

CHAPTER THREE

3.0 CONCLUSION

This module was designed by the researcher based on her experience teaching English Language in the particular school, relevant readings and observations on the lower secondary school children in an urban area.

The students in an urban area such as in Section 9, Shah Alam are considered as very fluent in the English Language since they are exposed to the language everyday and everywhere they go. The teacher's decision in making these students do English Language exercises from the school's textbook is not as challenging as it may seem to some of the weaker students in the subject. The students also did not have any real idea what they were actually doing in mind while they are doing exercises from the English Language textbook other than answering comprehension questions. Therefore, what the teacher must do is to create a module, challenging and comprehensive enough for these students so that they can feel that they have accomplished something.

Because these students get bored very, very easily with simple and easy exercises, the teacher needs to remember to provide interesting and challenging activities. These kinds of activities can be found in Activity 2 (Unit 1) of the module which is a game similar to the "Wheel of Fortune" on television or Activity 2 (Unit 3) of the writing activity where they get to create travel brochures. These activities are not only interesting but also challenging to these students as they have never done these kinds of activities in class before.

It is suggested that the researcher should limit the topics for short periods of time as some of the students get bored easily in class after spending three whole weeks on the same topic. The researcher could also do it again as a revision after one or two new topics are taught.

The fact that these students were competitive with each other made it easier for the researcher to design activities for the module. This is because any activities done by the students is assured by the teacher that they did it themselves. However, it is not impossible to find one or two slackers and uninterested students in the class who find it very easy to do these activities by copying from friends.

The teacher's role in this kind of problem is to act as a supervisor to the students' activities and facilitate their work. The teacher cannot help or meddle in the students' work as it should be their own work and not the teacher's.

What the researcher found out while carrying out the activities in the module is that the students get bored very easily when it comes to "*filling in the blanks*" and "*underline the correct answer*" kinds of activities as this reminded them of their regular textbook exercises. Nonetheless, sometimes these kinds of activities can evaluate the students' understanding on the topic instantly rather than doing a whole series of long-winded activities. These so-called "dull and boring" activities are therefore needed when the teacher wants quick and fast evaluation on the students' comprehension of the topic.

However, there was an improvement in the students' achievement since they were able to read and write descriptions successfully without the teacher's

help at all. The students' performance was definitely better than before they did the module. This is because when the students did the exercises in their English Language textbook, the exercises in it did not reflect the students' comprehension on the topic as they were merely answering comprehension questions. As there was a vast improvement observed on the students' performance on the topic, the researcher did not make any amendments to the module.

It is hoped that one day, all the teachers at school will start designing modules according to their subject when they find that students get bored easily with the textbook's exercises and do not find it challenging. They can also create modules when the students have difficulty in a specific topic. Therefore, modules should be designed for very easy or very difficult topics in the syllabus to make the teacher's and the students' life easier.

Maybe then, the students would get interested in learning a particular subject because it shows them that they are actually accomplishing tasks and not just completing exercises in textbooks or workbooks.