

CHAPTER 3

METHODOLOGY

This chapter described the population and the sample, research design, instruments employed for collecting data, data analysis. The five communicative tasks teaching program which was a treatment for this experimental study and setting arrangement, lesson plans, speaking performance test, students' attitude questionnaire, and statistics used to analyze data were also described in this chapter.

The research methodology consisted of the following topics as follows:

1. Population and sample
2. Research design
3. Research instrument
4. Data collection
5. Data analysis

Population and the sample

1. Population

The population was 64 Mattayomsuksa 6 students who enrolled in English listening & speaking course (EN 43216) in Nongbuapittayakarn School, Nongbua Lamphu province.

2. Sample

The sample was 25 students of Mattayomsuksa 6/9 in Nongbuapittayakarn School, Nongbua Lamphu province using purposive selection.

2.1 Sample of the study

There were 25 students Matthayomsuksa 6/9 who enrolled in English listening & speaking course (EN 43216) in Nongbuapittayakarn School. Based on the results of the final exam of the first semester academic year 2010, the students' English

scores were ranked from high to low. After that the researcher divided students into 5 groups using spiral grouping technique (Slavin, 1990) which created groups of mixed-ability students working together, namely Jigsaw group, Information-gap group, Decision-making group, Problem-solving group, and Opinion-exchange group. Each group consisted of five students from different language abilities, one high, one low, and three medium. Each group had to stay in the same task group throughout the experiment.

Research design

This study carried out for 10 weeks in the second semester of the academic year 2010 in Nongbuapittayakarn School. The teaching program was conducted during the hours of English listening & speaking course (EN 43216) for two- hour sessions a week. A set of communicative tasks was developed as a component of the research treatment employed to examine the effects of the teaching program on students' English speaking proficiency. Their language learning behaviors were the students' attitude questionnaire. The independent variable was teaching speaking using the five communicative tasks: Jigsaw, Information-gap, Decision-making, Problem-solving, and Opinion exchange and the students' English speaking proficiency, and students' attitude towards five communicative tasks were dependent variables.

This study was a One group experimental research study employing a quantitative research method (Cambell & Stanley, 1969).

Table 1: Research design

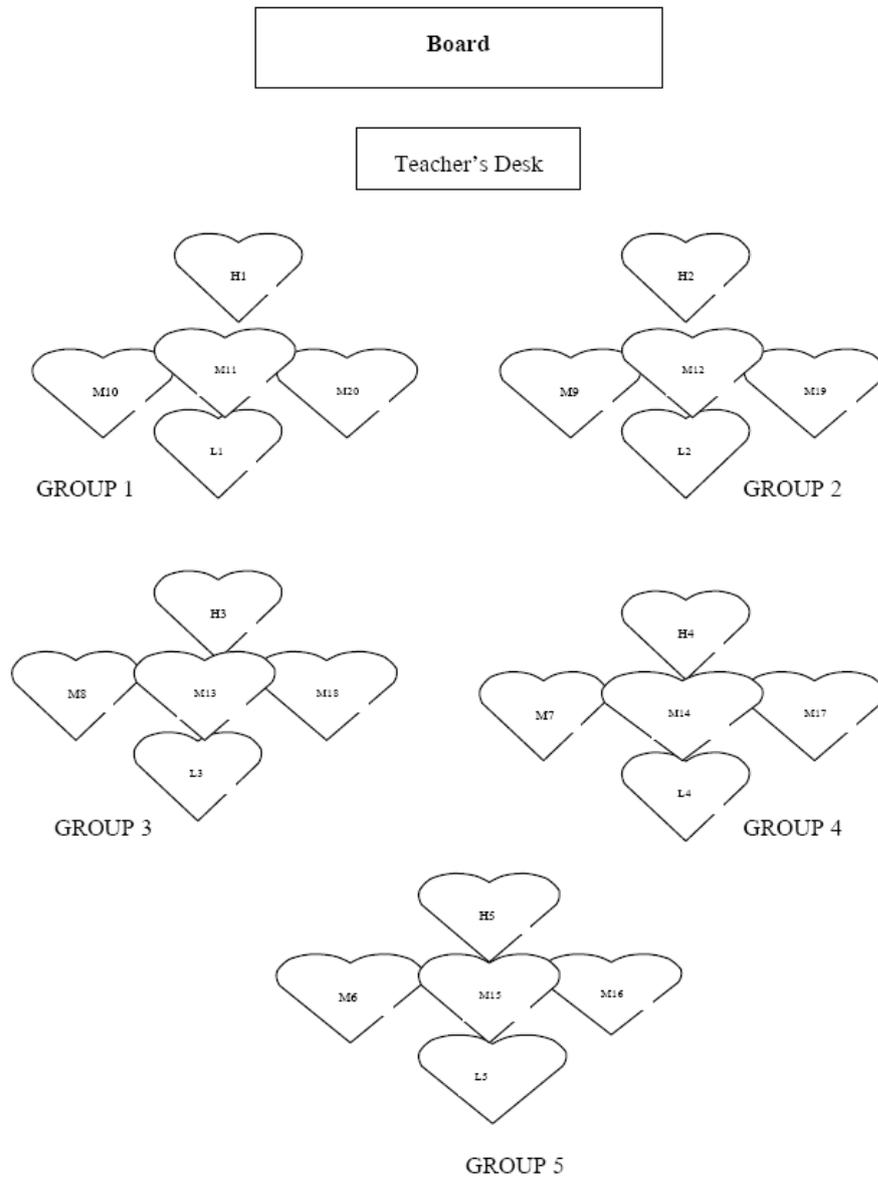
Pretest	Teaching Program	Posttest
T1	X1	T2
T1	X2	T2
T1	X3	T2
T1	X4	T2
T1	X5	T2

(Five group pretest – posttest design)

- T1 means Pretest
- T2 means Posttest
- X1 employs Jigsaw task
- X2 employs Information-gap task
- X3 employs Decision-making task
- X4 employs Problem-solving task
- X5 employs Opinion-exchange task

Setting arrangement

The experimental study was conducted with 25 students of Mattayomsuksa 6/9 who enrolled in an English listening & speaking course (EN 43216) in Nongbuapittayakarn School. In this study, the researcher arranged the classroom to facilitate students while performing the five communicative tasks. The students were seated in groups of five, mixing students from different language abilities: high, medium, and low, based on the final exam results of the first academic year 2010. This type of student grouping was applied from a number of research studies involving group dynamics and cooperative learning (Slavin, 1990) and there were five groups performing the five tasks at the same time of the learning process. The students sat together in groups and spent time together, sharing goal-directed behavior in a context as a work team to achieve the goal.



- GROUP 1 Jigsaw task
 GROUP 2 Information-gap task
 GROUP 3 Decision-making task
 GROUP 4 Problem-solving task
 GROUP 5 Opinion-exchange task

Figure 3: Map of seating arrangement

Research Instrument

Three research instruments employed in this study were lesson plans, a speaking proficiency test, and a students' attitude questionnaire.

1. Lesson Plans

The lesson plans were developed in an English version including 10 units using the five communicative tasks: Jigsaw, Information-gap, Decision-making, Problem-solving, and Opinion-exchange.

1.1 Lesson plans construction

The process of constructing the lesson plans of the five communicative tasks was as follows:

1.1.1 Study the English Curriculum A.D. 2008: indicators and standards.

Table 2: English listening and speaking course (EN 43216) using the five communicative tasks.

No.	Topic	Learning outcome	Standard/Indicator	Duration of Time (hrs)
1	Greeting	Students are able to use language, intonation and gesture appropriately in social occasions and locations proper to social etiquette and culture of English speaker.	Std. F.1.1 Grade 10 -12/1 Std. F.1.2 Grade 10 -12/ 1, 3, 4 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2

Table 2: English listening and speaking course (EN 43216) using the five communicative tasks (continued).

No.	Topic	Learning outcome	Standard/Indicator	Duration of Time (hrs)
2	Places in My Town	Students are able to follow instructions in the manual, guidelines, explanation and description listened and read.	Std. F.1.1 Grade 10 -12/1 Std. F.1.2 Grade 10 -12/ 1, 3, 4 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 2.1 Grade 10-12/1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2
3	On Vacation	Students are able to speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as providing justifications and examples for illustration.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2
4	Birthday Party	Students are able to use language for communication in real situations, simulated situations in the classroom, community and society.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2

Table 2: English listening and speaking course (EN 43216) using the five communicative tasks (Continued).

No.	Topic	Learning outcome	Standard/Indicator	Duration of Time (hrs)
5	Desert Island	Students are able to speak and express opinions about activities, experiences and incidents in the local area, society and the world, as well as providing justifications and examples for illustration.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2
6	Environment	Students are able to speak and write to summarize the theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interest.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2
7	At the Movies	Students are able to use the language for communication in real situations / simulated situations in the classroom, school, community and society.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2

Table 2: English listening and speaking course (EN 43216) using the five communicative tasks (Continued).

No.	Topic	Learning outcome	Standard/Indicator	Duration of Time (hrs)
8	School Rules	Students are able to use the language for communication in real situations / simulated situations in the classroom, school, community and society.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2
9	Outstanding Student	Students are able to speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news and situational heard and read.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2
10	Farewell	Students are able to use the language for communication in real situations / simulated situations in the classroom, school society.	Std. F.1.1 Grade 10 -12/1-4 Std. F.1.2 Grade 10 -12/ 1-5 Std. F.1.3 Grade 10 -12/ 1-3 Std. F. 4.1 Grade 10 -12/ 1 Std. F. 4.2 Grade 10 -12/ 1-2	2

1.1.2 Select the contents related to the five communicative tasks:

Jigsaw, Information-gap, Decision-making, Problem-solving, and Opinion-exchange from other sources such as newspapers, magazines, journals, Internet, etc., which were suitable for students' competence. The lesson plans consisted of 10 units and they were as follows:

- 1.1.2.1 Greeting
- 1.1.2.2 Places in My Town
- 1.1.2.3 On Vacation
- 1.1.2.4 Birthday Party
- 1.1.2.5 Desert Island
- 1.1.2.6 Environment
- 1.1.2.7 At the Movies
- 1.1.2.8 School Rules
- 1.1.2.9 Outstanding Student
- 1.1.2.10 Farewell

1.1.3 Define the pattern of the contents, activities, materials and tools for evaluation based on the five communicative tasks and then constructed 10 lesson plans. Each lesson plan consisted of:

- 1.1.3.1 Concept
- 1.1.3.2 Indicators and terminal objective
- 1.1.3.3 Content
- 1.1.3.4 Teaching and learning procedures
 - 1) Presentation
 - 2) Practice
 - 3) Production
- 1.1.3.5 Teaching materials
- 1.1.3.6 Evaluation

1.1.4 Submit the lesson plans to the thesis advisors in order to check correctness and then have it revised and refined.

1.1.5 Submit the revised lesson plans to the three experts in order to examine the correctness, appropriateness, and relation between the objectives and learning activities and evaluation in accordance with the teaching procedures developed by the researcher. Follow the three experts' consideration, the scores were categorized into 3 levels (Rovinelli & Hambleton, 1977: 49-60).

+1 means sure, correctness and appropriateness to objectives

0 means unsure, correctness and appropriateness to objectives

- 1 means sure, not related to objectives

After that the collected scores from the three experts were analyzed for the Index of Item Objective Congruence (IOC) which was 0.88.

1.1.6 Revise the lesson plans according to the evaluation of the three experts and submit it to the thesis advisors in order to recheck.

1.1.7 After the revision of the lesson plans, a pilot study was carried out with 29 students of Mattayomsuksa 6/8, another class who also studied English listening & speaking course (EN 43216) with the co-teacher in Nongbuapittayakarn School in the first semester of the academic year 2010 in order to check if the lesson plans worked well in the similar context before the main study was taken.

1.1.8 The lesson plans were revised based on the information obtained from the pilot study. Finally, 10 lesson plans were implemented in the teaching program for ten weeks.

There were eight steps in constructing the lesson plans employed in this study as presented in Figure 4 on the next page.

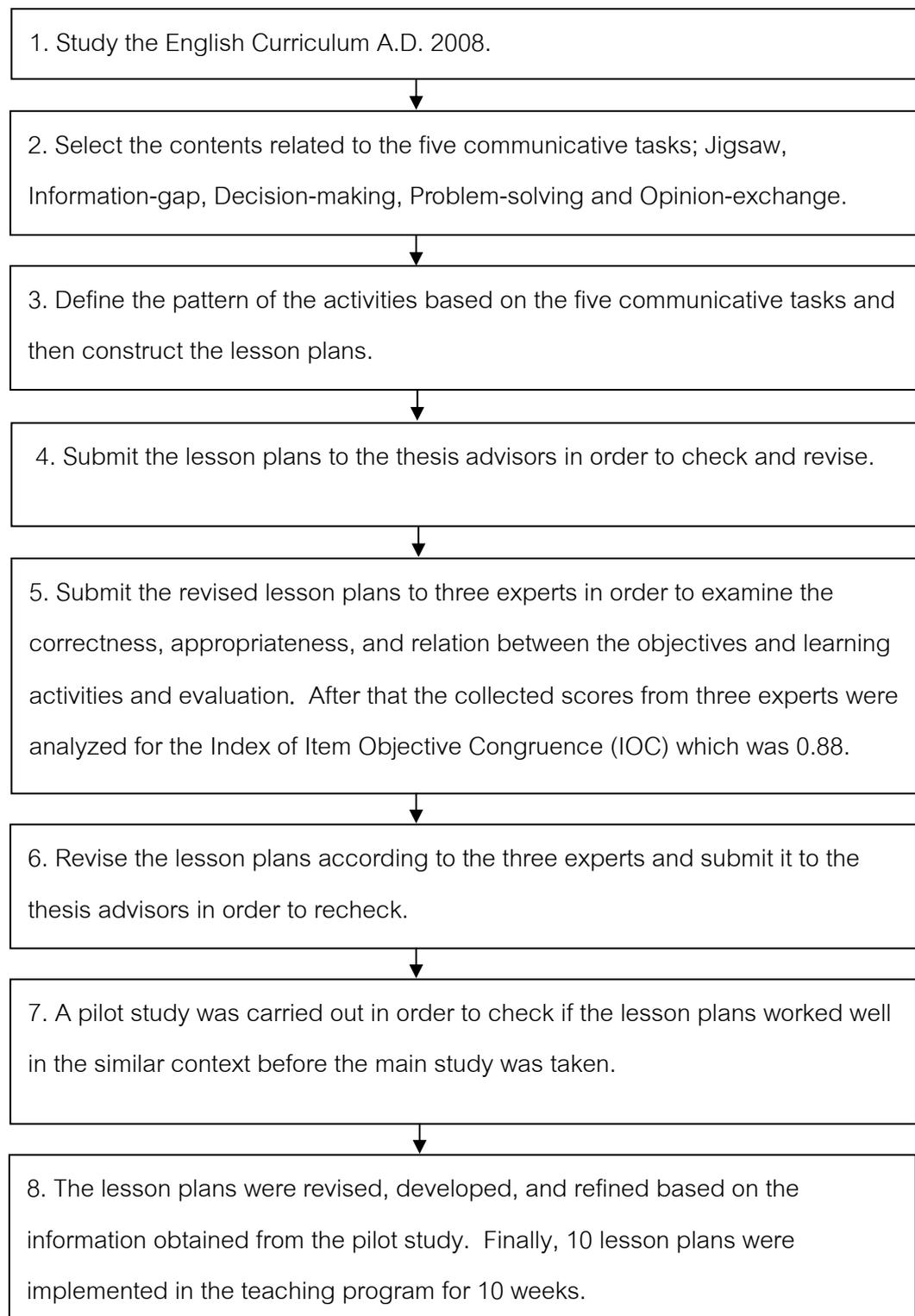


Figure 4: The process of lesson plans construction to improve English speaking proficiency using the five communicative tasks.

2. Speaking proficiency test

The speaking proficiency test was developed by the researcher based on Klanrit (2005: 121-123) to examine the ability of students what level they possessed.

2.1 Speaking proficiency test construction

The process of constructing the speaking proficiency test of the five communicative tasks was as follows:

2.1.1 Study the assessment and evaluation in English language testing.

2.1.2 Construct the speaking proficiency test for the five communicative tasks related to the contents of English listening and speaking course (EN 43216). The test was composed of 5 situations. Each situation had pictures as the guidelines for the students making conversations.

2.1.3 Submit the speaking proficiency test to the thesis advisors in order to check correctness of the contents.

2.1.4 Revise and refine the speaking proficiency test according to the thesis advisors.

2.1.5 Submit the revised speaking proficiency test to three experts to examine the correctness, appropriateness, and relation between the objectives and the test items and evaluation. After consideration from the three experts, the scores were categorized into 3 levels (Rovinelli & Hambleton, 1977: 49-60).

+1 means sure, correctness and appropriateness to objectives

0 means unsure, correctness and appropriateness to objectives

- 1 means sure, not related to objectives

2.1.6 After that the collected scores from the three experts were analyzed for the Index of Item Objective Congruence (IOC) which was 0.84. If the item IOC is lower than 0.50, it should be improved or removed.

2.1.7 After the revision of the speaking proficiency test was done, a pilot study was carried out with 29 Mattayomsuksa 6/8 students, another class who

also studied the English listening and speaking course (EN 43216) with the co-teacher in Nongbuapittayakarn School in the first semester of the academic year 2010 in order to check if the speaking proficiency test worked well in the similar context before the main test was undertaken.

2.1.8 The speaking proficiency test was revised based on the information obtained from the pilot study.

2.1.9 Construct the final form of the speaking proficiency test and finally conducted it with 25 Mattayomsuksa 6/9 students in the second semester of the academic year 2010.

The speaking proficiency test was administered twice, before and after the sample was exposed to lessons in the teaching program. The process of constructing the speaking proficiency test was demonstrated in Figure 5 on the next page.

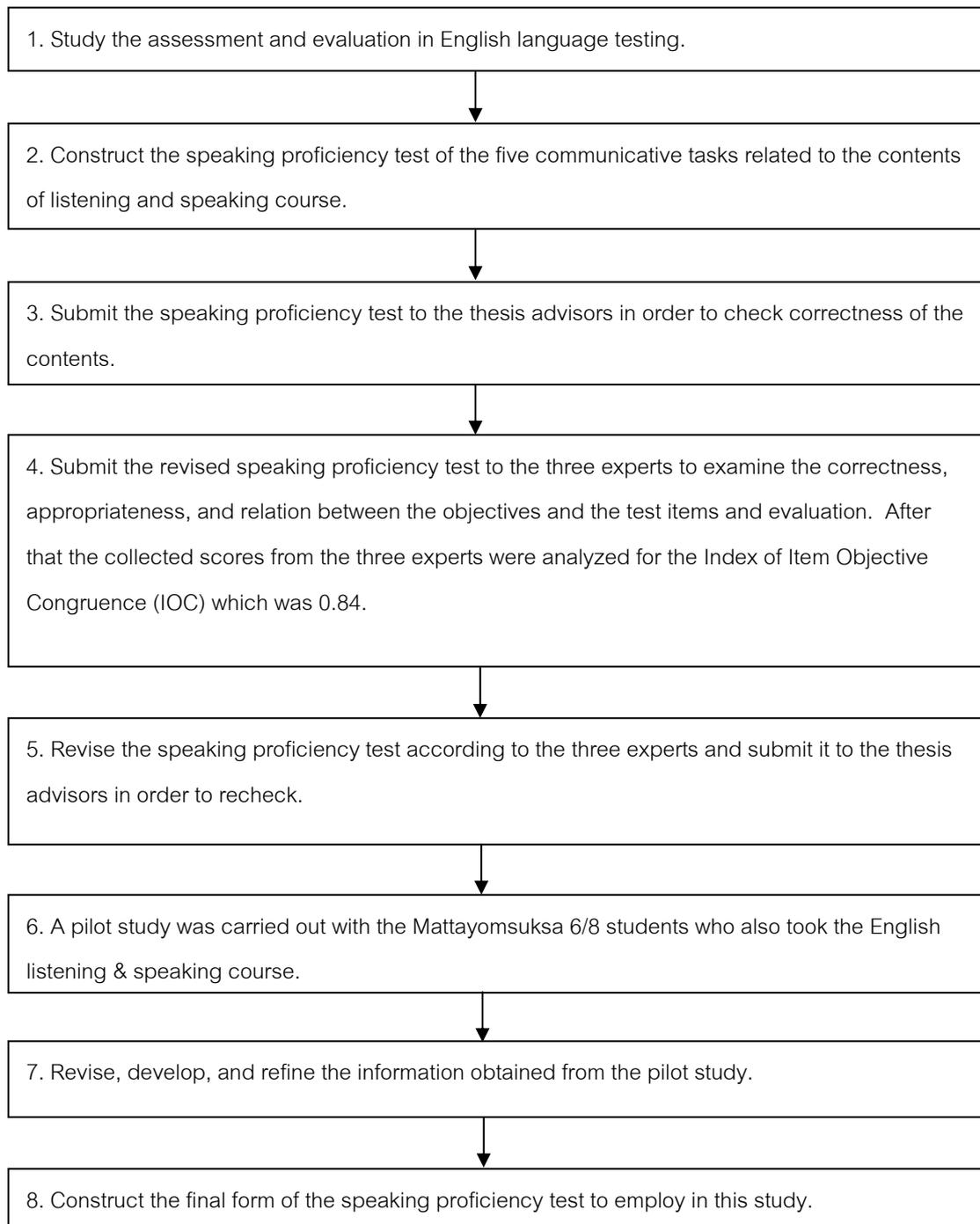


Figure 5: The process of speaking proficiency test construction to improve English speaking proficiency using the five communicative tasks.

2.2 Pretest /Posttest

For the speaking performance test, it was required to explain to students in order that they could understand the procedures and how to perform the test correctly.

2.2.1 Orientation how to conduct a test.

2.2.1.1 The 25 sample was asked to complete the same tasks on a pretest/posttest basis to determine whether they improved their speaking abilities over the 10-week period.

2.2.1.2 The speaking test consisted of five speaking tasks: Jigsaw, Information-gap, Decision-making, Problem-solving, and Opinion-exchange respectively. Each task group had to perform the test according to the task for which they were nominated. The approximate time of conducting a test was 15 minutes each.

2.2.1.3 The speaking test was conducted in the Self English Access Room (SEAR) which was appropriately free from the interference. Students were videotaped while performing the test.

2.2.2 For each of the tasks, students were allowed time to prepare what they would like to say before the videotape was recorded. They could ask questions in Thai, make notes, and make a script for their speaking.

2.2.3 There were three raters for judging, the researcher and two colleagues, one was a native English teacher and others were Thai teachers.

2.2.4 The scores were calculated using mean (\bar{x}) from the three raters' scoring and scaling.

3. Students' attitude questionnaire

A students' attitude questionnaire was developed in English version based on Saiyos & Saiyos (2000: 13). The students' attitude questionnaire was divided into 20 aspects involved with the role of the five communicative tasks in English speaking class.

3.1 Students' attitude questionnaire construction

The students' attitude questionnaire items were categorized into 20 items and constructed according to these steps.

3.1.1 Study the theories related to the attitude in assessment and evaluation of English Language Curriculum.

3.1.2 Define the contents of the attitude evaluation with reference to the role of the five communicative tasks in English speaking class.

3.1.3 Construct the items related to the contents using a five point Likert's rating scales ranging from:

For the items with positive meanings were interpreted as follows:

5 means Strongly agree

4 means Agree

3 means Not sure

2 means Disagree

1 means Strongly disagree

For the items with negative meanings were interpreted as follows:

1 means Strongly agree

2 means Agree

3 means Not sure

4 means Disagree

5 means Strongly disagree

3.1.4 Submit the students' attitude questionnaire to the thesis advisors in order to check the correctness and appropriateness.

3.1.5 Revise the students' attitude questionnaire and then submit it to three experts in order to check the Index of Item Objective Congruence (IOC) which was 0.96.

3.1.6 Distribute the students' attitude questionnaire to the sample after they finished the teaching program.

The process of the students' attitude questionnaire construction was displayed in Figure 6 on the next page.

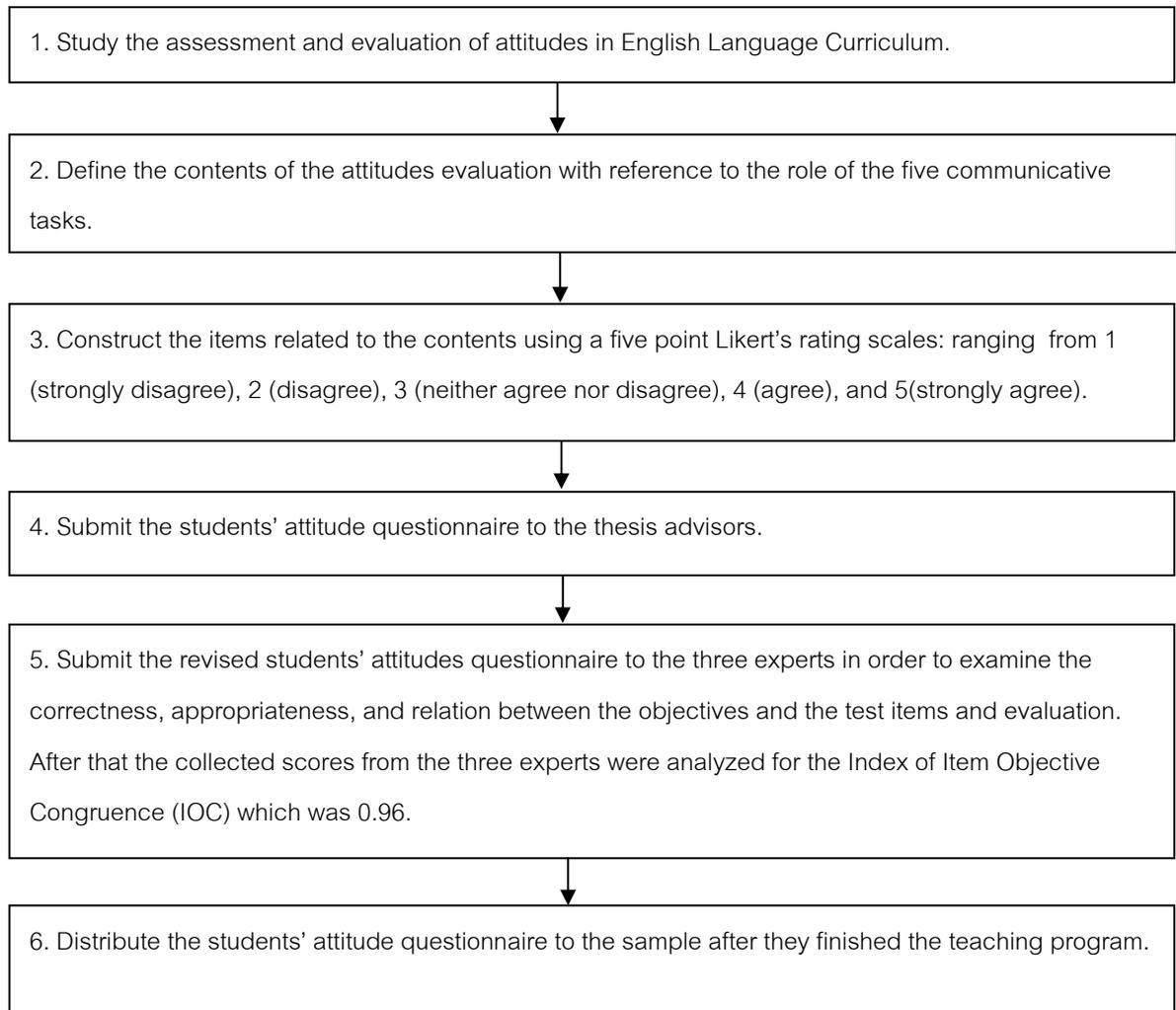


Figure 6: The process of the students' attitude questionnaire construction to improve English speaking proficiency.

Data Collection

The researcher administered this study on the purposes of using the five communicative tasks to improve the English speaking proficiency and to find out which task reflected the highest efficiency in proficiency gains.

To perform data collection, the researcher collected the data in the second semester of the academic year 2010. The details were as follows:

1. The preparatory stage was composed of three steps:

1.1 Select the sample who was 25 students of Mattayomsukas 6/9 in Nongbuapittayakarn School, Nongbua Lamphu province, in the second semester of the academic year 2010 by purposive selection.

1.2 Schedule the time table and time duration for the experimental administration which was conducted in the second semester of the academic year 2010 within 10 weeks, two-hour sessions, and twenty hours in total.

1.3 Organize the orientation to identify the indicators to students, the agreement while doing the activities, and evaluation.

2. The data collection stage was classified into 4 steps:

2.1 Conduct the pretest by using the speaking proficiency test consisting of 5 situations according to the five communicative tasks. Each test took around fifteen minutes.

2.2 Conduct the teaching program of ten lesson plans.

2.3 Conduct the posttest by using the speaking proficiency test of pretest.

2.4 Distribute the students' attitude questionnaire to examine the students' attitude after learning the English listening and speaking course (EN 43215) by using the five communicative tasks.

There were four steps of data collection illustrated in Figure 7 below.

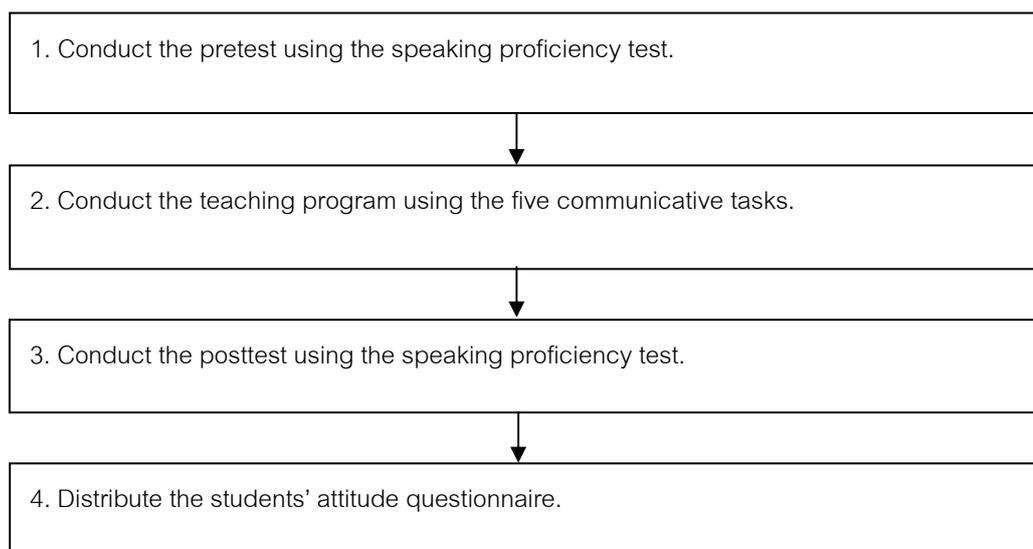


Figure 7: The process of data collection to improve English speaking proficiency using the five communicative tasks.

Data Analysis

The data obtained from the speaking proficiency test and the students' attitude questionnaire were statistically analyzed as follows:

1. The process of data analysis

- 1.1 To examine the effectiveness of the five communicative tasks on students' English speaking proficiency of Mattayomsuksa 6 students with the standard criteria 80 / 80.

The first 80 meant students could do the formative test during the teaching program with average 80%. The last 80 meant students could do the speaking proficiency test after the teaching program with average 80%.

- 1.2 To compare the differences of the speaking proficiency results for each communicative task of Mattayomsuksa 6 students.

- 1.3 To investigate the students' attitude towards the five communicative tasks of Mattayomsuksa 6 students.

2. Statistics of the study

The data obtained from the speaking test and students' attitude questionnaire were analyzed using three types of statistics as follows:

- 2.1 The basic statistics used to analyze the data were:

- 2.1.1 Percentage was used to analyze the effectiveness of English speaking proficiency using the five communicative tasks.

- 2.1.2 Mean was used to analyze the scores of pretest and posttest.

- 2.1.3 Standard deviation was used to analyze the scores of pretest and posttest and students' attitude questionnaire.

- 2.2 The statistic used to evaluate the quality of the instrument was the Index of Item Objective Congruence: IOC (Tirakanan, 2005: 148).

- 2.3 The statistics used to analyze hypothesis were:

- 2.3.1 Paired simple t-test was used to analyze the differences of the scores prior to and after the teaching program.

2.3.2 One-Way ANOVA was used to analyze the overall test of the groups (the five communicative tasks) whether their Mean scores were different from each other and LSD (Least Significance Differences) was used to analyze the Post hoc test which was determined which pair was different.

3. Criteria in Data interpretations

Analyze the scores students' attitude questionnaire in order to conclude and interpret the findings were as follows:

The average points 4.50-5.00: Strongly agree

The average points 3.50-4.49: Agree

The average points 2.50-3.49: Not sure

The average points 1.50-2.49: Disagree

The average points 0.50-1.49: Strongly disagree

Interpretations of the criteria were as follows:

Strongly agree	means	good
Agree	means	fairly good
Not sure	means	fair
Disagree	means	fairly poor
Strongly disagree	means	poor