

CHAPTER IV

FINDINGS

This chapter is a report of the results and findings of the study. The three research questions formulated in Chapter One served to organize the presentation of the findings. The answer of each research question was based upon the results obtained from the analysis and computation of the data collected from the students and their lecturers by means of the questionnaires.

Research Question One

To what extent do students need English for academic purposes?

Item One of both questionnaires asked the students and their lecturers to specify the extent of academic English language needs in the four skills and a variety of activities respectively.

The scale of the extent of needs to use English was weighted according to the following criteria:

5	= very extensive need
4	= extensive need
3	= moderate need
2	= low need
1	= very low need

Mean scores derived from this scale were then defined on the following ranges:

5.00-4.50	= very extensive need
4.49-3.50	= extensive need
3.49-2.50	= moderate need
2.49-1.50	= low need
1.49-1.00	= very low need

The data obtained were analyzed, tabulated, and the results were presented in Tables 1.1-1.4

Findings One

Students' Needs of the Four Skills

Table 1.1 Mean Rating of the Students' Needs for English in the Four Skills

Skills	\bar{x}	S.D.
Listening	3.62	0.96
Speaking	2.95	1.05
Reading	4.30	0.81
Writing	3.32	1.00

N = 60

As can be seen in Table 1.1, the students needed English extensively in reading (mean = 4.30) and listening (mean = 3.62) and moderately in writing (mean = 3.32) and speaking (mean = 2.95).

Students' Needs of the four Skills Perceived by the Lecturers

Table 1.2 Mean Rating of the Lecturers' Opinion towards Their Students' Needs for English in the Four Skills

Skills	\bar{x}	S.D.
Listening	3.62	0.96
Speaking	2.95	1.05
Reading	4.30	0.81
Writing	3.32	1.00

N = 17

Table 1.2 showed the lecturers' perceptions of the needs for the four skills of their M.B.A. students. They saw very extensive use in reading (mean = 4.67), moderate use in listening (mean = 3.40), writing (mean = 3.13) and speaking (mean = 3.07).

Students' Needs of English Language Activities

Table 1.3 Mean Rating of the Students' Needs in English Language Activities

Activities	\bar{x}	S.D.
1. Reading textbooks written in English including technical terms in the field of Business Administration	4.28	0.74
2. Reading textbooks written in English in other subjects	3.90	0.97
3. Searching for information in English via the Internet	3.72	1.04
4. Taking notes in English	3.12	1.11
5. Writing an IS abstract in English	2.85	1.10
6. Listening to tape and video in class in English	2.77	1.20
7. Reading academic journals/research/thesis abstracts written in English	2.68	1.11
Writing reports	2.68	1.16
8. Listening to lectures in English	2.65	1.31
9. Attending meetings/ seminars/ field works	2.63	1.12
10. Discussing/ making oral presentation	2.58	1.12

N = 60

As illustrated by Table 1.3, the students perceived extensive use of English in reading textbooks written in English including technical terms in the field of Business Administration (mean = 4.28), reading textbooks written in English in other subjects (mean = 3.90), and searching for information in English via the Internet (mean = 3.72). Moderate needs for English were reported in taking notes in English (mean = 3.12), writing an IS abstract in English (mean = 2.85), listening to tape and video in class in English (mean = 2.77), reading academic journals/research/thesis abstracts written in English (mean = 2.68), writing reports (mean = 2.68), listening to lectures in English (mean = 2.65), attending meetings/seminars/ field works (mean = 2.63) and discussing/making oral presentation in class (mean = 2.58).

Students' Needs of English Language Activities Perceived by the Lecturers

Table 1.4 Mean Rating of the Lecturers' Opinion towards Their Students' Needs for English Language Activities

Activities	\bar{x}	S.D.
1. Searching for information in English via the Internet	4.53	0.64
2. Reading textbooks written in English including technical terms in the field of Business Administration	4.40	1.12
3. Reading textbooks written in English in other subjects	4.20	1.01
4. Reading academic journals/research/thesis abstracts written in English	3.93	0.70
5. Attending meetings/ seminars/ field works	3.47	1.13
6. Listening to lectures in English	3.07	1.22
7. Writing reports	2.73	1.28
Discussing/making oral presentation	2.73	0.96
8. Listening to tape and video in class in English	2.53	1.36
9. Taking notes in English	2.27	0.96

N = 17

Table 1.4 showed that the lecturers perceived very extensive use of English of their M.B.A. students in searching for information in English via the Internet (mean = 4.53). They also perceived the use of English as extensive in reading textbooks written in English including technical terms in the field of Business Administration (mean = 4.40), reading textbooks written in English in other subjects (mean = 4.20), and reading academic journals/ research/ thesis abstracts written in English (mean = 3.93). The Lecturers believed that English was used to a moderate extent in attending meetings/ seminars/ field works (mean = 3.47), and listening to lectures in English (mean = 3.07), discussing/ making oral presentation (mean = 2.73), writing reports (mean = 2.73), listen to tape and video in class in English (mean = 2.53). They thought that their students needed to take notes in English at a low level (mean = 2.27).

Research Question Two

To what extent do students have academic English problems?

The answer to this research question was the result obtained from Part Two of the questionnaires, which asked the students to identify the extent of their problems.

The scale of the extent of problems encountered by M.B.A. students was weighted according to the following criteria:

- 5 = highest degree
- 4 = high degree
- 3 = medium degree
- 2 = low degree
- 1 = lowest degree

Mean scores derived from this scale were interpreted as follows:

- 5.00-4.50 = highest degree
- 4.49-3.50 = high degree
- 3.49-2.50 = medium degree
- 2.49-1.50 = low degree
- 1.49-1.00 = lowest degree

The mean of each problem was calculated and the results were presented in Tables 2.1-2.2.

Findings Two

Students' Problems of the Four Skills of English

Table 2.1 Mean Rating of the Students' Problems in English in the Four Skills

Skills	\bar{x}	S.D.
Listening	3.47	0.91
Speaking	3.55	0.95
Reading	3.25	1.07
Writing	3.17	1.04

N = 60

Table 2.1 showed that M.B.A. students had problem in speaking (mean = 3.55) at a high degree. They rated the medium degree of problem in listening (mean = 3.47), reading (mean = 3.25) and writing (mean = 3.17).

Students' Problems in Academic English Activities

Table 2.2 Mean Rating of the Students' Problems in English Language Activities

Activities	\bar{x}	S.D.
1. Reading textbooks written in English including technical terms in the field of Business Administration	3.65	1.01
2. Reading textbooks written in English in other subjects	3.50	0.89
3. Reading academic journals/research/thesis abstracts written in English	3.37	1.07
4. Writing an IS abstract in English	3.23	1.25
Listening to lectures in English	3.23	1.08
5. Writing reports	3.08	1.12
6. Taking notes in English	2.98	1.02
7. Searching for information in English via the Internet	2.93	1.03
8. Discussing/making oral presentation	2.88	1.08
9. Attending meetings/seminars/field works	2.83	1.12
10. Listening to tapes and videos in class in English	2.77	1.01

N = 60

Table 2.3 showed the students' perception of their academic English problems. They had problems at a high degree in reading textbooks written in English including technical terms in the field of Business Administration (mean = 3.65) and in reading textbooks written in English in other subjects (mean = 3.50). They thought that they had medium degree of problem in reading academic journals/research/thesis abstracts written in English (mean = 3.37), writing an IS abstract in English (mean = 3.23), listening to lectures (mean = 3.23), writing reports (mean = 3.08), taking notes in English (mean = 2.98), searching for information via the Internet (mean = 2.93), discussing/making oral presentation in class (mean = 2.88), attending meetings/seminars/ field works (mean = 2.83), and listening to tape and video in class in English (mean = 2.77).

Research Question Three

What types of English courses do students want?

The information obtained from Part Three of the students' questionnaires was used to determine the level of the students' wants of the English courses. The degrees of their wants were determined on the mean scale and weighted scores used to calculate answers this research question. Data about wanted skills were analyzed separately.

The scale of the extent of wants to use English was weighted according to the following criteria:

- 5 = very great want
- 4 = great want
- 3 = moderate want
- 2 = low want
- 1 = very low want

Mean scores derived from this scale were then defined on the following ranges:

- 5.00-4.50 = very great want
- 4.49-3.50 = great want
- 3.49-2.50 = moderate want
- 2.49-1.50 = low want
- 1.49-1.00 = very low want

The results of the mean scores of the students' wants for English courses were presented in Tables 3.1-3.2

Finding Three

Students's Wants for English Courses

Table 3.1 Mean Rating of the Students' Wants for the English Courses

Types of English Courses	\bar{x}	S.D.
1. Class size limited to 40 students per class	4.45	0.86
2. Having subject specialists take part in teaching a specific field of study	4.35	0.78
3. More elective course in English	4.13	1.07
4. Topics specific to M.B.A. students' field of study	4.10	0.84
5. Using instructional language materials such as cassette tapes	4.07	0.86
6. English taught in both years of study	2.90	2.23
7. English taught only in the first year of study	1.62	2.26

N = 60

As illustrated by Table 3.1, the researcher put the types of English courses in subtopics as follows:

1. Wants of Class size

The students preferred great want class size limited to forty students per class (mean = 4.45).

2. Wants of Instructional Mode and Material

They expressed great want to have subject specialists take part in teaching specific field of study (mean = 4.35) and to use instructional language materials such as cassette tapes (mean = 4.07).

3. Wants of Free Elective English Courses

They stressed great want to have more elective courses in English (mean = 4.13).

4. Wants of the Language Content

The students considered to have topics specific to their field of study

(mean = 4.10) = great want.

5. Wants of the Time of English lesson

They expressed moderate level of want for English in both years of study (mean = 2.90) but low level of wants for English in the first year of study only (mean = 1.62).

Skills to be emphasized According to the Students

Table 3.2 Mean Rating of Skills to be Emphasized Perceived by the Students

Skills	Weighted Scores	Rank
Listening	183	1
Speaking	183	1
Reading	125	2
Writing	109	3
N = 60		

Table 3.2 showed the ranking of the four skills to be emphasized according to M.B.A. students' wants. Listening and speaking ranked at the top of the list. Next came reading. Writing ranked the third.