

CHAPTER FOUR

RESULTS

The previous chapter discussed the research methodology of this study. This chapter reports the results of the study according to the research objectives stated in chapter one.

4.1 GENERAL BACKGROUND INFORMATION OF STUDENTS

The first part of the questionnaire asked for background information of the subjects regarding sex, experience in learning English and the year level the subjects are currently studying.

Table 1. The Subjects' Personal Information

Personal information	Number (N)	Percentage (%)
1. Sex		
Male	39	32.8
Female	80	67.2
2. Experience in learning English		
Since Pre-school	73	61.3
Since Prathom 1	22	18.5
Since Prathom 5	19	16.0
Since M.1	5	4.2
3. Students are currently		
a first year student	30	25.2
a second year student	30	25.2
a third year student	30	25.2
a forth year student	29	24.4

N=119

According to table 1, the subjects of this study were 119 students from 4 classes; 30 subjects were the first year students, 30 subjects were second year students, 30 subjects were third year students, and 29 subjects were fourth year students. 39 subjects were male and 80 subjects were female. Most of them, 73

subjects, started studying English at pre-school level. 22 subjects started to study English when they were in Prathom 1 and 19 of them started to study English in Prathom 5. There were only 5 subjects who started to study English when they were in M.1.

4.2 THE LANGUAGE SKILLS AND FREQUENCIES STUDENTS ARE EXPOSED TO OUTSIDE CLASSROOM

Table 2 The Language Skills the Students Use in Real Life.

Skills	Students	Degree of Frequency			
		1	2	3	4
Listening	1 st year	22 (73.3 %)	7 (23.3 %)	1 (3.3 %)	-
	2 nd year	16 (53.3 %)	12 (40.0%)	2 (6.7%)	-
	3 rd year	21(70.0%)	8 (26.7%)	1(3.3)	-
	4 th year	10(34.5%)	14(48.3%)	5 (17.2 %)	-
Speaking	1 st year	-	-	18(60.0 %)	12 (40.0 %)
	2 nd year	-	-	18(60.0%)	12(40.0%)
	3 rd year	-	-	18(60.0%)	12(40.0%)
	4 th year	9 (31.1%)	-	13 (44.8%)	7 (24.1%)
Reading	1 st year	7 (23.3 %)	23 (76.7 %)	-	-
	2 nd year	12(40.0%)	18(60.0%)	-	-
	3 rd year	8(26.7%)	22(73.3%)	-	-
	4 th year	10 (34.5%)	10 (34.5%)	5 (17.2%)	4 (13.8%)
Writing	1 st year	1 (3.3 %)	-	11 (36.7 %)	18 (60.0 %)
	2 nd year	2(6.7%)	-	10 (33.3%)	18 (60.0%)
	3 rd year	1 (3.3 %)	-	11 (36.7 %)	18 (60.0%)
	4 th year	-	5(17.2%)	6(20.7%)	18 (62.1%)

Note: 1 = always 2 = often 3 = rarely 4 = never

According to the table, most subjects are expose to receptive skills of English, listen and reading. They rarely use productive skills, speaking and writing.

Comparing the level of subjects to each English language skill, the table shows that there are 73.3% subjects of the first year students,53.3% of the second year, 70.0% of the third year and 34.5% of the fourth year always use listening skill. From the first year to the fourth year, 23.3%, 40.0%, 26.7% and 48.3% subjects often

expose to this skill. Few of them, 3.3%, 6.7%, 3.3% and 17.2% of the subjects rarely listen to English. However, there are no subjects who never use listening skill. For speaking skill, there are only 31.1% fourth year subjects who always use this skill, no one often use it, 60.0% subjects of the first year, second year, third year, and 44.8% subjects of the fourth year level rarely use speaking skill. Many of them never speak English in their real life situations, 40.0% of subjects from the first year, second year, third year and 24.1% of the fourth year students. About reading skill, most subjects, 76.0% of the first year, 60.0% of the second year, 73.3% of the third year and 34.5% of the fourth year often use this skill. Many of them always read English written texts, 23.3% of the first year, 40.0% of the second year, 26.7% of the third year and 34.5% of the fourth year. No first year, second year, and third year subjects rarely or never read written texts in English but 17.2% and 13.8% of the fourth year subjects rarely and never use this skill. For writing skill, 3.3% of the first year subjects always use it, 36.7 % of them rarely use it and 60.0% of them never write in English while 6.7% of the second year students always write in English, 33.3% of them rarely write in English and 60.0% never use this skill outside classroom. Only 3.3% of the third year subjects always use writing skill, 36.7% of them rarely use it and 60.0 never use writing skill. 17.2% of the fourth year subjects often use writing skill, 20.7% rarely use it and 62.1% never use this skill.

Table 3 The Frequencies of Each Skill Students are Exposed to Outside English Classroom.

Frequency / Skills	Listening		Speaking		Reading		Writing	
	N	%	N	%	N	%	N	%
More than 5 hours every day	36	30.3	5	4.2	26	21.8	-	-
2-5 hours every day	37	31.1	4	3.4	11	9.2	-	-
Less than 2 hours a day	5	4.2	67	56.3	5	4.2	42	35.3
Less than 5 hours a week	25	21.0	4	3.4	33	27.7	5	4.2
Less than 5 hours a month	16	13.4	39	32.8	44	37.0	72	60.5

N=119

Table 3 shows that students are exposed to receptive skills, listening and speaking, more frequently than productive skills, reading and writing. There are

30.3% of subjects listen to English more than 5 hours every day, 31.1% of them spend 2-5 hours a day for listening, 4.2 % of the subjects are exposed to this skill less than two hours a day, 21.0 % use this skill less than five hours a week. And 13.4% of the subjects spend less than 5 hours a month to listen to English. Speaking is the productive skill. Most subjects, 56.3%, speak English less than two hours a day and many of them, 32.8%, speak out less than 5 hours a month. There are 3.4% use speaking skill 2-5 hours every day and 3.4% again use this skill less than 5 hours a week.

4.3 THE VARIOUS LANGUAGE CONTEXTS USED BY STUDENTS

Table 4 The Real Life Situations and Frequencies the Subjects Use English

Statements	Degree of frequency				X
	always	often	rarely	never	
	%	%	%	%	
1. Listen to English radio programs.	5.9	33.6	50.4	10.1	2.75
2. Listen to English songs.	24.4	49.6	22.7	3.4	3.69
3. Listen to announcements and advertisements in English.	5.0	32.8	49.6	12.6	2.68
4. Watch Western movies with soundtracks.	30.3	29.4	37.0	3.4	3.46
5. Interact with foreigners in Thailand.	3.4	24.4	58.8	13.4	2.45
6. Interact with foreigners through the Internet.	5.0	32.8	30.3	31.9	2.49
7. Read English magazines.	4.2	25.5	56.3	14.3	2.49
8. Read English newspapers.	4.2	21.0	60.5	14.3	2.40
9. Read English textbooks.	6.7	21.8	46.2	25.2	2.39
10. Gather information from the Internet.	13.4	44.5	36.1	5.9	3.24
11. Take notes or write in the diary in English.	2.5	10.9	42.9	43.7	1.86
12. Write letters or postcards to foreign friends.	1.7	14.3	31.1	52.9	1.81

N=119

Note: Mean criteria: 1.00 - 1.49 = never 1.50 - 2.49 = rarely
 2.50 - 3.49 = sometimes 3.50 - 4.49 = often
 4.50 - 5.00 = always

Table 4 shows the data of the language contexts and frequencies used by the 119 subjects. By considering the mean of each item, it can be concluded that the context the subjects are exposed to the most frequently is to listen to English songs (3.69 = often). **Sometimes** they listened to English radio programs (2.75), listen to announcements and advertisements in English (2.68), watch Western movies with soundtracks(3.46), interact with the foreigners through the Internet (2.49), and read English magazines (2.49). They **rarely** interact with foreigners in Thailand (2.45), gather information from the Internet (3.24), interact with foreigners in Thailand (2.45), read English newspapers (2.40) read English textbooks (2.39), take notes or write in the diary in English (1.86) write letters or postcards to foreign friends (1.81)

4.4 THE STUDENTS' ATTITUDES TOWARDS USING ENGLISH IN REAL LIFE SITUATIONS

Table 5 The Subjects' Attitudes Toward Using English in Real Life Situations.

Statements	Degree of feelings				Mean X
	Strongly agree	agree	disagree	Strongly disagree	
	5	4	2	1	
1. Students are enthusiastic to speak English with foreigners.	41.2	32.8	21.8	4.2	3.85
2. Students would like to have foreigner friends who speak English.	33.6	37.8	21.0	7.6	3.69
3. Students would like to further my studies in a country where the people speak English.	32.8	37.0	23.5	6.7	3.66
4. The ability to communicate in English increases opportunities in finding jobs.	57.1	21.0	16.0	5.9	4.08
5. Students would like to understand English magazines.	42.0	34.5	20.2	3.4	3.92
6. Students would like love to understand English songs.	45.4	33.6	16.0	5.0	3.98
7. Students prefer watching Western movies that have soundtracks .	39.5	38.7	16.8	5.0	3.91
8. Students would like to chat with foreigners in English through the Internet.	23.5	39.5	23.5	13.4	3.36
9. Students would like to have pen	26.9	37.0	29.4	6.7	3.48

friends in countries which use English.					
10. Students would like to work in an international company.	45.4	21.8	27.7	5.0	3.75

N=119

Note: 5=strongly agree 4=agree 2=disagree 1=strongly disagree

Mean Criteria: 1.00 - 1.49 = strongly disagree 1.50 - 2.49 = disagree
 2.50 - 3.49 = not sure 3.50 - 4.49 = agree
 4.50 - 5.00 = strongly disagree

The table 5 illustrates the students' attitudes toward using English in their real life situations. In summary, most of them agree to almost all statements. They were not sure if they would like to chat with foreigners in English through the Internet and if they would like to have pen friends in countries which use English.

Table 6 The Subjects' Attitudes Toward Using English in Real Life Situations Comparing Among Students in Different Levels

Statements	Degree of feelings				Total X
	Students' levels				
	1 st year	2 nd year	3 rd year	4 th year	
	X	X	X	X	
1. Students are enthusiastic to speak English with foreigners.	2.77	3.77	4.43	4.45	3.85
2. Students would like to have foreigner friends who speak English.	2.27	3.80	4.30	4.41	3.69
3. Students would like to further my studies in a country where the people speak English.	2.47	3.67	4.20	4.31	3.66
4. The ability to communicate in English increases opportunities in finding jobs.	2.60	4.23	4.60	4.90	4.08
5. Students would like to understand English magazines.	3.00	3.80	4.27	4.62	3.92
6. Students would like love to understand English songs.	2.83	3.97	4.43	4.72	3.98
7. Students prefer watching Western movies that have soundtracks .	3.27	3.83	4.20	4.34	3.91
8. Students would like to chat with foreigners in English through the Internet.	2.07	3.90	3.93	3.55	3.36
9. Students would like to have pen	2.43	3.70	4.03	3.76	3.48

friends in countries which use English.					
10. Students would like to work in an international company.	2.30	3.73	4.50	4.48	3.75

N=119

Note: 5=strongly agree 4=agree 2=disagree 1=strongly disagree

Mean Criteria: 1.00 - 1.49 = strongly disagree 1.50 - 2.49 = disagree
 2.50 - 3.49 = not sure 3.50 - 4.49 = agree
 4.50 - 5.00 = strongly disagree

Table 6 shows that all first year subjects disagreed with all statements while all second year subjects agreed to all statements. The third year subjects strongly agree that the ability to communicate in English increases opportunities in finding jobs and they would like to work in an international company and they agreed to all other statements. The fourth year subjects' attitudes are quite the same as the third year subjects'. They agreed to almost all statements and none of them, third and fourth year subjects, disagree with any statements. The fourth year subjects also strongly agree that the ability to communicate in English increases opportunities in finding jobs; moreover, they strongly felt that they would like to use English magazines and English songs. Though they would like to work in an international company there is less emphasis than the third year subjects' desire.