CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to investigate the relationship between Internet usage and learning achievement in reading courses including, Reading Techniques, Reading, and Speed Reading of the students who are studying in the fourth year majoring in English in the Faculty of Humanities in the 2004 academic year at Naresuan University, Phitsanulok province, Thailand.

Chapter three explains the procedures of the study. It contains the information about the population and sample of the study, the research instrument, the data collection and the method of data analysis.

Population

The target population of this study were the students who studied in the fourth year majoring in English in the Faculty of Humanities at Naresuan University, Phitsanulok province, Thailand.

Sample

The samples of the study were 53 English major students who studied in the fourth in the Faculty of Humanities at Naresuan University in the 2004 academic year. This was the total number of students who studied reading courses including, Reading Techniques, Reading, and Speed Reading in the previous year.

Research Instrument

The research instrument in this study was a questionnaire. To minimize problems of ambiguity and misinterpretation, the questionnaire used in this study was written in Thai. It relates to the purpose of the study and the research questions. The procedure of questionnaire construction was as follows:

1. The researcher reviewed literature about learning achievement and Thai students' use of the Internet. Most of the questionnaire items were modified from Vathaniyanont (1999) and Jinwuth (2001). The second part of questionnaire was adapted from both researchers. The third part of questionnaire was from Vathaniyanont and the final part of questionnaire was created by the researcher.

2. The questionnaire was divided into four parts:

Part I explored the background of the respondents in terms of name, and gender.

Part II surveyed the respondents' experiences and skills in using the Internet, the length of time they had used the Internet, and where they usually had accessed the Internet.

Part III investigated the respondents' purposes in using of the Internet.

Part IV surveyed the respondents' experiences in using ESL web sites. For this part, the researcher chose twenty web sites according to the students' purposes for Internet usage in part III: communicating by using e-mail, searching information, practicing English skill, and entertainment. The researcher searched these web sites from www.google.com, she selected the web site that is one of the top ten. Therefore, each web site chosen in part IV is quite popular and well known. The results from this part of the questionnaire do not actually answer any of the research questions, but they were for gaining additional information about the students' popular websites which can be a useful suggestion in teaching and learning English in general.

3. The draft of the questionnaire was modified and revised basing on the suggestions of the thesis advisor.

4. The draft of the questionnaire was submitted to two experts, Mrs. Jantima Simpson and Ms. Sudsuang Yutdhana, to examine content validity, face validity, clarity and appropriateness of language.

5. The researcher revised the questionnaire according to the suggestions of experts.

6. To check reliability of the instrument, the questionnaire was piloted with 18 students studying in the fourth year majoring in English in the Faculty of Education at Naresuan University. The students who were in the pilot study were asked to complete the questionnaire as well as give some comments on the questionnaire. The researcher used the Statistical Package for Social Sciences for Windows (SPSS) software to check the reliability of the questionnaire. The reliability of the questionnaire was 0.865. There were no comments on language use but additional choices of answers. The researcher, then, added the suggested choices into the new questionnaire.

Procedure of Collection of Data

The researcher collected the data by steps as follows:

1. The researcher collected the target populations' grade points in reading courses including, course 205211 (Reading Techniques), course 205311 (Reading), and course 205312 (Speed Reading) from Naresuan University Division of Academic Affairs

2. The target populations were asked to answer the questionnaire. All questionnaires were collected after 20 minutes.

3. The researcher calculated the average of the students' grade point of reading course and the students were divided into four levels as shown below:

Excellent student	3.50 – 4.00
Good student	2.50 – 3.49
Fair student	1.50 – 2.49
Poor student	1.00 – 1.49

4. Grade points of the target populations and the data from their questionnaires were analyzed.

Analysis of Data and Statistical Devices

The data from the returned questionnaires were computed using the Statistical Package for Social Sciences for Windows (SPSS). The following statistical devices were employed in this study:

1. Five Point Likert Scale

A Five Point Likert Scale was used to determine the extent of places where the students used the Internet, preference in services on the Internet and purposes for Internet usage in studying and besides studying.

The scale for scoring is as follows:

1.1 the extent of levels of Internet usage

Very often use = 4

Often use = 3

Sometimes use = 2

Rarely use = 1

Never use = 0

A mean score derived from this scale was interpreted on the following ranges:

Very often use = 3.50 – 4.00

Often use = 2.50 – 3.49

Sometimes use = 1.50 – 2.49

Rarely use = 0.50 – 1.49

Never use = 0 – 0.49

2. Arithmetic Means and Standard Deviation were employed to provide the average level of places where the students used the Internet, hours of the Internet usage, purposes for Internet usage in studying and other uses besides studying, and preference in services on the Internet.

3. Frequency and Percentage were used to calculate current situations of Internet usage, opinions on Internet usage, benefits from Internet usage, length of time in

Internet usage, training in Internet usage, and comparing Internet usage and reading texts.

4. Spearman's Rank Correlation Coefficient was used to calculate the relationship between Internet usage and English reading achievement.