

CHAPTER 3

RESEARCH METHODOLOGY

This chapter described the methods and procedures for investigating the reading strategies employ by grad 10 students in Buriram province. This chapter includes five main sections: (1) research design, (2) population and samples, (3) research instruments, (4) data collection procedures, and (5) data analyses and statistical procedures. The research design consists of a mixed-method research formulated to guide this study. The selection of population and samples section consists of a description of the population and samples. The instruments section provides the detailed information on the instruments used in this study. The data collection procedures section explains methods of collecting data. Finally, the data analyses and statistical procedures section deal with statistical methods used in analyzing the data.

3.1 Research Design

This study is mixed research methods, which involves using a survey to gather information for scientific purposes from a sample of a population, and volunteer interviews to collect qualitative data in the study. A mixed-method research design is a procedure for collecting both quantitative and qualitative data in a single study.

Ideally, one purpose of this study is to explore reading strategies employed by grad 10 students in Buriram province. The researcher will collect and analyze quantitative data obtained from the survey and collect and analyze qualitative data

will be obtained from the interviews. Qualitative results will help in interpreting the findings of a primarily quantitative study and explain any unexpected results that arise from the quantitative study. Qualitative data will also help to gain information about how proficient and low proficient use read strategies differently

Overall, the nature of this study can be called for the use of a survey research method, which is considered an effective and professional way of gathering enough data to examine the present status of reading strategy used by grade 10 students in Buriram Province. More specifically, a written questionnaire and interviews would be employed to collect the data in this study.

3.2 Population and Samples

3.2.1 Population

The target population of this study were 168 grade 10 Students from five classes, studying English as a foreign language at Huairatpittayakom School in Huairat District Buriram Province under The Secondary Educational Service Area Office 32.

3.2.2 Samples

The sample group of the present investigation was one class of 34 grade 10 students studying in the first semester of the academic year 2015 at Huairatpittayakom School under The Secondary Educational Service Area Office 32, selected by using purposive random sampling technique. The samples consist of 29 female students and 5 male students; thus, 34 students participated in this study. Their ages ranged between 14 and 16.

The subjects participating in this study have to have similar backgrounds. All subjects had approximately the same number of years of English learning experiences and the same degree of exposure to the English language both inside and outside classroom situations.

Four case-study samples (2 proficient and 2 low proficient students) were volunteered. In order to locate the case study, the reading comprehension test was used.

3.3 Research Instruments

In this section, instructional components are described: Reading Strategies Questionnaire (RSQ), the reading comprehension test, and semi-structured interviews.

3.3.1 Reading Strategies Questionnaire (RSQ)

Learning strategy use has typically been measured by self-report questionnaires, the Strategy Inventory for Language Learning (SILL), developed by Oxford (1990), is the most frequently used instrument for assessing language-learning strategy use. The SILL instrument measures frequencies of strategy use (ranging between “never” to “always”); thus, these items measured are behavioral ones.

The reading strategies questionnaire (RSQ) will be used as a major instrument in this study. This questionnaire were employed to gain insights into grade 10 students used of English reading strategies. The RSQ adapted by the researcher and be reviewed by major advisor’s suggestions and recommendations. Academically, the researcher also be pilot-tested the questionnaire to ensure its validity and reliability. The questionnaire use a five-point Likert scale. The RSQ mainly consists of 34

statements related to the three types of reading Strategy types are: (1) planning, (2) attending, and (3) evaluating, (see appendix C).

Repeatedly, the questionnaire consists of 34 items. The samples will be instructed to select only one answer to each item. Questionnaire items that measured planning strategies are 1, 2, 3, 4, 5, 6, 29, and 30. The items that measured attending strategies are 7, 8, 9, 10, 11, 12,13,14,15,16,17,18, 31, 32, 33, and 34; the items that measured evaluating strategies are 19, 20, 21, 22, 23, 24, 25, 26, 27, and 28.

The related three broad categories shown in the RSQ are as follows:

1. Planning Strategies (before-reading strategies)

- (1) Before reading a text in English, I have special techniques to achieve my goals.
- (2) Before I start reading, I believe I can overcome all comprehension difficulties.
- (3) Before I start reading, I try to find a suitable environment.
- (4) Before I start reading, I have special techniques to guess what the text will be about.
- (5) Before I start reading, I know how to arrange the environment to make reading more enjoyable.
- (6) I prefer to know what the text is about before I start reading it.
- (29) I like to have a purpose in mind before I start reading.
- (30) When I am reading and the learning environment becomes unsuitable, I try to sort out the problem.

2. Attending Strategies (while-reading strategies)

- (7) While reading a text in English, I have special techniques to keep my concentration focused.
- (8) While reading a text in English, I think my methods of controlling my concentration are effective.
- (9) While reading a text in English, I have special techniques to prevent procrastination (delay of the task).
- (10) I believe my methods of controlling procrastination are effective.
- (11) When I feel stressed about reading, I know how to reduce this stress.
- (12) During reading, I feel satisfied with the ways I eliminate boredom.
- (13) While reading a text in English, I persist until I reach the goals that I make for myself.
- (14) While reading a text in English, I never give up even when I feel stressed about the topic.
- (15) While I am reading a text in English and I feel stressed about the topic, I cope with this problem immediately.

- (16) When feeling bored with the topic while reading, I know how to regulate my mood in order to invigorate (stimulate) the process.
- (17) While I am reading a text in English, I have special techniques to engage with the text.
- (18) While I am reading, I have ways of judging how beneficial the new information is.
- (31) While I am reading, I am confident that I can overcome any sense of boredom.
- (32) Once the pleasure of reading is gone, I easily become impatient with it.
- (33) When I feel uncertain of my comprehension, I simply give up reading.
- (34) I look for good environment before I start reading.

3. Evaluating Strategies (after-reading strategies)

- (19) After I finished reading, I feel satisfied with the methods I have used to reduce stress.
 - (20) After finishing reading, I feel satisfied about my comprehension of the text.
 - (21) After finishing reading, I can tell whether I comprehended the text or not.
 - (22) After finishing reading, I can easily judge the consistency of the new information.
 - (23) After finishing reading, I have special techniques to evaluate new learning.
 - (24) After finishing reading, I have special techniques to modify new learning.
 - (25) After finishing reading, I know how to check whether my reading strategies were effective.
 - (26) After finishing reading, I am able to discuss what I have learned from the reading with other people.
 - (27) After finishing reading, I believe that I know how to link new learning with my existing knowledge.
 - (28) After finishing reading, I believe that I can use new information to improve different aspects of my life (career, academic, etc.).
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3.3.2 Reading Comprehension Test

The reading comprehension test was the second major instrument that was used in this study. Commissioned by the Thai Ministry of Education in 1999, the language training and testing center developed an English proficiency test called the General English Proficiency Test (GEPT) to measure the competence of English learners in Thailand. There are five different levels for the GEPT test: Elementary, Intermediate, High-Intermediate, Advanced, and Superior. The examinees' listening, reading, writing, and speaking are all tested in the GEPT test. The reading

comprehension test consists of eight-short reading comprehension passages followed by four multiple-choice reading comprehension questions on each (see appendix D). The maximum point for the test was 20 (one point for each correct answer).

3.3.3 Semi-structured Interview

The last procedure utilized in this study was a qualitative semi-structured interview of volunteering participants. This procedure was mainly utilized to address the third research question. By interviewing a sample of grad 10 students in Buriram province, the researcher does want to check to what extent grad 10 students in Buriram province are aware of the different types of reading strategies (planning, attending, and evaluating); how often they use these strategies; and finally what other factors they perceive as having great impact on their comprehension (see appendix E).

3.4 Data Collection Procedures

The design has the advantage of clearly identified quantitative and qualitative parts, an advantage for readers as well as for those designing and conducting the study. After obtaining the permission involved in this research, the study completion and data collection obtained through the following procedures:

3.4.1 Reading Strategies Questionnaire (RSQ)

The researcher explained the instructions in Thai, and then read aloud each item and statement to the learners in both English and Thai. The total time given was approximately 30 minutes for the learners to reflect upon each question or statement. The questionnaire consists of 34 items. All items were five-point Likert scale ones, where participants had to select only one answer.

3.4.2 Reading Comprehension Test

The samples were asked to read the reading passages and respond to the reading comprehension tests. Study conduction took between 50 and 60 minutes. Finally, the samples' responses on the reading comprehension test were scored.

3.4.3 Semi-structured Interviews

The samples consisted of 4 grad 10 students, 2 proficient and 2 low proficient. The researcher spent most of the time listening and tape-recording. The aim that the interviewee will understand that he/she would be reading for comprehension, not just for finishing the task. The researcher make sure that every interviewee will be clear on the questions before he/she began talking. The interviewer avoided using the words "strategies", "before reading", "while reading", and "after reading" so as not to influence interviewees' responses. During each interview, the researcher allow the interviewee to talk about how he/she approaches reading a text in English. During this time, the researcher will tape-record the interviews which then be transcribed.

3.5 Data Analyses and Statistical Procedures

The data were analyzed quantitative and qualitative as follows

3.5.1 Quantitative Data Analysis

The study focus to examine English reading strategies by grade 10 students in Buriram Province. This study adopted Oxford's StrategiesvInventory for Language Learning (SILL, Oxford, 1990) as the instrument for collecting quantitative data. For obtaining the goals, the Statistical Package of the social Sciences (SPSS) was analyze students' responses to the RSQ in items of their strategy use.

3.5.1.1 Descriptive, Mean(\bar{x}) and Standard Deviation (S.D.).

Two statistical procedures were employed to analyze the English reading strategies use by the students. First, each group's descriptive, mean (\bar{x}) and standard deviation (S.D.) mean (\bar{x}) and standard deviation (S.D.) for thirty-four items of RSQ were calculated. Second, they rank according to the mean score of these items. Additional, the three types of strategy were used by these statistical procedures. The SPSS statistical package was used all the steps.

3.5.1.2 t-test of the Difference between Two Groups

To see whether there are any significant difference between two groups in the level of English reading strategies between proficient students and low proficient students towards the RSQ response, an independent samples t-test was used to analyze each group of strategies and the whole set of strategies. For this study, the level of statistically significance was set at .05.

3.5.1.3 For transcribing and translating the semi-structured interview

For transcribing and translating the semi-structured interview data, the audio-recorded semi-structured interview which constituted the data base were fully transcribed in the Thai language by the researcher and consequently transforms into individual text electronic files for content analysis. Transcriptions are transformations one of mode – a conversation or oral discourse- into another mode: narrative discourse. The researcher used three strategies: 1) comparing researcher's handwritten notes with tape transcripts; 2) repeatedly listening and transcribing the recordings of each semi-structured interview; and 3) equating the literal meanings of transcripts through careful back-translations.

3.6 Summary of the Chapter

The focus of this chapter describes the research parameters within which the study conducted, and established the methods and procedures for its conduct. They have exercised caution and deliberation in the design of the present study. In the process, this research exercised care in dealing with threats to validity and reliability. In the next chapter, Chapter Four, the researcher will turn to the most interesting and significant parts of this research, which are the major findings and results gained through the various instruments illustrated in this chapter.