

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

This study was done with the sample chosen from Matayom 5 students. Their English proficiency level ranged from fair to excellent. The total subjects were 20 students out of 25 who were studying at Amatyakul School. They studied English six hours a week as their regular class time.

3.2 MATERIALS

The instrument used in this study was a test consisting of two main parts: reference test and writing test (see appendix A), all of which were constructed by the researcher. The test was used to pretest and posttest the students.

3.2.1 Reference Test

This test contained 15 items. In the first ten items, ten sentences were given with underlined pronouns. Students were required to identify the referents of underlined pronoun in the sentences. The other five items were constructed from the passage with five pronouns underlined. The students were required to read the passage and identify the correct referents of the underlined pronouns. In this part, the test was constructed using multiple choice formats in which the students had to choose the correct answer.

3.2.2 Writing Test

This test contained two passages with ten items. Each passage had five pronouns deleted. Students were required to fill in the correct pronouns using pronoun references provided in the box.

3.2.3 Instrument Validation

The test was validated by my advisor and two English teachers from Amatyakul School to see the precision, ambiguity and appropriateness of the test.

3.2.4 The Pilot Study

In order to develop and refine the two tests, a pilot test was conducted by selecting ten students from Matayom six of Amatyakul School to try the test. The comments were then used to improve the test.

3.3 PROCEDURES

To successfully complete the study, these procedures were carried out as follows:

3.3.1 Research Design

This study was conducted using experimental design as the subjects were given the pretest, the instruction and the posttest.

3.3.2 Pretest

The test was administered in the regular class time on January 11th before they were given the instruction. The time allowed in doing the test was 50 minutes, their regular class time. All the tests were returned and were checked by the researcher.

3.3.3 Treatment

The subjects were given the instruction as they were taught how to correctly identify the pronoun reference explicitly three times from January 14th to 15th. The instruction was included in the regular class time two hours (100 minutes) on January 14th and one hour (50 minutes) on January 15th. The strategies I used in the instruction were taken from the suggestion of Nuttall (1996) who indicates the first steps in teaching students to identify the correct referent of a pronoun. They were as follows:

- The first strategy was a text containing various pronouns with boxes around the target items with numbers or colors was given to students. To achieve the task, students then find other items with the same referent as the ones in the boxes by giving the same number or color it. (See appendix B)

- The second strategy was a text selected from the book article with some pronouns underlined and numbered was given to the students. Students were subsequently given another sheet of paper which they used for identifying the noun or

the pronoun references by writing them according to the number indicated in the text. (See appendix C)

- The third strategy was a text with three nouns underlined given to the students. Students were required to draw lines from the underlined noun to all of the pronouns referring back to the nouns. (See appendix D)

3.3.4 Posttest

The test was administered again after the instruction on January 16th using the same test as pretest. The time allowed in doing the test was 50 minutes which was their regular class time. All the tests were returned and were checked by the researcher.

3.4 DATA ANALYSIS

After scoring the two tests, the SPSS/PC program was used to first, compute Pearson Product Correlation to see the effect of pronoun reference on writing, second, to see the progress that the students had made after the treatment, (the t-test has been used to see the distinction between pretest and posttest scores) and third, the descriptive analysis was calculated to see the difference between pretest and posttest scores in detail.