

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, a summary of the findings, discussion of the results, conclusions and recommendations for further research.

5.1 SUMMARY OF THE STUDY

5.1.1 Objective of the Study

This study investigated and identified reading comprehension strategies used by an ESL teacher at university level.

5.1.2 Subjects, Materials, and Procedures

The subject of the study was an English teacher teaching at university level. She has an advanced level of English.

Verbal Protocol was used to investigate the reading strategies. The subject was instructed to read the general text and the academic text respectively. Then, she was asked to verbally report what she was thinking while reading.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

Reading Strategies Used

According to pre-reading, while-reading, and post-reading strategies, the study showed that in the process of pre-reading strategies, she utilized previewing and

background knowledge in both texts, whereas she used monitoring comprehension and fix-up strategies, paraphrasing, and self-questioning in the general text. Skimming and scanning were used in the academic text as well. After reading, she applied summarizing as a post-reading strategy to summarize each paragraph as well as the whole text of both articles.

5.3 DISCUSSIONS

The result of this study continues to add to our understanding of what and how strategies are used by English teachers.

Pre-Reading Strategies

Previewing and background knowledge were used in this process. In both texts, she overviewed the texts first to find out how many pages they contained and noticed the pictures or photos in order to examine whether they were related to the titles or topics. Therefore, with this previewing strategy, it could help her to make sure about the texts she was reading. When she roughly knew about the information of the texts, she began reading.

For the background knowledge, it showed that she has a good background knowledge of both texts. She could apply her knowledge about foods and nutrition, and political history to the texts which enabled her to comprehend the texts easier. The results reflect the previous research finding conducted by Chastain (1998) (as cited in Salim RAZI, 2004) that pre-reading is very important and activates readers to be familiar with the texts as well as gaining more confidence so that sufficient background knowledge is focused on.

While-Reading Strategies

The study obviously showed that monitoring comprehension and fix-up strategies were ultimately used, specifically for unfamiliar or unknown words or phrases. In the academic text, for example, the word *meritocracy* (in paragraph 3) and *overthrow* (in paragraph 4) were decoded and explained by making use of the affixes. In addition, sentence structures were used to depict the word *fuel* in paragraph 5 of the general text. As regards to this strategy, it's beneficial to readers in one way or another. In a similar manner, paraphrasing, one of the reading strategies she used in the texts, assisted her understanding, especially for phrases that didn't seem to correspond with the texts, such as the phrase *in line with world trends* in paragraph 5 of the academic text. Self-questioning was also employed in her reading. She always asked herself and wondered how the contents she was reading were associated with the topics or titles. This strategy helped her to be not confused while reading the texts. Still, the disparity is that skimming and scanning was implemented in the academic text but not in the general text. She used this strategy while reading the academic text. She found that the text was talking about the steps of development. Thus, she's positive that the author must give more information about these steps. The results of skimming and scanning correspond with the research conducted by Brown (2001) (as cited in Razi, 2004) in which skimming and scanning were considered as the most valuable reading strategies because they can help readers to predict the whole text.

Post-Reading Strategies

Summarizing was used at the end of each paragraph and the whole text in order to synopsise the important information, e.g. the main idea, the supporting details. Again, this strategy enabled her to understand the overall texts. The use of strategy correlates with the research of Ur (1996) and Karakas(2002) (as cited in Razi, 2004) who stated that such post-reading strategies as summarizing, question and answer, and drawing conclusion which are so advantageous to readers.

Additionally, the study showed the differences of reading strategies used between the general and the academic texts. It demonstrated that she summarized the general text when finishing reading each paragraph and the whole text, while she summarized the academic text just only one time after reading it. Furthermore, skimming and scanning were applied to find the relationship between the contents and the topic in the academic text, whereas this strategy wasn't used in the general text.

5.4 CONCLUSIONS

The subject used all three categories of reading strategies to understand the texts given. She overviewed the texts before reading, anticipated and evaluated the content, employed context clues, activated and used prior background knowledge to the texts, and focused on textual meaning as a whole. Moreover, during reading strategies were implemented so as to understand the texts particularly whenever she found words or phrases that she didn't know or was unfamiliar with and after reading, strategies were also applied in each paragraph and for the whole texts.

It is evident that in the general text which she was familiar with, she could summarize each paragraph and the whole text, sharing some of her own ideas and information with the text. On the contrary, in the academic text, she only summarized at the end of the text. This might be due to the fact that she was less familiar with the academic text than the general text; moreover, the academic text also has more unknown words than the general text.

In conclusion, it is explicit that pre-reading, while-reading, and post-reading strategies are considered as equipment to comprehend the texts. With regards to the previous findings conducted by Oxford and Crookall (1989) (as cited in Phan, 2006, p. 1) "strategies are learning techniques, behavior, and problem-solving, or study skills enhancing learning more effectively and efficiently." The implication of this study is to help ESL teachers to realize the strategies used and to be able to teach the

necessary reading strategies to their students to read for comprehension in the classroom.

5.5 RECOMMEDATIONS FOR FURTHER RESEARCH

More studies on L2 reading strategies should be conducted. The following recommendations are made for further research.

5.5.1 It is important that the researcher should concentrate on more variables in the studies such as the readers' levels of English proficiency, interests which may have an impact on strategy used and comprehension.

5.5.2 With regards to the think-aloud protocol, it is important to use multiple methods to assess knowledge and the use of strategies such as questions for comprehension tests and questionnaires.