CHAPTER 4

ANALYSIS OF FINDINGS

4.0 Introduction

An analysis and discussion of the data collected would be presented in this chapter. The discussion centres around the research questions raised previously in Chapter 1. Students’ answers were analysed based on what the students had actually written. The slotting of answers into different categories was done by the researcher with the help of two teacher friends from other schools so as to be objective in categorising the answers. (See Appendix 7). Whenever a difference in the categorising was found, a discussion was carried out between the teachers to arrive at a consensus. (Answers where the categorisation had been discussed and the categorisation then agreed upon are marked with an *). Grammar and structural errors were also not taken into consideration since the focus was on the answers to the comprehension questions rather than grammar.
In order to clarify how the analysis is carried out, a breakdown of the different types of texts and question is shown below. Refer to Appendices 1 – 4 for the texts used.

<table>
<thead>
<tr>
<th></th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative 2 (A stay in the jungle)</td>
<td>Literal comprehension Recognition of details</td>
<td>Literal comprehension Recognition of cause-and-effect</td>
<td>Inferential comprehension Inferring supporting details</td>
<td>Inferential comprehension Inferring Comparisons</td>
<td>Evaluation: Judgement of worth/desirability</td>
<td>Appreciation: Identification With characters/ incidents</td>
</tr>
</tbody>
</table>

Table 1. Text types and question levels

4.1 Analysis of question types in Narrative Texts.

<table>
<thead>
<tr>
<th>Question types</th>
<th>Narrative 1</th>
<th>Narrative 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.   %</td>
<td>No.   %</td>
</tr>
<tr>
<td>Lower Order (Literal level)</td>
<td>2  33.3</td>
<td>2  33.3</td>
</tr>
<tr>
<td>Higher Order (Inference, evaluation, appreciation)</td>
<td>4  66.7</td>
<td>4  66.7</td>
</tr>
<tr>
<td>Total</td>
<td>6  100.0</td>
<td>6  100.0</td>
</tr>
</tbody>
</table>

Table 2. Question types in Narrative texts.
Table 2 showed the number and types of questions in both the narrative texts. Six questions were asked in each text which consisted of two or 33.3% of the lower order questions and four or 66.7% of the higher order questions respectively. The literal level questions included questions on recognition of details and cause and effect while the higher order level questions covered questions on inferential comprehension, evaluation and appreciation. Both these texts had the same number of inferential, evaluation and appreciation questions with two questions on the use of inferring skills and one each on the skill of evaluation and appreciation respectively.

4.2 Analysis of question types in Expository Texts.

<table>
<thead>
<tr>
<th>Question types</th>
<th>Expository 1</th>
<th></th>
<th>Expository 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Lower Order (Literal Level)</td>
<td>2</td>
<td>33.3</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Higher Order (Inference, evaluation)</td>
<td>4</td>
<td>66.7</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
<td>6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 Question types in Expository Texts

As was the case with narrative texts, the expository texts also comprised of six questions each. Lower order questions numbered two making up 33.3% of the questions and four or 66.7 of the questions were of the higher order types of question based on Barrett’s Taxonomy of Reading Comprehension Skills (Refer to 2.6). Questions of the literal level in Expository included recognition of details and cause and effect while inference of supporting details as well as inference of cause and effect together with questions on evaluation with regards to judgement of adequacy and
validity as well as judgement of worth, desirability and acceptability made up questions of the higher order comprehension skills. Expository 2, on the other hand, consisted of two literal comprehension questions concerning the recognition of details in Questions 1 and 2 which also made up 33.3% of the questions asked. The other four or 66.7% of the questions were concerned with the skills of inference and evaluation. The inference question asked was about the inference of comparison while the rest of the questions were on evaluative questions on the judgement of adequacy, validity and judgement of worth and desirability.

4.3 Students’ PMR English Language Scores

<table>
<thead>
<tr>
<th>PMR Scores</th>
<th>No. of Students</th>
<th>Students Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>11</td>
<td>1 - 11</td>
</tr>
<tr>
<td>B</td>
<td>14</td>
<td>12 - 25</td>
</tr>
<tr>
<td>C</td>
<td>11</td>
<td>26 - 36</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

*Table 4 – PMR scores and the number of students for each category*

The research was aimed at finding out whether answers to the different levels of comprehension questions were influenced by the scores the students achieved in their PMR English Language Examination as well as whether students irrespective of their examination scores were capable of giving more analytical answers to the higher level comprehension questions. Table 4 shows the breakdown of students’ examination scores. Students with A scores were numbered from 1 to 11, followed by B scorers from 12 to 25 and C scorers from 26 to 36 in order to facilitate the quoting of examples.
### 4.4 Analysis of answers to literal comprehension questions.

<table>
<thead>
<tr>
<th>Text Quest. Types</th>
<th>Exam. Scores</th>
<th>TE</th>
<th>TI</th>
<th>TSI</th>
<th>Irrelevant/Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Narrative 1</td>
<td>Q 1</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Q 2</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Narrative 2</td>
<td>Q 1</td>
<td>11</td>
<td>13</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>100.0</td>
<td>92.9</td>
<td>63.6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Q 2</td>
<td>10</td>
<td>14</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>90.9</td>
<td>100.0</td>
<td>90.9</td>
<td>0</td>
</tr>
<tr>
<td>Expository 1</td>
<td>Q 1</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>90.9</td>
<td>85.7</td>
<td>72.7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Q 2</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>54.5</td>
<td>7.1</td>
<td>9.1</td>
<td>45.5</td>
</tr>
<tr>
<td>Expository 2</td>
<td>Q 1</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>90.9</td>
<td>92.9</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Q 2</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.1</td>
<td>14.3</td>
<td>0</td>
<td>81.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70</td>
<td>83</td>
<td>59</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>= 212</td>
<td>= 44</td>
<td>= 2</td>
<td>= 30</td>
</tr>
</tbody>
</table>

Table 5: Number of TE, TI, TSI & IR answers to Literal Comprehension Questions

Table 5 shows the data collected based on students’ answers to the literal level questions, that is, Question 1 and Question 2 in all the texts: Narratives 1 and 2 as well as Expositories 1 and 2. A discussion of Narrative 1 would be done first followed by a discussion of the other texts.
Question 1 of the first narrative text was a literal comprehension question on the recognition of details. The question was "What were Ariff and his workers doing?". As could be seen from Table 5, for this question, all the A, B and C scorers numbering 11, 14 and 11 which accounted for 100% respectively, were able to give relevant answers to the question by extracting information directly from the text which corresponded with the description of a text explicit type of answer. Examples of such type of answers could be seen below:

Student No. 3 – Surveying the prospective site of a road.

Student No. 21 – Ariff and his workers were surveying the prospective site of a road.

Student No. 29 – Were surveying the prospective site of a road.

The second question was another literal comprehension question on recognition of cause and effect. The question was "Why did Ariff tell the workers to stop working?". With reference to Table 5 once more, it could be seen that all the A, B and C scorers which numbered 11, 14 and 11 or 100% respectively were again able to give text explicit answers to this question. All the three categories of students showed that they had no problems answering both the literal comprehension questions in Narrative 1.

The following examples indicated this ability in the students:

Student No. 7 – The weather is getting bad.

Student No. 24 – Because the visibility decreased steadily.

Student No. 31 – A mass of dark clouds hung low over the wooded hills.

With reference to Table 2 again, it can be seen that Narrative 2 also consisted of questions of similar levels as those of Narrative 1. The first question was a literal
comprehension question on recognition of detail. The question was ‘What were the men doing in the jungle?’ The data from Table 5 shows that one of the fourteen B scorers comprising 7.1% gave an irrelevant answer to this question and of the eleven C scorers, four of them making up 36.4% answer the questions with an irrelevant answer. Examples of such answers were:

Student No. 20 – They were camping.

Student No. 30 – Scorching in the jungle.

The answer which was given by Student No. 20 seemed to be incomplete because there was no reason given as to why they were camping. Actually the men were not really camping, they were there to carry out a research.

The Table also shows that all the eleven or 100% of the A scorers were able to answer the question relevantly. This was followed by thirteen or 92.9% of the B scorers and seven or 63.6% of the C scorers who gave relevant answers to the question as could be seen from the examples below:

Student No. 5 – The men were carrying out some research in the jungle.

Student No. 19 – Do some research in the jungle.

Student No. 28 – To carry out some research in the jungle.

The next literal comprehension question requiring recognition of cause and effect was the second literal question in Narrative 2. The question was ‘Why was the writer angry that morning?’ Table 5 shows that one student each from the A and C scorers’ categories which comprised 9% respectively gave irrelevant answers to this question as could be seen from the examples below:
Student No. 4 – There was no one of the three of his friends wake up to do a lot of work but they are still sleeping.

Student No. 29 – Because the writer had a lot of work to do but the writer’s friends was still sleeping.

These answers were not relevant because only one person was still sleeping and not all of them.

Expository 1 also consisted of two literal comprehension questions. The first being ‘What is the main factor in the problem of drug abuse in society?’ This was a literal question regarding the recognition of details. With reference again to Table 5, it could be seen that one student each from all the three A, B and C scorers’ categories comprising 9.1%, 7.1% and 9.1% respectively answered this question irrelevantly. Examples of such answers could be seen below:

Student No. 8 – The main factor in the problem of drug abuse is widespread reports.

Student No. 13 – He can cause a social problem such as drug addict and robbery.

Student No. 29 – Bodily or mental function.

Ten A scorers comprising 90.9% and twelve or 85.7% of the B scorers as well as eight or 72.7% C scorers’ answers were of the text explicit type of answers. This could be seen in the following examples:

Student No. 11 – The main factor which cause drug abuse is people’s ignorance.

Student No. 17 – Ignorance of the danger.

Student No. 27 – Ignorance is a contributing factor in this problem of drug abuse.
Meanwhile one of the B scorers which made up 7.1% and two or 18.2% of the C scorers answered this question with text implicit answer which seemed to indicate that they were able to extract information which was relevant to the question asked but not directly cued by key words in the question. The examples below indicate this:

*Student No. 19 – Unaware of the serious danger that this habit poses to their personality.*

*Student No. 30 – The main factor is people are unaware of the serious danger that this habit pose to their personality, character and to their very lives.*

Although ‘ignorance’ was given directly in the sentence “...is the main contributing factor ...” to the explicit question, nonetheless these students chose to locate information to answer the question from other parts of the text. On the other hand, this text implicit answer could merely be a coincidence which means that the students could not locate the answer directly from the text.

*‘Why do many young people experiment with drugs?’* was the second literal comprehension question. This question was based on cause and effect relationship.

With reference to Table 5 again, it could be seen that four or 28.6% of the B scorers and five C scorers comprising 45.5% gave irrelevant answers to this question. Although the answers were taken from the information in the text, the information extracted was not relevant to the requirement of the question. This could be seen in the following examples:

*Student No. 15 – Because this habit poses to their personality, character and their very lives.*

*Student No. 29 – Because they would not have done so in the first place.*
Student No. 35 – Because young people for relief from physical or psychological distress should feel free to consult.

As for text explicit answers, six of the A scorers accounting for 54.5% while one each comprising 7.1% and 9.1% of the B and C scorers respectively answered the question using this type of answers. All of these students were able to give this type of answers by locating the information directly from the second paragraph of the text as seen in the following examples:

Student No. 8 – They experiment with drugs out of curiosity.

Student No. 25 – Curiosity.

Student No. 31 – Because they want out of curiosity.

However, Table 5 also showed that some of these students, which made up of five or 45.5% of the A scorers, followed by nine comprising of 64.3% of the B scorers and five or 45.5% of the C scorers gave answers which again could be indicative of the fact that they were able to give text implicit answers where the answer was not directly given in the same sentence as the key word, in this case ‘experimented’ while those who gave text explicit answers extracted the information directly from that particular sentence. This could be seen from the examples below:

Student No. 5 – Because they don’t know the serious dangers caused by the drugs.

Student No. 17 – Release from tension.

Student No. 28 – For relief from physical or psychological stress.
The second expository text was based on a topic that is a common phenomenon in today's society, which is the race to see who has the most status symbols. As in the previous texts, six questions were again asked to cover as many of Barrett's comprehension questioning levels as possible. Again the first two questions were of the literal comprehension kind. Literal comprehension on recognition of details was indicated in the first question in this text. The question was 'Name two important things you will consider when buying a car'. The answers to this question showed none of the students from the three categories gave irrelevant answers. Only two categories of answers could be seen which included text explicit and text script implicit answers. For text explicit answers, ten or 90.9% out of the eleven A scorers' answers were of such kind, followed by thirteen or 92.9% of the B scorers and all the eleven or 100% of the C scorers giving this type of answer as could be seen from the examples below:

Student No. 5  i) colour  ii) mode

Student No. 17  i) made  ii) colour

Student No. 33  i) colour  ii) power

On the other hand, two other students gave text script implicit answers, meaning that their answers were drawn from their schemata knowledge and their interpretation of the information from the text to arrive at their answer to the question. These two students numbered one each from the A and B scoring categories accounting for 9.1% and 7.1% respectively. The examples could be seen below:

Student No. 8  i) good condition  ii) new

Student No. 13  i) the quality  ii) the price

These two students seemed to use their previous knowledge and observation to answer
the question and not merely by echoing the information found in the text.

The second literal comprehension question in this text was ‘What was the original aim behind the invention of headphones?’ which was another question on the recognition of details. For this question three types of answers were found to be given by the students comprising of irrelevant answers, inclusive of the one A scorer who did not give any answers to the question, text explicit and text script implicit types of answers. In analysing the answers, it could be seen that one or 9.1% of the eleven A scorers did not answer the question, followed by three or 21.4% of the B scorers and 7 or 63.6% of the C scorers. These irrelevant answers could be seen from the following examples:

Student No. 8 – (No answer)

Student No. 14 – Pagers.

Student No. 33 – Come to signify wealth and status.

One of the A scorers accounting for 9.1% gave a text explicit answer to this question while the number of B scorers who did the same numbered two or 14.3% and there were four C scorers amounting to 36.4% giving this type of answer. These students were able to extract information from the text in direct response to the question as could be seen from these examples:

Student No. 11 – Invented as a tool of convenience to take the place of pagers.

Student No. 22 – A tool of convenience to take the place of pagers.

Student No. 31 – As a tool of convenience.

On the other hand, a majority of the students including nine of the A scorers making up 81.8% and nine B scorers comprising 64.3% gave answers which were not directly
found in the text. These students actually demonstrated the skill of weaving together information from the text before formulating their answers indicated in the examples given below:

Student No. 6 – *It is for easily communication with one another who live far and for the easily business agreement.*

Student No. 13 – *The original aim behind the invention of handphone were it is very convenience when to make an emergency call other people can contact if there were and emergency.*

![Graph](image)

**Figure 1** Total % of TE, TI, TSI & IR answers for literal comprehension questions

The analysis reveals that the highest percentage of answers to the literal comprehension questions is found in the text explicit type of answers accounting for 73.6% of the category of answers given (Refer to Figure 1). This was followed by 15.3% from the text implicit category, 0.7% from the text script implicit category and 10.4% from the irrelevant category. 212 of the total number of 288 literal level answers belong to this category (Refer to Table 5). All the different groups of scorers including A, B and C seem to possess similar abilities in answering literal level questions in the narrative texts. They appear to have not much difficulties in dealing with this kind of questions in
narrative texts and only two categories of answers are detected: the text explicit and the irrelevant or incomplete kinds. The only great difference that can be observed is the C scorers’ answers to the first question of the second narrative text where only 63.6% give text explicit kind of answers to the question while the percentage of irrelevant or incomplete answers to the question was very high, 36.4%. Altogether the students seemed to have no trouble extracting information directly from the text to answer questions in the narrative texts but they seem to refrain from using other categories of answer to deal with questions in the narrative texts. This seems to confirm the fact stated in Section 2.6 where Rogers’ (1960) study quoted by Robinson (1972) demonstrated that the subjects were more prone to remember facts rather than use evaluative skills in answering the questions.

Nonetheless, the different groups of scorers show contrasting abilities to deal with literal level comprehension question in the expository texts. All the four questions saw students using all the four different categories of answers as well as a slightly wider gap in percentages to the different categories of answers. As in the narrative texts, the highest percentage of answers to these expository questions were also of the text explicit category followed by the text implicit type. The PMR English Language scores did not seem to be indicative of students’ ability in answering this kind of question as most of the students from the A, B and C scoring groups were able to give text explicit answers to the questions. With regard to the other three questions in the expository texts, again there are no explicit indications of students’ ability in
answering these questions as contrasted by answers to the narrative questions. Question 2 in the first expository saw B scorers, 64.3% being better able to utilise text implicit kind of answers as compared to the A scorers, 45.5% and C scorers, 45.5% with more of the latter, another 45.5% giving irrelevant or incomplete answers to questions. For this question at least, students’ PMR English Language scores do not indicate that more proficient students are able to infer than the other students. However, the less proficient students, of the C scorers, 45.5% of them gave irrelevant or incomplete answers to the question which is a fairly high percentage which seemed to correspond to their English Language proficiency level as indicated by their examination results.

Question 1 of Expository 2 saw two students using text script implicit type of answers including one each of the A and B scorers making up 9.1% and 7.1% respectively doing so but none of the C scorers gave this type of answers. This seems to indicate that a small number of the more proficient students are more critical and creative in their answering of the questions. They appeared to use some schemata knowledge as well as to infer from the information they read to arrive at their answers.

As for Question 2 in the second expository, all the A, B and C scorers’ answers fall into three categories: the text explicit, text implicit and the irrelevant or incomplete types. The percentages seem to indicate that the A and B scorers are better at answering this type of questions than the C scorers. A and B scorers accounted for 81.8% and 64.3% respectively compared to 36.4% of the C scorers in giving text implicit type of answers. More of the C scorers, 63.6% of the answers fall into the irrelevant or incomplete
category with only 9.1% of the A scorers' and 21.4% of the B scorers' answers falling into this category. The data for both the expository texts thus shows that more proficient scorers perform better in some questions, especially those that require higher inferring skills whilst questions that require explicit information show that the range of difference between all the different scorers does not vary too greatly.

4.5 Analysis of answers to inferential comprehension questions.

<table>
<thead>
<tr>
<th>Answer types</th>
<th>TE</th>
<th>TI</th>
<th>TSI</th>
<th>Irrelevant/Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Text Types</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
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<tr>
<td>%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27.3</td>
</tr>
<tr>
<td>Q4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>27.3</td>
<td>42.9</td>
<td>27.3</td>
<td>0</td>
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<tr>
<td>Narrative 2</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>-</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
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<td>%</td>
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<td>28.6</td>
<td>27.3</td>
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<tr>
<td>Q4</td>
<td>-</td>
<td>-</td>
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<td>4</td>
</tr>
<tr>
<td>%</td>
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<td>0</td>
<td>0</td>
<td>36.4</td>
</tr>
<tr>
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</tr>
<tr>
<td>Q3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
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<tr>
<td>%</td>
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<td>0</td>
<td>0</td>
<td>9.1</td>
</tr>
<tr>
<td>Q5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expository 2</td>
<td></td>
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</tr>
<tr>
<td>Q3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
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</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>= 19</td>
<td>= 47</td>
<td>= 99</td>
<td>= 87</td>
</tr>
</tbody>
</table>

Total number of inferential level answers = 252

Table 6 Number of TE, TI, TSI & IR answers to Inferential Comprehension Questions

55
Question 3 of Narrative 1 was ‘Who do you think the old woman was? Give your reason/s to support your answer’. This was an inferential comprehension question on inferring sequence. The data in Table 6 shows that none of the students from the A, B and C scoring categories gave irrelevant answers to this question. Meanwhile three or 27.3% of the A scorers answered this question by extracting information from the text and weaving them together into a logical explanation. Nine B scorers amounting to 64.3% and four or 36.4% of the C scorers answered in the same way, that is, giving text implicit answers. Examples of such questions could be seen below:

Student No. 4 – The owner of the house. The old woman was there when they arrived.

Student No. 19 – The old woman is the house owner. Ariff thank the old woman because providing them with shelter for the night.

Student No. 28 – The house owner because the old pale-looking woman welcome Ariff.

This question also saw eight A scorers amounting to 72.7% gave text script implicit answers whereby the answers given came from the students’ interpretation of the text and their schemata knowledge or observation of such situations around them. As for the B scorers 35.7% numbering five of them and seven of the C scorers making up 63.6% answered the question by giving text script implicit answers as could be seen in the examples below:

Student No. 5 – The old woman was a ghost because nobody lived there for long time and Ariff saw he in the dark room and disappeared just like that without saying anything.

Student No. 14 – The old woman was a ghost. It is because the woman is pale-looking and Ariff was get trouble and disturbed when Ariff sleeping.
Student No. 26 – Ghost. Because the house its look likes nobody seemed to have lived there for a long time. So how can old woman live there. The old woman didn’t say anything to Ariff and his friend.

Another inferential question which dealt with inferring sequence was found in Question No. 4 of Narrative 1. The question was ‘State the reason/s why Ariff was afraid to go near the window.’ With reference to Table 6, it could be seen that three categories of answers were given by the students including text explicit, text script implicit and irrelevant answers. Two A scorers amounting to 18.2% gave irrelevant answers to this question. As for B and C scorers, four students comprising of 28.6% and 36.4% respectively gave answers which were irrelevant to the requirement of the question as could be seen from the examples below:

Student No. 3 – Because he heard somebody is near the window.

Student No. 13 – Ariff was afraid to go near the window because he felt something was going wrong in the room and he think that there was someone else in the room.

Student No. 30 – Because in that window has ghost like old woman.

These answers could not be seen as relevant because if there was somebody in the room, surely he would want to get out of it. It was also not the sound of somebody being near the window that caused Ariff to be afraid to go near the window.

For text explicit answers, three students from the A scoring category making up 27.3% gave this kind of answer, followed by six of the B scorers which amounted to 42.9% and three or 27.3% of the C scorers answered by giving this kind of answer. The
students could be seen to have extracted the information to answer the question directly from within the text to answer this question as could be seen in the following examples:

Student No. 2 – Because the window was open and close by itself.

Student No. 16 – Because a sudden horror ran through him and he decided not to shut the window.

Student No. 27 – Ariff afraid to go near the window because he hear the windows was thrown open once more.

Six of the A scorers accounting for 54.5% answered the question by giving text script implicit answers while four each of the B and C scorers comprising 28.6% and 36.4% respectively also gave text implicit answers. Some of the examples could be seen below:

Student No. 1 – He was afraid that there might be somebody or something at the window trying to frighten him.

Student No. 18 – Because Ariff frightened that he will meet a ghost near the window.

Student No. 34 – He afraid ghost outside the window.

These examples indicated that the students made use of their schemata knowledge together with their interpretation of the information from the text in order to arrive at the answer to the question.

The next inferential comprehension question was found in question 3 of Narrative 2. This was an inferential question on inferring supporting details. The question was ‘Do you think both Vargas and the Indian were aware of Al’s problem before the writer arrived? Give your reason/s for saying this’. With reference to Table 6, it could be
seen that answers to this question covered three categories including those that were
irrelevant to the question, the text explicit and text implicit types. Table 6 also showed
that A scorers numbering seven of them or amounting to 63.6% and four B
and C scorers comprising 28.6% and 36.4% respectively gave irrelevant answers to this
question. This could be seen in the following examples:

Student No. 4 – No, because they still sleeping when the writer arrived.

Student No. 21 – No, because they are still talking and realise Al’s still sleeping.

Student No. 27 – No, because Vargas and the Indian will sleep.

As for text explicit type of answers, none of the A scorers’ answers fell into this
category of answers. However four of the B scorers which comprised of 28.6% and
three or 27.3% of the C scorers had an answer that was text explicit which meant that
these students depended on the information given directly in a particular part of the
text and extracted them directly to answer this question as could be seen in the
examples below:

Student No. 18 – No, because Vargas and the Indian were talking while Al was still sleeping.

Student No. 33 – No. Because they were talking while Al was still sleeping.

Text implicit type of answers were seen in the answers of four A scorers making up
36.4% followed by six B scorers comprising of 42.8% and four C scorers amounting to
36.4%. The answers could be seen in the following examples:

Student No. 5 – They did not know Al’s problem. They thought that Al was asleep.

Student No. 24 – No, because they thought Al was sleeping.
Student No. 31 – No, because they think that Al’s still sleeping.

These students demonstrated that they were able to weave together information found in the text to give a text implicit answer to the question and not by merely extracting information that was directly found in the text.

Another question on inferential comprehension was found in Question 4 of Narrative 2. The question ‘Compare the snake’s reaction to the smoke from the fire and to direct sunlight’ was an inferential question on comparison. Seven of the irrelevant or incomplete answers as seen in Table 6 came from the A scorers amounting to 63.6% while nine or 64.3% of the B scorers and seven comprising of 63.6% of the C scorers’ answers were irrelevant or incomplete as could be seen in the examples below:

Student No. 8 – The snake drive out from the fire while the sunlight will kill them.

Student No. 22 – The smoke of cigarette and blowing the smoke out of his mouth. The snake stirred and began to move.

Student No. 30 – The smoke from the fire make the snake stirred and lay still again.

Student No. 8’s answer was irrelevant because the snake was not driven out by fire but by direct exposure to sunlight. However, most of these students’ answers were incomplete rather than blatantly irrelevant because they either mentioned the snake’s reaction to smoke or to sunlight but did not do a comparison of both as was required by the question.

As for text implicit answers, four A scorers or 36.4% of their answers fell into this category with five comprising 35.7% of the B scorers’ answers and 36.4% or four C scorers falling into this category. These students demonstrated the skill of searching
and synthesizing information together to answer the question which could be seen in the following examples:

_Student No. 1_ – *Smoke does not drive the snake out but direct sunlight does.*

_Student No. 17_ – *When the smoke was there, the snake stirred until the smoke was gone. But when the snake was directed to sunlight, it began to move.*

_Student No. 33_ – *The snakes’ reaction to the smoke from the fire is the smoke from the fire is the snake stirred at them and the snake still lay again but to direct sunlight, the snake begin to move and the snake crawled out of the bag.*

Unlike Narratives 1 and 2, the inferential comprehension questions in Expository 1 were found in Questions 3 and 5. Question 3 was an inferential question on supporting details and the question was ‘*How does the writer feel towards young people taking drugs?*’. The data from Table 5 indicated that there were three types of answers gathered for this question which included irrelevant answers, text implicit answers and text script implicit answers.

For this question, eight A scorers comprising 72.7% followed by seven or 50.0% of the B scorers and nine or 81.8% of the C scorers gave irrelevant answers to the question. Instead of answering about the author’s feelings from the tone in the text, these students lifted incorrectly from various parts of the text to answer the question. This could be seen from the examples given below:

_Student No. 4_ – *He has blocked his search for maturity and has not been given assurance that he belongs to the scheme of things.*
Student No. 16 – The people would not have done so in the first place. Drug abuse endanger the life of the user, it also place society at large in jeopardy.

Student No. 32 – Very dangerous.

Another type of answers given were the text implicit answers. Only one A scorer accounting for 9.1% and none of the B and C scorers respectively giving this type of answer. The following example indicated this:

Student No. 8 – The writer feel they taking drugs because they don’t know the dangers involved.

As for text script implicit answers, A scorers numbered two or making up 18.2%. On the other hand, the number of B scorers who gave this type of answers was more than triple that of either the A or C scorers. The number of B scorers who answered in this way amounted to seven of them making up 50% while for the C scorers, the number of such type of answers was similar to those of the A scorers which was two or 18.2%. These students seemed to be able to read beyond the lines to grasp the feeling of the author from the written text. The following examples gave indication of this type of answers:

Student No. 5 – Sad, worried and sympathy.

Student No. 20 – Sad, because the young people is leader for the next generations.

Student No. 35 – The writer feel disappointment because young people taking drugs but they still young and must think their future.
Cause and effect inference was the comprehension skill dealt with in Question 5 of Expository 1. The question was *Why are most drug addicts not willing to get help to overcome this habit?* This question elicited three types of answers which were the irrelevant inclusive of incomplete type, the text implicit type and the text script implicit type. None of the A scorers' answers were of the irrelevant type. However the number of B and C scorers' answers which were of the irrelevant or incomplete type accounted for six and three or 42.9% and 27.3% respectively. The answers they gave were lifted incorrectly from the text. Besides, the answer to this question could not be found directly in the text. It was implied from the tone of the writer. Students should have either inferred from what the text implied or used their own schemata knowledge and their understanding of the text to get their answer. Examples of irrelevant answers included below are:

*Student No. 22 – Because within a self that is deluded and deceived by drugs.*

*Student No. 25 – Because people are ...... ......*

The example indicated that student No. 25 gave an incomplete answer to the question.

None of the A and C scorers' answers fell into the text implicit category of answers. Meanwhile, only two or 14.3% of the B scorers gave text implicit answers to this question, as could be seen in the following examples:

*Student No. 16 – The young person has failed to find in their family the degree of understanding he has expected.*

*Student No. 19 – Unsatisfying family life at some state in his life. The person has failed to find in his family the degree of understanding he has expected blocked his search for maturity and has not been given*
assurance that he belongs in the scheme of things.

The majority of the students gave text script implicit answers meaning that they had probably related their thinking skills and schemata knowledge to the interpretation in the text. A total of eleven A scorers comprising 100% gave this type of answer to the question whereby the answer to the question was not found directly in the text. Students could infer from the reading of the entire text and their knowledge about drug addiction to answer this question. B scorers accounted for 42.9% or numbering six students and the C scorers had eight students or 72.7% answering in this way. Below are some of the examples of such answers:

*Student No. 5*  — *Because of fear and shame and maybe drugs more comfortable and gives them happiness which they don’t want to lose.*

*Student No. 21*  — *It’s because their family cannot accept them. So most of the drug addict feel sad and no ways to stay. To settle their problem, they join their old friends who are drug addicts.*

*Student No. 34*  — *Because they think people can’t help them and maybe people look them like enemy.*

Question 3 in Expository 2 was about inferring comparison. The question was *‘Which group of people do you think are more easily impressed with status symbol objects — men or women? What are your reasons for saying this?’* Three types of answers could be discerned which included irrelevant answers, text implicit and text script implicit answers. Two students or 18.2% of the A scorers gave irrelevant answers followed by one of the B scorers amounting to 7.1% and three or 9.1% of the C scorers.
Some of examples of this type of answer include:

Student No. 9  – Yes, because a successful person is affordable to buy lots of things.

Student No. 23 – Men because the men can do all thing to protect the women.

Student No. 31 – Men because men have a job.

The answers did not reflect the requirements of the question where students were required to give logically acceptable reasons to explain their choice.

As for text implicit type of answers, only one B scorer amounting to 7.1% gave a text implicit answer to this question. The answer from Student No. 20 was ‘Men because it is owning the symbols of status which gives an aura of success and it shows a rich people’. The rest of the students gave text script implicit answers to this question. This kind of answer required the reader to synthesize ideas from their own schemata knowledge and from information within the text to arrive at a logical response. Nine of the A scorers amounting to 81.8% gave text script implicit answers to this question followed by twelve or 85.7% of the B scorers and eight of the C scorers comprising 72.7% answered the question with this type of answers as could be seen in the following examples:

Student No. 5  – Women – women are considered with status symbol objects, because they always hope to get the best thing which can give them a good, happy and comfortable life.

Student No.15 – Men to tackle women and to show their rich.

Student No. 24 – Women because they are easily attract with status symbol like house, car and other things and they always hope to get the best things.

These students’ answers indicated that they understood the question and were able to
not only name the group of people they considered were more impressed with status symbols but also gave logical reasons as to why they said so.

![Bar chart showing percentage of TE, TI, TSI, and IR answers.]

**Figure 2** Total % of TE, TI, TSI & IR answers for inferential comprehension questions.

Most of the answers for the inferential comprehension questions fell under the text script implicit category of answers with 39.3% followed by irrelevant with 34.5%, text implicit with 18.7% and text explicit answers with 7.5% (Refer to Figure 2). The data from Table 6 shows that Question 3 of Narrative 2 elicited answers of the text explicit, text implicit and irrelevant or incomplete types. For Question 3 of Narrative 1, it was noted that B scorers seemed to give more text implicit kind of answers, 64.3% compared to A and C scorers with only 27.3% and 36.4% respectively. However, both the A and C groups gave more text script implicit type of answers accounting for 72.7% and 63.6% respectively while for Question 4 of Narrative 1, of the three groups, the B scorers gave the highest percentage, 42.9% of text explicit kind of answers as compared to 27.3% for the A and C scorers respectively. Nonetheless, the highest percentage of irrelevant answers for this question came from the C scorers amounting to 36.4% compared to 28.6% from the B scorers and 18.2% from the A scorers. None of the A scorers' answers are from this category of answers. However the A scorers accounted for the highest percentage 54.5% of text script implicit answers for this
question in comparison to 28.6% and 36.4% from the B and C scorers respectively. As for both Questions 3 and 4 of Narrative 2, none of the answers given for these two questions as from the text script implicit category of answers.

For Narrative 1, A scorers accounted for the highest percentage of 72.7% of text script implicit answers to Question 3 and 54.5% of text script implicit answers to Question 4 in comparison to the B and C scorers. This seemed to imply that the more proficient A scorers were better able to give this kind of answers as compared to the other two scoring groups.

Questions 3 and 4 of Narrative Two, however, saw more B scorers giving text implicit answers to the questions than A and C scorers. For these questions the B scorers performed better with than the other two groups of scorers. Question 5 of Expository 1 saw more C than B scorers giving text script implicit kind of answers while the B scorers performed better with 50.0% giving this kind of answers to Question 3. This seemed to imply that lower proficiency level did not inhibit the students' ability to give text script implicit kind of answers. The highest percentage of text script implicit answers to Question 3 of Expository 2 was given by the B scoring group with 85.7% followed by 81.8% and 72.7% respectively by the A and C scoring groups. Thus, it cannot be concluded that only proficient students are more able to give text implicit answers to expository texts as compared to the less proficient students in the B and C groups.
### Table 7: Number of TE, TI, TSI & IR answers to evaluative Comprehension Questions

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<th>TE C</th>
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<th>TI B</th>
<th>TI C</th>
<th>TSI A</th>
<th>TSI B</th>
<th>TSI C</th>
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<th>Irrelevant/Incomplete B</th>
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Total number of evaluative level answers = 252

In Narrative 1, the evaluative question on judgement of reality or fantasy was asked in Question 5. The question was *Do you agree that the house was haunted? Why were the others not disturbed?* With reference to Table 7, three categories of answers are gathered regarding Question 5. The categories concerned were text implicit, text script implicit as well as irrelevant types of answers.
Table 7 shows that two of the A scorers making up 18.2% gave irrelevant or incomplete answers to this question followed by two or 14.3% of the B scorers and three or 27.3% of the C scorers. Some examples of such answers could be seen below:

*Student No. 14 – No, because may be Ariff looks like the old woman son or other person.*

(The answer was irrelevant because the student seemed to treat the question as two separate questions. This could be seen when the first part of the answer seemed to contradict the second part. The student answered the first part in the negative yet gave the reason as *'because may be Ariff looks like the old woman's son'.*)

*Student No. 17 – No, because it is only Ariff’s dreaming.*

*Student No. 28 – Because other sleep in verandah.*

Student No. 17’s answer was not true because Ariff was not dreaming and Student No. 28’s answer was only partly completed without answering the first part of the question.

As for text implicit answers, the A scorers accounted for 54.5% or numbering six students. The number of B scorers who gave this type of answers was twelve or 85.7% while eight C scorers amounting to 72.7% answered the question using text implicit type of answers. Students who answered the question with this type of answers actually based their answers inferred from the information gathered from their reading of the text. This could be seen from the examples below:

*Student No. 5 – Yes, because the other did not sleep in the room except Ariff.*

*Student No. 23 – Agree because the others were sound sleep because they were tired.*

*Student No. 27 – Yes. The other not disturbed because the others will sleep in the*
group but Ariff is sleep own in the room.

The third category of answers given were of the text script implicit type of answers. Students who answered this way combined their reading of the text and their schemata knowledge of such situation to arrive at their answers. Only three A scorers accounting 27.3% gave this type of answers as could be seen from the following examples:

Student No. 3 – Yes, because maybe that woman had killed in the room so that she only disturbed Ariff.

Student No. 10 – No, I think the room was the only place that haunted because the others were not disturbed by the ghost.

Student No. 17 – No, because it is only Ariff’s dreaming.

Similar to Narrative 1, the fifth question in Narrative 2 was also a question of worth or desirability. The question was ‘Would you like to have the writer as your leader in such a situation? Why?’. This type of question was part of the higher level of comprehension in Barrett’s Taxonomy of Reading Comprehension. Table 7 indicated that only two types of answers were given by the students which were those of the irrelevant and the text script implicit types of answers.

The questions required students to make a choice and to justify their choice. Three B scorers or 21.4% and six or 54.5% of the C scorers gave irrelevant answers to this question which had no directly correct or wrong answers. The answers were seen as irrelevant because the students did not focus on the requirement of the question but instead diverted from it as could be seen in the following examples:
Student No. 12 – Yes, because I like to help other people to settle the big problem and save their lives.

Student No. 29 – I must to responsible to my friends and do the best work.

Student No. 32 – I like it because can give the information for all people.

Most of the other students were able to answer this question appropriately by basing their knowledge of the text and their ability to reason. All the eleven or 100% of the A scorers followed by eleven or 78.6% of the B scorers and five C scorers amounting to 45.5% gave text script implicit answers to this question. The examples of such answers are given below:

Student No. 3 – Yes, because he can think perfectly whether in an emergency case.

Student No. 13 – I think I would not like the writer to be my leader because the writer were hot temper person and cannot think properly when something happened.

Student No. 22 – Yes, because he was a responsible man and tried to solve problem.

Student No. 13 gave a negative response probably because he felt that from his perspective, the writer was not his idea of a good leader. This was acceptable because the student was able to give a logical reasoning to his choice. It seemed to indicate that this student was able to give a different viewpoint as his answer to this question.

Question 4 in Expository Text 1 was an evaluation level question on judgement of adequacy or validity. The question was ‘Do you think those who take drugs to escape from life’s problem are merely irresponsible or are they insecure people? Why do you say so?’. As could be seen from Table 7, only two types of answers were given by
the students for this question including the irrelevant, incomplete or no answer type and the text script implicit type of answers because the student seemed to have drawn on their schemata knowledge regarding the subject of drugs as well as their understanding of the text read.

Referring to Table 7 again, it could be seen that students who gave irrelevant or incomplete as well as giving no answers to this question numbered three or amounted to 27.3% of the A scorers as well as six B scorers which made up 42.9% and seven comprising 63.6% of the C scorers gave this type of answer. A closer scrutiny of answers in this category showed that some of these answers were irrelevant because the students did not indicate whether they thought of drug addicts as irresponsible or insecure persons before giving their reasons. Therefore, although the reasons given might be appropriate but joined together to the first part of the question, they could not be considered relevant as could be seen from these examples:

Student No. 2 – Yes, they will steal to get some money to buy some drugs.

Student No. 22 – Yes, because their life are not happy and pressure from family problems.

(The answer in the affirmative was not indicative of whether the reason was to explain that the drug addict was insecure or irresponsible for doing what he did. Besides, the answer seemed to show that either the students did not understand the requirement of the question or they had answered carelessly without giving enough attention to the question.) Other examples of irrelevant answers were:

Student No. 15 – Those who take drugs are to escape from life's problem because they want to forget about his/her problems.
(This answer actually explained why the person took drugs which was not what was
asked in the question.)

_Student No. 31 – I think taking drugs are insecure people because they...._

(The answer given by this student was incomplete.)

Meanwhile, eight A and B scorers accounting for 72.7% and 57.1% respectively and
four C scorers comprising 36.4% gave text script implicit answers to this question
based on their interpretation of the text and not just by merely extracting the relevant
part from the text as the following examples indicated:

_Student No. 7 – They are merely irresponsible because they don’t want to face the
  truth and try to avoid facing it._

_Student No. 21 – They are insecure people. It’s because many of the drug addicts
  people are come from family problems, money problems and
  something else._

_Student No. 33 – Merely irresponsible. Because when they take a drug they have
  forgotten all his problems and never think the problem again than.
  make the problem became a big problem._

The final question in the first expository text was ‘_Would it be possible to remove the
problem of drug addiction in our society?_’. This question on the evaluative level dealt
with the judgement of worth, desirability or acceptability. From the data presented in
Table 7, it could be seen that three A scorers making up 27.3%, followed by six B and
C scorers comprising 42.9% and 54.5% respectively answered this question by giving
irrelevant answers as could be seen in the following examples:
Student No. 8 – Yes, because it to cure the drug addict from taking drugs.

Student No. 15 – Yes. This is our problem. They young people is our next generation.

Student No. 30 – Yes, possible. Why not? The drugs addicts will rob your house and he go to buy a drug.

Many of these students might have misunderstood the question. Instead of whether it is possible to remove the problem of drug addiction and why it is so, they dwelt on the need to remove drug addiction.

On the other hand, some of the students inclusive of those from A, B and C scorers gave text script implicit answers to this question. A and B scorers who answered the question in this way numbered eight each amounting to 72.7% and 57.1% respectively. As for the C scorers, only five or 45.5% gave this kind of answer to the question. Examples of such answers are seen in the following answers:

Student No. 6 – Yes, it is possible. The drug addiction can be removed if the government and society always help the drug addict. They give what they (drug addicts) need such as love, care and hear their problems.

Student No. 21 – Not possible. Because the seller of the drugs always want to get more money by selling the drugs. They not care about the law and break the rule.

Student No. 34 – Yes, because if all people together remove the problem like give moral attitude to their children.

These students seemed to be able to combine the knowledge they already had with the
information given in the text before arriving at their answer.

Question 4 of Expository Text 2 dealt with another higher level comprehension question which was about evaluation of adequacy or validity of the statement. The question was "A person's success is judged by the number of symbols of success he owns. Do you agree? Give your reason/s". Referring to Table 7 once again, two types of answers were gathered including irrelevant and text script implicit answers. The table showed that none of the A scorers gave irrelevant answers while three B scorers or 21.4% answered this question with irrelevant or incomplete answers followed by four comprising 36.4% of the C scorers doing so. This could be seen in the examples below:

**Student No. 14** - No, because the luck not have at number of symbols of status he owns but it was judged by God.

**Student No. 26** - No, because they want to secret.....

**Student No. 25** - No, because I think a person's success it.

As for text script implicit answers, all the eleven or 100% of the A scorers' answers fell into this category. Eleven B scorers accounting for 78.6% followed by seven or 63.6% of the C scorers answered the question with text script implicit type of answers. These students were able to utilise their prior or schemata knowledge regarding status symbols and the information they had gathered from their reading of the text to answer this question. The examples below demonstrate this:

**Student No. 4** - Yes. People will look up to the persons who has many numbers of symbols of status he owns.
Student No. 19 – Agree and disagree. Sometime proof of success is judged by their property but sometime their success is judged by their kind heart and good personality.

Student No. 35 – Agree. Because many people will see this thing seriously. People will not see people poor and not symbols of status.

These answers seemed to indicate that the above students were able to answer this kind of higher level comprehension question.

The next evaluative question regarding worth or desirability for this expository text was ‘Do you consider things such as handphones and credit cards as symbols of one’s status or as something necessary in today’s life? Why?’. Many of the students just gave a ‘Yes’ or ‘No’ answer but did not elaborate whether handphones and credit cards are considered ‘status symbols’ or ‘something necessary’. They gave such kinds of answers because of the fact that the question began with ‘Do you...’ and they thought the answer merely require an affirmative or negative answer without elaborating whether these things were seen as ‘status symbols’ or ‘necessities’. They were then required to give reasons as to why they considered these things as necessities or status symbols. Although the reasons accompanying these answers were logical, the answers were not relevant because they did not correspond with the first part of the question which was incomplete. Two A scorers comprising 18.2% gave this kind of answers, followed by nine each from the B and C scorers accounting for 64.3% and 81.8% respectively. The examples could be seen in these answers:

Student No. 2 – Yes, because it will help us count we are in emergency.

Student No. 17 – No, because there are so many people using those things.
Student No. 26 – Yes because today we have a lot of skills to learn a technology and we are going to the new millennium.

At the same time, a total of fifteen students comprising nine or 91.8% of the A scorers, five or 35.7% of the B scorers and two or 18.2% of the C scorers gave text script implicit kind of answers. These students had utilised their schemata knowledge and information from the text to arrive at the answers as could be seen from the examples below:

Student No. 9 – It is something necessary in today’s life because our country is developing and thing such as handphones and credit cards is used for emergencies to communicate and to use money.

Student No. 15 – Handphones are something necessary in today’s life, it make the communication faster but credit cards only as symbols of one’s because if we have money, why must we get something with credit?

Student No. 34 – Handphones and credit cards for status only because they think that thing can make them look rich.

This type of answers seemed to indicate that students had given thought to the question and based on what they knew or observed about handphones and credit cards were able to rationalise as to why they considered whether handphones or credit cards were considered as status symbols or a necessity.

The final question that was asked in Expository 2 was another evaluative level question based on Barrett’s Taxonomy. This question again dealt with the judgement of worth and desirability. The question was ‘What do you think of advertisements?’ As in the
previous question, two types of answers were given by the students and as usual, some students’ answers to this question were irrelevant. None of the A scorers’ answers were of this type while three B scorers amounting to 21.4% and four or 36.4% of the scorers’ answers were of this type. Examples of such answers include:

*Student No. 15 – The original aim of advertisement is to show/promote something but nowadays, the advertisements make us….*

*Student No. 29 – Advertisements have exploited this innate desire of people.*

With yet another reference to Table 7, it could be seen that all eleven or 100% of the A scorers gave text script implicit answers to this question. As for B scorers, the number who did so was eleven or 78.6% while C scorers numbered seven or 63.6%. This type of answers was evidenced in the following examples:

*Student No. 5 – Advertisement gives details, information, news and perform a product to people. This can help people to choose a product that they like, but sometime it just show the duplicate and cheated people.*

*Student No. 21 – Many of advertisements used a woman to promote their products, however a women are not good to use the product, for example, smoke advertisement. Advertisement always exploit women.*

*Student No. 35 – I think this advertisement show about attitude of people today. They want status symbol on their life. But some people not rich but more style and want people proud for them.*

From the examples given above, it could be seen that these students were able to draw on their prior knowledge regarding the issue of advertisements and thus were able to make an observation regarding this issue.
In all the texts irrespective of narrative or expository, none of the three scoring groups gave text explicit type of answers to these kinds of questions (Refer to Figure 3). However, text script implicit answer category amounted to 57.9%, followed by irrelevant answers with 31.7% and text implicit answers with 10.3%. The types of answers given can be seen in Questions 5 of both Narratives 1 and 2 as well as Questions 4 and 6 of Expository 1 and Questions 4, 5 and 6 of Expository 2. Even text implicit answers are not generally used by the students except for Question 5 of Narrative 1. For this question, the highest percentage of text implicit answers was from the B scoring group of students with 85.7%, followed by 72.7% of the C scorers and 54.5% of the A scorers. As for text script implicit type of answers, the highest percentage came from the A scorers with 27.3% providing this type of answers to the question. None of the B and C scorers with none 0% of them offering this type of answers. Nevertheless, for irrelevant or incomplete answers the lowest percentage came from students from the B scorers with 14.3%, followed by A scorers with 18.2% and C scorers with 27.3%. 
This result seemed to show that although A scorers gave more text script implicit type of answers with 27.3% of them doing so in comparison to 0% of the B and C scorers. Thus, in this instance A scorers were better than the B and C scorers in giving text script implicit answers which can be indicative of the fact that they were more able to draw on their schemata knowledge and weave it together with text inferencing skills to answer the question.

The remaining six questions including Questions 5 (Narrative 2), 4 and 6 (Expository 1) and 4, 5 and 6 (Expository 2) all showed that the A scorers were more able to provide text script implicit type of answers which required thinking and schemata knowledge skills to answer. An example could be seen in Question 4 of Expository 1 where A scorers accounted for 72.7% as compared to 57.1% from the B scorers and 36.4% from the C scorers. Thus, the overall results showed that A scorers, however, generally performed better than the other two groups in giving text script type of answers to evaluative level comprehension question.
4.7 Analysis of answers to appreciative comprehension questions.

<table>
<thead>
<tr>
<th>Answer types</th>
<th>TE</th>
<th>TI</th>
<th>TSI</th>
<th>Irrelevant/Incomplete</th>
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<td>A</td>
<td>B</td>
<td>C</td>
<td>A</td>
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<td>6</td>
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<tr>
<td>Narrative 2</td>
<td>Q</td>
<td>6</td>
<td>%</td>
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<td>3</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 8 Data for analysing appreciative Comprehension Questions

Table 8 shows the data for appreciative comprehension which is another higher level comprehension question based on Barrett’s Taxonomy of Reading Comprehension. Question 6 in Narrative dealt with appreciation on identification with characters or incidents. The question was ‘What would you have done if you were Aliff?’. The data gathered showed that two types of answers were found, namely, the text explicit and text script implicit answers. No irrelevant or incomplete type of answers were given by all the three groups of scorers.

For text explicit answers, the students extracted the answers to the questions directly from information given or found in the text. The Table above indicates that one or 9.1% of the A scorers gave this kind of answer while the number of B scorers numbered three or 21.4% followed by another three C scorers amounting to 27.3% as
could be seen from the following examples:

*Student No. 17* – *I’ll do the same as he has done.*

*Student No. 27* – *I’ll sleep with the other people in the verandah.*

On the other hand, text script implicit answers required the students to make use of both the information found in the text and their own schemata knowledge to arrive at an answers. This type of answer saw ten A scorers amounting to 90.9% doing so followed by eleven or 78.6% of the B scorers and eight C scorers making up 72.7% answering with such type of answers as are evident in the examples below:

*Student No. 7* – *Forget about the noises that I heard and try to think something funny and make myself tired and go to sleep.*

*Student No. 13* – *If I were Aliff I think I rather closed the windows and if something going wrong in the room I will find out what is it caused by. If there were a ghost I will try to kill it.*

*Student No. 36* – *I want to stay at the house and I want to know story or mystery of the house.*

The final appreciative question was question 6 in Narrative 2. This was an appreciative question on identification with characters or incidents. The question was *‘How would you feel and what would you do if you were in Al’s place?’*. Two categories of answers could be seen from the data in Table 8 including the irrelevant ones as well as the text script implicit answers. The Table shows that one comprising 9.1% of the A scorers’ answers were of the irrelevant type. This was followed by four B and three C scorers amounting to 28.6% and 27.3% respectively who gave irrelevant answers to this
question as could be seen from the examples below:

*Student No. 7 – Will very scared.*

*Student No. 18 – I run home because I very happy.*

*Student No. 30 – I feel so happy because I am very happy and the father of happy.*

Meanwhile Table 8 also shows that ten or 90.9% of the A scorers answered this question with text script implicit kind of answers which was followed by 71.4% or ten B scorers and eight or 72.7% C scorers. The following examples are indicative of such type of answers:

*Student No. 11 – I will stay calm and wait until someone help.*

*Student No. 15 – I feel very scared. I will do what Al has done and I’ll pray to God for the snake do not bit me.*

*Student No. 34 – I am very scared. I just prayed to God to save my life and hope the snake can go away. I also do what Al did.*

![Figure 4: Total % of TE, TI, TSI & IR answers for appreciative comprehension questions](image)

Figure 4 shows that for appreciative level comprehension questions, most of the answers were from the text script implicit type accounting for 79.2%, where students had to draw on their schemata knowledge to find answers to the questions. This was
followed by 11.1% of irrelevant answer type and 9.7% of text explicit type. None of the answers, however, were from the text implicit category. The data from Table 8 shows that for appreciative level type of questions, especially for Question 6 of Narrative 1, the C scorers accounted for the highest percentage 27.3% of text explicit type of answers. The lowest percentage was found among the A scorers, only 9.1% while the next highest group is the B scorers with 21.4%. However for text script implicit type of answers where students had to use some of their schemata knowledge, the lowest percentage was achieved by the C scorers with 72.7%, followed by 78.6% by the B scorers and the highest percentage was by the A scorers with 90.9%. This result seemed to suggest that proficient students were more capable of giving text script implicit type of answers than the other two groups of students. None of the students, however, gave irrelevant or incomplete answers which meant that they were able to reason logically and creatively to a certain extent.

In Narrative 2, for question 6 also none of the A, B or C scoring groups’ answers fall into the text explicit or text implicit types of answers. Their answers all fell into either the text script implicit or irrelevant or incomplete categories. Again, as for Narrative 1, the A scoring group had the highest percentage of 90.9% in the text script type of answers in comparison to the B and C scorers with 71.4% and 72.7% respectively. The C scorers recorded a higher percentage in this category of answers than the B scorers. The A scorers’ percentage for this category of answers was only 9.1% which was the lowest among the three scoring groups while the B scorers recorded 28.6%. The results once again seemed to show that A scorers perform better in providing text script type of answers in comparison with the other
groups. However, none of the groups gave any text explicit or implicit kind of answers which seemed to demonstrate that the students did not rely purely on just textual information to arrive at their answers when the questions required them to do otherwise. Generally, they seemed to employ schemata knowledge to answer whenever the questions demanded that they do so.

4.8 Conclusion

The analysis of answer types to literal questions indicated that generally most of the A, B and C scoring students were able to accurately extract information from the given texts to answer the questions. This was also true of inferential comprehension questions where the difference in the number of irrelevant answers found between all the three groups of students in dealing with this type of question was minimal. The difference between the A and B scorers was 5.7% and A and C scorers 4.6%. However, this cannot be said of evaluative and appreciative type of comprehension questions. As for the evaluative level questions, the A scorers seemed to be slightly more skilled in utilising their schemata knowledge and their understanding of the texts to answer the questions with 41.8% of them giving text script implicit answers compared to B or C scorers with 36.9% and 21.2% respectively. For the appreciative level questions, the B scorers seemed better at giving text script implicit answers with 36.8% followed closely by A scorers with 35.1% in comparison to the C scorers. However, overall the A scorer group had less irrelevant answers, only 12.5% compared to 50.0% of the B scorers and 37.5% of the C scorers. On the other hand, the C scorers had the least number of text script implicit kind of answers and overall for higher level
kinds of comprehension questions, namely evaluative and appreciative level questions, the C scorers seemed to be the weakest group in answering them.