CHAPTER V

CONCLUSION

This chapter presents a summary of the study, a discussion, as well as and an interpretation of the results. In addition, conclusions and recommendation are also given for further studies.

Summary of the study

The purpose of this study was to investigate the reading problems of the students in Grade-11 in Phayao province, Thailand. The subjects of this study were students studying at Grade-11 in Chiangkhamwittayakhom School in the academic year 2003. The instruments used in this study were four kinds of texts; news, short story, documentary and comic. The obtained data were computerized. The results of the data analysis were presented in tables with statistical procedures and explanation of the findings in Chapter IV.

According to the findings, it was found that the students in two majors have problems in their reading skills: vocabulary in context and reading comprehension. The low percentage of their achievement was shown in Chapter IV. When the students in two majors were compared, it was found that there was a significant difference between the two groups in comprehension area at a confidence level of .05. However, in area of Vocabulary in Context, Inference, Reference and Main Idea, there is no significantly different at a confidence level of .05 between achievements of the two majors.

All of the findings in chapter IV are discussed in details as follows:

Discussion of the Findings

This section will discuss the results of the study by replying to the two research questions as follows:

5.1 Students' Reading Problems

According to the findings, the students in two majors had problems in their reading, especially in the part of vocabulary in context such as pollution, explosion and volunteer. The students faced this problem in documentary text. The minority of the students in two majors could deal with them. First, the students did not have the knowledge of vocabulary. If the students had more vocabularies in themselves, they could use the familiar vocabulary to help in their reading and they should know that most of vocabularies have the synonym word in itself (Foltz, n.d. unpaged). Second, most of the vocabulary was not used in their daily life (Veit and Gould, 2001. p. 32). Maybe, this is the first time that they met this vocabulary; thus, finding the correct answer was a hard work for the students.

With regards to the finding in reading comprehension, the students in two majors encountered with main idea and comprehension. In the main idea area, the students could not deal with the test. For example, in the "short story" text, there are the academic words (phonetic pronunciation) such as *p/f* sound or pronunciation that appears in the whole story. It could be that the students have a little experience in phonetics. Knowledge Room (2005) shows that the phonetic symbol is also particularly difficult for the students who have little prior experience this field. Second, this vocabulary was not use in their daily life (Veit and Gould, 2001. p. 32). Third, the students did not know the method of finding main idea that apts to in the first sentence, in the middle of the story or in the last sentence. This is the causes that make the students miss the correct answer (Weawta Suknantapong, 2002. p. 35).

According to the finding in comprehension area, in the "news" text, the students had to face the story that was far from their daily life, that they did not have the background knowledge of this text (the story talking about the American's consumption). Thus probably make them lack interests for the story (Strangman and Hall, n.d. Web Site). Furthermore, there are many embedded meanings in this story, which they had to interpret after reading the whole text.

The reason why the students in two majors could not get the high percentage in some item was that the texts used in this study were authentic texts. Some text, such as comic, required background knowledge, culture, or sense of humors in order to interpret the meaning. Thus, it was hard for foreign language learner to understand. Saiwaroon Wongsuwan (1998. p. 9) shows that authentic text is a cause that students face with inadequate understanding of the story. Richard (2001. Web Site) also states that using authentic texts can actually hurt or impede foreign language reading development.

As mentioned above, reading problems of Grade-11 students majoring in Science-Mathematics and Arts-French in Phayao province are vocabulary in context, finding main idea, and comprehension. These are the main problems that make the students got the low percentage in reading. Although there are the problems about vocabulary in context, finding main idea, and comprehension of students in two groups, the quantity of the problem the students between two groups are faced with is unequal. This is shown in the following topic.

5.2 Difference and Similarity Problems of Students

According to the finding in Chapter IV, it was found that overall students had reading problems in every area. Besides, the similar problems that occurred in the students in two majors in the minority were main idea and vocabulary in context. However, the difference that appeared between the students in two majors was comprehension.

Although the achievement between Science-Mathematics and Arts-French students in the comprehension part was in the low percentage, there was significant difference between them in this area. It was found that the students in Science-Mathematics major received more percentage than Arts-French students. The reason why the Arts-French major students gained the low percentage might be because they paid attention to other kinds of text such as novel, poem, and literature (Witsanu Timwitham, 2003. Cassette).

The comparison to students' reading ability, main idea and vocabulary were the main problems of them. It is possible that the matter in each text was so far from their daily life. The vocabulary shown in the texts was more specific word (phonetic pronunciation), such as "pronunciation, *p/f* sound, consumption, and explosion. It might be that the students had a little prior experience in phonetics field, so it made them did not understand the matter in each text (Knowledge Room, 2005. unpaged). In the part of main idea, it is possible that the story in each text more intricate and it might have the latent meaning in each sentence (in part of "news" text) that they read. Before answering the question in each item, it is essential for the students to be able to interpret that sentence first. Otherwise, they might miss the meaning of the whole text and this made them not able to find the important information tell more about the overall idea of the text (Hadley, 2001. p. 22)

Recommendations

From this study, some interesting points were found and the following recommendations are made as follows:

Recommendations for Teachers

According to discussion of the students in two majors, it was found that they had the problems in vocabulary area. Their achievement is generally at a low level. To improve this situation, teachers should pay attention in training students to guess the meaning of words through contexts, rather than using a dictionary. Furthermore, teacher should suggest the use of context clues, such as synonyms, antonyms, and definition to the students in order that the students can predict the meaning of the text correctly (Educational Resources in the home, n.d. unpaged).

The level of reading comprehension area of the students is also rather low. To improve this situation, test questions should be gauged to ensure that the students must answer based upon comprehension rather than based on memorizing the passage on which the questions are formed (Richard and Rogers, 2001. p. 40).

Teaching methods should be eye-catching. They should vary to find out which one is suitable for the students (Educational Technique Department, 2003. p. 120).

Motivation and encourage methods should be brought to use in the teaching. Reinforcement methods will encourage students in language learning (Ajchara Wongsothorn, 1981. p. 410).

Recommendation for Further Study

The current study tests only vocabulary in context and reading comprehension. Therefore, it is suggested that a study on the structure and paragraph organization in reading should be done.

This study was tested to find the problem in reading while there are other important skills in English (listening, speaking and writing). Hence, it is recommended that research on the problem in other skills in English should be done.

Comparative study on reading problems in the same major should be done because each major has many classes in that school. The appearance of the difference will help teacher to find the suitable method to teach them.

The finding of this study was that students in two majors had the problems in reading. Therefore, it is suggested that a study on the way or teaching method that can solve these problems should be done.

It is suggested that a further study should also include a study of students' learning strategies. As a result, it will be useful for school to design instruction and syllabus effectively.

With regard to this study, it was found that the students are faced with reading skills' problems. However, there are more in-depth reading skills which are not observed. A more in-depth study on various reading skills therefore should be undertaken to find the method that would solve the reading problems. In addition, it would help the teachers select the way that works best for their students.