

## CHAPTER FOUR

### RESULTS

The verbal report of each student was transcribed and coded. The results of their frequencies of the strategies used are presented in Table 1.

*Table 1. Reading Strategies*

Strategies	Student 1		Student 2		Student 3		Student 4		Total Strategies Used	%
	F	%	F	%	F	%	F	%		
<b>Global</b>										
Background knowledge	1	3.85	5	13.89	4	10.81	9	28.13	19	14.96
Evaluate	4	15.38	6	16.67	6	20.69	4	12.50	20	15.75
Predict/Hypothesis	6	23.08	2	5.56	4	13.79	3	9.38	15	11.81
Self-question	1	3.85	1	2.78	4	13.79	0	0.00	6	4.72
Summarizes	4	15.38	1	2.78	5	17.24	4	12.50	14	11.02
Skim	4	15.38	3	8.33	5	17.24	3	9.38	15	11.81
<b>Local</b>										
Re-read	6	23.08	4	11.11	4	13.79	4	12.50	18	14.17
Context clues	4	15.38	4	11.11	2	6.90	2	6.25	12	9.45
Paraphrase	1	3.85	1	2.78	3	10.34	2	6.25	7	5.51
Vocabulary (identified grammatical categories of words and word families)	0		0		0		1	3.13	1	0.79
<b>Utterances</b>	<b>31</b>		<b>27</b>		<b>37</b>		<b>32</b>	<b>127</b>		<b>85.04</b>

F = frequency.

#### 4.1 Reading Strategies Used

##### Background Knowledge

The 4<sup>th</sup> student frequently verbalized background knowledge, an average of 28.13. His verbal report showed that he used both formal schemata (background knowledge of the formal, rhetorical organizational structures of different types of texts) and content schemata (background knowledge of the content area of a text) to comprehend the text. With regards to content schemata, for example, he read the topic of the article and then predicted the content of the text, "Course book: Take it or leave it....It should be about using a coursebook in the classroom...it has been an issue in

TEFL....something like we learnt in the Material Development class.” Meanwhile the 2<sup>nd</sup> and 3<sup>rd</sup> students used background knowledge 13.89% and 10.81 respectively. On the other hand, the 1<sup>st</sup> student used only 3.85% of this item. Background knowledge accounts for 14.96% of the overall strategies used.

### **Evaluation**

The 3<sup>rd</sup> student frequently evaluated the text, showing agreement and disagreement based on his experience, an average 20.69% of his total strategies used. Similarly, the 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> students used 15.38%, 16.67% and 12.50% respectively. For example, the 3<sup>rd</sup> student agreed with the benefits of using the coursebook, “Yes, the coursebook can help us in preparing our lesson within the time constraint.” The 2<sup>nd</sup> student also agreed with the author, “It is true that coursebooks are useful. We can review it before taking an exam”. This strategy made up a total of 14.81 % of the strategies used.

### **Predict/Hypothesis**

It is evident that most of the students predicted the content of the text. It accounts for 11.81% of the total strategies used. The 1<sup>st</sup> student frequently used this strategy, as high as 23.08%. For example, the 1<sup>st</sup> student predicted the content of the text from the title. She formulated hypotheses about the content of the text with the help of her background knowledge, “Should be about using a textbook”. Similarly, the 3<sup>rd</sup> student also guessed the text’s content by looking at its title, “It’s about a coursebook, probably an argument about using it”. He made up 13.79% of this item. The 2<sup>nd</sup> and 4<sup>th</sup> used this strategy 5.56% and 9.38% respectively.

### **Self-Questioning**

The 1<sup>st</sup> and 2<sup>nd</sup> students rarely used this strategy. Their verbal reports showed that each of them used this strategy only once, accounting for 3.85% and 2.78% respectively. On the other hand, the 4<sup>th</sup> student did not use this strategy at all. However, the 3<sup>rd</sup> student frequently used this strategy, compared with the first two. He made up 13.79% of the total strategies used. For example, when he read, “What’s the

coursebook in aid of, really? Well, this will discuss the advantages of the coursebook.....what are they?"

### **Summarizing**

While the 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> students often summarized the main idea of each paragraph, accounting for 15.38%, 17.24% and 12.50% respectively, the 2<sup>nd</sup> student used this strategy only once (an average of 2.78%). She made a summary at the end of the article. The following are examples of their summaries.

1. In this paragraph, the author pointed out whether we should use a coursebook in classroom.
2. This is about the advantages of a coursebook. It helps teacher prepare lessons. For students, they can use a textbook for reviewing.

### **Skimming**

Most of the students used skimming while reading the text, 15.38%, 8.33%, 17.24% and 9.38 respectively. This strategy accounts for 11.81% of the overall strategies used. The students first previewed the text by skimming, finding what the text is about. In each paragraph, they skimmed the text to look for main ideas and sentences that contribute to the meaning of the text as a whole. For example, when reading the first paragraph the 1<sup>st</sup> student looked for main ideas and skipped unnecessary sentences, "Why do we always have to do the exercises on pages.....I need to skip this. It is just too many details."

## **4.2 Local Strategies**

### **Re-read**

Most of the students frequently used this strategy, accounting for 14.17% for the total strategies used. They re-read when they lost their concentration and needed to get back on track; needed to focus on sentences considered important to the main ideas of the text. Also, they re-read when they encountered difficult words and structures to increase their understanding. For example, the 4<sup>th</sup> student encountered the word "monolithic" which is unfamiliar to him. Then he re-read the sentences to guess its

meaning. “Monolithic.....what is it?.....They do not have to worry, although eventually fed up with this monolithic process.”

### **Context Clue**

Most of the students used context clues to guess the meaning of difficult words. The 1<sup>st</sup> and 2<sup>nd</sup> students often used this strategy, 15.38% and 11.11% respectively. For example, the 2<sup>nd</sup> did not understand the word “jeopardy”; however, by reading the whole paragraph, she guessed that it means something bad or troubles. “in jeopardy....what is it ...um many of these publishers and school owners are actuated by greed.....so it should be something bad or in trouble”. On the other hand, the 3<sup>rd</sup> and 4<sup>th</sup> students used this item less than the other two, 6.90% and 6.25% of the strategies used.

### **Paraphrase**

Most of the students rarely paraphrased what they read. It accounts for 5.51% of the total strategies used. For example, he paraphrased “textbook sometimes become a bone of contention between publishers and foreign language schools” into “Publishers and foreign language schools sometimes argue about textbooks.”

### **Vocabulary**

Only the 4<sup>th</sup> student was found to use vocabulary strategy, trying to identify grammatical categories of words and word families, only once, accounting for 3.13%. For example, “monolithic.....mono is single...monolithic should be one single method”.

## **4.3 Retelling**

The students recalled the article in Thai. The following is the translated version.

### **Student 1**

It's about using a textbook, whether we should use it or not. The author said that a textbook have many advantages. Without a textbook, teachers need to prepare

their own materials. Due to the time constraint, it is impossible. It is more convenient for teachers to prepare lessons and materials by having a textbook. However, teachers should not depend on a textbook only. They should also think about developing their own materials when necessary.

#### **Student 2**

It is about using a coursebook. The author points out if a coursebook is necessary or not, good or bad. He agrees that we need a coursebook. Students are confident if they have textbooks. Textbooks help them with reviewing lessons they have learnt in school. Teachers can prepare the lesson with textbooks in a limited time. They do not have to find materials themselves.....The important thing is that we should not always rely on textbooks. We should consider whether the book is good for our lesson. If not, we have to produce our own materials. If students do not understand lessons in class, we should look at ourselves and not blame the textbook.

#### **Student 3**

Shall we use a coursebook or not? At first, it seems that the author is confused on whether using textbook is good or not. When I continue reading, the author seems to agree with using coursebooks. There are advantages for teaching and learning. Students feel confident if they have a textbook in their hand when preparing for exams. It minimizes time in finding materials for teaching or teachers have to write their own stories. Coursebooks have a bad-side as well. We're blinded by the advantages of the textbook so we should consider its bad side as well. Students feel that coursebooks are something they have got to do, just follow the exercises in the book....only studies what is in the book. This results in the failure in learning. The author concludes that a coursebook is good as long as we think about the suitability of the teaching. We also need to produce our own materials for teaching. Don't blame the coursebooks, but you, yourself first.

#### **Student 4**

It's about a textbook, use it or not. The author is English. Sometimes he is not sure why we have to use a textbook written by others. However, he agrees that

textbooks are useful. For example it helps teachers when preparing lessons. This is because teachers have no time to produce their own materials. Students use textbooks to review what they have learnt in class, they feel good when using a textbook. Textbooks also have a bad-side. We only look at its good side. Well....another good thing about textbooks is that they are interesting and attractive with beautiful pictures, better than photocopied materials, black and white only. Using textbooks will give us benefits if only we use them in the right way. When we need something new, then it's time to develop new materials. It depends on our opinion toward the textbooks; if they have what we need. Do not blame the textbook. Look at the way you teach! To conclude using a textbook has advantages. It depends on how teachers use it and modify the textbook to be suitable for their lesson.

#### Assessment of Retelling

Criteria	Score
Participant generalizes beyond text; includes thesis statement (summarizing statement), all main ideas, and appropriate supporting details; includes relevant supplementations; shows high degree of coherence, completeness and comprehensibility.	5
Participant includes thesis statement (summarizing statement), all main ideas, and appropriate supporting details; includes relevant supplementations; shows high degree of coherence, completeness and comprehensibility.	4
Participant relates main ideas; includes appropriate supporting details and relevant supplementations; show adequate coherence, completeness and comprehensibility.	3
Participant relates a few main ideas and some supporting details; includes irrelevant supplementations; shows some degree of coherence; shows some completeness; the whole is somewhat comprehensible.	2
Participant relates details only; includes irrelevant supplementations or none; shows low degree of coherence; incomplete; incomprehensible	1

According to the criteria in the table, the first and second students scored 3 out of 5. Their reconstruction of the passage generally follows the line of thought presented in the text. The retelling contained the main ideas of the article. For example, they mentioned that the reading text was mainly about the issue of using coursebooks in classrooms. They also include appropriate supporting details. For example, they exemplified the advantages of coursebooks. However, they failed to mention a few details about the disadvantages of the textbooks.

The third student scored 4 out of 5. Like the first two students, he follows the line of thought in the article. He mentioned all the main ideas of the article, both advantages and disadvantages of the coursebooks including appropriate supporting details.

The fourth student scored 5 out of 5. It is evident that he can cover all the main ideas and appropriate supporting details in the article. For example, he both mentioned the advantages and disadvantages of coursebooks. Moreover, he showed detailed examples of the advantages of the textbook which other students failed to mention; that is coursebooks are more attractive and colorful than the copied materials. His reconstruction of the passage also follows the line of thought in the article. Additionally, he showed a high degree of coherence and comprehensibility.