CHAPTER IV

METHODOLOGY

4.1 Preview

The purpose of the study is to design supplementary writing materials to assist the writing class in terms of supporting instructional materials for undergraduates majoring in English at Naresuan University, Phayao Campus, Thailand, to provide effective lesson plan models designed based on Process Approach for writing class, and to use the designed supplementary materials with the writing classes in which Leaner-Centred Approach is applied.

The fourth chapter deals with population, subjects of the study, the design of the study, the research instruments, the statistic formula, procedures of the research, and data collection,

4.2 Population of the study

The 56 second year undergraduate students majoring in English in academic year 2005 at Naresuan University, Phayao Campus, Thailand, were the subjects of the study. According to the Thai educational system in English teaching as described in the 2001 English curricula, Thai students are required to study English between eight and twelve years in school. With this system, high school graduates should be able to use English for communication with native speaker (NS) and non-native speaker (NNS) with confidence. With several years of study in school, the subjects of the study had the long experienced learning of English. Besides, as in undergraduate level, prior to second year, second semester, the second year undergraduate students majoring in English are required to study English as
compulsory subject. At least six credits from Foundation of English I& II are required and three credits with core subject ‘Grammar & Writing’ are compulsory. Thus, with this long experience of English language learning, the population had a basic English language foundation which is suffering for the supplementary writing materials designed in this research.

4.3 Design of the study

The study is a quasi-experimental designed using experimental group. The experimental group received the prepared lesson plans. Three questionnaires were used as the tools for data collection. The questionnaire one was used as a pretest and posttest, and the second and third questionnaire were used additionally to measure the effectiveness of supplementary writing materials designed based on process writing approach.

The schematic representation of the design is:

\[ \text{G1 (purposive selected) T1 X T1, T2, T3} \]

\[ \text{G1=} \text{group,} \]
\[ \text{T1=} \text{pretest,} \]
\[ \text{X is used to indicate the treatment,} \]
\[ \text{T1 = posttest} \]
\[ \text{T 2, T3=} \text{questionnaire 2 an 3 (measurement to assess the effectiveness of the supplementary writing materials.} \]

4.4 Research instruments

Two types of research instruments were employed in this study.

1. Three questionnaires
The first questionnaire was administered as pretest prior to the beginning of the experimental research. It was again administered as posttest whereas the second and the third questionnaire were provided to the subjects after the experimental processes were completely performed to measure the effectiveness of supplementary writing materials.

2. Supplementary writing materials consisting of three lesson plans designed base on the theoretical framework. Written works from assignments are assessed and students keep their works in portfolios.

4.5 Procedures

The study was conducted during the second semester in academic year 2005 at the Naresuan University, Phayao Campus, Thailand. The tentative procedures are divided into three main phases.

4.5.1 Phase One: An operation of questionnaire 1 as pretest

The first questionnaire consisting of two parts was distributed to the subjects prior to experiment of the supplementary writing materials to survey students’ interest and awareness of studying writing skills. Students were asked to give five rates of degree of their interest and awareness and an opened format answer was given in the second part. Students provide answer to the questions on part two.

- **Degree of practice and feeling is given based on Likert Scaling.**

  1 = strongly disagree
  2 = disagree
  3 = undecided
  4 = agree
  5 = strongly agree

Source: (http://www.socialresearchmethods.net/kb/scallik.php)
Degree of practice and feeling based on Likert Scale has been applied as rating criteria for the first questionnaire.

1  Stands for lowest degree of interest and awareness of studying writing skills
2  Stands for low degree of interest and awareness of studying writing skills
3  Stands for medium degree of interest and awareness of studying writing skills
4  Stands for high degree of interest and awareness of studying writing skills
5  Stands for highest degree of interest and awareness of studying writing skills.

In this part, the target group was given the first questionnaire and was asked to rate their degree of interest and awareness of the studying writing skills together with opened format questions. Then, the questionnaire was evaluated to check students’ degree of interest and awareness. Data obtained from the instrument (questionnaire), were used as the basis for constructing the supplementary writing materials and lesson plans implemented in this experimental research. Hutchinson and Water (1987) stated that before designing syllabus, material writing, classroom teaching and evaluation, asking questions is the reasoned basis for the subsequent processes. This questionnaire has been given to the experimental group again as posttest to observe their positive changes on writing skills after supplementary writing materials were tried out.
4.5.2 Phase Two: Introduction to the features and the concept

After the first questionnaire was distributed to the sample group, the next process is to introduce supplementary writing materials to the target group. Prior to the discussion of the procedures done during conducting experimental research, the basic background of process approach is needed to be mentioned here.

A process-oriented approach to teaching writing started its role in pedagogic area thirty years ago from an extensive research on first-language writing. The concept the writer as language learner and creator of text has paved the way to a "process approach". In this approach, a range of classroom tasks which use journals, invention, peer collaboration, revision, and attention to content before form is one of main feature. The major concern is how writers generate ideas, record them, and refine them in order to form a text. Flower and Hayes (1981) established the model of writing processes; planning, writing. The process approach to teaching writing emphasizes the writer as an independent producer of texts so that teachers allow their students' time and opportunity to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions. Response is crucial in assisting learners to move through the stages of the writing process, and various means of providing feedback are used, including teacher-student conferences, peer response, audio taped feedback, and reformulation (Hyland, 2003).

In the practical aspect, teacher’s role is minimised in the process of writing. The teacher is not a person who assigns students to work and waits for the product. In other words, without an intervention from the teacher, good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document.

The teacher needs to move away from being a marker to a reader, responding to the content of student writing more than the form.
• Procedures of Process Approach

The followings are the procedures of process approach used in writing. There are many ways of approaching process writing that can be broken down into three stages:

1. **Pre-writing**

   The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic.

2. **Focusing ideas**

   During this stage, students write without much attention to the accuracy of their work or the organization. The most important feature is meaning.

3. **Evaluating, structuring and editing**

   Now the writing is adapted to a readership. Students should focus more on form and on producing a finished piece of work. The teacher can help with error correction and give organizational advice.

4.5.3 Phase Three: An action of the Instructional Materials

Based on the stages mentioned in phase two, the experimental group was given supplementary writing materials consisting of three lesson plans in which relevant stages are to be followed as stated below:

1. **Pre-writing**

   a. Brainstorming

   Getting started can be difficult, so students are divided into groups and quickly produce words and ideas about the writing.
b. Planning
Students make a plan of the writing before they start. These plans can be compared and discussed in groups before writing takes place.

c. Generating ideas
Discovery tasks such as cubing (students write quickly about the subject in six different ways - they: 1. describe it 2. compare it 3. associate it 4. analyze it 5. apply it 6. argue for or against it.)

d. Questioning
In groups, the idea is to generate lots of questions about the topic. This helps student’s focus upon audience as they consider what the reader needs to know. The answers to these questions will form the basis to the composition.

e. Discussion and debate
The teacher helps students with topics, helping them develop ideas in a positive and encouraging way.

2. Focusing ideas

a. Fast writing
The students write quickly on a topic for five to ten minutes without worrying about correct language or punctuation. Writing as quickly as possible, if they cannot think of a word they leave a space or write it in their own language. The important thing is to keep writing. Later this text is revised.

b. Group compositions
Working together in groups, sharing ideas. This collaborative writing is especially valuable as it involves other skills (speaking in particular).

c. Changing Viewpoints
A good writing activity to follow a role-play or storytelling activity. Different students choose different points of view and think about /discuss what this character would write in a diary, witness statement, etc.

e. Varying form

Similar to the activity above, but instead of different viewpoints, different text types are selected.

3. Evaluating, Structuring and Editing

a. Ordering

Students take the notes written in one of the pre-writing activities above and organized them. What would come first? Why? Here it is good to tell them to start with information known to the reader before moving onto what the reader does not know.

b. Self-editing

A good writer must learn how to evaluate their own language - to improve through checking their own text, looking for errors, structure. In this way students will become better writers.

c. Peer editing and proofreading

Here, the texts are interchanged and the evaluation is done by other students. In the real world, it is common for writers to ask friends and colleagues to check texts for spelling, etc. As a class teacher, students are asked to reduce the texts, to edit them, concentrating on the most important information.
4.6 Experiment

To follow the concept of process approach cited above, subjects were divided into small group numbering 4-5. Three lesson plans were provided to the subjects. In other words, the researcher who conducted the process writing lessons divided 56 undergraduates into small groups and each group consists of 4-5 students. Supplementary writing materials containing lesson were provided to each student in a group with explanation attached. The following was what had been performed during experiment.

Supplementary writing materials consisting of three lesson plans based on Learner-Centred Approach and Process Approach were designed and developed. The first lesson plan deals with wring description of people both physical appearances and personal trait characters. A technique called brainstorming or clustering was employed to gather person’s information before starting writing. A passage-reading model was provided and language exercises were given to students to practice. Students, while following steps given in lesson plan, automatically learn how to write staring from technique use gathering information. Clustering is the technique. Besides, students also practiced language activities such as grammatical points, reading model. During practice, a process in lesson plan allows them to work in pairs and in group. They were trained how to act as a writer, reader and editor. Peer assessment is highly emphasized. Finally, at the final stage, rewriting, students were required to produce written work.

Second lesson plan deals with an instruction essay focusing on how to write the process essay i.e. how to machine. The tentative procedures are similar to the first lesson plan. But pairs work and group work are emphasized. Apart from self-editing, peer feedback is highly emphasized. Students were divided into small group numbering 5-6. In peer feedback session pair work is required. The third lesson plan
focuses on narration. The history of important persons in Thai history was added as a model for composing narrative events. Activities in this lesson plan focus on group work and pair work. These three lesson plans were designed based on the process approach and learner-centered approach. Each lesson plan has a technique to gather information before starting writing. All these lesson plans along with effective techniques for gathering information assisting writing are added in appendices.

4.7 Data collection

In this study, three questionnaires were designed to be employed as the tools to collect the data. Besides, three lesson plans are also used for this data collection. Therefore, in this section the main discussion is on the questionnaires along with their criteria given according to five rates of degree of the students’ opinions.

4.8 Questionnaire one as the posttest

The first questionnaire consisting of two parts was distributed to the subject as pretest prior to experimenting the materials and lesson plans to survey students’ interest and awareness of studying writing skills. Students were asked to give five rates of degree of their interest and awareness and an opened format was given in the second part. Based on Likert Scaling the rating criteria are as follows:

1 = strongly disagree (lowest)
2 = disagree (low)
3 = undecided (undecided or medium)
4 = agree (high)
5 = strongly agree (highest)

The same questionnaire was distributed again as posttest to the subject. Students were asked to rate their give five rates of degree of their interest and awareness and an opened format was given in the second part.
4.9 The operation of questionnaire two and three

The second and the third questionnaire were used to check students’ opinions towards the process writing and process writing materials.

4.9.1 Questionnaire Two

This second questionnaire consisting of two parts deals with a survey on students’ performance and opinion toward the process writing and opened format for suggestions. The followings are rating criteria based on Likert Scaling.

1 stands for lowest degree of performance and opinion towards the process writing.
2 stand for low degree of performance and opinion towards the process writing.
3 stand for medium degree of performance and opinion towards the process writing.
4 stand for high degree of performance and opinion towards the process writing.
5 stand for highest degree of performance and opinion towards the process writing.

An opened format answer was given in the second part. Students were asked to give their opinions as they like.

4.9.2 Questionnaire Three

The third questionnaire consisting of two parts is about a survey on students’ opinions toward the process writing materials. The rating criteria based on Likert Scaling are as follows:
1 stands for lowest degree of students’ opinions towards the process writing materials.
2 stand for low degree of students’ opinions towards the process writing materials
3 stands for medium degree of students’ opinions towards the process writing materials.
4 stand for high degree of students’ opinions towards the process writing materials.
5 stand for highest degree of students’ opinions towards the process writing materials.

An opened format was given in the second part. Students were asked to give their opinions as they like.