

CHAPTER IV

RESULTS

This chapter is a report of the results and findings of the study. It comprises the analysis of the collected data and findings. The results of the study are presented through the findings of the research questions in Chapter 1.

Research Question One

How did the students use the Internet?

Finding One

The first research question was to investigate how the students use the Internet. The findings illustrated days of the Internet use by the students, location of the Internet use and students' resources for the Internet use. The findings of the research questions one were as follows:

Table 3 Days of the Internet Use

N = 316

Days of the Internet Use	Number of the Students	Percentage
Monday – Friday	123	38.9
Saturday – Sunday and Holidays	193	61.1

Regarding Table 3, the majority of the students used the Internet on Saturday to Sunday and holidays (61.1%); whereas the rest used the Internet on Monday – Friday (38.9%).

Table 4 Location of the Internet Use

N = 316

Location of the Internet Use	Number of the Students	Percentage
Home	256	83.86
School's computer laboratories	305	96.51
Friends' houses	264	83.54
Internet cafés	285	90.18
Parents' offices	231	73.10
Dormitory	200	63.29
Others	11	3.48

From Table 4, the students used the Internet at different places. Most of the students used the Internet at the school's computer laboratories (96.51%). Then, 90.18% of the students used the Internet at the Internet Cafés. 83.86% of the students used the Internet at home. 83.54% of the students used the Internet at friends' houses. 73.10% of the students used the Internet at their parents' offices. 63.29% of the students used the Internet at their dormitory. Additionally, 3.48% of the students used the Internet at other places (post office, public library, and Tambol Internet Center).

Table 5 Students' Resources for the Internet Use

N = 316

Websites	Using		Knowing but not Using		Not Knowing	
	N	%	N	%	N	%
http://www.sanook.com	281	89.0	27	8.5	8	2.5
http://www.encyclopedia.com	82	25.9	120	38.0	114	36.1
http://www.siamguru.com	174	55.1	85	26.9	57	18.0
http://www.google.com	286	90.5	24	7.6	6	1.9
http://www.thaimail.com	221	69.9	77	24.4	18	5.7
http://www.hotmail.com	258	81.6	48	15.2	10	3.2
http://www.mthai.com/	151	47.8	110	34.8	55	17.4
http://www.msn.com	218	69.0	78	24.7	20	6.3
http://www.hunsa.com	156	49.3	101	32.0	59	18.7
http://www.student-weekly.com	62	19.6	144	45.6	110	34.8
http://www.storythai.com/home	60	19	133	42.1	123	38.9
http://www.diaryland.com	49	15.5	134	42.4	133	42.1
http://www.thaiware.com	130	41.1	108	34.2	78	24.7
http://www.microsoft.com	94	29.8	128	40.5	94	29.7
http://www.kapook.com	252	79.7	40	12.7	24	7.6
http://www.thetimes.co.uk	67	21.2	132	41.8	117	37.0
http://www.thaielearner.com	53	16.8	124	39.2	139	44.0
http://www.english-zone.com	50	15.8	126	39.9	140	44.3

From Table 5, the first five websites that the students knew and used the most were [google.com](http://www.google.com) (90.5%), [sanook.com](http://www.sanook.com) (88.9%), [hotmail.com](http://www.hotmail.com) (81.6%), [kapook.com](http://www.kapook.com) (79.7%) and [thaimail.com](http://www.thaimail.com) (69.9%) respectively.

The first five websites that the students knew but did not use were [student-weekly.com](http://www.student-weekly.com) (45.6%), [diaryland.com/](http://www.diaryland.com/) (42.4%), [storythai.com](http://www.storythai.com), [thetimes.co.uk](http://www.thetimes.co.uk) (41.8%) and [microsoft.com](http://www.microsoft.com) (42.1%) respectively

The first five websites that the students did not know were english-zone.com (44.3%), thaielearner.com (44%), diaryland.com (42.1%), storythai.com (38.9%) and thetimes.co.uk (37%) respectively.

Research Question Two

Was there a relationship between the Internet use and the English proficiency?

Finding Two

The second question focused on a relationship between the Internet using behavior and English proficiency. The findings illustrated purposes of the Internet use for study, Internet use for non-academic purposes and Internet applications. All data were computed to find the relationship between the Internet using behavior and the English proficiency and were presented in Table 6

Table 6 Relationship between the Internet Using Behavior and English Proficiency

Variable	Pearson's correlation	Significance (2-tailed)
Relationship between the Internet Using Behavior and English Proficiency	0.154**	0.006

P<0.05

According to Table 6, there was a statistically significant relationship at the level of 0.05 between the Internet using behavior and English proficiency, as the relationship between the sum of the Internet using behavior and English proficiency was less than 0.05. Although a low correlation was found between the Internet using behavior and English proficiency ($r = 0.154^{**}$), there was a positive statistically significant.

Part 3 of the questionnaire asked the students to rate the purposes of using the Internet.

A mean score derived from this scale was interpreted as follows:

Using the Internet very often	=	4.50 – 5.00
Using the Internet often	=	3.50 – 4.49
Using the Internet sometimes	=	2.50 – 3.49
Using the Internet rarely	=	1.50 – 2.49
Using the Internet very rarely	=	1.00 – 1.49

Table 7 Purposes of the Internet Use for Study

Purposes	Frequency of the Internet Use							
	High		Intermediate		Low		Overall	
	Achievers (N = 69)		Achievers (N = 190)		Achievers (N = 57)		(N = 316)	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Searching information for doing English homework and reports	3.62	0.99	3.51	1.09	3.60	1.29	3.55	1.11
Searching information for doing homework and reports in other subjects	4.49	0.78	4.22	0.88	4.18	0.91	4.27	0.87
Studying CAI on the web	2.57	1.08	2.93	1.18	3.16	1.07	2.89	1.15
Studying English from e-learning lessons on the web	2.42	1.06	2.71	1.12	2.63	1.08	2.63	1.10
Studying English from e-books on the web	2.29	1.03	2.59	1.13	2.46	0.93	2.50	1.08
Studying and practicing listening skill on the web	2.36	1.04	2.57	1.13	2.51	0.98	2.52	1.09



Table 7 (Cont.)

Purposes	Frequency of the Internet Use							
	High		Intermediate		Low		Overall	
	Achievers		Achievers		Achievers		(N = 316)	
	(N = 69)		(N = 190)		(N = 57)			
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Studying and practicing speaking skill on the web	2.22	1.07	2.47	1.13	2.49	1.00	2.42	1.10
Studying and practicing reading skill on the web	2.65	1.14	2.64	1.20	2.65	1.03	2.64	1.15
Studying and practicing writing skill on the web	2.46	0.99	2.54	1.07	2.67	1.07	2.54	1.05
Studying and practicing English grammar on the web	2.65	1.12	2.62	1.12	2.70	1.07	2.64	1.11
Studying and practicing vocabulary on the web	2.99	1.25	2.86	1.25	2.88	1.13	2.89	1.23
Submitting assignments	2.54	1.30	2.77	1.30	3.12	1.21	2.78	1.29
Communicating with teachers	2.46	1.16	2.48	1.16	2.46	1.12	2.47	1.15
Communication with friends about studying	3.25	1.29	3.22	1.19	2.91	1.26	3.17	1.22

From Table 7, the students used the Internet for different purposes in term of studying. The students often used it to do homework and reports in other subjects ($\bar{x}=4.27$), and to do English homework and reports ($\bar{x}=3.55$). The students sometimes communicated with friends about studying ($\bar{x}=3.17$), studied CAI on the web ($\bar{x}=2.89$), studied and practiced vocabulary on the web ($\bar{x}=2.89$), submitted assignments ($\bar{x}=2.78$), studied and practiced reading skill on the web ($\bar{x}=2.64$), studied and practiced English grammar on the web ($\bar{x}=2.64$), studied English from e-

learning lessons on the web ($\bar{x}=2.63$), studied and practiced writing skill on the web, studied and practiced listening skill on the web ($\bar{x}=2.54$), and studied English from e-books on the web ($\bar{x}=2.50$). However, the students rarely used the Internet for communicating with teachers ($\bar{x}=2.47$) and for studying and practicing speaking skill on the web ($\bar{x}=2.42$).

When the student levels were examined, the high achievers often used the Internet for searching information to do homework and reports in other subjects ($\bar{x}=4.27$), for searching information to do English homework and reports ($\bar{x}=3.55$). They sometimes used the Internet for communicating with friends about studying ($\bar{x}=3.17$), studying and practicing vocabulary on the web ($\bar{x}=2.99$), studying and practicing reading skill on the web as well as studying and practicing English grammar on the web ($\bar{x}=2.65$), studying CAI on the web ($\bar{x}=2.57$) and submitting assignments ($\bar{x}=2.54$). However, the students rarely used the Internet for studying and practicing writing skill on the web as well as communicating with teachers ($\bar{x}=2.46$), studying English from e-learning lessons on the web ($\bar{x}=2.42$), studying and practicing listening skill on the web ($\bar{x}=2.36$), studying English from e-books on the web ($\bar{x}=2.29$) and studying and practicing speaking skill on the web ($\bar{x}=2.22$).

Among intermediate achievers, the students often used the Internet for doing homework and reports in other subjects ($\bar{x}=4.22$), and searching information for doing English homework and reports ($\bar{x}=3.51$). They sometimes used the Internet for communicating with friends about studying ($\bar{x}=3.22$), studying CAI on the web ($\bar{x}=2.93$), studying and practicing vocabulary on the web ($\bar{x}=2.86$), submitting assignments ($\bar{x}=2.77$), studying English from e-learning lessons on the web ($\bar{x}=2.71$), studying and practicing reading skill on the web ($\bar{x}=2.64$), studying and practicing English grammar on the web ($\bar{x}=2.62$), studying English from e-books on the web ($\bar{x}=2.59$), studying and practicing listening skill on the web ($\bar{x}=2.57$) and studying and practicing writing skill on the web ($\bar{x}=2.54$). However, they rarely used the Internet for communicating with teachers ($\bar{x}=2.48$) and studying and practicing speaking skill on the web ($\bar{x}=2.47$) respectively.

Additionally, the low achievers often used the Internet for searching information for doing homework and reports in other subjects ($\bar{x}=4.18$) and searching information for doing English homework and reports ($\bar{x}=3.60$). They sometimes used the Internet for studying CAI on the web ($\bar{x}=3.16$), submitting assignments ($\bar{x}=3.12$), communicating with friends about studying ($\bar{x}=2.91$), studying and practicing vocabulary on the web ($\bar{x}=2.88$), studying and practicing English grammar on the web ($\bar{x}=2.70$), studying and practicing writing skill on the web ($\bar{x}=2.67$), studying and practicing reading skill on the web ($\bar{x}=2.65$), studying English from e-learning lessons on the web ($\bar{x}=2.63$) and studying and practicing listening skill on the web ($\bar{x}=2.51$). However, they rarely used the Internet for studying and practicing speaking skill on the web ($\bar{x}=2.49$), studying English from e-books on the web ($\bar{x}=2.47$) and communicating with teacher ($\bar{x}=2.46$) respectively.

There are many services on the Internet to use. The Internet contains many kinds of information and activities. Therefore, the students not only use the Internet for their studies, but also use the Internet for the non-academic purposes.

Table 8 Internet Use for Non-academic Purposes

Internet use for non-academic purposes	Frequency of the Internet Use							
	High Achievers (N = 69)		Intermediate Achievers (N = 190)		Low Achievers (N = 57)		Overall (N = 316)	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Communicating by e-mail	4.10	1.03	3.65	1.26	3.25	1.26	3.68	1.24
Communicating by chat rooms	4.38	0.84	3.64	1.23	2.95	1.39	3.67	1.27
Sharing information and ideas via web boards	3.87	0.87	3.26	1.25	2.98	1.17	3.34	1.20

Table 8 (Cont.)

Internet use for non-academic purposes	Frequency of the Internet Use							
	High		Intermediate		Low		Overall	
	Achievers		Achievers		Achievers		(N = 316)	
	(N = 69)		(N = 190)		(N = 57)			
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Entertainment	4.42	0.83	4.01	1.00	3.91	1.07	4.08	0.99
Downloading files	3.91	1.05	3.59	1.21	3.40	1.24	3.63	1.19
Buying goods and services	1.93	1.28	2.17	1.22	2.21	1.21	2.12	1.23
Searching non-academic information	3.87	1.15	3.91	1.10	4.07	1.12	3.93	1.11

From Table 8, in overall, the students often used the Internet for entertainment ($\bar{x}=4.08$), followed by searching non-academic information ($\bar{x}=3.93$), communicating by e-mail ($\bar{x}=3.68$), communicating by chat rooms ($\bar{x}=3.67$) and downloading files ($\bar{x}=3.63$). They sometimes used the Internet for sharing information and ideas via web boards ($\bar{x}=3.34$), but they rarely used the Internet for buying goods and services ($\bar{x}=2.12$).

It was found that the high achievers often used the Internet for entertainment ($\bar{x}=4.42$), communicating by chat rooms ($\bar{x}=4.38$), communicating by e-mail ($\bar{x}=4.10$), downloading files ($\bar{x}=3.91$) and searching non-academic information as well as sharing information and ideas by web boards ($\bar{x}=3.87$), but they rarely used the Internet for buying goods and services ($\bar{x}=1.93$).

The intermediate achievers often used the Internet for entertainment ($\bar{x}=4.01$), searching non-academic information ($\bar{x}=3.91$), communicating by e-mail ($\bar{x}=3.65$), communicating by chat rooms ($\bar{x}=3.64$) and downloading files ($\bar{x}=3.59$). They sometimes used the Internet for sharing information and ideas by web boards ($\bar{x}=3.26$), but they rarely used it for buying goods and services ($\bar{x}=2.17$).

The low achievers often used the Internet for searching non-academic information ($\bar{x}=4.07$) and entertainment ($\bar{x}=3.91$). They sometimes used the Internet

for downloading files ($\bar{x}=3.40$), communicating by e-mail ($\bar{x}=3.25$), sharing information and ideas by web boards ($\bar{x}=2.98$) and communicating by chat rooms ($\bar{x}=2.95$), but they rarely used it for buying goods and services ($\bar{x}=2.21$).

Part 4 of the questionnaire asked the respondents to rate the use of the Internet applications.

A mean score derived from this scale was interpreted as follows:

Using the Internet very often	=	4.50 – 5.00
Using the Internet often	=	3.50 – 4.49
Using the Internet sometimes	=	2.50 – 3.49
Using the Internet rarely	=	1.50 – 2.49
Using the Internet very rarely	=	1.00 – 1.49

Table 9 Internet Applications

Internet Applications	Frequency of the Internet Use							
	High Achiever (N = 69)		Intermediate Achievers (N= 190)		Low Achievers (N = 57)		Overall (N = 316)	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Portal web	4.19	0.94	3.95	1.07	4.09	0.91	4.03	1.02
Search engine	4.51	0.80	4.01	1.04	4.11	0.82	4.14	0.97
E-mail	3.59	1.34	3.29	1.28	2.89	1.21	3.28	1.30
Chat room	4.09	1.16	3.39	1.25	3.12	1.39	3.49	1.30
BBS, web board, forum	3.84	1.12	3.17	1.20	3.12	1.17	3.31	1.21
Blog, weblog, diary	2.91	1.35	2.75	1.12	2.77	1.20	2.79	1.19
Download	3.59	1.33	3.33	1.27	3.32	1.23	3.39	1.28
Online entertainment	4.55	0.68	4.03	1.08	4.04	1.10	4.15	1.03
E-learning	2.62	1.23	2.91	1.13	3.05	1.04	2.87	1.14

From Table 9, in overall, the students often used the Internet for online entertainment ($\bar{x}=4.15$), search engine ($\bar{x}=4.14$), and portal web ($\bar{x}=4.03$). They sometimes used the Internet for chat room ($\bar{x}=3.49$), download ($\bar{x}=3.39$), BBS, web board, forum ($\bar{x}=3.31$), e-mail ($\bar{x}=3.28$), e-learning, and Blog, weblog, diary ($\bar{x}=2.79$).

It was found that the students in the high achievers very often used the Internet for online entertainment ($\bar{x}=4.55$) and for search engine ($\bar{x}=4.51$). They sometimes used the Internet for portal web ($\bar{x}=4.19$), chat room ($\bar{x}=4.09$), BBS, web board, forum ($\bar{x}=3.84$), e-mail as well as download ($\bar{x}=3.59$), Blog, weblog, diary ($\bar{x}=2.91$) and e-learning ($\bar{x}=2.62$) respectively.

The intermediate achievers often used the Internet for online entertainment ($\bar{x}=4.03$), search engine ($\bar{x}=4.01$) and portal web ($\bar{x}=3.95$). They sometimes used the Internet for chat room ($\bar{x}=3.39$), download ($\bar{x}=3.33$), e-mail ($\bar{x}=3.29$), BBS, web board, forum ($\bar{x}=3.17$), e-learning ($\bar{x}=2.91$) and blog, weblog, diary ($\bar{x}=2.75$) respectively.

The lower achievers often used search engine ($\bar{x}=4.11$), portal web ($\bar{x}=4.04$) and online entertainment ($\bar{x}=4.11$). They sometimes used the Internet for download ($\bar{x}=3.32$), BBS, web board, forum as well as chat room ($\bar{x}=3.12$), e-learning ($\bar{x}=3.05$), e-mail ($\bar{x}=2.89$) and Blog, weblog, diary ($\bar{x}=2.77$) respectively.

Research Question Three

Was there a relationship between the length of time of the Internet use and the English proficiency?

Finding Three

The third questions presented the relationship between the length of time of the Internet use and English proficiency. The data of hours of the Internet use per week were computed to find the relationship between the lengths of time of the Internet use and English proficiency, shown in Table 10.

Table 10 Relationship between the Length of Time of the Internet Using Behavior and the English Proficiency

Variable	Chi-square correlation	Significance (2-tailed)
Relationship between the Length of Time of the Internet Using Behavior and the English Proficiency	0.156**	0.005

P<0.05

According to Table 10, there was statistically significant relationship at the level of 0.05 between the length of time of the Internet using behavior and English proficiency as the relationship between the sum of the length of time of the Internet using behavior and English proficiency was less than 0.05. Although a low correlation was found between the Internet using behavior and English proficiency ($r = 0.156^{**}$), there was a positive statistically significant.

Table 11 Hours of the Internet Use Per Week

Hours of the Internet Use Per Week	Frequency of the Internet Use							
	High Achiever (N = 69)		Intermediate Achievers (N = 190)		Lower Achievers (N = 57)		Overall (N = 316)	
	N	%	N	%	N	%	N	%
Less than 1 hour / week	4	5.8	37	19.5	12	21.0	53	16.8
1 – 5 hours / week	30	43.5	101	53.2	30	52.6	161	50.9
6 – 10 hours / week	27	39.1	21	11.0	11	19.3	59	18.7
11 – 15 hours / week	2	2.9	12	6.3	1	1.8	15	4.7
More than 15 hours / week	6	8.7	19	10.0	3	5.3	28	8.9

According to Table 11, in overall, the students listed the hours of the Internet use per week as follows: 1-5 hours per week (50.9%), 6-10 hours per week (18.7%), less than 1 hour per week (16.8%), more than 15 hours per week (8.9%), and 11-15 hours per week (4.7%).

When all of the students' levels were examined, it was found that the high achievers listed the hours of the Internet usage per week in the following order: 1-5 hours per week (43.5%), 6-10 hours per week (39.1%), more than 15 hours per week (8.7%), less than 1 hour per week (5.8%) and 11-15 hours per week (2.9%).

The intermediate achievers listed the hours of the Internet usage per week in the following order: 1-5 hours per week (53.2%), less than 1 hour per week (19.5%), 6-10 hours per week (11.0%), more than 15 hours per week (10.0%) and 11-15 hours per week (6.3%).

Additionally, the low achievers listed the hours of the Internet usage per week in the following order: 1-5 hours per week (52.6%), less than 1 hour per week (21.0%), 6-10 hours per week (19.3%), more than 15 hours per week (5.3%) and 11-15 hours per week (1.8%).