

CHAPTER FOUR

RESULTS

The purpose of this study was focused on students' opinion and learning achievement of English for Airline Business of second-year English and Business English majored students using a skill-based course book. However, there were 5 units for the skill-based English for Airline Business course book. The contents covered in-flight to ground service. Each unit is shown in the table below;

Table 4.1: Topic and contents of English for Airline Business course book

Unit	Professional activities	Contents	Language
1	Job in airline business	<ul style="list-style-type: none">• The duties of each department in the airport• Qualifications of each duty at the airport• The performance of various duties in the airport	Skill focus: listening speaking, reading, and writing Language focus: making question Vocabulary: airline job's duty
2	Passenger reservation	<ul style="list-style-type: none">• The role of reservation• Buying and purchasing airline ticket• Airlines' Symbols and abbreviations	Skill focus: listening speaking, reading, and writing Language focus: Advice and obligation Vocabulary: Ticketing reservation
3	Checking-In	<ul style="list-style-type: none">• The procedure to check- in at the hall• The procedure for arrival at the hall• The service in the departure lounge	Skill focus: listening speaking, reading, and writing Language focus: making suggestion Vocabulary: immigration security
4	Ground service	<ul style="list-style-type: none">• Tasks for ground services• Ground staff's qualification• Airport authorities	Skill focus: listening speaking, reading, and writing Language focus: -ing form after preposition Vocabulary: Airport authority

Unit	Professional activities	Contents	Language
5	In-flight Service	<ul style="list-style-type: none"> ▪ In-flight service ▪ In-flight management ▪ In-flight catering (food, beverage) 	Skill focus: listening speaking, reading, and writing Language focus: like and would like Vocabulary: Service on board

This chapter presented the results of the tests and questionnaire analyses. They were shown in Table 3-11. The results would answer 3 research questions as below;

1. To find the skill-based English for Airline Business course book's efficiency, the scores were calculated for finding the effectiveness of learning material by E_1 and E_2 criteria which;

E_1 meant the effectiveness of a course book after studying each unit

E_2 meant the effectiveness of a course book after finishing the learning process

Both scores obtained from the exercises at the end of each unit (E_1) and the post-test score (E_2). They were presented in Table 4.2-4.3.

2. To answer the student's learning achievement by using the skill-based English for Airline Business course book, the scores were obtained from the pre-test and post-test. The statistics were calculated by mean and t-test. They were presented in Table 4.4-4.5.

3. To answer the students' opinion towards the skill-based English for Airline Business course book, the scores were obtained from the questionnaire. They were calculated by mean and standard deviation as presented in Table 4.6-4.9.

The results of data analyses for finding the effectiveness of the skill-based English for Airline Business course book constructed by the researcher

To answer the finding the effectiveness of the skill-based English for Airline Business course book, the researcher collected data from the students with the following procedures;

1. The researcher tested 35 students after they finished learning all units. There were 5 units that students would need to do the test. The researcher gave 10 points for each unit. After students finished all tests, the researcher analyzed the data by using mean (\bar{x}), standard deviation (S.D.) and percentage (%). The results were shown as below;

Table 4.2: Shown the score done by students at the end of 5 units calculated by mean (\bar{x}), standard deviation (S.D.) and percentage (%)

Unit	Topic	Total score	μ	σ	Percentage	Order
1	Jobs in Airline	10	7.69	0.86	76.85	4
2	Passenger Reservation	10	7.89	0.83	78.85	2
3	Checking-In	10	8.31	0.67	83.14	1
4	Ground Service	10	7.74	0.70	75.71	5
5	In-flight Service	10	7.83	0.70	78.28	3
Overall		50	7.89	0.78	78.91	

From the Table 4.2, the students' scores were good. The topic that students got highest score was unit 3 (Checking-In), its mean was 8.31. The second topic was unit 2 (Passenger Reservation), its mean was 7.89. For the topic that students got the lowest score was unit 4 (Ground Service), its mean was 7.74.

2. To analyze finding the efficiency on the skill-based English for Airline Business course book, the data were collected from the scores at the end of 5 units and the posttest. The scores were calculated by percentage. The results were shown on Table 4.3.

Table 4.3: Shown the students' scores at the end of each unit and posttest

Student No.	The students' scores at the end of each unit					Total	Percentage	Posttest	Percentage
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	50	100.00	60	100.00
1	8	8	9	8	8	41	82.00	54	90.00
2	9	8	9	9	8	43	86.00	52	86.66
3	9	8	8	7	7	39	78.00	49	81.66
4	8	7	8	8	8	39	78.00	44	73.33
5	9	9	10	9	9	46	92.00	54	90.00
6	7	8	8	8	9	40	80.00	50	86.66
7	8	7	8	7	7	37	74.00	44	73.33
8	8	8	9	8	8	41	82.00	50	83.33
9	9	7	8	7	7	38	76.00	48	80.00
10	8	8	8	7	7	38	76.00	50	83.33
11	7	7	7	8	8	37	74.00	50	83.33

Table 4.3: (Cont.)

Student No.	The students' scores at the end of each unit					Total	Percentage	Posttest	Percentage
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	50	100.00	60	100.00
12	8	9	9	8	8	42	84.00	51	85.00
13	6	6	7	8	7	34	68.00	43	71.66
14	6	7	8	7	7	35	70.00	45	75.00
15	8	9	9	8	9	43	86.00	52	86.66
16	8	9	9	8	9	43	86.00	52	86.66
17	9	8	9	7	7	40	80.00	46	76.66
18	7	7	8	9	8	39	78.00	44	73.33
19	7	7	8	8	8	38	76.00	44	73.33
20	8	9	9	8	8	42	84.00	53	88.33
21	7	9	8	8	9	41	82.00	53	88.33
22	8	9	9	8	9	43	86.00	52	86.66
23	8	8	9	9	7	41	82.00	53	88.33
24	8	8	8	7	8	39	78.00	49	81.66
25	7	8	8	7	8	38	76.00	48	80.00
26	7	7	7	8	7	36	72.00	45	75.00
27	8	9	8	8	8	41	82.00	52	86.66
28	8	8	8	7	8	39	78.00	50	83.33
29	9	9	8	7	8	41	82.00	48	80.00
30	8	8	9	7	8	40	80.00	43	71.66
31	7	8	9	9	8	41	82.00	53	88.33
32	7	8	8	7	7	37	74.00	44	73.33
33	6	7	8	7	7	35	70.00	43	71.66
34	7	7	8	8	8	38	76.00	43	71.66
35	7	7	8	7	7	36	72.00	44	73.33
Average	7.69	7.89	8.31	7.74	7.83	7.89	78.91	48.43	80.71

From the Table 4.3, the mean of students' score was 7.89 and percentage of total score was 78.91. Moreover, the mean of students' posttest score was 48.43 and percentage of total score was 80.71. Therefore, the results of the evaluation of the course book effectiveness were efficiency calculated by the Computer Instruction Package (E1/E2). Their results were at 78.91/80.71. They were corresponded with 75/75 criteria.

The result of student's learning achievement by using the skill-based English for Airline Business course book

To answer the finding on student's learning achievement by using the skill-based English for Airline Business course book, the data was collected from pretest and posttest scores. The total score was 60 points. The pretest and posttest score would were used to compare the students' learning achievement. The results were shown on Table 4.4 and 4.5 respectively.

Table 4.4: Shown the pretest, posttest and scores differences

Students No.	(Total score (60 points))		Score difference \bar{D}
	Pre-test	Post-test	
1	18	54	+36
2	15	52	+37
3	15	49	+34
4	16	44	+28
5	20	54	+34
6	16	50	+34
7	14	44	+30
8	16	50	+34
9	14	48	+34
10	14	50	+36
11	13	50	+37
12	17	51	+34
13	8	43	+35
14	11	45	+34
15	15	52	+37
16	14	52	+38
17	13	46	+33
18	13	44	+31
19	18	54	+36
20	15	52	+37
21	14	53	+39
22	16	52	+36
23	17	53	+36
24	14	49	+35
25	13	48	+35

Table 4.4: (Cont.)

Students no.	(Total score (60 points))		Score difference \bar{D}
	Pre-test	Post-test	
26	19	45	+26
27	17	52	+35
28	16	50	+34
29	18	48	+30
30	15	43	+28
31	14	53	+39
32	16	44	+28
33	15	43	+28
34	13	43	+30
35	15	44	+29
μ	15.05	48.43	33.38

From the Table 4.4, it showed the students' learning achievement from pretest, posttest and score differences. The results of a posttest score were higher than a pretest score. The students' learning achievement was high after learning by constructed skill-based English for Airline Business course book. This can be interpreted that the skill-based English for Airline Business course book could develop students' English skills. It was corresponded with the research objective.

Table 4.5: Shown a comparison of the pretest and posttest mean scores by using t-test

	Mean	t	df	p
PRETEST	15.05	39.41	34	0.00*
POSTTEST	48.43	75.10		

* $p \leq 0.01$

From the table 4.5, the mean of pretest score was 15.03, and the mean of posttest score was 48.43. The t-test indicated that pretest and posttest's mean score were significantly difference at 0.01 level. This result could supported that students' learning achievement was high after learning by using constructed skill-based English for airline business course book.

Students' opinion towards the skill-based English for Airline Business course book

To answer the research question 3, students' opinion to constructed skill-based English for Airline Business course book. The data obtained from checklist questionnaire was analyzed. It was computed by mean (μ) and standard deviation (σ). The mean scores were interpreted based on the criterion applied from Thatsanaphan (2007).

Table 4.6: Students' opinion towards English for Airline Business course book on book design

1. Book design	μ	σ	Level
1.1 Cover			
1.1.1 Attractions of cover design	3.21	0.21	Moderate
1.1.2 Subject consistency.	3.14	0.24	Moderate
1.2 Illustrations			
1.2.1 Appropriate illustration.	3.53	0.35	High
1.2.2 Meaningful illustrations	3.46	0.16	Moderate
1.2.3 Clear contents explain	3.33	0.22	Moderate
1.2.4 Related to the contents	3.21	0.28	Moderate
1.2.5 Appropriate to the size of the pages of the book.	3.14	0.16	Moderate
1.2.6 Beautiful and clear illustrations.	3.34	0.23	Moderate
1.3 Font size			
1.3.1 Appropriate font size for the students' eyes.	3.21	0.18	Moderate
Overall	3.28	0.22	Moderate

Form the table 4.6, the overall of students' opinion to book design was at the moderate level. The mean was 3.28. The results showed the level of evaluation for course book's cover was at the moderate on item (1.1.1 and 1.1.2). The level was at the high on illustrations for items (1.2.1) and it was at the moderate level on items (1.2.2 and 1.2.3). The level was at the moderate on item (1.3.1) for the font size in course book.

Table 4.7: Students' opinion towards a skill-based course book used in English for Airline Business course on contents

2. Contents	μ	σ	Level
2.1 Consistent with the objectives of the course	4.34	0.35	High
2.2 Appropriate for students' background knowledge	3.14	0.27	Moderate
2.3 Following a learning process and the students' development sequentially	4.20	0.16	High
2.4 Tangible and easy to understand	4.10	0.20	High
2.5 Appropriate to the needs and experiences of the students	4.30	0.18	High
2.6 Suitable for the time provided for the lesson	4.01	0.29	High
2.7 Appropriate to the quantity of content in each unit	4.02	0.19	High
2.8 Use simple and appropriate language to the students' ability	4.34	0.18	High
2.9 Allows students to receive information effectively	3.14	0.18	Moderate
2.10 Allow students to gain a new insight or perspectives through the course book	4.20	0.23	High
2.11 Up to date.	4.10	0.22	High
2.12 Interesting for the students	4.30	0.23	High
2.13 Encourages the students to seek more knowledge.	4.01	0.34	High
2.14 Can be applied to real work.	4.02	0.30	High
2.15 Enhances the learning process via technology.	4.30	0.20	High
Overall	4.03	0.23	High

Form the table 4.7, the overall of students' opinion for course book contents was at the high level. The mean was 4.03. The results showed the level of students' opinion for course book's contents was at the high on items (2.1, 2.3, and 2.4). The level was at the moderate on items (2.2, 2.9).

Table 4.8: Students' opinion towards a skill-based course book used in English for Airline Business course on Exercises

3. Exercise	μ	σ	Level
3.1 Appropriate to students' knowledge.	3.89	0.86	High
3.2 Consistency contents.	3.46	0.56	Moderate
3.3 Enhance skills and language knowledge.	4.26	0.44	High
3.4 Help to promote learning process.	3.20	0.71	Moderate
3.5 Appropriate to the four language skills	4.29	0.51	High
3.6 Practical language skills through activities in the course book	4.17	0.74	High
3.7 Help the students to improve their language skills.	4.37	0.49	High
3.8 Promote learning through technology and multimedia.	3.26	0.44	Moderate
Overall	3.86	0.59	High

From the Table 4.8, the overall of students' opinion for course book's exercise was at the high level. The mean was 3.86. The results showed the level of students' opinion to course book's exercise was at the high on items (3.1, 3.3 and 3.5). The level was at the moderate on items (3.2, 3.4, and 3.8)

Table 4.9: Conclusion of the students' opinion towards the skill-based English for Airline Business course book

Course book evaluation	μ	σ	Level
1. Book design	3.28	0.22	Moderate
2. Contents	4.03	0.23	High
3. Exercises	3.86	0.59	High
Overall	3.72	0.34	High

From Table 4.9, the overall of the students' opinion towards a skill-based course book which used in English for Airline Business course was at the high level. The mean was 3.72. The

result showed that the students' opinion to course book design was at the moderate level. The mean was 3.28. The course book's content was at the high level. The mean was 4.03. Finally, the course book's exercise was at the high level. The mean was 3.86. It can be concluded that the students' opinion towards English for Airline Business course book is a satisfactory criterion.