

CHAPTER FOUR

RESULTS

The previous chapter stated the subjects, materials, and relevant procedures employed in obtaining and analyzing the data. This chapter presents the data collected from the sample size of 150 students from 482 members who took English online tuition from an online learning center in Bangkok. The number of subjects was specified by using the quota sampling technique. Considering purposes of the research, the study is a survey by having the following main objectives: 1) To identify the reasons of taking English language online tuition 2) To describe the related factors towards the decision making of English online tuition 3) To find out factors that discourage high school students from taking English online tuition 4) To explore requirements of the students in taking English online tuition. The results of the study collected from electronic questionnaires of 150 respondents, and presented based on the objectives of the study previously explained in Chapter 1.

After SPSS Version 16.0 processed all the data collection, results were shown by divided into six parts:

- 4.1 The analysis of participant's general information and educational background of respondents
- 4.2 The analysis of online tuition experiences
- 4.3 The analysis of computer experiences
- 4.4 The analysis of opinions of high school students about English language online tuition.
- 4.5 The analysis about reasons for changing English tutorial options
- 4.6 The analysis of problems and recommendation in taking English online tuition

4.1 PARTICIPANTS' GENERAL INFORMATION AND EDUCATIONAL BACKGROUND

For the analysis of opinion of high school students about English language online tuition: A case study among high school students in Bangkok. 200 electronic questionnaires were provided for the 150 respondents. Other questionnaires were not chosen because they were groups of office men and women, businessmen, and parents of online students. Respondents were divided into 75 males and 75 females. Demographic information of the respondents is presented below in the form of numbers and percentages in Table 3.

Table 3 Number and Percentage of English Online Course Taking

English online course	Responses		Percent of Population
	Number	Percent of total frequency	
M.4	74	28.80%	49.3%
M.5	67	26.20%	44.7%
M.6	67	26.20%	44.7%
Admission	48	18.80%	32.0%
Total	256	100.0%	170.7%

From Table 3, most of the respondents taking the English language online courses were M.4 (49.3%). Frequency of taking English online course of M.5 and M.6 is equal (26.20%). Only 18.80% takes Admission course. As can be seen from the table 3, the students try the English language online course by starting from M.4.

Also, Table 4 represents number and percentage of participants in educational background. The table represents number and percentage of respondents' majors of studying as be seen in Table 4

Table 4 Number and Percentage of Participant's Educational Background.

Major	n	Percent
Science-Math	126	84.00
Language-Math	7	4.70
Languages	15	10.00
Others	2	1.30
Total	150	100.00

As can be seen from Table 4, the majority of the respondents (84%) studied in major of Sciences-Math. 10% were in major of languages. Other respondents (1.30%) were studying in Bachelor's degree and Master's degree. This result can be highlighted by Figure 4:

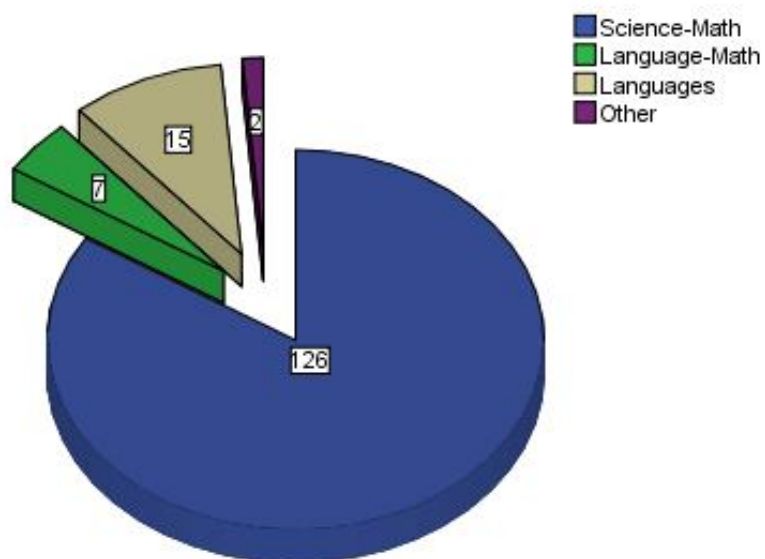
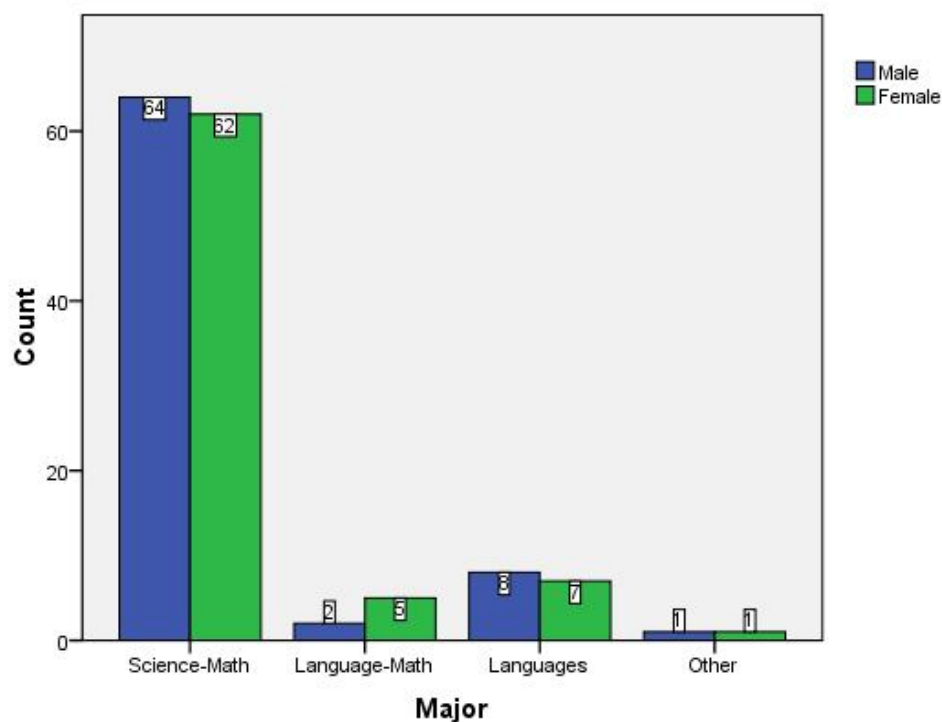
Figure 4 Respondent's General Background

Table 5 will show the crosstabs of the number and percentage represented a comparison between gender and major of education of the respondents.

Table 5 Number and Percentage of Gender and Major Comparison

Major	Male		Female		Total	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Science-Math	64	42.67	62	41.33	126	84.00
Language-Math	2	1.33	5	3.33	7	4.67
Languages	8	5.33	7	4.67	15	10.00
Other	1	0.67	1	0.67	2	1.33
Total	75	50.00	75	50.00	150	100.00

According to the Table 5, numbers of science-math males were 64 students (42.67%), and females 62 students (41.33%). Counts of language-math between males and females were 2 (1.33%) and 5 (3.33%). Language major counted 8 (5.33%) for males and 7 (4.67%) for females. The result shows no significant difference between gender and major of studying. For a clearer picture, the result can also be shown as in the Figure 5

Figure 5 Counts and Percentage of Major and Gender Comparison

Moreover, Table 6 will represent number and percentage of accumulative grade earned from 3.50-4.00, 3.00-3.50, 2.50-3.00, 2.00-2.50, and below 2.00, as well as below 1.00. It can be shown as follows:

Table 6 Number and Percentage of Accumulative Grade Earning

GPA Latest Term	n	Percent
3.50-4.00	72	48.00
3.00-3.50	43	28.70
2.50-3.00	26	17.30
2.00-2.50	8	5.30
below 2.00	1	0.70
below 1.00	0	0.00
Total	150	100.00

Table 6 shows that majority of the respondents are in the highest grade ranking 3.50-4.00 (48%) or n=72. The number of the students in the ranking of 3.00-3.50 is 43 (28.70%). The level of 2.50-3.00 shows the number of 26 respondents (17.30%) 2.00-2.50 is 8 (5.30%) respectively. The minority of the respondents are in the grading rank below 2.00 (0.70%). There is none in the level below 1.00 (0.00%).

Table 7 can be shows number and percentage of average grade in English of the respondents. It can be seen as follows:

Table 7 Number and percentage of average grade earned in English by the respondents

Grade in English	n	Percent
3.50-4.00	87	58.00
3.00-3.50	32	21.33
2.50-3.00	13	8.67
2.00-2.50	13	8.67
below 2.00	5	3.33
below 1.00	0	0.00
Total	150	100.00

The result from Table 7 shows that more than half of the respondents were grade ranking of 3.50-4.00 numbering 87 (58%), 3.00-3.50 numbered 32 (21.33%), 2.50-3.00 numbered in 13 (8.67%) and 2.00-2.50 was 13 (8.67%). The respondents below 2.00 were just 5 (3.33%). There was none below 1.00 (0.00%).

The following Table 8 is used to compare between gender accumulative grade earning of the respondents in the form of number and percent.

Table 8 Number and Percentage of Gender and accumulative grade of the respondents

GPA Latest Term	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent of Total
3.50-4.00	37	24.67	35	23.33	72	48.00
3.00-3.50	26	17.33	17	11.33	43	28.67
2.50-3.00	9	6.00	17	11.33	26	17.33
2.00-2.50	2	1.33	6	4.00	8	5.33
below 2.00	1	0.67	0	0.00	1	0.67
Total	75	50.00	75	50.00	150.00	100.00

It can be seen from the above Table 8, counts of males in grade ranking of 3.50-4.00 were 37 and females were 35. In the level of 3.00-3.50, the number of females was more than males; these were, males 26 (17.33%) and females are 17 (11.33%). In the ranking of 2.00-2.50, the number of females was 17 (11.33%). The count of males in the level below 2.00 was 1 (0.67%) and 0 in females.

4.1.2 Number and Percentage about opinion in English language

Table 9 will show the number and percentage of the respondents concerning the preferences in English.

Table 9 Number and percentage of the respondent about the preference in English

How do you like English?	n	Percent
Very Much	64	42.67
Much	42	28.00
Quite a bit	36	24.00
A little	3	2.00
Very little	5	3.33
Total	150	100.00

Table 9 has shown that 64 of the respondents were in the group of “like English very much” (42.67%). The number of the respondents in the group of “like English much was n=42 or 28%). The number of the respondents in the range of “like English quite a bit” was 36 (24.00%). The table also shows that just 3 (2.00%) of the respondents were in the group of “like English a little.

4.1.3 Number and Percentage of Sources to Introduce English Online Tuition

In the following Table 10, it will show number and percentage of sources making the respondents learn with English language online tuition.

Table 10 Number and Percentage of Sources which introduced the respondents to English online tuition

How do you know English online tuition?	count	Percent of frequency	Percent of number
Internet	88	47.83	58.67
Magazine	6	3.26	4.00
Newspaper	5	2.72	3.33
Friends	36	19.57	24.00
TV	28	15.22	18.67
Cable TV	7	3.80	4.67
Others	14	7.61	9.33
Total	184	100.00	122.67

Table 10 reveals that more than half of the respondents knew English online tuition through the internet, the count is 88, frequency is 47.83%, and percent of number is 58.67%. 'Friends' is another source that introduces the respondents to know English online tuition; the number was 36, frequency 19.57%. TV is also another source; the number was 28 or 18.67%. Respondents answered 'others' to identify the source as teachers and brochures, frequency was 7.61%, and number 9.33%.

4.1.4 Number and Percentage in Purpose and Mode of Taking Online Tuition

Table 11 will show number and percentage of reasons in taking English online tuition.

Table 11 Number and Percentage of reasons in taking English online tuition

What's Reason to choose English Online Tuition ?	Number	Percent of Frequency	Percent of Number
To increase grades in schooling	92	18.85	62.16
To pass the Admission test	103	21.11	69.59
To further my knowledge in English	128	26.23	86.49
To have more convenient in time and cost saving	96	19.67	64.86
To have more security in transporting	59	12.09	39.86
Others	10	2.05	6.76
Total	488	100.00	329.73

The result from table 11 can also show that majority of responses are from the choice of 'to further my knowledge in English,' the count is 128, frequency is 26.23, and frequency of number is 86.49%. The reason of 'to pass the Admission test' got 103 responses, percent of frequency is 21.11 and 69.59% of number. 10 chose 'others' and identify that they 'want to explore new experience in learning and 'have more individual environment than traditional tuition.'

Table 12 will show number and percentage of support when taking the English language online tuition.

Table 12 Number and Percentage of the Application Mode of Taking English Online Tuition

How do you apply English language online tuition at this time?	n	Percent
By yourself	139	92.67
By your father	3	2.00
By your mother	2	1.33
By your friend	2	1.33
Others	4	2.67
Total	150	100.00

On the Table 12, the majority or 139 of the respondents (92.67%) answer ‘by yourself.’ It means that they support for the English language online course by themselves. ‘By father’ is 2.00%. ‘Others’ is 2.67% or 4 respondents did not identifying the mode of application.

4.2 ONLINE TUITION EXPERIENCE

Table 13 shows number and percentage of the students taking English online tuition.

Table 13 Number and Percentage of experience in Tuition

Have you ever taken online tuition before?	n	Percent
yes	36	24.00
no	114	76.00
Total	150	100.00

Table 13 identifies that 114 of the respondents never had experience with English online tuition (76%). Just 36 respondents had taken courses before, from kengdee online statute, CU Radio, and chula.ac.th. wwwpec9.com in maths, biology, and astronomy.

Table 14 shows the result of analysis of the reasons discouraging online tuition.

Table 14 the Result of Analysis of the Factors which Causes Dissatisfaction with Dissatisfying Online Tuition

Problem	Responses		Percent of Cases
	count	%	
The system's user-unfriendliness	44	16.42	31.21
The course content	48	17.91	34.04
The tutor(s)	34	12.69	24.11
The e-learning technique support	28	10.45	19.86
The cost	48	17.91	34.04
The time	36	13.43	25.53
Others	30	11.19	21.28
Total	268	100.00	190.07

From Table 14 the reasons for unsatisfactory online tuition are ‘the cost’ (34.04%) and ‘the course content’ (34.04%). Then the respective reason is ‘the system’s user-unfriendliness’ (31.21%) and ‘the tutor(s)’ is (24.11%) and ‘the e-learning technique support is 19.86%. ‘Others’ is 21.28% by identifying the reasons as slow speed of the system and non interactive nature of the course.

4.3 COMPUTER EXPERIENCE

Table 15 will show that number and percentage of internet model that the respondents use.

Table 15 Experience on Internet

Internet System	n	Percent
High speed Internet	121	80.67
Modem	12	8.00
Cannot identify	17	11.33
Total	150	100.00

From the Table 15, a majority of the respondents used high speed internet, that is, 121 respondents or 80.67%. 12 respondents said modem (8.00%) and ‘cannot identify’ was 17 respondents (11.33%).

As can be seen from Table 16, number and percent of internet can be categorized by the frequency of every day, 3-5 days a week, less than three, and never.

Table 16 Frequency of Internet usage

How often do you use internet a week?	n	Percent
Every day	95	63.33
3-5 days a week	36	24.00
Less than three	8	5.33
Never	11	7.33
Total	150	100.00

95 of the respondents answered ‘everyday’ for using internet (63.33%). 3-5 days a week was 36 respondents (24.00%), 8 respondents used internet ‘less than three’ (5.33%). 11 students answered ‘never.’ (11.0%).

The place of internet surfing can be seen as the table 17

Table 17 Place to use the internet of the respondents

Where do you get internet surfing?	n	Percent
House	146	97.33
School	1	0.67
Internet Cafe	1	0.67
Others	2	1.33
Total	150	100.00

From the table 17, the majority (n=146) of the respondents surfed internet from their house (97.33%). Just 1 connected is from their school or from an internet café (0.67%). 2 from dormitory and offices.

Table 18 represents duration in internet use in each time

Table 18 Duration in internet usage each time

How long do you averagely spend your time surfing the internet at a time?	N	Percent
More than 1 hour	143	95.33
30-60 Minutes	7	4.67
Total	150	100.00

143 of the respondents used internet more than one hour each time (95.33%). Just 7 respondents answered '30-60 minutes' to surf internet each time.

Table 19 will make clear about purposes of internet usage.

Table 19 Purposes of Internet Usage

What are your purposes for surfing the internet?	Responses		Percent of Cases
	Counts	Percent	
Email	116	24.2	78.4
Following News	104	21.7	70.3
Searching for information	123	25.7	83.1
Entertainment(songs, movies and games)	125	26.1	84.5
Others	11	2.3	7.4
Total	479	100.0	323.6

Considering the Table 19, the majority of the respondents used internet for entertainment in songs, movies, and games (84.5%) or 125 replies. This purpose is followed by the purpose of Email (78.4%), following news (7.03%), and others (7.4) respectively. 7.4% answered others by identifying that they use for work and hi5 chatting.

4.4 OPINION ABOUT THE ENGLISH LANGUAGE ONLINE TUITION

The analysis of the respondents in taking English online tuition is categorized into the opinions about systems, the opinions about contents, and the opinions about the tutor(s). The researcher shows the result by 1) Means, S.D ,Median 2) t-test and crosstabs in analysis and comparison opinions of the respondents by gender.

The result of the basic statistics on the opinions towards online tuition categorized into 5 ranges to compare and interpret the data:

1.00 - 1.49 = least

1.50 - 2.49 = little

2.50 - 3.49 = medium

3.50 - 4.49 = much

4.50 - 5.00 = most

Table 20 reveals opinions of the respondents about the course system by using Mean, Median, S.D., then the result can be ranked as can be seen by follows:

Table 20 Opinion about the course system

Items	Mean	Median	S.D.	Ranking
The attraction of the website	4.08	4.00	0.92	4
User friendliness of the system	4.71	5.00	0.61	2
The system facilitators graphics, animation, and annotation, and sounds	3.97	4.00	1.07	5
The system quickness	4.83	5.00	0.42	1
Hyperlinks	4.33	5.00	0.89	3

From the Table 20, the result from analyzing the basic statistics of opinion about the course system, the result shows that mean is 3.97-4.83 (S.D.=0.42-1.07) Therefore the opinion about the course system is in the high-highest rank.

Table 21 will represent descriptive statistics about opinion in the course content as follows:

Table 21 The Descriptive Statistics about Opinion towards the course content

Items	Mean	Median	S.D.	Ranking
Clarity	4.77	5.00	0.54	5
Understanding	4.87	5.00	0.39	3
Additional technique	4.91	5.00	0.33	1
Level of difficulty	4.75	5.00	0.48	6
Level of details	4.89	5.00	0.35	2
Course duration	4.69	5.00	0.59	8
Conciseness	4.73	5.00	0.60	7
Practicability	4.86	5.00	0.45	4

From the Table 21, the result of Opinion towards the course content show that mean is 4.69-4.91 (SD=0.33-0.60). Therefore opinion towards the course content is in the 'most' level. Additionally, the respondents rank additional technique to be most important.

Table 22 will reveal the descriptive statistics about opinion towards the course's tutor

Table 22 The descriptive statistics about Opinion towards the Course's Tutor

Items	Mean	Median	S.D.	Ranking
The tutor's reputation	4.08	4.00	0.92	6
The tutor's English pronunciation	4.71	5.00	0.61	3
The tutor's appearance	3.97	4.00	1.07	8
The tutor's teaching style	4.83	5.00	0.42	1
The tutor's educational background	4.33	5.00	0.89	5
The tutor's punctuality	4.03	4.00	1.07	7
The tutor's rapid feed back	4.67	5.00	0.62	4
The tutor's sense of humor.	4.75	5.00	0.50	2

From table 22 about the course's tutor, the mean is 3.97-4.83 (SD=0.42-1.07). Therefore opinions towards the course tutor were ranked much-most. The respondents rank the tutor's teaching style 'the highest' important (Mean=4.83 Median 5.00).

Table 23 reports t-test statistics to compare the different opinion about English online tuition classified by gender as follows:

Table 23 The Comparison of Different Opinion about English Online Tuition in the Opinion about the Course System Classified by Gender

Comparison results classified by sex	Male		Female		t	Sig.
	Mean	S.D.	Mean	S.D.		
Opinion about the course system	4.56	0.49	4.59	0.43	0.39	0.39
Opinion towards the course content	4.84	0.26	4.78	0.41	1.20	0.23
Opinion towards the course's tutor	4.41	0.54	4.43	0.54	0.30	0.76

From the Table 23, the result is that different gender had no significant difference on opinion ($P < 0.05$).

4.2.2. The reason for changing option

The table 24 will show the percentage of the factor making the respondents change tutorial options.

Table 24 Percentage of the factor influences changing Tutorial Option.

The reason for changing options in English online tuition	Responses	
	Percent	Ranking
Cost	17.42	4
Time	17.79	3
Content	20.15	1
Tutor	15.43	5
Vicinity to the residential area	10.89	6
Easiness to use	17.97	2
Others	0.36	7
Total	100.00	

The result of the data analysis identifies the factor influences changing tutorial options of the respondents. It was found that content is ranked the most influential factor (20.15%), easiness to use (17.97%), time (17.79%), time (17.79%),

and cost (17.42%), tutors (15.43%), and vicinity to the residential areas (10.89%), others (0.36%).

4.5 RESULT OF PROBLEMS AND COMMENTS

4.5.1 Problems in taking English online tuition

From the table 4.23, it can show percent and ranking about problems and suggestion about English online tuition as follows:

Table 25 *Number and Percentage of the Problems in Taking English Online Tuition*

Problems and suggestions about English online tuition.	Responses	
	Percent	Ranking
You cannot gain access when needed to	32.51	1
The presentation is not interesting.	15.27	4
The system is too complicated	20.69	2
Computer knowledge	16.75	3
Others	14.78	5
Total	100.00	

From the table 25, many of the respondents stated the problems of ‘you cannot gain access when needed to access’ (32.51%), and ‘the system is too complicated’(20.69%), computer knowledge (16.75%), the presentation is not interesting (15.27%) successively.

4.5.2 Comment in taking English online tuition

The result analysis of the open-ended questions found that 125 respondents commented and clarified their problems. We will categorize into three categories: about the system, about the content, and about the service.

1. Problems and comments about the system

- The system should be more smooth and speedy.
- Sounds and graphics should be more attractive.
- It is better to have animation but not too much.

2. Problems and comments about the contents

- The content should be more accurate, concise, and clear.

- The content should be continually updated.
- The content should contain more practice

3. Problems and comments about the service

- It should contain live-on course by setting up the face-to-face classroom in the headquarters.
- It should have promotion: free extra courses.
- It should have telephone contact during the online course.
- It should have standard guarantee that the students who take online course will pass the test.