

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes: (1) subjects (2) instruments/materials (3) procedures, and (4) data analysis.

#### **3.1 SUBJECTS**

In this study, the total number of students whose native language is not English and who were enrolled in the Master's degree program in School of Environment, Resources and Development at Asian Institute of Technology formed the total population of the respondents. These respondents attained a re-test score of AWPT during their third semester of the study program.

According to the AIT Data Base, around 207 graduate students fall into this category. The respondents through non-probability sampling, were selected randomly from this population. The opinions of around 33% of the total population were used to analyze the study; thus, the subjects consist of 77 second year graduate students.

#### **3.2 INSTRUMENT**

The instrument used in this study was a questionnaire that was designed to find out the opinions of post graduate students as well as to determine whether positive attitude and good motivation as Social-Psychological factors could improve the student's English proficiency.

The questionnaire provided closed-ended questions, open-ended questions, and five-point Likert weighted scale (Kumar, 1999). The questions in the various categories employed the Likert Scale were credited as follows:

Strongly Agree (SA)	=	5	points
Agree (A)	=	4	points
Uncertain/Indifferent (U/I)	=	3	points
Disagree (D)	=	2	points
Strongly Disagree (SD)	=	1	points

The questionnaire was divided into four main parts.

### **3.2.1 BACKGROUND INFORMATION OF THE RESPONDENTS**

This part consisted of five questions asking about the background information of the respondents such as gender, age, as well as English language background and academic background information.

### **3.2.2 GENERAL INFORMATION ON ENGLISH PROFICIENCY LEVEL**

This question asked for the respondents' information on English proficiency level passes through EIT and AWPT at AIT.

### **3.2.3 THE ATTITUDE AND MOTIVATION AS INTERNAL FACTORS AND EXPOSURE TO ENGLISH (LEARNING ENVIRONMENT) THAT AFFECT THE STUDENT'S ENGLISH PROFICIENCY**

These questions were used to find out whether positive attitude and good motivation as Social-Psychological factors could improve the student's English proficiency. The attitudinal scale with five-point Likert weighted scale was applied to this part.

### **3.2.4 SURVEY OF STUDENTS' OPINIONS ON HAVING ENGLISH PROFICIENCY**

This part consisted of three questions which were aimed to find out what the student thought of their English proficiency and other benefits on having themselves proficient in English, together with their suggestions on any improvement in teaching and social environment to enhance their English proficiency while studying at AIT.

## **3.3 PROCEDURES**

The questionnaire was distributed to 207 respondents via email that could be accessed on the campus.

The email introduced the researcher, gave the purpose of the survey study and provided a web link containing the on-lined questionnaire for the respondents. The researcher started distributing the questionnaire in the middle of November, 2008 requesting that they returned the completed questionnaire to the researcher within two

weeks to facilitate the processing of the data. A copy of the email and on-line questionnaire are provided in the appendix.

### **3.4 DATA ANALYSIS**

The statistical methods used were descriptive statistics to compute frequencies, percentage, means, and standard deviation (SD) of factors on attitude, motivation and exposure to English that have an effect on English proficiency of the respondents.

The correlation analysis by the SPSS program was used to understand the relationship between English proficiency of the respondents towards factors on attitude, motivation and exposure to English.