to know the Malaysian ESL form 2 students' level of proficiency affects the learners in the use of reading strategy. An inference that can be drawn from the present research paper which related to teaching is that the teachers act an important position in facilitating readers' reading process by trying to combine the use of reading strategies on the reading materials and also the activities carried out in the classroom (Semtin & Maniam, 2015).

Lastly, this study will be very useful for the students as they can know more about the reading strategies. Most of Malaysian ESL students do not know much about the usage of the reading strategies because teachers do not give a proper introduction about the reading strategies. Students may figure about the reading strategies on their own while comprehending a reading text. Therefore, this study will be very effective for the students to know more when to use the suitable reading methods. Moreover, students from different gender and level of proficiency can figure out the specific reading strategies that they can now use for their reading lesson in order for them to comprehend the text effectively.

1.6 Definition of Terms

In this section, the terms that were employed throughout the study were defined, and their relevance to the study were also explained and elaborated.

1.6.1 Reading

There are two types of reading. Firstly, the reading process is usually done in silence. It includes reading comprehension which is explained as the understanding of the reading materials. Secondly, the reading process is referring to reading out the reading materials aloud, which also known as oral reading (Li, 2010). Oral reading can be done either with or without comprehending the points in the text. This is due to some of the readers might just merely read out the whole text instead of understand the whole text before reading it. Therefore, to summarize, readers will need to interact with the text by using their schemata and also reading methods that are appropriate to the individual which is considered as a cognitive process (Li, 2010).

1.6.2 Reading Strategies

According to Oxford & Crookall (as cited in Li, 2010), reading methods are defined as reading skills or problem-solving in helping the readers to make their reading process to become successful. In addition, reading techniques also show the way the reader use to comprehend the text that is given, what type of reading materials they are given, and how they conceive a task (Block as cited in Li, 2010). Moreover, reading strategies also related to the brain functions which connected while the learners are reading materials and at the same time trying figure out the meaning of the text that they read (Barnett as cited in Nordin, 2013).

1.6.3 Reading Comprehension

Reading comprehension is said as a process which the learner has to interact with the reading material. This is said to be so as the learner need to interpret the meaning of the reading materials by using his or her schemata and also by applying appropriate reading methods during the reading process (Orasanu & Penney as cited in Javed & Mohamed, 2015). According to Nakamoto, Lindsey, & Manis (as cited in Javed & Mohamed, 2015) reading comprehension also considered as an active action which the readers construct meaning from a text and comprehend it effectively.

1.6.4 ESL classroom

ESL is a common abbreviation which represents English as a Second Language. Most of the educational institution use the term "ESL" to describe the activites which aim to teach those learners who are non-native English speakers and also those people who have their country colonized by English-speaking countries before. Most of the ESL

classrooms will have smaller class in order to enable the teacher to provide personal guidance to the learners. Besides, this will also help those learners who feel shy to ask questions in front of many people to have the chance to ask questions in the small class.

1.6.5 English Text

English text means the original words and form of a written or printed work in English language. It is also meant by the main body of printed or written matter on a page which is in English language.

1.7 Scope and Limitations of Study

This research paper will focus on the use of different reading strategies to read English comprehension text in the Malaysian ESL classroom. Specifically, this research is to figure out the different kinds of reading methods used by readers from different gender and different level of proficiency. Despite the finding of this study, certain limitations may also encounter by the researcher. Firstly is about the method used to collect data which is the questionnaire adapted from MARSI which only contains of 30 questions. Those 30 questions are definitely insufficient to cover all the preference methods used by the readers and this will cause the data collected to become not reliable and valid. Therefore, different ways to analyze such as interviews and observation should be used in other studies. Besides, by focusing on the Top-down Approach to Reading may also affect the teachers in observing the students' preference reading strategies that used by them. This is said so because this approach requires the students to construct meaning of the text by constructing their background knowledge. Apart from that, students' proficiency level would be a barrier to conduct the study. The researcher might face snags when distributing the

questionnaires. The students must be having a moderate proficiency level in order to successfully understand and answer the questions. Low-proficiency level of students might face some barriers and it is important for the researcher to assist this group of people more than the high-proficiency level of students.

1.8 Conclusion

As a conclusion of chapter one, it has discussed about the background on the topic which related to the research topic, "The use of different reading strategies to read English text in the Malaysian ESL classroom." Most of the researchers have emphasized that the reading strategies are crucial for those readers in order to make their reading process more effective.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

Chapter 2 will be looking into the past studies which related to reading. Besides, this chapter will also look into the definition of top-down approach and the three kinds of metacognitive reading methods such as global reading strategy (GLOB), problem-solving strategy (PROB) and also support strategy (SUP).

2.1 How do students read?

This research study will look into how do the students in the Malaysian ESL classroom read those texts given to them especially in English. There are two approaches which can be applied by the readers, but the researcher will only focus on top-down approach in this research paper. Therefore, the definition of top-down approach is as follows:

2.1.1 Top-down approach

According to Anderson & Pearson; Noli & Sabariah (as cited in Nordin, 2013), top-down approach to reading carries the meaning that a reader actively compose meaning from the reading materials by constructing the knowledge of language and the reading material information which called as an interactive and process-purpose activity.

Top-down approach to reading is thought to be an effective way of processing language. It usually happens when someone uses background knowledge to predict the meaning of the text that they are going to read. For instance, by asking a learner to predict what a newspaper article might be talking about from the headline or the first sentence will encourage the readers to use top-down approach in the article. This is said to be so because

the readers will try to use their background knowledge to predict what might be talking about in the newspaper article by only referring to the headline or the first sentence.

2.2 Reading methods

Reading strategies is a process that the learners are conscious of executing with the intention of constructing meaning from written texts (as cited in Nordin, 2013). Besides, readers will be able to comprehend better by using the appropriate reading strategy to read the text given. There are three kinds of metacognitive reading methods that will be discussed in the research study, which are Global Reading Strategy (GLOB), Problem-Solving Strategy (PROB) and also Support Strategy (SUP).

2.2.1. Sub-categories of the reading strategies

The first type will be Global Reading Strategies. Global reading strategies basically mean understanding the general meaning of what you are reading. According to Mokhtari & Reichard (as cited in Veloo, Rani & Hariharan, 2014), these methods assist learners in generalizing, and can be treat as reading methods which aimed in reading process. Global strategies can also be used in think-aloud study, which means the teachers will verbalize aloud while reading a text orally to model the students how skilled readers construct meaning from a text (Pressley & Afflerbach as cited in Veloo, Rani & Hariharan, 2014).

The second type of metacognitive reading strategies is Problem Solving Strategies (PROB). Problem solving strategies are applied when text becomes difficult to understand. It can be done by simplifying the problem when an error has occurred, by developing some ideas and simple rules on how to solve the problem, and also trying out the ideas. According Mokhtari and Sheorey (as cited in Mokhtari, Dimitrov & Reichard, 2018), this strategy is

to make sure the students comprehend what they are reading. When text becomes difficult, teacher should always ask the students try to adjust their reading speed according to the reading text given and always repeat reading in order to increase understanding towards the reading text. Besides, readers should pay more attention to the reading text, they should stop from time to time to think about the reading text and at the same time, the readers can try to guess the meaning of unfamiliar words or phrases. Other than that, readers can also try to visualize information to assist in remembering, (Mokhtari & Sheorey, 2001; as cited in Mokhtari, Dimitrov & Reichard, 2018). To conclude, problem-solving strategies helps those low level of proficiency students to read more effectively. This is said to be so because they can read slowly without neglecting any part which they do not understand.

Other than that, the third type of metacognitive reading strategies is the Support Strategies (SUP). According Mokhtari & Sheorey (as cited in Mokhtari, Dimitrov & Reichard, 2018), Support Reading strategies involves the use of reference material and taking notes while reading to assist in understanding. By reading the text aloud, underlining the important information in the text, using reference materials such as dictionaries, paraphrase or restate to better understand, asking self-questions to find answers in the text when text becomes difficult will help in remembering and understanding the reading materials. Therefore, English language learners should always be aware of the other support materials that are appropriate for each individual. Therefore, this strategy provided support in maintaining feedback to the reading process carried out. (Mokhtari & Reichard as cited in Veloo, Rani & Hariharan, 2014).

To conclude, these three metacognitive reading strategies assist the readers to make their reading process to become more effective. Besides, these three types of strategies will

also help to investigate whether which types of strategies used by most of the students in this research.

2.3 Theoretical Framework

In this study, the research will be focusing on the Top-down Approach to Reading. Top-down processing is thought to be an effective way of processing language. According to Weber and Khezrlou (as cited in Nordin, 2013), they mentioned that the reading comprehension process needs to be recognized as a top-down interaction between the passage, stages of linguistic knowledge and procedures, and also a range of cognitive processes. In addition, when a reader uses the top-down method, the reader can comprehend a selection even though they do not recognize each word. Besides, according to Janzen (as cited in Zare & Othman, 2013), top-down approach also make use of schemata, such as connecting what is being expose to the readers and what the readers had already learned before this. Diagram (Figure 1) below has presented the theoretical framework carried out for this research study.

ENGLISH TEXT		TOP-DOWN APPROACH

TYPES OF STRATEGIES:

  i.   **Global reading strategy**
 ii.   **Problem-solving strategy**
iii.   **Support strategy**

HIGH PROFICIENCY	LOW PROFICIENCY

GENDER:

 i.   **MALE**
ii.   **FEMALE**
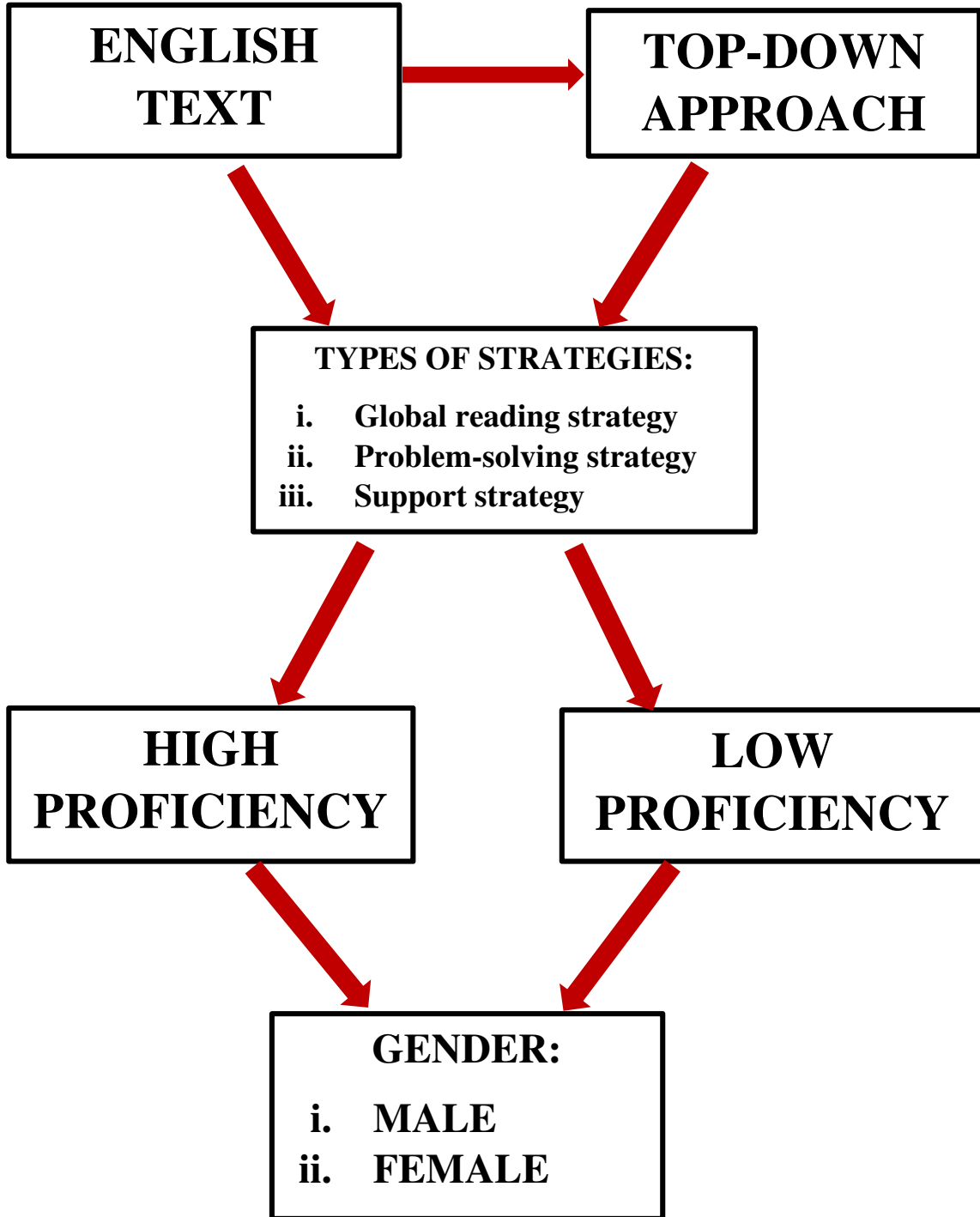
Figure 1

Reading methods are essential as it plays a role in assisting the readers' in comprehending the text in the second language learning context. In this theoretical framework, the researcher will be focusing on the top-down approach. According to Anderson & Pearson; Noli & Sabariah (as cited in Nordin, 2013) they defined reading as an interactive, which means a learner constructs some meanings from the text by constructing their schemata. The theoretical framework for this research study will be totally focused on reading English text. Next, it will be focusing on top-down approach. There are three types of metacognitive reading strategies that are going to be used which are global reading strategy (GLOB), problem-solving strategy (PROB) and also support reading strategy (SUP). Then, those target students that are needed in this research study are from the high and low proficiency level. The proficiency level of the students either high or low will be determined according to the marks of their previous end-year examination result. Those students who get 65 marks and above will be considered as high level of proficiency while those students who get 40 marks and below will be considered as low level of proficiency. Besides, this research study will also identify the differences in using different reading strategies between male and female participants ranging from high and low level of proficiency.

2.4 Past Studies

Most of the ESL students have difficulties in reading English comprehension text even after studying English language for so many years (Ahmadi; Ismail; Abdullah, 2013). Although most of the students can read a comprehension text, however, they were unable to understand what the author is trying to convey through the text (Ahmadi; Ismail; Abdullah, 2013). According to Ahmadi & Hairul (as cited in Ahmadi; Ismail; Abdullah,

2013), reading comprehension should be emphasized in different levels of education as it is an essential aspect in the ESL reading process. Moreover, the researchers also analyze the needs of readers, and also suggestions for the teachers in teaching metacognitive reading strategies. Metacognitive reading strategy awareness has also became one of the useful way to assist the readers in reading comprehension (Ahmadi; Ismail; Abdullah, 2013). The purpose of this study is to identify do the ESL readers' reading comprehension strengthen by the "meta-cognitive reading strategy awareness". Moreover, this research study aims in identifying the connection among metacognitive reading strategy awareness and reading comprehension (Ahmadi; Ismail; Abdullah, 2013). Meanwhile, Ahmadi; Ismail; Abdullah (2013) also indicate that metacognitive reading strategy awareness, promotes both understanding of one's interpretation towards reading and the readers' performance in their reading process.

In addition, according to Block & Macaro & Erler (as cited in Akkakoson, 2013), they stated that the readers conceive a reading task by using the appropriate reading methods. The research study aims in investigating the connection between strategic reading instructions, the learning reading strategies process which leads to the English reading results for Thai university readers of science and technology (Akkakoson, 2013). This study was carried out through a quasi-experimental study. It was carried out during English lessons for 16weeks, 82 students were taught with the strategy-based method, whereas another 82 students were taught by using a traditional way which is teacher-centered method (Akkakoson, 2013). A pre-test and post-test research design was carried out to investigate the experimental cohort readers' reading method learning process (Akkakoson, 2013). They think that the choices of strategy used by the readers will directly affect the

process while readers are reading and also the achievement of the readers after they read. This is said so because if a reader well aware of his or her own preferable reading strategy, the readers may find that it is easier to comprehend the reading material. However, if the learners is unaware of their own preferable reading strategy, he or she may find it difficult to comprehend the text even him or her keep repeating it. Therefore, it is crucially important for the readers to choose the appropriate reading strategy that is really suitable to the individual.

In contrast, reading methods are essential as they can help ESL readers' in their reading process and provide them a guidance on what they are comprehending while they are in reading process (Aziz, 2011). The purpose of this research study is to determine the consciousness level of the ESL students towards the reading strategies in Universiti Teknologi MARA, Penang (Aziz, 2011). This research paper used the measurement of their perceived use of reading strategies while reading academic materials (Aziz, 2011). The research instrument used for this study was the Survey of Reading Strategies (SORS) which included three types of reading strategies which are Global Reading strategies, Problem Solving Strategies and Support Strategies (Aziz, 2011). As a conclusion for this study, most of the good readers are having knowledge of some reading strategies in reading academic materials. Their preference reading strategies might be different due to their ability to read and understand the reading materials (Aziz, 2011). Result shows that low ability readers may be due to the lower level of awareness towards the method use by the readers. In contrast, Aziz (2011) has stated that good readers can easily identify the appropriate reading strategies for themselves. Readers mostly used problem-solving

strategies while reading as this may help them in answering the reading comprehension questions better (Aziz, 2011).

According to Orasanu & Penney (as cited in Javed & Mohamed, 2015), reading comprehension is an interactive process as the reader will comprehend the text by using his or her schemata during reading process. This is said to be so because A set of 6 Reading Comprehension Modules is developed in order for the Malaysian ESL teachers to make it easier for those ESL students with different reading abilities to read effectively. They think that Reading Comprehension Modules (RCMs) is a useful source to expose different reading abilities of ESL students effectively. By using these modules, the students will learn about how to answer literally and reorganization according to their own reading level.

In addition, according to Grabe (as cited in Li, 2010) stated that the essential of the reading methods in reading academic texts had led to research on reading in a second language. Many researchers believe that the reading process is an active process in which reading skills can be developed in an active process in recent years (Li, 2010). This study aimed to investigate the readers' perception in the strategies used for reading by the senior middle school level by giving a questionnaire (Li, 2010). The findings of the research study is the readers are having their own preferable reading methods which involves Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). Lastly, the readers' metacognitive awareness of reading strategies are closely related to their language proficiency (Li, 2010). They believed that it is important for all readers to be aware of the importance of reading methods (Li, 2010). According to Pressley and Afflerbach (as cited in Li, 2010), teachers need to help in increasing readers' perception of such reading methods in order to become an effective reader. Nevertheless, they believed

that in order to boost readers' metacognition with reading, it is essential to merge metacognitive reading strategies into the general reading curriculum. It also helps in promoting an increase consciousness of the mental processes involved in reading (Li, 2010).

According to Bernhardt (as cited in Maasum & Maaro, 2012), reading is an essential skill for readers as it helps to gain more knowledge (Bernhardt. In the 1970's Flavell introduced metacognition, which was the higher order mental activity that involved in individual's in order to assess and monitor the readers' reading process (Maasum & Maaro, 2012). This research paper aimed to clarify the use of metacognitive reading strategy among undergraduate students. The method used to obtain the result of the research paper is by adapting a quantitative research design which includes questionnaire (as cited in Maasum & Maaro, 2012). Metacognitive Awareness of Reading Strategies Inventory (MARSI) which was designed by Mokhtari and Reichard (2000) was used to test the usage of metacognitive reading strategies with the students. They think that metacognition is truly important for the readers no matter young or old readers. This is because metacognition can help in comprehending the text even it is a long text. Besides, it also helps the readers to control, monitor and evaluate their own reading process. Moreover, this will guide the readers to become a more competent or successful reader by applying metacognitive strategies while reading.

Mokhtari & Dimitrov & Reichard (2018) stated that the main objective of the MARSI and SORS is to test the students' metacognitive perception or the strategies used by the learners to read for academic goal. First, they designed the instrument in order to look into readers' understanding of reading method used, for instance "What strategies they think they use in general, when reading?" Besides, MARSI was conducted by the researcher in

order to be able to look into readers' generalized use of reading methods within the academic context or school context. The researcher requires the readers to choose the reading method that they think can be use in academic context and school context. Lastly, MARSI was designed by the researcher for a particular selected participants, which are those good readers in an upper elementary or middle grade classroom. The research paper aims in testing the organization of the MARSI with some changes in wording and the scale used to collect evidence regarding the structural, generalizability, and external aspects of validity for the revised instrument (MARSI-R) (Mokhtari & Dimitrov & Reichard, 2018). They think that gender and ethnic groups have a large impact on the reading strategy used by the readers. This is due to most of the males might prefer more active strategy compared to female. Besides, they also think that level of proficiency will definitely affect their reading strategy as well. This is because those who has lower language proficiency, they may need a reading strategy that suitable for them which can make their reading process easier. Therefore, gender, ethnic groups and level of proficiency are correlated to each other.

In addition, according to Lightbrown and Spada (as cited in Nordin, 2013), strategies were used by different learners in order to comprehend a text. This study aims in investigating the methods used by the tertiary ESL learners from both high and low proficiency levels to read. Moreover, this research paper also wanted to figure out the significant differences among the various kinds of reading method used by the ESL readers. The method used to carry out the research study was by giving questionnaire which emphasizing on the frequency of use of global reading strategy (GLOB), problem-solving strategy (PROB) and also support reading strategy (SUP) that were used by the readers.

The researcher thinks that in order to make the readers to become effective readers, the readers should be taught on the use of appropriate reading strategies so that it helps the readers in boosting the readers' interpretation towards a reading material. It is important for both the teacher know the suitable reading strategies for each particular student because the preferred strategy for reading high and low achievers in ESL classroom may differ with each other.

According to Anderson (as cited in Rastakhiz & Safari, 2014), reading is interrelated to the reader, the text and the reading strategies used by the readers. Rastakhiz & Safari (2014) stated that this research paper aims in exploring the connection between Global reading strategies and Support reading strategies of Iranian Intermediate EFL learners' reading comprehension ability. A questionnaire which grouped reading methods, global reading strategies (GLOB), problem solving strategies (PROB), and support strategies (SUP) into three different categories in order to test the EFL learners on their perception of reading strategy used by them. (Rastakhiz & Safari, 2014). Secondly, learners are divided into two groups based on the outcome of the first stage and the reading method that they used to read. Then, they will be given the same Reading Comprehension Test to notice which of these two groups had a clearer interpretation towards reading (Rastakhiz & Safari, 2014). In order to become a successful reader, they should apply the reading strategy that is the most appropriate to the readers in order to understand the content of the reading material.

In addition, according to Afflerbach & Pearson (as cited in Semtin & Maniam, 2015), reading comprehension is also considered as a reading method. The research paper aims to identify two types of reading methods applied by the students which are cognitive and

metacognitive reading strategies. The method used to carry out this research study is a mixed-method approach which includes a questionnaire and an interview, which involves of the types and frequency of reading strategies used by Form 4 students (Creswell as cited in Semtin & Maniam, 2015). They think that it is essential for the instructors to be aware of workable ways, such as asking the students to use their own preferable reading strategy to read and answer the comprehension questions given to them by their own instead of always waiting for the teacher to provide the answers to them. Before that, the teachers should provide them the comprehension text which related to their prior knowledge so that it is easier for them to understand the text. Besides, schemata of the readers and the guidance from the instructors will also contribute to the understanding of the readers towards the reading text.

Besides, another research which focused on investigating the metacognitive reading strategies applied by students in their goals to avoid failure in their reading comprehension process (Snoubar & Tamador, 2017). These methods enable the readers to learn on different types of reading strategies that is suitable in reading comprehension text. Metacognitive reading strategies also means that the process of reading is controlled within the learner themselves (Alsheikh & Mokhtari; Lien; Darwish as cited in Snoubar & Tamador, 2017). The research study is carried out in order to investigate the metacognitive reading strategies used by different gender (Snoubar & Tamador, 2017). The Survey of Reading Strategies (SORS) by Mokhtari and Sheory (as cited in Snoubar & Tamador, 2017) was used as the tool for collecting data in this research paper. This questionnaire which contains of thirty questions were divided into three categories which were global reading strategies were consists of 13 questions, support strategies were consists of 9 questions and

problem solving strategies were consists of 8 questions. The solidity of the measuring tool which is extremely good is measured by the researcher by using the Cronbach alpha (Miller as cited in Snoubar & Tamador, 2017). Therefore, the researcher thinks that those the findings of these studies should be taken into consideration so that there are more different problem solving strategies will be used by the ESL learners. To sum up, the problem solving reading strategies should be encouraged as it can be evolved into strength to assist the readers (Snoubar & Tamador, 2017).

One of the essential criteria which leads the readers to achieve better result will be the use of Metacognitive Awareness Reading Strategies in reading comprehension text (Veloo, Rani & Hariharan, 2014). The purpose of the research paper is to verify the relationship among males and females and the difference in using the Metacognitive Reading Strategies such as Global Reading strategy, Problem-Solving strategies and Support Reading strategy among Biology students in a Matriculation College in Kedah (Veloo, Rani & Hariharan, 2014). In this study, there are 318 students participating, which involved of 97 male readers and 221 female readers. They graded their own level of Metacognitive Reading Strategies by using Metacognitive Awareness of Reading Strategies Inventory (MARSI) adapted from Mokhtari and Reichard They think that female readers tend to apply more reading methods compared to male readers as female readers tend to read extra reading material than male readers (as cited in Veloo, Rani & Hariharan, 2014).

Reading method is said as the cognitive operation used by the readers to complete their reading task (Cohen as cited in Zare & Othman, 2013). The purpose of this study which proposed by Othman, M & Zare, P (as cited in Zare & Othman, 2013) is to identify the frequency of the strategies used by the ESL readers to repeat. Besides, this study also aims

to identify the possible connection between reading method use and the interpretation of reading (Othman, M & Zare, P as cited in Zare & Othman, 2013). It also assists learners to get the overall message instead of paying too much attention on details (Griffiths; Oxford; Ellis as cited in Zare & Othman, 2013). The methods used to carry out the previous study are convenience sampling method, reading strategy inventory and reading comprehension test. Therefore, in order to identify how the use of strategies differ according to gender, the Independent sample t-test can be carried out. The result of some research studies have indicates that females students tend to use more reading method among ESL students from different levels. They think that the teachers should take account in the use of reading strategies by their students' which the researcher will look into in this present study and try to recognize these methods in order to assist those poor readers to read successfully and also monitor the second language. Observations and questionnaire can be carried out by the teacher in order to identify those strategies used by the students. The questionnaire with closed-ended questions were used so that the students can provide the answer by just saying yes or no and interviews with open-ended questions in order to let the teacher knows more about their thought and opinion. Lastly, instructors are also motivated to have some practice regarding the way that the readers can use to apply suitable method when dealing with a reading text.

CHAPTER 3: METHODOLOGY

3.0 Introduction

This research study will employ a quantitative research design using a questionnaire. It will consist of 15 questions which are grouped into three kinds of metacognitive reading methods such as Global Reading strategy (GLOB), Problem-Solving strategy (PROB) and Support Reading strategy (SUP). Besides, it will also be talking about the respondents which consists of 10 male students and 10 female students from different form 2 classes. Moreover, this part will also talk about the procedure to collect data and the plan to analyze data collected.

3.1 Research Design

In the research paper, an experimental design will be used to test the effectiveness of reading methods used by the ESL Form 2 students in an English reading class with different level of proficiency of the learners. In this experimental research, the students involved are assigned to 3 types of reading strategies which are Global Reading strategies (GLOB), Problem-Solving strategies (PROB) and also Support Reading strategies (SUP). Experimental research includes a hypothesis, a variable that can be manipulated and measured by the researcher. Most importantly, experimental research can be completed in a controlled environment. This experimental design will be last for 4 weeks within the English period. This experimental design aimed to get to know the most effective reading strategies that can implement on different students so that the students may get better result in their coming examination compared to previous examination.

3.2 Sample/Respondents

Respondents for this research study will comprise of 20 form 2 students from Chinese independent school in the state of Perak. These 20 form 2 students will be divided into 10 male students and 10 female students from different class and different level of proficiency which will be selected to answer the questionnaire given. Their level of proficiency will be measured based on their previous end-year examination result. The researcher will get the students' previous end-year examination result from the students' form teacher. If they were able to get 65marks and above, they will be grouped as high proficiency level of students, whereas if they were only able to get 40marks and below, they will be grouped as the low proficiency level of students.

3.3 Research Instruments

In this research study, the research instrument will be the questionnaire with Likert scale in order to get responses from the participants (Zare & Othman, 2013). A questionnaire has been adopted for this study as an instrument which is known as Metacognitive Awareness of Reading Strategies Inventory (MARSI) which was created by Mokhtari and Reichard (2002). The answers of the questionnaire are based on the Likert scale which ranging from 1 to 5 (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree) (Zare & Othman, 2013). The questionnaire will consists of two different parts which are known as the first part and the second part. In the first part of the questionnaire, students selected will first fill up their bio-data such as age and gender before answering the questionnaire whereas the second part comprises the Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari and Reichard (2002)

which was designed to evaluate readers' perceptions and use of reading strategies while reading English text.

MARSI consists of 30 questions which included three types of reading methods which are Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB) and Support Strategies (SUP). Global Strategies consist of 13 questions. For Problem-Solving Strategies, it consists of 8 questions whereas for Support Strategies, it consists of 9 questions. Each question will be associated with a Likert-type scale. As suggested by Oxford & Burry Stock (1995), the author also established for general language learning strategy usage: high (mean of 3.5 or higher), medium (mean of 2.5-3.4) and low (2.4 or lower), which are used to control the level of metacognitive perception.

3.4 Data Collection Procedure

Before distributing the questionnaire to the students selected, consent forms will be distributed to the participants. Once the consent forms are completed and collected, the researcher will distribute the questionnaire adapted from MARSI to the students. The students will be given 20 minutes to answer all the thirty questions (Q1 to Q30) which adapted from MARSI on the 5-point Likert scale shown below:

5＝'I always or almost always do so.'

4＝'I usually do so.'

3＝'I sometimes do so, and sometimes I don't.'

2＝'I do so only occasionally.'

1＝'I never or almost never do so.'

3.5 Plans for Data Analysis

Metacognitive Awareness of Reading Strategies Inventory scoring rubrics will be used to analyze the results accumulated from the respondents. The responses given by respondents for each statement will be filled in the blanks provided in the scoring rubrics. After that, all the scores will be summed up and be written at the bottom of each column. The scores will then be divided by each question to obtain the average for each subscale. After that, in order to calculate the mean for the list, the researcher will add up the subscale scores and divide the score by 30 (total number of questions). The key to averages are as follows:

3.5 and above = High

2.5 to 3.4 = Medium

2.4 and below = Low

The general average actually shows the frequency of students using reading strategies when they are reading a material. Moreover, the mean for each subscale of the list indicates the category of reading method such as global, problem-solving, and support strategies that the readers apply the most in their reading process. It is easier to identify whether the use of those strategy categories by the students considered as high or low by using the 'average' information.

After obtaining the results of the questionnaire, the data will be analyzed in order to test whether it achieve the three research issues in this study. The results will be used to find out the variety of reading methods used by the readers and total number of reading method applied by students from both level of proficiency (the division of proficiency level

will be done earlier during the survey period). Then, the same data from the calculation of the questionnaire will be used to identify the type of reading strategies used students from different gender. (The division of different gender will be done earlier during the survey period).

CHAPTER 4: FINDINGS AND ANALYSIS

4.0 Introduction

In this chapter, the researcher will be analyzing the data collected from 20 Form 2 ESL students from a Chinese government secondary school. As mentioned in Chapter 3, the participants are 10 male students and 10 female students. Besides, 10 of them are categorized as high proficiency students while another 10 students are categorized as low proficiency students based on their academic performance. The data collected will be analyzed by comparing the mean of each statement in order to answer the three research questions as followed:

RQ1: What are the different reading strategies used by Malaysian students?

RQ2: How do the reading strategies used by the Malaysian ESL form 2 students' correlate with their level of proficiency?

RQ3: How do the reading methods differ among Malaysian male and female ESL form 2 readers?

In this chapter, different sections *4.1 Item statistics of different reading strategies, 4.2 Different reading strategies used by high and low proficiency students and 4.3 Different reading strategies used by male and female students* will be discussed subsequently.

4.1 Item statistics of different reading strategies.

This section answers research question 1 "What are the different reading strategies used by Malaysian students?" Malaysian students used a variety of reading strategies, namely Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Support Reading Strategies (SUP). However, the frequency of these three types of strategy use differs. To do this, the research did an overall analysis of the three types of reading strategies.

No.	Type	Statement	Mean
1	GLOB	I have a purpose in mind when I read.	2.50
2	SUP	I take notes while reading to help me understand what I read.	2.75
3	GLOB	I think about what I know to help me understand what I read.	3.20
4	GLOB	I preview the text to see what it's about before reading it.	**3.65**
5	SUP	When text becomes difficult, I read aloud to help me understand what I read.	2.45
6	SUP	I summarize what I read to reflect on important information in the text.	2.65
7	GLOP	I think about whether the content of the text fits my reading purpose.	2.80
8	PROB	I read slowly but carefully to be sure I understand what I am reading.	3.50
9	SUP	I discuss what I read with others to check my understanding.	2.90
10	GLOB	I skim the text first by noting characteristics like length and organization.	2.95
11	PROB	I try to get back on track when I lose concentration.	3.10
12	SUP	I underline or circle information in the text to help me remember it.	2.90
13	PROB	I adjust my reading speed according to what I am reading.	3.25
14	GLOB	I decide what to read closely and what to ignore.	2.95

Table 1: Types of Strategies used by form 2 ESL students.

15	SUP	I use reference materials such as dictionaries to help me understand what I read.	2.55
16	PROB	When text becomes difficult, I pay closer attention to what I am reading.	3.00
17	GLOB	I use tables, figures, and pictures in text to increase my understanding.	2.40
18	PROB	I stop from time to time and think about what I am reading.	3.05
19	GLOB	I use context clues to help me better understand what I'm reading.	3.15
20	SUP	I paraphrase (restate ideas in my own words) to better understand what I read.	3.05
21	PROB	I try to picture or visualize information to help remember what I read.	2.85
22	GLOB	I use typographical aids like bold face and italics to identify key information.	*2.30*
23	GLOB	I critically analyze and evaluate the information presented in the text.	*2.40*
24	SUP	I go back and forth in the text to find relationships among ideas in it.	2.75
25	GLOB	I check my understanding when I come across conflicting information.	3.05
26	GLOB	I try to guess what the material is about when I read.	3.55
27	PROB	When text becomes difficult, I re-read to increase my understanding.	3.15
28	SUP	I ask myself questions I like to have answered in the text.	2.80
29	GLOB	I check to see if my guesses about the text are right or wrong.	3.55
30	PROB	I try to guess the meaning of unknown words or phrases.	*3.70*

From Table 1, the most preferred reading strategy used by the Form 2 students is problem solving strategy, where question 30 which states "I try to guess the meaning of unknown words or phrases" has the highest mean, 3.70 among all the 30 statements followed by question 4 "I preview the text to see what it's about before reading it." which is categorized as global reading strategy with a mean of 3.65.

However, the least preferred reading strategies are also a global reading strategies, question 22 which states "I use typographical aids like bold face and italics to identify key information." Followed by question 23 which states I critically analyze and evaluate the information presented in the text."

From the mean, that is 3.7 for problem solving strategy, it can be concluded that the most preferred strategy is problem solving. The least preferred strategies are Global Reading Strategies (GLOB) which states "I use typographical aids like bold face and italics to identify key information." and "I critically analyze and evaluate the information presented in the text."

4.1.1 Strategy use by category.

This section discusses strategy use by type of strategy that is Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Support Reading Strategies (SUP). The most preferred and the least preferred items in each category are discussed below.

No.	Statement	M
1	I have a purpose in mind when I read.	2.50
3	I think about what I know to help me understand what I read.	3.20
4	I preview the text to see what it's about before reading it.	*3.65*
7	I think about whether the content of the text fits my reading purpose.	2.80
10	I skim the text first by noting characteristics like length and organization.	2.95
14	I decide what to read closely and what to ignore.	2.95
17	I use tables, figures, and pictures in text to increase my understanding.	2.40
19	I use context clues to help me better understand what I'm reading.	3.15
22	I use typographical aids like bold face and italics to identify key information.	*2.30*
23	I critically analyze and evaluate the information presented in the text.	2.40
25	I check my understanding when I come across conflicting information.	3.05
26	I try to guess what the material is about when I read.	3.55
29	I check to see if my guesses about the text are right or wrong.	3.55
	Overall Mean	**2.96**

Table 2. Item Statistics of Global Reading Strategies (GLOB).

From Table 2, it is evident that different global reading strategies have different means. The highest mean for the statement under global reading strategy category is statement 4 which is "I preview the text to see what it's about before reading it," which the mean is 3.65 whereas the lowest mean for the statement under global reading strategy

category is statement 22 which is "I use typographical aids like bold face and italics to identify key information." which the mean is 2.3.

No.	Statement	M
8	I read slowly but carefully to be sure I understand what I am reading.	3.50
11	I try to get back on track when I lose concentration.	3.10
13	I adjust my reading speed according to what I am reading.	3.25
16	When text becomes difficult, I pay closer attention to what I am reading.	3.00
18	I stop from time to time and think about what I am reading.	3.05
21	I try to picture or visualize information to help remember what I read.	2.85
27	When text becomes difficult, I re-read to increase my understanding.	3.15
30	I try to guess the meaning of unknown words or phrases.	3.70
	Overall Mean	**3.20**

Table 3. Item Statistics of Problem Solving Strategies (PROB).

Table 3 shows the item statistics for problem solving strategy. In this category, the item that has the highest mean, 3.70 is statement 30 which is "I try to guess the meaning of unknown words or phrases," whereas the lowest mean falls under item 21 which is "I try to picture or visualize information to help remember what I read." It can be seen that most of the students do not like visual learning as they prefer to learn through guessing the meaning of the unknown words or phrases.

No.	Statement	M
2	I take notes while reading to help me understand what I read.	2.75
5	When text becomes difficult, I read aloud to help me understand what I read.	**2.45**
6	I summarize what I read to reflect on important information in the text.	2.65
9	I discuss what I read with others to check my understanding.	2.90
12	I underline or circle information in the text to help me remember it.	2.90
15	I use reference materials such as dictionaries to help me understand what I read.	2.55
20	I paraphrase (restate ideas in my own words) to better understand what I read.	**3.05**
24	I go back and forth in the text to find relationships among ideas in it.	2.75
28	I ask myself questions I like to have answered in the text.	2.80
	Overall Mean	**2.76**

Table 4. Item Statistics of Support Reading Strategies (SUP).

From table 4, support reading strategies show a difference in mean score. The highest mean for the statement under support reading strategy category is statement 20 which is "I paraphrase (restate ideas in my own words) to better understand what I read." which the mean is 3.05 whereas the lowest mean for the statement under support reading strategy category is statement 5 which is "When text becomes difficult, I read aloud to help me understand what I read." which the mean is 2.45.

4.1.2 Conclusion

To conclude from overall strategy use and the item statistics based on the overall mean score, it can be seen that the most preferred strategy is problem solving strategy (PROB) with the mean of 3.20 followed by global reading strategy (GLOB) with the mean of 2.96 and the least preferred is support reading strategies (SUP) with the mean of 2.76.

From the problem solving strategy, the item used most frequently is statement 30 which states "I try to guess the meaning of unknown words or phrases." with the highest mean, 3.70. From the global reading strategy, the item used most frequently is statement 4 which states "I preview the text to see what it's about before reading it." with the highest mean, 3.65. From the support reading strategy, the item used most frequently is statement 20 which states "I paraphrase (restate ideas in my own words) to better understand what I read." with the highest mean, 3.05.

However, from the problem solving strategy, the least used item is statement 21 which states "I try to picture or visualize information to help remember what I read." With the lowest mean, 2.85. From the global reading strategy, the least used item is statement 22 which states "I use typographical aids like bold face and italics to identify key information." With the lowest mean, 2.30. From the support reading strategy, the least used item is statement 5 which states "When text becomes difficult, I read aloud to help me understand what I read." with the lowest mean, 2.45.

4.2 Strategy use by high and low proficiency students.

This section will discuss about different reading strategies used by high and low proficiency students. It answers research question 2, "How do the reading strategies use by the Malaysian ESL form 2 students' correlate with their level of proficiency?" However, the frequency of these three types of strategy use by high and low proficiency students differs. To do this, the research did an analysis of the three types of reading strategies used by high and low proficiency students.

No.	Statement	High.P M	Low.P M
1	I have a purpose in mind when I read.	2.40	2.60
3	I think about what I know to help me understand what I read.	3.60	2.80
4	I preview the text to see what it's about before reading it.	3.30	**4.00**
7	I think about whether the content of the text fits my reading purpose.	2.60	3.00
10	I skim the text first by noting characteristics like length and organization.	2.60	3.30
14	I decide what to read closely and what to ignore.	3.10	2.80
17	I use tables, figures, and pictures in text to increase my understanding.	2.90	1.90
19	I use context clues to help me better understand what I'm reading.	2.90	*3.40*
22	I use typographical aids like bold face and italics to identify key information.	*2.20*	2.40
23	I critically analyze and evaluate the information presented in the text.	2.70	*2.10*
25	I check my understanding when I come across conflicting information.	3.40	2.70
26	I try to guess what the material is about when I read.	*3.70*	3.40
29	I check to see if my guesses about the text are right or wrong.	*4.00*	3.10
	Overall Mean	3.03	2.88

Table 5: Global Reading Strategy used by high and low proficiency students.

From table 5, it is evident that high and low proficiency level of students will also use different reading strategies to read in order to read effectively.

The higher proficiency level students who use global reading strategy to read, the highest mean falls on statement 29 with the mean of 4.00 which states "I check to see if my guesses about the text are right or wrong." Whereas the lowest mean falls on statement 22 with the mean of 2.20 which states "I use typographical aids like bold face and italics to identify key information."

For those low level proficiency level students who use global reading strategy, the highest mean falls on statement 4 with the mean of 4.00 which states "I preview the text to see what it's about before reading it," whereas the least mean falls on statement 23 with the mean of 2.10 which states "I critically analyze and evaluate the information presented in the text."

No.	Statement	High.P M	Low.P M
8	I read slowly but carefully to be sure I understand what I am reading.	2.90	4.10
11	I try to get back on track when I lose concentration.	3.40	2.80
13	I adjust my reading speed according to what I am reading.	3.30	3.20
16	When text becomes difficult, I pay closer attention to what I am reading.	3.50	2.50
18	I stop from time to time and think about what I am reading.	3.20	2.90
21	I try to picture or visualize information to help remember what I read.	2.90	2.80
27	When text becomes difficult, I re-read to increase my understanding.	3.70	2.60
30	I try to guess the meaning of unknown words or phrases.	4.10	3.30
	Overall Mean	3.38	3.03

Table 6: Problem Solving Strategy used by high and low proficiency students.

From Table 6, it is evident that high and low proficiency level of students will also use different reading strategies to read in order to read effectively.

For those higher proficiency level students who uses problem solving strategy to read, the highest mean falls on statement 30 with the mean of 4.1 which states "I try to guess the meaning of unknown words or phrases." whereas the lowest mean falls on statement 8 and 21 with the mean of 2.90 which states "I read slowly but carefully to be

sure I understand what I am reading." and "I try to picture or visualize information to help remember what I read."

For those low level proficiency level students who uses problem solving strategy, the highest mean falls on statement 8 with the mean of 4.1 which states "I read slowly but carefully to be sure I understand what I am reading." whereas the least mean falls on statement 16 with the mean of 2.50 which states "When text becomes difficult, I pay closer attention to what I am reading."

No.	Statement	Mean High.P	Mean Low.P
2	I take notes while reading to help me understand what I read.	2.30	3.20
5	When text becomes difficult, I read aloud to help me understand what I read.	2.60	2.30
6	I summarize what I read to reflect on important information in the text.	2.80	2.50
9	I discuss what I read with others to check my understanding.	2.60	3.20
12	I underline or circle information in the text to help me remember it.	2.90	2.90
15	I use reference materials such as dictionaries to help me understand what I read.	2.90	2.20
20	I paraphrase (restate ideas in my own words) to better understand what I read.	3.30	2.80
24	I go back and forth in the text to find relationships among ideas in it.	3.30	2.20
28	I ask myself questions I like to have answered in the text.	3.30	2.30
	Overall Mean	2.89	2.62

Table 7: Support Reading Strategy used by high and low proficiency students.

From table 7, it is evident that high and low proficiency level of students will also use different reading strategies to read in order to read effectively.

For those higher proficiency level students who use support reading strategy to read, the highest mean falls on three statements which are statement 20, 24 and 28 with the same mean which is 3.3. These statements are "I paraphrase (restate ideas in my own words) to better understand what I read.", "I go back and forth in the text to find relationships among ideas in it.", "I ask myself questions I like to have answered in the text." whereas the lowest mean falls on statement 2 with the mean of 2.30. It states "I take notes while reading to help me understand what I read."

For those low level proficiency level students who use support reading strategy, the highest mean falls on statement 2 and 9 with the same mean of 3.2 which states "I take notes while reading to help me understand what I read." and "I discuss what I read with others to check my understanding." whereas the least mean falls on statement 15 and 24 with the mean of 2.20 which states "I use reference materials such as dictionaries to help me understand what I read." and "I go back and forth in the text to find relationships among ideas in it."

4.2.1 Conclusion

To conclude from the different reading strategies used by high and low proficiency students based on the overall mean score, it can be seen that the most preferred strategy used by higher proficiency students is problem solving strategy (PROB) with the mean of 3.38 followed by global reading strategy (GLOB) with the mean of 3.03 and the least

preferred by higher proficiency students is support reading strategies (SUP) with the mean of 2.89.

On the other hand, it can be concluded that the most preferred strategy used by the low proficiency students is problem solving strategy (PROB) with the mean of 3.03 followed by global reading strategy (GLOB) with the mean of 2.88 and the least preferred by the low proficiency students is support reading strategies (SUP) with the mean of 2.62.

4.3 Strategy use by male and female students.

This section will discuss about strategy use by male and female students. It answers research question 3, "How do the reading methods differ among Malaysian male and female ESL form 2 readers?" However, the frequency of these three types of strategy use by male and female students differs. To do this, the research did an analysis of the three types of reading strategies use by male and female students.

No.	Statement	Male	Female
		M	**M**
1	I have a purpose in mind when I read.	2.30	2.70
3	I think about what I know to help me understand what I read.	2.70	3.70
4	I preview the text to see what it's about before reading it.	3.30	4.00
7	I think about whether the content of the text fits my reading purpose.	2.40	3.20
10	I skim the text first by noting characteristics like length and organization.	2.80	3.10
14	I decide what to read closely and what to ignore.	2.70	3.20
17	I use tables, figures, and pictures in text to increase my understanding.	2.30	2.50

19	I use context clues to help me better understand what I'm reading.	3.40	2.90
22	I use typographical aids like bold face and italics to identify key information.	2.30	*2.30*
23	I critically analyze and evaluate the information presented in the text.	*2.20*	2.60
25	I check my understanding when I come across conflicting information.	2.90	3.20
26	I try to guess what the material is about when I read.	*3.80*	3.30
29	I check to see if my guesses about the text are right or wrong.	3.00	*4.10*
	Overall Mean	**2.78**	**3.14**

Table 8: Global Reading Strategy used by male and female students.

From Table 8, it is evident that male and female students will also use different reading strategies to read in order to read effectively. Based on the mean score above, it shows that female students tend to use more global reading strategies compared to male students as the highest mean score for female student is 4.10 whereas the highest mean score for male student is 3.80.

For those male students who uses global reading strategy to read, the highest mean falls on statement 26 with the mean of 3.8 which states "I try to guess what the material is about when I read." while the least mean falls on statement 23 with the mean of 2.2 which states "I critically analyze and evaluate the information presented in the text."

For those female students who uses global reading strategy, the highest mean falls on statement 29 with the mean of 4.1 which states "I check to see if my guesses about the text are right or wrong." while the least mean falls on statement 22 with the mean of 2.3 which states "I use typographical aids like bold face and italics to identify key information."

No.	Statement	Male	Female
		M	M
8	I read slowly but carefully to be sure I understand what I am reading.	3.20	3.80
11	I try to get back on track when I lose concentration.	*2.40*	3.80
13	I adjust my reading speed according to what I am reading.	2.80	3.70
16	When text becomes difficult, I pay closer attention to what I am reading.	2.60	3.40
18	I stop from time to time and think about what I am reading.	2.90	3.20
21	I try to picture or visualize information to help remember what I read.	2.80	*2.90*
27	When text becomes difficult, I re-read to increase my understanding.	2.70	3.60
30	I try to guess the meaning of unknown words or phrases.	*3.50*	*3.90*
	Overall Mean	**2.86**	**3.54**

Table 9: Problem Solving Strategy used by male and female students.

From table 9, it is evident that male and female students will also use different reading strategies to read in order to read effectively. Based on the mean score above, it shows that female students tend to use more problem solving strategies compared to male students as the highest mean score for female student is 3.90 whereas the highest mean score for male student is 3.50.

For those male students who uses problem solving strategy to read, the highest mean falls on statement 30 with the mean of 3.5 which states "I try to guess the meaning of unknown words or phrases." while the least mean falls on statement 11 with the mean of 2.4 which states "I try to get back on track when I lose concentration."

For those female students who uses problem solving strategy, the highest mean falls on statement 30 with the mean of 3.9 which states "I try to guess the meaning of unknown words or phrases." while the least mean falls on statement 21 with the mean of 2.9 which states "I try to picture or visualize information to help remember what I read."

No.	Statement	Male	Female
		M	M
2	I take notes while reading to help me understand what I read.	2.90	2.60
5	When text becomes difficult, I read aloud to help me understand what I read.	1.80	3.10
6	I summarize what I read to reflect on important information in the text.	2.30	3.00
9	I discuss what I read with others to check my understanding.	2.60	3.20
12	I underline or circle information in the text to help me remember it.	2.10	3.70
15	I use reference materials such as dictionaries to help me understand what I read.	1.80	3.30
20	I paraphrase (restate ideas in my own words) to better understand what I read.	3.40	2.70
24	I go back and forth in the text to find relationships among ideas in it.	2.50	3.00
28	I ask myself questions I like to have answered in the text.	2.60	3.00
	Overall Mean	2.44	3.07

Table 10: Support Reading Strategy used by male and female students.

From table 10, it is evident that male and female students will also use different reading strategies to read in order to read effectively. Based on the mean score above, it shows that female students tend to use more support reading strategies compared to male students as the highest mean score for female student is 3.70 whereas the highest mean score for male student is 3.40.

For those male students who uses support reading strategy to read, the highest mean falls on statement 20 with the mean of 3.4 which states "I paraphrase (restate ideas in my own words) to better understand what I read." while the least mean falls on statement 5 and 15 with the same mean of 1.8 which states "When text becomes difficult, I read aloud to help me understand what I read." and "I use reference materials such as dictionaries to help me understand what I read."

For those female students who uses support reading strategy, the highest mean falls on statement 12 with the mean of 3.7 which states "I underline or circle information in the text to help me remember it." while the least mean falls on statement 2 with the mean of 2.6 which states "I take notes while reading to help me understand what I read."

Types of Strategy	High Proficiency		Low Proficiency	
	Male	Female	Male	Female
GLOB	13.85	16.46	13.92	14.92
PROB	14.50	19.25	14.13	16.13
SUP	13.11	15.78	11.33	14.89

Table 11: Overall mean score of different reading strategies used by high and low proficiency level of different gender.

From table 10, it is evident that different reading strategies are used by high and low proficiency level of different gender. Based on the mean score above, it shows that female students either from high or low proficiency level tend to use more reading strategies compared to male students as all of the mean score for female students either from high or low proficiency level are higher than male students.

4.3.1 Conclusion

To conclude from the different reading strategies used by male and female students based on the overall mean score, it can be seen that the most preferred strategy used by male students is problem solving strategy (PROB) with the mean of 2.86 followed by global reading strategy (GLOB) with the mean of 2.78 and the least preferred by male students is support reading strategies (SUP) with the mean of 2.44.

On the other hand, it can be concluded that the most preferred strategy used by female students is problem solving strategy (PROB) with the mean of 3.54 followed by global reading strategy (GLOB) with the mean of 3.14 and the least preferred by female students is support reading strategies (SUP) with the mean of 3.07.

4.3.2 Overall Conclusion

Based on the three research questions, it can be concluded that Malaysian student prefer Problem Solving Strategies (PROB) followed by Global Reading Strategies (GLOB) and Support Reading Strategies (SUP). Based on the mean score from table 8, 9 and 10. The female students tend to have a higher mean score compared to the male students' mean score. However, strategy use by different proficiency level and gender also differs as shown in table 11. Female students from high and low proficiency level tend to use more strategy compared to male students from high and low proficiency level.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter aimed at discussing the data obtained and generated as shown in the previous chapter. A discussion based on the data analyzed in *4.0 Findings and Analysis* of this study will be presented in this chapter. Along this chapter includes the discussion where it will be answering the three research questions in *1.4 Research Questions*. Besides, the limitations of this research and recommendations for future research will also be discussed in this chapter.

5.1 What are the different reading strategies used by Malaysian students?

According to Aziz (2011), each student might have different preferences reading strategies due to their ability to read and understand the reading materials. Therefore, according to the data collected in *4.1 Item statistics of different reading strategies*, all of the three reading strategies were used by different students.

For global reading strategies (GLOB), it focuses on predicting the meaning of the text and to increase the readers' understanding towards the text. For problem solving strategies (PROB), it focuses on enabling the readers to get back on track when they lose concentration and to help remember what they read. Moreover, support reading strategies (SUP) focuses on enabling the students to reflect on important information in the text, to better understand what they read and to find relationships among ideas in the reading text.

The most highly used reading strategies was the statement falls under problem solving strategies which is "I try to guess the meaning of unknown words or phrases." This is closely related to the top-down approach that has been discussed in *2.3 theoretical*

framework as top-down approach also talking about predicting the meaning of the reading text. On the other hand, the least used reading strategies was statement in global reading strategies which is "I use typographical aids like bold face and italics to identify key information." This is due to the readers do not prefer visual learning.

This finding is similar to TamadorKhalaf Abu-Snoubar's finding, the researcher thinks that the findings of these studies should be taken into consideration so that there are more different problem solving strategies will be used by the ESL learners. To sum up, the problem solving reading strategies should be encouraged as it can be evolved into a form of strength to assist the readers (Snoubar & Tamador, 2017).

5.2 How does the reading strategies used by the Malaysian ESL form 2 students' correlated with their level of proficiency?

This study is related to the approach discussed in *2.3 theoretical framework*. It can be understood that global reading strategies are closely related to top-down approach.

This research indicates that *2.1.1 Top-down approach* is commonly used in reading process. In Chapter 4, the second commonly used reading strategies across three reading strategies identified was global reading strategies where it was shown that a mean of 3,38 was obtained from the group of high level of proficiency students and 3.03 for low level of proficiency students.

Top-down approach to reading is thought to be an effective way of processing language. It usually happens when someone uses background knowledge to predict the meaning of the text that they are going to read. It is the use of schemata, such as connecting what is being exposed to the readers and what the readers had already learned before this.

Global reading strategies (GLOB) are generalized reading strategies aim at setting the stage for the reading process for instance setting a purpose for reading, previewing text content and predicting what the text is about (as cited in Abusaeedi & Khabir, 2017).

 Global reading strategies then, were closely related to the top-down approach in reading because both were predicting what the text is about. This can be proven from the statement, "I try to guess what the material is about when I read." *5.2*

5.3 How does the reading method differ among Malaysian male and female ESL form 2 readers?

Based on tables 8, 9 and 10 in *4.3 Different reading strategies used by male and female students*, it indicates that the reading strategies used by Malaysian male and female ESL form 2 readers differ among gender. From the data collected, it shows that the most preferred reading strategies used by male and female students is problem solving strategies as the overall mean obtained is the highest among the three reading strategies.

On the other hand, the least preferred reading strategies used by male and female students is support reading strategies as the overall mean obtained is the lowest among the three reading strategies.

This finding is similar to TamadorKhalaf Abu-Snoubar's finding, the results of this paper point that problem solving strategies were the most frequently used strategies by the male and female respondents (Snoubar & Tamador, 2017).

5.4 Limitations of the study

There are several limitations that have been identified in this study. The limitations are the language proficiency of the students, generalization of the results.

The first limitation that has been identified in this study is the language proficiency of the students. This problem was identified by the researcher while the students were answering the questionnaire adapted from MARSI. This is said to be so because most of the low proficiency students were unable to understand the word in each statement on the questionnaire. The researcher had to explain certain word. This would have affected the validity of the results.

The second limitation that has been identified in this study is the generalization of the results. This study is limited by the relatively small sample size used for proficiency. A more reliable larger sample should be used in future to make the results more reliable (as cited in Magogwe, 2013). This is said to be so because this research study only involved 20 participants which included 10 students from high level of proficiency and low level of proficiency which was confined to only one school. A bigger sample covering students from various schools and settings is recommended.

5.5 Conclusion

Generally, the main purpose of this study is to find out different reading strategies used, how the reading strategies correlate with students' level of proficiency and whether there is a difference in strategy use by male and female students. The findings show that students use all Global Reading, Problem Solving and Support Reading strategies. The most preferred strategy is the Problem Solving strategy and the item analysis indicates that

students use guessing to solve problems. These findings are beneficial for ESL teacher so that they will be aware that students should be taught to use strategies that critically analyse a text to become better readers. However, there are still rooms for improvement in this study, recommendations are as provided in *5.3 Limitation of the study.*

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Appendix A

Metacognitive Awareness of Reading Strategies Inventory
(MARSI) Version 1.0
Kouider Mokhtari and Carla Reichard © 2002

DIRECTIONS: Listed below are statements about what people do when they read <u>academic or schoolrelated materials</u> such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- **1** means "I **never or almost never** do this."
- **2** means "I do this **only occasionally."**
- **3** means "I **sometimes** do this." (About **50%** of the time.)
- **4** means "I **usually** do this."
- **5** means "I **always or almost always** do this."

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

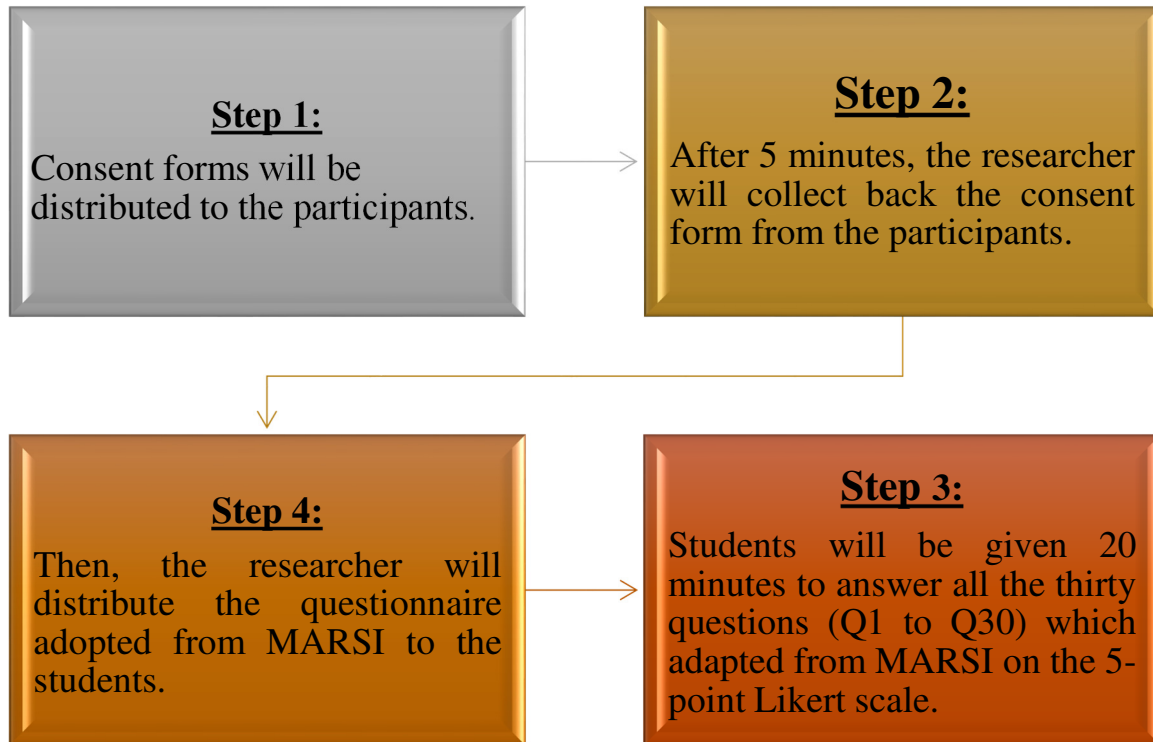| TYPE	STRATEGIES	SCALE				
GLOB	1. I have a purpose in mind when I read.	1	2	3	4	5
SUP	2. I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOB	3. I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	4. I preview the text to see what it's about before reading it.	1	2	3	4	5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
SUP	6.I summarize what I read to reflect on important information in the text.	1	2	3	4	5
GLOB	7. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	8. I read slowly but carefully to be sure I understand what I'm reading.	1	2	3	4	5
SUP	9.I discuss what I read with others to check my understanding.	1	2	3	4	5
GLOB	10. I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
PROB	11. I try to get back on track when I lose concentration.	1	2	3	4	5
SUP	12. I underline or circle information in the text to help me remember it.	1	2	3	4	5
PROB	13. I adjust my reading speed according to what I'm reading.	1	2	3	4	5
GLOB	14. I decide what to read closely and what to ignore.	1	2	3	4	5
SUP	15. I use reference materials such as dictionaries to help me understand what I read.	1	2	3	4	5
PROB	16. When text becomes difficult, I pay closer attention to what I'm reading.	1	2	3	4	5
GLOB	17. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
PROB	18. I stop from time to time and think about what I'm reading.	1	2	3	4	5
GLOB	19. I use context clues to help me better understand what I'm reading.	1	2	3	4	5
SUP	20. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	21. I try to picture or visualize information to help remember what I read.	1	2	3	4	5

GLOB	22. I use typographical aids like bold face and italics to identify key information.	1	2	3	4	5
GLOB	23. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	24. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOB	25. I check my understanding when I come across conflicting information.	1	2	3	4	5
GLOB	26. I try to guess what the material is about when I read.	1	2	3	4	5
PROB	27. When text becomes difficult, I re-read to increase my understanding.	1	2	3	4	5
SUP	28. I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOB	29. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	30. I try to guess the meaning of unknown words or phrases.	1	2	3	4	5

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies.
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Appendix B

Data collection procedure:

Step 1:
Consent forms will be distributed to the participants.

Step 2:
After 5 minutes, the researcher will collect back the consent form from the participants.

Step 4:
Then, the researcher will distribute the questionnaire adopted from MARSI to the students.

Step 3:
Students will be given 20 minutes to answer all the thirty questions (Q1 to Q30) which adapted from MARSI on the 5-point Likert scale.

<u>**Appendix C**</u>

Metacognitive Awareness of Reading Strategies Inventory
SCORING RUBRIC

Student Name: _____ Age: _____ Date: _____

Grade in School: □ 6th □ 7th   □ 8th   □ 9th   □ 10th   □ 11th □ 12th □ College □ Other

_____

      1.   Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.

      2.   Add up the scores under each column. Place the result on the line under each column.

      3.   Divide the score by the number of statements in each column to get the average for each subscale.

      4.   Calculate the average for the inventory by adding up the subscale scores and dividing by 30.

      5.   Compare your results to those shown below.

      6.   Discuss your results with your teacher or tutor.

_____

Global Reading Strategies (GLOB Subscale)	Problem-Solving Strategies (PROB Subscale)	Support Reading Strategies (SUP Subscale)	Overall Reading Strategies
	8. _____	2. _____	GLOB _____
1. _____	11. _____	5. _____	
3. _____	13. _____	6. _____	PROB_____
4. _____	16. _____	9. _____	
7. _____	18. _____	12. _____	SUP _____
10. _____	21. _____	15. _____	
14. _____	27. _____	20. _____	
17. _____	30. _____	24. _____	
19. _____		28. _____	
22. _____			
23. _____			
25. _____			
26. _____			
29. _____			

_____ GLOB Score   _____ PROB Score   _____ SUP Score _____ Overall Score

_____ GLOB Mean   _____ PROB Mean   _____SUP Mean _____Overall Mean

KEY TO AVERAGES: 3.5 or higher = High   2.5 – 3.4   = Medium   2.4 or lower = Low

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297300).

<u>**Appendix D**</u>

UNIVERSITI TUNKU ABDUL RAHMAN

Title of Study: THE USE OF DIFFERENT READING STRATEGIES TO READ
ENGLISH TEXT IN MALAYSIAN ESL CLASSROOM.

Research Investigator: GOH JIEN XIN

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Introduction

- In regards to the title of study as stated above, this study aims to conduct a research on the use of different reading strategies to read English text in Malaysian ESL classroom. This research is hoped to be conducted throughout the researcher's teaching practice in the school. As such, this consent form is prepared for the school's management to obtain the acknowledgement and agreement to conduct the research so as to avoid any ethical issues.
- Your school is selected to conduct the research as the researcher is assigned by the Faculty of Arts and Social Science's (FAS) faculty general office (FGO) to carry out his teaching practice throughout this semester.
- As such, it is important that you should read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to determine if the use of different reading strategies in enhancing the Form 2 both high and low proficiency level students in reading English text. Upon the completion of the treatment, questionnaire will be given to Form 2 both high and low proficiency level students to obtain their perception of using different reading strategies to read English text.
- Ultimately, this research will be published as a thesis which also serves as a requirement for every undergraduate to complete his course of study in the university.

Description of the Study Procedures

- The research is expected to be carried out for 12 weeks within the researcher's teaching practice. The reading strategies are adopted from MARSI which are Global Reading Strategies, Problem Solving Strategies and Support Strategies. As such, the research can be carry out in a normal English lesson without the need to conduct extra classes. This research will not affect the Form 2 syllabus.

Risks / Discomforts of Being in this Study

- There are no foreseeable risks for this research. However, ethical consent forms will still be distributed to the ESL teachers and ESL Form 2 both high and low proficiency level students who will be involved in this research. Should they feel any discomfort in this study, they have the rights to withdraw from the study and no actions will be taken.

Benefits of Being in this Study

- Upon the completion of this study, it is hoped that the use of different reading strategies to read English text in Malaysian ESL classroom can serve as a trigger to create awareness among ESL teachers. Reading strategies can serve as a good pedagogical technique in the classroom.
- Another benefit is that this study will allow both of the high and low proficiency level form 2 students to read English text in a more effective manner. At the end of the study, it is hoped that the both of the high and low proficiency level form 2 students will be able to read effectively and their improved scores will consequently improve the school's reputation.

Right to Ask Questions and Report Concerns

- The school management reserves the right to ask questions about this research study and to have those questions answered by the researcher before, during or after the research. If the school's management has any further questions about the study, at any time feel free to contact the researcher, GOH JIEN XIN at jienxingoh87@gmail.com or by telephone number at 018-9797522. If the school management wants to know the results of this study, a summary of the results of the study will be sent to the school management.

Consent

- Your signature below indicates that you have decided to have your school volunteer as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the researcher.

Principal: _____

Signature: _____   Date: _____

Researcher: GOH JIEN XIN

Signature: _____   Date: _____

UNIVERSITI TUNKU ABDUL RAHMAN

Tajuk Kajian: PENGUNAAN PELBAGAI STRATEGI MEMBACA DALAM
PEMBACAAN TEKS BAHASA INGERRIS DI KELAS BAHASA
INGGERIS MALAYSIA.

Nama Pengkaji: GOH JIEN XIN

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Pengenalan

- Seperti yang dinyatakan di atas, kajian ini bertujuan untuk mengetahui pengunaan pelbagai strategi membaca dalam pembacaan teks Bahasa Ingerris di kelas Bahasa Inggeris Malaysia. Adalah diharapkan bahawa kajian ini boleh dijalankan sepanjang pengkaji berada di pihak sekolah di semester tersebut. Oleh itu, adalah penting untuk pengkaji memberi borang ini untuk mendapat persetujuan pihak sekolah dan juga mengelakkan isu-isu etikal semasa penjalanan kajian ini.
- Sekolah tuan/puan dipilih untuk menjalankan kajian ini adalah kerana pengkaji ditempatkan oleh FGO Faculty Arts and Social Science, UTAR untuk menjalankan latihan pengajaran di sekolah tuan/puan.
- Oleh itu, adalah penting untuk pihak sekolah membaca borang ini dan bertanya jika perlu sebelum bersetuju untuk menjalakan kajian ini.

Tujuan Kajian

- Kajian ini bermatlamat untuk mengetahui pengunaan pelbagai strategi membaca dalam pembacaan teks Bahasa Ingerris di kelas Bahasa Inggeris Malaysia.
- Selepas semua prosedur dijalankan, semua maklumat dan data yang diperolehi akan dijanakan sebagai tesis yang diperlukan oleh pengkaji sebagai syarat untuk menamatkan pelajaran di universiti.

Keterangan Prosedur Penjalanan Kajian

- Kajian ini dijangka akan dijalankan sepanjang 12 minggu di sekolah tuan/puan. Strategi membaca diambil dari MARSI yang merupakan Strategi Pembaca Global, Strategi Penyelesaian Masalah dan Strategi Sokongan. Oleh itu, kajian ini akan dijalankan pada masa P&P dan tidak perlu kelas tambahan untuk menjalankan sesi tersebut. Tambahan pula, kajian ini juga tidak akan mengganggu sukatan pelajaran Tingkatan 2 yang ditetapkan oleh Kementerian Pelajaran Malaysia (KPM).

Risiko-risiko Kajian

- Adalah difahamkan bahawa tiada risiko-risiko yang akan berlaku sepanjang kajian ini. Walaubagaimanapun, borang persetujuan tetap akan diberi kepada semua guru Bahasa Inggeris dan pelajar-pelajar Tingkatan 2 yang terlibat dalam kajian ini. Jika mereka berasa tidak selesa ketika kajian dijalankan, mereka berhak untuk menarik diri daripada kajian ini dan tiada tindakan akan dikenakan.

Manfaat Kajian

- Setelah selesai kajian ini, diharapkan penggunaan strategi membaca yang berbeza untuk membaca teks bahasa Inggeris dalam kelas Bahasa Ingerris Malaysia boleh menjadi pencetus untuk mewujudkan kesedaran di kalangan guru Bahasa Ingerris. Strategi membaca dapat berfungsi sebagai teknik pedagogis yang baik di dalam kelas.
- Manfaat yang kedua adalah bahawa kajian ini akan membolehkan kedua-dua tahap penguasaan tahap tinggi dan rendah membentuk pelajar Tingkatan 2 untuk membaca teks bahasa Inggeris secara lebih berkesan. Pada akhir kajian ini diharapkan kedua-dua pelajar peringkat tinggi dan rendah Tingkatan 2 dapat membaca dengan berkesan dan skor mereka yang lebih baik akan meningkatkan reputasi sekolah.

Hak Pertanyaan

- Pihak sekolah atau tuan/puan berhak untuk bertanya sebarang soalan yang berkaitan kajian ini tidak kira sebelum kajian dijalankan, semasa, atau selepas kajian. Sekiranya pihak sekolah atau tuan/puan mempunyai soalan-soalan yang lain, sila hubungi pengkaji pada bila-bila masa: GOH JIEN XIN, xin385448@1utar.my, 018-9797522. Jika pihak sekolah atau tuan/puan ingin mengetahui hasil-hasil yang didapati melalui kajian ini, satu salinan kajian akan dihantar kepada pihak sekolah atau tuan/puan.

Persetujuan

- Tandatangan tuan/puan di bawah menunjukkan persetujuan pihak sekolah untuk memberi peluang kepada pengkaji untuk menjalankan kajian, dan telah membaca dan faham akan semua pernyataan seperti yang dinyatakan di atas. Tuan/Puan akan diberi satu salinan borang ini yang berserta tandatangan dan tarikh, dan juga semua borang yang berkaitan kajian ini.

Pengetua: _____

Tandatangan: _____   Tarikh: _____

Pengkaji: GOH JIEN XIN

Tandatangan: _____   Tarikh: _____

Appendix E

UNIVERSITI TUNKU ABDUL RAHMAN

INTERVIEW CONSENT FORM FOR FORM 2 ESL STUDENTS

RESEARCH PROJECT TITLE: THE USE OF DIFFERENT READING STRATEGIES
                        TO READ ENGLISH TEXT IN MALAYSIAN ESL
                        CLASSROOM.

RESEARCH INVESTIGATOR: GOH JIEN XIN

RESEARCH PARTICIPANT'S NAME:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

The interview will take about 15 to 30 minutes. There are no risks anticipated that are associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require interviewees to explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for the researcher to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

- A transcript will be produced upon the completion of the interview.
- A transcript will be sent to you and you will be given the opportunity to correct any factual errors.
- The transcript of the interview will be analyzed by Goh Jien Xin as researcher investigator.
- Access to the interview transcript will be limited to Goh Jien Xin and academic colleagues with whom he might collaborate as part of the research process.
- Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.

Quotation Agreement

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

	I wish to review the notes, transcripts, or other data collected during the research pertaining to my perception.
	I agree to be quoted directly.
	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
	I agree that the researcher may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- To achieve the research project as noted above.

By signing this form I agree that;

1. I am voluntarily taking part in this research project. I understand that I don't have to take part, and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;
3. I have read the information sheet;
4. I don't expect to receive any benefit or payment for my participation;
5. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;

Participant's name: _____

Participant's signature: _____   Date: _____

Researcher's signature: _____   Date: _____

Contact information

This research has been reviewed and approved by the Faculty of Arts and Social Science, UTAR. If you have any further questions or concerns about this study, please contact:

Name of researcher: GOH JIEN XIN

Telephone number: 018-9797522

E-mail: xin385448@1utar.my

UNIVERSITI TUNKU ABDUL RAHMAN

UJIAN PERKATAAN UNTUK PELAJAR ESL TINGKATAN 2

Tajuk Kajian: PENGUNAAN PELBAGAI STRATEGI MEMBACA DALAM PEMBACAAN TEKS BAHASA INGERRIS DI KELAS BAHASA INGGERIS MALAYSIA.

Nama Pengkaji: GOH JIEN XIN

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Ujian ini dijangka akan mengambil 30 sampai 45 minit. Anda tidak akan berdepan dengan sebarang risiko dalam uian ini, tetapi anda berhak untuk menghentikan atau menarik diri daripada kajian ini pada bila-bila masa.

Terima kasih kerana anda sanggup menyertai untuk menjayakan kajian ini. Prosedur ini menyerukan bahawa peserta-peserta untuk berjanji bahawa infomasi yang didapati dalam kajian ini akan digunakan. Borang ini adalah penting untuk pengkaji kerana ia adalah untuk memastikan bahawa anda faham sebab-sebab penglibatan dan mendapat persetujuan daripada anda. Berikut merupakan infomasi yang disampaikan dan anda harus menandatangan atas boring ini untuk membuktikan bahawa anda bersetuju dengan perkara-perkara yang berikut:

- Kamu akan menduduki satu ujian yang diberikan oleh Goh Jien Xin sebagai pengkaji.
- Kamu akan menerima keputusan ujian selepas kajian ini untuk memastikan hak kamu dilindungi dan dihormati.

Semua atau sebahagian daripada keputusan ini akan digunakan untuk:

- Menjayakan kajian seperti yang dinyatakan di atas.

Dengan menandatangani boring ini, saya setuju bahawa:

1. Saya menyertai kajian ini secara sukarela. Saya faham bahawa saya berhak untuk tidak menduduki kajian tersebut, dan berhak untuk menghentikan diri daripada ujian ini pada bila-bila masa.
2. Saya sudah membaca semua infomasi yang diberi.
3. Saya tidak mengharapkan sebarang insentif untuk penyertaan dalam kajian ini.

Nama peserta: _____

Tandatangan peserta: _____ Tarikh: _____

Tandatangan pengkaji: _____ Tarikh: _____

Infomasi pengkaji

Kajian ini telah diluluskan oleh Faculty Arts and Social Science, UTAR. Sebarang pertanyaan anda boleh menghubungi:

Nama pengkaji: GOH JIEN XIN

Nombor telefon: 018-9797522

E-mel: xin385448@1utar.my

Appendix F

UNIVERSITI TUNKU ABDUL RAHMAN

INTERVIEW CONSENT FORM FOR ESL TEACHERS

RESEARCH PROJECT TITLE: THE USE OF DIFFERENT READING STRATEGIES TO READ ENGLISH TEXT IN MALAYSIAN ESL CLASSROOM.

RESEARCH INVESTIGATOR: GOH JIEN XIN

RESEARCH PARTICIPANT'S NAME:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

The interview will take about 15 to 30 minutes. There are no risks anticipated that are associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require interviewees to explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for the researcher to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

- A transcript will be produced upon the completion of the interview.
- A transcript will be sent to you and you will be given the opportunity to correct any factual errors.
- The transcript of the interview will be analyzed by Goh Jien Xin as researcher investigator.
- Access to the interview transcript will be limited to Goh Jien Xin and academic colleagues with whom he might collaborate as part of the research process.
- Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.

Quotation Agreement

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

	I wish to review the notes, transcripts, or other data collected during the research pertaining to my perception.
	I agree to be quoted directly.
	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
	I agree that the researcher may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- To achieve the research project as noted above.

By signing this form I agree that;

6. I am voluntarily taking part in this research project. I understand that I don't have to take part, and I can stop the interview at any time;
7. The transcribed interview or extracts from it may be used as described above;
8. I have read the information sheet;
9. I don't expect to receive any benefit or payment for my participation;
10. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;

Participant's name: _____

Participant's signature: _____ Date: _____

Researcher's signature: _____Date: _____

Contact information

This research has been reviewed and approved by the Faculty of Arts and Social Science, UTAR. If you have any further questions or concerns about this study, please contact:

Name of researcher: GOH JIEN XIN

Telephone number: 018-9797522

E-mail: xin385448@1utar.my

UNIVERSITI TUNKU ABDUL RAHMAN

BORANG PERSETUJUAN MENEMUDUGA UNTUK CIKGU BAHASA INGGERIS

Tajuk Kajian: PENGUNAAN PELBAGAI STRATEGI MEMBACA DALAM PEMBACAAN TEKS BAHASA INGERRIS DI KELAS BAHASA INGGERIS MALAYSIA.

Nama Pengkaji: GOH JIEN XIN

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Sesi temuduga ini akan mengambil masa kira-kira 15 hingga 30 minit. Tiada risiko yang dijangka akan berlaku sepanjang penglibatan anda dalam sesi ini. Walaubagaimanapun, anda berhak untuk menghentikan sesi ini atau menarik diri daripada kajian ini pada bila-bila masa.

Terima kasih kerana anda sanggup menyertai sesi menemuduga ini. Sebagai syarat untuk memenuhi prosedur etika, semua peserta harus bersetuju untuk ditemuduga, bagaimana informasi yang didapati direkod dan cara informasi diguna untuk tujuan kajian ini. Borang ini adalah penting untuk anda bahawa anda memahami tujuan penglibatan anda dalam kajian ini serta bersetuju terhadap syarat-syarat yang akan dinyatakan di bawah:

- Satu transkrip akan dijana selepas sesi temuduga selesai.
- Satu transkrip akan dihantar kepada anda dan anda diberi peluang untuk membuat penyesuaian jika terdapat mana-mana fakta yang mempunyai kesalahan.
- Transkrip yang didapati akan dikaji oleh Goh Jien Xin, pengkaji untuk projek ini.
- Akses terhadap transkrip ini hanya dihadkan kepada Goh Jien Xin dan ahli-ahli akademik yang terlibat dalam proses kajian ini.
- Sebarang ringkasan informasi dan petikan langsung yang didapati melalui sesi temuduga ini akan diterbitkan dari aspek akademik. Nama serta informasi peribadi anda tidak akan dipaparkan dalam sebarang penerbitan.

Perjanjian Penggunaan Petikan

Saya faham bahawa semua pertuturan dan jawapan yang saya memberi boleh diguna atau dipetik secara langsung dalam projek ini. Sila tanda (/) pernyataan yang anda bersetuju di bawah:

	Saya berharap dapat membaca sebarang nota, transkrip, atau data yang didapati dalam kajian.
	Saya bersetuju untuk dipetik secara langsung.
	Saya bersetuju bahawa nama saya tidak akan diterbit dan nama samaran akan diberi kepada saya.
	Saya bersetuju bahawa pengkaji boleh menerbit sebarang petikan yang saya menjawab dalam sesi temuduga.

Semua atau sesetengah kandungan yang didapati menerusi sesi temuduga ini bertujuan untuk:

- Mencapai matlamat projek ini seperti yang dinyatakan di atas.

Dengan menandatangani boring ini, saya bersetuju bahawa;

1. Saya menyertai projek ini secara bersuka-rela. Saya juga memahami bahawa saya berhak untuk tidak menyertai dan menghentikan temuduga dalam bila-bila masa;
2. Transkrip yang dijana boleh digunakan untuk tujuan projek seperti yang dinyatakan di atas;
3. Saya sudah membaca semua pernyataan di atas;
4. Saya tidak berharap untuk menerima sebarang penghargaan atau pembayaran dalam penyertaan untuk projek ini;
5. Saya berhak untuk mendapat satu salinan transkrip dan membuat pengubahsuaian yang bersesuaian serta sebarang pernyataan yang melibatkan isu-isu peribadi sulit;

Nama peserta: _____

Tandatangan peserta: _____   Tarikh: _____

Tandatangan pengkaji: _____   Tarikh: _____

Kajian ini telah disemak dan diluluskan oleh Faculty Arts and Social Science, UTAR. Jika anda mempunyai sebarang pertanyaan, sila menghubungi:

Nama pengkaji: GOH JIEN XIN

Nombor telefon: 018-9797522

E-mel: xin385448@1utar.my