

## CHAPTER FOUR

### RESULTS

This chapter reports the results of the Reading Comprehension Test and of the questionnaire. The data was analyzed according to the data analysis informed in chapter 3. Hence, the report in this chapter includes (1) general data of the subjects (2) descriptive statistics of the Reading Comprehension Test, (3) the significance of the Reading Comprehension Test scores between the control and experimental groups (independent-sample t-test between two test scores of two groups), (4) the significance of background knowledge and L2 proficiency in Reading Comprehension Test scores (two-way ANOVA), (5) descriptive statistics of recall and (6) descriptive statistics of the questionnaire.

#### 4.1 GENERAL DATA

Table 1 contains general data, including sex and age, of the subjects in the control and experimental groups.

**Table 1. General Data of the Subjects**

Group	Sex		Age	
	Male	Female	16	17
Control group	6	24	6	24
High proficiency	3	12	4	11
Low proficiency	3	12	2	13
Experimental group	11	19	8	22
High proficiency	4	11	5	10
Low proficiency	7	8	3	12
Total	17	43	14	46

Table 2 shows that there were 17 male and 43 female subjects in this study. There were 6 male and 24 female subjects in the control group, to be exact, 3 male and 12 female in each proficiency level. Furthermore, there were 11 male and 19 female subjects in the experimental group. To be precise, there were 4 male and 11 female high proficient subjects and 7 male and 8 female low proficient subjects.

In addition, the subjects were between 16-17 years of age. In total, there were 14 subjects who were 16 years old and 46 subjects who were 17 years old. There were 6 subjects who were 16 years old and 24 subjects who were 17 years old in the control group. That was to say, there were 4 high proficient subjects who were 16 years old and 11 high proficient subjects who were 17 years old; and 2 low proficient subjects who were 16 years old and 13 low proficient subjects who were 17 years old in the control group. Furthermore, there were 8 subjects who were 16 years old and 22 subjects who were 17 years old in the experimental group. To be exact, there were 5 high proficient subjects who were 16 years old and 10 high proficient subjects who were 17 years old; and 3 low proficient subjects who were 16 years old and 12 low proficient subjects who were 17 years old in the experimental group.

## **4.2 DESCRIPTIVE STATISTICS OF THE READING COMPREHENSION TEST**

This section includes descriptive statistics of the results of the investigation from the Reading Comprehension Test. The SPSS/PC program (Version 15) was used to compute mean, minimum and maximum scores and standard deviation of Reading Comprehension Test scores. In this section, the scores are described according to groups (the control group and the experimental group) and L2 proficiency (high proficient and low proficient subjects).

### **4.2.1 Descriptive Statistics by Groups**

As an experimental research study, there are two groups of subjects – the control group and the experimental group – in this investigation. Unlike the experimental group, the control group did not receive any special treatment; in other words, did not engage in any pre-reading activities. Table 2 includes Reading Comprehension Test results regarding mean, minimum and maximum scores and standard deviation of the control group and table 3 contains those of the experimental group.

### 1. Descriptive statistics of the control group

Table 2 displays results from the Reading Comprehension Test of 30 subjects in the control group.

**Table 2. Reading Comprehension Test Results of the Control Group**

	Total	High proficient group	Low proficient group
No. of subjects	30	15	15
Mean	5.80	7.07	4.53
Maximum	10	10	7
Minimum	1	4	1
Standard Deviation	2.25	1.87	1.88

From Table 2, there were 30 subjects in the control group. On average, their scores was 5.8 ( $X = 5.8$ , S.D. = 2.25) out of 10. The maximum score was 10 and the minimum scores was 1. In addition, the control group can be categorized into 15 high proficient subjects and 15 low proficient subjects. On average, the score of high proficient subjects was 7.07 ( $X = 7.07$ , S.D. = 1.87). Their maximum score from the Reading Comprehension Test was 10 while the minimum score was 4. Comparatively, the scores of the low proficient subjects was 4.53 ( $X = 4.53$ , S.D. = 1.88) on average. Their maximum score was 7 and the minimum score was 1.

### 2. Descriptive statistics of the experimental group

Table 3 displays results from the Reading Comprehension Test of 30 subjects in the experimental group.

**Table 3. Reading Comprehension Test results of the Experimental Group**

	Total	High proficient group	Low proficient group
No. of subjects	30	15	15
Mean	7.97	8.67	7.27
Maximum	10	10	10
Minimum	4	7	4
Standard Deviation	1.50	1.18	1.49

From table 3, there were 30 subjects in the experimental group. On average, their score was 7.97 ( $X = 7.97$ , S.D. = 1.50). Out of 10, their maximum score was 10 and minimum score was 4. Moreover, the experimental group can be categorized

into two subgroups, in other words, high proficient and low proficient groups, with 15 subjects in each subgroup. On average, the score of high proficient subjects was 8.67 ( $X = 8.67$ ,  $S.D. = 1.18$ ). Their maximum score was 10 while the minimum score was 4. In comparison, the score of low proficient subjects was 7.27 ( $X = 7.27$ ,  $S.D. = 1.49$ ) on average. Their maximum score was 10 and the minimum score was 4.

#### 4.2.2 Descriptive Statistics by English Proficiency Levels

Scores from the Reading Comprehension Test of the subjects can also be described on the topic of English proficiency levels – high level and low level. Likewise, mean, minimum and maximum scores, and standard deviation were computed by using the SPSS/PC program (Version 15). Table 4 covers Reading Comprehension Test results regarding English proficiency levels.

**Table 4. Reading Comprehension Test results by English proficiency levels**

Group	X	Standard Deviation
High proficiency		
In the control group	7.07	1.87
In the experimental group	8.67	1.18
Low proficiency		
In the control group	4.53	1.88
In the experimental group	7.27	1.49

Table 4 shows that, on average, the score of high proficient subjects in the control group was 7.07 ( $X = 7.07$ ,  $S.D. = 1.87$ ) and of those in the experimental group, 8.67 ( $X = 8.67$ ,  $S.D. = 1.18$ ). On the other hand, average score of low proficient subjects in the control group was 4.53 ( $X = 4.53$ ,  $S.D. = 1.88$ ) and, of those in the experimental group, 7.27 ( $X = 7.27$ ,  $S.D. = 1.49$ ).

#### 4.2.3 Descriptive Statistics by Test Items

The scores of the Reading Comprehension Test can also be described in terms of each test item because each item in the Reading Comprehension Test is significant for L2 reading comprehension. The percentage for each group of students with the correct answer of each item is shown in table 5.

**Table 5. Correct Answers for Items 1-10 of the Reading Comprehension Test Chosen by the Subjects**

Item	Control Group			Experimental Group		
	Total	High	Low	Total	High	Low
1	56.7%	60%	53.3%	80%	86.7%	73.3%
2	73.3%	93.3%	53.3%	93.3%	93.3%	93.3%
3	46.7%	26.7%	66.7%	63.3%	66.7%	60%
4	70%	80%	60%	100%	100%	100%
5	66.7%	93.3%	40%	86.3%	86.7%	80%
6	60%	66.7%	53.3%	83.3%	100%	66.7%
7	33.3%	46.7%	20%	46.7%	53%	40%
8	56.7%	73.3%	40%	76.7%	86.7%	66.7%
9	70%	93.3%	46.7%	66.7%	86.7%	46.7%
10	46.7%	60%	33.3%	93.3%	93.3%	93.3%

From table 5, for item 1, 56.7% of subjects in the control group and 80% of those in the experimental group chose the correct answer. Additionally, 60% of high proficient subjects and 53.3% of low proficient subjects in the control group chose the correct answer. On the other hand, 86.7% of high proficient subjects and 73.3% of low proficient subjects in the experimental group chose the correct answer.

In respect of item 2, 73.3% of subjects in the control group and most of those in the experimental group (93.3%) chose the correct answer. In addition, 93.3% of high proficient subjects and 53.3% of low proficient subjects in the control group chose the correct answer. However, 93.3% of both high proficient subjects and low proficient subjects in the experimental group chose the correct answer

Regarding item 3, 46.7% of subjects in the control group and 63.3% of those in the experimental group chose the correct answer. 26.7% of high proficient subjects and 66.7% of low proficient subjects in the control group chose the correct answer. On the other hand, 66.7% of high proficient subjects and 60% of low proficient subjects in the experimental group chose the correct answer

For item 4, 70% of subjects in the control group and 100% of those in the experimental group chose the correct answer. Moreover, 80% of high proficient subjects and 60% of low proficient subjects in the control group chose the correct answer.

Concerning item 5, 66.7% of subjects in the control group and 86.3% of those in the experimental group chose the correct answer. 93.3% of high proficient subjects and 40% of low proficient subjects in the control group chose the correct answer, whereas, 86.7% of high proficient subjects and 80% of low proficient subjects in the experimental group chose the correct answer.

For item 6, 60% of subjects in the control group and 83.3% of those in the experimental group chose the correct answer. 66.7% of high proficient subjects and 53.3% of low proficient subjects in the control group chose the correct answer. 100% of high proficient subjects and 66.7% of low proficient subjects in the experimental group chose the correct answer.

In respect of item 7, 33.3% of subjects in the control group and 46.7% of those in the experimental group chose the correct answer. 46.7% of high proficient subjects and 20% of low proficient subjects in the control group chose the correct answer. On the other side, 53% of high proficient subjects and 40% of low proficient subjects in the experimental group chose the correct answer.

Pertaining to item 8, 56.7% of subjects in the control group and 76.7% of those in the experimental group chose the correct answer. Additionally, 73.3% of high proficient subjects and 40% of low proficient subjects in the control group chose the correct answer. On the other side, 86.7% of high proficient subjects and 66.7% of low proficient subjects in the experimental group chose the correct answer.

Concerning item 9, 70% of subjects in the control group and 66.7% of those in the experimental group chose the correct answer. 93.3% of high proficient subjects and 46.7% of low proficient subjects in the control group chose the correct answer while 86.7% of high proficient subjects and 46.7% of low proficient subjects in the experimental group chose the correct answer.

For item 10, 46.7% of subjects in the control group and 93.3% of those in the experimental group chose the correct answer. 60% of high proficient subjects and 33.3% of low proficient subjects in the control group chose the correct answer. On the other hand, 93.3% of both proficiency levels of the subjects in the experimental group chose the correct answer.

### 4.3 T-TEST BETWEEN TWO GROUPS

To examine whether there was any significant difference in the Reading Comprehension Test results between the control group and the experimental group, an independent-sample t-test was applied to test for equality of means between two groups of subjects. Again, the SPSS/PC program (Version 15) was utilized to analyze mean, standard deviation, t value and significant level of Reading Comprehension Test score between the control group and the experimental group. Table 6 demonstrates the difference between Reading Comprehension Test scores of the control and experimental groups.

**Table 6. The Difference between Scores from Reading Comprehension Test of the Control and Experimental Groups**

Groups	n	X	SD	df	t	Sig.
Control	30	5.80	2.25	58	-4.392*	.000
Experiment	30	7.97	1.50			
Total	60					
Mean difference		-2.167				

\*  $p \leq 0.05$ .

Table 6 shows that  $.05 t_{58} < -4.392$  and significance level  $t = 0.000$ ,  $p \leq 0.05$ . Therefore, on average, the Reading Comprehension Test scores of the control group ( $X = 5.8$ ,  $S.D. = 2.25$ ) and of the experimental group ( $X = 7.97$ ,  $S.D. = 1.50$ ) were significantly different ( $p \leq 0.05$ ). On average, the Reading Comprehension Test scores of the experimental group were 2.167 more than those of the control group. This means that, on average, the Reading Comprehension Test scores of the experimental group were higher than those of the control group.

### 4.4 TESTS OF BETWEEN-SUBJECTS EFFECTS

A two-way ( $2 \times 2$ ) ANOVA by the SPSS/PC program (Version 15) was further conducted to inspect the roles of subjects' English proficiency levels and background knowledge in their Reading Comprehension Test. The dependent variable was the Reading Comprehension Test scores of each subject. Furthermore, the interactions between subjects' English proficiency levels and subjects' background knowledge were

investigated. Figure 1 displays profile plots for estimated marginal means of the Reading Comprehension Test and table 7 shows the results of two-way ANOVA for the control group and the experimental group in the Reading Comprehension Test.

**Figure 1. Profile Plots for Estimated Marginal Means of the Reading Comprehension Test.**

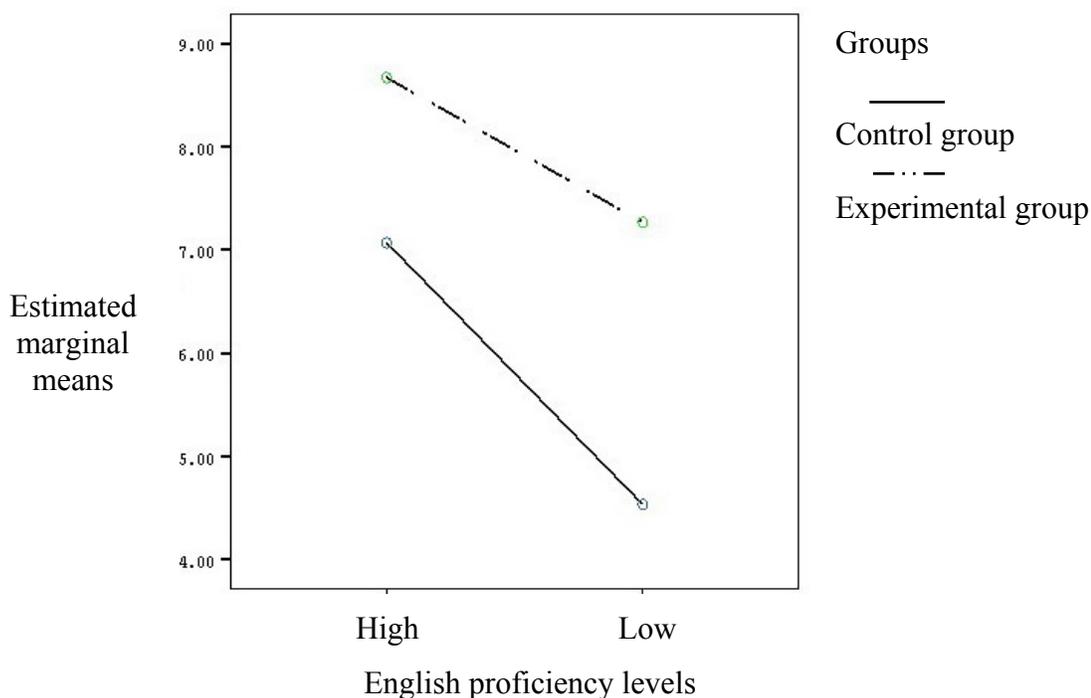


Figure 1 displays estimated marginal means of the Reading Comprehension Test both in terms of groups and English proficiency levels. Clearly, subjects in the experimental group scored higher than those in the control group, regardless of English proficiency levels.

**Table 7. Results of Two-Way ANOVA for the Control Group and the Experimental Group in the Reading Comprehension Test**

	df	F	Sig
Factor 1: Subjects' English proficiency levels	1	21.815*	.000
Factor 2: Subjects' background knowledge	1	26.477*	.000
Interactions of factor 1 and 2	1	1.811*	.184

$p \leq 0.05$ .

Table 7 shows subjects' English proficiency levels (factor 1),  $F_{1, 05} < 21.815$  and significance level  $F = 0.000$ ,  $p \leq 0.05$ . Thus, subjects' English proficiency levels play an

essential role in the Reading Comprehension Test. Correspondingly, table 7 also demonstrates subjects' background knowledge (factor 2),  $F_{1, 26} = 26.477$  and significance level  $F = 0.000$ ,  $p \leq 0.05$ . Hence, the background knowledge of subjects' also plays a vital role in the Reading Comprehension Test. However, for the interactions between subjects' English proficiency levels (factor 1) and subjects' background knowledge (factor 2), the table exhibits  $F_{1, 26} > 1.811$  and significance level  $F = 0.184$ ,  $p \leq 0.05$ . Therefore, interactions between subjects' English proficiency levels and subjects' background knowledge do not play any significant role in the Reading Comprehension Test.

#### 4.5 RECALL

The recall section in the questionnaire expresses how much each subject could remember or understand the reading text. After finishing the Reading Comprehension Test, each subject wrote a recall of the story without the passage. The recalls of the subjects were scored according to the criteria stated in chapter 3. The highest mark was 5 and the lowest mark was 0.

The SPSS/PC program (Version 15) was used to compute mean and standard deviation of the recall scores of the subjects. Table 8 shows means and standard deviation of the recall of the subjects in the control and the experimental groups.

**Table 8. Means and Standard Deviation of Recall of the Subjects**

Group	X	Standard Deviation
Control group	2.52	1.447
High proficiency	3.17	1.305
Low proficiency	1.87	1.316
Experimental group	3.6	1.192
High proficiency	4	0.964
Low proficiency	3.2	1.293

Table 8 shows that, on average, the recall score of the control group was 2.52 ( $X = 2.52$ ,  $S.D. = 1.447$ ) and that of the experimental group was 3.6 ( $X = 3.6$ ,  $S.D. = 1.192$ ). On average, in the control group, the score of the recall of high proficient subjects was 3.17 ( $X = 3.17$ ,  $S.D. = 1.305$ ) and the recall scores of low proficient subjects was 1.87 ( $X = 1.87$ ,  $S.D. = 1.316$ ). On the other hand, in the experimental group, the mean score of the

recall of high proficient subjects was 4 ( $X = 4$ , S.D. = 0.964) and the mean score of the recall of low proficient subjects was 3.2 ( $X = 3.2$ , S.D. = 1.293) on average.

#### 4.6 DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE

The results from the questionnaire were investigated on the topic of subjects' opinions on the passage, subjects' reading behavior during the Reading Comprehension Test and recall. The SPSS/PC program (Version 15) was used to compute percentage, mean and standard deviation in the mentioned topics of the questionnaire.

##### 4.6.1 Subjects' Opinions on the Passage

Subjects' opinions regarding content difficulty, vocabulary difficulty, structure difficulty, interest in the story, preference, background knowledge before reading the story and background knowledge after reading the story were calculated in percentages by using the SPSS/PC program (Version 15). The scales in this part of the questionnaire were rated very much (5), much (4), moderate (3), little (2) and not at all (1). Tables 9 and 10 exhibit subjects' opinions on the passage as follows:

**Table 9. Subjects' Opinions on the Passage for the Control Group**

	Total		High Proficiency		Low Proficiency	
	X	S.D.	X	S.D.	X	S.D.
Content Difficulty	3.10	0.712	2.87	0.640	3.33	0.724
Vocabulary Difficulty	3.80	0.761	3.73	0.704	3.87	0.834
Structure Difficulty	3.13	0.937	3.20	0.941	3.07	0.961
Level of Interest	4.07	1.08	4.13	1.25	4.00	0.926
Preference	3.53	1.01	3.47	0.990	3.60	1.056
Background Knowledge before Reading	1.80	1.10	1.67	1.13	1.93	1.387
Background Knowledge after Reading	3.90	0.89	4.13	0.915	3.67	0.816

Table 9 shows that, on average, subjects in the control group found the content of the passage ( $X = 3.10$ , S.D. = 0.712) and the structures in the passage ( $X = 3.13$ , S.D. = 0.937) neither easy nor difficult. However, they saw that the vocabulary in the passage was quite difficult ( $X = 3.80$ , S.D. = 0.761). Furthermore, on average, subjects in the control group found that the passage was quite interesting ( $X = 4.07$ , S.D.

= 1.08) and that the passage was preferable. ( $X = 3.53$ ,  $S.D. = 1.01$ ) In addition, on average, their background knowledge on the topic before reading was small ( $X = 1.80$ ,  $S.D. = 1.10$ ) but after they read the text, their background knowledge gained quite a lot ( $X = 3.90$ ,  $S.D. = 0.89$ ).

Moreover, on average, high proficient subjects in the control group found the content of the passage was rather easy ( $X = 2.87$ ,  $S.D. = 0.640$ ), that vocabulary in the passage ( $X = 3.80$ ,  $S.D. = 0.761$ ) was quite difficult, and that the structures in the passage was neither easy nor difficult ( $X = 3.13$ ,  $S.D. = 0.937$ ). Generally, high proficient subjects in the control group found that the story was interesting ( $X = 4.13$ ,  $S.D. = 1.25$ ) and that they liked the passage ( $X = 3.47$ ,  $S.D. = 0.990$ ). Additionally, their background knowledge on the topic before reading was limited ( $X = 1.67$ ,  $S.D. = 4.13$ ) but after they read the text, their background knowledge gained a lot ( $X = 4.13$ ,  $S.D. = 0.915$ ) on average.

In addition, on average, low proficient subjects in the control group perceived that the content of the passage ( $X = 3.33$ ,  $S.D. = 0.724$ ) and the structures in the passage ( $X = 3.07$ ,  $S.D. = 0.961$ ) were neither easy nor difficult. However, they thought that the vocabulary in the passage ( $X = 3.87$ ,  $S.D. = 0.834$ ) was quite difficult. Low proficient subjects in the control group found that the story was interesting ( $X = 4.00$ ,  $S.D. = 0.926$ ) and that they liked the passage ( $X = 3.60$ ,  $S.D. = 1.056$ ). Moreover, on average, their background knowledge on the topic before reading was at a low level ( $X = 1.93$ ,  $S.D. = 1.387$ ) but after they read the text, their background knowledge gained quite a lot ( $X = 3.67$ ,  $S.D. = 0.816$ ).

**Table 10. Subjects' Opinions on the Passage for the Experimental Group**

	Total		High Proficiency		Low Proficiency	
	X	SD	X	SD	X	SD
Content Difficulty	3.13	0.776	2.87	0.640	3.40	0.828
Vocabulary Difficulty	3.47	0.730	3.27	0.594	3.67	0.816
Structure Difficulty	3.13	0.860	2.93	0.884	3.33	0.816
Level of Interest	4.17	0.834	4.27	0.704	4.07	0.961

*(table continues)*

**Table 10. (continued) Subjects' Opinions on the Passage for the Experimental Group**

Preference	3.80	0.714	3.73	0.799	3.87	0.640
Background Knowledge before Reading	1.53	0.776	1.60	0.910	1.47	0.640
Background Knowledge after Reading	3.97	0.765	4.20	0.561	3.73	0.884

Table 10 shows that, on average, subjects in the experimental group found the content of the passage ( $X = 3.13$ ,  $S.D. = 0.776$ ) and the structures in the passage ( $X = 3.13$ ,  $S.D. = 0.860$ ) neither easy nor difficult. However, they perceived the vocabulary in the passage as being a bit difficult ( $X = 3.47$ ,  $S.D. = 0.730$ ). Furthermore, generally, subjects in the experimental group found that the passage was interesting ( $X = 4.17$ ,  $S.D. = 0.834$ ) and that the passage was preferable ( $X = 3.80$ ,  $S.D. = 0.714$ ). In addition, on average, their background knowledge on the topic before reading was merely a few ( $X = 1.53$ ,  $S.D. = 0.776$ ) but after they read the text, their background knowledge gained significantly ( $X = 3.97$ ,  $S.D. = 0.765$ ).

Moreover, on average, high proficient subjects in the experimental group found that the content ( $X = 2.87$ ,  $S.D. = 0.640$ ), the vocabulary ( $X = 3.27$ ,  $S.D. = 0.594$ ), and the structures ( $X = 2.93$ ,  $S.D. = 0.884$ ) in the passage were acceptable. Additionally, in general, high proficient subjects in the experimental group found that the story was interesting ( $X = 4.27$ ,  $S.D. = 0.704$ ) and that they liked the passage ( $X = 3.73$ ,  $S.D. = 0.799$ ). Besides, on average, their background knowledge on the topic before reading was merely a few ( $X = 1.60$ ,  $S.D. = 0.910$ ) but after they read the text, their background knowledge gained a lot ( $X = 4.20$ ,  $S.D. = 0.561$ ).

In addition, on average, high proficient subjects in the experimental group found that the content ( $X = 3.40$ ,  $S.D. = 0.828$ ), the vocabulary ( $X = 3.67$ ,  $S.D. = 0.816$ ), structures ( $X = 3.33$ ,  $S.D. = 0.816$ ) in the passage were a bit difficult. In general, low proficient subjects in the experimental group found that the story was interesting ( $X = 4.07$ ,  $S.D. = 0.961$ ) and that they liked the passage ( $X = 3.87$ ,  $S.D. = 0.640$ ). Moreover, on average, their background knowledge on the topic before reading was limited ( $X = 1.47$ ,  $S.D. = 0.640$ ) but after they read the text, their background knowledge gained quite a lot ( $X = 3.73$ ,  $S.D. = 0.884$ ).

#### 4.6.2 Subjects' Reading Behavior during the Reading Comprehension Test

Subjects' reading behavior during the Reading Comprehension Test is reported in this section. Two following tables show reading behavior during the Reading Comprehension Test of each group of subjects.

##### 1. Control Group

Table 11 displays reading behavior during the Reading Comprehension Test of the subjects in the control group.

***Table 11. Reading Behavior in the Reading Comprehension Test of Subjects in the Control Group***

Reading behavior	High proficiency	Low proficiency	Total
Set reading goal(s)	20%	26.7%	23.3%
Read the questions first and then tried to find the answers.	66.7%	73.3%	70%
Skimmed through the text, read the questions and then tried to find the answers.	26.7%	26.7%	26.7%
Read the text in detail and then read the questions and tried to find the answers.	6.7%	0%	3.3%
Skipped an unknown word without trying to guess the meaning.	0%	20%	10%
Guessed the meaning of the unknown word from its context clues.	100%	80%	90%
Guessed the meaning of the unknown word from its part of speech or its structure.	33.3%	26.7%	30%
Guessed the meaning of the unknown word from its structure.	33.3%	33.3%	33.3%
Predicted the story that will be read.	46.7%	53.3%	50%
Pictured the story while reading.	86.7%	93.3%	90%
Made use of knowledge and personal experience relevant to the story to enable comprehension of the story.	66.7%	100%	83.3%

Table 11 shows that, in the control group, 23.3% of the subjects set reading goals before they started reading. Furthermore, when taking the Reading Comprehension Test, 70% of the subjects read the questions first and then tried to find

the answers, 26.7% subjects skimmed through the text, read the questions and then tried to find the answers, and only 3.3% of the subjects read the text in detail and then read the questions and tried to find the answers. In addition, when subjects in the control group found an unfamiliar vocabulary item, 90% of the subjects guessed the meaning of the unknown word from its context clues, 33.3% of the subjects guessed the meaning of the unknown word from the sentence structure, 30% of subjects guessed the meaning of the unknown word from its part of speech or its structure, but 10% of the subjects skipped the unknown word without trying to guess its meaning. Moreover, 50 % of the subjects predicted the story that they were going to read and 90% of the subjects pictured what they read. Additionally, 83.3% of the subjects made use of their knowledge and personal experience relevant to the story to help them to comprehend the story.

Concerning high proficient subjects in the control group, 20% of the subjects set reading goals before they started reading. Furthermore, when taking the Reading Comprehension Test, 66.7% of the subjects read the questions and then tried to find the answers, 26.7% of the subjects skimmed through the text, read the questions and then tried to find the answers and 6.7% of the subjects read the text in detail and then read the questions and tried to find the answers. Moreover, when high proficient subjects in the control group found an unfamiliar vocabulary item, every subject (100%) guessed the meaning of the unknown word from its context clues, 33.3% of the subjects guessed the meaning of the unknown word from its structure and 33.3% of the subjects guessed the meaning of the unknown word from its part of speech or its structure. Also, 46.7% of the subjects predicted the story that they were going to read and 86.7% of the subjects pictured what they read. Additionally, 66.7% of the subjects made use of their knowledge and personal experience relevant to the story to help them to comprehend the story.

Regarding low proficient subjects in the control group, 26.7% of the subjects set reading goals before they began reading. Furthermore, when taking the Reading Comprehension Test, 73.3% of the subjects read the questions first and then tried to find the answers and 26.7% of the subjects skimmed through the text, read the questions and then tried to find the answers. Moreover, when low proficient subjects in the control group found an unfamiliar vocabulary item, 80% of the subjects guessed the meaning of the unknown word from its context clues, 33.3% of the subjects guessed the

meaning of the unknown word from its structure, 26.7% of the subjects guessed the meaning of the unknown word from its part of speech or its structure and 20% of the subjects skipped the unknown word without trying to guess the meaning. In addition, 23.3% of the subjects predicted the story that they were going to read and 93.3% of the subjects pictured what they read. Additionally, every proficient subject in the control group (100%) made use of their knowledge and personal experience relevant to the story to help them to comprehend the story.

## 2. Experimental Group

Table 12 shows reading behavior during the Reading Comprehension Test of the subjects in the experimental group in percentage.

**Table 12. Reading Behavior in the Reading Comprehension Test of Subjects in the Experimental Group in Percentage.**

Reading behavior	High proficiency	Low proficiency	Total
Set reading goal(s)	20%	13.3%	16.7%
Read the questions first and then tried to find the answers.	13.3%	73.3%	43.3%
Skimmed through the text, read the questions and then tried to find the answers.	80%	13.3%	46.7%
Read the text in detail and then read the questions and tried to find the answers.	3.3%	13.3%	10%
Skipped an unknown word without trying to guess the meaning.	0%	0%	0%
Guessed the meaning of the unknown word from its context clues.	100%	80%	90%
Guessed the meaning of the unknown word from its part of speech or its structure.	13.3%	20%	16.7%
Guessed the meaning of the unknown word from its structure.	33.3%	20%	26.7%
Predicted the story that will be read.	60%	33.3%	46.7%
Pictured the story while reading.	100%	66.7%	83.3%
Made use of knowledge and personal experience relevant to the story to enable comprehension of the story.	86.7%	46.7%	66.7%

Table 12 illustrates that, in the experimental group, 16.7% of the subjects set reading goals before they began reading. Furthermore, when taking the Reading Comprehension Test, 46.7% of the subjects skimmed through the text, read the questions and then tried to find the answers, 43.3% of the subjects read the questions first and then tried to find the answers and 10% of the subjects read the text in detail and then read the questions and tried to find the answers. In addition, when subjects in the control group found an unfamiliar vocabulary item, 90% of the subjects guessed the meaning of the unknown word from its context clues, 26.7% of the subjects guessed the meaning of the unknown word from its structure, and 16.7% of the subjects guessed the meaning of the unknown word from its part of speech or its structure. Moreover, 46.7% of the subjects predicted the story that they were going to read and 83.3% of the subjects pictured what they read. Additionally, 66.7% of the subjects made use of their knowledge and personal experience relevant to the story to help them to comprehend the story.

Concerning high proficient subjects in the experimental group, 20% of the subjects set reading goals before they started reading. In addition, when taking the Reading Comprehension Test, 80% of the subjects skimmed through the text, read the questions and then tried to find the answers, 13.3% of the subjects read the questions first and then tried to find the answers and 3.3% of the subjects read the text in detail and then read the questions and tried to find the answers. Moreover, when high proficient subjects in the experimental group found an unfamiliar vocabulary item, 100% of the subjects guessed the meaning of the unknown word from its context clues, 33.3% of the subjects guessed the meaning of the unknown word from its structure and 13.3% of the subjects guessed the meaning of the unknown word from its part of speech or its structure. Moreover, 60% of the subjects predicted the story that they were going to read. Also, while reading, all high proficient subjects in the experimental group (100%) pictured what they read. Additionally, 86.7% of the subjects made use of their knowledge and personal experience relevant to the story to help them to comprehend the story.

Regarding low proficient subjects in the experimental group, 13.3% of the subjects set reading goals before they started reading. Furthermore, when taking the Reading Comprehension Test, 73.3% of the subjects read the questions first and then tried to find the answers, 13.3% of the subjects skimmed through the text, read the

questions and then tried to find the answers and 13.3% of the subjects read the text in detail and then read the questions and tried to find the answers. Moreover, when low proficient subjects in the experimental group found an unfamiliar vocabulary item, 80% of the subjects guessed the meaning of the unknown word from its context clues, 20% of the subjects guessed the meaning of the unknown word from its structure and 20% of the subjects guessed the meaning of the unknown word from its part of speech or its structure. In addition, 33.3% of the subjects predicted the story that they were going to read and 66.7% of the subjects pictured what they read. Additionally, 46.7% of the subjects in the experimental group made use of their knowledge and personal experience relevant to the story to help them to comprehend the story.

In conclusion, this chapter shows that average scores from the Reading Comprehension Test and from the recall of the subjects in the experimental group is meaningfully higher than that of subjects in the control group. However, reading behavior during the Reading Comprehension Test and opinions on the passage of students in the control group and those in the experimental group are rather similar. The summary of the study, summary of the findings, discussions, implications for reading instruction, conclusions and recommendations for further research will be discussed in the next chapter.