A STUDY OF MALAYSIAN SECONDARY SCHOOL STUDENT'S PERSPECTIVES ON THE CHALLENGES FACED IN ESL READING COMPREHENSION

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UALZ 3023 - FYP2 REPORT

SUBMITTED IN

PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FACULTY OF ARTS AND SOCIAL SCIENCE

JAN TRIMESTER 2023

ACKNOWLEDGEMENT

APPROVAL SHEET

This research paper attached hereto, entitled "A Study of Malaysian Secondary School Student's Perspectives on The Challenges Faced in ESL Reading Comprehension" prepared and submitted by Mannudhini A/P Kumar in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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DECLARATION

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

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ABSTRACT

Reading comprehension refers to the ability to process the key points and the content of the specific texts. The government mandates it as a requirement for secondary school students to score well on their examinations. This study primarily focuses on secondary school students' perspectives on the difficulties they have with reading comprehension. Despite the fact that there are few studies on the subject, but students seem to have difficulties, which drives researchers to explore why they still have difficulties in modern society despite the fact that many resources are available to assist them. There are two objectives that guide this research which are to identify the difficulties experienced by Malaysian secondary school students when reading ESL reading comprehension texts and also to provide an in-depth overview of the strategies being used by Malaysian secondary school students to improve their ESL reading comprehension skill. Purposive sampling was used by the researcher to choose the respondents, who were form 4 students from Sekolah Menengah Kebangsaan Buntong in Ipoh. A semi-structured interview was conducted to obtain the respondents' responses. Additionally, the data and findings were processed using thematic analysis, which produced specific themes. Findings shows that student's perspectives on the difficulties faced in ESL reading comprehension can be categorised into four themes and three themes of strategies used by the secondary school students. Several recommendations have been made for future researchers who are interested in probing deeper into this field.

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CHAPTER 1 : INTRODUCTION

1.1 Background of the Study

In current world, everyone's life is impacted by the English language but students' life are particularly affected because it is a first or second language that they will use extensively use in their academic. They will be evaluated on four key skills speaking, listening, writing, and reading in order to achieve a high score in their English examination. The ability of students to read a huge influence especially among form 4 students. It has been argued that students are losing their patience in doing reading comprehension activities because they feel that it is very complicated for them to understand the text due to less exposure in doing reading activities which cause them difficult to understand the words and unable to find the primary content of the texts or any reading materials given (Nurmalasari & Haryudin, 2021). It has been claimed that they are unable to deduce and provide answers for the reading comprehension questions. In addition, when the students have poor knowledge in English, their ability in reading will be weaker a well (Chen, L et al., 2017). The majority of students have does not have any troubles in speaking but they have issues in reading, whereby some of them have difficulty in pronouncing and understanding some words. In this scenario, it is important to understand the difficulties they encountered so that solutions might be developed from an early age.

In this modern globalisation, students pay less attention in reading strategies due to the abundance of online apps. This phenomenon forces students to choose inventing technology, which is more exciting for them (A Ghani et al., 2021). As a result, it has been mentioned that in every lesson, metacognitive strategies need to be use as a basic platform to familiarise the students in getting used to it because those methods will be a guidance for them to overcome the challenges, they faced in their academic life especially in reading comprehension (A Ghani et al., 2021). Additionally, a student's passion in reading is crucial. It is hard to motivate

students to read and comprehend the meaning of the content if there is no interest. This means that the teachers must figure out in advance about the students' reading interests or preferences in reading. This will help the teachers to keep the students engage in all the reading activities carried out. Hence, the main thought of this research is to examine the actual challenges encountered in ESL reading comprehension based on secondary school student's perceptions and discover the ways that have been employed by them.

1.2 Statement of the Problem

Several studies on reading strategies were conducted among students with learning difficulties among secondary school students (Almutairi, 2018; Nurmalasari & Haryudin, 2021). There are relatively few points provided for strategies whereby most of it are the same. This study encourages students to reflect themselves whether they have faced similar challenges and how they plan to overcome them using some strategies that will be discussed. It can assist students in developing their abilities and understand the content or information emphasised in comprehension texts. As can be seen in today's society, the majority of the younger generation is heavily reliant on technology and type their messages using short amount of time. This is due to the device's dictionary autocorrect feature and helps to pronounce the words accurately. Thus, most of the students can talk fluently because they knows the tones and the lip sync by observing from the opposite person or movies they have watched, but they starts to struggle when the words they speak appear in written form. It causes the students to be in confusion because they could not identify what is being said and this is where most of the students scored low marks in reading component. Furthermore, students have limited exposure to books, newspapers, and other reading materials, which make it difficult for them to understand what

they read. As a result, this research will be carried out in order to get a clear picture about the challenges met by the students and analyse certain reading strategies that the students used.

1.3 Research Questions

There are two research question which are:

a) What are the difficulties encountered by Malaysian secondary school students in ESL reading comprehension?

b) What strategies do Malaysian secondary school students use to strengthen their ESL reading comprehension skills?

1.4 Research Objectives

This research will be carried out based on two research objectives which are to:

a) identify the difficulties experienced by Malaysian secondary school students when reading ESL reading comprehension texts.

b) provide an in-depth overview of the strategies being used by Malaysian secondary school students to improve their ESL reading comprehension skill.

1.5 The Significance of the Study

This research is being conducted because it provides an extensive idea particularly for the education system, teachers, and secondary school students on the difficulties confront by the students and how they overcome it using strategies. This will make the education system,

teachers, and students aware of the issues they might face and take it into consideration whenever a scheme of work, lesson plans, or resources created.

In terms of educations system, it will assist in developing curriculum and syllabus, student learning outcomes, behaviour and process, personalised learning, enhanced teacher performance, and at the same time will be able to enhance research in this particular educational field. An effective curriculum creates a quantifiable goal and able to evaluate the progress throughout the year. The learning process of the current generation is vastly different compared to previous generations. They will be able to develop their scheme of work based on students' ability levels and in an acceptable manner if this kind of research carried out. Furthermore, teaching is a difficult endeavour because teachers will encounter different type of student personalities and they should consider each one in terms of attitude, proficiency level, and area of interest. From here, the teacher can get a quick idea of what problems most of their students are experiencing in reading comprehension. As a consequence, teachers will be able to construct a productive lesson plan and engaging materials to be used in their lesson. As we all know, students spend nearly eight hours each day in school, therefore this is an opportunity for the teacher to instil an interest in reading among students. There might be some pressure and demands from the students but the teacher will be aware and have some knowledge on how to manage them. Furthermore, the teacher would be able to determine the scope of the topic that the students referred the most and design the exercises appropriately, particularly when selecting reading comprehension texts. At the same time, the teachers can be devised the activities depending on the scheme of work produced in order to allow pupils to score well and achieve the lesson outcomes.

Moreover, this form of study can be beneficial for students. They could enhance their reading comprehension abilities before entering to their postsecondary studies to prevent suffering

during their learning term. The students could handle themselves whenever they encountered difficulties with reading comprehension because they were already aware of it. In school, there will be some lesson where the teacher will let the students to discover the content of reading comprehension and answer it by their own without giving any introduction. Thus, by knowing few strategies, students will be able to adopt appropriate strategies in order to comprehend the texts and answer it correctly. Additionally, students from different proficiency level will be able to figure out a proper strategy to be implement in their reading comprehension.

1.6 Definition of Terms

This section will focus on the terms or concepts that could be difficult to understand and might lead to uncertainty when they are used in this research. In order to ensure that the readers understand the content of this research, few key concepts and terms will be emphasised along with a detailed explanation.

1.6.1   Reading comprehension

According to Chandran and Shah (2019) stated that reading comprehension is the process of obtaining all of the essential knowledge or content significance about a topic in a text. The objective is to develop a comprehensive comprehension of what is described in the text rather than deriving the meaning from single words or sentences (Satriani, 2018).

1.6.2   Reading comprehension skills

Reading comprehension skills refers to important skills such as searching for a word's meaning, determining the main idea, memorizing the text and assessing the difficulty of words (Satriani, 2018).

1.6.3   Metacognitive strategies

According to Maasum and Maarof (2012) mentioned that metacognitive strategies encouraged students to reflect upon their own ideas while performing academic activities. Metacognitive reading skills involve organizing for learning, reflecting on the learning process, measuring of one's comprehension, and assessing learning after completing a task (Semtin & Manian, 2015).

1.7 Conclusion

In conclusion, chapter 1 discusses the background and pertinent information of this research study entitled, "A study of Malaysian Secondary School Student's Perspectives on the Challenges Faced in ESL Reading Comprehension." According to the discussion above, the majority of the studies have stressed out the value of analysing the difficulties encountered by the students and highlighting few reading techniques that can assist students' reading processes.

CHAPTER 2 : LITERATURE REVIEW

2.0 Introduction

This chapter will discuss more in depth about numerous existing literatures. It will assess the definition of the theories that were adapted, reviews on prior studies on related to difficulties faced by secondary school students in ESL reading comprehension and the strategies being used to overcome those challenges. This will be helpful in the developing new ideas and a conceptual framework for the current study. This information discussed will be adopted from different sources such as articles and journal.

2.1 Theoretical Framework

Top-down approach is about speculating on the intended meaning that included in the assigned text (Suraprajit, 2019). The framework was used to further explain the data collection and analysis based on the qualitative perspectives of the secondary school students in the challenges faced in ESL reading comprehension followed by the strategies used to overcome those difficulties. This approach are used will be helpful to identify the obstacles faced by the students in reading comprehension texts. The key point of top-down approach is it analyse from general information to a specific information. It helps to gather information by looking in depth of certain issues in order to the get the real consequences faced by the students especially in comprehending the texts. Top-down approach is one of the simplest ways identify students' weakness as it relate to the comprehension texts. During the interview, the students will be able to recall on what they done and share the difficulties they encountered. By applying this method, the student learns from the teacher first and they will be tested on what they have learned, which helps them to gain a better understanding and clear up their confusion (Asana,

2021). Since the students have done the reading comprehension exercises in their English lesson, thus it is easier to gather the information regarding the challenges face based on their experiences. At the end, the major challenges and strategy used will be identified. This study will be focusing on the secondary school student's perspectives on the challenges faced in reading comprehension which will be divided into two group whereby one will be the students who scored 70% to 100% and another between 0% to 40%. This will give some clear picture in knowing the differences in challenges and strategies used by both groups.

2.2 English Second Language

English is considered as second language in most of the country. People who learn English as a second language (ESL) typically will be used in few countries where the language is widely spoken and utilised for communication (Nordquist, 2019). For the students who often talk using their mother tongue, ESL is usually seen as a second language whereby most of them use it as a way to be used in formal situation (Nordquist, 2019).

2.3 Secondary School

In Malaysia the teenagers with the age of 13 will be stepping into secondary education. Secondary education is a requirement for all students in Malaysia. Students need to study for five years in secondary school whereby some of them might spend six years. There are two levels of secondary school which are known as Lower Secondary that includes Forms 1 to 3 students and Upper Secondary which is Form 4 and Form 5 (Services, 2012). In form 3, the students need to take and known as Pentaksiran Tingkatan 3 test which is also known as PT3

(Services, 2012). All the students are compulsory to take Sijil Pelajaran Malaysia exam at the end of Form 5 which is one of the important tests in order to pursue further studies.

2.4 Difficulties faced in reading comprehension by secondary school students

Based on the past studies, there is a list of challenges that students experienced in ESL reading comprehension. The preceding studies mentioned in this section led to advance the development of the technique and framework that were suitable for the current research. In order to analyse students perceptive on the challenges faced in reading comprehension, the research implement a combination of quantitative, qualitative and mixed approach. The also analysed about the reason that leads the students to faced challenges in reading comprehension.

Chandran and Shah (2019) mentioned that most of the students feels that reading is a boring component and they could not fully focus in reading long text especially. Based on the previous line, it has been also argued that students were unable to comprehend the text given, unable to recognise words and failed to grasp the main points. The fundamental cause is that the majority of the students find out that learning English challenging due to lack motivation to complete it. These issues lead Thai students to develop unfavourable attitudes toward studying English and think that it will be exceedingly difficult for them to acquire the language (Phantharakphong & Pothitha, 2014).

Chandran and Shah (2019) stated that reading is a skill that is developed over the course of a person's lifetime, so this study could be extended to other secondary schools and institutions of higher education to identify the other reading comprehension issues faced. The majority of struggling teenage readers are experiencing difficulties in understanding text due to a lack of knowledge and abilities that required to read texts effectively which frees up cognitive

resources for connecting ideas, inferring meaning, and making judgments (Clemens et al., 2017). The students found reading an English text to be exhausting, and the medium they used to learn was not engaging to them (A Ghani et al., 2021). The students are unable to analyse what they read and relate it with their prior knowledge.

2.5 The strategies used by secondary school students to overcome the challenges

Phantharakphong and Pothitha (2014) examined on the usage of concept maps in developing student's attitudes in reading comprehension. According to the researcher mentioned previously, stated that the concept map retelling tests would be one of the most useful strategies to be used among students. It suggested that using concept maps among students can improve their learning abilities and aid in developing the metacognitive abilities necessary for efficient reading. Semtin and Maniam (2015) stated that for cognitive strategies most of the students frequently uses their mother tongue to translate the text given, use dictionary to know the meaning of certain words and written down some short notes meanwhile in metacognitive strategies, most of the student stated that they will go through the questions first before reading the text and try to find the key points highlighted in the text. The researcher also added that some of the students have emphasised some strategies whereby they stated that having discussion with their friends and seeking help from the teachers is also one of the common strategies they used, although it is not a part of cognitive or metacognitive strategies. The majority of International Burch University's English language students employ metacognitive techniques, such as recalling back their prior knowledge or asking questions to themselves because they are paying more attention to the information of the texts in order to intensify their reading comprehension (Becirovic, S et al., 2017). Each and every student who learn English as their second language should engage themselves with metacognitive strategies in order to

improve their reading comprehension and their ability to quickly identify what the text is attempting to say or refer to.

2.6 Conclusion

In conclusion, this chapter mainly discuss on the main elements that going to be focus on. The proper definition for each term have given based on some past studies. It can be seen that one particular challenge has been highlighted the most by the researchers which is the students are unable to comprehend the texts provided. Thus, these challenges will be taken under consideration in my current study.

CHAPTER 3 : METHODOLOGY

3.1 Introduction

The study's methodology will be the main topic of discussion in this chapter. In the beginning, the researcher will be talking about the sampling techniques that will be used, such as probability sampling or non-probability sampling. The study's samples will be the second area of attention that will be mainly focusing on the participants. Additionally, the researcher will be discussing the research design and the research instruments, that will be primarily used in forming the survey. Finally, we will explore more into the process of gathering data and the plan for data analysis.

3.2 Samples and Sampling Technique

In this research study, one particular non-probability sampling method will be used which is known as purposive sampling. According to McCombes (2022) stated that it is considered as a method where the researcher selects a small sample size of samples to gather accurate data required to accomplish the goals of the study. This specific sampling method will be used because the researcher has a specific target to be focus on and not every students will take part. Thus, the researcher choosing the participant from specific form and also based on the score obtained during their midterm examination.

The population of this research will be the form 4 students of Sekolah Menengah Kebangsaan Buntong, Ipoh in year 2022. This particular school were chosen because the researcher did teaching practice in this particular school thus it is easier to get the participants and the examination analysis. There population for form 4 students is 137 but only 20 students including both male and female students will be chosen. These 20 students will be chosen based

on the score of midterm's paper 1. They will be divided into two groups whereby 10 students who scored between 70% to 100% and another 10 students who scored between 0% to 40% in their English midterm reading comprehension. This will enable the researcher to collect comparable responses from both groups and able analyse the challenges that each group is encountering.

3.3 Research Design

In this research, a qualitative method will be used whereby semi-structure interview will be carried out in order to discover about the challenges faced and the strategies being used in ESL reading comprehension by the form 4 students. According to Nurmalasari and Haryudin (2021) mentioned that by using qualitative method enables the researcher to gather and analyse data to pinpoint the root cause of the problems. Thus, this particular method will be helpful to the researcher to find out more about the difficulties and the proper strategies to solve it. The 20 chosen participants will be taking part in the interview. First of all, the 20 participants will be chosen based on the midterm examination analyses obtained from the school. Next, an email will be sent to the 20 chosen participants to get their confirmation in participating in the interview.

The interview will be conducted online using Microsoft Teams to provide the participants the privilege of responding appropriately from their own convenient place. The participant will be given an option to choose whether the participant wants to turn on their webcam. Before the interview begins, the researcher will inform the purpose of the interview and get the permission to record the full interview. The researcher also explained to the participants the interviewing process and questions. There are an overall of 14 question. There are 4 questions in section A that are related to the respondents' demographics, 5 questions in section B that are based on the

difficulties Malaysian secondary school students faced, and 5 questions in section C based on the strategies they employ to improve their ESL reading comprehension. The questions are separated into three parts, it will make the researcher analyse accordingly based on research objectives. On the other hand, the participants are allowed to share their own perspectives in order to justify their responses and provide new insight which will be useful in this research.

3.4 Research Instruments

In this research study, the research instrument will be the semi structed interview questions. Basically, the questions will be divided into three important parts. The respondents will be asked to give an introduction in section A, which include the information about their name, age, class, and language background, to find out more about the demographics of the participants. Next, section B will be asking about 5 questions relatable to the difficulties encountered by the students in ESL reading comprehension and section C will consists of 5 questions which focuses on the strategies used to strengthen their ESL reading comprehension skills. The questions will be semi-structured interview questions whereby it consists of WH questions so, that the students can answer and elaborate more based on their own perspectives. The interview questions are designed by own using some instruments such as Reading Comprehension Difficulties Encountered by English Students of Islamic University of Riau which was proposed by Satriani (2018), Development of English Reading Comprehension by Using Concept Maps which was proposed by Phantharakphong and Pothitha (2014) and the instruments Reading Strategies among ESL Malaysian Secondary School Students proposed by Semtin and Maniam (2015).

3.5 Data Collection

In this research study, the data will be collected through the interview carry out in Microsoft teams. Additionally, each participant will be given a particular time for their interview, which will take place during the weekend in order to avoid clashes with their academic schedule. The duration of the interview will be around 10 to 15 minutes. At the beginning of the interview, the participants will be asked to introduce themselves, which is one of the important steps. Moving on to the Questions and Answers section, the students will be asked 10 questions, of which 5 will be based on Objective 1 and 5 on Objective 2, respectively. In order to explore more in-depth about the difficulties they encountered or the strategies they used to improve their reading comprehension, there is high possibilities to ask on the spot questions based on their responses. Finally, a wrap up session will be carried out by highlighting the main focus of the interview and thank the participants for spending their time. The students' willingness to respond to the questions will not be constrained in any way, and everything they share will only be used for this specific study purpose. The interview session will be recorded from the beginning until the end as a references for the researcher to refer.

3.6 Data Analysis

The thematic analysis approach will be used in order to interpret the data. It been stated that the thematic analysis approach will be used to analyse the themes in the data collection to find their significance and draw inferences on how the participants interpreted the topic (Crosley, 2021). As a result, the researcher will be able to obtain the data that are relevant for this study. The researcher familiarise themselves with information and points obtained from the interview by writing down some key points as start of their analysis (Brown and Stockman, 2013). Here, the researcher will look more in depth on the data collected to analyse students' perspectives

on the challenges faced in ESL reading comprehension and the strategies use to strengthen their ESL reading comprehension skills. Next, coding phase plays an important role to identify the information within the data collected and the next step is where it will divided accordingly based on themes (Brown and Stockman, 2013). The researcher uses different colour text highlighter to highlight the codes to differentiate the data whereby on will be on students perspectives on the challenges faced in ESL reading comprehension and secondly the strategies used to overcome those challenges. This will be able the researcher to know where the data referring to and it will be helpful in placing the codes accordingly. This allows the researcher to write a report based on the data obtained by producing a clear and valid points to the reader (Brown and Stockman, 2013).

Based on the interview sessions carried out, the responses will be analysed appropriately. First, a transcript will be created for each of the recorded interview sessions. The responses will be reviewed and discover them more in depth. The research will make a note of the precise information required after data processing in order to prevent missing data during analysis. The information obtained will subsequently be manually typed out in a document created in Microsoft Word 2022 (Microsoft 365). In order to prevent confusion using their names and to protect the participant privacy in the discussion section, each participant will be names anonymously such as respondent 1, respondent 2, until respondent 20. The interviewee's recording will be download and name it accordingly. The recording will be played using Windows Media Player in order to grasp each and every points highlighted by the participants. Each recoding will be play twice or more than that to ensure there is no left out and the data obtained are relatable to the research. The responses will be compared with other responses to find out the major difficulties that most of the students faced as well as the strategies used. The responses will be arranged accordingly based on the questions by stating the responses obtained together with some justification from past studies. This would help the reader to have a clear

picture of the topics being discussed and the actual struggle they are facing through in their education life. The final checking will be done in order to avoid grammatical error or sentences structure.

3.7 Conclusion

As a conclusion of chapter 3, it mainly highlighted on how the researcher going to collect the data, the samples chosen and also the process of data analysis. Basically, qualitative method which is semi-structured interview will be used in order to get the data. The participants for this research will be 20 form 4 students from SMK Buntong whereby they will be interview about 10 to 15 minutes through the Microsoft Teams. The data will be analyse using thematic analysis and will be discuss accordingly based on the interview questions. Those are the procedure that has been planned in order to collect and analyse the valuable responses.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter consisting of the data and the findings obtained from the semi-structed interview. As mentioned in Chapter 3, the interview was carried out among form 4 students from SMK Buntong, Perak. There is a total of 20 interviewee participated in the semi-structed interview. This study widens on the researcher's exploration on Malaysian secondary school students' perceptions on difficulties with ESL reading comprehension. In order to emphasise what was stated in chapter 1, two primary research questions were created. The following two research questions acted as a guide for the study's objectives :

a) What are the difficulties encountered by Malaysian secondary school students in ESL reading comprehension?

b) What strategies do Malaysian secondary school students use to strengthen their ESL reading comprehension skills?

In this chapter, thematic analysis will be used to analyse each data collected from the interviewee responses. The 20 interviewee's responses will be used and stated under each theme formed. The pseudonym **(S1-S20)**, which stands for speaker, was given to each student along with a number from 1 to 20 in order to differentiate the student's responses and get an adequate understanding throughout the discussion. All the links for interview sessions are given below (see Appendix 2).

4.1 Data Analysis

This whole part will be focusing on the data that has been obtained from the 20 respondents. First part will be covering the respondent's details such as name, age and frequent language they used. The second part will be focusing on the findings obtained and theme created for each research questions.

4.1.1 Respondents' Demography

This part the researcher will be stating the details of the respondents that has been interviewed. All the 20 respondents are from one particular school which is Sekolah Menengah Kebangsaan Buntong, Ipoh, Perak and all of them are from form 4. Suring the interview session, they have been asked their name, age and the frequent language they used in the daily life.

4.1.1.1 Name of the respondents

In this research, before proceeding to the main questions, all the respondents were asked to introduce themselves. All the respondents were given a pseudonym as "**S**" which means speaker together with a number accordingly based on the date and time interviewed. Thus, table 4.1.1.1 below shows the names of the respondent together with their given labels.

Name of Respondents	Speaker (S_)
Priya Loshini	S1
Su Hui Jing	S2
Chloeyn	S3
Shirvin	S4
Lai Ming Shan	S5
Pravina	S6

Tang Ka Yuen	S7
Kartikeyan	S8
Kishalini	S9
Nurul Aisyah	S10
Thanesh Raj	S11
Thanush	S12
Preetisha	S13
Kaviya Ann Morgan	S14
Nur Wardina	S15
Dashwin	S16
Larry Jackson	S17
Dharchini	S18
Roshinie	S19
Harinesh	S20

Table 4.1.1.1 Name of Respondents

4.1.1.2 Age of respondents

All 20 respondents in this study are between the ages of 16 and 17. They remain in Form 4 until March 2023. Despite entering 2023, the MCO makes them to study the same form for an additional three months. Thus, the fact that some of them stated their ages differently based on their form and others based on the year.

4.1.1.3 Frequent language(s) used

For this particular question, the findings have been clearly shown in the table 4.1.1.3 below.

Speaker (S_)	Frequent Language(s) Used
S1	English
S2	Chinese
S3	English
S4	Malay and English

S5	Chinese
S6	Tamil and English
S7	Chinese
S8	English
S9	Tamil
S10	English
S11	English and Tamil
S12	Tamil
S13	Tamil and English
S14	Tamil
S15	Malay
S16	English
S17	English and Tamil
S18	Tamil
S19	Tamil and English
S20	Tamil

4.1.1.3 Frequent language(s) used by respondents

Based on the table 4.1.1.3, there are four types of language can be found which are Malay, Tamil, Chinese and English. Despite having a different mother tongues, four respondents said that they frequently use English since they are accustomed to it. As a result, they stated that they spoke English as they grew up. Another four respondents claimed they spoke Tamil most of the time, while three others said they spoke Chinese frequently and one person said she speaks Malay. They are familiar in using their own mother tongue with their group of friends and family. Moreover, there are respondent who uses more than one language in their daily life. For an example, S4 uses Malay and English, S6 speaks Tamil and English, S11 uses English and Tamil, S13 speaks Tamil and English, S17 mentioned English and Tamil and S19 uses Tamil and English. The reason provided by them was they used their native language among their family, neighbours and friends but when it comes to school or people with different race, they use their second language to communicate with them.

4.1.2 Secondary school students' perspectives on the difficulties faced in ESL reading comprehension

The first research question, "The difficulties encountered by Malaysian secondary school students in ESL reading comprehension?" was constructed to find out and discover more about students' perspectives on the difficulties they experienced or faced in ESL comprehension texts. Based on the data gathered from 20 form 4 students, all the students shared their perspective regarding their challenges faced in comprehension texts and that is the researcher's primary objective. After the interviewee's responses were taken into consideration, the data was categorised into few key themes. There are four main themes identified from the transcript such as **i) vocabulary and its meaning, ii) mother tongue** and **iii) unfamiliar reading methods iv) individual ignorance** The table 4.1.2 below contains an in-depth overview of the topic in order to provide the readers a clear picture in it.
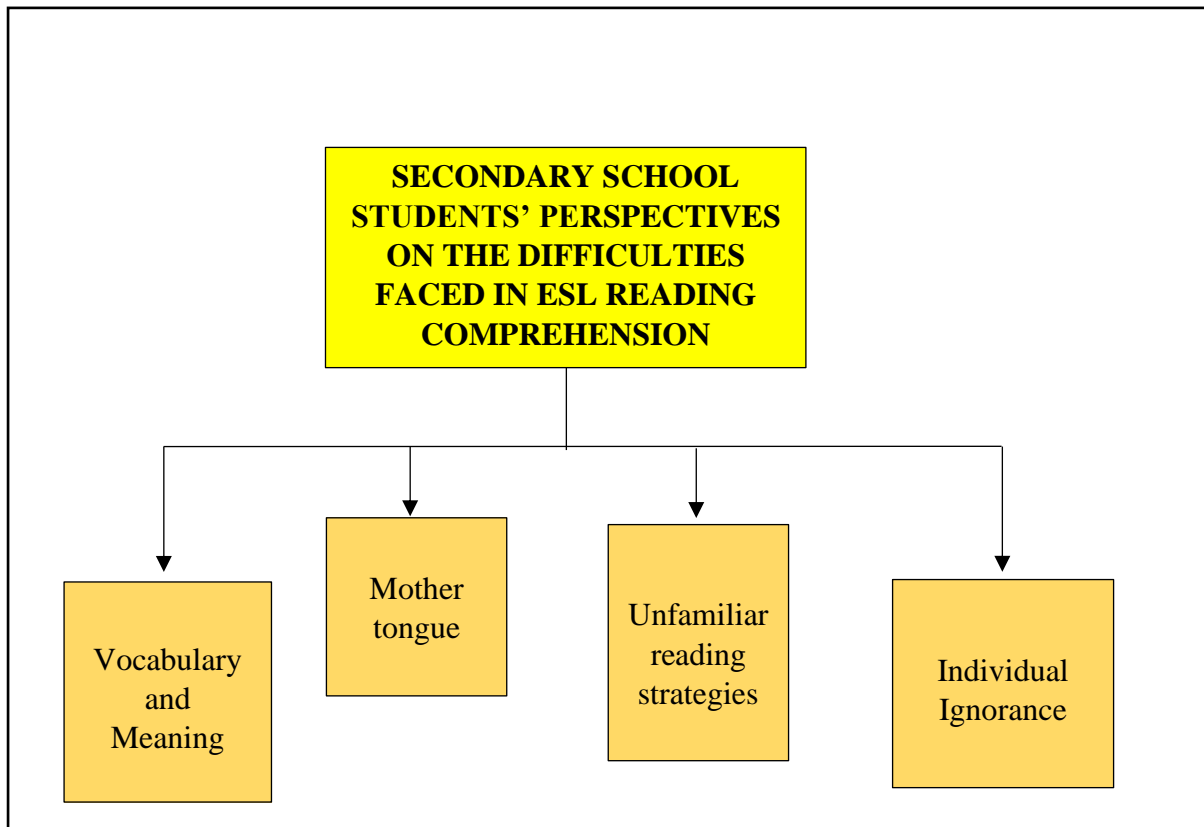
4.1.2 Malaysian Secondary School Students' Difficulties Faced in Reading ESL Reading Comprehension Texts

4.1.2.1 Vocabulary and Its Meaning (Theme)

By narrowing down the student's perspectives on the difficulties faced in ESL reading comprehension, the first theme was identified which is vocabulary and its meaning. This particular theme was formed based on the overall responses obtained from S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S17 and S18 that has been interviewed. The speaker uses several significant key words including "words" and "meaning" whereby they have their own perspectives on it. Based on the responses, S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S17 and S18 mentioned that they could not understand the meaning words in comprehension texts. Some speakers claimed they could even get all the written words, while others claimed they were unfamiliar with their literal meanings and some claimed it both. S1 mentioned that *"one of the challenges that I encountered when reading comprehension text is not knowing the meaning of the word"* meanwhile S4 mentioned that *"confusion about the meaning of words and sentence features."* Here both speakers clearly mentioned that of their main issues is that they are unsure of the meaning of the words which is one of their major problems encountered. On the other hand, S2 said that *"there are many many words I don't know,"* and S7 said that *"there is some word I cannot understand."* On the other hand, S6 stated that bombastic words make the students difficult to understand the content of the reading comprehension. She mentioned that *"the challenges I encounter when reading comprehension text is difficulty to understand some bombastic word that used to express the feelings of writer."*

Another category of respondents claimed that they were unsure of the words and meanings, which put them in a more difficult circumstance. S3 and S13 claimed the same answers which is *"text like sometimes I can't read the words and I don't understand the meaning"* and *"some words I can't pronounce easily and there are some few words that I don't know the meaning"* meanwhile S5 claimed that *"cannot understand the word and what is its meanings"* and S10

stated that *"...like complicated words and words that I don't understand the meaning of words."* Furthermore, S8 was worried just because he could not pronounce some words in the text whereby, he said *"not much, but some words, since they are long, it takes time for me to for me to read it like you know, it doesn't get into my mouth very easily, bombastic kind of words"* meanwhile S9 said that *"I encounter when reading comprehension text is lack of vocabulary for knowledge and different thing between common text."* She discovered that her vocabulary was lacking and that each type of text has its own strengths and this have clearly seen from the S12 response whereby he stated that *"the challenges that I encounter is sometimes, I'm might get stuck when I'm studying the bigger completion texts."* Moreover, S17 said that *"there are some common difficulties I face such as meaning of the word either is present or past tense"* he also added that *"... get easily bored if the text is wrong...the major thing is a face reaction and of teacher when distribute in rate the comprehension text."* He claims that the teacher's reaction is also a significant issue for him since it forces him to assess the material's potential interest and causes him to lose attention if the content is not engaging. S18 said that *"trouble with letters and word recognition and difficulty understanding words and ideas."* Thus, here the length of the texts, usage of words and the theme or the ideas of the comprehension texts are unpredictable and need to achieve student's expectation.

Based on the above data shown, although 15 speakers listed word comprehension and knowing the meaning as their primary difficulties but 5 speakers dissented from this statement. The answers they provided make it quite apparent. S14 said that *"the first thing, I get easily distracted with the issues or things that is happening surrounding me such as noise or environment... I would say understanding the content is the second level. The first thing the students need to be fully focused in order to read the reading comprehension texts without any confusion or stress. Secondly, they need to understand words used and the flow of the texts. So, I would say understanding the content is not the major problem."* Next, S20 argued that

"understanding the content is secondary but first the first thing is need to have energy to read so that we can concentrate and read." According to this both speakers, the atmosphere and students psychological are greatly influences how focused students may remain when reading comprehension texts. However, this particular speaker, S15, is emphasising the design of the reading materials. For instance, she stated that *"the first thing is the type of the fonts."* On the other hand, S19 gave a statement that *"we need to have some basic knowledge of English and pronouncing pronunciation and the main thing is we need to know that it is an English language."* This specific speaker made it readily apparent that we need to know that learning English will be very different from learning. Last but not least, one response amazed the researcher when a speaker S16 said that he had not encountered any difficulties, even though the researcher had asked a few questions and received the same response, *"...for me I think there's no challenges and I think I have counted no challenges whatsoever whenever I read comprehension texts, texts."*

4.1.2.2 Mother Tongue (Theme)

The second theme formed is known as mother tongue. This refers to the first language that is commonly used by the students. Based on the data, there are three languages identified from the responses such as Malay, Chinese and Tamil. Some of them shared their own thoughts when the researcher questioned about their first language and what they thought of it. Some of them said that it was caused by the student's parents and that is the reason why some students face difficulties in reading comprehension. S4 stated that he use Malay and English mostly and given a reason that *"...parents are not encouraging their children to read comprehension text"* meanwhile S6 mentioned that *"...frequently parents use their language to the students, so sometimes students can't understand the they can face the comprehension problem."* Moreover,

S8 said that *"I'm mostly talking speak in English"* whereby he also said that *"parents at home, they, most of them don't speak in English. They they speak in Tamil all all the time…And the students don't take the initiative of speaking English"* The researcher can easily see how mother language influences can truly cause the students to face challenges in reading comprehension. This has been also told by one of the speakers, S12 by saying that *"…never talk mother tongue too often because it make students to struggle."*

4.1.2.3 Unfamiliar Reading Methods (Theme)

In one of the semi-structed interview question, students were asked regarding cognitive strategies and metacognitive. Some of the students are unaware of the existing methods and some did not even know what those strategies or methods are. S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S19 and S20. When they were asked the question, *"Do you ever heard of metacognitive or cognitive skills?"* the first answer said by S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S19 and S20 was *"No."*

On the other hand, after given an explanation two of the speaker respond it. S17 and S18 knows about those methods. S17 at first, he said that he did not know what is metacognitive or cognitive, *"No"* but after the explanation he claimed that *"I will go for both because sometimes when I use visual my brain can easily capture it can remember for some time self-questioning."* Furthermore, S18 said that *"Yes…Cognitive skills include instructional objective, component in a learning hierarchy, and component in information processing. Meta cognitive skills include strategies for reading, comprehensive comprehension, writing, and mathematics."* Based on the response, the researcher asked, *"How he know about it"* and the response given was *"I search in Google for purposes."* The remaining of the speakers still response that they did not know and some are unfamiliar with it although given an explanation about it.

4.1.2.4 Individual Ignorance (Theme)

This particular theme referring to each individuals such as students, teachers and even parents that leads the secondary school students to faced difficulties in reading comprehension text. There are some speakers such as S1, S2, S9, S13, S16 and S17. S1 mentioned that *" all they can do is to blame themselves, because it's their problem for not reading and understanding more of the text"* meanwhile S2 said that *"the wrong is from student, they don't want remember the difficulties and find a way to solve them."* It can be clearly seen that some of the speakers are holding themselves accountable for their mistakes. For an example, S3 claimed that *"I will blame myself because I don't think I did enough practice"* but at the same time S3 blamed the teacher as well, *"I think maybe it's teacher because like sometimes the teacher is a like a India teacher will not seem the how to say like if we are Chinese student but the teacher is India's teacher so we will be difficult to understand the English a bit"* meanwhile S5 also told that *"Myself...I don't understand"* and S7 said that, **"Well, I will blame myself...Because I didn't study very hard."** Moreover, S9, S10, and 11 said that **"I will blame students cause they are self not putting effort on improve their reading completion,"** *"...from the way I see it, it might be the student's fault for not focusing on class during lessons or just not reading,"* and *"I'll blame students, because students should realize the responsibility to speak the language and understand the language in the first place."* S13 mentioned that *"I blame the students because students have to take their own responsibility to learn the comprehension text and learn how to read it"* and S16 said that *"....students because the students my age they how do I put this students my age, they they do not spend time like you know reading books or even like if they if they know the the issue is you know they're really weak in like understanding certain texts and everything..."* S17 has stated that *"I will blame the student because some students think that English might not be important in their future, so they just ignore it."* At the same time, S8 blamed that students and parents are also the reason students facing difficulties in reading

comprehension and not the teachers, *"I would blame the students themselves and the parents….because I cannot, I cannot blaming the teachers because, yeah, they don't, They don't ask you not to speak English, always ask you to speak English. But the parents at home, they, most of them don't speak in English. They they speak in Tamil all all the time. And the students don't take the initiative of speaking English."*

The next person that they blamed was the teacher and parents. S4 said that *"parents because nowadays parents are not encouraging their children to read compression text and and teacher are not giving more exercise about comprehension text this make them to fail in mastering their reading component."* By using frequent first language in students daily life might affect the whereby S6 also said that *"…frequently parents use their language to the students, so sometimes students can't understand the they can face the comprehension problem"* on the other hand S12 said that *"I would blame the parents because they should help them while studying, studying at home, so make so it makes them to makes them easier to study and never talk mother tongue too often because it make students to struggle."* There are another speaker who said that he will only say that it is teachers and parents wrong whereby he said that *"I will blame the teacher and also the parents because I feel that it is unfair to let all the students to also the same reading confusion type or there are students who have poor understanding which makes them difficult to understand the reading confusion."* Lastly, S18 stated that, *"teachers assume to be blamed and it is their job. Most parents students are not educated enough to the level that their kids are not being taught in school and teachers now blame the whole things on parents."* This particular is more supporting the parents by providing some valid reasons.
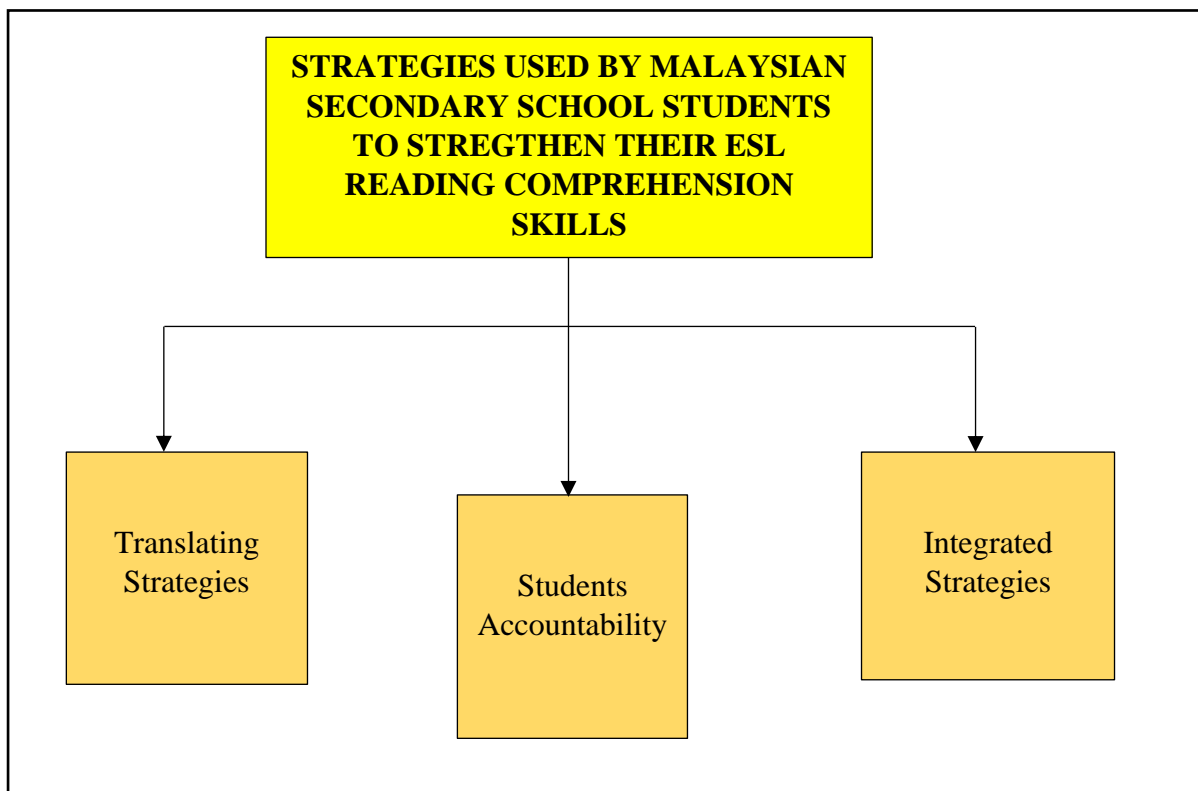
There was these two speakers who blamed everyone. For an example, S14 said that *"First of all, I would blame the students, because some students just ignore reading because they find it difficult. On the other hand, I would blame the teacher when a student is not good in reading.*

They should encourage them rather than blaming their parents. Most of the parents are not well educated, so here the teacher need to play an important role so the students will get the interest to read" and S19 mentioned that *"I will blame everyone… Because all of them need to do the parts properly. If they do miss then they will there will be no challenges encountered."* The tone used by S19 was quiet serious and trying to specify that everyone need to do their job to avoid students face difficulties. There is a speaker who did not blame anyone because they clearly stating everyone is doing their job well. In can be clearly seen from the response given by this particular speaker, *"Actually, I won't blame any on because everyone need to focus on what they are doing."*

4.1.3 Strategies used by Malaysian secondary school students to strengthen their ESL reading comprehension skills

The second research question is "Strategies do Malaysian secondary school students use to strengthen their ESL reading comprehension skills?" has been created to address the difficulties secondary school students experience. This specific topic came about under the main topic because the researcher thought it would be better to provide Malaysian secondary school students with some potential strategies for them to overcome the challenges, they faced instead of letting them stick in those challenges without knowing any strategies or solutions to overcome them. Thus, if students were given the right strategies, methods, or solutions, some of the problems might be solved. There are three themes created based on the responses for the second research question. The table 4.1.3 below provides a comprehensive overview of the topic covered in the study.

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┌─────────────────────────────────────────────────────────────────┐
│              ┌──────────────────────────────────┐                │
│              │  STRATEGIES USED BY MALAYSIAN     │                │
│              │  SECONDARY SCHOOL STUDENTS        │                │
│              │  TO STREGTHEN THEIR ESL           │                │
│              │  READING COMPREHENSION            │                │
│              │  SKILLS                           │                │
│              └──────────────────────────────────┘                │
│                                                                   │
│    ┌──────────────┐   ┌──────────────┐   ┌──────────────┐        │
│    │ Translating  │   │  Students    │   │  Integrated  │        │
│    │ Strategies   │   │ Accountability│  │  Strategies  │        │
│    └──────────────┘   └──────────────┘   └──────────────┘        │
└─────────────────────────────────────────────────────────────────┘
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4.1.3 Malaysian Secondary School Students' Difficulties Faced in Reading ESL
Reading Comprehension Texts

4.1.3.1 Translating Strategies (Theme)

The next theme is known as translating strategies. The students were asked regarding the

translating strategies and asked them to tell their opinion in it whether it is an effective strategy

or not. Based on the responses, the researcher came up with a conclusion that there are 12

speaker agree that using translating strategies is one of a good strategy meanwhile 5 of them

disagree and another three partially agree with the strategy stated. First of all, S1 and S3 that

she is agree by giving proper justification, "*Yes, because it will have them to strengthen the*

language itself and also their mother tongue" and ""*I think yes. For an example, usually the*

student will use the online translator to help them to translate. But although the translator

sometime may be wrong but it does help students to understand the meaning." Next, "*Yes,*

teacher…because it will help them to understand the content of the text" and *"Yes, yes, yes, I really agree….can learn more. If you don't understand a word, can translate it and improve the English…"* this both answers were given by S4 and S5. During the interview, with an excitement S6, S9 and S12 said that it is a good strategy and can make them grasp the content of the reading materials, *"Yeah, I think so. That's the good way to improve the language because they can understand what they are reading,"* S9 told that *"I think that's good because this is a good way to improve their reading skills, because. After they translate the words, they can understand the meaning of words and also the text, so that will be easier for them to do the comprehension texts and readings"* same response were given by S12 *"Yeah, it's a good, good way to improve their skills because they can understand what they if when they translate to their mother tongue so they can understand the content of the text."* Nevertheless, it was claimed that they can easily understand when they use their first language. S7 *mentioned that "Yes, it's a good way because if we use mother tongue, we can easily to get what the content is talking about"* S10 *said that "Yes, I do that. Like I said, not everyone use English as their main language, so it will be easier to understand stuff in your own language "* and S16 *mentioned that "I think, yeah, because because those students who they use, they used to translate to maybe whatever language they are familiar with, so then they can understand contents easier. I think it's, yeah, I think it's a good choice."* Last but not the least, S18 said he completely agree by saying it in one single word *"Yes"* and S19 mentioned that *some students will try to use the main language to understand what it trying to say…. So I think it's for it, yes."* Thus, the majority of speakers believe that translating the words into their native language actually helps students to understand the entirety reading comprehension texts.

Next, there are 5 speakers who disagree by mentioning that it is not a good strategy for the students to be used. The first speaker who disagree was S8. To quote that "*Umm, I think no, because some words cannot be directly translated from the actual meaning*" was clearly stated by this particular speaker. Secondly, S11 claimed that he disagree with the statement by relating it to a proper reason that students might face, "*I don't think so, because nowadays translator doesn't translate in a way that we can understand easily. We just directly translate what they see*" and it has been stated in different way by S13, "*I think no, because the word that that answered using your mother tongue might not be the same meaning as the actual meaning of the word.*" S17 and S20 emphasised that because it is a completely a different language, it will not benefit the students, "*I disagree with that because both of it all totally different languages. Yeah, if I let's say the students use their mother tongue to translate, they are only polishing their mother tongue And not English. They will have better pronunciation meaning of the word Tamil language. On the other hand, when they are try to contract and standard sentence, they will follow the translation that they got from Tamil language which will be definitely make the sentence structure become wrong*" and *"No no it will be not be helpful because mother tongue and English language is different"* this was stated by S20.

Another sample of speakers agreed with the translation techniques to a certain extent. They made it very clear that although it might be beneficial but at certain time it won't necessarily be. To quote that, S2 told "*Yes…But I think also No la…Language they should be mastered.*" Thus, this speaker is strongly believing that every language should be mastered by not translating it into the language they are familiar with. Moreover, S14 said that "I *would say yes and no because sometimes the sentences structure might be different and the students can be easily get it wrong*" meanwhile S15 clearly mentioned that "*Umm, I think it will be meaningful, but at the same time it improve mother tongue not English.*" So, here the speaker is trying to

say that the challenges they faced in reading comprehension texts will remain the same but on the other hand they are indirectly polishing their mother tongue.

4.1.3.2 Students Accountability (Theme)

The second theme for the second research question is student's accountability. This refers to the role of the students' roles and their responsibilities to overcome their challenges faced in reading comprehension. Based on the data obtained, the first, second, twelve and twentieth speaker stated that the students should have a strong determination to read more and listen to some relevant programme. For example, S1 said*, "try to read more such as novels, storybooks and listen more such as listening to a podcast. Besides that, whenever we watching a television program, we can turn on the subtitle so we can listen and read at the same time"* meanwhile S2 said that *student should read more works and read more articles"* it has been stated with a proper reason whereby it can improve their reading and listening components at the same time. S16 mentioned that *"We should we should read more texts very frequently. So that it makes our it strengthens our reading completion skills"* and S20 said that the students need to reduce scrolling through undesired stuff in their social media *"Students need to reduce playing games in Social media. They can, they can some online article. They can read some online article to avoid scrolling false information social media."* Furthermore, S4, S8 and S7 said in a crystal-clear sentence whereby S4 said that *"Need to develop vocabulary skills,"* meanwhile S8 said *"use Google"* which referring to current strategies that most of the students refers to and S7 mentioned that *"Do more exercise."* Then, S9 underlines the area where she encourages the readers to read the material in accordance with their potential, *"there are few strategies that I can share to strengthen the reading comprehension skills, such as reading the text to ensure understanding and read a book below your reading level."* Last but not least, there was

a strategy which focuses on linguistics and grammar components. S19 mentioned that *"I will say we need to keep focus on grammar and pronunciation because if we understand or pronounce the words wrongly, it will make some wrong sentences."* This response emphasises the fundamental principles that all students should learn and improve. S16 said that *"probably just read more ...Keep reading in English until you get a hang of it.*

4.1.3.3 Integrated Strategies (Theme)

Next, S3 recommends applying the traditional method which is using dictionary which seems to be forgotten by the students nowadays and providing a way to improve communication as well, *"use more dictionaries. It can help us. We can also bring the dictionary to school and we can ask the teacher if we don't understand something in class and we can do more oral practice"* and it has been also said by S18, *"The most common strategies to be used is one familiar word including using dictionary, using a dictionary, or using word meaning from the context of the sentence."* Moreover, there was an important strategy mentioned by S10 which is self-questioning method whereby the speaker mentioned that *"I will use self-questioning method and I will try imagine what I read"* and the exact similar answer was given by S17, *"I will go through the computation text twice or more than that. Then I will close my eyes and imagine about it, talk to my own self. Something like explaining my own"* and this has been also agreed by S6 that there are certain time she used this particular method, *"Thing sometimes."* On the other hand, S11 and S13 indirectly shared and suggested that repeating what we have read for more than ones so, to quote that, *" I'll try to read the text twice or thrice"* and S13 said *"I suggest them to reread again and again the text so that they can get good in reading it and pronounce words."* Self-testing, according to S15, is one of the strategies that students can apply. S4 also stated the same opinion, *"identify the keyword and read the text*

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twice to understand the text." Seeking for help was mentioned and claimed as one of the strategies used by most of the students. For example, S6 said that *"Seek help from someone."* This was also mentioned by S3, *"I will suggest that student can use by reading, listening and watching more such as watching some English movies and listen to some English songs which can help us."* Moreover, S14 said that he will be looking for help in order to clear out on certain parts rather then asking it to explain fully. To quote that, *"I will discuss with my friends by asking some questions regarding the text rather than asking the whole content about."* S20 also state that *"I will try to communicate first with friends because I think that will help us get some words pronunciation"* and he also added by advising that *"Talk, communicate more with other in English."* The last strategy that can be found is read aloud strategy. For an example, S15 shared that *" I will read loudly so that I can change the flow and the content of the text, but normally I will do that at my house"* and he also added *"volunteer myself to read the message in front of my class."*

4.2 Conclusion

In conclusion, based on the data obtained from the research, there are seven main themes have been identified for the research questions. The first four themes were formed for research question 1 by analysing it in terms of perspectives which are vocabulary and its meaning, mother tongue, unfamiliar reading strategies and individual ignorance. On the other hand, there are some strategies and given by respondents when it comes to the strategies used by students to overcome their reading comprehension difficulties which answer the research questions two. There are three main themes formed based on their responses which are translating strategies, student's accountability and integrated strategies. In overall, there are seven themes has been formed and categorised accordingly.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the discussions and outcomes obtained after that were further explained in this chapter along with how they relate to the research questions created in Chapter 1. The preceding chapter covered an extensive details on each of the research questions. As a result, the focus of this chapter will be on the summary of research, implications of the study, recommendations for further research, and a brief conclusion of this whole chapter.

5.1 Summary of Research

The summary of findings from chapter 4 will be the main focus of this section. By giving some explanation, each research questions will be covered along with the developed themes. This covers the two main research questions and seven themes that resulted from the responses which the interviewees provided.

5.1.1 What are the difficulties encountered by Malaysian secondary school students in ESL reading comprehension?

Based on the first research question stated above, four main themes were analysed which are vocabulary and its meaning, mother tongue, unfamiliar reading strategies and individual ignorance. The analysis reveals a connection between these four themes and the students. It is necessary to know how students determine the challenges they confront when reading comprehension texts from their perspectives. All the respondent answers the questions without hesitation, which demonstrates that they are all aware of the difficulties they had

in understanding the texts. Based on the analysis written in chapter 4, it clearly shows that one of the main challenges faced by the students is they could not understand the content of the text due to words used, bombastic words and also the meaning of each words. This has been also stated by Ha Le (2021) that lack of vocabulary was the main barrier preventing students from understanding texts. This leads the students simply give up on themselves and lose their interest in reading comprehension texts. Additionally, it points out that they have less exposure to reading, which causes them to become confused and incapable of comprehending the texts. According to Frestisia & Ratmanida (2021) also emphasised how difficult and confusing it is for students to understand lengthy words when they are having lack vocabulary.

In addition, mother tongue plays a significant role that led the students to experience difficulties in their reading comprehension texts. This is due to the fact that they struggled a little bit using the second language because they are more accustomed to speak in their native tongue. When asked about their mother tongues, the majority of the students responded that they primarily communicate in their mother tongues such as Tamil, Chinese, and Malay whereby they only use English language during English lesson or with their teachers. Since they were familiar to it, they could not actually understand what was written in English, which is one of the reasons why students face difficulties. This has been also proven by two researcher stating that mother tongue is shown to cause difficulties in certain ways in learning a second language, however students who speak English as their first language may find learning to be a little easier (Mohammad & Hasbi, 2021).

Furthermore, the majority of the students have no knowledge of reading strategies. This is where they went blank when they did not know what to understand the reading comprehension text other than give up on it. The majority of students are unaware of what metacognitive and cognitive techniques are when questioned about them, and the most startling responses are

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those that claim this is their first time knowing about it. The fact that students are becoming frustrated when they are unable to proceed because they do not understand the text undoubtedly shows that they have had less exposure to reading skills, and they even claim that their teachers are not imparting this knowledge to them. It also indicated that lack in understanding of reading methods contributes to the poor level of reading comprehension in English texts (Rahmawati & Hasbullah, 2020). Some students used memorization techniques to comprehend the comprehension texts, but they did not use it too often. In terms of reading strategies, most of the students are uncertain about it but it shows that less successful students could have a broad range of methods, but they rarely use them coherently (Ling & Yamat, 2020).

On the other hand, one of the difficulties that they encountered in reading comprehension texts is individual ignorance. This includes the roles played by the students, teacher and even parents. Today's students having lack of responsibility and did not take any incentives to help them to overcome those difficulties. They ignore themselves because, according to them, they are lazy and think that it is not important for their future. According to Maharsi, Ghali & Maulina (2019), stated that students' reading habits serve as the foundation of reading for pleasure. Without early encouragement, it could be difficult to start reading, even for pleasure. Moreover, the teacher needs to put an effort to gain interest among students in reading comprehension texts. Most of the students stated that the teacher needs to teach students about the possible strategies that they could use to overcome the challenges they faced in reading comprehension texts. Teachers must instruct and teach the students on pronunciation, vocabulary, and even fluency to spark the interest in reading and teachers also must emphasise the value of doing reading comprehension texts in class. When it comes to reforming education or improve students' performance in exam, teachers play a crucial role, especially in the learning processes of students (Ganaprakasam & Karunaharan, 2020). Furthermore, lack of parental support is another reason why students struggle with reading comprehension. Most parents speak

using their native tongue to their children at home, which causes them to lose interest in English. It frequently necessitates that parents utilise and educate their native tongue as the dominant language at home but when choosing a language for their children, parents primarily relied on their own experiences learning their mother tongue rather than teaching other language (Vicencio, 2022). As a result, students begin to experience difficulty in understanding the texts' content and answering the reading comprehension questions because they are unable to absorb the texts' ideas. Every individual has a significant impact on enhancing students' performance, particularly in reading related areas and they should all be aware of their impact they have in their educational performance.

5.1.2 What strategies do Malaysian secondary school students use to strengthen their ESL reading comprehension skills?

The second research question consists of three themes including translating strategies, student's accountability and integrated strategies. The strategies implemented by secondary school students to overcome their difficulties with ESL reading comprehension will be the main discussion of this section. During the interview sessions, the respondent was given a statement questioning whether translating strategies are beneficial for students or not. In contrast to the eight students who disagree with the statement, approximately 12 students think that it is extremely useful for the students. One of the strategies that students apply most frequently is translating strategy because it makes it simple for them to comprehend the words or content of the texts. According to Alaboud (2022) claimed that as a method to enhance reading abilities, translating strategy proved equally effective as in-depth reading. It is not helpful as it is merely encouraging to develop their native language rather than their English language, according to one of the findings drawn from the findings. This strategy may give student's targeted language

an incorrect or improper meaning, therefore it is not always an excellent choice to use it (Hassan, 2020). Thus, students should put their efforts to discover the meaning of the words using English language rather than using the translator tools.

Next, the second theme formed was known as students accountability. This refers to the all the strategy that students should consider in doing reading comprehension texts. Students suggested that students make use of dictionaries to figure out the meaning of the words based on the student's findings in chapter 4. Additionally, they mentioned that students should work hard to improve their English language skills by reading articles, listening to music or doing it both at one time. This allows students to explore by themselves and easily understand the meaning. It will be really helpful for them because students personally taking incentives to learn independently. On the other hand, when students read articles or listen to music, this could be able to develop not only their reading skills but also their other components. According to Erten, Ece & Eren (2015) claimed that students who listen to music or listening to their preferred music while answering reading comprehension considerably worse on reading comprehension tests than the students who did not listen to any music while or before reading the same content comprehension texts.

Lastly, the integrated strategies will provide students the confidence to use in their reading comprehension texts. This is due to the fact that all of the strategies mentioned by the respondents already exist. There are certain strategies listed by the students including repetition, summarizing, using dictionary and read aloud strategies. Most of the students said that using dictionary is one of the best way to gain their interest in reding comprehension texts. It has been proven that the dictionary will make it easier for the students to discover solutions to their difficulties, therefore it will comfort the students to find the meaning and function of the phrases and it also demonstrated that using a dictionary will boost

students' understanding on vocabulary (Uswahsadieda et al., 2020). Students can easily use the dictionary through their gadgets because nowadays the technologies are getting updated. All the students need to get use of those strategies to score well in their reading components.

5.2 Implications of the study

This study primarily focuses on the Malaysian secondary school student's perspectives regarding the difficulties they faced in ESL reading comprehension, as well as the strategies they use to get overcome those challenges. The 20 respondents shared their thoughts and opinions during the interview sessions. Thus, variety of perspectives have been obtained on the challenges faced in ESL reading comprehension, along with some solutions they implemented. The reason why this research was conducted because students nowadays begin to lose their interest in reading, and it has been clearly seen from the majority of the answers given by the students during the interview sessions. It also showed that they were unconcerned of the existing reading strategies. As a result, this study will give a brief ideas not only to the secondary school students but also for the teachers and the education system.

First of all, the secondary school students will gain insight from knowing earlier about what challenges they might experience in reading comprehension due to this study. On the other hand, students can also learn about the strategies, methods or techniques that they could use to get through the difficulties they experienced. In order to avoid hardship during their learning period, they should be aware of the challenges they might face and improve their reading comprehension skills before they enter into secondary school. As a result of their awareness on the challenges and strategies, the students were able to handle themselves if they ran into reading comprehension difficulties. This may provide a better results in their English subject. The major problems they faced is knowing or understanding the words in the comprehension

texts. Thus, this study offers some methods for assessing unfamiliar words using the context information. The solutions offered will be helpful for students if they have trouble in figuring out the vocabulary words and its meaning or having lack of vocabulary knowledge. It is because understanding the words and its meanings is a fundamental skill that every students should be able to master it. Students may find summarising strategies a bit challenging for them to adapt, but it enables them to learn on how to recognise and comprehend the main ideas in reading comprehension texts. It may assist the learners of all levels since it teaches them how to effectively grasp the information they read. Through this study, students are able to identify the difficulties and decide whether they are dealing with comparable challenges or not in reading comprehension texts. If they do, they may use some of the strategies mentioned in this study to solve their challenges.

The teacher is the second group of people for whom this study is essential. One of the most challenging aspects of being a teacher is figuring out on what are the challenges experience by their students in reading comprehension texts. The teacher can easily determine the common reading comprehension challenges that their students encounter though this study. Thus, teachers will be able to create a useful lesson plan and interesting materials to be use in their lesson as a result. Instead of applying the strategies that the teacher preferred, the teachers can gain insight from this study on what are the strategies that the students most frequently used or interested in to overcome the difficulties they faced with reading comprehension texts. Additionally, when choosing reading comprehension texts, the teacher would be able to figure out the depth of the content that the students were most interested in and design the tasks appropriately. Therefore, this study will be really effective in enhancing students' reading comprehension test outcomes.

Moreover, this study will be really effective for the education system. This is because the details highlighted in this study will be useful for developing curriculum, syllabuses, student learning outcomes, teacher performance, and exam papers. Peoples who work in the education system would be able to understand on what the students are aiming for because students nowadays having diverse mindsets. Students are more interested in reading complex materials that have multiple fonts, colours, and styles. As a result, the educational system should take this into consideration and design it based on students' interests. The student's interest and performance in their reading components may both improve as a result. The educational system is extremely important in assisting students in overcoming their difficulties with reading comprehension because they are the ones who developed the syllabus, formats, scheme of works, learning objectives, learning outcomes, and high-quality materials. Thus, through this study, they will be able to figure out the actual difficulties that the students faced in reading comprehension texts as well as the strategies they used and update the education system accordingly.

5.3 Limitations

After carrying out the research, the researcher discovered that the research experienced a number of limitations. Since the main focus are on the secondary school students perspectives on the difficulties faced in ESL reading comprehension, it was a bit challenging for the researcher to obtain participants because most of the secondary school students did not have the confidence to participate in interviews. Some of the students declined to take part in the interview, due to their busy schedules and lack of interest in this study. Thus, this made the researcher to talk and encourage them to participate in the interview sessions.

The second limitation of lack of cooperation from the respondents. This is because they kept changing the date and time of their interview sessions. This made the researcher to postpone their interviews and reschedule it again so, that it would not clash with other interviewees. It also made the researcher to carry out more than three interviews in one day. There are some students who cancel their participation due to lack of internet connection at the house. This made the researcher to find for new respondents.

Next, the researcher faced some difficulties in processing the data obtained from the interview sessions. The researcher almost took three weeks to get its done with the transcripts and identify the main points highlighted by the respondents. This is because the researcher put an effort to type out each and every sentences mentioned by the respondents in order to get an accurate data. It was also challenging to understand what have been mentioned by the respondents due to their pronunciations.

5.4 Recommendations for future research

The researcher acknowledged the limitations listed and came up with a number of recommendations and suggestions. It might come under the same area as the research itself or another related field. First of all, the future research should be focus teachers and parents perspectives since the studies among students has been carried out. This is because teacher and parents are playing an important role in this particular topic. Therefore, it will be very beneficial to discover their perspectives on why students struggling in reading comprehension texts. This will provides different opinions and point views which will make the readers to stay alert and know earlier on what are the challenges they might face through teacher and parents perspectives. It is also highly suggested to carry out a research on comparing student's interest

in using certain strategies and analyse it in depth not only in terms of reading but also the other components.

Next, during the future research the interviews sessions should be carried out physically rather than doing it through online. This is because the researcher will be able to obtain respondents' spontaneous responses and prevent respondents from answering to questions based on online sources. It is preferable to use the transcript generating apps if the researcher conducts the interview session online in order to obtain more accurate data. Additionally, it will prevent the students from physically to reject their participation.

Furthermore, the future research should be carry out on the difficulties faced in speaking, writing and listening components. This would enable everyone to have a comprehensive ideas of the difficulties they encountered in those components. This would basically cover a wide area and components of English language. Future research on student and teacher perspectives of the importance or difficulties face faced in four components including reading, speaking, writing, and listening can also be conducted. This will covers and provides a broad ideas on the importance and challenges faced for those four components from students and teacher perspectives.

5.5 Conclusion

In conclusion, the developed research question from Chapter 1 was discussed in detail in this particular chapter along with the data obtained from the interview sessions. It demonstrates how important it is to recognise students' challenges in reading comprehension texts along with the strategies in order to enhance their reading comprehension abilities. Besides that, several limitation has been highlighted together with some possible solutions. In this study, there are

always a potential for advancement. The ideas provided should be taken into consideration by

the future researchers who are interested in undertaking their study in this field of research.

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APPENDICES

Appendix 1 - Semi-Structured Interview Questions

Section A – Demography of respondent

Respondent	
Name	
Age	
Class	
Frequent language used	

Section B

1) Do you love reading ? Either yes or no give some reasons.

2) What the challenges you encountered when reading comprehension texts?

3) Researchers claimed that understanding the content of the reading comprehension text is one the major problems encountered by the students. What do you think?

4) Whom do you blame when the student faced difficulties in reading comprehension? Why?

5) Do you think that every challenge encountered in reading comprehension can be overcome? How?

Section C

1) Have you ever heard about metacognitive or cognitive reading skills? If yes elaborate.

2) How do you manage when you receive a reading comprehension texts that you are unfamiliar with?

3) What are strategies you will suggest in order to strengthen the reading comprehension skills?

4) Most of the students will translating strategies to understand the content of the reading comprehension using their mother tongue. Do you think that is a good way to improve their reading skills?

5) Is there any suggestion or solution you want to provide in strengthening reading comprehension skills?

Appendix 2

Links to guide the conducted interview sessions:

Speaker (S_)	Link (press Ctrl + click the follow link
S1	1 priya.mp4
S2	2 hui jing.mp4
S3	3 chloeyn.mp4
S4	4 shirvin.mp4
S5	5 ming shan.mp4
S6	6 pravina.mp4
S7	7 tky.mp4
S8	8 KARTIKEYAN.mp4
S9	9 KISHALINI.mp4
S10	10 AISHYAH.mp4
S11	11 THANESH.mp4
S12	12 THANUSH.mp4
S13	13 PRITISHA.mp4
S14	14 KAVIYA ANN MORGAN.mp4
S15	15 WARDINA.mp4
S16	16 DASHWIN.mp4
S17	17 LARRY JACKSON.mp4
S18	18 DHARCHINI.mp4
S19	19 ROSHINIE.mp4
S20	20 HARINESH.mp4

Appendix 3 – Mid Term Exam Paper

SEKOLAH MENENGAH KEBANGSAAN BUNTONG

PEPERIKSAAN PERTENGAHAN TAHUN 2022
BAHASA INGGERIS TINGKATAN 4 KERTAS 1
OGOS 2022
1 ½ JAM

JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIBERITAHU

Arahan

1. Kertas soalan ini mengandungi **lima** bahagian dan terdiri daripada **40 soalan**.

2. Jawab **semua** soalan.

3. Baca arahan bagi setiap bahagian dan soalan dengan teliti.

Disediakan oleh,

....
PN TEH LENG CHEE
GURU BAHASA INGGERIS TINGKATAN 4

Disemak oleh,

....
DR SHUSHMA DEVI A/P PIARALAL
GURU BAHASA INGGERIS TINGKATAN 4

Disahkan oleh,

....
PN NOORASHIKIN BT ABDUL RAHMAN
GURU KANAN BAHASA SMK BUNTONG

1

PART 1
Questions 1 – 8
Read the texts carefully in each question. Choose the best answer A, B or C. For each question, mark the correct answer A, B or C on your answer sheet.

Hoon Seng Electrical

Latest air conditioners with multi-functional parts to suit your needs and comfort, whether day or night.

PROMOTIONAL OFFER RM1,000
Usual price RM1,250
While stocks last!

*First 200 customers
will receive a free set of cookware.*

**HOON SENG ELECTRICAL
10, Jalan Puchong,
40000 Petaling Jaya.
03-85556778**

1 Which of the following statements is true?
   A The promotional offer is for an indefinite period.
   B The air conditioners can be used for different purposes.
   C The promotional price of RM1,000 is only valid for six months.

The key to successful weight loss is making permanent changes to your lifestyle. Therefore, avoid crash diets as it is ineffective. Rapid weight loss is often followed by rapid weight gain plus some extra. Instead, adopt a sensible and gradual diet plan that you can follow for life.

2 The main point in this extract is
   A changes we make to our lifestyle are temporary.
   B crash diets will result in permanent weight reduction.
   C in order to lose weight, we should follow a healthy eating plan.

Social skills become increasingly important as children get older. Every parent can help develop basic social skills in the child. He can teach the child opening lines to use when meeting new friends. As important is to stress to the child the need to get along with others. Good social skills enable children to have better peer relationships.

3 The extract says that
   A parents can learn social skills from their child
   B children must get along with everyone
   C social skills can be taught by parents

City	Temperature	Forecast for the next day
Perth	21 degrees Celcius	Rainy and cloudy
Hong Kong	32 degrees Celcius	Warm and sunny
Bangkok	35 degrees Celcius	Hot and humid
Singapore	30 degrees Celcius	Warm with **intermittent** rain

4 The word **intermittent** means
   A raining lightly.
   B occuring frequently.
   **C** happening at irregular intervals.

2

Hi, Sarah. Have you seen the video I sent you?

Hi, Lina. Do you mean the one in which three girls were slapping, kicking and pulling a girl's hair?

Yes. It is horrible! Can't imagine how the victim went through it. It must be awful! So, have you heard any news about the culprits?

Well, they have not been convicted yet. However, they were held last Saturday and remanded for three days.

☺ Type a message 📷 🎤
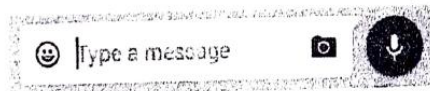
5 Which of the following statements is true?
- **A** Sarah sent the video to Lina.
- **B** The culprits have been found guilty.
- **C** The victim was bullied by three girls.

PUCHONG: Dengue cases are increasing in the neighbourhood. To stop this rapid spread, the town council has launched an anti-degue campaign. Residents are urged to give their support. Elimination starts with destroying the breeding grounds of mosquitoes. Prevent mosquitoes from breeding by keeping cotainers covered or dry.

6 The news report requests for
- **A** people to stay indoors.
- **B** public cooperation for the campaign.
- **C** the launching of an anti-dengue campaign.

Processed foods get a bad rap, which many of them deserve. They can be high in sodium and sugar, and laden with unrecognisable ingredients. Reducing your reliance on prepared and packaged foods is a positive step towards good health.
Concerned Consumer, Kuala Lumpur

(Adapted from *www.rdasia.com*)

7 The aim of the writer is to
- **A** educate people on ways to cook processed food.
- **B** highlight the types of processed food.
- **C** encourage healthy eating.

Come and join a 2-day seminar on

Anger Management
Time for Change

Learn how to handle your anger and remain calm during stressful situations.

Date: 15 & 16 December 2021
Time: 9:00 p.m. – 5:00 p.m.
Venue: Lazio Ballroom, Pearl Hotel
Fee: RM500 (Inclusive of tea break, lunch, seminar kit and certificate of participation)

Speaker: Dato' Dr Syed Mazlan,
Professional Trainer in Relationship Management

8 Which of the following statements is true about the brochure?
- **A** There is no entrance fee.
- **B** Each participant will be awarded a certificate.
- **C** Accommodation will be provided for the participants.

3

PART 2
Questions 9 - 18
*Read the text below and choose the **best** word for each space. For each question, mark the correct letter **A, B C or D** on your answer sheet.*

Scan n Go eWallet has provided QR codes for users to scan and send donations to organisations that <u>are</u> **(0)** helping underprivileged communities.

    With of Movement Control Order in place, users can _____ **(9)** to donate by scanning the QR codes found on the company's Facebook page. They can also save the QR code images in their phones and share the QR codes _____ **(10)** family members and friends. This will help facilitate donations to non-governmental organisations (NGOs) such as Kembara Soup Kitchen and Yayasan Generasi Muda just to name a _____ **(11)**. These organisations mainly cater to the needs of the homeless and poor families.

    The proceeds would be channelled to the partners of Scan n Go eWallet. As Scan n Go eWallet has a large user base, the company can do _____ **(12)** part by promoting a digital and cashless platform. Financial aid can then be given as a long-term solution and immediate response to the Covid-19 pandemic. The NGOs that have been _____ **(13)** on traditional methods of receiving donations should get in touch with Payee Digital Sdn Bhd so that a safer, seamless and quicker avenue can be provided _____ **(14)** the e-wallet.

    Users can make a donation based on _____ **(15)** steps. Firstly, they need to go to the company's Facebook page to _____ **(16)** a list of QR codes from the NGO partners. Secondly, users need to scan and donate directly if they are _____ **(17)** laptops. However, users can also save the QR code images in their mobile phones. Next, users should open the Scan n Go eWallet app. They need to tap on the scan function and then tap on 'Scan from Gallery' to select the QR code. Finally, users should key in the amount that they _____ **(18)** to donate.

0	A	is	B	are	C	was	D	were
9	A	continue	B	continues	C	continued	D	continuing
10	A	of	B	for	C	with	D	about
11	A	few	B	many	C	more	D	little
12	A	they	B	them	C	its	D	it
13	A	rely	B	relies	C	relied	D	relying
14	A	to	B	into	C	through	D	towards
15	A	these	B	those	C	that	D	this
16	A	obtaining	B	obtained	C	obtains	D	obtain
17	A	use	B	uses	C	used	D	using
18	A	wish	B	wishes	C	wished	D	wishing

4

PART 3

*You are going to read an extract from an article. For **questions 19 – 26**, choose the correct answer (**A, B, C** or **D**) and mark the correct letter **A, B, C** or **D** on your answer sheet.*

A Young Malaysian man by the name of Yew Ping Soo made history as the first Malaysian to be involved in the Star Wars movie franchise in *Solo: A Star Wars Story*. So far, he has worked as an audio producer and sound engineer for many famous Hollywood movies including *The Lion King, Ferdinand, X-Men: Dark Phoenix, Ralph Breaks the Internet, Aquaman and Gears 5*. Apart from that, he has also worked with renowned music engineers and composers such as Hans Zimmer, Alan Meyerson, Shawn Murphy, Stephen Lipson, John Powell and Germaine Franco.

Yew's interest in music came from his desire to emulate his two elder brothers, who at the time played children and folk songs on the piano. He decided that he would take up the piano when he was seven. He told his parents that he wanted to follow his brothers' footsteps. Unfortunately, his brothers quit learning the piano halfway but his parents hoped that he would continue on and complete the Associated Board of the Royal Schools of Music (ABRSM) Grade 8 piano syllabus. He did, and since then, music and piano became part of his life.

Yew said he often listened to music while doing his homework and recalled that he would stop to think about how the music that reached him merely through a pair of tiny earphones was created. He also used to wonder how music was produced, recorded and mixed. He was also especially curious about how music for video games and films were recorded as they usually involved an orchestra consisting of 56 to 90 musicians. There were immense curiosity and interest on music production. These thoughts soon drove him to a career in music production and engineering.

He was talented and had great interest in music. This aptitude enabled him to be admitted into the prestigious Berklee College of Music in Boston at the age of 23. He described his years in Berklee as one of the best experiences of his life as it allowed him to hone his skills in music and audio engineering while being surrounded by talented and professional musicians. After graduating in 2015, he packed his bags and musical equipment and drove to Los Angeles looking for opportunities in Hollywood. His break came at the end of 2015 when he was given a studio assistant internship at Heitor Pereira's studio, where he was part of the production for *Angry Birds* and *Despicable Me 3*.

The Internship appeared to open doors of opportunity for him. Later he was given a one-year contract to work as a score production assistant for well-known Hollywood composer, John Powell. This opportunity allowed him to be involved in the production of

5

Ferdinand and *Solo: A Star Wars Story* in 2017. All the work experiences in his resume led him to be hired at Hans Zimmer's production studio as an assistant engineer. Zimmer was Yew's childhood idol and he was understandably thrilled by the opportunity. "Not only did I get to work on Zimmer's projects such as *X-Men: Dark Phoenix* and *The Lion King*, but I also had the chance to work with another one of my idols, Alan Meyerson. He is one of the greatest score recording and mixing engineers in Hollywood and I was lucky enough to work on several projects under him such as *Ralph Breaks the Internet* and *Aquaman*," said Yew, who is currently working on the video game *Star Wars Jedi: Fallen Order*.

According to Yew, he prepares for big productions by taking a deep dive into the storyline, the music and even the studio equipment used. He also looks into the latest music and audio technology. Yew has pledged to share the skills honed and experiences gained from working in Hollywood, China, Hong Kong and Taiwan with the Malaysian music and film industry, so as to help develop and build it to international standards.

19 In paragraph 1, how did Yew make history?

    A He was the sound engineer in *Aquaman*.

    B He has worked with prominent music composers.

    C He knew Alan Meyerson, Shawn Murphy and Stephen Lipson.

    D He was the first Malaysian to be involved in the *Star Wars* movie franchise.

20 In paragraph 2, what made Yew take up the piano in the first place?

    A He wanted to follow his parents' advice.

    B He wanted to follow in his brothers' footsteps.

    C He wanted to play folk songs on the piano.

    D He wanted to finish the ABRSM Grade 8 piano syllabus.

21 In paragraph 3, we know that

    A Yew had a pair of tiny earphones.

    B Yew dreamed of being a musician.

    C Yew was fascinated by music production.

    D Yew recorded music for films and video games.

6

22 In paragraph 4, why did Yew mention his time in Berklee as 'one of the best experiences of his life'?

A He was able to enhance his skills surrounded by professional musicians.

B He was involved in the production of *Angry Birds*.

C He became an assistant at Heitor Pereira's studio.

D He became an audio engineer in Hollywood.

23 In paragraph 5, the word 'opportunity' refers to Yew

A being hired as an assistant engineer at his idol's production studio.

B being involved in the production of *Ferdinand* in 2017.

C gaining a one-year contract with John Powell.

D working on a video game.

24 How does Yew prepare for big productions?

A By scrutinizing the music, storyline and studio equipment.

B By comparing the local and international music industry.

C By sharing his skills and experiences with others.

D By working in other countries.

25 From the last paragraph, the word 'pledged' can best be replaced with

A vowed.

B planned.

C decided.

D considered.

26 Yew feels that the Malaysian music and film industry

A should prepare for productions in Hollywood and Hong Kong.

B can be developed to be on par with the international standards.

C should have the latest music and audio technology.

D can be built based on the storyline and music.

PART 4

Questions 27 – 32

*You are going to read an article about a student talking about working in groups. Six sentences have been removed from the article. Choose from the sentence **A to H** the one which fits each gap (27 to 32). There are two extra sentences which you do not need to use.*
*Mark the correct answer **A - H** on your answer sheet.*

Working in Groups

Group work consists of two or more people working together to complete an assignment, a project or any school-related work. Many students prefer individual work because they are in control of how they work but there are just as many who prefer group work.

I believe working in groups is the best way to complete your assignments or projects. Firstly, it allows more ideas to be shared. **27** ☐ Having different perspectives can help the group to create a good project.

Secondly, working in a group increases work efficiency. Though everyone in the group can share their ideas, each person will have a task. **28** ☐ It also helps group members complete the work in lesser time. Finally, group work allows members to cultivate teamwork. You have to listen to the opinions of other group members as well as work with different personalities to successfully complete a project. **29** ☐

On the other hand, group work poses difficulties too. **30** ☐ When people with different personalities and work styles come together, clashes arise. Moreover, one member with a strong personality can influence the progress of the entire group. Other members, who want to contribute towards the group may not have the opportunity. **31** ☐

In addition, instances of unequal division of work can also occur. One or two members may end up shouldering more responsibilities than others. When this happens, tension and unhappiness emerge.

Alternately, there will be times when one member doesn't do much but gets to enjoy all the accomplishments of the group. **32** ☐ However, this may not always happen.

To sum up, working in groups is without problems. But when the group is well-run, work can be carried out efficiently.

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A Every member must do their fair share.

B Therefore, you learn how to be a good team player.

C More people in a group means more ideas can be generated.

D Working alone means spending more time and effort on a project.

E This will create dissatisfaction among members.

F The division of tasks can lighten work.

G The most obvious one is conflict.

H This is another cause for arguments to arise in a group.

9

PART 5 Questions 33 - 40

We interviewed six students about cities that they would like to visit. Read the texts below and answer the questions that follow.

COUNTRIES AROUND THE WORLD	
A **Salmi**	I choose a place close to home which is Thailand. Thailand boasts of beautiful beaches where I can relax and enjoy some peace and tranquillity. Krabi will be the perfect place that offers tis visitors a wide array of leisurely activities such as island-hopping, snorkelling and scuba diving. One of the beaches is Railay Beach. The fabulous white sand beach is only accessible by boat making it quite extraordinary if compared to other beaches.
B **Tasnim**	I'm a fan of Korean dramas. Hence, South Korea will be the destination of my visit. The best time that I would like to be there is during springtime. I'm sure Jeju Island will be as beautiful as it looks in the dramas. Besides the view, I would also like to experience the Korean cultural life.
C **Anna**	I would like to visit Amsterdam, a fascinating place to go exploring on bicycles! Clogs, windmills and of course, tulips, are some of the most recognisable icons of the Netherlands. Visitors can enjoy most of these Dutch treats and sights all year round except for the famous tulips. The delicate flowers which blossom for just a few weeks in the spring are definitely included in the itinerary.
D **Adam**	I am interested in architecture so my choice is Istanbul, Turkey. Visitors to Istanbul will not miss looking at beautiful, historical landmarks besides its shopping sites and delectable cuisine. My tour should include The Hagia Sophia, a beautiful church-turned=museum with an interesting history, the Blue Mosque and the famous Topkapi Palace.
E **Kancana**	I love challenging sports. I've tried skateboarding and ice skating. I would love to try skiing and I hope to be able to ski in Austria, a mountainous country in Europe. I've read that the country is situated in the Alps where outdoor winter sports are a favourite pastime. It will certainly be difficult to choose one out of the many skiing resorts available to tourists.
F **Julian**	I have always dreamed of going to the Disneyland Park which is situated in Los Angeles, United States of America. It was the first amusement park built based on the concept of the Disney film characters. Imagine being part of the entertainment and attractions of the park said to be the land of magic!

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Questions 33 - 36
Which paragraph (**A – F**) describes the following students?
Mark your answers on the answer sheet.

	Statements	Paragraph
33	I enjoy trying out adventurous and challenging activities.	
34	I love all the characters in the film especially Mickey Mouse and Donald Duck.	
35	I can't imagine the spectacular view of colourful flowers blooming in the fields in spring.	
36	I appreciate the creativity of the people in constructing beautiful mosques and palaces during the olden days.	

Questions 37 – 40

Complete the notes below using information from the text. Choose **no more than one word** from the passage for each answer.
Mark your answers on the separate answer sheet.

Wish I could be there!

Globetrotting around the world can be a very interesting and enriching experience. I can learn about people in other countries and their (37) _____ life. If I were on a holiday, I can do things at a (38) _____ pace. It is wise to realise that different countries offer different attractions. Among them can be (39) _____ some historical sites, relaxing at mountainous resorts and beaches or appreciating blooming flowers in spring. Of course, shopping and trying out local food will always be included in the (40) _____ .

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NAME : _____   CLASS : _____

ANSWER SHEET (ENGLISH FORM 4/ AUGUST 2022)

PART 1 Blacken your answer.

1	(A)	(B)	(C)	
2	(A)	(B)	(C)	
3	(A)	(B)	(C)	
4	(A)	(B)	(C)	
5	(A)	(B)	(C)	
6	(A)	(B)	(C)	
7	(A)	(B)	(C)	
8	(A)	(B)	(C)	

PART 2 Blacken your answer.

9	(A)	(B)	(C)	(D)	
10	(A)	(B)	(C)	(D)	
11	(A)	(B)	(C)	(D)	
12	(A)	(B)	(C)	(D)	
13	(A)	(B)	(C)	(D)	
14	(A)	(B)	(C)	(D)	
15	(A)	(B)	(C)	(D)	
16	(A)	(B)	(C)	(D)	
17	(A)	(B)	(C)	(D)	
18	(A)	(B)	(C)	(D)	

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