CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

This study attempted to answer the research questions as stated in Chapter 1 and Chapter 4 as follows:

1) What learning activities are mostly undertaken by children in learning English in primary schools? and;

2) How do those activities facilitate productive learning for young students?

The answer to research question 1 has been discussed, that it is all the lessons observed as the sample of the EFL learning activities in the schools taken as the sample of the study. These seven lessons can present the most learning activities undertaken by students because the school use fixed course books which guide teachers to handle the teaching of English as a foreign language to young learners in the schools. The teacher followed the contents of the course books which can be said that the pattern of teaching and learning has not changed much, except the teacher design supplementary activities for the books. Therefore, by taking samples of activities containing repetitive pattern of learning will provide representative sample for most undertaken activities by learners.

The answer to research question 2 is to decide how those activities in 7 lessons observed facilitate students to undertake productive learning. This has been discussed in Chapter 4. The discussion is based on the indicators of productive learning proposed by several authors, which have been summarised into 6 indicators. The researcher tries to categorize the indicators into three groups levelling them into: very productive, productive and less productive as seen Table 10. The seven lessons have analysed and summarised in Table 18. According to Table 10, three lessons (lesson 1, lesson 3 and lesson 6) can be categorised into less productive as they showed only 3 indicators of productive learning. Lesson 2, lesson 4, lesson 5 and lesson 7 can be categorised into productive as they showed 4 indicators of productive learning. However, these lessons and their activities still need more improvement and enrichment in terms of quantity and quality the activities, context, content, students’ interest in order to fully facilitate young leaners learn EFL productively.
5.2 Suggestions

This study has disclosed some of the characteristics of productive EFL lessons and learning activities provided for children by four teachers in two schools. It means that quantitatively the data represent EFL learning activities are small and the findings should not be generalised into other contexts or other schools. The findings of this study is limited to the samples taken from the chosen schools.

For more comprehensive data, analyses and wider implications, next researchers need to collect more activities that represent larger area, involving more teachers and schools so that the validity level of study finding will be improved.

Prospective and working EFL teachers need to really think of what kinds of learning activities that can facilitate children learn English productively. EFL teachers, without being aware of this issue, will not be able to help students learn English effectively in the classroom context.

For prospective and working EFL teachers, the findings of this study may be used as information to enrich their horizons in understanding teaching and learning process that may inform their future practices. The findings have shown that although some indicators of productive learning present in learning activities, they still cannot guarantee that they can facilitate learning to take place productively. Therefore, EFL teachers need to make sure that all indicators of productive learning present in their practices.

The finding has also some important implications to EFL teacher training and education institution. It may inform the curriculum development of the institution, e.g. what should be the content of the curriculum, and how it should be implemented to help prospective teachers have better understanding in productive learning and how they can prepare themselves to be effective EFL teachers for