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A STUDY OF THE READING COMPREHENSION STRATEGIES IN THINK-ALOUD PROTOCOLS BY LOWER SIX STUDENTS OF SMK RAJA CHULAN, IPOH.

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THIS ACADEMIC EXERCISE IS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE MASTER'S DEGREE IN TESL

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DECLARATION

I hereby declare that the work in this dissertation is my own except for the quotations and summaries which have been duly acknowledged.

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Abstrak Kajian

Perkara yang utama yang sering diketengahkan berkaitan aktiviti membaca ialah aspek kefahamanan terhadap bahan bacaan tersebut (Block, Gambrell & Pressley, 2003). Belajar membaca dengan tahap pemahaman yang tinggi memerlukan satu tugas dan tanggungjawab yang mesti dilakukan secara komleks. Pemahaman terhadap sesuatu bahan bacaan merupakan sesuatu yang rumit dan ia memerlukan strategi yang berkesan untuk membina sesuatu makna secara efektif. Oleh itu, kajian ini dilakukan untuk mengenal pasti beberapa strategi yang telah digunakan oleh para pelajar untuk membina, mengawasi dan menilai hasil bacaan mereka. Dalam kajian ini, pengkaji menggunakan kaedah 'Think-Aloud" yang dipelopari oleh Cote dan Goldman (2004). Menurut mereka, kaedah ini menggunakan lima strategi membaca iaitu, penerangan kendiri, ramalan para frasa, kebolehan menghubung kait dan pengawalan bacaan. Hasil kajian, pengkaji mendapati bahawa pelajar yang baik menggunakan pelbagai strategi untuk membentuk makna (Reutzel & Cooter,2005). Penumpuan terhadap bahan bacaan merupakan suatu skil yang penting untuk mendapat kefahaman yang baik. Manakala, bagi pelajar yang lemah pula, telah dikenalpasti masalah yang dihadapi tetapi tidak menunjukkan kesungguhan untuk menyelesaikan masalah mereka.

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ABSTRACT

The most important thing about reading is comprehension. Reading comprehension is the heart and soul of reading (Block, Gambrell & Pressley, 2003). Learning to read with good comprehension is a complex task. Comprehension is complicated and it requires strategies to construct meaning effectively. Because of its significance, this study is to investigate the strategies used by students to construct, to monitor and to evaluate what they are reading. Think-aloud protocol analysis is the method used in this study. The think-aloud protocol are the coded according to the procedure developed by Cote & Goldman (2004) which involved five concrete reading strategies: self-explanation, paraphrase, prediction, association and monitoring. The results indicate that better students used a wide range of strategies to construct meaning. Monitoring, a skill which is often cited as important to comprehension (Reutzel & Cooter, 2005) is evident in all the think-aloud protocols. The weaker students identified the problems but made no attempts to resolve them. These findings suggest that students will benefit from explicit reading comprehension instruction.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

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Reading is so much of our daily life that most of the time we hardly consider the purposes and processes involved. We take the activity for granted much like with listening and speaking. For some people, comprehending seems to develop automatically. Certainly there are non-readers in our communities who need basic help. But poor readers need help to develop reading comprehension.

One of the difficulties which students may have is not knowing that an ability to read also involves an understanding of what is read. Learning how to comprehend involves negotiating so many cognitive, metacognitive and affective processes that these poor readers simply avoid complicated texts and context.

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Hall (2002) argues that in the real world, effective reading means a flexible and appropriate response to the material and this is always guided by the reader's purpose; and this means that the reader is aware of options, including the option to give up when the reading material gets difficult. Writers assert that readers do not understand due to ineffective prior instruction, as well as readers' limited background knowledge, weak decoding skills and negative concepts (Grimbell, Block & Pressley, 2002).

In order to assist the weaker students who have problems in reading comprehension, teachers first need to find out what are their reading comprehension problems by investigating the reading strategies of the students concerned. In this chapter, I will discuss the statement of the problem, the purpose, the rationale and the research questions of the study.

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1.1 Statement of the problem

In this researcher's Lower Six class in *SMK Raja Chulan*, there are Chinese, Indians and Malays. Chinese students speak a Chinese dialect at home, attended a Chinese primary school where the medium of instruction was in Mandarin, and Bahasa Melayu which they learned after six months in Standard One and only started to learn English in Standard Three. Indian students speak Tamil at home, attended Tamil school, learned Bahasa Melayu after six months in Standard One and English in Standard Three. Malay students speak Malay at home, attend a Malay-medium school throughout their school lives and studied English after six months in Standard One. These students continued to use

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Bahasa Malaysia as the medium of instruction in secondary school and English is relegated to second or foreign language status. However , students read in English for content especially in Science and Mathematics from form one to form five. They need to be proficient in English for these subjects. They need to comprehend reading texts in English for their examinations in form five and form six. In addition to that students in form six are required to take the MUET which requires students to comprehend English language texts. A problem arises when students do not comprehend reading passages in English.

1.2 Rationale of the study

As stated earlier, reading comprehension is an important component of The Malaysian University English Test (MUET). This proficiency test in the English language is compulsory for all pre-university students intending to further their studies at local and private universities. MUET comprises of four components testing the language skills of listening, speaking, reading comprehension and writing. Students need to sit for a total of four-and-a –half hour test. Based on their score in the test, they will be classified into six broad bands, from band six for a very good user of the language to band one for an extremely limited user (see Appendix 1). The reading comprehension paper carries a weightage of 45%. Therefore, in order to excel in MUET, students must do reasonably well in reading comprehension. As all students in Form Six aspire to enter tertiary education or the job market, one can only imagine the problems they would encounter if they had trouble comprehending what they read.

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Academic reading is not easy. Successful students learn how to read effectively and remember what they read. Students need to learn ways to read, keep going, finish up, summarize, and connect the new information to other knowledge they have acquired (Freeman & Long, 1991).

From the result of this investigation this researcher hopes to gain insight to the appropriate reading instruction for the less proficient readers based on the reading behaviour of the more proficient readers.

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1.3 Research Questions

This researcher intends to investigate the reading strategies employed by students when they read based on students' think-aloud protocols. The research questions are as follows:

1. What are the reading strategies used by students while reading?
2. How do students monitor their comprehension during reading?

1.4 Purpose of the study

Reading is private and no one knows what goes on in the readers' mind. Reading in lower forms often focus on the concrete aspects of the texts such as identifying the main and

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supporting ideas which are easily visible on the page. However reading in form six requires meta-cognition, the ability to make meaning. Students need to think about how their own learning styles interact with the text they are reading, and perhaps change their reading strategies to meet the challenges of the text. Cote & Goldman (2005) posit that think-aloud is a popular research instrument among both L1 and L2 reading researchers in general and especially those who are interested in the area of reading strategies and comprehension monitoring. In this study, this researcher will attempt to observe the reading behaviour of the participants using think-aloud protocols

The aim of this study is to identify the strategies in reading comprehension among form six students. It also attempts to find evidence of comprehension monitoring in the participants' think-alouds

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1.5 Definition of keywords

The following are the definitions of several key terms and phrases applicable to this project.

- reading comprehension - "a process of extracting and constructing meaning through interaction and involvement with the written language" (Sweet & Snow, 2002, p 23)

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- strategy - a physical or mental action used consciously or unconsciously with the intention of facilitating text comprehension and or learning (Davies, 1995,p37).

- think-aloud protocol - a verbal report that an individual produces in an effort to explain his/her behaviour while in the process of reading (Kucan & Beck, 1997,p217).

- comprehension monitoring - a general "control" to keep track of one's understanding of the reading text and to take remedial action if comprehension fails (Pressley, 2002, p291).

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1.6 Conclusion

In this chapter, on the background of the study, I discussed the statement of the problem as well as the rationale and the purpose of the study. I have also defined terms or concepts used in the study. In the next chapter, I will review the related literature.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

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2.0 Introduction

Comprehension is a very complicated task and to comprehend effectively, students need to enforce an equally complicated set of strategies (Reutzel & Cooter, 2005; Cote & Goldman, 2004). In this chapter, I will investigate the reading behaviour of students with different levels of proficiency using the think-aloud protocols. I will discuss the psycholinguistic model of the reading process. I will also discuss what is reading comprehension, reading strategies, the use of think-aloud protocols as a research instrument, the benefits of think-aloud and its limitations.

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2.1 A psycholinguistic model of reading

During the past decade, EFL/ESL reading theory has come under the influence of psycholinguistics. Hall (2002) suggests that the linguist Noam Chomsky revolutionised the study of language when he demonstated that comprehending language was not a matter of linking up the various meanings of words. Hall (2002) further claims that reading is a constructive and a problem-solving activity.

Wong (2005, p 3) cites Goodman (1985) who described reading as a "psycholinguistic guessing game" in which the " reader reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display" Goodman & Goodman (2004, p638) further elaborate this act of constructing of meaning as being an "ongoing, cyclical process of sampling from the input text, predicting, testing and confirming or revising those predictions, and sampling further". In this model, the reader need not use all the information available to him.

Similiarly, Smith (1971) argued that reading was not something that you are taught, but rather something you learned to do as a consequence of belonging to a literate society. In line with Goodman (1985)'s notion of reading as a psycholinguistic guessing game, Smith (1971) suggested that reading was a matter of making informed predictions about a text based on what the reader already knew about how language works and what they knew about the world.

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In the same context, Rumelhart (1994) proposed an alternative model of reading by incorporating the possibility of parallel processing, that is the simultaneous processing of information from more than one source. The model as suggested by Rumelhart (2002) demonstrates the interaction between different sources of information. It includes examples of the identification of a letter being determined by the word in which it appears, of the identification of a word being dependent upon the semantic and syntactic context in which it appears, and the interpretation of a text being dependent upon the schematic framework within which it is represented.

In addition, an individual's schemata may change over time and with experience. From this it should be clear that schemata should not be thought of as "fixed and stable but rather as constantly changing and subject to modification" (Rumelhart,2002,p864). Reutzel & Cooter (2005, p 98) clarify that schema is "a package of knowledge containing related concepts, events, emotions and roles experienced by the reader". In the comprehension process, learners draw upon their schemata and then check their schematic predictions as they progress through the text. Rumelhart (2002) calls these predictions hypotheses and these hypotheses will be subsequently confirmed or rejected as the learners read on. Therefore the aim of this study is to identify the reading strategies employed by the participants and to further investigate whether the participants exhibit reading behaviour as suggested by Rumelhart (2002).

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2.2 Reading comprehension

Traditionally in the study of second language comprehension, the emphasis has been almost exclusively on the language to be comprehended and not on the listener or reader (Duke & Pearson, 2002). Grambell, Block & Pressley (2002) define reading comprehension as acquiring meaning from text. In this meaning-making process, the reader interacts with the print and is involved in making sense of the message. Readers comprehend text by acquiring meaning, confirming meaning and creating meaning. In other words, reading comprehension is the process of meaning making.

Reading comprehension traditionally refers to a readers' complete understanding or full grasp of meanings in a text. However, this broad definition results in some confusion when different levels of comprehension cannot be appropriately identified and explained. Yang (2004) suggested that comprehension involves an "active, dynamic and growing process of searching for interrelationships in a text". Generally, comprehension is the readers' understanding of the meaning in a text.

Harvey and Goudvis (2000) suggested that constructing meaning is the goal of comprehension. True comprehension goes beyond literal understanding and involves the readers' interaction with the text (NAP,2000). Pressley (2002) and Snow & Sweet (2000) suggest that good comprehenders are capable and active readers. Good comprehenders depend on fluent reading because nonfluent reading demands valuable mental capacity that is required for comprehension to occur. Good comprehension also

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depends on an extensive vocabulary, for above-word-level comprehension cannot occur if individual words are not understood. Good comprehenders derive meanings of whole text by engaging the text before they read it, while they read it, and after a first reading is completed. Pressley (2002b) further elaborates that before reading, good readers often skim a text to make predictions about it based on their prior knowledge.

2.3 Reading Comprehension Strategies

A reading comprehension strategy is "an activity used to help students increase reading abilities"(Davies,1996,p46). Pressley (2002,p385) refers reading comprehension strategies to the "mental operations involved when readers purposefully approach a text to make sense of what they read". Strategies are used to assist students in predicting outcomes in a reading passage and summarizing material which has been read, both fictional and informational. In order to understand what is being read, students need to question the material and to determine important ideas while reading.

At the same time, they also need to monitor their reading and constantly search for clues, rereading to confirm, reading ahead or back for clues and also self-correcting their earlier hypothesis (Block & Johnson, 2002; Keene,2002). Reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read and what they do not understand. Cote & Goldman (2004) argued that good

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readers use strategies naturally and the use of strategies aides struggling readers to become more proficient.

The terms skills and strategies are often used interchangeably and they are sometimes thought to mean the same. However, Stanovich (2002) reiterated that there is a difference between skills and strategies. Strategies are student-centered rather than teacher-centered and they are taught in a meaningful context. If learner's needs are anticipated by the teacher, activities can be purposeful, interactive and independent. There is also continual observation for evaluation of what is needed.

Skilled readers actively construct meaning as they read, interacting with the text. They set purposes for reading, select methods of accomplishing these purposes, monitor and repair their own comprehension as they read, and evaluate the completed tasks (Cote & Goldman, 2004). A skilled reader constructs, examines, and extends meaning before, during, and after reading for a variety of texts.

Since the late 1970's, many ESL researchers have begun to recognize the importance of the strategies ESL students use while reading. Several empirical investigations have been conducted by Hosenfeld (1997) and Block & Johnson (2002) on reading strategies and their relationships to successful and unsuccessful second language learning. Their research in second language reading has demonstrated that strategy use is different according to the level of the students' proficiency. More proficient readers use different types of strategies and they use them in different ways.

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However, Kletzien (1991) revealed that there are no significant differences in the number and type of strategies used by good and poor readers, except on the most difficult text for which the poor readers reported far fewer strategies. The strategies used by all readers varied according to the different levels of the text. With least difficult text, a much wider range of strategies was recorded and subjects also made greater use of the text as a whole. By contrast, with the frustration-level text, there was a much heavier reliance on vocabulary. In other words, participants used a broader context to construct an understanding at the least difficult level, focused more on the text at the instructional level and concentrated on a narrow two or three word base at the most difficult level.

Researchers (Brown,1992; Davies, 1995; Keene, 2002) suggest that possible strategies used by participants include (a) using syntax, (b) using the author's style, (c) using known phrases, (d) rereading the previous text, (e) reading subsequent text, (f) recognizing the structure of a passage or paragraph, (g) recognizing the structure of the sentence, (h) using prior knowledge, (i) visualizing, (j) using the main idea, (k) making inferences or drawing conclusions, (l) paraphrasing, (m) looking for key vocabulary or phrases, (n) no awareness of strategies, and(o) non-use of strategies. However, in the research carried by Cote & Goldman (2004) on the reading behaviour of students reading expository texts classify the strategies differently. Cote & Goldman (2004) classify the strategies into (a) self-explanations, (b) monitoring, (c) paraphrases, (d) predictions and (e) associations. In this study, Cote & Goldman (2004)'s classification scheme for

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reading strategies are used because all the reading texts in MUET are expository in nature.

A recent study carried out by Goh (2005) to look into the hidden processes of reading comprehension in a small group of four participants found that learners built on the results of the reading strategies employed by each other. Information gathered from this collective scaffolding was then used to provide an understanding of a sentence. This approach to comprehension strategy use is also known as reciprocal teaching which was first designed by Palinscar and Brown in 1984 as cited by Duke & Pearson (2002).

Research on reading development conducted by Williams (2004) has shown that good readers use strategies that are not used by poor readers. Hall (2002) also suggests that students learning to read can and need to be taught how to use specific strategies for understanding a text. Thus readers need instruction from the teacher and guided practice if reading strategy training is to be successful. Reutzel, Camperell & Smith (2002) and NAP (2000) further explain that the teacher needs to describe what the strategy is; why the strategy should be learned; and how, when, and where the strategy should be used.

2.4 The use of think-aloud to study the process of reading comprehension

Many interesting questions can be answered by considering what a person is thinking about while they perform some task. It is obvious that skilled performance of tasks requires varying degrees of conscious attention: some aspects of tasks are virtually

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automatic, others require close concentration and the conscious integration of many different kinds of information (Liaw, 1995). Similarly, the same task for an unskilled person may require more conscious attention than for a skilled person. For example, operating household appliances in a modern home. Simple tasks like using the vacuum cleaner, washing machine, food processor can be very daunting to a person, for example, a worker from a neighbouring country who is not familiar with the new technology. If language learning and indeed language teaching may be regarded as skills, the same points apply: attention is needed for any language learning, using and teaching process. Therefore, asking someone what they are thinking about when they perform some more or less skilled activity can reveal the content of those attention processes. People may report on the points at which they make decisions and their sequence, their strategies, their perceptions, their means of monitoring and controlling what they do, their frustration at memory loss or cognitive overload, or sometimes nothing at all – the mind goes blank.

Introspective research on learners extend back more than 20 years. Techniques have been developed for getting learners to reveal their own thought processes while or shortly after performing some kind of language activity. One of the earliest researchers in this field, Hosenfeld (1997) commented that, after conducting a lengthy series of individual interviews with members of a class learning intermediate French, the class teacher expressed surprise at how much more the researcher knew about her students than she did. As in the case of Hosenfeld's (1997) work the distinction between teaching and research becomes blurred, when she went on to develop remedial teaching methods for

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L2 reading based on think-aloud revelations by students of what strategies they typically adopted.

Reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. However, as teachers we are required to make some attempt to understand this process and to find ways of observing. Keene (2002) claims that one way for teachers to know what reading strategies students are using and help them use effective strategies in their reading is to engage them in think-aloud. Think-aloud simply means saying aloud ones thoughts (Goh, 2005). Cohen (1995,p42) as cited by Liaw, (1995) described think-aloud as a "stream-of-conscious of thought process while information is being attended to". In this study, think-aloud is defined as "a verbal report that a person produces while in the process of reading" (Kucan & Beck, 1997,p217).

Studying language learning by using verbal report methods belongs to a long tradition of individual psychology studies. Typically numbers of participating learners are few, because of the amount of data that any one learner produces for analysis in a couple of sessions (McDonough,2002). Song (1998,p2) suggests that verbal report methods have allowed learners as individuals to "take center stage in investigations of language teaching and learning, rather than language acquisition theories, teaching techniques, or materials development" . Kucan & Beck (1997,p217) argue that research using the think-

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aloud technique sees "reading as a form of problem solving in which the task involves a search for meaning.

Initially think-alouds were viewed mainly as a research tool to investigate processes involved in thinking, problem-solving and reading comprehension (Harvey & Goudvis, 2001). In the 1980's, think-alouds were viewed as a technique to model to students the strategies teachers use to comprehend text in order to help students improve thinking and reading comprehension. Bereiter and Bird (1985) conducted major research in this area of think-alouds. Now think-alouds have been accepted as an integral component of the process of constructing meaning within a social interaction. Kucan & Beck (1997) suggest that the notion of thinking aloud is now viewed less as a tool or strategy, and more as an aspect of social interaction, specifically as an aspect of the discourse in social contexts designed to teach reading comprehension. The focus of reading instruction is shifted from the individual to the social context of a group where readers build on the collective scaffoldings of the group (Goh, 2005).

2.5 Benefits of think aloud in reading comprehension

Researchers have theorized the reasons why students' think-aloud is effective at improving comprehension. Kucan & Beck (1997) posit that students who use think-aloud have better comprehension. Rather than jumping to conclusions about text meaning or moving ahead in the text without having sufficiently understood what had already been read, think aloud may lead to more thoughtful, strategic reading.

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Reutzel, Comperell & Smith (2002) cite Baumann, Seifert-Kessel, & Jones (1992)'s study which found that training in think-aloud improved children's ability to monitor their comprehension while reading. Third-grade children trained to think aloud as they used several comprehension strategies were better than a comparison group at detecting errors in passages, responding to a questionnaire about comprehension monitoring, and cloze passages.

A classic study by Bereiter and Bird (1985) who used a question and answer comprehension test, showed that students who were asked to think aloud while reading had better comprehension than students who were not taught to think aloud.

Another compelling study by Silven and Vaurus (1992) cited in Pressley (2002b) demonstrated that students who were prompted to think aloud as part of their comprehension training were better at summarizing information in a text than students whose training did not include think aloud. Duke and Pearson (2004) cites Meichebaum and Asnarow (1979) assert that getting students to think aloud decreases their impulsiveness. Rather than jumping to conclusions about text meaning or moving ahead in the text without sufficiently understood what had already been read, think-aloud may lead to more thoughtful, strategic reading.

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2.6 Comprehension Monitoring

In addition to the explanations of the reading comprehension process based on the reading model, researchers (Block & Johnson, 2002; Yang, 2005) argue that readers still need a higher-level ability to utilize their reading strategies. This ability is known as comprehension monitoring or metacognition. It is the ability to know what has been done right or wrong and to integrate new information with prior existing knowledge. Comprehension monitoring involves keeping track of one's understanding of the reading text and taking necessary remedial action if comprehension failure or difficulties are detected (Hacker, 2004). According to Block & Johnson (20022, p34), comprehension monitoring is "an ability that develops relatively late because it involves the ability to stand back and observe oneself".

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Comprehension monitoring competency is very important to foreign language (L2) readers. Yang (2005) suggest that since L2 readers have a more limited knowledge of vocabulary and grammar and have to decode meanings of texts by adopting strategies, they also need comprehension monitoring to further examine whether the strategies have successfully overcome their reading problems.

2.7 Limitations in Using Think-aloud Protocols

Suspicions about the relevance, usefulness and acceptability of data from think-aloud protocols were voiced by Nisbett and Wilson (1977) as cited by McDonough & McDonough (2002), who argued that reports of our mental life are too flawed and too

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influenced by what we believe we want others to think to be used as data. McDonough & McDonough (2002) moreover cite that the writers feel that personal reports are too unreliable, since we are not necessarily good observers and also because "our explanation of ourselves to ourselves may be complex and spurious, not admitting simple but unprestigious explanations". Meichebaum & Asnarow (1997) cited in Duke & Pearson (2004) posit that getting students to think aloud decreases their impulsivity. Lastly, the act of reporting may alter the event compared to doing the same thing when not required to report because some readers may not be able to do two tasks at the same time (Wong, 2005).

2.8 Conclusion

In this chapter I have described the pscycholinguistic model of reading, and also described various reading strategies. I have also shown that think-aloud has been used to study the on-going mental process while reading and to understand reading behaviour . In the next chapter, I will discuss the methodology used in the study.

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CHAPTER THREE

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METHODLOGY

3.0 Introduction

In the previous chapter, I have discussed the related literature. This chapter will discuss the methodology that the researcher used in order to carry out the research. The aspects that will be discussed are the participants, the instrument and method of data analysis.

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3.1 Participants

A total of nine Malay participants were recruited from three Form Six classes. Three students were selected randomly from a group of students who scored more than 60% in a diagnostic test (see Appendix B) conducted at the beginning of the year, another three were selected from the group which scored between 40% to 59% and finally the remaining were selected from those who scored between 20% to 39% (see Appendix C). So participants were grouped according to three levels of English reading proficiency.

3.1.0 Students' Profile

Student One

Student One does not speak English at home. He scored 'A' in Lower Certificate of Education (PMR) and a 'C3' in the Malaysian Certificate of Education (SPM) English language examination. Sometimes he reads the newspapers and English magazines. He always watches English TV programmes, English movies and listens to English songs but seldom plays video or computer games in English.

Student Two

Student Two speaks a little English at home. She scored 'A' in Lower Certificate of Education (PMR) and a 'C3' in the Malaysian Certificate of Education (SPM) English language examination. . She sometimes reads the newspaper, magazines and books in English. She always watches English TV programmes, English movies and always listens to English songs. She seldom plays video or computer games in English.

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Student Three

Student Three speaks a little English at home. He scored 'A' in Lower Certificate of Education (PMR) and a 'A2' in the Malaysian Certificate of Education (SPM) English language examination. He always reads the English newspaper and sometimes reads English magazines or books. He always watches TV programmes, movies and always listens to songs in English. He seldom plays video or computer games in English.

Student Four

Student Four does not speak English at home. She scored 'B' in Lower Certificate of Education (PMR) and a 'C5' in the Malaysian Certificate of Education (SPM) English language examination. She sometimes reads the English newspaper and seldom reads English magazines or books. She always watches English TV programmes, English movies and always listens to English songs. She seldom plays video or computer games.

Student Five

Student Five does not speak English at home. He scored 'B' in Lower Certificate of Education (PMR) and a 'P7' in the Malaysian Certificate of Education (SPM) English language examination He sometimes reads the English newspaper and seldom reads English magazines or books. He always watches English TV programmes and always listens to English songs. He sometimes plays video or computer games and seldom watches English movies.

Student Six

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Student Six does not speak English at home. She scored 'B' in Lower Certificate of Education (PMR) and a 'C6' in the Malaysian Certificate of Education (SPM) English language examination. She sometimes reads the English newspaper and seldom reads English magazines or books. She always watches English TV programmes and always listens to English songs. She seldom plays video or computer games and seldom watches English movies.

Student Seven

Student Seven does not speak English at home. She scored 'B' in Lower Certificate of Education (PMR) and a 'P7' in the Malaysian Certificate of Education (SPM) English language examination. She sometimes reads the English newspaper and seldom reads English magazines or books. She always watches English TV programmes and always listens to English songs. She does not play video or computer games and seldom watches English movies.

Student Eight

Student Eight does not speak English at home. She scored 'C' in Lower Certificate of Education (PMR) and a 'P7' in the Malaysian Certificate of Education (SPM) English language examination. She always reads the English newspaper and English magazines or books. She always watches English TV programmes and always listens to English songs. She does not play video or computer games in English.

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Student Nine

Student Nine does not speak English at home. He scored 'C' in Lower Certificate of Education (PMR) and a 'P7' in the Malaysian Certificate of Education (SPM) English language examination. He sometimes reads the English newspaper and seldom reads English magazines or books. He always watches English TV programmes and always listens to English songs. He likes to play video or computer games in English but seldom watches English movies.

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3.2 Research Design

3.2.0 Texts

The students read a total of five different texts. The texts chosen for the think-aloud were taken from the past Malaysian University English Tests. Text 1 is taken from the year 2003, text 2, text 3, text 4 and text 5 are taken from year 2002, 2001, 2000 and 1999 respectively. All the reading texts were taken from sets of past examination questions because the participants are familiar with its format.

The first text is about writing a resume and it gives explicit information on how to write a resume. Students studied it when they were in form five. The second text is on the process of making tea bags. Compared to the first text, this text contains several difficult

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and unfamiliar words. Students must integrate all the information in the text as well as their own general knowledge of making tea to establish a coherent meaning of the text. This text also requires the students to understand the different procedures of processing tea bags. The third text is about dolphins. This text contains information about how dolphins communicate with other dolphins and why humans are fascinated with the dolphins. The text has complex sentence patterns. The fourth text is about how a person can succeed in life. This text is longer than the other three texts. The text contains difficult phrases like ' pursue relentless training routines'. This text contains information about the functions of wetlands and its examples. Its sentence patterns are complex and words are difficult. This text contains information about the functions of wetlands and its examples.

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3.2.1 Procedure

To orient the participants to the think-aloud, the researcher modeled a think-aloud using a mathematical problem (see Appendix D). Participants then tried thinking-aloud to solve other mathematical problems. Once the participants were able to think and verbalise their thoughts, the researcher proceeded with a written text for training (see Appendix E). To encourage participants to report their comprehension processes as much as possible, training in the think-aloud method is important (Wong, 2005).

The participants were informed that their verbal reports would be recorded and transcribed. Because reporting in a foreign language (English) would probably increase the cognitive load of the task, all the participants in this study were allowed to report in

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Malay or a combination of Malay and English. Researchers in the L2 context who employed think-aloud as a research tool allowed their subjects to use L1 or the language that they felt most comfortable using when thinking aloud (Mi-jeong,1998; Oster,2001). When the participants were familiar with the procedure, they were taken individually to the library to carry out the study. They were told to switch on the tape-recorder and to verbalise their thoughts and understanding of the selected text as they read (see Appendix F). The whole procedure took ten days to complete.

3.4 The Framework of Data Analysis

The present study aims to analyse how students think and make meaning of a text. The protocols were modified and coded by the researcher according to the levels of cognitive processes in reading comprehension as identified by Coté and Goldman (2004). The think-aloud protocols are coded for frequency and type of event. Consistent with Coté and Goldman (2004), an event is defined as a comment or a set of comments on a sentence or a group of sentences as well as reading behaviour associated with those comments. Events can vary in length, ranging from a short utterance focused on one text sentence to several statements and some rereading behaviour focused on the sentences of an entire paragraph. The events are then categorised to the types of reasoning they reflect such as self-explanation, monitoring or evaluation, paraphrase, prediction and association.

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3.4.1 Self Explanations

Coded in this category were statements that students elaborated the focal sentence (e.g., *Academic achievement does not guarantee success in life.* ***Not agree. because academic is important*****),** interpretation of it in the students' own language (e.g., *You should also mention any job training courses that you have attended.* ***bagi..tahu. .jenis pekerjaan.. tuliskan juga latihan..*****)**, questions about cause and effect. (e.g., *scientists claim is no complex language.****mean ..scientists think language easy so mudah berkomunikasi*****?)** Coté and Goldman (2001) indicated that this kind of reasoning reveals students' efforts to construct meaning within the text and with their prior knowledge by using logical relationships to understand the implication of the information in the text

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3.4.2 Monitoring

In this category are monitoring statements which indicate confirmed comprehension (e.g., ***Steeped.. put inside hot water.. Ok masuk… yes Ok I get it***) and failure to understand (e.g., ***employee provident fund.. apa benda ni.? Don't know***). Monitoring statements indicate evaluations of comprehension in that students are comparing their sense of understanding to some internal criterion of satisfactory meaning or coherence.

3.4.3 Paraphrases

Protocol events were placed in this category if students merely reorganized the words in the sentence, repeated a phrase or clause, or substituted synonyms but otherwise maintain the language of the text. Trabasso et al.(1995) as cited by Anderson (2004)

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suggested that a primary function of paraphrases is to maintain information in working memory. The repeated processing of the meaning, perhaps with conversion into more familiar vocabulary, not only strengthens the memory through repetition but also may make it more likely that the new information is connected to prior knowledge.

3.4.4 Predictions

These were statements that indicated what students expected to find in the next part of the text. In the context of the present study, predictions were infrequent and when they did occur, they were in response to titles or to the topic sentences. For example, the title *Resume* led to a general prediction (e.g.," *Oh! Minta kerja*)

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3.4.5 Associations

In this category were statements of connections that seemed to have little bearing on the text (e.g., *tak pernah pergi zoo* when the word *dolphin* appear in the text). These events do not further understanding of the topic sentence of the text but do provide a link between the topic sentence and some aspect of prior knowledge although unrelated to the passage context.

3.5 Limitations of the study

The proficient students selected for the study were among the best in the Lower Six classes but they were not Band 6 material. Because of that, the verbal protocol used may not be reflective of a truly proficient student.

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3.6 Conclusion

In this chapter, this researcher has explained how participants were selected, procedure for data collection and also explained how the data was analysed and interpreted. In the following chapter, this researcher will discuss the findings of the study.

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CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

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4.0 Introduction

The study was aimed at finding the reading strategies employed by participants to comprehend meaning. Thus this chapter will discuss the analyses of the participants' efforts to comprehend the meaning of the passages based on the transcript of the audiotapes of participants' verbalization through out the texts.

4.1 Distribution of Events in the Think-aloud Protocol

The distribution of these five types of protocol events as suggested by Cote & Goldman (2004) are presented in Table 4.1 and Table 4.2 for comparison. Monitoring accounted for the majority of the protocol events. 270 monitoring events out of a total of 594 protocol events were identified. 45% of the total protocol events were monitoring events. Paraphrases accounted for 28% of the total protocol events. The third highest was self-

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explanation which accounted for 24 % or 141 protocol events out of a total of 594 protocol events. The most frequent source of information was prior knowledge. Students did not make many predictions, five predictions were made in the first text on resume and only one prediction respectively for Text Two and Text Three. No predictions were made for Text Four and Text Five. As for associations, only one participant made an association in Text One, two association event in Text Two, and three association event in Text Five. A total of only six association events were made during the whole duration of the think-aloud protocols.

TABLE 4.1

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	46	24	24	27	20	141
Paraphrase	24	24	33	52	36	169
Prediction	5	1	1	0	0	8
Monitoring	54	55	27	56	78	270
Association	1	2	0	0	3	6
	130	106	85	135	137	594

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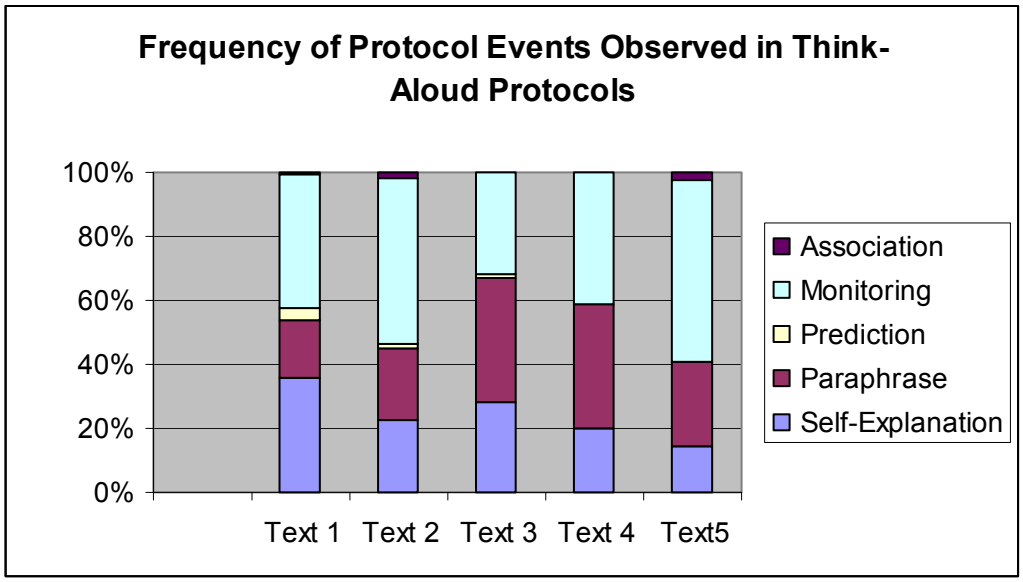


TABLE 4.2

Mean Proportion of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5
Self-Explanation	0.35	0.23	0.28	0.20	0.15
Paraphrase	0.18	0.23	0.39	0.39	0.26
Prediction	0.04	0.01	0.01	0	0
Monitoring	0.42	0.52	0.32	0.41	0.57
Association	0.01	0.02	0	0	0.02

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4.4 Analysis of Participants' Think-Aloud Pprotocol

4.4.0 Participant One

Participant One is a successful reader. In his reading of the five different texts, he made five predictions which was the highest among all the participants. (see table 4.3 below).

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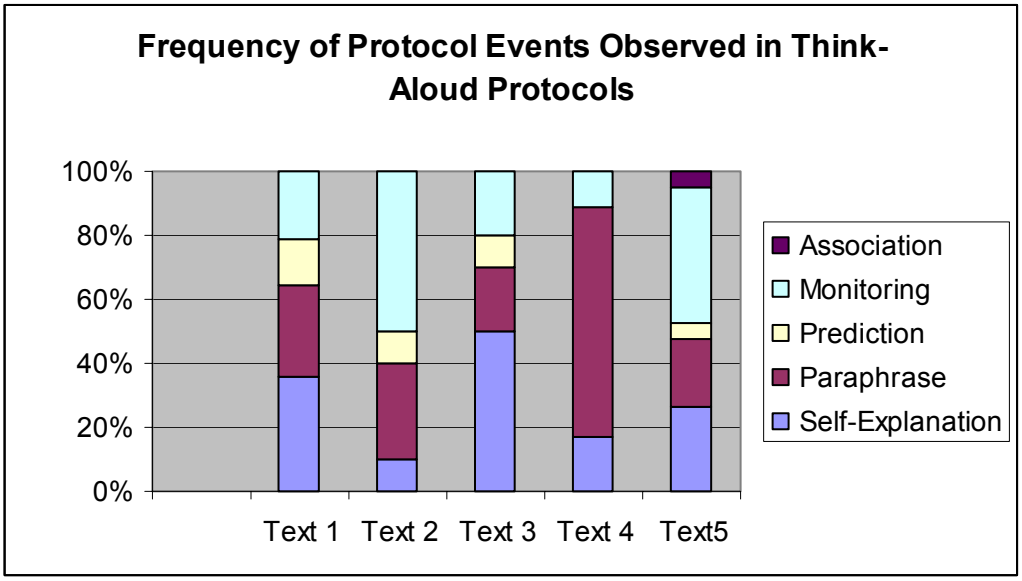
Out of a total of 76 protocol events, paraphrase events accounted for the majority of the protocol events, second highest is self-explanation, followed by monitoring.

TABLE 4.3

Participant One

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	5	1	5	3	5	24
Paraphrase	4	3	2	13	4	26
Prediction	2	1	1	0	1	5
Monitoring	3	5	2	2	8	20
Association	0	0	0	0	1	1
	14	10	10	18	19	76



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In Text One, he made five self-explanation events, four paraphrase events, two prediction events and three monitoring events. While reading this first text , for example, his protocol showed that he was determined to construct a coherent representation of the relationships presented in the text. In Line 9 of the second text, he was persistent and he used the strategies of rereading and paraphrasing and tried to self-explain (see Table4.4 below). Elaborating the texts with examples from prior knowledge is a strategy as pointed out by Davies (1995). While reading Line 17, Participant One was able to connect what he read in Line 14 to provide a better understanding of Line 17. In Line 15 and 17, he asked questions when he was not sure of the meanings of the difficult words such as "education" and "abilities". He made a guess at the second word "abilities" and in Line 17 he monitored his comprehension of the word as shown when he verbalised "Yes, special bakat". After reading Line 19, he was able to make connections between prior knowledge to the in formation in the text. In order to give a supportive report of a person's character, he said that the referee needed to check the data of a person before writing a resume. (see Table 4.4 below). Making connections is a reading strategy as suggested by Harvey & Goudvis (2000).

Table 4.4

Excerpt From Think-aloud Protocol of Participant One Reading Text One

(Student's comments are in boldface)

9. **Rereads Maksudnya kalau kita ada pengalaman kerja, kita list down…bagi..tahu. .jenis pekerjaan..(paraphrase)**

10. **bagi..tahu...jenis pekerjaan.. tuliskan juga latihan..(self-explanation)**

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11. **Education apa itu?(monitoring)**

12. **juga letakkan juga dalam resume itu..list samada kita ada degree atau diploma … tahap yang paling tinggi semasa di IPTA (self-explanation))**

15 **….special bakat? (monitoring)**

17. **Ini penting.. tuliskan nama sekolah dan kebolehan kita seperti contoh kita ada ada kebolehan bercakap..pandai komputer…ini penting (self-explanation) yes special bakat (monitoring)**

18. **People we know (self-explanation)**

19. **Orang yang menilai resume mungkin melihat pada data - data yang kita berikan mungkin membantu … dengan adanya perbuatan kita dan juga kebolehan kita (prediction) (self-explanation)**

20. . **Orang itu mungkin adalah teacher atau pengetua (prediction)**

Similiarly in Text Two, he was able to use rereading and questioning strategies to monitor comprehension by clarifying confusion or answering questions about the text. These are listed in Table 4.5 below.

Table 4.5

Excerpt From Think-aloud Protocol of Participant One Reading Text Two

(Student's comments are in boldface)

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6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags**. Strength…strong.. what mean hemp.. thermoplastic fibre.. plastic..plastic..plastic bag (paraphrase) (monitoring)**

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7. They are laid down as a watery mixture.

8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **Ok.. the paper of tea bags is made from manila hemp and thermoplastic fibre like plastic bag (paraphrase)**

In the third text about dolphins, he was able to connect his prior knowledge that dolphins are friendly creatures to the information in Line 1 in the text (see table 4.6 below). Participant One continued in this manner in text 4 : making connections between prior knowledge and the text, asking questions, repairing understanding and synthesizing new information (see table 4.7 below). Synthesizing is a strategy pointed out by Pressley (2002b).

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Table 4.6

Excerpt From Think-aloud Protocol of Participant One Reading Text Three

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1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

Ikan lumba-lumba.. sepsis ikan mamalia..yang friendly (paraphrase) (prediction)

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Table 4.7

Excerpt From Think-aloud Protocol of Participant One Reading Text Four

1. Academic achievement does not guarantee success in life. **Not agree…many As can go to university ..get good job (self-explanation)**

2. Psychologists..**what mean..** suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **Everything need effort not only depend on IQ (self-explanation)**

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However in Text Five which discussed about the wetlands, Participant One was unable to comprehend most of the information in the text. He also appeared to be aware of the gaps in his comprehension as he asked questions looking for more information for example in Lines 8, 9, 10, 11 and 12 and he noted several vocabulary problems in Line 1 and Line 8. (see table 4.8 below). In Line 14, he did not know the meaning of 'cyclical' and he attempted to make a guess based on his prior knowledge. He then connected 'cyclical' to 'cycle' and finally to 'bicycle'. "No. No. Cannot" were his next utterances and this proved that participant knew that he was using the wrong schemata to comprehend the meaning of the word. Self –correction is a strategy pointed out by Hacker (2004).

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Table 4.8

Excerpt From Think-aloud of Participant One Reading Text Five

(Student's comments are in boldface)

1. **I don't know what is biodiversity..haven.must be beautiful place (monitoring) (prediction)**

8. **(rereads).not clear..what is fountainheads? (monitoring) There is a lot of water underground reserves mean simpanan..a lot of water (self-explanation)**

9. **…not sure what is peat swamps? (monitoring) But I think it says water is cheap in Malaysia (paraphrase)**

10. l**…what is flood control? I don't know the meaning..water are the most important (monitoring)**

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11. **don't know what is absorb?..one place in South America got a lot of water..not sure..lah..I think during musim hujan (monitoring)**

12. **…what is safeguarded I don't know..safe means selamat so I think many people are saved from the floods (self-explanation)**

13. **…yes wetlands gives water,food and firewood and also can travel no need roads (paraphrase)**

14. **not clear..cyclical..cycle..bicycle..no..no cannot.I don't understand (monitoring)**

15. **Ok wetlands got many animals like fish, birds, lizards etc and the tourist can go hunting or look at the scenery (paraphrase)**

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4.4.1 Participant Two

Like Participant One, Participant Two also tried hard to construct a coherent understanding of all the texts. He made 31 attempts to paraphrase what he had read, followed by 19 monitoring events and 16 self-explanation events. There was no evidence of any association events in his think-aloud protocol. However he attempted four prediction events (see table 4.9 below).

TABLE 4.9

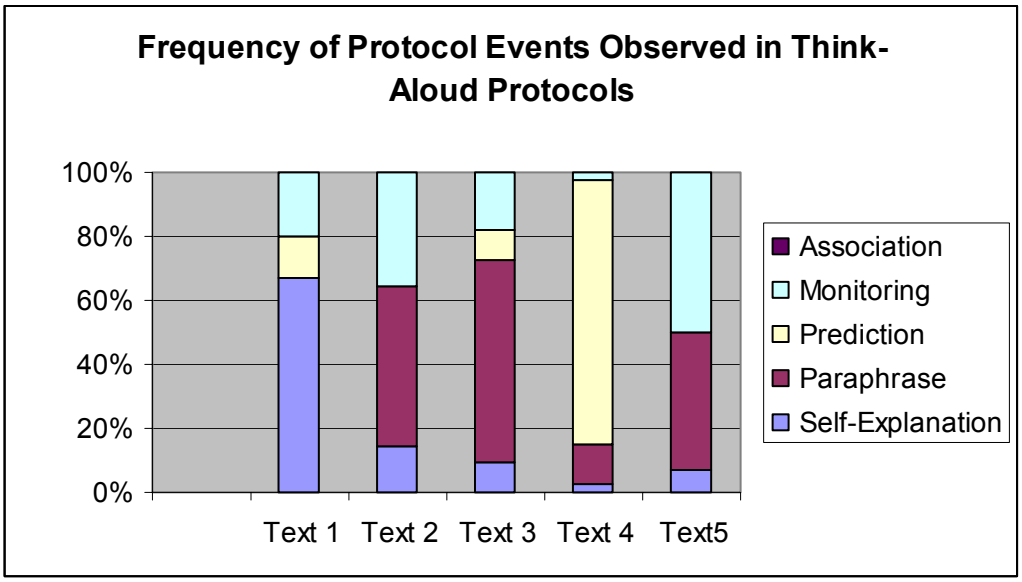
Participant Two

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	10	2	1	2	1	16
Paraphrase	0	7	7	11	6	31
Prediction	2	0	1	1	0	4
Monitoring	3	5	2	2	7	19
Association	0	0	0	0	0	0
	15	14	11	15	14	72

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Participant Two is a competent reader. While reading the first text 'Resume', his protocol showed that he used several strategies such as rereading, paraphrasing, backtracking to reread sentences and making predictions. Rereading, paraphrasing, backtracking to reread sentences and making predictions are strategies pointed out by Block & Johnson (2002). In Line 1, he had problems comprehending the phrase 'prospective employer'. He then reread the sentence and after the second reading he was able to comment that the text was about "minta kerja". He was able to grasp the essential ideas and important information during the second reading. Even though he did not verbalise the meaning of 'prospective employer' , he knew the gist of Line 1.

Table 4.10

Excerpt From Think-aloud Protocol of Participant Two Reading Text One

(Student's comments are in boldface)

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1. **Prospective employers..(rereads)..(paraphrase) like minta kerja (prediction)**
2. It should be organized into categories of information for easy reading.
3. The personal data is the first part of a resume. **… oh cakap pasal personal data ..perkara pertama very important dalam resume(self-explanation)**
4. Put this information in a prominent place, at the top of the resume.
5. **Put information in a prominent place…put on the top betul ..this info in a important place.. ok letak nama kena letak alamat (self-explanation)**
6. It includes your name and mailing address.
7. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **Jantina kita umur kita ..marital status..single employee provident fund.. apa benda ni.? (self-explanation)**
8. However, nowadays, a telephone contact number or e-mail address is considered essential.
9. Career aims comes next. **Ok.. career aims.. maksud nya kita letakkan career aims dalam resume…ini kemungkinan.. oh baru describekan career kita dan jenis kerja kita suka (prediction)**

In the second text, he made two self-explanation events, seven paraphrase events and five monitoring events. Most of the monitoring events made while reading the text failed to enhance understanding or construct meaning, for example, in lines 8,9 and 10. In line 11, however he was aware that he was employing the wrong schemata when he relate 'sandwich of two strip's to eating a sandwich. On this occasion, he was able to self-

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correct suggesting that he wanted to make meaning. Comprehension monitoring is a strategy pointed out by Rumelhart (2004).

Table 4.11

Excerpt From Think-aloud Protocol of Participant Two Reading Text Two

(Student's comments are in boldface)

8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **..don't know paper make tea..how.. The paper of tea bags is made from manila hemp and thermoplastic fibre. (reread) (monitoring)**

9. The damp web is squeezed dry through rollers forming paper. **Rollers.. rollers Mean I am not sure..(monitoring)**

10. It also gives the paper an irregular, web-like structure with pores of different sizes. **… the damp web structure the tea bags …susahlah (monitoring)**

11. The paper goes through a tea packing machine in a sandwich of two strips. **..sandwich..eat sandwich..cannot.. this tea (monitoring)**

In text 3, Participant Two was able to infer meaning so as to give a better understanding of the text as shown in line 3. He substituted words and was able to retain the meaning.

Table 4.12

Excerpt From Think-aloud Protocol of Participant Two Reading Text Three

(Student's comments are in boldface)

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3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language**. Dolphins are active animals..scientists said they communicate in unformal language and use body language (paraphrase)**

As for Text Four, he was quite confident and was able to construct meaning as shown in table 4.3. He was able to tackle this text which is a simpler text as compared to Text Five. He was able to guess meanings of words that fit the context and seemed to a bit familiar with what he was reading because when he commented that he disagreed with the statement that academic achievement does not guarantee success in life.

(see table 4.13 below)

Table 4.13

Excerpt from Think-aloud Protocol of Participant Two Reading Text Four

Participant's comments are in boldface

1. Academic achievement does not guarantee success in life.

Not agree..because academic is important (self-explanation)

2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success**. It depend on our life to success or not. (paraphrase)**

3. The rest is mainly contributed by emotional intelligence.

80% contributed by emotional intelligence (paraphrase)

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4. What is emotional intelligence? It is about managing your emotions.

Yes. We know how to handle our emotions (paraphrase)

Table 4.14 contains excerpts from Participant Two's Wetlands protocol. This excerpt shows his verbalizations as he read the sentences in the text. Note that at the very beginning he read the title and checked against his prior knowledge, commenting that he did not know anything about wetlands. He said in Line 1, " I don't know what is revaluing wetlands. Not sure..haven ialah *syurga*.. what is biodiversity?"

He then mistakenly translated the meaning of haven as syurga (heaven). In this short excerpt, he noted several vocabulary problems. He was not able to understand the meanings of words such as 'haven', 'granted', 'diverse', and 'vital'. However he was able to construct an understanding of the five sentences which is crucial to building a coherent representation of the information in the text.

Table 4.14

Excerpt From Think-aloud Protocol of Participant Two Reading Text Five

(Student's comments are in boldface)

---

1. **I don't know what is revaluing wetlands. Not sure..haven ialah syurga.. what is biodiversity? (monitoring)**

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2. **Wetlands has many uses..people.. don't know what is granted (paraphrase)**

3. **Dense..diverse.. don't know.. I think it is full of flora and fauna..(paraphrase)**

4. **Wetlands also a place for fish to live. (paraphrase)**

5. **Kitaran air. Vital don't know..wetlands help cycle of water. (paraphrase)**

4.4.2 Participant Three

Participant Three is a weaker student compared to Participant One and Participant Two. He made a total of 65 events, 29were monitoring events, 27 paraphrase events and 13 self-explanation events. (see table 4.15 below) No prediction and association events were verbalized during his entire think-aloud protocol.

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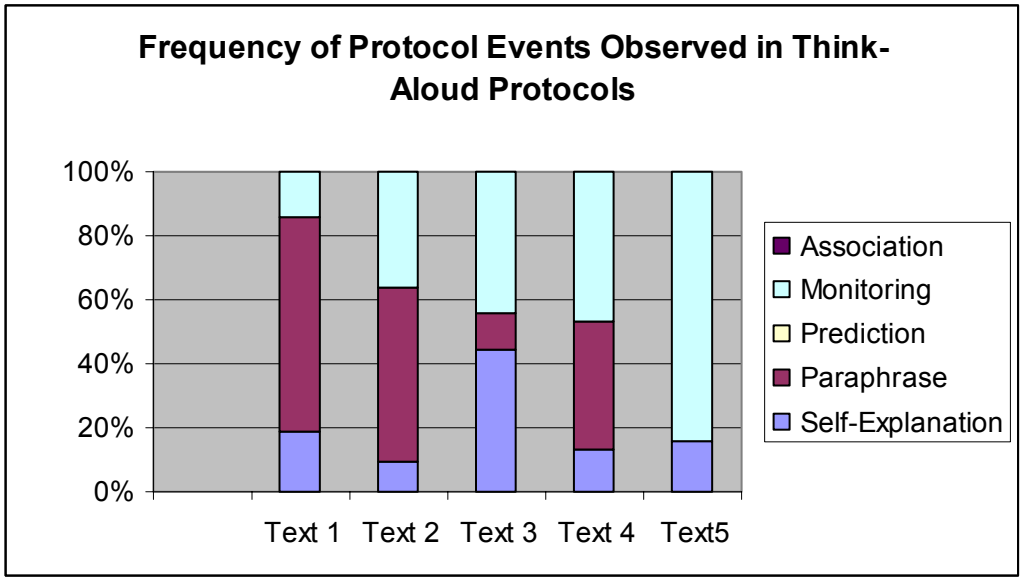
TABLE 4.15

Participant Three

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	4	1	4	2	2	13
Paraphrase	14	6	1	6	0	27
Prediction	0	0	0	0	0	0
Monitoring	3	4	4	7	11	29
Association	0	0	0	0	0	0
	17	11	9	15	13	65

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Participant Three did well in the first text. He was able to construct a coherent understanding of the text and made a total of 19 paraphrase events. This is shown in Table 4.16 listed below.

Table 4.16

Excerpt From Think-aloud Protocol of Participant 3 Reading Text 1

(Student's comments are in boldface)

5. Put this information in a prominent place, at the top of the resume. **Top of the resume..top of the resume..Put personal data in first part…put on the top**

6. It includes your name and mailing address**. Mesti mengandungi alamat dan nama..**

7. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **Jantina kita umur kita ....single… employee provident fund…. .not important.)**

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11. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or **Tell apa pekerjaan yang kita nak** the type of work that you did in the work experience section. **Listkan kerja yang pernah buat**

In lines 5, 6, 7, and 11 he was able to clarify understanding and indicate comprehension when he was able to explain the gist in his mother tongue.

Most of the 29 monitoring events were limited to questioning the meanings of difficult words. For example, in the second text he noted several vocabulary problems and did

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not try to guess their meanings from the context. This is shown in Table 4.17 listed below.

Table 4.17

Excerpt From Think-aloud Protocol of Participant Three Reading Text Two

(Student's comments are in boldface)

2. Each bag contains enough tea to give one cup when steeped in boiling water.

What mean steeped?..don't know

10. It also gives the paper an irregular, web-like structure with pores of different sizes.

.. **damp.. web structure.. the tea bags…what mean?**

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In the same text, he was aware of his mistake of employing the wrong schemata when he read, "the paper goes through a tea packing machine in a sandwich of two strip" followed by "**sandwich..bread?..sandwich. No**"

In Text Four, he was hesitant and concerned with the words in the text which might have interfered with his understanding of the text. He was able to comprehend Text One which is a simpler text as compared to Text Four. He was aware of his vocabulary problems but he made no attempt to guess the meanings of the words from the context he was reading. Guessing is a strategy pointed out by Pressley (2002b). This is shown the Table 4.19 listed below.

Table 4.19

Excerpt From Think-aloud Protocol of Participant Three Reading Text Four

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(Student's comments are in boldface)

15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents. **(rereads) not clear. What is desire, cope ..adolescent? (monitoring)**

Similiarly, he did not seem to have grasped the meaning in Text Five and he did not have the confidence to guess meanings of difficult words or to predict outcomes. This is shown in the Table 4.20 listed below.

Table 4.20

Excerpt From Think-aloud Protocol of Participant Three Reading Text Five

(Student's comments are in boldface)

1. Wetlands are a haven of biodiversity. **I know what is wetlands but don't know biodiversity.**

2. They fulfill a wide range of useful functions which people often take for granted. **Function mean fungsi..I think fungsi wetland ..not sure.**

3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. **What mean diverse? (rereads) don't know**

5. Wetlands perform vital services in the water cycle. **Don't understand**

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9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **Many difficult words. Don't understand.**

11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system**. Very long sentence. Cannot understand.**

In both lines 9 and 11, he did not even attempt to employ any of the strategies he used in text 1. The complex sentences with embedded clauses were difficult for him to comprehend.

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4.4.3 Participant Four

Participant Four made a total of 67 protocol events. Monitoring events accounted for 43% a total of 29, self-explanation was the second highest 33% and followed by paraphrase 25%. No prediction and association events were recorded in the think-aloud protocols of all the five texts (see Table 7).

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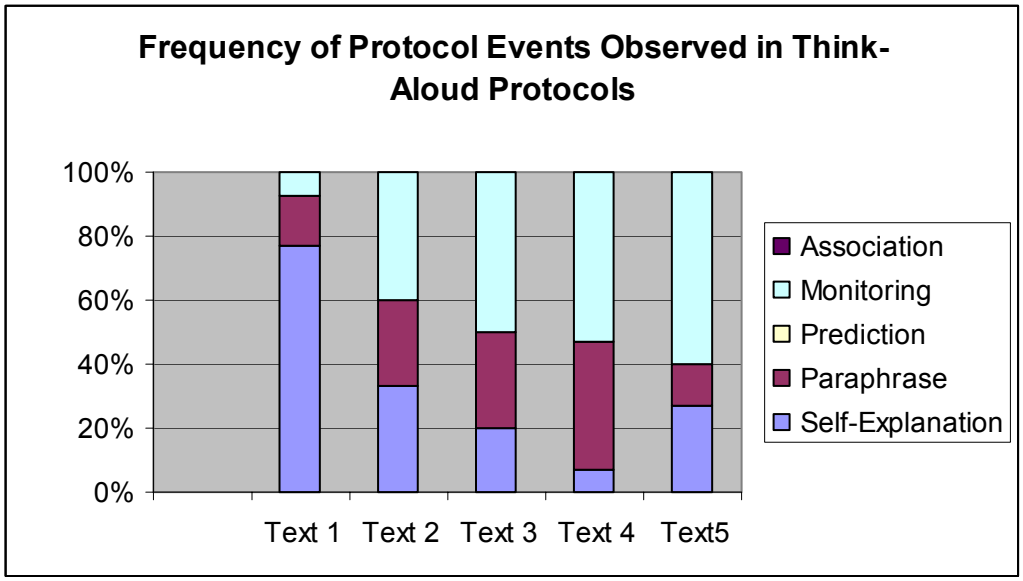
TABLE 4.21

Participant Four

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	10	5	2	1	4	22
Paraphrase	2	4	3	6	2	17
Prediction	0	0	0	0	0	0
Monitoring	1	6	5	8	9	29
Association	0	0	0	0	0	0
	13	15	10	13	15	67

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In Text One, Participant Four was able to comprehend most of what was read. She was able to make connections between prior knowledge and the text. She made ten self-

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explanation events and only one monitoring event. This implied that she was quite sure of her understanding of the text as compared to Text Five where she made four self-explanation events but nine monitoring events This is shown in Table 4.22 listed below.

Table 4.22

Excerpt From Think-aloud Protocol of Participant Four Reading Text One

(Student's comments are in boldface)

Line 18. For example, you might speak a second language or know certain computer programmes. ***Boleh cakap language lain..I understand..ok sekarang I understand (monitoring)***

Participant Four made five self-explanation events, four paraphrase events and six monitoring events in Text Two. Most of the comments she made were brief and she noted several vocabulary problems but she made no attempt to guess their meanings from context. This is shown in Table 4.23 below.

Table 4.23

Excerpt of Think-aloud Protocol of Participant Four Reading Text Two

Participant's comments are in boldface

1. Every day thousands of tea bags are used to make teas.
2. Each bag contains enough tea to give one cup when steeped in boiling water.

What mean steeped..don't know (monitoring)

3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape**….filter ..mean..Ok paper got many holes (self-explanation)**

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4. It must also be strong for handling – when dry or wet. **Paper got many holes and..strong (self-explanation)**

5. How is a tea bag made to meet all the requirements?

6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. **Don't know. (monitoring)**

In Text Three too, he continued in the same manner. Most of the comments were brief and he identified several vocabulary problems but made no attempt to resolve them. This is shown in Table 4.24 listed below.

Table 4.24

Excerpt From Think-aloud Protocol of Participant Four Reading Text Three

(Student's comments are in boldface)

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5. More importantly, the mouths of these species turn upward in a perpetual grin. **(reread)..perpetual grin..what mean.. mulut dolphin..apa? (monitoring)**

6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **This don't understand (monitoring)**

Similiarly in Text Four and Text Five, Participant Four's verbalization were short and most of them were focused at the sentence level. There was no sustained effort to resolve the gaps in the information. This is shown in Table 4.25 listed below.

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Table 4.25

Excerpt From Think-aloud Protocol of Participant 4 Reading Text 4

(Student's comments are in boldface)

2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **Quotient? Not understand.**

(monitoring)

3. The rest is mainly contributed by emotional intelligence**. Not understand.**

(monitoring)

4. What is emotional intelligence? It is about managing your emotions. **What means emotional intelligence? Controlling your emotions.ke? (monitoring)**

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She was aware of the gaps in her understanding of the text and she said,"Not understand in line 2 and line 3. However she made no attempt to address the problems in Line 4. Her comments were usually brief and they continued through Text Four and Text Five. There was evidence to show that she tried hard to make connections and to construct meaning from the new information that she had read. This is shown in Table 4.26 listed below.

Table 4.26

Excerpt From Think-aloud Protocol of Participant Four Reading Text Three

(Student's comments are in boldface)

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16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **Not understand (monitoring). I think when parents give more freedoms to child when they small after they become big they won't listen to their parents.**

At times, Participant Four tried hard to self-explain and elaborate the sentences she had read but failed because the meaning was incorrect. This is shown in Line Seven listed below.

Line 7. Today, the news-age dolphin trade mark goes beyond their playful friendly antics.

This don't understand.(rereads) What mean? Baby dolphin ..market pasarannya ..menjadi pemain, kawan..(monitoring)

In this line 7, she read the sentence twice before she attemped to paraphrase the sentence. She tried but did not get it right.. She had little trouble constructing meaning and establishing an understanding of Text One and Text Two. However she was unsuccessful in building a coherent understanding of Texts Three, Four and Five.

4.4.4 Participant Five

Participant Five is a weak student. He made a total of 60 events, out of which consisted of 39 monitoring events, 14 paraphrase events and 16 self-explanation events. Only one

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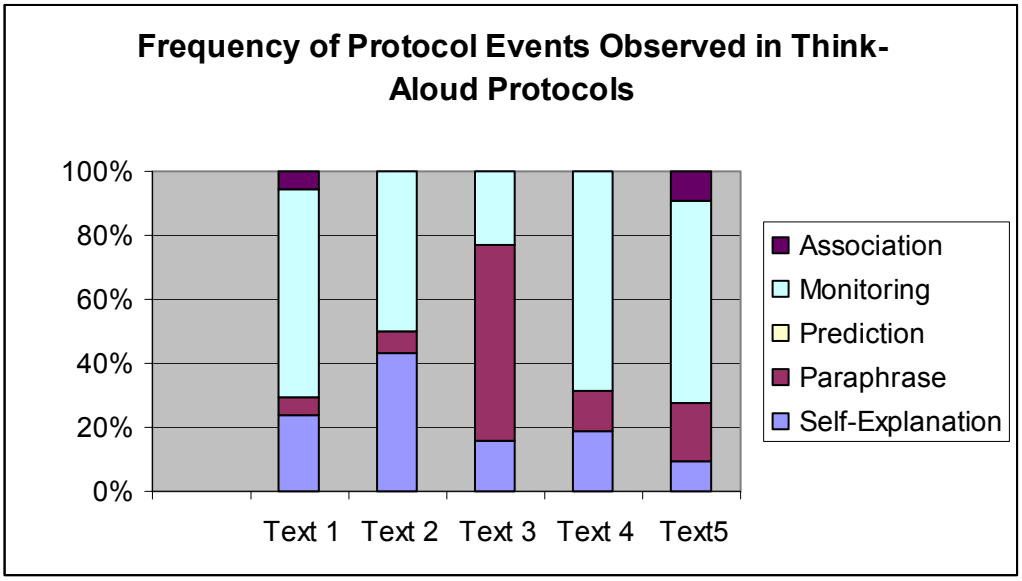
association event was made and no prediction event was verbalized during his entire think-aloud protocol. (see Table 4.27 below)

TABLE 4.27

Participant Five

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	4	6	2	3	1	16
Paraphrase	1	1	8	2	2	14
Prediction	0	0	0	0	0	0
Monitoring	11	7	3	11	7	39
Association	0	0	0	0	1	1
	16	14	13	16	11	60



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Participant Five made four self-explanation events in Text One and six self-explanation events in Text Two. For example in Text One, after reading lines 1, 2 and 3 he was able to grasp the essential ideas, that is, to 'put the personal data on top of the resume. (see Table 4.28 below) He questioned the meaning of 'prominent' but did not attempt to clarify the meaning. In line 6, he made an inference of the word 'marital' to 'marry' based on the syntax clue. This is interpreted as an attempt to make connections between his prior knowledge with the new information in the text. Making connections between his prior knowledge with the new information in the text is a strategy pointed out by Anderson (2004) and Rumelhart (2004).

Table 4.28

Excerpt From Think-Aloud Protocol of Participant Five Reading Text One

3. The personal data is the first part of a resume**. (rereads) (monitoring)**
4. Put this information in a prominent place, at the top of the resume.
   …..(inaudible)…put on the top..the personal data..prominent. don't know (monitoring)
5. It includes your name and mailing address.
6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **..marital status…marry…apa employee provident fund.. EPF.. (monitoring)**

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As shown in Table 4.29 listed below, she did not know the meaning of several difficult words but she made no attempt to guess their meanings from context. She just commented " don't know, what mean,and don't understand"

Table 4.29

Excerpt From Think-aloud Protocol of Participant Five Reading Text Two

(Student's comments are in boldface)

6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. **Don't understand.. mean..hemp (monitoring) thermoplastic fibre**

7. They are laid down as a watery mixture.

8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres…**drain away.. damp.. mean? (monitoring)**

9. The damp web is squeezed dry through rollers forming paper…**squeezed dry.. don't understand (monitoring)**

10. It also gives the paper an irregular, web-like structure with pores of different sizes. **Irregular..web-like structure..pores..pores.. mean..don't know (monitoring)**

Similiarly in Text Three, Participant Five's verbalization were short and most of them were focused at the sentence level. This is shown in Table 4.30 listed below.

Table 4.30

Excerpt From Think-aloud Protocol of Participant Five Reading Text Three

(Student's comments are in boldface)

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5. More importantly, the mouths of these species turn upward in a perpetual grin.

(Rereads) turn up in perpetual grin.. don't understand (monitoring)

6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **(rereads). Don't understand. (monitoring)**

7. Today, the news-age dolphin trademark goes beyond their playful friendly antics.

News-age..kelahiran baru..dolphins telah mendapat pasaran kerana sikap yang friendly (self-explanation)

She was aware of the gaps in her understanding of the text and she reread and then said, "Don't understand" in line 5 and line 6 but she made no attempts to address the problems. These brief comments continued through Text Four and Text Five and there was little evidence to show that she was making connections or trying to construct meaning from the new information that she had read. Making connections is a strategy pointed out by Pressley (2002).

At times, Participant Five tried hard to self-explain and elaborate the sentences she had read but failed because the meaning was incorrect. This is shown in Table 4.31 listed below.

Table 4.31

Excerpt From Think-aloud Protocol of Participant Five Reading Text Four

(Student's comments are in boldface)

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17. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **Same..don't understand...(rereads) I think if we have much caring to our child when they small ..when they mature they will be stubborn. (self-explanation)**

In line 17, she read the sentence twice before she attempted to elaborate the meaning in the sentence. She tried but did not get it right. She had little trouble constructing meaning and establishing an understanding of Text One and Text Two. However she was unsuccessful in building a coherent understanding of Text Four and Text Five.

Table 4.32

Excerpt From Think-aloud Protocol of Participant Five Reading Text Five

(Student's comments are in boldface)

15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty**. Abundant meaning? Attract humans for fishing. Ok . scenic beauty meaning? (monitoring) I can't understand major part of the passage..sometimes a sentence I just got four or five words that I understand.**

In Text Five, Participant Five identified several vocabulary problems and made no attempts to guess the meanings from context. However he noted that he was only able to understand four or five words in the sentences. This is shown in Table 4.32 listed above.

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4.4.5 Participant Six

Participant Six was a weak student. He made a total of 72 events, out of which consisted of 39 monitoring events, 9 paraphrase events and 14 self-explanation events. (see Table 4.33 below) No prediction and association events were verbalized during his entire think-aloud protocol.

TABLE 4.33

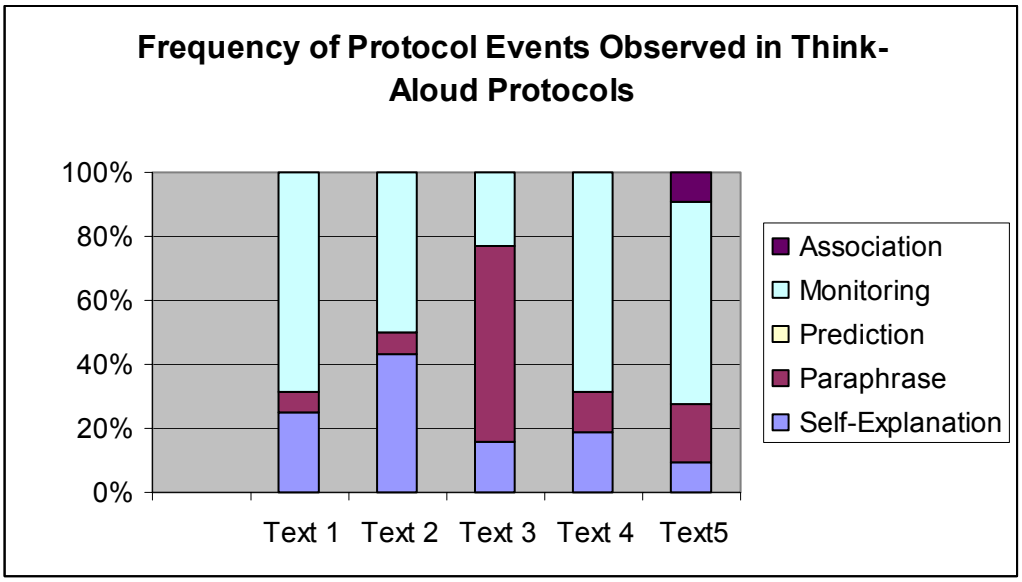
Participant Six

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	2	4	4	2	2	14
Paraphrase	3	2	2	1	1	9
Prediction	0	0	0	0	0	0
Monitoring	8	5	3	12	11	39
Association	0	0	0	0	0	0
	13	11	9	15	14	72

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Most of the 39 monitoring events were limited to questioning the meanings of difficult words, for example, in the first text he noted several vocabulary problems in lines 10,19 and 20 and he was overwhelmed by them and did not try to guess their meanings from the context. This is shown in Table 4.34 listed below.

Table 4.34

Excerpt From Think-aloud Protocol of Participant Six Reading Text One

(Student's comments are in boldface)

10. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title **or pilih kerja…yang kamu nak (self-explanation)** the type of work that you did in the work experience section. **…apa benda..ini tak understand (monitoring)**

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19. These are the people who will be able to give an accurate and supportive report of your character and capabilities**. Meaning..meaning.. character capabilities Akhir bagi pendapat (monitoring)**

20. They may be your teachers, or even your current employer. **Tentang watak ..menceritakan apa ini..dua orang (monitoring)**

In Text Two (see table 4.35 below), he was able to understand the gist in the text but was unable to understand the details in the process of making tea-bags as shown in Line 16. He was able to summarise the text but he was aware that he was not sure of many words in the text.

Table 4.35

Excerpt From Think-aloud Protocol of Participant Six Reading Text Two

(Student's comments are in boldface)

---

15. Its melting point is higher than 100 °C. **I think lebur 100ºC (paraphrase)**

16. Thus, the bag will not come apart when it is immersed in boiling water**. I think this about making tea bag but many words don't know..not clear (self-explanation)**

In Text Three (see Table 4.36 below), Participant Six was only able to paraphrase simple sentences and for example in Line 2 he was able to infer that the sharp teeth of the dolphin enables it to eat squid and fish.

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Table 4.36

Excerpt From Think-aloud Protocol of Participant Six Reading Text Three

(Student's comments are in boldface)

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

Dolphin… ikan lumba-lumba (self-explanation)

2. They have sharp teeth and feed mainly on squid and fish. **sharp teeth can eat sotong and fish (paraphrase)**

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **(rereads)..communicate.. can talk with friends.. many friends (self- explanation)**

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When the sentences became longer and more complex, he tried hard to construct meaning and make connections of what he knew to the new information however his vocabulary problems remain unresolved as shown in lines 6, 7 and 8. He wrongly translated 'long' as '*panjang*' when it should be 'lama', 'trademark' as '*pasaran*' which meant market and because of this confusion he was unable to generate a coherent representation of the text. The sentences below show this.

Line 6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. ***What mean long fascinated..long attracted.. long.. panjang..delightful antics***

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Throngs…don't understand (monitoring)

Line 7. Today, the news-age dolphin trade mark goes beyond their playful friendly antics. ***News-age mean baru lahir.. trade market pasaran.. (monitoring)***

Line 8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. ***Highly evolved…spiritual..what mean (monitoring)***

Like Participant Five, Participant Six also tried to construct a coherent understanding of the texts especially Texts Four and Five. He asked many questions and was frequently monitoring his understanding of what he read. However his questioning were limited to "what mean?", and what is this?". Although he tried but information from his verbal protocol suggests that he did not succeed.

This is shown in Table 4.37 listed below.

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Table 4.37

Excerpt From Think-aloud Protocol of Participant Six Reading Text Four

(Student's comments are in boldface)

9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **I cannot get the message.what is this?(monitoring)**

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10. They set clear goals and hold a "can-do" attitude. **Can-do attitude. Malaysia boleh (self-explanation)**

11. Another study found that successful individuals were optimistic even when faced with failures. **Not understand.what mean (monitoring)**

12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Blaming ..blame don't understand (monitoring)**

This is also shown in Table 4.38 listed below.

Table 4.38

Excerpt From Think-aloud Protocol of Participant Six Reading Text 5

(Student's comments are in boldface)

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10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. **Don't understand. (monitoring)**

11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. **I don't understand this sentence. (monitoring)**

12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service**. I know what is down but not stream. (monitoring)**

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4.4.6 Participant Seven

Participant Seven was a weak student. He made a total of 59 events, out of which 38 were monitoring events, 7 paraphrase events and 13 self-xplanation events. (see table 4.39). Only one association event was made. No prediction event was verbalized during his entire think-aloud protocol.

TABLE 4.39

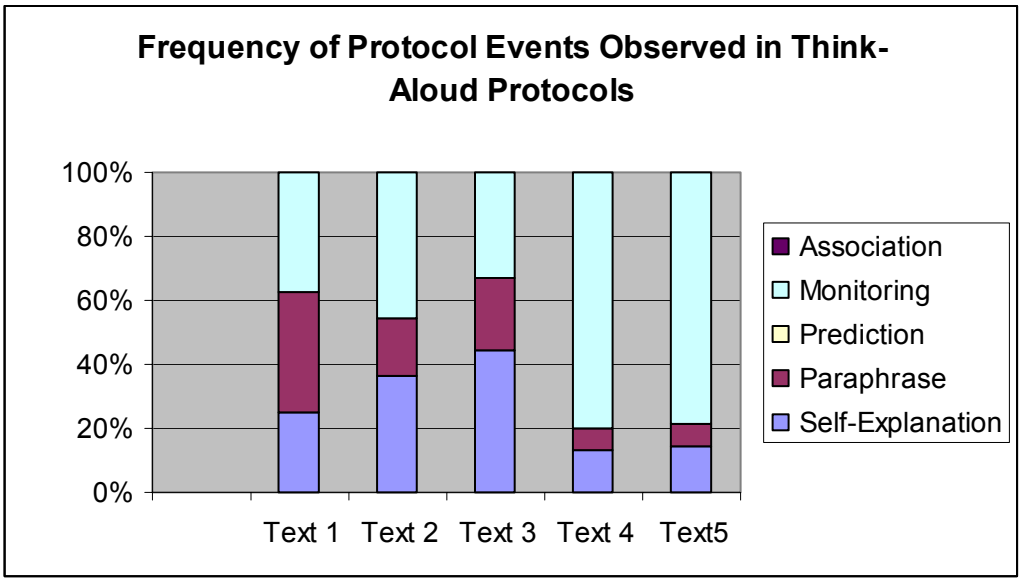
Participant 7

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	5	2	2	2	1	13
Paraphrase	0	0	3	1	3	7
Prediction	0	0	0	0	0	0
Monitoring	7	10	4	12	5	38
Association	0	1	0	0	0	1
	12	12	9	15	9	59

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In Text One, Participant Seven was able to synthesize information when he was able to combine the ideas in lines 2,3,4,5, and 6 as shown in line 8.

Table 4.40

Excerpt From Think-aloud Protocol of Participant Seven Reading Text 1

(Student's comments are in boldface)

Line 8. Career aims comes next. **Ok.. .. maksud nya data persendirian adalah data peribadi resume…maklumat letak di tempat paling tinggi must write telephone number (self-explanation)**

Participant Seven was also aware of several vocabulary problems and he questioned the meanings of the words as well as his understanding of what he read. This is shown in Table 4.41 listed below.

Table 4.41

Excerpt From Think-aloud Protocol of Participant Seven Reading Text Two

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(Student's comments are in boldface)

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6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. **Don'tunderstand.. mean..hemp (monitoring) what mean thermoplastic fibre**

7. They are laid down as a watery mixture.

8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. ..**drain away.. damp.. mean? (monitoring)**

9. The damp web is squeezed dry through rollers forming paper …**squeezed dry..don't understand (monitoring)**

10. It also gives the paper an irregular, web-like structure with pores of different sizes. **Irreguar..web-like structure..pores..pores.. mean..don't know (monitoring)**

In Text Three, Participant Seven only made two self-explanation events, three paraphrase events and four monitoring events. In line 1, Participant Seven made connections between prior knowledge and the text when he commented that dolphins liked to play in water. Similarly in line 2, when he commented that dolphins had big mouths; this is interpreted that he was visualizing or creating a mental picture of the dolphin. (see Table 4.42 below) Visualizing is a strategy pointed out by Reutzel & Cooter (2005).

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Table 4.42

Excerpt From Think-aloud Protocol of Participant Seven Reading Text 3

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

Ikan lumba-lumba. I know ..like to play in the water (self-explanation)

2. They have sharp teeth and feed mainly on squid and fish. **Eat sotong and fish…got big mouth (paraphrase)**

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **Ok can talk with their friends..what mean click.. beeps … language simple (paraphrase)**

4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees**. More clever than dogs and chimpanzees (paraphrase)**

Even though, he was able to construct meaning of the part of the text, he made mistakes in line 7 when he misinterpreted 'news-age' with 'new-born' and 'trademark' with 'market'.

Line 7. Today, the news-age dolphin trade market goes beyond their playful friendly antics. ***News-age..kelahiran baru..dolphins telah mendapat pasaran kerana sikap yang friendly (self-explanation)***

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Like Participant Five and Six, Participant Seven also tried hard to construct a coherent understanding of the texts especially Texts Four and Five. He asked many questions and was frequently monitoring his understanding of what he read. Questioning is a strategy as pointed out by Harvey & Goudvis (,2000). However his questioning was limited to "what mean?" and "not understand". Although he tried hard but information from his verbal protocol suggests that he did not succeed. In Line 3, he said, "What mean contributed? Don't know" but he made no attempt to guess the meaning from context.

Table 4.43

Excerpt From Think-aloud Protocol of Participant Seven Reading Text Four (Student's comments are in boldface)

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3. The rest is mainly contributed by emotional intelligence. **What mean contributed? Don't know. (monitoring)**

4. What is emotional intelligence? It is about managing your emotions. **It is about control our emotional. (monitoring)**

5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings**. Not understand. (rereads) (monitoring)**

7. With greater self-awareness, you will be able to balance good and bad moods.**We know balance good and bad. What mean? (monitoring)**

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Similarly, as shown in Table 4.44 below he made no attempt to construct meaning in Line 9, 10 and 11.

Table 4.44

Excerpt From Think-aloud Protocol of Participant Seven Reading Text 5

(Student's comments are in boldface)

9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **What mean discharge..peat-swamp..? don't know. (monitoring)**

10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall**. (rereads)..flood control what mean? Don't understand. (monitoring)**

11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. **Susah. Tak faham. I don't understand. (monitoring)**

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4.4.7 Participant Eight

Participant Eight was a successful reader. In his reading of the five different texts, he made five predictions which was the highest among all the participants. (see table 4.45 below). Out of a total of 76 protocol events, paraphrase events accounted for the majority of the protocol events, second highest is self-explanation and followed by monitoring.

TABLE 4.45

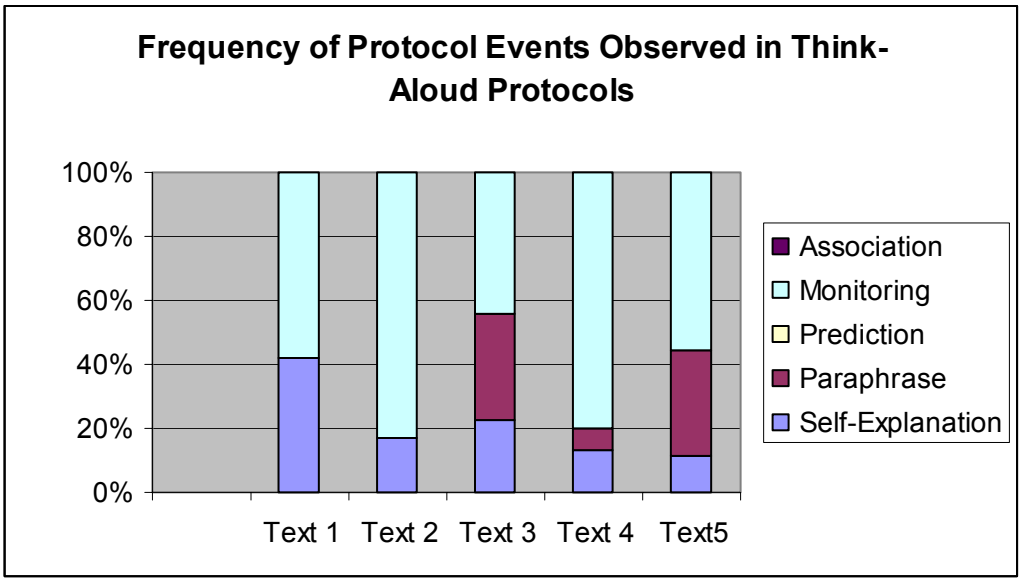
Participant Eight

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	6	1	3	5	0	15
Paraphrase	3	1	4	6	10	24
Prediction	0	0	0	0	0	0
Monitoring	3	10	2	5	1	21
Association	0	0	0	0	0	0
	12	12	9	16	11	49

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While reading the first text on resume, for example, his protocol showed that he was determined to construct a coherent representation of the relationships presented in the text. He was persistent and he used the strategies of rereading and paraphrasing and tried to self-explain such as elaborating the texts with examples from prior knowledge.(see table 4.46 below) While reading Line 3, Participant Eight was able to connect what he read in Lines 1 and 2 to provide a better understanding of Line 3. In Line 10, he was able to construct meaning and elaborated what he understood in that line. After reading Line 17, he was able to make connection from prior knowledge, and made a prediction that if "you have skill, you have job". Making prediction is a strategy pointed out byPressley (2000b). (see Table 4.46 below).

Table 4.46

Excerpt From Think-aloud Protocol of Participant Eight Reading Text One

(Student's comments are in boldface)

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1. A resume provides information about you to prospective employers.

Resume..prospective..what meaning? Don't know (monitoring)

2. It should be organized into categories of information for easy reading**. (rereads) (monitoring)**

3. The personal data is the first part of a resume**. Write biodata? Ask for job (monitoring)**

4. Put this information in a prominent place, at the top of the resume.

Put something in resume.. place all info in something place (paraphrase)

5. It includes your name and mailing address**. Mailing address.. the place also something Mistake (paraphrase)**

6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **This mean EPF not important (paraphrase)**

7. However, nowadays, a telephone contact number or e-mail address is considered essential.

8. Career aims comes next. **Ok.. this mean telephone number ..e-mail write lah career aims..that mean.. (paraphrase)**

9. Here, describe your career goals or the kind of job you want.

10. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section. **Goal example something like our ambition.. career ..what you want to work. That mean where.. if you have experience last time you can write the job ..what time a long.. 2 or 3 years you work example what type of job you work. (paraphrase)**

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11. You should also mention any job training courses that you have attended.

…..job training…job..you must learn job taining course before you work.

(**self-explanation**)

12. In the section on education, start with the highest level of education that you have completed. **What are your certificate.. choose the highest (paraphrase)**

13. List your tertiary qualifications – your degrees and diplomas – if you have any.

14. Also, write down the most important courses that you have taken.

That mean you write the course is important you think (paraphrase)

Then, give the name of your school. **(paraphrase)**

15. After that, highlight special abilities. **That mean you must take the important thing (paraphrase)**

16. For example, you might speak a second language or know certain computer programmes.

17. These skills may be important in a particular job. **If you have skill you have job (prediction)**

In the second text, he tried to construct a coherent representation of the text but his efforts were not sustained. In Line 3, he was able to self-explain the information after rereading the sentence. The second text is slightly more difficult than the first text (see Table 4.47 below).

Table 4.47

Excerpt From Think-aloud Protocol of Participant Eight Reading Text Two

(Student's comments are in boldface)

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1. Every day thousands of tea bags are used to make teas. **Many tea bags ...many people drink tea. (self-explanation)**

2. Each bag contains enough tea to give one cup when steeped in boiling water. **One bag one cup..what mean steeped..(paraphrase) (monitoring)**

3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape. **(rereads) .net-like .. like net..jaring..has many holes for water through (self-explanation)**

In the third text about dolphins, he was able to connect his prior knowledge that dolphins are friendly creatures to the information in Line 3 in the text (see table 4.48 below). The participant continued in this manner : making connections between prior knowledge and the text, asking questions, repairing understanding and synthesizing new information which are strategies pointed out by Pressley (2002b). For example in line 5, he was able to visualize what happened when the mouth was turned upwards. This prompted him to make a guess and that was to '*senyum*' which means smile.

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Table 4.48

Excerpt From Think-aloud Protocol of Participant Eight Reading Text 3

(Student's comments are in boldface)

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

Dolphin live in the sea..long 2.3 metre with a long nose(paraphrase)

2. They have sharp teeth and feed mainly on squid and fish.

Got sharp teeth so can eat sotong and fish (paraphrase)

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **Ok social ..many friends with other animals.. communicate in a simple language..like whistle sounds (paraphrase)**

4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees. **Because got many friends dolphins are more intelligent than dogs and same as the chimpanzees.. (paraphrase)**

5. More importantly, the mouths of these species turn upward in a perpetual grin. **(reread)..perpetual grin..don't know.. mouth turn upwards..I know ..senyum..dolphins always smile (self-explanation)**

In the fourth text , he was able to construct meaning in the three lines in Table 4.49. He asked questions and tried to explain the meaning with the help of his prior knowledge as

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shown in Line 1. However he could not sustain the use of these strategies when the sentences became complex, as shown below in Line 14

Line 14. When you can control urself from being impulsive, you will be able to manage your emotions better. ***What meaning impulsive..impulse ? not clear. (monitoring)***

Table 4.49

Excerpt From Think-aloud Protocol of Participant Eight Reading Text Four

(Student's comments are in boldface)

1. Academic achievement does not guarantee success in life. **Yes because outdoor activities are also important..both must balance.(self-explanation)**
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success**. Quotient. What? IQ ok IQ is important because we need to think. (self-explanation)**
3. The rest is mainly contributed by emotional intelligence. **80 per cent emotional intelligence. (self-explantion)**

Similiarly with Text Five which discussed about the wetlands, Participant Eight was able to comprehend most of the information in the text. He also appeared to be aware of the gaps in his comprehension as he asked questions looking for more information. This is seen in Lines 1, 2, and 3. He also noted several vocabulary problems in Line 1 and

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Line 2 (see Table 4.50 below). In Line 1, he did not know the meaning of 'haven' and he attempted to make a guess based on his prior knowledge. He then connected 'haven' to 'heaven' which of course was incorrect.

Table 4.50

Excerpt From Think-aloud of Participant Eight Reading Text Five

(Student's comments are in boldface)

1. Wetlands are a haven of biodiversity. **Haven I think the spelling is wrong.. I think h-e-a-v-e-n is correct. (monitoring)**

2. They fulfill a wide range of useful functions which people often take for granted. **Biodiversity..is it biological life form? The wetlands have many functions. (paraphrase)**

3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl**. Wetland is place of many form of life. (paraphrase)**

4.4.8 Participant Nine

Like Participant Eight, Participant Nine also tried hard to construct a coherent understanding of all the texts. He made 24 attempts to paraphrase what he has read, followed by 19 monitoring events and 12 self-explanation events. There was no evidence

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of any prediction events in his think-aloud protocol. However he attempted two association events (see table 4.51 below).

TABLE 4.51

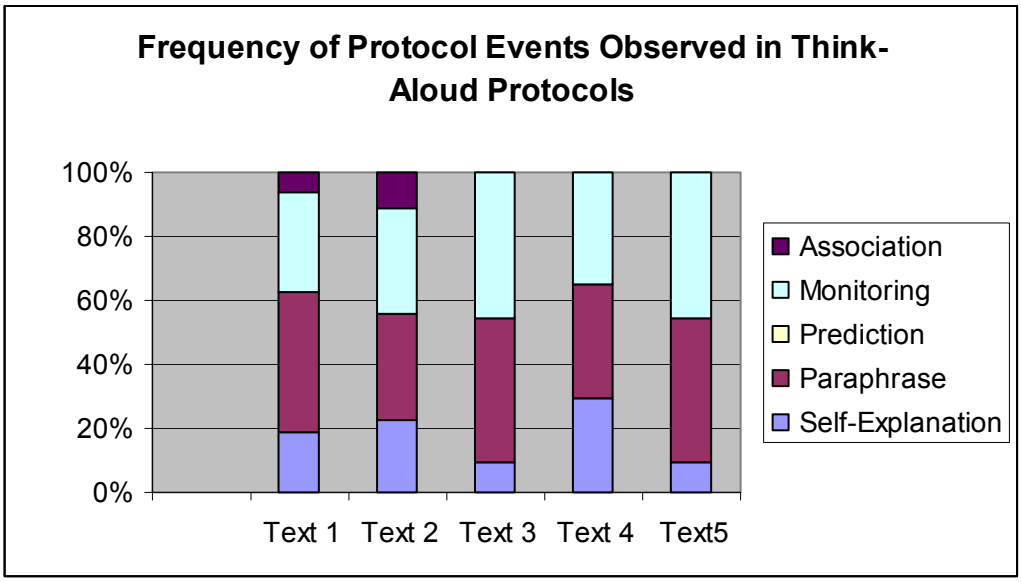
Participant Nine

Frequency of Protocol Events Observed in Think-Aloud Protocols

Category	Text 1	Text 2	Text 3	Text 4	Text 5	Total
Self-Explanation	3	2	1	5	1	12
Paraphrase	7	3	3	6	5	24
Prediction	1	0	0	0	0	0
Monitoring	5	3	5	6	0	19
Association	1	1	0	0	0	2
	16	9	9	21	6	57

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Participant Nine was a competent reader. While reading the first text 'Resume', for example, his protocol showed that he used several strategies such as rereading, paraphrasing, backtracking to reread sentences making predictions which were pointed out by Reutzel & Cooter (2005). In Line 10, he had made a prediction that he had to write the 'highest level of education' . He was able to grasp the essential ideas and important information during his reading. This is shown in Table 4.52 listed below

Table 4.52

Excerpt From Think-aloud Protocol of Participant Nine Reading Text One

(Student's comments are in boldface)

1. A resume provides information about you to prospective employers.
2. It should be organized into categories of information for easy reading.

   Organized.(rereads).put together (paraphrase)

3. The personal data is the first part of a resume.

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4. Put this information in a prominent place, at the top of the resume.

Nyatakan apa yang perlu di resume ..place…put on the top (paraphrase)

5. It includes your name and mailing address. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **Jantina umur anda letak atas .. employee provident fund.. mean bukti kerja tak penting (self-explanation)**

6. However, nowadays, a telephone contact number or e-mail address is considered essential. 7. Career aims comes next. **Ok.. .. maksud nya telephone number and e-mail perlu letak resume…lepas must write career (self-explanation)**

8. Here, describe your career goals or the kind of job you want.

9. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section. **Jika ada apa apa pengalaman itu, jenis pekerjaan dan jenis pekerjaan.. write how long we work. ..job title mean.. don't know.. (self-explanation)**

10. You should also mention any job training courses that you have attended.

job.. sertakan latihan.. kursus yang anda masuk diruangan pendidikan.. letak level paling tinggi (prediction)

11. In the section on education, start with the highest level of education that you have completed**. Betul..level paling tinggi..Tulis course yang paling penting anda ambil (monitoring) (paraphrase)**

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In the second text, he made two self-explanation events, three paraphrase events, three monitoring events and one association event. Most of the monitoring events made while reading the text failed to enhance understanding or construct meaning. This is seen in lines 8,9 and 10. (see Table 4.53 below). In line 6, however he was able to make connections between prior knowledge with the text. He predicted that the tea leaves would expand placed in water.

Table 4.53

Excerpt from Think-aloud Protocol of Participant Nine Reading Text Two

Student's comments are in boldface

4. It must also be strong for handling – when dry or wet.

Handling..handle..mengawal..teh .. sebuk teh akan mengembang apabila air dimasukkan (prediction)

5. How is a tea bag made to meet all the requirements?

Bagaimana uncang teh dibuat untuk bertemu semua? (self-explanation)

6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. **(rereads) don't understand..thermoplastic.. plastic..tutup bag mengelakkan**

daun teh keluar (monitoring)

7. They are laid down as a watery mixture**...put in water..tea bag put in water (paraphrase)**

8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres**. what mean damp don't know (monitoring)**

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9. The damp web is squeezed dry through rollers forming paper.**what mean squeezed dry..dry mean kering (monitoring)**

10. It also gives the paper an irregular, web-like structure with pores of different sizes. **(rereads) don't understand (monitoring)**

In Text Three, Participant Nine was able to get a gist of what he read as shown in line 3. He did not understand the meanings of several words such as 'social', 'acknowledge' 'equal' and 'grin' but made no attempt to resolve it.

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Table 4.54

Excerpt from Think-aloud Protocol of Participant Nine Reading Text Three

Student's comments are in boldface

3. Dolphins are social creatures that appear to communicate among themselves with wide range of clicks, whistles and beeps which scientists claim is no complex language. **What social creatures?... clicks.. beeps.. don't understand.. (monitoring) dolphins talk simple language. Talk with their friends (paraphrase)**

4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees**...what mean acknowledge ..equal? (monitoring) lebih pandai more clever than dog and chimpanzees (self- explanation)**

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5. More importantly, the mouths of these species turn upward in a perpetual grin. **Don't know perpetual grin meaning? Mouth.. mulut (monitoring)**

As for Text Four, he was quite confident and was able to construct meaning as shown in Table 4.55. He was able to comprehend this text which is a simpler text as compared to Text Five. He was able to guess meanings of words that fit the context and seemed to a bit familiar with what he was reading because when he commented that he agreed with the statement that academic achievement does not guarantee success in life (see table 4.55).

Table 4.55

Excerpt from Think-aloud Protocol of Participant Nine Reading Text Four

Participant's comments are in boldface

---

1. Academic achievement does not guarantee success in life. **Yes academic achievement does not guarantee success in life. Get all As does not mean can get good pay. (paraphrase)**

2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success**. Quotient.quotient.. need experience to succeed in life. (monitoring)**

3. The rest is mainly contributed by emotional intelligence**. What is emotional intelligence? Intelligent is clever..not sure (monitoring) Without enough rest we feel not good (paraphrase)**

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4. What is emotional intelligence? It is about managing your emotions. **Means think positive. (self-explantion)**

5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings. **Yes because when you aware of your feelings, you can balance you moods. (self-explantion)**

6. When you have a greater certainty about your feelings, you will be a better pilot of your life**. Yes you can be a leader for your own life if you know what you want (self-explanation)**

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Table 4.56 contains excerpts from participant 9's Wetlands protocol. This excerpt shows his verbalizations as he read the sentences in the text. Note that at the very beginning he read the first line and checked against her prior knowledge, commenting that he did not know anything about wetlands. He said in Line 1, "what is wetland?. I think..haven is wrong. Diversity is a science word and I don't understand" He then mistakenly linked the meaning of haven to heaven and that was why he said haven was wrong. Comprehension monitoring is a strategy pointed out by Yang (2004). In this short excerpt, he noted several vocabulary problems, he was not able to understand the meanings of words such as haven, granted, diverse, and vital. However he was able to construct an understanding of the five sentences which is crucial to building a coherent representation of the information in the text.

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Table 4.56

Excerpt From Think-aloud Protocol of Participant 9 Reading Revaluing Wetlands

(Student's comments are in boldface)

1. Wetlands are a haven of biodiversity. **What is wetlands? I think haven is wrong. Diversity is a science word and I don't understand (monitoring)**

2. They fulfill a wide range of useful functions which people often take for granted. **Not so understand. (monitoring)**

3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. **Many wildlife live in the wetlands I think. (self-explanation)**

4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **Yes I understand this very clear. (monitoring)**

5. Wetlands perform vital services in the water cycle. **Vital is important. It is important. (paraphrase)**

4.5 Discussion and Findings

The qualitative and quantitative analyses of the strategies used to build a coherent representations of the five different texts reveal that participants are quite flexible in how they use text information and their existing knowledge as they proceed through the text. For example, the number of self-explanations and paraphrase events is higher in Texts

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One and Two as compared to Texts Four and Five whereas the number of monitoring events is higher in Texts Four and Five as compared to Text One and Text Two.

The coherent representations of Text One and Two resulted from the use of various reading strategies such as self-explaining which included elaboration, interpretations in participants' own language, inferencing, cause and effect relationships and giving own examples. As suggested by several researchers (Kletzein, 1991;Block, 2002;Pressley,2004), there are no significant differences in the number and type of strategies used by all the participants in Text One which is comparatively an easier text. But for a more difficult text like Text Five, Participants Three, Four, Five, Six and Seven reported less self-explanation and paraphrase events.

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The higher number of monitoring events in the think-aloud protocol when reading Texts Four and Five reflected the participants' desires to understand better and to construct meaning from the texts because Texts Four and Five were relatively more difficult as compared to the other three texts. This also implied that participants were sensitive to the difference in difficulty and appropriately adapted their strategies for achieving coherent representations as posited by Cotė and Goldman (2004).

There was very few prediction and association events in the think-aloud protocols. Participants were not able to make hypothesis because all the five texts are expository in nature which consistent with the reading texts in the MUET. As the participants are not familiar with the content matter, they found it difficult to make hypothesis. Even though

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Participants One, Two ,Eight and Nine were better students compared to the others, but they were not truly reflective of Band Six material (see Appendix A)

Participants Eight and Nine are weaker students as compared to Participants One, Two and Three. However in the think-aloud Participants Eight and Nine did well. This is consistent with the results of a study done by Baumann (1992) where he and his colleagues found that training in think-aloud improved children's ability to monitor their comprehension while reading and third-grade children trained to think-aloud used more comprehension strategies than a comprehension group.

The think-aloud protocols of Participants Eight and Nine also made more self-explanation events compared to other less successful reader namely, Participants Three, Four, Five, Six and Seven. This is also consistent with the results of the studies carried out by Bereiter & Bird (1985) and Kucan & Beck (1997). They claimed that students who used think-aloud had better comprehension. From the profiles of Participants Eight and Nine, it is noted that the two of them always watch English TV programmes and always listened to English songs. As in line with conventional wisdom, Participants Eight and Nine are assumed to have a wider range of vocabulary even though they did not do well in the diagnostic test.

In the research reported here, the think-aloud protocols showed a wide range of strategies used when participants read difficult texts. One common strategy was to devote processing resources in the text and relevant prior knowledge for purposes of making

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connections. Participants One, Two, Eight and Nine provided examples of this kind of approach. These participants did not always succeed in constructing a coherent representation but they exhibited a wide range of strategies in their attempts. They often reread, made connections to examples to their prior knowledge, generated and checked hypotheses, made inferences to interpret the text, monitored their understanding and persisted in their attempts to build a coherent representation of the text. Writers (Rumelhart,1984;Bransford,2004; NAP, 2000) have pointed out these reading strategies.

Another approach to cope with a text with new information was by paraphrasing and bringing in examples or associations from prior knowledge and to monitoring comprehension problems (Reutzel & Cooper, 2005). Participants Three, Four, Five and Six provided examples of this kind of approach. They noted vocabulary problems and comprehension problems but they did not persist in attempts to resolve them. They were unable to create a coherent representation of what they read.

The participants' think-aloud protocols revealed some interesting aspects of monitoring, a skill that is often cite as very important to good comprehension (e.g., Yang,2004; Harvey & Goudvis, 2002). Data indicated that although monitoring is important, unless readers actively apply strategies to resolve the problems they identify, they are likely to end up with fragmentary representations. For example, some students like Participants Three, Four, Five and Six showed evidence of comprehension monitoring by pointing out the words they did not know, but their protocols showed no evidence of a strategic response such as attempting to understand the words from context. In a related work, (Cotė and

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Goldman,2004), reported positive correlations occurring between problem resolution and comprehension, with the strongest correlations occurring in more difficult passages but no correlation between problem identification and comprehension. Therefore in the process of building a coherent representation of a text, readers must not only be aware of the gaps and problems in their understanding, but must also employ strategies to resolve the problems in order to build a coherent representations.

4.6 Summary

In this chapter this researcher has discussed the strategies employed by the participants, the distribution of the various events and analyses of the think-aloud protocols of the 9 participants as to what students do when they attempt to construct meaning. In the following chapter this researcher will discuss about the implications of the result of this research.

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CHAPTER FIVE

CONCLUSION AND IMPLICATIONS

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5.0 Introduction

In this final chapter, this researcher will give an overview of the students' problems in reading comprehension, causes of the problems, the reasons why they occur, their implications and also suggestions to overcome the problems.

5.1 Comprehension Difficulties

All the nine participants indicated experiencing different types of comprehension difficulties during their think-aloud protocols. Comprehension difficulties can be traced back to four schema-related problems as suggested by Rumelhart (2004). Each of these

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problems is discussed with examples so as to gain an insight of the difficulties students may encounter in comprehending

- Firstly, students may not have the necessary schema to understand a specific topic. Without a schema for a particular concept, they simply cannot understand the text.

In Text Five, for example, readers who do not possess the needed schema could not understand individual word meanings and had trouble comprehending the overall text.

Wetlands are a haven of biodiversity. They fulfill a wide range of useful functions which people often take for granted. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea.

Participants with a wetlands schema readily interpret this text. But those who don't possess a wetlands schema experience greater difficulty making sense of certain words like 'biodiversity' and had problems comprehending the text as a whole.

- Secondly, readers may have already known a great deal about the topic to be read. However, the author may fail to provide enough information in the text that connects with the readers' schema.

For example, when authors failed to include explicit clues in the texts, readers may face difficulties. However in the 5 different texts read by the students, there were clues in the topic sentence itself. In Text One, the topic sentence *A resume provides information about you to prospective employers* is a signpost which tells the readers

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that they are going to read about resumes. The second difficulty does not apply in the texts read by the students.

- Thirdly, readers may hastily select a schema for interpreting a text only to discover later that the text information does not match the known information for that schema

When this comprehension difficulty occurs, readers usually shift from using the first schema to the appropriate one to correctly comprehend the text. Schemas help readers interpret what they read. The inf ormation found in the text helps readers decide which schemas to be selected (Bransford, 2004). For example in Line 11 of Text Two, Participant Seven read, "The paper goes through a tea packing machine in a sandwich of two strips**… sandwich. .bread?. .sandwich. No"** This student interpreted sandwich as something made of two slices of bread and which could be eaten. But later he changed his mind when he discovered his mistake.

- Fourthly, the cultural and experiential background of readers may affect their perspective when selecting a schema to interprete a text. This sometimes leads to an "understanding of the text but a misunderstanding of the author".

Studies (Lipson, 1983 and Read& Rosson,1982) as cited by Reutzel & Cooter (2005) have shown that students' schemas that are based on their prior knowledge, attitudes, and experiences have a strong influence on how well students comprehend and remember information from their readings.

Participant Four's think-aloud protocol in Text Four illustrate this.

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Academic achievement does not guarantee success in life. ***No, don't agree. Many As can get good job.*** (Line 1)

In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. ***Not understand . I think when parents give more freedoms to child when they small after they become big they won't listen to their parents.*** (Line 16)

5.2 Background knowledge effects

Readers differ in the kinds of knowledge they have as well as the depth and breath of knowledge they bring to the text. Research in the 1980's revealed that what adults recalled was influenced by their knowledge about the topic of the text they read (Voss, Vesonder & Spilich,1980 as cited by Anderson,2002). This research shows prior knowledge influences what students attend to, what inferences they make, and what they remember after reading. Students with low topic knowledge answer fewer inferential questions and recall less information after reading compared to students with high topic knowledge. Reutzel, Camperell & Smith (2002) cited that Bransford and his colleagues were among the first to show that less successful readers with knowledge equivalent to that of successful peers often adopt a passive approach to learning and do not try to use what they already know to elaborate and to connect ideas so that they make sense. This type of reading behaviour is evident in the think-aloud protocol of Participants Four, Five, Six and Seven. Successful comprehenders such as Participanst One, Two, Three, Eight and Nine, on the other hand, actively strive to use background knowledge to establish connections among ideas as they read. They reread when they encounter

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confusion and elaborate on text information by drawing information, by drawing inferences, generating images, creating analogies or asking and answering questions (Cote & Goldman, !999; Pressley,2000)

5.3 Comprehension Monitoring

Data indicated that participants continously monitor their comprehension while reading the five texts. Monitoring is important, but unless readers actively apply strategies to resolve the problems they identify, they are likely to end up with fragmentary representations. For example, some students like Participants Three, Four, Five and Six showed evidence of comprehension monitoring by pointing out the words they did not know, but their protocols showed no evidence of a strategic response such as attempting to understand the words from context. In the related work (Cotė and Goldman,1999), they reported positive correlations occurring between problem resolution and comprehension, with the strongest correlations occurring in more difficult passages but no correlation between problem identification and comprehension. Therefore in the process of building a coherent representation of a text, readers must not only be aware of the gaps and problems in their understanding, but must also employ strategies to resolve the problems in order to build a coherent representation.

5.4 Implications

5.4.0 Developing comprehension strategies in the classroom

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Comprehension is not taught in schools. There is a need for effective ways of promoting students' comprehension and information-seeking skills. As a teacher, this researcher cannot recall any time before this research was carried out when this researcher taught comprehension in an explicit way. Students were not shown strategies they could use to comprehend what they read. Reutzel & Cooter (2004) cited Durkin (1978) who observed that less than 1% of total reading or social studies instructional time was devoted to the teaching of reading comprehension. Durkin concluded that teachers often have difficulty telling the difference between teaching and testing when it comes to comprehension. According to her, simply asking students to respond to a worksheet or to answer a list of comprehension questions does nothing to develop new comprehension skills. These concerns of Durkin in 1978 were the concerns of The National Reading Panel 2000 (pp.29-41), as shown below.

> "there is a need for greater emphasis in teacher education on the teaching of reading comprehension. Such instruction should begin at the preservice level, and it should be extensive, especially with respect to teaching teachers how to teach comprehension strategies."

Research has shown that reading comprehension improves when teachers provide explicit comprehension strategy instruction (Brown, Pressley & Schuder 1996). The idea behind more explicit teaching of comprehension is that it can be improved by teaching students to use specific cognitive strategies. Such strategies are designed to guide

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students to become aware of how they understand as they read. Our better understanding of cognition, that is, of how people come to know and understand things, has led to the development of practical strategies for improving comprehension. Furthermore, the National Reading Panel 2000 in United States demonstrates that students at all skill levels benefit being taught comprehension strategies. Comprehension is complicated and it requires a complicated set of strategies to foster it effectively in the classroom (Pressley, 2000).

5.4.1 Reading Comprehension Instruction

High quality comprehension teaching to helps struggling readers in reading comprehension. Teachers must understand the theoretical underpinnings of comprehension processes, know the research on comprehension strategy instruction and teach a variety of effective comprehension strategies in order to succeed in meeting the needs of readers who struggle with comprehending text.

The NRP 2000 examined research evidence supporting the teaching of 16 reading comprehension strategies. The NRP (2000) identified a set comprehension strategies as having sufficient research evidence to recommend implementation in everyday classroom *: story and text structure, graphic or semantic organizers, question answering, questioning, question generation, comprehension monitoring, cooperative learning and summarization.* This was not intended to narrow the scope of comprehension strategies taught in the classroom. It was to highlight the seven comprehension strategies as

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essential based on the existing scientific evidence. Therefore, every teacher of comprehension is urged to teach these seven strategies.

Reading comprehension is the very heart and soul of reading (Block, Gambrill & Pressley, 2003). Although learning to recognize letters, learning to connect letters with sounds, and the blending of these elements into words is extremely important (Pressley,2000), teachers must never lose sight of the ultimate goal of reading - comprehending the text. From their very first encounters with print, teachers should help students discover meaning from print by providing effective comprehension instruction (Pearson & Duke, 2002).

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5.4 Conclusion

Based on the analysis of the think-aloud protocol of all the nine participants, it was revealed that less successful readers adopted a passive approach to reading comprehension compared to the more successful readers. They did not try to elaborate and to make connections with their prior knowledge which Anderson (2002). There were more self-explanation and paraphrase events among the successful readers. Less successful readers merely attempted to paraphrase the information and sometimes failed to keep to the meaning of the text.

The think-aloud protocol of the participants also showed that comprehension monitoring was evident in all the nine participants. The more successful readers used strategies like rereading, questioning, self-explaining, guessing and making connections with prior

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knowledge to resolve problems or gaps in their understanding, which theorists (William,2004; Snow, 2002) advocate. However the less successful students identified the problems but made no attempt to resolve them.

Based on the evidence in this study, it is recommended that teachers provide explicit comprehension strategy instruction in the classroom. Studies (NRP,2000; Pressley,2000 and Reutzel & Cooter, 2004) have demonstrated that effective reading comprehension strategy instruction benefit students of all skill levels. Therefore reading comprehension should be taught explicitly in schools.

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APPENDIX A

DESCRIPTION OF SCORE FOR MUET

Aggregated Score	Band	User	Communicative Ability	Understanding	Task Performance
260-300	6	Very good user	Very fluent, accurate and appropriate; hardly ant inaccuracies.	High level of understanding of the language	Functions extremely well in the language
220-259	5	Good user	Fluent and appropriate but with minor inaccuracies	Good level of understanding of the language	Functions well in the language
180-219	4	Competent user	Generally fluent, appropriate but with occasional inaccuracies	Satisfactory level of understanding of the language	Functions reasonably well in the language
140-179	3	Modest user	Fairly fluent, usually appropriate but with noticeable inaccuracies	Able to understand but with some misinterpretation	Able to function but with some effort
100-139	2	Limited user	Lacks fluency and appropriacy; inaccurate use of the language resulting in frequent breakdowns in communication	Limited understanding of the language	Limited ability to function in the language
0-99	1	Extremely limited user	Inappropriate and inaccurate use of the language resulting in very frequent breakdowns in communication	Poor understanding of the language	Hardly able to function in the language

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APPENDIX B

RESULTS OF THE DIAGNOSTIC TEST

No	Name	Score (%)
1.	Participant One	61
2.	Participant Two	64
3	Participant Three	59
4	Participant Four	45
5	Participant Five	41
6	Participant Six	32
7	Participant Seven	38
8	Participant Eight	39
9	Participant Nine	42

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APPENDIX C

READING TEXTS

Text One MUET 2003

A resume provides information about you to prospective employers. It should be organized into categories of information for easy reading. The personal data is the first part of a resume. Put this information in a prominent place, at the top of the resume. It includes your name and mailing address. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. However, nowadays, a telephone contact number or e-mail address is considered essential . Career aims comes next. Here, describe your career goals or the kind of job you want. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section. You should also mention any job training courses that you have attended. In the section on education, start with the highest level of education that you have completed. List your tertiary qualifications – your degrees and diplomas – if you have any. Also, write down the most important courses that you have taken. Then, give the name of your school. After that, highlight special abilities. For example, you might speak a second language or know certain computer. These skills may be important in a particular job. Finally, give your references. These are the people who will be able to give an accurate and supportive report of your character and capabilities**.** They may be your teachers, or even your current employer.

1. A resume provides information about you to prospective employers.
2. It should be organized into categories of information for easy reading.

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3. The personal data is the first part of a resume.
4. Put this information in a prominent place, at the top of the resume.
5. It includes your name and mailing address.
6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important.
7. However, nowadays, a telephone contact number or e-mail address is considered essential .
8. Career aims comes next.
9. Here, describe your career goals or the kind of job you want.
10. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section.
11. You should also mention any job training courses that you have attended.
12. In the section on education, start with the highest level of education that you have completed.
13. List your tertiary qualifications – your degrees and diplomas – if you have any.
14. Also, write down the most important courses that you have taken.
15. Then, give the name of your school.
16. After that, highlight special abilities.
17. For example, you might speak a second language or know certain computer.
18. These skills may be important in a particular job.
19. Finally, give your references.
20. These are the people who will be able to give an accurate and supportive report of your

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character and capabilities**.**

21. They may be your teachers, or even your current employer.

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Text Two MUET 2002

Every day thousands of tea bags are used to make teas. Each bag contains enough tea to give one cup when steeped in boiling water. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape. It must also be strong for handling – when dry or wet.

How is a tea bag made to meet all the requirements? The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. They are laid down as a watery mixture. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. The damp web is squeezed dry through rollers forming paper. It also gives the paper an irregular, web-like structure with pores of different sizes.

The paper goes through a tea packing machine in a sandwich of two strips. A controlled amount of tea is measured out onto the lower strip. Heat is applied to seal the sandwich round the edges. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again. Its melting point is higher than 100 °C. Thus, the bag will not come apart when it is immersed in boiling water.

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1. Every day thousands of tea bags are used to make teas.
2. Each bag contains enough tea to give one cup when steeped in boiling water.
3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape.
4. It must also be strong for handling – when dry or wet.
5. How is a tea bag made to meet all the requirements?
6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags.
7. They are laid down as a watery mixture.
8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres.

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9. The damp web is squeezed dry through rollers forming paper.
10. It also gives the paper an irregular, web-like structure with pores of different sizes.
11. The paper goes through a tea packing machine in a sandwich of two strips.
12. A controlled amount of tea is measured out onto the lower strip.
13. Heat is applied to seal the sandwich round the edges.
14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again.
15. Its melting point is higher than 100 °C.
16. Thus, the bag will not come apart when it is immersed in boiling water.

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Text Three MUET 2002

Dolphins are sea mammals of about 2.3 metres with a long bottlenose. They have sharp teeth and feed mainly on squid and fish. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees. More importantly, the mouths of these species turn upward in a perpetual grin. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks.

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Today, the news-age dolphin trademark goes beyond their playful friendly antics. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening.

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.
2. They have sharp teeth and feed mainly on squid and fish.
3. Dolphins are social creatures that appear to communicate among themselves with

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a wide range of clicks, whistles and beeps which scientists claim is no complex language.

4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees.
5. More importantly, the mouths of these species turn upward in a perpetual grin.
6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks.
7. Today, the news-age dolphin trademark goes beyond their playful friendly antics.
8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings.
9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins.
10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening.

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Text Four MUET 2002

Academic achievement does not guarantee success in life. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. The rest is mainly contributed by emotional intelligence.

What is emotional intelligence? It is about managing your emotions. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings. When you have a greater certainty about your feelings, you will be a better pilot of your life. With greater self-awareness, you will be able to balance good and bad moods. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light.

Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. They set clear goals and hold a “can-do” attitude. Another study found that successful individuals were optimistic even when faced with failures. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life.

The ability to resist impulse by keeping your long-term goals in focus is another important trait for success. When you can control yourself from being impulsive, you will be able to manage

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your emotions better. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed.

1. Academic achievement does not guarantee success in life.
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success.
3. The rest is mainly contributed by emotional intelligence.
4. What is emotional intelligence? It is about managing your emotions.
5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings.
6. When you have a greater certainty about your feelings, you will be a better pilot of your life.
7. With greater self-awareness, you will be able to balance good and bad moods.
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light.
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines.
10. They set clear goals and hold a "can-do" attitude.
11. Another study found that successful individuals were optimistic even when faced with failures.
12. Instead of blaming themselves for a failure, they put the blame on the situation and

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move on with life.

13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success.
14. When you can control yourself from being impulsive, you will be able to manage your emotions better.
15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents.
16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed.

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Text Five MUET 2002

Revaluing Wetlands

Wetlands are a haven of biodiversity. They fulfill a wide range of useful functions which people often take for granted. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea.

Wetlands perform vital services in the water cycle. They filter and purify water and return it in a cleansed state to the ground water table or to the sea. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply. Wetlands may in reverse, act as fountainheads for underground water reserves. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing.

Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. Many lives and livelihoods are safeguarded by this valuable natural flood-control service.

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Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty.

1. Wetlands are a haven of biodiversity.
2. They fulfill a wide range of useful functions which people often take for granted.
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl.
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea.
5. Wetlands perform vital services in the water cycle.
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea.
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply.
8. Wetlands may in reverse, act as fountainheads for underground water reserves.
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing.
10. Wetlands also play a major role in flood control by receiving and storing excess water

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in times of peak river flows or high rainfall.

11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system.

12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service.

13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials.

14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions.

15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty.

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APPENDIX D

TRANSCRIPTS OF THE READING TEXTS

Participant 1

TEXT ONE

1. A resume provides information about you to prospective employers.

   Prospective..prospective..mean..ok..read (monitoring)

2. It should be organized into categories of information for easy reading.

2. Give information (paraphrase)

3. The personal data is the first part of a resume.
4. Put this information in a prominent place, at the top of the resume.

3. Tentang hal peribadi kita dalam resume ..cari kerja (prediction)

5. It includes your name and mailing address.
6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important.

5. **(rereads) (paraphrase)**

5. Ada info- info tentang kita (prediction)

6. However, nowadays, a telephone contact number or e-mail address is considered essential. **Termasuk alamat, jantina. age…tidak.. ..penting dalam resume (paraphrase)**

7. Career aims comes next.

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8. Here, describe your career goals or the kind of job you want. **menggambar kerja yang kita nak (paraphrase)**
9. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section
9. rereads **Maksudnya kalau kita ada pengalaman kerja, kita list down…bagi..tahu. .jenis pekerjaan..(paraphrase)**
10. You should also mention any job training courses that you have attended. **bagi..tahu. .jenis pekerjaan.. tuliskan juga latihan..(self-explanation))**
11. In the section on education, start with the highest level of education that you have completed. **Education apa itu?(monitoring)**
12. List your tertiary qualifications – your degrees and diplomas – if you have any. **… juga letakkan juga dalam resumeitu..list samada kita ada degree atau diploma … tahap yang paling tinggi semasa di IPTA (self-explanation))**
13. Also, write down the most important courses that you have taken.
14. Then, give the name of your school.
15 After that, highlight special abilities**….special bakat? (monitoring)**
16. For example, you might speak a second language or know certain computer
17. These skills may be important in a particular job. **Ini penting.. tuliskan nama sekolah dan kebolehan kita seperti contoh kita ada ada kebolehan bercakap..pandai komputer…ini penting (self-explanation)**
18. Finally, give your references. **People we know (self-explanation)**
19. These are the people who will be able to give an accurate and supportive report of your

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character and capabilities**. Orang yang menilai resume mungkin melihat pada data data yang kita berikan mungkin membantu … dengan adanya perbuatan kita dan juga kebolehan kita (prediction) (self-explanation)**

20. They may be your teachers, or even your current employer. **Orang itu mungkin adalah Teacher atau pengetua (prediction)**

TEXT TWO

1. Every day thousands of tea bags are used to make teas.

   Thousands of tea bags..ok many people drink tea.. (self-explanation)

2. Each bag contains enough tea to give one cup when steeped in boiling water.

   Tea bags is used to make a cup of drinks. Lipton tea.. I think (prediction)

3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape**. Many holes for water to go in… filter..what mean..?(self-explanation) (monitoring)**

4. It must also be strong for handling – when dry or wet.

3. **The tea bags is very well-made. (paraphrase)**

5. How is a tea bag made to meet all the requirements?

6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags**. Strength…strong.. what mean hemp.. thermoplastic fibre.. plastic..plastic..plastic bag (paraphrase) (monitoring)**

7. They are laid down as a watery mixture.

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8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **Ok.. the paper of tea bags is made from manila hemp and thermoplastic fibre like plastic bag (paraphrase)**
9. The damp web is squeezed dry through rollers forming paper.
10. It also gives the paper an irregular, web-like structure with pores of different sizes. **The damp web structure the tea bags…. What susah lah.. don't understand What mean irregular.. (monitoring)**
11. The paper goes through a tea packing machine in a sandwich of two strips.
12. A controlled amount of tea is measured out onto the lower strip**. the strips at the tea bags are made by machine. (paraphrase)**
13. Heat is applied to seal the sandwich round the edges.
14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again. **Solidifies.. don't know.. don't understand..susahlah..(monitoring)**
15. Its melting point is higher than 100 °C. **melting..melting higher than 100 (paraphrase)**
16. Thus, the bag will not come apart when it is immersed in boiling water. **The heat of the machine is higher than 100 °C to keep the bag strong. .this.about making tea bag..process I am not …not clear (monitoring)**

Text Three MUET 2002

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose. **Ikan lumba-lumba.. sepsis ikan mamalia..yang friendly (paraphrase)**

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(prediction)

2. They have sharp teeth and feed mainly on squid and fish.

Gigi tajam..like to eat sotong (paraphrase)

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **..clicks..whistle.. tahu..beeps.. use simple language…make sounds to talk to their friends (self-explanation)**

4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees.

Lebih pandai daripada anjing….sama pintar dengan chimpanzees (self-explanation)

5. More importantly, the mouths of these species turn upward in a perpetual grin.

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Perpetual grin..don't understand(monitoring)

6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks**. Delightful antics …throngs..throngs of tourists..tarikan yang panjang?..lama? tourist like dolphin ..dolphins very attractive to the people (self-explanation)**

7. Today, the news-age dolphin trademark goes beyond their playful friendly antics. **Dolphin muda …people like because they are friendly (self-explanation)**

8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **Reread.. evolved spiritual..beings…don't know ok think..think (monitoring)**

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9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins. **.pelancong boleh pergi ke Floridakeys, Azores dan New Zealand jika nak berenang brsama dolphin (self-explanation)**
10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening. **..gives us pengalaman membaikpulih emosi ..give different kinds of feelings (self-explanation)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life. **Not agree…many As can go to university ..get good job (self-explanation)**
2. Psychologists..**what mean..** suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **Everything need effort not only depend on IQ (self-explanation)**
3. The rest is mainly contributed by emotional intelligence. **Yes..rest..because if we tired, it shows in our body language 9self-explanation)**
4. What is emotional intelligence? It is about managing your emotions**…managing**

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emotions.. controlling anger, sad and others (self-explanation)

5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings. **This mean if we can handle our feel..mean can prevent from rushing decision..handle the problem (self-explanation)**
6. When you have a greater certainty about your feelings, you will be a better pilot of your life. **If we had great feeling..it will be better in life (paraphrase)**
7. With greater self-awareness, you will be able to balance good and bad moods**. If we got a good lifestyle, we can control our moods (paraphrase)**
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light. **Kamu boleh mengubah perasaan yang tidak baik..dengan baik berjalan..relax..reinterpreting..reinterpreting..what is the meaning don't know..i think bad mood can change to good if we relax..I think (self-explanation)**
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines**.(rereads)..ability.. trait.. pursue relentless..don't know the meaning.. (monitoring) I think we need to motivate ourselves to success in what we do..like athletes, singers or football players. (self-explanation)**
10. They set clear goals and hold a "can-do" attitude**...this mean no lose hope… having attitude everything can (self-explanation)**
11. Another study found that successful individuals were optimistic even when faced with failures**..Successful individual always positive when they face obstacles**

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(paraphrase)

12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Yes we cannot blaming others for our failures and must continue with life (paraphrase)**
13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success**. Impulse..don't know.. I think we need to think our future to make sure we have our aim and prepare for success (paraphrase)**
14. When you can control yourself from being impulsive, you will be able to manage your emotions better**. Means we must always influence our steps good or bad but we can prevent it..if we control our emosi (paraphrase)**
15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents**...don't understand..not very clear.. (monitoring) I think if children do not eat what they like..listen to what their parents say they can be success (paraphrase)**
16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **Don't know..I think this opposite… (monitoring) if children cannot listen to parents..they cannot success.. (paraphrase) this text is about motivation and how we can success in life (self-explanation)**

Text Five MUET 2002

Revaluing Wetlands

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1. Wetlands are a haven of biodiversity. **I don't know what is biodiversity..haven.must be beautiful place (monitoring) (prediction)**
2. They fulfill a wide range of useful functions which people often take for granted. **I really don't understand..I think wetlands is very useful to people..take for granted..ambil kesempatan (self-explanation)**
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl**…wetland..wet..basah..land mean tanah..tanah basah ok I think tanah paya..waterfowl I know is like a bird..yes like many flora and fauna (self-explanation)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea…**nursery is for children..so wetlands is like a place for baby fish. (self-explanation)**

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5. Wetlands perform vital services in the water cycle**. Is it? How? (monitoring)**
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea**..like they clean the water..wetlands can filter the water and clean them (paraphrase)**
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply**. Phuket ok phuket many people died during tsunami..(association) need a lot of water clean water and cheap (paraphrase)**
8. Wetlands may in reverse, act as fountainheads for underground water

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reserves**.(rereads).not clear..what is fountainheads? (monitoring) There is a lot of water underground reserves mean simpanan..a lot of water (self-explanation)**

9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing**…not sure what is peat swamps? (monitoring) But I think it says water is cheap in Malaysia (paraphrase)**

10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall**…what is flood control? I don't know the meaning..water are the most important (monitoring)**

11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system**…don't know what is absorb?..one place in South America got a lot of water..not sure..lah..I think during musim hujan (monitoring)**

12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service**…what is safeguarded I don't know..safe means selamat so I think many people are saved from the floods (self-explanation)**

13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials**…yes wetlands gives water,food and firewood and also can travel no need roads (paraphrase)**

14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions…**not clear..cyclical..cycle..bicycle..no..no cannot.I don't understand (monitoring)**

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15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty. **Ok wetlands got many animals like fish, birds, lizards etc and the tourist can go hunting or look at the scenery (paraphrase)**

Participant 2

TEXT ONE

1. A resume provides information about you to prospective employers. **Prospective employers..(rereads)..(paraphrase) like minta kerja (prediction)**
2. It should be organized into categories of information for easy reading.
3. The personal data is the first part of a resume. **… oh cakap pasal personal data ..perkara pertama very important dalam resume(self-explanation)**
4. Put this information in a prominent place, at the top of the resume.
5. **Put information in a prominent place…put on the top betul ..this info in a important place.. ok letak nama kena letak alamat (self-explanation)**
6. It includes your name and mailing address.
7. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **Jantina kita umur kita ..marital status..single employee provident fund.. apa benda ni.? (self-explanation)**
8. However, nowadays, a telephone contact number or e-mail address is considered essential.
9. Career aims comes next. **Ok.. career aims.. maksud nya kita letakkan career aims dalam resume…ini kemungkinan.. oh baru describekan career kita dan jenis kerja kita suka (prediction)**

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10. Here, describe your career goals or the kind of job you want. **Ok apa kita telah kerja seperti usahawan, apa apa benda… (self-explanation)**
11. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section**. Bagi orang yang pernah kerja, bagi job title, berapa lama kita kerja…(self-explanation)**

11. (reread) ..the type of work that you did in the work experience section.

11. **Perlu mention type of work (self-explanation)**

12. You should also mention any job training courses that you have attended.
13. In the section on education, start with the highest level of education that you have completed. **Sekarang SPM..STPM belum lagi..(self-explanation)**
14. List your tertiary qualifications – your degrees and diplomas – if you have any.

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Belum sampai lagi (self-explanation)

15. Also, write down the most important courses that you have taken. **Apa?.. English course? Bila? School chulanlah (self-monitoring)**
16. Then, give the name of your school.
17. After that, highlight special abilities. **Apa? Peramah lah (self-explanation)**
18. For example, you might speak a second language or know certain computer programmes. **Ok I understand (monitoring)**
19. Finally, give your references**. Macam teacher..lecturer(prediction)**
20. These are the people who will be able to give an accurate and supportive report of your character and capabilities.
21. They may be your teachers, or even your current employer.

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Yes ..betul..lah (monitoring)

TEXT TWO

1. Every day thousands of tea bags are used to make teas. **Many people drink tea (self-explanation)**
2. Each bag contains enough tea to give one cup when steeped in boiling water. **Tea bags is used to make a cup of drinks. (paraphrase)**
3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape. **Bags has many big and small holes (paraphrase)**
4. It must also be strong for handling – when dry or wet. **…the tea bags is very well-made. What means… handling..hand..tangan..(self-explanation)**
5. How is a tea bag made to meet all the requirements?
6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags**. …don't know.. bag make from two thing…thermoplastic..thermoplastic..plastic I don't know (monitoring)**
7. They are laid down as a watery mixture. **..make like water (paraphrase)**
8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **..don't know paper make tea..how.. The paper of tea bags is made from manila hemp and thermoplastic fibre. (reread) (monitoring)**

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9. The damp web is squeezed dry through rollers forming paper. **Rollers.. rollers Mean I am not sure..(monitoring)**
10. It also gives the paper an irregular, web-like structure with pores of different sizes. **… the damp web structure the tea bags …susahlah (monitoring)**
11. The paper goes through a tea packing machine in a sandwich of two strips. **..sandwich..eat sandwich..cannot.. this tea (monitoring)**
12. A controlled amount of tea is measured out onto the lower strip…**the strips at the tea bags are made by machine. (paraphrase)**
13. Heat is applied to seal the sandwich round the edges.
14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again. **..make strong… what mean solidifies..what make strong (monitoring)**

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15. Its melting point is higher than 100 °C. **..melting point higher than 100 (reread) (paraphrase)**
16. Thus, the bag will not come apart when it is immersed in boiling water.

15. **heat … higher than 100 °C to keep the bag strong. (paraphrase)**

Text Three MUET 2002

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose. **Ikan lumba-lumba..story about fish.. (prediction)**
2. They have sharp teeth and feed mainly on squid and fish…**dolphin eat sotong..got sharp teeth (paraphrase)**

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3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language**. Dolphins are active animals..scientists said they communicate in unformal language and use body language (paraphrase)**
4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees**…dolphins are more intelligent than dogs and chimpanzees (paraphrase)**
5. More importantly, the mouths of these species turn upward in a perpetual grin. **..upward in a perpetual grin..mean..(monitoring)**
6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **Friendly ..tingkahlaku dapat menarik minat pelancung..untuk pergi ke taman marin (self-explanation)**
7. Today, the news-age dolphin trade market goes beyond their playful friendly antics. **Baby dolphin are friendly..ok..(paraphrase)**
8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **Highly evolved spiritual beings..what? spirit? (monitoring)**
9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins**. People go visit Forida Keys, Azores and New Zealand to see dolphins swim with people.. see the active dolphins (paraphrase)**
10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening**. Awakening..awakening..**

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swimming with dolphin can give chance to meningkatkan semangat..learn about the habitat of dolphins (paraphrase)

TEXT FOUR

1. Academic achievement does not guarantee success in life.

   Not agree..because academic is important (self-explanation)

2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success**. It depend on our life to success or not. (paraphrase)**

3. The rest is mainly contributed by emotional intelligence.

   80% contributed by emotional intelligence (paraphrase)

4. What is emotional intelligence? It is about managing your emotions.

   Yes. We know how to handle our emotions (paraphrase)

5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings**. The more we know what we want..we know our feelings (paraphrase)**

6. When you have a greater certainty about your feelings, you will be a better pilot of your life. **Think positive and we can overcome.. kesedaran diri (self-explanation)**

7. With greater self-awareness, you will be able to balance good and bad moods..

   Kesedaran diri..can think about somebody else (self-explanation)

8. You will be able to change a bad mood either by taking a long walk to distract yourself

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or by reinterpreting a situation in a more postive light**. Yes when we take long walks we can relax and in good mood and see things better (paraphrase)**

9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **(rereads) common trait..pursue relentless training..not clear..(monitoring)**
10. They set clear goals and hold a "can-do" attitude. **If we think we can, everything also can. (paraphrase)**
11. Another study found that successful individuals were optimistic even when faced with failures**. Successful people always positive when face obstacles. (paraphrase**)
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **We cannot blaming others for our failures and must continue with life. (paraphrase)**
13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success. **We need to think our future to make sure we have our aim and prepare for success. (paraphrase)**
14. When you can control yourself from being impulsive, you will be able to manage your emotions better. **Mean always influence our step good or bad but we can prevent it we control our emosi. (paraphrase)**
15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents. **Not understand..not clear. (monitoring)**
16. In contrast, those who gave in to their desires in childhood were more likely to be

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stubborn, indecisive and stressed. **(rereads) not very clear..(monitoring)**

Text Five MUET 2002

Revaluing Wetlands

1. Wetlands are a haven of biodiversity**. I don't know what is revaluing wetlands. Not sure..paya ialah syurga.. what is biodiversity? (monitoring)**
2. They fulfill a wide range of useful functions which people often take for granted. **Wetlands has many uses..people.. don't know what is granted (paraphrase)**
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. **Dense..diverse.. don't know.. I think it is full of flora and fauna..(paraphrase)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **Wetlands also a place for fish to live. (paraphrase)**
5. Wetlands perform vital services in the water cycle. **Kitaran air. Vital..don't know..wetlands help cycle of water. (paraphrase)**
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea. **They clean and return the water to the sea. (paraphrase)**
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this

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way by nearby tourist resorts to treat up to 1000 m³ of wastewater per day, cleanly, efficiently and cheaply. **That's good for tourism (association)**

8. Wetlands may in reverse, act as fountainheads for underground water reserves. **Fountainheads.what mean? Simpanan air dalam tanah. (self-explanation)**

9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing**. Water supply is cheaper in Malaysia..water is important. (paraphrase)**

10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. **What is the meaning of flood control? I don't know. (monitoring)**

11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system**.(rereads) capacity is volume..of water.. I don't understand this sentence. (monitoring)**

12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service. **Not sure..what meaning? (monitoring)**

13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials**. This I can understand. (monitoring)**

14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions**. I think I can understand this sentence**. (monitoring)

15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors

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and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty. **I don't really understand the passage but I know something about it. I think this passage discuss about the wetlands and their functions. (monitoring)**

Participant 3

TEXT ONE

1. A resume provides information about you to prospective employers.
2. It should be organized into categories of information for easy reading.

…..apa….resume ..not clear (inaudible) (monitoring)

3. The personal data is the first part of a resume.
4. Put this information in a prominent place, at the top of the resume**. Put information in a prominent place…put on the top ok write bio data (paraphrase)**
5. It includes your name and mailing address.
6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not Important. **Ok single … employee provident fund.. EPF not important.? (paraphrase)**
7. However, nowadays, a telephone contact number or e-mail address is considered essential.
8. Career aims comes next. **Ok.. telephone number is necessary…needed… (paraphrase)**
9. Here, describe your career goals or the kind of job you want. **What is my ambition? My job? (paraphrase)**
10. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or **This mean the carer thing ..write the job..**

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(paraphrase)

the type of work that you did in the work experience section.

11. **Is mean.. apa (monitoring)**
12. You should also mention any job training courses that you have attended. **Write the course..write the most important person (paraphrase)**
13. In the section on education, start with the highest level of education that you have completed. **…is mean .. list your qualification....like STPM (paraphrase)**
14. List your tertiary qualifications – your degrees and diplomas – if you have any. **…is mean STPM betul lah (monitoring)**
15. Also, write down the most important courses that you have taken.
16. Then, give the name of your school. **Is mean write name of school (paraphrase)**

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17. After that, highlight special abilities. For example, you might speak a second language or know certain computer programmes. **Ok like you speak a second language ..make computer course (paraphrase)**
18. These skills may be important in a particular job. Finally, give your references. **Make a job tak faham apa skills important… ok? (monitoring)**
19. These are the people who will be able to give an accurate and supportive report of your character and capabilities.
20. They may be your teachers, or even your current employer. **Lastly you give the reference and the people a accurate so people make (paraphrase)**

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TEXT TWO

1. Every day thousands of tea bags are used to make teas.
2. Each bag contains enough tea to give one cup when steeped in boiling water. **Steeped.. put inside hot water.. Ok masuk… yes I think ..tea bags is used to make a cup of drinks. (paraphrase)**
3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape. **Got many big and small holes for water go inside. (paraphrase)**
4. It must also be strong for handling – when dry or wet**…the tea bags ..strong.. to make tea.. (paraphrase)**
5. How is a tea bag made to meet all the requirements?
6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. **.. hemp..what mean.. thermoplastic..plastic.. don't understand (monitoring)**
7. They are laid down as a watery mixture. **Much water (paraphrase)**
8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **what mean drain..damp..The paper of tea bags is made from manila hemp and thermoplastic fibre.(reread) (paraphrase)**
9. The damp web is squeezed dry through rollers forming paper.
10. It also gives the paper an irregular, web-like structure with pores of different sizes**…. Don't understand.. give paper.. different sizes (reread) (monitoring)**
11. The paper goes through a tea packing machine in a sandwich of two strips.

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12. A controlled amount of tea is measured out onto the lower strip.

The strips at the tea bags are made by machine.(paraphrase)

13. Heat is applied to seal the sandwich round the edges.

14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again**…. What mean the thermoplastic fibre melt form the bond which stay strong when it solidifies..what mean solidifies (monitoring)**

15. Its melting point is higher than 100 °C**. hot.. suhu ke.. cannot make tea 100ºC (paraphrase)**

16. Thus, the bag will not come apart when it is immersed in boiling water.

Susah..don't understand..make what..(monitoring)

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Text Three MUET 2002

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

Ikan lumba-lumba.. live in the sea (paraphrase)

2. They have sharp teeth and feed mainly on squid and fish**..got sharp teeth ..can eat sotong (paraphrase)**

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **Dolphins..kehidupan bebas..free..clicks, whistles and beeps..what mean ..scientists think language easy..mudah berkomunikasi (self-explanation)**

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4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees. **More clever than dogs and chimpanzees (paraphrase)**

5. More importantly, the mouths of these species turn upward in a perpetual grin. **..perpetual grin.. don't know.. mouth change into (monitoring)**

6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks**. Fascinated..delightful antics..throngs.. dolphins have long attract (paraphrase)**

7. Today, the news-age dolphin trade market goes beyond their playful friendly antics**. Dolphin baby is friendly..trade market.. sell? Sell baby dolphin? Monitoring)**

8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **What mean highly evolved spiritual beings.. (monitoring)**

9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins. **Pelancong digalakkan untuk menyertai lawatan di Florida dan New Zealand dimana mereka boleh berenang bersama-sama (self-explanation**)

10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening. **(reread) berenang bersama dolphins memberi peluang untuk tenangkan emosi..healing spiritual awakening.. (self-explanation) don't understand (monitoring)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life. **Yes, not only academic can make somebody success. (self-explanation)**
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **What is quotient? Don't understand. (monitoring)**
3. The rest is mainly contributed by emotional intelligence**. Enough rest can make somebody emotional good. (paraphrase)**
4. What is emotional intelligence? It is about managing your emotions. **I think kepandaian emosi ialah mereka pandai mengawal emosinya. (self-explanation)**
5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings**. (rereads) what mean aware? Not sure. (monitoring)**
6. When you have a greater certainty about your feelings, you will be a better pilot of your life**. If we got good mood we can control ourselves to be good person. (paraphrase)**
7. With greater self-awareness, you will be able to balance good and bad moods. **If we got good lifestyle.. we can control our moods. (paraphrase)**
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light. **Kamu akan mengubah perasaan yang tidak baik dengan banyak berjalan untuk menenangkan diri kepada yang lebih baik. (self-explanation)**
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes,

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world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **(rereads) trait..pursue relentless ? don't understand. (monitoring)**

10. They set clear goals and hold a "can-do" attitude. **Must have can-do principle. (paraphrase)**
11. Another study found that successful individuals were optimistic even when faced with failures. **Somebody is success by get failure first. (paraphrase)**
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life**. Don't understand. (monitoring)**
13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success. **What is trait? Not clear. (monitoring)**
14. When you can control yourself from being impulsive, you will be able to manage your emotions better**. If we can control ourselves in a positive way, we can control our emotions also. (paraphrase)**
15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents. **(rereads) not clear. What is desire, cope ..adolescent? (monitoring)**
16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **I don't understand (monitoring)**

Text Five MUET 2002

Revaluing Wetlands

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1. Wetlands are a haven of biodiversity. **I know what is wetlands but don't know biodiversity. (monitoring)**
2. They fulfill a wide range of useful functions which people often take for granted. **Function mean fungsi..I think fungsi wetland ..not sure. (monitoring)**
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. **What mean diverse? (rereads) don't know (monitoring)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **Breeding and nursery..populations..fish live in the sea. (self-explanation)**
5. Wetlands perform vital services in the water cycle. **Don't understand (monitoring)**
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea. **Make the water clean. (paraphrase)**
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply. **I don't understand…coastal marsh don't know. (monitoring)**
8. Wetlands may in reverse, act as fountainheads for underground water reserves.
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **Many difficult words. Don't understand. (monitoring)**
10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. **(rereads) flood control..peak river**

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flows..what mean.. don't understand.(monitoring)

11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system**. Very long sentence. Cannot understand. (monitoring)**
12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service. **Safeguarded mean save..many people save..I think. (monitoring)**
13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials. **Surrounding human communities what mean? Not sure. (monitoring)**
14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. **Very difficult..don't understand. (monitoring)**
15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty**. Same. I don't understand. (monitoring)**

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Participant 4

1. A resume provides information about you to prospective employers.
2. It should be organized into categories of information for easy reading.
3. The personal data is the first part of a resume.
4. Put this information in a prominent place
1. **A resume provides information about you to prospective employers.**
2. **It should be organized into categories of information for easy reading.**
3. **The personal data is the first part of a resume**. **Rereads (paraphrase)**
5. Put this information in a prominent place, at the top of the resume. **Top of the resume..top of the resume..Put personal data in first part…put on the top (paraphrase)**
6. It includes your name and mailing address**. Mesti mengandungi alamat dan nama.. (self-explanation)**

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7. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **Jantina kita umur kita ....single… employee provident fund…. .not important..(self-explanation)**
8. However, nowadays, a telephone contact number or e-mail address is considered essential.
9. Career aims comes next**. Ok..tapi sekarang nombor telephone.. e mail diperlukan.. career aims comes next…**reread **kerjaya lepas (self-explanation)**
10. Here, describe your career goals or the kind of job you want.
11. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or **Tell apa pekerjaan yang kita nak (self-explanation)** the type of work that you did in the work experience section. **Listkan kerja yang pernah buat (self-explanation)**

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12. You should also mention any job training courses that you have attended.

    Ok bagi tahu kursus pernah pergi (self-explanation)

13. In the section on education, start with the highest level of education that you have completed. **SPM.... finish SPM.. already (self-explanation)**

14. List your tertiary qualifications – your degrees and diplomas – if you have any.

    List level paling tinggi (self-explanation)

15. Also, write down the most important courses that you have taken.

16. Then, give the name of your school. **Apa?.. School ..nama sekolah..ok write school Name (self-explanation)**

17. After that, highlight special abilities**. Kebolehan..special (self-explanation)**

18. For example, you might speak a second language or know certain computer programmes.

    Boleh cakap language lain..I understand..ok sekarang I understand (monitoring)

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19. These skills may be important in a particular job.

20. Finally, give your references. These are the people who will be able to give an accurate and supportive report of your character and capabilities**. Accurate.accurate..orang boleh accurate and support kita (self-explanation)**

21. They may be your teachers, or even your current employer. **They mungkin cikgu (self-explanation)**

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TEXT TWO

1. Every day thousands of tea bags are used to make teas.
2. Each bag contains enough tea to give one cup when steeped in boiling water.

   What mean steeped..don't know (monitoring)
3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape**….filter ..mean..Ok paper got many holes (self-explanation)**
4. It must also be strong for handling – when dry or wet. **Paper got many holes and..strong (self-explanation)**
5. How is a tea bag made to meet all the requirements?
6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. **Don't know. (monitoring)**
7. They are laid down as a watery mixture. **..put in the water (paraphrase)**
8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres.
6. **The paper of tea bags is made from manila hemp and thermoplastic fibre. ..manila hemp.. thermoplastic..don't know (paraphrase)**
9. The damp web is squeezed dry through rollers forming paper.
10.. It also gives the paper an irregular, web-like structure with pores of different sizes. .. **damp.. web structure.. the tea bags…what mean (monitoring)**
11. The paper goes through a tea packing machine in a sandwich of two strips**…sandwich..bread?..sandwich.No.(monitoring)**

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12. A controlled amount of tea is measured out onto the lower strip.
13. The strips at the tea bags are made by machine.
14. Heat is applied to seal the sandwich round the edges.
15. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again. **Susahlah.. many words don't understand I think this is about make tea bag (monitoring)**
16. Its melting point is higher than 100 °C. **…susah.. don't understand (monitoring)**
17. Thus, the bag will not come apart when it is immersed in boiling water.
18. The heat of the machine is higher than 100 °C to keep the bag strong.

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Text Three MUET 2002

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.
Ikan lumba-lumba..mamlia live in the sea (paraphrase)
2. They have sharp teeth and feed mainly on squid and fish.
This fish eat sotong got sharp teeth (paraphrase)
3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **(reread)..clicks..beeps don't know.. dolphins use simple language (paraphrase)**

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4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees. **Dolphin more better than dogs and chimpanzees (paraphrase)**
5. More importantly, the mouths of these species turn upward in a perpetual grin. **(reread)..perpetual grin..what mean.. mulut dolphin..apa? (monitoring)**
6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **This don't understand (monitoring)**
7. Today, the news-age dolphin trade mark goes beyond their playful friendly antics. **This don't understand. (rereads)What mean? Baby dolphin ..market pasarannya .. menjadi pemain, kawan..(monitoring)**
8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **Dalam iklan pengurus pelancong said dolphin ada spirit tinggi (self-explanation)**
9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins**. Pelancong tertarik untuk mengikuti rombongan ke Florida Keys, Azores and New Zealand…can swim with dolphins (self-explanation)**
10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening. **(reread) experience emotion or what? (paraphrase) (monitoring)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life**. No, don't agree. Many As can get good job…(self-explanation)**
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **Quotient? Not understand. (monitoring)**
3. The rest is mainly contributed by emotional intelligence**. Not understand. (monitoring)**

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4. What is emotional intelligence? It is about managing your emotions. **What means emotional intelligence? Controlling your emotions.ke? (monitoring)**
5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings**. (rereads) (monitoring)**
6. When you have a greater certainty about your feelings, you will be a better pilot of your life. **When we can control our feelings we can manage our lives (paraphrase)**
7. With greater self-awareness, you will be able to balance good and bad moods. **Self-awareness..self-awareness. We know how to control our moods (paraphrase)**
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light. **We have to change our moods by doing other activities (paraphrase)**

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9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines**. Not understand trait.. pursue relentless training routines..We must motivate ourselves because then only we can be more determined. (paraphrase)**
10. They set clear goals and hold a "can-do" attitude. **Not understand (monitoring)**
11. Another study found that successful individuals were optimistic even when faced with failures. **Nowadays students give up easily when faced with problems (paraphrase)**
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Most students blame the situation even though the wrong is on them. (paraphrase)**
13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success**. Impulse..impulse. not understand. (monitoring)**
14. When you can control yourself from being impulsive, you will be able to manage your emotions better. **Impulsive. Impulse..not understand.. (monitoring)**
15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents**. (rereads) (monitoring)**
16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **Not understand (monitoring). I think when parents give more freedoms to child when they small after they become big they won't listen to their parents.**

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Text Five MUET 2002

Revaluing Wetlands

1. Wetlands are a haven of biodiversity. **Wetlands..some animals live in wetlands. (self-explanation)**
2. They fulfill a wide range of useful functions which people often take for granted**. Don't know (monitoring)**
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl**. What mean diverse population? Don't understand. (monitoring)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea**. I don't know the meaning. (monitoring)**

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5. Wetlands perform vital services in the water cycle. **They recycle the water. (paraphrase)**
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea**. I don't understand this passage. Very difficult. (monitoring)**
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply. **Don't know. Membazir air..ke? (monitoring)**
8. Wetlands may in reverse, act as fountainheads for underground water reserves. **(rereads) (monitoring)**
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **Rice-growing means**

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padi tumbuh..it's cheaper to supply water and better use it in for rice-growing (self-explanation)

10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. **I cannot understand. (monitoring)**
11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. **South America terdapat lima kali mendapat lebih banyak water. (self-explanation)**
12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service. **Not sure. (monitoring)**
13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials. **(rereads)..boleh mendapatkan air,food, fuel and bahan mentah (self-explanation)**
14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. **Cyclical..agriculture..what meaning..(monitoring)**
15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty. **Attract..menarik..fishing is memancing..I think this text is talk about wetlands and its useful. (paraphrase)**

Participant 5

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TEXT ONE

1. A resume provides information about you to prospective employers**. Resume. What? (monitoring)**
2. It should be organized into categories of information for easy reading.
3. The personal data is the first part of a resume**. (rereads) (monitoring)**
4. Put this information in a prominent place, at the top of the resume.

   …..(inaudible)…put on the top..the personal data..prominent. don't know (monitoring)
5. It includes your name and mailing address.
6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **..marital status…marry…apa employee provident fund.. EPF.. (monitoring)**

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7. However, nowadays, a telephone contact number or e-mail address is considered essential. **So the telephone number is penting (self-explanation)**
8. Career aims comes next. **Ok.. career aims.. tak tahu (monitoring)**
9. Here, describe your career goals or the kind of job you want.
11. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or **If you have job write the job before…(paraphrase)**

    the type of work that you did in the work experience section.
12. You should also mention any job training courses that you have attended.**don't know…(monitoring)** In the section on education, start with the highest level of education that you have completed.

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..(inaudible)....job training.. highest level ..apa level..? (monitoring)

13. List your tertiary qualifications – your degrees and diplomas – if you have any.

Write level of resume..tak tahu (monitoring)

14. Also, write down the most important courses that you have taken.
15. Then, give the name of your school. **If your name school chulan write down (self-explanation)**
16. After that, highlight special abilities**. Apa? ….highlight highlight apa? (monitoring)**
17. For example, you might speak a second language or know certain computer programmes.

Second language English can play computer ..(inaudible) (self-explanation)

18. These skills may be important in a particular job.
19. Finally, give your references**. I don't understand. (monitoring)**
20. These are the people who will be able to give an accurate and supportive report of your character and capabilities. **Macam ……..cikgu. character..capabilities tak faham (monitoring)**
21. They may be your teachers, or even your current employer**. Like ask the pengetua to write letter (self-explanation)**

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TEXT TWO

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1. Every day thousands of tea bags are used to make teas

   …seribu beg the digunakan setiap hari untuk buat tea (self-explanation)

2. Each bag contains enough tea to give one cup when steeped in boiling water.

   Cukup tea bila bancuhkan dengan air..(self-explanation)

3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape.

   Filter..filter..like jarring .. bentuk bag berlubang besar cukup untuk menembusi air panas (self-explanation)

4. It must also be strong for handling – when dry or wet.

   Kuat dipegang.. basah atau kering..samada basah atau kering (self-explanation)

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5. How is a tea bag made to meet all the requirements?
6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags. **Don'tunderstand.. mean..hemp (monitoring) thermoplastic fibre**
7. They are laid down as a watery mixture.
8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. ..**drain away.. damp.. mean? (monitoring)**
9. The damp web is squeezed dry through rollers forming paper…**squeezed dry.. don't understand (monitoring)**
10. It also gives the paper an irregular, web-like structure with pores of different sizes. **Irreguar..web-like structure..pores..pores.. mean..don't know (monitoring)**
11. The paper goes through a tea packing machine in a sandwich of two strips. **Sandwich..sandwich..drink tea and eat sandwich..no.no.(monitoring)**
12. A controlled amount of tea is measured out onto the lower strip.
13. Heat is applied to seal the sandwich round the edges.
14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again. **…don't understand (monitoring)**
15. Its melting point is higher than 100 °C**. leburnya lebih daripada 100 º C (self-explanation)**
16. Thus, the bag will not come apart when it is immersed in boiling water. **Kemudian bag itu tidak…come apart..what mean.. apabila direndamkan dalam air panas (self-explanation)**

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Text Three MUET 2002

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

   Ikan lumba-lumba. I know ..like to play in the water (self-explanation)

2. They have sharp teeth and feed mainly on squid and fish.

   Eat sotong and fish…got big mouth (paraphrase)

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **Ok can talk with their friends..what mean click.. beeps … language simple (paraphrase)**

4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees**. More clever than dogs and chimpanzees (paraphrase)**

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5. More importantly, the mouths of these species turn upward in a perpetual grin.

   (Rereads) turn up in perpetual grin.. don't understand (monitoring)

6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **(rereads). (paraphrase)**

7. Today, the news-age dolphin trade market goes beyond their playful friendly antics. **News-age..kelahiran baru..dolphins telah mendapat pasaran kerana sikap yang friendly (self-explanation)**

8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **Pengiklan..membuat lawatan ..tak faham (monitoring)**

9. Hence, tourists are encouraged to sign up for tours in new places such as Florida

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Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins. **Tourists go to Florida Keys, Azores and New Zealand (paraphrase)**

10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening. **What mean healing..spiritual awakening? Don't know (monitoring)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life. **Our achieve not very important in life. (paraphrase)**
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **(rereads) not understand (monitoring)**
3. The rest is mainly contributed by emotional intelligence. **What mean contributed? Don't know. (monitoring)**
4. What is emotional intelligence? It is about managing your emotions. **It is about control our emotional. (monitoring)**
5. One of the major qualities that make up emotional intelligence is the ability to be

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aware of your feelings**. Not understand. (rereads) (monitoring)**

6. When you have a greater certainty about your feelings, you will be a better pilot of your life. **If we work hard in our lives we will have success. (paraphrase)**
7. With greater self-awareness, you will be able to balance good and bad moods.**We know balance good and bad. What mean? (monitoring)**
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light. **(rereads) not understand (monitoring)**
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **We must motivate ourselves beacause..because.. not sure (monitoring)**

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10. They set clear goals and hold a "can-do" attitude. **Yes to be a good person. (monitoring)**
11. Another study found that successful individuals were optimistic even when faced with failures. **Don't know..(rereads) (monitoring)**
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Some people never blame in their life but blame for the situation (paraphrase)**
13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success**. Resist impulse..what? don't know (monitoring)**
14. When you can control yourself from being impulsive, you will be able to manage your emotions better**. Don't understand. Not clear.. impulsive.. (monitoring)**

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15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents**.(rereads)..adolescents.. don't know.. don't understand. (monitoring)**

16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **Same..don't understand...(rereads) I think if we have much caring to our child when they small ..when they mature they will be stubborn. (self-explanation)**

Text Five MUET 2002

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Revaluing Wetlands

1. Wetlands are a haven of biodiversity. **Don't know what is biodiversity (monitoring)**
2. They fulfill a wide range of useful functions which people often take for granted.
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. **Habitat for many animals..wetlands live many animals. (self-explanation)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **Breeding and nursery..home for fish (paraphrase)**
5. Wetlands perform vital services in the water cycle. **I think recycle the water.**

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(paraphrase)

6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea. **Don't know ayat keseluruhan. (monitoring)**
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply. **Treat water cleanly and efficiently. Not clear. (monitoring)**
8. Wetlands may in reverse, act as fountainheads for underground water reserves.
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing**. Water is important to our lives (association)**
10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall**. I don't know. (monitoring)**

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11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. **Don't understand. Susah. (monitoring)**
12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service. **Safeguard mean selamatkan..not sure (monitoring)**
13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials. **I don't know what the sentence. (monitoring)**
14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. **I think wetlands sudah kering. I don't understand (monitoring)**

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15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty**. Abundant meaning? Attract humans for fishing. Ok . scenic beauty meaning? (monitoring) I can't understand major part of the passage..sometimes a sentence I just got four or five words that I understand.**

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Participant 6

TEXT ONE

1. A resume provides information about you to prospective employers.
2. It should be organized into categories of information for easy reading**. (rereads) categories. (monitoring)**
3. The personal data is the first part of a resume.
4. Put this information in a prominent place, at the top of the resume. **Put data in a top place…put on the top (paraphrase)**
5. It includes your name and mailing address. **Write name and alamat (self-explanation)**

6 Your gender, age, marital status or Employee Provident Fund (EPF) number are not

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important. **Letak nama atas resume (paraphrase)**

7. However, nowadays, a telephone contact number or e-mail address is considered essential.
8. Career aims comes next. **Ok.. career aims apa what? (monitoring) letak nombor telephone dan e mail (paraphrase)**

9 Here, describe your career goals or the kind of job you want. **Career goal..career. (monitoring)**

10. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title **or pilih kerja…yang kamu nak (self-explanation)** the type of work that you did in the work experience section. **…apa benda..ini tak understand (monitoring)**
11. You should also mention any job training courses that you have attended. **place.. ok letak nama kena letak alamat (self-explanation)**

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12. In the section on education, start with the highest level of education that you have completed. **So.so lagi..(monitoring)**
13. List your tertiary qualifications – your degrees and diplomas – if you have any. **Apa? (monitoring)**
14. Also, write down the most important courses that you have taken. Then, give the name of your school. **School ? my school .. college.. ke? (monitoring)**
15. After that, highlight special abilities.
16. For example, you might speak a second language or know certain computer programmes. **Contoh letak bahasa yang boleh..(self-explanation) apa itu? (monitoring)**
17. These skills may be important in a particular job.
18. Finally, give your references.

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19. These are the people who will be able to give an accurate and supportive report of your character and capabilities**. Meaning..meaning.. character capabilities Akhir bagi pendapat (monitoring)**
20. They may be your teachers, or even your current employer.

    Tentang watak ..menceritakan apa ini..dua orang (monitoring)

TEXT TWO

1. Every day thousands of tea bags are used to make teas.

   Many people drink tea.. seribu beg teh digunakan..(self-explanation)
2. Each bag contains enough tea to give one cup when steeped in boiling water.

   Setiap beg mengandungi teh yang mencukupi untuk membuat secawan teh apabila dibancuh degan air panas (self-explanation)
3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape. **Don't understand (monitoring)**
4. It must also be strong for handling – when dry or wet. **Must tahan atau teguh untuk dipegang (self-explanation)**
5. How is a tea bag made to meet all the requirements?
6. The paper made from two strong fibres – manila hemp for strength, and

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thermoplastic fibre, to seal the bags.

Manila hemp..thermoplastic..plastic..don't understand (monitoring)

7. They are laid down as a watery mixture. **A lot of water (paraphrase)**
8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **don't understand..what mean.. damp web..jaring (monitoring)**
9. The damp web is squeezed dry through rollers forming paper. **Squeezed..what Squeezed (monitoring)**
10. It also gives the paper an irregular, web-like structure with pores of different sizes. **Don't understand… (monitoring)**
11. The paper goes through a tea packing machine in a sandwich of two strips.
12. A controlled amount of tea is measured out onto the lower strip. **..(rereads) (monitoring)**

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13. Heat is applied to seal the sandwich round the edges.
14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again.
15. Its melting point is higher than 100 °C. **I think lebur 100ºC (paraphrase)**
16. Thus, the bag will not come apart when it is immersed in boiling water**. I think this about making tea bag but many words don't know..not clear (self-explanation)**

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1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose. **Dolphin… ikan lumba-lumba (self-explanation)**
2. They have sharp teeth and feed mainly on squid and fish. **sharp teeth can eat sotong and fish (paraphrase)**
3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **(rereads)..communicate.. can talk with friends.. many friends (self-explanation)**
4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees. **. Equal..equal..what mean?..(monitoring) it more cleverer than dogs and chimpanzees (paraphrase)**

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5. More importantly, the mouths of these species turn upward in a perpetual grin. **(rereads) perpetual.. important ..the mouth I think big (self-explanation)**
6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **What mean long fascinated..long attracted.. long.. panjang..delightful antics Throngs…don't understand (monitoring)**
7. Today, the news-age dolphin trade mark goes beyond their playful friendly antics. **News-age mean baru lahir.. trade market pasaran.. (monitoring)**
8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings**. Highly evolved…spiritual..what mean (monitoring)**
9. Hence, tourists are encouraged to sign up for tours in new places such as Florida

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Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins. **People attract to go to Florida, Azores and New Zealand to swim with dolphins..main bersama-sama (self-explanation)**

10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening**. Swimming with dolphins give experience and peluang untuk heal..mengubati.. emosi (self-explanation)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life. **What mean academic achievement? Not clear ..keberanian mencuba..(monitoring)**
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **Psychologist. Don't know (monitoring)**
3. The rest is mainly contributed by emotional intelligence. **What is emotional intelligence? Not understand.(monitoring) rest make us relax (monitoring)**
4. What is emotional intelligence? It is about managing your emotions. **Not**

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understand..(monitoring)

5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings. **Qualities..(rereads)..qualities. (monitoring)**
6. When you have a greater certainty about your feelings, you will be a better pilot of your life**. I think study hard and jaga kesihatan.. (paraphrase)**
7. With greater self-awareness, you will be able to balance good and bad moods**. How balance good and bad moods. (monitoring)**
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light**. Bila ingin menjadi keadaan yang lebih baik saya akan berfikiran terbuka. (self-explain)**
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **I cannot get the message. What mean?(monitoring)**
10. They set clear goals and hold a "can-do" attitude. **Can-do attitude. Malaysia boleh (self-explanation)**
11. Another study found that successful individuals were optimistic even when faced with failures. **Not understand. What is this?(monitoring)**
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Blaming ..blame don't understand (monitoring)**
13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success**. Important trait for success. What? (monitoring)**
14. When you can control yourself from being impulsive, you will be able to manage your

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emotions better. **Impulsive..impulse. (rereads) (monitoring)**

15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents**.(rereads) don't understand (monitoring)**

16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed**. (rereads) desires in childhood.. don't know..(monitoring)**

Text Five MUET 2002

Revaluing Wetlands

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1. Wetlands are a haven of biodiversity. **Wetlands terdiri daripada apa? (monitoring)**
2. They fulfill a wide range of useful functions which people often take for granted.
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl**. don't know dense and diverse..wetlands is ome to plants and animals. (paraphrase)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **Not sure. (monitoring)**
5. Wetlands perform vital services in the water cycle**. Vital meaning? Recycle the water. (paraphrase)**
6. They filter and purify water and return it in a cleansed state to the ground water table or

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to the sea. **Membuat water lebih bersih (self-explanation)**

7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m³ of wastewater per day, cleanly, efficiently and cheaply. **(rereads) don' know (monitoring)**
8. Wetlands may in reverse, act as fountainheads for underground water reserves.
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **Water is cheap cost. (paraphrase)**
10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. **Don't understand. (monitoring)**
11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. **I don't understand this sentence. (monitoring)**
12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service**. I know what is down but not stream. (monitoring)**
13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials. **People can use wetlands and cheap water transport. (paraphrase)**
14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. **This I don't understand. (monitoring)**
15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply

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for their scenic beauty. **Hidupan liar menarik pelawat dan pelancong .. people can do many activities like hunting and fishing. This passage cannot understand deeply because many words don't know (self-explanation)**

Participant 7

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TEXT ONE

1. A resume provides information about you to prospective employers. **Prospective employers..boss..(rereads) (monitoring)**
2. It should be organized into categories of information for easy reading.
3. The personal data is the first part of a resume. **(rereads) (monitoring)**
4. Put this information in a prominent place, at the top of the resume.
   Put ….. place…put on the top.. prominent..mean..mean..(monitoring)
5. It includes your name and mailing address.
6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **Jantina kita umur kita .. employee provident fund.. bukti kerja tak penting (self-explanation)**

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7. However, nowadays, a telephone contact number or e-mail address is considered essential.
8. Career aims comes next. **Ok.. .. maksud nya data persendirian adalah data peribadi resume…maklumat letak di tempat paling tinggi must write telephone number (self-explanation)**
9. Here, describe your career goals or the kind of job you want. (**rereads) (monitoring**)
10. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or **…….tak tahu ..apa job title (monitoring)** the type of work that you did in the work experience section. **Perlu menerangkan type of work kita mahu (self-explanation)**
11. You should also mention any job training courses that you have attended. **…..job training…job..(monitoring)**
12. In the section on education, start with the highest level of education that you have completed. **Tulis course yang paling penting kita ambil (self-explanation)**
13. List your tertiary qualifications – your degrees and diplomas – if you have any.
14. Also, write down the most important courses that you have taken. **Kelayakan yang ketiga ..perlu beritahu pelajaran yang paling tinggi (self-explanation)**
15. Then, give the name of your school.
16. After that, highlight special abilities**. Berikan istimewaan…. contoh mahir dalam Computer (self-explanation)**
17. For example, you might speak a second language or know certain computer programmes. **Ok I understand..second language like English (monitoring)**
18. These skills may be important in a particular job.

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19. Finally, give your references.
20. These are the people who will be able to give an accurate and supportive report of your character and capabilities. **Skill penting dalam satu pekerjaan..akhir beri reference.. orang ini mampu beri maklumat menyokong perwatakan.. orang. .orang bermungkinan .. cikgu atau pun kawan ..current employer.. pekerja biasa (self-explanation) (prediction)**
21. They may be your teachers, or even your current employer.

TEXT TWO

1. Every day thousands of tea bags are used to make teas.
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Setiap hari sebanyak seribu beg teh digunakan…(self-explanation) I drink tea (association)
2. Each bag contains enough tea to give one cup when steeped in boiling water.
Ok.. setiap bag mengandungi teh yang cukup untuk satu cup..steeped..(self-explanation) don't know steeped.. (monitoring)
3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape**…jaring..net.. many holes..what mean escape...(monitoring)**
4. It must also be strong for handling – when dry or wet**...mesti tahan..(self-explanation)**
5. How is a tea bag made to meet all the requirements?

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6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags**...(rereads) .. fibres hemp thermoplastic..don't understand (monitoring)**
7. They are laid down as a watery mixture**...laid..watery..water.. mixture..don't Know (monitoring)**
8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **..don't understand(monitoring)**
9. The damp web is squeezed dry through rollers forming paper.
10. It also gives the paper an irregular, web-like structure with pores of different sizes.
11. The paper goes through a tea packing machine in a sandwich of two strips..**I think this about make tea bag... not clear ..many words don't know what mean (monitoring)**

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12. A controlled amount of tea is measured out onto the lower strip.
13. Heat is applied to seal the sandwich round the edges...**applied seal ....sandwich..sandwich? same like bread?..(monitoring)**
14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again**....susahlah..(monitoring)**
15. Its melting point is higher than 100 °C.
16. Thus, the bag will not come apart when it is immersed in boiling water. **Not clear..don't understand (monitoring)**

Text Three MUET 2002

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1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose. **Ikan lumba-lumba.. long ..fish..2.3 metre (paraphrase)**
2. They have sharp teeth and feed mainly on squid and fish. **Got sharp teeth can eat sotong (self-explanation)**
3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. (**rereads) dolphins can talk with friends in simple language (self-explanation)**
4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees. **Experts acknowledge.. clever people..dolphins more clever than dogs and dolphins (paraphrase)**
5. More importantly, the mouths of these species turn upward in a perpetual grin. **Turn..pusing.. what mean perpetual grin.. don't understand (monitoring)**
6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **Don't know.. what mean fascinated.. delightful antics.. throngs (monitoring)**
7. Today, the news-age dolphin trade market goes beyond their playful friendly antics**. Tak faham ..don't understand (monitoring)**
8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **(rereads) highly evolved spiritual beings what means (monitoring)**
9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins. **People go to Florida Keys, Azores and New Zealand to see**

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the dolphins (paraphrase)

10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening. **(rereads).. swimming with dolphins gives chance..memberi peluang ..mengalami emosi..don't know (paraphrase)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life. **Academic achievement does not make people get jobs. (self-explanation)**
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success. **What intelligence quotient? Not clear. (monitoring)**
3. The rest is mainly contributed by emotional intelligence. **Rest.. relax is important. (self-explanation)**
4. What is emotional intelligence? It is about managing your emotions. **Yes. (rereads) emotional intelligence. (monitoring)**

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5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings**. Don't understand (monitoring)**
6. When you have a greater certainty about your feelings, you will be a better pilot of your life. **Better pilot of life..what mean? (monitoring)**
7. With greater self-awareness, you will be able to balance good and bad moods. **Greater awareness. Can control good and bad moods. (monitoring)**
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light. **Susahlah tak faham. (monitoring)**
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **(rereads) relentless..(rereads)..long sentence. (monitoring)**
10. They set clear goals and hold a "can-do" attitude. **We know what we want everything can do. (paraphrase)**
11. Another study found that successful individuals were optimistic even when faced with failures. **Optimistic..don't know.. (monitoring)**
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Not sure. I think .. fail.. (monitoring)**

13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success**. Important trait for success. Resist impulse.. don't know (monitoring)**

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14. When you can control yourself from being impulsive, you will be able to manage your emotions better**. Impulsive impulse.. what mean? Don't know (monitoring)**
15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents**. (rereads) frustrations as adolescent.. desire for food..(rereads) don't know (monitoring)**
16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed**. Don't understand. Many difficult words. (monitoring) This story is about motivation.**

Text Five MUET 2002

Revaluing Wetlands

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1. Wetlands are a haven of biodiversity. Don't know what is biodiversity? (monitoring)
2. They fulfill a wide range of useful functions which people often take for granted.
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. **Many animals live in the wetlands (paraphrase)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **Breeding mean pembiakan.. home to fish. (self-explanation)**
5. Wetlands perform vital services in the water cycle.
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea. **Wetland can recycle the water. (paraphrase)**

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7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply. **Phuket island.. don't know coastal marsh. (monitoring)**
8. Wetlands may in reverse, act as fountainheads for underground water reserves.
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **What mean discharge..peat-swamp..? don't know. (monitoring)**
10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall**. (rereads)..flood control what mean? Don't understand. (monitoring)**
11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. **Susah. Tak faham. I don't understand. (monitoring)**
12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service. **(rereads) (monitoring)**
13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials. **Wetlands give water..clean water, food and building materials. (paraphrase)**
14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. **I don't understand. (monitoring)**
15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply

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for their scenic beauty**. Many words don't know. Don't understand. (monitoring)**

Participant 8

TEXT ONE

1. A resume provides information about you to prospective employers.

   Resume..prospective..what meaning? Don't know (monitoring)

2. It should be organized into categories of information for easy reading**. (rereads) (monitoring)**

3. The personal data is the first part of a resume**. Biodata? (monitoring)**

4. Put this information in a prominent place, at the top of the resume.

   Put something in resume.. place all info in something place (paraphrase)

5. It includes your name and mailing address**. Mailing address.. the place also something Mistake (paraphrase)**

6. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **This mean EPF not important (paraphrase)**

7. However, nowadays, a telephone contact number or e-mail address is considered essential.

8. Career aims comes next. **Ok.. this mean telephone number ..e-mail write lah career aims..that mean.. (paraphrase)**

9. Here, describe your career goals or the kind of job you want.

10. If you have any work experience, list the jobs that you have had as well as the length of

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time you have worked and your job title or the type of work that you did in the work experience section. **Goal example something like our ambition.. career ..what you want to work. That mean where.. if you have experience last time you can write the job ..what time a long.. 2 or 3 years you work example what type of job you work. (paraphrase)**

11. You should also mention any job training courses that you have attended.

…..job training…job..you must learn job taining course before you work.

(**self-explanation**)

12. In the section on education, start with the highest level of education that you have completed. **What are your certificate.. choose the highest (paraphrase)**
13. List your tertiary qualifications – your degrees and diplomas – if you have any.
14. Also, write down the most important courses that you have taken.

That mean you write the course is important you think (paraphrase)

Then, give the name of your school. (**paraphrase)**

15. After that, highlight special abilities. **That mean you must take the important thing (paraphrase)**
16. For example, you might speak a second language or know certain computer programmes.
17. These skills may be important in a particular job. **If you have skill you have job (prediction)**
18. Finally, give your references.
19. These are the people who will be able to give an accurate and supportive report of your character and capabilities.

That mean first conclusion before you in school, you have skill or what you think

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you are what the teacher look example you can sing or speech (self-explanation)

20. They may be your teachers, or even your current employer.

TEXT TWO

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1. Every day thousands of tea bags are used to make teas.

   Many tea bags ...many people drink tea. (self-explanation)

2. Each bag contains enough tea to give one cup when steeped in boiling water.

   One bag one cup..what mean steeped..(paraphrase) (monitoring)

3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape.

   (rereads)..net-like.. like net..jaring..has many holes for water through (monitoring)

4. It must also be strong for handling – when dry or wet.

   Strong..tea bag not easily damage (paraphrase)

5. How is a tea bag made to meet all the requirements?

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Filter paper..apa? (monitoring)

6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags.(**rereads)**

(rereads) the filter paper contains manila hemp and **thermoplastic fibre..what mean hemp and thermoplastic..plastic..plastic bag (monitoring)**

7. They are laid down as a watery mixture.**watery..water...mixture..don't Understand (monitoring)**

8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres. **don't understand..what damp web.. (monitoring)**

9. The damp web is squeezed dry through rollers forming paper.

10. It also gives the paper an irregular, web-like structure with pores of different sizes.

What mean irregular..web-like structure..with pores of different sizes (monitoring)

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11. The paper goes through a tea packing machine in a sandwich of two strips.

Don't understand (monitoring)

12. A controlled amount of tea is measured out onto the lower strip.

Don't know (monitoring)

13. Heat is applied to seal the sandwich round the edges.

14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again. **Many words don't know (monitoring)**

15. Its melting point is higher than 100 °C. **melting..melt..mencair..after 100°C (paraphrase)**

16. Thus, the bag will not come apart when it is immersed in boiling water.

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The filter paper separate each other after put in water. (paraphrase)

Text Three MUET 2002

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

   Dolphin live in the sea..long 2.3 metre with a long nose (paraphrase)

2. They have sharp teeth and feed mainly on squid and fish.

   Got sharp teeth so can eat sotong and fish (paraphrase)

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **Ok social ..many friends with other animals.. communicate in a simple language..like whistle sounds (paraphrase)**

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4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees. **Because got many friends dolphins are more intelligent than dogs and same as the chimpanzees.. (paraphrase)**

5. More importantly, the mouths of these species turn upward in a perpetual grin. **(reread)..perpetual grin..don't know.. mouth turn upwards..I know ..senyum..dolphins always smile (self-explanation)**

6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks**. (rereads) delightful antics don't know.. I think people like dolphins because they are cute (self-explanation)**

7. Today, the news-age dolphin trademark goes beyond their playful friendly

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antics. **Nowadays dolphins mempunyai symbol yang tersendiri..friendly (self-explanation)**

8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **Evolved spiritual beings.. what mean .. don't know..semangat tinggi? (monitoring)**
9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins. **Ok now people go to Florida Keys, the Azores and New Zealand to swim with the active dolphins (self-explanation)**
10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening. **What mean emotional healing.. spiritual awakening..don't know (monitoring)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life. **Yes because outdoor activities are also important..both must balance.(self-explanation)**
2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success**. Quotient. What? IQ ok IQ is important because we need to think. (self-explanation)**

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3. The rest is mainly contributed by emotional intelligence. **80 per cent emotional intelligence. (self-explantion)**
4. What is emotional intelligence? It is about managing your emotions. **Yes we know how to handle our emotions more good (paraphrase)**
5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings. **Not sure. Don't understand. (monitoring)**
6. When you have a greater certainty about your feelings, you will be a better pilot of your life. **We more know what we want if we know our feelings (paraphrase)**
7. With greater self-awareness, you will be able to balance good and bad moods**. Self-Awareness.... meaning? Not clear (monitoring)**
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light. **We can thinking a situation more long or ... (paraphrase)**
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **Yes motivate yourself is the best way. (paraphrase) relentless ..don't understand (monitoring)**
10. They set clear goals and hold a "can-do" attitude. **Ready to face all cabaran ..Malaysia boleh (self-explanation)**
11. Another study found that successful individuals were optimistic even when faced with failures. **Optimistic is good attitude for successful people. (paraphrase)**
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Not good. Failure not mean failure forever..must keep up to be**

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more better. (paraphrase)

13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success. **(rereads) don't understand (monitoring)**
14. When you can control yourself from being impulsive, you will be able to manage your emotions better. **What meaning impulsive..impulse ? not clear. (monitoring)**
15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents**. Maybe their desire for food not good so as adult must control their desire for food. Not sure (paraphrase)**
16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **Indecisive..stubborn..don't know (monitoring)**

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Text Five MUET 2002

Revaluing Wetlands

1. Wetlands are a haven of biodiversity. **Haven I think the spelling is wrong.. I think h-e-a-v-e-n is correct. (monitoring)**
2. They fulfill a wide range of useful functions which people often take for granted. **Biodiversity..is it biological life form? The wetlands have many functions. (paraphrase)**
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl**. Wetland is place of many form of life. (paraphrase)**

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4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **It is a breeding place for fish. (paraphrase)**
5. Wetlands perform vital services in the water cycle. **It is important in recycling water. (paraphrase)**
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea**. It filters and purify water before it flows elsewhere. (paraphrase)**
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply. **A marsh in an island in Thailand is used for purifying water. (paraphrase)**
8. Wetlands may in reverse, act as fountainheads for underground water reserves.
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **Swamps in Malaysia provide water supply for planting rice. (paraphrase)**
10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. **It can control the water. (paraphrase)**
11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the downstream river system. **What is a floodplain? This place absorb a lot of water. (paraphrase)**
12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service. **It can save many lives. (paraphrase)**
13. Surrounding human communities can make use of wetlands as cheap transport systems,

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reserves of clean water and sources of food, fuel and building materials**. People who live near the wetlands use it for many uses. (paraphrase)**

14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. **It can be used for agriculture when it dried up. (paraphrase)**

15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty**. It attract tourist for a variety of activities. (paraphrase)**

Participant 9

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TEXT ONE

1. A resume provides information about you to prospective employers.
2. It should be organized into categories of information for easy reading.

   Organized.(rereads).put together (paraphrase)

3. The personal data is the first part of a resume.
4. Put this information in a prominent place, at the top of the resume.

   Nyatakan apa yang perlu di resume ..place…put on the top (paraphrase)

5. It includes your name and mailing address. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. **Jantina umur anda letak atas .. employee provident fund.. mean bukti kerja tak penting (self-explanation)**

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6. However, nowadays, a telephone contact number or e-mail address is considered essential.
7. Career aims comes next. **Ok.. .. maksud nya telephone number and e-mail perlu letak resume…lepas must write career (self-explanation)**
8. Here, describe your career goals or the kind of job you want.
9. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section.

   Jika ada apa apa pengalaman itu, jenis pekerjaan dan jenis pekerjaan.. write how long we work. ..job title mean.. don't know.. (self-explanation)
10. You should also mention any job training courses that you have attended.

    job.. sertakan latihan.. kursus yang anda masuk diruangan pendidikan.. letak level paling tinggi (prediction)

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11. In the section on education, start with the highest level of education that you have completed**. Betul..level paling tinggi..Tulis course yang paling penting anda ambil (monitoring) (paraphrase)**
12. List your tertiary qualifications – your degrees and diplomas – if you have any.
13. Also, write down the most important courses that you have taken. **Juga letakkan course pelajaran yang paling tinggi (paraphrase)**
14. Then, give the name of your school. After that, highlight special abilities.

    If you have other bakat letakkan dalam resume (self-explanation)
15. For example, you might speak a second language or know certain computer programmes.
16. These skills may be important in a particular job.
17. Finally, give your references.

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18. These are the people who will be able to give an accurate and supportive report of your character and capabilities. **Orang ini mungkin dapat bantu anda dapat kerja (paraphrase)**
19. They may be your teachers, or even your current employer.

Last sekali, letak anda punya reference dia akan bagi support capabilities anda.. mungkin anda punya guru atau majikan (self-explanation)

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TEXT TWO

1. Every day thousands of tea bags are used to make teas.

We use a lot of tea bags to make tea (paraphrase)

2. Each bag contains enough tea to give one cup when steeped in boiling water.

Each bag for one cup and already contain enough tea (paraphrase)

3. The net – like filter paper that forms the bag has holes big enough to let boiling water in but small enough not to let any leaves escape.

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The tea bag have net that got holes to let the tea through it (paraphrase)

4. It must also be strong for handling – when dry or wet.

Handling..handle..mengawal..teh .. sebuk teh akan mengembang apabila air dimasukkan (prediction)

5. How is a tea bag made to meet all the requirements?

Bagaimana uncang teh dibuat untuk bertemu semua? (self-explanation)

6. The paper made from two strong fibres – manila hemp for strength, and thermoplastic fibre, to seal the bags.

(rereads) don't understand..thermoplastic.. plastic..tutup bag mengelakkan daun teh keluar (monitoring)

7. They are laid down as a watery mixture**...put in water..tea bag put in water (paraphrase)**

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8. Paper is formed when the water is drained away leaving a damp web consisting of the two fibres**. what mean damp don't know (monitoring)**

9. The damp web is squeezed dry through rollers forming paper.**what mean squeezed dry..dry mean kering (monitoring)**

10. It also gives the paper an irregular, web-like structure with pores of different sizes.

(rereads) don't understand (monitoring)

11. The paper goes through a tea packing machine in a sandwich of two strips.

The paper will process in different sizes (paraphrase)

12. A controlled amount of tea is measured out onto the lower strip.

Don't know (monitoring)

13. Heat is applied to seal the sandwich round the edges**...tingkatkan suhu..seal the**

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sandwich.. the edges (paraphrase)

14. The thermoplastic fibres melt to form the bond which stay strong when it solidifies again.**don't understand (rereads) don't understand (monitoring)**

15. Its melting point is higher than 100 °C. ..**mesti tinggi daripada 100ºC (paraphrase)**

16. Thus, the bag will not come apart when it is immersed in boiling water.

This passage tells us about how the tea leaf is process (paraphrase)

Text Three MUET 2002

1. Dolphins are sea mammals of about 2.3 metres with a long bottlenose.

Ikan lumba-lumba animal ..live in the sea. With long nose (paraphrase)

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2. They have sharp teeth and feed mainly on squid and fish.

Like to eat fish..squid don't know.. got sharp teeth..can eat fish (paraphrase)

3. Dolphins are social creatures that appear to communicate among themselves with a wide range of clicks, whistles and beeps which scientists claim is no complex language. **What social creatures?... clicks.. beeps.. don't understand.. (monitoring) dolphins talk simple language. Talk with their friends (paraphrase)**

4. Yet, experts acknowledge that dolphins are smarter than dogs and have intelligence equal to that of chimpanzees**...what mean acknowledge ..equal? (monitoring) lebih pandai more clever than dog and chimpanzees (self-explanation)**

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5. More importantly, the mouths of these species turn upward in a perpetual grin. **Don't know perpetual grin meaning? Mouth.. mulut (monitoring)**
6. As a result, the animals have long fascinated people and their delightful antics have long attracted throngs of tourists to marine parks. **What mean? long ..mean panjang.. dophin? Don't understand (monitoring)**
7. Today, the news-age dolphin trade mark goes beyond their playful friendly antics. **Don't understand (monitoring)**
8. In advertisements tour operators proclaim dolphins as highly evolved spiritual beings. **Advertisements mean iklan..(rereads) (monitoring)**
9. Hence, tourists are encouraged to sign up for tours in new places such as Florida Keys, the Azores and New Zealand where they can swim along with wild or captive dolphins**. Tourists ..pelancong .. pergi melancong di tempat baru like Florida Keys, the Azores and New Zealand..mereka boleh berenang dengan dolphin liar dan active (self-explanation)**
10. Their brochures claim that swimming with dolphins gives one the chance to experience emotional healing and spiritual awakening. **What mean healing? Spiritual awakening?.. don't know (monitoring)**

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TEXT FOUR

1. Academic achievement does not guarantee success in life. **Yes academic achievement**

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does not guarantee success in life. Get all As does not mean can get good pay. (paraphrase)

2. Psychologists suggest that I.Q. or intelligence quotient, contributes only about 20 percent of the factors that determine success**. Quotient.quotient.. need experience to succeed in life. (monitoring)**
3. The rest is mainly contributed by emotional intelligence**. What is emotional intelligence? Intelligent is clever..not sure (monitoring) Without enough rest we feel not good (paraphrase)**
4. What is emotional intelligence? It is about managing your emotions. **Means think positive. (self-explantion)**
5. One of the major qualities that make up emotional intelligence is the ability to be aware of your feelings. **Yes because when you aware of your feelings, you can balance you moods. (self-explantion)**
6. When you have a greater certainty about your feelings, you will be a better pilot of your life**. Yes you can be a leader for your own life if you know what you want (self-explanation)**
7. With greater self-awareness, you will be able to balance good and bad moods.
8. You will be able to change a bad mood either by taking a long walk to distract yourself or by reinterpreting a situation in a more postive light**. If we have a bad mood do something to cheer you up (paraphrase)**
9. Next, another quality is the ability to motivate yourself. Studies of Olympic athletes, world-class musicians and chess grandmasters show that their common trait is the ability to motivate themselves to pursue relentless training routines. **Yes to get more**

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training to get into high class.. not sure.. (rereads) (monitoring)

10. They set clear goals and hold a "can-do" attitude. **We can achieve what we want if we have target. (self-explanation)**
11. Another study found that successful individuals were optimistic even when faced with failures. **Failure is not failure forever.. must try to be better. (paraphrase)**
12. Instead of blaming themselves for a failure, they put the blame on the situation and move on with life. **Blaming..blaming blame.. don't know (monitoring)**
13. The ability to resist impulse by keeping your long-term goals in focus is another important trait for success. **What is important trait for success? Don't know (monitoring)**
14. When you can control yourself from being impulsive, you will be able to manage your emotions better. **(rereads) being impulsive.. not sure.. (monitoring)**

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15. Studies have shown that children who were able to control their desire for food were better able to cope with life's frustrations as adolescents**. ..not clear..when you want to keep long-term goal must have strong attitude and focus (self-explanation)**
16. In contrast, those who gave in to their desires in childhood were more likely to be stubborn, indecisive and stressed. **Don't know..what ? (monitoring)**

Text Five MUET 2002

Revaluing Wetlands

1. Wetlands are a haven of biodiversity. **What is wetlands? I think haven is wrong.**

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Diversity is a science word and I don't understand (monitoring)

2. They fulfill a wide range of useful functions which people often take for granted. **Not so understand. (monitoring)**
3. Most wetlands are home to dense and diverse populations of plants, animals, aquatic life and waterfowl. **Many wildlife live in the wetlands I think. (self-explanation)**
4. They also serve as breeding and nursery ground for most of the fish populations of rivers, lakes and the open sea. **Yes I understand this very clear. (monitoring)**
5. Wetlands perform vital services in the water cycle. **Vital is important. It is important. (paraphrase)**
6. They filter and purify water and return it in a cleansed state to the ground water table or to the sea. **I can't even understand this. (monitoring)**
7. On Phuket Island in Thailand, a coastal marsh known as Karon Beach is used in this way by nearby tourist resorts to treat up to 1000 m^3 of wastewater per day, cleanly, efficiently and cheaply. **Don't know what is a coastal marsh. Cannot understand. (monitoring)**
8. Wetlands may in reverse, act as fountainheads for underground water reserves.
9. In Malaysia, the natural water discharge of peat-swamp forests provides a reliable and inexpensive supply of water which can be used for rice-growing. **Don't understand. (monitoring)**
10. Wetlands also play a major role in flood control by receiving and storing excess water in times of peak river flows or high rainfall. **It can keep and save water. (paraphrase)**
11. The Pantanal floodplain in South America has the capacity to absorb five times its normal volume of water during the rainy season and then slowly releases it into the

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downstream river system. **Don't know. (monitoring)**

12. Many lives and livelihoods are safeguarded by this valuable natural flood-control service. **The wetlands save their lives. (paraphrase)**
13. Surrounding human communities can make use of wetlands as cheap transport systems, reserves of clean water and sources of food, fuel and building materials. **Many uses of wetlands and its advantages. (paraphrase)**
14. Since many wetlands are cyclical in nature and dry up for some periods of the year, they can even during these times be used for agriculture while still preserving their other functions. **I don't understand. (monitoring)**
15. Many wetlands also, because of their wilderness and abundant wildlife, attract visitors and tourists as recreational grounds for game viewing, hunting and fishing, or simply for their scenic beauty. **Many people like the wetlands because they can do a lot of activities such as fishing, hunting and game viewing. This passage can understand but a few tough words make it hard. (paraphrase)**

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