

## **CHAPTER FOUR**

### **RESULTS**

The verbal report of each article was transcribed. The results of their strategies used are demonstrated below.

#### **READING STRATEGIES USED**

##### **Text 1: GOOD NUTRITION CAN EASE STRESS**

##### **Pre-Reading Strategies**

###### *Previewing*

When the text was given, before reading she firstly turned to see how many pages the text contained. She noticed whether it had pictures or photos. For this, she said “The text contains two pages talking about food and it also has a picture of food. It has many paragraphs which consist of stress, brain chemicals, eating.” and “It’s interesting.”

###### *Background knowledge*

She verbalized background knowledge after previewing the topic of the text and some contents. For example, in paragraph 1, she said “When talking about food, we already know that good nutrition leads to good feeling, energy to us and we should have good food in order to sleep well and ease stress.” and in paragraph 5, “In terms of complex carbohydrates, we already know it well.”

## **While-Reading Strategies**

### *Monitor comprehension and Fix-up strategies*

To monitor comprehension, she employed these strategies several times especially predicting and guessing the unfamiliar or unknown words. For example, in paragraph 2, she said “The phrase *fight or flight*, it maybe the response of something, now I keep reading.....” and “.....fight or flight is a kind of chemical released continuously and the body stays in balance.”

Fix-up strategies were also found when she utilized prefixes to analyze the unknown words such as “deficiency”. In paragraph 3, she said “For the word *deficiency*, the prefix (de-) means not and finally at least I can guess the meaning that it must be translated in negative ways.”

Again, she identified the function of words to compare some unknown words with the topic. For instance, in paragraph 4, she said “*alleviate* and the word *ease* in the topic are verbs because *stress* is the object of the sentence.” or in paragraph 6, she said “I compare the word *brief* (in the phrase cause a brief spike) as *short term*.” Furthermore, in some paragraphs, rereading was used as a tool to attack the words. For example, in paragraph 5, “For the word *fuel*, it is not concerned about gasoline and I reread the *slowly* which is an adverb, so it helps me easily guess this word and gives me the suitable meaning to the text.”

### *Paraphrasing*

Another reading strategy was paraphrasing which enabled her to comprehend the text. For example, in paragraph 4, she said “eating favorite foods in moderation” into “we need to have food appropriately.”

### *Self-questioning*

This strategy was employed in the text. For instance, in paragraph 3, she said “How do neurotransmitters affect our feelings?” and “What kinds of sensation do we feel?” and in paragraph 4, she said “Is alleviate the same as the word mentioned in the topic?”

### **Post-Reading Strategies**

#### *Summarizing*

She summarized the main idea of each paragraph and at the end of the text. The following are examples of her summary.

The study shows that there was a summary in each paragraph. For instance, in paragraph 4, the author pointed out whether healthy foods affect our emotions and feelings. She said “Eating influences directly to our health. If we have bad or insufficient food, we are full but we probably get stress.”, and in paragraph 8, she said “Essential fats are found in a variety of foods and they are good for health and breakfast is important and we don’t eliminate any one food group as well as exercise is important as well.”

Also, she summarized that the author tells the readers about the benefits of good behaviors of eating healthy foods that it helps us aware of eating. For example, after reading the whole text, she said “We have to eat essential food and nutrients. The text tells us about what chemicals are released and their benefits and we also have to exercise.”

## **Text 2: HISTORICAL DEVELOPMENT**

### **Pre-Reading Strategies**

#### *Previewing*

When she saw the text given, she noticed it swiftly before reading. For instance, she said “There are many paragraphs talking about civil servants, civil services and these two words appear in most part of the text.”

#### *Background knowledge*

In some parts of the text, this strategy was fully applied. For example, in paragraph 5, she said “I know that China and Laos are communist countries and after reforming, both countries have been more developed. Therefore, as my knowledge, I am certain that this phrase should be paraphrased into the other professional countries.”

### **While-Reading Strategies**

#### *Monitor comprehension and Fix-up strategies*

This strategy was applied in the sentence structure. Affixes were used to understand unfamiliar words. For instance, in paragraph 3, she said “The word *meritocracy*; in fact, I don’t often see this word and I guess that it might have a relation to the field of politics. I can translate this word because I think it is composed of *merit* and *cracy* like democracy.” and in paragraph 4, she said “I have just seen the phrase had an impact on, and had more impact, and left behind, so I imagine that these three phrases might be connected and go to

the same directions. Like England, the U.S.A. has an impact on the political system.”, and for the word *overthrow* in the same paragraph she said “The word *overthrow*; again, this word consists of *over* and *throw* which I can translate both, finally it probably means like the word *occupy*, since this sentence has a connector *while*. And I notice the word *independence*. Thus, all of these make me have more confidence about the word *overthrow*.”

#### *Skimming and scanning*

This strategy was used while she was reading. For example, in paragraph 1, she said “Depending on the topic, there are three steps of development-- servants of the emperor, servants of the State, and servants of the people. I’m certain that this is the main idea of the text.”

#### *Paraphrasing*

In paragraph 5, she said “In the phrase *in line with world trends*, I think this phrase might have a meaning which is similar to *other countries*.”

#### *Self-questioning*

This strategy was employed in the text. For instance, before reading, she said “How do civil servants and civil services relate to historical development? Maybe, it relates to the development of politics.”

### **Post-Reading Strategies**

#### *Summarizing*

After reading the overall of the text, she gave a summary which was demonstrated as follows: “On the topic of historical development, it relates to three

categories of political development starting from the emperor to the State and eventually the people. And it depends upon a variety of countries in both Europe and Asia which affect colonial countries as well.”