

Abstract

Developing Guidelines to Enhance TOEIC Testing Score and Improving English Learning Method of Students in Aviation Field

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Keywords:

TOEIC

Aviation

developing TOEIC score

This research aimed to 1) find the way to improve TOEIC test score 2) explore how TOEIC testing score affect future development and 3) develop the guidelines to solve the problem of students in aviation field who have difficulty in learning English. The population of the study was the students in Aviation Personnel Development Institute (APDI), Kasem Bundit University. The 400 students sampled by quota sampling from 100 students in each year. The research applied questionnaire instrument and interview method. The concept and theory in the questionnaire were language learning theory and self-determination theory. The independent variables were students' age, gender, GPA and academic year and an aspect of learners, instruction method, further study and career purposes. The dependent variables were the way to improve TOEIC test score, the effect of students' future career development and the development of the guideline for student to raise their TOEIC test score. The research consisted of 3 parts as 1) personal factors 2) the factor contributes to learning and studying TOEIC and 3) additional suggestions. The research instrument quality was from proven content validity of 3 experts and try out of 10% samples with similar samples showed the reliability analysis of 0.85. Likert's Scale of 5 range was applied. The statistics used in descriptive analysis were frequency, percentage, mean and standard deviation. The interview includes 2 questions asking what the students toward TOEIC teaching at APDI and what is the best way to improve their English proficiency. The highest scored were the ability of the teacher to deliver essential technics for the exam, the activities enhancing students to immerse them with English setting and the English courses offered by APDI supporting them to improve their testing score respectively. This research contributes to guideline to develop English teaching method for students. The researcher applied t-test and ANOVA to test the hypotheses of genders, age, GPA and year of study with factors affecting APDI students in testing TOEIC scores, which include the learner, teaching, further study, and future career expectation.

INTRODUCTION

Statement of the Problems

English plays an important role in many sectors especially in an international setting. We obligate to apply our English as a way to communicate among one another. More than 2,000 million or one third of world population use English as an official language. Even though being proud of our native language, we use it in dealing with our daily business. Therefore, a person who has a high English proficiency tend to take advantage to access to any kinds of information which is easily to be accessible worldwide. The Thai Education Ministry also regards the importance of improving English proficiency among Thai students. Furthermore, English influences inevitably among Thai students. This is because most of the universities in Thailand set the standard for undergraduates that they must acquire at least 500 scores of TOEIC (Test of English for International Communication) in order to achieve their Bachelor Degree. Not only does it is obligated to obtain their degree, but it is also an important certificate for those who wish to pursue their future career (think beyond book, 2017). This is because TOEIC is well-known among many renounced companies

and they set a standard for those who wish to apply to fit in any position offered to achieve at least 500 TOEIC score.

To answer to some of those requirements, many students needs to prepare themselves in order to acquire desirable result of TOEIC score. They have to deal with abundance of vocabulary and English grammar because TOEIC has a requirement for those who wish to take the test. Moreover, Burgess & Head (2005) stated that this test requires the good plan in advance to ensure that students have sufficient time to consolidate their knowledge in all skills such as listening and reading skill. There are 2 parts divided into listening section and reading section (Lougheed, 2012). Moreover, students need to manage both their listening skill which requires them to expose to the colloquial language enough to understand speaking English and reading skill which they need to organize their time to complete the test. However, not many students realize the technique to deal with these challenging situations that they cannot deny so they cannot achieve the desirable TOEIC score. All of these reasons bring attention to the researchers to develop the suitable guideline to enhance students' TOEIC score as well as improve their English learning methods.

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Objective of Study

The objective of this research is to find the guideline to teach TOEIC course and to understand what are the students' learning nature so that we can develop the course or activities delivered in the classroom according to learners' needs.

Hypothesis Testing

H1: There is a difference in factors affecting APDI students in testing TOEIC scores between genders

H2: There is a difference in factors affecting APDI students in testing TOEIC scores among ages.

H3: There is a difference in factors affecting APDI students in testing TOEIC scores among GPA.

H4: There is a difference in factors affecting APDI students in testing TOEIC scores among year of study.

Research Questions

1. How to improve students' TOEIC test score?
2. How does TOEIC test score affect students' future development?
3. How to develop guideline to teach English to Aviation students who have difficulty in learning English?

Definition of terms

TOEIC refers to the test of English for International Communication which is held in Kasem Bundit University.

Aviation refers to the students who study in aviation field at Kasem Bundit University.

Developing TOEIC score refers to the teaching method to develop English course at Kasem Bundit University.

Significant of study

This research aimed to find out the appropriate English teaching method for students who are low language proficiency. It will give a framework for teachers to see from the students' perspective.

Literature Review

The theory supports this research are language learning theory which explains how individual acquire language and self – determination theory which give details about factors motivate someone to do some certain activity.

The TOEIC Examination

TOEIC stands for Test of English International Communication. It was developed in 1979 by ETS (Educational Testing Service), USA. More than 150 countries and more than 14,000 organizations has been using TOEIC score as a standard to select their employees. Approximate 6

million people around the world apply to take this test each year. Therefore, TOEIC Examination is the test that measure English ability which relates to working environment or applying for job. It is well – known for everyone including students, adult or even students in primary or secondary. All of those try to take this test and expect to have a high score (Think Beyond Book, 2017).

The examination takes approximately 45 minutes in listening and 90 minutes in reading section. Examiners undergo for 4 sections of listening part and 3 sections of reading parts. Teachers play an important role to help students to achieve basic grammar, on the other hand, students also need to review their grammatical knowledge immediately after they took the lesson in order not to forget what they have learned (Harada, 2016). Concerning listening section, Suzuki & Kadota (2012) (cited in Harada, S. 2016) summarized that reading aloud is effective, especially, when students had plenty of times to practice reading so they could hear their voice and this could result in understanding well since they could get used to English pronunciation. Anderson (2001) explained that teaching reading strategies such as working on speed reading rate as well as building strong vocabulary knowledge could be useful for the reading section.

Language learning theory

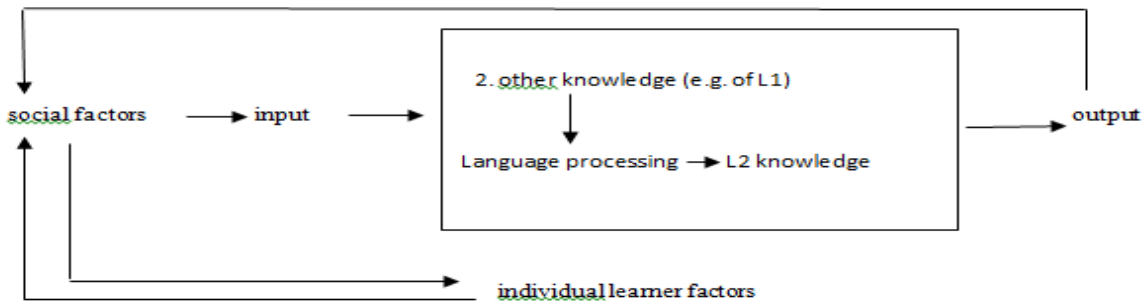
In order to understand how students' attitude toward learning English, it is essential to pay attention to how languages are acquired. Factors that the second language learning are divided into external factors and internal factors. The conceptual framework that determines external factors in learning a second language are addressed below:

1. Social factor consists of gender, age, social class and ethnic identity. Ellis (1994) concluded that younger learners are able to learn languages better than older learners. Regarding of sex, it revealed that most women successfully acquire language rather than the men do in classroom and tend to have a better attitude toward learning language than men. The social class is another factor needed to be considered because it affects acquiring second language. Since the well – educated learners have the elite opportunity to expose themselves to foreign language while the students from moderate income family may lack of support from family members due to lower income. Considering the ethnic identity which is an interesting issue. Students who have a positive attitude towards their ethnicity, they seem to be welcome to accept other cultures. This results in the willing to learn a second language as well as new knowledge influenced from other cultures outside their own race. It also assists them to have a positive attitude toward learning a second language so it may facilitate to learn other language (Ellis, 1994).

2. The language processing mechanism describes changes that occur while students try to relate their existing knowledge to learn second language. The knowledge of students' native language may impact on how students acquire second language such as the syntax, morphemes Ellis, 1994). The output of second language by students represents the relation between their own language and second language.

3. The individual learner factors account for the personal reason to learning second language. Language

learning involves a system of thinking, recognition, memory, problem solving and information allocation processes. These factors are considered as internal factors that affect learning a second language. It is easy to say that learning second language is similar to learning to ride a bicycle or playing violin (Ellis, 1994).



A framework of explaining L2 acquisition (Ellis, 1994)

Self Determination Theory

To be motivated can be explained especially when someone put an effort to do something. A person who is active or full of energy to achieve toward the end is identified as a motivated person whereas a person who is lack of energy or inspiration to achieve one's goal is signified as an unmotivated person (Ryan & Deci, 2000). Therefore, motivation can affect students' behavior toward their learning environment (Reilly & Lewis, 1983 cited in ผจกษาญจน์ ภูริดาพรรณ , 2540). Self Determination Theory used to describe intrinsic and extrinsic motivation. It has an assumption that the intrinsic motivation is a need that originated when we were born. It consists of three types of need. The first is the need of competency. For instance, the students need to master their English proficiency by trying to watch movies, listen to music or practice listening from YOUTUBE. The second is the need of relationship. It can explain in the circumstance that the students need to acquire the foreign language because they want to communicate with foreigners. Finally, the third is the need of autonomy which means that the students need to be free to make their own decision (Deci et al., 1991). The intrinsic motivation deals with willingness of someone to do some activities while the extrinsic motivation involves the external factors that affect someone behavior; for example, the students try to get a good grade because they want gift or acceptance from other people surrounding them (Deci & Ryan, 1985).

Methodology

This research used a qualitative research method. Using questionnaire and interview method were the instruments to collect data.

Participant

The population was students from Aviation Personnel Development Institute, Rom Klao campus, Kasem Bundit University. The samples were selected by purposive

sampling method. The sample were 400 students from APDI who came 4 different academic years of study. Each academic year contributed 100 number of students and divided into 50 male students and 50 female students.

Instrument

The instrument used in this research are divided into the following

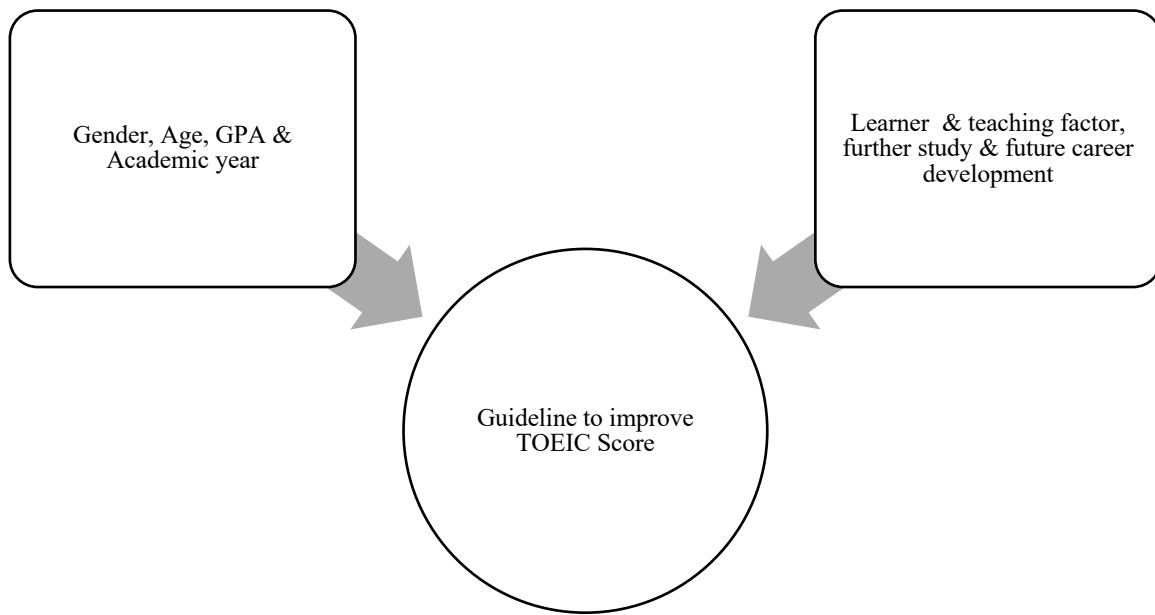
1. The questionnaire consisted of 2 parts:
 - 1.1 The questions related with general information of the key informants including gender, age, accumulative grade point and the academic year.
 - 1.2 The questions related to 4 main points of students' opinion contributing to the potential development TOEIC teaching guideline. The questionnaire was tested for reliability according to alpha Cronbach which the results indicated the reliability of the questionnaire was at 0.86.
2. Two interview questions which were used to ask 16 volunteer students from 4 different academic years, APDI.

Methods

The research methodology was divided into 3 steps below:

1. Select sample group by purposive sample method. The sample group came from 400 students for different academic years from freshmen to senior year from APDI, Kasem Bundit University. Each academic year consisted of 50 male and 50 female students.
2. Develop the research instrument which were two types of questionnaire and interview.
3. Collect data and analyze the data obtained from the questionnaires and interviews from key informants.

Research Framework



Data Analysis

The data was processed according to the following steps.

The measurement of calculating for average and standard deviation was done by using a computer program and the questionnaire was designed with the five – point Likert scale for the respondents to their level of engagement with the given interpretation as below:

Means Scores	Interpretations
4.50 – 5.00	Highest
3.50 – 4.49	High
2.50 – 3.49	Medium
1.50 – 2.49	Low
1.00 – 1.49	Lowest

Table1

Demographic Characteristics of Participants

No.	Variable	Demographic data	Number	%
1.	Gender	Male	200	50
		Female	200	50
		Total	400	100
2.	Age	Over 23 years old	25	6.3
		21 – 22 years old	178	44.5
		19 – 20 years old	194	48.5
		Below 18 years old	3	0.8
		Total	400	100
3.	GPA	3.51 – 4.00	47	11.8
		3.01 – 3.50	126	31.5
		2.52 – 3.00	137	34.3
		2.01 – 2.50	86	21.5
		Below 2.00	4	1.0
		Total	400	100
4.	Year	1 st Year	100	25
		2 nd Year	100	25
		3 rd Year	100	25
		4 th Year	100	25
		Total	400	100

In summary, the sample group consisted of 200 male and 200 female students, whose age is between 19 – 20 years old (48.5%) is the highest, followed by 21 – 22 years old (44.5%) in second. The students who is below 18 years old is the minority (0.8%). The majority of GPA is 2.52 – 3.00

(34.3%), followed by 3.01 – 3.50 (31.5%). The lowest GPA is below 2.00 (1%). The number of sample groups consisted of 100 of the first, second, third and fourth – years students (25% each academic year).

Table 2

No.	Questions	Mean	S.D.	Interpret
Learner				
1.	Can you read English?	4.04	0.850	High
2.	Can you listen to English and understand the meaning?	3.59	0.818	High
3.	How much do you understand English grammar?	3.39	0.906	Medium
4.	How much is your English vocabulary knowledge?	3.30	0.853	Medium
5.	Do you review the lesson after school?	3.10	0.948	Medium
6.	Have you ever had the opportunity to communicate with foreigners?	3.08	1.062	Medium
Total		3.416	0.906	High
Teaching				
1.	Do you think that the teaching technique of the instructor affects the TOEIC score?	4.0	0.774	High
2.	Do you think that English-related activities will help you to increase the TOEIC score?	3.85	0.773	High
3.	Do you think that learning English at this institution assist you to improve your TOEIC score?	3.78	0.769	High
4.	Do you think that presentation in front of the class in English can help you to improve your TOEIC score?	3.72	0.852	High
5.	Do you think that teaching grammar will help you do the TOEIC score?	3.48	1.001	High
Total		3.766	0.833	High
Further study				
1.	Do you think that watching English movies can improve your TOEIC score?	4.09	0.693	High
2.	Do you think listening to English music can improve your TOEIC score?	4.02	0.711	High

3.	Do you think that having a chance to talk to foreigners can help you improve your listening skills and can apply to use in the TOEIC exam?	4.12	0.731	High
4.	Do you think that studying English by yourself through YOUTUBE can improve your TOEIC score?	4.03	0.723	High
5.	Do you think that learning English from additional courses organized by the institution can help you to improve your TOEIC score?	3.96	0.783	High
Total		4.044	0.728	High
Future career extension				
1.	Do you think that TOEIC score is important for your job application?	4.50	0.634	Highest
2.	Do you think that English tested in the TOEIC exam is useful and can be applied in your future career?	4.28	0.647	Highest
3.	Do you think the TOEIC score will affect also your career in other field rather than in the aviation industry?	4.26	0.761	Highest
4.	Do you think that obtaining high TOEIC score allows you to get you a good job?	4.43	0.661	Highest
Total		4.367	0.675	Highest

As to Table 2, the data about learner included the learner can speak English (high) is the highest, followed by the ability to understand English (high), grammatical knowledge (medium), vocabulary knowledge (medium), revision of the lesson after class (medium) and the opportunity to converse to foreigners (medium) made up the minority of respondents.

The data about the teaching method included the teaching technique by teachers (high) is the majority, followed by the increase of English activities (high), studying English course at APDI (high), presentation in front of the classroom (high) and teaching only grammar (high) made up the minority of respondents.

The data about extensive studying included studying by watching movie (high) is the majority, followed by listening to English music (high), having a to talk to foreigner (high), studying from YOUTUBE (high) and taking additional English course made up the minority of respondents (high).

The data about the future career development included the importance of TOEIC score is the highest (very high), followed by the ability to adapt English proficiency for future career (very high), the affect of TOEIC score to apply in another career outside aviation field (very high), the tendency of high TOEIC score affected future career (very high).

Data Analysis from the interview

Question 1: Did you think that English course in APDI improved your TOEIC score?

To answer this question, ten students said that the English course have been offered at APDI was sufficient and teachers gave enough opportunity to practice for the examination. However, six students would like to improve their speaking skill by having a chance to speak in front of the classroom. This could help them not only speaking skill

but also listening skill. Considering reading skill, three out of sixteen would like teachers to assign them to read online reading materials; therefore, they could practice interpreting the message. Nevertheless, four students preferred teacher to provide them with adequate technique so that they could be ready to pass TOEIC exam such as game – base teaching. They believed that it could motivate them to learn. They also suggested that the TOEIC preparation course was too short so they preferred to lengthen the time so that they could be immersed with the language.

Question 2: What were your suggestion of how to improve your TOEIC score?

To answer this question, twelve students agreed that watching English movies could help them to improve their English because they could accustom to the native speaker accent and could read the subtitle which could provide them with appropriate clues when they didn't understand the meaning. Not only did they learn but they also entertained during watching to those movies. However, two students believed that taking extra English course during summer vacation could help them to maximize their time to study.

Results of Hypothesis Testing

H1: There is a difference in factors affecting APDI students in testing TOEIC scores between genders	Sig. = 0.001	Reject H ₀
H2: There is a difference in factors affecting APDI students in testing TOEIC scores among ages.	Sig. = 0.07	Accept H ₀
H3: There is a difference in factors affecting APDI students in testing TOEIC scores among GPA.	Sig. = 0.002	Reject H ₀
H4: There is a difference in factors affecting APDI students in testing TOEIC scores among year of study.	Sig. = 0.004	Reject H ₀

*At a significance level of 0.05

The hypothesis testing showed that there is difference in factors affecting APDI students in testing TOEIC scores between genders and among GPA and among year of the study, but there is no difference in factors affecting APDI students in testing TOEIC scores between ages.

Finding

The guideline to improve TOEIC score for the students from APDI are that the students had a high motivation to achieve high TOEIC score because they considered about their future career was important for their career path. However, they didn't dare to practice to foreigners because they didn't have enough time to review the lesson. This resulted that they would like to have

additional courses that could enhance them to expose themselves to the language. Moreover, they would like their lesson to be fun and teachers could implement using game and provided them with additional teaching technique so that it was easier for them to get the desirable score. In addition, vocabulary knowledge is also one of the obstacles that they encountered because they had a low vocabulary knowledge caused them not be able to understand English well and discouraged; therefore, they would like to find the suitable activities that they could improve learning English and also entertain them at the same time. In brief, providing proper technique, providing them with lots of opportunities to expose themselves to the language and adapting the fun classroom environment were the suggested guideline for students of APDI to improve their TOEIC score.

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