

CHAPTER THREE

METHODOLOGY

3.1 SUBJECTS

The subjects of this study were 30 employees at The Nielsen Company (Thailand). All had taken an in-house communicative English course during September – November 2008. 10 were at elementary level of proficiency, 10 were at pre-intermediate and 10 were at intermediate. The level of proficiency was classified by a proficiency test which covered grammar, listening, speaking, and writing. The only untested skill was reading. Although convenience sampling was used, the population in each business unit was represented.

3.2 MATERIALS

3.2.1 Reading material consisted of a 1,100-word passage drawn from 2009 Industry Outlook: *When times get tough, the tough go back-to-basics* (edited for use in the research), an article from the Consumer Insight: Dec. 2008 – Issue 13, the Nielsen online newsletter by *Tom Pirovano, Director of Industry Insights, The Nielsen Company*

3.2.2 A Reading comprehension test was constructed to measure the subjects' comprehension on the reading passage. Since the survey aimed at finding the reading proficiency, the multiple choices were carefully designed to measure the subjects' comprehension. The testing items tested in different areas: item 1, tests about gist information; item 2 tests the main idea; item 3,9 test inference; item 5 tests minor details of the passage; item 6 tests vocabulary in the passage; item 7 tests reference; and item 4,8,10 test topic sentence in each paragraph.

3.2.3 The Survey of Reading Strategies (SORS), a thirty item Likert-type questionnaire developed by Mokhtari and Sheorey (2002) was used as a self-completion questionnaire for 'while reading strategies investigation'. The survey included 3 types of strategies: Global strategies, Support strategies and Problem solving strategies. A score of 5 meant that the subjects reported using the strategy all the time (100%), a score of 4 meant it was used almost always (76%-99%), a score of 3 meant it was used quite often

(51%-75%), a score of 2 meant it was sometimes used, a score of 1 meant it was seldom used (1%-25%), whereas a score of 0 indicated that the student used the strategy none of the time (0%).

3.3 PROCEDURES

3.3.1 Administration

The reading comprehension test was conducted among 30 subjects. The subjects were administered the reading material together with the reading comprehension test. The subjects were required to read the article and do the test within 30 minutes. After finishing the test, the subjects were required to complete the survey of reading strategies to indicate the extent to which they used a particular strategy while reading the reading test material.

3.3.2 Scoring

Both comprehension test and questionnaire was scored by hand. In the reading comprehension test, the researcher assigned a score to the only correct choice and no score to any other choice. The frequency use of each strategy in SORS was scored, from 0-5, as the subjects perceived to what extent they used it while reading.

3.4 DATA COLLECTION

The answer sheets together with the completed questionnaires were collected once the subjects finished the test.

3.5 DATA ANALYSIS

The data was analyzed by using SPSS/PC program (version 16) to compute means, standard deviations, and certain statistics tests as follows.

3.4.1 To determine the frequency use of each reading strategies in 3 categories: Global reading strategies, Supportive strategies and problem-solving strategies.

3.4.2 To identify what reading strategies the good readers frequently used and the reading strategies that poor readers frequently used.

3.4.3 To determine the significance of reading strategies used by the good readers and the poor ones.