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## APPENDICES

### APPENDIX A: Questionnaire (English Version)

#### Questionnaire (English Version)

The questionnaire consists of three sections.

Section One aims to get respondents' educational details.

Section Two aims to obtain respondents' perceptions towards their problems in speaking English.

Section Three aims to elicit students' strategies to improve and communicate in spoken English.

Your identity will be anonymous and your confidentiality will be protected.

**NOTE: You may complete this questionnaire in the English version OR the Malay version.**

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#### **Section One: Students' Educational Details**

Contact number (optional): \_\_\_\_\_

E-mail (optional): \_\_\_\_\_

Faculty: \_\_\_\_\_

Study major/ programme:

\_\_\_\_\_

The core courses in my programme are taught in (you may tick more than one):

- A. English language
- B. Malay language
- C. Mandarin language
- D. Tamil language
- E. Others (Please specify: \_\_\_\_\_)



## APPENDIX A (continued)

### Section Two: Students' Perceptions towards Their Problems in Speaking English

Please read each statement and tick the response that best applies to you using the following scale:

5- Strongly agree

4- Agree

3- Not sure

2- Disagree

1- Strongly disagree

<b>Language-Related Problems</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Lexical	1. I don't have enough vocabulary to use English effectively.					
	2. I don't know how to use English words appropriately.					
Syntactic	3. My knowledge of language structure in English is not sufficient.					
	4. I don't know how to use grammar rules in English appropriately.					
	5. I have problems with word order in English.					
Phonetic	6. I cannot pronounce the sounds of vowels, consonants, or diphthongs in English clearly.					
	7. I don't know how to stress English words correctly.					
	8. I think my intonation is not like English native speakers.					
Fluency	9. I cannot speak English spontaneously.					
	10. I cannot speak English fluently.					
<b>Affective-Related Problems</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Self-confidence	11. I feel embarrassed to speak English in class.					
	12. I lack confidence in speaking English.					
Teacher	13. Most of the teachers use a native language as the medium of instructions.					
	14. Most of the teachers use a native language outside the classroom.					
	15. I feel uneasy to ask questions in English to the teachers.					
	16. I never receive positive feedback from the teachers when I speak English.					
Peers	17. I feel uneasy to practice speaking English with peers.					
	18. Good English-speaking students make me fear of speaking in class.					
	19. Poor English-speaking students slow down the teaching and learning processes.					
	20. Other students mock me if I try to speak English.					
Classroom Condition	21. Having too many students in one class reduces my motivation to speak up.					
	22. The classroom layout is not suitable for speaking activities.					
Speaking Activities	23. Speaking activities in English classes are not relevant to real-life situations.					
	24. There are not enough speaking activities in English courses.					
Opportunity	25. I don't have a chance to speak English in the classroom.					
	26. I have no chance to speak English outside the classroom.					

## APPENDIX A (continued)

### Section Three: Students' Strategies to Improve Their Spoken English

Please read each statement and tick the response that best applies to you using the following scale:

5- Always or almost always true of me

4- Usually true of me

3- Somewhat true of me

2- Usually not true of me

1- Never or almost never true of me

<b>Cognitive Strategies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I say or write new English words several times.					
2. I try to talk like native English speakers.					
3. I practice the sounds of English.					
4. I use the English words I know in different ways.					
5. I start conversations in English.					
6. I watch English language TV shows or go to movies spoken in English.					
7. I read for pleasure in English.					
8. I write notes, messages, letters, or reports in English.					
9. I first skim an English passage (read it quickly) then go back and read carefully.					
10. I look for words in my own language that are similar to new words in English.					
11. I try to find patterns in English.					
12. I find the meaning of an English word by dividing it into parts that I understand.					
13. I try not to translate word-for-word.					
14. I make summaries of information that I hear or read in English.					
15. To understand unfamiliar English words, I make guesses.					
<b>Functional-Use Strategies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
16. When I can't think of a word during a conversation in English, I use gestures.					
17. I make up new words if I do not know the right ones in English.					
18. If I can't think of an English word, I use a word or phrase that means the same thing.					
19. I try to find as many ways as I can to use my English.					
20. I notice my English mistakes and use that information to help me do better.					
21. I pay attention when someone is speaking English.					
22. I look for people I can talk to in English.					
23. I try to relax whenever I feel afraid of using English.					
24. I encourage myself to speak English even when I am afraid of making a mistake.					
25. If I do not understand something in English, I ask the other person to slow down or to say it again.					
26. I ask English speakers to correct me when I talk.					
27. I practice English with other students.					
28. I ask for help from English speakers.					
29. I ask questions in English.					
30. I try to learn about the culture of English speakers.					

Thank you for your cooperation.

## APPENDIX B: Questionnaire (Malay Version)

### Borang Soal Selidik (Versi Bahasa Melayu)

Borang soal selidik ini mengandungi tiga bahagian.

Bahagian Satu bertujuan untuk mendapatkan butir-butir pendidikan responden.

Bahagian Dua bertujuan untuk memperoleh persepsi responden terhadap masalah yang mereka hadapi apabila bertutur dalam bahasa Inggeris.

Bahagian Tiga bertujuan untuk mengenalpasti strategi yang digunakan oleh responden untuk memperbaiki pertuturan serta berkomunikasi dalam bahasa Inggeris.

**Identiti anda akan dirahsiakan dan jawapan anda akan dianggap sulit.**

**NOTA: Anda boleh melengkapkan borang soal selidik ini dalam versi Bahasa Melayu ATAU versi Bahasa Inggeris.**

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#### **Bahagian Satu: Butir-butir Pendidikan Pelajar**

Nombor telefon (pilihan): \_\_\_\_\_

E-mel (pilihan): \_\_\_\_\_

Fakulti: \_\_\_\_\_

Bidang pengkhususan/ program:

Kursus-kursus teras program anda diajar dalam:

- A. Bahasa Inggeris
- B. Bahasa Melayu
- C. Bahasa Mandarin
- D. Bahasa Tamil
- E. Lain-lain (Sila nyatakan: \_\_\_\_\_)

## APPENDIX B (continued)

### **Bahagian Dua: Persepsi Pelajar terhadap Masalah apabila bertutur dalam Bahasa Inggeris**

Sila baca setiap pernyataan berikut dan tandakan reaksi yang paling bertepatan dengan diri anda menggunakan skala di bawah:

5- Sangat setuju

4- Setuju

3- Tidak pasti

2- Tidak setuju

1- Sangat tidak setuju

<b>Masalah berkaitan Bahasa</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Perkataan	1. Saya mempunyai bilangan perkataan yang terhad dalam Bahasa Inggeris.					
	2. Saya tidak tahu menggunakan perkataan-perkataan Bahasa Inggeris dengan tepat.					
Struktur Ayat	3. Pengetahuan saya dalam struktur ayat Bahasa Inggeris tidak mencukupi.					
	4. Saya tidak tahu menggunakan tatabahasa dalam Bahasa Inggeris dengan betul.					
	5. Saya mempunyai masalah dengan susunan perkataan dalam Bahasa Inggeris.					
Fonetik	6. Saya tidak dapat menyebut huruf vokal, konsonan, atau sebutan-sebutan lain dalam Bahasa Inggeris dengan tepat dan jelas.					
	7. Saya tidak dapat menyebut perkataan Bahasa Inggeris dengan penekanan yang betul dalam sebutannya.					
	8. Saya berpendapat bahawa intonasi saya tidak seperti pengguna asal Bahasa Inggeris.					
Kelancaran	9. Saya tidak dapat bercakap dengan spontan dalam Bahasa Inggeris.					
	10. Saya tidak dapat bercakap dengan lancar dalam Bahasa Inggeris.					
<b>Masalah berkaitan Emosi</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Keyakinan Diri	11. Saya berasa malu untuk bercakap Bahasa Inggeris di dalam kelas.					
	12. Saya kurang berkeyakinan untuk bertutur dalam Bahasa Inggeris.					
Guru	13. Kebanyakan guru menggunakan bahasa ibunda sebagai bahasa pengantar di dalam kelas.					
	14. Kebanyakan guru menggunakan bahasa ibunda di luar kelas.					
	15. Saya berasa tidak selesa untuk bertanya soalan dalam Bahasa Inggeris kepada guru.					
	16. Saya tidak pernah mendapat maklum balas positif daripada guru apabila saya bertutur dalam Bahasa Inggeris.					
Rakan-rakan	17. Saya berasa tidak selesa untuk berlatih bercakap Bahasa Inggeris dengan rakan-rakan.					
	18. Para pelajar yang menggunakan Bahasa Inggeris dengan baik membuatkan saya berasa takut untuk bercakap Bahasa Inggeris di dalam kelas.					
	19. Para pelajar yang lemah dalam percakapan Bahasa Inggeris melambatkan proses pengajaran dan pembelajaran.					

## APPENDIX B (continued)

- 5- Sangat setuju  
 4- Setuju  
 3- Tidak pasti  
 2- Tidak setuju  
 1- Sangat tidak setuju

<b>Masalah berkaitan Emosi (sambungan)</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Rakan-rakan	20. Pelajar-pelajar lain mengejek saya sekiranya saya cuba bercakap dalam Bahasa Inggeris.					
Keadaan Kelas	21. Keadaan kelas yang mengandungi terlalu ramai pelajar melemahkan semangat saya untuk bercakap Bahasa Inggeris.					
	22. Keadaan fizikal kelas tidak sesuai untuk aktiviti lisan.					
Aktiviti Lisan	23. Aktiviti lisan dalam kelas Bahasa Inggeris tidak relevan dengan kehidupan sebenar.					
	24. Aktiviti lisan dalam kursus Bahasa Inggeris tidak mencukupi.					
Peluang	25. Saya tidak mempunyai peluang untuk bercakap Bahasa Inggeris di dalam kelas.					
	26. Saya tidak mempunyai peluang untuk bercakap Bahasa Inggeris di luar kelas.					

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### **Bahagian Tiga: Strategi Pelajar untuk Meningkatkan Kebolehan bertutur dalam Bahasa Inggeris**

Sila baca setiap pernyataan berikut dan tandakan reaksi yang paling bertepatan dengan diri anda menggunakan skala di bawah:

- 5- Sentiasa atau hampir sentiasa benar tentang saya  
 4- Selalunya benar tentang saya  
 3- Agak benar tentang saya  
 2- Selalunya tidak benar tentang saya  
 1- Langsung tidak benar atau hampir langsung tidak benar tentang saya

<b>Strategi Cognitive</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Saya menyebut atau menulis perkataan-perkataan baru dalam Bahasa Inggeris beberapa kali.					
2.	Saya cuba bertutur seperti pengguna ibunda Bahasa Inggeris.					
3.	Saya berlatih menyebut sebutan-sebutan dalam Bahasa Inggeris.					
4.	Saya menggunakan perkataan-perkataan Bahasa Inggeris yang saya ketahui dengan pelbagai cara.					
5.	Saya memulakan perbualan dalam Bahasa Inggeris.					
6.	Saya menonton rancangan TV atau filem yang berbahasa Inggeris.					
7.	Saya membaca dalam Bahasa Inggeris sebagai hobi.					
8.	Saya menulis nota, mesej, surat, atau laporan dalam Bahasa Inggeris.					
9.	Saya <i>skim</i> (membaca secara pantas) artikel dalam Bahasa Inggeris terlebih dahulu sebelum kembali membacanya dengan teliti.					
10.	Saya mencari perkataan dalam bahasa ibunda saya yang sama maksudnya dengan perkataan baru dalam Bahasa Inggeris.					

## APPENDIX B (continued)

- 5- Sentiasa atau hampir sentiasa benar tentang saya  
 4- Selalunya benar tentang saya  
 3- Agak benar tentang saya  
 2- Selalunya tidak benar tentang saya  
 1- Langsung tidak benar atau hampir langsung tidak benar tentang saya

<b>Strategi Cognitive (sambungan)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
11. Saya cuba mencari corak struktur dalam Bahasa Inggeris.					
12. Saya mencari maksud sesebuah perkataan Bahasa Inggeris dengan membahagikannya kepada bahagian-bahagian yang saya fahami.					
13. Saya cuba untuk tidak menterjemah perkataan demi perkataan.					
14. Saya membuat rumusan tentang informasi yang saya dengar atau baca dalam Bahasa Inggeris.					
15. Untuk memahami perkataan Bahasa Inggeris yang saya tidak mahir, saya membuat tekaan.					
<b>Strategi Functional-Use</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
16. Apabila tidak dapat memikirkan perkataan yang sesuai ketika sedang berbual dalam Bahasa Inggeris, saya menggunakan bahasa tubuh.					
17. Saya mereka perkataan baru sekiranya tidak tahu perkataan yang sebenar dalam Bahasa Inggeris.					
18. Sekiranya tidak dapat memikirkan perkataan yang sesuai dalam Bahasa Inggeris, saya menggunakan perkataan atau frasa lain yang sama maksudnya.					
19. Saya cuba mencari cara-cara untuk menggunakan Bahasa Inggeris dengan sebanyak yang mungkin.					
20. Saya menyedari kesalahan-kesalahan saya dalam Bahasa Inggeris dan menggunakan informasi tersebut untuk memperbaiki kelemahan saya.					
21. Saya menumpukan perhatian apabila ada sesiapa sedang bercakap dalam Bahasa Inggeris.					
22. Saya mencari sesiapa yang boleh bercakap Bahasa Inggeris dengan saya.					
23. Saya cuba bertenang sekiranya berasa takut untuk bercakap dalam Bahasa Inggeris.					
24. Saya menggalakkan diri saya untuk bercakap Bahasa Inggeris sekalipun takut akan membuat kesalahan.					
25. Jika saya tidak memahami sesuatu yang dituturkan dalam Bahasa Inggeris, saya meminta pihak terbabit untuk bercakap dengan lebih perlahan atau untuk mengulanginya.					
26. Saya meminta pengguna-pengguna Bahasa Inggeris untuk membetulkan percakapan saya.					
27. Saya berlatih bercakap Bahasa Inggeris dengan pelajar-pelajar lain.					
28. Saya meminta bantuan daripada pengguna-pengguna Bahasa Inggeris.					
29. Saya bertanya soalan dalam Bahasa Inggeris.					
30. Saya cuba mempelajari budaya pengguna-pengguna Bahasa Inggeris.					

Terima kasih atas kerjasama anda.

## **APPENDIX C: Interview Questions (Malay Version)**

### **Soalan Temuramah (Versi Bahasa Melayu)**

1. Apakah kelemahan utama anda dari segi bahasa apabila bercakap dalam Bahasa Inggeris?
2. Apakah yang anda lakukan untuk mengatasi kelemahan tersebut?
3. Bagaimanakah tahap keyakinan anda untuk bercakap dalam Bahasa Inggeris?
4. Apakah yang anda lakukan untuk meningkatkan keyakinan anda berbahasa Inggeris?
5. Apakah strategi-strategi lain yang anda gunakan untuk meningkatkan kebolehan anda berbahasa Inggeris, dan aspek manakah yang dapat ditingkatkan dengan menggunakan strategi-strategi tersebut?
6. Sejauh manakah kursus-kursus wajib Bahasa Inggeris di universiti ini mampu meningkatkan kebolehan anda berbahasa Inggeris?

## APPENDIX D: Consent Form (English Version)

### CONSENT FORM (English Version)

You are invited to participate in an interview for a study of students' perceptions towards their problems in speaking English and their strategies for spoken English. You were selected as a possible participant because you have participated in the previous questionnaire survey conducted by the same researcher for the same study. Your participation may deepen your own understanding of your spoken English.

If you decide to participate, you will be interviewed on your perceptions towards your problems in speaking English and on your strategies for spoken English. You may choose either to be interviewed in English or in Malay language. Your responses will be recorded with paper and pencil for analysis purposes. The interview consists of six or more questions, depending on the researcher and on your responses, and may take 5 to 10 minutes.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Your decision whether or not to participate will not prejudice your future relation with the researcher or the Faculty of Languages and Linguistics, University of Malaya.

If you decide to participate, you are free to discontinue participation at any time without prejudice.

You will be offered a copy of this form to keep.

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Your signature indicates that you have read the information provided above and have decided to participate in this interview.

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Signature of Participant

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Date

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Signature of Investigator

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Date



## APPENDIX E: Consent Form (Malay Version)

### BORANG AKUAN (Versi Bahasa Melayu)

Anda dijemput untuk melibatkan diri dalam temuramah bagi sebuah kajian tentang persepsi pelajar terhadap masalah yang dihadapi apabila bertutur dalam Bahasa Inggeris dan tentang strategi pelajar dalam percakapan Bahasa Inggeris. Anda terpilih untuk menjadi responden kerana anda telah melengkapkan borang soal selidik terdahulu yang diberikan oleh penyelidik ini bagi kajian yang sama. Penglibatan anda boleh mendalami pemahaman anda sendiri terhadap pertuturan anda dalam Bahasa Inggeris.

Jika anda memilih untuk terlibat, anda akan ditemuramah tentang persepsi anda terhadap masalah yang anda hadapi apabila bertutur dalam Bahasa Inggeris dan tentang strategi anda dalam percakapan Bahasa Inggeris. Anda boleh memilih sama ada untuk ditemuramah dalam Bahasa Inggeris atau dalam Bahasa Melayu. Jawapan anda akan direkod dengan menggunakan kertas dan pensel bagi tujuan analisis data. Temuramah ini mengandungi enam soalan atau lebih, bergantung kepada penyelidik dan kepada jawapan anda, dan mungkin memakan masa antara 5 hingga 10 minit.

Segala informasi yang diperolehi daripada kajian ini dan yang boleh dikaitkan dengan anda akan dianggap sulit dan akan dipaparkan hanya dengan keizinan anda.

Keputusan anda sama ada atau tidak untuk terlibat tidak akan mempengaruhi perhubungan anda dengan penyelidik atau dengan Fakulti Bahasa dan Linguistik, Universiti Malaya pada masa akan datang.

Sekiranya anda memilih untuk terlibat, anda bebas untuk menarik diri pada bila-bila masa tanpa prejudis.

Anda akan ditawarkan sekeping salinan borang ini untuk disimpan.

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Tandatangan anda menandakan bahawa anda telah membaca segala informasi di atas dan memilih untuk terlibat dalam temuramah ini.

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Tandatangan Responden

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Tarikh

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Tandatangan Penyelidik

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Tarikh

## APPENDIX F: Rujipornwasin's (2004) Part Three Questionnaire

### Part Three: The Problems the Engineering Students Face in Improving Their Spoken English

How much do these problems affect your English speaking competency?

5=The Most      4=Much      3=Average      2=Little      1=The Least

	5	4	3	2	1
1. I don't have enough vocabulary to use effectively.					
2. I don't know how to use words appropriately.					
3. My knowledge of language structure is not enough.					
4. I don't know how to use the grammar rules appropriately.					
5. I have problems with word order.					
6. I cannot pronounce the sounds of vowels, consonants, or diphthongs clearly.					
7. I don't know how to stress the word correctly.					
8. I think my intonation is not like English-speaking people.					
9. I cannot speak English spontaneously.					
10. I cannot speak English fluently.					
11. I feel embarrassed to speak up in class.					
12. I lack confidence in speaking English.					
13. Too many students in one class reduce my motivation to speak up in class.					
14. The classroom layout is not suitable for speaking activities.					
15. Speaking activities in the classroom are not relevant to real-life situations.					
16. Not enough speaking activities in the course.					
17. Most of the teachers use Thai as a medium of instruction.					
18. Most of the teachers use Thai outside the classroom.					
19. The teacher does not listen to me when I try to speak English.					
20. I never receive the positive feedback from the teacher.					
21. I feel uneasy to ask questions in English to the teachers.					
22. I feel uneasy to practice speaking English with the teachers.					
23. I don't have chance to speak English in the classroom.					
24. I have no chance to speak English outside the classroom.					
25. Good English-speaking students make me fear of speaking in class.					
26. Poor English-speaking students slow down the teaching and learning process.					
27. Other students mock me if I try to speak English.					
28. If you have other problems, please specify .....					

## APPENDIX G: Nakanoko's (2004) Section Three Questionnaire

### Section III: Strategies for English learning

Listed below are a number of statements about strategies that a person uses as he or she learnt English. Please read each statement, and circle the response (4, 3, 2, 1, 0) that best applies to you on the scale given just under each statement.

4 means that the statement is true almost always.

3 means that the statement is true more than half the time.

2 means that the statement is true about half the time.

1 means that the statement is true less than half the time.

0 means that the statement is very rarely true.

- (1) I say new expressions repeatedly to practice them.  
Your answer: 4 – 3 – 2 – 1 – 0
- (2) I imitate the way native speakers talk.  
Your answer: 4 – 3 – 2 – 1 – 0
- (3) I read an English passage several times until I can understand it.  
Your answer: 4 – 3 – 2 – 1 – 0
- (4) I practice the sounds of English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (5) I practice the spelling of new English words.  
Your answer: 4 – 3 – 2 – 1 – 0
- (6) I use idioms or other routines in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (7) I use familiar words in different combinations to make new sentences.  
Your answer: 4 – 3 – 2 – 1 – 0
- (8) I watch TV shows or movies and/or listen to the radio in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (9) I try to think in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (10) I attend and participate in out-of-class events where English is spoken.  
Your answer: 4 – 3 – 2 – 1 – 0
- (11) I read for pleasure in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (12) I write personal notes, messages, or letters in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (13) I quickly read an English passage first, then I go back and read it more carefully.  
Your answer: 4 – 3 – 2 – 1 – 0
- (14) I seek specific details in what I hear or read in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (15) I take notes in class in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (16) I apply learned language patterns to new situations when using English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (17) I find the meaning of a word by dividing the word into parts.  
Your answer: 4 – 3 – 2 – 1 – 0
- (18) I look for similarities and contrasts between English and my first language.  
Your answer: 4 – 3 – 2 – 1 – 0
- (19) I look for similarities and contrasts among different English expressions.  
Your answer: 4 – 3 – 2 – 1 – 0
- (20) I am cautious about understanding English based on my first language.  
Your answer: 4 – 3 – 2 – 1 – 0
- (21) I look for patterns in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (22) I develop my own understanding of how English works.  
Your answer: 4 – 3 – 2 – 1 – 0
- (23) I guess the general meaning from the context or situation as I listen to a native English speaker.  
Your answer: 4 – 3 – 2 – 1 – 0
- (24) When someone is speaking English, I try to concentrate on what the person is saying.  
Your answer: 4 – 3 – 2 – 1 – 0
- (25) I focus on the way native English speakers pronounce certain words in English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (26) I have a notebook to record the important English language information.  
Your answer: 4 – 3 – 2 – 1 – 0
- (27) I actively look for people with whom I can speak English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (28) I try to notice my errors in English and find out the reason for them.  
Your answer: 4 – 3 – 2 – 1 – 0
- (29) I worry about making errors as I speak English.  
Your answer: 4 – 3 – 2 – 1 – 0
- (30) I have a regular English learning partner.  
Your answer: 4 – 3 – 2 – 1 – 0
- (31) I pay attention to the way American people think and feel.  
Your answer: 4 – 3 – 2 – 1 – 0