

CHAPTER FIVE

DISCUSSION

This study investigated the efficiency of constructed the skill-based English for airline business course book, the learning achievement of students and the students' opinion towards English for airline business course book. This chapter presents a summary of the study, a discussion of the finding, the implications of the study, and some recommendations for further study.

Summary of the Study

According to, learning and instruction on English for Airline Business course at Phetchaburi Rajabhat University has not been the appropriate course book yet. A course book has been used is too difficult for the beginner. Therefore, it should be develop for Thai students. The researcher has developed new English for Airline Business course book which is focused on skill-based because it is useful for university students to practice English skills. They can get knowledge in the airline work and also develop their English skill too. The course content covers in-flight and ground service and focus on practice four majors English skills; listening, speaking, reading and writing.

The researcher undertook this study in order to investigate the results on the efficiency of the skill-based English for airline business course book, the learning achievement of students after learning skill-based English for Airline Business course book and the students' opinion towards a course book. The sample consisted of 35 second-year English and Business English majored students studying in the second semester of academic year 2010. They were taught by constructed the skill-based English for Airline Business course book. During the learning and teaching the students practiced all of four English skills such as listening, speaking, reading, and writing skill. The research instruments were divided into three main sections as follow; 1) the skill-based English for Airline Business course book constructed by the researcher. The learning and teaching will be conducted into 15 weeks. The contents are covered 5 units. 2)

learning achievement test which was divided into four parts of testing such as listening, speaking, reading and writing test. 3) questionnaire for asking the student's opinion towards a course book. It is divided into two parts convincing the objective of the study: the general information and students' opinion towards a course book. The findings from this study were summarized as the follow: Firstly, finding the efficiency of the skill-based English for Airline Business course book which was collected by E_1 E_2 . Secondly, finding the learning achievement of student using pre-test and post test score. The data was collected by mean and t-tset. Finally, finding the student's opinion towards the skill-based English for Airline Business course book was collected by means and standard deviation.

Discussion of the Findings

From the research questions and findings in chapter 4, the results can be discussed and interpreted as follows:

1. Is the skill-based English for Airline Business course book efficient?

The result of the effective's evaluation of learning material was showed that the skill-based English for Airline Business course book were efficient with the Computer Instruction Package (E_1/E_2). E_1 means the effectiveness of a course book after studying all units and E_2 means the effectiveness of a course book after finishing the learning process. The results were at 78.91/80.71. It corresponded with 75/75 criteria. It reveals that the constructed skill-based English for airline business course book was efficiency. The researcher evaluated the course book efficiency for three steps which are pre-use evaluation, in-use evaluation and post-use evaluation. Because of three steps, it makes the result reliable. As Cunnings worth (1995 : 14) points out that pre-use evaluation, in-use evaluation and post-use evaluation are engendered. The first type, pre-use evaluation tends to be the most difficult kind since there is no actual experience of using the course book. In-use evaluation, from another perspective, is a kind of evaluation for suitability, involving "matching the course book against a specific requirement including the learners' objectives, the learners' background, the resources available, etc". On the other hand, post-use evaluation refers to an assessment of a textbook's fitness over a period of continual use. Evaluation of this kind can be practical in helping to decide whether to use the same course book

on future occasions. During teaching and learning in this course, the course book focused on skill-based learning. Students practiced the English skills as listening, speaking, reading and writing in every class. According to practicing many times, it becomes a similar habitual for students. This trick could assure that this course book to be focused on skill-based learning. In terms of learning habits, Eysenck, Arnold and Meili(1972 : 42), propose that habit means trends in the behavior of various individuals from training on a regular basis into a behavior that is automatic. Therefore, learning habits are learning behaviors that are practiced regularly.

2. Did students have better learning achievement after learning by the skill-based English for Airline Business course book?

According to the pretest and posttest, each student had higher score on posttest. This difference showed that their learning achievement was better after using constructed the skill-based English for Airline Business course book in learning process. The mean score of the pretest was 15.05 and the mean score of the posttest was 48.43. The mean score of the difference between the pretest and posttest scores was 33.38. The highest difference score between pretest and posttest was 40. It can be interpreted that the skill-based English for Airline Business course book could help the students improve their English skills. The t-test indicated the difference between the pretest and posttest at the 0.01 level. It can be concluded that the skill-based English for Airline Business course book could help significantly the students improve their English learning skills. However, the students' learning achievement was better because during the learning process this course not only focus on the concentration to a teacher but also focused on student participates in learning as cooperative learning. Students are learning and practicing English skills such as listening, speaking, reading and writing by cooperative learning process and helping one another by working as a group, learning and searching a new thing together. Pisan Wangpanich (2526 : 32), mentions that learning achievement means characteristic and ability of each person that happen from learning and instruction. It is a change behavior and learning experience that happened from practicing or instruction and it can be checked. Moreover, Slavin (1985 : 25) stated that positive and productive relationships promote communication and increase the participation of students. It is believed that through this cooperative learning, students can learn from each other and establish closer ties and become more confident. For the teaching and learning process, learning style was also used in this course and it has got a good result to for

learning achievement. This issue of learning style, as noted by Hilles & Sutton, 2001 cited in Wall (2006 : 34) an awareness of one's own learning style, and consequent strengths and weaknesses can lead to the use of effective learning strategies, which becomes more essential as we get older, and language learning is no longer as organic as it is for younger children.

3. What extent of opinion did the students have after learning the skill-based English for Airline Business course book?

According to the result of the questionnaire asking about a course book used in English for Airline Business course, it revealed that the students' opinion towards the course book contents and exercise was at the high level. The opinion towards a book design was at the moderate level. The results showed that there was a general opinion about the course book, most students' answers showed that the course book has a good design; it covers all the four skills and encourages learner's independence and the use of technology. The students felt that learning with skill-based English for Airline Business course book could help them develop their English communication skills, the content grading within course book was accepted that they are suitable because it's appropriate for their background knowledge. The exercises enhance the skills and the book design was covered with a subject. It can be concluded that using the skill-based English for Airline Business course book can enhance the students in English learning skill and it's appropriate to the needs and experiences of the students. Moreover, the skill-based English for Airline Business course book is suitable for the student's proficiency level. For this research, the researcher has asked the students' opinions for evaluation the students' satisfaction for the skill-based English for Airline Business course book. As Palomba.C.A and Banta.W (1999 : 23) cited in (OAPA Handbook Course Based Review and Assessment, 2001) the benefits of many assessment techniques are that they provide an opportunity to create clearer communication with students to understand the course book and provide teachers a good source of techniques. Language teacher's materials should judge the fitness of the course books based on the evaluation results from student learning opinion. Moreover, Thanasoulas, D. (1999) said support to the important of student learning opinion that it is important to create a needs-analysis for your own students. What will the students need to know by the end of the course? Once the needs-analysis is done, it's a good idea to create a list of items that you consider desirable in a course book. Based on these lists, any course book can then be analyzed.

Implications for Teaching and Learning

This experimental study aimed to find the efficiency, students' learning achievement and students' opinion on the constructed skill-based English for Airline Business course book. The results of this study indicate that;

1. It can be concluded that the constructed skill-based English for Airline Business course book was efficient. The students' score after studying all units and finishing the learning process were at 78.91/80.71. It corresponded with 75/75 criteria.

2. The students' learning achievement was better. The pretest and posttest scores were different at 34.20. The findings were found that the students have better learning achievement after using the skill-based English for Airline Business course book constructed by the researcher.

3. For the students' opinion towards the skill-based English for Airline Business course book, it revealed that students had a good opinion on course book. The students' opinion on the book design was at the moderate level. The opinion on contents and exercises in the course book was at the high level. This result could assure that the students were satisfied with using constructed the skill-based English for Airline Business course book.

Recommendations

There are three recommendations that the researcher had noted during the studied.

1. Recommendations for Further Studies

Although the results from this study reveal the great effectiveness of using the skill-based English for Airline Business course book, further studies relating to issue should be proposed for furthered study as follows.

1.1 To conduct evaluative studies on other English course book, especially the university students.

1.2 It should have evaluative studies on the 'New Business English for career' curriculum in other topic.

1.3 To respond to the students needs, the researcher should carry out other subjects such as information technology etc. Therefore, the students can study English course book to understand the complicated content of the subject.

1.4 Teacher should inform the University's officer before starting course to provide the appropriate classroom. This might be due to, this course sometimes teacher assigns work for the students to deal with some technology such as computer for searching more information related to the course.

1.5 There should be a further Needs and Wants analysis of the students in the English for Airline Business.

2. Recommendation for Further Research

Based on the finding and conclusions of this study, the following recommendations are made for future research.

2.1 Only the course book has been studied. It would be useful for future research to analyze the teacher book, the workbook and other available adjuncts.

2.2 Due to time constraints, the study covered only 4 areas: English skill, course book features, grammar structures and topic and subject content. Other areas for further research include phonology, activities and games.

2.3 Social and cultural values require careful analysis of the context, the dialogs, and even the display of pictures and graphics. This analysis, if carried out in future research, would be beneficial to users who usually are not aware of these values unless they are brought to light.

3. Recommendations for the Teacher

This is the outcome of this study. The researcher had recorded some recommendations during learning and teaching as follow:

3.1 Teachers should develop the teaching aids to be able to deal with the differences of each student.

3.2 While teaching, teachers should always think about the timing of the lessons so that they can carry out the desired tasks, aims and activities effectively, and make a balance among the skills being taught.

3.3 Teachers are advised to train their students to think for themselves and be independent learners. This will help them deal with the problem of inadequate time allotted for teaching the textbook.

3.4 Students have to be trained to employ modern technology such as computers and internet in order to meet the changing needs of the students, and make English teaching and learning more meaningful and enjoyable.

3.5 Teachers ought to provide students with additional writing texts so that they can express themselves through writing freely about their desires, needs, feelings, etc.