

CHAPTER THREE

METHODOLOGY

This chapter describes (1) the subjects, (2) the materials, (3) the procedures used in the collection and analysis of the data, and (4) the data analysis.

3.1 SUBJECTS

The subjects of the study were 70 students in M. 1/1 and M. 1/2 of Samutsakornburana School. They were selected by Purposive Sampling Technique. They were beginning English learners of English; furthermore, from the screening by the head of English teacher and M. 1 English teacher, it was found out that they were appropriate subjects of the study because they were students who had not understood and performed well at the present simple tense even though they had learned about this tense many times since they were at primary school. Moreover, they would be students who made errors in present simple yes/no question and negative.

3.2 MATERIALS

3.2.1 Pretest, Posttest and Delayed Posttest

There are two types of test in pretest, posttest and delayed posttest: a multiple choice item test, and a completion items test.

3.2.1.1 Comprehension Test (see Appendix A, B and C)

One assessment was chosen was chosen to be a multiple-choice item test because this objective test can be used to test the subjects' comprehension directly and easily. It was constructed to measure the subjects' *comprehension* on the subject-verb agreement used in present simple yes/no questions and negatives. Each item contains a declarative sentence, and 4 choices which are in yes/no question or negative sentences changed from the given declarative sentence. Those choices are 1 correct grammatical sentence, and 3 error sentences in that the errors are 'mismatch of do and does,'

‘doubling errors,’ and ‘mismatch of do and does and doubling errors.’

The test was comprised of 8 items in which 4 of them were used to test the present simple yes/no question, and 4 items used to test the present simple negative. The types of sentence were mixed up. The time allowed for the test was 4 minutes. An example of this type of test is as follows.

The boy **finishes** school at 4 o'clock.

- a) The boy does not finishes at 4 o'clock.
- b) The boy do not finishes at 4 o'clock.
- c) The boy does not finish at 4 o'clock.
- d) The boy do not finish at 4 o'clock.

3.2.1.2 Production Test (see Appendix A, B and C)

The pretest that was used as the screening test mixed the present simple up with present continuous tense so that the subjects were not able to identify which tense they were tested on. Then, their real performance toward the present simple tense was elicited. Nevertheless, in the posttest and delayed posttest, only the present simple yes/no question and negative were in the tests.

This test was selected to be the completion items test type since it can be used to test the subjects' ability in producing correct subject-verb agreement in forms used in the present simple yes/no question and negative, and the correct infinitive form of verbs. The test was divided into 2 parts: Part A and Part B, and each part comprised of 8 items. Part A was to test the subjects' production of the subject-verb agreement in the present simple yes/no question. The model sentences were given in the form of declarative sentences, and then the subjects were asked to change them into questions. Part B of the test was the test of the subject's production of the subject-verb agreement in the present simple negative. The model sentences were provided in the form of declarative sentences. Then the subjects were required to change them into negative sentences by filling in the blanks with 'do/does' and 'the verbs.' The time allowed for this test was 8 minutes. Examples of the test are shown below.

Part A (Yes/No Question)

Japanese **drink** green tea every day.

(1)_____ Japanese (2) _____ green tea every day?

Part B (Negative)

The man **listens** to the news in the car.

The man (1)_____ not (2)_____ to the news in the car.

3.2.1.3 The Pilot Test

In order to develop and refine comprehension test and production test used for the pretest, posttest and delayed posttest, the head of English teacher and M.1 English teacher of Samutsakornburana School were asked to considered *content validity* and *face validity* of the tests, and then 32 comprehension test items and 32 production test items were implemented for the pilot study. Purposive Sampling Technique was used to select the subjects for the pilot study. 30 M.1/1 students of Watbangyaparak School whose proficiency level was similar to that of the subjects in the main study, in that they were beginning level learners of English, took the test.

After the pilot test administration, the test items were analysed. Poor items were deleted while good items were used in the main study. Moreover, the pilot study test was used to calculate the appropriate length of the test time in the main study. It was found that the appropriate test time to use in the main study was 15 minutes.

3.2.2 Teaching Materials

The materials used for teaching the subjects are reading comprehension passages and exercises, and grammar exercises.

3.2.2.1 Reading comprehension Passages and Exercises

The first passage was taken from *Cambridge English for Schools 1: Worksheets* (Littlejohn & Hicks, 2000) (see Appendix E). It was for teaching the subjects

in present simple negative. The second passage that was from *World Class* (Harris & Mower, 1994) (see Appendix F) was for teaching present simple yes/no question. By reading the passages, the topics were exposed, and reviewed to present simple declaratives and the function of the tense. Then, the reading comprehension exercises were constructed to reveal to the subjects the present simple negative and yes/no question. In the first exercise, the students were asked to decide whether the given statements were true or false based on the passage. The statements were mixed up with the declarative and negative sentences. In the second passage, the subjects were asked to answer yes/no questions after reading the passages. Those yes/no questions were in present simple tense.

3.2.2.2 Grammar Exercises

In two grammar exercises, the subjects practiced to transform declarative sentences to yes/no question and negatives sentences. The exercises were contained 5 sentences each, and the topics were extracted from the reading so that the subjects would be accustomed to the vocabulary (see Appendix G).

3.3 PROCEDURES

3.3.1 Research Design

The research design of this study is a *nonrandomized pretest-posttest-delayed posttest control group design*. The graphic design is shown below.

O ₁	X ₁	O ₂	O ₃
O ₁	X ₂	O ₂	O ₃

O ₁ = Pretest
O ₂ = Posttest
O ₃ = Delayed Posttest
X ₁ = Control Group
X ₂ = Experimental Group

3.3.2 The Administration of Pretest

The pretest was administered with M.1/1 and M.1/2 on January 3, 2008. The comprehension test was distributed and then the production test.

3.3.3 Assigning Two Different Teaching Techniques

Two different teaching techniques; the conventional teaching technique and the Chomskian technique were assigned to the subjects. M. 1/1, a control group was taught by the conventional technique, and M. 1/2, an experimental group, was taught by the Chomskian teaching technique. M. 1/1 was taught on January 4, 2008 and M. 1/2 on January 8, 2008

3.3.4 The Administration of Posttest

1 hour after teaching, each group took the posttest. The steps of administration were the same as that of the pretest.

3.3.5 The Administration of Delayed Posttest

2 weeks later, the two groups took the delayed posttest. The experimental group took it on January 18, 2008 and the control group on January 22, 2008. The same steps of the administration were used.

3.3.6 Scoring

The comprehension tests and the production tests from the pretest, posttest and delayed posttest were assigned a score in different ways.

In the comprehension tests, the only correct choice was assigned a score whereas no score was given to other choices. In scoring the production tests, a score was marked when the subjects supplied both correct forms of 'do' and 'the verb in infinitive form.' 2 other responses containing 'mismatch of do and does' and 'doubling error' were recorded to be analysed on the error analysis.

3.4 DATA ANALYSIS

The data was analysed by using SPSS program version 15 as following.

3.4.1 To calculate *means* and *standard deviations (S.D.)* of the students' scores of the comprehension and production on the pretest, posttest, and delayed posttest.

3.4.2 To evaluate which teaching technique is the more effective technique in helping the subjects develop comprehension and production of subject-verb agreement used in present simple yes/no questions and negatives, *Independent-Sample t-test* was performed to prove whether the performances of the two groups on the pretest are more or less the same, *Paired-Sample t-test* was performed to find the differences between the pretest and the posttest scores for each group, *Independent-Sample t-test* was employed again to compare the progress between the two groups taught by the different teaching techniques on the posttest, *Paired-Sample t-test* was utilised to look for the prolonged effects of the different teaching techniques on the delayed posttest, and *Independent-Sample t-test* was employed to compare the performances of the two groups on the delayed posttest.

3.4.3 To identify the subject-verb agreement errors on the pretest, posttest, and delayed posttest, percentage was used to analyse and interpret data in exploration of error analysis.

3.4.4 To investigate the patterns of acquisition of subject-verb agreement used in present simple yes/no questions and negatives, *Paired-Sample t-test* was performed to determine the differences between the two groups' comprehension and production.