

CHAPTER FOUR RESULTS

This chapter presented the findings of the study obtained by means of the questionnaire investigating the reading strategies in English comprehension of the students. The findings were presented as follows:

- 4.1 General information about the respondents
- 4.2 The respondents' reading strategies in English comprehension
- 4.3 The respondents' additional reading strategies in English comprehension

4.1 GENERAL INFORMATION ABOUT STUDENTS

There were four items students had to respond to according to sex, age, grade point average, and educational background prior to their present study as follows:

Table 1. Personal Information of Respondents According to Sex

Sex	Number of Respondents	Percentage (%)
Male	5	13.9
Female	31	86.1
Total	36	100

From table 1, 86.1% of respondents were female, and 13.9% were male.

Table 2. Personal Information of Respondents According to Age

Age	Number of Respondents	Percentage (%)
18	1	2.8
19	24	66.6
20	9	25.0
21	1	2.8
23	1	2.8
Total	36	100

From Table 2, the age of respondents was divided into five groups that were 18, 19, 20, 21, and 23 years old. 66.6% of respondents were 19 years old, 25% of respondents were 20 years old, 2.8% of respondents were 18 years old, 2.8% of respondents were 21 years old, and 2.8% of respondents were 23 years old.

Table 3. Personal Information of Respondents According to Grade Point Average

Grade Point Average	Number of Respondents	Percentage (%)
3.50 - 4.00	4	11.1
3.00 - 3.49	5	13.9
2.50 - 2.99	15	41.6
2.00 - 2.49	10	27.8
1.50 - 1.99	2	5.6
Total	36	100

From Table 3, 41.6% of respondents had a grade point average between 2.50-2.99, 27.8% of respondents had a grade point average between 2.00-2.49, 13.9% of respondents had a grade point average between 3.00-3.49, 11.1% of respondents had a grade point average between 3.50-4.00, and 5.6% of respondents had a grade point average between 1.50-1.99.

Table 4. Personal Information of Respondents According to Educational Background

Educational Background	Number of Respondents	Percentage (%)
Matayom 6	31	86.1
Vocational Education	5	13.9
Total	36	100

From Table 4, it was found that 86.1% of respondents graduated with Matayom 6 certificates, and 13.9% of respondents graduated with certificates in Vocational Education.

4.2 THE RESPONDENTS' READING STRATEGIES IN ENGLISH COMPREHENSION

Questionnaires were distributed to thirty- six subjects in order to ascertain their reading strategies in English comprehension. The criteria used for this part were as follows:

Table 5. The criteria for the questionnaire

Mean (X)	Interpretation
4.50 – 5.00	Very often
3.50 – 4.49	Often
2.50 – 3.49	Sometimes
1.50 – 2.49	Rarely
1.00 – 1.49	Never

The original questionnaire was in Thai (see Appendix B). The items were calculated to investigate their frequency, percentage, mean scores, and standard deviation. The results were shown in Table 6 to Table 37.

Table 6. Students' Reading Strategies in English Comprehension

Before reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I set a purpose for reading.	2.8	27.8	58.3	11.1	0.0	3.22	0.66

According to the data in Table 6, it was found that before reading, most students sometimes set a purpose for reading (58.3%).

Table 7. Students' Reading Strategies in English Comprehension

Before reading,	Frequency(%)					X	SD
	5	4	3	2	1		
<ul style="list-style-type: none"> I read the title first and try to imagine what the passage might be about by using my prior knowledge. 	11.1	58.3	22.2	5.6	2.8	3.69	0.84

According to the data in Table 7, it was found that before reading, most students often read the title first and tried to imagine what the passage might be about by using their prior knowledge (58.3%).

Table 8. Students' Reading Strategies in English Comprehension

Before reading,	Frequency(%)					X	SD
	5	4	3	2	1		
<ul style="list-style-type: none"> I look at the picture(s) and/or illustration(s) given in order to better understand the passage. 	33.3	47.2	19.5	0.0	0.0	4.13	0.70

According to the data in Table 8, it was found that before reading, most students often looked at the picture(s) and/or illustration(s) given in order to better understand the passage (47.2%).

Table 9. Students' Reading Strategies in English Comprehension

Before reading,	Frequency(%)					X	SD
	5	4	3	2	1		
<ul style="list-style-type: none"> I read the first two or three sentences of the passage to figure out what the passage is about. 	13.9	38.9	38.9	8.3	0.0	3.58	0.79

According to the data in Table 9, it was found that before reading, most students either often or sometimes read the first two or three sentences of the passage in order to figure out what the passage is about (38.9%).

Table 10. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I ask myself questions for predicting the content e.g. what might come next? Or how might the passage end?.	2.8	33.3	41.7	19.4	2.8	3.13	0.71

According to the data in Table 10, it was found that while reading, most students sometimes asked themselves questions for predicting the content e.g. what might come next? Or how might the passage end? (41.7%).

Table 11. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I skip words I do not know.	16.7	38.8	25.0	13.9	5.6	3.47	1.09

According to the data in Table 11, it was found that while reading, most students often skipped words they do not know (38.8%).

Table 12. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I ask my teacher or my classmates about unknown words.	16.7	44.4	27.8	8.3	2.8	3.63	0.94

According to the data in Table 12, it was found that while reading, most students often asked their teacher or their classmates about unknown words (44.4%).

Table 13. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I do not translate word-for-word into Thai.	11.1	27.8	50.0	5.5	5.6	3.33	0.94

According to the data in Table 13, it was found that while reading, most students sometimes did not translate word-for-word into Thai (50%).

Table 14. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I guess the meanings of unknown words by using the context.	16.7	38.9	30.5	13.9	0.0	3.58	0.92

According to the data in Table 14, it was found that while reading, most students often guessed the meanings of unknown words by using the context (38.9%).

Table 15. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I guess the meanings of unknown words through word roots and/or affixes (i.e. prefix, suffix, infix).	8.3	27.8	27.8	30.5	5.6	3.02	1.06

According to the data in Table 15, it was found that while reading, most students rarely guessed the meanings of unknown words through word roots and/or affixes (i.e. prefix, suffix, infix)(30.5%).

Table 16. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
<ul style="list-style-type: none"> I guess the meanings of unknown words by considering the syntax of the sentences. 	2.8	41.7	36.1	16.6	2.8	3.25	0.86

According to the data in Table 16, it was found that while reading, most students often guessed the meanings of unknown words by considering the syntax of the sentences (41.7%).

Table 17. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
<ul style="list-style-type: none"> I try not to look up the meanings of unknown words from a dictionary. 	2.8	5.6	30.5	52.8	8.3	2.41	0.82

According to the data in Table 17, it was found that while reading, most students rarely tried not to look up the meanings of unknown words from a dictionary (52.8%).

Table 18. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
<ul style="list-style-type: none"> I look up the meanings of unknown words and/or usage from an English - English dictionary. 	8.3	19.5	47.2	25.0	0.0	3.11	0.87

According to the data in Table 18, it was found that while reading, most students sometimes looked up the meanings of unknown words and/or usage from an English-English dictionary (47.2%).

Table 19. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I look up the meanings of unknown words and/or usage from an English-Thai dictionary.	47.2	30.5	13.9	5.6	2.8	4.13	1.03

According to the data in Table 19, it was found that while reading, most students looked up the meanings of unknown words and/or usage from an English-Thai dictionary very often (47.2%).

Table 20. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I keep the purpose for reading in mind.	5.5	19.5	61.1	13.9	0.0	3.16	0.72

According to the data in Table 20, it was found that while reading, most students sometimes kept the purpose for reading in mind (61.1%).

Table 21. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I underline or mark important points of what I have read.	19.5	41.7	30.5	8.3	0.0	3.72	0.86

According to the data in Table 21, it was found that while reading, most students often underlined or marked important points of what they had read (41.7%).

Table 22. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I try to understand what I have read by using imagination.	5.6	47.2	41.7	5.5	0.0	3.52	0.68

According to the data in Table 22, it was found that while reading, most students often tried to understand what they have read by using imagination (47.2%).

Table 23. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I pay attention to key words in sentences.	11.1	47.2	36.1	5.6	0.0	3.63	0.75

According to the data in Table 23, it was found that while reading, most students often paid attention to key words in sentences (47.2%).

Table 24. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I read over each sentence quickly for main ideas. Then go back and carefully read for details.	11.1	38.9	44.4	5.6	0.0	3.55	0.76

According to the data in Table 24, it was found that while reading, most students sometimes read over each sentence quickly for main ideas. Then they went back and carefully read for details (44.4%).

Table 25. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I notice punctuation and use it as an aid to reading.	8.3	44.4	30.6	16.7	0.0	3.44	0.86

According to the data in Table 25, it was found that while reading, most students often noticed punctuation and used it as an aid to reading (44.4%).

Table 26. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I vary reading rates according to the type of the passage.	11.1	47.2	30.6	11.1	0.0	3.58	0.82

According to the data in Table 26, it was found that while reading, most students often varied reading rates according to the type of the passage (47.2%).

Table 27. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I use different reading strategies according to the type of the passage.	2.8	44.4	41.7	11.1	0.0	3.38	0.68

According to the data in Table 27, it was found that while reading, most students often used different reading strategies according to the type of the passage (44.4%).

Table 28. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I pay attention to the general idea of the passage.	2.8	52.7	38.9	5.6	0.0	3.52	0.64

According to the data in Table 28, it was found that while reading, most students often paid attention to the general idea of the passage (52.7%).

Table 29. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I re- read texts in order to make sure that I do not miss any important information.	19.4	38.9	27.8	11.1	2.8	3.61	1.00

According to the data in Table 29, it was found that while reading, most students often re- read text in order to make sure that they did not miss any important information (38.9%).

Table 30. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I read the text aloud.	19.4	25.0	36.1	16.7	2.8	3.41	1.06

According to the data in Table 30, it was found that while reading, most students sometimes read the text aloud (36.1%).

Table 31. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I try to relate my prior knowledge and experiences to the passage.	11.1	47.2	30.6	11.1	0.0	3.58	0.82

According to the data in Table 31, it was found that while reading, most students often tried to relate their prior knowledge and experiences to the passage (47.2%).

Table 32. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I separate important from unimportant information.	2.8	47.2	36.1	8.3	5.6	3.33	0.88

According to the data in Table 32, it was found that while reading, most students often separated important from unimportant information (47.2%).

Table 33. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I find out the writer's intention.	0.0	38.9	33.3	13.9	13.9	2.97	1.08

According to the data in Table 33, it was found that while reading, most students often found out the writer's intention (38.9%).

Table 34. Students' Reading Strategies in English Comprehension

While reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I use my finger to point at each line of the passage.	11.1	13.9	47.2	19.5	8.3	3.00	1.05

According to the data in Table 34, it was found that while reading, most students sometimes used their finger to point at each line of the passage (47.2%).

Table 35. Students' Reading Strategies in English Comprehension

After reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I sum up in my mind in order to confirm my understanding.	11.1	44.5	36.1	8.3	0.0	3.58	0.79

According to the data in Table 36, it was found that after reading, most students often summed up in their minds in order to confirm their understanding (44.5%).

Table 36. Students' Reading Strategies in English Comprehension

After reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I sum up or note down what I have read in Thai.	13.9	22.2	30.5	16.7	16.7	3.00	1.26

According to the data in Table 36, it was found that after reading, most students sometimes summed up or noted down what they had read in Thai (30.5%).

Table 37. Students' Reading Strategies in English Comprehension

After reading,	Frequency(%)					X	SD
	5	4	3	2	1		
• I sum up or note down what I have read in English.	11.1	13.9	33.3	33.3	8.4	2.86	1.10

According to the data in Table 37, it was found that after reading, most students either sometimes or rarely summed up or noted down what they had read in English (33.3%).

4.3 THE RESPONDENTS' ADDITIONAL READING STRATEGIES IN ENGLISH COMPREHENSION

In this part, the respondents were asked to give additional opinions towards reading strategies in English comprehension. Since it was optional, only 36% of them filled in this part. Their comments were very useful and could be used or applied at any school in order to develop English teaching strategies. The following was the conclusion of the additional reading strategies in English comprehension.

Before reading, they looked up the meanings of every unknown word from a dictionary and wrote them down in a text. If there were given questions concerning the text, they would read them first and then find the answers in the text (scanning). Also, they found that motivating themselves to read was an advantage.

While reading, they read in a quiet place in order to understand the reading text well. When coming across important information, they stopped for a while in order to remember it.

After reading, they wrote down new vocabulary items and tried to remember them in order to increase their vocabulary bank.

Apart from reading in class, they tried to read English outside the class in order to improve their reading.