

## CHAPTER III

### RESEARCH METHODOLOGY

The purpose of the study was to investigate the relationship between students' overall English achievement, based on the NT score in the English subject, and their English listening achievement, to see the students' overall listening achievement, and their English listening achievement in each type of listening. To achieve the goals of the study, this chapter was dealt with research methodology, information about subjects, the research instrument, the research instrument's validity and reliability, data collection, and analysis of data, respectively.

#### Subjects

The subjects were 168 students out of 300 students, in Grade 7 at Sa School, Nan Province, in the second semester of the academic year 2006. Based on Hendel's table for sampling subjects, if the total number of the population is 300, the appropriate number of subjects selected for a study should be 168 (Seesuk, 2006, p. 94). The subjects were selected by employing the simple random sampling, lottery method (Seesuk, 2006, p. 78). That is, the names of all students were written in the lotteries. They were selected randomly by the researcher in order to investigate whether or not students' English achievement based on scores on the written - only examination, NT scores in the English subject, was related to their listening achievement. The score they obtained from doing the NT in the English subject, which is the standard written examination, in the academic year 2005 might present their overall English achievement in a similar level to their present English achievement. Since they took the test while they were in Grade 6 but they were currently studying in Grade 7, they might receive some advantage from English teaching during Grade 7 on the listening test.

#### Research Instruments

The research instrument in this study was the listening test.

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## Listening Test

The listening test in this study was used to test students' comprehension. It consisted of 25 questions which were grouped into four parts as follows:

Part I : Listen to a monologue (5 questions)

Part II : Listen to sentences (5 questions)

Part III : Listen to conversations (10 questions)

Part IV : Listen to meanings of signs (5 questions)

The objective of the 1<sup>st</sup> part, according to the curriculum in the English subject for Grade 6, is to understand a monologue. The 2<sup>nd</sup> part's objective is to understand sentences and transfer them to pictures. The 3<sup>rd</sup> part's objective is to understand conversations, words, idioms, and verbal discourses for communication which are related to the native speaker's culture. And the last part's objectives are to understand directions and signs in a society.

The directions of the tests were written in both English and Thai to avoid the students' confusion or misunderstanding. Constructing the listening test, the researcher used the syllabus in the English subject of Grade 6 (Ministry of Education, 2006) as a guideline.

The researcher adapted the test from listening practice sections and exercises in the student's textbook for 5<sup>th</sup> graders, Aha! English 5, and the textbook for 6<sup>th</sup> graders, Aha! English 6. Both textbooks have verified contents' consistency with the national English curriculum by the Ministry of Education. They are used in many schools in Nan Province. After the researcher had finished writing the tape script and created questions for each test item for the listening test, Mr. Joshua David Cohoon, who was an American teacher teaching English at Sa School in the academic year 2006, and Miss Jessica Jones, who was an AFS (the international student exchange program) student from the United States of America, were invited to read the scripts of the listening test. Their verbal productions were recorded.

The test was given to five English teachers who specialize in teaching 6<sup>th</sup> graders at primary schools in Nan Province: one from Khung School, one from Chum Chon Ban Mai School, two from Yoo Wittaya School, and one from Ban Don Srisermkasikorn School, to verify the construct validity of the test. The five English teachers were requested to give a score to each question by using three numbers: -1, 0,

and +1 which refer to “not consistent” with the English syllabus in Grade 6, “not sure”, and “consistent” with the English syllabus in Grade 6, respectively (See appendix F). Later, the average score was calculated and employed to decide whether to use a particular question. The average score for accepting a question is a minimum of 0.5. If the average score for a question is less than 0.5, the question must be changed and re - validated (Saiyote & Saiyote, 1995). Also, any suggestions from these teachers were taken into consideration for appropriate revision. This procedure was used to verify the content validity of the test.

The four parts of the test were illustrated below. See appendices A and B for the complete test. The tape script was not shown to students.

**Part I:** Listen to a monologue (5 questions)

**Directions:** Listen to the monologue and answer the questions. Circle T if the statement is true, and circle F if the statement is false.

**Tape script:**

Hi! My name is Lisa. I'm 10 years old. I don't have any brothers or sisters. I'm in the 5<sup>th</sup> grade at St. Paul's School. My best friend is Anne. I like to do gymnastics.

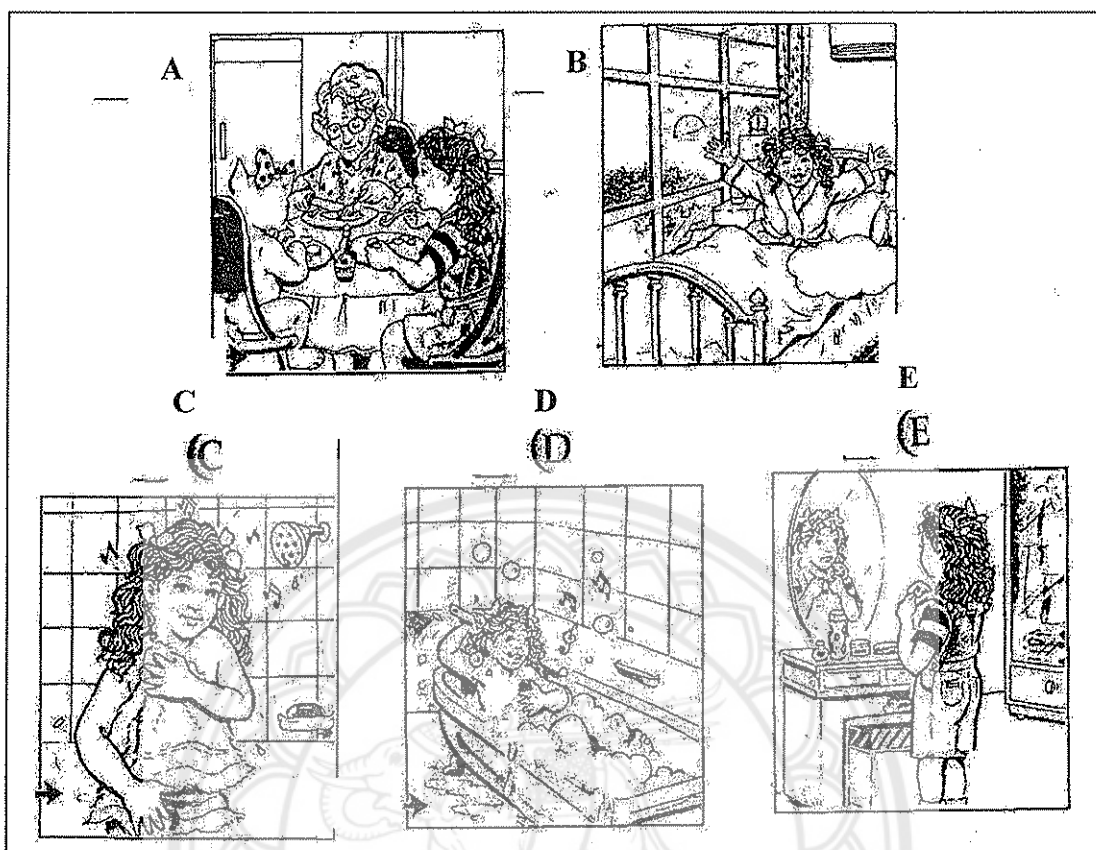
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| 1. Lisa is 10 years old.                 | T | F |
| 2. Lisa has a brother.                   | T | F |
| 3. Lisa is in the 6 <sup>th</sup> grade. | T | F |
| 4. Lisa's best friend is Anne.           | T | F |
| 5. Lisa doesn't like to do gymnastics.   | T | F |

**Part II:** Listen to sentences (5 questions)

**Directions:** Listen to sentences, look at the pictures and write numbers 1 - 5 in front of the letters A - E according to the order you hear.

**Tape script:**

1. Lisa gets up at 6 o'clock.
2. Lisa is taking a bath.
3. Lisa is using her towel.
4. Lisa is getting dressed.
5. Lisa is having breakfast with Mrs. Wood and Ginger.



**Directions:** Listen to conversations and answer questions.

**Tape script 1:**

Diana is Jack's cousin. James is Diana's friend. Today they are going to have a picnic.

Jack : Hi, Diana! Hi, James! What are you doing?

Diana : We're making some sandwiches. We're going to have a picnic.

James : Would you like to have a picnic with us?

Jack : Sure! I'd love to.

1. Who is James?

a. Diana's friend.

b. Jack's cousin.

c. Diana's cousin.

d. Jack and Diana's cousin.

2. What are Diana and James doing?

a. They're studying.

b. They're watching TV.

c. They're making sandwiches.

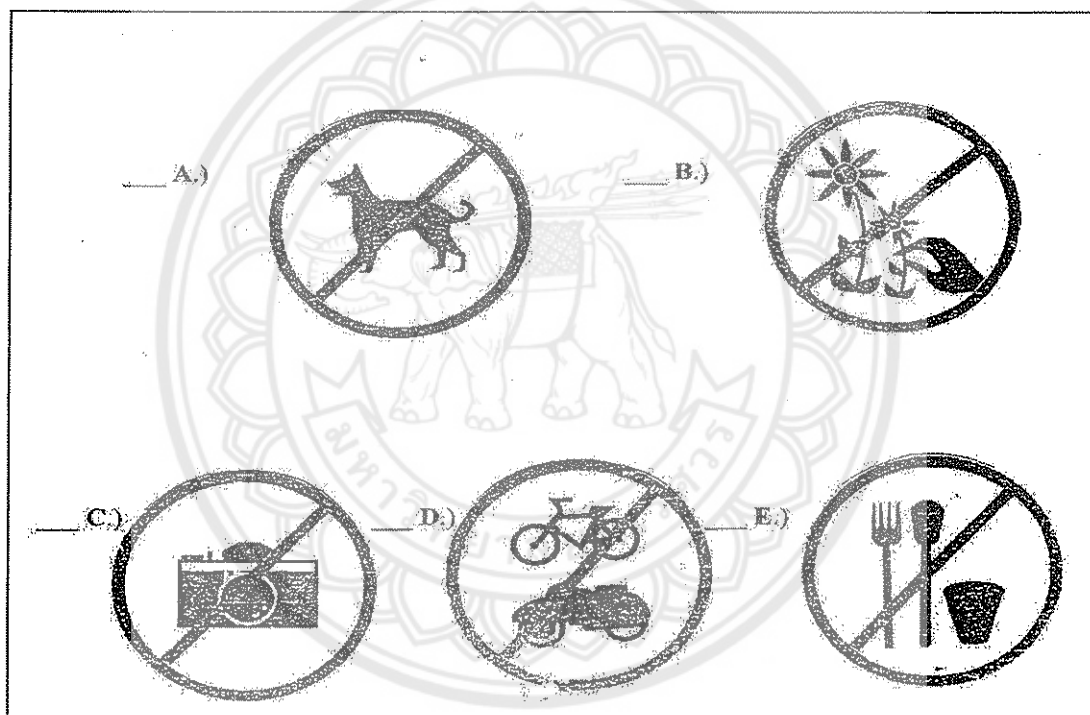
d. They're making lemonade.

**Part IV: Listen to meanings of signs (5 questions)**

**Directions:** Listen to meaning of each sign and write numbers 1 - 5 in front of the letters A - E according to the order you hear.

**Tape script:**

1. Don't pick the flowers.
2. No food and drinks.
3. No bicycles and motorcycles.
4. No cameras.
5. No dogs.



For the full listening test, see appendix B.

**Research Instrument Quality****Validity**

To prove the content validity of the listening test, the IOC (Index of Item - Objective Congruence) approach was used. The test was given to five English teachers who specialize in teaching 6<sup>th</sup> graders at primary schools in Nan Province: one from Khung School, one from Chum Chon Ban Mai School, two from Yoo Wittaya School, and one from Ban Don Srisermkasikorn School, to verify the

construct validity of the test. The five English teachers were requested to give a score to each question by using three numbers: -1, 0, and +1 which refer to “not consistent” with the English syllabus in Grade 6, “not sure”, and “consistent” with the English syllabus in Grade 6, respectively (See appendix E). Later, the average score was calculated and employed to decide whether to use a particular question. The average score for accepting a question was a minimum of 0.5. If the average score for a question was less than 0.5, the question must be changed and re - validated (Saiyote & Saiyote, 1995). Also, any suggestions from these teachers were taken into consideration for appropriate revision.

After five English teachers considered the content validity of each test item, it was found that the content validity of the test items 1, 2, 5, 7, and 10 in Part III was 0.80 and the content validity of the other items was 1.00. The content validity of the whole test was 0.96. Those test items obtained a higher score than the minimum rate of the content validity, 0.7, that was considered acceptable for conducting the test; therefore, they were valid to measure 6<sup>th</sup> graders’ listening proficiency. The worksheet of validity agreement for the current study was presented in Appendix F.

#### **Difficulty and Discrimination**

After five English teachers approved the listening test, it was used to test with a sample group of 30 students at Tan Chum School, Nan Province. This procedure was to verify the objective, level of difficulty and discrimination of the listening test. The difficulty and discrimination level of each test item was computerized by using analyze formula in the Computerized Program. The result illustrated that the difficulty level of every test item in the listening test is between 0.20 - 0.80, therefore; these test items have the suitable difficulty and discrimination values for testing (Sreesuk, 2006, p. 165). That is, the listening test will give the consistent results and can distinguish high and low listening achievement students. For the full detail see Appendix G.

#### **Reliability**

After trying out the test with 30 students in Grade 7 at Tan Chum School, the internal consistency method, Coefficient Alpha of Cronbach formula was used to find out the test reliability. The reliability coefficients of the listening test was 0.8965,

see Appendix G. It means this test is high reliability, as it is greater than 0.71 (Garett, n.d. as cited in Srreesuk, 2006, p. 153).

### **Data Collection**

After the pilot study at Tan Chum School was complete, the researcher took a letter from the Dean of the Graduate School of Naresuan University, Phitsanulok Province, to the director of Sa School, Nan Province, requesting a permission to do the research. After getting an official allowance, collecting information procedure began. The listening proficiency test was administered by Mr. Cohoon. The subjects were asked to complete the listening test which consists of 25 items in half an hour. Students were allowed to listen to each tape script three times and they were required to work individually. When they finished doing the test, they had to hand in the listening test and the answer sheet to the researcher. The answer sheets were marked by the researcher.

Finally, the subjects' scores from the listening test were calculated and analyzed by employing the Computerized Program.

### **Analytical and Statistical Procedure**

The data analysis was performed by means of the computerized program for research study. It was used to test the research questions as stated earlier. The statistic devices used were presented below.

1. Correlation test, Pearson Product moment correlation, was used to determine whether or not there is a correlation between students' overall English achievement, based on the NT score in English, and their English listening achievement.

2. Percentage was used to show the students' overall listening achievement and their English listening achievement in each listening type.

3. Percentage was employed to find out the students' overall listening achievement and their English listening achievement in each listening type.

The results found in this study were reported in the following chapter.