

## CHAPTER 5

### SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the research findings. Implications for teaching reading in EFL context, and recommendations for further studies are discussed.

#### 5.1 Summary of the Research Findings

The results of this study positively answered the three research questions. It can be concluded that the use of the pre-, while-, and post-reading questioning strategies can help students improve their reading ability in two aspects: overall comprehension and development of students' comprehension levels.

##### 4.1.1 Overall Comprehension

###### 5.1.1.1 Experimental and Control Groups

After the training, the English reading comprehension ability of the experimental group who was trained with the pre-, while-, and post-reading questioning strategies was significantly greater than that of the control group who was trained according to the reading procedures recommended in the Teacher's manual of **Say Hello 6** ( $p < 0.01$ ), although the English reading comprehension ability of both groups improved significantly after the use of two different teaching methods ( $p < 0.01$ ).

### **5.1.1.2 High and Low Proficiency Students**

After being trained with the pre-, while- and post-reading questioning strategies, it was found that the English reading comprehension ability of both high and low proficiency students in the experimental group improved significantly ( $p < 0.01$ ). This indicates that these strategies can enhance both high and low proficiency students to improve their reading comprehension ability.

However, the high and the low proficiency students' reading comprehension abilities were not significantly different as they were before the training. These means the training made the low proficiency students progressively improve their English reading comprehension ability to the closer level to the high proficiency students. It is apparently noticeable that although the pre-, while-, and post-reading questioning strategies benefit both groups, the low proficiency students seems to gain more benefits.

## **5.1.2 Development of Comprehension Levels**

### **5.1.2.1 Experimental and Control Groups**

Concerning the levels of reading comprehension, the use of pre-, while-, and post-reading questioning strategies enable student to develop their comprehension levels. It can be seen that after the training, the ability to respond to different types of reading questions of the experimental and the control groups were significantly different. The experimental group's responding ability to both literal and reinterpretation improved; whereas, the control group's significantly improved only in the case of reinterpretation questions. Moreover, after comparing the level of the improvement of both groups' responding abilities to the two types of reading questions, it was found that there were significant differences between the experimental and the control groups' level of improvement in both types: literal questions at  $p > 0.01$  and reinterpretation questions at  $p > 0.05$ .

### 5.1.2.2 High and Low Proficiency Students

It should be noted that the pre-, while-, and post-reading questioning strategies are supportive to the low proficiency students, particularly with the ability to respond to the literal questions. As can be seen, the low proficiency students' responding ability to the literal questions developed to a close level to that of the high proficiency students'. That is why their responding abilities to the literal questions were not significantly different after the training.

On the other hand, in terms of reinterpretation questions, there was still a significant difference between the high and the low proficiency students' responding ability to the reinterpretation questions. But, it is noticeable that the level of significance has changed from  $p > 0.01$  to  $p < 0.05$ . This indicates that after the training, the low proficiency students could develop their responding ability to the reinterpretation questions better than that of the high proficiency students. In other words, the responding ability to the reinterpretation questions of the low proficiency students increased at a higher level than the high proficiency students'.

## 4.2 Implications for EFL Instruction

There are three major implications which can be drawn from the research findings of the study. They are as follows:

1. Because it was found that the use of the pre-, while-, and post-reading questioning strategies can enhance the students' English reading comprehension ability, it is worthwhile to use them as a method of teaching reading, at least with those in the upper elementary level as shown in this study. In this study, the pre-, while-, and post-reading questioning strategies enabled the students not only to read interactively, but also to become more efficient readers. The students were able to make use of the reading process effectively and also to think logically and critically.

2. According to the findings, it is apparently noticeable that the low proficiency students seem to gain more benefits from the use of the pre-, while-, and post-reading questioning strategies. Hence, these strategies may be very helpful for low proficiency students.

3. To achieve in employing the pre-, while-, and post-reading questioning strategies, it is advisable that the teacher set different purposes in questioning at each stage. In other words, the pre-reading questions should be used to activate students' background knowledge which is relevant to important points of the text, to preview the key concepts and to set purposes for reading. The while-reading questions should be used to gradually check the students' comprehension of the text. And the purpose of using the post-reading questions should be to review and conclude what has been read from the text and to integrate the textual information with their knowledge.

### **5.3 Recommendations for Further Studies**

Based on the research findings of this study, some recommendations for further studies are provided as follows:

1. The training in this study was conducted with the upper elementary students in a particular teaching and learning context for 10 periods. In order to confirm the effects of the pre-, while-, and post-reading questioning strategies on reading comprehension and responding ability to the literal and the reinterpretation questions, the experiment should be replicated with other groups of students who are in different educational levels or fields of studies. The results would help increase our understanding of the effectiveness of the use of pre-, while-, and post-reading questioning strategies in teaching reading.

2. Because this study investigated whether the pre-, while-, and post-reading questioning strategies affect the students' responding ability to two different levels of reading comprehension: literal and reinterpretation, further studies should investigate whether these strategies affect the students' reading comprehension in higher levels of reading comprehension, i. e, critical or evaluative and appreciative levels.

3. From the results of the study, it can be assumed that the use of the pre-, while-, and post-reading questioning strategies enhances the students' English reading comprehension ability and their responding ability to the literal and the reinterpretation questions which are required by the upper elementary syllabus and curriculum. However, it was not known whether they had made use of these strategies when taking the post-test. Hence, students should be asked to respond to a questionnaire or should be interviewed to find whether they make use of these strategies while taking the post-test.

4. Because of the time constraint, some variables which may have an influence on reading comprehension were not included in this study (e.g. learning styles, and language aptitude). Hence, further studies should include these variables to see whether they contribute to the students' English reading ability and their responding ability to comprehension levels.