

CHAPTER FOUR

RESULTS

The previous chapter explained the subjects, materials, and relevant procedure to find out and analyze the data. This chapter presents data collected from sampled learners who enrolled in the distance English learning course at JPM Multimedia Co., Ltd. between 2006 and 2007. The findings were interpreted to form conclusions related to learners' satisfaction with the course. The chapter begins with descriptive statistics. The data were examined and analyses were conducted to determine if there were statistically significant differences in the learners' satisfaction with the distance English learning course based on selected learners' demographics such as gender, age, marital status, and educational background. The purpose of this study was to examine the level of learners' satisfaction with the course. The results of the study collected from the questionnaires of 150 respondents can be presented based on the objectives of the study which were mentioned earlier.

After SPSS Version 12.0 processed all the data collection, results were shown. The analysis was divided into 4 parts:

- 4.1 Learners' Demographics
- 4.2 Learners' Satisfaction with Distance English Learning
- 4.3 Learner's Problems in and Suggestions for Distance English Course
- 4.4 Testing Hypotheses

4.1 LEARNERS' DEMOGRAPHICS

Demographic information of the respondents is presented below in the form of numbers and percentages in Table 1-5.

Age

Table 1 provides descriptive statistics on the age of the sampled learners. The mean age was 35 years of age with an overall range of 23-56. Forty-one percent of learners who enrolled in the English distance course were between the ages of 23-30. The remaining 59% of those learners in the course were 31-56 years of age.

Table 1. Descriptive Statistics for Age of Learners

Mean	35.00 (years)
Median	32.00
Mode	26.00
Minimum	23.00
Maximum	56.00

n = 150

Gender

Table 2 presents the frequency analysis of the data for gender. The ratio of male to female sampled learners who enrolled in the course was 46% males and 54% females.

Table 2. Frequency Statistic for Gender

	Frequency	Percent
Male	69	46.0
Female	81	54.0
Total	150	100.0

Marital Status

Table 3 shows the frequency analysis of the data for marital status and reveals that 60% of those learners in the course at JPM Multimedia are single. As observed in Table 3, this study indicates that the additional 40% of those learners have family obligations.

Table 3. Frequency Statistic for Marital and Family Status

	Frequency	Percent
Learners with a spouse	62	41.33
Learners without a spouse	88	58.67
Total	150	100.0

Level of Education

Table 4 represents the frequency analysis of the data indicating that the majority of learners responding to the survey hold Bachelor's degrees. Educational data observed in Table 4 reveal that 29% of the sampled respondents have completed Master's degrees or Doctorate's Degrees.

Table 4. Frequency Statistic for Educational Background

	Frequency	Percent
Bachelor's degree	107	71.33
Above Bachelor's degree	43	28.67
Total	150	100.0

Computer Experience

Table 5 provides descriptive statistics on the computer experience of the sampled learners. The number of learners' computer knowledge ranged between 18 and 204 months. Also, the majority have used a computer for more than 10 years.

Table 5. Descriptive Statistics for Learners' Computer Experience

Mean	107.77 (months)
Median	120
Mode	120
Minimum	18
Maximum	204

n = 150

4.2 LEARNERS' SATISFACTION WITH DISTANCE LEARNING

4.2.1) Satisfaction with the course content

Table 6. Satisfaction with the Course Content

Course Contents	Level of Satisfaction					Total	— \bar{x}	SD.	Degree of Satisfaction
	Extremely Agree	Agree	Undecided	Disagree	Extremely Disagree				
1. The content of this course is useful.	20 13.3%	125 83.3%	5 3.33%	-	-	150 100%	4.10	.403	Satisfied
2. You acquired skills needed in language improvement from attending this course.	30 20.0%	100 66.7%	15 10.0%	5 3.33%	-	150 100%	4.03	.669	Satisfied
3. The content of this course is interesting.	5 3.33%	110 73.3%	30 20.0%	5 3.33%	-	150 100%	3.77	.568	Satisfied
4. The level of difficulty of this course is appropriate.	10 6.7%	80 53.3%	30 20.0%	15 10.0%	15 10.0%	150 100%	3.37	1.098	Neutral
5. The content of this course is satisfactory.	-	85 56.7%	45 30.0%	20 13.3%	-	150 100%	3.43	.728	Satisfied
Total							3.74	.559	Satisfied

From table 6, it was found that the respondents were satisfied with the course contents. The average score for these components was rated as 3.74. The usefulness of the course shows the highest satisfaction with a score of 4.10, whereas the level of difficulty of the course attained the lowest level of satisfaction with a score of 3.37.

4.2.2) Satisfaction with textbooks and supplementary teaching materials

Table 7. Satisfaction with Textbooks and Supplementary Teaching Materials

Textbooks & Materials	Level of Satisfaction					Total	\bar{X}	SD.	Degree of Satisfaction
	Extremely Agree	Agree	Undecided	Disagree	Extremely Disagree				
1. The content in the textbooks and supplementary teaching materials matches the course objectives.	15 10.0%	80 53.3%	40 26.7%	15 10.0%	-	150 100%	3.63	.809	Satisfied
2. The textbooks used in this course are appropriate.	-	85 56.7%	35 23.3%	25 16.7%	5 3.3%	150 100%	3.33	.884	Neutral
3. The textbooks used in this course are satisfactory.	5 3.3%	75 50.0%	40 26.7%	25 16.7%	5 3.3%	150 100%	3.33	.992	Neutral
4. The CD-ROMs used in this course are practicable and satisfactory.	30 20.0%	80 53.3%	20 13.3%	20 13.3%	-	150 100%	3.80	.925	Satisfied
5. Other supplementary teaching materials used in this course are appropriate.	20 13.3%	85 56.7%	20 13.3%	20 13.3%	5 3.33%	150 100%	3.63	.999	Satisfied
6. Other supplementary teaching materials used in this course are satisfactory.	15 10.0%	95 63.3%	20 13.3%	15 10.0%	5 3.33%	150 100%	3.67	.922	Satisfied
Total							3.57	.776	Satisfied

Table 7 suggests that the respondents were satisfied with the overall area of the textbooks and supplementary teaching materials (3.57), especially with CD-ROMs used in the course (3.80) being the highest of all aspects of satisfaction in this area. The aspect with the lowest degree of satisfaction is related to textbooks in terms of their appropriateness (3.33).

4.2.3) Satisfaction with the personal tutor

Table 8. Satisfaction with the Personal Tutor

Personal Tutor	Level of Satisfaction						Total	\bar{x}	SD.	Degree of Satisfaction
	Extremely Agree	Agree	Undecided	Disagree	Extremely Disagree					
1. The personal tutor was well prepared for the class.	40 26.7%	100 66.7%	-	10 6.7%	-	150 100%	4.13	.730	Satisfied	
2. The personal tutor's lectures showed his/her competence in the subject matter.	45 30.0%	95 63.3%	5 3.33%	5 3.33%	-	150 100%	4.20	.664	Satisfied	
3. The personal tutor covered the topics listed in the assignments.	50 33.3%	80 53.3%	10 6.7%	10 6.7%	-	150 100%	4.13	.819	Satisfied	
4. The personal tutor provided opportunities for the learner to practice while learning.	45 30.0%	85 56.7%	15 10.0%	5 3.33%	-	150 100%	4.13	.730	Satisfied	
5. The personal tutor organized language activities to promote the learner's learning and thinking.	15 10.0%	85 56.7%	30 20.0%	10 6.7%	10 6.7%	150 100%	3.57	1.006	Satisfied	
6. The personal tutor gave the learner work to study outside class.	15 10.0%	90 60.0%	25 16.7%	-	10 6.7%	150 100%	3.80	.961	Satisfied	
7. The personal tutor's teaching style is satisfactory	15 10.0%	110 73.3%	10 6.7%	10 6.7%	5 3.33%	150 100%	3.80	.847	Satisfied	
8. The personal tutor had a good relationship with the learner.	65 43.3%	75 50.0%	5 3.3%	-	5 3.33%	150 100%	4.30	.837	Extremely Satisfied	
9. The personal tutor explained difficult class materials and assignments clearly.	30 20.0%	105 70.0%	10 6.7%	-	5 3.33%	150 100%	4.03	.765	Satisfied	
10. The personal tutor provided meaningful and timely feedback to the learner.	40 26.7%	90 60.0%	10 6.7%	5 3.33%	5 3.33%	150 100%	4.03	.890	Satisfied	
11. The personal tutor began teaching the learner on time.	30 20.0%	75 43.3%	40 26.7%	5 3.33%	10 6.7%	150 100%	3.67	1.061	Satisfied	
Total							3.98	.717	Satisfied	

Table 8 represents satisfaction with the personal tutor at a score of 3.98. The learners were most satisfied with the good relationship (4.30) with the personal tutor, followed by the competence in the subject matter (4.20). On the contrary, the

tutors' timeliness in teaching (3.67) and organization of language activities to promote the learner's learning and thinking (3.57) received the lowest levels of satisfaction.

4.2.4) Satisfaction with the evaluation and testing

Table 9. Satisfaction with the Evaluation and Testing

Evaluation & Testing	Level of Satisfaction					Total	\bar{x}	SD.	Degree of Satisfaction
	Extremely Agree	Agree	Undecided	Disagree	Extremely Disagree				
1. The evaluation methods used in this course are appropriate to the nature of the course.	25 16.7%	90 60.0%	25 16.7%	10 6.7%	-	150 100%	3.87	.776	Satisfied
2. Evaluations of learner's performance have been done in class on a timely basis.	45 30.0%	80 53.3%	20 13.3%	-	5 3.3%	150 100%	4.07	.868	Satisfied
Total							3.97	.754	Satisfied

According to Table 9, the evaluation and testing in the course received high levels of satisfaction at a score of 3.97.

4.2.5) Satisfaction with the distance teaching approach

Table 10. Satisfaction with the Distance Teaching Approach

Distance Teaching Approach	Level of Satisfaction					Total	\bar{x}	SD.	Degree of Satisfaction
	Extremely Agree	Agree	Undecided	Disagree	Extremely Disagree				
1. This approach provides a flexible time for learning.	30 20.0%	100 66.7%	15 10.0%	-	5 3.33%	150 100%	4.00	.788	Satisfied
2. This approach provides a flexible place for learning.	25 16.7%	110 70.0%	15 10.0%	-	5 3.33%	150 100%	3.97	.765	Satisfied
3. The learner can ask for tutor's advice during office and post-office hours.	25 16.7%	75 50.0%	40 26.7%	5 3.33%	5 3.33%	150 100%	3.73	.907	Satisfied
4. The learner feels more relaxed talking in English when compared with face-to-face communication.	35 23.3%	80 53.3%	30 20.0%	5 3.33%	-	150 100%	3.97	.765	Satisfied
5. The learner has more comprehensive learning when compared to face-to-face learning.	10 6.7%	65 43.3%	60 40.0%	10 6.7%	5 3.33%	150 100%	3.43	.858	Satisfied
Total							3.82	.688	Satisfied

Table 10 reveals that the learners were well satisfied with the distance teaching approach because the overall degree of satisfaction resulted 3.82. The time flexibility in learning received the highest score of satisfaction (4.00). However, most learners were almost uncertain as to whether they could have more comprehension in English, compared to learning in face-to-face context (3.43).

4.2.6) Satisfaction with the application of knowledge

Table 11. Satisfaction with the Application of Knowledge

Application of Knowledge	Level of Satisfaction					Total	\bar{x}	SD.	Degree of Satisfaction
	Extremely Agree	Agree	Undecided	Disagree	Extremely Disagree				
1. The knowledge gained from this course meets your needs.	20 13.3%	75 50.0%	50 33.3%	-	5 3.33%	150 100%	3.70	.837	Satisfied
2. You can apply the knowledge to your work and routine life.	30 20.0%	90 60.0%	15 10.0%	10 6.7%	5 3.33%	150 100%	3.87	.937	Satisfied
3. You can use the knowledge for further studies.	20 13.3%	85 56.7%	40 26.7%	-	5 3.33%	150 100%	3.77	.817	Satisfied
4. You can use the knowledge for career advancement.	25 16.7%	100 66.7%	20 13.3%	5 3.33%	-	150 100%	3.97	.669	Satisfied
Total							3.83	.705	Satisfied

From Table 11, it was revealed that the learners were averagely satisfied with the application of knowledge in all areas. They considered learning in English distance course as a means for career advancement (3.97).

4.2.7) Overall Satisfaction with all areas

Table 12. Overall Satisfaction with all areas

Overall Learners' Satisfaction	MEAN (\bar{x})	Standard Deviation (SD.)	Degree of Satisfaction
1. Satisfaction with the course contents	3.74	.559	Satisfied
2. Satisfaction with textbooks and supplementary teaching materials	3.57	.776	Satisfied
3. Satisfaction with the personal tutor	3.98	.717	Satisfied
4. Satisfaction with the evaluation and testing	3.97	.754	Satisfied
5. Satisfaction with the distance teaching approach	3.82	.688	Satisfied
6. Satisfaction with the application of knowledge	3.83	.705	Satisfied
Total	3.82	.700	Satisfied

Table 12 shows the overall learners' satisfaction with the distance English learning course provided by JPM Multimedia Co., Ltd. which was rated 3.82. They were most satisfied with the personal tutor (3.98), followed by the evaluation and testing (3.97), the application of knowledge (3.83), the distance teaching approach (3.82), the course contents (3.74), and the textbooks and supplementary teaching materials (3.57), respectively.

4.3 LEARNERS' PROBLEMS IN AND SUGGESTIONS FOR ENGLISH DISTANCE LEARNING COURSE

After analyzing the returned questionnaires of respondents, the problems and suggestions, which were given in open-ended questions, are discussed as follows:

- The background of English knowledge of learners was quite various, so some learners with lower proficiency in English felt that they couldn't follow the lessons comprehensively. This might lead to a negatively distorted attitude to English learning. Consequently, having a pre-test to find out the level of each learner's English competency would probably help reduce this kind of feeling.
- Some learners pointed out that there was a redundancy of assignment topics in the course which needs to be further improved to avoid learners' boredom and to make the course more useful for daily life.
- Most learners found some problems during the course because of the limitation of time. That is, they didn't have enough time to effectively concentrate on learning with their tutor on schedule. Therefore, they thought that they couldn't follow the course efficiently. To solve this problem, they recommended doing assignments or tests on Saturdays or Sundays, if possible.
- Sometimes they felt that more stimulation from the personal tutor were in need because just 30 minutes a week was still a little amount of time for learning. Due to a hectic routine, they didn't have time to revise the lessons in order to prepare themselves for assignment discussion with their tutor each week. Moreover, because of the different levels of English knowledge, some students needed more clarification on lessons from their tutor. Therefore, more frequent contacts and in-depth explanation from the tutor would be more highly beneficial.

- The main communication channel used in this course was mobile phones; accordingly, there might be obstacles or difficulties in doing assignments in case the telephone connection was bad that day. As a result, learners were unable to do an oral test or practice speaking, leading to discontinuous language-skill development.
- Throughout the course, because it was a distance learning approach, learners and tutors didn't have the opportunity to communicate face-to-face, besides distance communications channels by phone or e-mail. To organize a special activity to let learners and tutors meet one another and practice a real conversation in English can help strengthen a better relationship and impression between both parties.

4.4 TESING HYPOTHESES

- 1) Female learners are more satisfied with the distance English course than male learners.

Table 13. Testing Hypothesis 1 (T-test)

Satisfaction with...	Female (n=81)		Male (n=69)		t-value	p-value (one-tailed)
	Mean	SD.	Mean	SD.		
Course Content	3.72	.464	3.99	.672	-1.500	.829
Textbooks & Materials	3.54	.713	3.82	.696	-1.180	.872
Personal Tutor	4.00	.637	4.11	.794	-.501	.690
Evaluation & Testing	3.92	.717	4.04	.634	-.493	.687
Distance Teaching Approach	3.90	.712	3.86	.690	.183	.428
Application of Knowledge	3.77	.685	4.02	.661	-1.108	.862
Overall Satisfaction	3.81	.502	3.97	.567	-.935	.822

* $p < 0.05$.

Table 13 shows no statistically significant difference between male and female learners' degrees of satisfaction with the course in all areas. It was said that females have more satisfaction with the distance or online courses compared to males. However, the results of this study show a contrasting outcome in that male learners were more satisfied with the course in all studied aspects.

2) Older learners are more satisfied with the distance English course than younger learners.

Table 14. Testing Hypothesis 2 (F-test)

Satisfaction with...	Learners Under 30 (n=60)		Learners 31-40 Yrs old (n=50)		Learners Above 40 (n=40)		F-value	p-value (one-tailed)
	Mean	SD.	Mean	SD.	Mean	SD.		
Course Content	3.51	.589	3.70	.556	4.17	.214	3.607	.041*
Textbooks & Materials	3.55	.688	3.39	.889	3.90	.693	.981	.388
Personal Tutor	4.00	.723	3.81	.798	4.25	.552	.813	.454
Evaluation & Testing	3.91	.735	3.87	.908	4.21	.488	.481	.623
Distance Teaching Approach	3.73	.450	3.65	.849	4.26	.574	2.013	.153
Application of Knowledge	3.70	.430	3.67	.943	4.29	.366	2.111	.141
Overall Satisfaction	3.73	.603	3.68	.827	4.18	.481	1.668	.362

* $p < 0.05$.

Classified by age, Table 14 presents no statistically significant difference of learners' degree of satisfaction with the course in several areas, except in the area of course content ($p < 0.05$). This matches with Westbrook's study (1993) which states that older students had higher satisfaction with an online course, because in this study the learners who were older than 40 years old were more satisfied with the course content than the younger ones. According to Scheffé's Post-Hoc Multiple Comparison, Table 15 reveals a statistical significance ($p < 0.05$) in the degree of satisfaction with the course content between the learners over 40 years of age and the learners under 30 years old.

Table 15. Testing Hypothesis 2 (Scheffe's Post-Hoc Multiple Comparison)

Mean Differences	Mean (X)	Learners under 30 Years old	Learners between 30-40 Years old	Learners above 40 Years old
Learners under 30 Years old	3.51	-	-	-
Learners between 30 and 40 Years old	3.70	.191	-	-
Learners above 40 Years old	4.17	.662*	.471	-

3) Learners with a spouse are more satisfied with the distance English course than learners without a spouse.

Table 16. Testing Hypothesis 3 (T-test)

Marital Status	Learners with a spouse (n=62)		Learners without a spouse (n=88)		t-value	p-value (one-tailed)
	Mean	SD.	Mean	SD.		
Course Content	3.86	.550	3.68	.567	.827	.208
Textbooks & Materials	3.42	1.022	3.64	.638	-.743	.768
Personal Tutor	4.08	.452	3.93	.824	.534	.499
Evaluation & Testing	4.15	.474	3.88	.856	.940	.178
Distance Teaching Approach	3.66	.994	3.90	.483	-.898	.811
Application of Knowledge	3.78	1.003	3.85	.528	-.270	.605
Overall Satisfaction	3.92	.537	3.85	.527	.394	.348

* p<0.05.

Table 16 reveals no statistically significant difference between learners with a spouse and learners without a spouse in the aspect of the satisfaction degree with the course in all areas. However, the result of this study shows that the learners with a spouse were more satisfied with the course in overall areas, but not significantly.

4) Learners with a Bachelor's Degree are less satisfied with the distance English course than learners with higher education level.

Table 17. Testing Hypothesis 4 (T-test)

Level of Education Satisfaction with...	Learners with Bachelor's degrees (n=107)		Learners with higher degrees (n=43)		t-value	p-value (one-tailed)
	Mean	SD.	Mean	SD.		
Course Content	3.68	.532	4.10	.508	-2.287*	.014
Textbooks & Materials	3.60	.582	3.74	.973	-.545	.295
Personal Tutor	3.98	.727	4.18	.455	-.889	.188
Evaluation & Testing	3.89	.711	4.13	.608	-.985	.166
Distance Teaching Approach	3.88	.520	3.90	1.028	-.088	.465
Application of Knowledge	3.82	.464	3.94	1.051	-.368	.360
Overall Satisfaction	3.81	.483	4.00	.612	-1.037	.153

* $p < 0.05$.

From Table 17, the result of this study reveals that the learners with higher educational degree were more satisfied with the course than those holding Bachelor's degrees. However, there is no statistically significant difference of satisfaction between learners who hold Bachelor's degrees and learners who have higher degrees in almost all studied areas, except the area of the course content. It was found that the learners with Bachelor's degrees were less statistically satisfied with the learners holding higher degrees ($p < 0.05$).