

## CHAPTER FOUR

### RESULTS

In this chapter, collected data were presented to determine if the TOEIC preparation course had an impact on Employees' English language development in terms of TOEIC score increase and their attitudes towards their own English development. Moreover, the data will present general demographic information as well as their attitudes towards the TOEIC course itself.

Results and analysis are divided into 5 parts:

- 4.1 Employees' demographics and general information about employee English experiences
- 4.2 Employee pre and post TOEIC scores
- 4.3 Employee attitudes towards TOEIC preparation courses
- 4.4 Employee attitudes towards their English development after the course
- 4.5 Testing Hypotheses

#### 4.1 EMPLOYEES' DEMOGRAPHICS AND GENERAL INFORMATION

Demographic information and general information about the English experiences of the respondents is presented below in the form of numbers and percentages in Table 1-6.

As shown in Table 1, the majority of the respondents are female (56.0%) and the remainder are male (44.0%)

**Table1. Frequency Statistics for Gender**

	Frequency	Percent
Male	44	44.0
Female	56	56.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Table 2 provides descriptive statistics on the age of employees. The mean age was 35 years with an overall range of 27-49 years of age. The majority of employees

taking this course are people ages 31-35 years (39%), followed by 25-30 years (28.0%), 36-40 years (20.0%) and more than 40 years (13.0%), respectively.

**Table 2.***Frequency Statistic for Age*

---

	Frequency	Percent
25-30 years old	28	28.0
31-35 years old	39	39.0
36-40 years old	20	20.0
More than 40 years old	13	13.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

---

Most of the respondents (57.0%) hold a Bachelor's degree, followed by those who finished a Master's degree (38.0%), lower than a Bachelor's degree (4.0%) and higher than a Master's degree (1.0%).

**Table 3.***Frequency Statistics for Educational Background*

---

	Frequency	Percent
Lower than Bachelor's degree	4	04.0
Bachelor's degree	57	57.0
Master's degree	38	38.0
Higher than Master's degree	1	01.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

---

About 37.0% of the respondents have 6-10 years of working experience at Toyota Motor Thailand, 27.0% 11-15 years, 23.0% more than 15 years and 13.0% 5 years or less.

**Table 4. Frequency Statistics for Years of Service**

	Frequency	Percent
5 years or less	13	13.0
6-10 years	37	37.0
11-15 years	27	27.0
More than 15 years	23	23.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

45% of the respondents have been studying English for 11-20 years, 24.0% more than 20 years, 19.0% never study English and 12.0% 1-10 years.

**Table 5. Frequency Statistics for Years Studying English**

	Frequency	Percent
Never studied English	19	19.0
1-10 years	12	12.0
11-20 years	45	45.0
More than 20 years	24	24.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

According to Table 6, about 58.0% of the respondents did not study English at other institutes, the rest 42.0% studied English at other institutes. Moreover, most respondents do not use English at work regularly (61.0%) and the remainder use English at work regularly (39.0%). Most respondents (91.0%) have not studied or worked abroad and the remainder did (9.0%).

**Table 6. Counts for General Information**

	Count (Yes)	Percent	Count (No)	Percent	Total	Percent
Study English at other institutes	42	42.0	58	58.0	100	100.0
Use English at work regularly	39	39.0	61	61.0	100	100.0
Study or work abroad	9	9.0	91	91.0	100	100.0

## **4.2 EMPLOYEES' PRE AND POST TOEIC SCORES**

TOEIC is an English proficiency test which aims to assess passive skills among non-native English speakers. Therefore, the test consists of two parts – listening and reading. It is a paper-and-pencil, multiple-choice test that uses audiocassettes, pictures, and written materials. There are 200 choices and test takers have 2 hours to finish the test. TOEIC scores range from 10 to 990 points. The points are divided as follows.

Since the TOEIC score is valid for 2 years, Toyota Motor Thailand employees are requested to re-take the test every two years. The pre TOEIC scores of sampling employees are the scores of the test taken in 2005. After this group of employees completed their TOEIC preparation courses in 2007, they were required to take TOEIC in March 2008.

After the test, the data presented that out of 100 employees there are 87 employees who scored higher after completing the TOEIC preparation course. A comparison of TOEIC scores is referred in appendix C.

## **4.3 EMPLOYEE ATTITUDES TOWARDS THE TOEIC COURSE**

The second part sought for the respondent attitudes towards the TOEIC course. Close-ended questions with the Likert 5-point scale were used to measure the degree of employee attitudes. The findings were shown in the form of frequency distribution, mean and standard deviation.

Item	Attitude					$\bar{x}$	S.D.	Attitude
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
1. The curriculum and content was interesting	54 (54.0)	38 (38.0)	4 (4.0)	4 (4.0)	- -	4.42	.75	Strongly agree
2. The length of the course was too long	- -	24 (24.0)	22 (22.0)	37 (37.0)	17 (17.0)	3.47	1.04	Disagree
3. The class is fun and motivates me to learn.	33 (33.0)	61 (61.0)	3 (3.0)	3 (3.0)	- -	4.24	.65	Agree
4. The teacher spoke too fast for me to understand.	- -	8 (8.0)	25 (25.0)	43 (43.0)	24 (24.0)	3.83	.89	Undecided
5. I could understand almost everything that the teacher said in English	11 (11.0)	22 (22.0)	42 (42.0)	23 (23.0)	2 (2.0)	3.17	.97	Undecided
6. The material was too difficult for me.	- -	6 (6.0)	13 (13.0)	54 (54.0)	27 (27.0)	4.02	.80	Disagree
7. The material was boring.	15 (15.0)	23 (23.0)	14 (14.0)	27 (27.0)	21 (21.0)	3.16	1.39	Undecided
8. There was too much homework.	1 (1.0)	2 (2.0)	14 (14.0)	50 (50.0)	33 (33.0)	4.12	.79	Disagree
9. I listen to the tapes at home regularly.	1 (1.0)	18 (18.0)	9 (9.0)	45 (45.0)	27 (27.0)	2.21	1.07	Disagree
10. What I learned is useful to me at work.	36 (36.0)	37 (37.0)	21 (21.0)	3 (3.0)	3 (3.0)	4.00	.98	Agree
<b>Overall</b>						<b>3.64</b>	<b>.669</b>	<b>Agree</b>

\*Reverse negative score to positive score at 2, 4, 6, 7, 8

According to table 7, it is shown that employees have extremely positive attitudes towards the curriculum and content of the TOEIC preparation course ( $\bar{x}=4.42$ ). Overall, they relatively have positive attitudes towards the class atmosphere, teacher, and material ( $\bar{x}=3.64$ ).

#### 4.4 EMPLOYEE ATTITUDES TOWARDS THEIR ENGLISH DEVELOPMENT AFTER THE COURSE

*Table 8*

Item	Attitude					$\bar{x}$	S.D.	Attitude
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
1.I think I can read more quickly thanks to this course.	<b>9</b> (9.0)	<b>23</b> (23.0)	<b>51</b> (51.0)	<b>17</b> (17.0)	<b>-</b> -	<b>3.24</b>	<b>.84</b>	Undecided
2.My ability to understand spoken English improved thanks to this course.	<b>11</b> (11.0)	<b>29</b> (29.0)	<b>48</b> (48.0)	<b>10</b> (10.0)	<b>2</b> (2.0)	<b>3.37</b>	<b>.88</b>	Undecided
3.This class will help me get a higher score on the TOEIC test	<b>27</b> (27.0)	<b>50</b> (50.0)	<b>21</b> (21.0)	<b>2</b> (2.0)	<b>-</b> -	<b>4.02</b>	<b>.75</b>	Agree
Overall						<b>3.54</b>	<b>.42</b>	Agree

According to table 8, overall attitudes are relatively positive ( $\bar{x}=3.64$ ), however; employees are not assured about their English improvements after completing the course. This can be seen from items number 1 and 2 in which the percentages at undecided level are at 51% and 48%. However, 50% of employees believe that this course will help them score higher in the TOEIC.

#### 4.5 TESTING HYPOTHESES

1. Employee TOEIC scores are higher after completing the TOEIC preparation course.

**Table 9 Paired Samples Statistics Between Pre test TOEIC and Post test TOEIC Score**

Pre test TOEIC Score		Post test TOEIC Score		Paired Differences		t	Sig. (2-tailed)
$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
350.35	118.10	414.48	139.94	-64.13	91.32	-7.022	.000*

\*Significant = 0.05

When paired the sample t-test was used to test Hypothesis 1, significant differences were found between the pre test TOEIC and Post test TOEIC scores. Hence, employees English language proficiency improved in terms of higher TOEIC scores achieved.

2. Employee attitudes towards the TOEIC preparation course and their English language development after the course vary, but should be relatively positive.

**Table 10**

<b>Overall attitudes</b>	<b>MEAN — ( <math>\bar{x}</math> )</b>	<b>Standard Deviation (SD.)</b>	<b>Degree of Attitudes</b>
1. Attitudes towards curriculum contents	4.42	.75	Positive
2. Attitudes towards length of the course	3.47	1.34	Positive
3. Attitudes towards class atmosphere	4.24	.65	Positive
4. Attitudes towards teaching methods	3.83	.89	Positive
5. Attitudes towards teaching material	3.59	.61	Positive
6. Attitudes towards pace of the class	3.17	.97	Positive
7. Attitudes towards assignments	4.12	.79	Positive
8. Attitudes towards reading skill improvement	3.24	.84	Positive
9. Attitudes towards ability to understand communicative English	3.37	.88	Positive
10. Attitudes towards practicality of the content	4.00	.98	Positive
11. Attitudes towards ability to gain higher TOEIC score	4.02	.75	Positive
<b>Total</b>	<b>3.85</b>	<b>.47</b>	<b>Positive</b>

Referring to table 10, employees have relatively positive attitudes towards their English language development, particularly in terms of their ability to achieve higher TOEIC scores.

This chapter contained important data which can be relevant or related to chapter five which significantly concerns discussions and recommendations for further study. In order to discuss the findings and give recommendation logically and credibly, this chapter plays a major role as a reference point.