

CHAPTER FOUR

RESULTS

This chapter reports the results of the subjects' Reading Comprehension and Reading Strategies which are divided into six parts based on (1) general backgrounds of the Subjects, (2) reading comprehension test results, (3) test item analysis (4) good readers' reading strategies, (5) poor readers' reading strategies, and (6) a comparison of good and poor readers' strategies.

4.1 GENERAL BACKGROUNDS OF THE SUBJECTS

In total, there were 30 subjects in this study. All of them were employees of Nielsen Thailand. The majority of the participants were female, 26 (86.67%), whereas the rest were male, 4 (13.33%). 20 subjects worked in client service business units (10 client service executives, 7 client service assistants, 3 secretaries); 6 subjects were from the operations department (3 fieldwork staff, 1 statistics specialist and 2 data processing staff); 2 were from Finance department and 2 were from HR. All subjects graduated from local universities; only 3 of them had a post graduate degree. Ten of them were elementary level while ten of them were pre-intermediate level and the rest were intermediate level. The elementary and pre-intermediate levels had recently taken the listening-speaking courses, while the pre-intermediate level had taken the writing course. None of them had ever taken the intensive reading course.

4.2 READING COMPREHENSION TEST RESULTS

4.2.1 Reading Comprehension Test Results by Level of Proficiency

Table 1 presents results from the Reading Comprehension Test of 30 subjects by level of proficiency.

Table 1. Reading Comprehension Test Scores by Level

	Scores (10 marks)										Average
Elementary Level	6	6	5	5	4	4	4	4	3	2	4.3
Pre-Intermediate Level	7	7	6	6	6	5	4	4	3	3	5.1
Intermediate Level	9	9	8	8	7	7	7	6	4	3	6.8
	Average										5.4

From table 1, the average scores of the elementary level and pre-intermediate level are 4.3 and 5.1 respectively; whereas the average score of the intermediate level is 6.8. Based on the reading comprehension test scores, on average the reading comprehension of the subjects are quite low (only 5.4 or 54%).

The lowest scores of each level are not significantly different (2, 3, 3). As well the highest scores of the subjects in elementary and pre-intermediate are similar (6 and 7) while those in intermediate have shown better reading comprehension ability, obtaining 9 out of 10.

Hence, it does not mean that the subjects in higher level have higher reading ability than those in pre-intermediate and intermediate levels. There are both poor and good readers in all levels. Disregarding their levels, the subjects who got 6 marks up are referred to as good readers and the subjects who got lower than 6 are poor readers; the comparison reading results between good and poor readers will be presented next.

4.2.2 Reading Comprehension Test Results by Reading Ability

Table 2 displays a comparison between good and poor readers

Table 2. A Comparison Reading Comprehension Test Results Between Good and Poor Readers

	No. of subjects	Mean	S.D.	Maximum	Minimum
Good	15	7	1.069	9	6
Poor	15	3.8	.862	5	2
Total	30	5.40		9	2

From Table 2, based on the reading comprehension test results, the average score of the good readers is 7 ($X = 7$, $S.D. = 1.069$), their maximum score was 9 and minimum score was 6. On the contrary, the average score of the low-abilities was 3.8 ($X = 3.8$, $S.D. = .862$), their maximum score was 5 and minimum score was 2.

4.3 TEST ITEM ANALYSIS

4.3.1. Correct Answers

Table 3 shows number of correct answers of 30 subjects.

Table 3. Correct Answers

Number of correct answers	Number of subjects	Percent
2	1	3.3
3	4	13.3
4	7	23.3
5	3	10.0
6	6	20.0
7	5	16.7
8	2	6.7
9	2	6.7
Total	30	100.0

As demonstrated in Table 3, only 6.7% (or two subjects out of thirty) of the subjects chose 9 and 8 correct answers in the reading comprehension test; 16.7 %, or 5 subjects, chose 7 correct answers; and 20%, or 6 subjects, chose 6 correct answers; while the majority, 23.3% of the sample, got only 4 scores. About 50% of the subjects got a medium score range from 5 to 7. In consequence, the mean score was only 5.40.

4.3.2. Comparison of Correct Answers of Good and Poor Readers

Table 4 presents correct answers for item 1-10 of the Comprehension Test

Table 4. Comparison of Correct Answers of Good and Poor Readers

Item	Test	Total		Good Readers		Poor Readers	
1	Gist	12	40.00%	6	40.00%	6	40.00%
2	Main idea	12	40.00%	10	66.67%	2	13.33%
3	Inference	18	60.00%	12	80.00%	6	40.00%
4	Topic sentence in paragraph	20	66.67%	11	73.33%	9	60.00%
5	Minor details	22	73.33%	14	93.33%	8	53.33%
6	Vocabulary	16	53.55%	11	73.33%	5	33.33%
7	Reference	22	73.33%	12	80.00%	10	66.67%
8	Topic sentence in paragraph	13	43.33%	9	60.00%	4	26.67%
9	Inference	8	26.67%	6	40.00%	2	13.33%
10	Main idea in paragraph	10	33.33%	4	26.67%	6	40.00%

It can be seen from Table 4 that the majority, 73.33%, or 22 of 30 subjects, chose the right answers on item 5 in which tested the minor details as well as item 7 which tested reference. The item that most people had problems with was item 9; only 26.67% chose the correct answer on this item.

The item for which the majority of good readers chose the correct answer was item 5 (93.33% or 14 of 15 subjects) and secondly was item 7 (80% or 12 of 15 subjects). The item that most of them had problems with was item 10, asking about the main idea in paragraph 11, for which only 26.67% (or 4 of 15 subjects) chose the correct answers.

Similarly, the item where most poor readers chose the correct answer was the item 7, 66.67% or 10 of 15 got the right answer and the item 5, 53.33% or 8 of 15 was able to answer this question. Unlike the good readers, the most difficult item for poor readers was item 2 (testing about the article main idea) and in item 9 (making inference), only 13.33% or 2 of 15 scored on each item.

In summary, the majority of the subjects chose the correct answers most in easier items such as ones that asked about minor details and references; but most of them had problems with more difficult items that tested making inferences (item 9) and finding the topic sentence in a paragraph (item 10). It is noticeable that they were unlikely to have problems with less difficult ones, item 3 and item 4 which tested the same things, making inferences and finding the topic sentence in a paragraph.

The good readers seemingly had less problem with the items that tested making inferences and finding either the main idea on article on the main idea in a paragraph, while the poor readers had most problems with both aspects. The good readers also did far better than the poor ones on the vocabulary testing (item 6).

Overall, the good readers did much better than the poor readers except on item 1 and 10. Surprisingly, the poor readers did better than the good ones on item 10 testing the main idea in a paragraph and both readers equally chose the correct answer on item 1, gist testing one. However, it was demonstrated that good readers had problems with item 10 while the poor readers found item 8 and 9 were the hardest ones. The analysis on the findings in details will be discussed in the next chapter.

4.4 GOOD READERS' READING STRATEGIES

The mean scores have been interpreted based on the following mean range:

5.00	=	always
3.76 – 4.99	=	almost always
2.51 – 3.75	=	often
1.26 – 2.50	=	sometimes
0.01 – 1.25	=	seldom
0.00	=	never

4.4.1 Good Readers' Global Strategies

Table 5 shows the frequency use of the 'global' strategies by good readers. The most common strategies are as follows: I **almost always** use eye-catching highlighted information from paragraphs to increase my understanding (X = 4.33); I **often** have a purpose in mind when I read (X = 3.60); I **often** try to guess what the content of the text is about when I read (X = 3.60); I **often** take an overall view of the text to see what it is about before reading it (X = 3.53); I **often** think about what I already know to help me understand what I read (X = 3.40); I **often** use context clues to help me better understand what I am reading (X = 3.27); when reading, I **often** decide what to read closely and what to ignore (X = 3.27); I **often** think about whether the content of the text fits my reading purpose (X = 3.20); I **often** critically analyze and evaluate the information presented in the text (X = 3.00); and I **often** use typographical features like bold face and italics to identify key information (X = 2.60).

The least common strategies are I **seldom** review the text first by noting its characteristics, like length and organization (X = 0.87); I **sometimes** check my understanding when I come across new information (X = 2.40) and I **sometimes** check to see if my guesses about the text are right or wrong (X = 2.47).

The average mean of their 'global' strategies is 3.0410.

Table 5. Good Readers' Frequency Use of Global Strategies

GLOBAL STRATEGIES		Never 0		Seldom 1		Sometimes 2		Often 3		Almost Always		Always 5		Total		Mean	S.D.	Rate
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
1.	I have a purpose in mind when I read.			1	6.7	1	6.7	4	26.7	6	40	3	20	15	100.0	3.60	1.121	Often
3.	I think about what I already know to help me understand what I read.			1	6.7	1	6.7	6	40.0	5	33.3	2	13.3	15	100.0	3.40	1.056	Often
4.	I take an overall view of the text to see what it is about before reading it.			1	6.7	2	13.3	3	30.0	6	40.0	3	20.0	15	100.0	3.53	1.187	Often
6.	I think about whether the content of the text fits my reading purpose.	1	6.7	1	6.7	2	13.3	4	26.7	4	26.7	3	30.0	15	100.0	3.20	1.474	Often
8.	I review the text first by noting its characteristics, like length and organization.	7	46.7	4	26.7	3	20.0	1	6.7					15	100.0	0.87	0.990	Seldom
12.	When reading, I decide what to read closely and what to ignore.			1	6.7	4	26.7	3	20.0	4	26.7	3	20.0	15	100.0	3.27	1.280	Often
15.	I use eye-catching highlighted information from paragraphs to increase my understanding.							2	13.3	6	40.0	7	46.7	15	100.0	4.33	.724	Almost Always
17.	I use context clues to help me better understand what I am reading.			1	6.7	3	20.0	4	26.7	5	33.3	2	13.3	15	100.0	3.27	1.163	Often
20.	I use typographical features like bold face and italics to identify key information.	1	6.7	1	6.7	6	40.0	4	26.7	1	6.7	2	13.3	15	100.0	2.60	1.352	Often
21.	I critically analyze and evaluate the information presented in the text.			1	6.7	3	20.0	7	46.7	3	20.0	1	6.7	15	100.0	3.00	1.000	Often
23.	I check my understanding when I come across new information.	2	13.3	2	13.3	4	26.7	2	13.3	5	33.3			15	100.0	2.40	1.454	Sometimes
24.	I try to guess what the content of the text is about when I read.					4	26.7	2	13.3	5	33.3	4	26.7	15	100.0	3.60	1.183	Often
27.	I check to see if my guesses about the text are right or wrong.	2	13.3	1	6.7	3	20.0	6	40.0	3	20.0			15	100.0	2.47	1.302	Sometimes
Average															3.0410	.60490		

4.4.2 Good Readers' Support Strategies

Table 6 presents the 'support' strategies that good readers use. The most common strategies are as follows: I **often** go back and forth in the text to find relationships among ideas in it ($X = 3.07$); when reading, I **often** think about the information in both English and my mother tongue ($X = 2.93$); I **often** underline or circle information in the text to help them remember it ($X = 2.80$); when reading, I **often** translate from English into my native language ($X = 2.60$); when text becomes difficult, I **often** read aloud to help me understand what I read ($X = 2.53$).

The least common strategies are I **seldom** take notes while reading to help me understand what I read; I **sometimes** paraphrase (restate ideas in my own words) to better understand what I read ($X = 2.13$); I **sometimes** ask myself questions and try to find the answers in the text ($X = 2.20$); I **sometimes** use reference materials (e.g., a dictionary) to help I understand what I read ($X = 2.53$).

The average mean of their 'global' strategies is 2.4222.

4.4.3 Good Readers' Problem Solving Strategies

Table 7, the 'problem solving' strategies good readers use while reading are arranged in order from their most common to the least common one: when text becomes difficult, I **almost always** pay closer attention to what I am reading ($X = 4.13$); when I read, I **often** guess the meaning of unknown words or phrases ($X = 3.47$); I **often** stop from time to time and think about what I am reading ($X = 3.33$); when text becomes difficult, I **often** re-read it to increase my understand ($X = 3.33$); I **often** try to get back on track when I lose concentration ($X = 3.20$); I **often** read slowly and carefully to make sure I understand what I am reading ($X = 3.07$); I **often** adjust my reading speed according to what I am reading ($X = 3.00$); I often try to picture or visualize information to help me remember what I read ($X = 2.87$).

The average mean of their 'global' strategies is 3.3000.

Table 6. Good Readers' Frequency Use of Support Strategies

SUPPORT STRATEGIES		Never 0		Seldom 1		Sometimes 2		Often 3		Almost Always 4		Always 5		Total		Mean	S.D.	Opinion
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
2.	I take notes while reading to help me understand what I read.	5	33.3	4	26.7	4	26.7	2	13.3					15	100.0	1.20	1.082	Seldom
5.	When text becomes difficult, I read aloud to help me understand what I read.	3	20.0	2	13.3	2	13.3	3	20.0	2	13.3	3	20.0	15	100.0	2.53	1.846	Often
10.	I underline or circle information in the text to help me remember it.	1	6.7	2	13.3	4	26.7	3	20.0	2	13.3	3	20.0	15	100.0	2.80	1.568	Often
13.	I use reference materials (e.g., a dictionary) to help me understand what I read.	4	26.7	1	6.7	2	13.3	4	26.7	2	13.3	2	13.3	15	100.0	2.33	1.799	Sometimes
18.	I paraphrase (restate ideas in my own words) to better understand what I read.	3	20.0	2	13.3	5	33.3	1	6.7	3	20.0	1	6.7	15	100.0	2.13	1.598	Sometimes
22.	I go back and forth in the text to find relationships among ideas in it.			3	20.0	2	13.3	2	13.3	7	46.7	1	6.7	15	100.0	3.07	1.335	Often
26.	I ask myself questions and try to find the answers in the text.	4	26.7	1	6.7	2	13.3	4	26.7	4	26.7			15	100.0	2.20	1.612	Sometimes
29.	When reading, I translate from English into my native language.	2	13.3	2	13.3	3	20.0	2	13.3	5	33.3	1	6.7	15	100.0	2.60	1.595	Often
30.	When reading, I think about the information in both English and my mother tongue.	1	6.7			5	33.3	4	26.7	3	20.0	2	13.3	15	100.0	2.93	1.335	Often
Average															2.4222	.92981		

Table 7. Good Readers' Frequency Use of Problem Solving Strategies

PROBLEM SOLVING STRATEGIES		Never 0		Seldom 1		Sometimes 2		Often 3		Almost Always 4		Always 5		Total		Mean	S.D.	Opinion
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
7.	I read slowly and carefully to make sure I understand what I am reading.			1	6.7	4	26.7	3	20.0	7	46.7			15	100.0	3.07	1.033	Often
9.	I try to get back on track when I lose concentration.			1	6.7	4	26.7	3	20.0	5	33.3	2	13.3	15	100.0	3.20	1.207	Often
11.	I adjust my reading speed according to what I am reading.			1	6.7	5	33.3	4	26.7	3	20.0	2	13.3	15	100.0	3.00	1.195	Often
14.	When text becomes difficult, I pay closer attention to what I am reading.							2	13.3	9	60.0	4	26.7	15	100.0	4.13	.640	Almost Always
16.	I stop from time to time and think about what I am reading.			1	6.7	2	13.3	4	26.7	7	46.7	1	6.7	15	100.0	3.33	1.047	Often
19.	I try to picture or visualize information to help me remember what I read.	1	6.7	2	13.3	1	6.7	6	40.0	4	26.7	1	6.7	15	100.0	2.87	1.356	Often
25.	When text becomes difficult, I re-read it to increase my understanding.			1	6.7	3	20.0	4	26.7	4	26.7	3	20.0	15	100.0	3.33	1.234	Often
28.	When I read, I guess the meaning of unknown words or phrases.	1	6.7	1	6.7	1	6.7	3	20.0	5	33.3	4	26.7	15	100.0	3.47	1.506	Often
Average																3.3000	.56458	

4.5 POOR READERS' READING STRATEGIES

4.5.1 Poor Readers' Frequency Use of Global Strategies

Table 8 presents the 'global' strategies of poor readers. The most common strategies are as follows: I **almost always** use eye-catching highlighted information from paragraphs to increase my understanding ($X = 4.13$); I **almost always** take an overall view of the text to see what it is about before reading it ($X = 3.33$); I **almost always** try to guess what the content of the text is about when I read ($X = 3.67$); I **often** think about what I already know to help me understand what I read ($X = 3.33$); I **often** use context clues to help me better understand what I am reading ($X = 3.33$); I **often** have a purpose in mind when I read ($X = 3.27$); I **often** use typographical features like bold face and italics to identify key information ($X = 3.07$); when reading, I **often** decide what to read closely and what to ignore ($X = 2.93$); I **often** check my understanding when I come across new information ($X = 2.93$); I **often** critically analyze and evaluate the information presented in the text ($X = 2.87$). The least common used strategies that I **seldom** use are reviewing the text first by noting its characteristics, like length and organization ($X = 1.93$); and the strategies that I **sometimes** use are thinking about whether the content of the text fits my reading purpose ($X = 2.40$) and checking to see if my guesses about the text are right or wrong ($X = 2.60$). The average mean of their 'global' strategies is 3.1077.

4.5.2 Poor Readers' Support Strategies

As shown in Table 9, the 'support' strategies poor readers use while reading are arranged in order from their most common use to the least common use ones: when reading, I **often** translate from English into my native language ($X = 3.73$); I **often** go back and forth in the text to find relationships among ideas in it ($X = 3.60$); when reading, I **often** think about the information in both English and my mother tongue ($X = 3.20$); I **sometimes** use reference materials (e.g., a dictionary) to help me understand what I read ($X = 3.07$); I **often** underline or circle information in the text to help me remember it ($X = 3.00$); I **sometimes** paraphrase (restate ideas in my own words) to better understand what I read ($X = 2.20$); I **sometimes** ask myself questions and try to find the answers in the text ($X = 2.40$); I **sometimes** take notes while reading to help me understand what I read ($X = 2.40$); when text becomes difficult, I **often** read aloud to help me understand what I read ($X = 2.67$). The average mean of their 'global' strategies is 2.9185.

Table 8. Poor Readers' Frequency Use of Global Strategies

GLOBAL STRATEGIES		Never 0		Seldom 1		Sometimes 2		Often 3		Almost Always 4		Always 5		Total		Mean	S.D.	Opinion
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
1.	I have a purpose in mind when I read.			1	6.7	4	26.7	4	26.7	2	13.3	4	26.7	15	100.0	3.27	1.335	Often
3.	I think about what I have already known to help me understand what I read.	1	6.7	1	6.7			5	33.3	7	46.7	1	6.7	15	100.0	3.33	1.175	Often
4.	I take an overall view of the text to see what it is about before reading it.					1	6.7	4	26.7	5	33.3	5	33.3	15	100.0	3.93	.961	Almost always
6.	I think about whether the content of the text fits my reading purpose.	1	6.7	4	26.7	2	13.3	4	26.7	4	26.7			15	100.0	2.40	1.352	Sometimes
8.	I review the text first by noting its characteristics, like length and organization.	2	13.3	2	13.3	7	46.7	3	20.0	1	6.7			15	100.0	1.93	1.100	Sometimes
12.	When reading, I decide what to read closely and what to ignore.			1	6.7	4	26.7	5	33.3	5	33.3			15	100.0	2.93	.961	Often
15.	I use the eye-catching highlighted information from paragraphs to increase my understanding.							3	20.0	7	46.7	5	33.3	15	100.0	4.13	.743	Almost Always
17.	I use context clues to help me better understand what I am reading.					1	6.7	8	53.3	6	40.0			15	100.0	3.33	.617	Often
20.	I use typographical features like bold face and italics to identify key information.	2	13.3			2	13.3	4	26.7	5	33.3	2	13.3	15	100.0	3.07	1.534	Often
21.	I critically analyze and evaluate the information presented in the text.	1	6.7			2	13.3	9	60.0	3	20.0			15	100.0	2.87	.990	Often
23.	I check my understanding when I come across new information.	1	6.7			4	26.7	5	33.3	4	26.7	1	6.7	15	100.0	2.93	1.223	Often
24.	I try to guess what the content of the text is about when I read.			1	6.7	1	6.7	4	26.7	5	33.3	4	26.7	15	100.0	3.67	1.175	Almost always
27.	I check to see if my guesses about the text are right or wrong.			2	13.3	3	20.0	9	60.0	1	6.7			15	100.0	2.60	.828	Sometimes
Average															3.1077	.60135		

Table 9. Poor Readers' Frequency Use of Support Strategies

SUPPORT STRATEGIES		Never 0		Seldom 1		Sometimes 2		Often 3		Almost Always 4		Always 5		Total		Mean	S.D.	Opinion
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
2.	I take notes while reading to help me understand what I read.	2	13.3			7	46.7	3	30.0	2	13.3	1	6.7	15	100.0	2.40	1.352	Sometimes
5.	When text becomes difficult, I read aloud to help me understand what I read.	3	20.0	1	6.7	2	13.3	4	26.7	2	13.3	3	20.0	15	100.0	2.67	1.799	Often
10.	I underline or circle information in the text to help me remember it.	1	6.7	1	6.7	2	13.3	4	26.7	7	46.7			15	100.0	3.00	1.254	Often
13.	I use reference materials (e.g., a dictionary) to help me understand what I read.	1	6.7	2	13.3	3	20.0	3	20.0	1	6.7	5	33.3	15	100.0	3.07	1.710	Often
18.	I paraphrase (restate ideas in my own words) to better understand what I read.	3	20.0	2	13.3	4	26.7	2	13.3	3	20.0	1	6.7	15	100.0	2.20	1.612	Sometimes
22.	I go back and forth in the text to find relationships among ideas in it.	1	6.7			2	13.3	2	13.3	6	40.0	4	26.7	15	100.0	3.60	1.404	Often
26.	I ask myself questions and try to find the answers in the text.	1	6.7	2	13.3	4	26.7	6	40.0	2	13.3			15	100.0	2.40	1.121	Sometimes
29.	When reading, I translate from English into my native language.			1	6.7	2	13.3	3	20.0	3	20.0	6	40.0	15	100.0	3.73	1.335	Often
30.	When reading, I think about the information in both English and my mother tongue.			1	6.7	1	6.7	9	60.0	2	13.3	2	13.3	15	100.0	3.20	1.014	Often
Average															2.9185	.97993		

4.5.3 Poor Readers' Problem Solving Strategies

Table 10 concludes the 'problem solving' strategies of poor readers while reading. The most common strategies are as follows: when text becomes difficult, I **almost always** pay closer attention to what I am reading ($X = 3.67$); when text becomes difficult, I **often** re-read it to increase my understand ($X = 3.53$); when I read, I **often** guess the meaning of unknown words or phrases ($X = 3.47$); I **often** read slowly and carefully to make sure I understand what I am reading ($X = 3.33$); I try to get back on track when I lose concentration ($X = 3.33$); I **often** adjust my reading speed according to what I am reading ($X = 3.27$); I **often** stop from time to time and think about what I am reading ($X = 2.80$); The least common used strategies are I try to picture or visualize information to help me remember what I read ($X = 2.53$). The average mean of their 'global' strategies is 3.2417.

Table 10. Poor Readers' Frequency Use of Problem Solving Strategies

PROBLEM SOLVING STRATEGIES		Never 0		Seldom 1		Sometimes 2		Often 3		Almost Always 4		Always 5		Total		Mean	S.D.	Opinion
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
7.	I read slowly and carefully to make sure I understand what I am reading.			1	6.7	1	6.7	6	40.0	6	40.0	1	6.7	15	100.0	3.33	.976	Often
9.	I try to get back on track when I lose concentration.			2	13.3	1	6.7	4	26.7	6	40.0	2	13.3	15	100.0	3.33	1.234	Often
11.	I adjust my reading speed according to what I am reading.			1	6.7	2	13.3	5	33.3	6	40.0	1	6.7	15	100.0	3.27	1.033	Often
14.	When text becomes difficult, I pay closer attention to what I am reading.			1	6.7	3	20.0			7	46.7	4	26.7	15	100.0	3.67	1.291	Often
16.	I stop from time to time and think about what I am reading.	1	6.7	1	6.7	2	13.3	7	46.7	4	26.7			15	100.0	2.80	1.146	Often
19.	I try to picture or visualize information to help me remember what I read.	2	13.3	2	13.3	2	13.3	5	33.3	3	20.0	1	6.7	15	100.0	2.53	1.506	Often
25.	When text becomes difficult, I re-read it to increase my understanding.			1	6.7	1	6.7	6	40.0	3	20.0	4	26.7	15	100.0	3.53	1.187	Often
28.	When I read, I guess the meaning of unknown words or phrases.					2	13.3	6	40.0	5	33.3	2	13.3	15	100.0	3.47	.915	Often
Average																3.2417	.71880	

4.6 COMPARISON OF GOOD AND POOR READERS' READING STRATEGIES

4.6.1 Comparison of Good and Poor Readers' Global Strategies

Table 11. Comparison of Good and Poor Readers' Global Strategies

GLOBAL STRATEGIES		Good Readers		Poor Readers		T-test	Sig.
		Mean	S.D.	Mean	S.D.		
1.	I have a purpose in mind when I read.	3.60	1.121	3.27	1.335	.465	.326
3.	I think about what I already know to help me understand what I read.	3.40	1.056	3.33	1.175	.871	.946
4.	I take an overall view of the text to see what it is about before reading it.	3.53	1.187	3.93	.961	.319	.363
6.	I think about whether the content of the text fits my reading purpose.	3.20	1.474	2.40	1.352	.133	.923
8.	I review the text first by noting its characteristics, like length and organization.	0.87	0.990	1.93	1.100	.009*	.854
12.	When reading, I decide what to read closely and what to ignore.	3.27	1.280	2.93	.961	.427	.136
15.	I use eye-catching highlighted information from paragraphs to increase my understanding.	4.33	.724	4.13	.743	.461	.757
17.	I use context clues to help me better understand what I am reading.	3.27	1.163	3.33	.617	.846	.024
20.	I use typographical features like bold face and italics to identify key information.	2.60	1.352	3.07	1.534	.384	.769
21.	I critically analyze and evaluate the information presented in the text.	3.00	1.000	2.87	.990	.716	.845
23.	I check my understanding when I come across new information.	2.40	1.454	2.93	1.223	.286	.233
24.	I try to guess what the content of the text is about when I read.	3.60	1.183	3.67	1.175	.878	.723
27.	I check to see if my guesses about the text are right or wrong.	2.47	1.302	2.60	.828	.740	.105
	Average	3.0410	.60490	3.1077	.60135	.764	.742

$p \leq 0.10$.

In Table 11, it is found that the 'global' reading strategies while reading of good readers (average mean: 3.0410) and those of poor readers (average mean: 3.1077) are not significantly different on average at the level of 0.10. Both good

readers and poor readers share about the same reading strategies they employ in ‘global’ strategies, especially strategies number 1, 3, 12, 15, 17, 20, 21, and 24; the mean scores are about the same. Based on the mean score interpreting (Table 5 and 8), both groups reported that they also often used the following strategies while reading the Reading Comprehension Test: item 1, having a purpose in mind when I read; item 3, thinking about what I already know to help me understand what I read; item 12, when reading, deciding what to read closely and what to ignore; item 17, using context clues to help me better understand what I am reading; item 20, using typographical features like bold face and italics to identify key information; and item 21, critically analyzing and evaluating the information presented in the text and item 24, trying to guess what the content of the text is about when I read. In addition, both good and poor readers also claimed that they almost always used item 15, using eye-catching highlighted information from paragraphs to increase understanding and they sometimes used strategy 27, checking to see if guesses about the text are right or wrong. Though there is no statically significant difference between the strategies used in item 4, 6, 23 and 24, there are some slightly differences on their rating. Poor readers rated that they almost always used item 4 and 24, taking an overall view of the text to see what it is about before reading it, and trying to guess what the content of the text is about when reading; while the good ones claimed that they only “often” used them. On the other hand, the findings demonstrated that good readers used more frequently than poor readers some strategies such as item 1, 3, 6, 15 and 17. It indicated that they have a purpose in mind when they read ; they think about what they already know to help them understand what they read ; they often think about whether the content of the text fits their reading purpose; they use the eye-catching highlighted information in the paragraph to increase understanding and they check their understanding when they come across new information.

Of the 13 ‘Global’ reading strategies, there is only one statistically significant difference, on strategy number 8, in which poor readers claimed that they used this strategy largely more than good readers (t-Test = 0.009, $p \leq 0.10$). 46.7% of good readers claimed that they never reviewed the text first by noting its characteristics, like length and organization; 26.7% of them claimed that they seldom used this strategy; 20% claimed that they sometimes used it; and only 1% claimed that they often used it while reading the material ($X = 0.87$, S.D. = 0.990), whereas, 45.7% of poor readers claimed that they sometimes

used this strategy; 20% often used it; 6.7% almost always used it; 13.3% seldom used it and 13.3% never used it ($X = 1.93$, $S.D. = 1.100$).

There is similarity of both groups not only in the mean scores but also their order when ranking from the most used strategies to the least ones.

4.6.2 Global Strategies Compared by Ranking

Table 12. Global Strategies of Good and Poor Readers by Ranking

Good	Strategy	15	1	24	4	3	17	12	6	21	20	27	23	8	Average
	Mean	4.33	3.60	3.60	3.53	3.40	3.27	3.27	3.20	3.00	2.60	2.47	2.40	0.87	3.0410
Poor	Strategy	15	24	4	3	17	1	20	12	23	21	27	6	8	Average
	Mean	4.13	3.67	3.53	3.33	3.33	3.27	3.07	2.93	2.93	2.87	2.60	2.40	1.93	3.1077

From table 12, we can note that the mean scores on item number 15, using eye-catching highlighted information from paragraphs to increase understanding, of both good readers and poor ones had the highest compatibility ($X = 4.33$, $X = 4.13$). Similarly, the mean of item number 8, reviewing the text first by noting its characteristics, like length and organization, were the lowest ($X = 0.87$, $X = 1.93$). The mean score of item number 8 is not only the lowest one in the global reading strategies subcategory but among all strategies in the three subcategories. Considered by ranking, there is no significant difference of ‘global’ strategies that both groups employed; they are more or less the same.

4.6.3 Comparison of Good and Poor Readers’ Support Strategies

Table 13. Comparison of Good and Poor Readers’ Support Strategies

SUPPORT STRATEGIES		Good Readers		Poor Readers		T-test	Sig
		Mean	S.D.	Mean	S.D.		
2.	I take notes while reading to help me understand what I read.	1.20	1.082	2.40	1.352	.012*	.685
5.	When text becomes difficult, I read aloud to help me understand what I read.	2.53	1.846	2.67	1.799	.843	.775
10.	I underline or circle information in the text to help me remember it.	2.80	1.568	3.00	1.254	.702	.256
13.	I use reference materials (e.g., a dictionary) to help me understand what I read.	2.33	1.799	3.07	1.710	.262	.765

(Table continues)

Table 13 (continued)

SUPPORT STRATEGIES		Good Readers		Poor Readers		T-test	Sig
		Mean	S.D.	Mean	S.D.		
18.	I paraphrase (restate ideas in my own words) to better understand what I read.	2.13	1.598	2.20	1.612	.910	.853
22.	I go back and forth in the text to find relationships among ideas in it.	3.07	1.335	3.60	1.404	.295	.825
26.	I ask myself questions and try to find the answers in the text.	2.20	1.612	2.40	1.121	.696	.062
29.	When reading, I translate from English into my native language.	2.60	1.595	3.73	1.335	.044*	.360
30.	When reading, I think about the information in both English and my mother tongue.	2.93	1.014	3.20	1.014	.543	.266
	Average	2.4222	.92981	2.9185	.97993	.166	.973

$p \leq 0.10$

Table 13 concludes the comparison of the 'support strategies' that good and poor readers used. Based on the average mean scores, there is no significant difference for 'support' strategies on average at the level of 0.10.

Nevertheless, of the 9 'support' strategies, there are two statistically significant differences on strategy number 2 and 29. It can be seen that poor readers tended to use these strategies more frequently than the good ones. From table 6 and 9, 33.3% of good readers claimed that they never take notes while reading to help them understand what they read; 46.7% claimed that they sometimes did; while 30% said they often used this strategy and 13.3% almost always did. On the other hand, 46.7% of the poor ones claimed that they sometimes took notes; 13.3% never did while 30% often used this strategy, 13.3% and 6.7% almost always and always did respectively.

Likewise, 13.3% of good readers claimed that when reading, they never translate from English into their native language; 13.3% also claimed that they seldom use this strategy; 20% claimed that they sometimes did it; 13.3% often deployed this strategy; 33.% almost always did it and 6.7% always used this strategy ($X = 2.60$, S.D. 1,595). On the contrary, 40% of poor readers claimed that they always use this strategy; 20% almost always use it; 20% often used it; 13.3% sometimes used it and only 1% seldom used it ($X = 3.73$, S.D = 1.335). It can be seen that their mean scores are rather different.

4.6.4 Support Strategies Comparing by Ranking

Table 14. Support Strategies of Good and Poor Readers by Ranking

	Strategy	22	30	10	29	5	13	26	18	2	Average
Good	Mean	3.07	2.93	2.80	2.60	2.53	2.53	2.20	2.13	1.20	2.4222
	Strategy	29	22	30	13	10	5	26	2	18	Average
Poor	Mean	3.73	3.60	3.20	3.07	3.00	2.67	2.40	2.40	2.20	2.9185

Table 14 presents that there is similarity of rating ‘support’ strategies of good and poor readers. The highest frequency used strategies of the poor readers were strategies number 29 and 22 (when reading, I often translate from English into their native language ($X = 3.73$); I often go back and forth in the text to find relationships among ideas in it ($X = 3.60$)) and the least used strategies were strategies number 18, 2 and 26: I sometimes paraphrase to better understand what I read ($X = 2.20$); I sometimes ask myself questions and try to find the answers in the text ($X = 2.40$); I sometimes take notes while reading to help them understand what I read ($X = 2.40$).

The most used strategies of the good readers are strategies number 22 and 30: I often go back and forth in the text to find relationships among ideas in it ($X = 3.07$); when reading, I often think about the information in both English and their mother tongue ($X = 2.93$). The least used ones are similar to the poor ones, strategies number 2 and 18 ($X = 1.20$, $X = 2.13$).

4.6.5 Comparison of Good and Poor Readers’ Problem Solving Strategies

Table 15. Comparison of Good and Poor readers’ Problem Solving Strategies

PROBLEM SOLVING STRATEGIES		Good Readers		Poor Readers		T-test	Sig
		Mean	S.D.	Mean	S.D.		
7.	I read slowly and carefully to make sure I understand what I am reading.	3.07	1.033	3.33	.976	.473	.566
9.	I try to get back on track when I lose concentration.	3.20	1.207	3.33	1.234	.767	.883
11.	I adjust my reading speed according to what I am reading.	3.00	1.195	3.27	1.033	.519	.630
14.	When text becomes difficult, I pay closer attention to what I am reading.	4.13	.640	3.67	1.291	.220	.017
16.	I stop from time to time and think about what I am reading.	3.33	1.047	2.80	1.146	.194	.943

(Table continues)

Table 15 (continued)

PROBLEM SOLVING STRATEGIES		Good Readers		Poor Readers		T-test	Sig
		Mean	S.D.	Mean	S.D.		
19.	I try to picture or visualize information to help me remember what I read.	2.87	1.356	2.53	1.506	.529	.460
25.	When text becomes difficult, I re-read it to increase my understanding.	3.33	1.234	3.53	1.187	.655	.820
28.	When I read, I guess the meaning of unknown words or phrases.	3.47	1.506	3.47	.915	1.000	.125
	Average	3.3000	.56458	3.2417	.71880	.807	.794

$p \leq 0.10$

Table 15 summarizes the comparison of the ‘problem solving’ strategies that good and poor readers use while reading. It is found that poor (average mean = 3.2417) and good readers (3.3000) tend to apply about the same reading strategies. There is no significant difference in the strategies they used. Considering the interpreting mean score in Table 7 and 10, both good readers and poor readers rated all strategies in this subcategory as ‘often’ used strategies; only strategy number 14, “when text becomes difficult, I pay closer attention to what I am reading” that good readers rated as ‘almost always’ used.

4.6.6 Problem Solving Strategies Comparing by Ranking

Table 15. Problem Solving Strategies of Good and Poor by Ranking

Good	Strategy	14	28	16	25	9	7	11	19	Average
	Mean	4.13	3.47	3.33	3.33	3.20	3.07	3.00	2.87	3.3000
Poor	Strategy	14	25	28	7	9	11	16	19	Average
	Mean	3.67	3.53	3.47	3.33	3.33	3.27	2.80	2.53	3.2417

Apparently from Table 16, both groups rated strategy 14 as top most used strategy: when text becomes difficult, I pay closer attention to what I am reading ($X = 4.13$, $X = 2.67$) and the least used strategy is strategy number 19: I try to picture or visualize information to help me remember what I read ($X = 2.87$, $X = 2.53$). Both groups employed more ‘problem solving’ strategies than ‘global’ and ‘support’ strategies.

In conclusion, the average score of reading comprehension results is 5.4. The maximum score is 9 and the minimum is 2. Apparently, good readers chose the correct answers to the items that tested the main idea, the gist and inferences more than the poor ones; whereas, the poor readers scored from the items which tested reference and minor details. On average, there were no significant differences of the reading strategies that good readers and poor readers used in 3 subcategories, the global, support and problem solving strategies. However, there were statistical significant differences on strategy item 8 in global subcategory and item 2 and item 29 in support subcategory which indicated that poor readers more frequently used these strategies than the good readers. It can be concluded that poor readers relied on these strategies more than the good ones. It was found that the subjects tended to use problem-solving reading strategies most frequently while they used support reading strategies least frequently. The findings of the study will be summarized and discussed in the next chapter.