

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the approach that is taken to conduct a study to evaluate the development of task-based learning in English tenses on writing skill of Grade 9 students. This chapter is organized into three sections: 1) the population and samples; 2) the instruments and how to construct them; 3) the data collection, the data analysis, and the summary of the chapter.

3.1 Population and Samples

3.1.1 The populations of this study were 85 grade 9 students from the 3 classes who studied Additional English Course (EN23201) in the first semester of academic year 2015 at Phnomrung School in Chaloeprakiat District, Buriram Province under the Secondary Educational Service Area Office 32.

3.1.2 The samples in this study were one class of 30 students who took Additional English Course (EN23201) in the first semester of academic year 2015 at Phnomrung School in Chaloeprakiat District, Buriram Province. One class from three classes was selected by cluster random sampling as the two reasons. Firstly, they were taught Additional English Course (EN23201) by the researcher. Secondly, they were examined by the classification examination of school since Grade 7, and they were categorized into three groups: low, moderate and high based on their score. Each class contains three levels of proficiency in the equal proportion.

3.2 Research Instruments

The researcher focused on the effects of task-based learning on developing English writing skill on tenses of the samples. The main instruments employed for this study were task-based learning lesson plans, achievement test (pre-test and post-test), and satisfaction questionnaire. The details were as follows:

3.2.1 Task-based Learning Lesson plans

In this study, ten TBL lesson plans based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) were written by the researcher. They consisted of two tenses namely, 1) present simple tense entitled “what time do you get up?” and 2) present continuous tense entitled “what are they doing?”. They included four types of task-based learning activities: 1) ordering and sorting; 2) comparing; 3) problem solving; and 4) sharing personal experiences. Each lesson plan was constructed to incorporate activities and procedures based on the TBL framework of Willis (1996). By using the framework, the lesson plans were structured in a sequence of three phrases: pre-task, task cycle, and language focus. Each of TBL lesson plans contains the followings.

Table 3.1 The Proposed Framework of the Task-based Learning

Pre-task	
Introduction to topic and task	<p>Teacher:</p> <ul style="list-style-type: none"> - introduces the topic and task to the class - highlights useful words and phrases - helps students understand task instructions <p>Students:</p> <ul style="list-style-type: none"> - hear and note useful words and phrases

Table 3.1 (Continued)

Task Cycle	
Task	<p>Teacher:</p> <ul style="list-style-type: none"> - monitors and encourages students to do the task <p>Students:</p> <ul style="list-style-type: none"> - do the task in pairs or small groups.
Planning	<p>Teacher:</p> <ul style="list-style-type: none"> - gives feedback - helps students to correct, rephrase, rehearse <p>Students:</p> <ul style="list-style-type: none"> - prepare to report their works to the class (orally or in writing) how they do the task, what they decide or discovers.
Report	<p>Teacher:</p> <ul style="list-style-type: none"> - selects some groups to present their reports of the task to the class orally. - acts as a chairperson, links the contributions, sums up - gives feedback on contents and forms, if wishes <p>Students:</p> <ul style="list-style-type: none"> - present their reports
Language Focus	
Analysis	<p>Teacher:</p> <ul style="list-style-type: none"> - picks up language items from the report stage - brings other useful words, phrases and patterns to students' attention <p>Students:</p> <ul style="list-style-type: none"> - examine and discuss specific features of the text or task
Practice	<p>Teacher:</p> <ul style="list-style-type: none"> - conducts students practice new words, phrases and patterns <p>Students:</p> <ul style="list-style-type: none"> - practice new words, phrases and patterns occurring in the lesson, either during or after the analysis

3.2.2 Achievement Test (pre-test and post-test) about present simple tense and present continuous tense includes 40 multiple-choice questions.

3.2.3 The Satisfaction Questionnaire on students' satisfaction with task-based learning in English tenses on writing skill of grade 9 students designed to gather the information from the samples in this investigation. It is the five-point rating scales questionnaire with 12 items.

3.3 The Construction of Research Instruments

The procedures of instruments construction and the determination of the instruments' efficiency were explained as following:

3.3.1 Lesson plans of task-based learning in English tenses were written by the researcher with the following steps:

3.3.1.1 The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators, learning areas, and strands and learning standards of foreign languages.

3.3.1.2 The researcher studied and reviewed the principles, the theories, and the procedures of task-based learning of many theorists and chose to follow those of Willis (1996).

3.3.1.3 Two tenses: Present Simple Tense and Present Continuous tense were chosen to be the topics in task-based learning lesson plans writing. The researcher found out the correlation between the topics and learning strands and indicators.

3.3.1.4 The researcher constructed a lesson plan consisting of TBL lessons which contains four types of task as follows:

Table 3.2 The Scope of TBL Lesson Plans

Lesson Plans	Topic	Types of Task	Periods
Lesson plan 1	Orientation	Pre-test	1
Present Simple Tense “What time do you get up?”			
Lesson plan 2	Daily Routine	Comparing (Matching)	1
Lesson plan 3	A Day of Someone	Problem Solving	2
Lesson plan 4	How often do you ...?	Sharing personal experiences	2
Lesson plan 5	Ordering Story	Ordering and Sorting	1
Present Continuous Tense “What are they doing?”			
Lesson plan 6	Who are they?	Comparing (Matching)	2
Lesson plan 7	What is the writer doing?	Problem Solving	2
Lesson plan 8	Finding Differences	Comparing (Finding Differences)	2
Lesson plan 9	Review	Problem Solving	1
Lesson plan 10	Post training	Post-test	1

3.3.1.5 The lesson plans of TBL in English tenses were examined by advisors and experts in terms of content validity quality. Then the researcher developed the lesson plans based on the advisor and experts' suggestions.

3.3.1.6 The lesson plans based on TBL in English tenses were examined by 3 experts (See Appendix H) in content validity by using Likert's rating scale as follows (Srisa-ard. 2000: 102)

5 marks for absolutely appropriate

4 marks for very appropriate

3 marks for moderately appropriate

2 marks for slightly appropriate

1 marks for absolutely inappropriate

The names of three experts (See Appendix K) were as follows:

1. Associate Professor Dr. Tuenjai Pinkerd, a Professor at Burapha University, (Sakaeow Campus).
2. Assistant Professor Suthamat Kotcharat, an English lecturer at English Program, Buriram Rajabhat University.
3. Mrs. Leknai Sukjan, a Senior Professional Level English Teacher of Foreign Language Department at Phnomrung School.

3.3.1.7 The researcher analyzed the scores from the experts to find out mean scores to compare with these criteria (Srisa-ard. 2002: 99-103):

Meaning		Opinion Level
4.51 - 5.00	means	It is absolutely appropriate.
3.51 - 4.50	means	It is very appropriate.
2.51 - 3.50	means	It is moderately appropriate.
1.51 - 2.50	means	It is slightly appropriate.
1.00 - 1.50	means	It is absolutely inappropriate.

Appropriate mean score is at 3.50 and the upper were considered that the lesson plans can be utilized (See Appendix B). The mean score obtained was 4.77 (S.D. = 0.40).

3.3.1.8 The researcher developed the lesson plans based on the experts' suggestion and proposed them to be checked again.

3.3.1.9 The lesson plans were tried out with 30 grade 10 students who were not the samples during the vacation (March-April of the year 2015) at Phnomrung School, Chaloeprakiat District, Buriram Province under the Secondary Educational Service Area Office 32 to find out the reliability and validity, and the researcher revised them before using with the samples (See Appendix J).

To evaluate the efficiency of the lesson plans in task-based learning in English tenses on writing skill: the whole steps to perform trials were as follows (Promwong, 1978).

1) The individual trial

The 10 lesson plans in TBL in English tenses on writing skill were used with 3 students from different proficiency levels, namely, 1 high proficiency student, 1 moderate proficiency student and 1 low proficiency student who were not the samples in the study. The criteria of discrimination to divide the students into different levels of English learning achievement were as follows: 1) the students who had got grade 4 in English were high proficient students, the students who had got grade 2 or 3 were moderate proficient students, and the students who had got grade 1 were low proficient students; and 2) the three students were allocated to carry out a pre-test, and they learnt by using TBL in English tenses for 15 fifty-minute periods. While the students were studying, they were requested to do the tasks. After that, they were requested to do a post-test and expressed some opinions about learning through TBL approach for a period. The scores which students gained from the tasks and a post-test were computed to find out the efficiency of process ($E1 = 71.12$) and the efficiency of

the outcomes ($E_2=69.17$) respectively. The results revealed that the efficiency of lesson plans in TBL in English tenses on writing skill was $71.12/69.17$. Then the researcher improved the instruments based on the students' comments.

2) The small group trial

The nine students who participated in this step were 3 high proficient, 3 moderate proficient, and 3 low proficient students. They were asked to do a pre-test for a period, and then they learnt through 10 lesson plans of TBL in English tenses, 50 minutes per period. While the students were learning via the TBL in English tenses, they did the tasks. Then they were asked to do a post-test and answer the questionnaire for a period. In this step, the efficiency of the process ($E_1=74.21$) and the process of the outcomes ($E_2=71.67$) were analyzed from the students' exercises and post-test respectively. The results revealed that the efficiency of TBL in English tenses was $74.21/71.67$. Then the researcher improved the instruments based on the students' comments.

3) The field trial

There were 30 students with three different proficiency levels of English achievement. In this step, they did pre-test for a period. Then they learnt through 10 TBL in English tenses on writing skill lesson plans. After learning, they did post-test. The scores of the exercises in the tasks in TBL in English tenses on writing, and the post-test scores from the field trial were decided to find out the efficiency of the task TBL in English tenses on writing skill based on 75/75 standard level (Promwong, 1978). The result of the field trial revealed that the efficiency of leaning English tenses on writing skill through TBL lesson plans was $76.54/75.25$ which met the criteria set.

To conduct this study, the assessment of efficiency of the lesson plan of task-based learning in English tenses on writing skill was performed in the steps that mentioned above.

3.3.1.10 The researcher conducted the complete 10 lesson plans of task-based learning in English tenses with the samples. (See Appendix C).

3.3.2 Achievement Tests

These tests, consist of the same test items, were used as both pre-test and post-test; they were conducted and tried out by the researcher. The test comprises 40 multiple choice questions. The followings are the procedures of construction of the tests.

3.3.2.1 The researcher studied the syllabus for secondary level of English subject and the content of the essential and usual English grammar on tenses use for the Grade 9 students consisting 2 tenses: present simple tense and present continuous tense.

3.3.2.2 The researcher studied how to construct the test.

3.3.2.3 The researcher constructed the test about present simple tense and present continuous tense that consists of 40 multiple choice questions with four alternatives.

3.3.2.4 The items of the test were edited and revised by the advisors before proposing to the experts to examine the validity by using IOC formula as follows: (Phattiyathanee, 2003: 219)

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with

objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

3.3.2.5 The researcher calculated IOC index, and chose the questions which have the IOC index at level 0.5-1.00 to be indicated in the test (See Appendix E).

3.3.2.6 The test was tried out with 30 grade 10 students who were not the samples during the vacation (March-April of the year 2015) at Phnomrung School, Chaloeprakiat District, Buriram Province under the Secondary Educational Service Area Office 32.

3.3.2.7 An item analysis was carried out from the data obtained from the study. Each question was analyzed for the discrimination power (B) by Brennan (Srisa-ard, 2002: 90) method and using the B-Index software program to calculate the data. The criteria set used to select the test items were level of difficulty (p) at 0.20 - 0.80 of the discrimination power (B) at 0.20 - 1.00 (Srisa-ard, 2002: 82-84). It indicated that the level of difficulty (p) was at 0.47 - 0.80, and the discrimination power (B) was at 0.23 - 0.93. (See Appendix F)

3.3.2.8 The reliability of the test is determined by using the Lovett's method (Rcc) (Srisa-ard. 2002: 96). The B-Index software program is used to calculate the data, the reliability of the test will be accepted at ≥ 0.7 (Srisa-ard. 2002: 96). It indicated the reliability of the test was at 0.93. (See Appendix F)

3.3.2.9 The researcher selected the approved 40 test items as a pre-test and a post-test (achievement test). (See Appendix D)

3.3.3 Satisfaction Questionnaire

The researcher designed and created a questionnaire concerning satisfaction of students towards learning English tenses through task-based learning which comprised 12 questions with five-point Likert's scale as follows (Srisa-ard, 2002: 102).

Meaning	Opinion Level
5 means	Extremely Satisfied
4 means	Very Satisfied
3 means	Moderately Satisfied
2 means	Slightly Satisfied
1 means	Not at all Satisfied

The questionnaire was constructed and developed gradually as follows:

3.3.3.1 The researcher studied literature reviews on satisfaction.

3.3.3.2 The researcher studied literature reviews on how to construct the satisfaction questionnaire defined by Likert's method or five-point rating scales.

3.3.3.3 The researcher gathered and arranged the issues concerning learning through task-based learning in English tenses on writing into a list.

3.3.3.4 The researcher proposed the statements to the advisors before creating twelve statements based on the issues compiled from learning via task-based learning in English tenses on writing.

3.3.3.5 The statements were examined by three experts to check for correctness and appropriateness. There are five scales as follows (Srisa-ard, 2002: 102):

Strongly agree	gives 5 scores
Agree	gives 4 scores

Uncertain	gives 3 scores
Disagree	gives 2 scores
Strongly disagree	gives 1 score

The researcher calculated to find out the mean scores by using SPSS software program. The appropriate scores at 3.50 and upper were considered as the questionnaire items statement and the mean scores of the questionnaire was 4.70 (See Appendix H). The researcher edited and revised the questionnaire if they had weak points. After that the questionnaire was proposed to the experts again.

3.3.3.6 The researcher organized the statements to try out with 30 grade 10 students who were not samples at Phnomrung School during the vacation (March-April of the year 2015).

3.3.3.7 Each item of five-point rating scales was calculated by utilizing Pearson's Correlation Coefficient formula (R_{XY}) to find out the discrimination power which had to be at 0.2792-1.00 level (Srisa-ard. 2002: 110). The Discrimination was at 0.44-0.80 analyzed by using SPSS software program. (See Appendix I)

3.3.3.8 The researcher selected twelve statements which had the most significant differences at level 0.01 to be included in the questionnaire. Then, it was tried out again to find out the reliability.

3.3.3.9 The method of Coefficient Alpha of Cronbach (α -Coefficient) (Srisa-ard. 2002: 99) was used to find out the reliability coefficient of which value must be more than 0.80. The data was calculated by SPSS software program. The reliability coefficient of the questionnaire was 0.89. (See Appendix I)

3.4 Data Collection Procedures

In this study, the research design is One Group Pretest-Posttest Design as shown in Table 3.3 below:

Table 3.3: Research Design

Group	Pre-test	Treatment	Post-test
Experimental	T ₁	X	T ₂

T₁ is Pre-test

X is Learning English tenses on writing skill via TBL or treatment

T₂ is Post-test

To collect the data, the present study included achievement tests, and the satisfaction questionnaire. The procedures for collecting data were as follows:

3.4.1 The samples did the pre-tests at the beginning of the first class and then the samples were orientated to understand the way to learn English tense on writing skill via TBL for 1 period.

3.4.2 Then they were taught English tenses on writing skill by using the TBL activities and did the exercises for 13 periods.

3.4.3 The post-tests were given to all of the samples in the 15th period for 1 period.

3.4.4 After doing the post-test, the samples were asked to fill out the satisfaction questionnaires.

The step in data collection can be illustrated as follows:

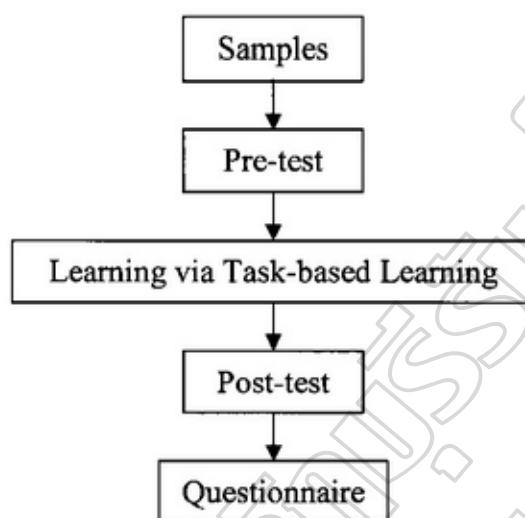


Figure 3.1: Steps in Data Collection

3.5 Data Analyses Procedures

The collected data were analyzed and deduced by using the data analysis methods as follows.

3.5.1 The data obtained from the exercise, the pre-test and post-test

3.5.1.1 In order to evaluate the students' English proficiency before and after being taught through task-based learning, the pre-test and post-test were computed by SPSS software program to find out percentage (%), the mean (\bar{x}) and standard deviation (S.D.).

3.5.1.2 The scores obtained from the exercises and a post-test were calculated by Microsoft Office Excel 2007 to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3.5.1.3 Dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to detect a significant difference set at .01. They were computed by SPSS software program.

3.5.2 The data obtained from the satisfaction questionnaire

In order to evaluate the students' satisfaction toward learning English tenses on writing skill via TBL, the data from five-rating scales was computed for the mean (\bar{x}) and standard deviation (S.D.) by using SPSS software program. The following criterion is employed for interpretation (Srisa-ard. 2002: 103).

Meaning	Interpretation
1.00 – 1.50 means	Not at all satisfied
1.51 – 2.50 means	Slightly satisfied
2.51 – 3.50 means	Moderately satisfied
3.51 – 4.50 means	Very satisfied
4.51 – 5.00 means	Extremely satisfied

3.6 Summary of the Chapter

In conclusion, this chapter proposed research procedures. There was a description of population and samples in the study. Then, the research instruments, and the construction of research instruments were described. In addition, data collection, and data analysis were indicated. Finally, statistics used in data analysis were identified. The results of the study are presented in the next chapter.