

CHAPTER FOUR

RESULTS

In this chapter, the data analysis was made by using the Statistical Package for Social Sciences (SPSS) version 12 to calculate the frequency, percentage and mean. It should be noted that all the questionnaires that were distributed to 100 respondents were returned to the researcher without any missing data.

4.1 BACKBROUND INFORMATION

The first part of the questionnaire sought the background information of the respondents concerning gender, age, education, current job, using English in their work/ in other activities, level of English before attending the English training course, percentages from the post-test of the English training courses, English proficiency improvement after attending the English training courses, attitude toward the English training courses, and learning skill. All information was displayed in the form of frequency and percentage of the respondents as follows:

Table 1 . Demographic Information

Demographic Information	Frequency	Percentage
Gender		
Female	79	79.0
Male	21	21.0
Total	100	100.0
Age		
20-25	4	4.0
26-30	8	8.0
31-35	23	23.0
36-40	23	23.0
41-45	16	16.0
more than 45	26	26.0
Total	100	100.0
Education		
High Vocational Certificate	10	10.0
Bachelor degree	67	67.0
Master degree	23	23.0
Total	100	100.0

(table continues→)

Table 1. (continued)

Demographic Information	Frequency	Percentage
Current job		
Educational/student services	37	37.0
Finance/budget/accounting/procurement	29	29.0
Policy/planning/personnel	8	8.0
Technical/computer services	13	13.0
Administrative/secretarial affairs	8	8.0
Others	5	5.0
Total	100	100.0

Table 1 shows the demographic information of the respondents as follows:

Gender The majority of the respondents were female (79.0%) and the rest were male (21.0%).

Age Most of the respondents were more than 45 years old (26.0%) , followed by 31-35 years old (23.0%), 36-40 years old(23.0%), 41-45 years old (16.0%), 26-30 years old (8.0%), and 20-25 years old (4.0%).

Education Most of the respondents had a bachelor degree (67.0%), followed by a master degree (23.0%), and a high vocational certificate (10.0%).

Current Job Thirty seven percent of the respondents were in educational/ student services, 29.0% finance/budget/accounting/procurement, 13.0% technical/ computer services, 8.0% policy/planning/personnel, 8.0% administrative/ secretarial affairs, and 5.0% others.

Table 2. Using English at Work and/or in Other Activities

Using English in work and/or in other activities	Frequency	Percentage
Yes	90	90.0
Never	10	10.0
Total	100	100.0

According to Table 2, about 90.0% of the respondents used English in their work and/or in other activities, only 10.0% did not use English at all.

Table 3. Frequency of Using English at Work and/or in Other Activities

Frequency of using English	Frequency	Percentage
not often	33	36.7
often	42	46.7
very often	15	16.7
Total	90	100.0

As shown in Table 3, most of the respondents (46.7%) often used English in their work and/or in other activities, whereas 36.7% not often, and 16.7% reported that they used English very often.

Table 4. Level of English Before Attending the English Training Course

Level of English	Frequency	Percentage
Good	5	5.0
Fair	60	60.0
Poor	35	35.0
Total	100	100.0

Table 4 shows that the majority of the respondents (60.0%) felt that their level of English before attending the English training course was fair, 35.0% poor and only 5.0% thought that their English proficiency was good. It should be noted that although most of them often used English, their English proficiency was considered fair.

Table 5. Percentages of the Post-test of the English Training Course

Percents of Post-test	Frequency	Percentage
90-100	1	1.0
80-89	33	33.0
70-79	36	36.0
60-69	12	12.0
50-59	3	3.0
40-49	2	2.0
less than 40	1	1.0
N.A.	12	12.0
Total	100	100.0

As shown in Table 5, 36.0% of the respondents received 70-79 percent from the post-test of the English training course which was considered of fair proficiency, while 33.0% got 80-89 , and only 1.0% received an excellent performance (90-100).

Table 6. English Proficiency Improvement After Attending the English Training Course

English Improvement	Frequency	Percentage
Yes	81	81.0
No	19	19.0
Total	100	100.0

From Table 6, it shows that the majority of the respondents' English proficiency were improved (81.0%) after attending the English training course, whereas only 19.0% reported no improvement. The reasons are provided as in tables 7 and 8.

Table 7. With Improvement After Attending the English Training Course

Reasons	Frequency	Percentage
Course is interesting and beneficial.	52	64.2
Instructor is helpful and efficient.	49	60.5
Level of the course is suitable for the learner.	40	49.4
Course materials are suitable.	23	28.4

*Choose more than one (n=81)

As shown in Table 7, most of the respondents thought that their English proficiency was improved after attending the English training course because the course was interesting and beneficial (64.2%) and the instructor was helpful and efficient (60.5%).

Table 8. No Improvement After Attending the English Training Course

Reasons	Frequency	Percentage
Course is not relevant to your need.	10	52.6
Course is too difficult.	5	26.3
Course is not interesting.	5	26.3
No interaction in class.	4	21.1

*Choose more than one (n=19).

Table 8 presents that most of the respondents thought that their English proficiency did not improve after attending the English training course because the course was not relevant to their needs (52.6%). For this reason, they might not pay much attention/ interest while studying so there was no improvement.

Table 9. Attitude Toward the English Training Course

Attitude toward the English training course	Frequency	Percentage
Very good	15	15.0
Good	51	51.0
Fair	29	29.0
Poor	5	5.0
Total	100	100.0

Table 9 shows that most of the respondents (51.0%) had a good attitude toward the English training course, and only 5.0% showed that they had a poor attitude.

Table 10. Skill that the Respondents would like to Learn

Skill	Frequency	Percentage
Reading skill	30	30.0
Listening skill	76	76.0
Writing skill	47	47.0
Speaking skill	83	83.0

*Choose more than one (n=100).

According to Table 10, most of the respondents wanted to learn the speaking skill (83.0%), followed by listening skill (76.0%), writing skill (47.0%), and reading skill (30.0%). Thus it could be presumed that speaking was their major problem in using English. In addition, due to their nature of work, speaking was the skill they most used.

Table 11. Reading Skill Problem

Reading skill problem	Frequency	Percentage
You have a limit knowledge of vocabulary.	18	60.0
You do not use English in reading.	18	60.0
You have no skill or technique in reading English.	12	40.0

*Choose more than one (n=30).

Table 11 presents that most of the respondents had reading skill problem because they had a limited knowledge of vocabulary and they do not use English in reading (60.0%). Presumably, they had not practiced reading skill in their job.

Table 12. Listening Skill Problem

Listening skill Problem	Frequency	Percentage
You have a limited knowledge of vocabulary.	37	48.7
You are not familiar with the native speakers accent	30	39.5
You do not have to use this skill in working or daily life	15	19.7

*Choose more than one (n=76).

According to Table 12, most of the respondents had listening skill problem because they had a limited knowledge of vocabulary (48.7%). Another major problem was that they were not familiar with the native speakers' accent (39.5%). It is interesting to note that 15 of them admitted they had listening problems because they did not use it at work.

Table 13. Writing Skill Problem

Writing skill Problem	Frequency	Percentage
You have a limited knowledge of vocabulary.	27	57.4
You have a limited knowledge of grammar.	27	57.4
You do not have to use this skill in working or daily life.	27	57.4

*Choose more than one (n=47).

Table 13 shows that the respondents had writing skill problems because they had a limited knowledge of vocabulary and grammar, and they did not have to use this skill in working or daily life. It is presumed that their routine work did not require English writing so that they hardly any practice in writing skills.

Table 14. Speaking Skill Problem

Speaking skill Problem	Frequency	Percentage
You have a limited knowledge of vocabulary.	45	54.2
You do not have to use this skill in working.	40	48.2
You are not confident to practice speaking English, though you have attended English speaking courses.	39	47.0
You think that this skill is beyond your ability.	7	8.4

*Choose more than one (n=83).

According to Table 14, most of the respondents had speaking skill problems because they had a limited knowledge of vocabulary (54.2%), they did not have to use this skill in working (48.2%), and they were not confident in practicing speaking English though they have attended English speaking courses (47.0%). Therefore, the course developer should create courses that encourage them to interact and speak

more through role play and other tasks assigned by the instructors while studying in class.

4.2 THE RESPONDENTS' ATTITUDES TOWARD ENGLISH

This part described the attitude toward English. Close-ended questions with the Likert 5-point scale were used to measure the degree of opinion. The findings were shown in the form of frequency distribution, mean and standard deviation.

Table 15. Attitude Toward English

Statement	Opinion					\bar{x}	S.D.	Opinion
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree			
You like English because you can make use of it, i.e. communication with foreigners and job promotion.	39 (39.0)	45 (45.0)	12 (12.0)	1 (1.0)	3 (3.0)	4.16	.90	Agree
You like English because it is the media of all disciplines.	19 (19.0)	51 (51.0)	17 (17.0)	10 (10.0)	3 (3.0)	3.73	.98	Agree
You enjoy studying English.	14 (14.0)	43 (43.0)	34 (34.0)	7 (7.0)	2 (2.0)	3.60	.89	Agree
You like reading English books, for example extra-curricula books that provide knowledge in any fields.	9 (9.0)	23 (23.0)	38 (38.0)	24 (24.0)	6 (6.0)	3.05	1.04	Uncertain
You like English because you have good English proficiency before attending the course.	3 (3.0)	29 (29.0)	31 (31.0)	25 (25.0)	12 (12.0)	2.86	1.06	Uncertain
Overall						3.48	.77	Agree

From Table 15, the mean score of overall attitude of the respondents was 3.48, which could be interpreted that most of the respondents had a positive attitude toward learning English. It could be seen that nearly all the respondents strongly agreed and agreed that they could make use of English, i.e. communication with foreigners and job promotion (4.16) ; that English was the media of all disciplines (3.73); and that

they enjoyed studying English (3.60). Nevertheless, the respondents were uncertain whether they liked reading English books, for example extra-curricula books that provided knowledge in any fields (3.05) ; that they liked English because they had good English proficiency before attending the course (2.86).

4.3 THE RESPONDENTS' ATTITUDES TOWARD FACTORS AFFECTING ENGLISH LEARNING

This part searched for the attitudes of the respondents toward factors affecting English learning. Close-ended questions with the Likert 5-point scale were used to measure the degree of attitude. The findings were shown in the form of frequency distribution, mean, and standard deviation.

Table 16. Attitude Toward Factors Affecting English Learning

Factors	\bar{x}	S.D.	Opinion
Instructors	4.08	0.50	Agree
Learners' efforts	3.80	0.74	Agree
Learners' motivation	3.61	0.54	Agree
Course difficulty	2.96	0.57	Uncertain
Learners' ability	2.81	0.57	Uncertain
All Factor	3.61	0.34	Agree

According to Table 16, it shows that the respondents had good attitudes toward factors affecting English learning (3.61). From the results, it can be concluded that they had rather a high motivation toward learning English (3.61) and had no problems with the instructors (4.08). Nevertheless, they thought that the course was rather difficult (2.96) so that they had to put great efforts into learning (3.80).

The results of each factor are presented as follows:

Table 17. Learners' Ability

Statement	Opinion					\bar{x}	S.D.	Opinion
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree			
1. You can write assignments in English.(writing)	3 (3.0)	46 (46.0)	30 (30.0)	15 (15.0)	6 (6.0)	3.25	.96	Uncertain
2. You have ability to read the course materials in English.	3 (3.0)	41 (41.0)	39 (39.0)	9 (9.0)	8 (8.0)	3.22	.95	Uncertain
3. You are able to express ideas in spoken English.	-	35 (35.0)	41 (41.0)	15 (15.0)	9 (9.0)	3.02	.93	Uncertain
4. You have a limited ability at English to understand the content of the course.	10 (10.0)	49 (49.0)	22 (22.0)	18 (18.0)	1 (1.0)	2.51	.94	Disagree
5. You have lot of problems about the meanings of vocabulary.	14 (14.0)	44 (44.0)	25 (25.0)	12 (12.0)	5 (5.0)	2.50	1.04	Disagree
6. You have difficulty in understanding lectures in English.(listening).	21 (21.0)	42 (42.0)	20 (20.0)	12 (12.0)	5 (5.0)	2.38	1.10	Disagree
Overall						2.81	0.57	Uncertain

*Reverse score for negative statement to calculate \bar{x} (item 4,5,6).

As shown in Table 17, overall the respondents showed uncertainty that that they had any ability at learning English (2.81). The highest mean which represented the ability of writing was 3.25, whereas the ability at reading was 3.22, speaking 3.02. However, the respondents agreed that they had a limited ability at English to understand the content of the course (2.51). They also had problems about meanings of vocabulary (2.50) so they had problem in understanding lectures in English (2.38). It can be concluded that they were not confident that they had good English proficiency.

Table 18. Learners' Efforts

Statement	Opinion					\bar{x}	S.D.	Opinion
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree			
1.You try to study the difficult words if you do not know the meanings of the words.	27 (27.0)	61 (61.0)	9 (9.0)	1 (1.0)	2 (2.0)	4.10	.76	Agree
2.You try to read the course materials until you understand them.	15 (15.0)	58 (58.0)	21 (21.0)	4 (4.0)	2 (2.0)	3.80	.82	Agree
3.You try to understand the difficult unknown words.	17 (17.0)	57 (57.0)	16 (16.0)	8 (8.0)	2 (2.0)	3.79	.89	Agree
4.You regularly review the content after class.	6 (6.0)	55 (55.0)	25 (25.0)	10 (10.0)	4 (4.0)	3.49	.90	Agree
Overall						3.80	0.74	Agree

According to Table 18, the average mean score of attitude toward the learners' effort was 3.80 from which it could be presumed that the respondents made strong efforts in learning English. The data showed that they tried to study the difficult words if they did not know the meanings of the words (4.10), they tried to read the course materials until they understood them (3.80), they tried to understand the difficult unknown words (3.79), and they regularly reviewed the content after class (3.49). It is possible that the English training course was rather difficult so that the respondents had to put great efforts into learning.

Table 19. Learners' Motivation

Statement	Opinion					\bar{x}	S.D.	Opinion
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree			
1.The reason you attend English training courses is to broaden your skills and knowledge.	30 (30.0)	52 (52.0)	15 (15.0)	1 (1.0)	2 (2.0)	4.07	.82	Agree
2.You enjoy a class where the lecturer gives lectures in English.	10 (10.0)	40 (40.0)	36 (36.0)	9 (9.0)	5 (5.0)	3.41	.96	Agree
3.The reason you attend English training courses is to get job promotion.	11 (11.0)	37 (37.0)	30 (30.0)	19 (19.0)	3 (3.0)	3.34	1.01	Uncertain
Overall						3.61	0.54	Agree

From Table 19, the average mean was 3.61, which could be interpreted that most of the respondents had a high motivation in learning English. It could be seen that more than half of them attended English training courses to broaden their skills and knowledge (4.07) and they enjoyed a class where the lecture was in English (3.41). Nevertheless, the respondents were uncertain of the reason whether they attended English training courses to get job promotion (3.34).

Table 20. Course Difficulty

Statement	Opinion					\bar{x}	S.D.	Opinion
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree			
1.The content is complicated.	2 (2.0)	22 (22.0)	47 (47.0)	25 (25.0)	4 (4.0)	3.07	.84	Uncertain
2.You can follow the lecture and content of the course in English.	1 (1.0)	25 (25.0)	46 (46.0)	21 (21.0)	7 (7.0)	2.92	.88	Uncertain
3.There are a lot of course materials to read and they are difficult especially vocabulary.	4 (4.0)	31 (31.0)	37 (37.0)	27 (27.0)	1 (1.0)	2.90	.88	Uncertain
Overall						2.96	0.57	Uncertain

*Reverse score for negative statement for calculate \bar{x} (item 1,3).

As shown in Table 20, the results showed that the average mean score was 2.96, and it could be assumed that the respondents thought that the course was difficult. It could be seen that they considered that the content was complicated (3.07) so they could not follow well the lecture and content of the course (2.92). In addition, there were a lot of course materials to read and they were difficult, especially vocabulary (2.90). It is possible that the course was difficult so that it may hinder their language acquisition.

Table 21. Instructors

Statement	Opinion					\bar{x}	S.D.	Opinion
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree			
1. Instructors have adequate knowledge of the course offered.	26 (26.0)	67 (67.0)	7 (7.0)	- -	- -	4.19	.54	Agree
2. Instructors encourage learners to participate in practicing listening, speaking, reading and writing skills.	20 (20.0)	70 (70.0)	9 (9.0)	1 (1.0)	- -	4.09	.57	Agree
3. Instructors encourage learners to ask questions and listen to them with interest.	21 (21.0)	69 (69.0)	9 (9.0)	- -	1 (1.0)	4.09	.62	Agree
4. Instructors have good teaching techniques/methodology.	21 (21.0)	66 (66.0)	13 (13.0)	- -	- -	4.08	.58	Agree
5. Instructors try to check learners' understanding.	18 (18.0)	64 (64.0)	18 (18.0)	- -	- -	4.00	.60	Agree
6. Instructors can explain the content of course and the difficult points clearly.	18 (18.0)	66 (66.0)	14 (14.0)	2 (2.0)	- -	4.00	.64	Agree
Overall						4.08	0.50	Agree

According to Table 21, the overall mean score of all opinions was 4.08, which could be concluded that the respondents had good attitude toward instructors. Most of them agreed that the instructors had adequate knowledge of the course offered (4.19), the instructors encouraged them to participate in practicing English in the four skills (4.09) and encouraged them to ask questions and listen to them with interest (4.09). In addition, the instructors had good teaching techniques/ methodology (4.08). Thus it could be interpreted that the instructors were effective and helpful to the English language acquisition of the respondents.

4.4 SUGGESTIONS AND OTHER OPINIONS

This part aimed to find out the suggestions and other opinion that given by the respondents. The findings show the frequency and percentages as follows:

4.4.1 Suggestions from the Respondents

Table 22. Course Needed to Learn

Course needed to learn	Frequency	Percentage
Speaking for specific purposes	75	75.0
Writing letters/memorandum	46	46.0
Movie English	46	46.0
Reading for pleasure	36	36.0
Summarizing and writing minutes of meetings	28	28.0

*Choose more than one (n=100).

As shown in Table 22, the majority of the respondents (75.0%) wanted to learn English speaking for specific purposes, 46.0% wanted to study writing letters/memorandum and learn English from the movies.

Table 23. Purposes of Speaking Course Needed to Learn

Speaking for specific purpose	Frequency	Percentage
Making/receiving phone calls	44	58.7
Educational services	34	45.3
Financial service	22	29.3

*Choose more than one (n=75).

According to Table 23, most of the respondents needed to learn speaking course for making/ receiving phone calls (58.7%), followed by educational services (45.3%), and financial services (29.3%). From the results, it could be assumed that the most of the respondents wanted to learn speaking course because they used it most at work.

4.4.2 Other Opinions of the Respondents

Some respondents stated that the course should be relevant to their needs and nature of their work. They also suggested that the course should focus on speaking skill instead of English grammar. To achieve high benefits and continuing development, the English training course should be offered continuously and regularly. In addition, although the results of the findings showed that most of the respondents had good attitude toward English training courses, some of them stated that the university should not force them to study it as a requirement for career path advancement because it caused stress among those who are not willing to learn English. Therefore, staff should attend the course voluntarily.

The findings of the study will be summarized and discussed in the next chapter.