

CHAPTER FIVE

CONCLUSIONS AND LIMITATIONS

Through the process of the 4Mat system instruction, the researcher found that students' interest in learning English was promoted, especially those with low English proficiency. Students paid more attention than before because they could find their places in class no matter how they did in their test.

Besides these, some challenges and limitations should also be discussed here in this chapter.

Based on the results discussed in the previous chapter, the first and the second research questions of this study can be concluded as following: the 4Mat system approach can truly help readers of different learning styles to read strategically. It can help Type 1 learners guess the meanings of the words more precisely, help Types 3 and 4 learners to find the main ideas of the article more easily, and help Type 4 learners to make inference from the article.

The lesson plan should always consist of four parts, including warming up, formal instruction, practice, and evaluation. Each part is designed for one kind of learners, so that students of that type will feel comfortable during the instruction and no one will be ignored during the instruction.

Limitations of this Study

In this study, there were altogether 30 participants. After taking the personality test, each group only consists no more than 10 members. There was a potential danger that no significance will be shown in the statistical analysis because of the small number of the members. As in the case of analysis problems with Type 2 learners reported in Chapter four.

Another way to make the results more convincing is that future researchers should design more questions of the same kind instead of only one question of each kind to have more satisfying results.

Limitations of Adopting the 4Mat System

The articles chosen in the research were suitable for the 7th grade students. With higher EFL proficiency level of students, the length of the article will surely be longer and the vocabulary will be more difficult. Then it may need more time to conduct the activities of the 4Mat system and cut back the time for normal class activities. It is therefore suggested that the teacher use the reading section in the textbook as the practice of the 4Mat system to promote students ability in reading comprehension.

Suggestions

Although the subjects improved their reading strategies with the 4Mat system instruction, the teacher has to spend more time in course design and planning more classroom activities. To be more efficient, the teacher should develop a habit of recording all the activities he or she can think of and categorize them for different types of learners. Some activities may go well; others may not. The teacher should make modification to fit the topic or the atmosphere of the class. A pool of activities created by a team of teachers may also help reduce the burden and the time for course design.

Besides course design, it is also a big challenge for the teacher to supervise the process of the activities. During the four parts of the 4Mat, except for the second part, in which the teacher plays the main role, students need to complete the activities either on their own or with the help of their group members. The teacher must play a good role of supervising by asking the students to speak in English as much as possible, and not to chat in private, he/she also needs to assure the functions of the five roles (leader, encourager, announcer, clunk expert, and gist expert).

Compared with conventional instruction in the past, the teacher using the 4Mat system has to make much more effort than he/she did in a traditional classroom.

To sum up, the 4Mat system provides a chance for English teachers in Taiwan to

make some changes in teaching English. The researcher believes that through every English teacher's effort, more evidence of the effects of the 4Mat system can be found in the near future.

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