CHAPTER FOUR
RESULTS

This chapter presents the data collected from the sampled grade 6 students in the 2008 academic year at St. Dominic School. The findings were interpreted to make conclusions related to need analysis of grade 6 students at St. Dominic School in learning English.

The purpose of this study was to explore grade 6 students' needs in learning English at a private school in Bangkok. The results of the study collected from the questionnaires of 190 respondents can be presented based on the objectives of the study mentioned earlier.

After SPSS Version 14.0 processed all the data collection, the results of the analysis was divided into two parts:

4.1 Respondents' general background information

4.2 Respondents' English needs

4.1   GENERAL BACKGROUND OF THE RESPONDENTS

The first part of the questionnaire sought the background data concerning age, current G.P.A and English abilities. The total number of respondents was 190 sampled grade 6 students in the 2008 academic year at St. Dominic School. All information was displayed in the form of frequency and percentage of the respondents as follows:

Table 1. Descriptive Statistics for Age of the Respondents

Age	Frequency	Percentage
10 years old	3	1.6
11 years old	65	34.2
12 years old	114	60.0
13 years old	8	4.2
Total	190	100.0

X =   11.67

According to Table 1, most of the respondents were 12 years old with the frequency of 114 (60.0%). The next largest group was 11 years old with the frequency of 65 (34.2%), and the rest were 13 years old (4.2%) and 10 years old (1.6%). The average age of the respondents was 11.67.

Table 2. Descriptive Statistics for Current G.P.A (Grade Point Average)

G.P.A	Frequency	Percentage
Less than 2.50	9	4.7
2.51-2.75	18	9.5
2.76-3.00	24	12.6
3.01-3.25	26	13.7
3.26-3.50	26	13.7
3.51-3.75	35	18.4
More than 3.75	52	27.4
Total	190	100.0

According to Table 2, 27.4 percent of the students had a G.P.A. of more than 3.75. The second range of G.P.A. was between 3.51-3.75 with the frequency of 35 (18.4%), and the lowest frequency was 9 (4.7%) belonging to the students who had a G.P.A. of less than 2.50.

Table 3. Descriptive Statistics for English Abilities (listening, speaking, reading and writing)

English abilities	Frequency	Percentage
Excellent	17	8.9
Good	54	28.4
Fair	90	47.4
Poor	29	15.3
Total	190	100.0

From Table 3, 47 % of the respondents rated their overall English abilities as fair, 28.4% of the respondents rated their overall English abilities as good, and only 8.9% of the respondents rated their overall English abilities as excellent.

4.2   ENGLISH LANGUAGE NEEDS

The second part of the questionnaire showed English language needs of grade 6 students at St. Dominic School. All information was displayed in the form of frequency and percentage of the respondents as follows:

Table 4 Descriptive Statistic for Needs in Studying English

Needs	Frequency	Percentage
Need to study English for further study	45	23.7
Need to study English for future careers	128	67.4
Need to study English because of personal interest	6	3.2
No need to study English	11	5.8
Total	190	100.0

As shown in table 4, most of the respondents needed to study English because of future careers (67.4%), followed by the need to study English because of further study (23.7%), no need to study English (5.8%) and need to study English because of personal interest (3.2%).

Table 5. Descriptive Statistics for the Most Appropriate Language for Instructors to Use in Class

The most appropriate language	Frequency	Percentage
English only	5	2.6
Mostly English, with some Thai when necessary	116	61.1
Mostly Thai, with some English when necessary	60	31.6
Thai only	9	4.7
Total	190	100.0

According to Table 5, about 61.1% of the respondents saw that using mostly English, with some Thai when necessary was the most appropriate language for instructors to use in class, 31.6% thought that the most appropriate language for instructors to use in class was mostly Thai, with some English when necessary, and only 2.6% viewed that English only was the most appropriate language for instructors.

Table 6. Descriptive Statistics for the Most Appropriate Language for Respondents' Classmates to Use in Class

The most appropriate language	Frequency	Percentage
English only	10	5.3
Mostly English, with some Thai when necessary	47	24.7
Mostly Thai, with some English when necessary	91	47.9
Thai only	42	22.1
Total	190	100.0

As shown in Table 6, the most appropriate language for respondents' classmates to use in class was mostly Thai, with some English when necessary (47.9%), followed by mostly English, with some Thai when necessary (24.7%), Thai only (22.1%) and English only (5.3%).

Table 7. Descriptive Statistics for Preference of English Instructors

Prefer	Frequency	Percentage
All Thai	6	3.2
All native speakers	21	11.1
An equal number of Thai and native speaking instructors	116	61.1
Mostly native speaking instructor	27	14.2
Mostly Thai	20	10.5
Total	190	100.0

According to Table 7, in terms of English instructors, most of the respondents preferred an equal number of Thai and native speaking instructors (61.1%) , followed by mostly native speaking instructors (14.2%) , all native speaking instructors (11.1%) , mostly Thai (10.5%) and all Thai (3.2%).

Table 8. Descriptive Statistics for Preference of Study

Prefer	Frequency	Percentage
Individual	38	20.0
In pairs	19	10.0
In small groups (3-4 students)	61	32.1
In large groups (more than 5 students)	72	37.9
Total	190	100.0

Most of the respondents preferred to study in large groups (more than 5 students) with the frequency of 72 (37.9%), followed by in small groups (3-4 students) with the frequency of 61 (32.1%), whereas only 19 respondents required to study in pairs (10.0%).

Table 9. Descriptive Statistics for Number of Days/ Week

Number of days/week	Frequency	Percentage
5 days/week	42	22.1
4 days/week	58	30.5
3 days/week	50	26.3
2 days/week	26	13.7
1 day/week	14	7.4
Total	190	100.0

The majority of the respondents needed to study English 4 days per week (30.5%), followed by 3 days per week (26.3%), 5 days per week (22.1%), 2 days per week (13.7%) and 1 day per week (7.4%).

Table 10. Descriptive Statistics for Numbers of Minutes / Days

Numbers of minutes/days	Frequency	Percentage
60 minutes/days	50	26.3
55 minutes/days	25	13.2
50 minutes/days	42	22.1
45 minutes/days	43	22.6
40 minutes/days	30	15.8
Total	190	100.0

Most of the respondents needed to study English 60 minutes per day with the frequency of 50 (26.3%), followed by 45 minutes per day with the frequency of 43 (22.6%); however, only 25 respondents needed to study English 55 minutes per day (13.2%).

Table 11. Descriptive Statistics for Preference of Period to Study English

Period	Frequency	Percentage
Period 1	54	28.4
Period 2	17	8.9
Period 3	29	15.3
Period 4	13	6.8
Period 5	21	11.1
Period 6	23	12.1
Period 7	33	17.4
Total	190	100.0

As shown in Table 11, most of the respondents preferred period 1 to study English (28.4%), followed by period 7 (17.4%), whereas they preferred period 4 the least (6.8%).

Table 12. The Degree of Need for English Skills to Study English Language

English skills	Needs					$\bar{x}$	S.D.	Needs
	Very extensive need	Extensive need	Moderate need	Little need	No need			
Listening	88 (46.3)	60 (31.6)	27 (14.2)	13 (6.8)	2 (1.1)	4.15	.98	Extensive need
Speaking	89 (46.8)	40 (21.1)	32 (16.8)	20 (10.5)	9 (4.7)	3.95	1.22	Extensive need
Reading	52 (27.4)	65 (34.2)	50 (26.3)	17 (8.9)	6 (3.2)	3.74	1.06	Extensive need
Writing	46 (24.2)	66 (34.7)	49 (25.8)	17 (8.9)	12 (6.3)	3.62	1.13	Extensive need
Overall						3.86	.81	Extensive need

According to Table 12, the findings of the overall English skills to study English language were needed with high level with the average score of 3.86. They extensively needed listening skills the most with the score of 4.15. The second need was speaking skills with the score of 3.95 followed by reading skills with the score of 3.74. The respondents needed writing skills to study English language the least with the score of 3.62.

Table 13. The Degree of Need for Speaking Practice in English Courses

Speaking practice	Needs					$\bar{x}$	S.D.	Needs
	Very extensive need	Extensive need	Moderate need	Little need	No need			
Correct Accent	87 (45.8)	39 (20.5)	45 (23.7)	10 (5.3)	9 (4.7)	3.97	1.16	Extensive need

Table 13. **(Continued)**

Speaking practice	Needs					$\bar{x}$	S.D.	Needs
	Very extensive need	**Extensive need**	**Moderate need**	**Little need**	**No need**			
Daily conversation	80 (42.1)	47 (24.7)	44 (23.2)	11 (5.8)	8 (4.2)	3.95	1.13	Extensive need
Asking and answering question	55 (28.9)	69 (36.3)	40 (21.1)	16 (8.4)	10 (5.3)	3.75	1.12	Extensive need
Making requests / Making Complaints	44 (23.2)	45 (23.7)	55 (28.9)	31 (16.3)	15 (7.9)	3.38	1.23	Moderate need
Academic discussion	18 (9.5)	32 (16.8)	73 (38.4)	39 (20.5)	28 (14.7)	2.86	1.15	Moderate need
Presentations	19 (10.0)	22 (11.6)	61 (32.1)	48 (25.3)	40 (21.1)	2.64	1.22	Moderate need
Overall						3.43	.78	Extensive need

As shown in Table 13, it was found that the overall needs for speaking practice in English courses were extensively needed with the average score of 3.43. They extensively needed all skills as follows: correct accent, daily conversation asking and answering question, respectively ($\bar{x}$ = 3.97, 3.95, and 3.75). They moderately needed in making requests / making complaints, academic discussions and presentations, respectively. ($\bar{x}$ = 3.38, 2.86, 2.64).

Table 14. The Degree of Need for Listening Practice in English Courses

Listening practice	Needs					$\bar{x}$	S.D.	Needs
	Very extensive need	Extensive need	Moderate need	Little need	No need			
Watching English soundtrack movies	98 (51.6)	40 (21.1)	35 (18.4)	10 (5.3)	7 (3.7)	4.12	1.11	Extensive need
Pronunciation	76 (40.0)	55 (28.9)	35 (18.4)	18 (9.5)	6 (3.2)	3.93	1.12	Extensive need
T.V. / VDO news	70 (36.8)	52 (27.4)	47 (24.7)	18 (9.5)	3 (1.6)	3.88	1.06	Extensive need
Daily conversation	65 (34.2)	63 (33.2)	42 (22.1)	13 (6.8)	7 (3.7)	3.87	1.08	Extensive need
Songs	62 (32.6)	46 (24.2)	47 (24.7)	18 (9.5)	17 (8.9)	3.62	1.27	Extensive need
Academic lectures	42 (22.1)	53 (27.9)	65 (34.2)	16 (8.4)	14 (7.4)	3.49	1.14	Extensive need
Listening to English radio broadcasts	40 (21.1)	44 (23.2)	60 (31.6)	28 (14.7)	18 (9.5)	3.32	1.23	Moderate need
Overall						3.75	.77	Extensive need

From Table 14, listening practice was extensively needed with the score of 3.75. Most of the respondents extensively needed listening practice in English courses in watching English soundtrack movies the most with the score of 4.12 , followed by pronunciation, T.V. / VDO news, Daily conversation, and Songs with the score of 3.93 , 3.88 , 3.87 , 3.62 and 3.49, respectively. Listening to English radio broadcasts was the least needed to practice with the score of 3.23 or 'moderate need'.

Table 15. The Degree of Need for Reading Practice in English Courses

Reading practice	Needs					$\overline{x}$	S.D.	Needs
	Very extensive need	Extensive need	Moderate need	Little need	No need			
Using an English-Thai Dictionary	67 (35.3)	41 (21.6)	48 (25.3)	21 (11.1)	13 (6.8)	3.67	1.25	Extensive need
Answering questions	54 (28.4)	56 (29.5)	47 (24.7)	22 (11.6)	11 (5.8)	3.63	1.18	Extensive need
Reading for main idea	61 (32.1)	45 (23.7)	47 (24.7)	27 (14.2)	10 (5.3)	3.63	1.22	Extensive need
Reading for information	39 (20.5)	61 (32.1)	61 (32.1)	22 (11.6)	7 (3.7)	3.54	1.06	Extensive need
Reading English newspaper	32 (16.8)	46 (24.2)	58 (30.5)	31 (16.3)	23 (12.1)	3.17	1.24	Moderate need
Critical reading	37 (19.5)	39 (20.5)	57 (30.0)	33 (17.4)	24 (12.6)	3.17	1.28	Moderate need
Reading literature	33 (17.4)	35 (18.4)	66 (34.7)	35 (18.4)	21 (11.1)	3.13	1.22	Moderate need
Overall						3.42	.85	Extensive need

From Table 15, reading practice was extensively needed with the score of 3.42. Most of the respondents extensively needed reading practice in using an English-Thai Dictionary the most with the score of 3.67 , followed by answering questions , reading for main idea , reading for information with the scores of 3.63 , 3.63 and 3.54 ,respectively. Reading literature was the least needed in reading practice with the score of 3.13 or 'moderate need'.

Table 16. The Degree of Need for Writing Practice in English Courses

Writing practice	Needs					$\bar{x}$	S.D.	Needs
	Very extensive need	Extensive need	Moderate need	Little need	No need			
Writing e-mails/ memorandums	59 (31.1)	45 (23.7)	48 (25.3)	22 (11.6)	16 (8.4)	3.57	1.27	Extensive need
Writing Sentences	53 (27.9)	44 (23.2)	53 (27.9)	28 (14.7)	12 (6.3)	3.52	1.22	Extensive need
Taking notes from teachers	48 (25.3)	54 (28.4)	46 (24.2)	25 (13.2)	17 (8.9)	3.48	1.25	Extensive need
Writing Dictation	41 (21.6)	55 (28.9)	60 (31.6)	21 (11.1)	13 (6.8)	3.47	1.15	Extensive need
Writing for practicing in exercise book	43 (22.6)	51 (26.8)	59 (31.1)	27 (14.2)	10 (5.3)	3.47	1.14	Extensive need
Taking notes from textbooks	32 (16.8)	44 (23.2)	63 (33.2)	29 (15.3)	22 (11.6)	3.18	1.22	Moderate need
Overall						3.45	.87	Extensive need

As shown in Table 16, writing practice was extensively needed with the score of 3.45. Most of the respondents extensively needed writing e-mails/memorandums the most with the score of 3.57, followed by writing sentences, taking notes from teachers, writing dictation and writing for practicing in exercise book with the score of 3.52 , 3.48 , 3.47 and 3.47 , respectively. Taking notes from textbooks was the least needed practice with the score of 3.18 or 'moderate need'.

Table 17. Descriptive Statistics for Activities Useful in the Respondents' Idea

Activities	Frequency	Percentage
Language games	100	52.6
Dialogue practice	67	35.3
Role play	5	2.6
Sing English song	4	2.1
Project works	11	5.8
Other	3	1.6
Total	190	100.0

The respondents viewed that language games were the most useful activities (52.6%), followed by dialogue practice (35.3%), project works (5.8%), role play (2.6%), sing English song (2.1%) and other (1.6%).

Table 18. Descriptive Statistics for the Topics that the Respondents Would Like to Learn

Topics	Frequency	Percentage
Hobbies	12	6.3
Game	51	26.8
Food	9	4.7
Tourism	13	6.8
Sport	37	19.5
History	13	6.8
Culture	3	1.6
Politics	6	3.2
Adventure	17	8.9
Computer	12	6.3
Mobile Phone	1	0.5
Shopping	1	0.5
Other	10	5.3

*Choose more than one (n=190)

   As shown in Table 18, about 26.8% of the respondents would like to learn game, 19.5% sport, 8.9% adventure, 6.8% tourism or history, 6.3% hobbies or computer, 5.3% other, 4.7% food, 3.2% politics, 1.6% culture, 0.5% mobile phone or shopping.