

CHAPTER FOUR

RESULTS

This chapter presents the findings of the study obtained by means of the questionnaire investigating the reading strategies of the students. The data analysis was made by using the Statistical Package for Social Sciences (SPSS) version 10.0.5 to calculate the frequency, percentage and mean. The hypotheses were tested by using F-test or One way ANOVA and t-test. The findings are presented as follows:

4.1 Demographic information

4.2 Frequency in reading English language material and the reason for reading English material

4.3 Testing of the hypotheses

4.1 DEMOGRAPHIC INFORMATION

In the first part, the questionnaire sought the demographic data concerning gender, age, year of study, average GPA, number of reading courses taken the Bachelor level, parent's occupation, mother occupation, parents' income. All information was shown in the form of frequency and percentage of the respondents as follows:

Gender. As shown in Table 1, Most of the respondents were female (88.3%) and the rest were male (11.7%).

Age. The respondents were mostly 20-21 years old (60.0%) , followed by 18-19 years old (31.7%) and more than 21 years old (8.3%).

Year of Study. 33.3% of the respondents study at 1st, 2nd and 3rd

Average GPA. 28.3 of the respondents have 2.51-3.00 GPA, 26.7% was 2.01-2.50 GPA , 23.3% was 3.01-3.50 GPA , 15.0% was 2.00 GPA or under and 6.7% was 3.51-4.00 GPA.

The numbers of "Reading" courses taken at Bachelor level. About 88.3% of the respondents took 2 courses of "Reading" at the bachelor level, followed by 1 course (5.0%), 3 courses (5.0%) and no course (1.7%).

Father's occupation. Most of the father's occupations were agriculturists (36.7%) , 20.0% others , 15.0% businesspersons , 13.3% government officials , 11.7% sellers and 3.3% enterprise officials.

Mother's occupation. Mother's occupation's were agriculturists (36.7%), followed by sellers (20.0%), others(18.3%), government officials (13.3%) and businesspersons (11.7%).

Parents' income. The parents' incomes were 10,000-30,000 baht/month (55.0%), followed by less than 10,000 baht/month (31.7%) and over 30,000 baht/month (13.3%).

Table 1. Demographic Information

Demographic	Frequency	Percentage
Gender		
Male	7	11.7
Female	53	88.3
Total	60	100.0
Age		
18-19 years old	19	31.7
20-21 years old	36	60.0
More than 21 years old	5	8.3
Total	60	100.0
Year of Study		
1st	20	33.3
2nd	20	33.3
3rd	20	33.3
Total	60	100.0
Average GPA		
2.00 or under	9	15.0
2.01-2.50	16	26.7
2.51-3.00	17	28.3
3.01-3.50	14	23.3
3.51-4.00	4	6.7
Total	60	100.0
The numbers of "Reading" courses taken in Bachelor level.		
never	1	1.7
1 course	3	5.0
2 courses	53	88.3
3 courses	3	5.0
Total	60	100.0
Father's Occupation		
seller	7	11.7
agriculturist	22	36.7
businessperson	9	15.0
government official	8	13.3
enterprise official	2	3.3
others	12	20.0
Total	60	100.0

(table continues)

Table 1. (continued)

Mother's Occupation		
seller	12	20.0
agriculturist	22	36.7
businessperson	7	11.7
government official	8	13.3
others	11	18.3
Total	60	100.0
Parent's income		
less than 10,000 baht/month	19	31.7
10,000-30,000	33	55.0
over 30,000 baht	8	13.3
Total	60	100.0

4.2 FREQUENCY IN READING ENGLISH LANGUAGE MATERIAL AND REASONS FOR READING ENGLISH LANGUAGE MATERIAL

The second part of the questionnaire searched for the respondents' attitude towards English language material and their reading habit. The information collected was measured in terms of frequency of reading English language material and reason for reading English language material. Close-ended questions with the Likert 5-point scale were used to measure the degree of respondents' opinion. The finding was shown in the form of frequency distribution, mean and standard deviation.

Table 2. Frequency of Reading English Language Material

You often read these materials.	Degree of opinion					\bar{x}	S.D.	Degree of frequency
	strongly agree	agree	neutral	disagree	strongly disagree			
Text books	11 (18.3)	30 (50.0)	13 (21.7)	4 (6.7)	2 (3.3)	3.73	.95	High
Brochures/Pamphlets	3 (5.0)	17 (28.3)	19 (31.7)	16 (26.7)	5 (8.3)	2.95	1.05	Moderate
Magazines/Journals	5 (8.3)	6 (10.0)	24 (40.0)	19 (31.7)	6 (10.0)	2.75	1.05	Moderate
Newspapers	2 (3.3)	9 (15.0)	26 (43.3)	14 (23.3)	9 (15.0)	2.68	1.02	Moderate
Cartoon books	1 (1.7)	12 (20.0)	20 (33.3)	17 (28.3)	10 (16.7)	2.62	1.04	Moderate
Overall						2.95	.67	Moderate

According to Table 2, the respondents's overall reading English language material was at the moderate frequency level ($\bar{x}=2.95$). They would rather read text books at high frequency level($\bar{x}=3.73$) , followed by brochures/pamphlets($\bar{x}=2.95$) , magazines/journals($\bar{x}=2.75$) , newspapers($\bar{x}=2.68$) and cartoon books($\bar{x}=2.62$) at a moderate frequency level.

Table 3. Reason for reading English language material

Reason	Degree of opinion					\bar{x}	S.D.	Degree of important
	strongly agree	Agree	neutral	Disagree	strongly disagree			
The material has illustrations	20 (33.3)	27 (45.0)	9 (15.0)	4 (6.7)	- -	4.05	.87	Important
The content of the material is fun and interesting	19 (31.7)	19 (31.7)	15 (25.0)	6 (10.0)	1 (1.7)	3.82	1.05	Important
The material is colorful	13 (21.7)	27 (45.0)	15 (25.0)	3 (5.0)	2 (3.3)	3.77	.96	Important
The material is compact in size	11 (18.3)	27 (45.0)	13 (21.7)	7 (11.7)	2 (3.3)	3.63	1.02	Important
The content of the material is easy to read	15 (25.0)	17 (28.3)	19 (31.7)	8 (13.3)	1 (1.7)	3.62	1.06	Important
Understanding of the vocabulary.	5 (8.3)	21 (35.0)	29 (48.3)	3 (5.0)	2 (3.3)	3.40	.85	Neutral
Understanding of the main idea.	2 (3.3)	13 (21.7)	32 (53.3)	11 (18.3)	2 (3.3)	3.03	.82	Neutral
Parents encourage to read	1 (1.7)	19 (31.7)	25 (41.7)	9 (15.0)	6 (10.0)	3.00	.97	Neutral
Understanding of the grammar.	3 (5.0)	11 (18.3)	29 (48.3)	11 (18.3)	6 (10.0)	2.90	.99	Neutral
Someone introduces you to read	1 (1.7)	13 (21.7)	27 (45.0)	15 (25.0)	4 (6.7)	2.87	.89	Neutral
Understanding of the type of materials.	1 (1.7)	11 (18.3)	30 (50.0)	13 (21.7)	5 (8.3)	2.83	.89	Neutral
Ability of interpret the concept.	- -	7 (11.7)	34 (56.7)	16 (26.7)	3 (5.0)	2.75	.73	Neutral
Friend introduces you to read	1 (1.7)	5 (8.3)	29 (48.3)	18 (30.0)	7 (11.7)	2.58	.87	Less important
There is English language material available in the house	3 (5.0)	5 (8.3)	22 (36.7)	19 (31.7)	11 (18.3)	2.50	1.05	Less important
Parents buy English material as a present	3 (5.0)	7 (11.7)	10 (16.7)	24 (40.0)	16 (26.7)	2.28	1.14	Less important
Overall						3.14	.57	Neutral

As shown in Table 3, Most of the respondents felt neutral towards the importance of reading English language material ($\bar{x}=3.14$). The reason of highest importance was that the materials had illustrations ($\bar{x}=4.05$) at an important level. The reason which the respondents considered rather important was the content of the material was fun and interesting ($\bar{x}=3.82$) at a important level , the materials are colorful ($\bar{x}=3.77$) at important level , the material was compact in size ($\bar{x}=3.63$) at important level. However, the respondents felt it rather less important that parents buy English language material as a present ($\bar{x}=2.28$), respectively.

4.3 TESTING OF HYPOTHESIS

4.3.1. The respondents with different backgrounds affect frequency of reading English language material

a) Year of Study affects the frequency of reading English language material.

Table 4 Year of Study and the Frequency of Reading English Language Material

You often read these materials.	Year of Study			F	p
	1 st	2 nd	3 rd		
	(n=20)	(n=20)	(n=20)		
	\bar{x}	\bar{x}	\bar{x}		
Newspapers	2.60	2.60	2.85	.395	.676
Magazines/Journals	2.60	2.75	2.90	.399	.673
Text books	3.90	3.45	3.85	1.352	.267
Cartoon books	2.65	2.45	2.75	.421	.659
Brochures/Pamphlets	2.90	2.60	3.35	2.746	.073
Overall	2.93	2.77	3.14	1.564	.218

*p<0.05

According to Table 4, When F-test or One-Way ANOVA was used to test Hypothesis 1.1, The year of study wasn't significant with regard to frequency of reading English language material with Newspapers (.676), Magazines/Journals (.673), Text books (.267), Cartoon books (.659), Brochures/Pamphlets (.073) and overall frequency of English language material (.218). As a result, Year of Study had no affect on the frequency of reading English language material.

b) Number of “Reading” courses taken at Bachelor level affects frequency of reading English language material.

Table 5. Number of “Reading” Courses Taken at Bachelor Level and Frequency of Reading English Language Material

You often read these materials.	The numbers of "Reading" courses taken in Bachelor level.			F	p
	1 course or never (n=4)	2 courses (n=53)	3 courses (n=3)		
	\bar{x}	\bar{x}	\bar{x}		
Newspapers	2.25	2.72	2.67	.385	.682
Magazines/Journals	2.75	2.75	2.67	.010	.990
Text books	2.75	3.81	3.67	2.419	.098
Cartoon books	2.00	2.68	2.33	.902	.411
Brochures/Pamphlets	2.50	2.96	3.33	.564	.572
Overall	2.45	2.98	2.93	1.194	.310

*p<0.05

As shown in Table 5, When F-test or One-Way ANOVA was used to test Hypothesis 1.2, The number of "Reading" courses taken at Bachelor level wasn't significant with regard to frequency of reading English language material with Newspapers(.682), Magazines/Journals(.990), Text books(.098), Cartoon books(.411), Brochures/Pamphlets(.572) and overall frequency of English language material(.310). Therefore, the number of “Reading” courses taken at Bachelor level has no affect on the frequency of reading English language material.

c) Father's occupation affects the frequency of reading English language material.

Table 6. Father's Occupation and the Frequency of Reading English Language Material

You often read these materials.	Father's Occupation						F	p
	Seller (n=7)	Agriculturist (n=22)	Business person (n=9)	government official (n=8)	enterprise official (n=2)	Others (n=12)		
	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
Newspapers	2.71	2.82	2.67	2.63	2.00	2.58	.271	.927
Magazines/Journals	3.29	2.77	2.33	2.88	3.00	2.58	.737	.599

(table continues)

Table 6. (continued)

Text books	3.71	3.73	3.44	3.75	4.00	3.92	.268	.929
Cartoon books	2.86	2.68	2.11	3.25	2.00	2.42	1.375	.248
Brochures/Pamphlet	3.00	2.77	3.11	2.88	2.50	3.25	.428	.827
Overall	3.11	2.95	2.73	3.08	2.70	2.95	.363	.871

*p<0.05

According to Table 6, When F-test or One-Way ANOVA was used to test Hypothesis 1.3, Father's occupation wasn't significant with regard to frequency of reading English language material with Newspapers(.927) , Magazines/Journals(.599) , Text books(.929) , Cartoon books(.248) , Brochures/Pamphlets(.827) and overall frequency of English materials(.871). Therefore, father's occupation has no affect on the frequency of reading English language material.

- d) Mother's occupation affects the frequency of reading English language material.

Table 7. *Mother's Occupation and the Frequency of Reading English Language Material*

You often read these materials.	Mother's Occupation					F	p
	Seller	Agriculturist	Business person	government official	Others		
	(n=12)	(n=22)	(n=7)	(n=8)	(n=11)		
	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
Newspapers	2.33	2.68	3.14	3.00	2.55	.955	.440
Magazines/Journals	2.58	2.64	3.14	3.00	2.73	.481	.750
Text books	3.50	3.77	3.29	4.00	4.00	.941	.447
Cartoon books	2.75	2.55	2.57	2.88	2.45	.254	.906
Brochures/Pamphlets	2.33	2.86	3.71	2.88	3.36	2.730	.038*
Overall	2.70	2.90	3.17	3.15	3.02	.837	.508

*p<0.05

Table 7 shows that when F-test or One-Way ANOVA was used to test Hypothesis 1.4, Mother's occupation was significant (.038) with the frequency of reading English language brochures/pamphlets. As a result, a mother's occupation affects the frequency of reading English language brochures/pamphlets; however, no significant relationship was found between mother's occupation and the frequency of reading language English

material with Newspapers (.440), Magazines/Journals (.750), Text books (.447) , Cartoon books (.906) and overall frequency of reading English language material (.508).

e) Parents' income affects the frequency of reading English language material.

Table 8. Parents' Income and Frequency of Reading English Language Material

You often read these materials.	Parents' income			F	p
	less than 10,000 baht/month (n=19)	10,000-30,000 baht/month (n=33)	over 30,000 baht/month (n=8)		
	\bar{x}	\bar{x}	\bar{x}		
Newspapers	2.63	2.85	2.13	1.706	.191
Magazines/Journals	2.42	2.97	2.63	1.749	.183
Text books	3.58	3.91	3.38	1.390	.257
Cartoon books	2.79	2.64	2.13	1.162	.320
Brochures/Pamphlets	2.84	3.00	3.00	.143	.867
Overall	2.85	3.07	2.65	1.587	.213

*p<0.05

According to Table 8, When F-test or One-Way ANOVA was used to test Hypothesis 1.5, no significance was found between parents' income and the frequency of reading English language material with Newspapers (.191), Magazines/Journals (.183), Text books (.257), Cartoon books (.320), Brochures/Pamphlets (.867) and overall frequency of English language material (.213). As a result, parents' income wasn't significant.