

## **CHAPTER FIVE**

### **CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS**

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

#### **5.1 SUMMARY OF THE STUDY**

##### **5.1.1 Objectives of the Study**

This study was conducted to ascertain the reading strategies in English comprehension of first- year Business students at Hatyai University.

##### **5.1.2 Subjects**

The subjects in this study were 36 first- year Business students who were studying the Reading in Business English course in the academic year 2004.

##### **5.1.3 Instruments**

The instrument used was a questionnaire. It was divided into three parts. Part one was designed to ask about the students' personal information. Part two was designed to ask about the students' reading strategies in English comprehension. Part three was designed to ask about the students' additional reading strategies in English comprehension. There were two versions: English and Thai. The Thai version was distributed to the students because it was easily understood.

##### **5.1.4 Procedures**

The Microsoft Excel program (version 98) was used after collecting data in order to calculate descriptive statistics including frequency, percentage, mean ( $\bar{X}$ ), and standard deviation (SD) of all 32 items in part two. In part three, the suggestions in relation to additional reading strategy use were interpreted and summed up.

#### **5.2 DISCUSSIONS**

According to the results in Chapter Four, it can be summed up that the first-year Business English students at Hatyai University employed varied reading strategies in English comprehension. The findings showed that more than a half of all

strategies presented in the questionnaire were employed by the students. That is, 20 out of 36 items were rated as their reading strategies used in English comprehension.

Interestingly, one strategy in the questionnaire was rated “very often”. 47.2% of all respondents looked up the meanings of unknown words and/or usage from an English- Thai dictionary very often. The result was in line with Zainee Waemusa’s study (1993, pp. 108-109) in that Thai students learning English should be encouraged to use dictionaries, both English- Thai and English- English, for meanings and usage of unknown words. However, from the findings of this study 47.2% of them sometimes looked up the meanings of unknown words and/or the usage from English- English dictionary.

For the strategy “underlining or marking important points while reading which the respondents (41.7%) rated using “often”, the findings were in accordance with Siwalee Ampai’s study. She indicated that underlining and noting while reading can lead to better understanding. This also helps students memorize what they have read more effectively ( ศิวาลี อ่ำไพ, 2540).

### 5.3 CONCLUSIONS

This study presents information with a focus on reading strategies in English comprehension of first- year Business English students at Hatyai University. The findings provide researchers and educators with insights into reading strategies reported by the Business English students with different proficiency levels in English.

Analysis of the data obtained indicates that the students employed varied reading strategies in English comprehension. The findings are beneficial for teachers in that they can know what reading strategies students employed and what strategies should be improved. Examples of the reading strategies which are considered important by researchers but were rated being used by the students as “rarely” are trying not to look up the meanings of unknown words from a dictionary and guessing the meanings of unknown words through word roots and/or affixes (i.e. prefix, suffix, infix). These strategies as well as the strategies considered by teachers that they can help facilitate students’ reading should be included in the reading comprehension

strategy instruction. Therefore, the students will be able to apply proper strategies effectively for their reading comprehension.

#### 5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.4.1 Further studies should be conducted with students majoring in Business English in other schools, institutions, or universities so as to see whether the results are the same or different.

5.4.2 Correlation with some other factors such as language aptitude of students and their achievements should be taken into consideration in further reading strategy study.

5.4.3 Further studies dealing with reading strategies in English comprehension should use other methods for collecting data. That is, questionnaires should be used along with observations or interviews so that the data collected will be more valid and reliable.