

## CHAPTER THREE

### METHODOLOGY

This part describes the methodology for analysis of opinions of high school students about English online tuition which consists of:

1. The subjects
2. The materials
3. The procedures used in the collection and analysis of the data
4. The data analysis

#### 3.1 SUBJECTS

The study population was 438 Thai high-school-aged students who actively participated in an English online tutorial program between 2007 and 2008. Due to homogeneity of the population, the sample size of 150 was determined and considered sufficient to represent the total sampling population. The quota sampling technique was utilized to select the sample units of 50 from each study level, Matayom 4, Matayom 5, and Matayom 6 as in the following table:

Level of education	Male	Female
M4	25	25
M5	25	25
M6	25	25
<b>Total</b>	<b>75</b>	<b>75</b>

#### 3.2 MATERIALS

An online questionnaire for data collection was used for data analysis. The description items were written in accordance with the guidelines for online high school students taking English online tuition in Bangkok.

The format of the questionnaire was developed using closed-ended questions and for more applicable alternatives to gather general information and frequency. The questionnaire used in the study was divided into 6 main parts:

Part 1 was designed by using closed-ended questions about personal information: the student's course, gender, educational level, school, English cumulative grade, family background, application for the course, attitude towards English, a source that introduces online tuition. Multiple options and open-ended options were used to explore objectives in taking English online tuition.

Part 2 was to know online tuition experience by using close-ended questions and multiple options for more open alternatives.

Part 3 was to gather information about the internet experience of each student who took English online tuition in Bangkok: the model of his or her computer, the place and duration the student used internet, and objectives of high school students in using internet.

Part 4 was designed to know the opinion of high school students about English online tuition by using a Likert Scale: very important, important, undecided, less important, least important. Opinions were into three parts: opinions about English online system, opinions about the content, and opinions about the English tutor.

Part 5 was designed to identify the main factors that make the student change their option of tutorial methods from tutorial schools to online tuition.

Part 6 was created to ask about problems and suggestions towards English online tuition in Bangkok.

To ensure the questionnaire is practical and effective, a pre-test was conducted with 15 high school students who took English online courses in Bangkok. The purpose of the pre-test was to examine whether the respondents were able to clearly understand the questionnaires. Mistakes found in the pre-test questionnaires were adjusted before conducting the actual survey with the sample group.

### **3.3 PROCEDURES**

The research design and data collection are summarized as follows:

#### **3.3.1 Research Design**

A cross sectional design surveys the learners' style and problems of English online tuition at one online institute in Bangkok. The survey strategy is appropriate because it is more convenient for a large number of data and will cover the research objective.

#### **3.3.2 Data Collection**

In collecting data, the online questionnaires were used in the survey because of the geographical distribution of the study population. The questionnaires consisted of closed-ended, open-ended, and contingency questions. The closed-ended questions were used in order to gain the factual details and also facilitate the researcher's analysis of data. The open-ended questions are used to analyze in-depth information and make the respondents express feeling spontaneously.

The questionnaire consists of six parts:

Part 1: Personal Information

Part 2: Opinion towards the course content

Part 3: Computer experiences

Part 4: Opinion about the course performance: system, content, tutor

Part 5: Factors to make students change opinion

Part 6: Problems and suggestions about English online tuition

The online questionnaires were handed over to the respondents after taking the English language online course. For 150 questionnaires, the researcher distributed 200 questionnaires. The survey was conducted during the high season of Admission tuition, December 2008 – January 2009.

### **3.4 DATA ANALYSIS**

The Statistical Package for Social and Science (SPSS) program version 16.0 was utilized to analyze the collected data. The descriptive statistics including frequency distribution, percentage, mean, standard deviation, t-test scores, crosstab

were implemented to test the hypotheses. The statistical devices used in this study were as follows:

**3.4.1 Cronbach's Alpha Coefficient** was utilized to assess the reliability of the questionnaires. Five-Point Likert Scales were used to measure certain variables.

**3.4.2 Frequency Distribution and Percentage** were employed to analyze the respondents' general information gained from closed-ended and open-ended questions: courses, major of education, grades, computer experiences, preference in English, a source that makes the respondents know English online tuition, reasons to take English online tuition, methods of applying, English online tuition experiences, places and duration in using internet.

**3.4.3 Arithmetic Mean and Standard Deviation** were used to analyze the opinion of the respondents on content, system, and tutors.

**3.4.4 T-test Scores** were used to see whether the opinion of males and females was different or not.

**3.4.5 Crosstabs** were used to analyze in depth the data about the major and the gender of the respondents.

In summary, this chapter has illustrated the methodology of the study including subjects, materials, procedures, and data analysis. In the next chapter, the research results will be presented.