THE EFFECT OF ACTIVATING BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE-READING ACTIVITIES ON LOWER SECONDARY STUDENTS

NIK NOR HIDAYAH BT MOHAMED ZULDIN

MASTER OF SCIENCE
UNIVERSITI MALAYSIA TERENGGANU

2014
1100094924
The effect of activating background knowledge strategy through pre-reading activities on lower secondary students / Nik Nor Hidayah Mohamed Zuldi.
THE EFFECT OF ACTIVATING BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE-READING ACTIVITIES ON LOWER SECONDARY STUDENTS

NIK NOR HIDAYAH BT MOHAMED ZULDIN

Thesis Submitted in fulfilment of the Requirement for the Degree of Master of Applied Linguistics in the Centre for Fundamental and Liberal Education Universiti Malaysia Terengganu

DECEMBER 2014
I would like to dedicate this Master thesis of Applied Linguistic to my beloved mother, Nik Khamsiah bt Hj. Nik Mohamed who had given me strength and endless support for me to complete my thesis within the time frame.

Not forgetting my four siblings, Nik Ahmad Khalis, Nik Nur Amira, Nik Ahmad Kamil, Nik Ahmad Khairi and all family members who always gave me words of encouragement. All of you are my inspiration in completing this thesis.

May all my beloved family blessed by Allah and always live in happiness.
Abstract of thesis presented to the Senate of Universiti Malaysia Terengganu in fulfilment of the requirement for the Degree of Masters of Applied Linguistics

THE EFFECT OF ACTIVATING BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE-READING ACTIVITIES ON LOWER SECONDARY STUDENTS

NIK NOR HIDAYAH BT MOHAMED ZULDIN
DECEMBER 2014

Main Supervisor : Associate Professor Dr. Noraien bt. Mansor, Ph.D
Co-Supervisor : Associate Professor Mohd. Nordin b. Mohd. Abdullah
               : Dr. Samsiah bt. Abd. Hamid, PhD.
Centre : Centre for Fundamental and Liberal Education

This study examined the reading comprehension performance among English as Second Language (ESL) learners. The aim was to investigate the effect of background knowledge reading strategy among lower secondary school students in Kuala Terengganu. This study also intended to identify the pre-reading strategies that are commonly used by the students. The sample comprised of 160 form one students from one of the semi-urban schools in Kuala Terengganu. The quasi–experimental design was used in the study. Students were divided into experimental and controlled groups. Modules were designed for the purpose of this research which contained six reading texts with ten comprehension questions for each text. For the experimental group, pre-reading activities were included in the module as the intervention.
The English Language teachers conducted the module in their respective reading classes. Students were asked to answer the questions based on the module prepared for them. After the module session was done, ten students from the experimental group were selected for Think Aloud Protocol (TAP) session and interviews. The reading comprehension tasks were analysed to investigate the performance between the experimental and controlled groups. The result of the Think Aloud Protocol (TAP) sessions and interviews were analysed by the researcher to support the result of the reading comprehension marks. The study revealed that the reading strategy helped students from the experimental group in their reading comprehension performance. The t-test result showed that there was significant difference in pre and post–test marks of students from the experimental group. There was also significant difference in the marks of the post-test between the experimental and controlled groups. The results of the TAP and interviews revealed that the students did activate their background knowledge during reading and this activation of background knowledge reading strategy helped the students from the experimental group in their reading comprehension performance. The results of the interviews also revealed the reading strategies that were commonly used by the students are reading the text more than once, reading the first sentence, underlining the difficult words and using the dictionary.

Keywords: reading comprehension, reading strategies, background knowledge
Abstrak tesis yang dikemukakan kepada Senat Universiti Malaysia Terengganu sebagai memenuhi keperluan untuk ijazah Sarjana Linguistik Terapan

KEBERKESANAN STRATEGI PENGETAHUAN SEDIA ADA DARIPADA AKTIVITI PRA-BACAAN TERHADAP PARA PELAJAR MENENGAH RENDAH

NIK NOR HIDAYAH BT MOHAMED ZULDIN
DISEMBER 2014

Penyelia Utama : Profesor Madya Dr. Noraien bt. Mansor, Ph.D
: Dr. Samsiah bt Abd. Hamid, PhD.

Pusat : Pusat Pendidikan Asas dan Liberal

beberapa strategi pembacaan yang biasa digunakan oleh para pelajar iaitu membaca teks lebih daripada sekali, membaca ayat permulaan, menggaris perkataan yang sukar dan menggunakan kamus.

Kata kunci: kefahaman membaca, stategi pembacaan, pengetahuan sedia ada

Kata kunci: kefahaman membaca, stategi pembacaan, pengetahuan sedia ada
ACKNOWLEDGMENTS

I would like to express my heartiest gratitude to my main supervisor, Assoc. Prof. Dr. Noraien bt Mansor for guiding and encouraging me to complete this research. Thank you very much.

To my co-supervisors, Dr. Samsiah bt Abd. Hamid and Assoc. Prof. Mohd. Nordin b. Mohd. Abdullah, I would also like to express my gratitude for your kind help and guidance to help me focus on my research and finally I manage to complete this study.

To my parents, siblings and family for their endless support for me in completing my study and to everybody who had given their encouragement and help, I would also like to express my gratitude. The support given is the pillar of strength to me to move further especially in completing this research.

Thank you to all. Allah bless you
I certify that an Examination Committee has met on 17th December 2014 to conduct the final examination of Nik Nor Hidayah bt Mohamed Zuldin, on her Master Degree of Applied Linguistics thesis entitled "The Effect of Activating Background Knowledge Strategy Through Pre Reading Activities on Lower Secondary Students" in accordance with the regulations approved by the Senate of University Malaysia Terengganu. The committee recommends that the candidate be awarded relevant degree. The members of the Examination Committee are as follows:

Aziz bin Ahmad, Ph.D
Associate Professor
Centre for Fundamental and Liberal Education
Universiti Malaysia Terengganu
(Chairperson)

Che Wan Irdah binti Che Wan Ibrahim, Ph.D
Centre for Fundamental and Liberal Education
University Malaysia Terengganu
(Internal Examiner)

Normaliza binti Abd Rahim, Ph.D
Associate Professor
Faculty of Modern Language and Communication
University Putra Malaysia
(External Examiner)

AZIZ BIN AHMAD
Ph.D
Associate Professor / Dean
Centre for Fundamental and Liberal Education
University Malaysia Terengganu

Date: 23/11/2015
APPROVAL (SHEET 2)

This thesis has been accepted by the Senate of University Malaysia Terengganu as fulfilment of the requirement for the degree of Masters.

AZIZ BIN AHMAD
Ph.D
Associate Professor / Dean
Centre for Fundamental and Liberal Education
University Malaysia Terengganu

Date: 23/4/2015
DECLARATION

I hereby declare that the thesis is based on my original work except for quotation and citations which have been duly acknowledge. I also declare that it has not been previously or concurrently submitted for any other degree at UMT or other institutions.

NIK NOR HIDAYAH BT. MOHAMED ZULDIN

Date:
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>v</td>
</tr>
<tr>
<td>AKNOWLEDGEMENTS</td>
<td>viii</td>
</tr>
<tr>
<td>APPROVAL SHEET 1</td>
<td>ix</td>
</tr>
<tr>
<td>APPROVAL SHEET 2</td>
<td>x</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>xi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xv</td>
</tr>
</tbody>
</table>

### CHAPTER ONE : INTRODUCTION

1.0 Introduction
1.1 Background of the Study
1.2 Statement of the Problem
1.3 Purpose of the Study
1.4 Research Objectives
1.5 Research Questions
1.6 Hypotheses
1.7 Significance of the Study
1.8 Limitation
  1.8.1 Sample
  1.8.2 Location
  1.8.3 Instruments
  1.8.4 Theories
1.9 Definition of Terms
1.10 Organization
1.11 Conclusion

### CHAPTER TWO : LITERATURE REVIEW

2.0 Introduction
2.1 Reading Theory
  2.1.1 Schema Theory
  2.1.2 Top Down Model Reading Theory
2.2 Research on Background Knowledge and Language Proficiency
2.3 Research on Reading Strategy and Reading Comprehension
2.4 Conclusion
# CHAPTER THREE : RESEARCH DESIGN AND METHODOLOGY

| 3.0 | Introduction | 39 |
| 3.1 | Research Design | 39 |
| 3.2 | Pilot Study | 41 |
| 3.3 | Population and Sample | 47 |
| 3.4 | Data Gathering Instruments | 48 |
| 3.4.1 | Modul | 48 |
| 3.4.2 | TAP | 52 |
| 3.4.3 | Interviews | 52 |
| 3.5 | Location | 53 |
| 3.6 | Procedures | 54 |
| 3.6.1 | Conceptual Framework | 56 |
| 3.7 | Theory | 57 |
| 3.7.1 | Conceptual Theory | 57 |
| 3.8 | Data Analysis | 58 |
| 3.9 | Conclusion | 59 |

# CHAPTER FOUR : RESULTS AND DISCUSSIONS

| 4.0 | Introduction | 60 |
| 4.1 | Reading Comprehension Performance for Controlled Group (CG) (Pre and Post) | 61 |
| 4.2 | Reading Comprehension Performance for Experimental Group (EG)(Pre and Post) | 63 |
| 4.3 | Pre Reading Strategies that are Commonly Used by the Lower Secondary Students | 66 |
| 4.4 | The Effect of the Activation of Background Knowledge Reading Strategy on Lower Secondary Students' Reading Comprehension Performance | 68 |
| 4.5 | Summary | 76 |
| 4.6 | Conclusion | 83 |

# CHAPTER FIVE : CONCLUSION

| 5.0 | Introduction | 84 |
| 5.1 | Summary | 84 |
| 5.1.1 | Reading Comprehension Performance for Controlled Group | 84 |
| 5.1.2 | Reading Comprehension Performance for Experimental Group | 85 |
| 5.1.3 | Reading Comprehension Performance for Controlled and Experimental Group (Pre) | 85 |
5.1.4 Reading Comprehension Performance for Controlled and Experimental Group (post) 86

5.2 Implications 86
5.3 Recommendations for Future Research 88
5.4 Conclusion 90

BIBLIOGRAPHY 91

APENDICES

Appendix A: Reading Module (Experimental Group) 100
Appendix B: Reading Module (Controlled Group) 126
Appendix C: Pre Test Reading Text 146
Appendix D: Post Test Reading Text 149
Appendix E: List of Interview Questions for Students 152
Appendix F: List of Interview Questions for Teachers 153
Appendix G: Think Aloud Protocol Result 154
Appendix H: Content Experts 162
Appendix I: Verification of Thesis Originality (Below 20% of similarity index) 163
Appendix J: Copy of Originality Report by Turnitin 164
Appendix K: Letter of Permission by EPRD 165
Appendix L: Letter of Permission by JPN Terengganu 166

CURRICULUM VITAE 167

List of Tables

Table 1: Distribution of grades for English subject (end-of-year examination 2013) for form 1 in SMK Padang Midin, Terengganu and SMK Seri Hartamas, Kuala Lumpur. 10
Table 2: Analysis of the means of the pre-test and the post test of the CG 62
Table 3: Analysis of the means of the pre-test and the post test of the EG 63
Table 4: Pre reading strategies that are commonly used by the lower secondary students 66
List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1:</td>
<td>Pre-test Post Test Group Design</td>
<td>40</td>
</tr>
<tr>
<td>Figure 2:</td>
<td>Conceptual Framework</td>
<td>56</td>
</tr>
<tr>
<td>Figure 3:</td>
<td>Theoretical Framework</td>
<td>57</td>
</tr>
</tbody>
</table>

List of Abbreviations

JPN: Jabatan Pendidikan Negeri
K-W-L: what students already Know, Want to know and has Learned Chart
K-W: what students already Know and Want to know
HSP: Huraian Sukatan Pelajaran
MCQ: Multiple Choice Questions
TAP: Think Aloud Protocol
1.0 Introduction

Reading and comprehension are an integral part in learning a language. This is because reading allows the reader to learn not only to sound the printed words but also to guess meanings of words from context, to relate what a reader knows to what a reader is currently reading, to interpret information in the text and a number of other language learning skills. Reading comprehension is composed of a large number of sub-processes and component skills such as prior knowledge, reading strategies, word recognition and vocabulary knowledge. These sub-processes are enhanced through exposure to prints and require cognitively demanding tasks with the use of working memory system (Cunningham & Stanovich, 2001; Macizo & Bajo, 2009; Stanovich, 1993;).

According to Mason (1984), reading comprehension is thought to depend upon the readers' ability to interrelate appropriately acquired knowledge with information suggested in the text (Mansoor, 2012; Harvey & Goudvis, 2013). It is important for readers, especially students, to comprehend the texts when they are reading as comprehension is the ultimate goal of reading (Kay, 2008) and it is crucial in learning the second language (L2). The students need to understand the text so that they will be able to get the information needed and able to receive the author's message. Reading comprehension
involves the readers' schemata (memory). Reading comprehension is a complex cognitive ability that requires the capability to integrate text information with readers' knowledge that results mental representation (Meneghetti, Carreti & Beni, 2006; Stanovich et al., 1993; Royer & Cunningham, 1981). Reading comprehension also has the purpose which is to get the correct message from the text that the writer intended reader to receive. It involves top down processing which refers to readers' ability to look at the text as a whole and relate it to his existing knowledge base (Abbas & Sayeddeh, 2011).

Comprehension of a text represents one of the most important aspects in learning as it plays an important role in the process of acquisition, sharing and construction of knowledge. It is essential to implement effective reading practise at the early level or readers would struggle more with comprehension (Tarci, 2009; Dunlosky & Rawson, 2013). It also appears to be a function of the foreign/second language reader's competence in the target language where the level of the comprehension depends on reader's level of proficiency (Hung, 1990). Accessing and building background knowledge will provide critical support for reading comprehension (Morelllon, 2007; Fathollah, 2013). It will provide readers with the necessary information that makes texts more comprehensible. Background knowledge is even more important in second language reading.
This is because background knowledge and language proficiency will interact during second language reading. Thus, it is easier for those who have background knowledge to overcome comprehension difficulties due to language proficiency limitation (Chia, 2008).

To be able to read efficiently becomes more crucial nowadays with the emergence of the new media and new text formats. The internet, particularly, provides new text formats, new ways to interact with information and is the world largest interconnected environment (Ali, 2009; Cairo, 2003; Ramli & Adnan; 2006). Malaysia now is moving towards developed country status and the use of information and communication technology (ICT) will be greatly emphasised in schools (10th Malaysia Plan). Students now are getting most information from internet sources that require greater comprehension. Students are reading and engaging the reading materials on the internet whereby comprehension is crucial and essential so that information is easily grasped by them (Cairo, 2003; Lai, 1992; Liaw 2009).

1.1 Background of the Study

English as Second Language (ESL) learners in Malaysia are comprised of those who are proficient and less proficient in English Language (Normazidah, 2012; Rajentharan, 2004; Rosli, 1990). This can be seen through the quality of the English Language results in examinations that are held at the national level, when they are compared, for both primary and
secondary level of urban and rural schools. Students in the rural secondary school face more problems in reading comprehension than their urban counterparts (Rajendran & Deepak, 2004; Tok, 2006). ESL students nowadays are facing greater challenges as our country is moving towards information explosion, particularly in the new media or the internet (Ali, 2009; Cairo, 2003). The students would need to read the materials on the internet for them to gain the latest information. Thus, they need to have effective reading strategies for them to engage themselves in the internet reading and to help them in their reading comprehension (Norizah & Hazita, 2011; Liaw, 2009).

According to schema theory, prior knowledge provides a schema, a framework or structure that helps thinking (Allington, 2010). It deals with the reading comprehension as an interactive process between readers' prior knowledge and the text being read. A reader with rich background knowledge will comprehend better than the one who has a poorer background (Abdul Mohsen, 2012). Thus, background knowledge is essential and should be activated to help readers comprehend the text better.

In addition, the demands for complex comprehension increases for ESL learners as students shift from lower to higher grade (Sharmini, 2006; Kay, 2008). Students from primary school, particularly standard six students, deal
with reading texts with their length from 60-200 words and a more complicated vocabulary (Margeret & Norhanim, 2007). But, they would be dealing with longer reading texts with a length from 150-350 words and a more complicated vocabulary when they enter form one in secondary school (Tan & Benedict, 2002). Furthermore, when the students enter form one of secondary school, they would be introduced to the literature components such as poems, short stories and graphic novels (Zubaidah & Saidatul, 2007; Huraian Sukatan Pelajaran form one, 2003) which require deeper comprehension. Having such a situation, less proficient ESL learners face greater challenge and need proper reading strategies to help them in reading comprehension, as strategies that readers use when interacting with printed materials play an important role in reading comprehension in a first or second language (Rajendtharan & Deepak, 2004; Negmeldin, 2011).

There are already several researches conducted regarding the effects and relationships of language proficiency and background knowledge with reading comprehension (Chia, 2008; Gunasegran, 2004; Langer, 1986; O'Brian, 2007; Tarci, 2009). Thus, this study is a replication study in order to see the effects and relationships of those variables in a different context and with different participants in Kuala Terengganu.
The current study aimed to identify the effects of practising the activation of background knowledge reading strategy through reading modules on reading comprehension performance. Additionally, the study aimed to see the differences in the means of pre- and post tests of the experimental group and the controlled group and the effect of the reading strategy on the reading comprehension performance. It is hoped that the findings will be able to add the body of knowledge in the area of reading, thus assisting in the effort of enforcing the appropriate teaching and learning strategies that would help the learners to gain better reading comprehension skills in English.

1.2 Statement of the Problem

The researcher intended to study the effect of activation of background knowledge reading strategy among lower secondary students, particularly form one student in secondary school in Malaysia. This is due to the lack of published practical handbook for conducting teaching of reading comprehension especially for lower secondary level. English teachers lack exposure in teaching the skill and faced problems in providing sufficient comprehensible input for teaching reading comprehension skills because most of the suggested references are western based text, (KPM, 2011; Lee, 1987), thus students are having problems in mastering the comprehension of reading text.
Research has shown that the activation of background knowledge is the key to efficient reading comprehension of English texts (Langer, 1986; O' Brian, 2007; Tarci, 2009). However, so far the studies on background knowledge and language proficiency have been conducted on pre-university and university students (Chai, 1990; Chia, 2008; Gunasegran, 2004; Tan, 1986) and those from urban areas whereby the students are mostly proficient in English language because of the exposure to the language (Gunasegran, 2004; Langer, 1986; Tarci, 2009). Evidently, there is a lack of studies being done on younger ESL learners especially in the sub-urban areas where the students comprise of those mostly less proficient in English language due to the lack of exposure to the language and in need of proper reading comprehension strategies, especially in Terengganu, Malaysia.

Previous studies have also shown that reading strategies, particularly reading strategies that involved with readers cognitive, provide positive effects on students’ reading comprehension (Eghbal, 2012; Harvey & Goudvis, 2013; Moghadam, 2003; Ozek, 2006). In addition, research by Nor Aireen and Nurul Syaida (2010), Parviz Ajideh (2003) and Seyyed, Husein, Viyani & Gahmbol (2012), have shown that explicit pre-reading strategy instruction has helped students in their reading comprehension score. These reading strategies involved students’ schemata that require them to access their previous background knowledge. However, not much research which focuses on pre-reading strategies and on younger ESL learners are being conducted.
In understanding the lower-secondary students in Malaysia, the main problems in students reading comprehension are their lack of background knowledge, low language proficiency and lack of motivation (Chia, 2008; Lee, 2006; Shaminiguru, 2006). Lack of background knowledge means the readers do not have enough schemata about the topic when they are reading the texts. Students need to have background knowledge to help them understand texts better, especially when reading literature texts. To comprehend the literature texts better, they need to have background knowledge (Marzilah & Tg.Nazuwin, 2010; Subadrah & Rajeshwari, 2006; Tina & Muhd Hassan, 2007). Background knowledge can be activated through pre-reading activities (Tudor, 1989). However it has been an issue among English teachers whether there are enough pre-reading activities done by teachers in the classroom that students need to be exposed and aware of, in aiding them in their reading comprehension. These pre-reading activities have been a neglected essential in the ESL reading class (Abbas & Seyedeh, 2011; Chai, 1990; Hesham, 2005; Lee, 2006; Parviz Ajideh, 2003).

In addition, in the era of information explosion through the new media, students read and engage with texts on the internet that requires reading comprehension strategies in aiding them to comprehend the texts (Cardullo, 2013; Norizan, 2011; Liaw, 2009.). According to Sharminiguru (2006), Naseer Omer (2006), Chia (2008) and Nurul Aleena (2006), lack of background knowledge have been the main problem among ESL learners of secondary school students, particularly form one students, which hamper
reading comprehension. Thus, students are having difficulties because the demands of comprehension have increased as they progress in the learning process from primary school to lower secondary (Sharmini, 2006; Kay, 2008). Furthermore, the students also will be introduced to the literature components where they need to have background knowledge so that they will be able to comprehend the literature texts better (Marzilah & Tg.Nazuwin, 2006; Subadrah, 2006; Tina & Fauziah, 2007). Researchers have found that background knowledge is best activated through pre-reading activities (Tudor, 1989), yet these activities are often neglected in the ESL class (Abbas & Seyedeh, 2011; Chai, 1990; Hesham, 2005; Lee, 2006; Paviz Ajideh, 2003).

Background knowledge is influenced by language proficiency (Hammadou, 1991; Naseer Omer, 2006). Background knowledge is either able to influence or as a part of the very construct of students’ proficiency in the language. Comprehending texts depends on the students’ language proficiency and how the background knowledge that they already have or provided to them will help them understand texts better. According to a research by Krekel (2006) and Elbro and Buch-Iverson (2013), the effects of background on reading test performance vary according to the level of language proficiency and the failure to activate relevant existing background knowledge may be some of the causes in poor reading comprehension.
Researches have shown that language proficiency is the key to efficient reading (Langer, 1984; O'Brian, 2007; Tarci, 2009) but in our context of ESL learning, the level of proficiency is low especially among students in the east coast of Peninsular Malaysia (Rosli, 1990; Rajentharan & Deepak, 2004).

The students' performance in English subject is being illustrated as follows:

Table 1: Distribution of grades for English subject (end-of-year examination 2013) for form 1 in SMK Padang Midin, Terengganu and SMK Seri Hartamas, Kuala Lumpur.

<table>
<thead>
<tr>
<th>School</th>
<th>No of students</th>
<th>A</th>
<th>%</th>
<th>B</th>
<th>%</th>
<th>C</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>E</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMK Padang Midin</td>
<td>313</td>
<td>11</td>
<td>3.53</td>
<td>65</td>
<td>20.8</td>
<td>91</td>
<td>29.1</td>
<td>52</td>
<td>16.6</td>
<td>93</td>
<td>29.8</td>
</tr>
<tr>
<td>SMK Seri Hartamas</td>
<td>298</td>
<td>100</td>
<td>33.5</td>
<td>95</td>
<td>31.8</td>
<td>63</td>
<td>21.1</td>
<td>25</td>
<td>8.38</td>
<td>15</td>
<td>5.03</td>
</tr>
</tbody>
</table>

(Source: Examination Unit of SMK Padang Midin, Terengganu and SMK Seri Hartamas, Kuala Lumpur)

Based on Table 1, it is confirmed that the marks or grades scored by most form one students from the school in the west coast in their end-of-year examination 2013 had shown that most students scored grade A (or higher grades: B's and C's) compared to the students from the east coast. Thus, students need an effective reading strategy that not only can help them in their reading comprehension but can also boost their interest in reading English texts so that they can improve in their language proficiency and excel in English subject (Eghbal, 2012; Siao-cing, 2012). Therefore, this present study is to fill up the gap of determining the means for the pre-test and post
test of the controlled and experimental groups after the treatment of implementing the activation of background knowledge reading strategy for eight weeks in normal reading classes.

In conjunction with all the problems identified earlier, this present study intends to fill up the gap in the research field in which there has been no experimental researches on activation of background knowledge reading strategy that had been done on younger students especially in the east coast of Peninsular Malaysia and the lack of practical reading handbooks based on Malaysian setting to be used for ESL lower secondary students. It is hoped that this research will help to provide some ways of enhancing the students' reading comprehension performance by acknowledging the effective reading strategies. It is also hoped that teachers will apply reading strategies in their teaching of reading comprehension among lower secondary students in the future. The usage of the reading strategies will help to provide some ways of enhancing the students reading skills which in long term will help in improving the English language performance of the community members as a whole.

1.3 Purpose of the Study

The purpose of the present study is to investigate the effect of activation of background knowledge reading strategy on the lower secondary students reading comprehension performance. This is a case study of acquiring
comprehension of reading text based on the reading module designed and adapted by the researcher based on the Schema Theory and Top Down Reading Theory. The modules are also reviewed by content experts.

For all the activities planned and carried out, the researcher had designed and adapted an instrument (reading module) to measure the performance of each student's reading comprehension performance taken from O'Brien (2007) and following the procedure of Think Aloud Protocol (TAP) by Thoreson (1997) and interview questions adapted from Tok (2006).

From these instruments, the researcher will identify the level of students' reading performance at the end of the reading activity sessions (post-test) and compare the mean with the pre-test; and also identify the significant differences between pre-reading activities and language proficiency with the reading comprehension performance of the subject.

1.4 Research Objectives

This study focuses on the research objectives as follows:

1.4.1 to identify the reading comprehension performance of the controlled group (pre and post)

1.4.2 to identify the reading comprehension performance of the experimental group (pre and post)
1.4.3 to examine the reading comprehension performance of the controlled and experimental group (pre)

1.4.4. to examine the reading comprehension performance of the controlled and experimental group (post)

1.5 Research Questions

This study will address the following questions:

1.5.1 What are the reading comprehension performances for the controlled group (pre and post)?

1.5.2 What are the reading comprehension performances for the experimental group (pre and post)?

1.5.3 What are the pre-reading strategies used by the lower secondary students?

1.5.4 Did the activation of the background knowledge reading strategy help the lower secondary students in their reading comprehension performance?

1.6 HYPOTHESES

In order to investigate the problems raised by the study and to answer the related questions, the following null hypotheses will be tested.

1.6.1 There is no significant difference on reading comprehension marks of the pre-test of the controlled group (CG).
1.6.2 There is no significant difference on reading comprehension marks of the pre-test of the experimental group (EG).

1.7 Significance of the Study

This study is important to the Ministry of Education (MOE) because it could improve ELT in the teaching of reading for teachers and influence the MOE to take into account the importance of implementing and maintaining the reading strategies and reading skills. This study will help in determining the policy to provide practical handbook for reading activities for English language teachers. This study is important to the educators and teachers to have more understanding towards their students' various styles of acquiring the English language and help them to achieve the best way in acquiring the targeted language.

Based on this study, the other researchers may conduct a larger scale of study that would involve students from another age level to identify the effectiveness of the reading strategy in a much bigger context and reveal the findings which would lead towards greater achievement of reading performance among students all over Malaysia. It is hoped that everybody would play a better role in providing sufficient reading activities for school children to motivate them to learn the target language in a more conducive situation.
1.8 Limitation

There are some limitations on the study which include the sample of the study, the location of the study, the instruments of the study and the theories being implemented. Therefore, the findings will only be appropriate for the sample being selected and not for the generalization of the whole population.

1.8.1 Sample

This study involved 160 form one students from, taken from 80% of the total form one population of SMK Seri Nilam. This is a purposive and comprehensive sampling, thus, all members in these clusters (8 classes) with certain qualities were selected for this research (McMilan, 2004). The sample was specifically chosen from the lower secondary students who had reading classes in their normal school lesson.

The sample was chosen specifically and restrictedly of only form one students of Sekolah Menengah Kebangsaan Seri Nilam, Kuala Terengganu, Terengganu from the whole population of form one students. Eighty of them were placed in the controlled group and the other eighty were in the experimental group.
1.8.2 Location

Sekolah Menengah Kebangsaan Seri Nilam is located 10 kilometres from the state capital city and 20 kilometres from the Sultan Mahmud Airport, Kuala Terengganu. This school is chosen because it is one of the established sub urban secondary schools in Kuala Terengganu.

1.8.3 Instruments

The researcher used eight reading texts each with ten assessing comprehension questions. Two texts were set up, one for the pre test and one the post test. Another six texts were included in the reading module. For the experimental group, there are pre-reading instruments, what the students already Know and what they Want to learn (KW) Chart and Anticipation Guide, prepared by the researcher in the module.

The think aloud protocol (TAP) were conducted on ten selected students from the experimental group. Reading text for the TAP was taken from the reading module. Finally the researcher conducted the interview on ten selected students from the experimental group. The interview consisted of ten semi-structured questions.
1.8.4 Theories

The underpinned theories for this research were only restricted to the Schema Theory (Rubeval, 2004) and Top Down Model Reading Theory (Stanovich, 2000). Other relevant theories may not be studied deeply due to certain restriction and factors.

1.9 Definition of Terms

The following are the main terms used by the researcher:

1.9.1 Reading Comprehension

Reading comprehension is composed of large number of sub-processes and component skills such as prior knowledge, reading strategies, word recognition and vocabulary knowledge (Stanovich, 1993). It is important for readers, especially students, to comprehend the texts when they are reading as comprehension is the ultimate goal of reading and it is crucial in learning the second language (L2) (Kay, 2008).

1.9.2 Background Knowledge

Background knowledge is the existing knowledge that we have in our mind. Prior to reading comprehension, it plays an important role in text comprehension, both in the context of first-, and second-language of the
readers. For example, whether reading in a first- or second-language, one can assume that both native and non-native readers will understand more of a text when they are familiar with the content, formal and linguistic schemata (Chia, 2008).

1.9.3 ESL

English as a second language (ESL) is the use or study of English by speakers with different native languages. Thus, in Malaysia, English is considered as a second language learned by the students at schools and education institutions. The students are considered as ESL learners (Rosli, 1990).

1.9.4 Reading Strategies

Reading strategy is a reading method which is selected appropriately by the students for the intended purpose (Irwin, 1991). According to Sharmini (2006) reading strategies are applied in the reading process to attain comprehension as well as to overcome problems during the comprehension process. Making connection with background knowledge (cognitive strategy) is the first strategy that proficient readers apply in their reading comprehension (Nor Aireen & Nurulsyaida, 2010; Majid, 2005; Cromley, 1990).
1.9.5 TAP

Think Aloud Protocol (TAP) is a data collection method whereby informants are asked to say what they are thinking and doing (what they have in mind) while performing a task, particularly in analyzing reading processes. It is a popular data collection instrument in second language learning (Goh, 2009; Mami, 2007; McKeown & Gentilucci, 2007). It is to confirm that the students really activate their background knowledge during reading process (Thoreson, 1997).

1.9.6 Module

Module can be defined as one of the units that a course of study has been divided into, each of which can be studied separately (Kern, 1998). Thus, for this research, the reading module is mostly designed to cater from the activation of background knowledge reading strategy through pre-reading activities based on pre-reading activities suggested by O'Brian (1997).

1.10 Organization

This study consists of five chapters. Chapter 1 discusses the introduction of the study and the background of the study. It also consists of the heart of the study that is the statement of problem and explaining the purpose of the study. This chapter listed the research objectives, the research questions and the research hypotheses to be achieved and answered at the end of the
study. In addition, the significance of the study is also being explained. In spite of that, the limitation of the study is also being explained to limit the scope of the study and findings. The definition of terms and organization of the study are also being mentioned to know the overall scope and the arrangement of the study.

Chapter 2, discusses the theoretical underpins to monitor the discussion of the findings. This chapter also discusses the related researches on reading comprehension and background knowledge and researches on reading strategies. All the findings could support the result gained from the present study.

Chapter 3 discusses the methodology being used for the study. It consists of the research design which explains the chosen design for the study, the explanation of the population and sample, all the instruments being used, the research procedures and the analysis of data. All these will help the reader to understand the whole process of the study being conducted by the researcher. Furthermore, the theoretical framework and the conceptual framework are explained by the researcher in order to make the reader understand all the theories, variables involved and the whole process of conducting the study.
Chapter 4 discusses the results and discussion of the findings. All the data collected were analysed through quantitative and qualitative instruments and interpreted to answer the research questions and to achieve the objective of the study. The findings are blended and discussed under the subheading of the research objectives in order to get clearer understandings of achieving the objectives.

Finally, chapter 5 discusses the conclusion of the study. It lists the summary of the whole findings to get the gist and states the implication of the study to guide the reader to know the contribution of this study to whom it may concern. Next, the recommendation is being suggested especially for further study to be conducted and finally the closure as to mark the end of the whole study. The arrangement of the chapters is in accordance with the university's thesis guideline. Thus, it helps the readers to understand clearly.

1.11 Conclusion

This chapter elaborated the introduction and background of the study. It also states the problem, purposes, the research objectives, questions and hypotheses. The significance and the limitation of the study are exposed. The definitions of terms are also explained to guide the reader to understand the whole process of the research. The next chapter is the review of the literature of previous researches based on reading comprehension, background knowledge and the teaching of reading.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter discusses the opinions, main ideas, theories and methodologies of others from their researches and findings as stated in their articles and journals. These are related to the present study and will be used as comparison and benchmarking and also to show the gap of this study. The researcher has also given her views on these findings to relate with the present study.

2.1 Reading Theory

A componential theory of reading (or of any other complex performance) attempts to identify a set of functionally defined information processing systems or components (Frederikson, 1982). The processing systems or components interact with one another in order to accomplish the more complex comprehension which is reading with comprehension.

Reading is, after all, a form of human cognition, which is the level of generality many researchers are aiming for. A theory of human cognition should encompass reading in all its form (Ridgway, 1994). The theory also presumably finds the same processes at work in a variety of cognitive activities. The present study has two underpinned theories: Schema Theory and Top Down Model Reading Theory.
2.1.1 Schema Theory

Schema Theory as defined by Cook (1997), in a research by Rubeval (2004), as a mental representation of a typical instance which helps people to make sense of the world more quickly because people understand new experiences by activating relevant schema / schemata in their mind. Rubeval (2004) also reviewed on schema theory by Parviz Ajideh (2003), explained that a schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in the memory, like a framework which is created through experience with people, objects and events in the world. Schemata can be seen as the organized background knowledge which leads us to expect or predict aspects in our interpretation of discourse. In Rubeval's reviewed schema theory explained by Bartlett (1932), where he believed that our memory of discourse was not based on straight reproduction, but was constructive. It is a process whereby information from the encountered discourse is used together with knowledge from past experience related to the discourse at hand to build a mental representation research.

According to Royer and Cunningham (1981), schemata or schema is a generic data structure that contains 'slots' for frequent events and have influenced reading comprehension in two ways. First, schemata help the readers with their memory representation process when they experienced the same event repeatedly. The schemata will record
important parts of those events where memory representation and comprehension will be difficult if information is not a pre-established data. Secondly, schema fills in the missing data slots in the reader's memory automatically that will compute values of the content during the communication; even if the reader is unfamiliar with the topic.

Schema is the basis for cognition and information processing starts from it (Li & Wang, 2007). Schema is the prior knowledge gained from experience that is stored in one's mind that relates to reading comprehension. According to Li and Wang (2007), there are three major types of schemata: linguistic schemata, formal schemata and content schemata. Linguistic schemata is the reader's existing language proficiency in vocabulary, grammar and sentence structure, while formal schemata relates to the organization forms and rhetorical structures of written texts. Content schemata refers to the content domain of reading materials that have become the key in understanding a text, which involves the reader's background knowledge.

In addition, Schema theory, according to Li and Wu (2007) in a journal by Majdi et.al (2009), there are three main areas of schemata connected to reading: linguistic schemata, formal schemata, and content schemata. It is the content schemata that relates to the
readers background knowledge. *Content schemata* are the reader's background knowledge of the topic being read and familiarity of the topic from previous experience. They consist of topic familiarity, cultural knowledge and previous experience in a particular field. Readers with higher background knowledge would comprehend the text better.

2.1.2 Top Down Model Reading Theory

The Top-Down Model conceptualises reading in a manner diametrically opposed to that embodied in serial-stage models where higher-level processes interact with, and direct the flow of information through lower-level processes (Stanovich, 2000). Thus, it is a process in the mind of the reader that will help them to construct and make assumptions of the meaning. It is where conceptual knowledge plays an important role for forming hypotheses and to construct meaning.

According to Mariam and Rahmad (2006), the Top-Down Model theory is the process of reading that starts with what readers bring to the text which can be their prior knowledge, experience, culture, attitude or mind set. The reader will act as information processors that will construct the author's message. They will use their prior knowledge of the target language and subject matter to guess the meaning instead of identifying every single letter. The Top-Down
Model is also known as uptake of information which is guided by readers' prior knowledge and expectation (Treiman, 2001). The readers relate what they have in mind about the text that they read and extract the meaning.

In addition, according to Zaidah (2001), her research discussed the Top Down Model as she reviewed on reading models approached by earlier researchers. It is a reading model that represents readers as constantly hypothesising about the conceptual meaning of a text. Readers move from one sequence of a cycle to another in order to make hypotheses on the conceptual meaning of a text. The four cycles are optical, perception, synthetic and meaning constructions that enable readers to predict the meaning of the text. In her research also, Zaidah (2001), also reviewed the Top Down model approached by previous researcher, who shares the orientation of this reading model stated that readers have their own specific mind when reading and that they employ their background knowledge. By doing so, they have anticipated the content.

Similarly, Yanzia (2008), Top-Down Model is a processing in the readers' minds that takes place as the system makes general predictions based on higher level, general schema, which means background knowledge in reading comprehension. Readers
understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts already stored in memory. The readers bring information, knowledge, emotion, experience, and culture during the reading process and make decisions about the meaning.

In conclusion, the background knowledge activation consist of two theories underpinning it (Cook, 1997; Li & Wu, 2007; Mariam & Rahmad, 2006; Royer & Cunningham, 1981; Stanovich, 2000; Yanzia, 2008; Zaidah, 2001). It stated that for better achievement of reading comprehension, readers should connect to and activate their background knowledge. Thus, the activation of background knowledge reading strategy should bring positive impact towards the process of learning and teaching English especially in our Malaysian setting that parallel with what underlies in the MOE (Ministry of Education) English syllabuses.

2.2 Research on Background Knowledge and Language Proficiency

Background knowledge and language proficiency have been the main variables that relate to reading comprehension. Both have positive effects on the students' reading comprehension performance (Tan, 1986; Tarci, 2009; Gunasegran, 2004). The ideas discussed in various studies conducted by
many researches around the world have given some insights towards the present study.

Tan (1986) investigated the role of language proficiency and background knowledge in determining the comprehension of materials in written English among three groups of Malaysian undergraduates from the medicine, law and economics faculty. The findings stated that language proficiency and background knowledge had a significant effect on the students' comprehension of both familiar and unfamiliar texts. Thus, background knowledge and language proficiency have a positive impact on students' comprehension and teachers should emphasise this when teaching reading.

Similarly to Tan (1986), Gunasegran (2004) has also conducted a research to examine the role of background knowledge in second language learners reading comprehension of unfamiliar texts among form 6 students in a high school at Subang Jaya, Selangor. Two additional texts of similar content and subject matter were given as background knowledge input to the treatment group. Then, pre-test and post-test were conducted by the researcher on the treatment group and controlled group. The result indicates that prior knowledge provided to the treatment group improved their reading comprehension. Therefore, Singaravelu (2004) suggested that background knowledge input given to the experimental group had given a positive effect and helped the students in the reading comprehension performance.
Congruent with Tan (1986) and Gunasegran (2004), Tarci (2010) had conducted a research intended to analyse both direct and indirect effects of prior knowledge on reading comprehension that comprise of background knowledge of domain, background knowledge of facts and background knowledge of meanings. Participants were 7th graders in 5 secondary schools in Florence, Italy. Findings showed that prior knowledge plays a central role, influencing comprehension both directly and indirectly. Thus, it is since the 1970's that the role of background knowledge has been established and activating background knowledge during pre-reading stage will enhance reading comprehension performance.

Background knowledge has greater effects if it is applied during pre-reading activities. This can be seen in a research by Langer (1984), who examined the relationship between background knowledge and passage comprehension through certain measurements. She also intended to find out the effect of pre-reading activities on text specific background knowledge and on comprehension.

The research was conducted on sixth-grade students from middle class suburban school on Long Island, New York. The findings by Langer (1984) suggested that background knowledge measure is important in comprehension of a passage. Background knowledge that is activated
through pre-reading activities has significantly improved the performance of reading comprehension.

Chai (1990) conducted a research on the effects of Pre-Reading Instructions on the comprehension of text by ESL readers based on their level of proficiency. The research was conducted on selected UITM students, pursuing intensive English course. The respondents were divided into two groups: good readers (group 1) and poor readers (group 2). Background knowledge input was given to group 2 during the pre-reading. The results showed that the pre-reading instructions are effective and have benefited more to the high proficiency readers than the low proficiency readers. Hence, Chai (1990) had discovered that the activation of background knowledge during pre-reading activity helped to improve the students' reading comprehension performance.

Similar to Langer (1984) and Chai (1990), O'Brien (2007) conducted a research intended to investigate the most effective pre-reading activities that could activate students' background knowledge in helping them to comprehend texts. The pre-reading activities were K-W-L Chart and Anticipation Guide. The research was conducted in a high school in Mid-Western USA.
The result showed that both K-W-L Chart and Anticipation Guide were effective pre-reading activities strategies in activating students' background knowledge and that the students' grade had improved due to their usage.

Chia (2008) holds a similar point of view with Langer (1984), Chai (1990) and O'Brian (2007), who stated that students who were provided with relevant background knowledge before reading culturally unfamiliar text had significantly higher reading comprehension scores. She had conducted a research on third to fifth Mandarin-Speaking English Language Learners (ELL) from Taiwan who came to study in the United States. Previewing instructional activities which provided students a link between background knowledge and the text topic were given as pre-reading activities. The result indicates that the activation of background knowledge through previewing activities during pre-reading had given an improvement in the students' reading comprehension scores.

However, despite the positive effect of background knowledge on reading comprehension performance, Johnston (1984), Pedro and Bajo (2009), and Alverman (1985) argued on the effects of background knowledge. They have found out that background knowledge had not given positive effects or no effect at all on reading comprehension. Background knowledge also had been said to be interference rather than facilitation.
The contradicted opinion highlighted by Johnston (1984) who had addressed the problem of the effect of prior knowledge especially those relating in reading comprehension where it indicated bias in tests. It focused more on how the reading comprehension questions were constructed. Examination of performance on different question types was conducted on grade eight students in three rural schools in Southern Illinois, USA. The qualitative and quantitative effects of prior knowledge on reading comprehension were demonstrated though an examination of performance on difference question types. Therefore, findings by Johnston (1984) suggest that modification of current reading comprehension tests and methods are dealing with bias as background knowledge can be responsible for biasing the information gained from reading comprehension tests.

Johnston's (1984) notion had been supported by Pedro and Bajo (2009), who had conducted three experiments in a research that examined the schema activation on Spanish/English professional translators with two years experience. In the experiments conducted, background knowledge was given as input before the reading texts. The findings showed that the activation of background knowledge before text understanding is rather interfering than facilitating. The effect of the background knowledge input depends on the cost that associates with schema activation and the process involved in understanding such as translating, predicting or 'pre-fetching' (summaries, advance organizer, informative titles) before reading texts.
The effect of activation of background knowledge is no longer positive due to the elements that readers have in mind before they read the texts.

In an earlier research, Alvermann (1985), had examined the effect of prior knowledge activation on readers' comprehension of compatible and incompatible texts. It had been conducted on sixth grade students in a middle school in Atlanta, Georgia and the research was to examine whether the students either activated or did not activate their relevant background knowledge prior to reading the two given texts. Alverman (1985) had discovered that the activation of prior knowledge may have been interference rather than facilitation of reading and reading comprehension under certain conditions.

2.4 Research on Reading Strategies and Reading Comprehension

The need to teach students appropriate reading strategies is one of important aspects in teaching reading (Majdi, et al., 2009; Seyyed et al., 2012). It is an aspect that should not be overlooked because reading strategies are used consciously by readers to comprehend texts. The usage of reading strategies will help the readers in selecting certain paths, the means to the goal and processes used to achieve the goal and help improve reading comprehension performance. A strategy consists of guidelines and rules related in selecting the best tactics and successful language learners know how to use reading strategies efficiently (Cubuku, 2007; Majid, 2002).
Researches on reading strategies have been conducted by several researchers that relate to the background knowledge (cognition), which has been applied during pre, while and post reading.

Yesim and Muharrem (2006) conducted a research to identify the reading strategies employed by university students of Dicle University, Turkey while reading a text, and which reading strategies were needed to be developed to understand the text better. Reading strategies were evaluated under pre-reading, while reading and post reading. The results of TAP analysis revealed that the students used only one strategy namely, "relating the title to the text content" in the pre-reading phase. As for the while-reading phase, the most effectively employed strategies were: using the dictionary parsimoniously, guessing the meaning of a word from the context, skipping some unknown words, thinking-aloud during reading, and assimilating the text with the background knowledge. The strategies identified helped the students in their reading comprehension. Thus, the findings revealed by Yesim Ozak and Muharrem Civelek (2006) meant that reading strategies are essential and more effective if implemented during pre-reading in order to enhance reading comprehension performance.

Another research on cognitive reading strategies was conducted by Cubuku (2007), who focused on the reading strategies of teacher trainees at a state university in Western Turkey. The respondents were undergraduate teacher trainees and Reading Strategies Scale was administered on them in order to find out the reading strategies used by the students. The findings highlighted
by Cubuku (2007) revealed the importance of strategy trainings and students with proper strategy training would enhance their reading comprehension.

In addition, focusing also on cognitive reading strategy conducted during pre-reading, Majid (2002) conducted a research to evaluate the effect of explicit training of a selected number of cognitive reading strategies on students' comprehension of English for Specific Purpose (ESP) texts. Research was conducted on 32 male and female college students of Higher Fishery Education Centre in Philippines. The experimental group was given cognitive reading strategy training during while and post reading. Results showed that participants in the experimental group outperformed the control group in terms of comprehension of ESP reading text due to the reading strategy trainings. Thus, Majid (2002) had discovered that the implementation reading strategies had helped the students in their reading comprehension performance.

Similarly, Nor Aireen and Nurulsyaida (2010) had examined and compared the cognitive reading strategies employed by students who had undergone a reading course and students who had not undergone a reading course. The participants were final year students from Faculty of Education, UITM with the same level of proficiency in English. The 'think aloud' technique was used to identify the cognitive reading strategy employed by the participants. Findings of the study showed that cognitive reading strategy had given a positive impact on participants who attended the reading course. Therefore, NorAiree and Nurulsyaida (2010) had discovered that reading strategies
helped the students to become skilled readers and be able to comprehend the texts better.

Furthermore, Nor Aireen and Nurulsyaida's (2010) findings supported Parviz Ajideh (2003) who conducted a research on reading strategies focusing on pre-reading activities. The participants were a group of students from Tabriz University, Iran. They were intermediate level ESL learners. A special focus on schema-theory based pre-reading activities was conducted on the participants for the whole term of their study. The pre-reading activities were previewing, questioning and semantic mapping. Findings showed that participants had positive improvements in their reading comprehension of texts. Thus, from the findings by Parviz Ajideh (2003), it is proven that the reading strategy given during pre-reading activities to the students improved their reading comprehension performance.

In a research by Eghbal (2012), cognitive and metacognitive reading strategies were implemented on the students. Pre-reading activities helped them with their reading comprehension scores. This research was conducted on 87 third grade students that were selected randomly. They were divided into three groups where the first two groups were consciously taught cognitive and metacognitive strategies. Pre-test and post-tests were conducted on them. The results of one-way ANOVA revealed that there was no significant difference between the self-esteem measures of those students exposed to cognitive and metacognitive strategies as compared to those taught traditionally. However, there were significant differences
between their total scores in the course and their academic success measures. Therefore, the findings by Eghbal (2012) had proven that the reading strategies implemented during the pre-reading activities helped the students in their reading comprehension performance.

Reading strategies are indeed important in improving students' reading comprehension. Similarly to Eghbal (2012), a research conducted by Seyyed et.al (2012), discussed on how the effect of reading instructions improved and developed students' reading comprehension ability. The participants were 70 undergraduate students of Urmia University, Iran. The participants formed a reading class that was held two sessions (approximately 90 minutes) a week. The class was an intact group taught by the researcher himself through learning-centred method. The research started with pre-test for the students followed by 4 months of interventions (reading instructions). Post-test was administered to see the effect of the treatment and the t-test results revealed that the teaching intervention had a significant effect and had been successful in improving students' reading comprehension. Hence, the findings by Seyyed et al. (2012) had discovered that reading strategies given as treatment helped to improve the students' reading comprehension and showed the importance of having reading strategies.
2.5 Conclusion

Based on previous researches conducted on background knowledge implementation, it was found that they have given some indications of the possible effect of the reading comprehension on students' overall performance in English as a second or foreign language. The studies have shown the effectiveness in promoting students' reading comprehension performance. Moreover, reading strategies have become a helpful and useful tool in helping readers, particularly students, in their reading comprehension. The students must acknowledge that they need reading strategies in helping them to comprehend texts. However, there is a lack of reading strategies that focus on the pre-reading activities and on younger learners.

The various researches done by many researchers had guided the present researcher to realize and be aware of the development of reading comprehension and the importance of effective reading strategies. Thus, the present study had built up the new view of teaching reading comprehension among lower secondary students by practising the activation of background knowledge reading in Malaysia and practicality of applying appropriate suggested module. The next chapter will explore the methodology of the study which includes the research design, the instruments, the procedure, conducting the study and the data analysis.
CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discusses the research design, the pilot study, the population and sample, the instruments, the location, the procedure, the theoretical framework, the conceptual framework and the data analysis.

3.1 Research Design

The design for this study was quasi experimental design (non equivalent control group design). It is an experimental procedure where researchers use controlled and experimental groups that do not assign students randomly (Chua, 2006; Creswell, 2002; Creswell, 2003; Cohen, Manion & Morrison, 2000; McMillan, 2004; O'Brian, 2007) that involves experimental groups. It is a popular approach. Experimental group A and the control group B were selected without random assignment (Creswell, 2009). Both groups were involved in a pre-test and a post-test. Only the experimental group received the treatment.
### Sample of research Participants

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01</td>
<td>XT</td>
<td>02</td>
</tr>
</tbody>
</table>

Purposively chosen

### Controlled group

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>X0</td>
<td>02</td>
</tr>
</tbody>
</table>

**Figure 1:** Pre-test-post-test Control-Group Design

Where:

01 and 02 represent the pre-test and post-test assessment of the dependent variable.

XT represent the treatment condition (pre-reading strategies)

X0 represent the control or standard treatment condition or traditional condition.

(Adapted from Johnson & Christensen, 2004)

There were two groups involved in this research. One was the control group and the other one was the experimental group. This study had used a module of activation of background knowledge, as a pre-reading strategy by O'Brian (2007), as the treatment for four classes of form one students from the selected secondary school for the major study.
A pre-test was administered to both groups at the same time. The lessons for both groups were conducted with the help of the English teachers for 8 weeks. At the end of the experiment, post-test was administered to both groups.

Comparison of performance across pre-test and post-test were restricted to the data of 160 subjects for both experimental (80 subjects) and control group (80 subjects) for the major research. Pre-test and post-test questions were adapted from previous form one examinations by the Jabatan Pendidikan Negeri (JPN) (reading comprehension section) checked by the content experts and given to the students.

The researcher carried out the Think Aloud Protocol (TAP) and interviews for students and teachers (qualitative) after conducting the experiment or treatment for nearly one month. The Think Aloud Protocol was adapted from Thoreson et al., (1997) and the interview questions were adapted from Tok (2006) and Pinto (2006).

### 3.2 Pilot Study

The pilot study was conducted on 40 form one students of Sekolah Menengah Kebangsaan Padang Midin, Kuala Terengganu. The participants were selected using purposive sampling following the quasi-experimental design.
The participants were divided into controlled and experimental groups. This research was intended to look at the effectiveness of the activation of the background knowledge reading strategy.

Reading texts and comprehension questions (instruments) were given to them. The intervention (K-L-W Chart and Anticipation Guide) was only given to the experimental group. The reading comprehension score of the participants is the domain of this research.

The present study is a quantitative study with the support of the qualitative study. The instruments for the quantitative phase were reading texts, comprehension questions and K-L-W Chart and Anticipation Guide (for the experimental group). For the qualitative phase, the researcher began with a pre-test conducted on the participants. The participants were from class form one Arif and form one Gigih (experimental group) and form one Bestari and form one Harmoni (controlled group) of Sekolah Menengah Kebangsaan Padang Midin, Kuala Terengganu. After the pre-test, the researcher employed help from the form one English teachers of the respective classes to use the prepared modules during their English reading classes. Modules had been prepared for both the experimental and controlled groups.

Finally, the researcher conducted a post-test with the participants. The whole quantitative phase took 7 weeks. The qualitative phase started after the
researcher had completed the quantitative phase. For the quantitative phase, the researcher conducted a Think Aloud Protocol (TAP) with 6 selected students from the experimental group. One week of training had been done with the participants before TAP was conducted with them. The TAP was conducted about 15 minutes for each student. Then, the researcher conducted interviews. The interviews were for the same six selected students and the English teachers that were helping the researcher with the experimental group (Puan Norziha and Puan Romelah). The time taken for the interviews was 15 to 20 minutes for each student and teacher. Both interviews were conducted after the school sessions on different days.

During the quantitative phase, the researcher attained positive feedbacks. The students were excited to participate from the beginning when the researcher started the pre-test. They listened attentively to instructions given and asked questions if they had any difficulties. The teachers gave feedbacks that their students were participating well and it was easy for them to just follow the module prepared by the researcher. The texts prepared were suitable for the students. The K-W-L Chart and Anticipation Guide that were prepared for the experimental group only were suitable too. Even though the K-W-L Chart and Anticipation Guide were not prepared for the controlled group, the teacher said that the students were still excited reading the texts and answered the comprehension well. They followed all the instructions given and were being really helpful until the post-test level.

For qualitative data gathering, it was only conducted on six selected students and two English teachers. There were not many difficulties as it was easy to
handle the small group and the teachers gave great co-operation. During the TAP session, students were at first shy to do the task but later they gave the co-operation needed. They were excited when they listened back to their recorded voice. TAP was really a great method in getting the information on students' background knowledge in reading. The information that the researcher got from TAP was supported by the results of the interviews.

The instruments used by the researcher were:

i) Reading Texts and Comprehension Questions

Reading texts and comprehension questions were the main instruments in this research. They were used during pre-test (two texts), included in the module (three texts) and during post-test (two texts). Since there were only ten questions in each comprehension text, they were not analysed statistically. Both reading texts and comprehension questions were checked by content experts for their validity and reliability.

For pre-test and post-test, the researcher had prepared two texts for each. This was to find out which text was suitable to be used ONE for the main study. After the pilot study was conducted, the researcher had chosen one text (Dengue Fever) for the pre-test and one text (Bullies) for the post-test. After the pilot study, the researcher had decided to change the comprehension questions following the Bloom’s Taxonomy levels, from level one until level three. The reason for this was to strengthen the findings of this
research, whether students could really activate their background knowledge during reading. A few comprehension questions for the reading texts were edited for the main study and checked by the content experts.

ii) Pre-Reading Activities (K-L-W Chart and Anticipation Guide)

K-W-L Chart and Anticipation Guide were used as pre-reading instruments for the experimental group. They were given as intervention for the participants before they read the texts. The pre-reading activities were improved from the previous researcher and were proven to be able to activate background knowledge. They were also checked by the content experts. After the pilot study was conducted, the researcher found out that the pre-reading activities were suitable and no improvement needed.

iii) Think Aloud Protocol

From the Think Aloud Protocol (TAP) results for Elaboration, all six students had been recorded as being able to activate their background knowledge while reading. However, for the low proficiency students, the mentioned of prior knowledge were less than the high proficiency students. For Monitoring Comprehension, only two students with high proficiency had been coded with “posted questions on some aspects of the text”. For Monitoring Non-Comprehension, all three low proficiency students had been coded with “signalling confusion” without providing evidence of a ‘fix-up’ strategy”. Lastly for Text Analysis-Planning, all three low proficiency students had been coded
with “commented on the structure of the text” while the high proficiency level students had not mentioned anything on the text structure. From the overall result, it can be said that lower secondary students have activated their background knowledge.

iii) Interview Questions

Interview questions were set up for students and teachers. They were also improved from the previous research in order to get desired information regarding the activation of background knowledge reading strategy. After the pilot study was conducted, the questions did not need any improvements. However, the researcher decided to record the interviews during the main study so that that any information would not be missed and could be used to strengthen the findings.

The findings for the pilot test had brought an impact towards students reading comprehension performance after they had the treatment of three consecutive weeks. Thus, the findings determined that the activation of background knowledge reading strategy is an effective strategy in helping the students in their reading performance.

This pilot study also revealed that all the instruments for the major study could be used effectively with some changes that were made for the
comprehension questions and the number of participants in order to achieve the aim and objectives of the major study. Thus, this pilot test had guided the researcher to mould appropriate instruments with all the processes involved in major study to produce reliable and valid results.

3.3 Population and Sample

For the purpose of this study, the researcher selected 160 form one students from SMK Seri Nilam for the major study. 80 students made up the controlled group and another 80 students, the experimental group. The students were chosen from this school because the school is an established sub-urban schools and the students have the average level of English language proficiency which is suitable for the study. Permission had been given by the Jabatan Pendidikan Negeri Terengganu for the researcher to conduct the research at the school.

The participants were selected through purposive sampling. Purposive sampling is a non probability sampling procedure where groups of subjects that have certain qualities were chosen as research respondents (Chua, 2006; McMilan; 2004; R.Sivanatham, 1992). The reason why the researcher chose the sample is because of the availability of finding the ESL learners as subjects who are basically having reading classes in school.
Next, the reason for choosing this sample was due to the main purpose of conducting the research in which was mainly to test the effect of activation of background knowledge strategy as treatment in their reading classes towards the achievement of reading comprehension performance of the students. So, this sample was really appropriate.

3.4 Data Gathering Instruments

3.4.1 Module

For the major study, the researcher carried out the pre-test for both controlled and experimental groups of the ESL students in February 2013. The students were given a reading text with ten questions that carries two marks each. After that, with the help of the English teachers, the researcher conducted the research. The researcher prepared two reading modules (one for the controlled and one for the experimental group) for the teachers to carry out with the students in their reading class.

The reading module for the experimental group contained the following pre-reading activities: K-W-L Chart and Anticipation Guide. The pre-reading instruments were given to the treatment group during the intervention as the activation of background knowledge strategy. The instruments were reviewed and adapted from O'Brian (2007). These instruments were for the intervention session as the
The instruments were chosen because they are proven to be able to activate background knowledge as the students showed improvement in their reading comprehension performance after being given them as intervention.

The K-W-L Chart was for the students to respond in a graphical way in activating their background knowledge. \( K \) signifies 'what I want to know'. And \( W \) signifies 'what I want to learn'. These two parts were included in the pre-reading part of the reading lesson. Students were given the key concepts of the reading text where they did brainstorming in order to fill in the chart. The chart anticipated students' mind (cognitive) for them to activate their background knowledge.

The Anticipation Guide helps to introduce the key topics of a reading texts that will direct the students' attention to their reading. An effective anticipation guide contains three to five controversial statements about the main topic of reading. The statements should all be the main points in the reading. Before reading the texts, students will write down or put a tick in the space provided whether they agree or disagree with the statements. Through this process, students background knowledge is activated and they anticipated the information that they are about to read. After they have read the text, students will go through the statements again and assess whether they still agree or disagree with each one.
These two instruments were conducted with the experimental group with the help of their English teachers during their reading comprehension class. The researcher explained to the teachers on how conduct the instruments in their reading classes. The controlled group was not given any of these instruments during reading class.

The modules for both groups consisted of six reading texts. The texts were chosen from form one English work books and which have come out in the examination previously. There are four types of texts for form One students: descriptive, narrative, expository and factual (Tan & Benedict, 2002). The researcher had chosen to use alternately narrative, expository and factual texts in this research as these texts were commonly used by Chia (2008), O'Brian (2007) and Tarci (2010) in their research. In addition, the texts were reviewed by content experts to confirm their suitability and reliability for the participants. The numbers of words in the texts were from 150-260 words. The texts mostly contained more active words than passive words. The vocabularies in the texts are listed in the form one Huraian Sukatan Pelajaran (HSP).

The texts were also piloted so that they are suitable to be used for the pre-test and post-test. The texts should not be too easy for the participants because they will not use any strategy when reading and
not too difficult because students will give up reading (Cooper, 2002; Elizabeth & Angaluki, 2004). Two texts were chosen for the pre-test and post-test. The reading texts were for the researcher to look at the performance of the participants based on their reading comprehension scores (Gunasegran, 2004; Chia, 2008).

Questions for assessing the participants’ comprehension were prepared for all reading texts in the modules. There were ten open ended questions which pertaining to the selected reading texts given to the participants. Two marks were awarded for each correct answer. If referred to the actual examination paper, the type of comprehension questions that follow after the reading texts are multiple choice questions (MCQ). However, the researcher had changed it to open ended questions because MCQ is not only difficult to administer but also difficult for the students (Cane & Oakhill, 2006; Mitra & Nagaraj, 2009; Mostow & Beck, 2004). The post test was given after the quasi experiment had been conducted completely for all the students after 8 weeks. The procedures for the post-test were similar to the pre-test.

The researcher used reading texts and comprehension questions on the students (quantitative) and then did the Think Aloud Protocol (qualitative) after conducting the experiments for eight weeks.
Interviews (qualitative) for selected students and teachers were also being carried out.

### 3.4.2 Think Aloud Protocol (TAP)

To confirm that the students really activated their background knowledge during reading, the researcher had conducted TAP reviews adapted from Thoreson et al. (1997). TAP is a data collection method whereby informants are asked to say what they were thinking and doing (what they had in mind) while performing a task, particularly in analyzing reading processes. It is a popular data collection instrument in second language learning (Goh, 2009; Mami, 2007; Mckeown & Gentilucci, 2007). During the TAP, participants are usually instructed to keep thinking aloud, pretending they are alone in the room speaking to themselves while reading. They are taped and/or video-recorded during the process and then the outcome is transcribed for content analysis (Goh, 2009; Mami, 2007).

### 3.4.3 Interviews

Interviews for students were carried out by the researcher to identify the effectiveness of the activation of background knowledge. The interview questions were reviewed and edited from Tok (2006) and Pinto (2009) as the questions were found suitable for the need of this research. Interviews were also conducted on 3 selected English
teachers. The interviews were for the researcher to gain information on the teachers' perception towards the reading strategy being conducted with the participants. The interview questions were also reviewed and edited from Tok (2006) and Pinto (2009).

To ensure that the test employed in the present study is valid, the researcher used the internal, face, construct, trustee and content validity. The test items were adapted from some sources, reconstructed by the researcher and were evaluated by some experts in the field to validate the suitability of the tasks to the students' abilities, the clarity of the instructions, the feasibility of test items, the suitability of the allotted time and the test organization. Necessary changes to the test items were made based on the feedback from the experts. All the instruments were revised and checked by experts from the Educational Policy Planning and Research Division Ministry of Education lead by Dr. Hj. Zabani Darus and Dr. Maimunah bt Muda before the researcher conducted the research.

### 3.5 Location

The researcher had conducted the research at Sekolah Menengah Kebangsaan Seri Nilam which is located 10 kilometres from the state capital city of Kuala Terengganu, Terengganu, Malaysia.
3.6 Procedure

This research utilised a mixture of quantitative and qualitative data analysis. The qualitative data analysis supported the result of quantitative data analysis (Pinto, 2009; Tok, 2006). The data collection took 10 weeks. The preliminary study had been conducted after the topic and all the instruments of the research had been approved. It was for the purpose of testing all the reading texts prepared by the researcher in a small scale where there were 40 students were chosen to be piloted; 20 for the experimental group and another 20 for the controlled group.

This had helped the researcher to identify possible problems that could occur during the major research and thus, the researcher had taken quick action to overcome those problems in order to make sure the major research ran smoothly as planned, without any resistance.

After completing the pilot test session, the researcher proceeded with the major research. First, a pre-test was given to both controlled group and treatment group. Then, intervention (background knowledge input) was given to the treatment group. Intervention was conducted during normal teaching and learning hours with the help of the English teachers, during reading comprehension classes. The researcher provided the instruments to the teacher. After a few weeks of intervention, (few weeks on anticipation guide and few weeks on K-W-L Chart), a post-test was administered on both
groups. Finally, at the second phase, an interview and Think Aloud Protocol (TAP) were conducted on 6 randomly selected students from the experimental group and 3 English teachers pertaining to the study conducted by Pinto (2009), Chia (2008), Siti Akmar (1997), Gunasegran (2004), Tok (2006), Shorey and Mokhtari (2001), and Sen (2009).
THE EFFECTIVENESS OF READING COMPREHENSION PERFORMANCE AMONG LOWER SECONDARY SCHOOL STUDENTS AT SMK SERI NILAM, KUALA TERENGGANU.

RESEARCH OBJECTIVES:
1. To identify reading comprehension performance for controlled group (pre and post);
2. To identify reading comprehension performance for experimental group (pre and post);
3. To examine reading comprehension performance for controlled and experimental group (pre);
4. To examine reading comprehension performance for controlled and experimental group (post).

THEORIES:
Schema Theory (Cook, 1997) and Top Down Model Reading Theory (Stanovich, 2000).

RESEARCH DESIGN
Quasi-Experimental:
1. Controlled Group;
2. Experimental Group.

FINDINGS:
1. Achieved the objectives;
2. Produced Reading Module;
3. Recommendations.

INSTRUMENTS:
1. Reading texts;
2. Assessing Comprehension Questions;
3. Pre- and Post-Test;
4. TAP;
5. Interview Questions.

ANALYSIS:
1. SPSS Version 21;
2. Content Experts.
3.7 THEORY

The theoretical framework of this study is grounded on Schema Theory by Rubeval's (2004) and Top Down Model Reading Theory by Stanovich (2000) with the frame of quasi experimental design by Creswell (2002) which guided the researcher to come out with this conceptual framework in evaluating the reading module in increasing the reading comprehension performance among lower secondary students especially in form one. The elements of evaluating activation of background knowledge were adapted based on the elements proposed by O'Brian (2007).

3.7.1 Conceptual Theory

The theoretical framework can be illustrated as follows:

![Theoretical Framework Diagram]

Figure 3: Theoretical Framework
The study consists of two main variables:

i) Independent variables, which is the implementation of the activation of background knowledge through pre-reading activities which is adapting the schema theory.

ii) Dependent variable which is the students’ reading comprehension scores (performance) based on the assessing comprehension questions.

Both Independent and dependent variables are based on the previous researchers. The moderators are also identified from previous researchers. Thus, this study will try to measure the effect of the independent variable (the activation of the background knowledge) on the dependent variable (the reading comprehension scores) by using a pre-test and a post-test.

3.8 Data Analysis

First, the pre-test and post-test results for experimental group were compared in terms of mean scores, standard deviation and t-value in order to find out whether there is any significant difference before and after the implementation of background knowledge activation. SPSS version 17 data analysis system was used.

Then, the score differences between pre and post-tests of the control and experimental groups were compared by using mean scores, standard deviation and independent sample t-test, in order to find out whether there is
any significant difference between the results of the experimental and control groups.

Next, the score differences between pre and post-tests of the control groups were compared by using mean scores, standard deviation and independent t-test samples in order to find out whether there is any significant difference in their reading comprehension performance based on their language proficiency.

Finally, the students' interview results were analysed qualitatively by the analysis of the researcher and content expert in order to evaluate the effectiveness of the background knowledge activation strategy and to support the quantitative data (Gunasaren 2004; Tok, 2006; Creswell, 2003; Chua, 2006).

3.9 Conclusion

This chapter had revealed and elaborated the research design, the pilot study results, the data gathering instruments and procedures, the data analysis procedures and also the theoretical framework and the conceptual framework to guide the researcher and readers to have a clear view of the whole process of this present study. The following chapter is the presentation of the results and discussion of findings that facilitate the study.
4.0 Introduction

In this chapter the results of the statistical analysis (quantitative data analysis) and Think Aloud Protocol (TAP) with Interviews (qualitative data analysis) are presented. As described in previous chapters, this study examined the effects of activation of background knowledge as reading strategy on lower secondary students reading comprehension performance. Students were divided in two groups, controlled and experimental. The data of the students' marks were analyzed using the Statistical Package for Social Sciences (SPSS 17). The Think Aloud Protocol (TAP) and Interviews result were analysed by selected content experts. Next, a summary of the statistical analyses and results for the relevant research hypotheses were presented. The chapter concludes with a summary of the results.

The study was guided by four research questions as well as four research questions as follows:

1. What are the reading comprehension performances for the controlled group (pre and post)?

2. What are the reading comprehension performances for the experimental group (pre and post)?
3. What are the pre-reading strategies used by the lower secondary students?

4. Did the activation of the background knowledge reading strategy help the lower secondary students in their reading comprehension performance?

The hypotheses for this study are as follows:

Ho1: There is no significant difference on reading comprehension marks of the pre-test of the controlled group.

Ho2: There is no significant difference on reading comprehension marks of the pre-test of the experimental group.

4.1 Reading Comprehension Performance for Controlled Group (Pre and Post)

Research question one stated ‘What are the reading comprehension performances for the controlled group (pre and post)?’ and the hypotheses one also stated ‘There is no significant difference on reading comprehension marks of the pre-test of the controlled group.’ To evaluate both the question and the statement above the researcher has conducted a paired sample t-test using the SPSS version 17.
Table 2: Paired samples T-test on reading comprehension marks of controlled group (CG)

<table>
<thead>
<tr>
<th>Input</th>
<th>Mean</th>
<th>SD</th>
<th>t-value (df)</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>10.82</td>
<td>2.57</td>
<td>-3.90 (79)</td>
<td>0.697</td>
</tr>
<tr>
<td>Post-test</td>
<td>10.82</td>
<td>2.31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(p>0.05)*

As shown in Table 2, a paired t-test was conducted to compare the students' pre-test and post-test score of the controlled group. The t-test statistical results determined no significant difference \( (t = -3.90, df = 79, p=>0.05) \). Therefore, the null hypothesis, \((Ho1)\) is rejected.

In conclusion, a paired-sample t-test was conducted to compare the pre-test and the post-test results of the controlled group for their reading comprehension performance. It was found that there was no significant difference in the score for the pre-test \( (m =10.82, sd =2.57) \) and the post-test \( (m =10.82, sd =2.31); t (79) = -3.90, p =0.697 \). The result showed that there is no increase in scores from their pre-test to post-test score. This is because the controlled group was not given the intervention of the activation of the background knowledge reading strategy from the reading module.

The findings of the results are parallel with the findings of Chai (1990) who revealed that students' reading comprehension performance in the controlled group showed no improvement because they were not given any input of the activation of background knowledge reading strategy. Chai (1990) had found no significant difference in the students' score marks. The findings were
related to Li and Wu's (2007) Schema theory where readers' background knowledge is the domain in understanding reading materials. Background knowledge input were not given to the students in the controlled group and their reading comprehension performance in the post-test showed no improvement.

4.2 Reading Comprehension Performance for Experimental Group (Pre and Post)

Research question two stated 'What are the reading comprehension performances for experimental group (pre and post)?' and the hypotheses two also stated 'There is no significant difference on reading comprehension marks of the pre-test of the experimental group.' To evaluate both the question and the statement above the researcher had conducted a paired sample t-test using the SPSS version 17.

Table 3: Paired samples T-test on reading comprehension marks of experimental group (EG)

<table>
<thead>
<tr>
<th>Input</th>
<th>Mean</th>
<th>SD</th>
<th>t-value (df)</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test Background</td>
<td>11.02</td>
<td>2.57</td>
<td>-9.35(79)</td>
<td>0.00</td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td>12.27</td>
<td>2.53</td>
<td></td>
<td><em>(p&lt;0.05)</em></td>
</tr>
</tbody>
</table>

As shown in table 3, a paired t-test was conducted to compare the students' pre-test and post-test score of the experimental group. The t-test statistical results determined there was significant difference ($t = -9.353$, $df = 79$, $p < 0.05$).
The result also shows evidence that it has rejected the null hypotheses number two.

In conclusion, a paired-sample t-test was conducted to compare the pre-test and the post-test results of the experimental group for their reading comprehension performance. It was found that there was a significant difference in the score for the pre-test \((m = 11.02, sd = 2.57)\) and the post-test \((m = 12.27, sd = 2.53)\); \(t(79) = -3.95, p = 0.00\).

The findings are parallel with Tarci (1990) who revealed that students' reading comprehension performance have increased due to the effect of direct and indirect background knowledge during pre-reading. The results can be seen in their pre-test to post-test scores. Thus, this present study shares the same result which showed that the activation of the background knowledge reading strategy (intervention) helped the participants in their reading comprehension and improved their reading comprehension marks. This finding supported the Rubeval's (2004) schema theory where schemata can be seen as the organized background knowledge which leads us to expect or predict aspect in our interpretation of discourse which aids reading comprehension.

In understanding clearly the effect of the background knowledge on the students reading comprehension and whether it helps the students in their reading comprehension performance, the researcher had conducted the Think Aloud protocol (TAP). Ten selected students from the experimental
group participated in the second phase of the study. This phase made use of think aloud protocol to collect data on activation of background knowledge. The result for TAP was validated by the content experts and the coding criteria adapted from Thoreson et al. (1997). (See appendix G)

The findings for TAP results revealed, for Elaboration coding, all students have been recorded as being able to activate their background knowledge during reading. However, the low proficiency students mention less prior knowledge than the high proficiency students. For Monitoring Comprehension coding, four high proficiency students have been coded with "posted questions on some aspects of the text". Then, for Monitoring Non-Comprehension coding, the lower proficiency students have been coded with "signalling confusion without providing evidence of a 'fix-up' strategy". Lastly for Text Analysis-Planning coding, the lower proficiency students have been coded with “commented on the structure of the text”, while the high proficiency level students have not mentioned anything on the text structure.

From the overall TAP result, it can be said that the students have activated their background knowledge while reading. The result is similar to Yesim Ozak and Civek (2006) who revealed that students have assimilated the text with their background knowledge which had helped them in their reading comprehension.
4.3 Pre Reading Strategies that are Commonly Used by the Lower Secondary Students

To answer research question three, data from the second phase of the study was used by the researcher which is interviews on the students. Interviews were conducted by the researcher on ten students of the experimental group. There were ten questions prepared by the researcher. Question number three of the interviews was ‘Did you apply any reading strategies when you read? If YES, what are the strategies? If NO, why?’

Table 4: Pre-reading strategies that are commonly used by the lower secondary students.

<table>
<thead>
<tr>
<th>Responds</th>
<th>Reading Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 Biasanya saya guna kamus. [Translation: I usually used the dictionary.]</td>
<td>Using dictionary</td>
</tr>
<tr>
<td>R2 Sebelum membaca, saya gariskan perkataan yang susah. [Translation: Before I start reading, I underline the difficult words.]</td>
<td>Underlining the difficult words</td>
</tr>
<tr>
<td>R3 Saya pinjam kamus kakak. Lepas tu cari maksud perkataan yang susah. [Translation: I borrow the dictionary from my sister and find meaning of the difficult words before I read further.]</td>
<td>Using dictionary</td>
</tr>
<tr>
<td>R4 Tidak. Saya tiada strategi pembacaan. [Translation: No, I don’t have a reading strategy.]</td>
<td>-</td>
</tr>
<tr>
<td>R5 Bila teacher bagi teks, saya terus gariskan perkataan yang susah sebelum terus membaca. [Translation: When teacher gave me reading text, i will underline the difficult words]</td>
<td>Underlining the difficult words</td>
</tr>
</tbody>
</table>
Table 4 presents the result of the interviews regarding the pre-reading strategy used by the lower secondary students. From the findings, the pre-reading strategies are reading the text more than once, reading the first sentence, underlining the difficult words and finding the meaning in the dictionary.

The findings are similar to Marzilah and Tengku Nazwin (2010) and Nurul Aleena (2006) who revealed reading strategies that are commonly used by the ESL students are using the dictionary, reading the text more than once,
reading the first sentence and underlining the difficult words. The results also determine that lower secondary students were not aware of the cognitive reading strategies that relates to their own background knowledge. Some of them do not even have any reading strategies before reading. Thus, this present study intended to examine the effectiveness of the activation of background knowledge reading strategy towards the lower students reading comprehension performance.

4.4 The Effect of the Activation of the Background knowledge Reading Strategy on Lower Secondary Students’ Reading Comprehension Performance

To determine whether did the activation of the background knowledge help the lower secondary students in their reading comprehension, interviews were conducted by the researcher on ten students of the experimental group who gain good marks in their reading comprehension and three English language teachers. There were ten questions for the students and seven questions for the teachers prepared by the researcher.

Question number seven from the students’ interview session was ‘What do you think of the English texts after you have been introduced to the reading strategy?’

Excerpts 1(five respondents)

R2: ..Emm I think teks jadi lebih mudah sikit sebab buat latihan dulu sebelum membaca.
Based on five selected responses given by the participants, they said that English texts have become much easier to be understood after the reading strategy has been introduced to them. The results showed the activation of background knowledge reading strategy had helped the students’ in their reading comprehension. The findings confirm Rubeval’s (2004) schema theory of activating background knowledge in helping students reading comprehension. Students found the English texts easier because their background knowledge had been activated through the reading strategy.
given. Thus, the activation of background reading strategy had helped them in their reading comprehension.

Question number eight from the students’ interview session was ‘Did the reading strategy help you in your understanding of the texts? How?’

Excerpts 2 (Five respondents)

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Statement (Malay)</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Aah ya. Bila buat latihan sebelum membaca tu, saya jadi ingat tentang apa yang saya sendiri pernah buat bila saya start baca teks tu..</td>
<td>Yes. When I did the exercises before reading, I remembered about what I have done before when I start reading the texts..</td>
</tr>
<tr>
<td>R2</td>
<td>Yes. Lepas buat latihan pre-reading tu. Saya kena cuba ingat pengalaman lepas saya. Jadi bila start baca teks, jadi senang nak faham sedikit..</td>
<td>Yes. After doing the pre-reading exercises, I tried to remember my previous experience. When I start reading the texts, they have become easier..</td>
</tr>
<tr>
<td>R4</td>
<td>Ya. Sebab saya jadi ingat aktiviti yang saya pernah buat dan bila baca teks dia macam ada kaitan. Jadi lebih senang la nak baca..</td>
<td>Yes. Because it made me remember my past activities and when I read the texts, it becomes related. It has made the texts become easier..</td>
</tr>
<tr>
<td>R7</td>
<td>I think yes. Dia macam buat saya melayang jap dalam fikiran tentang pengalaman lepas. Kemudian bila baca teks jadi macam eh senang la sikit sebab tadi dah fikir pasal tajuk tu..</td>
<td>Yes. It made me wonder in my thoughts remembering my previous experience. Then, when I start reading the texts, they have become easier because I have thought about the topic before..</td>
</tr>
</tbody>
</table>
Based on five selected responses given by the participants, the activation of background knowledge reading strategy helped them in their reading comprehension by helping them remember their previous experiences or past activities. The findings had a similar result as O'Brian (2007) who discovered that the activation of background knowledge helped the students in their reading comprehension and their reading comprehension had improved. Li and Wu's (2007) Schema Theory supported the fact that the reader's background knowledge had become the key in understanding a text. Thus, the activation of background knowledge reading strategy is an effective strategy in helping the students in their reading comprehension.

Question number 9 from the students' interview session was 'Did your marks in your reading comprehension improved?'

Excerpts 3 (Five respondents)

R1: ..Ya, markah Bahasa Inggeris saya bertambah baik.

[Translation: Yes, my English mark improved.]

Based on five selected responses given by the participants, the activation of background knowledge reading strategy helped them improve in their reading comprehension performance. The background knowledge activation reading strategy had helped lower secondary students in their reading comprehension performance. The findings are similar to Yesim and Muharrem (2006), who revealed that metacognitive reading strategies that were given during pre-reading activities would help the students in their reading comprehension and they obtained better marks. The findings confirmed Majdi and Syakirah’s (2009) Schema Theory that readers with higher background knowledge would comprehend the text better. Thus, in
this study, the researcher found an effective reading strategy for lower secondary students, which was the activation of background knowledge reading strategy. This would help the students in their reading comprehension performance.

Interviews were also conducted by the researcher on three English teachers. The teachers had conducted the module with the experimental group students. There were seven questions prepared by the researcher. Question number two from the teachers' interview session was 'Why do you think that the problem arises?'

Excerpt 4 (two respondents)

T1: It seems that my students cannot relate their experiences with the texts that they are reading. This has cause the loss of interest in reading the texts.

T3: The students have less or no background knowledge about the text they are reading.

Based on the responses given by two selected teachers, they have stated that their students are having problems in reading comprehension because they lack background knowledge and they cannot relate their experience when reading a text. Thus, this will hamper their comprehension of the text and will perform poorly in their reading comprehension. These findings were similar to Chai (1990) who revealed that readers who did not activate their
background knowledge before reading a text performed poorly compared to those who did. Thus, students should have proper and effective reading strategies in helping them in their reading comprehension.

Question number four from the teachers' interview session was 'What do you think about the activation of background knowledge reading strategy?'

Excerpt 5 (three respondents)

T1: It is an interesting reading strategy. My students like it and they understand the English texts better now.

T2: The reading strategy is something new to us. It captured my students' attention and has made the English text become easier to them.

T3: In my opinion, the reading strategy is good because it helped my students to comprehend the English texts better.

Based on the responses given by all the teachers, the activation of background reading strategy is a good strategy that helped the students to perform better in their reading comprehension. The findings are supported by Parviz Ajideh (2003) who revealed that background knowledge input given during pre-reading to the students have positive improvement in their reading comprehension of texts. Thus, readers, especially lower secondary students should be exposed to this reading strategy in order to help them in their reading comprehension.
Question number four from the teachers' interview session was 'Did your students' reading comprehension performance have improved after the strategy was applied to them?'

Excerpt 6 (three respondents)

| T1 | Yes. Their English marks have improved from the previous marks. |
| T2 | Of course. As the English teacher I am so happy to see their improvement. |
| T3 | Yes. My students have performed better in reading comprehension section. |

Based on the responses given by all the teachers, their students' reading comprehension performance improved after the activation of background knowledge reading strategy was applied to them. The reading strategy had helped the students in their reading comprehension and they had performed better. The findings had supported Zaidah's (2001) Top-Down Reading Theory that readers who employ their background knowledge when reading have anticipated the content that will help them in their reading comprehension, that would lead to better comprehension performance.

Referring to findings of the interviews, it is clear that background knowledge has a positive impact on students reading comprehension. It helped the students to comprehend English texts better. Moreover, the findings of the effect of the activation of background knowledge reading strategy through reading modules prepared by the researcher had showed significant
difference in students reading comprehension performance. The implementation of the reading strategy based on the reading module had fulfilled the Schema Theory by Rubeval (2004) and was supported by Royer and Cunningham (1981) and Li and Wu (2007) who agreed that readers who activate their background knowledge understand the text better. In conclusion, based on the results of the paired sample t-test, TAP and interviews, it is suggested that the activation of background knowledge reading strategy had given an impact on overall reading comprehension of the students.

4.5 Summary
This study aimed at measuring the effect of activation of background knowledge reading strategy on students' reading comprehension performance through the reading module prepared by the teacher. The modules consist of pre-reading activities, reading texts and comprehension questions. The instruments in the module were reviewed and adapted from previous researchers and also checked by the content experts. The results indicated that the students' exposure to the reading strategies in the module had a significant, positive impact towards their reading comprehension performance. The findings are parallel with the research conducted by Tan (1986), who discovered the role of background knowledge and stated that background knowledge and language proficiency had significant effects on the students' comprehension. The Rubeval's (2004) Schema Theory states that organized background knowledge is needed to lead readers to expect or
predict in their interpretation of discourse. Thus, background knowledge plays an important role in students reading comprehension of texts.

The findings of this current study are also comparable with the research conducted by Gunasegran (2004) who stated that background knowledge plays a vital role in second language learners reading comprehension of texts. The prior knowledge (background knowledge) treatment given to the students has helped them in their reading comprehension performance. The findings confirmed with the Majdi and Syakirah's (2009) Top Down Reading Theory who believed readers with higher background knowledge would comprehend the reading texts better. Thus, the background knowledge has given positive impact on the students reading comprehension performance.

The findings are also parallel with the research conducted by Tarci (2010) who mentioned that background knowledge plays a central role in influencing reading comprehension of the students whether it is given directly or indirectly. This is clearly seen after treatments have been given to them. The findings had fulfilled the Li and Wu's (2007) Schema Theory which mentioned that readers’ background knowledge is the content domain of reading materials that has become the key in understanding a text. Hence, background knowledge will enhance the reading comprehension performance of the students.
In the present study, the researcher has been emphasizing on the activation of the background knowledge during the pre-reading activities as a reading strategy in examining its effectiveness on the students reading comprehension. The K-W Chart and the Anticipation Guide have been used as the pre-reading activities before the students read the text. The findings are parallel with the research conducted by Langer (1984) where she stated that the background knowledge that is activated through pre-reading activity has significantly improved the performance of the students' reading comprehension. Thus, background knowledge activation did not only help the students in their reading comprehension performance but also best applied during pre-reading activities for greater impact.

The findings of the current study are also similar with the research conducted by Chai (1990) who mentioned that pre-reading instructions are effective and has benefited the students in their reading comprehension. Thus, the pre-reading activities are effective in engaging the students in their reading and the implementation of background knowledge strategy during pre-reading will help the students to improve their reading comprehension.

The findings are also allied with the research conducted by O'Brian (2007) who revealed that effective pre-reading activities that can activate students' background knowledge will help them in comprehending the texts. Thus, an
effective reading strategy is needed to help the students in their reading comprehension performance.

The findings of the present study are also equivalent to the findings from the research conducted by Chia (2008) who stated that students who were provided with relevant background knowledge before reading had significantly higher reading comprehension scores. The pre-reading activities which can activate students' background knowledge has given an improvement in students' reading comprehension scores. Thus, activation of background knowledge as a pre-reading activity is an effective reading strategy in helping the students in their reading comprehension performance.

The present study also revealed that the background knowledge has a positive effect on reading comprehension of the students. Thus, it has not supported the findings of research conducted by Pedro and Bajo (2009), Johnson (1984) and Alverman et al (1985) who have stated that background knowledge input that were given to the students before reading text is rather interfering than facilitating. The background knowledge has no positive impact to the students reading comprehension. However, the present research has proven that background knowledge has a positive effect on students' reading comprehension.
The present study is also intended to find an effective reading strategy in helping the students in their reading comprehension of English texts. Background knowledge (cognition) activation was applied as the reading strategy to help the students in their reading comprehension performance and the results showed that the activation of the background knowledge reading strategy helped the students in their reading comprehension performance. The findings are parallel with the research conducted by Yesim & Muharrem (2006) who have mentioned that reading strategies are essential and should be developed for the students to understand the text better. The strategies identified helped the students in their reading comprehension.

The findings are also similar with the research conducted by Chubuku (2007) who stated that it is important of have reading strategies to help students in their reading comprehension. Cognitive reading strategies have been administered to them and they have enhanced the students' reading comprehension. Thus, it is important to have reading strategies and most importantly to have an effective reading strategy to help students in their reading comprehension.

The findings of the present study are also parallel with the research conducted by Nur Airen & Nurul Shuhada (2010), who revealed that cognitive reading strategies had given a positive impact on the students who
have undergone a reading course. The reading strategies have helped them to comprehend the text better. Thus, reading strategies are essential for the students to understand the text better.

The findings are also allied with the research conducted by Parviz (2003) who mentioned that reading strategies focusing on pre-reading activities helped the students in their reading comprehension. The students have showed positive improvements in the reading comprehension of texts after the pre-reading activities as the reading strategy were given to them. Hence, reading strategies which are given during the pre-reading activities helped the students in their reading comprehension performance.

The present study supported the findings of the research conducted by Eghbal (2012) who revealed that cognitive and metacognitive reading strategies that are given through pre-reading activities helped the students with their reading comprehension scores. There are improvements in their reading comprehension scores after pre-test and post-test were conducted on them. Hence, the cognitive reading strategies helped the students in their reading comprehension performance.

The findings are also comparable with the research conducted by Seyyed et al. (2012) who revealed that reading strategies improved and developed students' reading comprehension ability. The pre-test and post-test results
showed that the reading strategies had significant effect and had succeeded in improving students' reading comprehension. Thus, it is important to have reading strategies for the students to have better comprehension of texts.

The analysis of Think Aloud Protocol showed that all the students did activate their background knowledge when reading. The cognitive processes have occurred when they are reading the texts. The results of the interviews revealed that most of the students felt that the activation of background knowledge reading strategy helped them a lot in understanding the text better. Their reading comprehension score improved after being introduced to the reading strategy. Thus, they would use the reading strategy in their future reading. The teachers also said that the activation of background knowledge reading strategy helped them in their reading classes. The reading strategy helped the students to deal with the reading texts better and their score have improved. The findings supported the Rubeval's (2004) Schema Theory and supported by Li and Wu's (2007) and Parviz Ajideh (2003) who agreed on the role of background knowledge in aiding readers' reading comprehension. Hence, the activation of background knowledge is an effective reading strategy and the teachers would apply them in their reading classes.

With this current study, it is hoped that the reading comprehension problems in the reading class of lower secondary students will be minimized. With the
awareness of the importance of reading strategies and the activation of background knowledge reading strategy that has been proven effective, it is hoped that it can help the students in their reading comprehension performance. Based on this present study, the researcher had suggested that a reading handbook should be provided for English teachers with pre-reading activities that can activate students' background knowledge based on the Malaysian setting.

4.6 Conclusion

The triangulate findings of the quantitative data (reading texts and comprehension questions) and qualitative data (TAP and Interviews) had revealed some important data that answered all the questions and hypotheses being listed for this study. The next chapter is the conclusion of the whole study and some recommendations regarding the effects of the activation of background knowledge reading strategy towards the teaching of reading comprehension among lower secondary students.
CHAPTER 5

CONCLUSION

5.0 Introduction

This chapter discusses the summary of the findings, recommendations and implications of the study. The researcher also provided the conclusion of the study. The summary helps the reader to understand all the findings of the study while the recommendation and implications listed will help the stakeholders, teachers and students to take action towards betterment in future regarding the reading comprehension performance and also the teaching of reading comprehension skills especially among lower secondary students.

5.1 Summary

5.1.1 Reading Comprehension Performance for Controlled Group

Based on the analysis of the findings, it was found that the means for pre-test of CG showed no significant difference which meant that the marks gained were almost the same for both groups. It revealed that the score for both tests for CG had shown that the students did not gain much increment due to the traditional method being applied.
5.1.2 Reading Comprehension Performance for Experimental Group

Based on the analysis of the findings, it was found that the means for the pre-and the post test of the EG showed significant difference which meant scores for both tests were much different. It demonstrated that the students in the EG had achieved better reading comprehension performance as a result of practising the activation of background knowledge reading strategy as listed in the reading module. Therefore, they managed to score higher marks due to sufficient inputs gained during the treatment. Findings from TAP also revealed that the students had activated their background knowledge before and while reading that it had helped them in their reading comprehension.

5.1.3 Reading Comprehension Performance for Controlled and Experimental Group (Pre)

Based on the analysis of the findings, it was found that the means for pre-test of CG showed no significant difference which meant that the marks gained were almost the same for both groups. This is due to their same background knowledge and qualification.
5.1.4 Reading Comprehension Performance for Controlled and Experimental Group (Post)

Based on the analysis of the findings, it was found that the means of the post-test for CG and EG had shown significant difference which meant that the two groups had achieved different mean scores. The EG was involved in the treatment within ten weeks of applying the activation of background knowledge in the reading module, thus they had the chance to practise the pre-reading activities frequently, compared to the CG. Therefore, they manage to score higher in the post-test. Findings from the interviews also revealed that background knowledge gave positive impact on students' reading comprehension that led to better performance in reading comprehension during the post test.

5.2 Implication

The implication of this study will influence the stakeholders, teachers and also students in improving the implementation of reading module that emphasize on the activation of background knowledge reading strategy.

The present study is an attempt to contribute to the Malaysian educational reform process, encouraging an effective implementation of reading modules in Malaysian schools. The present study suggested a number of procedures of conducting modules in normal reading classes at schools. The
implementation would encourage Malaysian ESL teachers and students to adapt and adopt the activation of background knowledge reading strategy in teaching and learning English.

An effective reading strategy is important for the students as when they enter secondary schools the English texts get longer and more difficult. Beginning March 2012, The Malaysia Ministry of Education has come out with the new standard of measurement starting with form one students whereby there are no more examinations. It is called Standard Achievement Document that will analyze on how far have the students achieved and mastered in what they had learnt according to bands which is from band one until band six. Specific materials and booklets that have been prepared for the students and the teachers will assist them in achieving their bands accordingly. The Standard Achievement Document will also be continued for form two and form three students. It will be a greater challenge for the students because their marks fully depend on the band that they will get. Comprehension of the English texts is crucial thus; effective reading strategies are needed to help the students.

Teachers sometimes overlook the importance of the usage of reading strategies in their reading class. For the adapted version of the activation of the background knowledge reading strategy to be implemented by the teachers, training could be given to them. Knowing another effective reading
strategy to teach reading comprehension would benefit the English language teachers. Knowledge about various approaches to teaching reading comprehension is definitely an advantage for teachers as it gives them the option to use it when they feel it is suitable for their students.

5.3 Recommendations for Future Research

5.3.1 Practical Handbook for Lower Secondary School Students

It is suggested that this reading module be used as an alternative way to overcome reading comprehension problems among students especially lower secondary school students in fully focusing on the reading activities in the classroom. Students would have a proper handbook, especially in Malaysian setting, for them to be used with their teachers that would help them to improve in their reading comprehension performance.

5.3.2 Practical Handbook for English Teachers

This module could be a practical handbook for English teachers because they can use it to help them to adapt some ideas to be used during their reading class. Thus, this reading module can be published as a handbook for the use of the English teachers all over Malaysia. They need to have such handbook because most of the books in the market are western-based compared to the Malaysian setting of this handbook. So, it is highly recommended to have such a handbook in the Malaysian market.
5.4 Conclusion.

This final chapter had revealed some important ideas on how to overcome the problems of acquiring and learning English as a second language in Malaysian classroom settings. The findings had shown the importance of having effective reading strategies that can help students in their reading comprehension performance. Thus, this chapter has summed up all the findings and discussed the issues in relation to our own context of Malaysian setting.

The implications and suggestion mention that the activation of background knowledge reading strategy had provided a better pathway in helping the students in their reading comprehension performance. The implication and the suggestions of the study also give impact towards the reform of the Malaysian Educational Policy as mentioned in Malaysian Educational Blueprint 2013-2025. Future research will explore more on larger scale to get more definite results in applying and maintaining the activation of background knowledge reading strategy in our classroom language teaching.

In conclusion, readers with higher background knowledge consisting of topic familiarity, cultural knowledge and previous experience before reading a text would comprehend the text better (Li & Wu, 2007). It is proven that the activation of background knowledge reading strategy in the reading module had given help in increasing students' reading comprehension performance.
Thus, it is hoped that the findings and recommendations suggested in this study will benefit and arouse the interest of the researchers, curriculum developers, administrators and educators to maintain the activation of background knowledge reading strategy in enhancing students reading comprehension skills.


Normazidah Che Musa & Koo, Yiew Lee & Hazita Azman. (2012). Exploring English Language Learning And Teaching In Malaysia. GEMA Online Journal Language Study. 1 (1)


Dear Teachers, 

The Reading Comprehension Module is designed to enhance students' reading and comprehension skills. The module will help students understand and interpret texts effectively. The activities in the module are aligned with the reading and comprehension standards.

The main objective of the module is to activate students' background knowledge through pre-reading activities. It aims to improve students' reading and comprehension skills.

Prepared By: Nik Nor Hidayah bt Mohamed Zuldin

Research Topic: The Effect of Activating Background Knowledge Strategy through Pre-Reading Activities on Lower Secondary Students.

Universiti Malaysia Terengganu
21030 Kuala Terengganu

Prepared By: Nik Nor Hidayah bt Mohamed Zuldin

Research Topic: The Effect of Activating Background Knowledge Strategy through Pre-Reading Activities on Lower Secondary Students.
Dear Teachers,

This Reading Comprehension Module is developed for the purpose of my MASTERS research entitled ‘The Effect of Activating Background Knowledge Strategy through Pre-Reading Activities on Lower Secondary Students’.

The module is designed for form one students. It contains pre-reading activities, reading texts and comprehension questions which have been allocated accordingly. The materials in the module will help and assist teachers in conducting it in their reading classes.

It is hoped that teachers will follow the sequence of the materials in this module to ensure smooth and effective process of teaching and learning. The end result of the usage of this module will be evaluated by the researcher.

Note: Answers for the reading comprehension questions are provided at the end of the module.

NIK NOR HIDAYAH BT MOHAMED ZULDIN
Masters student
How to Use This Module

*This module contains six pre-reading activities, six reading texts and ten comprehension questions for each texts meant for the students (participants) which will be used during normal English reading class of teaching and learning process.

*Teachers MUST read the reading text first before conducting it with the students.

*Teachers must spend 10 minutes on the pre-reading activities and 10 minutes on the reading texts after the students have answered all questions

➢ Text 1 : Happiest Time

After the pre-test, participants will be given Text One. BEFORE Text One and the comprehension questions are given, teachers MUST use the pre-reading activity provided (anticipation guide). Teachers will explain and ask the students and fill in the anticipation guide. After that, teachers will discuss the answers of the anticipation guide and comprehension questions together with the students.

➢ Text 2 : Diary

Teachers then will use Text Two with the participants. BEFORE Text Two and the comprehension questions are given, teachers MUST use the pre-reading activity provided (anticipation guide). Teachers will explain and ask the students and fill in the anticipation guide. After that, teachers will discuss the answers of the anticipation guide and comprehension questions together with the students.

➢ Text 3 : Cats

Teachers then will use Text Three with the participants. BEFORE Text Three is given, teachers MUST use the pre-reading activity provided (KW Chart). Teachers will explain and ask the students and fill in the KW Chart. After that, teachers will discuss the answers of the KW Chart and comprehension questions together with the students.
Text 4: Smoking

Teachers then will use Text Four with the participants. BEFORE Text Four is given, teachers MUST use the pre-reading activity provided (Anticipation Guide). Teachers will explain and ask the students and fill in the Anticipation Guide. After that, teacher will discuss the answers of the Anticipation Guide and comprehension questions together with the students.

Text 5: Health

Teachers then will use Text Five with the participants. BEFORE Text Five is given, teachers MUST use the pre-reading activity provided (KW Chart). Teachers will explain and ask the students and fill in the KW Chart. After that, teachers will discuss the answers of the KW Chart and comprehension questions together with the students.

Text 6: Taman Negara

Teachers then will use Text Six with the participants. BEFORE Text Six is given, teachers MUST use the pre-reading activity provided (KW Chart). Teachers will explain and ask the students and fill in the KW Chart. After that, teachers will discuss the answers of the KW Chart and comprehension questions together with the students.
**PRE READING TASK: TEXT 1**

Name:  
Class:  

**ANTICIPATION GUIDE**

Read each statement below and write YES in the blanks if you think the statement is correct and write NO if you think the statement is false. We will check the answers after we finish reading the text.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Statement</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We are happy when we were first registered in standard 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our parents did not love us and they just think about themselves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We must love our parents no matter what</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We will feel comfortable with any situation once we get used to it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning is boring and dull.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers are people that have big impact on students life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All teachers should be respected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We must enjoy learning all subjects at school.</td>
<td></td>
</tr>
</tbody>
</table>
THE HAPPIEST TIME IN MY LIFE

The happiest time in my life is when my parents enrolled me in Standard 1. I will remember that eventful year for the rest of my life. Before I started going to school, I was very lonely. Being the only child in my family, I had no friends. My father was a business man and he had very little time for me. My mother was a housewife. She was always very busy with the household chores. Therefore, she too could not spend time with me. I was very sad but I understood that they did all these to give me a more comfortable life.

I was seven years old when I first went to school. This had a great impact on my life. In the beginning, it was difficult for me to adapt myself to the new environment. I felt afraid. Gradually, I became used to it. I found school exciting. I made many friends. There were many interesting things to do and learning was fun.

My teachers were very kind and helpful. They opened up my world to new experiences and knowledge. I enjoyed my lessons very much. English, Science and Mathematics were my favourite subjects. I am grateful to all my teachers for their love and guidance in helping me become confident of myself.

Source: WEB A English Form 1 KBSM Workbook (2008)

1. When is the happiest time in the writer’s life?

____________________________________________ (2m)
2. How did the writer describe his life before started going to school?

________________________________________________________ (2m)

3. What are the occupations of the writer's parents?

________________________________________________________ (2m)

4. How did the writer understand about his parents' busy schedule?

________________________________________________________ (2m)

5. What was the writer's feeling when he first went to school?

________________________________________________________ (2m)

6. Why did the writer find school exciting?

________________________________________________________ (2m)

7. What are the writers' favourite subjects?

________________________________________________________ (2m)

8. Why did the writer feel grateful for his teachers?

________________________________________________________ (2m)

9. What are two characteristics of your English language teacher?

________________________________________________________ (2m)

10. How did your teacher give impact to your life?

________________________________________________________ (2m)
ANTICIPATION GUIDE

Read each statement below and write YES in the blanks if you think the statement is correct and write NO if you think the statement is false. We will check the answers after we finish reading the text.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Statement</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School is a boring place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We made new friends at school of different races and religions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We should not take others (our friends) belongings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning art is interesting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers always help you when you need them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We must not help our friends if they need our help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classrooms must be clean and tidy all the time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tests are important to students</td>
<td></td>
</tr>
</tbody>
</table>
Reading Text 2: Diary

Chee How, a Form One student, wrote down the interesting things that happened in his school during the month of January 2005.

3 January - It was the first day in a new school. Everyone was busy buying books and making new friends. I made friends with a Malay boy and an Indian girl. Their names are Hussain and Kalimony.

10 January – Someone stole Rizal’s box of colour pencils. Rozita is our monitor. She is sweet and polite. She is also a good monitor. Mrs. Lim took us to the field for an art lesson under some shady trees. We were supposed to observe nature before were allowed to sketch the trees and plants.

14 January – I fell down while running in the field. I broke my front tooth. My knees and hands bled. Encik Hasrul took me to the clinic and later sent me home.

24 January - We cleaned our class and hung curtains on the windows. Noriah and Salleh drew the Kuala Lumpur Tower on the wall at the back of the class. We won the class cleanliness competition for the month.

28 January - We had test on all subjects except Mathematics and English. They will be held on the last day of the month. I think I did quite well. Perhaps the tests were easy since there wasn’t very much that we had learnt.

Source: Skor Kendiri KBSM English Form 1Workbook (2005)

1. Who wrote the diary? ___________________________________________ (2m)
2. What is a diary to you?

3. Who are the writer’s friends?

4. When did Rizal’s box of colour pencils is stolen?

5. Where did the art lesson take place?

6. What happened when the writer fell down while running in the field?

7. How did En.Hasrul help the writer?

8. How did the writer and his friends decorated her class until they won the cleanliness competition for the month?

9. What did the writer think about the test?

10. In your own words, describe how is your feeling when you are going to have a test
Based on the topic given, fill in the table below. Put a tick in the space provided.

<table>
<thead>
<tr>
<th><strong>K (Things you know about the topic before you read about it)</strong></th>
<th><strong>W (Questions you have about the topic before you read about it)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats are cute</td>
<td>Are cats dangerous?</td>
</tr>
<tr>
<td>Cats can be dangerous</td>
<td>What are the special characteristic of cats?</td>
</tr>
<tr>
<td>Cats are easy to play with</td>
<td>Can cats predict any natural disaster?</td>
</tr>
<tr>
<td>Cats chase and eat mouse</td>
<td>Can people get sick if playing with cats?</td>
</tr>
<tr>
<td>Many people love cats</td>
<td>Can cats be a therapy for people under stress?</td>
</tr>
</tbody>
</table>
Reading Text 3: Cats

Read the text below and answer the questions that follow. You are given 45 minutes to answer all questions.

Cats are interesting and adorable creatures. At times, they may seem distant and even unfriendly. Unlike dogs, which are often quite affectionate and expressive, cats seem to keep to themselves a lot. They are not normally demonstrative. Yet, they are many cat lovers who find them loveable and cuddly. At times, cats can be warm and friendly. This can be seen when they curl up on their owners' laps and nuzzle up to them.

Cats are remarkable animals. Here are some fascinating facts about them.

- Cats are said to be intuitive. They can predict volcanic eruptions, earthquakes and electrical storms. Hours before an earthquake occurs, cats become very restless. They pick up kittens in their mouths and flee in panic from the house. It is as though they know that something terrible is about to happen. Sure enough, a few hours later, the earthquake occurs.

- Cat owners are said to be healthier than people without pets. Stroking and playing with cats can reduce stress. It makes the person calmer. Some doctors recommended it as therapy and it has been known to work well in cases of mental-illness and heart problems.

- Everyone knows that cats get rid of rats. In the middle ages, the Romans brought cats to Britain to get rid of the rats on the island. Anyone caught killing a cat were severely punished.

Source: Axis KBSM English Form 1 Workbook(2011)

1. In paragraph 1, what kind of creatures are cats?

_________________________ (2m)
2. How are cats different from dogs?

3. What are the two qualities that cat lovers found in cats?

4. Why did the writers say cats are warm and friendly?

5. Why are cats said to be intuitive?

6. What do cats do just before an earthquake?

7. How can cats reduce stress?

8. What are the diseases that recommend cats as a therapy?

9. What do you think about people who did cruelty to animals?

10. How should these people be punished?
**PRE READING TASK: TEXT 4**

Name: 
Class: 

**KW Chart**

Based on the topic given, fill in the table below. Put a tick in the space provided.

<table>
<thead>
<tr>
<th><strong>K (Things you know about the topic before you read about it)</strong></th>
<th><strong>W (Questions you have about the topic before you read about it)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking is bad for health</td>
<td>Why do people smoke?</td>
</tr>
<tr>
<td>Smoking can be a waste of money</td>
<td>Is smoking addictive?</td>
</tr>
<tr>
<td>People do not like smokers</td>
<td>Does smoking also affect the non-smokers?</td>
</tr>
<tr>
<td>Friends can be an influential factor for teenagers to smoke</td>
<td>What are the diseases related to smoking??</td>
</tr>
<tr>
<td>Most people smoke</td>
<td>How can a person stop smoking habit?</td>
</tr>
</tbody>
</table>
TALK: SMOKING

Good Morning teachers and fellow students,

Today I am going to talk about smoking. Many young people nowadays are eager to smoke. They think it makes them look sophisticated and grown up. Others may smoke due to peer-pressure. Your friends may urge you to smoke and you might be tempted to do it. But remember, people who urge you to do something that is wrong or harmful are not your true friends.

Smoking is addictive. It takes a person about ten to fifteen years completely give up the habit. Smokers are often irritable when they cannot smoke because their bodies are craving for the nicotine found in cigarettes.

Do you know that people who smoke are not only endangering their own health but also the health of others? Smoking is dangerous to smokers as well as non-smokers. Non-smokers breathe in the smoke blown out by smokers. Therefore, smokers do not only damage their own health but others as well.

Smoking has been found to cause lung cancer, also mouth and gullet cancer. Smoking also stains your teeth, skin and nails.

If you are already smoking, try and break this habit immediately. All you need is to overcome this habit is willpower. If you see your friends smoking or know about it, advise them against it. Be their friend and give them plenty of encouragement along the way. Do not condemn them.

Let's make a pack today. Let's say 'NO' to smoking and 'YES' to health.

Thank you for your attention.

Source: WEB A English Form 1 KBSM Workbook (2008)
1. What is the talk about? (2m)

2. Why are young people eager to smoke nowadays? (2m)

3. How long does it take for smokers to give up smoking? (2m)

4. How does 'peer pressures' contribute smoking habit among young people? (2m)

5. Why these friends are considered "not your true friends"? (2m)

6. Why are smokers irritable when they cannot smoke? (2m)

7. How is smoking dangerous to non-smokers? (2m)

8. What types of fatal diseases are caused by smoking? (2m)

9. In your own words, what do you think of a smoker? (2m)

10. What are two advices that you would give if you have family members or friends who are smoking? (2m)
### KW Chart

Based on the topic given, fill in the table below. Put a tick in the space provided.

<table>
<thead>
<tr>
<th><strong>K (Things you know about the topic <strong>before</strong> you read about it)</strong></th>
<th><strong>W (Questions you have about the topic <strong>before</strong> you read about it)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking care about our health is important</td>
<td>How can teenagers be physically fit?</td>
</tr>
<tr>
<td>Fast food such as burgers and pizzas are bad for health</td>
<td>What should be the teenagers diet food be?</td>
</tr>
<tr>
<td>We need to eat less fast food and junk food</td>
<td>How can we recover from fatigue?</td>
</tr>
<tr>
<td>People need to exercise to keep their body healthy</td>
<td>What is dehydration?</td>
</tr>
<tr>
<td>If people don’t have time, they don’t have to exercise</td>
<td>What are the benefits of outdoor activities?</td>
</tr>
</tbody>
</table>
Read the text below and answer the questions that follow. You are given 45 minutes to answer all questions.

HEALTH IS WEALTH

Habibah, Julie and Roy are growing teenagers. They are group of energetic individuals. Do you know what keeps them physically fit? Their physical fitness depends on the food they eat, the amount of rest and sleep they get, the healthy habits they practise and the exercise they do.

Like many teenagers, Habibah, Julie and Roy enjoy a diet of burgers, fried chicken, pizza, chocolate, ice-cream and fizzy drinks. Such a diet helps little towards physical fitness so they have cut down on fast food. Instead, they have begun to eat more vegetables and fruit that contain plenty of vitamins and minerals. Now they have healthier skin and more energy and fall ill less often.

Habibah, Julie and Roy have a busy daily schedule. It is more important that they get enough rest after long hours of activity. The best way is to get enough sleep. A teenager needs about eight to ten hours of sleep to recover from fatigue. The practice of going to bed early and rising early will make one healthy, wealthy and wise.

In hot weather, it is necessary to keep oneself clean to avoid getting skin disease. Habibah, Julie and Roy always take a shower after physical activities to wash away sweat and dirt. After that, they put on clean clothes. It is also necessary for them to drink at least eight glass of water to prevent dehydration since they sweat a lot.

Habibah, Julie and Roy never miss their exercise. They jog and play games three times a week. The outdoor activities make them strong and healthy. Habibah and Julie play netball for the school and Roy play football with his neighbours.

Source: Peperiksaan Akhir Tahun B.Inggeris (Paper 1)2010, JPN Terengganu
1. Who are Habibah, Julie and Roy?

2. How did they keep their body physically fit?

3. What type of food do teenagers usually enjoy eating?

4. What are the foods that make skin healthier and gave us more energy?

5. When is the time that we should get enough sleep?

6. Why is it important for teenagers to have enough sleep?

7. Why do we have to keep our self clean during hot weather?

8. Why did Habibah, Julie and Roy take shower after doing physical activities?

9. Why is important to take care of our health?

10. What are the outdoor activities that you usually do during your free time?
ANTICIPATION GUIDE

Read each statement below and write YES in the blanks if you think the statement is correct and write NO if you think the statement is false. We will check the answers after we finish reading the text.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Statement</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taman Negara is a place of flora and fauna.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Taman Negara is a place for those who love to go on the holidays.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>We can see flora and fauna in Taman Negara at a close distance.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>There are thousands of animals and insects species in Taman Negara</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>It is safe for visitors if they want to have a closer look at the wild animals in Taman Negara</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>There are limited activities that visitors can do in Taman Negara</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Visitors need to be fit and healthy if they want to join the activities in Taman Negara.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>We can only enjoy adventurous activities when at Taman Negara</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
Taman Negara, Pahang is a must visit destination for all nature lovers. It is one of the oldest jungles in the world- full of nature’s secrets waiting to be discovered. It is also the place where many challenging activities await.

Taman Negara is rich with flora and fauna. It is home to thousands of species of birds and insects as well as wild plants and colourful flowers. The tallest tree in South East Asia, the tualang tree, grows here. Wild animals also inhabit the jungle. Tapirs, monkeys, elephants and even tigers come out in the clearing at night to drink at the salt licks. To catch a glimpse of these animals, visitors are advised to go to the various shelters locates near the salt licks.

For those who love a challenge, there are many adventurous activities for you to do in Taman Negara. Trekking the canopy walkway is a must. It is the longest canopy walkway in the world, spanning 450m and suspended 40m above ground. You can also travel upstream in a small boat. You will be able to see how well the boatman navigates the boat along the dangerous rocks in the mainstream. You can also explore the caves or climb Gunung Tahan, the tallest mountain in peninsular Malaysia. It will take you five days to reach the peak and return. However, the slopes are steep to climb and the jungles thick and dense. If you prefer a more relaxing activity, you can go boating or fishing in the beautiful lakes.

Well, next time you think of holiday- give Taman Negara a thought. There’s so much fun and excitement here!

Source: WEB A English Form 1 KBSM Workbook (2008)
1. Where is Taman Negara situated?  

2. What is Taman Negara famous for?  

3. What type of flora can be found in Taman Negara?  

4. What type of fauna can be found in Taman Negara?  

5. Where can visitors go to if they wish to watch the animals at Taman Negara?  

6. Why is the canopy walk in Taman Negara considered the longest walkway?  

7. Why should climbers be careful when climbing Gunung Tahan?  

8. What are two less challenging activities that visitors can do in Taman Negara?  

9. In your own words, what is a jungle?  

10. Why do you think some people love to go for holidays in places like Gunung Tahan?
Text 1: Happiest Time

1. The happiest time in the writer's life is when his parents enrolled him in standard One.
2. The writer described that his life was lonely and he had no friends.
3. The writer's father was a businessman and his mother was a housewife.
4. He understood by saying that they did all this to give him a more comfortable life.
5. He felt difficult to adapt to the new environment.
6. The writer found school interesting because he made many friends / many interesting things to do / learning was fun (accept any two).
7. His favourite subjects are Mathematics and Science.
8. His teachers opened up his world to new experience and knowledge.
9. (Accept any logical answers)
10. (Accept any logical answers)

Text 2(Diary)

1. Chee How wrote the diary.
2. (Accept any logical answers)
3. They are a Malay boy and an Indian girl.
4. It was stolen on 10\textsuperscript{th} January.
5. The art lesson took place under some shady trees.
6. He broke his front tooth and his knees and hands bleed.
7. En.Hasrul later set him to the clinic and later sent him home.
8. The writer and her friends decorated her class until they won the cleanliness competition for the month? They cleaned the class / hung curtains on the windows / drew the Kuala Lumpur Tower on the wall at the back of the class.
9. The writer thinks that he did well in the test and it was quite easy because there wasn't much that they have learnt.

10. (Accept any logical answers)

Text 3(Cats)

1. Cats are interesting and adorable creatures
2. Cats seems to keep to themselves a lot / not demonstrative.
3. i- loveable ii-cuddly
4. They curl up on their owners' laps and nuzzle up to them
5. They can predict volcanic eruptions, earthquakes and electrical storms
6. They become restless / pick up their kittens in their mouth and flee in panic from the house.
7. Cats can help reduce stress by stroking and playing with them
8. The diseases that recommend cats as therapy are mental illness and heart problem
9. (Accept any logical answers)
10(Accept any logical answers)

Text 4(Smoking)

1. The talk is about smoking habits
2. People eager to smoke nowadays because it makes them look sophisticated and grow up.
3. It takes ten to fifteen years to completely give up the habits
4. Peer Pressure contribute smoking habits among young people because friends may urge them to smoke and they might be tempted to do it.
5. Because they who urge us to do something that is wrong or harmful is not a true friend.
6. Smokers are irritable when they cannot smoke because their bodies are craving for nicotine found in cigarettes.

7. Smoking is dangerous to non-smokers because they breathe in the smoke blown out by smokers.

8. Fatal diseases are caused by smoking/ Lung cancer / gullet cancer (accept any two)

9. (Accept any logical answers)

10. (Accept any logical answers)

Text 5 (Health is Wealth)

1. Habibah, Julie and Roy are growing teenagers.
2. food they eat / amount of rest and sleep / practise healthy habit / exercise *accept any other two.

3. Burgers / fried chicken / pizza / chocolate / ice-cream / fizzy drinks. *accept any other two

4. Vegetables and fruits

5. We should get enough sleep after a busy schedule / after a long hour activity

6. For teenagers to recover from fatigue

7. We have to keep clean our self during hot weather to avoid skin diseases

8. They took shower after doing physical activities to wash away sweat and dirt / to keep clean

9. (Accept any logical answers)

10. (Accept any logical answers)

Text 6 (Taman Negara)

1. Taman Negara is situated in Pahang

2. i- for all nature lovers
3. Wild plants/ colourful flowers / tualan tree (accept any other two)
4. Tapirs/ monkeys /elephants / tigers (accept any two)
5. Visitors can go to the various tall shelters located near the salt licks
6. It is spanning 450m and suspended 40m above ground
7. Climbers should be careful when climbing Gunung Tahan because the slopes are steep to climb and the jungles thick and dense
8. Boating and fishing in the beautiful natural lakes
9. (Accept any logical answers)
10. (Accept any logical answers)
Appendix B

READING COMPREHENSION MODULE

(Controlled Group)

Prepared By: Nik Nor Hidayah bt Mohamed Zuldin

Research Topic: The Effect of Activating Background Knowledge Strategy through Pre-Reading Activities on Lower Secondary Students
*Introduction

*Reading Text One: Happiest Moment

*Reading Text Two: Diary

*Reading Text Three: Cats

*Reading Text Four: Smoking

*Reading Text Five: Health

*Reading Text Six: Taman Negara

*Answers
Dear Teachers,

This Reading Comprehension Module is developed for the purpose of my MASTERS research entitled 'The Effect of Activating Background Knowledge Strategy through Pre-Reading Activities on Lower Secondary Students'.

The module is designed for form one students. It contains reading texts and comprehension questions which have been allocated accordingly. The materials in the module will help and assist teachers in conducting it in their reading classes.

It is hoped that teachers follow the sequence of the materials in this module to ensure smooth and effective process of teaching and learning. The end result of the usage of this module will be evaluated by the researcher.

Note: Sample answers for the reading comprehension questions are provided at the end of the module.

NIK NOR HIDAYAH BT MOHAMED ZULDIN
Masters student
How to Use This Module

*This module contains 6 reading texts, 10 comprehension questions for each text for the students (participants) which will be used during normal English reading class of teaching and learning process.

*Teachers must follow the sequence of each text accordingly when giving it to participants.

*Teachers shall give a general view of the text before asking students to start reading the text and answering the questions.

*Teachers must spend 10 minutes on the reading texts after the students have answered all questions.

* Answer key is provided at the end of the module.
Read the text below and answer the questions that follow. You are given 45 minutes to answer all questions.

**THE HAPPIEST TIME IN MY LIFE**

The happiest time in my life is when my parents enrolled me in Standard 1. I will remember that eventful year for the rest of my life. Before I started going to school, I was very lonely. Being the only child in my family, I had no friends. My father was a business man and he had very little time for me. My mother was a housewife. She was always very busy with the household chores. Therefore, she too could not spend time with me. I was very sad but I understood that they did all these to give me a more comfortable life.

I was seven years old when I first went to school. This had a great impact on my life. In the beginning, it was difficult for me to adapt myself to the new environment. I felt afraid. Gradually, I became used to it. I found school exciting. I made many friends. There were many interesting things to do and learning was fun.

My teachers were very kind and helpful. They opened up my world to new experiences and knowledge. I enjoyed my lessons very much. English, Science and Mathematics were my favourite subjects. I am grateful to all my teachers for their love and guidance in helping me become confident of myself.

Source: *WEB A English Form 1 KBSM Workbook(2008)*

1. When is the happiest time in the writer's life?

______________________________________________________________________________ (2m)

2. How did the writer describe his life before started going to school?

______________________________________________________________________________ (2m)
3. What are the occupations of the writer's parents?

___________________________________________ (2m)

4. How did the writer understand about his parents' busy schedule?

___________________________________________ (2m)

5. What was the writer's feeling when he first went to school?

___________________________________________ (2m)

6. Why did the writer find school interesting?

________________________________________ (2m)

7. List the characteristics of the writer's teachers

________________________________________ (2m)

8. How did the teachers give impact to the writer's life?

_________________________________________ (2m)

9. What are the writer's favourite subjects?

________________________________________ (2m)

10. Why did the writer feel grateful for his teachers?

_________________________________________ (2m)
DIARY

Chee How, a Form One student, wrote down the interesting things that happened in his school during the month of January 2005.

3 January - It was the first day in a new school. Everyone was busy buying books and making new friends. I made friends with a Malay boy and an Indian girl. Their names are Hussain and Kalimony.

10 January – Someone stole Rizal’s box of colour pencils. Rozita is our monitor. She is sweet and polite. She is also a good monitor. Mrs. Lim took us to the field for an art lesson under some shady trees. We were supposed to observe nature before were allowed to sketch the trees and plants.

14 January – I feel down while running in the field. I broke my front tooth. My knees and hands bled. Encik Hasrul took me to the clinic and later sent me home.

24 January- We cleaned our class and hung curtains on the windows. Noriah and Salleh drew the Kuala Lumpur Tower on the wall at the back of the class. We won the class cleanliness competition for the month.

28 January – We had test on all subjects except Mathematics and English. They will be held on the last day of the month. I think I did quite well. Perhaps the tests were easy since there wasn’t very much that we had learnt.

Source: Skor Kendiri KBSM English Form 1 Worbook (2005)

1. Who wrote the diary? (2m)
2. What are the activities on the first day of school?

__________________________________________ (2m)

3. Who are writer's friends?

__________________________________________ (2m)

4. When did the class monitor's pencil box have been stolen?

__________________________________________ (2m)

5. Where did the art lesson take place?

__________________________________________ (2m)

6. What happened when the writer fell down while running in the field?

__________________________________________ (2m)

7. How did En.Hasrul help the writer?

__________________________________________ (2m)

8. How did the writer and her friends decorated her class until they won the cleanliness competition for the month?

__________________________________________ (2m)

9. When is the Mathematics and English test?

__________________________________________ (2m)

10. What did the writer think about the test?

__________________________________________ (2m)
Cats are interesting and adorable creatures. At times, they may seem distant and even unfriendly. Unlike dogs, which are often quite affectionate and expressive, cats seem to keep to themselves a lot. They are not normally demonstrative. Yet, they are many cat lovers who find them loveable and cuddly. At times, cats can be warm and friendly. This can be seen when they curl up on their owners’ laps and nuzzle up to them.

Cats are remarkable animals. Here are some fascinating facts about them.

- Cats are said to be intuitive. They can predict volcanic eruptions, earthquakes and electrical storms. Hours before an earthquake occurs, cats become very restless. They pick up kittens in their mouths and flee in panic from the house. It is as though they know that something terrible is about to happen. Sure enough, a few hours later, the earthquake occurs.

- Cat owners are said to be healthier than people without pets. Stroking and playing with cats can reduce stress. It makes the person calmer. Some doctors recommended it as therapy and it has been known to work well in cases of mental-illness and heart problems.

- Everyone knows that cats get rid of rats. In the middle ages, the Romans brought cats to Britain to get rid of the rats on the island. Anyone caught killing a cat were severely punished.

Source: *Axis KBSM English Form 1 Workbook (2011)*

1. In paragraph 1, what kind of creatures are cats?

2. How are cats different from dogs?
3. What are the two qualities that cat lovers found in cats?
___________________________________________ (2m)

4. Why did the writers say cats are warm and friendly?
___________________________________________ (2m)

5. Why are cats said to be intuitive?
___________________________________________ (2m)

6. What do cats do just before an earthquake?
___________________________________________ (2m)

7. How can cats reduce stress?
___________________________________________ (2m)

8. What are the diseases that recommend cats as a therapy?
___________________________________________ (2m)

9. What do you think about people who did cruelty to animals?
___________________________________________ (2m)

10. How should these people be punished?
___________________________________________ (2m)
Reading Text 4: Smoking

Read the text below and answer the questions that follow. You are given 45 minutes to answer all questions.

TALK: SMOKING

Good Morning teachers and fellow students,

Today I am going to talk about smoking. Many young people nowadays are eager to smoke. They think it makes them look sophisticated and grown up. Others may smoke due to peer-pressure. Your friends may urge you to smoke and you might be tempted to do it. But remember, people who urge you to do something that is wrong or harmful are not your true friends.

Smoking is addictive. It takes a person about ten to fifteen years completely give up the habit. Smokers are often irritable when they cannot smoke because their bodies are craving for the nicotine found in cigarettes.

Do you know that people who smoke are not only endangering their own health but also the health of others? Smoking is dangerous to smokers as well as non-smokers. Non-smokers breathe in the smoke blown out by smokers. Therefore, smokers do not only damage their own health but others as well.

Smoking has been found to cause lung cancer, also mouth and gullet cancer. Smoking also stains your teeth, skin and nails.

If you are already smoking, try and break this habit immediately. All you need is to overcome this habit is willpower. If you see your friends smoking or know about it, advise them against it. Be their friend and give them plenty of encouragement along the way. Do not condemn them.

Let's make a pack today. Let's say 'NO' to smoking and 'YES' to health.

Thank you for your attention.

Source: WEB A English Form 1 KBSM Workbook (2008)
1. What is the talk about? 

________________________________________________________________________ (2m)

2. Why are young people eager to smoke nowadays? 

________________________________________________________________________ (2m)

3. How long does it takes for smokers to give up smoking? 

________________________________________________________________________ (2m)

4. How does ‘peer pressures’ contribute smoking habit among young people? 

________________________________________________________________________ (2m)

5. Why these friends are considered “not your true friends”? 

________________________________________________________________________ (2m)

6. Why are smokers irritable when they cannot smoke? 

________________________________________________________________________ (2m)

7. How is smoking dangerous to non smokers? 

________________________________________________________________________ (2m)

8. What types of fatal diseases are caused by smoking? 

________________________________________________________________________ (2m)

9. In your own words, what do you think of a smoker? 

________________________________________________________________________ (2m)

10. What are two advices that you would give if you have family members or friends who are smoking? 

________________________________________________________________________ (2m)
HEALTH IS WEALTH

Habibah, Julie and Roy are growing teenagers. They are group of energetic individuals. Do you know what keeps them physically fit? Their physical fitness depends on the food they eat, the amount of rest and sleep they get, the healthy habits they practise and the exercise they do.

Like many teenagers, Habibah, Julie and Roy enjoy a diet of burgers, fried chicken, pizza, chocolate, ice-cream and fizzy drinks. Such a diet helps little towards physical fitness so they have cut down on fast food. Instead, they have begun to eat more vegetables and fruit that contain plenty of vitamins and minerals. Now they have healthier skin and more energy and fall ill less often.

Habibah, Julie and Roy have a busy daily schedule. It is more important that they get enough rest after long hours of activity. The best way is to get enough sleep. A teenager needs about eight to ten hours of sleep to recover from fatigue. The practice of going to bed early and rising early will make one healthy, wealthy and wise.

In hot weather, it is necessary to keep oneself clean to avoid getting skin disease. Habibah, Julie and Roy always take a shower after physical activities to wash away sweat and dirt. After that, they put on clean clothes. It is also necessary for them to drink at least eight glass of water to prevent dehydration since they sweat a lot.

Habibah, Julie and Roy never miss their exercise. They jog and play games three times a week. The outdoor activities make them strong and healthy. Habibah and Julie play netball for the school and Roy play football with his neighbours.

Source: Peperiksaan Akhir Tahun B.Inggeris (Paper 1)2010, JPN Terengganu
1. Who are Habibah, Julie and Roy? (2m)

2. How did they keep their body physically fit? (2m)

3. What type of food do teenagers usually enjoy eating? (2m)

4. What are the foods that make skin healthier and gave us more energy? (2m)

5. When is the time that we should get enough sleep? (2m)

6. Why is it important for teenagers to have enough sleep? (2m)

7. Why do we have to keep our self clean during hot weather? (2m)

8. Why did Habibah, Julie and Roy take shower after doing physical activities? (2m)

9. Why is important to take care of our health? (2m)

10. What are the outdoor activities that you usually do during your free time? (2m)
TAMAN NEGARA

Taman Negara, Pahang is a must visit destination for all nature lovers. It is one of the oldest jungles in the world- full of nature's secrets waiting to be discovered. It is also the place where many challenging activities await.

Taman Negara is rich with flora and fauna. It is home to thousands of species of birds and insects as well as wild plants and colourful flowers. The tallest tree in South East Asia, the tualang tree, grows here. Wild animals also inhabit the jungle. Tapirs, monkeys, elephants and even tigers come out in the clearing at night to drink at the salt licks. To catch a glimpse of these animals, visitors are advised to go to the various shelters locates near the salt licks.

For those who love a challenge, there are many adventurous activities for you to do in Taman Negara. Trekking the canopy walkway is a must. It is the longest canopy walkway in the world, spanning 450m and suspended 40m above ground. You can also travel upstream in a small boat. You will be able to see how well the boatman navigates the boat along the dangerous rocks in the mainstream. You can also explore the caves or climb Gunung Tahan, the tallest mountain in peninsular Malaysia. It will take you five days to reach the peak and return. However, the slopes are steep to climb and the jungles thick and dense. If you prefer a more relaxing activity, you can go boating or fishing in the beautiful lakes.

Well, next time you think of holiday- give Taman Negara a thought. There's so much fun and excitement here!
1. Where is Taman Negara situated?

________________________________________________________________________________ (2m)

2. What is Taman Negara famous for?

________________________________________________________________________________ (2m)

3. What type of flora can be found in Taman Negara?

________________________________________________________________________________ (2m)

4. What type of fauna can be found in Taman Negara?

________________________________________________________________________________ (2m)

5. Where can visitors go to if they wish to watch the animals at Taman Negara?

________________________________________________________________________________ (2m)

6. Why the canopy walk in Taman Negara considered the longest walkway?

________________________________________________________________________________ (2m)

7. Why should climbers be careful when climbing Gunung Tahan?

________________________________________________________________________________ (2m)

8. What are two less challenging activities that visitors can do in Taman Negara?

________________________________________________________________________________ (2m)

9. In your own words, what is a jungle?

________________________________________________________________________________ (2m)

10. Why do you think some people love to go for holidays in place like Gunung Tahan?

________________________________________________________________________________ (2m)
ANSWERS

Text 1: Happiest Time
1. When his parents enrolled him in standard One
2. He was lonely and had no friends
3. His father was a businessman and his mother was a housewife.
4. He understood by saying that they did all this to give him a more comfortable life.
5. He felt difficult to adapt to the new environment
6. Because he made many friends / many interesting things to do / learning was fun (accept any two)
7. i) kind ii) helpful
8. His teachers opened up his world to new experience and knowledge
9. His favourite subjects were Science and Mathematics.
10. Because they give him love and guidance in helping him to be confident

Text 2 (Diary)
1. Chee How who wrote the diary.
2. The activities were buying books and making friends.
3. They are a Malay boy and an Indian girl
4. It was stolen on 10th January.
5. The art lesson took place under some shady trees.
6. He broke his front tooth and his knees and hands bleed.
7. En.Hasrul later set him to the clinic and later sent him home.
8. The writer and her friends decorated her class until they won the cleanliness competition for the month? They cleaned the class / hung
curtains on the windows / drew the Kuala Lumpur Tower on the wall at the back of the class.

9. They will be held on the last day of the months

10. The writer thinks the test was easy since there wasn’t much that he had learnt.

Text 3(Cats)

1. Cats are interesting and adorable creatures

2. Cats seems to keep to themselves a lot / not demonstrative.

3. i- loveable ii-cuddly

4. They curl up on their owners’ laps and nuzzle up to them

5. They can predict volcanic eruptions, earthquakes and electrical storms

6. They become restless / pick up their kittens in their mouth and flee in panic from the house.

7. Cats can help reduce stress by stroking and playing with them

8. The diseases that recommend cats as therapy are mental illness and heart problem

9. (Accept any logical answers)

10(Accept any logical answers)

Text 4(Smoking)

1. The talk is about smoking habits

2. People eager to smoke nowadays because it makes them look sophisticated and grow up.

3. It takes ten to fifteen years to completely give up the habits

4. Peer Pressure contribute smoking habits among young people because friends may urge them to smoke and they might be tempted to do it.
5. Because they who urge us to do something that is wrong or harmful is not a true friend.

6. Smokers are irritable when they cannot smoke because their bodies are craving for nicotine found in cigarettes.

7. Smoking is dangerous to non-smokers because they breathe in the smoke blown out by smokers.

8. Fatal diseases are caused by smoking/ Lung cancer / gullet cancer (accept any two)

9. (Accept any logical answers)

10. (Accept any logical answers)

Text 5(Health is Wealth)

1. Habibah, Julie and Roy are growing teenagers.

2. food they eat / amount of rest and sleep / practises healthy habit / exercise  
   *accept any other two.

   *accept any other two

4. Vegetables and fruits

5. We should get enough sleep after a busy schedule / after a long hour activity

6. For teenagers to recover from fatigue

7. We have to keep clean our self during hot weather to avoid skin diseases

8. They took shower after doing physical activities to wash away sweat and dirt / to keep clean

9. (Accept any logical answers)

10. (Accept any logical answers)
Text 6 (Taman Negara)

1. Taman Negara is situated in Pahang

2. i- for all nature lovers
   ii- challenges activities

3. Wild plants/ colourful flowers / tualan tree (accept any other two)

4. Tapirs/ monkeys /elephants / tigers (accept any two )

5. Visitors can go to the various tall shelters located near the salt licks

6. It is spanning 450m and suspended 40m above ground

7. Climbers should be careful when climbing Gunung Tahan because the slopes are steep to climb and the jungles thick and dense

8. Boating and fishing in the beautiful natural lakes
Universiti Malaysia Terengganu
21030 Kuala Terengganu

READING COMPREHENSION

TEXT

Pre-Test

45 minutes
DENGUE FEVER

Dengue fever is a dreaded tropical disease and is brought from the bite of the aedes mosquito. Every year, many people are killed in Malaysia due to dengue fever. Although great advances in the field of medicine have taken place, there is still no sure cure for this disease.

To overcome dengue, early detection is absolute necessary. Besides, people must take precautions to avoid being stung by the aedes mosquito. One should check their vases and water containers for any sign of mosquito larvae. These larvae should be destroyed immediately. People should also clean up their backyards by regularly cutting the grass and disposing of unwanted bottles and containers.

For areas where dengue has happened, the authorities should carry out door-to door check as well as fogging to ensure that the breeding places of mosquitoes are destroyed.

Everyone should work together to ensure that dengue does not happened. People should remember that it is their responsibility to make sure that they do not become victims.

Source: Practise English for PMR Workbook (2006)

1. What is dengue fever?

________________________________________________________________________ (2m)

2. How to cure it?

________________________________________________________________________ (2m)
3. What caused the dengue fever?

4. What are the two ways to overcome dengue fever from spreading?

5. Why should people check their vase and water container?

6. What should be done to the larvae?

7. Name two actions taken by authorities for the dengue affected areas?

8. What should everyone do to ensure that dengue does not happen?

9. In your own words, write why should those actions be taken?

10. What would you do if there's any of your family members are infected with dengue?

Thank you very much for your co-operation.
READING COMPREHENSION

TEXT

Post-Test

45 minute
RECYCLE

We can protect the environment by reducing waste, reusing and recycling materials. There are many reasons why we should get involved in protecting the environment. Through such efforts, we can save our natural resources, reduce the usage of land for landfills and prevent pollution.

By reusing discarded products and using recycled materials to make new products, we reduce the use of raw materials. This means the fewer trees will be harvested. This also means less mining of the earth. In this way we get to save more resources.

Reducing waste also means fewer landfills were needed for the disposal of the waste. Although new technologies may have made it relatively safe to stay beside a landfill, few people would want a landfill in their neighbourhood. However advanced technology may be, landfills are potentials for groundwater contamination and release methane and other harmful gases into the atmosphere.

Reducing waste, reusing materials and products help to prevent pollution. This is because almost all manufacturing processes release industrial waste. The toxic chemicals released into the air are damaging to our health.

Source: *TOP Standard English* Form 1 Workbook, 2011

1. How can we protect the environment?
   
   ___________________________________________ (2m)

2. List two benefits that we can get if we protect our environment.

   ___________________________________________ (2m)
3. Why should we reuse discard products? (2m)

4. Why should we reduce our waste? (2m)

5. What are landfills potentials for? (2m)

6. The phrase ‘reduces the use of raw materials’ in the second paragraph means? (2m)

7. How can pollution be prevented? (2m)

8. What did most manufacturing processes release? (2m)

9. How can toxic chemicals affect us? (2m)

10. Why would new technologies for landfills be useless? (2m)

Total /20

Thank you very much for your co-operation
Appendix E: List of interview questions for students

1. Did you find reading English texts difficult?

2. Did you feel that you are lazy to read when you look at the long texts? Why?

3. Did you apply any reading strategies when you read? If YES, what are the strategies? If NO, why?

4. Have you ever being introduced to a reading strategy before?

5. Do you think it is important to have a reading strategy in reading English texts?

6. What do you think about the activation of background knowledge strategy?

7. What do you think about English texts after you have been introduced to the reading strategy?

8. Did the strategy help you in your understanding of the text? How?

9. Did you get better marks for reading comprehension after applying the reading strategy?

10. Will you apply the reading strategy in your future reading?
Appendix F: List of interview questions for teachers

1. What is your main problem when doing reading comprehension with your students?

2. Why do you think that the problem arises?

3. Have you ever apply any reading strategies when doing reading comprehension with your students? If YES what are the strategies if NO, why?

4. What do you think about the activation of background knowledge reading strategy?

5. What were your students’ reactions after them being introduced to the reading strategy?

6. Did your students’ reading comprehension performance have improved after the strategy being applied on them?

7. Will you apply the reading strategy in your future reading class?
## Appendix G: Think Aloud Protocol (Text A- Dengue)

### SAMPLE SCRIPT: Ten Respondents

<table>
<thead>
<tr>
<th>R1 Syamil</th>
<th>Protocol</th>
<th>Coding Criteria</th>
</tr>
</thead>
</table>
| 1.        | Saya pernah dengar pasal denggi. Sepupu pernah kena.  
[Translation: I have heard about dengue. My cousin was infected by it.] | Elaboration |
| 2.        | Kat kampong, my village, ada semburan sebab denggi.  
[Translation: There was a fogging because of the dengue outbreak in my village] | Elaboration |
| 3.        | Kalau kena denggi boleh mati ke? Can we die?  
[If we are affected by the dengue, can it cause death?] | Monitoring Comprehension |
| 4.        | Macamana nak halang penyakit denggi ni?  
[How can we prevent the dengue disease?] | Monitoring Comprehension |
[Translation: Yes. All the mosquitoes breeding areas must be destroyed. My mother used to clear the stagnant water in the vase] | Elaboration |
| 6.        | Dulu pernah tolong gotong royong kat kampong dengan kawan-kawan.  
[Translation: I used to join the ‘gotong-royong’ held in my village together with my friends.] | Elaboration |
| 7.        | Oh, semua kena kerjasama kalau nak hapuskan denggi.  
[Translation: It seems that we all have to work together in order to prevent the dengue outbreak.] | Monitoring Comprehension |
8. *Baru tahu kita kena periksa tempat air bertakung selalu.*

[Translation: It just occurred to me that we have to check the place of stagnant water regularly]

<table>
<thead>
<tr>
<th>Protocol</th>
<th>Coding Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2 Zaheer</td>
<td></td>
</tr>
<tr>
<td>1. Tajuk denggi?Pernah dengar pasal denggi.</td>
<td>Elaboration</td>
</tr>
<tr>
<td>2. Baca dalam surat khabar pun ada orang yang mati sebab denggi.</td>
<td>Elaboration</td>
</tr>
<tr>
<td>4. Cikgu sains ada sebut pasal larva nyamuk dulu.</td>
<td>Elaboration</td>
</tr>
<tr>
<td>5. Rupanya denggi ni penyakit seluruh Malaysia.</td>
<td>Monitoring Comprehension</td>
</tr>
<tr>
<td>6. Hari tu ada program bersih kawasan kelas. Cikgu kata sebab nak hapuskan nyamuk. Sebab denggi rupanya</td>
<td>Elaboration</td>
</tr>
<tr>
<td>7. Boleh ke sembuhkan kalau dah kena demam denggi ni?</td>
<td>Monitoring Comprehension</td>
</tr>
<tr>
<td>R3</td>
<td>Atikah</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
</tr>
<tr>
<td>1.</td>
<td>Pernah dengar dan baca pasal demam denggi.</td>
</tr>
<tr>
<td></td>
<td>[Translation: I have heard and read about dengue fever]</td>
</tr>
<tr>
<td>2.</td>
<td>Masa pergi klinik dengan ibu, ada nurse tu bagi risalah pasal denggi.</td>
</tr>
<tr>
<td></td>
<td>[Translation: When I was at the clinic with my mother, a nurse gave me a brochure about dengue fever.]</td>
</tr>
<tr>
<td></td>
<td>[Translation: Is it easy to get infected with dengue fever if I live in the city?]</td>
</tr>
<tr>
<td>4.</td>
<td>Masa balik sekolah ada juga Nampak tempat air bertakung.</td>
</tr>
<tr>
<td></td>
<td>[Translation: I used to see a place of stagnant water on my way back home from school.]</td>
</tr>
<tr>
<td>5.</td>
<td>Hari tu ade semburan nyamuk aedes kat kawasan perumahan saya.</td>
</tr>
<tr>
<td></td>
<td>[Translation: There was a fogging activity in my housing area.]</td>
</tr>
<tr>
<td></td>
<td>[Translation: Will the owner of a house be given penalty if stagnant water places found around the house area?</td>
</tr>
<tr>
<td>7.</td>
<td>Boleh ke semua nak kerjasama hapuskan denggi?</td>
</tr>
<tr>
<td></td>
<td>[Translation: Can we all give full cooperation in fighting dengue fever?]</td>
</tr>
<tr>
<td>8.</td>
<td>Nasib baik sepupu cepat sembuh demam hari tu.</td>
</tr>
<tr>
<td></td>
<td>[Translation: Luckily my cousin had a fast recovery of fever.]</td>
</tr>
</tbody>
</table>

156
<table>
<thead>
<tr>
<th></th>
<th>Protocol</th>
<th>Coding Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4 Balkish</td>
<td>1. Hari tu dalam Buletin Utama ada sebut pasal demam denggi.</td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>[Translation: There was news about dengue fever in the television prime news.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Kawan pernah masuk wad sebab denggi.</td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>[Translation: My friend used to be warded in hospital due to dengue fever.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Oh.. masih tiada ubat untuk merawat denggi ni.</td>
<td>Monitoring</td>
</tr>
<tr>
<td></td>
<td>[Translation: Oh.. there is still no sure cure for dengue fever?]</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>4. Masa darjah 5 pernah join gotong royong kat sekolah.</td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>[Translation: I used to join the 'gotong-royong' when I was in standard 5.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Banyak rupanya tempat kena periksa untuk pastikan nyamuk tidak membiak.</td>
<td>Monitoring</td>
</tr>
<tr>
<td></td>
<td>[Translation: It seems that there are few places to be check in order to destroy the mosquitoes breeding area.]</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>6. Semua kena kerjasama untuk hapuskan denggi</td>
<td>Monitoring</td>
</tr>
<tr>
<td></td>
<td>[Translation: Everyone must give full cooperation to prevent the dengue outbreak.]</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>7. Ibu pun selalu bersihkan kawasan rumah</td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>[Translation: Mother used to clear and clean the house area regularly.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Lepas ni kalau nak tidur kena pasang ubat nyamuk untuk elak nyamuk gigit.</td>
<td>Monitoring</td>
</tr>
<tr>
<td></td>
<td>[Translation: From now on, before sleeping, I have to use the mosquito coil to avoid the mosquitoes biting.]</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>Protocol</td>
<td>Coding Criteria</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>R5 Zharif</td>
<td><strong>Tajuk denggi ni macam senang nak faham. Pernah baca pasal denggi.</strong></td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>1.  [Translation: The title ‘dengue’ seems quite easy because I used to read about dengue.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Masa darjah enam ada pameran pasal nyamuk aedes dan denggi.</strong></td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>2.  [Translation: There was an exhibition about dengue fever when I was in standard 6.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Kalau cepat dikesan, senang nak dirawat rupanya penyakit demam denggi ni.</strong></td>
<td>Monitoring Comprehension</td>
</tr>
<tr>
<td></td>
<td>3.  [Translation: It seems that if we can detect the disease early, the dengue fever is curable.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Kawasan rumah saya ada ke tempat air bertakung?</strong></td>
<td>Monitoring Comprehension</td>
</tr>
<tr>
<td></td>
<td>4.  [Translation: Is there a place of stagnant water in my house area?]</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Hari tu ade fogging kat asrama sekolah</strong></td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>5.  [Translation: There was a fogging activity at the school hostel area.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Kalau nak hapus denggi semua kena tolong la kan</strong></td>
<td>Monitoring Comprehension</td>
</tr>
<tr>
<td></td>
<td>6.  [Translation: If we want to fight the dengue fever disease, everybody must give a helping hand, right?]</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Patut la mak marah balik lewat petang, masa tu nyamuk banyak. Dia takut kena denggi.</strong></td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>7.  [Translation: My used to scold me for coming back home late in the evening. It is the time for mosquitoes to come out and she is afraid that I might get dengue fever.]</td>
<td></td>
</tr>
</tbody>
</table>
8. Kalau nak buat gotong royong kat kelas cikgu bagi tak?

[Translation: If my class wanted to hold a ‘gotong-royong’, will my teacher give the permission?]  

<table>
<thead>
<tr>
<th>Protocol</th>
<th>Coding Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>R6 Irah</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Pernah dengar dan baca pasal denggi  
[Translation: I have heard about dengue fever.] | Elaboration |
| 2. Anak pakcik Man saya pernah masuk wad sebab denggi  
[Translation: My cousin used to be warded because of dengue fever.] | Elaboration |
| 3. ‘Precaution’ ni maksud dia langkah berjaga-jaga kan?  
[Translation: Is ‘precaution’ means ‘langkah berjaga-jaga in Malay’? | Monitoring Non-Comprehension |
| 4. Tak faham sangatlah perenggan dua ni. Banyak juga perkataan susah,  
[Translation: I do not really understand the second paragraph. It consist many of difficult words.] | Monitoring Non-Comprehension |
| 5. Panjang ayat dalam perenggan dua ni.  
[Translation: Paragraph two is lengthy.] | Text Analysis Planning |

<table>
<thead>
<tr>
<th>Protocol</th>
<th>Coding Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>R7 Afnan</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Oh, tajuk pasal denggi. Tahu juga la pasal denggi  
[Translation: Oh, the title is about dengue fever. I think I know about dengue fever.] | Elaboration |
| 2. Panjangnya juga nak baca ayat ni. Tak faham la.  
[Translation: The sentence is too long. I do not understand. | Monitoring Non-Comprehension |
<table>
<thead>
<tr>
<th></th>
<th>Protocol</th>
<th>Coding Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>R8</td>
<td>Tajuk denggi. Pernah baca dalam suratkhabar</td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>[Translation: The title is ‘dengue fever’. I used to read about it in the newspaper.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apa maksud ayat ni? Panjangnya.</td>
<td>Monitoring Non-Comprehension</td>
</tr>
<tr>
<td></td>
<td>[Translation: What is the meaning of this sentence? It is too long.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Detection’ ni maksud dia apa? Lupa dah.</td>
<td>Monitoring Non-Comprehension</td>
</tr>
<tr>
<td></td>
<td>[Translation: I totally forgot the meaning of the word ‘detection’.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ada juga tolong mak bersih kawasan rumah.</td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>[Translation: I used to help my mum to clean and clear the house compound.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perenggan dua ni agak panjang la.</td>
<td>Text Analysis Planning</td>
</tr>
<tr>
<td></td>
<td>[Translation: Paragraph two is lengthy.]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Protocol</th>
<th>Coding Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>R9</td>
<td>Ada berita pasal denggi dalam televisyen</td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>[Translation: There was news about dengue fever in the television.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mak pernah cakap kalau rasa nak deman cepat-cepat bagtahu takut kena demam</td>
<td>Elaboration</td>
</tr>
</tbody>
</table>
3. **Apa maksud perkataan ni'? tak faham**

[Translation: What is the meaning of this word? I hardly understand it.]

### Protocol

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>R10 Wani</td>
<td>Minggu lepas cikgu ada sebut pasal demam denggi dalam kelas. [Translation: Teacher did mention about dengue fever in class last week.]</td>
</tr>
<tr>
<td></td>
<td>Monitoring Non-Comprehension</td>
</tr>
<tr>
<td>2.</td>
<td>Hari tu ayah kata dalam suratkhabar ada berita pasal denggi [Translation: Dad said the other day that there was news about dengue fever in the newspaper.]</td>
</tr>
<tr>
<td></td>
<td>Monitoring Non-Comprehension</td>
</tr>
<tr>
<td>3.</td>
<td>Apa maksud ayat ni? Tak faham [Translation: What is the meaning of this sentence? I do not understand.]</td>
</tr>
<tr>
<td></td>
<td>Monitoring Non-Comprehension</td>
</tr>
<tr>
<td>4.</td>
<td>Susahnya nak baca kat perenggan dua ni. Panjang pula tu. [Translation: It is difficult to read paragraph two. It is quite lengthy.]</td>
</tr>
<tr>
<td></td>
<td>Text Analysis Planning</td>
</tr>
<tr>
<td>5.</td>
<td>Perkaaan ni maksud dia apa dah? [Translation: What is the meaning of this word?]</td>
</tr>
<tr>
<td></td>
<td>Monitoring Non-Comprehension</td>
</tr>
</tbody>
</table>
## Appendix H: Content Experts

<table>
<thead>
<tr>
<th>NAME</th>
<th>EXPERIENCE</th>
</tr>
</thead>
</table>
| 1. Pn Aklima Hassan | - 30 years of teaching English  
                        - SPM Examiners for English Paper 1 and Paper 2 for 9 years  
                        - MUET Examiners for Speaking and Writing paper for 5 years |
| 2. Mr.Johnny Low   | - 15 years of teaching English  
                        - SPM Chief Examiner for Paper 1 and Paper 2 for 10 years  
                        - Assessor for SPM School Base Oral Exam for 5 years |
| 3. Lim Eng Jee     | - 30 years of teaching English  
                        - SPM Chief Examiner for Paper 1 and Paper 2 for 10 years. |
| 4. Pn. Maznah      | - 18 years of teaching English  
                        - PMR examiners of Paper 1 and Paper 2 for 9 years |
| 5. Pn. Rusnani bt Jusoh | - 22 years of teaching English  
                        - PMR examiners of Paper 1 and Paper 2 for 12 years |
Appendix I: Verification of Thesis Originality (Below 20% of similarity index)

Salam Sejahtera,

Y. Bhg. Prof. Madya, 

Y. Bhg. Prof. Madya Dr. Noraeln Mansor S.M.P.,
Pengarah, 
Penerbit UMT, 
Universiti Malaysia Terengganu.

SEMAKAN KEASLIAN TESIS PELAJAR SISWAZAH UNTUK SEMAKAN TURNTIN.

Dengan segala hormatnya merujuk kepada perkara di atas, adalah dimaklumkan bahawa tesis berikut telah menunjukkan Indeks Kesamaan Tesis (Thesis Similarity Index) sebanyak 12 peratus (12%).

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Pelajar</th>
<th>Tajuk Tesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nik Nor Hidayah Bt. Mohamed Zuldin (GSK 0987)</td>
<td>THE EFFECT OF ACTIVATION OF BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE READING ACTIVITIES ON LOWER SECONDARY STUDENTS’ READING COMPREHENSION PERFORMANCE.</td>
</tr>
</tbody>
</table>

2. Bersama ini dilampirkan ringkasan laporan (lampiran 1) Indeks Kesamaan Tesis yang telah disemak melalui perlisian Turnitin.


Sekian, terima kasih.

"BERHIDMAT UNTUK NEGARA"

Saya yang menurut perintah, 

........................

(PAMIR BIN ABDUL KHALIK)
Pustakawan 
Pusat Pembelajaran Digital Sultanah Nur Zahirah 
Universiti Malaysia Terengganu 

s.k : Cik Nik Nor Hidayah Bt. Mohamed Zuldin 

Fail

*TEROKAAN SELUAS LAUTAN 
Ocean Of Discoveries
THE EFFECT OF ACTIVATION OF BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE READING ACTIVITIES ON LOWER SECONDARY STUDENTS’ READING COMPREHENSION PERFORMANCE

**Originality Report**

<table>
<thead>
<tr>
<th>Similarity Index</th>
<th>Internet Sources</th>
<th>Publications</th>
<th>Student Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Primary Sources**


2. Submitted to Universiti Teknikal Malaysia Melaka Student Paper

3. asian-efl-journal.com Internet Source <1%

4. Submitted to De LaSalle University - College of Saint Benilde Student Paper <1%

5. www.sciencedirect.com Internet Source <1%

6. www.ijhssnet.com Internet Source <1%
BAHAGIAN PERANCANGAN DAN PENYELEDAKAN DASAR PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1-4, BLOK E-8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA.

Ruj. Kami : KP(BPPDP)603/5/JLD.09 (22)
Tarikh : 18 September 2012

Nik Nor Hidayah Bt Mohamed Zulidin
SMK Padang Midin
Jalan Kuala Berang
21400 Kuala Terengganu
Terengganu

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan /puan untuk menjalankan kajian bertajuk:

"The Effect Of Activation Of Background Knowledge Strategy Through Pre-Reading Activities On Lower Secondary Student’s Reading Comprehension Performance"
diluluskan.


3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian/laporan dalam bentuk elektronik berformat Pdf di dalam CD bersama naskah hardcopy setelah selesai selepas. Tuan/Puan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sebelumnya sebahagian atau sepenuhnya dapaikan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk maklumat dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(GOH SHOOK MING)

Ketua Unit:
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyeleakian Dasar Pendidikan
Kementerian Pelajaran Malaysia

Zul/tarik ketuliskan/12

165
Appendix L: Letter of Permission by JPN Terengganu

JABATAN PELAJARAN NEGERI TERENGGANU,
JALAN BUKIT KECIL
20604 KUALA TERENGGANU,
TERENGGANU.

Ruj. Kami : P.T.06030-21/(47)
Tarikh : 12 November 2012

Nik Nor Hidayah Binti Mohamed Zuldin,
SMK Padang Midin,
21400 Kuala Terengganu.

Tuan,

KELULUSAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH DI BAWAH JABATAN PELAJARAN NEGERI TERENGGANU

Dengan hormatnya memaklumkan bahawa permohonan tuan untuk menjalankan penyelidikan yang bertajuk:


2. Sehubungan dengan itu, tuan dimohon mengadakan perbincangan dengan pihak pengurusan sekolah terbabit terlebih dahulu agar proses pengajaran dan pembelajaran tidak terganggu.

3. Untuk itu sila tuan kemukakan ke jabatan ini senaskah hasil kajian dalam bentuk elektronik berformat Pdf di dalam CD setelah selesai kelak.

Sekian, terima kasih.

"Guru Penyayang Murid Berkualiti"
"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(CHE ROZAID BIN SALLEH)
Penolong Pendaftar Institusi Pendidikan Dan Guru,
Jabatan Pelajaran Negeri Terengganu,
b.p. Ketua Pendaftar Institusi Pendidikan Dan Guru,
Kementerian Pelajaran Malaysia.

(Sila catatkan rujukan Jabatan ini apabila bermuhbang)
CURRICULUM VITAE / RESUME

PERSONAL DIRECTORY / DATA

Name: Nik Nor Hidayah bt Mohamed Zuldin
Address: Lot 406, Tasik Villa, Kg.Tebing Tinggi, 16100 Kota Bharu, Kelantan
Telephone: 09-7743551 (H)
Nationality: Malaysian
I.C Number: 770418036758 (A3543120)
Age: 37
Date and Place of Birth: 18 April 1977 / Kota Bharu
Sex: Female
Marital status: Single
Hobbies: Reading, Listening to music, Movies and Adventure
Language Proficiency: Bahasa Malaysia and English
Personality: Outgoing, cheerful and willing to take risks.

ACADEMIC QUALIFICATIONS

YEARS QUALIFICATIONS
2010 : Registered for MASTERS in Applied Linguistic-UMT
2004 : BACHELOR of EDUCATION (Honours)
       Teaching English as A Second Language (TESL)
       (UPSI)
1996 : SIJIL PERGURUAN ASAS (MPPPP)
1994 : SIJIL PELARAN MALAYSIA
(S. M. ZAINAB, KOTA BHARU)

1992 : SIJIL RENDAH PELAJARAN (S. M. ZAINAB, KOTA BHARU)

1989 : UPSR (SK ZAINAB 1, KOTA BHARU)

WORKING EXPERIENCE

YEARS PLACE OF WORK

1999- 2003 : SK KG KELING, KOTA BHARU,

KELANTAN

2008- NOW : SMK PADANG MIDIN, KUALA TERENGGANU, TERENGGANU