THE IMPACT OF SOCIAL NETWORK ON ENGLISH PROFICIENCY AMONG STUDENTS IN UNIVERSITY TUNKU ABDUL RAHMAN (UTAR) SUNGAI LONG, MALAYSIA

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DECLARATION

We hereby declare that:

(1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the research project.

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LIST OF ABBREVIATIONS

et al.	and others
SPSS	Statistical Package for Social Sciences
Anova	Analysis of Variance
etc.	et cetera
i.e.	“id est” which translates to “that is”
e.g.	“exempli gratia” which translates to “for example”

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PREFACE

This study has been chosen due to the increasing numbers of teenagers adapts the habit of using social networking as a medium to communicate. As a result of using too much social networking tools, it tends to affect English proficiency. Therefore, it is interesting to explore whether such popular habits could affects English proficiency positively or negatively. Although in Malaysia, English is not our national language but it is still important for further studies especially tertiary education and higher. Therefore, the skills of writing, listening, speaking and listening is to be tested to find out our research objectives.

ABSTRACT

The good and harm of social networks had been argued for years, but a solid ultimate conclusion was never surfaced. University Tunku Abdul Rahman (UTAR), one of the most prominent private universities in Malaysia, was often criticized of its overall English standards. The fresh employees graduated from UTAR are great in various aspects, except one thing, which is the inability to communicate in English fluently. Relevantly, previous studies have claimed that the usage of social networking sites could be one of the factors for the declining language standards among fresh graduates. Therefore, this research was conducted to further investigate how closely are these variables related to each other, and why are they bonded. 120 students from UTAR have participated in this research, but 30 respondents were excluded from the sample due to several problems such as incompletion of questionnaires and so forth. The remaining 95 were perfectly qualified for the analysis. In this research, the research team only targeted students who are pursuing Bachelor of Accounting (Hons) because a subject named Report Writing was used as a measurement of respondents' English proficiency and this subject is only available for Accounting students and Global Economics students. The latter had been excluded from the sample due to its relatively small amount of students. The collected data were further processed and transformed into several meaningful information based on the hypothesis and objectives. The ultimate findings were remarkably interesting. The existence of relationship between social networks and English proficiency was definitely undeniable, but the final output was not solid enough to pillar this conclusion due to some limitations. The blame was placed on the small sample size and limited financial resource. This research was not perfect, but it is contributive for future studies.

CHAPTER 1: INTRODUCTION

1.0 Introduction

Various basic and crucial introductions regarding the direction of this research will be explained in this chapter. The purpose of this chapter is apparent, to provide relevant knowledge to the readers and enhance the understandability of this investigation.

Long before language was created as a tool for communication, hand signs and body language were served as a medium for communication. Due to its limitations, most of the messages people wanted to express were extremely simple and straightforward. But everything was twisted by the emergence of languages. The primary function of languages is to transfer messages from one to another. English is one of the most widely used languages. The overwhelming popularity has enabled this language to become a globally recognized international language since decades ago. Besides, it is also one of the oldest languages in the world. The history of English began in the fifth century, which was originated from Germanic language and then modified into the Old English. The Old English is different from the current Modern English. Some of the experts claimed that Old English is unintelligible without studying it as a different language. However, some of the Old English elements are remained and can be found in the Modern English. “Strong” and “Water” are the examples of these remained elements. The early Modern English was introduced in the late fifteenth century, which significantly increased the literacy and facilitated various adoptions from foreign words (Germanic and French). In seventeenth century, the very first Modern English dictionary was published by Samuel Johnson, Lowth, Murray, Priestly and other language experts. The primary aim of this publish was to standardize English spellings, grammars and vocabularies.

Since 1990, Internet is growing at an overwhelming pace, and the growth is still continuing. The birth of Internet has provided tons of advantages by establishing connections around the world. With the emergence of Internet, plenty of new industries had been created, such as online advertising and e-commerce. Without exception, tons of social networks were emerging as well. In the beginning, simple online communication tools such as e-mail and MSN was developed to ease international communication. Within several years, these communication tools had been innovated and advanced into a more complex platform with hundreds of different features, but the ultimate goal was remained, to establish connection between every human. These freshly created platforms were categorized as social networks. Facebook, Google+ and Twitter are currently the most prominent social networking sites in the world, with billions of registered users and tremendous daily traffics.

When "languages" and "social networks" were put side by side, nothing interesting will be observed. But there were studies claimed that, the usage of social networks was strongly bonded with users' English proficiency. Despite the huge amount of languages on this planet, English is still the most commonly used language when it comes to Internet. The tremendous growth of social networks was accompanied by a series of new jargons called Internet slangs. This language is commonly used on the Internet, mainly to quicken communications or express emotions. The usage of Internet slangs is undeniably useful, but it also brought negative impacts to some users. On the other hand, some researches stated that, social networks bring more good than harm. The relationship between social networks and language is filled with question marks. This study is conducted to find out the exact answer for this question.

1.1 Research Background

In Malaysia, English was widely used during the colonial period, as a tool of educational enhancement and socio-economic mobility (Venugopal: 2000). This colonial era started with the arrival of Portuguese, followed by Dutch and British. However, The independence on 31st August 1957 did not abandon the usage of English. In fact, it was used as an educational instrument and a primary tool for global interactions.

University Tunku Abdul Rahman (UTAR) is one of the universities in Malaysia that provides tertiary education and postgraduate programs such as bachelor degrees and masters. Unlike primary and secondary education, tertiary education is usually provided by private organizations and uses English in most of the subjects. Besides that, students are required to obtain at least band 3 in Malaysia University English Test (MUET) to entitle a degree qualification in Malaysia. Thus, English can be considered as one of the most widely used language due these forces. More than 70% of the students in UTAR are Chinese. As a consequence, Mandarin and Cantonese have became the primary language. Therefore, the English standard of UTAR is slightly behind the average level despite Malaysia has very high English literacy level compared to other Asian countries. The 3rd edition of the EF EPI (English Proficiency Index) ranked a total of 60 countries including Malaysia, up from 44 in the 1st edition and 54 in the 2nd edition and Malaysia was ranked 11th out of 60 countries. According to the 3rd edition EF EPI report, a data with a sample size of 750,000 had been used to conduct the ranking comparisons and Malaysia is getting better every year.

In modern era, electronic devices such as personal computers, tablets and mobile smart phones have facilitated millions of Malaysian students in terms of communication and entertainment. Social networking is the latest online communication tool that allows users to establish profiles and share information with

other users. The development of English language is accelerating with the growth of social networks. The Guardian, a press association also mentioned that the Internet has revolutionized English language by making misspelling and new alien jargons the norm, people tends to type faster on the Internet and this generates a unique behavior that ignores the importance of proper language. This issue was constantly tracked by experts, but the answer and solution remained unrevealed.

1.2 Problem Statement

Internet has slowly transformed from something we want, to something we need. Social network is one of the most important elements for Internet, which connects everyone on this planet. This connection has facilitated many things and benefited a lot of people. One of the most widely used social network is Facebook, consists of more than 1.2 billion active users in 2014. Besides Facebook, there are many other social networking sites that serve different features and functionality such as Twitter, Youtube, Instagram and many more. But, unexpected things always happen without warning. The usage of social network is beneficial for many things, but is it necessarily good for everything? Some said that the language used in social network is not necessarily correct, and it might affect other users, and domino effects occurred. Several hypotheses can be formed, but the final answer remained uncertain and we are about to find out.

Internet slang came together with the rapid growth of social networks. Internet slang refers to a set of different short forms and language used by internet users such as LOL (laugh out loud), ROFL (roll on floor laugh), AFK (away from keyboard) and so forth. Some afraid that the excessive usage of internet slangs will vanish the traditional English vocabs. On the other side, there are people who defend internet

slangs, such as David Crystal, an honorary professor of linguistics at University of Bangor. "The internet is an amazing medium for languages, language itself changes slowly but the Internet has speeded up the process of those changes so you notice them more quickly." he told BBC News.

Social networks not only connect people, they also provide a medium to share information with the world. For example, Facebook offers a feature called Pages, which enabled anyone to open a page, to share information, promote websites, links, and news. The question is, are these links, news, and information conveying proper form of English? Is it harmful for the users' English proficiency?

Another problem is, students often used Internet slangs during examination and reports. This problem is observable by almost all lecturers. Instant messaging services are so widely used. When the users are comfortable with Internet slangs, they will subconsciously or accidentally use it on somewhere where Internet slang is not allowed, such as formal writing.

Thus, this research is aimed to study the relationship between the usage of social network and several elements such as English proficiency, self-perceived English proficiency and examination results. This research targets university students with the age ranged from 19 years old – 23 years old. 100% of the respondents are from University Tunku Abdul Rahman. This research is conducted based on the survey respondents' final grade for a subject called UJLL1013 Report Writing. With these information, we are able to formulate a rough pictures and ideas on the hypotheses and establish a conclusion. At the same time, this research may result to a new branch of knowledge for the Malaysian society.

1.3 Research Objectives

1.3.1 Specific Objectives

- To define the relationship between English proficiency and usage of social networking sites.
- To investigate the relationship between examination grade and usage of social networking sites.
- To investigate the relationship between self-perceived English proficiency and usage of social networking sites.
- To define the relationship between UTAR student's English proficiency and distinctive internet slangs.

1.4 Research Questions

- What is the relationship between English proficiency and usage of social networking sites?
- What is the relationship between examination grade and usage of social networking sites?
- What is the relationship between self-perceived English proficiency and usage of social networking sites?
- What is the relationship between UTAR student's English proficiency and distinctive internet slangs?

1.5 Hypotheses of the Study

- Hypothesis 1
    - Ho: There is no relationship between English proficiency and usage of social networking sites.
    - H1: There is relationship between English proficiency and usage of social networking sites.
- Hypothesis 2
    - Ho: There is no relationship between examination grade and usage of social networking sites.
    - H1: There is relationship between examination grade and usage of social networking sites.
- Hypothesis 3
    - Ho: There is no relationship between self-perceived English proficiency and usage of social networking sites.
    - H1: There is relationship between self-perceived English proficiency and usage of social networking sites.
- Hypothesis 4
    - Ho: There is no relationship between UTAR student's English proficiency and distinctive internet slangs.
    - H1: There is relationship between UTAR student's English proficiency and distinctive internet slangs.

1.6 Significance of Research

This section will provide readers a rough idea about how important is this research project and its impacts to the society.

With the growth of digital medias such as smartphones and computers, social networks have become part of the human's life. The formations of this norm arise from the duration of practices and peer influence. It is questionable that whether these practices are harmful or beneficial. Thus, this research was aimed to define the relationship between English proficiency and usage of social networking sites.

This investigation could assist UTAR in achieving one of their missions, which is "Maintain a strong undergraduate program, which encourages the intellectual and personal development of students and responses to professional and community needs". Employers prefer all rounded employees with considerable knowledge and interpersonal skills. In order to maintain the high fresh graduates' employment rate of UTAR, the core requirement must be fulfilled. English is not only commonly used in workplace, but to communicate with clients as well. The lack of ability to communicate in English is a huge setback for students to step forward into the labor force. This research could be used as a small reference for UTAR to build a right path for better future. Moreover, the result of this research could be useful for lecturers to provide effective lessons and guidance to students in developing their language proficiency. For example, lecturers can provide lessons in using proper habits in conversation through the social networking sites.

Looking at a bigger picture, the impact of social networks towards language proficiency is way beyond universities, it is everywhere. This research was conducted with a hope of raising public awareness and stops the problem before it gets worse.

Lastly, this research project can assist future similar researches to replicate the study by involving more independent variables and respondents to generate a more dynamic and meaningful output.

1.7 Chapter Layout

This research project basically is divided into five chapters, which are introduction, literature review, research methodology, data analysis and lastly, findings. In the first chapter, which is introduction, it contains a brief idea about the direction of this study by providing a brief introduction, background study and list out the research objective and research question.

In chapter two, literature review will be based on the previous researches that are relevant to this research as reference. The ideas and useful information that could be linked or enhance the research will be summarize and pinpointed in this chapter.

In chapter three, it contains the methods regarding sampling and other research method that is used in this research, the questionnaire design as well as data collection method.

In chapter four, the empirical test conducted on the raw data and the regression analysis will be explained. The result of the analysis made will be discussed based on the hypothesis and the objective of the research.

In chapter five, the final chapter of this paper contains a summarized discussion on the statistic result in the previous chapter such as the valid of the research hypothesis and objective. This chapter also contains recommendation for the relevant research for future study purpose. Last but not least, the conclusion of research will be discussed.

1.8 Conclusion

From this chapter, we can see that internet is an absolute thing that needed by almost everyone in the world. With internet, it makes the world become smaller and closer among each other via the invention of the social networking sites such Facebook and Twitter. However, the social networking sites could give a negative effect on the English proficiency due to the internet slang in the communication among each other because of the conveniences and efficiency. Hence, in conclusion, this study sets out to examine whether the usage of social networking sites bring significant impact on English language proficiency. Finally, relevant future research area is recommended.

Chapter 2: Literature Review

2.1 Introduction

In this chapter, a series of relevant past studies will be reviewed, explained and linked with the objectives mentioned earlier. In the first chapter, several potential factors that could affect an individual's English proficiency were mentioned, hence, in this chapter, each possible independent variables will be reviewed and defined based on relevant past studies from others prominent researchers. Besides, the definition about of main factors mentioned above will be included into this chapter as well, mainly to provide a rough explanation to the readers and make sure the technical terms are not alien for them.

2.2 English proficiency

English is undeniably important and had been recognized as an international language since decades ago. The origin of English is apparent due to the studies conducted by archeologists, a finding stated that "The oldest known writing of the real Old English words appears was found in 1981 at Undley Common, Suffolk. It was formed by two words which were "mægæ medu", written in Anglo-Saxon version of the runic alphabet, the meaning of these words are "reward for a kinsman". These words were expected written between AD 450 to 480, which was not long after English was separated from the Continental Germanic languages. Before 1981, a roe-deer ankle-bone found in Norfolk and bearing a single word interpreted as "roe-deer" which was also written in the fifth century, it was a common finding that used by people as a

prove on the study of old English."(Geoffrey Sampson, 2014). Therefore, we can assume that English Language was originated in fifth century. However, the growing transformation of culture and technology has made the world concern about efficiency and effectiveness. The English Language is different from the past, it had been separated into two categories which were Old English and Modern English. Old English, was used by the Anglo-Saxons in the ancient England and Scotland during the mid of fifth century (Crystal, David, 2003). On the other side, a research from Otto Jespersen stated that, Modern English, was spoken since the Great Vowel Shift in England (Labov, William, 1994), which began in the late fifteenth century. Proficiency of language can be defined as the ability of an individual to perform and speak a particular language. Hence, English proficiency is the ability to speak, read and write in English. In order to attain high language proficiency, one should be able to have advanced abilities in all three areas of communication. There are tons of methods to test English proficiency. In Malaysia, the most common test is Malaysia University English Test (MUET). The grading system for MUET test was separated into six levels, band one is the lowest and band six is the highest grade.

2.3 internet slang

Internet slang is a series of jargons used by the Internet users to facilitate communication or for other purposes. Slangs are the words that are not considered part of the standard vocab of a language and they are usually used informally in speech especially by a particular group of people (Merriam-Webster dictionary). There are several types of internet slangs, the table below shows different categories of internet slangs.

Types of internet slang	Description	Example
Letter homophones (Abbreviation and Acronym)	Shortening of words or set of alphabets formed by the initial component of several words.	cya (see you) LOL (laugh out loud), BTW (by the way)
Punctuation and capitalizations	Punctuation and capitalizations are normally used to express emotions or emphasize on something.	"……", "!!!!!!"
Onomatopoeic and stylized spellings	Onomatopoeic is a type of extra-ordinary spelling and had been widely used recently on the internet. Onomatopoeic spellings are very language dependent.	Hahaha in English but in Spanish they use jajaja which is looks like typing error but it is not.
Keyboard-generated emoticons and smileys	Emoticons are usually used to express emotion through symbols and can be found throughout the internet.	^.^ (smiling face) , T.T (crying face)
Leet	The replacement of some symbol to represent certain alphabet that looks similarly	10V3 (love) , 2EZ4JK (too easy for Jing Kai)

2.4 The impact of social networking sites on learning

The evolution of technology is apparent, and one of the most important evolutions is Internet. Internet has shortened the distance between countries and continents by connecting the people around the world. Internet worked flawlessly as a foundation for social networks such as Facebook and Twitter. Besides, it is also a main tunnel for globalization. Social networking sites (SNS) can be defined as a web-based platform that allows users to create a profile of their own in a protected system, along with other users that share a centralized connection. The profile of registered users can be viewed within the same system. The privacy policy can be differed from site-to-site (Boyd and Ellison, 2007). Facebook is the most prominent social networking sites in the world, with more than 1.32 billion registered users, internationally (Mark Prigg, 2014). Social networking sites served as a shortcut for the communication among people in every corner around the globe due to the high accessibility of SNSs. In social networking sites, users are able to share anything such as photos, videos, check-in of visited places and so forth. This is one of the major reasons for the aggressive growth of SNSs. SNSs had been used as an educational instrument by teachers to provide teaching materials and knowledge to the students, it was remarkable. However, the lack of restriction on language used in SNS's has brought more harm to the users instead of good. Hence, the emergence of SNSs can be both harmful and beneficial for the world.

2.4.1 Facebook

Facebook, the most popular SNSs in the world was established in 2004 and served as a bridge to meet new people and stay connected with the people you already knew (Baron, 2008). Facebook was originated in University of Harvard (Ellison, 2008). Hundreds of personal information can be displayed

to public such as interest, hobby, favorite movies and songs, relationship status, age and so forth (Hargittai, 2011).

Studies showed that, the top SNS could be utilized as a teaching tool to improve users' English reading and writing ability. However, the instructors have to embed Facebook as an educational project with solid learning objectives to guarantee the positive result.

Studies showed, teenagers and children that contributed huge portion of time on internet activities were generally facing a similar problem which is difficulty to concentrate in class. These people were usually consistently distracted and have shorter attention spans. Besides this, the young generations are forgetting the importance of real life experience and face-to-face interactions (Andy Bloxham, 2010). Therefore, if youngsters are spending hours on SNSs, hundreds of negative effects could be observed easily such as low in concentration during class and difficulty to communicate. In the worst scenario, students can become isolated from the society or any places without digital access.

Besides social interaction barriers, Facebook also brings significant effects on language proficiency. When users use Facebook as an equipment for educational purpose by exploring the site using English language, great opportunities arise for users to learn English language with millions of users at the same time (Educause Learning Initiative, 2006). Besides, Students are able to gain unlearned knowledge after various interactions with other users on Facebook. When students received direct or indirect advices in Facebook, it can be used for language enhancement purpose. Moreover, when students are having discussions in Facebook, their real identities are not compulsory,

providing a more relaxed mentality and encourage interactions with errors. With the exposures of errors, instructors are able to pinpoint them and correct the errors, which is ultimately beneficial for the users. (Murphy, 2009). Such learning method can definitely vanish the Affective Filter and eventually fuel motivation and risk taking in language learning (Krashen, 1981, 1988). Besides students, Facebook also provides benefits to teachers. Facebook would be served as a link between students and instructors to share teaching materials, upcoming events, useful links and so forth.

2.4.2 Other Social Networks

SNSs are web-based services that enable users to create personal profile within a protected network, and share personal or public information with other existing users around the world. (Boyd and Ellison, 2007).

SNSs users can be benefited in terms of English learning where English is the most commonly used language in social networks. In some advanced English classes, popular websites such as Twitter and Wechat can be utilized as a platform to share ideas and opinions about books (Grandzol and Grandzol, 2010). In social forums such as Reddit and LowYat Forum, teachers could share important knowledge with other forum users. Besides that, there are teachers who created a forum "Topic", specifically for their students for discussion purpose and project guidance. The aim of this move is to create an interactive educating method and facilitate learning process. Furthermore, students are able to see their peers' projects and comment on them. It is definitely a better and more efficient way to learn and teach.

On the other hand, shortening of words is becoming common. The auto-correct feature in all almost all digital devices as well as built-in operating systems are ruining the proper English because the users will slowly forget the exact spelling of certain vocabs if they are overly reliance on auto-correct (Yunus, Salehi & Chen, 2012). Difficulty to construct an essay is another common issue among students. The lack of inspiration and blanked mind caused by prolonged exposure to improper communication tools are the major factors for this problem. Therefore, blogging with proper use of language should be encouraged to enhance students writing skills.

2.4.3 Short Messaging Service (SMS)

Short messaging service, also known as Text messaging, is supposedly a fast and the safest method of communication (Yousaf & Ahmed, 2013). SMS is extremely popular before the glorious days of Internet and it is also the origin of various internet slangs such as letter homophones (c = see), number homophones (2day = today), and phonological contractions (txt = text) (Plester, Wood, & Joshi, 2009; Thurlow & Brown, 2003).

Spelling errors during formal writings are becoming extremely common these days due to excessive usage of SMS. (Yousaf & Ahmed, 2013). The usage of improper vocabs in SMS has implant new languages into users sub-conscious mind. Therefore, users tend to write improper vocabs during examination or formal writings unintentionally and reflexively. Texting has been evolved into a fresh trend and full of negativities, used by an immature generation that doesn't worry about traditions and standards (Yousaf & Ahmed, 2013). Users of SMS are fast, and did not care about the traditional English vocabularies and grammar. The alphabet limits in every SMS further fueled the usage of improper English and shortened words (Mahmoud, 2013). Thus the

hypothesis mentioned is proven and it is apparent that the excessive usage of texting affects writing ability. It is reasonable to say that SMS should be used cautiously when necessary, but not for entertainment purpose especially for teens (Yousaf & Ahmed, 2013).

2.4.4 Online games

Online game is extremely successful decades ago and the number of players is growing continuously. As the time proceeds, more online games were developed and enhanced along with the technological advancement. Undeniable, online games are very addictive and fun, however, the negative impacts are influential too. The in-game messaging system enabled players to communicate with other players in the server. The exciting scenarios often drive players to an extent where players are forced to type faster than usual. For example, a player has to type faster to request assistance from teammate when he is being killed by foes because he has to send the message before he is killed. Consequently, this "culture" has drastically encouraged the usage of Internet slangs such as shortening of words and many more, mainly to quicken the typing speed.

Another previous investigation showed the magnitude of online games on player's English proficiency. Despite the fact that online game provides players facilities to improve English proficiency, the players only concern about the content of their messages instead of the grammar. Therefore, the players are not exactly learning, but stepping on a sinking boat. But, plenty of online gamers strongly disagree with this statement, and countered back. The writing skills of online game players may be negatively affected, but the reading skills are definitely improved, because in most games, players are

required to understand the in-game stories to complete certain missions or proceed to the next level (Anna Vidlund, 2013).

2.5 Conclusion

Plenty of relevant past studies had been gathered summarized. Most of the previous studies show that there is a relationship between the usage of social networking sites and an individual's English proficiency. However, the findings of previous studies are not stagnant, some showed the positive relationship but some negative. The primary aim of this study is to build a stronger pillar for previous investigation and to find out the exact relationship between social networks and English proficiency.

CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter aims to highlight the methods used to obtain necessary data. It explains thoroughly on the data collection methods, research design, sampling design and analysis methods.

3.1 Research Design

This is an explanatory study on the associations between the usage of social networking sites and the English proficiency of students from University Tunku Abdul Rahman. Quantitative method is used in this study as the empirical assessments consists numerical analysis and measurements. Data is collected through self-administered questionnaires, and processed by SPSS to generate interpretable results. The results are then transformed into the ultimate findings of this research. Thus, inductive approach is employed.

3.2 Data Collection Methods

Data can be collected through several means, for example questionnaires, online database, journals, government publications, and so forth. All these data collection

methods are commonly categorized into two elements, known as primary data and secondary data.

3.2.1 Primary data

The data required to complete this research are obtained through primary data. Primary data, also known as first hand data, is the most up to date data collected, self-administered and organized by the researcher. The research team has specifically designed the questionnaires based on the objectives to ensure the reliability and accuracy of the output. Besides, the distribution process is entirely carried out by the research team as well. Thus, primary data is used in this study.

3.2.2 Secondary Data

Besides primary data, secondary data had been used as too. In this research, the final grade, quiz results, assignment marks, and coursework marks of UJLL1013 Report Writing were used to determine students' English proficiency. These data are obtained from third party providers, which are UTAR Division of Examinations, Awards, and Scholarships and several UTAR lecturers (lecturers' name will be remained confidential).

3.3 Sampling Design

Sampling design is a process of selecting an appropriate amount of units from the population of interest to provide accurate information about the entire population (Hair, Babin, Money, & Samouel, 2003).

3.3.1 Target Population

This research is generally targeting approximately 2,000 students from University Tunku Abdul Rahman (Sungai Long Campus). The population of potential respondents is relatively small compared to other investigation due to the instrument used to measure English proficiency, only Accounting students are eligible to participate in this survey because their Report Writing results are needed to generate a complete output.

3.3.2 Sampling Method

Non-probability sampling technique is utilized in this research, mainly due to its high accuracy and guarantee of good estimation on population characteristics (Malhotra, 2010). The most commonly used non-probability sampling method is adopted in this study, the Purposive Sampling. By adopting this technique, the sample is selected accordingly based on the objectives and aims. As mentioned earlier, an academic subject called Report Writing was being used as a measurement of respondents' English proficiency. Thus, a specific group of students (Accounting students) had been targeted with an apparent purpose, to obtain Report Writing results and complete the research model. For your information, Report Writing is only available for Global Economics and Accounting students, Global Economics students are

excluded from this study due to its relatively small amount of students. The questionnaires were disseminated to Accounting students without considering the demographic characteristics of respondents.

3.3.3 Sampling Size

A sample size of 95 is included in this research and this sample size is sufficient to obtain an accurate and reliable output, despite the "Rule of 100" from Gorsuch (1983) and Kline (1979). Gorsuch (1983) and Kline (1979) suggested that the most appropriate sample size for a research with more than 2 independent variables is above 100. The sample size for this research is 95, which is not extremely far from 100. Thus, the research team has concluded that the slightly smaller sample size would not bring major negative impact on the final results. The lack of respondent was mainly caused by time constraint and several unexpected factors such as unanswered questionnaires, respondents misinterpreted questionnaires, and questionnaires were not answered properly. The original 125 sets of completed questionnaires were filtered for output optimization purpose, and only 95 sets are the usable ones.

3.4 Research Instruments

The questionnaire is specifically designed by the research team in order to obtain the best possible output. The questionnaire consists of different forms of questions, namely Multiple Choice Questions, Open-Ended Questions, Yes/No Questions, and Scaled Questions (Likert Scale and Ranking Scale). These questions are designed and brainstormed by the team to obtain required information for research purposes. A series of Likert-Scale questions were included in the questionnaires to obtain

important data, such as respondents' language preference, the frequency of accessing social networks, and respondents' agreeableness towards several issues. Besides that, Open Ended question plays a major role in this research as well. Open-ended question enabled the researchers to obtain useful opinions and ideas from respondents.

Pilot test is crucial when the research requires questionnaires dissemination. Its aim is to ensure the questionnaires are respondent-friendly. Without exception, the research team has conducted pilot test to guarantee the quality of the output. 20 sets of unrevised original questionnaires had been distributed to 15 targets, all targets are research team members' close friends. They answered the questionnaires and provided feedbacks. The questionnaires have been accused of overly lengthy and poor in grammar. Thus, the research team has revised them according to the feedbacks. Thereafter, 120 sets of improvised questionnaires were distributed to the respondents. The entire pilot test and data collection has lasted for approximately 2 months (July 2014 –September 2014).

3.5 Data Processing

125 sets of questionnaires were disseminated to respondents and all were returned. To optimize the output's quality, researchers have discarded the incomplete and improper returned questionnaires. After filtration, only 95 sets were classified as usable, the remaining ones were either not answered properly, or incomplete. The filtered 95 sets of questionnaires were then proceed to the next steps, which was data processing. SPSS Version 22 was used for data processing purpose. For coding process, the research team has identified suitable numerical scores and other interpretable symbols to represent each answer for every question, mainly to facilitate analysis process. For example, "1" is being used to represent "Yes" and "0" for "No".

After the insertion of data into SPSS, the research team started to run regressions and other tests to generate required outputs. The initial outputs generated by SPSS is extremely complicated, to ease the readers, the research team has decided to simplify the original outputs into a series of reader-friendly simple tables. With these tables, the researchers were able to interpret and analyze the output much more easily.

3.6 Measures

This study consists of 4 specific objectives. The research team has formulated different variables for each objective for measurement purposes, mainly to improve the output's precision and facilitate the measurement process.

3.6.1 Dependent Variables

As mentioned earlier, our primary objective is to investigate the bonds between usage of social networking sites and respondents' English proficiency. The team has brainstormed several appropriate elements that can be used to measure students' English proficiency. After several times of discussion with advisor, a conclusion has been made. The team has decided to measure English proficiency by using respondent's UJLL Report Writing assignment marks, oral presentation, quiz results coursework mark and final grades. Originally, the team has decided to distribute the questionnaires randomly without specific targeted group of people. After the discussion about dependent variables, changes had been made. The team realized, they do have a group of specific targets, which were students who have already taken or are currently taking UJLL Report Writing. Besides results, respondents' self-perceived English proficiency too, was used to achieve

several goals of this research. The last dependent variable is respondent's language preference.

3.6.2 Independent Variables

20 independent variables are included and served as the expected factors for English proficiency. For the first, second and third objective, only one independent variable (Objective 1: Language preference; Objective 2: Frequency of accessing social networks; Objective 3: types of SNSs used) was used to conduct the research respectively. But, the investigation for the last objective was completed by 17 independent variables. These 17 variables are majorly formed by many types of Internet slangs (New Jargons, homophones, short forms and etc) and other possible factors such as respondents' academic performance and so forth.

3.7 Data Analysis

Plenty of mechanisms were used to achieve one single goal, to ensure the reliability and obtain the most accurate outputs. With no exceptions, reliability tests were used to identify statistical problems and cures were used to resolve the problems accordingly. Afterwards, raw data were processed by SPSS Version 22 and EView to generate interpretable outputs.

3.7.1 Reliability and Diagnostic Tests

Several types of tests were used to study the relationship between dependent and independent variables of each objective. In order to ensure the reliability

of the results, before the team starts to analyze, Durbin-Watson Test had been used to identify auto-correlation problem between variables. When problem revealed, Newey-West method played a major role in resolving the problems by adjusting the standard errors. R-Square value was generated by every test and shown in the raw results. Thus, R-Square was conveniently used by the team to determine the reliability of every result as it indicates how well a set of data fits a statistical model.

3.7.2 Descriptive Analysis

In this investigation, descriptive data was analyzed critically before the analyses come into a complete picture. The purpose of this move is to enhance the statistical analyses and data interpretation process. The collected data was processed by SPSS and transformed into a generally understandable numerical data such as percentage of male respondents, age ranged, number of respondents and many more. These information has smoothened the data interpretation process and eased the team in many aspects.

3.7.3 Inferential Analyses

3.7.3.1 Crosstab Analysis

Crosstab analysis was applied in the investigations for hypothesis 1 and 3. Hypothesis 1 was to figure out the relationship between student's language preferences and English proficiency. Hypothesis 3 was to investigate the relationship self-perceived English proficiency and usage of SNS. The variables such as dependent and independent variables are nominal data in both hypotheses. For example, frequency

of social networking (daily, 3-5 times/week) and the rating of student's English proficiency (good, average, poor, very poor).

3.7.3.2 Bivariate Correlations Analysis - H2

Hypothesis 2 was aimed to investigate the relationship between examination grade and usage of SNS. Three experiments were carried out to investigate this hypothesis. Firstly, Bivariate correlation analysis was utilized to identify the best media for examination grade enhancement purpose in university. These Medias were newspaper, magazine, television, social networking sites, radio and material provided in school. Positive or negative sign were possible in the result. Positive sign indicates that X is positively related to Y and negative sign indicates a negative relationship. However, these indications are only applicable when the value is significant.

3.7.3.3 T-test - H2

Secondly, T-test was used to investigate the relationship between usage of social networking sites and examination marks. If t-statistic is statistically significant at 10%, 5% or 1%, there is sufficient evidence to prove the relationship between usage of social networking sites and examination marks.

3.7.3.4 One-way Anova test - H2

Thirdly, One-way Anova test was used to investigate the impact of social networking sites on the examination score if second experiment

(t-test) is true. Four groups of people were giving different perceptions, strongly agree, agree, neutral and disagree. The relationship between dependent variables and independent variables will be proven if the mean difference (I-J) is statically significant at 10%, 5% or 1%.

3.8 Conclusion

The techniques and methods mentioned above were used by the team to complete this research. These mechanisms have facilitated the entire research process. The next section covers the most important part of the research, which is data analysis.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

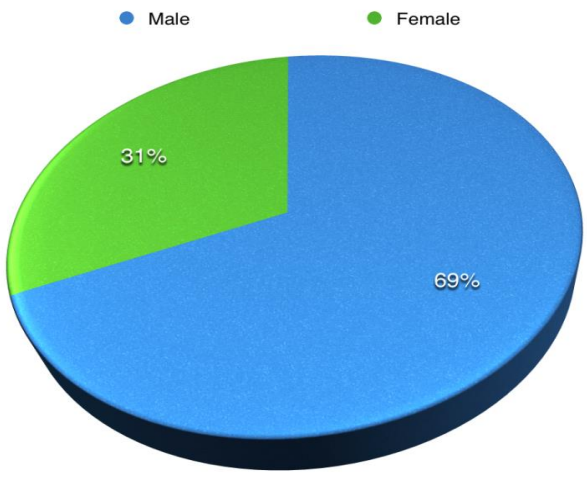
In this chapter, the processed raw data and tests results will be analyzed thoroughly. The test's results were mainly generated by statistical data analysis software known as SPSS Version 22. Besides, E-View was also used to complete whatever SPSS was unable to complete.

4.1 Descriptive Analysis

Descriptive analysis had been conducted to ease the entire analysis process and provide rough numerical information to the readers.

4.1.1 Gender

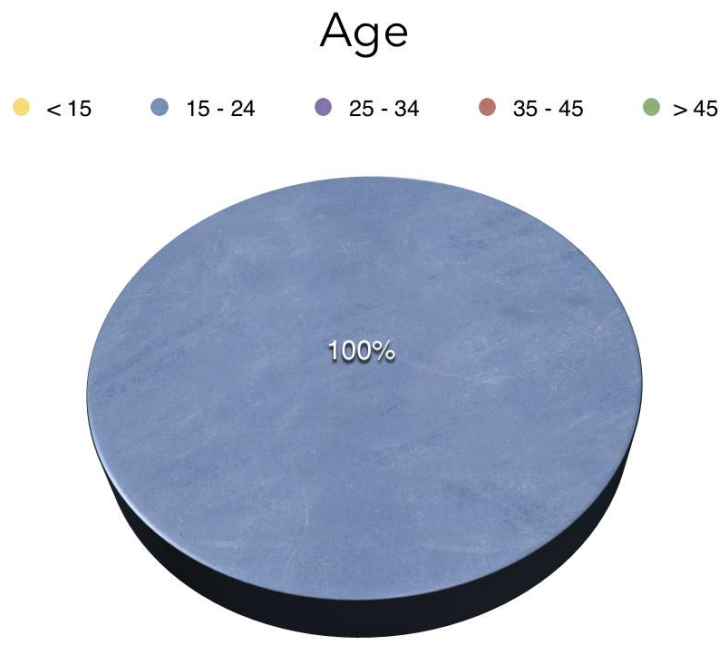
Figure 4.1 Percentage of Respondents Based on Gender



The respondents for this research are mostly female students, which comprise 69.5% of the total sample size, and the remaining 30.5% are male students. As mentioned earlier, the gender of respondents is not balance, mainly caused by the junk questionnaires. The research team has made an assumption for this failure, male students have higher tendency of providing improper and uninformative answers when answering the questionnaires. Hence, most of the junk questionnaires are from male students. Junk questionnaires are not allowed in this investigation. Otherwise, the accuracy of the results will be degraded. As a consequence, the leftover usable questionnaires are mostly female ones.

4.1.2 Age

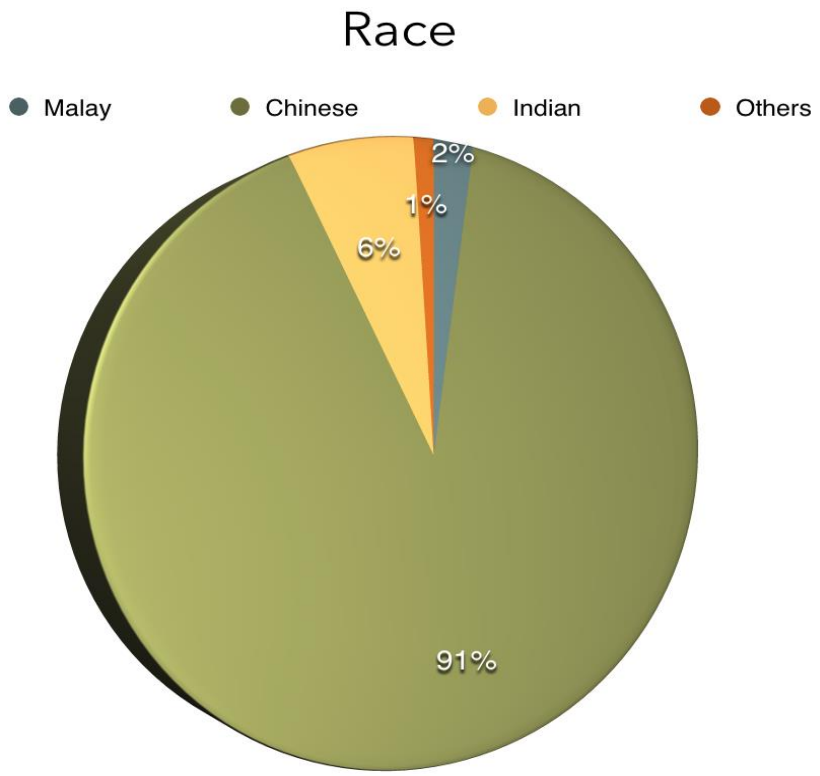
Figure 4.2 Percentage of Respondents Based On Age



100% of the targeted respondents are between 15 – 24 years old since the questionnaires were distributed to university students only. This problem is not important, due to its irrelevance with the primary goal of this research.

4.1.3 Race

Figure 4.3 Percentage of Respondents Based on Race



For your information, approximately 98% of the UTAR students are Chinese, and the remaining 2% are Malays, Indian, international students from other countries or etc. As a consequence, 90.5% of the respondents are Chinese, 2.1%

for Malays, and 6.3% for Indians. The remaining 1.1% is from unknown ethnic group. The research team was not surprised by this, because it is already expected. The age, race and gender of the respondents are extremely imbalance, which is statistically and theoretically incorrect, especially when it emerges in a research project, but the team was able to avoid this problem by constructing a set of objectives which are not related to age, gender, and race. Thus, the issues mentioned above will not bring any harm towards the final results.

4.1.4 Course

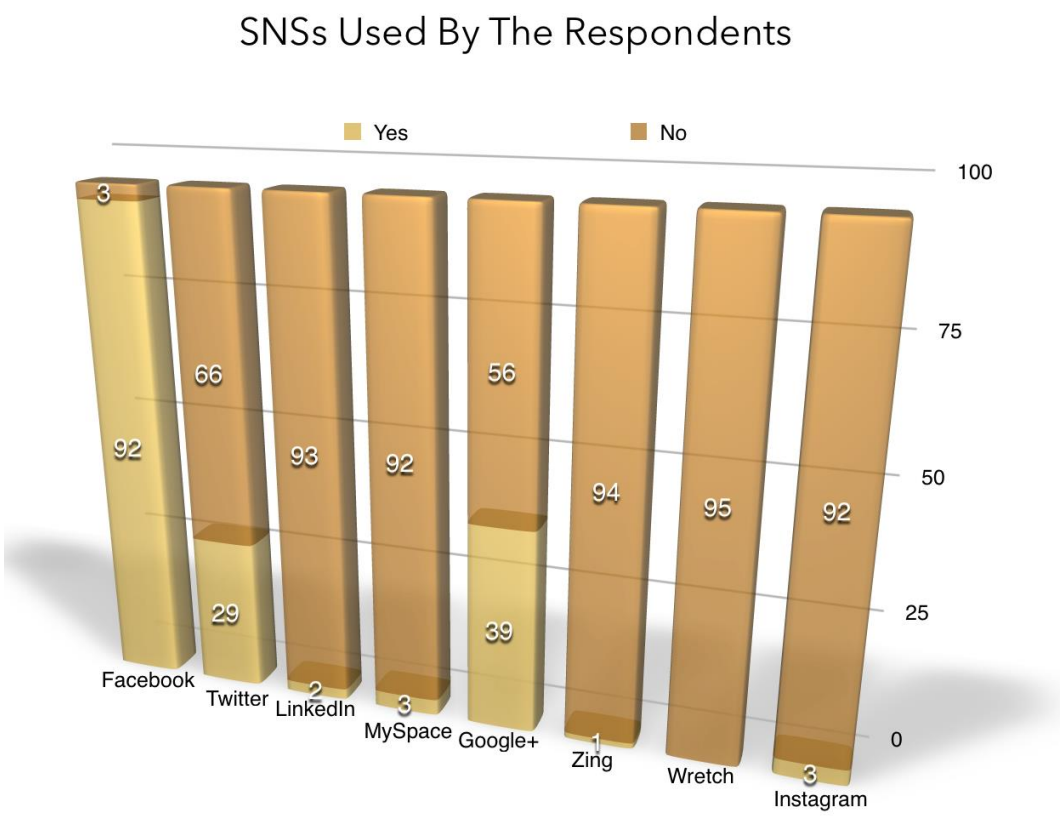
Figure 4.4 Percentage of Respondents Based on Course

UJLL 1013 Report Writing is a compulsory subject for both Accounting students and Global Economic students. To maximize the precision and

efficiency of the research, the research team has excluded Global Economics students from the sample, due to its small amount of potential targets. As we know, categorizing different groups of respondents by different characteristics such as courses and many more, will require separate analysis. Unreasonably small size of one category will lead to several difficulties such as, difficult to estimate, inaccurate results and so forth. Thus, the research team has decided to target ONLY students who are enrolling Bachelor of Accounting (Hons). As a consequence, 100% of the respondents are from Bachelor of Accounting (Hons).

4.1.5 SNSs Used By Respondents

Figure 4.5 SNSs Used By Respondents



According to the stacked chart, the most widely used social networking site is Facebook, 92 out of 95 respondents are Facebook users, as what the team has expected. The second and third most commonly used SNSs were surprisingly out of our expectation. The team was expecting another way round, but the end result was, Google+ took over the second position (41.05% of the respondents use Google+) and Twitter (30.5% of the respondents use Twitter) falls after Google+. Another unexpected result is Instagram. Based on the output, only 3 out of 95 respondents use Instagram, which was unbelievable. This unique result was believed had been influenced by the questionnaires. As we know, respondents rarely answer the questionnaires with full effort, they will only select whatever is inside the selections. In this question, Instagram, unlike Facebook, Twitter and Google+, it was not listed in the options. Instead, the 3 Instagram users/respondents actually selected "Others" and filled up "Instagram". This is one of the minor flaws in the output of this study.

4.2 Inferential Analysis

In this report, the analysis will be explained and written in a different way. The detailed analysis will be explained thoroughly according to the objectives, unlike the ordinary reports, which were commonly separated into many sub-parts without proper organization. In this research, all details, interpretations, reasons and results for a specific objective would be combined in a more organized manner. The purpose of this unique decision is to make the report as reader-friendly as possible.

4.2.1 Analysis for Objective 1

Table 4.1 Test Result (Crosstab Analysis)

		Rate your English Proficiency				
		good	average	poor	very poor	Pearson Chi-Square
Preferred Language	English [b]	89.5%	81.4%	56.3%	0.0%	
	Chinese [b]	10.5%	18.6%	43.8%	100.0%	
						**9.767[a]
Only one language to communicate	Yes [b]	26.3%	22.0%	31.3%	0.0%	
	No [b]	73.7%	78.0%	68.7%	100.0%	
						0.950[a]
		Rate your friend's English Proficiency				
		good	average	poor	very poor	
Preferred Language	English [c]	100.0%	76.7%	77.8%	100.0%	
	Chinese [c]	0.0%	23.3%	22.2%	0.0%	
						0.594[a]
Only one language to communicate	Yes [c]	0.0%	23.3%	23.8%	100.0%	
	No [c]	100.0%	76.7%	76.2%	0.0%	
						3.468[a]
	Total	100.0%	100.0%	100.0%	100.0%	

Notes: 1. "a" indicated 4 cells (50.0%) have expected count less than 5. The minimum expected count is .24.

2."b" indicated (% within Rate your English Proficiency)

3. "c" indicated (% within rate language use by friend)

4. *,**,*** indicate statistical significance at 10%, 5% and 1% level.

According to Table 4.1, 89.5% of the respondents who rated their English proficiency at “good” preferred English and only 10.5% of the respondents preferred Chinese as their communication language. Respondents who rated their English proficiency at “average”, 81.4% preferred English and 18.6% preferred Chinese language. For the group who rated their English proficiency at “poor”, 56.3% preferred English and 43.8% preferred Chinese language. However, those who have rated their own English Proficiency at “very poor” are all preferred Chinese. The Pearson chi-square value is 9.767 and significant at 5%. It indicates that respondents who preferred English are more confident on rating their own English proficiency. On the other side, respondents who preferred Chinese are another way round and rated themselves at below average levels.

Moreover, 73.7% of the respondents who rated themselves at “good” in English proficiency are disagree with using one language to communicate with friends and only 26.3% agree towards it. Respondents who rated at average level in English proficiency, 78% are using more than one language in their daily conversation and only 22% are using only one language. 31.3% of the respondents who rated at poor level in the English proficiency are using one language in their daily life and 68.7% are using several languages. Surprisingly, 100% of the students who rated at very poor level in English Proficiency are strongly disagree towards the concept of adopting only one language when communicate with other. In this test, the Pearson test is 0.950 and not significant at any level.

Next, 100% of students who rated their friend's English proficiency at “good” and “very poor” purely preferred English. The two groups who rated their friend's English proficiency at “average” and “poor”, approximately 75% preferred English and only 25% preferred Chinese. The Pearson chi-square

value is 0.950 but no significant relationship was observed. In addition, students who rated their friend's English proficiency at “good”, they were strongly disagreed with the usage of only one language in daily communication. For the students who rated their friend's English proficiency at “average” and “poor”, 23% agreed with using only one language to communicate with each other but 76.7% were disagree. Students who rated their friend's English proficiency at “very poor” are entirely agreed with no addition languages involved in daily conversation. In this test, the Pearson chi square test is 3.468, but, similarly, no significant relationship was noticed.

4.2.2 Analysis for Objective 2

Table 4.2 Test Result (Bivariate Correlation Analysis)

	Newspaper (rank)	Magazine (rank)	Television (rank)	Social networking sites (rank)	Radio (rank)	Materials provided in school(Rank)
Examination Grade	-.02635	-.03221	-.09507	.02525	.02588	.06544

Note:*,**,*** indicate statistical significance at 10%, 5% and 1% level.

According to Table 4.2, the relationship between examination grade and several Medias was shown. Three variables such as newspaper, magazine and television are possessing negative relationships with examination grade. This indicated examination grade would be worsened when students read more newspaper or magazine and watch television. On the other hand, three variables such as materials provided in school, social networking sites and radio were shown having positive relationship with examination grade. Theoretically, students are able improve their examination grade through these

tools. However, in statistical point of view, six variables are not significant with the examination grade. None of these is the best way to enhance student's examination score.

Table 4.3: Test Result (Independent Sample Test)

$\bar{X}_i$	$\bar{X}_{ii}$	Mean Difference	Standard Error difference	t-Statistic
63.9326	59.0000	4.9325	2.6013	*1.8961

Notes: 1. "i" indicated the mean of the daily usage of social networking sites.

2. "ii" indicated the mean of the 3 to 5 times per week for usage of social networking sites.

3.*,**,*** indicate statistical significance at 10%, 5% and 1% level.

Table 4.3 indicates the relationship between usage of social networking sites and examination score. Students will get an average of 63.93 marks when the social networking sites were used on a daily basis. Respondents who have accessed to SNSs 3 to 5 times per week, were able to get an average of 59 marks. In addition, daily usage of social networking sites enabled students to get higher average marks than those who used SNSs 3 to 5 times per week. This is because daily usage of social networking sites might help students in practicing writing and reading skills. Mean difference is 4.9325 and standard error difference is 2.6013. The t-statistic value is 1.8961 which is significant at 1%. It is an indication of significant relationship between the usage of SNSs and examination score. However, the further experiment will be carried out to define the magnitude of SNSs.

Table 4.4 Test Result (ANOVA)

				Mean Difference (I-J)					
$\bar{X}_i$	$\bar{X}_{ii}$	$\bar{X}_{iii}$	$\bar{X}_{iv}$	$\bar{X}_i$-$\bar{X}_{ii}$	$\bar{X}_i$-$\bar{X}_{iii}$	$\bar{X}_i$-$\bar{X}_{iv}$	$\bar{X}_{ii}$-$\bar{X}_{iii}$	$\bar{X}_{ii}$-$\bar{X}_{iv}$	$\bar{X}_{iii}$-$\bar{X}_{iv}$
63.75	64.87	62.86	64.75	-1.12	0.89	-1.00	2.01	0.12	-1.89

Notes: 1. "i" indicated the group who strongly agree .
2. "ii" indicated the group who agree.

3. "iii" indicated the group who neutral.
4. "iv" indicated the group who disagree.
5.*,**,*** indicate statistical significance at 10%, 5% and 1% level.

Table 4.4 shows the result of enhancement in English caused by social networking sites. There were four groups of respondents, which are strongly agree, agree, neutral and disagree. One-way ANOVA used to refigure the impact of social networking sites. The average mean among four groups is approximately 63 while the mean difference is between 0.12 and 2.01. Satistical significance was not found in all four groups of respondents. In addition, the research team has identified the negative effects brought by SNSs, with the aid of ANOVA analysis. Unfortunately, the parametric test could not be performed because one of the group's data has fewer than two groups. Thus, Kruskal-Wallis Test was applied to investigate the negative effect from social networking sites. In result, there was not statistically significant among the group. (Refer to Appendix XX)

4.2.3 Analysis for Objective 3

Table 4.5 Test Result (Crosstab Analysis)

		No relationship	Positive effect	Negative effect	Pearson Chi-Square
		a student has good command of English will be affected by usage of social networking			
Frequency of using social network	Daily [b]	94.0%	85.7%	100.0%	
	3-5 times/week [b]	6.0%	14.3%	0.0%	
					2.460[a]
		a student has average command of English will be affected by usage of social networking			
Frequency of using social network	Daily [b]	94.7%	95.5%	91.4%	
	3-5 times/week [b]	5.3%	4.5%	8.6%	
					0.489[a]
		a student has poor command of English will be affected by usage of social networking			
Frequency of using social network	Daily [b]	91.7%	94.4%	94.3%	
	3-5 times/week [b]	8.3%	5.6%	5.7%	
					0.221[a]
	Total	100.0%	100.0%	100.0%	

Notes: 1. "a" indicated 3 cells (50.0%) have expected count less than 5. The minimum expected count is .88.

3. "b" indicated % within a person will be affected by usage of social networking.

2. *,**,*** indicate statistical significance at 10%, 5% and 1% level.

Table 4.5 indicates the relationship between self-perceived of the person who has good, average and poor command of English on the usage of social networking sites. Crosstab analysis was performed to study this hypothesis.

The first category is students who have good command of English. 94% of the respondents think that the daily usage of social networking sites did not affect their English and the remaining 6% think accessing SNSs 3 – 5 times every week would bring no affect on their English proficiency. In term of positive effect, 85.7% of students believed that daily usage of social networking sites will improve their English and only 14.3% of students believed 3 to 5 times per week of social networking sites can enhance their English. In terms of negative effect, 100% of students strongly agreed the usage of social networks on daily basis would worsen their English. The Pearson chi-square value is 2.460 but not statistically significant.

Secondly, it is for students who have average command of English. 94.7% of this group claimed that daily usage of social networking sites would not influence their English and only 5.3% claimed that 3-5 times per week would not affect their English. In term of positive effect, 95.5% judged that the day-by-day usages of social networking sites are able to upgrade their English standard and 4.5% think that only 3 to 5 times of usage per week can upgrade their English standard. In term of negative effect, 91.4% of students admitted the often usage of social networking sites will downgrade their English standard and only 8.6% admitted 3 to 5 times per week able to scale down their English standard. The Pearson chi-square value is 0.489 but not statistically significant.

Thirdly, it is students who have poor command of English. 91.7% claimed that daily usage of social networking sites does not influence their English and only 8.3% claimed that 3-5 times per week not affected their English. In term of positive effect, 94.4% judged that usage of social networking sites everyday are capable to upgrade their English standard and 5.6% judged that only 3 to 5 times per week of usage can upgrade their English standard. In term of negative effect, 94.3% of students admitted the often usage social networking sites will down grade their English standard and only 5.7% claimed that 3 to 5 times per week are able to scale down their English standard. The Pearson chi-square value is 0.221 and again, not statistically significant.

4.2.4 Analysis for Objective 4

The forth objective of this research is to determine the relationships between UTAR students' English proficiency and the usage of various Internet slangs. Ordinary Least Square Estimates method is used to investigate this study. The research team has included 7 dependent variable and 17 independent variables, mainly to elevate the precision of the studies. Originally, only the latest CGPA was included in the model. But a notable enhancements was realized when the previous CGPAs of the respondents were included as well. The R-Square value is higher when the previous CGPAs are included (CGPA May 2013 and CGPA Jan 2013). The research team utilized respondents' Final Grade, Coursework Marks, Quiz Results, Oral Presentation Skills, and Assignment Marks to determine respondents' English proficiency. This amount of independent variables will provide a reliable output.

Reliability Tests & Diagnostic Tests

Before the team gets started, correlation tests had been conducted to ensure the variables are not inter-correlated. None of the results is higher than 0.8. Thus, the variables are completely not inter-correlated. Besides correlation test, Durbin Watson test is employed to determine auto-correlation issues. As expected, auto-correlation problem is encountered between the two assignment marks and the total assignment marks. Standard errors have been adjusted in order to overcome the problem (Newey-West method).

Result Analysis

Table 4.6 Multi-Regression Test Result (1st Attempt)

	Final Scores	Coursework Marks	Midterm Quiz	Oral Presentation	Assignment 1	Assignment 2	Total Assignment
Constant	61.8060	41.5675	2.2026	7.7660	12.7678	15.4469	28.2147
Independent Variables							
Shortening of words	-1.5216	-0.6027	-0.2297	***-0.4617**	0.2380	-0.0526	0.1854
Unusual Jargons	1.4203	0.3863	0.0631	0.0597	0.1052	0.3260	0.4312
Repetition	2.4991	0.5662	0.5656	-0.1161	-0.1473	0.2280	0.0807
Onomatopoeia	1.4399	0.1559	1.2394	-0.5505	-0.5538	0.1949	-0.3589
New Jargons	1.8794	***1.0957**	***0.5874**	****0.5235**	0.0856	-0.1692	-0.0836
Misspelling	-0.8270	-0.4077	-0.1339	-0.2980	0.1926	0.0472	0.2398
Malaysian English (Manglish)	-0.4760	0.7019	-0.3334	0.2475	0.2260	0.2491	0.4751
Letter-number combinations	-0.6496	-0.1974	-0.4142	0.0890	0.1973	-0.0980	0.0993
Letter homophone	0.0678	-0.1161	0.0282	0.3721	***-0.5719**	-0.1824	-0.7543
Leets	-1.5041	-0.5930	-0.0788	-0.2614	0.0414	-0.2212	-0.1799
Eccentric Spelling	1.1644	0.4258	0.3188	***0.3304**	-0.2038	-0.0518	-0.2557
Code Switching	-0.2278	0.4903	0.0626	-0.0426	0.1112	0.2582	0.3695

Acronyms	-1.5063	-0.7128	-0.4249	-0.1136	-0.0176	-0.0505	-0.0681
Capital letter	-0.5141	-0.2220	***0.6109**	-0.1088	-0.1323	-0.4028	-0.5351
CGPA Jan 2014	-5.4245	-2.0894	-1.0327	****-3.6006**	0.8022	3.0526	3.8548
CGPA May 2013	5.7883	2.8498	1.0570	****4.6006**	-0.8848	-3.1324	-4.0171
CGPA Jan 2013	-0.8804	-1.7113	-0.4299	-1.0239	-0.1788	-0.3235	-0.5023
R-squared	0.2670	0.2646	0.3185	0.3763	0.1961	0.1411	0.1493
Durbin-Watson stats	1.7913	1.4496	1.7914	1.8704	1.3824	1.3226	1.3208

Notes: *, **, *** indicate statistical significance at 10%, 5% and 1% level.

Table 4.6 indicates the Multiple Regression test's results. The research team has filtered the significant P-Values out and used "*", "**" and "***" to represent different significance level. Based on the result, shortening of words, new jargons, letter homophone, eccentric spellings, capital letter and two of the respondents' CGPAs are significantly related to one or more English proficiency determinants. The most noticeable result is the relationship between the usage of new jargons and oral speaking skills, at a weak 10% significance level. Besides oral presentation, the usage of new jargons also brings direct impact on midterm quiz results and overall coursework mark. Its magnitude is the most tremendous, at 1% significant level, respectively. Oral presentation skills is the most vulnerable element among all dependent variables, 5 out of 17 factors are shown significantly related to oral presentation skills. CGPA May 2013 and CGPA Jan 2014 are both 5% significantly related to oral presentation skills.

Table 4.7 Multi-Regression Test Result (2nd Attempt)

	Coursework Marks	Midterm Quiz	Oral Presentation	Assignment 1
Constant	44.6724	5.5410	7.2864	11.8527
Independent Variables				
New Jargons	***1.6327	***0.8179	***0.5209	
Shortening of words			**-0.4022	
Eccentric				
Letter homophone				**-0.3807
CGPA Jan 2014	-4.3174	-3.0307	-3.4441	1.7905
CGPA May 2013	5.7797	3.3978	4.4839	-2.1929
CGPA Jan 2013	-3.4857	-1.2044	-1.1609	0.2899
R-squared	0.1647	0.1606	0.2633	0.0889
Durbin-Watson stats	1.5189	1.9443	1.4704	1.3504

Notes: *,**,*** indicate statistical significant at 10%, 5% and 1% level.

The research team has identified and filtered the significant factors that are capable to influence English proficiency. The next step is to determine what kind of relationship is emerged between the filtered variables. Second OLS Estimates test was conducted to identify the coefficient's sign and generate a more accurate result. After the second OLS test, 3 dependent variables (Final Grade, Assignment 2 and Total Assignment Marks) had been excluded, because they are practically useless due to the absence of significant relationship with any independent variables.

Reliability Tests & Diagnostic Tests

Similarly, Durbin Watson reliability test was used to identify auto-correlation problem. The similar problem was identified and Newey-West method was used to resolve the problem.

Result Analyses

The OLS test was repeated to generate an ultimate result for this objective. The usage of new jargons is undeniably the least influential independent determinants, possessing a mere 10% significant relationship with all three independent variables. But, unexpectedly, the relationships between these variables are positive which means English proficiency will be improved if new jargons are used frequently. According to Table 4.7, overall coursework marks will be improved by 1.6327 marks if the respondents used jargons frequently. The research team believed that, this increment is resulted by the rises in both quiz results and oral presentation skills, which is 0.8179 and 0.5209 marks respectively. Reasons behind this unique outcome still remained unsolved.

Other than new jargons, other outputs are perfectly logical. Usage of short forms is at 5% significant level in negative relation with oral presentation. Using short forms will decrease presentation marks by 0.4022 marks. The research team has ultimately concluded that using and reading short forms will negatively influence user's pronunciation. As a consequence, users will encounter difficulties in pronouncing certain vocabs accurately during presentation.

Letter homophone too, is negatively associated with oral presentation,

significant at level of 5%. The prolonged exposure to homophones in Internet such as “luv”, “skool” and so forth will definitely affect user’s speaking skills, similar to the impact short forms brought to its users.

CHAPTER 5: DISCUSSION

5.0 Introduction

The ultimate findings of this investigation will be discussed in this chapter, and will be linked to the hypothesis made by the team. Besides, the setbacks and limitation encountered during the study will be explained and possible solutions will be suggested.

5.1 Discussion of Major Findings

5.1.1 Hypothesis 1

H1: There is relationship between student's language preference and English proficiency in UTAR, Sungai Long.

In the previous chapter, one out of four Pearson chi-square value is statistically significant at 10%. Three out of four Pearson chi-square value is not statistically significant. Based on the majority rule, the relationship between language preference and english proficiency was not supported by sufficient evidence. But, the significant value of Pearson chi-square indicates that students who preferred English were able to rate themselves at a higher English proficiency confidently. For students who preferred Chinese, they were not confident enough to rate their English proficiency above average. Moreover, the decision was affected by imbalance of distribution data among the groups. There were four cells have expected count less than 5. This

imbalance distribution of data has influenced the result and brought direct impact upon the achievement of hypothesis.

5.1.2 Hypothesis 2

H2: There is relationship between examination grade and usage of social networking sites in UTAR, Sungai Long.

This hypothesis was sufficiently supported by the final output and proven valid. According to the findings, students who accessed social networks daily are able to perform better in Report Writing and those who used 3 to 5 times per week performed slightly worse. However, this information is not sufficient to prove the hypothesis. In addition, the one-way Anova test result showed the usage of social networking sites is neither beneficial or harmful towards users' English proficiency. Besides, Kruskal-Wallis Test indicates something similar. Thus, it is questionable whether social networking sites contribute positive effect or negative effect on students' English proficiency. In another point of view, contribution of social networking sites is dependent on the way students used it and most importantly, self-control. If students use social networking sites in an appropriate manner, it provides benefits. But, the consequence will be different if students use it excessively and unsustainably, negative impacts will go to the users.

5.1.3 Hypothesis 3

H3: There is relationship between self-perceived English proficiency and usage of social networking sites in UTAR, Sungai Long.

There were no sufficient evidence to prove that there is relationship between self-perceive English proficiency and usage of social networking. Based on the previous chapter, the result indicated that three categories such as good, average or poor are not statistically significant at any level. In table 4.5, three groups in each category are showing the similar result. There is about 90% of students on each group strongly believe daily usage of social networking sites is the main factors. And, only minority of students on each groups believed that using social networking sites by 3 or 5 times per week is the main factor. However, data distribution is imbalance in each category. There is 3 cells have expected count less than 5 in each categories. Thus, it might lead to insignificant result.

5.1.4 Hypothesis 4

H1: There is relationship between UTAR student's English proficiency and distinctive internet slangs.

Based on the results generated by SPSS, the usage of new jargons were able to positively influence English proficiency. This output is totally unacceptable, and no logical explanation can be made for this output. Thus, the team has decided to exclude this variable from the ultimate analyses. Shortening of words and usage of homophones, both models provided logical and expected results. The results showed relatively strong association between various Internet languages and respondents' oral presentation marks. The signs of both coefficients are negative, within the team's expectation. Thus, the hypothesis is partially proven correct. Usage of short forms as well as homophones can definitely influence speaking skills, but a minor contradiction had to be considered. Oral presentation skill is not the only element to determine student's English proficiency. Plenty of students are not able to speak English fluently, but able to write flawlessly and scored better

than those who are able to speak fluently. This theory is agreed and witnessed by all research team members. Despite this consideration, oral presentation skill is undeniably one of the elements used to determine a students' English proficiency, at least a surface one. Thus, this hypothesis is considered proven and true.

5.2 Limitation of Study

Throughout the research study, there were several limitations encountered and will be discussed in this section, mainly to provide a more appropriate path for future similar research. Thus, these limitations will not be repeated by other researchers in similar investigations.

5.2.1 Demographic factors

Demographic factors such as gender, race and age are limited due to our tiny target population. Students in University Tunku Abdul Rahman (UTAR) had been chose as our targeted population. UTAR students are mostly age ranged from 19 to 25 with nearly 90% of Chinese students in the campus. This has led to a much narrow scope for this investigation due to the avoidance of all variables and objective related to respondent demographic information. Despite this avoidance is beneficial for this study, but demographic data is always crucial in a research. Besides, the demographic data is also important to obtain a reliable and bias free result.

5.2.2 Sample size

Sample size is also one of the setbacks for this research studies. 120 sets of questionnaires had been disseminated and only 95 sets are usable after filtration. Before the output was generated, the team originally agreed that the slightly smaller sample size is not harmful for the output, but the truth is different. Sample size of 95 is insufficient to generate a complete output with considerable accuracy. Due to insufficiency of respondent, there are various diagnosis problems encountered. According to the raw outputs generated, the strongest result indicator, significance at 1% was not found in the result. Thus, the output of this study is not solid enough to prove anything.

5.2.3 Financial Resource

Lastly, lack of financial resource is another shortcoming for this study. The research team believes that, with sufficient financial resource, we are able to expand the target population to other province or states. Different cultures in different places can possibly twist the entire investigation result and more useful opinion can be acquired. In this research, financial resource is near to zero due to the lack of supports from third party and the entire team is formed by 4 university students with extremely low income. As a consequence, this research only able to target the most convenient and easily reached peoples, the university students from UTAR.

5.3 Recommendations for Future Studies

Based on the limitations mentioned earlier, various recommendations could be drawn out as navigation for improvement in future studies. The imbalance demographic setback was mentioned in previous sections. In order to overcome this problem and ensure the precision of the results, the targeted population could be expanded. For example, the research team can target more than just accounting students. Involving different courses of students in the research will result to a more balanced demographic data, and generate a more reliable output. Dynamic results and recommendations can also be obtained through different types of respondents. Besides that, the sample size can be increased to more than 200, mainly to offset the unexpected problems such as the amount of unusable questionnaires that lead to an overly small size of usable sample.

In addition, financial resource is crucial as well. With a stronger financial foundation, the research can be carried out at a larger region, instead of a small university. By doing this, a wider scope of demographic, geographic and cultural factors can be acquired and drastically enhance the accuracy and feasibility of the ultimate result. Other than that, data collection method for this research topic is another key factor that should be concerned. The original data collection method was distribution of questionnaire to a group of targeted people and collects them back after the questionnaire had been filled up. However, this could bring various flaws to the research such as questionnaires are not unanswered properly which will lead to unusable data and degrade the result's quality. As a solution, face-to-face interview can be useful. With interview, the data obtained will be more accurate and respondents' English proficiency can be observed during the interview session.

Last but not least, from the ultimate findings of this study, various recommendations could be made to the society regarding the impact of the usage of social networking

sites on an individual's English proficiency. The impacts on english proficiency caused by the usage of social networks are subject to user's habits and preference. There were several relevant researches concluded that social networking sites is not the one to be blamed, the way an individual uses it, is the primary factor. According to Adhi Susilo (2014), Facebook and Whatsapp are both good language learning instruments for student. This is because Facebook has teaching, social and technological affordances that allowed sharing of ideas and interaction among teacher and students. Whereas Whatsapp provide a good distance learning as their features are beneficial for students in mobile learning and context free access to learning resources. Teacher and student can interact with each other at anywhere, anytime thanks to the high accessibility of mobile application. However, Dr Salameh S.Mahmoud (2013) stated that students should aware of the negative effects of the social networking sites on their academic performance but not only see social networking sites as a convenient communication tool. Students should learn to separate the usage of internet slangs and traditional formal English writings instead of using them without considering the suitability.

5.4 Conclusion

This research has provided several important information on how SNSs influenced the academic sectors negatively and positively. Besides, various limitation had been experienced by this study and stated clearly in this chapter, these information is extremely crucial for other researchers to conduct similar study in the future.

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APPENDICES

APPENDIX A

UNIVERSITI TUNKU ABDUL RAHMAN

DATA COLLECTION QUESTIONNAIRE

The purpose of this questionnaire is to collect data on a research project titled below:

"English Language usage in SNS and mobile phones: A bane or boon?"

We value your honest opinions and answers. All responses will be kept anonymous. The questionnaire will take less than 10 minutes of your time. Thank you for your participation.

This questionnaire is divided into 5 sections.

Please answer ALL the questions completely.

Section A: Demographic Profile

Student ID: _____ (compulsory and will be kept confidential, used only for research purpose)

Tutorial group:_____

Tutor's name:_____

Please put a tick (√) in the relevant box.

1. Please select your gender.

☐	Male	☐	Female

2. Please select your age group.

☐	< 15 years	☐	15-24 years
☐	25-34 years	☐	35-45 years
☐	> 45 years		

3. Ethnic group: Malay ☐ Chinese ☐ Indian ☐

Others (please specify) _____

4. What was your last English qualification that you used to enter UTAR and what was the result?

(English Qualification)	*(Results/Score)*
Foundation	
STPM	
UEC	
A Levels	
Others (Please specify) _____	

5. Cumulative Grade Point Average (CGPA) in the last three semesters.

CGPA (Jan 2013)	
CGPA (May 2013)	
CGPA (Jan 2014)	

Section B: Mobile phone, Facebook and Twitter usage
Please put a tick (√) in the relevant box.

6. Do you use the *short-message service* (SMS) function?

☐ Yes ☐ No

7. Do you use any of the following social networking sites?
You may choose more than one answer for question 7.

☐ Facebook ☐ Google+
☐ Twitter ☐ Zing
☐ LinkedIn ☐ Wretch
☐ MySpace ☐ Others. Please specify:_____

8. What language do you prefer to use when you communicate with your friends at UTAR using the social networking sites as listed above? (Please tick (√) only ONE box)

☐ English ☐ Chinese
☐ Malay ☐ Others: _____

9. How often do you use these social networking sites?

☐ Daily ☐ 3 to 5 times a week ☐ Less than 2 times a week

Section C: Personal opinion on the English language
Please put a tick (√) in the relevant box.

10. As a student, which do you think is the best media to learn English from?
Please rank from 1 to 6 for question 11, with 1 being the best and 6 being the worst.

☐ Newspaper ☐ Social networking sites
☐ Magazine ☐ Radio
☐ Television programme ☐ Materials provided in school

11. Do you agree that Facebook, Twitter and SMS can enhance your English language?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

12. How do you rate the language your friends use in the university when they communicate with you via social network and mobile phone?

Very Good ☐ Good ☐ Average ☐ Poor ☐ Very Poor ☐

13. Do you think the language used in Facebook, Twitter or SMS affect the language proficiency of the students negatively?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

14. Do you practice the language that is self- learned?

☐ Yes ☐ No

Section C: Linguistic features

Please put a tick (√) in the relevant space.

15. If you use any of the internet slangs below, how frequent is the usage in social networking sites?

Types of internet slangs	Frequently	Occasionally	Never
Leet Uses numbers to replace letters.. E.g. F4c3b00k, Tw1773r, m0b1l3 ph0n3.			
New jargons E.g. Texting (typing a message), googling (searching the internet), tweeting (posting a tweet on Twitter).			
Unusual jargons Uses weird, unusual jargons to replace the English word. E.g. n00b, pwned, owned, troll.			

Acronyms Abbreviations formed from the initial letters of a word. E.g. LOL (Laughing out loud), OMG (Oh my god).			
Shortening of words Leaving out letters from a word to make it shorter. E.g. msg (message), rly (really), sleepin (sleeping).			
Code switching Concurrent use of more than one language in a sentence. E.g. *Makan* already? Can you *tapau* something for me?			
Misspelling Changes the spelling of a word. E.g. dun (don't), dunno (don't know), hu (who).			
Letter homophone Uses a single letter to represent a word. E.g. u (you), y (why), C U (see you).			
Letter -number combinations Uses numbers to replace certain letters. E.g. str8 (straight), gr8 (great), s2pid (stupid).			
Onomatopoeia Exclamatory spellings of emotions. E.g. Hahahaha, wah, kekeke, woohoo!			
Malaysian English (Manglish) Incorporates Malaysian slang into the English language. E.g. Come onlah, pleaselah, Are you surear? Okay ma.			
Repetition Repeatedly saying a word E,g, Okay okayokay. Nonono			
Capital letter Uses capital letters to emphasise E.g. OKAY, I DON'T UNDERSTAND			
Eccentric spelling Uses the same letter in multiple sequences at the end of the word to emphasise. E.g. Reallyyyyy? Okayyyyyyy.			

16. How would you rate your English proficiency?

Very good	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

Section D: English usage in social networking sites

17. If a person has good command of English, how do you think the usage of social networking sites will affect his proficiency?

    ☐ Positive effect ☐ Negative effect ☐ No relationship

18. If a person has only an average command of English, how do you think the usage of social networking sites will affect his proficiency?

    ☐ Positive effect ☐ Negative effect ☐ No relationship

19. If a person has poor command of English, how do you think the usage of social networking sites will affect his proficiency?

    ☐ Positive effect ☐ Negative effect ☐ No relationship

********** END OF QUESTIONNAIRE **********

APPENDIX B

Data Analysis Results

Table XX. Correlation among internet slangs variables

	ACRO	CODES	ECC_SP	CAP_L	LEET	LET_H	LET_N	MANGLISH	MIS_SPELL	NEW_J	ONO	SOW	REP
CODES	0.36												
ECC_SP	0.27	0.27											
CAP_L	0.22	0.13	0.22										
LEET	0.08	0.07	-0.11	0.00									
LET_H	0.20	0.31	0.10	0.16	0.11								
LET_N	0.27	0.17	0.38	0.30	0.28	0.29							
MANGLISH	0.26	0.38	0.32	0.40	-0.06	0.13	0.25						
MIS_SPELL	0.25	0.29	0.20	0.18	0.11	0.68	0.29	0.22					
NEW_J	0.17	0.19	0.12	0.20	0.08	-0.23	0.18	0.18	-0.10				
ONO	0.41	0.49	0.23	0.09	0.03	0.45	0.03	0.29	0.39	-0.04			
SOW	0.25	0.33	0.36	0.07	0.16	0.64	0.30	0.29	0.65	-0.02	0.41		
REP	0.34	0.46	0.35	0.36	0.04	0.19	0.18	0.54	0.15	0.23	0.36	0.30	
UN_J	0.26	0.33	0.26	0.30	0.11	-0.02	0.34	0.29	0.08	0.38	0.04	0.08	0.11

Note: No. of observation: 95

OLS Results									
	Final Scores			Midterm Marks			Midterm Quiz Marks		
	(i)	(ii)	(ii)	(i)	(ii)	(ii)	(i)	(ii)	(ii)
Dependent Variable									
Constant	62.0684	62.5355	61.5124	39.0119	42.0670	40.9968	2.4503	3.0071	2.0592
Independent Variables									
Shortening of words	-1.4351	-1.6778	-1.5570	-0.7336	-0.9701	-0.6715	-0.3522	-0.2424	-0.2470
Unusual Jargons	-0.0702	0.1200	1.4136	-0.1022	-0.1009	0.3732	-0.2238	-0.1501	0.0598
Repetition	1.9494	2.1210	2.5015	0.4328	0.2384	0.5709	0.4771	0.4841	0.5668
Onomatopoeia	0.0224	0.0768	1.5106	-0.1411	-0.5498	0.2933	0.3081	0.7309	1.2739
New Jargons	*1.6491	1.7396	1.8662	*0.7729	*0.9731	*1.0699	**0.5858	*0.5160	*0.5809
Misspelling	-0.6085	-0.1421	-0.8158	-0.0964	0.2505	-0.3859	-0.1164	0.0069	-0.1284
Malaysian English (Manglish)	0.2897	0.1405	-0.4287	0.9382	1.0757	0.7938	-0.0208	-0.1284	-0.3103
Letter-number combinations	0.4671	0.4338	-0.6715	0.2124	0.1769	-0.2399	-0.1854	-0.1906	-0.4249
Letter homophone	-0.6336	-0.6186	0.0967	-0.4241	-0.3002	-0.0598	0.0763	-0.0775	0.0423
Leets	-1.7286	-1.9186	-1.5159	-0.5841	*-0.6069	-0.6160	-0.2060	-0.2294	-0.0846
Eccentric Spelling	0.8063	0.9834	1.1741	0.2037	0.3272	0.4447	0.2389	0.2480	0.3235
Code Switching	0.5434	0.3635	-0.2513	0.5848	0.4662	0.4446	0.0774	0.0869	0.0511
Acronyms	-1.0659	-0.8854	-1.5299	-0.2809	-0.0791	-0.7587	-0.1940	-0.2103	-0.4365
Capital letter	0.1250	-0.4628	-0.5447	0.0391	-0.3109	-0.2815	*0.5538	0.5005	*0.5959
CGPA Jan 2014		-0.3224	-5.1019		-0.9370	-1.4623		-0.4442	-0.8752
CGPA May 2013			4.6546			0.6462			0.5033
R-squared	0.2178	0.2242	0.2668	0.1892	0.2082	0.2615	0.2358	0.2513	0.3177
Durbin-Watson stat	1.6901	1.7195	1.7943	1.3501	1.4515	1.4690	1.8686	1.7401	1.8066

Notes: *, **, *** indicate statistical significance at 10%, 5% and 1% level.

OLS Results									
	Oral Presentation			Assignment 1 Marks			Assignment 2 Marks		
	(i)	(ii)	(ii)	(i)	(ii)	(ii)	(i)	(ii)	(ii)
Dependent Variable									
Constant	6.9688	7.1845	7.4246	11.3878	12.5217	12.7082	14.2589	15.7844	15.3390
Independent Variables									
Shortening of words	-0.3778	**-0.5217	*-0.5029	0.2003	0.1154	0.2308	-0.0374	-0.1904	-0.0656
Unusual Jargons	0.0240	0.0498	0.0518	0.0130	0.0424	0.1039	0.2413	0.1238	0.3235
Repetition	-0.0475	-0.0266	-0.1132	-0.1564	-0.2423	-0.1468	0.1102	-0.0104	0.2289
Onomatopoeia	0.0653	-0.2926	-0.4683	*-0.4289	-0.6665	-0.5394	0.1458	-0.1981	0.2209
New Jargons	0.2324	*0.3400	***0.5081	0.0273	0.1198	0.0829	-0.1117	0.0122	-0.1741
Misspelling	-0.2130	-0.1733	-0.2850	0.2521	0.3167	0.1949	0.1120	0.2522	0.0513
Malaysian English (Manglish)	0.3281	0.3718	0.3025	0.1871	0.2286	0.2356	0.1037	0.2879	0.2665
Letter-number combinations	0.0593	0.0702	0.0636	0.2081	0.2341	0.1929	0.0673	0.0057	-0.1061
Letter homophone	0.0679	0.2115	0.4058	***-0.5846	**-0.5043	-0.5660	-0.2047	-0.0890	-0.1718
Leets	-0.1994	-0.2414	-0.2752	0.0838	0.0873	0.0390	-0.1799	-0.1716	-0.2256
Eccentric Spelling	0.2607	0.2751	*0.3417	-0.1762	-0.1809	-0.2019	-0.1153	-0.0305	-0.0483
Code Switching	-0.1090	-0.1950	-0.0699	0.2746	0.1966	0.1064	0.3426	0.3498	0.2496
Acronyms	-0.1076	-0.0712	-0.1411	0.0719	0.0984	-0.0224	-0.0474	0.1075	-0.0591
Capital letter	-0.0350	-0.1416	-0.1444	-0.0777	-0.1243	-0.1385	-0.1997	-0.3800	-0.4141
CGPA Jan 2014		0.1181	**-3.2254		-0.2448	0.8677		-0.4518	3.1712
CGPA May 2013			**3.2821			-1.1150			*-3.5488
R-squared	0.2107	0.2502	0.3655	0.1654	0.1997	0.1957	0.0511	0.0792	0.1405
Durbin-Watson stat	1.6500	1.7390	1.8859	1.4474	1.5089	1.3787	1.2426	1.4134	1.3262

Notes: *, **, *** indicate statistical significance at 10%, 5% and 1% level.

OLS Results			
	Total Assignment Marks		
	(i)	(ii)	(ii)
Dependent Variable			
Constant	25.6467	28.3061	28.0472
Independent Variables			
Shortening of words	0.1629	-0.0751	0.1652
Unusual Jargons	0.2543	0.1662	0.4274
Repetition	-0.0462	-0.2527	0.0821
Onomatopoeia	-0.2831	-0.8647	-0.3186
New Jargons	-0.0844	0.1320	-0.0911
Misspelling	0.3642	0.5689	0.2462
Malaysian English (Manglish)	0.2908	0.5165	0.5021
Letter-number combinations	0.2754	0.2398	0.0868
Letter homophone	-0.7893	-0.5934	-0.7378
Leets	-0.0961	-0.0843	-0.1866
Eccentric Spelling	-0.2915	-0.2114	-0.2501
Code Switching	0.6173	0.5464	0.3561
Acronyms	0.0245	0.2059	-0.0816
Capital letter	-0.2774	-0.5043	-0.5526
CGPA Jan 2014		-0.6967	4.0389
CGPA May 2013			-4.6639
R-squared	0.0796	0.1112	0.1487
Durbin-Watson stat	1.2240	1.4012	1.3211

Notes: *, **, *** indicate statistical significance at 10%, 5% and 1% level.