

## CHAPTER FOUR

### RESULTS

The previous chapter presented the research methodology of the study, consisting of subjects, materials, data collection and analysis of data. This chapter reports the results of the study based on the data collected from the 117 questionnaires which were completed by the M.5 students at Tha-It Suksa School.

The data were analyzed and processed by SPSS program Windows (version 11.5). Its findings are presented in terms of tables and reports. The results of analysis are divided into 3 main parts based on the following categories:

- 4.1 The subjects' personal information
- 4.2 The subjects' attitudes towards learning English compared with Arabic
- 4.3 The subjects' comments and suggestions

#### 4.1 THE SUBJECTS' BACKGROUND INFORMATION

This part shows the analysis of students' general information concerning their gender, program, Grade Point Average (GPA) from the two curriculums, previous Grade Point of Basic English (ENG 32101) and Basic Arabic (ARA25101) or Basic Arabic (ENG32101) and Learning Experience in English and Arabic. The data is presented in tables as follows:

**Table 1.** Gender of Respondents

<b>Gender</b>	<b>Number of Students</b>	<b>Percent</b>
Male	65	55.6
Female	52	44.4
Total	117	100.0

According to the table, there were a total of 117 respondents, of which 65 were male (55.6%) and the rest were 52 female (44.4%).

**Table 2.** Program of Respondents

<b>Program</b>	<b>Number of Students</b>	<b>Percent</b>
Science-Math	57	48.7
Art-Language	60	51.3
Total	117	100.0

From the table, the respondents were divided into 2 groups of program: Science-Math and Art-Language with the number of 57 (48.7%) and 60 (24%) respondents respectively. The number of respondents from the two programs is very close.

**Table 3.** Grade Point Average (GPA) of Respondents in Basic Education Curriculum B.E.2544

<b>Range of GPA</b>	<b>Number of Students</b>	<b>Percent</b>
1.00-1.49	15	12.8
1.50-1.99	18	15.4
2.00-2.49	20	17.1
2.50-2.99	23	19.7
3.00-3.49	29	24.8
3.50-4.00	12	10.2
Total	117	100.0

In Basic Education Curriculum B.E.2544, the range of Grade Point Average (GPA) is varied from 1.00-4.00 in 6 levels. One fourth of the subjects, which was the highest number of students, obtained the GPA range between 3.00-3.49 (24.8%) followed by the group of subjects who got GPA between 2.50-2.99 (19.7%), 2.00-2.49 (17.1%), 1.50-1.99 (15.4%), 1.00-1.49 (12.8%) and finally 3.50-4.00 (10.2%) respectively. It can be said that the least number of students (10.2%) got the highest range 3.50-4.00.

**Table 4.** Grade Point Average (GPA) of Respondents in Islamic Study Curriculum

B.E.2546

<b>GPA</b>	<b>Number of Students</b>	<b>Percent</b>
1.00-1.49	5	4.3
1.50-1.99	11	9.4
2.00-2.49	19	16.2
2.50-2.99	25	21.4
3.00-3.49	24	20.5
3.50-4.00	33	28.2
Total	117	100.0
		$\bar{X} = 2.30$

In the Islamic Study Curriculum B.E.2546, the range of Grade Point Average (GPA) is also varied from 1.00-4.00 in 6 levels. Out of the total number of respondents, 28.2% got GPA between 3.50-4.00 which was the highest number of respondents, followed by GPA 2.50-2.99 (21.4%), 3.00-3.49 (20.5%), 2.00-2.49 (16.2%), 1.50-1.99 (9.4%) and 1.00-1.49 (4.3%) respectively.

**Table 5.** Previous Grade Point of Respondents on Basic English (ENG32101)

<b>Grade Point</b>	<b>Number of Students</b>	<b>Percent</b>
1.00	26	22.2
1.50	11	9.4
2.00	18	15.4
2.50	13	11.1
3.00	16	13.7
3.50	15	12.8
4.00	18	15.4
Total	117	100.0
		$\bar{X} = 2.42$

The respondents' previous grade points for Basic English (ENG32101) varied from 1.0-4.0. More students (22.2%) obtained grade 1.0 than other grades, two groups which had the same number of students (15.4%) obtained grade 2.0 and 4.0 followed by 13.7% obtained grade 3.0, 12.8% obtained grade 3.5, 11.1% obtained grade 2.5 and the rest of the students (9.4%) obtained grade 1.5.

**Table 6.** Previous Grade Point of Respondents on Basic Arabic (ARA25101) and Basic Arabic (ARA32101)

Grade Point	Subject			
	Basic Arabic (ARA25101) (Lower Islamic Study grade 5)		Basic Arabic (ARA32101) (Middle Islamic Study grade 2)	
	Number of Students	Percent	Number of Students	Percent
1.00	5	4.3	8	6.8
1.50	5	4.3	6	5.1
2.00	8	6.8	7	6.0
2.50	7	6.0	2	1.7
3.00	8	6.8	8	6.8
3.50	5	4.3	1	0.9
4.00	32	27.4	15	12.8
Total	70	59.9	47	40.1
		$\bar{X} = 3.00$		$\bar{X} = 2.62$

Since the subjects were divided into 2 levels, lower Islamic Study grade 5 (*Ibtidaiyah*) and middle Islamic Study grade 2 (*Mutawassitah*), who were studying Basic Arabic (ARA25101) and Basic Arabic (ARA32101) respectively, the table was designed to present the respondents' grade points of both subjects.

For ARA25101, the greatest number of the subjects (27.4%) got grade 4.0. Three groups of subjects which had the same number (4.3%) obtained grade 1.0, 1.5 and 3.5, and also two groups of subjects (6.8%) got grade 2.0 and 3.0. The rest of the subjects (6.0%) obtained grade 2.5.

For ARA32101, the greatest number of the subjects (12.8%) got grade 4, followed by the two groups of subjects who got the grade 1.0 and 3.0 (6.8%), then

6.0% got grade 2, 5.1% got grade 1.5 and the final group with the smallest number (0.9%) who got grade 3.5.

**Table 7.** English Learning Experience of Respondents

<b>Learning Experience (Years)</b>	<b>Number of Students</b>	<b>Percent</b>
1-7	32	27.4
8-11	55	47.0
Over 11	30	25.6
Total	117	100.0

According to the table, almost half of the students had experienced learning English for 8-11 years (47.0%), followed by the group of students who had experience in learning English for 1-7 years (27.4%) which was close to the rest of students(25.6%) who had experience for over 11 years.

**Table 8.** Arabic Learning Experience of Respondents

<b>Learning Experience (Years)</b>	<b>Number of Students</b>	<b>Percent</b>
1-7	72	61.5
8-11	29	24.8
Over 11	16	13.7
Total	117	100.0

From the table, more than half of students (61.5%) had learned Arabic for 1-7 years, followed by a group of students who had experienced learning Arabic for 8-11 years (24.8%) and the least number (13.7%) had learned for over 11 years.

#### **4.2 THE SUBJECTS' ATTITUDES TOWARDS LEARNING ENGLISH COMPARED WITH ARABIC**

This part will reveal the overall attitudes towards learning English and Arabic in each aspect; 33 items of questionnaire are presented in orderly sequence.

The part will elaborate the results of the 33-item questionnaire distributed to the sample. The items were designed to investigate the students' attitudes towards six aspects of learning English and Arabic, which were instructors, curriculum and activities, teaching material and media, learners, evaluation and assessment, and classroom environment. The data were analyzed by means of descriptive statistics of Mean ( $\bar{X}$ ) and Standard Deviation (SD).

The questionnaires were rated on a five point continuum which ranged from "strongly agree" which was equal to 5 points, "agree" 4 points, "undecided" 3 points, "disagree" 2 points and "strongly disagree" 1 point. In order to analyze and interpret the data, the criteria of the levels of the levels of attitudes were set up. There were three different levels of attitude as follows:

High	$\bar{X} = 3.68-5.00$
Moderate	$\bar{X} = 2.34-3.67$
Low	$\bar{X} = 1.00-2.33$

**Table 9.** Attitudes towards Instructors

Items	English		Arabic	
	$\bar{X}$	SD.	$\bar{X}$	SD.
1) Teachers show enthusiasm for teaching.	4.03	.71	<b>4.30</b>	.72
2) Teachers come to class well-prepared.	3.93	.78	<b>4.16</b>	.74
3) Teachers inform course syllabus clearly.	<b>3.91</b>	.84	3.77	.86
4) Teachers should graduate from abroad.	3.15	.99	<b>3.69</b>	1.09
5) Teachers should use the target language as the medium while teaching.	3.62	.92	<b>3.66</b>	.93
6) Teachers are able to convey the messages effectively and interesting.	<b>3.97</b>	.66	3.72	.88
7) Teachers give students enough chance to ask questions.	3.73	.90	<b>4.03</b>	.81
8) Teachers are able to be a good role model in using the language.	3.69	.93	<b>4.08</b>	.90
9) Teachers have a good relationship with students.	<b>4.30</b>	.83	4.24	.76
	<b>4.16</b>	<b>.67</b>	<b>4.26</b>	<b>.61</b>

According to the table, we can conclude that the attitudes towards English compared with Arabic in the aspect of instructors were on average at the high level. The mean score of Arabic was slightly higher than that for English.

For more details, attitudes towards instructors of English in all items except items 4 and 5 were at the high level. Namely, items 4 (graduation from abroad) and 5 (using the target language as the medium while teaching) were at the moderate level. For attitudes towards instructors of Arabic, all of the items were at the high level except item 5. Therefore item 5 of both languages was rated at moderate. Interestingly, item 9; teachers have a good relationship with students, was the highest one in both languages.

**Table 10.** Attitudes towards Curriculum and Activities

Items	English		Arabic	
	$\bar{X}$	SD.	$\bar{X}$	SD.
1) Lessons do not focus on theory too much so students have enough chance to practice language for communication.	<b>3.57</b>	.76	3.47	.90
2) Curriculum is up-to-date.	<b>3.85</b>	.89	3.53	.93
3) Number of lessons concerning vocabulary is suitable for memorization.	3.46	.97	<b>3.50</b>	.94
4) Level of difficulty of grammar is suitable for students' capability.	<b>3.78</b>	.89	3.67	.84
5) Lessons help students to prepare to compete with students in other schools.	3.50	.95	<b>3.76</b>	1.00
6) Classroom activities vary.	3.41	.86	3.19	1.08
7) Curriculum meets students' interest and needs.	3.61	.82	3.49	.91
8) The school holds learning activity to promote learning skill.	2.98	1.09	<b>3.03</b>	1.12
	<b>3.27</b>	<b>.78</b>	<b>3.25</b>	<b>.86</b>

From the table, in summary, we can see that on average the attitudes towards English compared with Arabic in the aspects of curriculum and activities were at the moderate level, with English slightly higher rated than Arabic.

For more details, attitudes towards curriculum and activities of English was at the high level in items 2 and 4 respectively while items 1, 3, 5, 6, 7 and 8 were at the moderate level. In learning Arabic, only item 5 was at the high level and the rest of the items (1, 2, 3, 4, 6, 7, and 8) were at the moderate level.

**Table 11.** Attitudes towards Teaching Material and Media

Items	English		Arabic	
	$\bar{X}$	SD.	$\bar{X}$	SD.
1) Textbooks are appropriate to students' level.	<b>3.80</b>	.85	3.76	.90
2) Textbooks are interesting.	<b>3.74</b>	.94	3.40	.98
3) Teaching materials are sufficient to number of students	<b>3.54</b>	.94	3.50	1.05
4) Teaching materials are effective.	<b>3.62</b>	.83	3.53	.91
5) Teaching materials are various.	<b>3.53</b>	.87	3.43	.86
	<b>3.66</b>	<b>.73</b>	<b>3.59</b>	<b>.75</b>

From table 11, in learning Arabic, only item 1 was at the high level while the rest of the items (2, 3, 4 and 5) were at the moderate level. In learning English, items 1 and 2 were at the high level and items 3, 4 and 5 were at the moderate level.

In conclusion, the findings revealed that the attitudes toward teaching material and media of both languages were at the moderate level, with English higher than Arabic just a little.

**Table 12.** Learners' Attitude Towards the Language

Items	English		Arabic	
	$\bar{X}$	SD.	$\bar{X}$	SD.
1) The language is necessary for further study.	<b>4.40</b>	.87	4.30	.91
2) The language is necessary for future career.	<b>4.23</b>	.98	3.89	.98
	<b>4.32</b>	<b>.64</b>	<b>4.05</b>	<b>.74</b>

According to table 12, the attitudes towards the necessity of both languages were at the high level on average. However English was considered more necessary than Arabic for both studying and career.

**Table 13.** Attitudes Towards Evaluation and Assessment

Items	English		Arabic	
	$\bar{X}$	SD.	$\bar{X}$	SD.
1) Examination questions are in accordance with subject matter (expected learning outcomes).	<b>3.66</b>	.82	3.61	.80
2) Examination questions have level of difficulty suitable for subject matter.	3.51	.92	<b>3.59</b>	.84
3) Examination questions are suitable for the time given.	<b>3.81</b>	.89	3.50	1.04
4) Examination questions focus on application more than memorization.	<b>3.65</b>	.90	3.48	.96
	<b>3.65</b>	<b>.75</b>	<b>3.54</b>	<b>.69</b>

From table 13, for Arabic, all of the items were at the moderate level. In learning English, only item 3 was at the high moderate rating, while the rest of items (1, 2 and 4) were at the moderate level. Interestingly, item 3 (examination questions are suitable for the time given) of English learning was higher than that of Arabic.

In conclusion, the findings revealed that the attitudes towards evaluation and assessment of both languages were at the moderate level, with English a little higher than that of Arabic.

**Table 14.** Attitudes Towards Classroom Environment

Items	English		Arabic	
	$\bar{X}$	SD.	$\bar{X}$	SD.
1) The number of students is appropriate to the size of class.	3.78	1.06	<b>3.81</b>	1.01
2) The classroom environment is appropriate to learning.	<b>3.28</b>	1.12	3.26	1.10
3) Such learning resource centers as library and self access learning room are sufficient.	3.06	1.16	<b>3.15</b>	1.21
	<b>3.41</b>	<b>.93</b>	<b>3.47</b>	<b>.89</b>

The attitudes towards the classroom environment of Arabic and English classes were similar in that only item 1 (the number of students is appropriate to the size of class) was at the high level while the rest of items (2, 3 and 4) were at the moderate level.

In conclusion, the findings revealed that attitudes toward classroom environment of both languages were at the moderate level, although Arabic was higher than English.

**Table 15.** Overall Attitudes Towards Learning English and Arabic

Aspects of Attitudes	English		Arabic	
	$\bar{X}$	SD.	$\bar{X}$	SD.
1) Instructors	<b>4.16</b>	.67	<b>4.26</b>	.61
2) Curriculum and activities	3.27	.78	3.25	.86
3) Teaching material and media	3.66	.73	3.59	.75
4) Language	<b>3.80</b>	.62	<b>3.65</b>	.79
5) Assessment and evaluation.	3.65	.75	3.54	.69
6) Classroom environment	3.41	.93	3.47	.89
	$\bar{X} = 3.66$		$\bar{X} = 3.63$	

Table 15 compares the overall aspects of attitudes towards learning English compared with Arabic. From the table, four from six aspects of both languages were rated at the moderate level namely, curriculum and activities, teaching material and media, assessment and evaluation as well as classroom environment, which were at the moderate rating. The aspect of instructors was at the high level in both languages while the aspect of language was apparently different. Attitudes towards English were high while those for Arabic were moderate.

In other views, we can notice that 4 aspects of English, namely curriculum and activities, teaching material and media, language, as well as assessment and evaluations were rated higher than Arabic, while the aspect of instructors and classroom environment of Arabic were higher than English. However it was only slightly different.

### **4.3 THE SUBJECT'S COMMENTS AND SUGGESTIONS**

This part will reveal the comments and suggestions obtained from the respondents concerning learning English and Arabic. From 117 respondents, there were 45 respondents (38.46%) gave comments and suggestions.

The comments and suggestion were gathered from 45 questionnaires, then grouped into 6 main aspects of attitudes, which were instructors, curriculum and activities, teaching material and media, language, assessment and evaluation as well as classroom environment. Since the comments and suggestions were given towards English and Arabic learning it is presented in both languages.

#### **4.3.1 Instructors**

Some students commented that teachers should thoroughly pay attention to students, especially weak ones. They added that it was helpful if teachers use the target language as the medium for instruction. They also preferred to have native English teachers, or teachers who graduated from English speaking countries. In learning Arabic, students preferred to have the same Arabic instructors for three years instead of changing the teachers every year. Moreover, they thought that age of instructors was important because teachers who were close to their ages would understand them more easily and reduce the generation gap.

#### **4.3.2 Curriculum and Activities**

Some students wanted to have more rote learning of vocabulary but some of them did not want it. Instead of vocabulary memorization, conversation should be emphasized, especially conversation in daily life. Some students suggested that learning activities should vary, such as including a study tour, and outside classroom activities.

#### **4.3.3 Teaching Material and Media.**

A few students commented that teaching materials and media were not sufficient for students. They added that it should be more varied and practical.

#### **4.3.4 Learners**

In the aspect of learners, only one respondent had commented; that was saying the program of studying of the school was too broad, especially the Art-Language program, which should be more focused to be either English or Arabic.

#### **4.3.5 Assessment and Evaluation**

Some students commented that the Arabic test was too difficult. The test should be accordance with the expected learning outcomes. They added that test should be varied in styles.

#### **4.3.6 Classroom Environment**

Many students commented about the library. Learning resources in the library were not sufficient for students. They always found that the library was out of service during office hours and they added that library service should be extended to overtime periods.

Some students commented that the number of bathrooms was not sufficient and they were not well-cleaned. They also suggested that a sound laboratory was necessary so the school should supply it to students. Moreover, one respondent thought that if a school's principle was too strict then it might suppress them and make them feel uneasy.