CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presents the findings of the study. An analysis of the data obtained through the think-aloud protocols and the retrospective interview was guided by the research questions of the study attempted. The use of reading strategies by the respondents of the study was compared in terms of the types of strategies used and the frequency of use. The results from the pre and posttest were also compared to show the effect of strategy training on low achieving students. The findings from the study are detailed below.

4.1 Dayak Students' perceived reading strategy

This section attempts to answer the first research question: **What are the effective reading strategies for improving students reading comprehension?**

To answer this question the researcher would refer to the students' responses in their background survey and the pre interview session. During the pre-interview conducted with the Dayak students at Uitm Samarahan Campus, Sarawak, the students were asked to share their views on strategies that they used when performing a reading task. The tables below show the students' (high and low achievers) perceived reading strategies. The researcher would first discuss the responses made by the Dayak students in Questions (Q 9) and (Q10) of the background survey.

Table 4.1 (a)

Q 9. In reading, if you do not know a word or expression in English, do you...		
Answers:	HA	LA
a. Find other words in English to express your idea	8(35%)	3(10%)
b. Say the word in your language	4(17%)	4(12%)
c. Look up the word in a bilingual dictionary	10(43%)	22(71%)
d. Just forget about trying to express your idea	1(4%)	2(6%)

Table 4.1 (a) shows that generally, Dayak students from the two groups would use bilingual dictionaries to look up unfamiliar words as they read; HA (71%) and LA (43%). A number of HA, (35%) answered that they would try to find other words in English to express their ideas and a few others (17%) would translate the unfamiliar words into their own language. Only one student from the HA group opt to give up in finding the meaning of the unfamiliar words. The LA on the other hand, would chose to translate the unknown words in their own language (12%) and a few others (10%) would find other words in English to express their ideas. Two students chose to forget about trying to express their ideas when they come across unknown words.

This result therefore indicates that though both groups chose using the bilingual dictionary as a strategy when they encounter unknown words, the LA seem to depend more on the bilingual dictionary as a majority of them, (71%) students responded that they use this strategy. ‾For the HA, (43%) students would choose this strategy and another (35%) students would make the attempt to paraphrase the unfamiliar words. This also shows that the HA are independent learners as they depended less on the dictionary and most of them would make the effort to use other strategies when they come across unfamiliar words.

Table 4.1 (b)

Q 10. When you don't understand something in class, what are you more likely to do?		
Answers:	HA	LA
a. Ask the teacher for help or clarification	5(21%)	16(46%)
b. Ask another student for help	8(33%)	13(37%)
c. Try to find help from the text book or dictionary	11(46%)	13(37%)
d. Not worry about the problem at all.	0(0%)	0(0%)

Referring to Table 4.1 (b), majority of the HA (46%) responded that they would try to find help from the textbook or dictionary if they don't understand something in class. Whereas (33%) students responded that they would ask their friends for help and another (21%) students would ask the teacher for help or clarification. Most of the LA (46%) however, would first ask for help or clarification from the teacher. An equal number of students; (37%) answered that they would either ask their friend for help or try to find help from the text book or dictionary.

This result seems to imply that the HA would try other strategies for instance, seeking the textbook or dictionary and their friends for help before they go for the last alternative that is asking the teacher for help or clarification. The LA, on the one hand, would first ask for help or clarification from the teacher before they choose other options. This indicates that the HA appear to be more diligent as compared to the LA since they would initially look for the answers on their own before they ask for help from others. The LA make less effort in trying to understand something in class as they directly ask for the answers from the teacher.

Based on the pre interview session the Dayak students gave examples of some strategies that they apply when doing a reading task. For a list of strategies employed by HA and LA in completing reading tasks, refer to Table 4.1 (c) (see Appendix 9). The HA mostly mentioned a number of strategies like guessing the meaning from context, ignore unfamiliar words, imagine the context and mind mapping. The LA mostly responded that they apply strategies like translating to Bahasa Melayu; look for main ideas or topic sentence and memorization when they complete reading tasks.

Table 4.1(c) shows that there are similarities in strategies that are used by both HA and LA, for instance, translating, guessing meaning from context, using the bilingual dictionary and asking friends for meaning of unfamiliar words. The major difference showed in this table is the number of strategies employed by the HA when doing a reading task are more compared to the LA. This indicates that the HA employs more strategies and it also suggests that the HA are more flexible in the strategies that they use as they complete a reading task. Based on the results on table 4.1 (c), generally students tend to look out for meaning of words in the dictionary or find help from their friends or teachers as their strategy to aid reading comprehension.

4.2 Differences in reading strategies employed by the high achieving and low achieving Dayak students.

This section tries to answer the second research question: **What are the differences between reading strategies employed by the high achieving Dayak students and the low achieving Dayak students?**

To answer this question, the researcher referred to the responses from questionnaires on reading strategies distributed to these two groups of Dayak students (see Appendix 10 for comprehensive results of the questionnaire).

4.2.1 High achievers Reading Strategies

Based on the pool of data gathered from the questionnaire, there are some significant differences that should be highlighted though; some of the reading strategies employed is almost similar with both the two groups of Dayak students. Results related to strategies employed by the HA group will be discussed first.

Table 4.2 (a)

RS 2. I decide in advance specific aspects of information to look for, and I focus on that information when I read.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	12%	25%	63%	---	18%	41%	41%

Most of the HA Dayak students (63%) answered that they often decide their reading purpose in advance. Whereas only (41%) of the LA answered that they often do this. This implies that HA group can perform better in their reading task probably because they have set this purpose in their mind even before they approach the reading passage.

Table 4.2 (b)

RS 5. While I read, I periodically check whether the material is making sense to me.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	---	75%	25%	--	41%	41%	18%

Majority of the Dayak high achievers, (75%), responded that they occasionally check if the material is making sense to them compared to only (41%) of the LA who apply this strategy. The HA employ this strategy and it shows that they do use their intuition as they read possibly because they know that this will help them in comprehending the text.

Table 4.2 (c)

RS 10. I work with classmates to complete assignments or solve reading comprehension problems.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	12%	25%	62%	6%	24%	35%	35%

Table 4.2 (c) shows (62%) of the HA Dayak students as compared to only (36%) LA, often work in groups or pairs as they complete their reading assignments or solve reading comprehension questions. This result seem to suggest that the HA group choose this strategy probably because they believe that as they learn with others, that they can ask their more proficient peers for clarification and at the same time become aware of their thoughts and feelings.

Table 4.2 (d)

RS 14. After reading, I check to see if my predictions were correct.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	37%	63%	--	6%	24%	35%	35%

The HA group (63%) occasionally check to see if their predictions are correct as they are reading a passage. (35%) of the LA group on the other hand often practise this strategy. This result seems to indicate that the HA occasionally employ prediction skills as they read a text probably because they are confident that their predictions are correct.

Table 4.2 (e)

RS 17. After reading, I decide whether the strategies or techniques I used have helped me understand, and I think of other strategies that could have helped.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	25%	62%	13%	12%	29%	41%	18%

Similarly, (13%) of HA Dayak students responded that they often decide whether the strategies that they use assist them in understanding reading texts and they would also think of other strategies that could help them and (62%) of the HA would occasionally do this. Conversely, (18%) of the LA answered that they often carry out this strategy and (41%) occasionally practice it. This would mean that the HA group are more aware of the strategies that they employ compared to the LA group. Additionally, the HA are more versatile in the strategies that they use as they always look for alternatives to assist them in understanding a reading text (Oxford, 1989).

Table 4.2 (f)

RS 18. I check whether I accomplished my goal for reading.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	25%	62%	13%	--	47%	29%	24%

About (13%) of the HA group responded that they often check whether they had accomplished their goal for reading and (62%) claimed they occasionally apply this strategy, in contrast, (24%) of the LA reported that they often practise this technique and only (29%) would occasionally do it. This therefore indicates that generally the HA are more goal-oriented than the LA as they would ensure that their goals for reading are achieved.

Table 4.2 (g)

RS 16. I rate my comprehension by reflecting on how much I understood what I read.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
12%	13%	37%	38%	---	53%	41%	6%

It is also interesting to note that (53%) of the LA group responded that they rarely rate their understanding by reflecting what they read, however, (37%) of the HA group often use this strategy. The HA appear to be better since they check through whether they thoroughly understand the text that they read and they do not rush as they read most

likely because they know this would hamper their understanding of the text. Besides, this also suggests that they try to grasp as much as they can from a reading text.

There are however a number of strategies that are both employed by both the HA and LA group. The results derived from the questionnaires shows that there is a slight difference in the number of frequencies of students using these strategies. Half of the HA Dayak students (50%) answered that they occasionally take time to think of what they already know about the topic that they read, almost similar to the LA group as (41%) of them apply this method (refer to Appendix 10).

4.2.2 Low Achiever Reading Strategies

The data collected from the questionnaire on the reading strategies of the LA Dayak student has produced some noteworthy findings. Results that show the most frequent strategies applied by the LA will be discussed first.

Table 4.2 (h)

RS 13. I use reference materials (Dictionary, textbook, computer program, etc.) to help solve reading comprehension problems.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	13%	37%	50%	---	---	30%	70%

Based on Table 4.2 (h), (71%) of the LA group answered that they often use reference materials like dictionaries or textbooks to help them solve comprehension questions. For the HA group, half of the students (50%), responded that they depended on reference materials to aid reading comprehension. This seems to suggest that the LA is more dependent on bilingual dictionaries whenever they encountered unfamiliar words. This strategy would be a drawback to the LA because it forces them to rely totally on dictionaries as a source of help when they encounter difficult words.

Table 4.2 (i)

RS 9. I encourage myself as I read by saying positive statements such as "You can do it."							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
---	12%	50%	38%	---	18%	29%	53%

Table 4.2 (i) shows that a majority of LA students (53%), responded that they often encourage themselves by saying positive statements as a strategy to comprehend challenging tasks. On the other hand, only (38%) of the HA students often use this technique to motivate themselves. This result illustrates that the LA group need a lot of motivation particularly when they are given a difficult reading text. By boosting their self esteem, they would probably be able to approach the text in a more optimistic manner.

Table 4.2 (j)

RS11. I use context, like familiar words, pictures, and the content, to help me guess the meaning of unfamiliar words I read.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
12%	13%	50%	25%	6%	12%	29%	53%

The LA group (53%) also answered that they often use context in the reading text to help them guess the meaning of unfamiliar words but only (25%) of the HA often apply this strategy. This seems to suggest that the LA group will rely on every clue that they could

find in the context to interpret the meaning of difficult words if they do not have access to the dictionary.

Table 4.2 (k)

RS 7. I imagine scenes or draw pictures of what I am reading.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
25%	50%	---	25%	29%	12%	18%	41%

Generally, half of the HA Dayak students (50%) replied that they rarely imagine scenes or draw pictures of what they are reading but the LA (41%), answered that they often practice this technique. This results indicate that the HA group seldom depend on their visual skill to give them a clearer picture of the reading passage. It also suggests that the LA is more dependent on their visualization to aid them in understanding the text.

Table 4.2 (l)

RS 12. I identify what I don't understand in the reading, and ask a precise question to solve the problem.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
12%	50%	13%	25%	---	29%	35%	36%

Half of the HA group rarely identify what they do not understand and they would ask a precise question to solve the problem. The LA (36%), on the other hand, answered that they often practise this technique. The LA group applies questioning strategy as one of the ways to solve problems that they encounter in reading tasks. They usually seek

clarification either from their friends or the teacher. This shows that the LA try hard to solve problems in reading tasks.

Table 4.2 (m)

RS 6. While reading, I decide whether the information makes sense based on what I already know about the topic.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
--	25%	50%	25%	---	12%	59%	29%

About (29%) of the LA also replied that they often decide whether the information makes sense based on their background knowledge about the topic while reading a text, whereas the number is slightly lower for the HA group as (25%) replied that they often do this. This seem to indicate that the LA would refer to their background knowledge and try to relate it with the text that they are reading probably because this strategy aids comprehension of the text.

Table 4.2 (n)

RS 15. I summarize (in my head or in writing) important information that I read.							
High achiever (HA)				Low Achiever (LA)			
Never	Rarely	Occasionally	Often	Never	Rarely	Occasionally	Often
12%	38%	25%	25%	6%	18%	41%	35%

Another appealing finding to note is (35%) of the LA Dayak students often summarize important information that they read. On the other hand, only (25%) of the HA often use this strategy. This therefore shows that the LA normally apply this strategy as they read possibly because as they summarize the text they can get a general idea of the

reading passage. Furthermore, the LA would summarize either in their mother tongue or Bahasa Melayu to grasp the text (refer to Appendix 7 for retrospective interview transcriptions).

4.3 Students performance after Strategy Training

This section will make an effort to answer the third research question: **To what extent does the strategy training help students improve as they use the strategies exposed to them in completing their reading tasks?**

To answer this question we refer to table 4.3, the results of students' performance following the strategy training.

Table 4.3 (a)

No	Name	Pre Test	Post Test	Variance : (Post Test – Pre Test)
1	Student 1 (S1)	14	12	-2
2	Student 2 (S2)	14	13	-1
3	Student 3 (S3)	12	14	2
4	Student 4 (S4)	12.5	14.5	2
5	Student 5 (S5)	10.5	14.5	4
6	Student 6 (S6)	7	15	8
7	Student 7 (S7)	12.5	13.5	1
8	Student 8 (S8)	10	13	3

Table 4.3 (a) shows a comparison of individual student's performance after undergoing the strategy training class. The variance of the students result in their pre test and post test reading comprehension paper were used to decide whether students reading performances improved after having been exposed to six sessions of Strategy Training.

Referring to the table, almost all the LA Dayak students showed some improvement in their posttest after receiving the Strategy Training class. Of all the eight students, S6 showed the best improvement as her post test's mark increased from 7 to 15 marks (8 marks) in the post test. This is followed by S5, who increased by 4 marks on her post test and S8, who showed an improvement of 3 marks on her post test result after experiencing the Strategy Training class. Two other students, S3 and S4 made a slight improvement with an increase of 2 marks on their post test. S7, on the other hand, only improved by 1 mark.

Nonetheless, not all the students improved after the Strategy Training sessions. S1's result on the posttest showed a decreased of 2 marks. Similarly, S2 post test's result dropped 1 mark, following the Strategy Training class. The decline in these two students' marks after undergoing the Strategy Training class is probably due to several factors. Based on the post interview a week after the strategy training, these two students (S1 and S2) responded that they could not apply the strategies learned during the training to the exercises that they did in class. This was because they could not connect the training to the actual exercise. Furthermore they admitted that they were too tired and could not concentrate during the training.

The researcher decided to go into greater depth on the strategies used by the eight LA Dayak students who had undergone six intensive sessions of Strategy Training, to validate their results in the post test. An individual learner's profile was created to get a closer look at the students reading strategies employment and background.

4.3.1 Learners' Profiles

The learners' Profile comprises of students' profile of results on Strategy Inventory for Language Learning (SILL), background information and the researcher's observations. The students' profile of results on SILL will be discussed according to the students achievement on the post test following the Strategy Training class. Below is a table to show the key to understanding SILL averages.

Table 4.3 (b): **Key to Understanding SILL Averages**

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

- The overall average tells how often you use strategies for learning English. Each part of the SILL shows which groups of strategies you use the most for learning English.

a.) Profile of Results on SILL: Student 6 (S6)

Figure 1
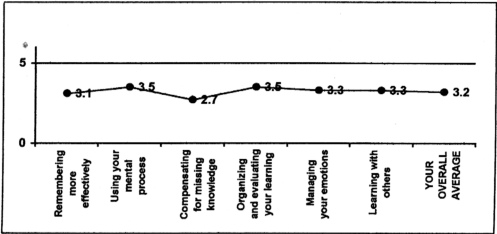
Based on Figure 1, S6's SILL results illustrate two major strategies that she generally used, Using Mental Processes and Organizing and Evaluating Learning. These reflect the strategies that she applied when she completed the reading task during the retrospective interview. S6 uses Cognitive Strategies as she translates the text to understand the meaning of unfamiliar words or even the questions for the text to get a better understanding of the text; "catch up is mendapatkan.. dia menuju that girl." She also re-reads (Cognitive Strategy) the text few times to be able to comprehend the text.

The retrospective interview however could not reveal that she employs Organizing and Evaluating strategies. It seems to show that S6 uses Learning with Others strategies as she always asked the researcher to clarify the meaning of unfamiliar words in the text; "tease is mengelap air mata ka?" Other than that she demonstrates that she uses Memory Strategies as she was able to associate her prior knowledge to the text (see Appendix 7 for retrospective interview transcriptions).

S6's post test result shows a very significant improvement from 7 marks to 15 marks, an increase of 8 marks. Based on the researcher's observation on S6, she is regarded as an optimistic student throughout the training as she appears attentive and co-operative whenever she was assigned to do some reading exercises. During the post interview, S6 responded that the Strategy Training class is useful as she learns a lot from it and she also reported that she is more aware of the strategy that she employs now. This verifies S6 progress in the post test.

b.) Profile of Results on SILL: Student 5 (S5)

Figure 2
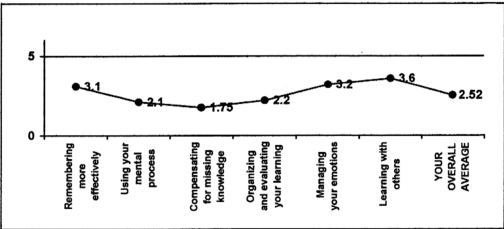
S5's SILL result demonstrates that she mostly practises Learning with Others and Managing your Emotions strategies. These contradicts her choice of strategies during the interview as her SILL result shows that she learns best when she motivates herself and works with groups of friends.

During the retrospective interview S5 shows that she mainly uses Cognitive Strategies and Memory Strategies. She applies Cognitive Strategies as she translates and uses the

visual clues in the passage to guess the meaning of 'issues'; "asap api...because it's from the house (pointing the picture in the text)." She also uses Memory Strategies as she associates her background knowledge; "makanan like rice will stick to your mouth" and as she associates the meaning of unknown words with other words; "bits means 'kecik-kecik' because from the word break."

S5's post test result shows an impressive improvement from 10.5 to 14.5 (4 marks). Though she was observed as a slow learner since she needs to be prompted for the answers and she takes a long time to find the answers during the interview, her post test results have revealed that she did benefit from the training.

c.) Profile of Results on SILL: Student 8 (S8)

Figure 3
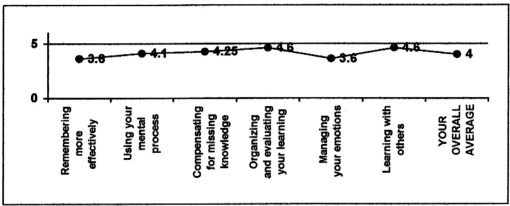
Referring to Figure 3, S8 profile of results on SILL illustrates that she usually employs these three strategies; Organizing and Evaluating Learning, Learning with others and Compensating for Missing Knowledge strategies. The data from the retrospective interview showed that S8 applied two of these strategies too. For example, she asked for clarification on the answers that she gave; "teasing is.'ngacau orang ka?" (teasing means disturbing people, right?). S8 also used the clues in the passage to guess the meaning of the word 'hollering' as 'menjerit' (shouting). She guessed that the boy was shouting as he sang, 'I ain't got nobody' song.

The researcher observed S8 as a cheerful person and this nature does show that she would not be shy to ask others for clarification or verification. Her optimism has helped her improve her reading performance, as she does not easily give up guessing the meaning of unknown words in the passage. This also supports the result that S8 achieved in her Post Test, where she has improved by 3 marks. The average on her SILL result shows that S8 always uses learning strategies as she learns the language.

**d.) Profile of Results on SILL: Student 3 (S3)**

Figure 4
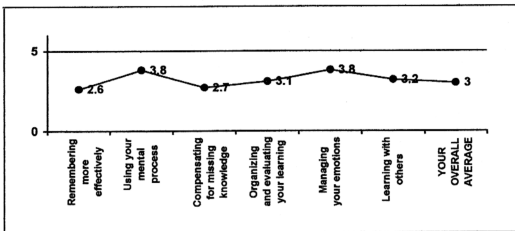
S's SILL result shows that she generally applies Using Mental Processes and Organizing and Managing your Emotions strategies. Her SILL truly replicates the strategies that she chose. She uses mental processes strategies as she summarizes the text and divides the word 'restoring' to be able to know the meaning; 'store...'menyimpan'...restoring is keeping.' She also employs content clues strategy when she was asked to explain the meaning of 'force'; "Force...doing something like 'memaksa' or 'terpaksa'." The retrospective interview however could not reveal that she employs Managing Emotions Strategies.

S3's post test shows that she improved from 12 to 14 (2 marks). The researcher's observation on S3 verifies her achievement in the post test. S3 is illustrated as a 'smart' student who doesn't take a long time find the answers for the questions during the interview. Furthermore, she appears confident and she expresses her opinions well when she was questioned during the interview (refer to Appendix 7 for a transcript of the retrospective interview).

e.) Profile of Results on SILL: Student 4 (S4)

Figure 5
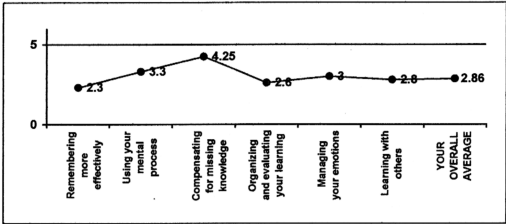
S4's SILL result reveals that she generally uses Compensating for Missing Knowledge and Using Mental Processes (Cognitive) strategies. These results support the data collected from the retrospective interview. To comprehend the text, S4 uses all possible clues in the text to guess the meaning of unknown words, for example, pretending means 'berpura-pura..pretending he didn't have any friends' (she referred to the text) and when asked for the meaning of the word 'fella' she answered, 'boyfriend.. I guess from the text.' S4 shows that she applies cognitive strategies as she summarizes the reading passage; 'Its about a girl, she remembers her past life and also a boy who always tease her and after that she got married to him.'

S4 also illustrates that she applies Memory Strategies during the interview even though her SILL result shows that she generally do not use these strategies (see Appendix 7). She was able to relate to the text as she remembers about someone; 'there is a boy .. he's very naughty and he always tease me like this boy.'

S4 post test's result shows an improvement of two marks after the Strategy Training. The researcher's view of S4 supports her improvement shown in the post test result. She is pictured as a 'good' student and she generally possess positive qualities of good learners such as, confidence, quick and willingness to take risks.

**f.) Profile of Results on SILL: Student 7 (S7)**

Figure 6
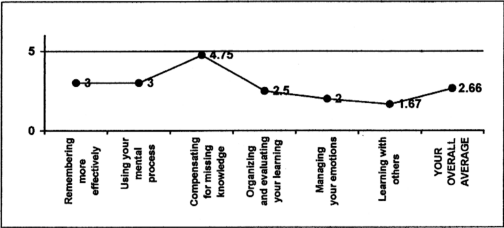
S7's SILL result demonstrates that she mainly applies Compensating for Missing Knowledge strategy, Using Mental Process and Remembering More Effective strategies. These results reflect the data derived from the retrospective interview. For instance, she used compensation strategy when she guesses the meaning of the word 'hollering' based on the context in the passage. She could also guess the meaning of the word 'catch up'; ' hendak berjalan bersama-sama...' (an attempt made to walk together), when she was asked to explain the meaning of this phrase. Besides, she was also able to associate and imagine the situation between the boy and the girl mentioned in the reading passage (see Appendix 7), with her own experience. This shows that S7 employs Cognitive strategies; visualising when she did the reading tasks.

S7 improved by one mark (12.5 marks to 13.5 marls) in the post test after the Strategy Training class. She appeared confident during the interview session as she did not take a long time to find the answers to every question directed to her. This indicates that S7 is a smart student and her pre test's result also demonstrates that she is a good student.

**g.) Profile of Results on SILL: Student 2(S2)**

Figure 7
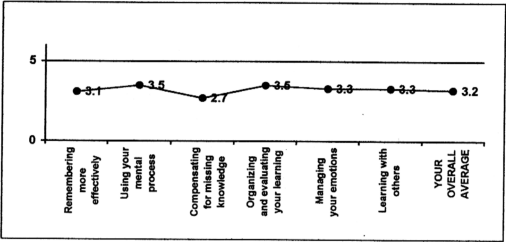
S2's SILL result shows that she generally applies Using Mental Processes and Organizing and Evaluating Learning strategies. These have some relevance to the data gathered from the interviews. S2 frequently use Using Mental Processes strategy as she translates the reading passage during the retrospective interview; 'full of grace menunjukkan kedamaian..so ia satu kegembiraan..sesuatu yang menarik.' She also used cognitive strategies as she rereads and paraphrases the reading passage; 'This poem is about remaja yang bertumbuh..berbagai-bagai ragam..Banyak aksi.'

S2 retrospective interview did not reveal that she employs Organizing and Evaluating Learning strategies. It however reveals that she used Learning with others strategies as she always ask the researcher to clarify the meaning of unknown words and verify her answers, for instance fascination is 'kegembiraan ' kot?'

S2's post test result decreased from 14 marks to 13 marks. When asked during the post test the reason behind this, she answered that she could not apply the strategies learned during the training. The researcher however believed that S2 low proficiency level is probably the reason behind this (refer to Appendix 7).

h.) Profile of Results on SILL: Student 1 (S1)

Figure 8
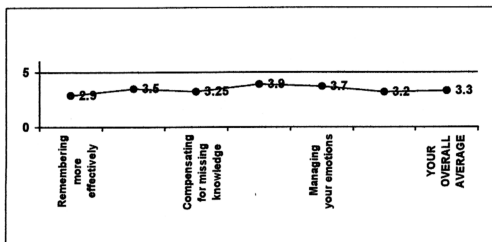
S1's SILL results proved that he employs three dominant strategies; Organizing and Evaluating Learning, Managing Emotions, and Using Mental Processes. The data gathered during the interview however did not replicate the two strategies mentioned except for Using Mental Process strategy. He showed that he applied this strategy as he keeps on repeating the words 'feast' and 'harvesting' to himself before he is able to guess their meaning.

Referring to Figure 8, S1's SILL results showed that he sometimes uses Compensating for Missing Knowledge strategies. However, he showed that he always applies this strategy during the retrospective interview session (see Appendix 7). For instance, to be able to guess the meaning of the word 'grease' in the reading passage, he would use gestures and other possible clues that would help him to get the meaning of the word. His SILL results also showed that he sometimes uses Remembering More Effectively. He demonstrated that he associates with the text in various ways such as using imagery

and making associations between the text and his background knowledge (refer to Appendix 8).

S1 however did not show any improvement after undergoing the Strategy Training class since his post test results decreased by 2 marks. When he was asked to explain the decrease in his mark during the post interview, he defended himself as being too tired and could not concentrate much during the Strategy Training class. This seems to imply that the time allocated for the training, 8.00-10.00 p.m. is not suitable as the students are too tired after their long lectures and this has probably affected the students' concentration.

4.3.1 Implication on Learners' Profile

The findings in the Learner's Profile seem to indicate that the Strategy Training was successful because students were able to apply most of the strategies learned during the training. The students' post test results also imply that students' comprehension ability improved after the training.

Referring to the Learners' Profile of the eight students, it shows that most of the strategies that they generally employ as they complete a reading task are almost similar. The students, for instance, demonstrates that they apply Using Mental Process (Cognitive Strategies), Remembering More Effectively (Memory Strategies) and Learning with others (Social Strategies). Students use Cognitive Strategies as they translate the text into Bahasa Melayu or as they summarize it. This strategy seems apparent as the Dayak students generally translates or paraphrases the text into Bahasa Melayu during the retrospective interview.

The Dayak students also apply Memory Strategies as they could relate their background knowledge to the reading text and this strategy enables them to understand the meaning of unfamiliar words. They also seem to be able to use that knowledge in different contexts delivered in the text. S1 and S5 especially show that they could understand the text, The Mountain Man of Arapesh (see Appendix 9) as lifestyle depicted from the story is similar to that of Dayak people. Furthermore, the Dayak students demonstrated that they use Social Strategies when they ask for clarification from the researcher during the retrospective interview.

The Learners' Profile nevertheless, could not reveal that students apply Organizing and Evaluating Learning strategies probably because these strategies could not be identified during the retrospective interview. The students SILL results, in some way show that they employ these strategies.

In a nutshell, this chapter mainly answered the three research questions in this study. It also examines the learners' profile of eight students who underwent the Strategy Training to verify the students' achievement in the post test. The discussion of the findings will be presented in the next chapter.