EXPLORATION OF THE STUDENTS' PROBLEMS IN TAKING O-NET ENGLISH LANGUAGE TEST: A CASE STUDY OF ASSUMPTION COLLEGE UBON RATCHATHANI GRADE 10 STUDENTS

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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
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ชื่อเรื่อง	: การศึกษาปัญหาของนักเรียนต่อการทำแบบทดสอบ O-Net รายวิชาภาษาอังกฤษ : กรณีศึกษานักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 โรงเรียนอัสสัมชัญอุบลราชานี
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งานวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจปัญหาของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนอัสสัมชัญอุบลราชธานี ในการทำแบบทดสอบ O-NET รายวิชาภาษาอังกฤษ ประจำปีการศึกษา 2555 กลุ่มตัวอย่างเป็นนักเรียน จำนวน 9 คน และครู จำนวน 3 คน

การวิจัยครั้งนี้เป็นการวิจัยแบบผสมผสาน (mixed method research) เครื่องมือในการวิจัยประกอบด้วยการสัมภาษณ์ ตำรา และเอกสาร และทำการวิเคราะห์ข้อมูลโดยใช้ระเบียบวิธีทฤษฎีฐานราก (Grounded Theory) ของ Barney Glaser และ Anselm Strauss (1967) และการวิเคราะห์เนื้อหา (Content Analysis)

ผลการวิจัยพบปัญหาของนักเรียนในการทำแบบทดสอบ O-NET รายวิชาภาษาอังกฤษ ประจำปีการศึกษา 2555 ดังนี้ (1) ความสามารถในการอ่านภาษาอังกฤษของนักเรียน (2) ข้อจำกัดด้านคำศัพท์ภาษาอังกฤษของนักเรียน (3) การให้ความสำคัญในการแปลภาษาอังกฤษแบบคำต่อคำ (4) การตระหนักถึงผลดีในการนำผลคะแนน O-NET รายวิชาภาษาอังกฤษไปใช้ (5) พฤติกรรมของนักเรียนในการเรียนภาษาอังกฤษ และ (6) ระยะเวลาในการทำแบบทดสอบ

ผลการวิจัยยังพบว่า (1) ควรมีการทบทวนเนื้อหาบทเรียนทั้งในและนอกห้องเรียน (2) มีการจัดการเรียนการสอนโดยให้ครูชาวต่างประเทศสอนร่วมกับครูชาวไทย (3) มีการนำแบบทดสอบ O-NET เก่ามาทบทวน (4) ส่งเสริมการอ่านตำราภาษาอังกฤษของนักเรียนให้มากขึ้น (5) เพิ่มกิจกรรมเพื่อพัฒนาคำศัพท์ภาษาอังกฤษของนักเรียน และ (6) สร้างและส่งเสริมให้นักเรียนมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษและตระหนักถึงความสำคัญของภาษาอังกฤษ

ABSTRACT

This research study aimed to explore the students' problems in taking the O-NET English language test for grade 9 level in the academic year 2012. Twelve Thai participants from Assumption College Ubon Ratchathani were purposively chosen to participate in this study; 9 students and 3 teachers.

This mixed-method research collected and analyzed the data from semi-structured interview, textbook analysis and documents. The analysis of primary data from semi-structured interview adopted the Grounded Theory method developed by Barney Glaser and Anselm Strauss in 1967. The content analysis approach was used to analyze the supplementary data from the textbooks.

The result showed that students' problems in taking the O-NET English language test in the academic year 2012 were (1) reading ability, (2) limited knowledge of vocabulary, (3) overemphasis on an English into Thai word-to-word translation while taking the O-NET English language test, (4) awareness of the usefulness of O-NET English language test score, (5) students' behaviours in learning English and (6) time structure.

The result also showed some suggestions for improving O-NET English language test scores: (1) taking review classes in and outside the school, (2) studying and reviewing with foreign tutors, teachers or Thai and foreign team teachers,

(3) reviewing more and using old O-NET test papers, (4) reading more books in English, (5) build and practice more vocabulary and (6) encouraging students to like English and realize its importance.

CONTENTS

CONTENTS (CONTINUED)

LIST OF TABLES

LIST OF ACRONYMS USED IN THE STUDY

ACRONYMS	MEAN
O-NET	The Ordinary National Educational Tests
NIETS	National Institute of Educational Testing Service
ACU	Assumption College Ubonratchathani
IEP	Intensive English Program
EBP	English Bilingual Program
SAR	Self - Assessment Report
BSG	Brothers of Saint Gabriel
FSG	Foundation of Saint Gabriel
OBEC	Office of the Basic Education Commission
MOE	Ministry of Education
GAT	General Aptitude Test
PAT	Professional and Academic Aptitude Test
A-NET	Advanced National Educational Test

LIST OF ABBREVIATIONS USED IN THE STUDY

ABBREVIATIONS	MEAN
Intw.	Interview
Trans.	Translation
Txt.	Textbook
p.	Page
pp.	Pages
Feb.	February
Mar.	March
EX.1	Excellent Student No.1
EX.2	Excellent Student No.2
EX.3	Excellent Student No.3
AV.1	Average Student No.1
AV.2	Average Student No.2
AV.3	Average Student No. 3
BA.1	Below Average Student No.1
BA.2	Below Average Student No.2
BA.3	Below Average Student No. 3
TR.1	Teacher No.1
TR.2	Teacher No.2
TR.3	Teacher No.3
MWOE	My World of English Book 3, Orient Black Swan (2011)
EIM	English in Mind Book 3, Cambridge University Press (2010)

CHAPTER 1

INTRODUCTION

This chapter is divided into two sections: (1) the rationale, and (2) the outline of the research study. Section 1 will discuss the rationale of the study, and section 2 will discuss the research purpose, research questions, significance of the study and the definition of key terms.

1.1 Rationale

The English language is one of the five core subjects in annual national entrance examinations (Ministry of Education, 2008). Obtaining satisfactory ratings from national tests is every secondary student's goal in order to have greater chances of being accepted in reputable colleges or universities. In this regard, English language teaching and learning has become a significant feature of education (Baker, 2003) both in public and private schools in Thailand. Similarly, in the study conducted by Nunan (2003) that examined English language educational policies and practice in the Asia Pacific region including Thailand where English is a compulsory subject at school, it is concluded that English has had significant impact on education policy due to its perceived importance as a global language, which is used to communicate with the rest of the world (Tor, 2003).

In Thailand, English was made compulsory for all primary students from grade one onwards in 1996 (Wongsothorn, 2010) and eventually introduced into the curriculum at all education levels including higher education. Since then, Thais are aware of the significance of the English language. As Masavisut, Sukwiwat, and Wongmontha (1986) claimed, "English is being used as a powerful tool to bring the world to Thailand and Thailand to the world". This in turn reflects how significant the demand for an effective English language learning in Thailand has become.

Due to this demand, many schools have initiated the establishment of their own bilingual programs. The goals of these programs are to enhance educational

quality, improve students' proficiency level, develop their communication skills in English and prepare them for taking national tests such as O-NET, A-NET, GAT-PAT, and university entrance examinations. Since Thai language is predominantly spoken in English classrooms (Foley, 2005; Wongsothorn, 2003), bilingual programs provide students with a practically different experience and classroom atmosphere. In bilingual programs, classes are taught in both English and Thai according to the curriculum under the Ministry of Education. Schools employ foreign teachers to teach the core subjects such as mathematics, science, English and social studies using the English language as a medium of instructions and these foreign teachers are teamed-up with Thai teachers counterpart.

In the northeastern part of Thailand, Assumption College Ubon Ratchathani (ACU) has been running its English Bilingual Program (EBP) since 1998 with similar goals as mentioned above. In 2007, the Commission on Education of the Congregation of the Brothers of Saint Gabriel, who runs 17 Assumption schools and one university nationwide, implemented the Intensive English Program (IEP) also with the same goals as EBP to provide parents with an alternative for their children's education. The difference between the two programs will be explained in detail in Chapter 2. The parents of students in both EBP and IEP expect their children to improve their academic performance to prepare them for taking national examinations.

One of the tests that all students are required to take is the Ordinary National Educational Tests (O-NET), organized by the National Institute of Educational Testing Service (NIETS). The O-NET test implemented eight years ago is compulsorily taken annually by grades 3, 6, 9 and 12 students. All the 8 subject groups required in the basic education core curriculum (2008) are tested (See www.niets.or.th for more information). It is an examination that schools all over the country consider vital in assessing students' progress and academic performance aside from the usual academic assessments at schools.

Although there are 8 subject groups tested, this study focused only on the English language test taken by grade 9 students in the academic year 2012. (See Section 2.2 for more information).

However, there have been some controversial issues regarding its implementation. Firstly, scores in the three most important subjects (Mathematics,

Science and English) have been steadily declining since 2008 (Phanchalaem and Wongwanich, 2011; Saiyasombut, 2012), which means that the scores were below the minimum education standard . Secondly, the O-NET committee members who design test questions have been criticized for apparently writing vague, ridiculous and too difficult test questions (Saiyasombut, 2012). Thirdly, negative perception from parents and media (Nimpanpayungwong, 2012) made them question the government's inactive roles to improve the teachers' performance in designing the test. In addition, the chairman of the Teachers' Council of Thailand commented that the O-NET system was effective but the problem was in managing it (The Nation, 2012). This comment suggested possibility of having problems regarding the implementation of the O-NET tests which may be influential to the decline in test scores of the secondary students in almost all core subjects including the English language. On the other hand, it does not provide clear explanation as to the genuine problems that cause the decline of the O-NET test scores particularly in the English language test. Similarly, ACU with its EBP and IEP language programs is not spared of this controversially low score ratings in O-NET English language test.

The over-all test scores of ACU grade 9 students in the O-NET English language tests taken in the academic year 2012 showed unsatisfactory rating (See Tables 4, 5, 6 in Appendix A) in the English language tests as well as in other basic subjects such as mathematics, science and Thai. The participants in this study were among the students who took this particular test and have gained scores below 50 %. The researcher, thus, conducted this study in order to identify the problems for the low scores which may possibly help in planning for more effective activities, instructional materials and teaching strategies in the teaching and learning of the English language. This may also provide the school with sufficient information that can be useful for planning and implementation of O-NET review classes for ACU students in the future. Moreover, O-NET test scores of the same group of participants may eventually show improvement when they take the English language tests again in grade 12.

1.2 Outline of the Research Study

1.2.1 Research Purpose

The purpose of this study is to explore the students' problems in taking the O-NET English language test in the academic year 2012.

1.2.2 Research Question

What problems do grade 10 students encounter in taking O-NET English language tests?

1.2.3 Significance of the Study

The results of the study are intended to provide school with relevant information regarding the problems of students in taking the O-NET English language tests. These problems may help the school plan more effective lessons, activities, instructional materials and strategies in the teaching and learning of the English language. Moreover, this plan may in turn help improve the students' scores in grade 12 O-NET English language test in the academic year 2015.

1.2.4 Definition of Key Terms

1.2.4.1 ACU stands for Assumption College Ubon Ratchathani, established in 1957, a big private school in the province of Ubon Ratchathani managed by the Foundation of the Brothers of Saint Gabriel (BSG) Congregation, Thailand.

1.2.4.2 O-NET stands for Ordinary National Educational Tests, organized by the National Institute of Educational Testing Service (NIETS), and consist of the following basic subjects: Thai, Mathematics, Science, Social Studies, Religion and Culture and Foreign Languages. The main focus of this study is in the English language only.

1.2.4.3 EBP stands for English Bilingual Program, established 15 years ago, a special language program at ACU where mathematics, science and English subjects are taught by native speakers of English. There is a Thai teacher who assists the foreign teacher when teaching these 3 subjects.

1.2.4.4 IEP stands for Intensive English Program, established 5 years ago, is another special language program at ACU where mathematics, science and English subjects are taught by Asian foreign teachers from the Philippines and India.

There is a Thai teacher who assists the Asian foreign teacher when teaching these 3 subjects.

      1.2.4.5 Problems refer to situations or events that hinder students' academic progress and performance in taking the O-NET English language tests.

      1.2.4.6 Academic performance refers to the numerical points that students obtained from the O-NET English language tests.

CHAPTER 2
LITERLATURE REVIEWS

This chapter is divided into four sections: (1) the Basic Education Core Curriculum B.E. 2551 (AD 2008), (2) History of Ordinary National Educational Testing (O-NET), (3) the English language teaching at Assumption College Ubon Ratchathani and (4) related studies.

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

The Basic Education Core Curriculum B.E. 2551 (2008) which serves as the core curriculum for national education in the basic level (OBEC, 2008) replaces the 2001 National Education Curriculum derived from the 1997 Constitution of Thailand giving Thai citizens equal rights of free education (Wongsothorn, 2010). The 2001 curriculum used in Thailand had been implemented for seven years until it was replaced by the 2008 Basic Education Core Curriculum. The replacement was necessary to further clarify the goals of improving the learners' quality and curriculum application at school and educational service area levels (Samudvanijja, 2008).

The mandatory implementation of the Basic Education Core Curriculum B.E. 2551 (2008) for model schools started in academic year 2009 which was initially applied to grades 1 to 10 and subsequently applied in all grade levels in the academic year 2011. For primary and secondary schools in general, on the other hand, it was first implemented in academic year 2010 and applied to grades 1to 10 and subsequently applied in all grade levels in the academic year 2012.

English is the foreign language that constitutes basic learning content prescribed for the entire basic education core curriculum. The total basic learning time prescribed in the curriculum for the English language in grade 10-12 is 80 hours per year, which is equivalent to 2 credit units. The basic learning time structure should meet all criteria and requirements for graduation (Ministry of Education, Thailand, 2008).

The 2008 Basic Education Core Curriculum prescribes a total of eight learning standards for the foreign languages learning group. These standards are sub-divided into four main strands, namely: Language for Communication, Language and Culture, Language and Relationship with Other Areas and Language and Relationship with Community and the World, which are exactly the same areas and skills assessed by the O-NET English language test. The learning areas for foreign languages aim to enable learners to acquire positive attitude towards foreign languages as well as use the language for communicating effectively in various situations, seeking knowledge, engaging in livelihood and pursuing a higher level of education.

The 2008 Basic Education Core Curriculum is the basis for assessing all types of examinations including national achievement tests.

2.2 History of Ordinary National Educational Tests (O-NET)

The Ordinary National Educational Tests (O-NET) organized by the National Institute of Educational Testing Service (NIETS) is one of the most significant examinations administered in Thailand which was implemented eight years ago (Saiyasombut and Siam Voices, 2012). It is compulsory for every Thai students in grade 3, grade 6, grade 9 and grade 12 to be able to graduate at grade 6, grade 9 and grade 12 levels. The eight subjects such as Thai, Social Studies, English, Mathematics, Science, Health Education, Arts, and Career and Occupation based on the national curriculum taught are tested to assess the students' academic proficiency.

The areas and skills assessed by the O-NET English language test are: Language for Communication; Language and Culture; Language and Other Subject Groups Relationship; and Language Community and Work Relationships. According to the NIETS, the O-NET English language test for grade 9 is divided into two sections: (1) Language Use and Usage Section and (2) Reading Ability Section. The first section is sub-divided into four parts, namely: Signs; Questions and Answers; Dialogues; and Sentence Completion. The second section, on the other hand is sub-divided into two parts, namely: Vocabulary; and Reading Comprehension. The O-NET English language test consists of 40 items (20 items per section) and the test duration is 60 minutes.

The planning and preparation of O-NET test papers consist of nine steps: First, curriculum content is analyzed before making a survey of textbooks used in private and public schools nationwide; Second, Test Blueprint based on learning standards and indicators is made to determine the level of difficulty of test items; Third, committee of professors is selected to formulate the test items based on the Test Blueprint; Fourth, original copy of the completed O-NET test papers is typed by individuals who are unaware of the test content and are prohibited from making any changes in the test. They are then edited by the same committee members who formulated the test; Fifth, the edited and revised copy of the test are brought to a publishing house for printing under strict observance by the NIETS staff; Sixth, the printed copies of the O-NET test papers are sealed in boxes and delivered to examination centres, and will only be opened by authorized representatives; Seventh, the O-NET test is administered in schools; Eighth, the test booklets and answer sheets used by the examiners are collected and checked using OMR, an automatic checking machine; Ninth, students' scores are announced on www.niets.or.th. See www.niets.or.th for more information.

2.3 English Language Teaching at Assumption College Ubonratchathani

There are two main language programs at Assumption College Ubonratchathani: the English Bilingual Program (EBP) and the Intensive English Program (IEP) that are based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) implemented by the Ministry of Education. In these programs, three subjects: mathematics, science and English are taught by foreign teachers using the English language as the medium of instruction.

In both programs, two teachers, one foreign and one Thai, help together in teaching mathematics, science and English classes. The foreign teacher is mainly responsible for classroom teaching, preparing test papers and computing students' grades. The Thai teacher, on the other hand, assists in translation, if needed, maintaining classroom discipline, preparing lesson plans, instructional materials and checking students' attendance, exercise books, and homework.

The following chart shows the information about EBP and IEP language programs.

Table 1 Information about EBP and IEP

Information	English Bilingual Program (EBP)	Intensive English Program (IEP)
Establishment	1998	2007
No. of Students per class	30 - 35	Not more than 50
Origin of Foreign Teachers	Europe, America, Australia	Philippines, India
No. of Foreign Teachers	12	10
No. of English lessons per week	Grades 1-6 = 12 Grades 7-12 = 12	Grades 1-6 = 9 Grades 7-12 = 10
Textbooks	English in Mind (Puchta and Stranks, 2011) and My World of English S1-6 (Orient Black Swan, 2012)	My World of English S1-6 (Orient Black Swam, 2012)

The EBP and IEP are offered from kindergarten 1 to grade 9 and students are given several options to enroll in when they move up to grade 10. They can register in a language oriented program, a math-science oriented program or the Special Science Program or SSP. Moreover, the students who decide to join the SSP are required to study a six-week compulsory summer course where the 6 basic subjects: mathematics, basic English, biology, chemistry, physics and social studies, are taken in advance so that in the second semester of grade 12, their subject teachers will only teach review classes to prepare them for the O-NET tests, GAT-PAT, entrance tests to colleges and universities as well as other types of testing relevant to their needs.

2.4 Related Studies

For almost a decade since its first implementation, various opinions and criticisms about O-NET have been reported including the successive decline of O-NET test scores particularly in the five core subjects such as Thai, English, science, mathematics and social studies (Kaewmala, 2012). Many stakeholders are curious about the cause of the decline. However, there has been limited studies done on the exploration of students' problems in taking the O-NET English language test and the factors that influence low scores in O-NET English language tests.

One interesting study on the exploration of factors that affect the O-NET test scores of grade 9 students was investigated by Chawanchai (2010). The participants in this study were 242 grade 9 students of a school in Phitsanulok province who were randomly selected to respond to the survey questionnaire conducted in the academic year 2008. This quantitative study adopted the Enter Multiple Regression Analysis approach to find the factors that affect the low O-NET test scores of the students. The result showed that two out of nine variables, the teachers' quality of teaching and the students grade point average, emerged as the most significant factors that affect the low O-NET test score of the students.

The study explained that the teachers quality of teaching played a significant role in motivating students to learn and show progress. Furthermore, the study found that the higher the grade point average of the students, the higher O-NET test score they obtained. Two other notable results in this study included: the students' awareness of taking the O-NET test and the importance of taking review classes prior to the actual O-NET test. Surprisingly, only 38.5 % of the students studied special classes in preparation for the O-NET test in contrast to the 61.5 % who did not go to extra classes.

A similar study to explore the factors that affected low O-NET scores of grade 6 and grade 12 students in three provinces such as Phitsanulok, Sukothai and Nakonsawan was conducted by Ardwichai, Saenjaroen, and Janintree (2013). The schools that participated in this mixed method research were classified into three groups: small-scale schools; medium-scale schools; and large-scale schools. They responded to the semi-structured type of interview and a group survey.

The results showed that some of the most significant factors that affected low O-NET test scores of grade 6 and grade 12 students were the students' awareness of the significance of taking the O-NET test. It was found that grade 12 students applying for direct admission to universities showed greater awareness of the significance of taking the O-NET test in contrast to the grade 6 students unawareness of the significance of taking the O-NET test.

The second factor was the teachers' approaches in teaching. It revealed that there were still some teachers who relied on traditional teaching techniques such as lectures, memorization and teacher-centered approach rather than a student-centered teaching method.

The third factor was the O-NET test content in, which most of the students considered as very difficult. According to them, English and mathematics test content were the most difficult of all the eight subject groups in the O-NET test.

The fourth factor that contributed to the low O-NET test score of students was the excessive teaching loads and extra duties of teachers. This included inappropriate delegation of work and qualification of teachers, which means that there were still some teachers who were appointed to teach subjects other than their own field of study. It was also found that the schools did not have adequate number of teachers for the eight learning groups.

The quantitative studies conducted by Wongsothorn (2010), and Channuan and Wassanasomsithi (2005), were partly related to the research problem being explored in this study. Wongsothorn (2010) studied and compared the secondary students' English language skills abilities and found that grade 9 students were rather weak in their skills of using the English language particularly in the reading and writing. They claimed that the students had difficulty in understanding what they read and interpreting ideas and meaning of words in long passages. She reported the need to improve the students' ability in the two English language skills mentioned above.

The researcher has also found two studies on national testing in relation to the implementation of the O-NET test. Phanchalaem and Wongpanich (2011) analyzed and compared the perspectives of stakeholders on the national educational testing policy and its impacts. The stakeholders referred to in this study included school executives, parents, teachers and students. This mixed-method type of research

(sequential mixed method design) was done in two phases: qualitative analysis of data in phase 1, and quantitative analysis of data in phase 2. The qualitative phase adopted the exploratory design-instrument developed by Creswell (2007) to analyze the data collected from the interview. The quantitative phase analyzed the data collected from the questionnaire.

The findings revealed that generally, stakeholders viewed the national educational testing policy as moderately appropriate and worthwhile. The parents agreed that the national educational testing policy was suitable in selecting students for an admission to grade 7, grade 10 and university. In addition, parents also agreed that the test results would be useful in notifying schools of their defects and encouraging them to improve the quality of teaching and learning rather than the executives, teachers and students.

To sum up, stakeholders saw that the reinforcement of the national educational testing policy had general impacts on the students in which students needed to invest more in going to tutorial classes due to boredom, stress and fatigue in their studies. Additionally, school executives had more policies to support education; teachers were more attentive to work; parents paid more attention and support to their children's education; and students were more diligent in their studies.

The other study found related to national testing was conducted by Sommit (2009), which investigated the impacts of Ordinary National Educational Testing (O-NET) on teaching behaviours of teachers in Bangkok. The participants were 1,300 grade 7 - 12 teachers in Bangkok districts. This descriptive type of research used a mixed method of qualitative and quantitative aspect and sequential mixed method design similar to the other study on national testing previously presented. The qualitative phase of this study collected the data from interview. The quantitative phase collected the data from questionnaire which was created based on the qualitative phase.

The result of the study found that the impacts of O-NET testing on the teaching behaviours of teachers in Bangkok districts included: obvious changes in the teaching behaviour of teachers after the implementation of national testing policy. These changes showed that teachers began to analyze the contents of the lessons to be taught and the test content more than before. They used old O-NET test papers to

review the students for the actual O-NET test. In addition, teachers prepared lessons based on the content of the O-NET and read more books and other materials for professional and intellectual enhancement.

Moreover, the study revealed that teachers became aware of the usefulness of O-NET test handbook in teaching their students, emphasized on teaching the content based on the O-NET test content, focused on review classes to prepare students for the O-NET test, prepared worksheets of better quality, and promoted awareness among students regarding the importance of taking the O-NET tests.

The following impacts mentioned above would surely influence the quality of teaching of teachers and they may be considered as factors to help improve the students preparation for the O-NET test and for improving their test scores.

The previous studies presented were conducted in Thai context. This last but not least study, on the other hand dealt with a foreign context. This study conducted by Victorino (2011) investigated the factors that affected the national achievement test performance of selected second year high school students in Manila, Philippines. This particular factor referred to the unsatisfactory result of the national achievement test. This study was a mixed method research that participants were randomly selected from four different government high schools in nearby Manila municipalities.

The most significant findings in this study revealed that technology, media and study habits of students had a direct casual relationship to the performance of the students in the national achievement test. It was further explained that the dominant usage of mobile phones and the internet, and a massive consumption of TV among students affected their learning. In addition, radio and newspaper were not preferred media. This means that media provides minimal help in their studies. Furthermore, the result of the study showed that the students allotted a small portion of their free time on doing school assignments.

Another significant factor in this study was regarding family relationships which revealed that most students who were product of broken homes obtained lower scores in the national achievement test as compared to students who were well attended to by their parents and siblings. The main reason for the low performance of students in national achievement test was the absence of concern, the feeling of warmth, and quality of time spent with their biological parents.

In summary, the most significant points found in the above review of literature can be attributed to both teacher-related and student-related factors. Whichever factors they are attributed to would definitely contribute to the significance of the present study.

The proceeding chapter will discuss the methodology of this study.

CHAPTER 3

METHODOLOGY

This chapter is divided into four sections: (1) nature of research, (2) research framework, (3) data analysis and (4) research rigor. Section 1 will discuss the nature of qualitative research; section 2 will discuss the research setting, access and ethical considerations, sampling and research methods; section 3 will discuss the Grounded Theory and Content Analysis; and section 4 will discuss the research rigor.

3.1 Nature of Research

This study is a mixed method type of research. It is qualitative type in nature because on a semi-structured interview were used as primary data. In addition, it is a small-scale case study in an empirical way that deals with interpretation and plays with words. It is considered mixed method in the sense that the researcher used the content analysis, to analyze the supplementary data.

3.1.1 Qualitative Research

A qualitative type of research is based on descriptive data and does not make use of statistical procedures (Mackey and Gass, 2005). The goal of qualitative research is to develop concepts which help us understand social phenomena in natural settings giving due emphasis to the meanings, experiences and views of all the participants (Maya and Pope, 2013: website) where detailed data is collected through open-ended questions and provide direct quotations (Jacob, 1988).

Some significant characteristics of qualitative research include emic perspectives (Mackey and Gass, 2005) which adopt the use of grouping categories meaningful to participants, natural and holistic representation (Damico and Tetnowski, 2001) that aims to study individuals and events in their natural setting, the involvement of fewer participants, and cynical and open-ended process. However, an obviously important feature of qualitative research is its flexibility (Key, 1997). In this research study, an example of its flexible nature is the use of open - ended questions

in interviews where the participants feel free to respond, elaborate and express their ideas in details about the problems of students in taking the O-NET test.

Some of the most commonly used data gathering tool in qualitative research include interviews, observational techniques, case studies, and relevant documents (Mackey and Gass, 2005). In this study, three data gathering tools were used: interview, textbook analysis and related documents.

This research is a case study because it allows the researcher to focus on a particular individual which is rarely possible in big group research (Johnson, 1993) for the purpose of comparing and contrasting data. Likewise, case studies are detailed investigations of individuals or groups, (Key, 1997) that aims to provide holistic description of the subject being studied. This research study conducted a detailed exploration of the students problems in taking the O-NET English language test. More importantly, the researcher bears in mind that in conducting case studies, making generalization drawn from the study should be given careful consideration to avoid misinterpretation (Mackey and Gass, 2005).

3.2 Research Framework

3.2.1 Research Setting

The venue for this study mostly took place at Assumption College Ubon Ratchathani (ACU). ACU is the tenth school managed by the Foundation of the Brothers of Saint Gabriel (BSG) Congregation, Thailand, which is a legal entity and a non-profit charitable organization (Fonseka, 2009). In Thailand, the Foundation runs 14 educational institutions including Assumption College (AC), the very first school established in 1901, Saint Gabriel's College (SG), Assumption College Thonburi (ACT), Assumption College Samutprakarn (ACSP), Assumption Commercial College (ACC), Assumption College Sriracha (ACS), Saint Louis Chachoengsao (SLC), Assumption College Rayong (ACR), Montfort College (MC), Assumption College Lampang (ACL), Assumption College Nakornratchasima (ACN), Assumption Technical School Nakorn Phanom (ATSN), and Assumption University (AU) formerly Assumption Business Administration College (ABAC).

The Brothers' educational institutions aim at:

"preparing and educating children and youth, irrespective of nationalities and religions through the acquisition of knowledge and skils at various levels, which will be a good foundation for their future and further quest for more knowledge and wisdom in the concept and process of life-long education"; "inculcating in the pupils' minds right attitudes, right precepts of religion, traditional values and moral principles" (FSG Annual Report, 2009).

ACU's former name was "Sapphanyuwittayasongkroe" which was first established in May 1957 by the Catholic priests of the Diocese of Ubon Ratchathani. The Diocese of Ubon Ratchathani handed the management of the school over to the Brothers of Saint Gabriel in May 1965 and changed the name to Assumption College Ubonratchathani.

There are 2,023 students enrolled in the academic year 2013-2014 with 120 teachers, including 22 foreign teachers, 35 non-teaching staff and 50 maintenance workers. Its unique qualities are mainly concerned with discipline, the English language, and social responsibilities. ACU offers quality education to students from nursery to grade 12.

3.2.2 Access and Ethical Considerations

To ensure confidentiality and anonymity on the part of the participants, the researcher has taken into consideration the Checklist for Obtaining Informed Consent (OIC) (Macky and Gass, 2005), in which the form for Consent to Participate in Research (See Appendix D) has been adapted. The participants were supplied with sufficient information to make informed voluntary decision about their participation.

3.2.3 Sampling

3.2.3.1 Participants

Twelve Thai participants were involved in this study: nine grade 10 students and three teachers. All the participants were purposively chosen to participate in this research.

1) Students

The nine grade 10 students who were purposively chosen were grouped into three levels: Excellent Group (EX), Average Group (AV) and Below Average Group (BA). The Excellent Group belonged to the top ten list of students in their respective classes. The Below Average group belonged to the last ten students and the Average Group were in between the top ten and last ten ranking in their respective classes of English subjects.

The same group of students had also taken the O-NET English language tests in grade 9 of academic year 2012 and obtained scores below 50 % in the English language tests. The same group of participants had also studied in either EBP or IEP from grade 7-9 and completed lower secondary education at ACU.

The following table showed details of primary data collection plan for the interview.

Table 2 Participants' interview information

Participants Code	Interview Date	Length of Interview
EX.1	15 March 2014	7.54 min.
EX.2	3 March 2014	8.47 min.
EX.3	28 February 2014	9.10 min.
AV.1	15 March 2014	8.38 min.
AV.2	12 March 2014	5.56 min.
AV.3	27 February 2014	6.41 min.
BA.1	25 February 2014	9.02 min.
BA.2	14 March 2014	6.38 min
BA.3	14 March 2014	7.11min.
TR.1	3 March 2014	12.58 min
TR.2	28 February 2014	10.16 min.
	30 April 2014	5.25 min.
TR.3	3 March 2014	9.35 min.
	2 May 2014	4.46 min.

2) Teachers

The three teachers were also purposively chosen to participate in this study: the academic head at ACU, a grade 9 teacher of English and a grade 10 teacher of English. The academic head was chosen primarily because she could provide the researcher some relevant information regarding accurate and complete records of students' grades, O-NET test scores, planning and preparation of students prior to O-NET testing, and general opinion on the teachers' teaching style and students' learning style that might have influenced the decline of O-NET test scores of grade 9 students.

The two English teachers, on the other hand, were chosen because they have taught Basic English subjects to the same group of students, thus, they could provide the researcher a general background of the students' learning style, students' behaviours in learning English and their progress.

All the twelve participants were subjected to a semi-structured interview for the collection of primary data.

3.2.4 Research Plan

3.2.4.1 Research Methods

This study is intended to use three research instruments in obtaining relevant data and they are a semi-structured interview, textbook and documents.

1) Interview

Lankshear and Knobel (2004) defined *interviews* as planned, pre-arranged interactions between two or more people, where one person is responsible for asking questions pertaining to a particular theme or topic of interest and the other person is responsible for responding to these questions.

Interviews are most commonly used in qualitative research because it allows the researcher to compare answers from different participants. In this study, a semi-structured interview is chosen because it is a less rigid type where a researcher uses a prepared written guided questions and the interviewee still have the freedom to gather more information from the participants.

As Carspecken (1996: 155) noted, the interviewer's intense interest in what interviewees are saying encourages the latter to "open-up".

By opening-up, the interviewees are encouraged to freely express their opinion, give suggestions or argue on a particular point for clarity.

The main advantage of interview is that it allows the researcher to investigate phenomena that are not directly observable such as perceptions or attitudes.

However, Hall and Rist (1999) pointed out some drawbacks of interviews including "selective recall, self delusion, perceptual distortion, memory loss from the respondent and subjectivity in the researcher's recording and interpreting of the data." (pp. 297-298). It is therefore important for the interviewer to develop interviewing skills in order to avoid the above mentioned drawbacks from distracting the proceedings. Likewise, Johnson and Weller (2000) stated that relying solely upon the results of open-ended interviews makes it difficult for the researcher to make reasonable and valid comparison across informants. Therefore, it is necessary to use the same set of questions to meaningfully make comparisons and summarize the results. As Richards (2003: 69) noted, effective interviewing depends on being able to frame the questions that will elicit willing and informative responses by being able to see things from the interviewee's perspectives.

A semi-structured type of interview was the primary method of data collection used in this study. The actual interview was conducted only once with the twelve Thai participants (See Table 2) using an interview guided questions (See Appendix B and C). The interview questions were given in Thai in order to obtain rich and more meaningful responses from the Thai participants. Even though the researcher is Filipino, she has acquired fluency in all basic Thai language skills except in writing. Hence she is capable of conducting the interview in Thai. The actual interview was conducted only once with all the twelve participants depending on their most convenient time (See Table 2).

There were two sets of open-ended type interview guided questions used in this study. The questions were divided into 4 parts (See Appendix B and C). The researcher used the separate set of interview guided questions due to the participants level of differences such as age, proficiency, education and maturity.

Set 1: Interview Questions for English Teachers / Foreign Language Department Head / Academic Department Head (See Appendix C)

Set 2: Interview Questions for Students (See Appendix B)

- Pilot Interview

The use of piloting is an important means of assessing the feasibility and usefulness of the data collection method as well as to revise and finalize the interview guide questions and methods used in the study, Macky and Gass (2005).

Two people, one grade 10 student and one grade 9 teacher of English, took part in a pilot interview conducted prior to the actual data collection to determine the validity and credibility of the proposed interview questions. Before the actual interview a pilot interview was conducted. All the questions were piloted, analyzed and edited by the researcher. Then, a new set of interview questions were formulated to make them more appropriate and able to collect data that suited the interview questions.

- Follow-up interview

A follow-up interview was conducted by the researcher during the analysis stage of the collected data. Two teachers (TR.2, TR.3) were re-interviewed to gather additional and vital information for clarity of a particular issue related to the findings of the current study.

2) Textbook Analysis

The supplementary source of data collection made use of text analysis. In this method, the researcher intended to analyze the content of the two books used by the participants in grade 9 basic English subject: English in Mind (Oxford University Press, 2010) and My World of English Secondary 3 (Orient Black Swan, 2012). The contents of these two books (See Table 10, 11, 12) were compared with the scope of the O-NET English language test questions in the academic year 2012 (See Appendix G).

3) Documents

Aside from the above-mentioned methodology, the researcher also collected relevant data from other sources for supplementary information which were used to support and verify the existing ones for greater clarity.

These documents included summary records of students' grades and accumulated scores in grade 9 English subject, summary report on students' O-NET tests from 2010 to 2012 (See Table 4, 5, 6) and sample O-NET English language test papers (See Appendix G).

3.3 Data Analysis

3.3.1 The Grounded Theory Method

The Grounded Theory Method developed by Barney Glaser and Anselm Strauss in 1967 was adapted to analyze the researcher's qualitative data. The main concept of the Grounded Theory method is to develop a theory based on a logically consistent set of data collection and analysis procedures (Charmaz, 2001). These procedures allow the identification of patterns in data to derive an empirically valid theory (Glaser and Strauss, 1967; Martin and Turner, 1986). To arrive at these patterns, the researcher followed these steps based on the primary data collected: (1) transcribing audio-recorded interview data, (2) identifying categories based on the participants' points of view, (3) grouping categories, (4) coding categories - finding similarities and differences and (5) creating main themes and sub-categories. The following steps, however, may not be taken sequentially in the research as there may be a need to go back and forth among some steps.

Although the goal of grounded theory approach is to develop a new theory, the researcher adapted the method as a framework to analyze data and use it as a method to develop categories or themes.

After conducting the semi-structured interview as the primary source of data collection, the audio-taped interview data was transcribed and analyzed in Thai. A Thai colleague who is an expert in both Thai and English helped in transcribing the data into Thai. The transcribing process was necessary for ease of retrieving information for data analysis. The data collected from the interview of students were classified, analyzed and compared using *open coding* to extract a set of categories in order to create the main themes and their sub-categories. The same procedure was applied to the data collected from the interview of the teachers.

3.3.2 Content Analysis Approach

For the supplementary data collection, the researcher adopted the qualitative content analysis approach with an emphasis on the content categories developed by Weber (1985). This approach examined the texts for the frequency of word counts. According to Jackson (2013: website), the content categories may consist of one, many or several words. Words, phrases or other units of text classified in the same category are presumed to have the same meanings.

This approach was used to analyze and compare the English textbooks: *My World of English Secondary 3* (Orient Black Swan, 2011) used by the IEP students in grade 9 and *English in Mind* (Cambridge University Press, 2010) together with the O-NET English Language Test for grade 9 in the academic year 2012 (See Appendix G).

In this research study, the contents of the two textbooks were identified and analyzed before they were compared to determine the similarities and differences which were then used to compare with the contents of the O-NET test.

3.4 Research Rigor

Every researcher wants to believe that their study is worthy of being accepted as a good quality research. In terms of trustworthiness regarding the credibility of this study, the researcher has employed a variety of means to collect data through triangulation in order to support the study and its conclusion. Hence, semi-structured interview, textbook, and other relevant documents provide rich and reliable data to triangulate and prove the credibility of the study. Triangulation reduces observer or interviewer's bias and enhances the validity and reliability of the information (Johnson, 1992).

To sum up, the results of analysis obtained from this research study hopefully provide, useful and informative data regarding the exploration of the students' problems in taking the O-NET English language test that could be beneficial in improving the students' O-NET test score in academic year 2015.

In the proceeding chapter, the findings of the current study will be presented.

CHAPTER 4
FINDINGS OF THE STUDY

This chapter reports the findings of the present study in relation to the research question: What problems do grade 10 students encounter in taking the O-NET English language test?

As previously mentioned in Chapter 3, a semi-structured interview was conducted as the primary source of data collection. All the twelve participants were interviewed using a separate set of open-ended interview guide questions: Set 1 (See Appendix B) and Set 2 (See Appendix C). Both sets of interview questions were divided into four parts (See Methodology, p.22). The audio taped interview data (See Appendices D, E) was then transcribed and analyzed in Thai. The Grounded Theory method developed by Barney Glaser and Anselm Strauss in 1967 was adopted to analyze the researcher's qualitative data to develop categories and themes.

Furthermore, the data was presented into two sections: Section 1: The problems of students in taking the O-NET English language test and Section 2: Participants' suggestions for improving the O-NET English language test scores (See Table 7 in Appendix A). In Section 1, the problems that grade 10 students had in taking the O-NET English language test in the academic year 2012 were identified and presented. Whereas, in Section 2, suggestions for improving the O-NET English language test scores were identified and summarized based on the participants' points of view. There were two main ideas that emerged from the collected data: (1) Strategies in Preparing for O-NET English Language Tests and (2) Suggestions for Improving O-NET Test Scores. These two main ideas were analyzed and compared to find similarities and differences in order to arrive at a favorable conclusion (See Table 8 in Appendix A).

In connection with the supplementary data, the researcher also adopted the qualitative content analysis approach with emphasis on the content analysis developed by Weber (1985). The purpose is to triangulate the findings of the primary data.

In the following sections, a detailed discussion of the findings based on the participants' points of view will be presented.

4.1 Students' problems in taking the O-NET English language test for academic year 2012

According to the interview, the result showed that there were six main problems (See Table 7 in Appendix A) that emerged in response to the research question. They are: (1) reading ability, (2) limited knowledge of vocabulary, (3) overemphasis on an English into Thai word-to-word translation while taking the O-NET English language test, (4) awareness of the usefulness of the O-NET test score, (5) students' behaviour in learning English and (6) time structure.

The following problems will be discussed in detail below.

4.1.1 Problems in reading ability

Reading ability is one significant component of an English language test. Hedge (2000) explained that language knowledge enabled readers to work on the text. She further explained that fluent readers have good knowledge of language structure and can recognize a wide range of vocabulary automatically. Incidentally, poor reading ability has been one of the difficulties that most of the participants in this study experience when taking the English language tests due to unfamiliar aspects of the English language (Hedge, ibid.).

In the following section, reading comprehension problems of students will be discussed.

The most significant problem that grade 10 students had in taking the O-NET English language test for academic year 2012 was reading ability. This problem includes the students' poor reading comprehension skills, difficulty understanding and interpreting long passages, difficulty analyzing questions based on the reading passages, and difficulty identifying main ideas.

Poor reading comprehension skills and difficulty understanding and interpreting long passages

Most students (EX.1, EX.2, AV.1, AV.2, AV.3, BA.1) mentioned that the main problem was their poor reading comprehension skills and difficulties in

understanding and interpreting passages. Due to the students' poor reading comprehension skills, their ability to process information particularly when dealing with long passages in the test greatly influenced their performance in taking the O-NET English language test. For example:

"It's not that I don't like English, but I find it very difficult to understand and interpret long passages. Short passages are okay, but long ones are really hard for me.....I can't understand when I study. If I have enough knowledge of reading comprehension, I think I can do the reading test better." (Intw. AV.3, 27 Feb. 2014,Trans.)

And:

"....sometimes after reading [the passages] I cannot understand some sentences or what the passage is all about so it is very hard for me to find the main idea in that passage..." (Intw EX.2, 3 Mar 2014, Trans.)

All teachers (TR.1, TR.2, TR.3) expressed a similar opinion regarding the students' problem in understanding and in interpreting long passages in the O-NET English language test. For example, a teacher (TR.3) expressed her opinion on students' problem in reading.

"As you know, reading is a problem for them [students] because they find it difficult to read long passages, they prefer short passages because it's is less time consuming... easier for them to understand." (Intw. TR.3, 3 Mar.)

4.1.2 Limited knowledge of vocabulary

In addition, almost all of the participants (TR.1, TR.2, TR.3, EX.1, EX.2, AV.1, BA.1, BA.2, BA.3) considered lack of or limited knowledge of vocabulary as equally significant problem in this area. The students' limited knowledge of vocabulary contributed to their reading difficulties when taking the O-NET English language test, as shown in the transcription below:

"....I think I should know many words or vocabulary so it would be easy to read and understand the passages in the test...." (Intw. EX.1, 15 Mar 2014, Trans.)

And:

"...I am not that good in vocabulary. I don't know many words. I only know some easy words or some short words but long words are too difficult to understand..." (Intw. BA.3, 14 Mar. 2014, Trans.)

Similarly, the teachers agreed that students' limited knowledge of vocabulary made it difficult for them to understand and interpret long passages in the O-NET English language test, as the grade 9 English teacher said:

"I think the reading ability section in the test [O-NET English language test] is difficult for them [students] because they don't understand many words....." (Intw. TR.2, 28 Feb. 2014)

However, it can be noted that, based on the text analysis of the books, the following reading comprehension skills, i.e. drawing conclusion, summarizing and paraphrasing, identifying character traits, reporting information, stating main ideas and supporting details and recognizing facts and opinions were included in the content of both textbooks (see Table 10 in Appendix A). But according to limited data, it couldn't be identified whether the students had thoroughly taken up all the lessons prescribed in the textbooks. The difficulty that the students encountered in taking the O-NET English language test regarding their reading ability problem, therefore, may not solely be attributed to student-related factor. To clarify this point, a follow-up interview of the teachers (TR.2, TR.3) was conducted and they mentioned that frequent school activities affected their teaching timetable. This teachers' teaching timetable reflects the number of periods, the subject and its code and the class level that he or she should teach in a week. The lessons planned were sometimes not implemented due to insufficient time brought about by classes cancelations to

allow students to participate in the school activities. However, the result of this study may possibly help the school's academic head, foreign languages department head and English teachers plan affective ways to remedy this problem and avoid frequent class cancellations.

4.1.3 Overemphasis on an English into Thai word-to-word translation while taking the O-NET English language test

According to the analysis, the students reported they had problems on an English into Thai word-to-word translation while taking the O-NET English language test. In this context, it reflected that the overemphasis on this method was the problem of the students. Brown (1986) stated that the grammar-translation method was not new and it was earlier used in the century to help students read and appreciate foreign language literature. In addition it is fairly common for Thai teachers to use the grammar - translation method to ensure students understand particular concepts presented to them (Khamkien, 2010). This method also influenced the students to have difficulty in translating words and sentences from the passages. In addition, it had made them spend too much time on reading and translating of words and sentences from passages in the O-NET English language test.

In the following section, the students' problems on translation while taking the O-NET test will be presented.

4.1.3.1 Difficulty in translating words and sentences from passages

Many students (EX.1, EX.2, AV.2, AV.3, BA.1, BA.2, BA.3) talked about having difficulty in translating words and sentences from the passages included in the O-NET English language tests because many of them did not have adequate knowledge to translate English into Thai. For example:

"....referring to the dialogues, I think I can translate them because they are a lot easier but sometimes when it [translation] comes to some words and sentences in the passages of the reading test, I do not understand many words and sentences especially those [words] that I have not studied yet, so I don't know what to do to be able to understand their meaning....it's really difficult to translate....". (Intw. BA.3, 14 Mar. 2014, Trans.)

4.1.3.2 Spending too much time reading and translating words and sentences from passages

Because of the poor ability in translation of words and sentences into Thai, a lot of students (EX.1, EX.2, AV.1, AV.3, BA.1, BA.2, BA.3) commented that they spent too much time doing the reading section of the O-NET English language test due to their difficulty in understanding the reading texts and translating unfamiliar words and sentences from the given passages. Although many students accepted the fact that translation was a necessary tool to aid them in understanding passages, they insisted that it was not important to translate every word, as these students said:

"Understanding passages is difficult because of words and sentences.....regarding words it is a must to translate the meaning to be able to know the meaning of the word when we are taking the test [so we can understand what the passage is about] but we spent too much time in translation, the time is too short for me to finish the test....." (Intw. EX.2, 3 Mar. 2014, Trans.)

And:

"...the problem is there were some words that I can read but they were very hard for me to understand because I cannot translate them. If I can translate the difficult words I think I can understand the passage and i could have finished the test faster than I did, but I cannot really do it...." (Intw. BA.2,14 Mar. 2014, Trans.)

All the teachers (TR.1, TR.2, TR.3) expressed similar views on translation problems of students. One teacher (TR.1) explained her own point of view on this particular matter. She said:

"....one of the problems we see that students can't do the test (O-NET) well is really regarding their reading ability.... students find it difficult to translate sentences, some words I think are easy for them but if the sentences or

passages are very long, they don't want to read them....." (Intw. TR.1, 3 Mar. 2014, Trans.)

And:

"Of course, it is necessary for students to translate. If they don't [translate] how would they understand what they are reading? I give translation as homework for my students... usually at a word or sentence level...short passages too but I make sure they are not too difficult for them....." (Intw. TR.3, 3 Mar. 2014)

The students' difficulty in translating words and sentences from passages in the test may have been one of the most significant factors to be considered in the low O-NET English language test scores in the academic year 2012, however, there some ways to encourage students to exert more effort in order to improve their understanding of words and sentences from texts and passages in the test. The English teachers may require students to bring a dictionary to the class and refer to it whenever they encounter new or difficult words while learning English. The teachers may give an unlocking activity of difficult words or allow students to keep a vocabulary notebook to write down and translate words that they do not understand. Helping students improve the students' vocabulary knowledge should be taken into great consideration by the English language teachers.

4.1.4 Awareness of the usefulness of O-NET test scores

Perspectives towards the usefulness of the O-NET test scores differ according to groups and levels of students. Some students may use the O-NET test scores to enter a new school, to apply for a university entrance examinations or to simply determine their proficiency level. Others may take it as a routine type of examination that should be taken when their turn finally comes as part of the school's policy. The main point, however, was that students failed to recognize the importance of O-NET test score. Their unawareness of the benefit of O-NET test score was one of the factors that influenced their low score in the test.

In the following section, the findings regarding the students' awareness of the usefulness of O-NET test score will be presented.

4.1.4.1 When moving to other schools

As for grade 10 students who took part in this study, the following students (EX.2, EX.3, AV.3, BA.1) stated that the O-NET test score was useful only when the students are moving to other schools for grade 10. It does not serve any other purpose if they decide to remain in the same school. They said:

"If we are going to continue matayom 4 in other schools we can use the O-NET test score to enter that school. If our score is lower than what that school require then we may not be accepted by that school..." (Intw. BA.1, 25 Feb. 2014, Trans.)

And:

".... the scores we get from the O-NET tests can be used to guarantee entrance to other schools, good schools, if we get high scores we have better chances of being accepted...." (Intw. EX.3, 28 Feb. 2014, Trans.)

4.1.4.2 Completion of grade 10 level regardless of O-NET test score

Similarly, teachers (TR.1, TR.2) expressed the same view as the students. One notable comment, however, came from the ACU academic head (TR,1) who explained that grade 9 level can be completed regardless of students' scores in the O-NET test, as follows:

"The O-NET test score is important for students who wish to remain in the same school for grade 10. If they move to study in other school, the O-NET score is useful....Many students take this test because it is the policy of the school and the MOE.... students can finish M.3 no matter what test scores they get from O-NET....." (Intw. TR.1. 3 Mar. 2014, Trans.)

The teachers, undoubtedly, perceived the O-NET test as an important means to assess the students' progress at a certain level. The students, on the other hand, had a different perspectives in terms of the usefulness of O-NET test score.

They only consider its significance when moving to other schools. They were unaware of the other aspects of O-NET test score that they may probably benefit from. The teachers play an important role in encouraging students to strive harder to improve their O-NET test score particularly in the English subject.

4.1.5 Students' behaviours in learning English

Oxford Dictionary (2009) defines *behaviour* as the way in which a person acts in response to a particular situation or stimulus. It is the way one acts or conducts oneself, especially toward others.

The students' behaviours in learning English is another problem that contributes to low scores gained by students in the O-NET English language test. Different groups of students (EX.1, EX.3, AV.1, AV.2, BA.1, BA.3) mentioned several interesting points regarding their behaviour toward learning English. This includes the students' dislike for reading textbooks and other reading materials in English, diligence in studying English, being easily distracted and no concentration in learning English.

4.1.5.1 Students' dislike for reading textbooks and other reading materials in English

According to the interview, the students (EX.1, EX.3, AV.1, AV.2, BA.1, BA.3) expressed their lack of preference in reading the textbooks (MWOE, 2011; EIM, 2010) prescribed by the school for English subjects. Moreover, they mentioned other reading materials in English, newspapers, magazines or articles as less interesting as their English textbooks, for example:

"I like reading but not the textbook used at school. I like reading novels or magazines in Thai. I don't read newspapers at all. I hardly ever read something in English, when I do [read] it is like I don't get anything from my reading...." (Intw. EX.3, 28 Feb. 2014, Trans.)

4.1.5.2 Preference on reading comic books or cartoons

Apart from that, some students prefer reading cartoon books because they are more interesting. BA.1 said that she liked and enjoyed reading cartoon books because they are easy to read and understand, very colourful and handy

(Gerde and Foster, 2007). BA.1 further explained that they have a lot of cartoon books at their home, she said:

"Cartoons are good for reading, I have many at home and I like reading comics and cartoons when I am free. I like cartoons because I can take it with me anywhere even in the classrooms but my teachers don't want us to bring them to class. I like cartoons because they are colourful and really fun." (Intw. BA.1, 25 February 2014. Trans.)

On the other hand, one teacher (TR.1) believed that if students would try harder to spend some time reading some materials in English, they would have been able to improve their grades in English subjects and eventually gain better scores in the O-NET English language test, as stated below:

"The problem about students' reading ability has been a great challenge for us teachers. We have done our best to encourage them [students] to study well and read a lot, but very few students can follow us. I believe that reading can help them [students] learn more vocabulary and increase their knowledge on other things not taught by the teachers." (Intw. TR.1, 15 Mar. 2014, Trans.)

4.1.5.3 Diligence in studying English

Another interesting point was that students were not diligent in studying English. Some of the students (EX.1, AV.1, AV.3, BA.2) were aware of its consequences and hopes to improve themselves in due time. One student (EX.1) honestly expressed his regret for his actions and hopes to be more diligent in studying English. He said:

"English is good, but when I study I am not that diligent....I feel sorry that I did not study well and diligently......" (Intw. EX.1, 15 Mar. 2014, Trans.)

Another student shared the same point of view:

"I tried to be diligent ,but English is really difficult. I am just starting to understand English. I started learning it [English language] in grade one but, I just started to understand it a little bit in grade 5." (Intw. AV.1, 15 Mar. 2014, Trans.)

4.1.5.4 No concentration in learning English

One student (AV.3) stated other points that students could not concentrate on learning English because they could be easily distracted while learning. Some of these distractions may include peers, electronic devices, and doing homework for other subjects while the English class is on-going (Victorino, 2011). These factors may be considered less significant, however, they contributed to the low score gained by students in O-NET English language test, as one student said:

"Sometimes we would rather play in class but we make sure the teacher does not see us; some of my friends like doing other things rather than studying and doing homework in English." (Intw. AV.3, 27 Feb. 2014, Trans.)

To sum up, the students' behaviours in learning English suggested that they had significant effect on the students' low O-NET English language test score. It should. therefore, be given utmost attention by the English language teachers to encourage students to develop a good habit in learning the English language.

In the following section, the students' problem on time structure will be presented.

4.1.6 Time Structure

Finally, the last but not least problem found in this study that influenced students' low score in the O-NET English language tests for grade 9 is time structure. Most of the students (EX.1, EX.2, AV.1, AV.3, BA.1, BA.2, BA.3) commented that the 60-minute duration for the 40-item O-NET English language tests

was insufficient for them due to their inability to translate words and sentences from passages. For example:

"…..and regarding the time for taking the O-NET English language test …. not enough to finish the test on time….because I sat there translating words and sentences from passages and thinking about how to interpret the meaning." (Intw. AV.1, 15 March 2014, Trans.)

And:

"….time is too short, sometimes when I read so many words and sentences from passages my mind becomes blurred and confused so it takes too much time to read everything and choose the answers to the questions. In my opinion the time is really too short." (Intw. BA.3, 14 Mar. 2014, Trans.).

In contrast, all the teachers (TR.1, TR.2, TR.3) who participated in this study did not agree with the idea. They believed that the length of time allotted for the English language tests was appropriate as one participant (TR.2) mentioned that the one-hour time frame allotted for taking the O-NET English language test was just reasonable.

Furthermore, they believed that the duration of the test was not a problem, had the students been really well-prepared for doing the O-NET tests, as one teacher commented:

"….. Well, I don't think there's a problem with that. This length of time is just fine in my opinion. If students really prepared before the test I think they can do it well and time is not a problem." (Intw. TR.3, 3 Mar. 2014).

To sum up, the participants view that the 60-minute time allotted for the O-NET English language test, which resulted in the low score of students, was insufficient may have been influenced by the above factors. Thus, ways to resolve the students' problems on the insufficiency of time in taking the O-NET English language

test should be considered by every English language teachers to prepare them well for the O-NET test in grade 12 of academic year 2015.

In the following section, suggestions for improving the students' O-NET English language test score will be presented.

4.2 Suggestions for Improving O-NET English language test score

Taking national tests or any other type of tests does not always guarantee satisfactory results for many students. A good preparation is important in order to gain satisfactory results in taking examinations.

According to the data analysis, the result also showed other factors that may be useful in preparing the same group of students for the next O-NET English language tests in grade 12 of the academic year 2015-2016. Upon careful analysis and comparison of supplementary data (See table 7 in Appendix A) from the participants' points of view in preparing for O-NET English language tests; and suggestions for improving O-NET Test Scores, the researcher hereby presented the following details.

4.2.1 Taking review classes in and outside the school

All of the students (EX.1, EX.2, EX.3, AV.1, AV.2, AV.3, BA.1, BA.2, BA.3) considered taking review classes in and outside the school as the most significant factor for improving their scores in the O-NET English language test, as one student stated:

".... I should attend review classes in my school and outside to gain more knowledge,and to prepare me to take the test [O-NET].....inside or outside depends on my own convenience...." (Intw. EX.1, 15 Mar. 2014, Trans.)

One teacher (TR.1) agreed that students should attend review classes whether inside or outside the school as it would be an effective way to prepare for the tests, as she said:

"Taking review classes is good because it can give them [students] extra information and knowledge. Our school has been implementing review classes

two weeks before the O-NET tests but it is up to the students whether to take more review classes outside or not." (Intw. TR.1,15 Mar. 2014, Trans.)

4.2.2 Studying and reviewing with foreign teachers, tutors, or Thai and foreign team teachers

Most of the participants (EX.1, EX.2, EX.3, AV.1, AV.3, BA.1, BA.3) had also mentioned studying and reviewing with foreign teachers and tutors; or studying with Thai and foreign team teachers in review classes were equally significant in preparing for the O-NET test. They were confident that having two teachers may have helped them understand the lessons better. For example:

"....like in my school we study English classes with Thai and foreign teachers. The Thai teacher helps in translation when we don't understand. They also review us for the O-NET test.....we have to review more intensively...." (Intw. EX.3, 28 Feb. 2014, Trans.)

And:

"...if we study with foreign teachers, I think it is good because they know more than Thai [in terms of English language use]....but sometimes when we study grammar and when the foreign teacher explain a particular grammar concept, I think it is easy to understand when Thai teacher explains in Thai language....we can really understand better." (Intw. AV.3, 27 Feb. 2014)

4.2.3 Reviewing more and using old O-NET test papers

In addition, some students (EX.2, EX.3, AV.1, AV.3, BA.1, BA2) also considered reviewing more and using the old tests for the review as factors for improving scores in the O-NET English language test. They believe that it could help them understand and avoid further confusion regarding instructions used in the O-NET English language tests as one BA student stated:

"....get the old tests of O-NET, test last year and the years before and try to do them so we can see if they are similar [the same instructions].... I am sure we can do the O-NET test better next time if we get used to the instructions and content." (Intw. BA.1, 25 Feb. 2014, Trans.)

Teachers have a similar viewpoint, TR.2 and TR.3 supported the idea of using available old O-NET tests could most probably help students improve their scores in grade 12 O-NET English language test. The explained that by reviewing the old tests, students would become more familiar with the instructions and pattern of the test. As one teacher said:

"Using old O-NET tests can help prepare them [students] for the O-NET test in grade 12; it can help them gain confidence and lessen the problems they had in taking the O-NET English language test." (Intw. TR.2, 28 Feb. 2014)

4.2.4 Reading more books in English

Another significant suggestion given by most students (EX.1, EX.2, EX.3, BA.1, BA.2) was about reading more books in English. Most students may not be interested in reading materials in English, however, they realized the value of reading in order to help them improve their scores in O-NET English language test. EX.2 mentioned that students had to read books in English in advance to help them perform better in the test. He further said that he knew it was hard but he should really do it.

Incidentally, reading books in English has been previously identified as one of the problems regarding students' behaviour in learning English that students' dislike reading books in English, particularly their own textbooks at ACU (See Section 2.3).

4.2.5 Build and practice more vocabulary

Knowledge of vocabulary is an integral part of taking tests. Thus, vocabulary building and practice was also considered a factor in improving the O-NET test scores as suggested by different group of students (EX.1, AV.1, BA.3).

One participant, BA.3, specifically suggested using songs to easily remember new words as she stated:

"... at school we are encouraged to spell and translate words from English to Thai but sometimes after spelling them I forgot them, I easily forget (forgetful person) so I should work harder. ....there must be a way to help students remember words easily. I think using songs to teach vocabulary is good. Use the words in the songs to teach the meaning of difficult words, and I think we can remember them easily." (Intw. BA.3, 14 Mar. 2014, Trans.)

Moreover, TR.2 also said students who were responsible enough to spell and practice vocabulary would encounter less difficulty when taking tests as compared to other students who had very limited knowledge of vocabulary. She said:

"If they [students] frequently spell and study more vocabulary, going to take the tests will be very easy for them. So, they should be more diligent and patient when practicing vocabulary." (Intw. TR.2, 28 Feb. 2014)

4.2.6 Encourage students to like English and realize its importance

Based on the teachers' opinion (TR.1, TR.2), encouraging students to like English and helping them realize its importance are factors that may help them gain positive attitudes towards learning English. This positive attitude may in turn help them become more diligent, responsible and attentive in learning English and eventually prepare them better for the O-NET English language tests in grade 12 of the academic year 2015, as one teacher stated:

".....encourage them to learn to like English by providing them with assistance and sharing them our time when they come to us for help in their assignments ....encourage them to read. .....I think they don't like English because they are afraid of it and they don't understand English or see its importance, I think what we can do is encourage them and help them." (Intw. TR.3, 3 Mar. 2014)

4.2.7 Other ideas

And finally, there were also other suggestions given by the students to help improve their O-NET test scores: studying by themselves; speaking English often; watching TV programs in English; and last but not least; using the internet or on-line learning.

4.3 Conclusion

Based on the findings presented above, the problems that grade 10 students had in taking the O-NET English language test in the academic year 2012 included reading ability, translation of words and sentences into Thai while taking the O-NET English language test, usefulness of O-NET test scores, students behaviour in learning English, and time structure. These problems considerably influenced the low scores in O-NET English language test for the academic year 2012 of ACU grade 10 students who participated in this study. Also, the same group of participants have suggested some interesting ideas which may help solve the problems earlier mentioned.

Some interesting findings and their interpretations will be discussed in the proceeding chapter.

CHAPTER 5

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

This chapter is divided into three sections: (1) discussions and conclusions; (2) suggestions and recommendations; and (3) limitations of the study and recommendation for future research.

5.1 Summary of Findings

According to the findings presented in Chapter 4, the problems of grade 9 students in taking the O-NET English language test in the academic year 2012 were (1) reading ability, (2) limited knowledge of vocabulary, (3) overemphasis on an English to Thai word-to-word translation while taking the O-NET English language test, (4) awareness of the usefulness of O-NET test scores, (5) students' behaviours in learning English and (6) time structure.

These students' problems could be narrowed down into two significant issues that the researcher intended to discuss in this chapter: the students' reading ability problem, and the students' awareness of the usefulness of O-NET test scores. The reading ability problem could be attributed to the other problems of students: limited knowledge of vocabulary, overemphasis on an English into Thai word-to-word translation while taking the O-NET English language test, and time structure. The other important issue, the students' awareness of the usefulness of O-NET test scores, should also be taken in serious consideration as it could be a factor that effected the low O-NET test score of the students in the academic year 2012.

In the following section, the two significant problems, the students' reading ability problem and the students' awareness of the usefulness of O-NET test scores will be discussed in detail.

5.1.1 The students' reading ability problem

It is the researcher's assumption that if these two problems were resolved, the possibility of improving the students' O-NET English language test score

in grade 12 of the academic year 2015 would be greater because the problem that caused the low O-NET English language test score is a student-related as what the study conducted by Ardwichai, Janintree and Saenjaroen (2013) found (See Section 2.4).

As mentioned, the reading ability is the most significant problem that caused the relatively low O-NET test scores of grade 9 students (See Table 6 in Appendix A) administered in the academic year 2012. The students O-NET test scores for the academic year 2010 (See Table 4 in Appendix A) and in 2011 (See Table 5 in Appendix A) were also included to show the decline in the O-NET test scores of grade 9 students particularly in the English language test. The data showed that the decline in O-NET test scores were mainly due to the students problems related to reading comprehension skills (See Section 4.1.1). Some of these reading comprehension skills were: stating and identifying main ideas, summarizing and paraphrasing, word meaning and context clues, recognizing cause and effect, and drawing conclusions (Richards and Renandya, 2003).

The students specifically mentioned difficulty in understanding and interpreting long passages and identifying main ideas from the given passages in the O-NET English language test as the problems related to the above reading comprehension skills. It was quite surprising to notice that, on the researcher's point of view, the passages in the O-NET English language test were not actually that long as what the students perceived they were. However, this difficulty in understanding and interpreting long passages could be attributed to their poor reading comprehension skills as suggested by Wongsothorn, (2010). He pointed out that grade 9 students were rather weak in the skills of using the English language including reading. Because of this weakness, passages, whether long or short, would equally be perceived by the students as difficult. Thus, the findings of the current study could be attributed to Wongsothorn's (2010) claim that poor reading comprehension skills made it difficult for students to understand and interpret passages, whether long or short ones.

On the contrary, the reading comprehension skills stated above, which was attributed to the students' limited knowledge of vocabulary, were included in the content of the O-NET English language test (See Appendix G) except for recognizing cause and effect. Comparatively, according to the analysis of the students' textbooks

(See Appendix G), all these skills were found in the content of the textbooks, so it can be assumed that these skills may have been taught in the English classes prior to the taking of the O-NET English language test.

Another factor that contributed to the reading ability problem of the students was their limited knowledge of vocabulary which made them spend too much time in taking the O-NET test. Most of the students who participated in this study mentioned that English was one of the most difficult tests in the O-NET examinations because of their overemphasis on an English to Thai word-to-word translation in the translation while taking the O-NET English language test. This finding was supported by Ardwichai, Janintree and Saenjaroen (2013) who claimed that English was one of the two most difficult tests in O-NET, besides mathematics, mainly because of the students' poor comprehension skills and limited vocabulary.

To clarify the point whether the following reading comprehension skills had, indeed, been taken up prior to the actual O-NET English language test, the researcher conducted a follow up interview of the teachers (Intw.TR.2, 30 Apr. 2014, TR.3, 2 May 2014). In the follow-up interview, they talked about some obstacles in teaching the content of the textbooks in English and delegating extra tasks aside from their regular teaching duties (See Section 4.1.2). The second obstacle could be attributed to Ardwichai, Janintree and Saenjaroen's (2013) claim regarding excessive working loads and extra duties for teachers which affected their teaching performance.

Although Ardwichai, Janintree and Saenjaroen's (2013) claim was due to the inappropriate work delegation and other duties as well as excessive workloads for the teachers, the data from the follow-up interview of teachers, in the current study can somehow be considered similar in the sense that it directly affected the teaching timetable of the English teachers. This, in turn, contributed to the failure to take up most of the lessons in the students' textbook that may have been the cause of students' reading ability problems when they took the O-NET English language test due to limited time to practice and develop the students comprehension skills. Had the students had considerable exposure to acquire and master the above mentioned reading comprehension skills, they could have performed better in the O-NET English language test and obtained better test scores.

5.1.2 Awareness of the usefulness of O-NET English language test

Another interesting problem of students in taking the O-NET English language test is concerned with their views towards the usefulness of O-NET test scores. The researcher assumed that if the students are fully aware of the purpose of taking the O-NET test and the benefits it could provide them in their future education, they could have a positive perception of taking the O-NET test. This positive perception may have helped them strive more in taking the test and aim for better satisfactory scores.

However, this was not the case with the students in this current study. The data revealed that students showed less significance on the usefulness of O-NET test. They noted that those who decided to continue their study at ACU in grade 10 did not actually consider it useful as they already had this pre-conceived idea that O-NET test scores were significant only when moving to other schools for grade 10. As a matter of fact, TR.1 supported this claim by acknowledging that grade 9 could be completed regardless of scores students obtained from the O-NET tests. This finding was in contrast to the study conducted by Ardwichai, Janintree and Saenjaroen (2013), and Chawanchai (2010), who claimed that grade 12 students applying for a quota or direct admission to universities and grade 9 students moving up to grade 10, irrespective of their decision to move to or remain in the same school, recognized the value of taking O-NET tests and the significance of O-NET test scores. It is therefore a challenge for the school administrators and heads of the foreign languages department to convince their students to recognize the value of taking the O-NET tests and the usefulness of the O-NET test scores. Being aware of the significance and usefulness of O-NET tests may give students a different perspective when taking the O-NET test that help them strive harder in doing the test and aim for a better and more satisfactory score.

To sum up, if the factors that contributed to the low O-NET English language test scores of students: reading ability, and awareness of the usefulness of the O-NET test score, could be resolved, the students may possibly obtain a better and more satisfactory scores when they take the O-NET English language test in grade 12 of the academic year 2015.

5.2 Suggestions and Recommendations

According to the findings, the most significant problems of students in taking the O-NET English language test of the Academic Year 2012 were mostly "reading-related" problems. These reading-related problems caused the low O-NET English language test scores of students due to their poor reading ability including comprehension skills, understanding and interpreting passages, limited knowledge of vocabulary and problems in translation of words and sentences from the passages. Finding ways to remedy these problems are therefore necessary in preparing students in order to help them improve their scores in the O-NET English language test in the future.

In this regard, the researcher could see the possibility of organizing some activities and programs that may help improve the O-NET test scores of students. The following suggestions may contribute to solving the students reading ability problems, which was the most significant factor in the low O-NET scores of students.

The following activities are suggested:

5.2.1 Organize "Reading Clubs" for every grade level to encourage students to develop good habits in reading. Reading Clubs should be an appropriate way for teachers to encourage among students the value of reading various materials in English such as magazines, newspapers, journals, novels and children's story books.

According to the results of the present study, students have problems in reading ability because of their difficulty in understanding and interpreting passages and identifying main ideas which were attributed to inadequate reading comprehension skills. . The reading clubs can be an alternative program to allow students to expose to various reading materials in order to acquire and develop their skills in comprehension. The reading clubs is appropriate because it can help students read more and constant reading can help them improve their comprehension skills.

5.2.2 "Extensive Reading" or ER Program implemented by Vhannuan and Wassanasomsithi (2005) can be another alternative for students to develop and improve their reading comprehension skills. The result of the study revealed that student dislike reading their textbooks, ER can be an option to encourage them to develop a positive attitude in reading. In this program, students are given the freedom

to read materials of their own interest and they can read at their own pace, thus, they were able to enhance their reading ability and comprehension skills. When students have acquired adequate skills in reading and they have developed a habit in reading various materials, they may also gain more knowledge of vocabulary as they progress in their reading.

5.2.3 Reinforce "Daily Vocabulary Practice" policy. The number of words required for students to practice may vary depending on their grade level, as suggested below:

5.2.3.1   2 words / day for grades 1-3 students

5.2.3.2   3 words / day for grades 4-6 students

5.2.3.3   4 words / day for grades 7-9 students

5.2.3.4   5 words / day for grades 10 - 12 students

As the data suggested, the students had limited knowledge of vocabulary that resulted in their overemphasis on an English into Thai word-to-word translation while taking the O-NET English language test. The Daily Vocabulary Practice is an appropriate step into helping students accumulate more words from their textbooks and other reading materials in English. The students may practice the vocabulary word this way:

"Book, B-O-O-K in Thai we say ...." (for grades 1-6 students)

<center>and /or</center>

"Confident, C-O-N-F-I-D-E-N-T in Thai we say ....

It means ...." (for grades 7 -12)

The number of words to be practiced depends on the students' grade level and is just enough to remember them as there may also be similar vocabulary practice for other subject groups. They may also keep a **"Student's Vocabulary / Spelling Booklet"** to record the daily words they practiced. The students are encouraged to spell and translate the word in Thai in order to easily remember the new words. As suggested by Brown (1986), that grammar-translation method help students read and appreciate a foreign language. Likewise, Khamkien (2010) stated that teachers use the grammar-translation to ensure students understand particular language

concepts. Therefore, all teachers from grades 1 to 12 should take part in this activity by assisting students who approached them for vocabulary practice. The teacher should always sign their name and put in the date for future reference. This is to ensure students that their English teachers will be collecting their points by counting the number of words they have already practiced.

Finally, the above suggestions, would be effective and useful, to solve the students' problems on insufficiency of time in taking the O-NET English language test. It is assumed that if the reading ability problems, and all the other factors relating to it, is remedied, students may not be spending too much time on translating the words and sentences from passages and may be able to finish the O-NET English language test according to the required time structure. Thus, there is a possibility for improving the O-NET English language test scores of students in the future.

5.3 Limitations of the Study and Recommendation for Future Research

This study is limited to the exploration of students' problems in taking the O-NET English language test at ACU. It cannot be generalized to another context. Problems in other subjects included in the O-NET tests could have been explored. This may include other grade levels as well as extending the investigation to other schools in the district or provincial levels.

The number of participants in this study was too small for a group to be studied. Future studies may also deal with a larger scale research study that focuses on big number of students and teachers using a quantitative method to conduct the research.

The O-NET English language test that the students had to talk about was taken one year ago, hence, the information provided by the students may have missed out some relevant issues. Future researchers may conduct the study on the present academic year that the test occurred to ensure more validity and relevance.

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APPENDICES

APPENDIX A
TABLE 3-15

Table 3 Plan for gathering data

Week No.	Date	Details
1	23 Feb - 1 Mar 2014	- Interviewed EX.3, AV.3, BA.1 and TR.2
2	2 - 8 Mar 2014	- Interviewed EX.2, TR.1 and TR.3 - Transcribed audio-recorded data from week 1
3	9 - 15 Mar 2014	- Interviewed EX.1, AV.1, AV.2, BA.2 and BA.3 - Transcribed audio-recorded data from week 2 - Re-read and re-checked transcripts
4	16 - 22 Mar 2014	- Transcribed audio-recorded data from week 3 - Re-read and re-checked transcripts - Done trial grouping of categories from data transcripts of EX.1, AV.1 and BA.1
5	23 - 29 Mar 2014	- Re-read and re-checked transcripts - Done actual grouping of categories from data transcripts of all participants
6 -7	30 Mar-12 Apr 2014	- Revised actual grouping of categories from data transcripts of all participants to find similarities and differences for creating main themes and sub-categories
8	13 - 19 Apr 2014	- Revised actual grouping of categories from data transcripts of all participants - Written initial draft for Findings of the Study chapter
9 - 10	20 Apr - 3 May 2014	- Revised draft for Findings of the Study chapter
11	4 -10 May 2014	- Revised draft for Findings of the Study chapter and prepared tables for reporting the findings and plans

Table 4 O-NET Test Result Academic Year 2010 (2553) Assumption College
Ubonratchathani - Grade 9

Subject	Average Scores				Standard Deviation				
	School Level	Prov. Level	Division level	National Level	School Level	Prov. Level	Division level	National Level	
Thai	44.17	40.98	42.93	42.80	14.18	14.24	14.49	14.20	42.76
Social	45.91	38.33	41.37	40.85	16.52	16.87	17.73	17.00	40.80
English	21.50	16.05	18.92	16.19	18.24	14.20	17.99	14.71	16.15
Math	23.15	23.34	24.39	24.18	9.69	11.77	12.87	13.36	24.14
Science	28.04	28.9	29.05	29.17	10.89	13.22	13.4	13.33	29.13
Health	75.29	69.82	71.18	71.97	16.41	18.69	18.15	17.66	71.92
Arts	26.53	27.83	28.37	28.48	15.56	16.75	16.72	16.73	28.43
Career	52.55	44.39	48.07	47.07	15.10	19.66	18.49	18.59	47.03

Table 5 O-NET Test Result Academic Year 2011(2554) Assumption College Ubonratchathani - Grade 9

Subject	Average Scores				Standard Deviation				
	School Level	Prov. Level	Division level	National Level	School Level	Prov. Level	Division level	National Level	
Thai	48.19	47.63	47.33	48.11	11.31	12.77	13.79	13.02	48.07
Social	45.69	42.91	42.01	42.73	10.40	11.07	11.51	11.11	42.70
English	36.88	31.66	32.16	30.49	12.96	10.62	12.87	10.79	30.46
Math	32.01	33.20	31.49	32.08	10.61	11.40	11.36	11.33	32.05
Science	32.97	32.69	31.66	32.19	12.68	11.35	11.89	11.63	32.16
Health	50.96	50.84	49.23	50.87	7.79	11.37	11.05	10.62	50.84
Arts	44.71	42.93	42.78	43.50	10.63	11.15	11.36	11.02	43.47
Career	47.55	46.03	46.15	47.29	11.73	13.27	14.19	13.29	47.25

Table 6 O-NET Test Result Academic Year 2012 (2555) Assumption College Ubonratchathani - Grade 9

Subject	Average Scores				Standard Deviation				
	School Level	Prov. Level	Division level	National Level	School Level	Prov. Level	Division level	National Level	
Thai	56.84	52.41	54.80	54.48	8.28	9.23	10.05	9.67	54.45
Social	51.43	45.83	47.26	47.12	11.70	13.11	13.63	13.16	26.92
English	35.41	28.60	31.04	28.71	14.18	10.10	13.73	11.17	35.32
Math	29.69	26.87	27.23	26.95	10.73	10.57	10.90	10.65	47.00
Science	37.61	34.88	35.72	35.37	11.18	11.23	12.16	11.70	56.64
Health	59.73	55.41	56.04	56.67	8.35	12.32	11.99	11.47	42.23
Arts	43.12	41.97	42.95	43.31	9.71	10.18	10.17	10.04	47.35
Career	47.06	44.37	46.83	47.39	12.82	13.45	14.33	13.73	28.68

Table 7 Summary of Main Themes and Sub-Categories Based on Interview Data

Main Themes	Sub-categories	Proof
1. Problems of students in taking O-NET English language test (Academic Year 2012)		
1.1 Reading ability	a. Lack of reading comprehension skills / difficulty understanding and interpreting passages	TR.1, TR.2, TR.3 EX.1, EX.2, AV.1, AV.2, AV.3, BA.1
	b. Difficulty analyzing questions from reading passages	AV.2, BA.1
	c. Difficulty identifying main ideas	EX.2
1.2 Limited knowledge of vocabulary	a. Lack / limited number of vocabulary	TR.1, TR.2, TR.3 EX.1, EX.2, AV.1, BA.1, BA.2, BA.3
1.3 Overemphasis on an English into Thai word-to-word translation while taking the O-NET English language test	a. Difficulty in translation of words and sentences from passage	TR.1 EX.1, EX.2, AV.2, AV.3, BA.1, BA.2, BA.3
	b. Waste of time reading and translating words and sentences from passages	EX.1, EX.2, AV.1, AV.3, BA.1, BA.2, BA.3
1.4 Awareness of the usefulness of O-NET test scores	a. Useful only when moving to other schools in grade 10	TR.2 EX.2, EX.3, AV.3, BA.1
	b. Grade 9 can be completed regardless of scores in O-net Tests	TR.1
	c. O-net test scores have no direct significance on students	TR.1

Table 7 Summary of Main Themes and Sub-Categories Based on Interview Data
 (continued)

Main Themes	Sub-categories	Proof
1.4 Students' behaviours in learning English	a. Dislike reading textbooks, newspapers, magazines and other reading materials in English	TR.1 EX.1, EX.3, AV.1, AV.2, BA.1, BA.3
	b. Not diligent in studying English	TR.2 EX.1, AV.1, AV.3, BA.2
	c. Can be easily distracted while learning	TR.1 AV.3
	d. No concentration in learning English	TR.1 AV.3
	e. Prefer doing other things to studying and doing homework in English	AV.3
1.5 Time structure	a. Insufficient time to do the O-net English language tests	EX.1, EX.2, AV.1, AV.3, BA.1, BA.2, BA.3
2. Suggestions for improving O-NET English language test scores	a. Taking review classes in and outside the school	TR.1, TR.3 EX.1, EX.2, EX.3, AV.1, AV.2, AV.3, BA.1, BA.2, BA.3
	b. Studying with foreign teachers and tutors; or Thai and foreign team teachers	EX.1, EX.2, EX.3, AV.1, AV.3, BA.1, BA.3
	c. Practicing by doing old O-NET tests	TR.2, TR.3 EX.2, EX.3, AV.3, BA.1, BA.2

Table 7 Summary of Main Themes and Sub-Categories Based on Interview Data
(continued)

Main Themes	Sub-categories	Proof
	d. Attending special classes in English	TR.2, TR.3 EX.1, EX.2, EX.3, BA.1
	e. Reading more books in English	EX.1, EX.2, EX.3, BA.1, BA.2
	f. Building and practicing more vocabulary	TR.2 EX.1, AV.1, BA.3
	g. Studying diligently and seriously	TR.2 AV.3, BA.2
	h. Encouraging students to like English and realize its importance	TR.1, TR.2
	i. Being responsible and attentive students	TR.2, TR.3
	j. Self-studying	AV.2, BA.2
	k. Speaking English often	BA.3
	l. Watching TV programs in English	BA.3
	m. Learning through the internet / on-line	BA.2

Table 8 Suggestions for improving O-NET English language test scores

Similarities	Differences
1. Take review classes in and outside the school	1. Study diligently and seriously
2. Study with foreign teachers and tutors; or Thai and foreign team teachers	2. Be responsible and attentive students
3. Practice by doing old tests	3. Self-study
4. Attend special classes in English	4. Speak English often
5. Read more books in English	5. Watch TV programs in English
6. Build and practice more vocabulary	6. Learn through the internet / on-line
7. Encourage students to like English and realize its importance	

* Based on Table 7

Table 9 Content of O-NET English Language Test (Grade 9)

Sections	Parts	Topic	Item No.	Total Items
1 **LANGUAGE USE** **and USAGE**	1	Signs	1 - 2	2
	2	Question and Answers	3 - 8	6
	3	Dialogues	9 - 15	7
	4	Sentence Completion	16 - 25	5
		Total		**20**
2 **READING** **ABILITY**	1	Vocabulary	21 - 27	7
	2	Reading Comprehension	28 - 40	13
		Total		**20**

Table 10 Summary of similarities and differences in the contents of IEP & EBP textbooks

Similarities	Differences
A. Included in the O-net English Language Test (English in Mind 3; My World of English 3)	
Section 1: Language Use and Usage	1. Talking about sport (Section 1 part 3)
1. Wh- questions (part 2)	2. Shopping for appliances (Section 1 part 3)
2. At a party (part 3)	3. Prepositions (Section 1 part 4)
3. Modal / auxiliary verbs (part 4)	4. Conjunctions (Section 1 part 4)
4. Tenses (part 4)	5. If - conditional (Section 1 part 4)
	6. Recognizing Cause and Effect (Section 1 part 4)
Section 2: Reading Ability	*All these topics are in the MWOE and EIM book but not included in the O-NET English language tests Academic Year 2012)
1.Vocabulary - Parts of Speech (Part 1)	
2. Stating Main Ideas (Part 2)	
3. Summarizing & Paraphrasing (part 2)	
4. Word Meaning in Context Clues (part 2)	
5. Drawing Conclusions (part 2)	
B. Not included in the O-net English Language Test (English in Mind 3; My World of English 3)	
Section1: Language Use and Usage	
1. Signs (part 1)	
2. Making offers (part 3)	
3. Helping someone cross the street (part 3)	

Table 11 Identifying similarities and differences in the content of IEP and EBP textbooks (based on the content of O-net English language test)

My World of English Book 3 Orient Black Swan Private Limited, India (2012)	English in Mind Student's Book 3 (2nd Edition) Cambridge University Press (2011)
Section 1: Language Use and Usage	**Section 1: Language Use and Usage**
Part 1: Signs (n/a)	Part 1: Signs **(n/a)**
Part 2: Questions and Answers	Part 2: Questions and Answers
- Wh- questions (Unit 1.1)	- Wh-Questions **(contained in all units)**
Part 3: Dialogues	Part 3: Dialogues
- Talking about sports (Unit 1.1)	- Talking about Sports (n/a)
- At a party (Unit 4.1 G)	- At a Party (Unit 2)
- Making offers: Helping someone c arry Something (n/a)	- Making Offers: Helping Someone Carry Something (n/a)
- Helping someone cross the street (n/a)	- Helping Someone Cross the Street (n/a)
- Shopping: Buying appliances (Unit 4.1 B)	- Shopping for Appliances (n/a)
Part 4: Sentence Completion	Part 4: Sentence Completion
- Prepositions (Unit 2.1)	- Prepositions (n/a)
- Modal / auxiliary verbs (Unit 2.1)	- Modal /Auxiliary Verbs (Unit 5 & 10)
- Conjunctions (n/a)	- Conjunctions (Unit 4 & 9)
- If conditional (n/a)	- If Conditional (Unit 4, 7, 12)
- Tenses (Unit 2.1)	- Tenses (Unit 1, 2, 3, 6)
Section 2: Reading Ability	**Section 2: Reading Ability**
Part 1: Vocabulary (Part 2)	Part 1: Vocabulary (contained in all units)
Parts of Speech	
- Nouns, Verbs, Adjectives, Adverbs	- Parts of Speech
Part 2: Reading Comprehension	Nouns, Adjectives, Adverbs,
- Stating Main Ideas (Unit 1.7)	Verbs

Table 11 Identifying similarities and differences in the content of IEP and EBP textbooks (based on the content of O-net English language test) (continued)

My World of English Book 3 Orient Black Swan Private Limited, India (2012)	English in Mind Student's Book 3 (2nd Edition) Cambridge University Press (2011)
- Summarizing and Paraphrasing (Unit 1.5) - Word Meaning in Context Clues (Part 1) - Recognizing Cause and Effect (n/a) - Drawing conclusions (Unit 1.3)	Part 2: Reading Comprehension - Stating Main Ideas (in almost all units) - Summarizing and Paraphrasing (Unit 7) - Word Meaning in Context Clues (in almost all units) - Recognizing Cause and Effect (Unit 10) - Drawing Conclusions (Unit 11)

Note: **n/a** or **not applicable** means the content is not included in the textbook

Table 12 Grouping data from the interview transcripts - Excellent Students Group

EX.1	EX.2	EX.3
Opinion	Opinion	Opinion
Basic Knowledge	Difficult - understand a	- easy test
Not good English	little	- need more time to
Difficult	Importance	avoid errors
Diligence - not diligent	Moving to other schools	- basic knowledge not a
Regrets	Preparation	problem
Importance -not study hard	Review classes	Opportunity
Preparation	Practice old tests	- to communicate in
Vocabulary building	Time	English
Review classes	2 weeks prior to test	- assistance from parents
Teachers - Thai & foreign	Teachers - Thai & foreign	Importance
Reading materials - don't	Understanding	- measures knowledge
like newspaper	Importance of review	level
Time	classes	- entrance to other
Diligence	Increase understanding	schools
Additional knowledge	Opinion	- readiness
Lack of basic knowledge	Reasons	- confidence
Easy	Comparison - easier/more	Preparation
Communication skills -	difficult	- review
limited chance to speak	Waste of time	- special classes
English at school	Uncertainty about answers	Teachers - Thai & foreign
Difficulty reading words	Guessing	Time
and sentences	Problems- don't understand	- 2 weeks prior to test
Translation - can't translate	some words	Reasons
Waste time translating	Difficult to identify main	- know lots of vocab
Interpretation - can't	idea	- sufficient basic
interpret meaning	Insufficient time	knowledge
Needs	Suggestion - increase time	Suggestions
Problems	Improvement	- self-practice

Table 12 Grouping data from the interview transcripts - Excellent Students Group
(continued)

EX.1	EX.2	EX.3

Improving scores
Special classes
	- read books
	- practice doing old tests
	Necessity
	  - going to special
	    classes
	Likes / interests
	  - reading books, novels
		- communicate with
		foreigners
		  - speak Eng with mother
		Opinion on Reading
		section
		  - easy
		  - no problem with
		reading and translation
		Variety of reading
		materials
		  - novels
		  - magazines
		  - newspapers
		Needs
		  - more time to do test
		  - analyse questions
		Improvement /
		Suggestions
		  - prepare more
		  - go to special classes
		  - read books
		  - review more

Table 13 Grouping data from the interview transcripts - Average Students Group

AV.1	AV.2	AV.3
Opinion	Opinion	Opinion
-very difficult	-difficult test	-difficult
-due to lack of basic	-need critical thinking	Importance
knowledge	skills	-moving to other schools
Started learning English	Importance	Preparation
-in grade 1	-entrance to university	-special classes at school
-not understand till grade	Preparation	Duration / time
5	-review at school	-2 weeks prior to test
- tried to be diligent	-self-study	-review in the period
Importance	Time	Teachers - Thai & foreign
-determine proficiency	- about 1 month to	Importance of preparation
level	prepare	-can help a bit
Preparation	Importance of Onet	Reasons
-review with friends	-important in the future	-lack of basic knowledge
-at home/school	Comparison	-like other subjects more
Review classes	-English difficult	Opinion
-Teachers - Thai &	-section 1 easy	-test a bit difficult
foreign at school	-have already been	-can't translate
Time / duration	studied	-can't understand
-2 weeks prior to test	-vocab easy	when studying
-daily	Vocabulary - section 2	-play in class
-1 hour a day	-can't translate some	Regrets
Importance of review	words	-when results are
-to prepare for the test		released
Opinion on Eng test		Comparison
-difficult		-conversation difficulty
- lack of basic knowledge		(section 1)
Comparison		-don't know at all (section
		2)

Table 13 Grouping data from the interview transcripts - Average Students Group
(continued)

AV.1	AV.2	AV.3

-dialogues easy
  -reading difficult
Reasons
  -chance to speak Eng to
foreign teachers at school
Choice of reading materials
  -literature
  -not too serious on
textbooks
  -dislike reading
newspapers
Difficulty-in translation
  -don't know many vocab
Vocabulary
  -can spell but don't know
meaning
  -can remember only 4-5
words out of 10 - retention
problem
Problems
  Can read but can't
translate
Time--insufficient
  -waste time in translation
Ways to improve Scores
  -memorize/practice more
vocab
  -no need for special classes
		-can't translate
		  -waste of time
		Reason for difficulty of
		reading section
		  -passages difficult
		Problems
		  -can't read
		  -insufficient time
		Influence
		  -basic knowledge
		  -students are not diligent
		Suggestions for
		Improvement
		  -play less
		  -learn more
		  -review more
		  -be more diligent
		
		Preference
		  -foreign teachers to Thai

Table 14 Grouping data from the interview transcripts - Below Average Students Group

BA.1	BA.2	BA.3
Opinion	Opinion	Opinion
-difficult	-difficult	-difficult
-lack of basic knowledge	-don't understand English	Low proficiency level
Importance /usefulness	Importance	Importance of test
--entrance to grade 10 in	-entrance to university	-determine level of
other schools	Preparation	proficiency
Preparation	-review with subject	Preparation
-sometimes read books	teachers	-review at school
-review classes at school	-self-study from internet	-review outside school
-study with Thai and	Time	-study with Thai teacher
foreign teachers	-2 weeks prior to test	from Chulalongkorn Univ
-understand a little	Understanding lessons	Time
Time / duration	Clarity of explanation	-long before the test
-2 weeks prior to test	Importance of review	-go to special class
Importance	-to get used to the test	since child
-tutorial classes outside	Opinion on Eng. test	Encouragement from
help in testing	-some parts easy, some	parents
Opinion on Eng test	difficult	-to study hard
-difficult	Teachers	-attend special classes
-lack of basic knowledge	-Thai & foreign	Importance
-not good in vocab	Comparison -section 1 & 2	-to learn about
Comparison	-section 1 easy	instruction
-section 1 easier	-about daily life	-how to manage the test
-Q & A part difficult	-studied with foreign	Opinion on Eng test
-not good at speaking	teachers from M.1-3	Comparison of 2 sections
Eng	-section 2(reading	-section 1 is OK
-section 2 difficult	ability)	-studied with foreign
	-difficult	teachers at ACU

Table 14 Grouping data from the interview transcripts - Below Average Students Group (continued)

BA.1	BA.2	BA.3
-due to lack of vocab	-can't translate words	-can peak Eng a bit
Need for Translation	Not so much into	-dialogues easy
-only key words	reading	Section 2 is hard
-waste time in translation	Vocabulary practice at	-worry about words
Time	school	-waste time reading &
-insufficient	Not diligent	translating
Ways to improve scores	Problems	Vocabulary Building -
-read books	-can read words but can't	how to
-ask teacher to review	translate	-should spell word often
-practice doing old tests	-lack of vocabulary	-use songs easy to
Likes/ preferences	-waste time on	remember words
-reading a little	translation	Time
-cartoon books	Necessity of translation	- too short
	-need to translate only	-waste time reading
	some words	Translation
	Improvement /suggestions	-difficult
	-do something on my	-some items need
	weaknesses	translation
	-read more book	-short words easy
	-review/practice old tests	-long words difficult
	-study special class	Improvement -how to
	-study diligently	-study with tutors
		-learn more words
		-prepare well
		-speak English often
		-watch TV in Eng

Table 15 Grouping data from the interview transcripts - Teachers Group

TR.1	TR.2	TR.3
Opinion	Information	Opinion
Importance	Opinion	-difficult if not
-measure students'	Able to check knowledge	understand
proficiency level	Evaluate learning	-easy if understand
Policy	Importance	Importance
- from MOE/school/district	-MOE policy	-measure knowledge of
office	-determine quality	Eng
Preparation	-proficiency level	-measure proficiency
-analyze curriculum	-Students' progress	level
-teach based on curriculum	Seriousness	Ways to prepare
content	- only some	-review previous test
-prepare students' basic	Preparation	-get used to instructions
knowledge	-required daily	-review in class
Time structure	Strategies	Effective strategies
-English for 5 periods a	-read a lot	Curriculum
week	-read newspapers	Give more time to
Review in respective classes	-study every night (study	understand
Intensive review prior to	habits)	Opinion on Eng test
actual test	-go to special classes	-not really difficult
Duration / time	-assistance from teachers	Comparison
-review daily / 1 period	-helpful for diligent	-section 1 easier
Opinion on Eng. test	students	-section 2qiute difficult
-section 1 review based on	Opinion on Onet test	Due to problems in
indicators	-not too difficult	-vocab
-confident students can	-basic knowledge	-reading
do this -section 2	Translation	Problems
-problems	-important for some words	-vocab
-students' dislike reading	-short passages	-fear of English
-vocab problem		-don't see its importance

Table 15 Grouping data from the interview transcripts - Teachers Group (continued)

TR.1	TR.2	TR.3
Vocabulary building	Problems	Encouragement
-teachers help students	-reading ability	Translation
practice vocabulary	-vocabulary	-necessary to
-use vocab book	Time is OK	understand the tet
Problems	Improvement of scores	-passages as homework
-students no concentration	-study diligently	to translate
-can't translate	-practice doing old tests	Based on curriculum
-distracted	-study seriously	ASEAN
-lack of basic knowledge	-may take special class	Interested
Effects / consequences	-be responsible students	Lack of basic knowledge
-direct effect on Onet	-spell & study more	Tend to forget
scores	vocab	!mproving scores
-no t so on students		-encourage them to like
themselves		English
-only if they move to new		-use old test to review
school		students
Students compliance to		-teach them how to read
school/ gov't policy		-acquisition of reading
Complete M.3 level		skills
regardless of scores from O-		-phonetics
net		Reason for low scores
Improvement /suggestions		-guessing
-give importance to		Attend special classes
English		Pay attention / be
-schools hire qualified and		attentive
experienced teachers		Set rules but quite
-provide basic knowledge		difficult
-unity in preparing students		

APPENDIX B

INTERVIEW QUESTIONS FOR STUDENTS

Interview Questions for Students

Objective: To explore the students' problems in taking the O-NET English language

tests

Part 1: General Opinion on O-NET Tests

1. What can you say about O-NET Tests? Why do you think so?

2. How important is the O-NET Test for you? Why?

Part 2: Test Preparation

1. How did you prepare for the O-NET Tests?

2. How long did it take for you to prepare for the O-NET Tests?

3. How important is it for you to prepare for the O-NET English language

test?

Part 3: The English language O-NET Tests

1. What is your opinion about the O-NET English language tests?

2. What do you think about the "Language Use and Usage Section" of the

O-NET English language test?

3. What do you think about the "Reading Ability Section" of the O-NET

English language test?

4. Which part of the O-NET English language test did you find easy? Why?

5. Which part of the O-NET English language test did you find difficult?

Why?

6. What technical problems did you have at the time of taking the O-NET

English language tests?

Part 4: Follow-up

1. In what way do you think you can improve your scores for M.6 O-NET

English language test?

APPENDIX C

INTERVIEW QUESTIONS FOR TEACHERS

Interview Questions for Teachers

Objective: To explore the students' problems in taking the O-NET English language tests

Part 1: General Opinion on O-NET Tests

1. What can you say about O-NET Tests? Why do you think so?

2. How important is the O-NET Test result in terms of students' academic performance?

Part 2: Test Preparation

1. How did you, as the "head of the academic department / the head of the foreign languages department / the teacher of English subject" prepare your students for the O-NET Tests?

2. What kind of strategies did you employ in preparing students for the O-NET Tests?

3. How effective were the strategies for the students in taking the O-NET English language tests?

Part 3: The O-NET English Language Tests

1. What is your opinion about the O-NET English language tests?

2. What do you think about the "Language Use and Usage Section" of the O-NET English language test?

3. What do you think about the "Reading Ability Section" of the O-NET English language test?

4. In your opinion what technical problems did students have in taking the O-NET English language tests?

5. How do these problems affect the scores of students in the O-NET English language tests?

Part 4: Follow-up

1. In what way do you think O-NET test scores of the students in M.6 be improved?

APPENDIX D

SAMPLE TRANSCRIBED INTERVIEW DATA OF EXCELLENT

STUDENT NO.1 (EX.1)

Sample Transcribed Interview Data of Excellent Student No. 1 (EX.1)

Arlene: Hello, Earth.

EX.1: Hello.

Arlene: โอเค อยากสัมภาษณ์เรื่องข้อสอบ O-net นะคะ ตอนเราอยู่ระดับ ม.3 โอเค เอิร์ทคิด อย่างไรกับข้อสอบ O-net

EX.1: ข้อสอบ O-net ในปีที่ผมสอบก็มีความยากเนื่องจากพื้นฐานไม่ค่อยมี

Arlene: พื้นฐาน โอเค เรามาจากโรงเรียนอะไรคะ เราอยู่อัสสัมฯตั้งแต่ ม. ...

EX.1: ม.1 ครับ

Arlene: และประถมจบจาก

EX.1: อนุบาลน้องหญิง

Arlene: อ้อ อนุบาลน้องหญิงเป็นโรงเรียนที่มีนักเรียนเก่งนะ

EX.1: ภาษาอังกฤษเขาก็แน่นครับ แต่ตอนเด็กๆผมไม่ค่อยตั้งใจเรียนเท่าไหร่ครับ เสียดายเสียใจ อยู่ครับ

Arlene: อ้อ โอเค และข้อสอบ O-net มีความสำคัญอย่างไรสำหรับตัวเอง

EX.1: อ้อ ก็มีผลที่จะวัดเราว่าเราอยู่ระดับไหน และตอนช่วง ม.3 เราก็จะมีผล คะแนนที่ช่วยให้ เราไปเรียนต่อ ม.4 เขาก็จะดูผล คะแนน O-net ด้วยน่ะ ครับ

Arlene: อ้อ โอเค การเตรียมตัวจะไปสอบ O-net เอิร์ธเตรียมตัวอย่างไร ตอนที่ เราอยู่ ม.3

EX.1: อาจจะเพิ่มคำศัพท์ที่ควรจะรู้ ครูเขาก็มีการสอนในโรงเรียนและติวก่อนที่จะ ไปสอบ

Arlene: ครูติวประจำวิชา

EX.1: ครับ

Arlene: และเอิร์ธชอบอ่านหนังสือไหม

EX.1: ก็ชอบอ่านในระดับนึง แต่ก็ไม่ค่อยอ่านมาก

Arlene: โอเค เป็นภาษาอังกฤษไหม

EX.1: ไม่ครับ แต่ถ้าเป็นหนังสือพวกเกี่ยวกับธุรกิจ เกี่ยวกับคำศัพท์ที่สอดแทรกในนั้นน่ะครับ

Arlene: แล้วชอบอ่านหนังสือพิมพ์ไหม

EX.1: ไม่ค่อยชอบเท่าไหร่ครับ

Arlene: โอเค ก็เรามีการติวที่โรงเรียน การเตรียมตัวเนี่ยใช้เวลานานเท่าไหร่

EX.1: อาจจะ 1-2 สัปดาห์ก่อนที่จะสอบ

Arlene: อ๋อ และเราตั้งใจติวไหมคะ

EX.1: ก็ตั้งใจอยู่นะครับ

Arlene: อ๋อ ตั้งใจ นอกจากติวที่โรงเรียน เราเรียนพิเศษข้างนอกด้วยไหม

EX.1: ไม่เรียนครับ

Arlene: ไม่เรียน โอเค เพราะฉะนั้นการเตรียมตัวที่จะไปสอบ O-net มีความสำคัญมากแค่ไหน
สำหรับตัวเอง

EX.1: ก็อาจจะทำให้ความรู้ที่เรายังไม่มี ก็อาจจะเพิ่มเกี่ยวกับเรื่องที่เราจะสอบหรือคำศัพท์ที่เรา
จะสอบนะครับ

Arlene: ดูๆแล้วเหมือนคำศัพท์นี่เป็นปัญหากับนักเรียนเลยนะ

EX.1: คงอย่างงั้นแหละครับ

Arlene: เอิร์ธดูตรงนี้เป็นข้อสอบภาษาอังกฤษนะของ O-net คิดอย่างไรเรื่องข้อสอบวิชา
ภาษาอังกฤษของ O-net

EX.1: พูดถึงข้อสอบก็ยากครับ

Arlene : ยากเพราะพื้นฐาน

EX.1: ครับพื้นฐาน

Arlene: ในข้อสอบนี้ก็จะมีส่วนที่ 1 กับส่วนที่ 2 ส่วนที่ 1 นี้เกี่ยวกับการใช้ภาษา คิด อย่างไรกับ
ส่วนที่ 1 เรื่องการใช้ภาษา

EX.1: การใช้ภาษาก็น่าจะไม่ยากเท่าไหร่ครับ เพราะว่าอาจจะได้ใช้บ่อยๆ ผ่านหูผ่านตาบ้างครับ

Arlene: ที่บ้านเรามีโอกาสพูดภาษาอังกฤษไหม

EX.1: อาจจะน้อยนะครับ หรือไม่ก็แทบบจะไม่มีเลย

Arlene: อ๋อ แต่พ่อแม่เราก็รู้เรื่องภาษาอังกฤษไหมคะ

EX.1: ก็ไม่ค่อยรู้เท่าไหร่ครับ

Arlene: แต่ที่โรงเรียนเราชอบสื่อสารเป็นภาษาอังกฤษกับครู ที่อัสสัมเราก็มีครู ต่างชาติหลายคน
เราชอบคุยกับคนต่างชาติไหมในโรงเรียน

EX.1: ก็ถ้ามีโอกาสก็อาจจะคุยบ้างอะไรบ้าง ก็ผ่านกันทักทายอะไรทั่วไป

Arlene: อ๋อ โอเค เรื่องส่วนที่ 2 เนี่ยเกี่ยวกับ Reading ability คิดอย่างไรกับเรื่องข้อสอบนี้

EX.1: ส่วนที่ 2 ก็น่าจะเป็นส่วนที่ยาก

Arlene: ยากกว่า 1 ทำไมคะ

EX.1: การอ่านคำ พวกคำศัพท์ การอ่านประโยคยาวๆ อาจจะแปลไม่ได้อะไรแบบนี้น่ะครับ

Arlene: แต่ถ้าเราชอบอ่านหนังสือ คิดว่ามันก็ถ้าเราชินกับการอ่านหนังสือ อ่านหนังสือบ่อยๆ คิดว่ามันง่ายนะ

EX.1: แต่คำศัพท์แต่ถึงจะอ่านได้ แต่ไม่รู้คำศัพท์ในตัวมัน ก็ไม่สามารถที่จะแปลความหมายได้ว่าเกี่ยวกับอะไรนะครับ

Arlene: เราชอบอ่านหนังสือแบบไหน

EX.1: เกี่ยวกับธุรกิจครับ

Arlene: เกี่ยวกับธุรกิจ อ๋อ โอเค เอิร์ธดูส่วนที่1 กับ ส่วนที่ 2 อะไรง่ายสำหรับตัวเอง

EX.1: น่าจะเป็นส่วนที่ 1 ครับ

Arlene : เพราะอะไรคะ

EX.1: มันผ่านหูผ่านตา มันชินๆ เป็นพื้นฐาน

Arlene: มีโอกาสที่ได้ใช้แล้วเหมือนบทสนทนาเนอะ เคยใช้ที่โรงเรียน

EX.1: อาจจะเคยคุยกับครูเคยอะไรแบบนี้นะครับ

Arlene: โอเค แสดงว่าส่วนที่2 นี้ความสามารถในการอ่าน ยาก

EX.1: มันอ่านได้อยู่ครับ แต่ไม่สามารถที่จะแปลคำศัพท์ ไม่สามารถที่จะรู้เรื่องราวใจความที่เขาจะมาได้น่ะครับ

Arlene : จำเป็นต้องแปลทุกคำศัพท์ทุกประโยคไหม เวลาเราอ่าน

EX.1: ก็ไม่จำเป็นครับ อาจจะแปลเฉพาะจุดที่สำคัญๆ อาจจะ คำหลักๆ ใน ประโยคที่เขาต้องการจะสื่อ

Arlene: โอเค และตอนเราไปสอบ O-net ตอน ม.3 จำได้ไหมว่าเราเจอปัญหา อะไรบ้าง

EX.1: ปัญหาก็คือ ปัญหาหลักๆก็ที่เราแปลไม่ได้แล้วก็การอ่านก็อ่านได้อยู่ครับ แต่เราไม่รู้จะเขาจะสื่อให้เราอะไร

Arlene: เวลาพอไหมที่จะทำ เพราะมีเวลา 1 ชั่วโมงเองเนอะ 40 ข้อ

EX.1: ใช่ครับ เวลาอาจจะเสียไปกับการอ่าน มาแปลอีกทีแล้วก็ไม่ได้

Arlene: โอเค แสดงว่าเรานั่งแปลนั่งอ่าน เวลาก็จะหมดแล้วก็ยัง ไม่รู้เรื่อง

EX.1: ครับ

Arlene: โอเค คำถามสุดท้าย อีก 2 ปีข้างหน้าเราก็จะสอบ O-net ในระดับ ม.6 เอิร์ธคิดว่าจะพัฒนาคะแนนสอบ O-net รายวิชาภาษาอังกฤษของคุณอย่างไร

EX.1: อ๋อ สำหรับผมก็อาจจะเพิ่มคำศัพท์ที่ต้องใช้ที่จำเป็น แล้วก็อาจจะให้ครูเขาสอนเพิ่มอาจจะไปเรียนพิเศษเพิ่มเพื่อที่ให้ตัวเองมีความรู้เพิ่มมากขึ้น เตรียมพร้อมที่จะสอบ

Arlene: ก็เอิร์ธบอกว่าจะเรียนพิเศษเพิ่ม แล้วจะเรียนในโรงเรียนหรือข้างนอก

EX.1: ก็อาจจะแล้วแต่สะดวกครับ ข้างนอกหรือข้างในก็ได้ครับ

Arlene: อ๋อ ถ้าเราจะเรียนพิเศษคิดว่า เราจะเรียนกับครูไทยหรือครูต่างชาติ

EX.1: ถ้าเป็นครูต่างชาติก็น่าจะแปลไทยได้ สื่อสารกันได้ แต่ถ้าเน้นเป็นครูต่างชาติเลยก็ไม่สามารถที่จะสื่อสารได้ครับ

Arlene: แสดงว่าถ้าเราจะเรียนก็ต้องเรียนกับครูต่างชาติที่สามารถแปลให้เราได้

EX.1: ครับ

Arlene: ที่โรงเรียนเราเรียนกับครูฝรั่งหรือครูฟิลิปปินส์ใช่ไหม

EX.1: ครับ ครูฟิลิปปินส์

Arlene: และเวลาเราเรียนกับครูฟิลิปปินส์เราจะรู้เรื่องไหม เวลาอธิบายชัดเจนไหม

EX.1: อ๋อ ก็พอได้ครับ เขาก็มีครูไทยเข้าควบคู่

Arlene: อ๋อ ครูไทยที่คู่กับครูชาวต่างชาติ

EX.1: ครับ เขาก็สามารถจะแปลได้

Arlene: โอ้ โอเคเอิร์ธ Thank you so much.

.... end of data....................................

APPENDIX E

SAMPLE TRANSCRIBED INTERVIEW DATA OF THE CHER

NO.1 (TR.1)

Sample Transcribed Interview Data of Teacher No. 1 (TR.1)

Arlene: สวัสดีค่ะ มิสศิริอร

TR.1: สวัสดีค่ะ

Arlene: เป็นหัวหน้าวิชาการของโรงเรียนอัสสัมชัญอุบลราชธานีนะคะ ดิฉันจะถาม
เรื่องข้อสอบ O-net นะคะของระดับ ม.3 ปีที่แล้ว

TR.1: ได้ค่ะ

Arlene: ท่านคิดอย่างไรเรื่องข้อสอบ O-net คะ

TR.1: เรื่องการสอบ O-net เนอะ การสอบ O-net นี้ก็ถือว่าเป็นการวัดความรู้ ของนักเรียนนะคะ
ระดับชาติเลย ซึ่งทางกระทรวงศึกษาธิการได้ให้ความสำคัญ กับเรื่องสอบ O-net เป็นอย่าง
มาก มีการให้นโยบายว่าจะต้องมีการจัดสอบ O-net ให้กับนักเรียนในระดับชั้นสุดท้ายของ
แต่ละช่วงนะคะ ไม่ว่า จะเป็น ป.6 ม.3 หรือว่า ม.6 ดังนั้นเนี่ยความสำคัญของการสอบ
O-net ก็ คือเพื่อที่จะวัดความรู้ความสามารถของนักเรียนนะคะ ในระดับชั้นนั้นๆ ก่อนที่
จะจบช่วงชั้นนั้นไป

Arlene: อ๋อ โอเค ตอนนี้ขอถามคำถามในเรื่องการเตรียมตัวนะคะ ในฐานะที่เป็นหัวหน้าวิชาการ
นะคะ ท่านมีการเตรียมตัวให้กับนักเรียนที่จะสอบ O-net อย่างไรคะ

TR.1: ค่ะ สำหรับในเรื่องการเตรียมตัวนี้นะคะ เราได้เตรียมทั้งในส่วนที่เป็นนโยบายส่วนที่เป็น
ของโรงเรียนแล้วก็นโยบายที่รับมาจากเขตพื้นที่ในการเตรียมความพร้อมให้กับเด็ก ก็คือ
ในการเตรียมความพร้อมของโรงเรียน เราก็เตรียมความพร้อมตั้งแต่ในเรื่องของการ
วิเคราะห์หลักสูตร เพราะว่าเนื้อหาที่เอามาออกข้อสอบ O-net คือเนื้อหาในลักสูตร ดังนั้น
คุณครู จะต้องมีการวิเคราะห์หลักสูตรนะคะ ว่าตัวชี้วัดในบ้านที่จะต้องมีการสอบ การวัด
มีการ ออกข้อสอบ ดังนั้นในการจัดการเรียนการสอนของครู ถ้าคุณครูสามารถที่จะ
จัดการเรียนการสอนนะคะ โดยวิเคราะห์ตามตัวชี้วัดในหลักสูตร อันนี้คืออันดับแรกใน
การเตรียมตัวให้กับนักเรียนแล้วนะคะ ในขั้นต่อไปก็คือ เตรียมความพร้อมให้กับนักเรียน
ในเรื่องของความรู้พื้นฐานเกี่ยวกับภาษาอังกฤษ ซึ่งโรงเรียนของเราได้เน้นหนักในเรื่อง
ของภาษาอังกฤษเป็นอย่างมาก ถึงแม้ว่าทางกระทรวง ทางหลักสูตรแกนกลางจะกำหนด
เรียน ภาษาอังกฤษเพียงแค่ 1 คาบ/สัปดาห์นะคะ แต่ของเราเนี่ย เราจัดไป 5 คาบ/สัปดาห์
5 ชั่วโมงเลยนะคะ เพราะว่าเราให้ความสำคัญกับวิชาภาษาอังกฤษ อันนี้ก็คือการเตรียมตัว
เหมือนกัน ทีนี้ในส่วนเรื่องของการเตรียมความรู้ให้กับเด็กนะคะ ก่อนที่จะมีการสอบ คือ
ของเราจัดการเรียนการสอนมาก็ตั้งแต่เปิดปีการศึกษาพฤษภาคมนะคะ จะสอบ O-net

ก็ประมาณกุมภาพันธ์ ฉะนั้นตลอดระยะเวลาของการสอนการเรียนการสอนเรามีการ
เตรียมความพร้อมให้กับเด็กในคาบเรียนของเขาอยู่แล้วเพราะว่าเราสอนตรงตามตัวชี้วัด
ที่นี้ก่อนที่จะสอบในช่วงเปิดภาคเรียนที่ 2 มาประมาณเดือนพฤศจิกายนถึงเดือนมกราคม
เราจะมีการจัดคาบติวนะคะ กับนักเรียนในระดับชั้นที่จะมีการสอบ O-net อย่างเช่น ม.3
เนี่ยเราก็จะติวกับเด็กนะคะ หาเวลาพิเศษเพื่อจะติวให้กับเขา เพราะว่าเห็นว่าการสอบ
O-net โดยเฉพาะภาษาอังกฤษนี้มันเป็นสิ่งที่ท้าทาย แล้วก็เป็นสิ่งที่จะต้องเตรียมความ
พร้อมให้กับเด็กเป็นอย่างมากค่ะ

Arlene: มิสคะ การที่จัดติวนี่ก็ประมาณสัปดาห์ละกี่คาบคะ

TR.1: เราจะติวตอนเช้าของทุกวันนะคะ โดยจะไปเริ่มตั้งแต่เดือนมกราคมนะคะ ส่วนที่เปิดภาค
เรียนมาพฤศจิกายน ธันวาคมอันนั้นก็คือติวในคาบ เป็นช่วงท้ายชั่วโมง อาจจะมีการนำ
ข้อสอบเก่าของ O-net มาวิเคราะห์แล้วก็มาพานักเรียนทำ ฝึกทำนะคะ ออกข้อสอบ
คู่ขนาน แต่ในช่วงต้นเดือนมกราคมนะคะ ไปจนถึงก่อนการสอบเนี่ย จะมีการติวโดยการ
จัดคาบนะคะ โดยการเพิ่มคาบเรียนขึ้น 1 คาบ แล้วเอาคาบที่ 1 เนี่ยมาใช้สำหรับการติว
เนื่องจากว่านอกจากการสอบ O-net แล้วยังมีการสอบของมูลนิธิเซนต์คาเบรียลแห่ง
ประเทศไทยในรายวิชานี้ด้วยนะคะ เราจะติวเพื่อที่จะให้ได้ 2 อย่างก็คือ ติวสอบของ
มูลนิธิเซนต์คาเบรียลแห่งประเทศไทย แล้วก็เพื่อการสอบ O-net ด้วยนะคะ เนื่องจากว่า
มูลนิธิเซนต์คาเบรียลของเรามีการจัดสอบก่อนการสอบ O-net ก็คือเราจะสอบประมาณ
กลางเดือนมกราคม การสอบตรงนี้นะคะ จะสอบ 5 รายวิชา ซึ่งใน 5 รายวิชานั้นจะมี
ภาษาอังกฤษอยู่ด้วยจุดประสงค์ของการสอบของมูลนิธิของเราก็คือ การเตรียมความพร้อม
ให้กับนักเรียนในการสอบ O-net นั่นเอง เป็นอีกหนึ่งอย่างสำหรับการเตรียมความพร้อมที่
เด็กนักเรียนของเราได้รับนะคะ

Arlene: ค่ะ อันนี้นะคะเป็นข้อสอบภาษาอังกฤษนะคะ ของ O-net มิสมีความคิดเห็นอย่างไรเรื่อง
ข้อสอบ O-net ในรายวิชาภาษาอังกฤษคะ

TR.1: สำหรับเนื้อหาข้อสอบ เนื้อหาในข้อสอบภาษาอังกฤษนี้ จะแบ่งเป็น 2 Section สำหรับ
Section แรกการใช้ภาษาตัวนี้ก็น่าจะเป็นไปตามตัวชี้วัด แล้วก็เป็นไปตาม ความสามารถ
ที่นักเรียนน่าจะทำได้ในส่วนนี้ แต่ใน Section ที่สองเนี่ย การอ่านนะคะ พวกของคำศัพท์
ตัวนี้ค่อนข้างที่จะเป็นปัญหาเนื่องจากว่า นักเรียนของเราบางคน บางคนนะคะ คนที่เขา
ไม่ชอบการอ่านที่มันเยอะๆ แล้วคำศัพท์นี่ยังไม่ได้ จะทำให้คะแนนของเขา เนี่ยหลุดไป
ตกต่ำลงไปด้วยนะคะ เพราะว่าเด็กวัยรุ่นในปัจจุบันนี้ เราจะเห็นได้อยู่แล้วว่า ถ้าเขาจะต้อง

ไปใช้สมาธิจดจำกับสิ่งใดสิ่งหนึ่ง อย่างเช่นในเรื่องของการอ่านนะ อะไรที่มันมากๆ และ จะต้องแปลด้วย ความสามารถในตรงนี้เขาจะลดลงไป ความสนใจจะลดลงไป

Arlene: ค่ะ แต่ที่โรงเรียนอัสสัมฯก็มีการท่องคำศัพท์ไหมคะ กิจกรรมเกี่ยวกับการ เตรียมนักเรียน

TR.1: อ๋อ อันนี้คุณครูของเราจะมีการท่องคำศัพท์นะคะ โดยคุณครูผู้สอนวิชาภาษาอังกฤษ จะมี สมุดคำศัพท์ให้กับนักเรียนนะคะ แล้วก็กำหนดเลยว่าจะต้องเป็นอีกหนึ่งส่วนที่คะแนน เก็บที่นักเรียนจะต้องท่องคำศัพท์แล้วก็มันเอาไปใช้ประโยชน์ได้ทั้งในห้องเรียนแล้วก็เอา ไปใช้ ประโยชน์ในส่วนของการสอบด้วย แต่

Arlene : หมายความว่า

TR.1: ไปสอบ O-net เพราะว่าจำเป็นจะต้องสอบตามที่โรงเรียนกำหนด มันจะต้องเอามา ประกอบกับการจบ ม.3 แต่ก็คือไปสอบแล้ว แต่ที่สิ่งจะเอามาประกอบก็คือ ไปสอบแล้ว ได้คะแนนเท่าไร เขาก็จบ ม.3 อยู่ดี

Arlene: อ๋อ ค่ะ โอเคเข้าใจ คำถามสุดท้ายนะคะมิส คิดว่าวิธีไหนที่มิสคิดว่าสามารถพัฒนาคะแนน O-net ในรายวิชาภาษาอังกฤษ ในระดับ ม.6 จะพัฒนาอย่างไรคะ

TR.1: ตัวนี้นะคะ ในส่วนของการพัฒนาตัวนี้ เราน่าจะเริ่มพัฒนาเขาตั้งแต่เริ่มเรียนภาษาอังกฤษ ครั้งแรกในชีวิตของเขาเลยนะคะ ก็ควรจะมีนโยบายหรือว่าหลักสูตรที่เน้นชัดเรื่องของ การพัฒนาภาษาอังกฤษโดยตรง จะเห็นได้ว่าหลักสูตรของเราเนี่ย ก็ไม่ได้มุ่งไปที่ ภาษาอังกฤษ ไม่ได้ให้ความสำคัญประเด็นหลักที่ภาษาอังกฤษ ทีนี้ถ้าบางโรงเรียนที่เขาจัด โครงสร้างตามหลักสูตรที่กำหนด จำนวนชั่วโมงนะคะ หรือจำนวนคาบที่สอนก็ได้แค่นั้น นักเรียนก็สามารถที่จะสอบภาษาอังกฤษได้เพียงเท่านั้น แต่ทีนี้ในส่วนของเราเนี่ย เราให้ ความสำคัญและเน้นหนักในส่วนของวิชาภาษาอังกฤษ เรามีการคัดเลือกครูผู้สอน มีการ ส่งครูผู้สอนไปพัฒนาต่างประเทศนะคะ แล้วก็มีในส่วนของการพัฒนาครูผู้สอนใน ประเทศด้วย ในส่วนของมูลนิธิฯ เพื่อที่จะให้ไปรวมกันแล้วก็วิเคราะห์ตัวชี้วัดออกมานะ คะ สอนตรงตามตัวชี้วัด ตัวนี้เป็นปัจจัยหลักเลยที่เป็นการเตรียมตัวให้กับเขา แล้วที่สำคัญ ก็คือการปูพื้นฐาน เพราะว่านักเรียนในระดับชั้น ม.4 เนี่ย มันมีทั้งมาจากโรงเรียนภายนอก ด้วยนะคะ ที่เขาอาจจะได้เรียนภาษาอังกฤษมาแบบอาจจะไม่เต็มที่นะคะ ก็จะต้องปู พื้นฐานให้กับเขาตั้งแต่ตอนเรียนม.4 นะคะ แล้วก็การเสริมเพิ่มในส่วนที่นักเรียนยังไม่ได้ โดยเฉพาะเรื่อง ของคำศัพท์ เราจะต้องทำอย่างต่อเนื่องนะคะ มีการท่องศัพท์ มีการเอาการ เรื่องการท่องศัพท์กับนักเรียนนะคะ เป็นเกณฑ์กำหนดออกมาของกลุ่มสาระภาษาอังกฤษ เลยว่า เป็นหน้าที่หลักของครูกลุ่มสาระนั้นที่จะต้องพัฒนาร่วมกัน เพราะว่าภาษาอังกฤษ ถ้านักเรียนได้คำศัพท์แล้ว มันก็เท่ากับมีชัยชนะ ไปเกินครึ่ง

Arlene: ที่โรงเรียนอัสสัมฯก็ครูไทยกับครูต่างชาติก็ช่วยกันสอนเนอะ

TR.1: ใช่ค่ะ

Arlene: ช่วยกันสอนภาษาอังกฤษ แสดงว่ามีครู 2 คน

TR.1: ใช่ค่ะ มีครู 2 คน ใน 1 รายวิชาภาษาอังกฤษนะคะ

Arlene: ค่ะ

TR.1: ก็จะเป็นการให้ความสำคัญแล้วก็เป็นการเตรียมความพร้อมให้กับนักเรียนได้อีกหนึ่งวิธี
เหมือนกัน

APPENDIX F
CONSENT TO PANRTICIPATE IN RESEARCH

Consent to Participate in Research

Research Topic:

Exploration of the Students' Problems in Taking O-NET English Language Tests: A Case Study of Assumption College Ubonratchathani Grade 10 Students

Researcher: Arlene Inthisen   **Tel. No.** 085-4956002   **Email:** raktuaeng@gmail.com

Sponsor:

The Academic Department of Assumption College Ubonratchathani has given approval for this research project. For information on your rights as research subject, contact Ms. Sirion Thong-om at 045-284444 ext. 401

Introduction:

You are invited to consider participating in this research study. We will be exploring the problems that grade 10 students at Assumption College Ubonratchathani (ACU) have in taking the O-NET English language Tests in academic year 2012. If you decide to participate please sign and date the last line of this form.

Explanation of the Study:

We will be finding out the problems that grade 10 students at ACU have in taking the O-NET English language tests. In this regard, you will be invited to take part in an interview. You will be interviewed once using an open-ended type of interview questions which will be recorded and transcribed for further use in data analysis.

Confidentiality:

All of the collected information will be confidential and will only be used for research purposes. This means that your identity will be anonymous, in other words, no one besides the researcher will know your name. Whenever data from this

study are published, your name will not be used. This data will be stored on a computer and only the researcher will have access to it.

Your participation:

Participating in this study is strictly voluntary. Your decision to participate will in no way affect your grade. If at any point you change your mind and no longer want to participate, you can tell your teacher. You will not be paid for participating in this study. If you have any questions about the research you can contact the researcher at the above contact information or in person at the ACU Intensive English Program staff room.

Participant's Statement:

I have fully explained this study to the student. I have discussed the activities and have answered all of the questions that the student asked.

Signature of Researcher

_____

Date _____

Learner's Consent:

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Learner's Signature

_____

Date _____

APPENDIX G

CONSENT TO O-NET ENGLISCH LANGUAGE

TEST-MATAYOM 3 (GRADE 9) LEVEL

Content of O-NET English Language Test - Matayom 3
(Grade 9) Level

Section 1: Language Use and Usage

Part 1: Signs

Part 2: Questions and Answers

- Wh-Questions

Part 3: Dialogues

- Talking about Sports

- At a Party

- Making Offers: Helping Someone Carry Something

- Helping Someone Cross the Street

- Shopping for Appliances

Part 4: Sentence Completion

- Prepositions

- Auxiliary Verbs

- Conjunctions

- If Conditional

- Tenses

Section 2: Reading Ability

Part 1: Vocabulary

- Parts of Speech

  Nouns, Adjectives, Adverbs, Verbs

Part 2: Reading Comprehension

- Stating Main Ideas

- Summarizing and Paraphrasing

- Word Meaning in Context Clues

- Recognizing Cause and Effect

- Drawing Conclusions