

## **CHAPTER FIVE**

### **CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions, (4) conclusions, and (5) recommendation for further research

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

This part presents the main points of the research concerning the two following issues:

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

The study attempted to investigate the attitudes in learning English compared with Arabic.

##### **5.1.2 Subjects, Materials and Procedures**

The subjects of the study were 121 students (67 males and 54 females) in Matthyomsauksa 5 at Tha-It Suksa School, Pakkret District, Nonthaburi Province, in academic year 2006. They were studying in 2 curriculums, Basic Education Curriculum B.E.2544 and Islamic Study Curriculum B.E.2546. The Basic Education Curriculum B.E.2544, consisted of two programs; Science-Math and Art-Language. 57 students were studying in Science-Math and 64 students were studying in Art Language. For Islamic Study Curriculum B.E.2546, it is divided into two levels; lower Islamic Study grade 5 (*Ibtidaiyah*) and middle Islamic Study grade 2 (*Mutawassitah*). 72 students were studying in lower Islamic Study grade 5 (*Ibtidaiyah*) and 49 students were studying in middle Islamic Study grade 2 (*Mutawassitah*). However, there were 117 respondents (96.69%) participated in the study and the rest of the students (3.31%) did not return the questionnaire.

A 31-item questionnaire was administered as the research instrument. The questionnaire was an attitude test using five point Likert Scale and was divided into 3 parts to find out (1) the respondents' personal information, (2) the respondents' attitudes towards learning English and Arabic and (3) the respondent's comments and suggestions.

In order to analyze the collected data, SPSS for Windows (11.5) was applied. The analysis of data will be detailed in two types, the subjects' personal data which was mainly analyzed by using Frequencies and Percentiles, and the respondents' attitudes towards learning English and Arabic which were calculated by using Mean and Standard Deviation.

## **5.2 SUMMARY OF THE FINDINGS**

The results can be summarized as follows:

### **5.2.1 The Subjects' Personal Information**

The findings revealed that there were a total of 117 respondents, of which 65 were male (55.6%) and the rest were 52 female (44.4%). 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.

In Basic Education Curriculum B.E.2544, a quarter of the subjects which was the highest number of students, had obtained GPA ranged between 3.00-3.49 (24.8%) while the least number of students (10.2%) got the highest range 3.50-4.00. In Islamic Study Curriculum B.E.2546, out of the total number of respondents (28.2%) got GPA between 3.50-4.00, which was the highest number of students, followed by 2.50-2.99, 3.00-3.49, 2.00-2.49, 1.50-1.99 and 1.00-1.49 respectively.

Most of the students (22.2%) had obtained grade 1.0 from Basic English (ENG32101) and the rest had obtained others in the ratio of equal distribution. For ARA25101, the greatest number of the subjects (27.4%) got grade 4.0, followed by grade 2.0, 3.0 1.0, 1.5, 3.5 and 2.5 respectively. For ARA32101, the greatest number of the subjects (12.8%) got grade 4.

Almost half of the students had experienced learning English for 8-11 years (47.0%), followed by the group of students who had experienced learning English for 1-7 years (27.4%) and over 11 years (25.6%). More than half of students (61.5%) had learned Arabic for 1-7 years, followed by a group of students who had experience in learning Arabic for 8-11 years (24.8%) and the least number (13.7%) had learned for over 11 years.

### **5.2.2 The Subjects' Attitudes Towards Learning English and Arabic**

#### 1) Instructors

The result showed that the attitudes towards English compared with Arabic in aspect of instructors, at the high level, Arabic was slightly higher than English.

#### 2) Curriculum and Activities

In summary, the study showed that the attitudes towards English compared with Arabic in aspect of curriculum and activities were at the moderate level. However English was very slightly higher than Arabic.

#### 3) Teaching Materials and Media

The findings revealed that the attitudes toward teaching material and media of both languages were at the moderate level; English was higher than Arabic just a little.

#### 4) Language

In the aspect of language, the findings revealed that the attitudes towards learners of English was at the high level while the attitudes towards Arabic were also high level.

#### 5) Teaching Material and Media

The results revealed that the attitudes toward teaching material and media of both languages were at the moderate level while English was higher than Arabic just a little.

#### 6) Classroom Environment

For the last aspect, it revealed that the attitudes toward classroom environment of both languages were at the moderate level although Arabic was higher than English.

In conclusion, four from six aspects of English were the same level with Arabic; namely, curriculum and activities, teaching material and media, assessment and evaluation as well as classroom environment, which were at the moderate level on average. The aspect of instructors was at the high level while aspect of language was apparently different; attitude towards English was high while Arabic was moderate.

### **5.2.3 The Subjects' Comments and Suggestions**

From 117 respondents, there were 45 respondents (38.46%) gave comments and suggestions. The comments and suggestions were both relevant and irrelevant to the aspects; however, it would be useful for the teachers of English and Arabic in being the guideline for teaching. In summary, aspect of instructors, curriculum and activities as well as classroom environment were suggested to be developed by most students.

## **5.3 DISCUSSIONS**

This part presents important points from the results of research which needed to be discussed and taken into consideration as follow:

### **5.3.1 Instructors**

About one-third of the students (31.6%) strongly agree that their teachers should graduate from abroad. Teachers who graduated from English speaking countries would be their role models in using English. Noticeably all of the Arabic teachers had graduated from Egypt so they can speak Arabic fluently. Almost half of the students (39.3%) want to see their Arabic and English teachers use the language as a medium or communicate in that language as much as possible.

### **5.3.2 Languages**

From the finding, it was seen apparently on the different attitudes between English and Arabic. More than a half of the correspondents (59.8%) strongly agreed that English was more important than Arabic for both future career and further study. For the finding, we might assume that the benefit would be in factors motivating students to learn English, and pay attention to it.

### **5.3.3 Classroom Environment**

The findings revealed that the classroom environment of Arabic was better than English by mean 3.47 and 3.41 respectively. From students' recommendations, they thought that Arabic teachers had good class control. They also thought that too many learning activities in English class might lead to difficult class control.

### **5.3.4 Communicative skill**

From the respondents' comments and suggestions, many students were interested in speaking more than other skills. They felt that their learning in both languages could not serve them to communicate in daily life. They also did not want rote learning of vocabulary; or it should be replaced with classroom conversation. Conversation in classroom should be increased.

#### **5.4 CONCLUSIONS**

The following conclusions can be drawn from the discussion above.

The findings revealed that students were satisfied with English in line with Arabic, namely, they were moderately satisfied with four from six aspects of attitude; instructors, teaching material and media, learners, as well as assessment and evaluation, while curriculum and activities as well as classroom environment showed they were moderately satisfied. Moreover, the findings showed that there were slightly different attitudes towards the English and Arabic languages for their future in that English was considered more necessary than Arabic for both studying and career.

Students' recommendations reveal that instructors should be the role models to students in using the languages as much as possible. In addition, communicative skill should be focused on, especially daily life conversation. Moreover, materials and media, classroom environment as well as assessment and evaluation affected attitudes towards learning language one way or another.

#### **5.5 IMPLICATIONS FOR TEACHERS AND THE SCHOOL**

Since the research was conducted at Tha-It Suksa School where Arabic and English are taught as foreign languages and both languages are core subjects, students cannot avoid studying them. It is quite difficult for students to learn more than one foreign language so it is necessary for teachers and the school to manage learning activities to support the students as much as possible.

The findings showed that the attitudes towards English compared with Arabic in aspect of instructors were at the high level while Arabic was slightly higher than English so English teachers have to improve themselves in every way such as planning lessons, running learning activities, controlling classes and using the target language.

For the other aspect, it was revealed that the attitudes toward classroom environment of both languages were at the moderate level and Arabic was higher than English, so that the classroom environment has to be taken into consideration by the school. Having a good classroom environment would make students feel comfortable in learning and it can affect learning achievement.

## **5.6 RECOMMENDATION FOR FURTHER RESEARCH**

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

5.6.1 The study only focused on the attitudes towards learning English and Arabic; however, there are other foreign languages such as French, German, Chinese and Japanese. Those kinds of subjects are grouped in Foreign Languages substance according to Basic Education Curriculum B.E.2544 and most schools have at least one language. Moreover, further research may compare the attitude from subjects in different schools.

5.6.2 The instrument of the research was only a questionnaire which might not cover detail of the research deeply. For further research, other instruments such as interviews should follow after the interpretation of questionnaires in order to get more detail and particular information.

5.6.3 Since Arabic language is relevant to Muslim unavoidably, it has an important role in Muslim practice. It is suggested that for further research, other sociolinguistic aspects, such as family, language used at home, dialectic and religion should be added to the questionnaire.