

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

This Chapter consists of three sections: conclusion of research findings, discussion of findings as well as recommendations for further research.

5.1 SUMMARY OF THE STUDY

5.1.1 Objectives

(1) To survey attitudes of students towards studying in the English Program (EP)

5.1.2 Sub-objectives

(1) To investigate and compare if attitudes towards the English Program among M.1, M.2 and M.3 students are different or not; and

(2) To describe characteristics of students who have either positive or negative attitudes toward the English Program (EP)

5.1.3 Population and Subjects

The population of this study was M.1, M.2 and M.3 students of Benchamatheputhit School Phetchaburi, who were attending the English Program in the academic year of 2007. The total of populations was 147. All of them were used as subjects in the study.

5.1.4 Materials

A 38-item questionnaire asking about the students' attitude toward studying in the English Program in terms of the program, learners, teachers, textbooks and supplementary materials, classroom conditions as well as measurement and evaluation were distributed among the subjects. The scaling technique employed in this part was a five-point Likert-Scale. The five point ranging from strongly agree = 5 to strongly disagree = 1.

5.1.4 Procedures

147 questionnaires were distributed among subjects on January 21st, 2008. The data obtained from the questionnaires were statically analyzed through the application of Frequency and Percentage, Arithmetic Means and Standard Deviations

5.2 SUMMARY OF THE FINDINGS

A summary of the findings presented in chapter 4 is as follows:

5.2.1 Attitudes towards a School Program

The findings showed that the students from the three educational levels (M.1, M.2 and M.3) had a positive attitude towards the content of the program, when considering the fact that the content is satisfactory, appropriate and it can be used to further the study. Nevertheless, students' attitudes towards the varieties of subjects were rated rather high; therefore, students would like some more care given to selecting the subjects provided. In addition, their attitude scores towards receiving tutoring were considerably high, meaning they were encouraged to receive tutoring also.

5.2.2 Attitudes towards Learners' Ability

According to this category, it was found that the attitudes of students in all educational levels (M.1, M.2 and M.3) were rated at a high level, meaning most of them were quite satisfied with their English ability, in terms of their ability to communicate more fluently, their confidence increased in using English, improvement in four main skills of English, and their understanding of a native speaker's culture. Also, it is interesting to note that the students in M.1 and M.2 rated improvement of their writing skills in English as highest, while the students in M.3 rated their improvement in English speaking skills as highest.

5.2.3 Attitudes towards Teachers in a Program

The findings revealed that students in M.1 and M.2 generally had high attitudes towards the teachers, meaning most of them were quite happy with the teachers who taught in the English Program at the school. When examining in detail, it was found that the M.2 students held a moderate level of opinion towards one particular aspect that is the teachers' coverage of the objectives of learning. When compared to M.3 level, the students also had a positive attitude towards this aspect. The results from this category showed that on average, students in M.3 had moderate attitudes towards the teachers' coverage of objectives, preparation, clear explanations

for assignments, proficiency in subject matters and teaching styles. Also, it is interesting to note that students in M.1 and M.3 rated the opportunities for students to ask questions or to offer their opinions at a high level, while the M.2 and M.3 students rated teachers' coverage of the objectives of learning lowest at a moderate level, meaning they wanted teachers be able to better cover the objective of learning.

5.2.4 Attitudes towards Textbooks and Supplementary

The findings showed that students in M.1, M.2 and M.3, on average had positive attitudes towards this category, meaning most of the students were quite satisfied with the textbooks and supplementary teaching materials. However, in the M.3 level, their attitudes towards interesting and up-to date textbooks, suitability for the levels of the students and textbooks complying with the learning objectives were considerably moderate, meaning they wanted textbooks which are more interesting, up-to-date and suitable for the levels of the students. In addition, they wanted textbooks to comply with their learning objectives.

5.2.5 Attitudes towards Classroom Conditions

From this category, it was found that on average, the attitudes of students in M.1, M.2 and M.3 were rated at a high level, meaning most of them were quite satisfied with the atmosphere, the size of the class as well as the classroom conditions. However, across the M.1 level, their attitudes towards suitable classroom conditions for learning and teaching were considerably moderate, meaning they wanted more suitable classroom conditions.

5.2.6 Attitudes towards Measurement and Evaluation

From this category, it was found that the attitude scores of students in all three levels towards measurement and evaluation were relatively high. Thus, it could be inferred that most of the students were quite happy with measurement and evaluation; including various methodologies of measurement and evaluation,

measurement and evaluation that match the learning objectives as well as teachers and learners' opportunities in measurement and evaluation used in a program.

5.3 DISCUSSIONS AND CONCLUSIONS

5.3.1 Attitudes towards Studying in the English Program

The research findings revealed that on average, the attitude scores of students towards studying in the English Program, regarding the school program, learners' ability, teachers, textbooks and supplementary, classroom conditions, measurement and evaluation was high. Most of students rated their English ability as "good", except for M.2 students, who mostly rated their English ability as "fair". It can be inferred that M.3 and M.2 students had been studying in the English Program in a longer period than the M.1 students, so they are likely to be more confident using English in their daily life as well as study. However, all of three levels were quite satisfied with their ability of English. Apparently, their reading skills in English had been improved in M.1 and M.2 students the most ($X=4.33$, 4.36 , respectively), whilst their speaking skills in English was considered as improved to the highest level ($X=4.32$) of attitude scores by M.3 students.

Still, it was also found that there were some important views from students that should be mentioned as this would be beneficial for the English Program to develop in the future. From the overall results of the study, most students in M.2 and M.3 had high attitude scores ($X=3.77$ and 3.91 , respectively) towards receiving tutoring, while M.1 students had moderate attitude scores ($X=3.61$, $S.D=0.83$) towards this aspect. It can be inferred that M.3 students may need intensive courses, like other students in Thailand, in order to pass the exams at a higher education level. However, M.1 students had just attended the English Program for one year, so receiving tutoring was not important for them at this point. Apart from this, M.1 students may understand the subject matter or get along with teachers quite well, so that they did not have to receive tutoring.

From the overall results of the study, M.1 and M.2 students had a positive attitude towards the teachers' standard of teaching in the English Program at the school in terms of their preparation, clear explanations of assignments, appropriate speaking pace, enough opportunities to ask questions, teaching styles as well as student's opportunities to think. However, across M.3 level, the findings showed that students' attitudes seemed to be moderate in particular aspects, including teachers' coverage of objectives, preparation, clear explanation of assignments, proficiency in subject matters and teaching styles ($X = 3.49, 3.51, 3.61, 3.63, 3.65$, respectively). It can be inferred from the findings that this group of subjects wanted teachers to pay more attention to adjusting their teaching style.

Apart from this, the result findings showed that on average, the attitudes towards textbooks and supplementary were relatively high in M.1 and M.2 level. These two groups of subjects were quite satisfied with textbooks and supplementary materials used in the English Program. Most students thought various supplementary materials such as pictures, worksheets and visual aids were provided in the program that supplementary teaching materials were satisfactory, and that they were provided enough. Across the M.3 level, however, it is worth noting that this group of students was dissatisfied with the textbooks and supplementary materials regarding interest, up-to-dateness and suitability for the levels of the students. They rated these aspects at a moderate level ($X=3.46, 3.42$ and 3.67 , respectively), meaning students would like to have textbooks and supplementary that are more interesting, up-to-date and suitable for the levels of them.

To sum up, it can be concluded from the findings that most of the students want to have more variety of subject matters to select from. Apart from this, textbooks should be more interesting, up-to-date and suitable for the levels of the students. The classroom should be improved to enhance teaching and learning environment. The teachers should also be encouraged to adjust their teaching styles to be more interesting, as well as better prepared for class.

5.4 RECOMMENDATIONS

5.4.1 It is recommended that there should be an investigation on students' preferences on subject matters conducted to examine the variety of subjects students would like to experience. Also, subjects should be more various so that students have more choice to select from.

5.4.2 As for selecting textbooks, it is suggested that textbooks should be more interesting, up-to-date and suitable for the levels of the students.

5.4.3 Extra classes should be provided in order that students will not have to receive tutoring.

5.4.4 The classroom should be improved to enhance the teaching and learning environment.

5.4.5 With regards to teachers in the English program, the teachers should be encouraged to cover all the objectives of learning, adjust their teaching styles to be more interesting, as well as better prepare for class.

5.4.6 It is suggested that the school should recruit teachers who show proficiency in a particular subject.

5.4.7 Further studies on parents' attitudes towards the English Program should be conducted at any English Program schools.

5.4.8 A survey on the preferences of the English Program students on textbooks and supplements, classroom conditions, as well as teaching styles are recommended to be explored in future research.