

CHAPTER 5

CONCLUSION AND DISCUSSION

This study aims to invent the eight lessons using authentic materials in hospitality industry to enhance Lao under graduate students' listening and speaking abilities. This chapter indicates the results of data analysis under the following topics: 1) summary of the findings; 2) discussion of the finding; 3) pedagogical implications; and 4) suggestions for the future research.

5.1 Summary of the Findings

This research aimed: 1) to develop and determine the efficiency of the lessons using authentic materials in hospitality industry for Lao undergraduate students at STTC set at 75/75; 2) to compare students' learning achievement before and after through eight lessons in hospitality industry for Lao undergraduate students at STTC; 3) to study the satisfaction towards the lessons using authentic materials in the hospitality industry for Lao undergraduate students at STTC.

The research hypotheses were: 1) the efficiency of the lessons will be at a higher level and meet the criterion set at 75/75 with statistically significant difference at .05 level; 2) students who learn from eight lessons will have higher learning achievement of English listening and speaking skills on post-test mean score than in pre-test mean score with the statistical difference at .05 level.

The samples in this study were 41 third-year "A" students who took on General English 6 course in the second semester of academic year 2013 at

Savannakhet Teacher Training College, Kayson Phomvihane District, Savannakhet Province, Lao PDR. The researcher taught two classes (i.e. class 3A and class 3B). The class 3 A was the sample group, selected by using simple random sampling technique. The independent variable of this study was eight lessons in the hospitality industry presented through authentic materials, which were constructed by the researcher. The dependent variables were learners' achievement and learners' satisfaction toward the lessons.

The research instruments were eight lesson plans, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The classroom topics were about daily communication in the hospitality industry for Lao undergraduate students. The eight lessons conducted by researcher herself were as follows: 1) hotel – checking in; 2) restaurant – ordering food and drinks; 3) directions – asking for and giving direction; 4) shopping – how to make a deal; 5) transportation – mode of transportation; 6) tourism – Savannakhet's historical sites; 7) festival – Savannakhet's festival ceremonies; and 8) culture: cultural activities. This study was conducted in the second semester of academic year 2013 for 36 periods described as follows: 1) 32 periods for learning eight lessons (2 periods for listening lessons and 2 periods for speaking activities), 60 minutes for each period; 2) and 4 periods for orientation, doing pre-test to check students' background knowledge before learning eight lessons, and doing an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire with the lessons.

5.2 The Efficiency of Lessons Using Authentic Material in Hospitality

Industry

The findings showed that the efficiency of the lessons was 79.56/80.10, which was higher than the criterion set at 75/75. The results illustrated that the first efficiency of the process (E_1) was lower than the second efficiency of outcomes (E_2). That means that students got higher post-test scores than exercise scores. Students did very well in their post-test because they had learned all eight lessons and practiced all exercises. Also they had more time to discuss with their classmates and had new knowledge about language used in each lesson.

In addition, this study showed that the researcher reviewed the related literature theories namely theories of listening, theories of speaking, theories of relationship between listening and speaking, language of hospitality industry, theories of authentic materials, satisfaction, efficiency, and some previous research papers. Then the lessons were developed appropriately. Moreover, the thesis advisors and the experts gave comments and evaluated the research instruments. Finally, the lessons were tried three times before being used with the samples. These factors created high quality lessons. Furthermore, the lessons comprised of many components namely some handouts, various activities, pre-test, post-test including answer keys. Students are able to learn, to do the activities affectively, to get feedback from teacher, their classmates and themselves. The findings above confirm that eight lessons using authentic materials were useful to develop listening and speaking abilities of third year students.

The finding is similar to Thanajaro (2000) and Sawaew (2010) who used authentic materials to develop listening comprehension that students' listening ability

could be improved through the use of authentic materials. Furthermore, the lesson using authentic materials really helped students to develop their speaking skill. It could be ensured from the result of each speaking activity after the lesson. Students could use the language taught to make conversation or gave opinions about the taught topic. However, the study conducted in Nayia Suksa Ratchamangkalapisek school, Nayia sub-district, Ubon Ratchthani Province found students did not improve their speaking ability. Their speaking skill was fair and poor. Speaking ability could be improved by self-created role-play (Rattanawon, 2003). Since the researcher used authentic materials to encourage students to create self- role play. Therefore, the eight lessons using authentic materials are very effective to improve both speaking and listening abilities.

5.2.2 The Students' Pre-test and Post-test Mean Scores Learning Eight Lessons through Authentic Materials in the Hospitality Industry

The result revealed that the learning achievement of posttest mean score was higher than the pretest mean score learned by eight lessons using authentic materials in the hospitality industry with statically significant difference at .01 level. This could be summarized that the lessons using authentic materials are efficient because students could improve their listening and speaking abilities after learning. Cicone (1995) stated the authentic materials really help students' improve listening and speaking abilities since seeing the pictures or watching videos could help them understand the context of the lesson and provide learners with authentic language. They could get the answer, understand the simple conversation of native speakers, and they could build up the similar conversation to practice with friends in the class. Moreover, many types of authentic materials used in eight lessons motivated students

to learn a lot. They enjoyed learning and were involved in doing activities well. Therefore, learning listening and speaking through the use of authentic materials could attract students to learn and improve their abilities.

These findings confirm the hypothesis in Chapter 1 that learning the lessons using authentic materials could help students to improve listening and speaking ability. The findings are similar to Saiwaew (2010) who used authentic materials to develop English listening comprehension with 35 first year students' non- English majors of Ubon Ratchathani Rajabhat University. The result showed that post-test was higher than pre-test with statistical significance at the 0.05 level and the students' listening comprehension by using the authentic materials was significantly increased. Also, Ghaderpanahi (2012) used authentic aural materials to develop listening comprehension in the EFL classroom in Al-Zahra University and found that the use of authentic materials in the EFL classroom had positive effect on ESL students' motivation to learn the language, and students' post-test was better than their pre-test. Sabet (2012) investigated the impact of authentic materials on elementary EFL learners' listening skills of 60 students of Guilan University participated in the research and the result showed that students performed better in their posttest after authentic materials were used in listening.

5.2.3 Level of Students' Satisfactions in Learning by Using Authentic Materials in the Hospitality Industry

The results illustrated that students' satisfactions in learning eight lessons through authentic materials in the hospitality industry were at a very satisfactory level. The findings showed that the students were very satisfied with learning the lessons. This could be explained that the lessons were evaluated the quality by the experts

consequently the lessons have high quality, appropriate contents, and are suitable for the level of students. Students gave the three highest mean scores, no. 8 “The examples in the contents and activities of the lessons are interesting.”, followed by no. 9 “Learning the eight lessons on hospitality industry through authentic materials useful for my future.” and no. 1 “I enjoy the activities provided in the eight lesson plans.” that show the lessons can improve learners’ listening and speaking capacities. Furthermore, almost all of them gave positive comments that using authentic materials in the lesson could make the lesson more interesting. They could understand the context of using knowledge, and relate their own experiences. They enjoyed doing the activities when the authentic materials were used. Using authentic materials could create ideas that helped them practicing speaking and listening affectively. Some mentioned, “I enjoy the lesson a lot”, “ I could understand and want to learn English more”, “ When I watch the video, I feel relaxed and wanted to speak English fluently like native speakers”, “I would like to have more times to practice listening and speaking in the classroom”, and “I think the lesson is very useful for my future career”. At the end, they all mentioned that they like studying this subject. They found themselves learning better and were more confident in using the language.

However, some weak students faced some problems during the classroom. For example, they could not understand the native speakers’ accent. The meaning of the whole phrases were too long with many new words that they could not catch the meaning of. It could be noticed that students have positive attitudes toward using authentic materials to upgrade their speaking and listening abilities. The similar findings are consistent with many researchers (e.g. Bacon and Finneman. 1990; Otte. 2006; Thannajaro. 2000). Who stated that authentic materials could make students

more interested in involving in the learning activities. In addition, this is confirmed by Berado (2006) who mentioned using authentic materials which made students highly motivated.

Therefore, using authentic materials could bring good effects to the students' listening and speaking, and it could upgrade the students' attention on learning.

Finally, it presents that all of students have participation in learning in the hospitality industry at pass level.

5.3 Pedagogical Implication

There are some pedagogical implications suggested in order to use authentic materials in the appropriate ways.

As a result of the findings from this study, the researcher made useful pedagogical implications as follows:

5.3.1 The lessons support learning achievement of students. Accordingly, administrators, teachers, and related persons in learning management are able to apply these lesson plans, and the lessons for Lao undergraduate students to develop instruction in other contents.

5.3.2 Teachers should have knowledge and ability to use audio authentic materials in the lessons; he/she has to know how to adapt the knowledge presented in the lesson to make appropriate activities for students to practice. Furthermore, the teachers must have creative ideas in order to help students learning English effectively.

5.3.3 Before using the authentic materials, teacher should see the possibilities of using authentic materials in the classroom, especially in Lao PDR, since there are insufficient facilities in some schools, such as electricity, video, LCD, Internet... etc.

5.3.4 Teachers should know how to select the new knowledge for students to practice. Teachers must have the knowledge of the specific field, as in this research. Also the teachers should have the knowledge of the hospitality industry.

5.3.5 Teachers should spend more time to prepare the lesson plans and for students to practice the new languages.

5.4 Suggestions for Future Research

According to the results discussed earlier, some suggestions are proposed here for future studies as follows:

5.4.1 Further studies should be conducted for the development of listening and speaking English in the hospitality industry of Lao learners studying at different levels.

5.4.2 The samples would learn effectively if the next research focuses on the small group of the samples which is highly recommended because the samples would do well with both exercise activities and post-test. Furthermore, they would have a chance to practice new language and improve their listening and speaking skills.

5.4.3 Authentic materials should be designed and conducted appropriately in accordance with recent second language teaching theory and research findings

because they are found to be the major factors to motivate and encourage students to engage in listening and speaking activities.

In conclusion, the findings will be as a guideline for English teachers and students in developing and improving their listening and speaking skills in the hospitality industry presented through authentic materials.

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