

CHAPTER IV

FINDINGS

This chapter contains analysis of collected data and the findings of the study. The research question formulated in Chapter one serves to organize the presentation of the findings. The answers are based upon the results analyzed and computed from data obtained from the test.

In the presentation of the findings the following symbols will be used:

% = Percentage

\bar{x} = Arithmetic mean

S. D. = Standard Deviation

N = Number of Respondents

Research Question and the Findings

The research question is “what are the topics in terms of cultural and background knowledge in Compass 1 that the teachers do not know and understand? ” The scores obtained from the test were computed. Then, arithmetic mean, standard deviation and percentage were employed to determine the English teachers’ level of the background knowledge and understanding in cultural contents that appears in Compass 1. The teachers’ background knowledge and understanding of cultural contents as separated into 10 categories can be seen in Table 1, where adequate knowledge was defined for this study as correct identification of the cultural term by 80% of the teachers tested.

Table 1 The Teachers’ Background Knowledge and Understanding in Cultural Contents in Compass 1 by Categories.

Topics	Items	\bar{x}	S.D.	%
1. Names of people	9	6.11	1.40	67.89
2. Food and drinks	9	4.75	1.20	52.78
3. Places associated with food and drinks	4	3.11	0.92	77.75

Table 1 (continued)

Topics	Items	\bar{x}	S.D.	%
4. Travel and transport	9	5.76	1.62	64.00
5. Sports	8	5.93	1.06	74.13
6. Buildings and places	24	10.70	2.89	44.58
7. Music	4	2.24	1.04	56.00
8. Mass media	4	2.00	1.19	50.00
9. Education	5	1.78	0.96	35.60
10. Others	4	1.96	1.11	49.00

The results show that the teachers do not have adequate knowledge of cultural terms for any of the topics. The best understood topic is related to places associated with food and drinks (77.75%).

The 10 categories were then rank ordered from best understood to least understood as can be seen in Table 2.

Table 2 Rank Order of 10 Categories

Rank Order	Topic	%
1	Places associated with food and drinks	77.75
2	Sports	74.13
3	Names of people	67.89
4	Travel and transport	64.00
5	Music	56.00
6	Food and drinks	52.78
7	Mass media	50.00
8	Others	49.00
9	Buildings and places	44.58
10	Education	35.60

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The best understood topic was about places associated with food and drinks (77.75%) and the least understood was about education (35.60%).

The English teachers' background knowledge and understanding in cultural contents was further analyzed for each item in 10 categories.

The first category was the names of people for which the results of the analysis can be seen in Table 3.

Table 3 Names of People

Item	Correct answers	%
1. Princess Diana	37	80.43
2. Michael Jackson	36	78.26
3. Madonna	43	93.48
4. Queen Elizabeth II	37	80.43
5. Ruud Gullit	20	43.48
6. Steffi Graf	17	36.96
7. Bill Clinton	45	97.83
8. Diego Maradona	26	56.52
9. Clint Eastwood	21	45.70

N = 46

It can be seen that the teachers had background knowledge and understanding of the names of famous people at the level of 80% for only four items: Bill Clinton (97.83%), Madonna (93.48%), and Queen Elizabeth II and Princess Diana (83.43%). They lacked adequate understanding for the other 5 items with only 36.96% correctly recognizing the name Steffi Graf.

The second category was food and drinks for which the results of the analysis can be seen in Table 4.

Table 4 Food and Drinks

Item	Correct answers	%
10. Fish and chips	15	32.61
11. Omelet	17	36.96
12. Pizza	29	63.04
13. Hamburger	7	15.22
14. Doughnuts	37	80.43
15. Sandwich	35	76.09
16. Cheeseburger	21	45.65
17. Biscuits	38	82.61
18. Chocolate milkshakes	10	21.74

N = 46

Results from table 4 reveal the teachers' level of background knowledge and understanding about food and drinks. From the data obtained, it was found that at the level of 80% there were only two items: biscuits are known by most of the teachers (82.61%) and doughnuts (80.43%). They lacked adequate understanding for the other 7 items with only 15.22% correctly recognizing hamburger and 21.74% recognizing chocolate milkshakes.

The third category was places associated with food and drinks for which the results of the analysis can be seen in Table 5.

Table 5 Places Associated with Food and Drinks

Item	Correct answers	%
19. Restaurants	33	71.74
20. Cafeteria	41	89.13
21. Coffee shop	37	80.43
22. Snack bar	30	65.22

N = 46

It was found that at the level of 80% there were only two items: cafeteria known by most of the teachers (89.13%) and coffee shop (80.43%). They lacked adequate understanding for the other 2 items with only 65.22% correctly recognizing snack bar and 71.74% correctly recognizing restaurants.

The fourth category was travel and transport for which the results of the analysis can be seen in Table 6.

Table 6 Travel and Transport

Item	Correct answers	%
23. Rolls Royce	32	69.57
24. Porsche	27	58.70
25. Lamborghini	34	73.91
26. Underground	29	63.04
27. Motorway	36	78.26
28. Cycle tracks	38	82.61
29. Tube	13	28.26
30. Double Deckers	15	32.61
31. Rocket	44	95.65

N = 46

The findings from table 6, indicate the teachers' level of background knowledge and understanding about travel and transport. It was found that at the level of 80% there were only two items known by most of the teachers: rocket (95.65%) and cycle tracks (82.61%). They lacked adequate understanding for the other 7 items with only 28.26% correctly recognizing the tube.

The fifth category was sports for which the results of the analysis can be seen in Table 7.

Table 7 Sports

Item	Correct answers	%
32. Chess	34	73.91
33. Olympic	39	84.78
34. Bullfight	42	91.30
35. Rugby	43	93.48
36. Basketball	42	91.30
37. Superbowl	11	23.91
38. Football	46	100.00
39. Grand Prix	16	34.78

N = 46

The data from table 7 states the teachers' level of background knowledge and understanding about sports which was ranked second. It was found that at the level of 80% there were only five items: football is known by all of the teachers (100%), rugby (93.48%), basketball and bullfight (91.30%), and Olympic (84.78%). They lacked adequate understanding for the other 3 items with only 28.26% correctly recognizing the tube, Grand Prix (34.78%), and chess (73.91%).

The sixth category was buildings and places for which the results of the analysis can be seen in Table 8.

Table 8 Buildings and Places

Item	Correct answers	%
40. Hollywood	44	95.65
41. Pyramids	43	93.48
42. Eiffel Tower	9	19.57
43. Giralda	13	28.26

Table 8 (continued)

Item	Correct answers	%
44. Heathrow Airport	27	58.70
45. Big Ben	13	28.26
46. Houses of Parliament	35	76.09
47. Disneyland	37	80.43
48. Buckingham Palace	28	60.87
49. Brandenburg Gate	12	26.07
50. Leaning Tower	11	23.91
51. Empire State Building	37	80.43
52. Alice Springs	11	23.91
53. Ayer's rock	9	19.57
54. British Museum	20	43.48
55. Sydney Opera House	5	10.87
56. Atonium	11	23.91
57. Parthenon	23	50.00
58. Istanbul Palace	31	67.39
59. 10 Downing Street	9	19.57
60. Winton Park	9	19.57
61. Cancun	22	47.83
62. Oslo	22	47.83
63. Ephesus	8	17.39

N = 46

Table 8, shows the teachers' level of background knowledge and understanding about buildings and places, and includes 24 items. It was found that at the level of 80% there were only four items: Hollywood (95.65%), Pyramids (93.48%), Disneyland and Empire State Building (80.43%). The teachers do not adequately understand the other 20 items with only 10.87% correctly recognizing the Sydney Opera House.

The seventh category was music and related activities for which the results of the analysis can be seen in Table 9.

Table 9 Music

Item	Correct answers	%
64. Pet Shop Boys	15	32.61
65. Heavy metal	38	82.61
66. World music	28	60.87
67. Bros.	19	41.30

N = 46

It can be seen that the teachers had background knowledge and understanding of items related to music at the level of 80% for only one item: heavy metal (82.61%). They lacked adequate understanding for the other 3 items with only 32.61% correctly recognizing the Pet Shop Boys, 41.30% the Bros., and 60.87% world music.

The eighth category was mass media for which the results of the analysis can be seen in Table 10.

Table 10 Mass Media

Item	Correct answers	%
68. Soap operas	15	23.91
69. Documentary film	38	60.87
70. Quiz show	28	73.91
71. Bugs Bunny	19	36.96

N = 46

The results from table 10 give the teachers' level of background knowledge and understanding about mass media. It shows that the teachers do not have adequate knowledge of cultural terms for any of the topics. The least understood was about the soap opera (23.91%) followed by Bugs Bunny (36.96%), documentary film (60.87%), and the best understood item related to the quiz show (73.91%).

The ninth category was education for which the results of the analysis can be seen in Table 11.

Table 11 Education

Item	Correct answers	%
72. Home Economics	6	13.04
73. Physical Education	19	41.30
74. Design and Technology	10	21.74
75. Comprehensive school	38	82.61
76. Junior school	8	17.39

N = 46

It can be seen that the teachers had background knowledge and understanding of the word or phrases related to education at the level of 80% for only one item.

Comprehensive School (82.61%). They lacked adequate understanding for the other 4 items with only 13.04% correctly recognizing Home Economics, Junior School 17.39%, Design and Technology 21.74%, and Physical Education 41.30%.

The tenth category was other topics for which the results of the analysis can be seen in Table 12.

Table 12 Others

Item	Correct answers	%
77. Windmill	33	71.74
78. Nessie	15	32.61
79. Trainers	24	51.17
80. R.S.V.P	18	39.13

N = 46

The results from Table 12 show the teachers' level of background knowledge and understanding about word or phrases, which are not related to other topics. It shows that the teachers do not have adequate knowledge of cultural terms for any of the topics. The least understood was about Nessie (32.61%). The other 3 items were R.S.V.P. (39.13%), trainers (51.17%), and the best understood item related to the windmill (71.74%).

The results of this study show that the Thai English teachers using Compass 1 as their textbook do not seem to have adequate background knowledge and understanding to explain all of the cultural terms that appear in Compass 1 to their students.

