

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter explains the procedures of the study about students' opinions of using English songs to enhance language learning. It consists of information about the subjects of the study, the instruments used, data collection, and data analysis.

#### **3.1 SUBJECTS**

The subjects of the study were in total 300 first year students from 5 faculties, Faculty of Engineering (majoring in Industrial Engineering), Humanities (majoring in Korean, Chinese, Linguistics and Thai), Agriculture Natural Resources and Environment (majoring in Geography and Industrial Biotechnology), Social sciences (majoring in dual program; history and tourism), Management and Information Sciences (majoring in Mass Communication). All of them were studying Foundation of English 2 in the second semester of academic year 2007. They were 107 males and 193 females. They were purposively selected.

#### **3.2 THE CONSTRUCTION OF INSTRUMENT**

The instrument used in this study was a questionnaire since the questionnaire is commonly used for a survey research to obtain valuable information from the participants (Kumar, 2005) and it is widely employed to investigate opinions, views, belief, etc. (Rawewan Chinatrakul, 1999). To decrease the ambiguity and misinterpretation of the instrument, the questionnaire was written in Thai. To construct the questionnaire, the researcher used the information gained from related literature, and it consists of 3 parts as follows:

##### **Part 1: Personal Information**

Students were asked to complete the questionnaire regarding their gender, faculty and grade of Foundations of English 1 (1<sup>st</sup> semester/2007).

### **Part 2: Experience related to English songs**

Students had to give information about their experience in using English songs and their preference of songs.

### **Part 3: Students' opinions in using English songs to promote learning English**

This part was designed to find out the opinions of first year students at Naresuan University in using English songs to promote language learning ability. Students were asked to rate their opinions in using songs in class to promote learning English with 15 items and other open-ended item (see Appendix A). A Likert scale is used here since it does help to place different respondents in relation to each other in terms of the intensity of their attitudes towards an issue: it shows the strength of one respondent's view in relation to that of another (Kumar, 2005). The scale of the extent of agreement of the opinions was weighed according to the following criteria:

5	=	Very high
4	=	High
3	=	Moderate
2	=	Low
1	=	Very low

Frequency and Percentages were used to interpret and analyze the data in finding I and II. For finding III and a rating scale item in finding II, the data was analyzed by using mean and standard deviation.

Mean scores obtained from the scale above were calculated and interpreted based on the criteria below:

4.51 – 5.00	=	Very high
3.51 – 4.50	=	High
2.51 – 3.50	=	Moderate
1.51 – 2.50	=	Low
1.00 – 1.50	=	Very low

The questionnaire was evaluated with the advisor. According to his suggestions and to ascertain the appropriateness of the questionnaire, it was also submitted to 4 experts in the field of teaching English to ensure the satisfactory quality of the questionnaire. The experts were 4 professors in the Faculty of Humanities at Naresuan University.

After the questionnaire was re-checked and revised according to the suggestions of the advisor and the experts, it was then tried out with 34 twilight program first year students in the Faculty of Engineering (majoring in Industrial Engineering) at Naresuan University. Those students were informed of the objective of the questionnaire and each part. It took approximately 30 minutes, which is consistent with Wiseman (1999), who states that it should not take more than 30 minutes for all the test items. After the questionnaire was completed, the students were asked about problems and any ambiguity. Then the questionnaire was investigated for internal consistency by using a useful statistic "Cronbach's coefficient alpha". For most purposes, the alpha should be above 0.8 to support reasonable internal consistency and it turns out that the alpha of this questionnaire is 0.864 which is more than the standard of scale reliability. After that, the questionnaire was modified to employ with the real subjects.

### **3.3 DATA COLLECTION PROCEDURES**

The questionnaire was distributed to the subjects in the beginning hour of the Foundation of English 2 class following these steps:

1. The subjects were informed the objective of the study and each part and the benefits of the results.
2. The researcher asked them to complete the questionnaire honestly and sincerely.
3. The questionnaires were given to all the subjects and the completed questionnaires were returned it to the researcher immediately.

### **3.4 DATA ANALYSIS**

The data obtained from the questionnaire was transcribed and computed by means of the Statistical Package for Social Sciences (SPSS). The statistic values used were frequency and percentage for students' information and experience related to English songs. Means and standard deviation were for students' opinion on using songs in class while content analysis was for the open-ended item.

