

CHAPTER 4

RESULTS

The purposes of this study were to investigate the students' writing ability and autonomy in three different levels of proficiency as well as the relationship between these two aspects in each level. The subjects had different levels of writing ability: upper-intermediate, intermediate, and pre-intermediate. Students, however, were taught with the same disciplines and had access to Genre-Based Courseware for 18 hours. There were 5 lessons and in each lesson there were three stages: GBC stage 1 (building knowledge and modeling text), GBC stage 2 (joint construction of text), GBC stage 3 (independent construction of text). One genre was presented in each lesson and each student could demonstrate a reasonable grasp of writing each given genre. The 9 students were purposively selected in accordance with their proficiency when they handed in their first drafts in GBC stage 2 (joint construction of text) of the first lesson. Such courseware was uploaded to the server and students themselves might also study through web connection. All pieces of writing were collected at the end of each lesson and the students answered on the questionnaire for learner autonomy after the study. All data were statistically analyzed to find mean, standard deviation, One-Way ANOVA and Contingency Coefficient values.

The purpose of this penultimate chapter, therefore, is to provide and elaborate the statistical analysis of the study according to the research purposes mentioned.

RESEARCH PURPOSE 1

The first purpose of the research was to study English writing ability of learners after each lesson and following is a table displaying the results of writing ability. The minimum requirement for writing each genre was 7.00 out of 10.

Table 7: Mean and Standard Deviation of Writing Ability

| Genre | N | Total | Mean | S.D. | Quality Level |
|-------|---|-------|------|--------|---------------|
| 1 | 9 | 10 | 7.22 | 1.8390 | passed |
| 2 | 9 | 10 | 7.44 | 1.2297 | passed |
| 3 | 9 | 10 | 7.83 | .9270 | passed |
| 4 | 9 | 10 | 7.41 | .9519 | passed |
| 5 | 9 | 10 | 7.69 | .9824 | passed |

The statistical analysis shown in Table 7 detailed the mean and standard deviation of writing ability of learners in all levels of writing proficiency and the mean scores verified that the students met the minimum requirement of writing each genre. The mean scores of exposition (1), fiction review (2), information report (3), exposition (4), and news item (5) were 7.22, 7.44, 7.83, 7.41, 7.69 respectively.

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RESEARCH PURPOSE 2

The second purpose of the study was to compare English writing ability of learners with different levels of proficiency: pre-intermediate, intermediate and upper-intermediate.

Table 8: Mean and Standard Deviation of Writing Ability in Each Level

| Level Genre | pre-intermediate | | intermediate | | upper-intermediate | |
|----------------|------------------|--------|--------------|--------|--------------------|--------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| 1 | 5.50 | .0000 | 6.66 | 0.7637 | 9.50 | 0.5000 |
| 2 | 6.08 | .7637 | 7.58 | 0.3818 | 8.66 | 0.5204 |
| 3 | 7.00 | .8660 | 7.83 | 0.1443 | 8.66 | 0.7637 |
| 4 | 6.41 | 1.0103 | 7.66 | 0.2886 | 8.16 | 0.2886 |
| 5 | 6.58 | .3818 | 7.83 | 0.5773 | 8.66 | 0.2886 |
| Total | 6.31* | .10408 | 7.51* | .20817 | 8.73* | .12583 |

The statistical information in Table 8 classified the mean scores and standard deviation of the students' writing scores in each level. This table, therefore, demonstrated that the overall mean scores of the students in the pre-intermediate, intermediate, and upper intermediate groups were 6.31, 7.51 and 8.73 respectively.

*The overall mean scores of each level were analysed by using One-Way ANOVA and the result indicated that the students' writing ability was significantly different at .05.

RESEARCH PURPOSE 3

The third purpose of the research was to study learner autonomy after the study. There were 20 questions in the questionnaire and they were purposively categorised into three groups as follows:

1. Students have responsibility in their learning process.
2. Students try to find their own ways of learning.
3. The courseware facilitates students' learning process.

The first two aims intended to ask the students about their self-monitoring development and the last aim was to ask their opinions towards the Genre-Based Courseware. Table 8 identified the mean score and standard deviation of student autonomy.

Table 9: Mean and Standard Deviation of Student Autonomy

| Aim | N | Total | Mean | Std. Deviation | Quality Level |
|-----|---|-------|------|----------------|---------------|
| 1 | 9 | 5 | 4.28 | 0.4165 | high |
| 2 | 9 | 5 | 4.19 | 0.4225 | high |
| 3 | 9 | 5 | 4.22 | 0.4166 | high |

The rating scale in the questionnaire ranged from 1.00- 5.00 and the mean scores for the first, second and third aims were 4.28, 4.19 and 4.22 respectively. The data shown in Table 9 indicated that student autonomy was in the high level after the utility of the Genre-Based Courseware.

RESEARCH PURPOSE 4

The fourth purpose of the study was to compare autonomy of learners with three different levels of proficiency: pre-intermediate, intermediate and upper-intermediate.

Table 10: Mean and Standard Deviation of Student Autonomy in Each Level

| Aim \ Level | pre-intermediate | | intermediate | | upper-intermediate | |
|-------------|------------------|--------|--------------|--------|--------------------|--------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| 1 | 3.95 | 0.0824 | 4.09 | 0.1649 | 4.80 | 0.1649 |
| 2 | 3.80 | 0.3595 | 4.09 | 0.0824 | 4.66 | 0.0824 |
| 3 | 3.88 | 0.5091 | 4.16 | 0.1666 | 4.61 | 0.0962 |
| Total | 3.88* | 0.247 | 4.11* | 0.058 | 4.70* | 0.050 |

From the finding shown in Table 10, the mean scores of student autonomy in the pre-intermediate, intermediate, and upper intermediate groups were 3.88, 4.11 and 4.70 respectively. *The overall mean scores of each level were analysed by using One-Way ANOVA and the result indicated that the student autonomy was significantly different at .05.

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RESEARCH PURPOSE 5

The fifth purpose of the study was to investigate the correlation between the levels of students' writing ability and autonomy.

Table 11: Correlation of Levels of Writing Ability and Autonomy

| Level | N | Writing Ability (10) | Autonomy (5) |
|--------------------|---|----------------------|--------------|
| pre-intermediate | 3 | 6.31 | 3.88 |
| intermediate | 3 | 7.51 | 4.12 |
| upper-intermediate | 3 | 8.73 | 4.70 |

Statistical analysis shown above emphasized that the writing scores of the students in pre-intermediate, intermediate and upper-intermediate groups were 6.31, 7.51, 8.73 respectively. The mean scores of levels of autonomy were 3.88, 4.12 and 4.70 for the students in pre-intermediate, intermediate and upper-intermediate groups respectively.

Based on the findings in the Table 11 above, it needed further clarification about the correlation of between levels of writing ability and student autonomy. Contingency Coefficient was used to testify the relationship between levels of writing ability and levels of autonomy. The Contingency Coefficient value between these two variables was 0.775. According to Davis' descriptors shown in Chapter 3, it indicated that levels of writing ability and the levels of autonomy correlated in the very-high level.