

CHAPTER THREE

METHODOLOGY

This chapter describes: the subjects, the materials, the data collection and the data analysis.

3.1 SUBJECTS

The sample was the total number of students in Matthayomsuksa 5 at Tha-It Suksa School in academic year 2006. There were 121 students studying in 2 curriculums, Basic Education Curriculum B.E.2544 and Islamic Study Curriculum B.E.2546. Basic Education Curriculum B.E.2544 consisted of two programs; Science-Math and Art-Language. 57 students (33 males and 24 females) were studying in Science-Math and 64 students (34 males and 30 females) were studying in Art Language. Islamic Study Curriculum B.E.2546 divided into two levels; lower Islamic Study grade 5 (*Ibtidaiyah*) and middle Islamic Study grade 2 (*Mutawassitah*). 72 students (38 males and 34 females) were studying in the lower Islamic Study grade 5 (*Ibtidaiyah*) and 49 students (29 males and 20 females) were studying in the middle Islamic Study grade 2 (*Mutawassitah*).

However, there were 117 respondents (96.69%) participated in the study and the rest of subjects (3.31%) did not return the questionnaire.

3.2 INSTRUMENTS

The instrument employed to collect data for this study was a questionnaire, designed specifically for the purpose of this study. It consists of three parts;

Part 1 The general information of the respondents concerning their gender, program, Grade Point Average (GPA) from the two curriculums, previous Grade Point of Basic English (ENG 32101) and Basic Arabic (ARA25101) or Basic Arabic (ENG32101) and Learning Experience in Arabic and English.

Part 2 The attitudes towards learning English and Arabic. This part was a five point Likert Scale with a total of 33 items. It was designed to investigate the students' attitudes towards several aspects of learning English and Arabic, which were instructors, curriculum and activities, teaching material and media, learners,

evaluation and assessment, and classroom environment. The questions were rated on a five point continuum which ranged between “strongly agree” which was equal to 5 points, “agree” 4 point, “undecided” 3 points, “disagree” 2 points and “strongly disagree” 1 point.

Part 3 gives additional comments and suggestions in learning English and Arabic.

3.3 DATA COLLECTION

The Thai version of the questionnaire was written to reduce the problem of misinterpretation by the subjects. A questionnaire was given to students in March 2007 by the proctors after they finished the last subject of the final examination in academic year 2006.

3.4 DATA ANALYSIS

SPSS program for Windows (version 11.5) was applied to analyze the collected data. The analysis of data will be detailed as follows:

3.4.1 The subjects’ personal data was mainly analyzed by using Frequencies and Percentiles.

3.4.2 The data showing the respondents’ attitudes towards learning English and Arabic was calculated by using Mean and Standard Deviation.

In summary, this chapter has shown the methodology of this study. In the next chapter the results of the study will be presented.