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SATISFACTION OF STUDENTS IN ENGLISH CLASSES: COMMUNICATION WITH IMPACTS

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ABSTRACT

English is world business languages. For Thai students, improving English communication skills has been so problematic from primary school to high school and until University level. Therefore, it is necessary and demanding for Suan Sunandha Rajabhat students to have high skill in English communication. The English classes for students must be specially designed to help train many different levels of students to ensure that they can perform necessary functions with good communication skills in English. The objective of this research was to examine the effectiveness of English training for students as well as to understand what kinds of trainings do students really wants and to find ways to improve their training in with small classes. The population of this study included all English class students in Suan Sunandha Rajabhat University who were studying the first quarter of year 2018. This was a quantitative research study which was conducted by interviewing with 200 students who were studying and majoring in service industry such as tourism, hotels, transportations, and restaurants. Statistical analysis was performed by using SPSS program. Percentage, mean, and standard deviation were used for data analysis and generated findings. The result of this investigation revealed that the majority of students had satisfied with the overall English classes with a mean of 4.54 and S.D. of 0.9897. However, when evaluated in detail, students are satisfied with speaking and listening English training more than vocab and reading of English training. There are five suggestions from this study: Practice every day, Surround yourself with English learning environment, do a lesson at least once a day, and Practice in four core skills –reading, writing, listening, and speaking.

Keyword: English Classes, Conversation, Communication Skills, Impacts

Introduction

In the modern world of business and economics, English learning is one of the most important tools to properly prepare to enter AEC community as well as globalization. To enter job market international is very important for all countries to achieve this objectives. Therefore, it is necessary to training human resources to be able to reap the benefit of international job market. Higher educational institutions are very concerned that their human capitals of many universities of Thailand will not fully take advantages of this international job opportunity. First, staff and faculty members are a crucial human capital that must be trained in order to train other people such as students to take full participation and take advantage of the international job market. English communication is important for Thai. However, English training requires an important technology of learning to be implemented to Thai universities.

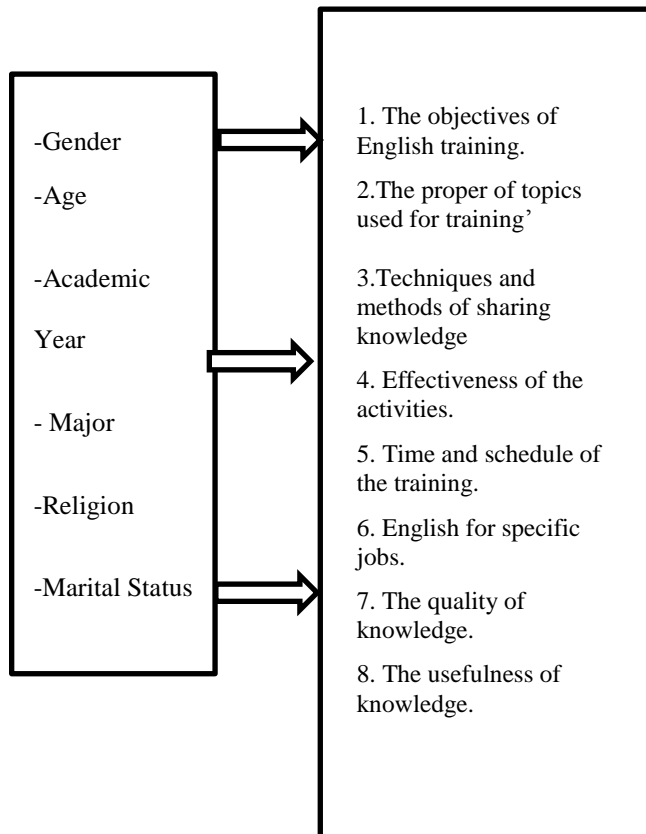
The logic of having English communication training with modern ways is crucial for the success and the results. From this mindset, it is imperative that Thai universities must improve the quality of education and the ability to understand English learning to catch up with ASEAN neighbors such as Singapore and Malaysia. The improvement and development of knowledge of English learning technology will help Thai students learning effectively. There are many benefits of implement English learning with new technology, For instance, it can be more cost and time effective to offer a training with a big classroom rather than traditional small classroom training. The web based learning of 700 hours might be condensed and it can be effective as 2,900 hours classroom learning. This paper was aimed to focus on the level of satisfaction of activities of English learning in order to use the findings and suggestion to

improve the future activities and understanding of English learning in the campus of Suan Sunandha Rajabhat in the future.

Research Framework

Independent Variables

Dependent Variables



METHODOLOGY

In order to obtain the findings for this research, it is important to understand the aims of this study which was to investigate the level of satisfaction of students from enrolling and participating in English classes. The population of this study was all students in the campus and the sample for this study consisted of 200 respondents who studied English in campus in Thailand during summer of 2018. The trainings provided many English activities base training. The sample size of 400 respondents was determined by Taro Yamane table with a 0.05 level of significance but there were limited budget and time, the number 200 was chosen. The data collation was done via an English questionnaire to elicit respondents' opinion and suggestion. There are three parts of questionnaire. Part one is about the demographic information of the respondents. Part two is about level of satisfaction in each activities and part three allows respondents to freely provide opinion, comment, and suggestions. The validity of each question in the questionnaire was tested using Item-Objective Congruency or IOC index to meet the minimum requirements

FINDINGS

The purposes of the finding section in this research paper were to report sample characteristics and the main results of the data analysis used to answer research questions as well as the level of satisfaction from participating in English classes. The sample group was 200 respondents. A demographic profile indicated that more male than female respondents were sampled with the ratio of 59:41. The fourth year students made up 65 percent of the sample population and the third year students made up 21 percent, whereas, the second year and first year were only 14 percent. Many of them were majoring in Education and Business Management.

TABLE I

	<i>Mean</i>	<i>S.D.</i>	<i>Rank</i>
Level of Satisfaction			
<i>Activities</i>			
1. The objectives of English training.	4.21	.9940	8
2. The proper of topics of English training	4.59	.8916	4
3. Techniques and methods of sharing knowledge.	4.86	.8995	1
4. Effectiveness of the Activities.	4.42	.6801	5
5. Time and schedule of the training	4.33	0.7987	7
6. English for specific jobs	4.46	0.6878	6
7. The quality of knowledge.	4.71	0.9864	3
8. The usefulness of knowledge	4.80	0.8992	2

From TABLE I, the mean score can be used to rank the highest to the lowest concern as follows: Techniques and method of sharing knowledge was ranked as number one. The usefulness of knowledge was ranked as number two. The quality of knowledge was ranked as number three. The proper topics of English training was ranked as number one four. Effectiveness of activities was ranked as number five. English for specific jobs was ranked as number six. Time and schedule of the training was ranked as number seven. Finally, the objective of English trainings was ranked as number Eight.

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