

CHAPTER THREE

METHODOLOGY

This chapter describes: (1) the subjects, (2) the research instrument and materials, (3) the procedures used in the collection, and (4) the data analysis. This study is quantitative research to identify the language learning strategies use, to compare the language learning strategies use by Mathayom sukka 5 students at Chulaongkorn University Demonstration Secondary School, Bangkok and to find the relationship between students' learning strategies and their achievement in studying English.

3.1 SUBJECTS

The sample in this study was 168 Mathayom sukka 5 (M.5) students at Chulaongkorn University Demonstration School in academic year 2009. There are 215 M.5 students in the academic year 2009. To determine the sample size for the study, the researcher used the Table for Determining Sample Size from a Given Population by Robert V. Krejcie and Daryle W. Morgen, 1970. The sample for this population (approximately 215 students) needs to be at least 136 students. Therefore, the researcher decided to distribute the questionnaires to all 215 students. However, 168 questionnaires were collected.

The reported grades from two English subjects (Foundation English and English: Reading and Writing) of the first semester of academic year 2009 were averaged and used to determine the participants' English achievement level.

The criteria used to determine the participants' achievement level were as follows:

<u>Average Grades</u>	<u>English Achievement</u>
4.00	very high
3.00, 3.25, 3.50, 3.75	high
2.00, 2.25, 2.50, 2.75	medium
lower than 2.00	low

TABLE 1. Students' Achievement Level of English

Level of English achievement	No. of students	Percentage (%)
Very high	51	30
High	58	35
Medium	39	23
Low	20	12
Total	168	100

3.2 RESEARCH INSTRUMENT AND MATERIALS

The research instrument in the study was the Strategy Inventory for Language Learning (SILL) Version for Speakers of Other Languages Learning English, version 7.0 (ESL/EFL) developed by Oxford (1990, p. 293) since it is reported to be more comprehensive and detailed. SILL has been used extensively to collect data on large number of learners and SILL is also a standardized measure with versions for ESL and EFL students (Chamot, 2001, p. 27)

A questionnaire was used to examine student's language learning strategies in all four skills; speaking, listening, writing and reading. The questionnaire consisted of two parts. The first part of the questionnaire was used to elicit the participants' personal information including gender, school, and English grades in two English subjects (Foundation English and English Reading and Writing) in the first semester of academic year 2009.

The Strategy Inventory for Language Learning consists of 50 items. These items were divided into six subscales as follow:

- | | |
|---|----------|
| A. Remembering more effectively (memory strategy) | 9 items |
| B. Using all your mental processes (cognitive strategy) | 14 items |
| C. Compensating for missing knowledge (compensation strategy) | 6 items |
| D. Organizing and evaluating your learning (metacognitive strategy) | 9 items |
| E. Managing your emotion (affective strategy) | 6 items |
| F. Learning with others (social strategy) | 6 items |

A five level Likert-scale of SILL was used to investigate students' language learning strategies. It consisted of 50 items and each item was given a degree of learning strategies in a numerical value from zero to four as follows:

- 1 - I never or almost never use this strategy
- 2 - I rarely use this strategy
- 3 - I sometimes use this strategy
- 4 - I usually use this strategy
- 5 - I always or almost always use this strategy

Students answered each item using 5- point Likert-scale that ranged from 1 through 5.

The SILL questionnaire was translated into Thai (see Appendix A) to avoid misinterpretation. An expert was asked to check the accuracy of the translation and the teachers administrating the questionnaire were asked to check the comprehensibility of the questionnaire. The questionnaire was improved according to their comments.

3.3 DATA COLLECTION

The data collection procedures were as follows:

- 1) The researcher brought the letter from Thammasat Language Institute to the dean of Chulalongkorn University Demonstration Secondary Schools to explain the purpose of the study and to seek the permission to perform the study.
- 2) The researcher contacted the heads of the Foreign Language department and the English language teacher for M.5.
- 3) The researcher collected the data by distributing the questionnaires to the coordinators and collecting them in person after they were completed. The head of M.5 English teacher was asked to administer the questionnaire to all students in M.5.
- 4) English teachers teaching M.5 were asked to explain briefly to students what language strategy was and the purpose of this study.
- 5) Students were requested to answer the questionnaire individually in English class. The time limit to complete the questionnaire was 15-20 minutes.

The number of 215 questionnaires was distributed to the students in the beginning of February, 2010.

3.4 DATA ANALYSIS

The returned SILL questionnaires were categorized by their average grades into 4 groups; very high, high, medium and low English achievement. Then, the data from the SILL questionnaires were analyzed using the Statistic Package for the Social Sciences (SPSS) program Version 11.5 for Windows.

3.4.1 In order to identify English language learning strategies used by M.5 students with different English achievement, the data from returned questionnaires were analyzed based on the six kinds of learning strategy types classified by Oxford (1990). The statistical results are presented in terms of arithmetic mean, standard deviation, and frequency.

Arithmetic mean in English Language Learning Strategy use will be divided into 3 levels according to Oxford (1990, p. 300) as follows:

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 – 3.4
Low	Generally not used	1.5 – 2.4
	Never or almost never used	1.0 to 1.4

3.4.2 A one way ANOVA (F-test) was used to investigate and compare the language learning strategies used by very high, high, medium and low English achievement students at the significance level 0.05.

3.4.3 Pearson correlation coefficients at significant level 0.01 were used to find the relationship between students' language learning strategies and their achievement in studying English.

In the next chapter, the results of comparing English language learning strategy used by M.5 students at Chulalongkorn University Demonstration Secondary School with different English achievement will be presented.