

**THE STUDY OF ERRORS, RELATIONSHIP, AND OPINIONS OF  
STUDENTS AND TEACHERS ON THE ENGLISH TEACHER-  
MADE TESTS AND THE ENGLISH ORDINARY NATIONAL  
EDUCATIONAL TEST (O-NET)**

**PIMPRAPA PRATUMWAN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS (APPLIED LINGUISTICS)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2015**

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was submitted to the Faculty of Graduate Studies, Mahidol University  
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## ACKNOWLEDGEMENTS

This present thesis could not have been completed without the support of the following people.

First and foremost, my advisor, Assoc. Prof. Dr. Songsri Soranastaporn guided me through the long and arduous process of going from an idea to a finished product. I would also like to thank my co-advisors, Asst. Prof. Dr. Karansupamas Engchuan and Dr. Yuwadee Tirataradol for their invaluable assistance throughout the process, as well as Lect. William Martin for his kind help with the editing of my work.

At Sarawittaya School, I would like to thank Director Rachawat Swangrak for allowing me to collect data, and Mattayomsuksa 6 Students for their kind participation in the study. Along with teachers in the Sarawittaya English Department, these students' feedback provided me with the instrumental data that allowed me to analyze the points in my thesis and draw conclusions.

I would also like to thank my parents, Mr. Nukoon Pratumwan and Mrs. Aporn Pratumwan, as well as my brother, Mr. Pakorn Pratumwan, for helping me keep my focus throughout this progression. Finally, I would like to thank my dear friend, Mr. Samuel Strozso, for his patience and support as I both worked and studied to complete this thesis.

Without the aid of these individuals, the work entailed with this thesis would have been significantly more difficult. I thus offer my sincere gratitude to all of them and any other person whose name I have omitted for their assistance.

Pimprapa Pratumwan

THE STUDY OF ERRORS, RELATIONSHIP, AND OPINIONS OF STUDENTS AND TEACHERS ON THE ENGLISH TEACHER-MADE TESTS AND THE ENGLISH ORDINARY NATIONAL EDUCATIONAL TEST (O-NET)

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ABSTRACT

The purposes of this study were: 1) to identify errors occurring with O-NET, 2) to study performances of Mattayomsuksa six students on English teacher-made tests, 3) to study performances of Mattayomsuksa six students on a national standardized test (O-NET), 4) to examine the relationship between the performances of Mattayomsuksa six students on English school tests and English O-NET, 5) to study students' opinions and suggestions toward English teacher-made tests and the English O-NET, and 6) to study teachers' opinions and suggestions towards English teacher-made tests and the English O-NET.

To see students' performances on English tests and the relationship between the two tests, English scores (between GPAs and O-NET scores) were studied. The total population consisted of 1,619 students of Mattayomsuksa six students at Sarawittaya School, Bangkok in the Academic Years 2011 -2013. To find out the opinions and suggestions of students and teachers, there were two groups of the participants. The first group was 208 Mattayomsuksa six students at Sarawittaya School who was studying in Academic Year 2013, and the second group was 7 high school English teachers at Sarawittaya School. The research instruments were an error collection form, the data collection sheet, and a questionnaire. The questionnaire asked for opinions on six aspects; test administration, test organization, test content, questions and choices of the tests, scoring methods, and test preparation. The statistical analysis, including: the Arithmetic Mean, the Standard Deviation, and Pearson's Product Moment Correlation Coefficient.

The major results showed as follows: 1) the mean score of English GPA in 2011 is highest ( $M = 2.86$ ,  $SD = 0.68$ ), follows by 2012 ( $M = 2.81$ ,  $SD = 0.63$ ), and 2013 is lowest ( $M = 2.71$ ,  $SD = 0.68$ ). 2) The mean score of English O-NET in 2011 is lowest ( $M = 29.19$ ,  $SD = 13.20$ ), slightly increases in 2012 ( $M = 30.29$ ,  $SD = 13.98$ ), and 2013 is highest ( $M = 33.69$ ,  $SD = 13.64$ ). 3) There are significantly positive high correlations between these two tests during these three years. 4) Students agree with all six aspects asked by the questionnaire, except the test contents of the English O-NET. 5) Teachers agree with all six aspects asked by the questionnaire on both teacher-made tests and the English O-NET.

KEY WORDS: ERRORS / RELATIONSHIP / PERFORMANCE / ENGLISH  
TEACHER-MADE TESTS / ENGLISH (O-NET)

158 pages

การศึกษาข้อผิดพลาด ความสัมพันธ์ และความคิดเห็นของนักเรียนและครูต่อแบบทดสอบภาษาอังกฤษที่ครูสร้างขึ้นและแบบสอบทางการศึกษาแห่งชาติขั้นพื้นฐานวิชาภาษาอังกฤษ (โอเน็ต)

THE STUDY OF ERRORS, RELATIONSHIP, AND OPINIONS OF STUDENTS AND TEACHERS ON THE ENGLISH TEACHER-MADE TESTS AND THE ENGLISH ORDINARY NATIONAL EDUCATIONAL TEST (O-NET)

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#### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาหาข้อผิดพลาดของแบบทดสอบโอเน็ตวิชาภาษาอังกฤษ 2) ศึกษาผลการเรียนของนักเรียนจากแบบทดสอบภาษาอังกฤษที่ครูสร้างขึ้น 3) ศึกษาผลการสอบของนักเรียนจากแบบทดสอบโอเน็ตวิชาภาษาอังกฤษ 4) ศึกษาความสัมพันธ์ระหว่างผลการเรียนเฉลี่ยตลอดหลักสูตรรายวิชาภาษาอังกฤษและคะแนนสอบโอเน็ตวิชาภาษาอังกฤษ 5) ศึกษาความคิดเห็นและข้อเสนอแนะของนักเรียนต่อแบบทดสอบภาษาอังกฤษที่ครูสร้างขึ้นและแบบทดสอบโอเน็ตวิชาภาษาอังกฤษ และ 6) ศึกษาความคิดเห็นและข้อเสนอแนะของครูต่อแบบทดสอบภาษาอังกฤษที่ครูสร้างขึ้นและแบบทดสอบโอเน็ตวิชาภาษาอังกฤษ

ประชากรในการศึกษาผลการเรียนวิชาภาษาอังกฤษและการศึกษาความสัมพันธ์ระหว่างคะแนนแบบทดสอบภาษาอังกฤษที่ครูสร้างขึ้นและแบบทดสอบโอเน็ตวิชาภาษาอังกฤษ คือ คะแนนภาษาอังกฤษ (ผลการเรียนเฉลี่ยสะสมวิชาภาษาอังกฤษและคะแนนโอเน็ตวิชาภาษาอังกฤษ) ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนสารวิทยา (กรุงเทพฯ) จากปีการศึกษา 2554 – 2556 จำนวน 1,619 คน ประชากรในการศึกษาความคิดเห็นของนักเรียนและครูต่อแบบทดสอบวิชาภาษาอังกฤษคือนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่กำลังศึกษาอยู่ในปีการศึกษา 2556 จำนวน 208 คน และครูสอนภาษาอังกฤษโรงเรียนสารวิทยา จำนวน 7 คน เครื่องมือที่ใช้ในการวิจัยคือ แบบรวบรวมข้อผิดพลาด แบบรวบรวมข้อมูล และแบบสอบถามความคิดเห็นของนักเรียนต่อแบบทดสอบวิชาภาษาอังกฤษ แบบสอบถามความคิดเห็นของนักเรียนและครูใน 6 ด้าน คือ การจัดการสอบ รูปแบบของแบบทดสอบ เนื้อหาของแบบทดสอบ คำถามและตัวเลือกของแบบทดสอบ การให้คะแนน และการเตรียมตัวสอบ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า 1) ผลการเรียนเฉลี่ยสะสมของนักเรียนปีการศึกษา 2554 สูงสุด ตามด้วยปี 2555 และ 2556 ตามลำดับ 2) ผลคะแนนโอเน็ตภาษาอังกฤษของนักเรียนปีการศึกษา 2554 ต่ำที่สุด ตามด้วยปี 2555 และ ปี 2556 ตามลำดับ 3) ความสัมพันธ์ระหว่างผลการเรียนสะสมภาษาอังกฤษและคะแนนโอเน็ตอยู่ในระดับสูงทั้ง 3 ปีการศึกษา 4) นักเรียนเห็นด้วยกับข้อคำถามเกี่ยวกับแบบทดสอบภาษาอังกฤษที่ครูสร้างขึ้นและแบบทดสอบโอเน็ตวิชาภาษาอังกฤษในทุกด้าน ยกเว้นด้านเนื้อหา 5) ครูเห็นด้วยกับข้อคำถามเกี่ยวกับแบบทดสอบภาษาอังกฤษที่ครูสร้างขึ้นและแบบทดสอบโอเน็ตวิชาภาษาอังกฤษในทุกด้าน

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## **CHAPTER I**

### **INTRODUCTION**

The most important purpose of testing and assessment in the teaching and learning processes is to ascertain students' learning and achievement (Hogan, 2007). According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), learning assessment must be based on two fundamental principles: evaluation for the purpose of developing the learners' capacity and explaining their achievements. Learning assessment in the Thai curriculum can be divided into four levels: the classroom level, the educational institution level, the educational service area level, and the national level. Students need to know their achievement in English as well, and they take English tests to find out their achievements. The present study investigated 1) errors occurring in the English O-NET examination, 2) the relationship between the English grades that students get on English teacher-made tests and the English O-NET (the Ordinary National Educational Test) scores for Mattayomsuksa 6 (Grade 12) students, and 3) the opinions and suggestions of students and teachers about English tests, both English teacher-made tests and the English O-NET. The introduction includes the background of the study, the rationale for the study, a statement of the problem, the conceptual framework, the purposes, the significance, and the limitations of the study. Definitions for terms are presented below.

#### **1.1 Background of the Study**

According to Sanguanrungsikul (2011), testing plays an important role in university admission. The university examination system in Thailand recently underwent significant changes (CUAS, 2012). According to Purisawat (2010), the Entrance System, which is the test that Mattayomsuksa 6 students have to take to get into universities in Thailand, was replaced by the Admission System after forty years of use. Two criteria are used in the Entrance System: 10% depends on the students'

grade point average and their percentile, and 90% depends on the scores on the entrance exam. The reason for changing was because students failed to study in their classrooms. Also, students placed greater importance on attending tutorial schools to get high scores on the entrance exams than on participating in class (Sanguanrungsikul, 2011).

After the reform in 2006, students' grade point averages were increasingly used as a part of students' admission scores. However, there was an argument about the proportion to be used in the criteria because of differences in the quality of each school (CUAS, 2012). The Admission System was adapted again, so there are two periods for the Admission System (CUAS, 2012).

The first period in the Admission System was during from 2006 to 2009. Students' grades (from Mattayomsuksa 4 to Mattayomsuksa 6), scores on the national standardized test known as the Ordinary National Educational Test or O-NET, and the Advanced National Educational Test (A-NET) scores were calculated to provide a total score to be used in the university admission process (CUAS, 2012). The four criteria used were as follows:

- 1) 10% for GPAX (the total of the grade point average of students from six semesters)
- 2) 20% for GPA (the grade point average for three or five subjects among eight particular subjects)
- 3) 35-70% for O-NET scores
- 4) 0-35% for A-NET scores (CUAS, 2012).

The second period in the Admission System has been from 2010 to the present. The proportions for criteria used in the Admission System were changed. The proportions which have been included for students' scores for university admission are shown in Table 1.1.

According to Table 1.1, the first criterion is students' cumulative six-semester grade point average (GPAX). GPAX is the students' grade point average accumulated from all core subjects that a student obtained during the six semesters at high school level. The core subjects include Thai, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Arts, Occupations and Technology, and Foreign Languages. The GPAX is included in the admission criteria

to encourage students to participate and pay more attention in their classrooms (CUAS, 2012). It makes up 20% of the total.

**Table 1.1 Criteria for Thai University Admission Used in Academic Years 2010 – Present**

Criteria	Percentage
GPAX (6 semesters)	20%
O-NET scores	30%
GAT	10 – 50 %
PAT	0 – 40 %

(The Central University Admissions System, 2012)

The second is students' O-NET scores. According to the National Institute of Educational Testing Service, or NIETS (2012), O-NET is the national standardized examination which is designed to measure the basic knowledge of Thai students in eight learning areas. These are Thai, mathematics, science, social studies, religion and culture, health and physical education, arts, careers and technology, and foreign languages (English). All Mattayomsuksa 6 students must take the O-NET to graduate from high school. O-NET scores make up 30% of the total.

The third is scores on the General Aptitude Test or GAT. These scores make up 10 – 50 % of the total. This test is designed to measure students' abilities in two areas. The first area is reading, writing, and critical thinking abilities. The second is English communication abilities (NIETS, 2012).

The last are scores on the Professional Aptitude Test or PAT which account for 0 – 40 % of the total (CUAS, 2012). The PAT is an adapted version of the A-NET. It is designed to measure students' academic or professional knowledge. Students can choose to take the PAT if it matches their ambitions or interests (NIETS, 2012).

However, there are some contradictions in the current admission system (Sanguansirikul, 2011). First, the validity of the tests (O-NET, GAT, and PAT tests) and the proportional criteria have been called into question because of the different quality of each school (Sanguansirikul, 2011). Moreover, there have been mistakes found in sections of the O-NET test, such as the science examination for

Mattayomsuksa 6 students in Academic Year 2012 (Khaosod, 2013). Last, there was a controversy regarding 16 choices in the error identification section of the English examination (Khaosod, 2013). Therefore, many students and parents do not trust the results of the national examination (Khaosod, 2013). Similarly, many universities began to manage their own admission tests, which are more expensive for students' parents (Sanguansirikul, 2011).

The university admission system has changed many times, yet there have been many problems (Khaosod, 2013). Therefore, the researcher aimed to investigate problems occurring on English O-NET tests. The researcher also aimed to investigate the performance of students according to their English grades and their English O-NET scores and also study the relationship between the two criteria (English grades which are included in the GPAX and the English O-NET scores which are included in the O-NET) used in the admission system in Thailand over the three previous years. Furthermore, students and teachers' opinions and suggestions toward both English teacher-made tests and the English O-NET were gathered.

## **1.2 Rationale of the Study**

English has become a lingua franca, widely adopted for communication between two speakers whose native languages are different (Harmer, 2004). In Thailand, English is the foreign language that is prescribed for the entire basic education core curriculum (MOE, 2008). All Thai students have to take English courses beginning at the primary level in school. Moreover, the present Deputy Minister of Education, Dr. Teerakiat Jareonsettasin said the Ministry of Education is trying to reform the educational system starting with English learning and teaching. Although English is not the second language in Thailand, English is the language used for business, science, and communication (Thairath, 2015). Thai students should be able to communicate in English with other people in both ASEAN and the rest of the world and be able to use English in their daily life (Thairath, 2015; Bangkok Post, 2010).

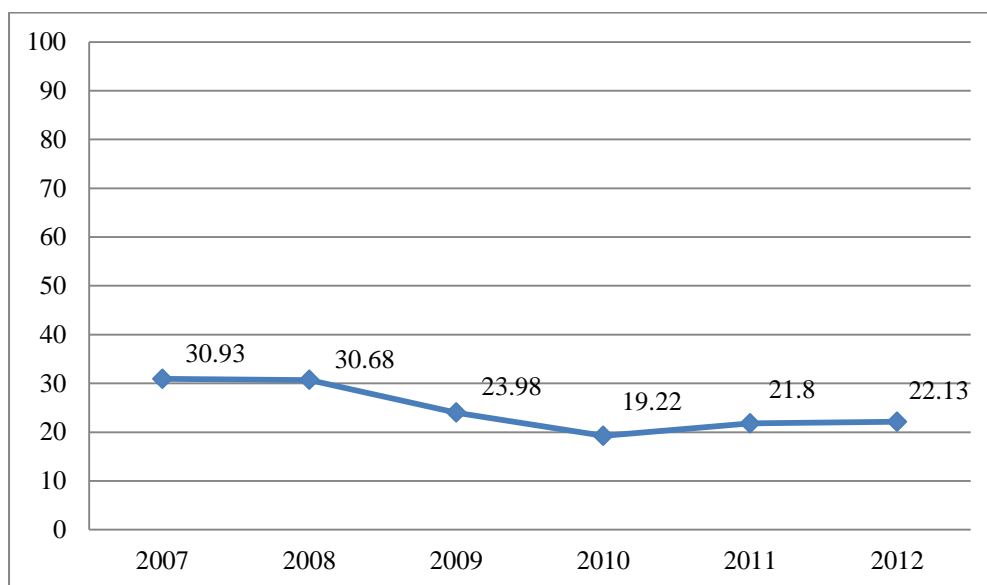
The two primary English scores which show all Thai students' achievement in English in schools are their English grades and the English National

Educational Test (O-NET). The performance of students on English tests should be studied, and it is important to determine the correlation, if any, between students' English grades and their standardized test scores. The purpose of this research project was to determine any correlation between these different assessment methods, and use the results to highlight possible reasons and implications in the teaching of English in the Thai educational system.

The results for English standardized tests—both international and local—show that Thais have a low proficiency in English. Two international organizations measure the level of English proficiency in Thailand. First, according to the results of the English Proficiency Index (EPI) of Education First, a global language training company, Thais are considered to have very low proficiency in English. Thailand ranked 42<sup>nd</sup> out of 44 (EF, 2011) and 53<sup>rd</sup> out of 54 countries (EF, 2012). Second, the average English proficiency of graduates from Thailand is lower than the international standard required for further studies at the graduate level abroad (a TOEFL score of at least 550 is generally required); whereas, the average TOEFL scores for graduates from Singapore and the Philippines were above 550 (the National Statistical Office National Information Center, 2013).

Moreover, the results for Thailand's standardized local test, O-NET, also show that Thai students are not proficient in English. The Ordinary National Educational Test (O-NET) is a national test conducted in order to assess learners' abilities at a national level and is based on the learning standards prescribed in the Basic Education Core Curriculum (MOE, 2008). The English O-NET scores for the academic years 2007-2012 were lower than 50% every year. Moreover, in the academic years 2009-2012, the mean scores were even worse, lower than 25%. (See Figure 1.1)

To be precise, in the three most recent years, the range of English scores obtained by the majority of Mattayomsuksa six students was 11.00-20.00. On the other hand, only a few students received more than 50 points on the English section of the O-NET examination (See Table 1.2). Only 3.51% of students passed the English O-NET examination in Academic Year 2010. Likewise, in Academic Year 2011, only 3.67% of students got English scores over 50, and in Academic Year 2012 only 4.09% of students passed the English O-NET test.



(NIEST, 2012a, 2012b, 2012c, 2012d &amp; 2012e)

Figure 1.1: The Mean Scores for the English O-NET for Mattayomsuksa 6 Students from Academic Year 2007 to 2012

**Table 1.2 The Number of Mattayomsuksa 6 Students at Each Score Interval in the Most Three Recent Academic Years (Academic Year 2010 – 2012)**

Scores	Amount and Percentage of students (%)					
	2010		2011		2012	
	N	%	N	%	N	%
0.00 -10.00	51,192	14.44	9,827	2.65	11,178	2.85
11.00-20.00	206,611	58.28	214,559	57.90	221,175	56.36
21.00-30.00	52,437	14.79	100,093	27.01	108,442	27.63
31.00-40.00	21,192	5.98	21,888	5.91	24,270	6.18
41.00-50.00	10,691	3.02	10,618	2.87	11,403	2.91
51.00-60.00	5,976	1.69	6,210	1.68	6,967	1.78
61.00-70.00	3,479	0.98	4,106	1.11	4,557	1.16
71.00-80.00	1,970	0.56	2,298	0.62	2,886	0.74
81.00-90.00	835	0.24	877	0.24	1,403	0.36
91.00-100.00	148	0.04	86	0.02	187	0.05
<b>Total</b>	<b>354,531</b>	<b>100.0</b>	<b>370,561</b>	<b>100.0</b>	<b>392,468</b>	<b>100.0</b>

(NIEST, 2012f, 2012g, 2012h)

Grades are another measurement that is used to show achievement in learning for all Thai students. Grading is a school assessment that is conducted by an educational institution in order to appraise the learners' achievements on an annual or semi-annual (semester) basis (MOE, 2008). The aim is also to check whether the education provided by the educational institution has enabled learners to reach their goals in learning, and to determine in what areas the learners need to learn more (MOE, 2008). Students' English scores on teacher-made tests are reported as a grade at the end of each semester. The most widely used grading marks in Thailand are numerical grades (4, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, and 0) (OBEC, 2009). Students who get scores lower than 50 will fail a course.

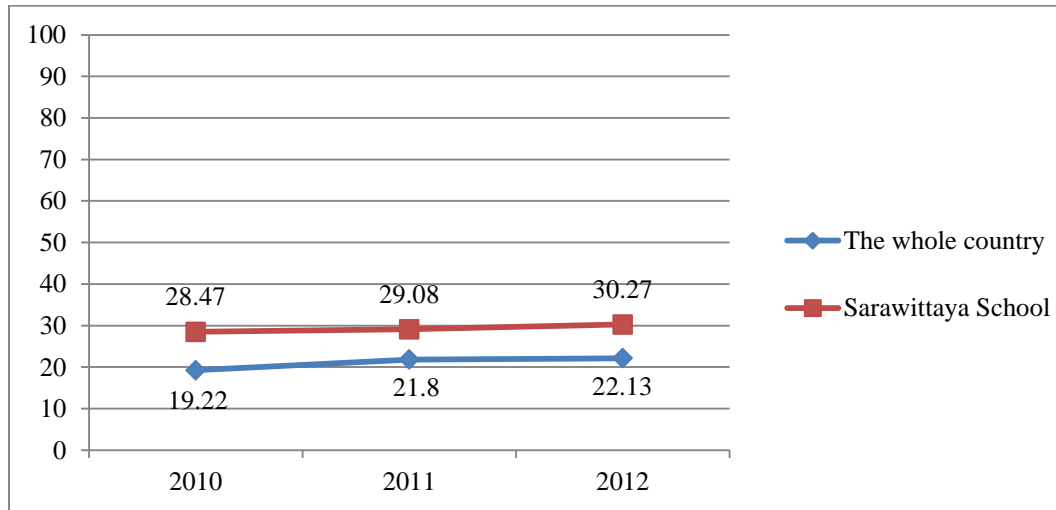
To graduate from high school in Thailand, students need to succeed in required courses for which the results are shown as students' GPAs. Also, students need to take the O-NET to graduate. As mentioned above, Thai students spend twelve years studying English in primary and secondary schools, but English results are poor (Sanguansirikul, 2011). Therefore, it is essential to find errors occurring in the English O-NET, to find the performance of students and the relationship between the English grades which students get on teacher-made English tests and the English O-NET scores which are employed as parts of the university admission process for Mattayomsuksa 6 students, and to find students' and teachers' opinions towards the English tests.

### **1.3 Statement of the Problem**

Sarawittaya School in Bangkok was selected for this study. This is because it is an extra-large school with more than 2,500 students and also a multi-language school which focuses on language learning, especially English. Moreover, the results on the English language O-NET section were rather low ( $M = 28.47$  in 2010,  $M = 29.08$  in 2011, and  $M = 30.27$  in 2012 (SAR, 2012a). Even though the average scores were higher than the mean national scores as show in Figure 1.2, they were still lower than 50, which means that most students failed the English O-NET test.

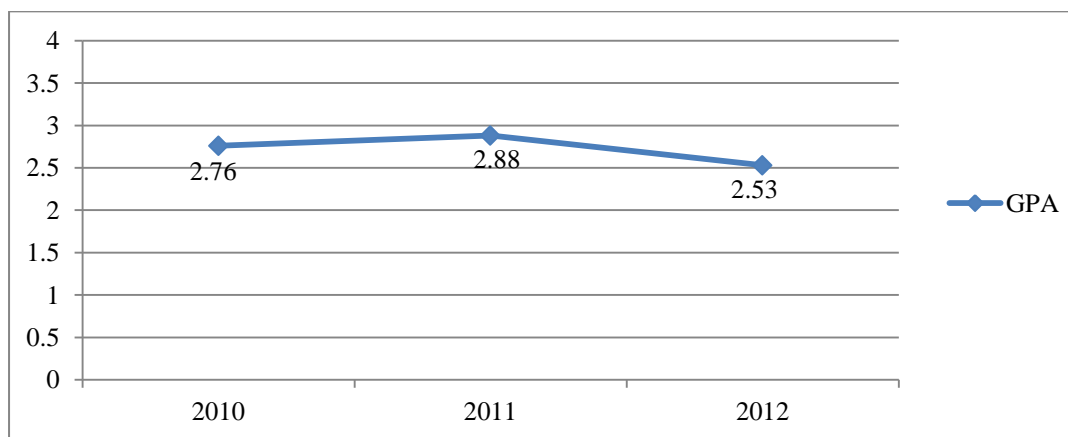
Meanwhile, the average English grades for Mattayomsuksa six students in academic years 2010-2012 were 2.76, 2.88, and 2.53 (SAR, 2012). According to

OBEC (2008), the most widely used grading in Thailand consists of numerical grades from 0 - 4. The average Sarawittaya students English grades were at a fairly good level as shown in Figure 1.3 (0 = Failed, 1.0 = Marginal Passes, 1.5 = Poor, 2.0 = Fair, 2.5 = Fairly Good, 3.0 = Good, 3.5 =Very Good, and 4.0 = Excellent).



(SAR, 2012a)

Figure 1.2: A Comparison Between the English O-NET Mean Scores for Sarawittaya School and the National English O-NET Mean Scores from Academic Year 2010 to 2012



(GPA, 2010 & 2011; SAR, 2012)

Figure 1.3: Average English Grades for Academic Year 2010 to 2012 for Sarawittaya School

Therefore, it is crucial to investigate whether or not students' English grades which students get from teacher-made tests are related to their standardized English O-NET scores. In addition, teachers' and students' opinions on both tests also essential needed to be studied. The results of the study will be useful for students, teachers, schools, and any related educational administrators.

### 1.4 Conceptual Framework of the Study

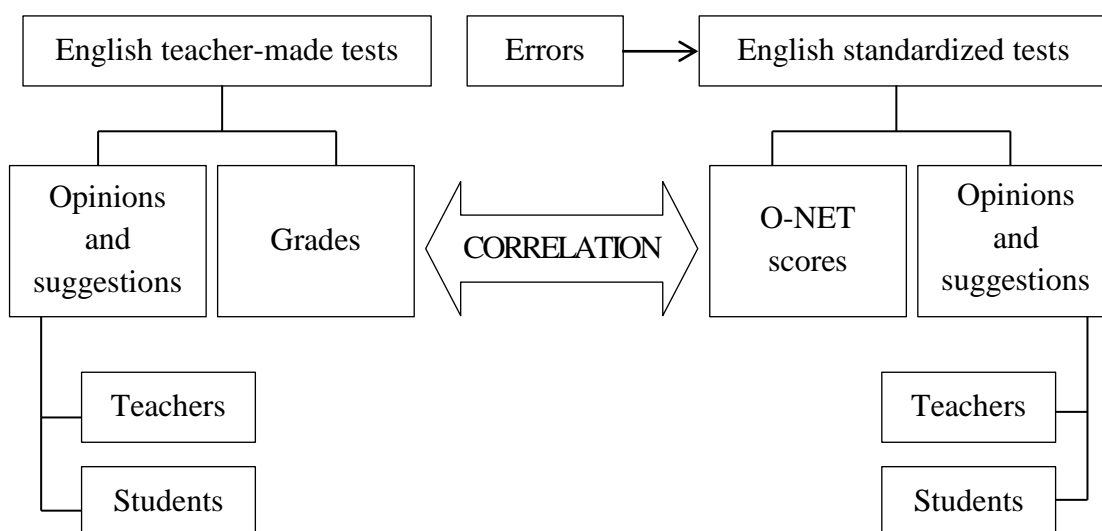


Figure 1.4: Diagram for the Conceptual Framework

### 1.5 Purposes of the Study

This study had three main aims. The first was to study errors occurring on the English O-NET. The second was to investigate the performance of Mattayomsuksa 6 students and the relationship between English grades and the English (O-NET) scores of Mattayomsuksa 6 students who studied in Academic Years 2011 to 2013 at Sarawittaya School. The third was to examine students' and teachers' opinions and suggestions toward English teacher-made tests and the English O-NET. Six research questions were created to achieve the research aims.

1. What errors occur in the English O-NET? - by studying English O-NET tests from Academic Years 2008 to 2010

2. How do Mattayomsuksa 6 students perform on English school tests? – by analyzing the English grades of students from Academic Years 2011 to 2013
3. How do Mattayomsuksa 6 students perform on the national standardized test (O-NET)? - by analyzing the mean English O-NET scores for students from Academic Years 2011 to 2013
4. What is the relationship between the performance of Mattayomsuksa 6 students on English school tests and on the national standardized test (O-NET)? - by analyzing the mean English O-NET scores of students from Academic Years 2011 to 2013
5. What are students' opinions and suggestions toward English teacher-made tests and the English O-NET? – by collecting the opinions of students who were studying in Academic Year 2013 only
6. What are teachers' opinions and suggestions toward English teacher-made tests and the English O-NET? by collecting the opinions of teachers who were teaching in Academic Year 2013

*Note:* The opinions of students could be collected among students who were studying in Academic Year 2013 only because students from Academic Years 2011 and 2012 had already graduated from the school.

## **1.6 Significance of the Study**

Correlation of results between teacher-made tests and the national standardized test would have significant results for English language teaching pedagogy. If the correlation between English GPA and O-NET scores is statically significant, it would imply that the instructional activities used in classes, the course syllabus and the assessment of English learning may be suitable. On the other hand, if the correlation is not found to be significant, students' grades would be a false indicator in evaluating students' performance. The results of this study are expected to help answer the critical issue of whether GPA and O-NET scores can ascertain students' real abilities in English learning or not. In addition, errors occurring on the O-NET and the opinions from teachers and students to both kinds of tests will be useful for teachers in helping develop better instructional methods and tests in schools.

## **1.7 Limitations of the Study**

The present study is limited to a particular group of participants: Mattayomsuksa 6 students who studied in Academic Years 2011 to 2013 at Sarawittaya School, Bangkok, Thailand. Participants have already graduated from the school. Thus, the generalizations may apply only to students at the same level, and in a similar academic background. Moreover, this present study considered the relationship between students' English scores on the English teacher-made tests and the English O-NET from Academic Year 2011 to 2013. However, the opinions of students on the English teacher-made tests and the English O-NET were collected from students who were studying in Academic Year 2013 only. This is because students who studied in Academic Years 2011 and 2012 already graduated from the school.

## **1.8 Definition of Terms**

### **1.8.1 Teacher-Made Tests**

Teacher-made tests are English tests developed by Sarawittaya School's high school teachers. Teacher-made tests were given to Sarawittaya School's students during their classes, at mid-term, or the end of each semester in Academic Years 2011 to 2013.

### **1.8.2 The Ordinary National Educational Test (O-NET)**

The Ordinary National Educational Test, or O-NET, is a national standardized examination in Thailand which is designed to measure the basic knowledge of Thai students in eight learning areas, which are Thai, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Arts, Careers and Technology, and Foreign Languages (English). In this study, O-NET tests refer to the O-NET English section from Academic Years 2011 to 2013 only. The total score is 100.

### **1.8.3 The English Ordinary National Educational Test Scores**

In this study, English O-NET scores refer to Mattayomsuksa 6 students' English O-NET scores for Sarawittaya School from Academic Years 2011 to 2013 only.

### **1.8.4 Grades**

The grades refer to all grades for English courses for students who studied in Academic Years 2011 to 2013 at Sarawittaya School from Mattayomsuksa 4 to Mattayomsuksa 6. The grades are presented as a number ranging from 0 to 4, which represents an average for students' learning achievement for six semesters; the score includes attendance, classroom activities, homework, project work, midterm exam scores, and final exam scores.

### **1.8.5 Errors**

In this study, only errors in the reading passage section of on the English O-NET were studied. Paragraph format and reference terms for reading passages were analyzed.

### **1.8.6 Relationship**

The relationship in this study refers to the correlation between two variables, English grades and English O-NET scores, for Mattayomsuksa 6 students at Sarawittaya School from Academic Year 2011 to 2013.

### **1.8.7 Opinions**

Opinion refers to a view or belief of Sarawittaya School's students and teachers on the English teacher-made tests at Sarawittaya School and the English O-NET.

### **1.8.9 Students**

In this study, students refer to Mattayomsuksa 6 students who studied at Sarawittaya School from Academic Year 2011 to 2013.

### **1.8.10 Teachers**

In this study, teachers refer high school level English teachers of Sarawittaya School.

## **CHAPTER II**

### **LITERATURE REVIEW**

This present study aimed to investigate 1) errors occurring in the English O-NET, 2) the performance of Mattayomsuksa 6 students and the relationship between their achievements in English on English teacher-made tests and the national standardized test, the Ordinary National Educational Test (O-NET), and 3) opinions and suggestions of students and teachers towards the two types of English tests. In order to provide a background for this study, a review of the literature and related research are presented as follows.

#### 2.1 Testing

##### 2.1.1 Definitions of Testing, Measurement, and Evaluation

##### 2.1.2 Purposes of Testing

##### 2.1.3 Types of Test

##### 2.1.4 Characteristics of Good Tests

###### 2.1.4.1 Validity

###### 2.1.4.2 Reliability

#### 2.2 The Ordinary National Educational Test (O-NET)

#### 2.3 English Teacher-Made Tests at Sarawittaya School

#### 2.4 Grading Decisions

#### 2.5 Correlations Between the Tests

#### 2.6 Paragraph Format

#### 2.7 Related research

### **2.1 Testing**

Testing is a topic of concern to language teachers, both for those in the classroom and for those involved in administration or research (Valette, 1977). In this chapter, the fundamental concept of testing, including a clarification of the distinctions

between testing, measurement, and evaluation, is presented. Then definitions of testing, a discussion of the purposes of testing, and a classification of the types of testing are presented.

### **2.1.1 Definitions of Testing, Measurement, and Evaluation**

Testing, measurement, and evaluation are different, but people usually use them interchangeably (Bachman, 1991; Wiboonsri, 2013). Both international and Thai testing professionals define each word similarly. According to Bachman (1991), measurement is the process of quantifying the characteristics of persons according to clear procedures and rules. A test is a measurement instrument designed to stimulate a specific sample of an individual's behaviour. As one type of measurement, a test, essentially quantifies the characteristics of persons according to clear procedures. A test is different from other types of measurement because it is designed to obtain a specific sample of behaviour (Bachman, 1991). Evaluation is the systematic gathering of information for the purpose of making decisions (Bachman, 1991).

According to Ebel and Frisbie (1986), evaluation is the process of making judgements about the quality or worth of something. There are two types of evaluation. First, formative evaluation is conducted to monitor the instructional methods, to decide whether learning is taking place as intended. The main function of formative evaluation is to present feedback to the teacher and to the students about how things are going. Formative evaluation involves the collection of fairly detailed information on frequent occasions. Second, summative evaluation is conducted at the end of an instructional division to determine if learning is sufficiently complete to warrant moving the learner to the next division of education. The most frequently used tools in summative evaluation are formal classroom tests such as unit tests and final examinations.

Ebel and Frisbie (1986) define measurement as the procedure of assigning numbers to persons or their characteristics according to explicit rules. Measurement involves the use of numbers but does not require that a value judgement be made about the numbers gained from the procedure. Tests are one particular measurement technique (Ebel & Frisbie, 1986). A test is a set of questions which have correct answers that examinees answer orally or in writing.

Thoma (2009) defines language testing as follows: the response behaviour observed in test performance should permit generalizable inferences about what a test taker knows of a language and about the extent to which they can put this knowledge to use in comprehension and production. Measurement can refer to a wider idea, since tests are not necessary for the quantification of behaviour. In addition, assessment is a regular synonym for test (Clapham, 1997). There is no clear distinction between the terms testing and assessment. Assessment is regularly used to cover all methods of quantitative, qualitative, standardized, and individualized diagnostic procedures (Thoma, 2009).

According to Wiboonsri (2013), testing refers to the action of taking a test, which includes many test items for the respondent. Measurement is a process to point out a characteristic obtained systematically from measuring equipment (Wiboonsri, 2013). Educational measurement is the process of finding a level to show the quality of a characteristic in a person, things, or situations such as the measurement of students' height, the measurement of the length of a table, or using a test to measure students' intelligence, aptitudes, or achievements. Evaluation is the process of collecting data and preparing the obtained data in diverse ways (Wiboonsri, 2013).

Similarly, Ritjaroon (2013) held that testing is a technique to measure something by using a test as an instrument. Measurement is the process of using criteria to attribute a number or a symbol to people, things, or situations to obtain data showing the value of the measured characteristics (Ritjaroon, 2013). Evaluation is the judgement of value obtained by comparing the result of one measurement to another measurement or specific criteria (Ritjaroon, 2013). In the other words, evaluation includes measurement and judgement.

Moreover, testing is a process to assign a number or a quantity to a performance for evaluation (Nikmanun, 1986, 1991). Testing can be conducted in many ways, such as oral testing, performance testing, or written testing. Measurement is the use of an instrument to define a value of behaviors, characteristics, or works in numbers, such as measurement of height, measurement of weight, and scores for tests. Testing ends when students have answered all the questions and handed the test back to the teacher, and measurement begins when the teacher attributes scores for the test taken by the student (Nikmanun, 1986, 1991). Evaluation refers to taking data from a

measurement to evaluate or using data to make a decision (Nikmanun, 1986, 1991). For example, a teacher asks students to take a test and then gives scores to the tests of each student. After that, the teacher discovers that Mr. A's score is 75 out of 100, and it is the highest score on the test. The teacher has evaluated the learning ability in that subject for Mr. A as A, which is the highest level (Nikmanun, 1986, 1991).

In addition, testing is the process of using a given situation or a given test to observe the behavior and measure the performance of individuals (Worakitkasemsakul, 2005). Measurement is a method of assigning numbers methodically to the performance of people by testing them, then collecting the results to rate them according to the criteria (Worakitkasemsakul, 2005). Evaluation is a way of collecting performance data about people to determine, judge, or evaluate by the planning standards (Worakitkasemsakul, 2005).

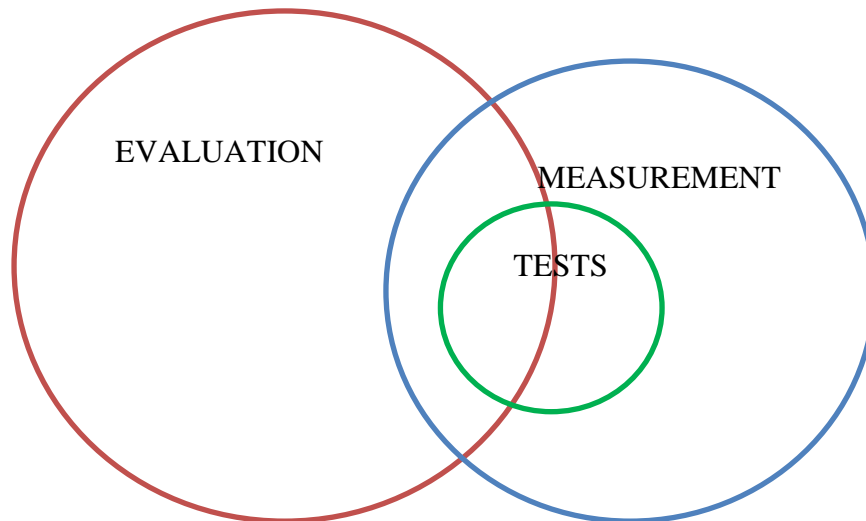
Furthermore, Phosri (2009) defines testing as the use of tools such as a test or a performance test to encourage learners to show their real learning behavior and level of learning competence. Measurement is the assignment numbers or scores to students' learning performance according to a planned scoring system (Phosri, 2009). Evaluation is the method of gathering learning data about learners from various tools. Then those data are analyzed to judge the quality of the learner's knowledge and using the data to analyze problems in the learning of the learners (Phosri, 2009).

In addition, Pattiyatane (2015) describes measurement as a process of finding the quality or amount of things by using a tool; the result of measurement is usually shown in numbers or symbols. Educational measurement is the process of analyzing expected behaviors from learning and teaching methods by using an educational tool. Testing is a part of measurement. In the science of measurement, people use the word test and measurement interchangeably. Educational testing is a measurement method that aims to compare the abilities of people methodically. Educational testing is conducted by using a test to encourage learners to demonstrate their cognitive behavior (Pattiyatane, 2015). Evaluation is a judging or diagnosing method using all data gained from measurements by using a criterion (Pattiyatane, 2015).

Similarly, a test is a measurement tool that consists of test items used to measure people's knowledge, thoughts, or skills. It has clear scoring criteria

(Kanjanasri, 2009). A popular test used in the educational system is the achievement test (Kanjanasri, 2009). Testing is the process of using a test to define the qualifications or qualities of a person or group of people. In other words, a test is a tool of testing. Measurement is the assignment of numbers to things according to the criteria. Measurement consists of objectives, tools, and interpretation. Evaluation is a value judgment according to criteria (Kanjanasri, 2009).

In conclusion, testing, measurement and evaluation are different. Testing is a way of using a test as a tool to measure people's abilities. A test is a method of measuring a person's ability or knowledge in a given domain (Brown, 2001). An evaluation is done after the end of measurements (Pattiyatane, 2015). The relationships among measurement, tests, and evaluation are shown in Figure 2.1.



(Adapted from Bachman, 1991)

Figure 2.1: Relationships among measurement, tests, and evaluation

### 2.1.2 Purposes of Testing

Testing is an important part of the teaching and learning processes (Sadiwong, 2005). Testing scores demonstrate students' learning progress to teachers (Hughes, 1994). A test is given to students to find out whether or not they are achieving the learning outcomes that a course or a curriculum has determined. According to Hughes (1994), Kubiszyn and Borich (1996), and Harmer (2004), teachers use tests for four main purposes: to assist in the placement of students, to

diagnose student's strengths and weaknesses, to discover how far students have achieved the objectives of a course, and to measure proficiency.

First, teachers use tests to place new students in the right class in a school (Harmer, 2004). For example, an English test is typically taken prior to first-year college registration to determine whether a student is ready for first-year college English courses, needs remedial work, or is ready for intermediate or advanced courses (Kubiszyn & Borich, 1996). Standardized achievement test data are also often used in elementary and secondary schools for placing students in courses at their current level of functioning (Kubiszyn & Borich, 1996).

Second, teachers use tests to explore learner difficulties, gaps in their knowledge, and skills needing improvement during a course (Harmer, 2004). For instance, a teacher may notice in test results that a student can successfully subtract four-digit numbers from four-digit numbers, but not if carrying is involved (Kubiszyn & Borich, 1996). In regular classrooms, teachers diagnose learners based on information yielded by an informal teacher-made test (Kubiszyn & Borich, 1996).

Third, teachers use tests to measure students' achievement and progress in relation to the syllabus they have been following (Harmer, 2004). For instance, final achievement tests are typically administered at the end of a course (Hughes, 1994). According to Wongsotorn (2010), students are familiar with achievement tests, because tests are designed in the same way in which students have carried out practice activities or done exercises in classrooms.

Lastly, teachers use tests to get a general picture of a student's knowledge and ability (Harmer, 2004). They are frequently used at stages people must reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate. For example, a test is used to determine whether a student's English is good enough to follow a course of study at a British university (Hughes, 1994). According to Wongsotorn (2010), the content included in these tests is not related to any curriculum. Tests aim to measure the knowledge and ability that students need to use in the future.

Testing is used for different purposes in education. The first thing that testers have to be clear about is the purpose of testing in any particular situation. Different purposes will usually require different kinds of tests (Hughes, 1994).

### **2.1.3 Types of Test**

Language tests are designed in different ways according to the situation. See Figure 2.2. However, the two variables in this present study are teacher-made tests and standardized tests. Therefore, this section provides an explanation of teacher-made tests and standardized tests. Then a comparison of standardized tests and teacher-made tests is made.

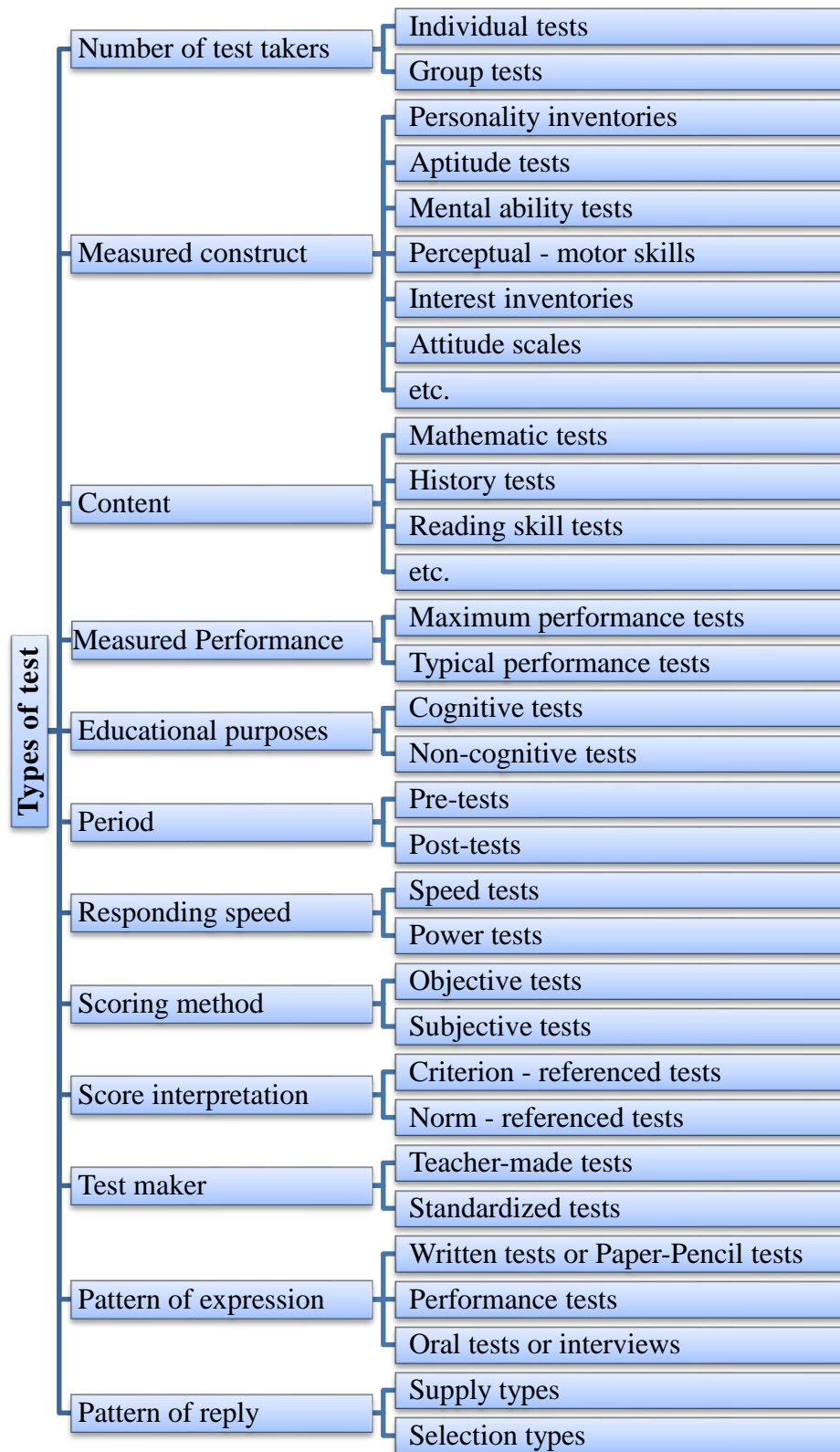
#### **2.1.3.1 Teacher-made Tests**

Teacher-made tests can be designed in a variety of formats including matching items, fill-in the blank items, true-false questions, and essays. Teacher-made tests are commonly used in classrooms because they have high content validity and usually are related to the objectives of the course (Ketsa, 1997). Teacher-made tests are better than other kinds of tests because teachers usually know abilities of their students. Also, teachers can design test items appropriately according to the level of the students and the objectives of the course (Wiboonsri, 2013).

According to Soranastaporn (2005), teacher-made tests are designed to measure the achievement of students. They are modified to fit particular curricula or the specific needs of students. The information from the assessment is used to determine the performance of students in that one class, and there is no intent to administer the same test to students in other classes for purposes of comparison. Therefore, most teacher-made tests are constructed for personal use and reflect the particular lessons provided in a classroom.

Test experts suggest ways to construct teacher-made tests. For instance, Hogan (2007) suggests that teachers should consider how to plan for assessment and how to approach the development of a specific test. In addition, Airasian (1991) recommends three simple steps to construct teacher-made tests as follows: (a) select educational objectives, (b) write test items (total number needed), and (c) administer tests.

In short, teacher-made tests can be tailored to particular curricula or to the specific needs of students (Soranastaporn, 2005). Tests provide information on small units of instruction not covered by standardized tests. Teacher-made tests are usually the most appropriate for grading decision.



(Kanjanasri, 2009)

Figure 2.2: Types of Test

### **2.1.3.2 Standardized Tests**

Standardized test refers to a test that: 1) has been systematically created by experts, usually with try out, analysis, and revision; 2) includes unambiguous instructions for uniform administration and scoring; and 3) provides a table of norms for score-interpretation purposes, derived from administering the test in a uniform method to a defined sample of students (Ebel & Frisbie, 1986). Likewise, Kubiszyn and Borich (1996) state that standardized tests are constructed by test construction specialists, usually with the assistance of curriculum experts, teachers and school administrators, for the purpose of determining a student's level of performance relative to the performance of other students of similar age and grade.

Moreover, standardized tests are tests whose reliability and validity have been established (Soranastaporn, 2005). Most standardized tests are constructed by companies or organizations outside of the local school system, who consult with test specialists, curriculum experts, and teachers in developing their tests. Likewise, Kubiszyn and Borich (1996) state that standardized tests constructed by test construction specialists, usually with the assistance of curriculum experts, teachers and school administrators, for the purpose of determining a student's level of performance relative to the performance of other students of similar age and grade. In sum, standardized tests are called standardized because they are administered and scored according to specific instructions and use the same procedures (Kubiszyn & Borich, 1996).

#### ***International Standardized Language Tests***

Two standardized language tests are widely used in educational settings. Firstly, the Test of English for International Communication (TOEIC) is an English language test designed specifically to measure the everyday English skills of people working in an international environment. There are different forms of the exam: The TOEIC Listening & Reading Test consists of two equally-weighted tests of comprehension assessment activities totalling a possible score of 990; the newer TOEIC Speaking & Writing Test comprises tests of pronunciation, vocabulary, grammar, fluency, overall coherence, and structure (organization of

sentences) totalling a possible score of 400 (Center for Professional Assessment, 2012).

Secondly, the TOEFL or Test of English as a Foreign Language is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States. The TOEFL test helps to prove that a test taker has the English skills which s/he will actually use in an academic classroom. In other words, the entire test is composed of academic questions and tasks, so many universities consider it the most appropriate test to use when making admissions decisions. (Educational Testing Service, 2012).

#### ***Local Standardized Language Tests***

Moreover, universities in Thailand (Chulalongkorn University and Thammasat University) have also developed their own English language proficiency tests to evaluate students' English language abilities. For example, the CU-TEP or the Test of English Proficiency of Chulalongkorn University measures the reading, writing, listening and speaking abilities of potential applicants to use English for academic purposes. The test consists of three parts: listening, reading and writing. There are 30 items in the listening part. Test takers are allowed 30 minutes to finish this part. There are 60 items in the reading part. Test takers have 70 minutes to do this part. There are 30 items in the writing part. The time allowed is 30 minutes. CU-TEP scores are used for academic admissions both at the undergraduate and graduate levels. Examinees can make use of the best results which are valid for two years. Certificates indicating test performance are provided upon request. (The Academic Testing Center, 2012).

In addition, The Language Institute of Thammasat University also provides three English language proficiency tests for different learning levels. The first one is the TU-GET. It is an advanced test of English language proficiency required for entry into any of Thammasat University's graduate degree programs. Other people may choose to take the test as a measure of their competency in the English language. The second one is TU-SET. The Language Institute offers this test, which can measure the English proficiency of primary and secondary school students in regular and EP programs in Thai schools. This test provides results that are valid

indicators of Thai students' language ability in the areas of grammar, vocabulary, reading, writing, listening and speaking skills. An examinee who receives a passing score will be granted a certificate from the Language Institute of Thammasat University. The last one is STEPS or Standard Test for English Professionals Skills. It measures the English proficiency of people working in any professional area. This test is offered for members of the public who are interested in assessing the English skills necessary for their work. It is also suitable as a test of English skills for corporate employees working in international settings. STEPS is an alternative to the TOEIC test (The Language Institute of Thammasat University, 2012).

In brief, standardized tests are commercially prepared by measurement experts. They provide methods of obtaining samples of behaviour under uniform procedures. A fixed set of questions is administered with the same set of directions and timing constraints, and the scoring procedure is carefully delineated and uniform (Mehrens & Lehmann, 1975).

### **2.1.3.3 Comparison of Teacher-Made Tests and Standardized Tests**

A comparison of standardized tests and teacher-made tests is shown in Table 2.1 below.

**Table 2.1: A Comparison of Standardized Tests and Teacher-Made Tests**

	<b>Standardized Tests</b>	<b>Teacher-Produced Achievement Tests</b>
Learning outcomes and content measured	Measures general outcomes and content appropriate to the majority of schools. They are tests of general skills and understanding that tend not to reflect specific or unique emphases of local curricula.	Well adapted to the specific and unique outcomes and content of local curriculum. They are adaptable to various sizes of learning groups, but tend to neglect complex learning outcomes.

**Table 2.1: A Comparison of Standardized Tests and Teacher-Made Tests (cont.)**

	<b>Standardized Tests</b>	<b>Teacher-Produced Achievement Tests</b>
Quality of test items	Quality of test items generally is high. Items are written by specialists, pre-tested, and selected on the basis of the results of quantitative item analysis.	Quality of test items is often unknown. Quality is typically lower than that of standardized tests due to the limited time of the teacher.
Reliability	Reliability is high, commonly between .80 and .95, and frequently above .90	Reliability is usually unknown, but can be high if items are carefully constructed.
Administration and scoring	Procedures are standardized; specific instructions are provided.	Uniform procedures are possible, but usually are flexible and unwritten.
Interpretation and scoring	Scores can be compared to norm groups. Test manual and other guides aid interpretation and use.	Score comparisons and interpretations are limited to local class or school situation. Few, if any, guidelines are available for interpretation and use.

(Kubiszyn &amp; Borich, 1996)

#### **2.1.4 Characteristics of Good Tests**

Characteristics of good test vary. According to Ketsa (1997), one role of teachers is to improve the teaching and learning processes; therefore teachers need to use valid and reliable tests to evaluate students' learning progress. Also, assessment experts (Hughes, 1989; Kubiszyn & Borich, 1996; McNamara, 2000) usually discuss the validity, reliability, practicality, beneficial backwash, and authenticity of tests

when talking about good test characteristics. However, Messick (1989) states that there are two main characteristics of good assessment, validity and reliability. The following section describes the general concepts of validity and reliability.

#### **2.1.4.1 Validity**

Many researchers define validity similarly. Brown (2000) states that the most complex criterion of a good test is validity; the degree to which the test actually measures what it is intended to measure. Likewise, Hughes (1994) states that a test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure. According to Hogan (2007), validity is the extent to which a test measures what it purports to measure. Similarly, validity refers to whether the assessment instrument actually measures what it claims to measure (Cohen, 1994). Kubiszyn and Borich (1996) state that if it is supposed to be a test of third-grade mathematics ability, it should measure third-grade mathematics skills, not fifth-grade mathematics skills and not reading abilities. In other words, a test is valid if it measures what it says it measures (Kubiszyn & Borich, 1996).

The assessment of test validity is conducted in different ways. Three types are described: content validity, criterion-related validity, and construct validity.

#### ***Content Validity***

According to Brown (2005), testers must decide whether the test is a representative sample of the content the test was designed to measure in order to investigate content validity. The focus of content validity is on the adequacy of the content of the subject matter (Hatch & Farhady, 1982). Ebel and Frisbie (1986) suggest three processes for developing tests of validity.

- 1) Define explicitly the ability to be measured
- 2) Describe in detail the tasks to be included in the test
- 3) Explain the reasons for using such tasks to measure the ability in question

Moreover, content validity is defined by checking the adequacy with which the test samples the content or aims of the course or area being assessed (Cohen, 1994). To satisfy content validity, the test must measure a

representative sample of whatever we wish to investigate (Hatch & Farhady, 1982). The teacher must assess the content validity of a test before administering it. In constructing their own tests, teachers must evaluate the validity of the various items in relation to their course objectives (Valette, 1977).

### ***Criterion-Related Validity***

According to Brown (2005), the concept of criterion-related validity involves demonstrating validity by showing that the scores on the test being validated correlate highly with some other well-respected measure of the same construct. The correlation between test scores and criteria on measures has been regarded by many as the best kind of evidence to support the validity of a test (Ebel & Frisbie, 1986). Criterion-related validity determines how closely respondents' performance on specific sets of objectives on a given assessment instrument parallels their performance on another instrument or criterion which is thought to measure the same or similar activities (Cohen, 1994).

There are two types of criterion-related validity: concurrent criterion-related validity and predictive criterion-related validity (Kubiszyn & Borich, 1996). Concurrent criterion-related validity shows amounts that can be administered at the same time as the measure to be validated. The concurrent criterion-related validity for a test is determined by administering both the new test and the established test to a group of respondents. Then find a correlation is made between the two sets of test scores. If there exists an established test as a criterion in which most people have confidence, criterion-related validity provides a good method of estimating the validity of a new test.

Predictive criterion-related validity means how well the test predicts some future performances of the respondents, and it is particularly useful for aptitude tests (Kubiszyn & Borich, 1996). To determine the predictive validity, the test is administered to a group of subjects, then measuring the subjects again on what the test is supposed to predict after a period of time has passed. The two sets of scores are then correlated, and the coefficient that results is called the predictive validity coefficient.

### ***Construct Validity***

Construct validity evaluates whether the instrument is a true reflection of the theory of the trait being measured (Cohen, 1994). According to Kubiszyn and Borich (1996), a test has construct validity if its relationship to other information corresponds well with some theory. A theory is basically a logical description or rationale that can account for the interrelationships among a set of variables. The validity of the construct and of the test used to measure it can be demonstrated by the degree to which scores from the test of the construct correlates with scores from tests of other constructs in ways that a personality theory would predict (Ebel & Frisbie, 1986).

To summarize, teachers need to ask themselves whenever they construct an assessment instrument whether the items and procedures on the instrument actually reflect what it means to know a language, as opposed to tasks that assess something different from actual language knowledge (Shohamy, 1985). Content validity is concerned with how well the test represents the subject matter content or behaviours to be tested. The procedure for determining content validity is to compare the test content with the universe of content or behaviours supposedly being measured. Criterion-related validity is concerned with how well test performance predicts some future performance or estimates performance on some other valued test. The procedure is to compare tests scores with those on another measure obtained later or concurrently. Construct validity is concerned with whether or not the test performance can be described psychologically. The procedure is to determine experimentally what psychological factors are related to test performance (Hatch & Farhady, 1982)

#### **2.1.4.2 Reliability**

Many researchers give similar definitions of the test reliability. Hughes (1994) states that the reliability of a test refers to the consistency with which it yields the same score for an individual taking the test several times. He also states that the more similar the scores are, the more reliable the test is said to be.

According to Brennan (2001), reliability also can be considered to be a function of the consistency of scores from one set of tests and test tasks to another or the consistency of scores across replications of a measurement procedure. Similarly, Bachman (1990) defines reliability as the quality of test scores,

and a perfectly reliable score, or measurement, would be one which is free from errors of measurement.

Likewise, reliability refers to consistency in the examination scores (Valette, 1977). For instance, if the same test were given twice to the same group of students, the performances of each student would show little variation. Thus, reliability has to do with consistency of measurements across different times, test forms, raters, and other characteristics of the measurement context.

According to Cohen (1994), three different types of factors contribute to the reliability of language assessment instruments: test factors, situational factors, and individual factors.

First, test factors include the extent of the sampling of the objective, the degree of ambiguity of the items and restrictions on freedom of response, the clarity and explicitness of the instructions, the quality of the layout, the familiarity that the respondents have with the format, and the length of the total test – with longer tests being more reliable (Hughes, 1989).

Second, situational factors are the manner in which the examiner presents the instructions, the characteristics of the room, and outside noise. Last, individual factors consist of transient factors and stable factors. The transient factors include the physical health and psychological state of the respondent (motivation, rapport with the examiner, family matters). The stable factors include mechanical skills, I.Q. ability to use English, and experience with similar tests.

### ***Methods of Estimating Reliability***

Language testers use three basic strategies to find the reliability: test-retest, equivalent forms or parallel tests, and internal-consistency strategies.

#### ***Test-Retest***

Reliability is obtained by administering the test to the same students twice and computing the correlation between the two administrations (Hatch & Farhady, 1982). The correlation coefficient is the reliability coefficient (Hatch & Farhady, 1982). According to Brown (2005), test-retest is most suitable for estimating the stability of a test over time. The first step is administering whatever test is involved two times to a group of students. The second test should be far enough away in time,

so students cannot remember the test items. Also, it should not be too far, so students have not changed in any essential way. When the tests are administered twice and a pair of scores for each student is lined up in two columns, the teacher calculates the Pearson product-moment correlation coefficient between the two sets of scores. The Pearson product-moment correlation coefficient is the following:

$$r_{xy} = \frac{\sum(X - M_x)(Y - M_y)}{NS_xS_y}$$

$r_{xy}$  = Pearson product-moment correlation coefficient

$X$  = each student's score on Test X

$M_x$  = mean on Test X

$S_x$  = standard deviation on Test X

$Y$  = each student's score on Test Y

$M_y$  = mean on Test Y

$S_y$  = standard deviation on Test Y

$N$  = the number of students who took the two tests

### ***Equivalent-forms or Parallel Tests***

According to Bachman (1991), parallel tests are two tests of the same ability that have the same means and variances and are equally correlated with other tests of that ability. Two tests are parallel if, for every group of persons taking both tests, 1) the true score on one test is equal to the true score on the other, and 2) the error variances for the two tests are equal. The correlation between two parallel tests is called the coefficient of equivalence (Hatch & Farhady, 1982). According to Brown (2005), equivalent-forms reliability is similar to test-retest reliability. Teachers administer two dissimilar tests instead of administering the same test twice. Then the teachers calculate a correlation coefficient between the two sets of scores, and specify the degree of relationship.

### ***Internal Consistency Methods***

According to Bachman (1991), internal consistency is concerned with how consistent test takers' responses on the different parts of the test are with each other. Similarly Brown (2005) defines internal consistency reliability strategy as the consistency of a test using only information internal to a test, which is obtainable in one administration of a single test. Approaches to examine the internal

consistency of a test are the split-half reliability estimate, Cronbach's alpha, and the Kuder-Richardson formula.

**Split-half method:** splits the test into two halves and then decides the extent to which scores on these two halves are consistent with each other. To use the split-half method, teachers treat the halves as parallel tests which have equal means and variances (Bachman, 1991). This method is similar to the equivalent-forms technique, but this method is created from a single test using odd and even numbered items (Brown, 2005). The odd-numbered and even-numbered items are scored separately. A correlation coefficient is calculated for the two sets of test scores. This coefficient gives the reliability on half of the test (for either the odd-numbered items or the even-numbered items). The full-test reliability is calculated by using the Spearman-Brown prophecy formula (Brown, 2005). The formula is as follows:

$$r_{xx'} = \frac{(n)r}{(n-1)r + 1}$$

$r_{xx'}$  = full test reliability

$r$  = correlation between the two test halves

$n$  = number of times the test length is to be increased

**Cronbach's Alpha:** the split-half method is the easiest of the internal-consistency methods (Brown, 2005). The Cronbach alpha coefficient ( $\alpha$ ) is an alternative method for calculating the split-half reliability, and it will give very similar results (Brown, 2005). The formula is as follows:

$$\alpha = 2 \left( 1 - \frac{S_{odd}^2 + S_{even}^2}{S_{total}^2} \right)$$

$\alpha$  = split-half reliability for the full test

$S_{odd}$  = standard deviation for the odd-numbered items

$S_{even}$  = standard deviation for the even-numbered items

$S_{total}$  = standard deviation for the entire test

**Kuder-Richardson formulas:** is another method for measuring internal consistency. The strength of this estimate of reliability depends on the extent to which the entire test represents a single fairly consistent measure of a concept

(Kubiszyn & Borich, 1996). Two Kuder-Richardson formulas are frequently used: Kuder-Richardson formula 20 (KR20) and Kuder-Richardson formula 21 (KR21).

Kuder-Richardson formula 20 (KR20) is more difficult to calculate, because it requires the percentage of students answering each item on the test correctly. The formula is as follows (Brown, 2005):

$$K - R20 = \frac{k}{k - 1} \left( 1 - \frac{\sum S_i^2}{S_t^2} \right)$$

$K - R20$  = Kuder-Richardson formula 20

$k$  = number of items

$S_i^2$  = item variance

$S_t^2$  = test score variance

Kuder-Richardson formula 21 (KR21) is a conservative estimate of the reliability of the test (Brown, 2005). It usually does not give a very serious underestimate for multiple-choice language tests. KR21 requires the total number of test items, the mean of the test, and its standard deviation. The formula is as follows (Brown, 2005):

$$K - R21 = \frac{k}{k - 1} \left( 1 - \frac{M(k - M)}{kS^2} \right)$$

$K - R21$  = Kuder-Richardson formula 21

$k$  = number of items

$M$  = mean of the test scores

$S$  = standard deviation of the test scores

Reliability is the consistency and stability of tests. According to Cohen (1994), the reliability of a test evaluates its precision as a measuring instrument. Reliability asks whether an assessment instrument administered to the same respondents a second time would yield the same results.

In conclusion, validity is concerned with the question, how much of an individual's test performance is due to the language abilities we want to measure and the effects of these abilities on test scores. Therefore, the concerns of reliability and validity can be seen as leading to two complementary objectives in designing and developing tests. The first is to minimize the effects of measurement errors. The second is to maximize the effects of language abilities we want to measure (Bachman,

1991). On the other hand, the investigation of reliability is concerned with answering the question, how much of an individual's test performance is due to measurement error, or to factors other than the language ability we want to measure and with minimizing the effects of these factors on the test scores (Bachman, 1991).

## **2.2 The Ordinary National Educational Test (O-NET)**

O-NET is a national standardized examination which is designed to measure the basic knowledge of Thai students in eight learning areas. These areas are Thai, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Arts, Career and Technology, and Foreign Languages (English) (NIETS, 2012). The O-NET is conducted by NIETS. The information about NIETS, the objectives of O-NET, test content, item formats, and test conditions are described below.

NIETS or the National Institute of Educational Testing Service was established as a public organization. It has freedom and does not rely on any educational organizations; therefore, it can remain neutral. NIETS has one significant responsibility—providing national testing services to every student in order that schools can use the assessment as a guide to develop their teaching methods. Also, the test results are compulsory for according to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (NIETS, 2012).

The O-NET has five objectives: 1) To assess the knowledge and ideas of grade 6, grade 9, and grade 12 students according to the Basic Education Core Curriculum B.E. 2551, 2) To complete graduation requirements, 3) To serve as a guide for schools to improve teaching, 4) To evaluate students' academic proficiency at the national level, and 5) To use other purposes (NIETS, 2012).

O-NET is an achievement test designed to measure the basic knowledge of students (NIETS, 2010). The English O-NET is designed according to the compulsory strands of foreign language learning based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The strands and standards for foreign languages are shown as follows:

**Strand 1: Language for Communication**

Standard \*F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

**Strand 2: Language and Culture**

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

**Strand 3: Language and Relationship with Other Learning Areas**

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

**Strand 4: Language and Relationship with Community and the World**

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

(\*F = Foreign language)

The content included on the O-NET tests of English are shown separated by academic year in Table 2.2.

O-NET tests include both subjective and objective portions. Scores are divided as follows: multiple choice, 80-90 percent of the total score; writing, 10-20

percent. The objective test includes four sections and the subjective test includes short answer questions. All items on the English O-NET test are multiple choices. Each item is graded according to its difficulty.

**Table 2.2: Summary of the division of the English O-NET test items into each content strand (Academic Year 2011 to 2013)**

Content Strands	Content Standards	2011		2012		2013	
		Items	Score	Items	Score	Items	Score
<b>Strand 1:</b> Language for Communication	F 1.1	38	38	23	23	11	11
	F 1.2	12	12	10	10	10	10
	F 1.3	2	2	-	-	-	-
<b>Strand 2:</b> Language and Culture	F 2.1	13	13	5	5	17	17
	F 2.2	25	35	10	20	11	21
<b>Strand 3:</b> Language and Relationship with Other Learning Areas	F 3.1	-	-	21	21	20	20
<b>Strand 4:</b> Language and Relationship with Community and the World	F 4.1	-	-	15	15	15	15
	F 4.2	-	-	6	6	6	6
<b>Total</b>		<b>90</b>	<b>100</b>	<b>90</b>	<b>100</b>	<b>90</b>	<b>100</b>

(NIETS, 2012)

The English test includes two types of multiple-choice tests. The first type is five options with one correct answer (80 items). The second type is many options with one correct answer (10 items). Students have two hours to complete the test (NIETS, 2012).

In summary, the English O-NET for Academic Year 2013 consisted of a total of 90 items. There were 80 items with five choices with one correct answer and multiple choices with one correct answer. The test items covered all strands except Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing. The English O-NET was administered on February 15, 2014.

### **2.3 English Teacher-Made Tests at Sarawittaya School**

There are three basic steps in the educational processes: determination of educational objectives, provision of learning experiences, and evaluation (Karnjanawasri, 2009). Sarawittaya School is an extra-large secondary school providing learning from junior high school level through senior high school level. After students pass through the learning processes of the school, the school needs to evaluate students' learning progress. To that end, the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) requires that learning assessments can be divided into four levels: the classroom level, the educational institution level, the educational service area level, and the national level. Sarawittaya School thus arranges evaluations (tests) at the classroom level and educational institution level for students.

A test is a popular tool used to evaluate students in school. Tests at Sarawittaya School have various components. The first is test administration. Generally, English teachers conduct English teacher-made tests to get students' scores in three ways: a final test, a midterm test, and classroom tests. Specifically, for final and midterm tests, administration to students follows the school testing schedule. Students have 50 or 60 minutes to take an English test. Students are required to sit through the provided time and cannot leave earlier. The testing rooms hold approximately 35 testees each. Desks are arranged in five rows of seven seats each. There are two proctors in each class; one is at the front of the class, and the other is at the back of the class.

The second component is test organization. Each test consists of the introduction and a body. The introduction shows the subject name, subject code, students' level, time provided, and a place to record the total score at the top of the first page. The test instructions and course objectives are provided next. In the body of the test, teachers can divide the test into sub-sections.

The third component is related to test content. Sarawittaya School follows the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Students are required to take English, both prescribed courses and supplementary courses. The English tests are designed according to the compulsory strands for foreign language learning based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The strands, standards for the foreign language and key stage indicators for Mattayomsuksa 4-6

students (Grade 10 – 12) for the Learning Area of Foreign Languages are shown as follows:

**Strand 1: Language for Communication**

***Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning***

1. Follow instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.
2. Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.
3. Explain and write sentences and texts related to various forms of non-textual information, as well as specify and write various forms of non-textual information related to sentences and texts heard or read.
4. Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

***Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions***

1. Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.
2. Choose and use requests and give instructions, clarifications and explanations fluently.
3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.
4. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news and situations heard and read.
5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents with proper reasoning.

***Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing***

1. Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.
2. Speak and write to summarize the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.
3. Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

**Strand 2: Language and Culture**

***Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places***

1. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.
2. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.
3. Participate in, give advice and organise language and cultural activities appropriately.

***Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language***

1. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai.
2. Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately

**Strand 3: Language and Relationship with Other Learning Areas**

***Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as a foundation for further development and to seek knowledge and widen one's world view***

1. Research/search for, make records, summarize and express opinions about the data related to other learning areas, and present them through speaking and writing.

**Strand 4: Language and Relationship with Community and the World**

***Standard F4.1: Ability to use foreign languages in various situations in school, community and society***

1. Use language for communication in real situations/simulated situations in the classroom, school, community and society.

***Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community***

1. Use foreign languages in conducting research, collecting, analysing and summarizing knowledge/various data from the media and different learning sources for further education and livelihood.

2. Disseminate/convey to the public data and news about the school, community and the local area/the nation in foreign languages.

The fourth test component is related to questions and choices in tests. English tests at Sarawittaya School must include both multiple-choice items and writing items. The minimum requirement for the number of test items is 25 percent of the total score. For example, the English course midterm tests are worth 20 points, so the test should include at least five points for the writing part, and 15 points for the multiple choice part.

The fifth component is test scoring methods. To grade students, teachers need to have a total of 100 total points for each student for each course per semester. The ratio between the score for classwork and the final score for prescribed courses is 70:30. The ratio between the accumulated score and the final score for supplementary courses is 80:20. To get the accumulated scores during the semester, teachers can ask students to do many kinds of activities such as worksheets, performances, or tests.

However, the accumulated scores during the semester, which is 70 or 80 points, include 20 points of a midterm test. The mid-term tests are scored by the course teachers. All scores need to be submitted to the academic section within two weeks of the midterm test. However, the course teachers need to grade only the written part on the final examination. The multiple-choice part is graded by computer using OMR (Optical Mark Recognition), which is the process of recording human-marked data from document forms such as surveys and tests.

The last component is related to the procedures involved in making English tests. There are five steps in constructing and administering English tests at Sarawittaya School.

1. A foreign language department meeting is held to show how teachers should construct the test. The proportion for writing tests and multiple-choice tests explained.

2. A teacher or co-teacher for each subject chooses the course objectives from the course syllabus each subject. Then teachers discuss what content is going to be measured.

3. Teachers make a table displaying the chosen course objectives and test items with multiples choices. Each test item should match the courses objectives. In the introduction to each test, the course objectives to be measured need to be specified.

4. Teachers need to hand in the tests and answer keys to the head of the foreign language department first. If there are any mistakes, the teachers need to edit those mistakes and resubmit the test until there are no mistakes.

5. After that, the foreign language department submits all English tests to the school evaluation section to recheck the tests to guarantee that the tests are error-free.

In conclusion, learning assessment is a process for improving learners' abilities by using assessment results as data and information to show students' progress and accomplishments (MOE, 2008). Testing is the most popular tool to collect scores to measure student's accomplishment. At Sarawittaya School, there are many steps, as mentioned above, to ensure no mistakes are made when conducting English tests. The fewer number of mistakes made, the more trustworthy the resulting scores are.

## 2.4 Grading Decisions

Grades are simply summaries of school achievement, typically assigned for a subject matter or course of study and covering a specific time, such as a semester or other grading period (Haladyna, 1999). It is the process by which scores and descriptive information are turned into marks or letters, and finally into grades that refer to how well each student has learned. Normally, a teacher considers test scores and other data in making decisions about who gets A's, B's, and so on (Kubiszyn & Borich 1996). Therefore, grades are one of the most powerful methods that teachers have to communicate with their students about their efforts to learn and their success (Haladyna, 1999).

Grading is a complex process characterized by several important aspects, and it requires a procedure for collecting and synthesizing information according to a standard in order to evaluate each student (Haladyna, 1999). Karnjawanasri (2009) provided four suggestions for grading students. Firstly, teachers should specify the main factors and sub-factors which will be taken into account in grading. For instance, the main factors are students' knowledge, abilities or skills, and the sub-factors are classroom participation or students' responsibilities. Secondly, assessment instruments must be tested for validity and reliability. Thirdly, teachers should specify grading criteria appropriately. They should be related to lesson plans and assessment plans. Lastly, teachers should assign students' grades fairly. Teachers must be able to explain to students why they got the grades they did. As a result, grading is a complicated activity that requires considerable planning and skill (Haladyna, 1999).

In Thailand, the most widely used grades are numerical ones. Teachers assign grades to their students by comparing an individual's summative scores, usually out of a hundred, with the grading scheme determined by the Ministry of Education (OBEC, 2008). The grades assigned and the meanings of the grades for Thai students are shown in Table 2.3.

**Table 2.3: Grading Scheme Assigned for Thai Students**

Scores	Grade Assigned	Grade Meaning
<b>80 - 100</b>	4.0	Excellent
<b>75 - 79</b>	3.5	Very Good
<b>70 - 74</b>	3.0	Good
<b>65 - 69</b>	2.5	Fairly Good
<b>60 - 64</b>	2.0	Fair
<b>55 - 59</b>	1.5	Poor
<b>50 - 54</b>	1.0	Marginal passes
<b>0 - 49</b>	0	Failed

(The Office of the Basic Education Commission, 2008)

In summary, grading is the action taken after the measurements of student achievement have been collected (Haladyna, 1999). Grades are necessary, so they should be accurate, valid, and meaningful (Ebel & Frisbie 1986). All students are familiar with the effects grades have on them, their peers, and their parents. The teacher who adheres to an acceptable grading policy, who uses data obtained through appropriate measurement instruments, and who knows the uses and limitations of such data will be a teacher who makes sound grading decisions, most likely will be fair in assigning grades, and most likely will be able to defend the grades that are assigned (Kubiszyn & Borich, 1996).

## 2.5 Correlation Between the Tests

A correlation is the measure of the relationship between things, and the correlation coefficient is the statistic that gives a number to it (Kanjanasri, 2000). It helps to answer specific questions; for example, if you do poorly on the verbal portion of SAT, are you likely to do poorly on the quantitative portion? or do students with high grades in high school really tend to get high grades in college? (Kubiszyn & Borich 1996). When we are trying to correlate two variables that have been measured on interval scales, the particular formula we use is called Pearson's Correlation Coefficient or Pearson's Product Moment Correlation Coefficient (Boyle & Fisher, 2007).

The correlation coefficient ( $r$ ) tells at a glance the strength and direction (positive or negative) of the relationship between distributions. Correlation coefficients range from -1.0 to +1.0. The closer a coefficient gets to -1.0 or to +1.0, the stronger the relationship. The sign of the coefficient tells us whether the relationship is positive or negative (Kubiszyn & Borich, 1996). A demonstration of the strength and direction of the correlation coefficient is shown as Figure 2.3 below.

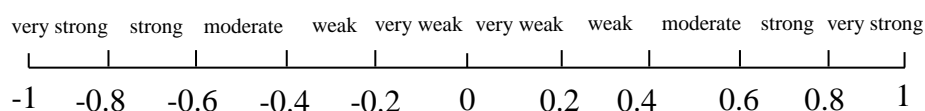


Figure 2.3: A Demonstration of the Strength and Direction of the Correlation Coefficient

The strength of the correlation coefficient ranges from very weak to very strong, and there is no cut-and-dried answer how strong  $r$  must be. An  $r$  of .40 may be considered strong for one set of data, such as correlation of IQ scores and happiness. However,  $r = .40$  may be considered very weak for another, such as the correlation of scores from two standardized achievement tests. If distributions are composed of scores arrived at by fairly objective means, such as standardized achievement tests, the  $r$  is required to be fairly high (.80 or more). When distributions are composed of scores arrived at by subjective means, such as ratings of happiness, job success, or maturity, much lower  $r$ 's (.50 or .60) are considered as indicative of the presence of a strong relationship between the distributions in question (Kubiszyn & Borich, 1996).

In addition, there are three directions for a correlation: positive, negative, and no relationship. A positive correlation exists when high scores in distribution A are associated with high scores in distribution B, or low scores in distribution A are associated with low scores in distribution B. For example, as people increase in height; they tend to increase in weight. In contrast, a negative correlation exists when high scores in distribution A are associated with low scores in distribution B, or low scores in distribution A are associated with high scores in distribution B. For example, the relationship between as the numbers of cigarettes smoked per day increase, life expectancy decreases. When there is no systematic relationship between two distributions correlation coefficients around .00 are found. These indicate that high

scores in distribution A are likely to be associated with both high and low scores in distribution B. In other words, there is no consistent pattern (Kubiszyn & Borich, 1996).

To conclude, we are interested in the relationship between two variables sometimes (Hogan, 2007). It raises questions and we have to deal with the relationship between two variables. This is called bivariate statistics. The primary method for expressing relationships between two variables is the correlation coefficient (Hogan, 2007).

## **2.6 Paragraph Format**

A paragraph is a group of related statements that a writer develops about a topic (Oshima & Hogue, 2007). The first sentence states the exact idea of the topic. The rest of the sentences in the paragraph that supports that idea (Oshima & Hogue, 2007). A paragraph contains three parts, a topic sentence, several supporting sentences, and a concluding sentence.

According to Oshima & Hogue (2007), the topic sentence is the most important sentence in a paragraph. The topic sentence tells what topic the paragraph is going to discuss. The supporting sentences give more details about the topic and list the main points of the paragraph. The concluding sentence indicates the end of the paragraph and repeats the main idea to the reader.

A good paragraph requires three characteristics: unity, coherence, and emphasis (Soranastaporn, 2013).

1) Unity refers to having one main idea in a paragraph. The first sentence is the topic sentence, and the other sentences support the first sentence in the paragraph.

2) Coherence refers to the quality of being logical. Sentences in each paragraph need to be reasonable and consistent with the others.

3) Emphasis refers to having special and interesting ideas. The paragraph contains clear and complete ideas.

A paragraph consists of several sentences that are grouped together. These grouped sentences discuss one main topic. Generally, there are a topic sentence,

supporting sentences, and a concluding sentence in each paragraph. A good paragraph can help a reader clearly understand the idea of the paragraph.

## **2.7 Previous Studies on the Relationship between the Achievement in English of Students on the Ordinary National Educational Test (O-NET) and Teacher-Made Tests (GPA)**

There are a few existing studies investigating the relationship of GPA and O-NET scores. First, Pukmai (2009) investigated the relationship between Mattayomsuksa 6 students' performance in English classes in which they took teacher-made tests and their performance on the Ordinary National Educational Test (O-NET) scores. The participants in this study were 1,039 newly graduated high school students who studied in the academic year 2007 in Srisaket Educational Area 2, located in the northeast of Thailand. The results show that the correlation coefficient of scores from these two tests was low, but it was statistically significant at the 0.01 level. However, the subjects' mean grade point average (GPA) was twice that of the mean of O-NET score. He indicates that some EFL teachers, especially in large sized schools, might have raised students' scores to increase the possibilities of students passing university admission requirements. In addition, he mentions that the O-NET scores are low because some students thought O-NET scores were not necessary for them, especially students who intended to end their education at the high school level. Moreover, some students intended to continue their studies in universities which did not require the O-NET scores.

Another study about the predictive validity of the grade point average (GPA) as related to the O-NET scores of Mattayomsuksa 3 (Grade 9) students was conducted by Khruangsorn (2013). The participants studied were in academic year 2011 at Phikrai Wittaya School, Kamphangphet, located in the northern part of Thailand. He found that there was a significant correlation between the English grades and English O-NET scores of these students. He concluded that teachers may prepare their teaching well and relate it to the basic educational core curriculum; therefore, the English grades and English O-NET scores of students were related.

Linchaloen (2009) conducted a qualitative study to find the reasons for low O-NET scores among Pratomsuksa 6 (Grade 6) students and Mattayomsuksa 6 students in Academic Year 2008 from the Educational Office Areas of Pitsanulok, Nakhonsawan, and Sukhothai. The participants were school directors, teachers, and students. The results were presented according to four categories: students, teachers, school director, and the tests.

Four reasons explain why students get low O-NET scores. Firstly, students were not aware of the importance of the O-NET. Pratomsuksa 6 students did not know how the test results would affect them. Mattayomsuksa six students can be divided into three groups: students who benefitted from the quota system used by a particular university, students who not continue study at the university level, and students who were admitted to one university on the quota system but wanted to study in another faculty. The last group of students paid more attention than the first and second groups to the O-NETs. The first and second groups just took the O-NETs without preparation or attention.

Secondly, background knowledge is another reason explaining O-NET scores. Students who get high GPAs also get high O-NET scores. Students who get low GPAs usually get low O-NET scores. Thirdly, lack of family encouragement is another reason for getting low O-NET scores. Students who have family problems, such as separated parents, bad relationships in the family, and economic problems, usually get less support to enroll in extra classes. Therefore, students get low O-NET scores. On the other hand, students who get a lot of encouragement and support from their family are confident in learning and can get high scores. Lastly, students who study in a small-size school are less motivated to enter any academic competitions. In a large school-size school, students are often motivated to get high O-NET scores to satisfy their teachers.

Four reasons affecting teachers explain why students get low O-NET scores. Firstly, teaching techniques are a reason for getting low O-NET scores. Teachers create many learning activities in class; however those activities still focus on teachers more than students. Secondly, teachers' are overloaded. Thirdly, teachers' majors do not always match the subjects they teach. Lastly, some teachers lack computer skills, so they cannot get information about the O-NET.

School directors provide education for students according to the policies of the Education Ministry to improve achievement in learning, but do not focus only on increasing O-NET scores.

The difficulty of O-NETs varies; however, English and math are the most difficult. Moreover, test results came out late, so teachers and school directors cannot give feedback for students to improve their learning.

## **CHAPTER III**

### **METHODOLOGY**

In this study, the researcher conducted both document research and field research. In the document research, data was obtained to study the following subjects: 1) errors on the English O-NET, 2) performance of students on the English teacher-made tests, 3) performance of students on the English O-NET, and 4) the relationship between performances of students on the teacher-made tests with the performance of students on the English O-NET. In the field research, data was obtained to see 1) students' opinions and suggestions for the English teacher-made tests and the English O-NET, and 2) teachers' opinions and suggestions the English teacher-made tests and the English O-NET. The methodology of this study, sources of data, population, samples, sapling techniques, research instruments, data collection procedures, and data analysis are explained below.

### **3.1 Sources of Data**

As mentioned above, the researcher conducted both document research and field research. Three sources of data were consulted to obtain information for the document research: errors occurring on the English O-NET, students' cumulative English averages and students' English O-NET scores.

#### **3.1.1 Errors on the English O-NET**

The study was designed to investigate errors occurring only in the reading passages section of the English O-NET. All newspaper reports, web board column that show opinions about the English O-NET examinations, and English O-NET tests were collected. Then the information gained was summarized to what errors really occur in the English O-NET.

### **3.1.2 The Cumulative English Average**

Grades are simply summaries of school achievement (Haladyna, 1999). Grade point averages (GPA) are calculated by dividing the total cumulative score by the total amount of credits attempted. To calculate the English cumulative average first, the grade for each English course is multiplied by the number of credit hours earned. Second, the sum of these totals is divided by the total number of English credit hours attempted (OBEC, 2013). However, public high schools in Thailand use the Students' 2551 Program to compute students' grades and their GPAs. In conclusion, all grades for English courses that the participants had taken from Mattayomsuksa 4 (Grade 10) to Mattayomsuksa 6 (Grade 12) were calculated as the cumulative English average of the students. The cumulative English average was collected to examine students' performance on English teacher-made tests. Moreover, cumulative English averages were also collected to investigate the relationship between English teacher-made tests and the English O-NET.

### **3.1.3 The English O-NET Scores**

The O-NET is a national standardized test which is designed to evaluate the basic knowledge of Thai students in eight learning areas including English. The test itself is aimed to evaluate students' achievements relevant to the Ministry of Education's basic educational curriculum. The scores for the participants' English O-NET were collected to examine students' performance on the English O-NET tests and to investigate the correlation between English teacher-made tests and English O-NET in the study.

## **3.2 Population, Sample, and Sampling**

This present study intended 1) to study errors occurring on the English O-NET, 2) to study the performance of students on English teacher-made tests, 3) to study the performance of students on the English O-NET, 4) to study the relationship between the performances of students on the two kinds of tests, 5) to collect the opinions of students about the English tests, and 6) to collect teachers' opinions about the two kind of tests. As mentioned above, human populations were studied for

research questions 2 to 6; therefore, the population, sample sizes, and sampling techniques for each research question are presented next.

### 3.2.1 Population for Research Questions 2 and 3

To study the performance of students on English tests, both English teacher-made tests and the English O-NET, the researcher studied the English scores of Mattayomsuksa 6 students at Sarawittaya School, Bangkok from Academic Year 2011 to 2013. The total number was 1,619 students who studied at Sarawittaya School as shown in Table 3.1.

**Table 3.1 Population of the Study**

<i>Population</i>	<i>N</i>
Students (Academic Year 2011)	527
Students (Academic Year 2012)	571
Students (Academic Year 2013)	521
<b>Total</b>	<b>1,619</b>

### 3.2.2 Population, Sample, and Sampling for Research Question 4

To study the relationship between the performance of students on English teacher-made tests and the English O-NET, the data consisted of English scores for Mattayomsuksa 6 students at Sarawittaya School (Bangkok) from Academic Year 2011 to 2013. The total number for the population was 1,619 students. Students were divided into three groups (high, fair, and low achievers) by using their cumulative English averages. Students who had high cumulative English averages from 3.00 — 4.00) were placed in the high achievement group. Students who had cumulative English averages from 2.00 to 2.99 were placed in the fair achievement group, and students who had cumulative English averages from 0.00 to 1.99 were placed in the low achievement group. The stratified random sampling technique was used to classify students according to academic year and achievement group. The sample was 1,046 students based on Krejcie and Morgan's (1970) table for determining sample size. They were selected by simple random sampling. (See Figure 3.1.) However, the researcher had all the data for the population; therefore the obtained data for the population was also studied to confirm the results of the study.

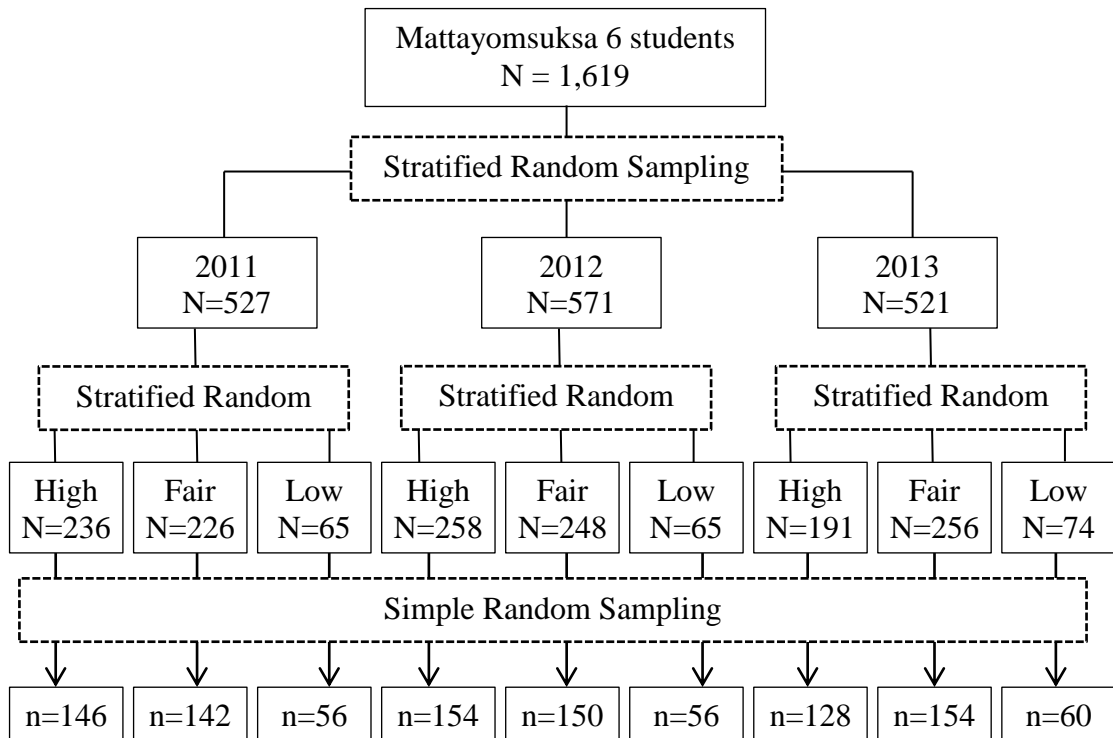


Figure 3.1: Diagram of the Sampling Process to Study the Relationship Between Student Performance on English Tests

### 3.2.3 Population, Sample, and Sampling for Research Question 5

To collect students’ opinions and suggestions toward English teacher-made tests and English O-NET tests, the population was Mattayomsuksa 6 students who were studying at Sarawittaya School in Academic Year 2013. The total number was 521 students. . Based on the table for sample size of Krejcie & Morgan (1970) regarding the proportion of sample size to total population needed for accurate representation, the sample size was 221 Mattayomsuksa 6 students. All of the subjects needed were selected randomly to answer the questionnaire. See Figure 3.2.

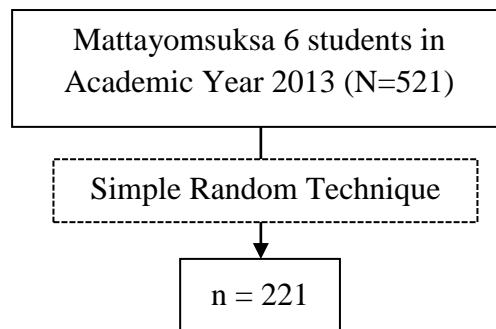


Figure 3.2: Diagram for the Sampling Process (Students)

### 3.2.4 Population, Sample, and Sampling for Research Question 6

To gather teachers' opinions and suggestions toward English teacher-made tests and English O-NET tests, the population was English teachers at Sarawittaya School. The total number was 19 English teachers. The purposive sampling technique was used to select seven high school English teachers. With this technique, researchers use their discretion, knowledge and experience to choose the sample which they think best suits the purposes of their study (Basit, 2010). (See Figure 3.3.) The reasons for choosing this group are as follows:

1. These teachers are qualified in teaching English, having graduated from a Faculty of Education (English Major).
2. These teachers have at least two years' experience in training or teaching high school students.
3. These teachers create English tests to evaluate students in their English classes.
4. These teachers were part of the O-NET test processes in Academic Year 2013.
5. These teachers were willing to participate in the study in order to improve English scores in the school.

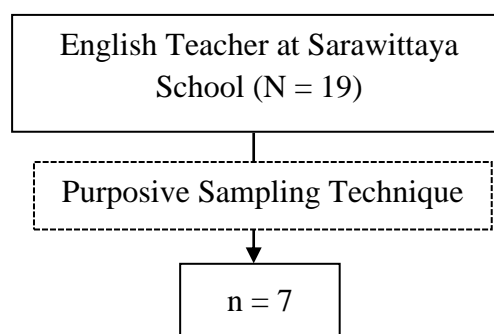


Figure 3.3: Diagram for the Sampling Process (Teachers)

### 3.3 Research Instruments

The researcher conducted both document research and field research. There were three research instruments used in this study: an error collection form, a data collection sheet, and a questionnaire about the English tests. An explanation for each instrument is given below, and the validity and reliability of those instruments is also described.

#### 3.3.1 Error Collection Form

The study aimed to investigate errors occurring on the English O-NET. The answer key and English O-NET examinations from NEST were examined. Moreover, newspaper reports about errors occurring on the O-NET were studied. The Error Collection Form was developed by the researcher to analyze the data. See Table 3.2

**Table 3.2 Error Collection Form**

<b>Source</b>
<b>Academic Year</b>
<b>Test Item</b>
<b>Error</b>
<b>Type of Error</b>

#### 3.3.2 Data Collection Sheet

To investigate the relationship between the cumulative English average and the English O-NET scores, the Data Collection Sheet was developed by the researcher. (See Table 3.3) All participants' names were kept anonymous. In order to achieve this, a number was assigned to each student. The Data Collection Sheet displayed the student's number, the student's cumulative English average, and the student's English O-NET score.

**Table 3.3 Data Collection Sheet**

Number	English Average	English O-NET scores
1.		
2.		
3.		
...		
...		
1,619		

### 3.3.3 Questionnaire About the English Tests

The research instrument employed to get the opinions and suggestions of students and teachers was a questionnaire, Students' and Teachers' Opinions and Suggestions on English Tests. The questionnaire, the steps used in construction of the questionnaire and a description of the questionnaire were described.

The following six steps were employed to develop the questionnaire.

Firstly, the curriculum for foreign language learning, testing textbooks, and language testing textbooks were reviewed. Secondly, the researcher analyzed those documents to design the items on the questionnaire. Thirdly, the first version of the questionnaire was prepared and checked by three experts in teaching using the item objective congruence index (IOC). Fourthly, the data obtained from the three experts was used to develop the final version of the questionnaire. Fifthly, a pretest of the questionnaire was conducted with Mattayomsuksa 6 students who were studying in the Academic Year 2013 at Sarawittaya School. The pretest of the questionnaire was carried out to ensure that the questionnaire was readable and appropriate, as well as to see if respondents could respond without problems. Lastly, the information obtained was used to develop the final version of the questionnaire.

The questionnaire employed in the study is divided into three parts as follows.

#### **Part I: General Information**

This part aimed to obtain demographic data from the participants including gender and age.

## Part II: Opinions on the English Test

This part consisted of a 40-item questionnaire asking for teachers' and students' opinions about six aspects of English teacher-made tests and the English O-NET: test administration (2 items), test organization (5 items), content (21 items), the questions and choices (5 items), the scoring method (3 items), and preparations for taking the tests (4 items). The questionnaire used closed-ended questions with a five-point Likert scale, and the ratings are shown in Table 3.4 below. The highest level of students' and teachers' agreement was scored as five points, whereas the lowest level of students' agreement was scored as one point.

**Table 3.4: The Five-Point Likert Scale**

Scale	Description/ Interpretation	Average
5	Strongly Agree	4.51 – 5.00
4	Agree	3.51 – 4.50
3	Undecided	2.51 – 3.50
2	Disagree	1.51 – 2.50
1	Strongly Disagree	1.00 – 1.50

## Part III: Suggestions for the English Tests

This part consisted of a three-item questionnaire asking for additional suggestions on the English teacher-made tests and the English O-NET including opinions on English assessment, reasons for getting low or high English scores, and suggestions to improve English results. The participants wrote their opinions and suggestions themselves.

### 3.3.4 Validity and Reliability of the Questionnaire

Six steps were taken to assure the validity and reliability of the questionnaire.

1. The questionnaire was developed based on testing textbooks, language testing textbooks, and the curriculum for Foreign Language Learning.

2. The item objective congruence index of the questionnaire was established by three experts including two English lecturers from the Education Faculty at Silpakorn University, Nakhon Pathom, and an English lecturer at the Center for International Language and Culture, Southern College of Technology, Nakhon Si Thammarat.

3. The questionnaire was modified and revised according to the suggestions of the thesis committee.

4. The questionnaire also was piloted among Mattayomsuksa 6 students who were studying in the Academic Year 2013 at Sarawittaya School in February, 2014. The comments and the suggestions of the respondents from the pilot study were used to develop the final questionnaire.

5. The reliability for the piloted group was 0.96 and the reliability for the real sample group was 0.97, which are high levels for reliability.

6. The researcher asked the MU-IRB (Mahidol University Institutional Review Board) committee to examine all the research instruments before conducting the actual study. Then the researcher revised the contents as the IRB committee suggested.

Therefore, these six steps ensure the content validity and the reliability of the questionnaire.

### **3.4 Data Collection Procedures**

The documentary research part employed the quantitative method to analyze data. The field research part employed both quantitative and qualitative methods to examine the data. The researcher collected data regarding 1) errors occurring on the English O-NET, 2) the students' performance on English teacher-made tests, 3) the students' performance on the English O-NET, 4) the relationship between students' cumulative English averages and their English O-NET scores, 5) students' opinions and suggestions for English teacher-made tests and for the English O-NET, and 6) teachers' opinions and suggestions for English teacher-made tests and for the English O-NET. The data collection procedures are shown as follows.

### **3.4.1 Procedures for the Study of Documents on Errors Occurring with the O-NET**

To verify the results of other phases, documents such as the examination itself, answer keys for the examination, feedback reports, government reports, and newspaper and magazine articles were studied. The NIEST provided English O-NETs from Academic Years 2005-2010 only. The latest O-NET tests were downloaded from the Internet website; others were published by a book company. This present study studied only the English O-NET test from Academic Years 2008-2010. All the answer keys were collected, and the researcher rechecked the answer keys. Then the results were entered on the Data Collection Sheet to show the errors in the English O-NET.

### **3.4.2 Procedures for the Study of Students' Performance on English teacher-made tests and the English O-NET**

To study students' performance on teacher-made English tests, students cumulative English averages were collected. There were six main steps to collect the data. Firstly, a letter of permission and request for the data was sent to the school.

Secondly, students' cumulative English averages were computed from the Students 2551 V 1 Beta V Program and displayed in XPS file format. According to Microsoft (2015), an XML Paper Specification or XPS document is a document format that can be used to view, save, share, digitally sign, and protect the contents of a document. An XPS document is like an electronic sheet of paper on which the content cannot be changed after it is printed. Also, the contents of an XPS document cannot be edited after it is saved in XPS format. The data obtained cannot be edited or copied to any other program; therefore, the researcher converted the data from XPS format to Microsoft Excel by using Adobe Acrobat. The data gained were students' ID numbers, students' names, and students' cumulative English averages arranged in order of students' number in the classroom. After that, the data was rearranged in Thai alphabet order.

Thirdly, students' English O-NET scores were given to the researcher in a Microsoft Excel file. The data gained were students' seat number, students' ID card number, students' name and surname, and students' English O-NET scores arranged in Thai alphabetic order. Fourthly, the researcher chose only needed information

including students' names from both files, students' cumulative English averages, and students' English O-NET scores and recorded the information on the Data Collection Sheet. Students' cumulative English averages and English O-NET scores had to be matched accurately with students' names. Fifthly, all participants' names were deleted so that the participants would remain anonymous' so a code number was given to each student. Finally, the obtained data was analyzed systematically to find the mean score and the standard deviation by using the Statistical Package for Social Sciences (SPSS).

### **3.4.3 Procedures for the Study of the Relationship Between Cumulative English Averages and English O-NET Scores**

There were three main steps to obtain the data. Firstly, a letter of permission and request for the data was sent to the school. Then students' O-NET scores and their cumulative English averages were given to the researcher digitally to be entered on the Data Collection Sheet. Lastly, all obtained data were compiled and analyzed by the Statistical Package for Social Sciences (SPSS).

### **3.4.4 Procedures for the Study of Students' Opinions and Teachers' Opinions on the English Teacher-Made Tests and English O-NET**

The questionnaire processes started on March 31, 2014, at the end of the second semester of Academic Year 2013. The researcher sent a consent letter asking permission to conduct a study and requesting participation from the sample group. A consent form was used to explain the purposes of this present study. The participants who agreed to participate were given the questionnaires. A set of questionnaires was provided to every participant in their classes while they were waiting to get a graduate certificate. The researcher told the participants the purposes of the study so that they would understand why the researcher needed their opinions on the English teacher-made tests and the English O-NET test. In addition, they were informed that there were no right or wrong answers in completing the questionnaires. The researcher guaranteed that their participation would not have any effects on their course grades. The participants did not have to provide their names or contact information to maintain anonymity, and after the present study was totally completed, the information

in all returned questionnaires would be destroyed. Finally, collected data was used for further analysis.

### **3.5 Data Analysis and Statistical Strategies**

The Statistical Package for Social Sciences (SPSS) was used to analyze data. The obtained data was coded in order to analyze the data systematically using the following statistical methods.

#### **3.5.1 Descriptive Statistics**

##### **3.5.1.1 Arithmetic Mean (*M*)**

The mean is basically the arithmetic average of all the scores which is calculated by summing all the scores and then dividing the sum by the number of scores (McMillan & Schumacher, 2001). In this study, the mean was used in two sections. It was used to indicate students' performance on the teacher-made tests and the English O-NET. It was also used to indicate the average for students' and teachers' opinions on English tests by comparing each item.

##### **3.5.1.2 Standard Deviation (*SD*)**

The standard deviation is a numerical index that indicates the average distance of the scores from the means (McMillan & Schumacher, 2001). In other words, it determines how closely sets of data are to the mean of all the sets. In this study, the standard deviation was used to identify the average distance of the students' scores from the mean of each test.

#### **3.5.2 Inferential Statistics**

The correlation statistics used in the present study were the Pearson Product-Moment Correlation Coefficient (Pearson's *r*).

##### **3.5.2.1 Pearson Product-Moment Correlation Coefficient (Pearson's *r*)**

The Pearson Product-Moment Correlation Coefficient is the most common correlation technique, represented by *r*, used for evaluating the relationship between two or more variables (McMillan & Schumacher, 2001). This

study aimed to investigate the relationship between the students' cumulative English averages, which students get from the teacher-made tests, and their English O-NET scores. The Pearson Product-Moment Correlation Coefficient was employed to establish the correlation between the two variables.

The document study and the qualitative research on the suggestions of students and teachers when answering the three open-ended questions were examined and analyzed. The research methodology for the study has been presented in this chapter and a description of the research findings will be given in Chapter IV.

## **CHAPTER IV**

### **RESULTS**

The findings of this study are presented in this chapter. The results are divided into six sections. The first section presents the errors occurring in the English O-NET. The second section describes the performance of the students on English teacher-made tests. The third section describes the performance of the students on the English O-NET. The fourth section presents the relationships between the performance of Mattayomsuksa 6 students on English teacher-made tests and on the English O-NET. The fifth section presents students' opinions and suggestions toward English teacher-made tests and the English O-NET. The final section presents teachers' opinions and suggestions toward English teacher-made tests and the English O-NET.

#### **4.1 Finding One**

**Research Question 1:** What errors occur on the English O-NET?

The researcher analyzed the errors occurring on the English O-NET; only a few people have discussed this topic previously. The researcher downloaded the English O-NETs from Academic Years 2008 to 2010 to analyze the reading parts. The data analysis revealed that there was a given reading passage written in an unacceptable paragraph format and using an incorrect reference term.

Figure 4.1 shows the English O-NET for Academic Year 2010. It was taken by Mattayomsuksa Six students on February 19, 2011. There were eight question items about this reading passage. Each paragraph in the reading passage consisted of only one or two sentences. Moreover, the passage did not have a topic sentence, controlling idea, supporting sentences, or concluding sentence for the readers.

Furthermore, the first sentence started talking about “Zoos”, yet continued with “are becoming endangered species.” Zoo is a noun referring to a place that a group of wild animals is kept, typically in a park or gardens, for study, conservation, or display to the public. Species is a group of living organisms consisting of similar individuals capable of exchanging genes. Therefore, a zoo cannot be endangered. This is the example of using a wrong reference term.

**Passage 2**

Zoos, the most accessible nature reserves for most people in Russia, are becoming endangered species.

With 11 million people, Moscow has only one zoo covering about 60 acres. It is crowded with visitors all summer.

5 Zoo officials say there is not enough space to keep lions, giraffes, gorillas and chimpanzees.

The city has been giving money to expand and improve it. Five major building projects are underway and five more are planned.

A few of Russia's new banks and businesses sponsor exhibits, and an

10 American businessman gives US\$100 a month to buy fruit for the apes.

Now many zoo workers have quit because they are paid very low wages.

Poor Paragraph Format

Figure 4.1 An English O-NET Reading Passage

## 4.2 Finding Two

**Research Question 2:** How did Mattayomsuksa six students perform on English teacher-made tests?

To observe the performance of Mattayomsuksa 6 students on English teacher-made tests, the cumulative English averages of students who studied in academic years 2011 to 2013 were analyzed. The total population was 1,619 students. The population was divided into three groups: high, fair, and low achievers. Their

cumulative English averages were used for statistical analysis including the arithmetic mean and the standard deviation. Table 4.1 shows the results.

**Table 4.1 Summary of Students' English Grades**

Academic Year	Group	N	%	Performance of Students	
				English Average	
				<i>M</i>	<i>SD</i>
2011	High	236	44.78	3.47	.30
	Fair	226	42.88	2.56	.26
	Low	65	12.34	1.67	.22
	All	527	100.00	2.86	.68
2012	High	258	45.18	3.38	.26
	Fair	248	43.44	2.57	.25
	Low	65	11.38	1.69	.20
	All	571	100.00	2.81	.63
2013	High	191	36.66	3.37	.26
	Fair	256	49.14	2.51	.27
	Low	74	14.20	1.70	.19
	All	521	100.00	2.71	.63

The mean grades for each year are as follows. The mean English grades for 2011 was the highest ( $M = 2.86$ ,  $SD = 0.68$ ), followed by 2012 ( $M = 2.81$ ,  $SD = 0.63$ ), and 2013 was the lowest ( $M = 2.71$ ,  $SD = 0.68$ ).

The mean cumulative English averages for each achievement group are as follows. In the high achievement group, the mean cumulative English average was highest in 2011, followed by 2012, and the lowest was 2013. In the fair achievement group, the mean cumulative English average was highest in 2012, followed by 2011, and the lowest was 2013. In the low achievement group, the mean cumulative English averages were slightly different. The lowest was in 2011, followed by 2012, and the highest was in 2013. See Figure 4.2 for more clarification.

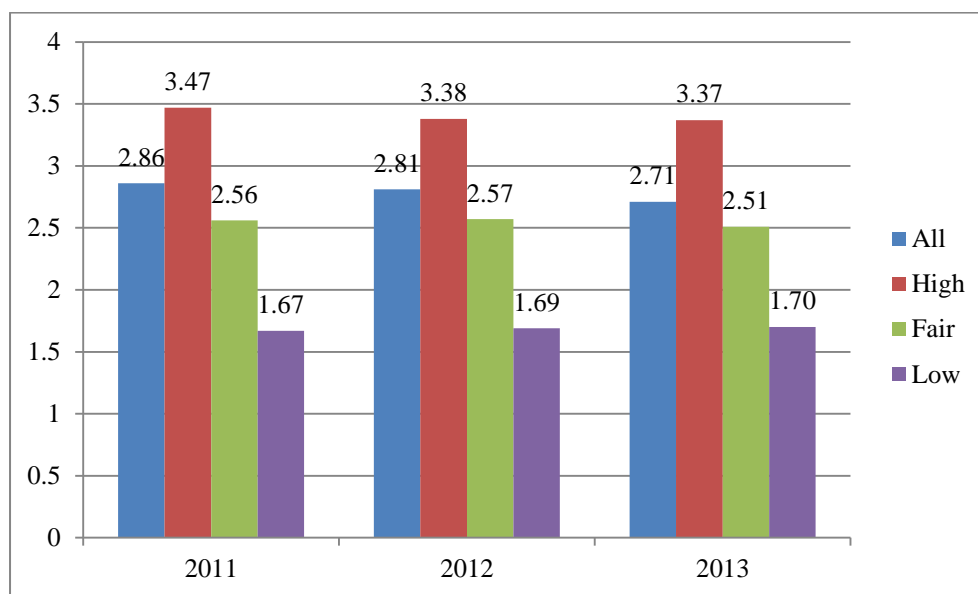


Figure 4.2: The English Grades of M.6 Students at Sarawittaya School from Academic Year 2011 to 2013

### 4.3 Finding Three

**Research Question 3:** How did Mattayomsuksa 6 students perform on the English O-NET?

To observe the performance of Mattayomsuksa 6 students on the English O-NETs, the English O-NET scores for students who studied in academic years 2011-2013 were analyzed. The total population was 1,619 students. The population was divided into three groups: high, fair, and low achievers. Their average scores for the English O-NETs were used for statistical analysis, including: the arithmetic mean and the standard deviation.

As can be seen in Table 4.2, the mean English scores for the O-NET for each year are as follows. The mean score for 2011 was the lowest ( $M = 13.20$ ,  $SD = 0.68$ ); the score for 2012 was slightly higher ( $M = 30.29$ ,  $SD = 13.98$ ), and the highest was in 2013 ( $M = 33.69$ ,  $SD = 13.64$ ).

**Table 4.2 Summary of Students' English O-NET Scores**

Academic Year	Group	N	%	Performance of Students	
				English Average	
				<i>M</i>	<i>SD</i>
2011	High	236	44.78	38.72	13.18
	Fair	226	42.88	22.44	6.70
	Low	65	12.34	18.03	3.77
	All	527	100.00	29.19	13.20
2012	High	258	45.18	39.74	13.59
	Fair	248	43.44	24.23	8.71
	Low	65	11.38	17.18	4.87
	All	571	100.00	30.29	13.98
2013	High	191	36.66	45.81	13.20
	Fair	256	49.14	28.16	7.20
	Low	74	14.20	21.54	6.99
	All	521	100.00	33.69	13.64

The mean English scores for the O-NET for each achievement group are as follows. In the high achieving group, the mean English scores for the O-NETs are higher than those for all other groups for all three years. The highest mean score was in 2013, followed by 2012, and the lowest was in 2011. In the fair achievement group, the highest mean English score for the O-NETs was in 2013, followed by 2012, and the lowest was in 2011. In the low achievement group, the English mean scores for the O-NETs were lower than those for all other groups for all three years. The highest mean English score for the O-NETs was in 2013, followed by 2011, and the lowest was in 2012.

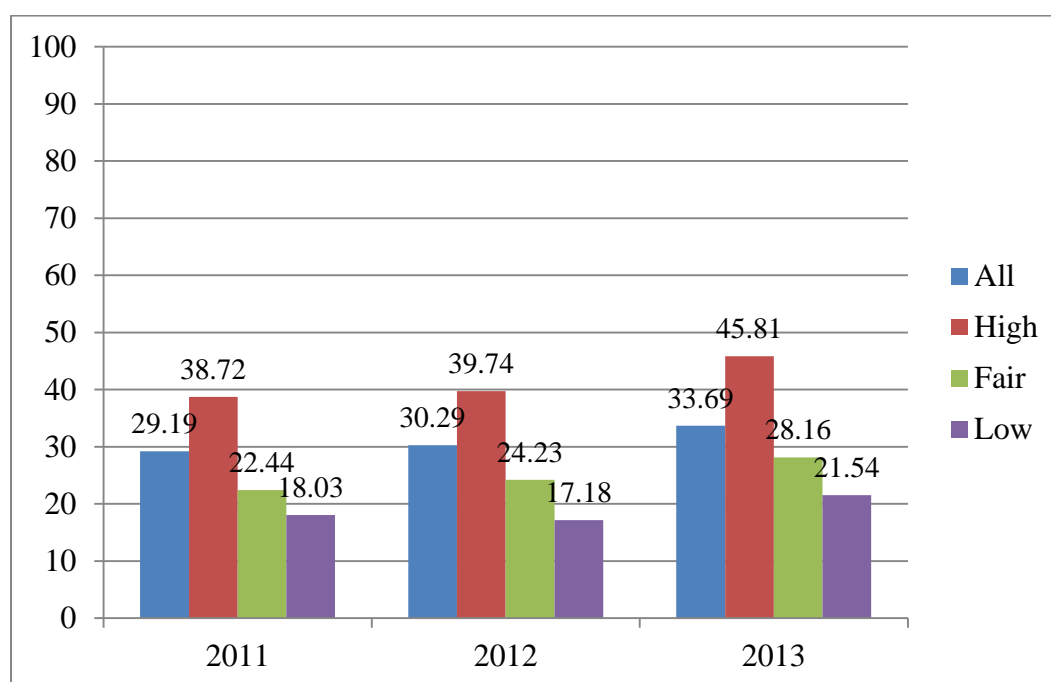


Figure 4.3: The English O-NET Scores of M.6 Students at Sarawittaya School from Academic Year 2011 to 2013

#### 4.4 Finding Four

**Research Question 4:** What is the correlation between the scores of Mattayomsuksa six students on English teacher-made tests and the national standardized test (O-NET)?

To see the relationship between Mattayomsuksa 6 students' performance on English teacher-made tests and the English O-NETs, the English scores of students who studied in academic years 2011-2013 were studied. The total population was 1,619 students. The population was divided into three groups: high, fair, and low achievers. However, the researcher intended to get information from both the population group and the sample group because the researcher was curious about the results of the population and the sample. The sample group for this study involved 1,046 students. The Pearson Product-Moment Correlation Coefficient (Pearson's  $r$ ) was used to determine the correlation between the two variables. A summary of the correlation is shown in Table 4.3.

**Table 4.3 Summary of the Correlation Between Students' English Grades and O-NET English Scores**

Academic Year	Group	Correlation			
		N	<i>r</i>	n	<i>r</i>
2011	High	236	.70**	146	.64**
	Fair	226	.34**	142	.30**
	Low	65	.10	56	.06
	All	527	.74**	344	.73**
2012	High	258	.71**	154	.65**
	Fair	248	.38**	150	.35**
	Low	65	.04	56	.16
	All	571	.73**	360	.75**
2013	High	191	.69**	128	.67**
	Fair	256	.44**	154	.35**
	Low	74	.21	60	.09
	All	521	.77**	342	.77**

\*\* $p < 0.01$  level (2 tailed)

The results are given in two sections: results for each year and results for each achievement group. Also, a comparison is made between the population and the subjects.

Firstly, there is a significantly high positive correlation between these two tests for these three years. The highest relationship among the population was in 2013 ( $r = .77, p < .01$ ), followed by 2011 ( $r = .74, p < .01$ ), and the lowest was in 2012 ( $r = .73, p < .01$ ). Similarly, the highest relationship among the sample group was in 2013 ( $r = .77, p < .01$ ), followed by 2012 ( $r = .75, p < .01$ ), and the lowest was in 2011 ( $r = .73, p < .01$ ).

Secondly, the results for each achievement group—high fair, and low achievers—are shown as follows. In the high achievement group, the strength of the relationship is the highest, and there are significantly positive high correlations for this group. The strongest relationship among the population is in 2012, followed by 2011,

and the lowest was in 2013. Furthermore, the highest relationship among the subjects was in 2013, followed by 2012, and the lowest was in 2011. In the fair achievement group, there is a modest correlation. The highest relationship among the population was in 2013, followed by 2012, and the lowest was in 2011. The strongest relationships among the subjects were in 2012 and 2013, and the weakest was in 2011. In the low achievement group, the strength of the relationship is the lowest, and it is not statistically significant. For a clearer picture, see Figures 4.4 and 4.5.

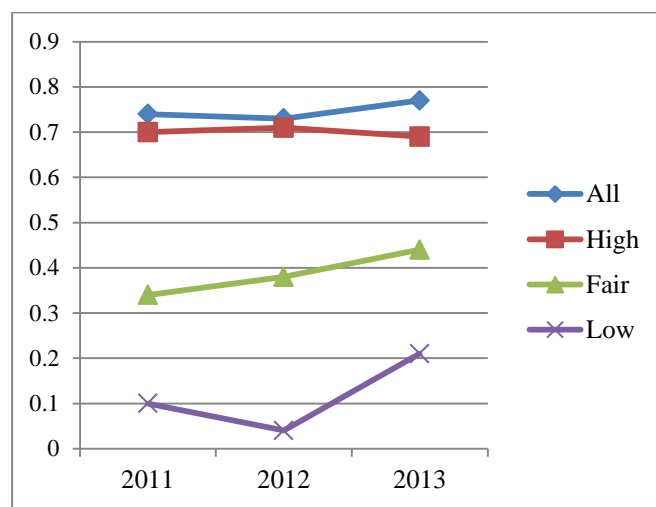


Figure 4.4: The Correlation Between Students' Scores on English Tests for the Population

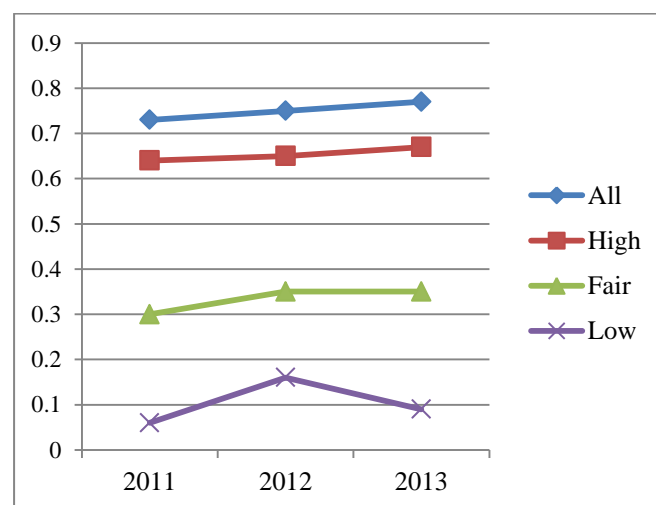


Figure 4.5: The Correlation Between Students' Scores on English Tests for the Subjects

## **4.5 Finding Five**

**Research Question 5:** What are students' opinions and suggestions toward English teacher-made tests and the English O-NET?

In order to answer this question, a 40-item questionnaire with a five-Likert scale about English teacher-made tests and the English O-NET was developed. The questions were divided into six categories: test administration (2 items), test organization (5 items), content (21 items), the questions and choices on the tests (5 items), the scoring methods (3 items), and preparations for the tests (4 items). This questionnaire was employed to gain students' opinions toward English teacher-made tests and the English O-NET. Furthermore, a three-item open ended questionnaire asking for additional suggestions on the English teacher-made tests and English O-NET was employed to gain students' suggestions toward the English tests. This section elicited opinions about English testing, reasons for getting low or high English scores, and suggestions on how to improve English test scores.

The subjects were 221 Mattayomsuksa six students who were studying at Sarawittaya School in Academic Year 2013; however, only 208 completed questionnaires were returned to the researcher. This represents a return rate of 94.12%. There were 70 male student participants (33.7%) and 138 female student participants (66.3%). Their ages ranged from 17 to 19 years. Arithmetic mean and standard deviation were used to analyze the data. Results are presented in two sections below: students' opinions toward the English tests and students' suggestions about the English tests.

### **4.5.1 What are students' opinions toward English teacher-made tests and the English O-NET?**

Students' opinions toward English teacher-made tests and English O-NET are presented into two sections: overall and the six categories used in the questionnaire.

#### 4.5.1.2 The students' overall opinions toward English teacher-made tests and the English O-NET

Students' opinions toward English teacher-made tests overall are shown in Figure 4.6. Mattayomsuksa 6 students at Sarawittaya School agreed with all statements asking for their opinions about the six categories regarding the English teacher-made tests. The questions and choices on the tests got the highest average ( $M=3.84$ ), followed by the administration of tests ( $M=3.75$ ) and the scoring methods ( $M=3.71$ ). The preparation to take the tests ( $M=3.63$ ) and the organization of the tests ( $M=3.62$ ) followed in order. Tests content got the lowest agreement from students.

In contrast, Mattayomsuksa 6 students at Sarawittaya School agreed with some aspects and were undecided about other aspects of the English O-NET. The questions and choices of the tests also got the highest average ( $M=3.62$ ), followed by the scoring methods ( $M=3.57$ ), the preparation to take the tests ( $M=3.54$ ), and the organization of the tests ( $M=3.53$ ). Test administration ( $M=3.50$ ) and test content ( $M=3.36$ ) followed.

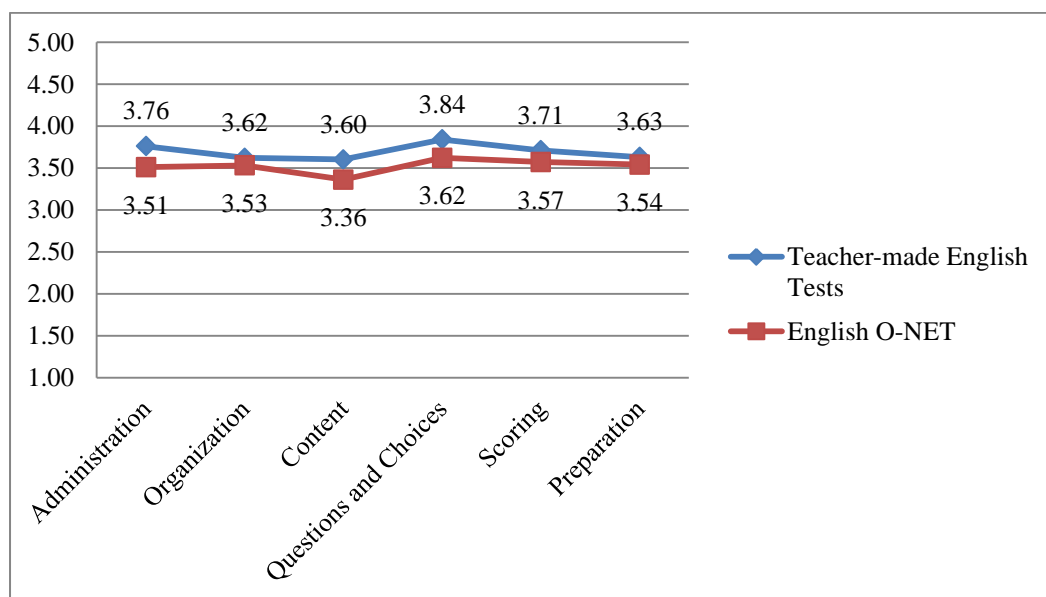


Figure 4.6: Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET

#### ***4.5.1.2 Students' opinions toward the Six Categories of the English teacher-made tests and the English O-NET***

Students' opinions toward English teacher-made tests and the English O-NET are presented in the following six categories: test administration, test organization, content, the questions and choices on the tests, the scoring methods, and preparation for the tests. Firstly, Table 4.4 shows the opinions of Mattayomsuksa 6 students at Sarawittaya School toward English teacher-made tests and the English O-NET regarding test administration. Students agreed that the time provided for teacher-made tests was suitable, while they were undecided whether the time provided for the English O-NET was suitable. However, students agreed that testing rooms provided for taking both English teacher-made tests and the English O-NET were suitable.

**Table 4.4 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Administration**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
1. Time provided for each test is suitable.	3.71	.81	Agree	3.31	1.01	Undecided
2. Testing rooms provided for each test are suitable.	3.80	.84	Agree	3.70	.97	Agree
<b>Average</b>	<b>3.76</b>	<b>.71</b>	<b>Agree</b>	<b>3.51</b>	<b>.85</b>	<b>Agree</b>

Secondly, Table 4.5 shows the opinions of Mattayomsuksa 6 students at Sarawittaya School toward English teacher-made tests and the English O-NET regarding test organization. Students agreed that the English teacher-made tests were separated clearly into sections, whereas students were undecided whether the English O-NET was separated clearly into sections. However, students agreed the both English teacher-made tests and the English O-NET's test patterns were well organized and easy to read. Moreover, students agreed that there were not any typing or spelling errors occurring on either type of test. In addition, the students agreed that English

teacher-made tests provided details about the tests such as the total number of items and scoring criteria, and they also agreed that if the method to complete the tests was not familiar to them, the English teacher-made tests provided a clear explanation and examples for them. In contrast, students were undecided whether the English O-NET provided details about the tests such as the total number of items and scoring criteria, and they were also undecided whether when the method to complete tests was not familiar to them the English O-NET provided a clear explanation and examples for them.

**Table 4.5 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Organization**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
3. The tests are separated clearly into sections such as a reading, writing or vocabulary.	3.76	.92	Agree	3.50	.97	Undecided
4. The test patterns are well organized and easy to read.	3.69	.84	Agree	3.51	.87	Agree
5. The tests provide details about the tests such as total number of items and scoring criteria.	3.63	.82	Agree	3.49	.93	Undecided
6. If the method to complete the test is not familiar to students, the test provides a clear explanation and examples for test takers.	3.63	.89	Agree	3.49	.94	Undecided
7. No typing or spelling errors occur on the tests.	3.39	1.05	Undecided	3.64	1.09	Agree
<b>Average</b>	<b>3.62</b>	<b>.65</b>	<b>Agree</b>	<b>3.53</b>	<b>.71</b>	<b>Agree</b>

Thirdly, Table 4.6 shows the opinions of Mattayomsuksa 6 students at Sarawittaya School toward English teacher-made tests and the English O-NET regarding test content. Questionnaire items 8 to 11 asked for general ideas about test content, and items 12 to 28 asked for specific details regarding test content related to the learning standards and indicators for foreign languages.

Students agreed that English teacher-made tests contents in general were related to English lessons in class and related to the course objectives. However, students were undecided whether the English O-NET content was related to their English lessons in class and related to course objectives. Moreover, students agreed that the content of English teacher-made tests was not too difficult, but students undecided whether the content of the English O-NET was too difficult. However, students agreed that both teacher-made and English O-NET content was up to date.

Students agreed that teacher-made English test content was related to the learning standards and indicators for foreign languages. Students were undecided about only two items regarding the content of English teacher-made tests. The first was whether tests asked for an appreciation of the differences between the language and culture of native English and Thai speakers, and the ability to use language accurately and appropriately. The second was whether tests asked users of foreign languages to link knowledge with other learning areas.

Furthermore, students were undecided whether the English O-NET content was related to the learning standards and indicators for foreign languages. Students agreed with only one item: that the test content of the English O-NET asked for their ability to use foreign languages in various situations in school, the community and society.

**Table 4.6 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
8. Test content is related to lessons in your classroom.	3.72	.99	Agree	2.97	.88	Undecided
9. Test content is not too difficult.	3.54	.89	Agree	3.22	.97	Undecided
10. Test content is up to date.	3.77	.88	Agree	3.64	.98	Agree
11. Test content is related to course objectives.	3.63	.84	Agree	3.34	.93	Undecided
12. Test content asks about your understanding of what you have read in various types of media.	3.57	.83	Agree	3.38	.88	Undecided
13. Test content asks about your capacity to interpret what you have read in various types of media.	3.67	.84	Agree	3.39	.91	Undecided
14. Test content asks about your ability to express opinions with proper reasoning.	3.65	.84	Agree	3.28	.95	Undecided
15. Test content asks about your proficiency in language communication to exchange data and information.	3.58	.85	Agree	3.33	.88	Undecided

**Table 4.6 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content (cont.)**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
16. Test content asks about your proficiency in language communication to express feelings and opinions fluently.	3.59	.79	Agree	3.39	.86	Undecided
17. Test content asks about your ability to present data about various matters through speaking and writing.	3.63	.80	Agree	3.36	.84	Undecided
18. Test content asks about your ability to present concepts and views about various matters through speaking and writing.	3.55	.86	Agree	3.40	.85	Undecided
19. Test content asks about your ability to use language appropriate to occasions and places.	3.65	.93	Agree	3.43	.95	Undecided
20. Test content asks about your appreciation of the relationship between the language and culture of native speakers.	3.57	.90	Agree	3.38	.90	Undecided

**Table 4.6 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content (cont.)**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
21. Test content asks about your appreciation of the similarities between language and culture of native and Thai speakers, and your ability to use language accurately and appropriately.	3.51	.89	Agree	3.30	.90	Undecided
22. Test content asks about your appreciation of the differences between the language and culture of native and Thai speakers, and your ability to use language accurately and appropriately.	3.48	.83	Undecided	3.21	.83	Undecided
23. Test content asks about your ability to link knowledge of foreign languages with other learning areas.	3.50	.88	Undecided	3.29	.91	Undecided
24. Test content asks about your ability to use foreign languages as a foundation for further development to seek knowledge and widen your world view.	3.58	.90	Agree	3.39	.87	Undecided

**Table 4.6 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content (cont.)**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
25. Test content asks about your ability to use foreign languages in various situations in school, the community and society.	3.59	.84	Agree	3.55	.94	Agree
26. Test content asks about your ability to use foreign languages as basic tools for further education.	3.63	.87	Agree	3.40	.91	Undecided
27. Test content asks about your ability to use foreign languages as basic tools you're your livelihood.	3.67	.90	Agree	3.43	.96	Undecided
28. Test content asks about your ability to use foreign languages as basic tools for exchange of learning with the world community.	3.60	.89	Agree	3.42	.91	Undecided
<b>Average</b>	<b>3.60</b>	<b>.57</b>	<b>Agree</b>	<b>3.36</b>	<b>.61</b>	<b>Undecided</b>

Fourthly, Table 4.7 shows the opinions of Mattayomsuksa 6 students at Sarawittaya School toward English teacher-made tests and the English O-NET regarding the questions and choices on the tests. Students agreed that both English teacher-made tests and the English O-NET should consist of questions with four choices each. Students agreed that there was only one correct answer on English teacher-made tests and the English O-NET. Similarly, students agreed that the language used in each item of both English teacher-made tests and the English O-NET

was clear and concise. Moreover, students agreed that there were no hints about the correct answer on the English teacher-made tests, and likewise students agreed that there were no obviously wrong answers that allowed them to find the correct answer more easily. In contrast, students were undecided whether there were no hints about the correct answer on the English O-NET, and they were undecided whether there were no obviously wrong answers that allowed them to find the correct answer more easily.

**Table 4.7 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Questions and Choices of the Tests**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
29. The tests should be constructed using questions with 4 choices each.	4.12	.91	Agree	3.79	.10	Agree
30. There is only one correct answer.	4.14	.90	Agree	3.88	1.05	Agree
31. The language used in each item is clear and concise.	3.87	.89	Agree	3.64	.94	Agree
32. There are no hints for getting the correct answer in the tests.	3.52	1.05	Agree	3.37	1.06	Undecided
33. There are no obviously wrong answer choices that allow students to find the correct answer more easily.	3.57	.95	Agree	3.44	.94	Undecided
<b>Average</b>	<b>3.84</b>	<b>.67</b>	<b>Agree</b>	<b>3.62</b>	<b>.73</b>	<b>Agree</b>

Fifthly, Table 4.8 shows the opinions of Mattayomsuksa 6 students at Sarawittaya School toward English teacher-made tests and the English O-

NET regarding test scoring. Students agree that both English teacher-made tests and the English O-NET scoring methods are reliable. Although students agree that the scores on English teacher-made tests are useful predictors for showing their success in English language learning, students are undecided whether or not the score on the English O-NET is a useful predictor. Moreover, students agree that the scores on English teacher-made tests should be counted toward university admission, whereas they are undecided whether or not the scores on the English O-NET should be used for university admission.

**Table 4.8 Summary of Students’ Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Scoring**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
34. Scoring method is reliable.	3.89	.92	Agree	3.75	.10	Agree
35. The scores are useful predictors for success in English language learning.	3.55	.99	Agree	3.48	1.05	Undecided
36. The scores should be counted towards university admission.	3.70	1.05	Agree	3.49	1.01	Undecided
<b>Average</b>	<b>3.71</b>	<b>.76</b>	<b>Agree</b>	<b>3.57</b>	<b>.79</b>	<b>Agree</b>

Lastly, Table 4.9 shows the opinions of Mattayomsuksa 6 students at Sarawittaya School toward English teacher-made tests and the English O-NET regarding preparation for taking the test. Students agree that the subject matter taught at school is suitable to prepare them to take English teacher-made tests, but they are undecided whether or not the subject matter taught at school is suitable to prepare them to take the English O-NET. Moreover, students agree that they need to take extra classes outside school to prepare them for taking both the English teacher-made tests

and the English O-NET. Students agree that taking both English teacher-made tests and the English O-NET worries them and causes stress. Students agree that they prepared well for taking the English teacher-made tests, although students are undecided about whether they prepared well for taking the English O-NET.

**Table 4.9 Summary of Students' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Preparation for Taking the Test**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
37. Subject matter taught at school is suitable preparation for the test.	3.62	.94	Agree	3.31	.95	Undecided
38. Students need extra classes outside school to prepare for tests.	3.64	1.03	Agree	3.67	1.04	Agree
39. The tests worry you and cause stress.	3.67	.95	Agree	3.80	1.01	Agree
40. You prepared well for the tests.	3.59	.90	Agree	3.38	1.00	Undecided
<b>Average</b>	<b>3.63</b>	<b>.64</b>	<b>Agree</b>	<b>3.54</b>	<b>.73</b>	<b>Agree</b>

#### **4.5.2 What are students' suggestions toward teacher-made tests and the O-NET?**

Students wrote three short answers to show their opinions and suggestions toward English tests.

##### ***4.5.2.1 The students' suggestions toward English testing:***

The first question asked for students' opinions about English testing. One hundred and twelve students replied to the question about school English tests. Some students think the tests are related to their lessons in class (16.96%). The test difficulty is varied. Many students think the tests are difficult (16.96%), but some

students also mention that some tests items are fairly difficult (16.07%). However, the tests help students know what they need to improve (8.04%).

One hundred and six students replied to the question about the English O-NET. The majority of students suggests that the English O-NET is too hard (36.79%) and not related to classwork (5.66%). The test has a lot of difficult vocabulary and challenging content which may not be related to what they have learned in English class at school. Nonetheless, students still consider the English O-NET to be an exam that can test students' English abilities (15.09%).

#### ***4.5.2.2 The students' suggestions about reasons for getting low or high English scores:***

The second question asked for students' opinions about reasons for getting low or high English scores. The results are discussed in two main sections: students' opinions about reasons for getting low or high English scores on school English tests and students' opinions for the reasons for getting low or high scores on the English O-NET.

One hundred and fourteen students replied to the question about school English tests. Responses to the first question are divided into six reasons as follows. Firstly, many students have problems with vocabulary (22.81%). They do not have a large enough vocabulary; therefore, they cannot understand the test content at all. Students wrote, *"I cannot read and I cannot understand, so I cannot do the tests"*. Secondly, the majority of students think that not paying attention in class (21.93%) and not practicing using English and lack of preparation before taking the test (20.18%) are the main reasons for getting a low score.

Thirdly, students think basic knowledge of English makes a difference in English scores (17.54%). Many students state that they do not have good English knowledge, and they do not understand English lessons, so they get low English scores. On the other hand, some students think students who have a chance to use English in their real life usually get better scores in English (7.02%). Lastly, students think teachers' teaching methods affect their English learning abilities (7.89%). One student states, *"Students get low scores because of poor teaching methods; teachers focus on memorizing more than understanding"*.

One hundred and seven students replied to the question about the English O-NET. Reasons for getting low or high English scores on the English O-NET are divided into five categories as follows. Firstly, students discussed preparation. They think less practice in English and less review of previous English O-NETs are reasons for getting a low score (31.78%). Students should review former tests so that they can gain information about taking the test. Secondly, the majority of students think the vocabulary on the English O-NET is too difficult (25.23%), and they do not achieve much. Therefore, they cannot interpret the test.

Thirdly, many students think the English O-NET content is too tough (15.89%). One mentions that he/she has *“not learnt anything about the O-NET in class”*. Another one says, *“The content of the English O-NET is not related to [his/her] English class”*. Another student says, *“The test content is not related to the curriculum”*. Fourthly, students think basic knowledge of English is a reason for getting low/high English O-NET scores (14.02%). Lastly, students think they need to take extra classes because knowledge of English provided in class is not enough preparation for taking the O-NET.

#### ***4.5.2.3 The students’ suggestions to improve the English test results for school English tests:***

The last section is students’ suggestions to improve English test results. Ninety students replied to the question about English school tests. The most popular suggestion is learning more vocabulary (26.67%). The next suggestion is reviewing English lessons (16.67%). The third suggestion is doing English exercises/tests (11.11%). The fourth suggestion is the methods to practice their English abilities; many students want to communicate or speak more English in class. One suggests that she/he *“wants teachers to train students to speak English confidently.”* Another student says she/he wants teachers to *“speak English more in a class and also encourage students to speak English.”*

Students suggest paying attention in class (10.00%). However, some students suggest enrolling in cramming schools, although only a few students suggest that (6.67%).

Eighty students replied to the question about the English O-NET. The most popular suggestion for getting higher scores on the English O-NET is

practicing using previous English O-NETs (27.5%). The students suggest that all students should take a lot of O-NETs and notice the similarities and differences in the tests from year to year.

The second suggestion is learning more vocabulary (22.5%). Students think they should learn more vocabulary because there are many difficult vocabulary terms on the tests. The next suggestion is reviewing English lessons (16.25%) and constructing easier tests which are related to classroom lessons (11.25%). The last suggestion is taking specific O-NET examination courses in cramming schools (7.5%).

## **4.6 Finding Six**

**Research Question 6:** What are teachers' opinions and suggestions toward teacher-made tests and the O-NET?

The 40-item questionnaire with a 5-point Likert scale about English tests covered six aspects: test administration (2 items), test organization (5 items), content (21 items), questions and choices (5 items), scoring (3 items), and preparation for the tests (4 items). The questionnaire was used to learn teachers' opinions toward English teacher-made tests. Furthermore, a three-item questionnaire asked for additional suggestions about the English teacher-made tests including opinions on English tests, reasons for getting low or high English scores, and suggestions to improve English test results. Seven Sarawittaya English teachers participated. The arithmetic mean and standard deviation were used to analyze the data. The results are presented in two sections: teachers' opinions toward teacher-made tests and the O-NET and teachers' suggestions toward teacher-made tests and the O-NET.

### **4.6.1 What are teachers' opinions toward teacher-made tests and the O-NET?**

Teachers' opinions toward English teacher-made tests and the English O-NET are presented in two sections: overall comments and the six categories used on the questionnaire.

#### 4.5.1.2 Teachers' overall opinions toward English teacher-made tests and the English O-NET

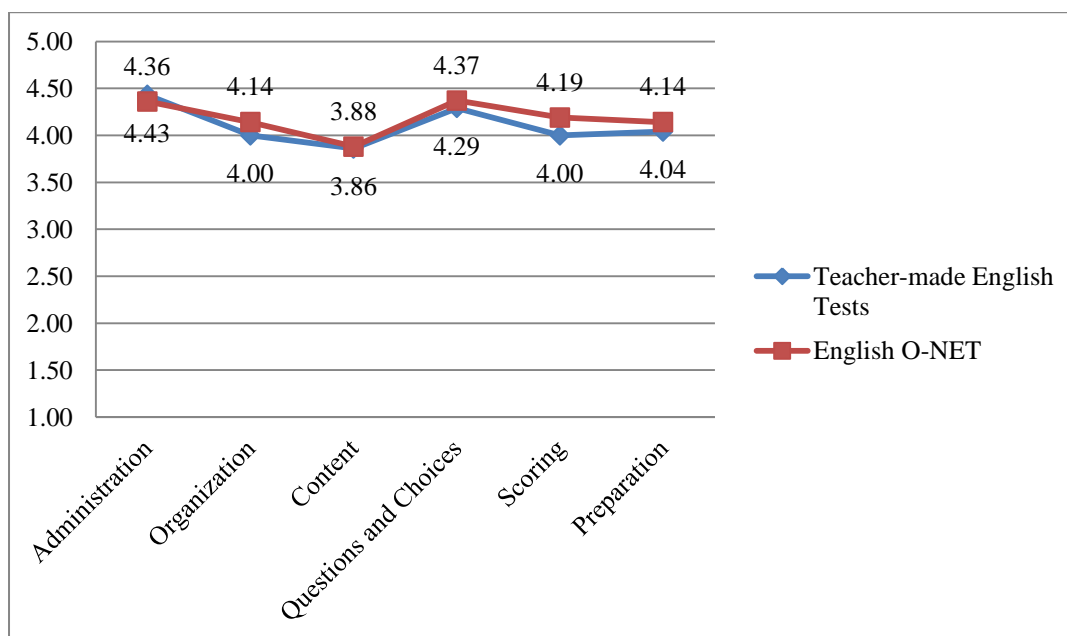


Figure 4.7: Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET

Teachers' overall opinions toward English teacher-made tests are shown in Figure 4.7. High school English teachers at Sarawittaya School agreed with all statements in all six categories asking for their opinions toward the English teacher-made tests. The administration gets the highest average ( $M=4.43$ ), followed by the questions and choices on the tests ( $M=4.29$ ), and preparation to take the test ( $M=4.04$ ). Test organization and scoring methods get the same average ( $M=4.00$ ). Test content gets the lowest average ( $M=3.86$ ).

Similarly, English teachers at Sarawittaya School agree with all statements in all six categories asking for their opinion toward the English O-NET tests. The questions and choices on the tests get the highest average ( $M=4.37$ ), followed by the administration ( $M=4.36$ ), and the scoring method ( $M=4.19$ ). The test organization and test preparation sections get the same average ( $M=4.14$ ). Test

**4.5.1.2 Teachers’ opinions in Six Categories Toward English**

***Teacher-made Tests and the English O-NET i***

Teachers’ opinions toward English teacher-made tests and the English O-NET are presented according to the six following topics: test administration, test organization, content, the questions and choices on the tests, the scoring methods, and preparations for the tests. Firstly, Table 4.10 shows the opinions of high school English teachers at Sarawittaya School toward English teacher-made tests and the English O-NET regarding test administration. Teachers agree that the time provided for both English teacher-made tests and the English O-NET are suitable. Moreover, teachers agree that testing rooms provided for taking both English teacher-made tests and the English O-NET are suitable.

**Table 4.10 Summary of Teachers’ Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Administration**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
1. Time provided for each test is suitable.	4.43	.54	Agree	4.29	.49	Agree
2. Testing rooms provided for each test are suitable.	4.43	.54	Agree	4.43	.54	Agree
<b>Average</b>	<b>4.43</b>	<b>.35</b>	<b>Agree</b>	<b>4.36</b>	<b>.48</b>	<b>Agree</b>

Secondly, Table 4.11 shows the opinions of high school English teachers at Sarawittaya School toward English teacher-made tests and the English O-NET regarding test organization. Teachers agree that the English teacher-made tests and the English O-NET are separated clearly into sections. Teachers also agree that both English teacher-made tests and the English O-NET’s patterns are well organized and easy to read. In addition, teachers agree that both tests provide details about the tests such as the total number of items and scoring criteria, and they also agree that if the method to complete tests is not familiar to them, both the English

teacher-made tests and the English O-NET provide a clear explanation and examples. However, teachers are undecided as to whether there are any typing or spelling errors occurring on the English teacher-made tests, but they agree that there are no typing or spelling errors occurring on the English O-NET.

**Table 4.11 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding the Test Organization**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
3. The tests are separated clearly into sections such as a reading, writing or vocabulary.	4.29	.76	Agree	4.43	.54	Agree
4. The test patterns are well organized and easy to read.	4.14	.69	Agree	4.00	.58	Agree
5. The tests provide details about the tests such as total number of items and scoring criteria.	4.14	.69	Agree	3.86	.69	Agree
6. If the method to complete a test is not familiar to students, the test provides a clear explanation and examples for test takers.	4.00	.58	Agree	4.29	.76	Agree
7. No typing or spelling errors occur on the tests.	3.43	1.27	Undecided	4.14	.90	Agree
<b>Average</b>	<b>4.00</b>	<b>.65</b>	<b>Agree</b>	<b>4.14</b>	<b>.49</b>	<b>Agree</b>

Thirdly, Table 4.12 shows the opinions of Sarawittaya School English teachers toward English teacher-made tests and the English O-NET regarding the test content. Questionnaire items 8 to 11 asked for general ideas about test content,

and items 12 to 28 asked for specific details about test content related to the learning standards and indicators for foreign languages.

Teachers strongly agree that, in general, English teacher-made tests content is related to English lessons in class. In contrast, teachers are undecided whether or not the English O-NET content is related to their English lessons in class. However, teachers agree that both teacher-made and English O-NET content is up to date and related to courses' objectives. Moreover, teachers agree that the content on both English teacher-made tests and the English O-NET is not too difficult.

Teachers agree that teacher-made English test content is related to the learning standards and indicators for foreign languages. Teachers were undecided about only one item: whether or not the test content asks for students' proficiency in language communication skills for efficient expression of feelings and opinions.

Similarly, teachers agree that the English O-NET content is related to the learning standards and indicators for foreign languages. Teachers were undecided about only two items regarding the content of the English O-NET. The first is whether or not the test content asks about students' proficiency in language communication skills for efficient expression of feelings and opinions. The second is whether or not the test content asks about students' ability to present data about various matters through speaking and writing.

**Table 4.12 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
8. Test content is related to lessons in your classroom.	4.57	.54	Strongly Agree	3.43	1.27	Undecided
9. Test content is not too difficult.	4.29	.49	Agree	3.71	.49	Agree

**Table 4.12 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content (cont.)**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
10. Test content is up to date.	3.71	.95	Agree	4.00	1.00	Agree
11. Test content is related to course objectives	4.00	1.00	Agree	3.71	.95	Agree
12. Test content asks about students' understanding of what they have read in various types of media.	4.00	.82	Agree	4.14	.69	Agree
13. Test content asks about students' ability to interpret what they have read in various types of media.	4.14	.69	Agree	4.14	.38	Agree
14. Test content asks about students' ability to express opinions with proper reasoning.	4.00	.82	Agree	4.29	.76	Agree
15. Test content asks about students' proficiency in language communication skills for exchange of data and information.	3.57	1.27	Agree	3.86	1.35	Agree
16. Test content asks about students' proficiency in language communication skills for efficient expression of feelings and opinions.	3.43	1.27	Undecided	3.43	1.13	Undecided

**Table 4.12 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content (cont.)**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
17. Test content asks about students' ability to present data about various matters through speaking and writing.	3.57	1.40	Agree	3.43	1.13	Undecided
18. Test content asks about students' ability to present concepts and views about various matters through speaking and writing.	4.00	1.53	Agree	3.57	1.27	Agree
19. Test content asks about students' ability to use language appropriate to occasions and places.	3.86	1.35	Agree	4.14	1.07	Agree
20. Test content asks about students' appreciation of the relationship between the language and culture of native speakers.	4.00	1.00	Agree	4.14	1.07	Agree
21. Test content asks about students' appreciation of similarities between language and culture of native and Thai speakers, and their ability to use language accurately and appropriately.	3.57	.79	Agree	3.86	1.07	Agree

**Table 4.12 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content (cont.)**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
22. Test content asks about students' appreciation of differences between language and culture of native and Thai speakers, and their ability to use language accurately and appropriately.	3.57	.79	Agree	3.86	1.07	Agree
23. Test content asks about students' use of foreign languages to link knowledge with other learning areas.	3.57	.54	Agree	3.86	.69	Agree
24. Test content asks about students' use of foreign languages as a foundation for further development to seek knowledge and widen their world view.	3.71	1.25	Agree	4.14	1.07	Agree
25. Test content asks about students' ability to use foreign languages in various situations in school, the community and society.	4.00	1.00	Agree	3.86	1.22	Agree
26. Test content asks for students' use of foreign languages as basic tools for further education.	3.86	1.07	Agree	4.00	1.16	Agree

**Table 4.12 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Content (cont.)**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
27. Test content asks for students' use of foreign languages as basic tools for livelihood.	4.00	.58	Agree	4.14	.90	Agree
28. Test content asks for students' use of foreign languages as basic tools for exchange of learning with the world community.	3.57	1.13	Agree	3.86	1.46	Agree
<b>Average</b>	<b>3.86</b>	<b>.79</b>	<b>Agree</b>	<b>3.88</b>	<b>.87</b>	<b>Agree</b>

Fourthly, Table 4.13 shows the opinions of high school English teachers at Sarawittaya School toward English teacher-made tests and the English O-NET regarding questions and choices on the tests. Teachers strongly agree that both English teacher-made tests and the English O-NET should be constructed by using questions with four choices each. Teachers strongly agree that there is only one correct answer on English teacher-made tests, and they agree that there is only one correct answer on the English O-NET. Similarly, teachers strongly agree that the language used in each item on English teacher-made tests is clear and concise, and agree that the language used in each item on the English O-NET is clear and concise. Teachers agree that there no hints about the correct answer on both kinds of tests. Moreover, teachers agree that there are no obviously wrong answer choices that allow students to find the correct answer more easily on either test.

**Table 4.13 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Questions and Choices of the Tests**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
29. The tests should be constructed using questions with 4 choices each.	4.57	.79	Strongly Agree	4.86	.38	Strongly Agree
30. There is only one correct answer.	4.71	.76	Strongly Agree	4.43	.79	Strongly Agree
31. The language used in each item is clear and concise.	4.57	.79	Strongly Agree	4.43	.79	Strongly Agree
32. There are no hints about the correct answer in the tests.	3.86	1.22	Agree	4.00	1.00	Agree
33. There are no obviously wrong answer choices that allow students to find the correct answer more easily.	3.71	1.50	Agree	4.14	1.07	Agree
<b>Average</b>	<b>4.29</b>	<b>.82</b>	<b>Agree</b>	<b>4.37</b>	<b>.55</b>	<b>Agree</b>

Fifthly, Table 4.14 shows the opinions of high school English teachers at Sarawittaya School toward English teacher-made tests and the English O-NET regarding scoring the test. Teachers agree that both English teacher-made tests and the English O-NET scoring method are reliable. Moreover, teachers agree that the scores for both tests are useful predictors for the success of the students in English language learning. Teachers also agree that the scores for both English teacher-made tests and the English O-NET should be counted towards university admission.

**Table 4.14 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Scoring the Tests**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
34. Scoring method is reliable.	4.43	.79	Agree	4.43	.79	Agree
35. The scores are useful predictors for success in English language learning.	3.71	1.25	Agree	4.14	1.46	Agree
36. The scores should be counted towards university admission.	3.86	1.07	Agree	4.00	1.16	Agree
<b>Average</b>	<b>4.00</b>	<b>.77</b>	<b>Agree</b>	<b>4.19</b>	<b>.88</b>	<b>Agree</b>

Lastly, Table 4.15 shows the opinions of high school English teachers at Sarawittaya School toward English teacher-made tests and the English O-NET regarding test preparation. Teachers agree that subject matter taught at school is suitable preparation for taking English teacher-made tests and the English O-NET. Teachers also agree that students need to take extra classes outside schools to prepare for taking both English teacher-made tests and the English O-NET. Moreover, teachers agree that students are worried and stressed by taking English teacher-made tests and the English O-NET. Teachers also agree that students prepare well for taking the English teacher-made tests and the English O-NET.

**Table 4.15 Summary of Teachers' Opinions Toward English Teacher-made Tests and the English O-NET Regarding Test Preparation**

Statements	English teacher-made tests			English O-NET		
	<i>M</i>	<i>SD</i>	Interpretation	<i>M</i>	<i>SD</i>	Interpretation
37. Subject matter taught at school is suitable preparation for the test.	4.43	.54	Agree	4.00	1.53	Agree
38. Students need extra classes outside school to prepare for tests.	3.86	1.57	Agree	4.14	1.57	Agree
39. Student are worried and stressed by the tests.	3.71	1.50	Agree	4.14	1.57	Agree
40. Students prepare well for taking the tests.	4.14	.69	Agree	4.29	.76	Agree
<b>Average</b>	<b>4.04</b>	<b>.74</b>	<b>Agree</b>	<b>4.14</b>	<b>.71</b>	<b>Agree</b>

#### 4.6.2 What are teachers' suggestions toward teacher-made tests and the O-NET?

Teachers wrote three short answers to show their opinions and suggestions toward English tests. The first asked for their opinions about English testing. The second was about their opinions about reasons for getting low or high English scores. The last asked for their suggestions to improve the English test results. Only three teachers replied to this part.

First, teachers think English tests can demonstrate students' progress in English learning. However, the English O-NETs are too difficult, contain too many test items, and cannot evaluate the listening and speaking ability of students. On the other hand, English teacher-made tests are related to content that students have learned in class and can evaluate students' ability in all skills.

Second, teachers think the reasons for getting low English scores on school English tests are that students do not pay attention in class, do not practice well enough, and lack necessary reading skills. Furthermore, the test content of the O-NET is too wide-reaching. Students need to take extra classes from tutoring schools. Because students cannot understand the content of the test, the English O-NET scores are low.

Last, teachers think students should pay more attention during English class and read English books. Also, students should do a lot of English exercises in order to get higher scores on both school tests and the O-NET. However, to get higher scores specifically on the English O-NET, teachers think students should take extra classes with tutors.

## **CHAPTER V**

### **DISCUSSION**

This chapter presents a discussion of the findings presented in the previous chapter. The discussion is divided into the following seven sections:

5.1 Discussion of finding one: do errors occur on the O-NET?

5.2 Discussion of finding two: performance of Mattayomsuksa 6 students on English teacher-made tests

5.3 Discussion of finding three: performance of Mattayomsuksa 6 students on the English O-NET

5.4 Discussion of finding four: the correlation between the scores of Mattayomsuksa six students on English teacher-made tests and the national standardized test (O-NET)

5.5 Discussion of finding five: students' opinions and suggestions toward English teacher-made tests and the English O-NET

5.6 Discussion of finding six: teachers' opinions and suggestions toward teacher-made tests and the O-NET

#### **5.1 Discussion of Finding One**

The researcher collected data from newspapers and the Internet. Also, the reading parts of the English O-NETs from Academic Years 2008 to 2010 were analyzed. The NIEST does not publish sample O-NETs anymore; the latest published was the O-NET for Academic Year 2010, administered in February 2011. There were two reasons for stopping the publishing of the O-NETs. First, the NIEST wants to reuse successful test items. Second, the NIEST does not want tutoring schools to get any benefit from tutoring for the O-NETs.

A standardized test is a test that is created by experts through experimentation, analysis, and revision. The English O-NET is standardized test used in Thailand, and all Mattayomsuksa six students in Thailand must take the test. After researching the O-NET, a reading passage was found using a confusing paragraph format and an incorrect vocabulary reference. As it is called a standardized test, no errors should be found.

The results of this study are in line with the statement of the present Deputy Minister of Education, Dr. Teerakiat Jareonsettasin. The Deputy Minister stated that the Ministry of Education is trying to improve the assessment system of the NEST. This is because the previous assessments and evaluations of the NEST were not fully standardized. Many universities use only give O-NET scores a small proportion in the admissions process; therefore students do not give precedence to taking O-NETs (Thairath, 2015).

## **5.2 Discussion of Finding Two**

This section discusses the performance of Mattayomsuksa six students at Sarawittaya School on the English teacher-made tests. The cumulative English averages of students from Academic Years 2011 to 2013 were collected. The total population was 1,619 students. Descriptive statistics, which were arithmetic mean and standard deviation, were used to explore the findings. The participants were divided into high, fair, and low achievement groups.

The findings are as follows. Overall, the performance of Mattayomsuksa six students at Sarawittaya School from Academic Year 2011 to 2013 can be classified at the moderate level ( $M = 2.86, 2.81, \text{ and } 2.71$  in sequence from 2011 to 2013). The performance of students in each achievement group is similar. In the high achievement group, the performance of Mattayomsuksa six students was at a good level ( $M = 3.47, 3.38, \text{ and } 3.37$  in sequence from 2011 to 2013). In the fair achievement group, the performance of students was at a moderate level ( $M = 2.56, 2.57, \text{ and } 2.51$  in sequence from 2011 to 2013). In the low achievement group, the performance of students was at a poor level ( $M = 1.67, 1.69, \text{ and } 1.70$  in sequence from 2011 to 2013).

The findings could imply that the English teacher-made tests used in Sarawittaya School for each year may be reliable instruments for assessing the English performance of Mattayomsuksa six students. This is because the tests are written by the same teacher group and taken by a different group of students who have the same background. Thus, these tests are considered to have external reliability. To improve the tests, testing for internal validity and reliability should be carried out.

### **5.3 Discussion of Finding Three**

This section discusses the performance of Mattayomsuksa six students at Sarawittaya School on the English O-NET. The English O-NET scores of students from Academic Year 2011 to 2013 were collected. The total population was 1,619 students. Descriptive statistics, which were arithmetic mean and standard deviation, were used to explore the findings.

When the mean English scores for the O-NET are compared with equivalent school grades, the overall results show that the mean English scores of Sarawittaya School students on the O-NET in Academic Years 2011 to 2013 could be defined as “Failing” ( $M=29.19$ ,  $30.29$ , and  $33.69$  in sequence from 2011 to 2013). In the high achievement group, the performance of Mattayomsuksa six students was at the fail level ( $M = 38.72$ ,  $39.74$ , and  $45.81$  in sequence from 2011 to 2013). In the fair achievement group, the performance of students was at a failing level ( $M = 22.44$ ,  $24.23$ , and  $28.16$  in sequence from 2011 to 2013). In the low achievement group, the performance of students was at the fail level ( $M = 18.03$ ,  $17.18$ , and  $21.54$  in sequence from 2011 to 2013).

The performance of Mattayomsuksa six students in the different achievement groups varied, as can be seen by the fact that the standard deviations ( $SD$ ) are very high, ranging from 3.77 to 14.98. Overall, the standard deviations were 13.20, 13.98, and 13.64 in sequence from 2011 to 2013. In the high achievement groups, the standard deviations were 13.18, 13.59, and 13.20 in sequence from 2011 to 2013. In the fair achievement groups, the standard deviations were 6.70, 8.71, and 7.20. In the low achievement groups, the standard deviations were 3.77, 4.87, and 6.99.

One possible reason for this variation may result from student enrollment in cramming schools, which are institutions dedicated to ensuring enrollees meet certain pre-specified goals. According to a study by Sinlarat (2003), 73.9% of high school students took extra classes from tutoring schools. Attending a cramming school does not typically happen among low achievement students, yet high achievement students with GPAs of 3.00-4.00 often enroll in these extra classes (Manager, 2004), predominantly in Bangkok (Thaipublica, 2013).

#### **5.4 Discussion of Finding Four**

This section discusses the correlations between scores on teacher-made tests and the O-NET for Mattayomsuksa six students at Sarawittaya School English tests. The findings reveal that the English scores on teacher-made tests and the O-NET scores of Mattayomsuksa six students in Sarawittaya School in Academic Years 2011 to 2013 are highly correlated. However, the relationships between these two tests vary among the different achievement groups. In the high achievement group, the relationship between English scores on teacher-made tests and those on the O-NETs are highly correlated, whereas the relationship between English scores in the fair achievement group are only moderately correlated. The relationships between English scores in the low achievement group are the lowest and are not statically significant at the .01 level.

This could be because students who get high English GPAs usually paid attention in class and concentrated on learning English. The students focused their efforts on English learning continually for three years from Mattayomsuksa four to Mattayomsuksa six. Moreover, high achievement group students usually have goals for their lives. They want to continue with further studies at a higher level or in a university. They desire to get good English grades, so many students take extra English classes outside of school to achieve their goals.

In the low achievement groups, the strength of the relationship between the English teacher-made tests at Sarawittaya School and the English O-NETs are lowest and are not statistically significant. This could be because the low achievement group students did not have any particular aims for learning in their lives. They may not have

paid attention in class during the three years at the high school level. As a result, they are not skillful in English.

This is related to the results of research question five, suggestions of the students on reasons for getting low English scores. Students suggested that they get low English scores both on the English teacher-made tests and the English O-NETs because they lack knowledge of English vocabulary. During twelve years of learning English from the primary level to the high school level, students suggested that they did not acquire enough vocabulary to take English tests. Moreover, students did not pay attention in English classes and did not practice doing English exercises and tests.

The results of the present study conform to those found in study by Khruangsorn (2012). This study found that the correlations were statistically significant at the 0.05 level between Mattayomsuksa three students' GPAs and O-NET scores in six learning areas: Thai, mathematics, health and physical education, arts, careers and technology, and foreign language (English).

Similarly, Chotwuttakorn (2005) studied the relationship between national test scores and grade point averages of Mattayomsuksa six students in Ratchburi Education Area 2. The results showed that there was a moderate positive relationship between national test scores and the cumulative averages for English, social studies, science, mathematics, chemistry, physics, and biology at a statistically significant level of 0.05.

However, the results of the present study do not match those of Pakmai's study (2009). This study found that there was only a slight relationship between students' English grades and English O-NET scores in the large schools in Srisaket, a northeastern province in Thailand. The results of this qualitative study showed that the English O-NET scores were low because students in that province did not continue their studies at a higher level or university level. The findings of this study may help to explain the lack of significance in the correlation found among the low achievement group.

In addition, the findings of this study could imply that the high achieving students were more highly motivated to get high scores on tests, causing enrollment in cramming schools. The study by Sinlarat (2003) showed the three most popular reasons for enrolling in cramming schools were that 1) students wanted to get high

GPA's, 2) taking extra courses in cramming schools could help them get higher scores, especially in math, physics, chemistry, and English, and 3) students wanted to learn new techniques for taking tests.

## **5.5 Discussion of Finding Five**

According to the responses to all six parts of the questionnaire and the three suggestion items, Mattayomsuksa 6 students at Sarawittaya students have good opinions of English tests. Students agree that the testing rooms provided for both English teacher-made tests and English O-NET are suitable. Furthermore, students agree that time provided for English teacher-made tests is suitable, whereas students are undecided whether the time provided for the English O-NET is suitable.

Students agree with all aspects regarding the organization of teacher-made tests except for the presence of errors. Students are undecided as to whether or not typing or spelling errors occur on the tests. In contrast, students are undecided about the organization of the English O-NET as indicated in their responses to the following statements: the tests are separated clearly into sections, the tests provided details about the tests such as the total number of items and scoring criteria, and if the method to complete a test is not familiar to students, the test provides a clear explanation and examples for students. However, students agree that the test patterns of the English O-NET are well organized and easy to read and no typing or spelling errors occur on the tests.

Students agree about all aspects of English teacher-made tests except test content asking for their recognition of differences between the language and culture of native and Thai speakers, and test content asking for usage of English as a foundation for further development to seek knowledge and widen their world view. In contrast, students are undecided about the majority of aspects of the English O-NET; the item about tests content being related to lessons in class got the lowest average among the forty items. However, students agree that the content is up to date and asks for abilities to use English in various situations.

Students agree with statements about questions and choices for both English teacher-made tests and English the O-NET. However, the English O-NET that

students took contained test items with from five to 16 choices. Only two students were undecided as to whether or not there were no hints that would help them to get the correct answer on the test and as to whether or not there were no obviously wrong answer choices that would allow students to find the correct answer more easily.

Students agree that the scoring methods for both tests scoring methods are reliable. However, students agree that the scores for teacher-made tests are useful predictors for success in English; on the other hand, students are undecided as to whether scores for the English O-NET can predict their English learning ability. Moreover, students agree to use scores from teacher-made tests as criteria toward universities, while students are undecided in the case of the English O-NET.

Students agree to all statements regarding test preparation for English teacher-made tests. Conversely, students are undecided whether the subject matter taught at school is suitable for O-NET preparation, and whether or not they were well-prepared for taking the O-NET.

Students think the English teacher-made tests are related to classroom content. Some of them think the tests are too difficult, and some of them think the tests are merely fairly difficult. In contrast, students think the English O-NET is too difficult and not related to classroom content. However, they think that overall the English O-NET can evaluate their knowledge, and it is a good test. Students think vocabulary, attention, and preparation are three main reasons for getting high or low English scores on teacher-made tests. Also, students think the reviewing of English lessons, vocabulary, and the test difficulty are three main reasons for getting high or low English scores. In agreement with this, students suggest that in order to get better English scores, they should work on acquiring more vocabulary, reviewing English lessons, and practicing English exercises or tests.

## **5.6 Discussion of Finding Six**

According to the responses to statements on the questionnaire, seven English teachers at Sarawittaya students agree with all six parts about the English tests. Teachers agree that the time provided for both tests and the testing rooms are suitable. Teachers agree with all items regarding test organization, except that teachers

are undecided about whether or not there are no typing or spelling errors occurring on English teacher-made tests.

Teachers' opinions about the content of English tests are similar. However, teachers strongly agree that the test content on English teacher-made tests is related to lessons in class, but teachers are undecided about whether or not the test content of English O-NETs are related to lessons in class. Moreover, teachers are undecided about whether the English O-NET test content asks for the ability to present data about various matters through speaking and writing.

Teachers strongly agree that English teacher-made tests should be administered using questions with four choices and also strongly agree that the English O-NET should use questions with four choices.

Teachers agree that the scoring methods for both tests are reliable. Moreover, teachers agree that both tests are useful in predicting students' success in English language learning. Teachers agree to the use of both students' cumulative English averages and O-NET scores for English for university admissions.

Teachers agree that subject matter taught in school classrooms is adequate for students to take both teacher-made tests and the English O-NET. However, teachers also agree that students need to take extra classes outside school to prepare for taking the tests. Teachers agree that Sarawittaya School students are stressed by both tests and students prepared well for taking the tests.

High school English teachers at Sarawittaya think that the English teacher-made tests can show students' English ability, are related to lessons in class, and can measure students' ability in listening, speaking, reading, and writing. In contrast, the teachers think that the English O-NET test is too difficult, contains too many test items, and cannot assess students' speaking and listening abilities. The English teachers suggested reasons for getting low English scores and ways to improve English scores as well; they suggest students pay more attention in class, practice reading English books, and do a lot of English exercises to get better English scores on the teacher-made tests. The teachers also suggest students practice English exercises and take extra classes with tutors to get better English O-NET scores.

## **CHAPTER VI**

### **CONCLUSIONS**

This chapter presents a brief conclusion and recommendations for future studies. It also aims to summarize the important issues of the previous chapters. It provides suggestions for a researcher who is interested in this topic or area. The chapter is divided into two parts; conclusions of the study and recommendations.

#### **6.1 Conclusions of the Study**

Testing is taking a key role in the teaching and learning processes. After the reform of the educational system in Thailand, the university admission system was adapted. The criteria used in each faculty are different; however students' cumulative averages for each subject, O-NET scores, GAT scores, and PAT scores are calculated for the admission score. Since the reform, doubts about the validity of O-NET tests and the differences in school quality when grading students are in dispute. Even though the university admission system was changed many years ago, problems still occur.

English is a lingua franca, and it is the foreign language that is required for the entire basic educational core curriculum. The results on English standardized tests, both international and local, show that Thais have a low proficiency in English. Therefore, the ability of Thai students in school should be studied. The two basic scores which show all Thai students' achievement in English in schools—English grades and the English National Educational Test (O-NET)—should be considered. Also the errors occurring on the English O-NET should be collected. Also, students' and teachers' opinions regarding English tests should be collected.

This study aimed to study 1) errors occurring on the English O-NET, 2) the performance of students on English tests (both English teacher-made tests and the English O-NET), 3) the relationship between the performance of students on English

teacher-made tests and on the English O-NET, 4) opinions and suggestions of students toward the English tests, and opinions and suggestions of teachers toward the English tests.

The results show:

Firstly, there were a few criticisms about the English O-NET. Methods to conduct the tests and a few questionable O-NET questions were discussed. However, the O-NET is a standardized test which can determine students' future because it has a big proportion in admission criteria. Also, students have the chance to take it only once in their lives. Therefore, the tests should not have any questionable items at all.

Secondly, to find the performance of students on English teacher-made tests, the cumulative English averages of students from academic year 2011 to 2013 were collected. The total population was 1,619 students at Sarawittaya School. The performances of students on English teacher-made tests which were shown as the results of their English grades are at a fairly good level. The cumulative English averages of students were used to divide students into three achievement groups, high, fair, and low. The performance of students in each group is similar.

Thirdly, to find the performance of students on the English O-NET, O-NET scores for students from academic year 2011 to 2013 were collected. The total population was 1,619 students from Sarawittaya School. The performances of students on the English O-NET were at the fail level. The performance of students in the different achievement groups varied. The standard deviations (SD) were very high, ranging from 3.77 to 14.98.

Fourthly, the correlation of the results of Mattayomsuksa six students at Sarawittaya School on English teacher-made tests and the English O-NET were analyzed. English grades and English O-NET scores of students who studied in academic year 2011 to 2013 were computed to find out the relationships. The results reveal that the performance of students on English teacher-made tests and the English O-NET are highly correlated. Nonetheless, the relationships between these two English tests vary among the different achievement groups. In the high achievement group, the relationship between English scores on teacher-made tests and those on the O-NETs are highly correlated, whereas the relationship between English scores among the fair achievement group are only moderately correlated. The relationships between

English scores in the low achievement group are low and are not statically significant at the .01 level.

Fifthly, opinions and suggestions of students were collected. The participants were 208 Mattayomsuksa six students. The participants were studying at Sarawittaya School in Academic Year 2013. A 40-item questionnaire using a five-point Likert rating scale was used to collect students' opinions toward the two types of English achievement tests. The questionnaire asks for students' opinions in six categories: test admission, test organization, the content of the tests, the questions and choices on the tests, the scoring methods, and preparation for the tests.

Students agree with all categories regarding English teacher-made tests. The questions and choices on the tests gets the highest average, followed by the administration of tests, then the scoring methods. The preparation to take the tests and the organization of the tests follow in order. The tests content get the lowest agreement. In contrast, students' opinions toward the English O-NET are at the moderate or good level. The questions and choices on the tests also gets the highest average, followed by the scoring methods, the preparation to take the tests, and the organization of the tests. Test administration and test content are at a moderate level.

Sixthly, opinions and suggestions of teachers were collected. The participants were seven high school English teachers at Sarawittaya School. A 40-item questionnaire with five-point Likert rating scale was used to collect teachers' opinions toward the two types of English achievement tests. The questionnaire asks for teachers' opinions about six categories: test admission, test organization, the content of the tests, the questions and choices on the tests, the scoring methods, and preparation for the tests.

Teachers agree with all categories for both teacher-made tests and the O-NET. Administration gets the highest average for teacher-made tests, followed by the questions and choices on the tests, and preparation for the test. Test organization and scoring methods get the same average. Test content gets the lowest average. Similar to teacher made tests, the questions and choices on the tests, followed by administration and the scoring method are ranked in that order for the English O-NET. Test organization and preparation for the test get the same average. Test content gets the lowest average.

## **6.2 Recommendations for Future Study**

The present study investigated 1) errors occurring on the English O-NET examination, 2) the performance of Mattayomsuksa six students at Sarawittaya School on English teacher-made tests, 3) the performance of Mattayomsuksa six students at Sarawittaya School on the English ONET, 4) the relationship between the cumulative English averages that Sarawittaya School students get from teacher-made tests and the English O-NET scores, 5) the opinions of students about English tests, both English teacher-made tests and the English O-NET, and 6) the opinions of teachers toward English teacher-made tests and the English O-NET.

Because of the first aim of this study, all errors occurring on all O-NET tests should have been collected. Also, if the NIEST allowed the publication of the English O-NET for each year, item analyzes should be made in order to discover what the English language errors, if any, occur on the English O-NET. The finding would be useful for improving the test to examine students' English abilities more accurately.

To meet aims two, three, and four of the study, the English scores in only one school in Bangkok were studied. The generalizations may apply only for students in the same context, at the same level, and with a similar academic background. However, the context of different schools or different educational areas should be studied. Then the findings from each context could be compared to find more reliable results.

In addition, questions five and six aimed to obtain students' and teachers' opinions and suggestions on both English teacher-made tests and the English O-NET. Testing scores are important for students. Some scores can determine students' futures. Therefore, students' opinions toward the tests should be collected. In this study, only one group of Mattayomsuksa six students in Bangkok was studied. More studies in different contexts about students' opinions toward English tests would be useful for test makers who create the tests. Students may get advantages from revealing their opinions toward the tests.

Moreover, English high school teachers usually know students' English ability. Those teachers have a lot of experience in high school teaching, and they also know the problems in the educational systems well. Their opinions would be beneficial for improving English tests. Teachers working in different contexts should

be studied. Then the findings from each context could be compared to find more reliable results and help improve students' English scores.

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## **APPENDICES**

## APPENDIX A

### QUESTIONNAIRE (STUDENTS)

**Instructions:** Please tick (✓) the box that is appropriate for each of your responses or best suits your opinions.

The questionnaire is divided into 3 parts:

Part I: General Information

Part II: Opinions about the English teacher-made tests and the English Ordinary National Educational Test (O-NET)

Part III: Suggestions about the English teacher-made tests and the English Ordinary National Educational Testing (O-NET)

#### **Part I:** General Information

**Instruction:** Please tick (✓) the box that is appropriate for each of your responses.

1. Sex  Male  Female
2. Age \_\_\_\_\_ years

**Part II:** Opinions about the English teacher-made tests and the English Ordinary National Educational Test (O-NET)

**Instruction:** With the following statements, please tick (✓) the box that is appropriate for each of your responses or best suits your opinions.

- |     |                   |
|-----|-------------------|
| 5 = | Strongly Agree    |
| 4 = | Agree             |
| 3 = | Undecided         |
| 2 = | Disagree          |
| 1 = | Strongly Disagree |

Description	Teacher-made tests					O-NET				
	5	4	3	2	1	5	4	3	2	1
<b>Test Administration</b>										
1. Time provided for each test is suitable.										
2. Testing rooms provided for each test are suitable.										
<b>Test Organization</b>										
3. The tests are separated clearly into sections such as a reading, writing or vocabulary.										
4. The test patterns are well organized and easy to read.										
5. The tests provide details about the tests such as total number of items and scoring criteria.										
6. If the method to complete the test is not familiar to students, the test provides a clear explanation and examples for test takers.										
7. No typing or spelling errors occur on the tests.										
<b>Contents</b>										
8. Test content is related to lessons in your classroom.										
9. Test content is not too difficult.										
10. Test content is up to date.										
11. Test content is related to course objectives.										
12. Test content asks about your understanding of what you have read in various types of media.										
13. Test content asks about your capacity to interpret what you have read in various types of media.										
14. Test content asks about your ability to express opinions with proper reasoning.										
15. Test content asks about your proficiency in language communication to exchange data and information.										
16. Test content asks about your proficiency in language communication to express feelings and opinions fluently.										
17. Test content asks about your ability to present data about various matters through speaking and writing.										



Description	Teacher-made tests					O-NET				
	5	4	3	2	1	5	4	3	2	1
<b>Questions and Choices</b>										
29. The tests should be constructed using questions with 4 choices each.										
30. There is only one correct answer.										
31. The language used in each item is clear and concise.										
32. There are no hints for getting the correct answer in the tests.										
33. There are no obviously wrong answer choices that allow students to find the correct answer more easily.										
<b>Scoring</b>										
34. Scoring method is reliable.										
35. The scores are useful predictors for success in English language learning.										
36. The scores should be counted towards university admission.										
<b>Preparations for the Tests</b>										
37. Subject matter taught at school is suitable preparation for the test.										
38. Students need extra classes outside school to prepare for tests.										
39. The tests worry you and cause stress.										
40. You prepared well for the tests.										

**Part III:** Suggestions about the English teacher-made tests and the English Ordinary National Educational Test (O-NET)

Questions	In your school	The O-NET
1. What is your opinion for these assessments and evaluations of English?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
2. What do you think are the reasons why students obtained low English scores?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

<b>Questions</b>	<b>In your school</b>	<b>The O-NET</b>
3. Do you have any suggestions for the school to improve the English test results?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

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## **APPENDIX B**

### **QUESTIONNAIRE (TEACHERS)**

**Instructions:** Please tick (✓) the box that is appropriate for each of your responses or best suits your opinions.

The questionnaire is divided into 3 parts:

Part I: General Information

Part II: Opinions about the English teacher-made tests and the English Ordinary National Educational Test (O-NET)

Part III: Suggestions about the English teacher-made tests and the English Ordinary National Educational Testing (O-NET)

**Part I:** General Information

**Instruction:** Please tick (✓) the box that is appropriate for each of your responses.

3. Sex                                       Male                                       Female

4. Age      \_\_\_\_\_ years

**Part II:** Opinions about the English teacher-made tests and the English Ordinary National Educational Test (O-NET)

**Instruction:** With the following statements, please tick (✓) the box that is appropriate for each of your responses or best suits your opinions.

5 =      Strongly Agree

4 =      Agree

3 =      Undecided

2 =      Disagree

1 =      Strongly Disagree





Description	Teacher-made tests					O-NET				
	5	4	3	2	1	5	4	3	2	1
<b>Questions and Choices</b>										
29. The tests should be constructed using questions with 4 choices each.										
30. There is only one correct answer.										
31. The language used in each item is clear and concise.										
32. There are no hints for getting the correct answer in the tests.										
33. There are no obviously wrong answer choices that allow students to find the correct answer more easily.										
<b>Scoring</b>										
34. Scoring method is reliable.										
35. The scores are useful predictors for success in English language learning.										
36. The scores should be counted towards university admission.										
<b>Preparations for the Tests</b>										
37. Subject matter taught at school is suitable preparation for the test.										
38. Students need extra classes outside school to prepare for tests.										
39. Student are worried and stressed by the tests.										
40. Students prepare well for taking the tests.										

**Part III:** Suggestions about the English teacher-made tests and the English Ordinary National Educational Test (O-NET)

Questions	In your school	The O-NET
1. What is your opinion for these assessments and evaluations of English?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

<b>Questions</b>	<b>In your school</b>	<b>The O-NET</b>
2. What do you think are the reasons why students obtained low English scores?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
3. Do you have any suggestions for the school to improve the English test results?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



## APPENDIX C

### THAI VERSION OF THE QUESTIONNAIRE (STUDENTS)

#### แบบสอบถามเพื่อการวิจัย

เรื่องความคิดเห็นของนักเรียนต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษ  
ระดับชาติ (โอ-เน็ต)

แบบสอบถามนี้เป็นส่วนหนึ่งของการวิจัยระดับปริญญาโท สาขาวิชาภาษาศาสตรบัณฑิต คณะ  
ศิลปศาสตร์ มหาวิทยาลัยมหิดล จัดทำขึ้นเพื่อสำรวจความคิดเห็นของนักเรียนชั้นมัธยมศึกษาปีที่ 6  
และครูผู้สอนภาษาอังกฤษต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ  
(โอ-เน็ต) คำตอบของท่านจะเป็นข้อมูลในการวิเคราะห์เพื่อประกอบการวิจัยเท่านั้นและจะถูกเก็บ  
เป็นความลับ หากท่านมีข้อสงสัยหรือต้องการข้อมูลเพิ่มเติมเกี่ยวกับแบบสอบถาม โปรดติดต่อ  
นางสาวพิมพ์ประภา ประทุมวรรณ โทรศัพท์ 084-7462644 อีเมล pimprapa\_ptw@hotmail.com

คำชี้แจง: แบบสอบถามนี้แบ่งออกเป็น 3 ตอน ดังนี้

- ตอนที่ 1 ข้อมูลของผู้ตอบแบบสอบถาม จำนวน 2 ข้อ
- ตอนที่ 2 ความคิดเห็นต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบ  
ภาษาอังกฤษระดับชาติ (โอ-เน็ต) จำนวน 40 ข้อ
- ตอนที่ 3 ข้อเสนอแนะต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบ  
ภาษาอังกฤษระดับชาติ (โอ-เน็ต) จำนวน 3 ข้อ

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถามด้วยตัวท่านเองให้ครบทุกข้อ และหวังเป็นอย่าง  
ยิ่งที่จะได้รับความร่วมมือที่ดีจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบ  
แบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวพิมพ์ประภา ประทุมวรรณ

นักศึกษาระดับปริญญาโท สาขาวิชาภาษาศาสตรบัณฑิต มหาวิทยาลัยมหิดล







หัวข้อ	ข้อสอบที่ครูออก					ข้อสอบโอ-เน็ต ปีการศึกษา 2556				
	5	4	3	2	1	5	4	3	2	1
<b>คะแนน</b>										
34. วิธีการตรวจข้อสอบมีความน่าเชื่อถือ										
35. คะแนนที่ได้สามารถชี้วัดความสำเร็จในการเรียนภาษาอังกฤษ										
36. คะแนนที่ได้ควรนำมาใช้เป็นส่วนหนึ่งของการเข้ามหาวิทยาลัย										
<b>การเตรียมตัวสอบ</b>										
37. เนื้อหาที่เรียนในชั้นเรียนมีความเพียงพอต่อการเตรียมตัวสอบ										
38. ข้อสอบทำให้ผู้สอบต้องเรียนพิเศษเพิ่มเติมนอกห้องเรียนเพื่อเตรียมตัวสอบ										
39. ข้อสอบทำให้ผู้สอบมีความกังวลและเครียดต่อการสอบ										
40. ผู้สอบเตรียมตัวเพื่อการสอบมาเป็นอย่างดี										

**ตอนที่ 3** ข้อเสนอแนะเพิ่มเติมต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ (โอ-เน็ต) จำนวน 3 ข้อ

**คำชี้แจง:** กรุณาเติมความคิดเห็นของท่านที่มีต่อข้อสอบภาษาอังกฤษทั้ง 2 ประเภท คือ ข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ (โอ-เน็ต) ลงในช่องว่างที่กำหนดให้

คำถาม	ข้อสอบในโรงเรียน (ครูสร้างขึ้น)	ข้อสอบระดับชาติ (โอ-เน็ต) ปีการศึกษา 2556
1. คุณมีความคิดเห็นอย่างไรต่อการสอบวัดผลการเรียนภาษาอังกฤษ?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

คำถาม	ข้อสอบในโรงเรียน (ครูสร้างขึ้น)	ข้อสอบระดับชาติ (โอ-เน็ต) ปีการศึกษา 2556
2. คุณคิดว่าอะไรเป็นสาเหตุที่ทำให้ให้นักเรียนสอบได้คะแนนภาษาอังกฤษมาก/น้อย?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
3. คุณมีข้อเสนอแนะเพิ่มเติมที่ทำให้คะแนนวิชาภาษาอังกฤษสูงขึ้นได้หรือไม่? โปรดระบุ	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

## APPENDIX D

### THAI VERSION OF THE QUESTIONNAIRE (TEACHERS)

#### แบบสอบถามเพื่อการวิจัย

เรื่องความคิดเห็นของนักเรียนต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษ  
ระดับชาติ (โอ-เน็ต)

แบบสอบถามนี้เป็นส่วนหนึ่งของการวิจัยระดับปริญญาโท สาขาวิชาภาษาศาสตร์ประยุกต์ คณะศิลปศาสตร์ มหาวิทยาลัยมหิดล จัดทำขึ้นเพื่อสำรวจความคิดเห็นของนักเรียนชั้นมัธยมศึกษาปีที่ 6 และครูผู้สอนภาษาอังกฤษต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ (โอ-เน็ต) คำตอบของท่านจะเป็นข้อมูลในการใช้วิเคราะห์เพื่อประกอบการวิจัยเท่านั้น และจะถูกเก็บเป็นความลับ หากท่านมีข้อสงสัยหรือต้องการข้อมูลเพิ่มเติมเกี่ยวกับแบบสอบถาม โปรดติดต่อ นางสาวพิมพ์ประภา ประทุมวรรณ โทรศัพท์ 084-7462644 อีเมลล์ pimprapa\_ptw@hotmail.com

**คำชี้แจง:** แบบสอบถามนี้แบ่งออกเป็น 3 ตอน ดังนี้

- ตอนที่ 1** ข้อมูลของผู้ตอบแบบสอบถาม จำนวน 2 ข้อ
- ตอนที่ 2** ความคิดเห็นต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ (โอ-เน็ต) จำนวน 40 ข้อ
- ตอนที่ 3** ข้อเสนอแนะเพิ่มเติมต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ (โอ-เน็ต) จำนวน 3 ข้อ

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถามด้วยตัวท่านเองให้ครบทุกข้อ และหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือด้วยดีจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวพิมพ์ประภา ประทุมวรรณ

นักศึกษาระดับปริญญาโท สาขาวิชาภาษาศาสตร์ประยุกต์ มหาวิทยาลัยมหิดล



หัวข้อ	ข้อสอบที่ครูออก					ข้อสอบโอ-เน็ต ปีการศึกษา 2556				
	5	4	3	2	1	5	4	3	2	1
4. ข้อสอบมีการจัดรูปแบบอย่างเป็นระบบและ ง่ายต่อการอ่าน										
5. ข้อสอบมีการให้รายละเอียดเกี่ยวกับจำนวน ข้อและน้ำหนักการให้คะแนนของข้อสอบ										
6. ถ้ามีการใช้คำถามและวิธีการตอบที่แปลก ออกไปจากที่ผู้สอบคุ้นเคย ข้อสอบได้มีคำอธิบาย และตัวอย่างการทำให้ผู้สอบดู										
7. ข้อสอบไม่มีการพิมพ์ผิดปรากฏให้เห็น										
<b>เนื้อหา</b>										
8. สอดคล้องกับบทเรียนที่เรียนในห้องเรียน										
9. ความยากง่ายของข้อสอบมีความเหมาะสม										
10. มีความทันสมัย เป็นปัจจุบัน										
11. เนื้อหาสอดคล้องกับวัตถุประสงค์การเรียนรู้										
12. สามารถทดสอบความเข้าใจจากเรื่องทีอ่าน จากสื่อประเภทต่าง ๆ										
13. สามารถทดสอบการตีความจากเรื่องทีอ่านจาก สื่อประเภทต่าง ๆ										
14. สามารถทดสอบการแสดงความคิดเห็นต่อ เรื่องทีอ่านได้อย่างมีเหตุผล										
15. สามารถทดสอบทักษะการสื่อสารทางภาษา ในการแลกเปลี่ยนข้อมูลข่าวสารอย่างมี ประสิทธิภาพ										
16. สามารถทดสอบทักษะการสื่อสารเพื่อแสดง ความรู้สึกลักษณะมีประสิทธิภาพ										
17. สามารถทดสอบการนำเสนอข้อมูลข่าวสาร ได้										
18. สามารถทดสอบการใช้ความคิดรวบยอดได้										
19. มีข้อความเกี่ยวกับการนำภาษาอังกฤษไป ใช้ได้อย่างเหมาะสมกับกาลเทศะ										



หัวข้อ	ข้อสอบที่ครูออก					ข้อสอบโอ-เน็ต ปีการศึกษา 2556				
	5	4	3	2	1	5	4	3	2	1
<b>คะแนน</b>										
34.วิธีการตรวจข้อสอบมีความน่าเชื่อถือ										
35.คะแนนที่ได้สามารถชี้วัดความสำเร็จในการเรียนภาษาอังกฤษ										
36.คะแนนที่ได้ควรนำมาใช้เป็นส่วนหนึ่งของการเข้ามหาวิทยาลัย										
<b>การเตรียมตัวสอบ</b>										
37.เนื้อหาที่เรียนในชั้นเรียนมีความเพียงพอต่อการเตรียมตัวสอบ										
38.ข้อสอบทำให้ผู้สอบต้องเรียนพิเศษเพิ่มเติมนอกห้องเรียนเพื่อเตรียมตัวสอบ										
39.ข้อสอบทำให้ผู้สอบมีความกังวลและเครียดต่อการสอบ										
40.ผู้สอบเตรียมตัวเพื่อการสอบมาเป็นอย่างดี										

**ตอนที่ 3** ข้อเสนอแนะเพิ่มเติมต่อข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ (โอ-เน็ต) จำนวน 3 ข้อ

**คำชี้แจง:** กรุณาเติมความคิดเห็นของท่านที่มีต่อข้อสอบภาษาอังกฤษทั้ง 2 ประเภท คือ ข้อสอบภาษาอังกฤษที่ครูสร้างขึ้นและข้อสอบภาษาอังกฤษระดับชาติ (โอ-เน็ต) ลงในช่องว่างที่กำหนดให้

คำถาม	ข้อสอบในโรงเรียน (ครูสร้างขึ้น)	ข้อสอบระดับชาติ (โอ-เน็ต) ปีการศึกษา 2556
1. คุณมีความคิดเห็นอย่างไรต่อการสอบวัดผลการเรียนภาษาอังกฤษ?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

คำถาม	ข้อสอบในโรงเรียน (ครูสร้างขึ้น)	ข้อสอบระดับชาติ (โอ-เน็ต) ปีการศึกษา 2556
2. คุณคิดว่าอะไรเป็นสาเหตุที่ทำให้ให้นักเรียนสอบได้คะแนนภาษาอังกฤษมาก/น้อย?	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
3. คุณมีข้อเสนอแนะเพิ่มเติมที่ทำให้คะแนนวิชาภาษาอังกฤษสูงขึ้นได้หรือไม่? โปรดระบุ	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

## APPENDIX E

### STUDENTS' SUGGESTIONS

<b>1. What is your opinion for these assessments and evaluations of English?</b>		
Case	Teacher-Made Tests	O-NET (Academic Year 2013)
1	Contents are merely related from the classes.	Need tutoring classes to take the test
2	Contents need to be more intense.	-
4	-	Vocabulary are too difficult, cannot understand
5	Tests are difficult.	Have to choose the best answer
11	Good. We know what we should improve.	Good. We can review English knowledge.
12	The tests are quite difficult.	Some contents are not related from the lessons, too difficult.
13	Some items are too difficult, some are doable.	Test contents are not related to the classroom lessons.
14	Too difficult	Some contents are not related to classroom lessons.
16	Too many reading passages	Too many test items
17	Too many test items	Difficult...too difficult
18	Tests put me to sleep, cannot do them in time	Not fun, provided too much of time
21	Pretty good	Excellent
26	Students can improve English of themselves.	Students can pay more attention on English learning.
27	Doable	Difficult
29	Tests are appropriate with classroom lessons.	Tests are appropriate with lessons that I have learnt.
30	Too many vocabulary and too difficult	Difficult. Confused me.

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
31	It would be better to improve English language educational system. Not just only ask students to take the tests, but teaching is quite bad and too difficult.	It is the real ability measurement of students.
32	Fairly difficult	Really difficult
33	Tests are clear.	The test is clear, but the answer sheet is unusual...need to read the instructions.
35	Moderate	Difficult
36	The difficulty is regular.	The difficulty is equal with the school tests.
37	Tests are related to the contents learned in the semester. If we understand the class lessons, we can do it.	The test contents are related to all lessons. If students did not review all the lessons, they won't be able to do it.
38	Good and fun	I don't know anything at all about it!
39	Complicated and some items are not related to what I have learnt in classes. Hard to understand.	Easy to understand and clear. Some items are ambiguous. The reading passages are long, hard to get the main idea.
41	Suitable to test students	Really difficult
43	Good. Related to classroom lessons. Easy to prepare.	Hard to prepare
45	Make me know a level of my English capability	Show the readiness to continue my study in the university level.
46	Good. Using the knowledge learned in classrooms to take the tests.	It's too difficult and students who did not take extra tutoring courses cannot do it.

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
47	The tests are complicated to understand.	Difficult
59	Make me know my English ability	Make me know my English ability
61	Fun, prepared from the classrooms	Worried. I don't know how the test will look like.
64	Difficult	Really difficult
66	The test contents are related to what teachers taught in classes, so it is easy to prepare myself to take the tests.	It the test that related to everything. You need to understand all lessons, so you can do it.
68	Difficult	More difficult, cannot finish in time.
69	Too easy	I cannot read it. I don't know anything at all about it!
70	Really difficult	Normal
75	Fit with the classroom lessons	It's able to evaluate English ability.
76	Suitable	Suitable but I cannot understand some parts.
78	Quite good, but should improve lessons to be related to what is on the tests	-
79	Can use in daily life	Like a competitive examination
80	Ok	Too difficult and it's beyond the classroom lessons.
81	Contents are related to classroom lessons	The test contents are similar to what I have read.
82	Can use to measure students' English abilities well	The test instructions are not clear, hard to understand.
83	Depending on teachers, some teachers can make good tests, but some cannot.	Related too all contents. It's a standardized test.

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
85	Teachers made tests related to classroom lessons, so I can do it.	-
91	Quite good.	Good
92	Make me know my English comprehension and skill levels	Make me know my English comprehension and skill levels.
94	Moderate	Fair difficulty
95	Good	Good
96	Quite good	Quite suitable
97	Difficult	Difficult
99	Easy, so students can do it	The test is clear and difficult.
102	Measure English capability	Measure English capability
103	Want to have extra classes for English subjects	Too difficult, beyond classroom lessons. If you want to make a difficult test, students should learn more in classrooms.
105	Difficult	Difficult but suitable
106	Tests are too difficult, students get low scores.	The test is difficult.
107	Difficult	Difficult but suitable
108	Quite good	Difficult
109	Quite good.	The test is difficult.
114	Evaluate yourself	Use for the university admission
116	Make us learn more	It's really difficult.
119	Make it easier	-
120	Difficult	Very difficult
121	OK	-
123	Able to understand easily if I can translate it	Who wrote the test? It's really difficult.
124	Difficult	Difficult
125	Too difficult	Suitable

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
135	Related to classroom lessons	Too many choices (distracters) to choose
136	Can measure English abilities of learners	Can measure English abilities of learners
137	It's an evaluation of what teachers taught in classes and how students can do it.	It makes me learn I have to practice doing a lot of English exercises.
138	Able to guess sometimes	It's a standardized test.
139	Both difficult and easy	Many difficult test items
140	Good to have the tests	Able to measure English ability well.
142	Related to classroom lessons	Quite not related to classroom lessons
143	Contents are not related to the university admission tests	Beyond classroom lessons
144	Good to have the tests. Students can collect scores during a semester.	Scores use for the university admission
145	I'm satisfied. It's quite difficult and can evaluate learning abilities.	The test is difficult. It cannot measure English knowledge.
148	Satisfied because the tests are not difficult, but related to learning lessons.	Not too difficult. Can assess English knowledge
149	Time provided is too short, and difficult vocabulary	Difficult vocabulary and too many test items
150	Can understand easily and appropriate to test students	Difficult, vocab used are too complicated. I cannot understand. Need to take extra classes from tutoring schools.
151	Test contents are too easy.	Test contents cover everything.

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
152	Amount of test items are appropriate with the time provided. I had enough time to complete the tests.	There are many test items with a few times to complete, so I cannot finish the test.
155	Good. Can evaluate well.	Good. The contents are covered every things.
157	Related to classroom lessons, but also contain some difficult parts	Both difficult and easy, but the majority is too difficult. It is hard to expect what will be on the test.
158	I've never seen some vocabulary on the tests. Learning in classroom help me nothing. It's easier to memorize vocab by myself.	Some items are really easy, but some are really difficult.
159	Taking the tests need to use English skills that you have learnt.	Assess all skills
160	Related to classroom lessons, but some are too difficult.	The contents varied like what I have learnt in classes.
163	I'm not ready to take the tests and cannot do it.	I'm not ready to take the tests and cannot do it.
164	Appropriate	Appropriate
165	Evaluate from the whole semester learning processes. Like reviewing all lessons.	The test contents are related to daily life and the vocabulary used are formal language.
166	Easy to understand and related to classroom lessons	The test is difficult.
167	Want teachers to teach how are the ONET, GAT, and PAT tests going to be like.	The test is reasonable. The difficulty is fair.
168	Appropriate with classroom lessons, some items are too difficult. Able to use in daily life.	Use for the university admission. Too difficult.

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
170	The tests difficulty ate fair.	Too many reading passages make me lazy to read.
171	Good. Can know an English ability of myself	-
176	Test contents are quite difficult.	The test is really difficult, I cannot comprehend.
178	Should make it easier.	-
179	good	Good
180	Appropriate and related to classroom books	Confusing on some parts
182	Some contents are related to classroom lessons. Overall, the tests are okay.	Related to classroom lessons
184	Fairly difficult	Appropriate
185	Quite not standard	Quite not standard
186	Some items are too easy, some are too difficult. No balance.	Too many test items in some parts
187	Test contents are related to classroom lessons	The test is too difficult
188	Good	Quite difficult
190	Appropriate, related with what I have learnt	related with what I have learnt
192	difficult	Very difficult
193	Difficult, cannot evaluate learning ability	Difficult, but can evaluate learning ability
197	good	Good
198	Both difficult and easy	The majority is difficult.

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
206	Suitable with the given criteria	Should put the whole reading passages on the test, should not put only some parts of the passages. It's not covered all ideas.
207	Appropriate for learning measurement	Appropriate for university admission measurement
208	Should use easier vocabulary	Easy to read
<b>2. What do you think are reasons why students obtained low/high English scores?</b>		
1	Taking extra classes and attention in classrooms	Taking extra classes
2	Understanding and practicing	-
4	Do not care. Can read but cannot translate.	Do not care. Can read but cannot translate.
5	Don't understand vocab	Difficult vocab
7	Don't comprehend from the classes	Less preparing
11	Vocabulary, reviewing lessons, practicing reading and writing a lot.	Vocabulary, reviewing lessons, practicing reading and writing a lot.
12	Cannot understand the vocabulary	Lack of vocabulary
13	Cannot read. Don't know vocabulary	Cannot read. The vocabulary is too difficult.
14	Cannot read. The vocabulary is too difficult.	Don't know vocabulary
16	Students did not review the lessons.	Many reading passages
17	Students did not review the lessons.	The test is too difficult.
18	Normal tests	The test is too difficult.
21	did not review the lessons	did not review the lessons
26	Students paid less attention in classrooms.	Too many test contents
27	Learning intentions of students	Learning intentions of students
29	Less of listening practice	Inexplicit in grammar knowledge

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
30	No learning intention, no caring and did not memorize vocabulary	Beyond my English ability
31	The quality of the educational system is low; students have very bad basic knowledge in English.	Cannot prepare well and less effective
32	Preparation and memorizing of vocab	Preparation and taking tutoring classrooms
33	Lack of preparation	Did not read well instructions on the error part.
35	Did not pay attention in classrooms	Did not read books
36	Did not memorize vocab and did not pay attention in classrooms	Did not prepare for the test and did not remember vocabulary
37	Depending on the accumulated scores during each semester	Depending on attention
38	Can translate	Don't know anything about it at all.
39	There are a clear focus summary of the tests in classrooms before taking the tests.	Taking extra courses and Practice on previous tests
41	Not attention in learning	Too difficult
43	The preparation was matched with the test contents and background English knowledge.	Background English knowledge
45	attention in learning and reviewing test contents	reviewing test contents
46	attention in learning and preparation for taking the tests	Taking O-NET courses outside school, knowledge in classroom is not enough.
47	Comprehension	Comprehension/ lessons reviews
59	Preparation	Test guideline
61	Readiness	General knowledge

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
62	Did not read enough books and did not pay attentions in learning.	Taking intensive courses and knowing test techniques
64	Tests and answers	Not related to student's knowledge
66	Did not review lessons and memorize vocabulary	Test contents are related to all topics. Hard to prepare what will be on the test
68	Did not practice	Did not practice
69	Not comprehend	Cannot read. Don't understand
70	Did not practice	Did not practice using language
75	Lack of English skills/ vocab	Lack of knowledge in some parts
76	Intention and clear understanding	Intention and clear understanding
78	Teaching methods	-
79	Intentions	-
80	Did not practice and review	Did not practice and review
81	Did not comprehend in contents	Did not comprehend in contents
82	Did not comprehend enough in English	The test is too difficult, beyond students' abilities
83	Experience and test practicing	Experience and test practicing
85	Learning intention	Sometimes, the test is ambiguous.
91	Do not know vocabulary	Do not know vocabulary
92	Depending on attention in the classrooms and a chance to use English in real life	Some part are not related to students' knowledge
94	Diligence and attention	Preparation and diligence
95	Teaching methods	Standard of the test
96	Learning	Learning
97	Because it's difficult.	Because it's difficult.
99	Practicing on the tests and classroom attentions	Students need to practice on previous tests.
102	Depending on teachers and students	Depending on teachers

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
103	Learning for taking tests	-
105	Cannot understand the test questions and do not understand vocab	Students did not understand vocab.
106	Students did not pay attention. Also, some teachers cannot teach clearly.	Students less practice doing the test, so they got low scores.
107	Teaching methods	Preparation
108	Difficult	Difficult, vocab is difficult.
109	Did not pay attention	Did not read books for taking the test
114	Depending on student themselves	Depending on student themselves
115	Do not use English in real life	Do not use English in real life
116	Students did not pay attention or too difficult.	It's very difficult. I've never learnt this in classrooms.
120	Did not comprehend in learning	Confusing
121	Too many test contents	-
123	Do not use English everyday	Difficult
124	Cannot translate	Did not know vocabulary
125	Did not recognize vocabulary	Did not recognize vocabulary
135	Did not comprehend in classroom lessons	Did not read books and review lessons
136	Vocabulary	Vocabulary
137	Vocabulary	Vocabulary
138	Student's learning process	Did not see the importance in reading and preparation
139	Did not recognize vocabulary, cannot read.	Did not recognize vocabulary, cannot read.
140	Preparation	Reading books
142	Learning attention and reviews	Taking tutoring school
143	Teaching methods of teachers	Test contents are beyond the curriculum

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
144	Teaching methods of teachers and students' attentions.	Depending on students' diligence and comprehension in learning.
145	Good English background knowledge	-
148	Good English background knowledge from speaking	-
149	Time provided is not enough	Difficult vocab
150	Vocabulary comprehension and fair difficult tests	Vocab used is not related to real life.
151	There are no extra classes to help students who are not good at English.	Test contents cover everything.
152	Test contents are quite related to classroom lessons.	Did not review vocabulary well enough
155	Cannot translate	Cannot translate
157	Did not pay attention in learning	No attention in learning. No attempt. No review. No practice.
158	Vocab and translation	Translation, vocab, and grammar
159	English skills of each student	Preparation of each student.
160	Contents comprehension and vocabulary	Comprehension and vocabulary
163	Poor English skills and lack of vocab	Did not comprehend in grammar, cannot arrange sentences, cannot understand sentences
164	Knowledge, understanding, and guessing	Knowledge, understanding, and guessing
165	Contents comprehension because English tests are flexible.	Too many difficult vocab, cannot memorize all vocab.
166	Did not comprehend in lessons	Did not prepare well and did not know vocabulary
167	Knowledge, skills, and preparation	Knowledge, skills, and preparation

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
168	Classroom contents and test contents	Too difficult and are not related to classroom lessons
170	Students cannot read and sometimes too many writing tests.	Students cannot read.
171	Lack of vocabulary	Lack of vocabulary
176	Depending on attention of each person	The test is difficult.
179	Students did not read the tests.	The test is difficult.
180	Did not read books and cannot understand sentences	Too many reading passages to read, and wasted a lot of time on it.
182	Depending on using English abilities in real life.	Continually review English knowledge
184	Different basic knowledge	Different basic knowledge
185	Wrong teaching methods, focusing on memorizing.	Students can memorize but cannot use or adapt.
186	Well prepare, get well scores	Preparation and practicing
187	Reading books	Preparation and practicing
188	Vocabulary	Vocabulary
190	Able to guess what will be on the tests	The test contents are too varied, hard to prepare.
192	Did not use English often	Did not use English often
193	Did not read books	Basic knowledge and reading books.
197	Reading books	Reading books
198	Did not pay attentions	Too difficult
206	Real life using, not only learning from books	Good basic comprehension in English
207	Did not pay attentions	Did not practice and review well enough
208	Difficulty of the tests	Preparation

<b>3. Do you have any suggestions for the school to improve the English test results?</b>		
Case	Teacher-Made Tests	O-NET (Academic Year 2013)
1	Diligent and take extra classes	Diligent and take extra classes
2	If find unknown vocab, find out the meaning	-
5	Memorizing vocabulary	Review previous O-NET tests
7	Practice speaking with native speakers	doing exercises and practice listening and speaking English
11	Teachers review all lessons from the beginning of each semester.	Teachers ask to do previous tests.
12	Review vocab	Do previous tests and review vocab
13	Review	Memorize vocab
14	Review vocab	Review vocab
18	Make it more fun	Make the test easier
21	Practice doing lots of exercises	Practice doing lots of tests
26	Provide interesting and attractive teaching materials	Diligent and review lessons
27	Focus on reviewing lessons	reviewing lessons
29	Teach more listening and speaking skills	Teach listening, speaking, reading, and writing skills
30	Listen to English music and watch English movies	Listen to English music and watch English movies
31	Improve educational system	Take extra courses
32	Memorizing vocab every day, practice writing essays and communicate in English	Memorizing vocab every day, practice writing essays and communicate in English
33	Memorizing vocab and a lot practice on grammar	Gain more general knowledge, memorizing vocab and a lot practice on grammar.
35	Gain more vocab	Practice more on English tests

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
36	Gain more vocab, memorize structure, and learn English idioms/proverbs	Gain more vocab, memorize structure, and learn English idioms/proverbs
37	Pay attention in classrooms and submit class works	Reviewing and lesson comprehension
39	Pay attention in classrooms and review a lot of vocab	Do previous tests and notice the changing.
40	Teachers should teach the same lessons.	-
45	Pay attention on reviewing, classroom learning, and read books for taking tests	Preparing well to take the test
46	The amount of test items should be matched to the time provided. Too many reading part, students cannot finish the tests.	Make the test content related to Mattayomsuksa six students' knowledge. Not over students' abilities.
47	Focus on making students comprehend in classes	-
59	cram for an examination	Make the test related to contents learned in classrooms
61	Focus on conversation more than grammar	Focus on conversation more than grammar
62	Review lessons every day	Take O-NET courses
64	Gain a lot of scores during a semester	Focus on conversation more than error test
66	Often review vocab	Often review vocab
68	Gain more vocab	Gain more vocab
69	Make it easier	Too easy
70	Memorizing vocab	Memorizing vocab
75	Review, memorize vocab, and do tests	memorize vocab and do tests

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
76	memorize vocab and practice reading passages	memorize vocab and practice reading passages
78	Focus on correct accent	-
80	Pay attention	Pay attention
83	Practice doing tests and read English news	Practice doing tests and read English news
85	Pay attention in learning, do previous tests, and read books	do previous tests and read books
91	Practice students to speak confidently	Practice doing a lot of exercises
92	-	Taking extra courses from tutoring schools
94	Encourage students to use English in real life	Encourage students to use English in real life
99	memorize vocab	Practice on previous tests and memorize vocab
102	Taking extra courses	Taking extra courses
103	Reading books and taking extra courses	-
105	Gain more vocab	Gain more vocab
106	Ask students to gain more vocab and do exercise without copying from friends	-
108	Teach more vocabulary	Teach more vocabulary
109	Read more and focus on taking the test	Too difficult to get better scores.
114	Practice doing lots of tests	Do previous tests
116	Teach more	Should not make it too difficult
119	Make a fun class, not too stress	-
121	Communicate in English	-

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
123	Teachers teach in English.	-
124	Study	Gain vocab
125	Follow what teachers said	Practice on previous tests
135	Review lessons	Practice on extra exercises
136	Focus on gaining vocabulary and do lots of exercises	Practice on previous tests
137	Gain vocab and practice on exercises	Gain vocab and practice on previous tests
138	Pay attentions on teachers and if have any doubts, should ask the teachers.	Read books and review
139	Pay attention in classes	Read books
140	Take intensive courses	Read books
142	The test contents should related to classroom lessons	Should check students' learning levels and curriculum
143	Teachers should teach on previous university admission tests.	Should create the tests related to curriculum
144	Pay attention in classrooms	Read more books
145	Gain vocab every day.	-
148	Should communicate more in English in classrooms and gain more vocab that related to real life	-
149	Sing English songs every period and learn more vocab	Gain more vocab
150	Force students to memorize vocab, teach sentences, and make lessons more fun	Do not force to use knowledge only on taking the test. The test should be adapted to daily life.
152	-	Reduce test items or add more time provided
155	Gain more vocab	Read lots of English books

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
157	Pay attention in classrooms	Review lessons and practice to read, speak and write fluently.
158	Gain more vocab and try on reading and translation	Practice on previous tests and practice lots of reading passages.
159	Take extra courses outside school	Practice on previous tests to increase English skills and take intensive courses
163	Review lessons	Practice on previous tests and collect lists of vocab
164	Encourage students to do activities in English	Practice and read
165	Focus on what will be on the tests	Focus on basic knowledge then focus on what will be on the test
166	Add more knowledge	-
167	Pay attention in classrooms	Gain more vocabs. There are many difficult vocabs on the test.
168	The test contents should be easy to understand and related to classroom contents.	The test contents should be related to classroom contents.
170	Teach students to be able to read	Teach students to be able to read
176	Read a lot and make a clear comprehension	Comprehend on previous tests
182	Practice students to use all English skills (reading, writing, listening, and speaking skills)	Watch movies and read books in English
184	Read a lot	Read a lot
185	Practice to communicate confidently	Make a test focus on using English, not memorizing. If any students can remember, they can do the test.
186	Practice on exercises	Practice on previous tests

Case	Teacher-Made Tests	O-NET (Academic Year 2013)
187	Practice on exercises	Practice on previous tests
188	Prepare on Grammar	Prepare on doing error parts
193	Read a lot of books	Prepare well
206	Focus on communication, speaking, and do activities in English	The given reading passage should be shorter. Or increasing more passages that not too long.
207	Make teaching classes more interesting	Use the same textbooks in all schools
208	Make tests easier	Reduce test choices (distracters)

## APPENDIX F

### TEACHERS' SUGGESTIONS

<b>1. What is your opinion for these assessments and evaluations of English?</b>		
Case	Teacher-Made Tests	O-NET (Academic Year 2013)
1	Reveal students' progress in English learning	Reveal students' progress in English learning
2	Related to classroom contents	Too difficult and too many test items
4	Can evaluate students in all skills	Cannot evaluate listening and speaking skills of students
<b>2. What do you think are reasons why students obtained low/high English scores?</b>		
1	Students need to practice using English and use it in real life	Practice on previous tests
2	Lack of reading skills	The test contents too wide-reaching
4	Not pay attention in classrooms, not practice well enough, and did not see the importance of taking the tests	Take extra classes from tutoring schools
<b>3. Do you have any suggestions for the school to improve the English test results?</b>		
1	Keep practice English skills	Do a lot of English exercises
2	Pay more attention and read English books	Read English books
4	Practice on a lot of English exercises and pay attention in classrooms	Do a lot of English exercises and take extra classes with tutors

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