



Students' Perceptions on Preparation Strategies Used by Stakeholders: A Case of English O-NET Achievement

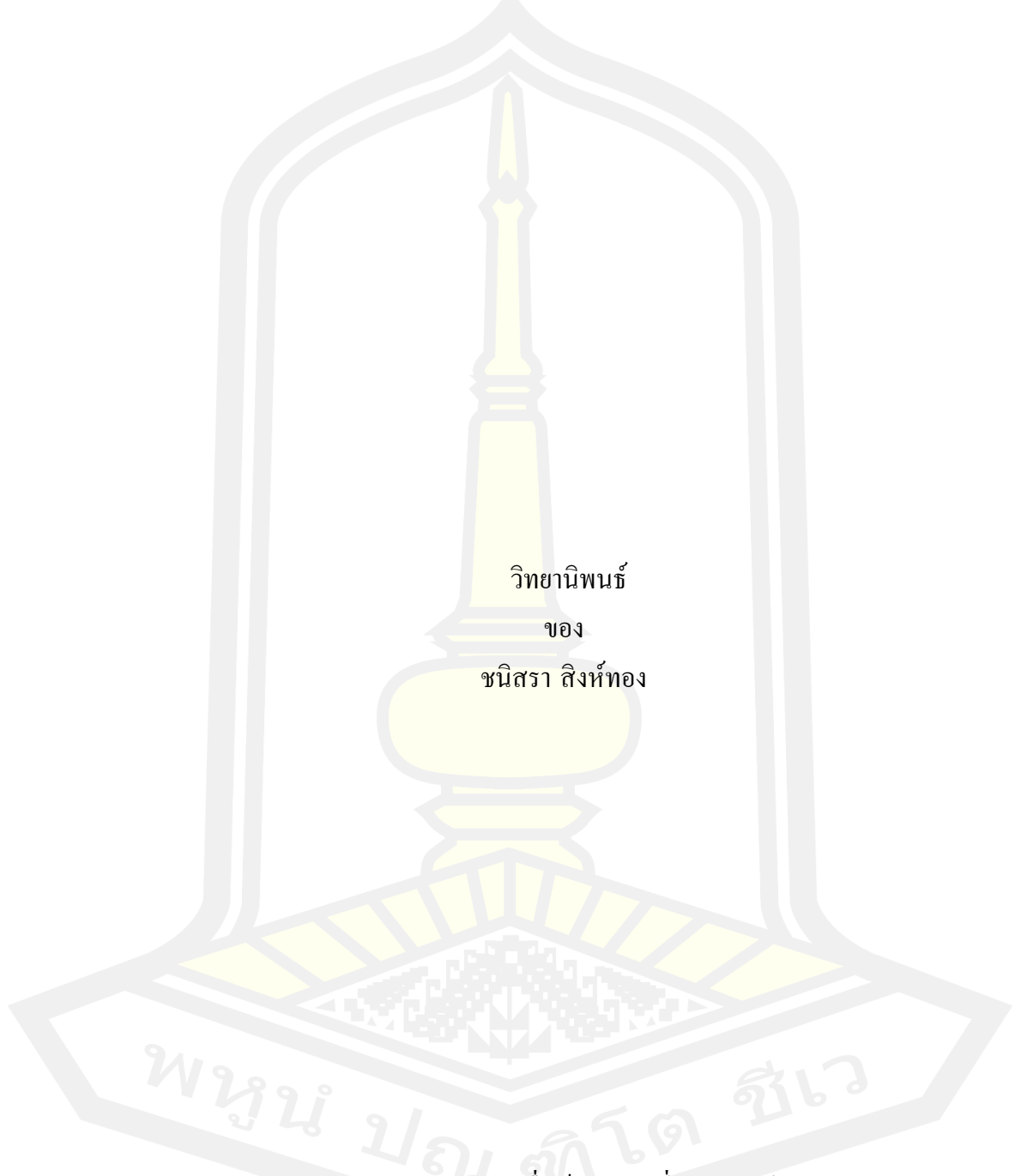
Chanisara Singthong

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching

May 2022

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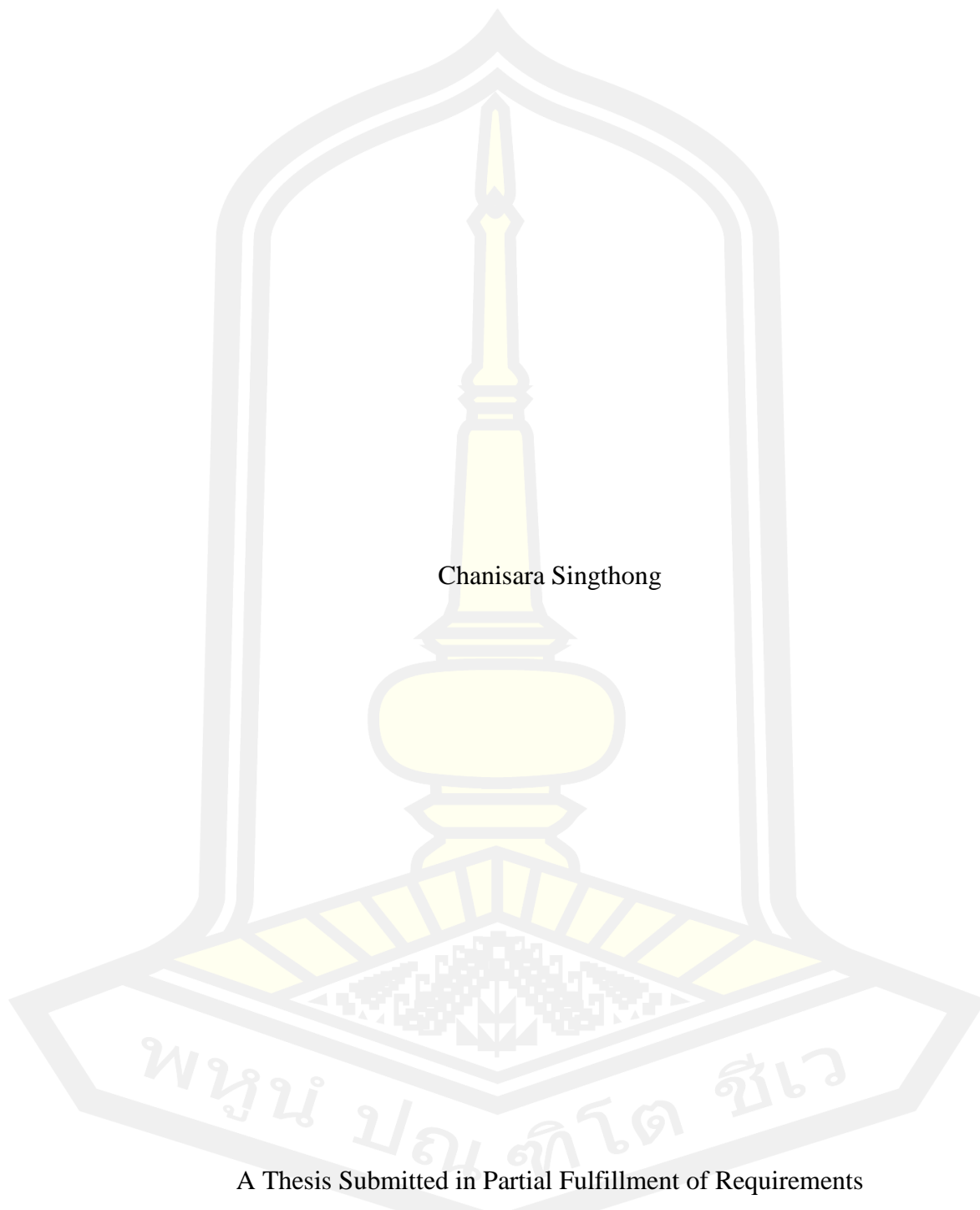
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Students' Perceptions on Preparation Strategies Used by Stakeholders: A Case of
English O-NET Achievement

Chanisara Singthong



A Thesis Submitted in Partial Fulfillment of Requirements
for Master of Education (English Language Teaching)

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ABSTRACT

The present study aims to investigate the factors which influence higher O-NET scores of Grade 9 students in Maharakham, and provide guidelines for good practice, which hopefully, will support Grade 9 students to successfully cope with the O-NET tests and increase their scores. The participants were 214 Grade 10 students from a school in Maharakham province with the highest O-NET results in the past three years. Data were collected using a close and open-ended questionnaire in order to probe into the students' opinions on the strategies used by the school, the English teachers, and themselves to prepare for the test. Descriptive statistics using percentages was primarily used to analyze the data. With regards to the school strategies, most of the participants agreed that the three common strategies the school employed in preparing them for the English O-NET were: offering the O-NET bank resources in the library (80.84%), conducting tutorials (75.70%), and providing extra exercise resources in the library (75.70%). The results also showed that English teachers at the school used various strategies, such as, teaching relevant lesson contents (79.44%), teaching vocabulary items, and language structures (78.50%); and using extra exercises and training strategies in the classroom (70.10 %) in preparing them for the exam, and for which they found useful. For student strategies, the findings showed that there were only three strategies that attained high average percentages of student agreement (i.e., compensation strategies (86.45%), social strategies (80.68%), and memory strategy (60.05%)). Based on these findings, the guidelines for good practice were proposed, and the implications in terms of language learning and strategies were discussed.

Keyword : Language learning factors, language learning strategies, O-NET, achievement

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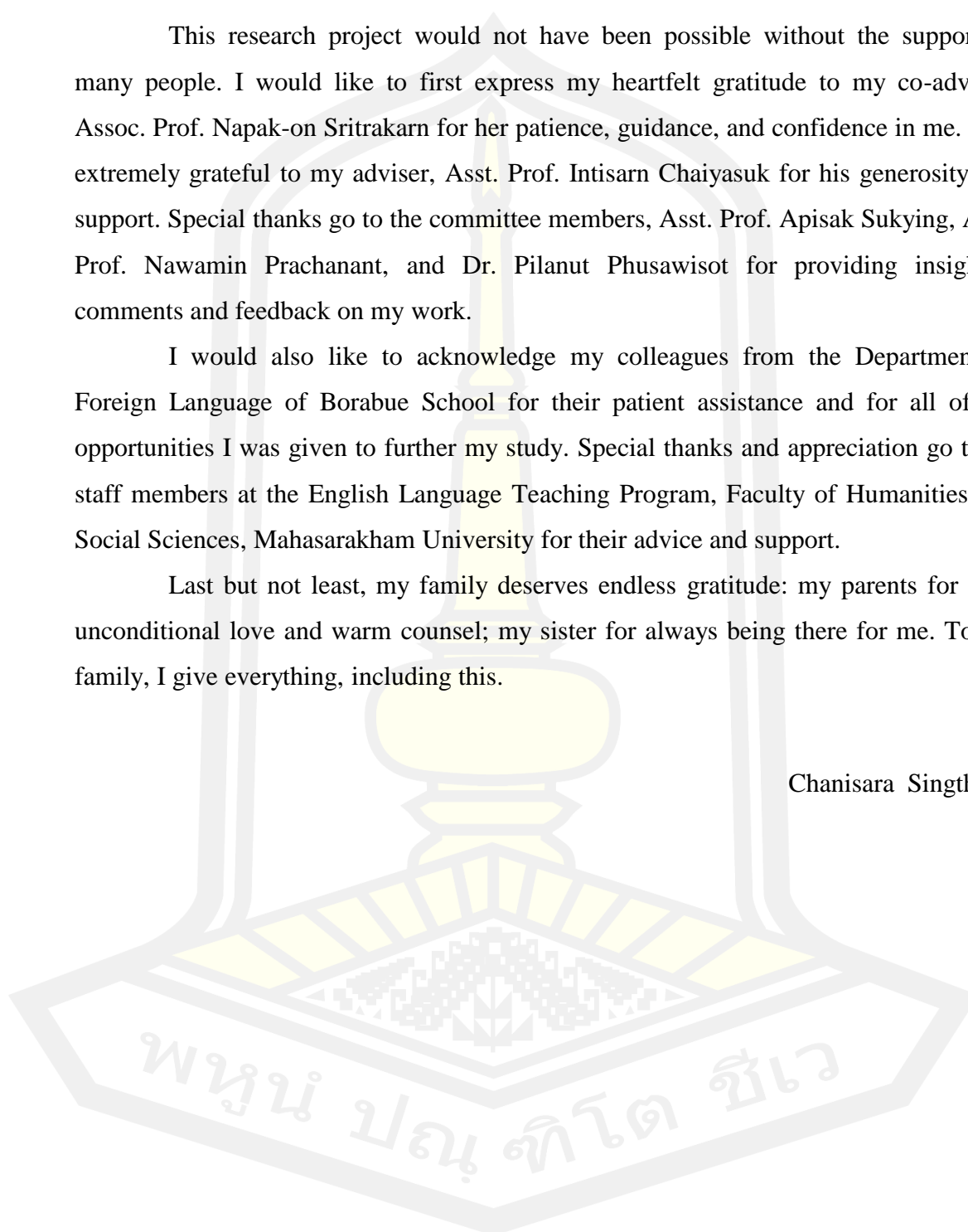


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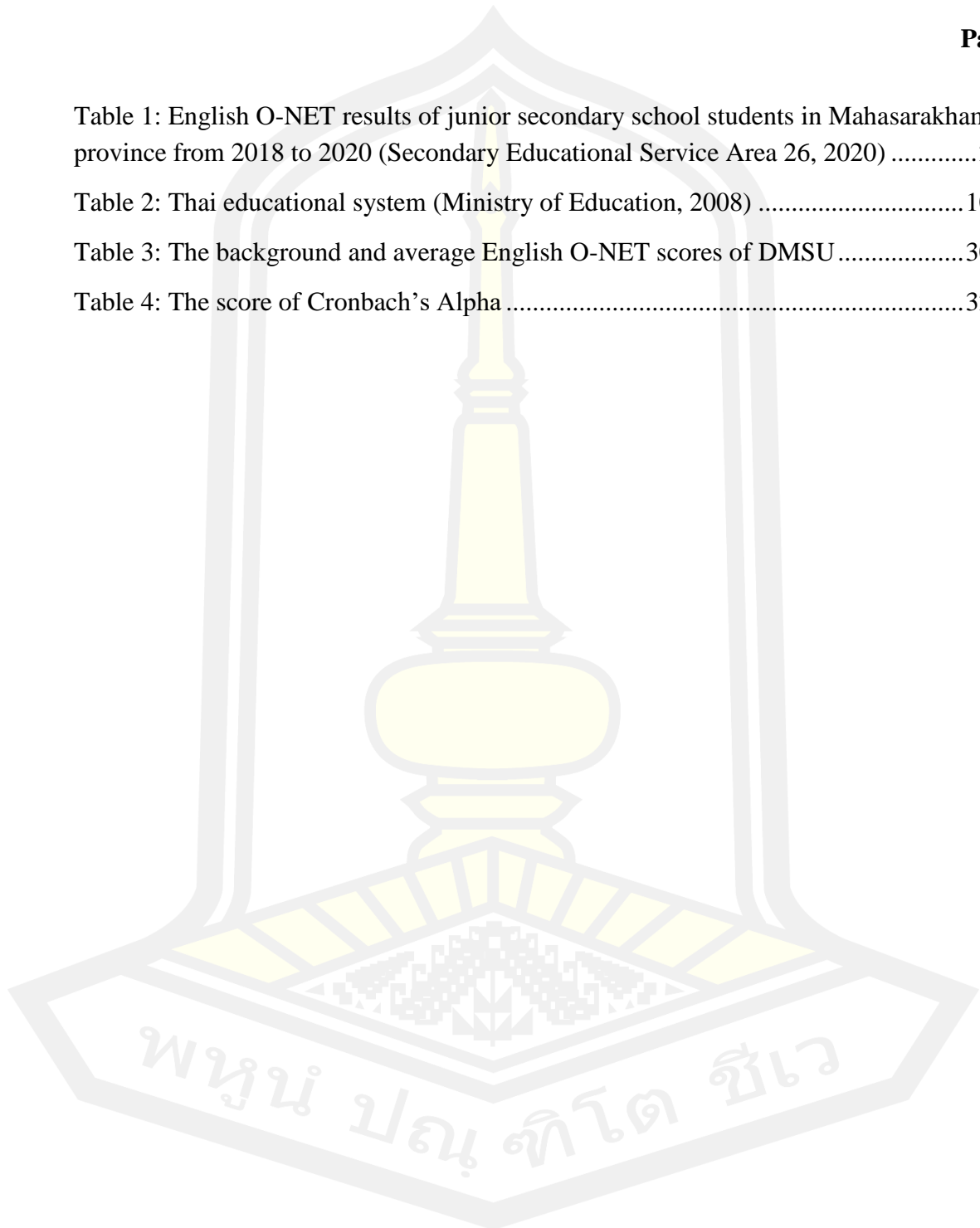
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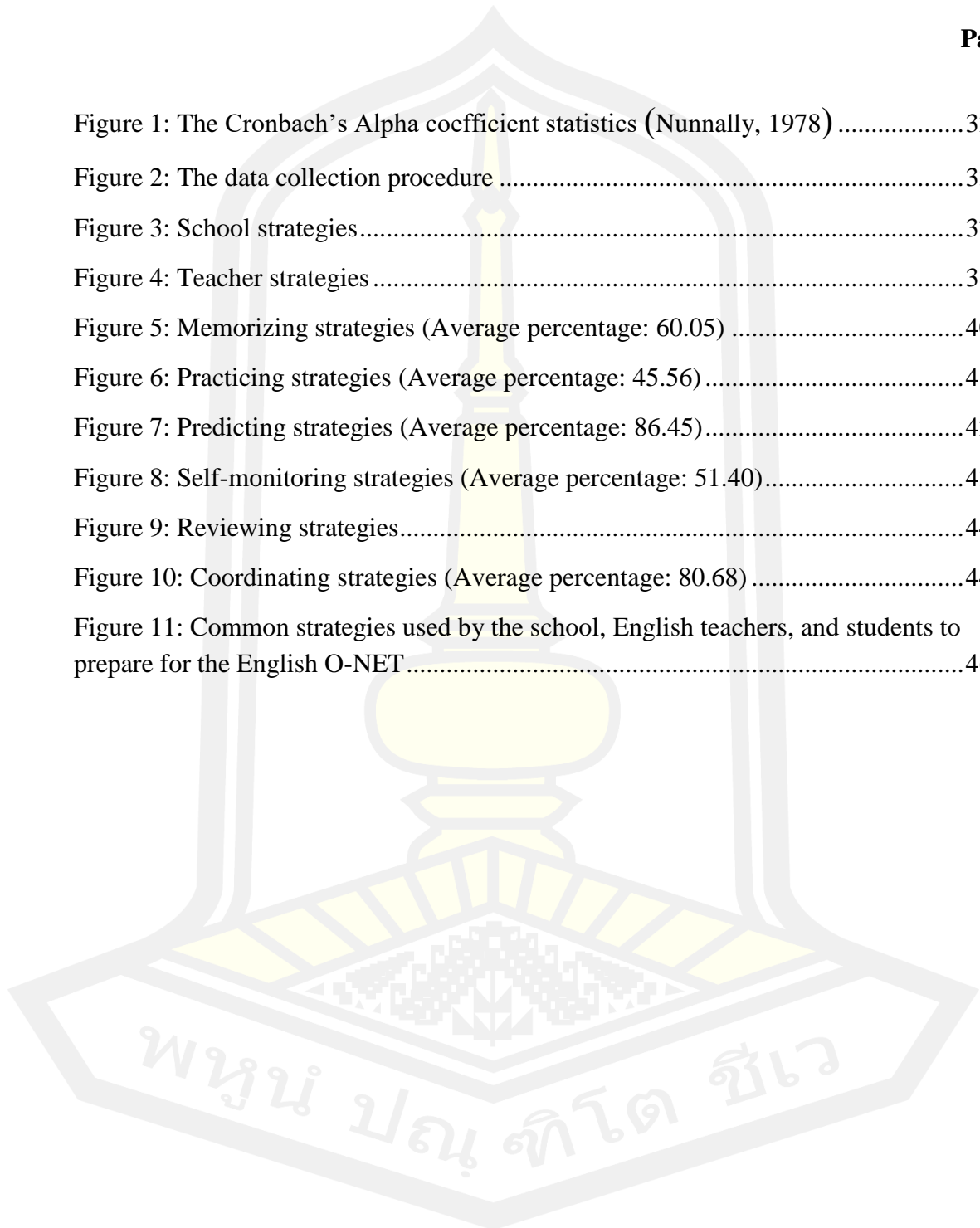
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CHAPTER I

INTRODUCTION

1.1 Background of the study

According to the Basic Education Core Curriculum (B.E. 2551), Thai students are required to learn English as a fundamental subject from Grade 1 to Grade 12. It is also compulsory that students have to take the Ordinary National Educational Test (O-NET) in the final years of their lower and upper secondary school education (years 9 and 12). The O-NET comprises of five major subjects designed by the National Institute of Educational Testing Service (NIETS), including (1) Thai language (2) mathematics (3) science (4) social studies, religions, and cultures, and (5) foreign languages. The test contents are created based on the requirements of the Basic Education Core Curriculum B.E. 2551.

The O-NET results has been used as part of the graduating requirements from the basic education core curriculum since 2008 as a mechanism designed to select students to study at a higher level until the academic year 2021. From 2022 onward, the O-NET results will not be used as one of the graduating requirements nor as one of the criteria for university admission (Ministry of Education, 2021). As the test still exists, the results however could still be used for other purposes, for example, to assess national student learning and to encourage every school in Thailand to reflect on their students' learning achievements and instigate plans to improve the quality of their teaching and learning.

As the O-NET is a standard-based achievement test, different schools or institutions can also use the test scores to evaluate the quality of both students and schools. Scholars have argued that the O-NET results can be used to play two significant roles in the Thai instructive setting: as a watchman for learners and as a hotspot for schools to guarantee their scholarly responsibility. For the individual student, a low score may reflect the student ability in academic subjects. As stated above, O-NET results have been used as one of the criteria for students to qualify for university admission until the 2021. Even though the admission system from 2022 onward will rely on GAT (General Aptitude Test) and PAT (Professional and Academic Aptitude Test), the O-

NET results could also be used as an alternative source to keep the universities apprised of their potential students' English knowledge level in the process of considering and selecting them for admission. For the secondary schools in Thailand, achieving high results in O-NET in all the five subjects is one of the challenging and competitive missions set to be accomplished (Sritrakarn, 2021). The O-NET results can also be used as a guarantee for the schools' scholastic responsibility, which can be used as a tool to reflect the school accountability (ibid.) and is likewise one of the tools for reliability used by guardians or parents (Nammala, 2016).

The discussion above implies that O-NET affects all the stakeholders which include: pupils, instructors, guardians, school chairmen, and strategy creators (NIETS, 2009). When the O-NET results are considered, the English proficiency of Thai students is, however, still low. From statistic reports (Secondary Educational Service Area 26, 2019), the recorded average English O-NET scores of Mahasarakham students are still lower than the standard level. Table 1.1 below illustrates the English O-NET results of junior secondary school students (Matthayom 3) in Mahasarakham province in the past three academic years.

Table 1: English O-NET results of junior secondary school students in Mahasarakham province from 2018 to 2020 (Secondary Educational Service Area 26, 2020)

Years	O-NET Results (%)	
	National results	Mahasarakham Province
2018	29.45	34.95
2019	33.25	29.37
2020	34.38	34.38

Table 1 shows that the students' O-NET results are still at an unsatisfactory level. The low results are consistent with those of many schools in Thailand. It is therefore essential to investigate the factors which have an influence on students' higher or lower O-NET test results. Several previous studies in Thailand investigated the reasons why students had low O-NET results. The study by Limcharoen, Ardwichai, and Chanin (2009), for instance, claimed that the learning environments, for example, the classroom learning activities or supports, affect Thai students' O-NET scores. In other studies, for example, Waiyavannajit (2009) reported that students have different learning styles (i.e., students who learn better when taking information visually, in auditory form, by doing, or by writing and reading) also have an effect on their O-

NET scores. Sukying, Wan-a-rom, and Phusawisot (2012) claimed that the O-NET scores reported annually did not seem to represent Thai learners' actual language proficiency as a result of teaching and learning English in Thai secondary schools. Sritrakarn (2021) mentioned that student achievements in O-NET could also be influenced by other factors such as the basic education core curriculum or textbooks. The study found that the basic education and the O-NET test items were only partially related.

From the literature, previous studies on O-NET focused on Grade 12 level (e.g., Sritrakarn, 2021; Sukying et al, 2012). Moreover, there has been only one study that investigated the factors which influenced students' higher scores on O-NET tests i.e., Suwathanpornkul (2015), and the focused level was Grade 12. The study examined the strategies used by the schools that received high O-NET results and from the findings, set up a model for other schools to follow. Suwathanpornkul claimed that teachers and students are one-factor affecting students' O-NET achievements together with other factors, such as parents. The study by Suwathanpornkul has provided the initial guidelines for good practices to support students' achievements, however, there still exist a limited number of studies investigating the factors which promote the students' testing proficiency. This implies that further study is still needed to prepare students for a good O-NET result. In particular, more studies should be conducted to focus on the lower level (i.e., Grade 9) to prepare students at an early stage for the O-NET assessment in the final year of their secondary school education. Given that in many ways the language people speak is a guide to the language in which they think (Hunt & Agnoli, 1991), the investigation of the stakeholders who have influenced students' success in achieving higher O-NET results would lead to some useful guidelines and strategies for other schools to implement. To respond to this need, the present study aimed to investigate the strategies used by schools in Mahasarakham province of which Grade 9 students have been observed to achieve a high English O-NET results in the past three years. The findings from the study were hoped to confirm those from Suwathanpornkul and be useful for other schools seeking the strategies to improve their students' O-NET results or any assessments that students have to encounter (for example, GAT or PAT).

1.2 Purposes of the study

To contribute to the findings from previous studies, the present study aimed to investigate the factors that have influenced the higher O-NET scores of Grade 9 students in a secondary school in Mahasarakham and provide guidelines for good practices which hopefully would support the students to successfully cope with the O-NET tests and increase their scores. The study aimed to answer the following questions:

1. What are the factors influencing the high English O-NET results of Grade 9 secondary school students in Mahasarakham province?
2. What could be the guidelines for good practices to prepare students for the English O-NET tests?

1.3 Scope of the study

The present study investigated the factors which have an influence on the higher English O-NET scores of Grade 9 students at one school in Mahasarakham province. The participants included Grade 10 students who were asked how the strategies were used to prepare them for the English O-NET based on three factors, the students themselves, English instructors, and the school. The three factors are indicated by NIETS (2012) as the key factors which have influenced students' O-NET scores. To ensure the valid numbers of student and teacher participants, the total number of student and teacher populations belonging to the investigated level (Grade 9) were consulted and the number of research participants was identified accordingly.

1.4 Research methods

1.4.1 Participant settings/ Ethics

The study collected the English O-NET results of junior secondary school students in Mahasarakham province in the past three academic years (2018 - 2020) from the website:

<https://bigdata.ses26.go.th/public/index.php?name=onet&file=m3&route=onet/m3>.

Then, a purposive sampling method used to select the research participants. In so doing, the school which constantly received high scores in the past three academic years was contacted and invited to participate in the research project. From the records, the school which achieved the high English O-NET results was

Maharakham University Demonstration School (DMSU). In recruiting the school, the researcher had obtained authorization from the school director to comply with any ethical concerns. Then, a questionnaire was prepared and validated before distributing it to the research participants (Grade 10 students who had taken the O-NET test).

1.4.2 Research instruments

- *Questionnaire*: The designed questionnaire was evaluated by experts in the field, calculated for IOC, adjusted, and edited before distributing to the participants (students and instructors).

1.4.3 Data analysis

The data from the questionnaire, requiring the students to respond by saying ‘yes’ or ‘no’ to show their agreement with the statements were analyzed quantitatively in terms of mean scores (m) and standard deviation (S.D.). The data collected from the open-ended sections were analyzed by thematizing the information received and discussed in terms of attitudes and opinions to clarify the quantitative results.

1.5 Theoretical framework

The nature of this study aligns with the language learning theory as proposed by Ellis (Ellis, 2001). Ellis discusses three factors that influence students’ language learning: external factors, internal factors, and individual differences.

External factors: According to Ellis (2001), the two main external factors which influence student learning are social factors and input factors.

The social factors may influence students’ language learning indirectly. They determine the learning opportunities which individual learners experience. For example, the learners’ socio-economic class and ethnic background may affect the nature and the extent of the input to which they are exposed.

The input factors explain the role of input in language acquisition from three perspectives: behaviorist, mentalist, and interactionist. *Behaviorist input* consists of stimuli and feedback. The teacher presents a model of specific linguistic forms, students rehearse, and feedback takes the form of positive reinforcement or correction. *Mentalist theories* emphasize the importance of the learner’s ‘black box’.

In this input, learners are equipped with an innate knowledge of the possible factors and possible forms that any single language can take, and use the information supplied by the input to arrive at the forms that apply in the case of L2 they are trying to learn. *Interactionist theory* is more social in orientation, emphasizing verbal interaction as a crucial importance for language learning.

Internal factors are concerned with the cognitive structures involved in second language acquisition by considering how the learner's existing linguistic knowledge influences the course of the second language (L2) development.

Individual differences focus on the affective states of learners which have influences on language learning, namely: age, aptitude, learning style, motivation, and personality.

The main factors that influence students' O-NET results are the school, English teachers, and students. In this study, the researcher looked at these three factors. All these factors are related to the theoretical framework described above, for example, the school is related to external factors, English teachers are related to external factors, and students are related to individual factors.

When the research goals are considered, the two factors which are related to the scope of the present study are external factors and individual differences. The details illustrated by these two factors will be consulted in designing the questionnaire for the study.

Strategies are actions that managers take to attain one or more of the organization's goals. Strategy can also be defined as "A general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process" Johnson & Scholes (2002). This study looked at the strategies used by the school, English teacher, and students to prepare for the English O-NET. The strategies used by different users differ in educational contexts. Strategies used by the school involve inviting external tutors to train and prepare students for the O-NET test; strategies used by English teachers, such as their teachers training them on the techniques and strategies to cope with the test items as well as

emphasizing the vocabulary knowledge in the classroom; strategies used by students, for example: predicting strategies, coordinating strategies, and memorizing strategies.

1.6 Significance of the study

- The findings will provide useful information to school management on the processes that influence the increase of students' O-NET scores. This information will be useful for other schools as well as the educational service area to reflect on and adapt to policy and practice.
- The findings can be used as a guideline of good practice which can be adapted or followed by other schools to improve their students' O-NET results or other kinds of assessment, for example, GAT or PAT.
- By taking the guidelines developed from the results of the present study and formulating their policies, other schools will have the potential to improve and promote the quality of their educational institutions. This will eventually be beneficial for the educational system of Thailand in general.

1.7 Definition of key terms

- ***Grade 10 students.*** Students who have completed Mathayom 4 level (Grade 10) at a school under the Office of the Basic Education Commission in the academic year 2020 and have completed the O-NET test.
- ***Factors influencing the increase of Grade 10 English O-NET results of Thai students.*** Elements or features related to the student body and the external environment that result in the student's English O-NET results being higher than in other schools in the same province.
- ***Schools with high English O-NET results.*** The schools in which the English O-NET results have been reported as the highest during the 2018-2020 academic years.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the concepts of the educational system in Thailand and the significance of language learning assessment. The definition and elaboration of the O-NET test are presented in 2.3, and the theoretical framework of Ellis's language learning theory is discussed in 2.4. Language learning strategies will be discussed in 2.5, and finally, an overview of the relevant studies as well as a discussion on the areas for future investigation will be provided in 2.5.

2.1 Educational systems in Thailand

The system of Thai education has been divided by the Thai Ministry of Education (MOE) in 2007 into three main sections; formal education, non-formal education, and informal education.

2.1.1 Formal education

According to National Education Act (1999) and Adjustments (Second National Education Act B.E. [2002]), Thai formal education refers to education that contains particular objectives, methods, curricula, duration, and assessment for achievement. It consists of two strata including basic education and higher education.

- *Basic education*

Basic education currently refers to the education that covers the initial 12 years of study i.e., primary school (six years, Grade 1-6), lower secondary school (three years, Grade 7-9), and upper secondary school (three years, Grade 10-12). The compulsory education covers the initial nine years; from primary school to lower secondary school, meaning that all students have to complete their studies as the enforced rule of the Education Act of 2003 to a minimum of Grade 9 (Ministry of Education, 2008).

- *Higher education*

Higher education is defined as the education at a tertiary level either at university or college where people obtain different degrees. To attain this level of education, secondary school students, in their last year (Grade 12) have to complete their final

year and gain their Grade Point Average (GPA) to apply for the university admission (Ministry of Education, 2018)

2.1.2 Non-formal education


Thailand has long given priority to adult and non-formal education as a means of providing lifelong learning opportunities to the out-of-school population. As stated by the National Education Act (1999) and Amendments (Second National Education Act, 2002), non-formal education in Thailand is more flexible than formal education. In other words, the particular objective, goal, curriculum, evaluation, duration and the assessment depend on the demands and focus of different institutions. This kind of education is for students who miss the chance to attend formal education to develop their skills through distance learning with an institute that includes a graduation policy which overlaps with formal education. Moreover, a non-formal education service can be offered from both the public sector and the private sector such as the Ministry of Education, Ministry of Defense, Ministry of Labor, Ministry of Interior, Ministry of Public Health, Ministry of Transport, Ministry of Agriculture and Cooperatives, Ministry of Industry, private organizations, and other non-governmental organizations.

2.1.3 Informal educations

Based on the idea that learning can also take place outside the formal space of the classroom, the Ministry of Education or MOE (2018) defines informal education as external classroom learning. This means that people can learn from the multiple sources, for example, community, work experiences, family, media and person. Support is made through the network of libraries, television and radio programs, and Internet. Assessment will be made, based on the special criteria set by the administrative committee. Table 2.1 summarizes different levels of Thai educational system.

Table 2: Thai educational system (Ministry of Education, 2008)

Approximate age	Grade	Level of Education	Vocational education	Nonformal education
3		Pre elementary		
4				
5				
6	1	Primary		
7	2			
8	3			
9	4			
10	5			
11	6			
12	7	Lower Secondary		
13	8			
14	9			
15	10	Upper Secondary	Lower vocational and technical	
16	11			
17	12			
18	13	Undergraduate	Tertiary vocational	
19	14			
20	15			
21	16			
22	17	Graduate study		
23	18			
24				



This study investigated the strategies used by one secondary school in Mahasarakham province, Thailand, in preparing their students for the national test (O-NET). The focused participant group was Grade 10 which was the first year of higher secondary school in Thailand of which the students had already taken the O-NET test at Grade 9. The following section will discuss the importance and impact of language learning and assessment in Thailand.

2.2 Language learning assessment in Thailand

Thailand has struggled to gain a high level of English proficiency from the eighteenth century to present. Since the influence of the West in King Rama III's era (Aksornkul, Durongphan, Sawangwong & Tiancharoen, 1982), Thai English language proficiency has not yet reached the optimum level (Watson, 2015; Watson, Pansa, Jaturapitakkul, Chanchula, Pojanapunya, Tepsuriwong, Trakulkasemsuk, 2021). At the time prior to changing the English language syllabus, the main teaching methods in Thailand were grammar translation and rote memorization (Prapphal, 2008). This made it hard to promote Thai people's English language level as those teaching methods only focus on translation, drills and the language structure. Hence, the Ministry of Education decided to change the policy and the syllabus of English language to emphasize more on the four broad skills consisting of listening, speaking, reading, and writing. In 1996, the syllabus for basic education was changed again by the Ministry of Education to focus on the communicative approach with an electronic orientation. This new educational core curriculum aims to promote the student real life communication skills in utilizing English language, their academic journey, career goal and also the comprehension of the other culture (ibid.).

To promote Thai students' English language proficiency, the assessment and test was mainly concerned with measurement in order to reflect the students' ability, teachers' teaching performance and the school's management. As such, the MOE also proposed national testing following the National Act in 1999 in order to evaluate the proficiency of students. The national tests are mainly, the Ordinary National Educational Test (O-NET) and Advanced National Educational Test (A-Net). However, the A-Net test which is the advanced test that aims to implement the score for entry into the higher education was abandoned since 2010 and replaced with the General Aptitude Test (GAT) and Professional Aptitude Test (PAT).

GAT is a general aptitude test that aims to measure the potential for successful university studies by testing the ability to communicate in English. The results are used to consider the selection of students to study in higher education institutions in the Thai University Central Admission System (TCAS) system (NIETS, 2020). In the admission system, GAT and PAT together will account for 50% of the total entrance score, and students are required to present the scores of both kinds of assessment for admission. The remaining 50% is the combined proportion of students' grades (GPAX), which include their overall GPA from Matthayom 4 to Matthayom 6 and O-NET scores. A number of universities in Thailand use GAT and PAT as the main criteria for direct admission (e.g., Chulalongkorn University, Thammasart University, or some faculties at Mae Fah Luang University, etc.). These tests are therefore the most influential tests for Thai students to undertake and achieve success. This is especially true for the last year of the upper secondary students as they are required to pass all the tests in order to complete their education and prepare for university admission.

The O-NET scores have been used to apply for Thai university entrance. Even though the admission system from 2022 onward will rely on GAT and PAT (MOE, 2021), the O-NET results could also be used as an alternative screening process for admission to inform universities of their potential students' knowledge of English and their level (Sritrakarn, 2021). The O-NET results also reflect schools' teaching quality and are reported publicly every year. For this reason, most schools within Thailand stay cautious and competitively train their students with strategies to support their students and prepare them for this national test.

The discussion above shows that the national assessments of Thailand serve as the measurement of student ability as well as school teaching quality. These assessments are compulsory for students at both elementary level (Grade 6) and secondary level (Grades 9 and 12). The following section discusses further the characteristics of the O-NET as the national assessment in the Thai educational system.

2.3 O-NET

As mentioned previously, the Ordinary National Educational Test or O-NET is one of the essential proficiency tests in Thailand. This section will provide the concepts and details of Thai O-NET and how it is significant to the participants of this present study.

O-NET is the proficiency test organized by The National Institute of Educational Testing Service (Public Organization) or NIETS according to the National Education Act 1999, amendment (2nd Issue) in 2002 that requires the government to provide accessible education to enable Thai citizens to become fully mature and developed in physical and mental health, intelligence, morality, integrity; and to achieve the sensible way of blissful life.

Accordingly, it is essential for the Thai government to propose a national organization to monitor and evaluate the results of its education in order to investigate the quality and equality of Thai education and whether it can reach the expected standards or not. The NIETS sets the objectives of O-NET into four modules.

1. To assess the knowledge and thinking capability of Grade 6, 9 and 12 students according to the Basic Education Core Curriculum 2008 policy.
2. To assess students' academic proficiency according to the Basic Education Core Curriculum 2008.
3. To provide information to schools and reflect their performance in order to improve their teaching and learning activities.
4. To evaluate the quality of education of Thailand at the national level (NIETS, 2021).

Originally, O-NET was proposed as an eight subjects testing in 2005 consisting of: Thai language subjects, English language, social studies and culture, mathematics, science, health and physical education, vocational education and technology and art.

The conflict and controversy occurred during 2012 when the question of some subjects were impractical to measure the performance of students and there were

many critics and conflicting comments from the students on them (Kewmala, 2012). Extract 1 below illustrates the non-practical question from the O-NET.

Extract 1. Sample of the text item which received negative feedback (O-NET, 2012)

Q2: If you experience a sexual urge, what must you do?

- a) Call friends to go play football.
- b) Talk to your family.
- c) Try to sleep.
- d) Go out with a friend of the opposite sex.
- e) Invite a close friend to see a movie.

In response to the comments concerning the non-practical questions, NIETS abandoned some subjects in the O-NET test, namely: health and physical education, vocational education and technology and art subject. The remaining five subjects which are currently administered are mathematics, science, English language, Thai language, and social studies.

Detailed structure of the English O-NET

The English O-NET aims to measure educational achievement for Foreign Language Department of Grade 9 students. According to the learning standards and indicators of the Basic Education Core Curriculum (B.E. 2551). It consists of three main sections, namely: conversation, reading, and writing. Each section focuses on the assessment of student language proficiency in different folds.

Section 1 Conversation

In this section, the students have to read conversations and statements with missing words and phrases and fill in the blanks.

Situation: Planning an event

Ava: Linda's birthday is coming up.

Sophia: Great, it'll be fun and cheaper than going out.

Ava: The thing is we have to Be careful about how you send the invitation. (O-NET, 2020)

7. 1. Let's go to a movie
2. Let's go on a vacation
3. Let's have a workshop
4. Let's have a surprise party here.

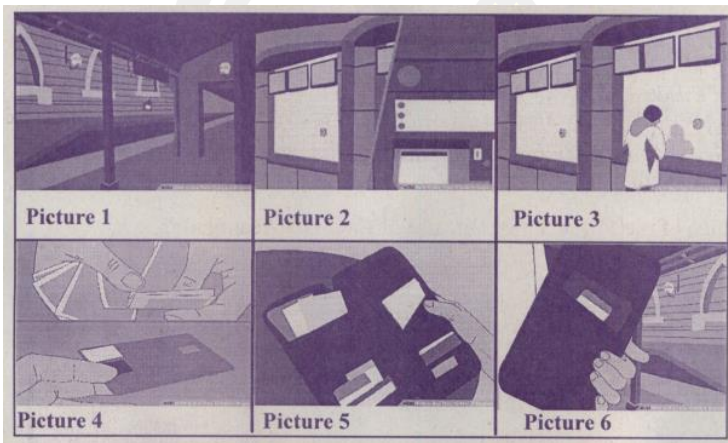
Section 2 Reading

In this section, the students have to read a story and then answer questions. Sometimes it is multiple choices, and sometimes it is fill in the blanks.

Section two: Reading

Situation: You want to buy a train ticket in the UK.

Look at the pictures showing the correct steps for buying it.



13. Read the following instructions and rearrange them according to the correct order of the pictures (O-NET, 2020).

- A. Find the ticket and information office
- B. Arrive at the train station
- C. Put the ticket in a safe place
- D. Buy a suitable ticket
- E. Go to the train with your ticket
- F. Ask for the information about the ticket

1. A-B-D-C-F-E
2. B-A-D-E-F-C
3. B-A-F-D-C-E
4. A-B-F-D-E-C

Section 3 Writing

In this section, the students have to show knowledge of reading rules as well as basic grammar rules.

Section three: Writing

Situation: You have seen the movie ‘Spider-Man: Far from Home’ and are now reviewing it.

‘Spider-Man: Far from Home’ manages to surpass its predecessor. Character development is key in this movie and Tom Holland, once again, nails his role as Peter Parker.35..... the predictable twist, the movie manages to make Mysterio a very interesting villain, something the MCU (Marvel Cinematic Universe)36..... on. The characters are very interesting but the movie is37..... Example of the MCU formula being relied on in order for it to be successful and it won’t be long until people get38..... by it. From a critical point of view, I can see.....39..... getting too used to the basic formular. Overall, this is still a very entertaining movie.....40..... a new MSU phase. (O-NET, 2020)

35. 1. In case of
2. In spite of
3. As long as
4. Because of

2.4 Language learning factors

This section discusses language learning factors in two broad perspectives: external factors and individual learner differences.

2.4.1 External factors

According to Ellis (2001), the external factors which have influence on students’ language learning can be explained by two main views: social factors and input and interaction

- **Social factors**

Social factors have influence on language learning by determining the learning opportunities which individual learners experience. These factors include age, gender, social class, and ethnic identity (Ellis, 2001). Scholars investigating the role of specific social factors drew consistent conclusion on the findings that the greater success in L2 learning will be observed in younger rather than older learners (e.g., Chambers & Trudgill, 1980), females rather than males (e.g., Bacon & Finnermann),

middle class rather than working class people (e.g., Skehan, 1990), and in learners who shared common ‘western’ culture with the countries of the learnt language than those whose ethnic background is distant (Swales, 1988).

- **Input and interaction**

Input and interaction play an important role in language learning. The relationship between input/ interaction and second language acquisition has been examined in four major ways: input frequency- output accuracy studies, comprehensible input studies, learner output and acquisition, and collaborative discourse and acquisition.

Input frequency- output accuracy studies

This model emphasizes that the person speaking to the learner, models specific linguistic forms and patterns which the learner internalizes by imitating them (Ellis, 2001). Ellis explained that the characteristics of input to language learners are of three kinds: caretaker talk, foreigner talk, and interlanguage talk. Caretaker talk includes the input that children receive when learning their first language (L1). The input delivered in this mode is well-formed and well-adjusted linguistically to their level of development (Waterson & Snow, 1978). Foreigner talk is quite similar with caretaker talk in some respect. It is the input used by native speakers when communicating with non-native speakers and displays interactional modifications directed at both managing and repairing discourse when either communications break down or learner error occurs (Ellis, 2001). Interlanguage talk consists of the language that learners receive as input when addressed by other learners during the process of negotiation. This type of input could be less grammatical than foreigner talk. In other words, mistakes could be found in student communication in this mode. However, it involves more interactional modifications associated with the negotiation of meaning (Porter, 1986).

Comprehensible input studies

Krashen (1985) argues that language learning only takes place when learners understand messages or by receiving comprehensible input. In this view, learning will occur when unknown items are only just beyond the learner’s level. Krashen explains this by using the “i+1” structure. “i” stands for the learners’ current linguistic

competence, and “1” stands for the items the learners intend to learn (Krashen, 1985: 2). This implies that comprehensive and right quantity input is the central concern with which learners are able to learn language, and teacher talk should thereby be comprehensible in different forms and in right quantities.

Learner output and acquisition

Swain’s hypothesis (1985) is an objection to Krashen’s input theory, arguing that though comprehensible input may be essential, it is not in itself enough for understanding and is not quite the same as acquisition. Contrastingly, with the input hypothesis, the output hypothesis argues that learners can improve their language level only when they are pushed to produce output through saying and writing things, or through using the language exposed to them in meaningful ways.

Collaborative discourse and acquisition

Evidence from studies showed that joint efforts of native speakers and non-native speakers to construct discourse in the process of negotiation and interaction promote acquisition in a number of ways, for example: through the use of an incorporation strategy (the construction of utterances by borrowing from and extending elements from the preceding discourse), functions (repeating with or without modification some previous utterance), and vertical constructions (building up an utterance over several turns- Wagner-Gough, 1975).

2.4.2 Individual learner differences

English plays an important role in the Thai educational context and promotes the students’ necessary skills in order to be able to use language to communicate in the growth of globalization and become successful in their future careers. English language learning and teaching is therefore the dominant factor that can support the students to reach their achievement (Jindapitak & Teo, 2011; Kongpetch, 2006; Piriyaasilpa, 2016). Given that humans are different in terms of their biological, conditioned factors and unconscious forces (Meenakshi & Zafar, 2012), language learners tend to attain the language proficiency at different levels (Piriyaasilpa, 2016). This session discusses the differences of individual learners that influence second language learning.

Ellis (1994) proposed that there are three main aspects of individual learner differences including; the beliefs of language learning, affective states, and general factors (age, aptitude, learning style, motivation and personality).

- **The learners' belief of language learning**

The belief of the learning language depends on their experiences, general factors, learning style and personality. The study by Wenden (1986) investigated 25 American adult students' language learning belief by the semi-structured interview. The results revealed that they believed that the best way to success in learning second language is learning in a neutral fashion and trying to think in the L2 instead of L1. On the other hand, the research of Horwitz (1987) on 32 intermediate American students reported student beliefs in the memorizing of L2 vocabulary and its structure as the important keys to success in L2 learning. Horwitz also added that if the learners exposed themselves to the L2 culture, this would support them in accomplishing the target language learning more easily.

- **Affective states**

Ellis (2001) stated that affective states can be influential factors to the learner. By proposing 'anxiety' as one of the crucial affective states, Ellis further explained that it could be derived from, for example, the unsatisfactory learning performance, test score, misunderstanding communication and fear of the evaluation.

- **General factors**

Age

There is a critical period of learning L2 which is the period that is most effective in learning by children especially in pronunciation. However, scholars also argue that in the adult age, a learner can also learn quickly and effectively (i.e., Kim et.al, 1997; Long, 1990; Saville-Troike, 2006).

Attitude

Attitude refers to a set of ideas, beliefs and emotions toward particular things, people or events and it can reflect the behavior of that person and sometimes become the experience (Kendra, 2021). Attitude is one of the most influential factors for second language learning, and is related to motivation (Gardner, 1985). Ellis (1994) also

reported that learners' attitudes toward language learning affects their level of language proficiency. According to Ellis, learners with a positive attitude and/or motivation have higher potential to succeed in their efforts, meanwhile, learners with a negative attitude who have little or no motivation will not be likely to achieve their goals.

Aptitude

Aptitude is defined as the capability of learning a task or the prediction of how well someone could perform in learning (Carroll, 1981). Aptitude is also a part of the dominant factors that have influence on students in their second language learning ability. The study of the effect of aptitude and motivation of French language students in Canada by Gardner (1980), for example, revealed that there were twenty to thirty percent of participants who were unable to achieve their learning goals due to some particular issues with their module aptitude.

Learning style

Keefe (1979) and Wiling (1981) defined learning style as the reflection of the student's cognitive, effective and psychological behavior in problem solving and in the learning stage. It can be organized/ catalogued/ filed/ into two main areas in second language research including the independent and dependent learning style.

Motivation

Motivation is also considered as a main influence in L2 learning outcomes. There are two types of motivation that Ellis mentioned including integrative and instrumental. Integrative motivation was defined by some scholars i.e., Crookes & Schmidt (1991) and Falk (1978) as the motivation found in learners who desire to be a part of the target society or community by attaining a similar accent and communicative competence of that community. An example of this could be the case when migrants to an English-speaking country adjust their ways of speaking English in order to be included in the community. On the other hand, instrumental motivation refers to the motivation of the learners that have a strong desire to succeed in learning the target language as their future achievement, for example, to promote their professional status or higher education goals and business accomplishments (Crookes & Schmidt,

1991; Dornyei, 2001; Ellis 1997; Meynard Rheault & Taylor, 1977). Whether or not they will be successful, depends on a number of factors. In some contexts, the most powerful sources of motivation that can lead the learner to achieve their goals is an internal source such as self-confidence. Moreover, interesting activities in the lesson produced by the teacher are also important key factors that can easily motivate students in learning rather than the directed-motivation (Ellis, 1994).

Personality

Personality maybe defined as an individual characteristic of a human being. Based on this, personality has become one of the most significant sub-categories of individual differences because of its concerns of differences in human behaviors (Colman & Hampson, 1995; Ehrman & Dörnyei, 1998). In a recent study, the focus on personalities are introvert and extrovert learners. Introverted learners refer to the students who prefer to keep silent in class, they usually produce ideas by thinking to themselves rather than interact with their peers and instructor. Contrastingly, extrovert learners are the social students. They prefer to interact with others and engage in class activities by exchanging ideas fruitfully (Condon & Ruth- Sahd, 2013; Altunel, 2015). Ellis (2001) mentioned that the extrovert students may attain a better learning proficiency than the other. The extroverts may lead to gaining more knowledge due to their preference for attending class and being more heavily involved in classroom activities and various interactions. Yet, there has been insufficient evidence to claim so, even though there exists evidence from previous studies to confirm this. In conclusion, this study surveyd student opinions on the use of strategies to prepare students for O-NET from three stakeholders: school, English teachers, and students. A questionnaire was designed to survey student opinions on the strategies used by these three stakeholders.

2.5 Language learning achievement

The above discussion shows that there are several factors that influence students' language learning. Among those factors, learning strategies are also mentioned as one of the important factors (Ellis, 1994). Learning strategies refer to the special actions, procedures, behaviors, or techniques that the students use to improve their learning ability (Scarcella & Oxford, 1992). There have been several studies examining the

strategies used by students to learn second language and foreign languages (e.g., Habok & Magyar, 2018; Pringprom, 2008). Researchers classified learning strategies into different categories depending on the contexts and purposes of the study, for example, meta-cognitive strategies and self-directing strategies (Wenden, 1983), primary and support strategies (Danseareau, 1985), communication, and social strategies (Rubin, 1987), and cognitive, meta-cognitive and effective or social strategies (O'Malley and Chamot's classification, 1990). To follow any model, the teacher however needs to ensure that those strategies are suitable and fit into the students' learning style in order to gain the benefit from it. As far as the comprehensive and detailed classification is concerned, the model proposed by Oxford (1990), including direct strategies and indirect strategies, has been used widely by researchers (Jones, 1998). The recent study focused on Oxford's classification of learning strategies (1990) and different types of strategies as proposed by Oxford were applied in the student questionnaire to investigate how they prepare themselves for the O-NET test.

According to Oxford (1990), there are six L2 learning strategies categorized under two criteria which are indirect and direct strategies.

Direct strategies

Direct strategies were defined as the strategies that directly affect the target language learning, its concern to the students' mental process in the different manners and purpose (Oxford, 1990). In this criterion, there are three minor strategies as follows.

- *Memory strategies* refer to the storing and retrieving the information once it requires to be used. The example of memory strategies are acronyms, rhyming, total physical response, flashcards and imagination.
- *Cognitive strategies*. The cognitive learning strategies of O'Malley and Chamot's (1990) aims to aid the student to operate the language resources directly through reasoning, analysis, note taking, summarizing, synthesizing, outlining, or reorganizing the information in order to get the better schemas.

- *Compensation strategies* are the strategies that support the student to fill up the missing knowledge in learning language by predicting the missing point from the context in listening and reading, using synonyms and circumlocution, using signals or pause words in order to succeed in the learning task. However, these strategies seem to be limited only for speaking and writing.

Indirect strategies

Indirect strategies refer to the learning strategies that support and promote the student language learning by not directly involving into the target language, but it can contribute to helping the students learn powerfully (Oxford, 1990). Indirect strategies include three minor strategies.

- *Meta-cognitive strategies* are strategies that students employed in managing the overall learning process. Purpura (1999) revealed that *the metacognitive strategies* had an important effect on the cognitive strategies in positive ways, which means the metacognitive strategies are able to provide a clearer evidence that the student can complete the task by applying it on their learning (e.g., classifying learning style preferences and requirements, planning for the second language assignment, gathering and organizing the language resources, making a learning schedule and learning space, monitoring their own mistakes, and evaluating the accomplishment of the task).
- *Affective strategies* are defined as the strategies to deal with students' mood, anxiety and feelings or any emotional requirements. For example, taking a deep breath once there is anxiety and feeling nervous, encourage them to have motivation or positive attitude in learning, taking the emotional temperatures.
- *Social strategies* refer to the strategies that promote the student in learning language by involving in the community in order to reach the achievement of the learning object. For example, asking questions to get a better and mutual understanding, improving cultural understanding, asking for correction, clarification or verification and become thoughtful about the other feelings.

To investigate how different strategies were used by the three stakeholders to enhance student O-NET achievement, the questions in this study were developed following the model of Oxford (1990). In so doing, different learning strategies were classified as memorizing strategies, practicing strategies, predicting strategies, self-monitoring strategies, reviewing strategies, and coordinating strategies.

Previous studies on language learning strategies

As learning strategies are one of the factors that help to promote students' language learning ability (Ellis, 1994), scholars have investigated the strategies that are mostly used in language learning (e.g., Habok&Magyar, 2018; Pringprom, 2008) in different contexts.

In a Thai context, Pringprom (2008) investigated the learning strategies used by the first- and second-year university students and differentiated the findings in terms of genders and course levels. The simple random sampling was chosen to be the criteria of the research participants' selection and the questionnaire was employed as the research instrument. The results revealed that both first year and second year mostly used the compensation and metacognitive strategies as their learning strategies. Moreover, the female students attained a higher percentage of using the learning strategies significantly rather than the male students. Besides, the study by Habok and Magyar (2018) investigate the language learning strategies used by year 5 and year 8 Hungarian students in connection with foreign language attitude, proficiency and general school achievement. The questionnaire was applied as the research instrument. The research results showed that the metacognitive strategies mainly involved in both years of students as well as the foreign language attitude and the school achievement. However, in the foreigner language attitude of years 5 students seem to receive the influence from the metacognitive, social and memory strategies. Further, in years 8 the memory strategies gained lower percentage than years 5 but they shared the similar among of the metacognitive strategies.

The discussion above shows that the students use the metacognitive strategies as the dominant strategies in learning language. Additionally, the genders of learners have

also been reported to have an effect on the use of different strategies of language learning.

2.6 Previous studies on O-NET

Previous studies on O-NET can be discussed under two broad categories, including key factors that affect academic achievement and educational quality, and the alignment of O-NET toward the core curriculum and textbooks.

2.6.1 Studies investigating the key factors which affect academic achievement and educational quality

In an educational system, school, classroom, and student levels are important and affect the education outcomes (Blömeke, Olsen, & Suhl, 2016), some researchers investigated the strategies that promote the students' quality of outcomes and their academic goals. (i.e., Atchia & Chinapah, 2019; Pootrakul, 2014; Suwathanpornkul, 2015).

In the Thai context, students are required to complete the national test in order to be evaluated by the educational system, school, and teachers. This policy was proposed by the Thai Ministry of Education in 2008. Based on this requirement, Suwathanpornkul (2015) investigated the strategies that support students' equality through the O-NET test scores. Ten schools in Bangkok, Thailand, which attained good O-NET scores were selected and contacted. There were three research instruments used in the study, including; document analysis, interviews, and observations. From the findings, there were four strategies administered by the school:

- the selected schools provided feedback after taking a test to the related department in their schools in order to allow them to use the feedback from the test scores to enhance classroom lessons;
- the feedback was additionally used to monitor and determine the program or project in their schools, but it depended on each school's policy of the study program;
- the students were also informed of the feedback, and it was given as practice for them so they could improve their proficiency;

- the feedback was submitted to the teacher to allow them to monitor and research the student cohort for any L2 language deficiencies.

Pootrakul (2014) investigated the impact of leadership style, particularly transformational leadership, teacher quality, and school facilities in upper-secondary school level toward the students' O-NET and GAT scores. The selected 229 Thai upper secondary schools were selected as the participants and both O-NET and GAT scores were used as the evaluation of the student proficiency. The questionnaire was also used to collect quantitative data and the results showed that there were two variables that enhanced scores; teacher equality and school facilities. Meanwhile, the school leadership and school principal were less important and excluded as the variables to support the student test scores. Contrastingly, a study by Atchia and Chinapah (2019) showed partial similarity of the results with Pootrakul's. The dissimilarity included the leadership and principal part which were considered as the key variables that promote an increase in the student national test scores. Thongphukdee (2017) investigated the Ordinary National education Test (O-NET) and to explore the data management towards O-NET's results in 8 subjects in Grade 6 and Grade 9 students in Nakhon Ratchasima Education Service Area Office 4. Data was collected from 184 schools. 9,750 students took part in the tests in 2010 and 2013. The results showed that the data management O-NET results that every school had implemented improved learners' learning, in addition to organizing conferences and to hold a meeting to inform staff about O-NET's result.

Phanitda Wongkhajohn, Suchat Leetrakul, and Kittisak newrat (2018) investigated e multi-level factors affecting the effectiveness of Ordinary National Education Test (O-NET) for 6 primary students at Phayao Primary Educational Service Area Office 2. The participants consisted of 1,662 primary students who studied in class 6 and 398 primary teachers who taught in in the same class. Uisng achievement questionnaire, attitude questionnaire, intending to study questionnaire, examination intent questionnaire, classroom atmosphere questionnaire, teaching quality questionnaire, student-centered instruction questionnaire, evaluation in accordance with the standard metric questionnaire, and language aptitude test, the analysis showed that language

aptitude is also a variable that affects national achievement test scores across all subjects.

2.6.2 The alignment of O-NET toward the core curriculum and textbook

Scholars have conducted studies in order to investigate the alignment of O-NET and the core curriculum or textbooks (i.e., Adunyarattigun & Nipakornkitti, 2018; Srirakarn, 2021; Sukying et al, 2012). The studies by Adunyarattigun and Nipakornkitti (2018) and Srirakarn (2021) explored the alignment of O-NET tests and the core curriculum in schools. The results from both studies showed that the O-NET tests aligned partially with the core curriculum. Moreover, both studies proposed that the test creators should reconsider all strands of the curriculum in designing the test items in order to promote the effective benchmarks for assessment of a student's language proficiency and their academic achievement. By comparing the vocabulary in the O-NET tests and the textbook series, Sukying et al (2012) investigated the headwords used in O-NET tests administered during the years 2006 and 2010 and compared with EFL textbooks. The results showed that words in textbooks promote vocabulary size of the learners for O-NET. However, the study found that it seemed to be difficult for learners to follow the text in the O-NET test. Moreover, Sukying and other researchers claimed that the O-NET scores did not seem to represent the real performance of the students as O-NET was considered as the washback phenomenon which means some content might have been omitted as it needs to focus on the content that will be shown in the test only.

To summarize, there has been a number of studies focusing on the investigation of the relevance of O-NET to the core curriculum or textbooks which can represent the validity and trustworthiness of the test. However, there have been a limited number of studies that investigate the factors that influence the student O-NET scores. So far, previous studies have focused on the factors and strategies of enhancing student equality and academic goals. (i.e., Atchia & Chinapah, 2019; Pootrakul, 2014; Suwathanpornkul, 2015).

2.7 Conclusion

The current study aimed to investigate the factors that influence the high O-NET scores of students in a school in Mahasarakham province. In the first part of this chapter, the researcher provided details of the Thai educational setting. The second part presented and discussed the concepts of the O-NET test as well as the factors of language learning. Lastly, previous studies on O-NET test and education quality were discussed. The following chapter (Chapter 3) will discuss the research methods, participants, contexts, and plans for data collection and analysis.



CHAPTER III

METHODOLOGY

This study investigated the factors that contribute to the higher O-NET scores of Grade 9 students from a selected secondary school in Mahasarakham province. This chapter provides information on the research methodology including the contexts of investigation, participants, research instruments, data collection procedure, data analysis, and chapter summary.

3.1 The context of investigation

The context of investigation in this present study included a school in Mahasarakham province, Mahasarakham University Demonstration School (DMSU), of which the students' average scores of English O-NET have been higher in three past consecutive years. The details of the school are discussed below.

3.1.1 Mahasarakham University Demonstration School (DMSU)

Mahasarakham University Demonstration School (DMSU) is an extra-large school operated under the Office of Basic Education Commission and the administration of Mahasarakham University. It is located in the North eastern part of Thailand, Mahasarakham province. There are 2,888 students and 75 teachers, including 12 English teachers. The school offers three programs for Grade 10 level, namely, gifted program (Science, English and Mathematics (SEM)) and normal program. The SEM program is an enrichment program that is designed for academically gifted and talented students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression (Renzulli Centre for Creativity, 2021). The program recruits students who have attained the top rank in entrance scores. Meanwhile, students who receive lower scores are assigned to the normal (program) classes. As far as the quality of teaching and learning is concerned, students from DMSU have achieved high records of academic achievements compared to other schools in the same province. To illustrate this, some DMSU students attained the highest O-NET scores of English subjects in Mahasarakham province in 2016 academic year (see Table 3) (Khamheangpon, 2020). Based on the

school's strong academic background, M.4 students from DMSU were selected as the focus group in this study to investigate their attitudes towards the strategies used by three stakeholders (the school, English teachers, and students) to prepare them for the English O-NET.

Table 3: The background and average English O-NET scores of DMSU

Details	DMSU	Student Respondents
Total no. of...	Teachers	75
	Students	2,880
	Grade 10 students	263
	Grade 9 English teachers	4
		Female 147 Male 67 Total = 214
Administrative system	Special system under the control of Office of Basic Education Commission and Mahasarakham University	
Programs of study	- Gifted Program: Science English and Mathematics (SEM)	43
	- Normal Program	171
Average English O-NET scores (%)	2020 = 55.00	
	2019 = 52.75	
	2018 = 46.89	

3.2 Participants

By investigating the factors influencing learners' achievements, this current study focused on the investigation of strategies employed by relevant authorities from the school to prepare the students for the O-NET test. From the questionnaire responses, most of the participants were 16 years old (66.82%), and some were 15 years old (33.18%), with more females (68.69%) than males (31.31%) (see Table 3).

In particular, the study focused on the student perspectives and investigated the strategies that have been used to prepare them before taking the English O-NET. To attain the results, a questionnaire was employed to sample students' opinions on the strategies used by the school, their English teachers, and themselves to prepare for the test.

3.3 Research instruments

The research instrument in this study was a questionnaire. The structure and functions of each section in the questionnaire are discussed below.

3.3.1 Survey questionnaire

The questionnaire that was used to collect the data in this study was developed, based on the framework of second language acquisition of Ellis (2001, see chapter 2) and from previous study (Pootrakul, 2014). The questionnaire was designed in English and translated into Thai in order to aid students understanding of the questions. It included three main sections related to the factors which potentially have an effects on the students' O-NET achievement: the school, the English teachers, and the students (see Appendix).

The first part of the student questionnaire focused on their personal details. It consisted of questions that elicit the background information of the students, for example, gender, age, time spent learning English in school, grade point average, O-NET results, etc. The other two sections in the questionnaire were related to the school and English teachers strategies. Both consisted of two minor parts: the strategies used by the two agencies and the open-ended section, asking the participants to provide additional information of other strategies that have not been identified in the 'yes' 'no' sections. The third part of the questionnaire focused on the participants' opinion based on their beliefs and comprehension of the strategies they used to prepare for and promote their achievement in the O-NET exam. The open-ended question was also provided in order to gain additional comments or opinions from the participants.

Questionnaire validity

Prior to distributing the questionnaire to the research participants, it was submitted to three experts in the field to measure and screen the content validity based on the Index of Item-Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) in order to achieve validity. The IOC procedure has been used in test development for evaluating content validity at the item development stage. This measure is limited to the assessment of unidimensional items or items that measure specified composites of skills. In modern test development, items are sometimes developed to be multidimensional assessments or to measure multiple of skills (Rovinelli & Hambleton, 1997). The experts reviewed each item of the questionnaire and provided feedback following a 3-point scale, including, +1 if the item was congruent, 0 for not

sure item, -1 if the item was incongruent. The total number of scores from the experts were divided by three. If the result was equal to 0.50-1.00, it meant that the questionnaire was valid. Contrastingly, if the result of any question items was lower than 0.50, it meant the question was invalid. Feedback from the experts were then taken into consideration and questions revised before piloting.

The pilot study was conducted to measure the Cronbach's Alpha coefficient statistics of the questionnaire (see Figure 3.1 below). The group of students who had similar characteristics with the research participants in terms of age, nationality, learning background and level, etc. were asked to complete the questionnaire. The responses were then calculated for the Cronbach's Alpha coefficient statistic using SPSS to ensure that the internal consistency value was above 0.70 (meaning acceptable, see Table 4 below). In this study, the Cronbach's Alpha coefficient of the questionnaire was 0.78 which was acceptable.

Cronbach's Alpha:
$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum s^2_y}{s^2_x} \right]$$

Where K is the number of test items

$\sum s^2_y$ is sum of the item variance

s^2_x is variance of total score

Figure 1: The Cronbach's Alpha coefficient statistics (Nunnally, 1978)

Table 4: The score of Cronbach's Alpha

Score of Cronbach's Alpha	Internal Consistency
0.90 and above	Excellent
0.80-0.89	Good
0.70-0.79	Acceptable
0.60-0.69	Questionable
0.50-0.59	Poor
Below 0.50	Unacceptable

3.4 Data collection procedure

The data collection procedure of this study was divided into three stages as follows:

Stage 1: The selected school was contacted and the research proposal was submitted to the school in order to inform them of the purpose of the study and the data collection procedure, and approval. To create a complete understanding of the research project, the researcher arranged for meetings with all of the student participants.

Stage 2: Before collecting the data, the questionnaire questions were submitted for expert validation using IOC (Index of Item-Objective Congruence) as screening for validity and reliability.

Stage 3: The questionnaire was distributed to Grade 10 students of Mahasarakham University Demonstration School.

To summarize, the data collection procedures are presented in Figure 3.2 below.

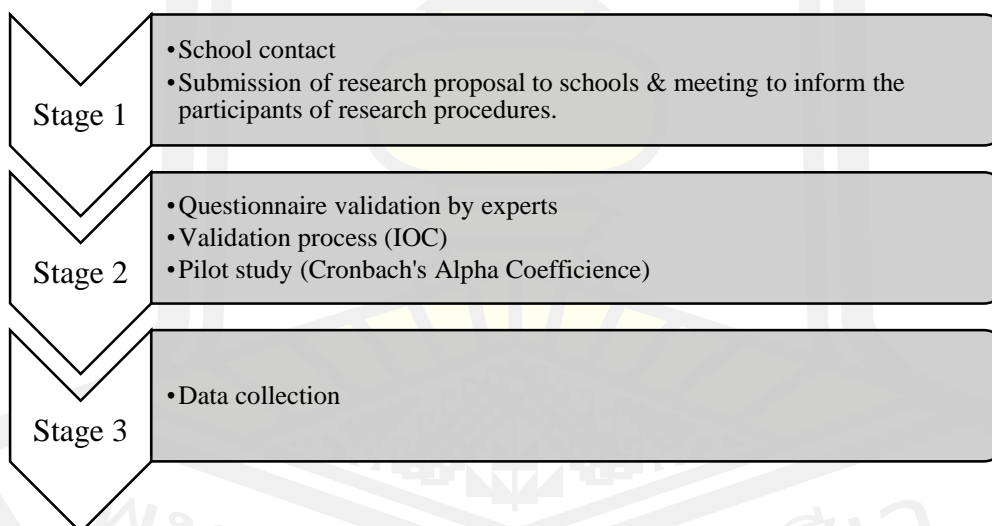


Figure 2: The data collection procedure

3.5 Data analysis

In order to elicit the participants' views of the factors that influence their high English O-NET scores and to answer the research questions, the questionnaire results were analyzed descriptively using percentages. The following sections provide clarification for how each research question was answered.

3.5.1 Research question 1: What are the factors influencing the high English O-NET results of Grade 10 secondary school students in Mahasarakham province?

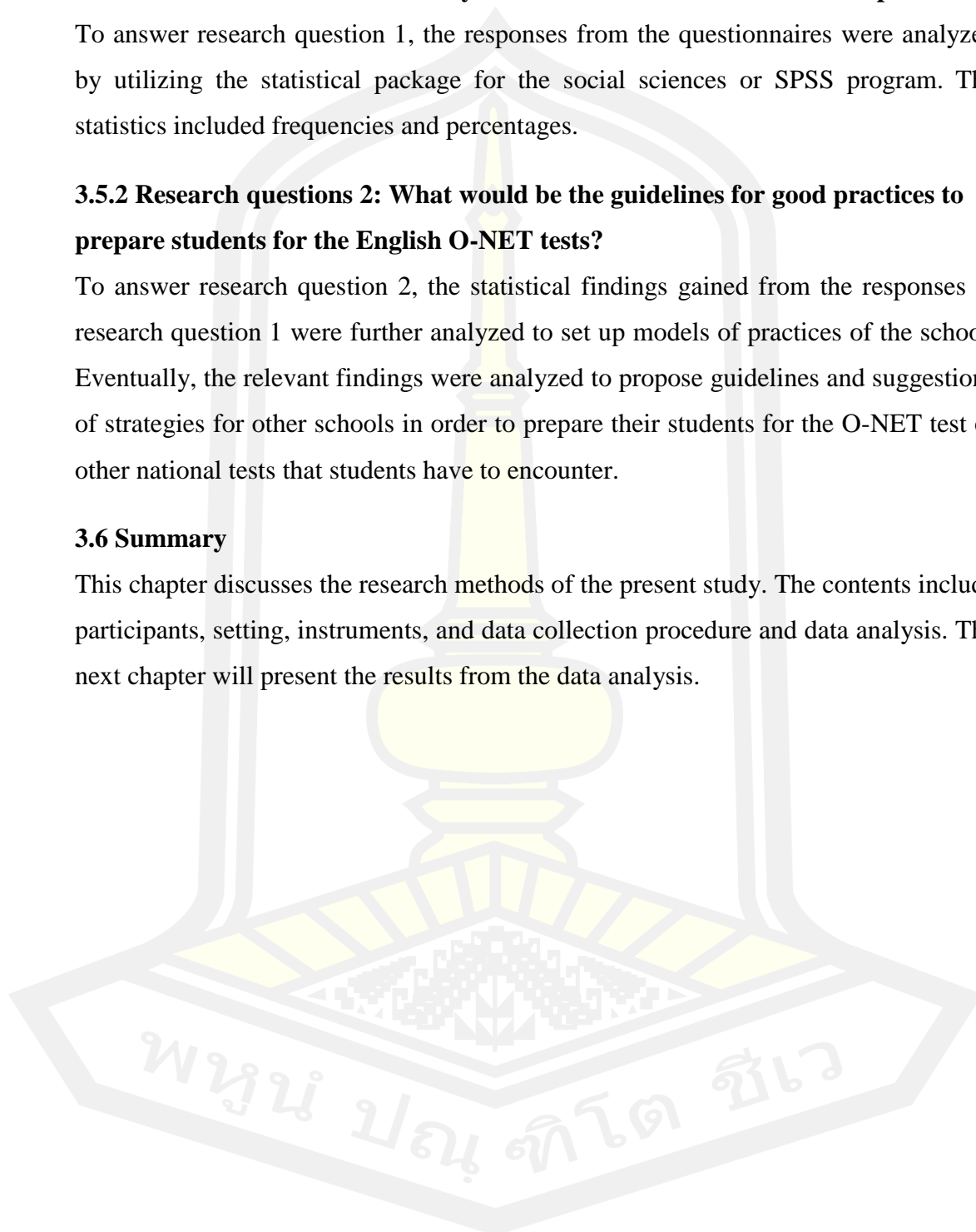
To answer research question 1, the responses from the questionnaires were analyzed by utilizing the statistical package for the social sciences or SPSS program. The statistics included frequencies and percentages.

3.5.2 Research questions 2: What would be the guidelines for good practices to prepare students for the English O-NET tests?

To answer research question 2, the statistical findings gained from the responses in research question 1 were further analyzed to set up models of practices of the school. Eventually, the relevant findings were analyzed to propose guidelines and suggestions of strategies for other schools in order to prepare their students for the O-NET test or other national tests that students have to encounter.

3.6 Summary

This chapter discusses the research methods of the present study. The contents include participants, setting, instruments, and data collection procedure and data analysis. The next chapter will present the results from the data analysis.



CHAPTER IV

RESULTS

4.1 Introduction

This chapter presents results from the data analysis of the responses made by the participants in answering the questionnaires, based on the research questions set in chapter one:

- *What are the factors influencing the high English O-NET results of Grade 9 secondary school students in Mahasarakham province?*
- *What could be the guidelines for good practices to prepare students for the English O-NET tests?*

This chapter reports on the students' opinions on factors that influence their high O-NET results. The chapter is divided into 5 sections, including the background of the participants (4.2), students' views on factors influencing their O-NET results (4.3), school strategies (4.3.1), teacher strategies (4.3.2), students' strategies (4.3.4), guidelines for good practice (4.4) and a summary of the chapter (4.5).

4.2 Background of the participants

There were 214 students who responded to the questionnaire, with more females (68.69%) than males (31.31%). The age range of the participants was 15 – 16 years old. From the questionnaire responses, most of the participants were 16 years old (66.82%), and some were 15 years old (33.18%). Among the respondents, there were more students from the normal classes (79.90%) than the gifted classes (20.10%). As far as students' grade point averages (GPAs) are concerned, most of the participants received GPAs between 3.80 and 4.00, which are considered high level. When asked about their Grade 9 O-NET score results, a significant number of the students (38.31%) received the English O-NET scores at a level more than fifty percent of the total score (100) while almost half (48.60%) reported that they did not remember their O-NET results. In terms of their language learning background, most of the participants stated that they had learnt English for at least ten years and more (81.31%).

4.3 Students' views on factors influencing their high O-NET results

This section aims to answer research question 1 (*What are the factors influencing the high English O-NET results of Grade 9 secondary school students in Mahasarakham province?*). It reports on student opinions on the factors that have influenced their high O-NET scores. The findings are discussed based on the different sections of the questionnaire, namely: school strategies (4.3.1), teacher strategies (4.3.2) and student strategies (4.3.3).

4.3.1 School strategies

The first part of the questionnaire aimed at investigating students' attitudes toward the strategies used by the school to prepare them for the O-NET test. The questionnaire in this section was further sub-divided into two main parts including the yes-no question section and the open-ended question section. In the yes-no question section, students were asked to respond by showing their agreement on different strategies used by the school, namely: inviting external speakers to conduct intensive English tutorials and prepare grade 9 students for the O-NET test, offering awards for students who achieved the highest English O-NET scores, offering an O-NET bank in the school library which included past O-NETs, offering a bank of extra exercises in a library, and uploading past O-NET tests on the school website for students to practice prior to the real test. Figure 3 below presents the percentages of students who chose 'yes' on the four strategies to show their agreement.

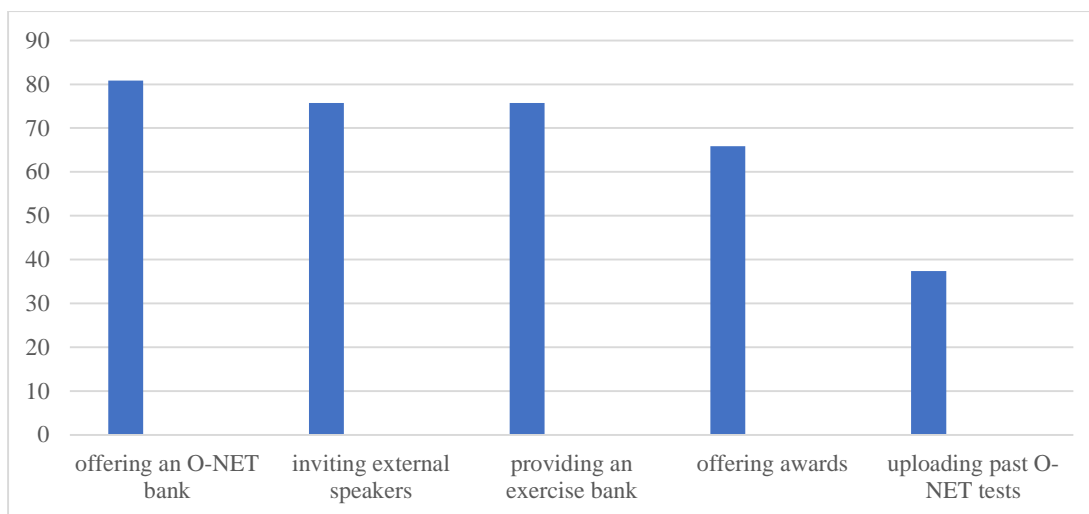


Figure 3: School strategies

From the findings, most of the participants stated that the school offered a resource bank of O-NET tests used in previous years in the school library (80.84%), invited external speakers to conduct intensive English tutorials for grade 9 students (75.70%), and provided a bank of extra exercises to practice in the school library (75.70%). Many students (65.89%) reported that the school offered awards for students who achieved the highest English O-NET scores while some students (37.38%) advised that the school uploaded past O-NET tests on the school website as an alternative source to practice.

The findings from the yes-no section were also consistent with those students who responded in the open-ended section. That is to say, most of the respondents stated that the school invited external tutors to train and prepare them for the O-NET test (84.16%).

The school provided intensive tutorials before the O-NET test.

Student 4

The school invited a speaker to do training.

Student 25

Other strategies made by the school were also mentioned by a few students, for example, the encouraging speeches made by the school director before the O-NET test (1.98%), or the display of useful English vocabulary boards in different corners inside the buildings (0.99%).

4.3.2 Teacher strategies

The ‘teacher strategies’ section aims to investigate the participants’ attitudes toward the strategies used by Grade 9 English teachers to prepare them for the O-NET test. The questionnaire in this part was sub-divided into 2 sections. One section included the list of strategies that teachers might have used in the classroom to prepare their students for the O-NET, requiring the students to respond by clicking ‘yes’ or ‘no’ for their agreement of each statement. The other section was an open-ended question requesting the participants to indicate more strategies that were not mentioned in the yes-no section.

The results showed that the teachers used different strategies in the classrooms to prepare students for the English O-NET and that students showed high level of agreement for each strategy listed in the questionnaire (see Figure 4).

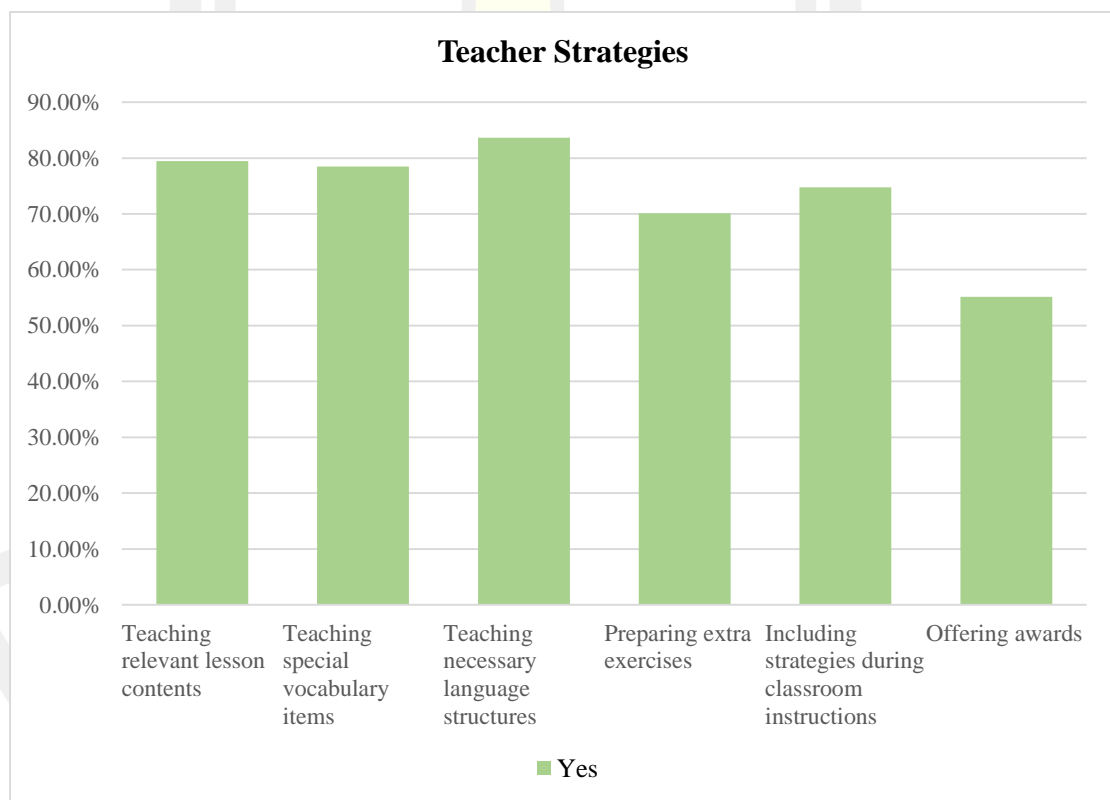


Figure 4: Teacher strategies

Figure 4 shows that most of the participants agreed that Grade 9 English teachers prepared them for the O-NET test by teaching necessary language structures (83.64%), preparing the lesson contents which are relevant to the characteristics of the English O-NET exam (79.44%), and including special vocabulary items that were frequently found in the past English O-NETs in the classroom instructions (78.50%). Other students (74.77%) also added that the teachers included strategies or techniques of how to cope with the English O-NET tests and exposed them to practice on extra exercises in the classrooms (70.10%). Additionally, about half of the respondents (55.14%) also mentioned that the teachers offered awards to students who achieved the highest O-NET scores.

The findings from the yes-no section were also consistent with student responses in the open-ended section. For instance, most of the students in this section reported that their teachers trained them on the techniques and strategies to cope with the test items (42.86%) as well as emphasizing the vocabulary knowledge in the classroom (12.99%).

“Teacher emphasized the most frequently found vocabulary items in the O-NET”

Student 197

“Teacher trained us about the strategies and how to deal with the commonly found questions in O-NET”.

Student 193

Some of the responses (2.60%) also noted that the teachers provided them with encouragement and indicated how important the O-Net results will be for their future career.

“The teacher supported us.”

Student 60

4.3.3 Student strategies

Students' strategies were included as one part of the questionnaire. It required the students to tick 'yes' or 'no' in front of the different strategies that they could have used to prepare for the test, namely: memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies. The results are reported in percentages of the student agreement, and the

average percentage of each strategy will also be reported to compare among other sub-categories of student strategies and identify the most frequently used strategy by the students.

4.3.4 Memorizing strategies

According to Oxford (2003), memorizing strategies include learners linking one L2 item or concept with another in order to manage test items. To investigate whether students used memorizing strategies to prepare for their O-NET test or not, the questionnaire was divided into four sub-sections of the potential strategies. The findings of student responses are presented in Table 5 below.

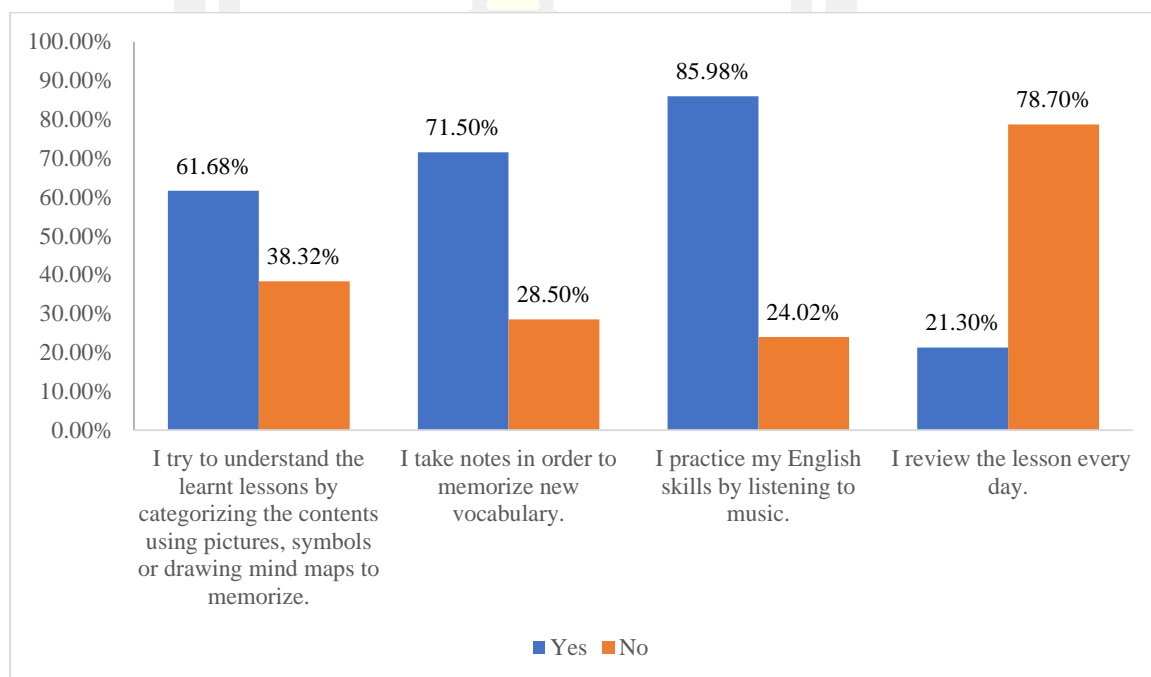


Figure 5: Memorizing strategies (Average percentage: 60.05)

From the findings, students used different memorizing strategies to prepare for the O-NET, and the average percentage of their agreement on the listed strategies (by saying 'yes' to the statements) was 60.05%. Most of the participants stated that they practiced English by listening to music (85.98%), reviewed the lesson every day (78.70%), and made themselves understand the lesson by drawing mind maps (61.68%).

4.3.5 Practicing strategies

Practicing strategies include the direct ways that students use to facilitate their own learning. To investigate whether these strategies were used by the participants or not, the questionnaire included four statements. The findings are shown in Figure 6 below.

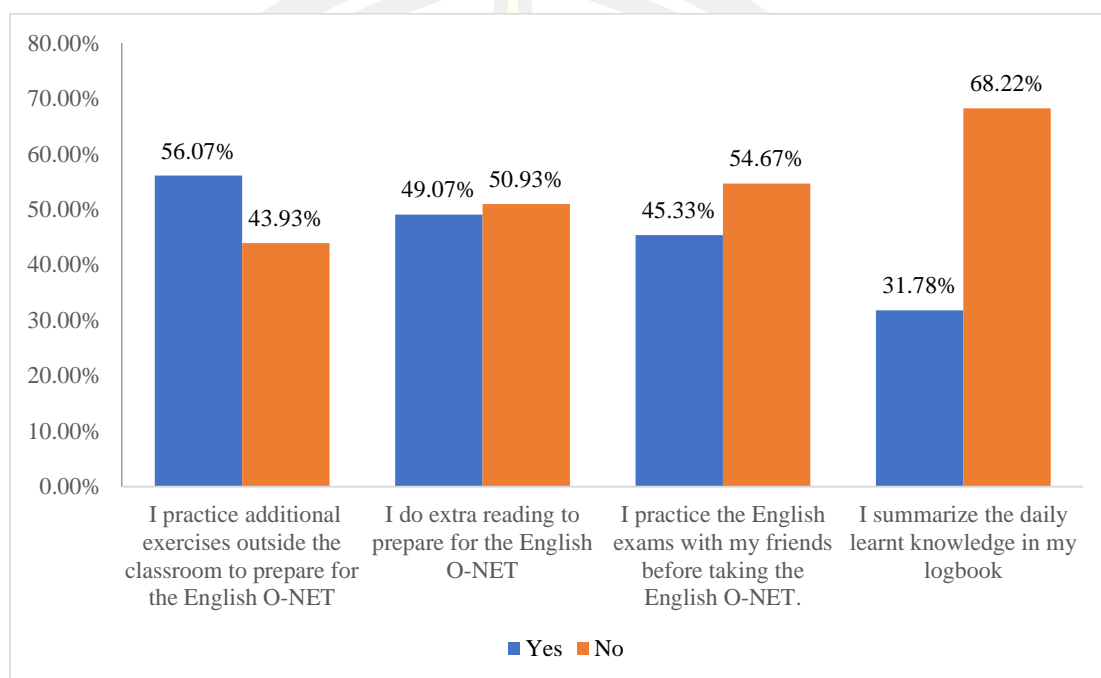


Figure 6: Practicing strategies (Average percentage: 45.56)

The average percentage of student agreement with the statements shown in Figure 4.4 was 45.56%. The strategy that attained the highest agreement was “I practice additional exercises outside the classroom to prepare for the English O-NET” (56.07%) while other strategies received agreement from students at levels lower than 50 percent, i.e., doing extra reading, practicing exams with friends, and summarizing the daily learnt knowledge (49.07%, 45.33%, and 31.78%, respectively).

4.3.6 Predicting strategies

Predicting strategies include the use of other strategies to support when students could not recall the knowledge or vocabulary (Pringprom, 2008). The questionnaire included two statements for the students to respond to. The findings are presented in Figure 7 below.

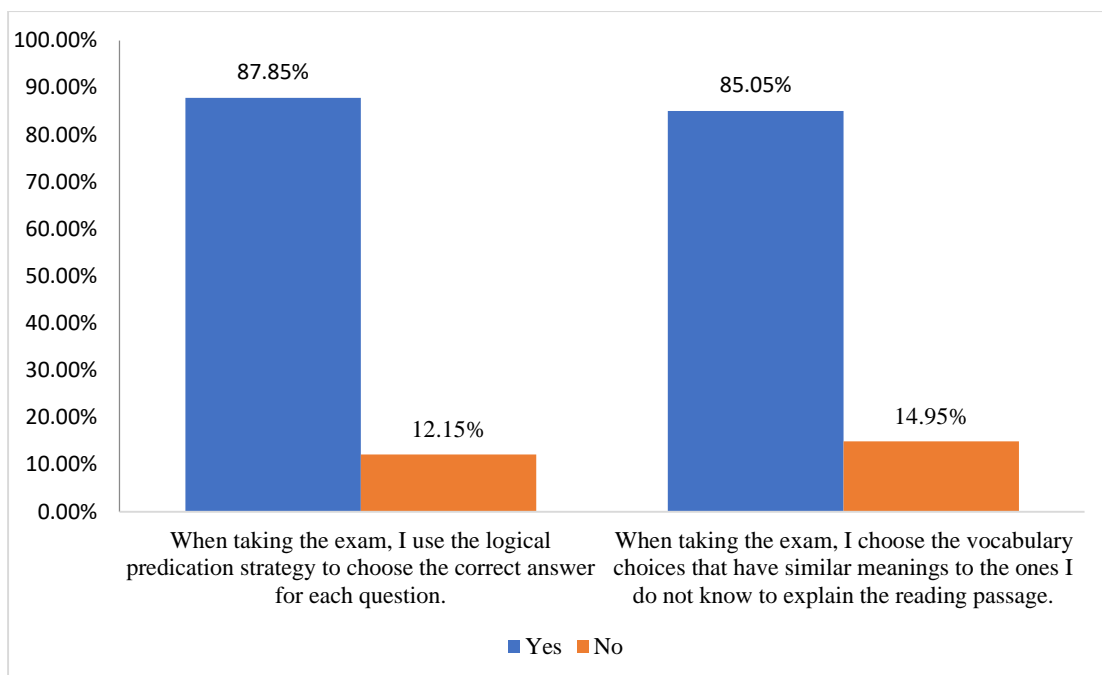


Figure 7: Predicting strategies (Average percentage: 86.45)

Figure 4.5 shows that most of the students used both predicting strategies, showing a high average percentage of the two strategies at 86.45 percent. In other words, the two common strategies used by the students when taking the O-NET test were using the logical prediction strategy to choose the correct words and choosing the vocabulary choices that have similar meanings to the ones unknown in order to understand the reading passage.

4.3.7 Self-monitoring strategies

Self-monitoring strategies include the ability of learners to manage their own learning in order to achieve their learning goals. To investigate students' self-monitoring strategies, the statements included three possible strategies that they might use. Figure 8 below presents the three strategies and the student responses.

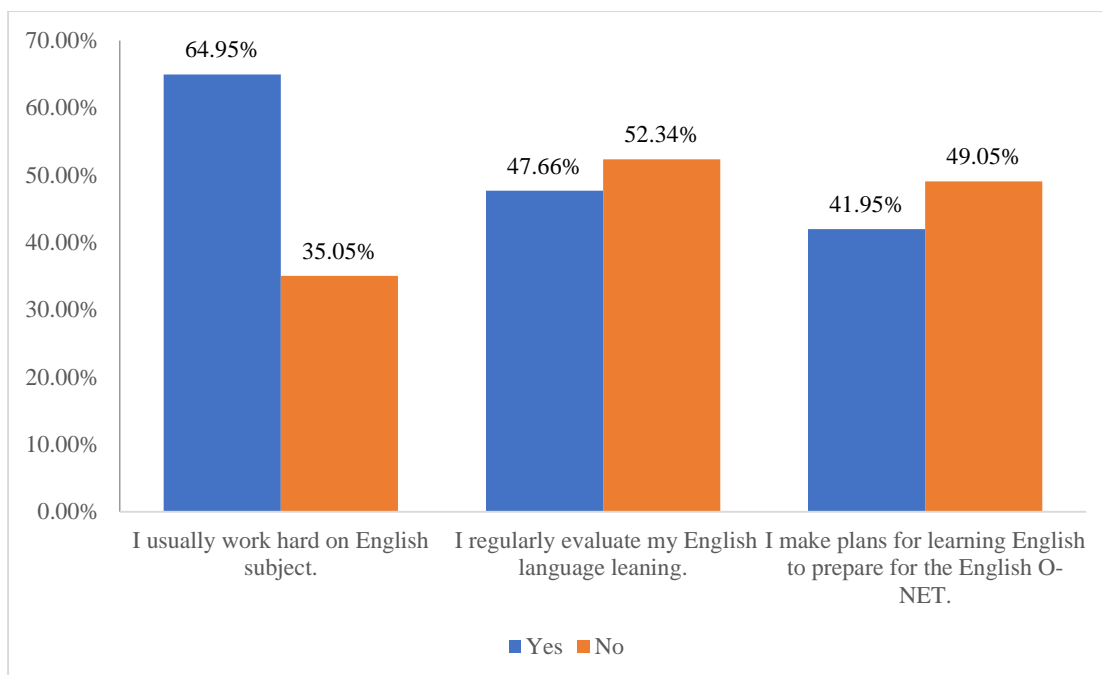


Figure 8: Self-monitoring strategies (Average percentage: 51.40)

Figure 8 shows the average level of student agreement to the three provided strategies of 51.40%. A significant number of students agreed that they usually work hard on their English subject (64.95%). However, student usage of the other two strategies (evaluating their own learning and making plans for their English learning) were below fifty percent (i.e., 46.77% and 41.95%, respectively).

4.3.8 Reviewing strategies

Reviewing strategies include the feelings or attitudes toward learning English which may have influence on students' learning. There was only one statement in the questionnaire for students to respond to, i.e. "I jot down my stories and feelings into a diary to motivate myself in learning English." The result revealed students' low level of agreement to this item (31.78%) as seen in Figure 9.

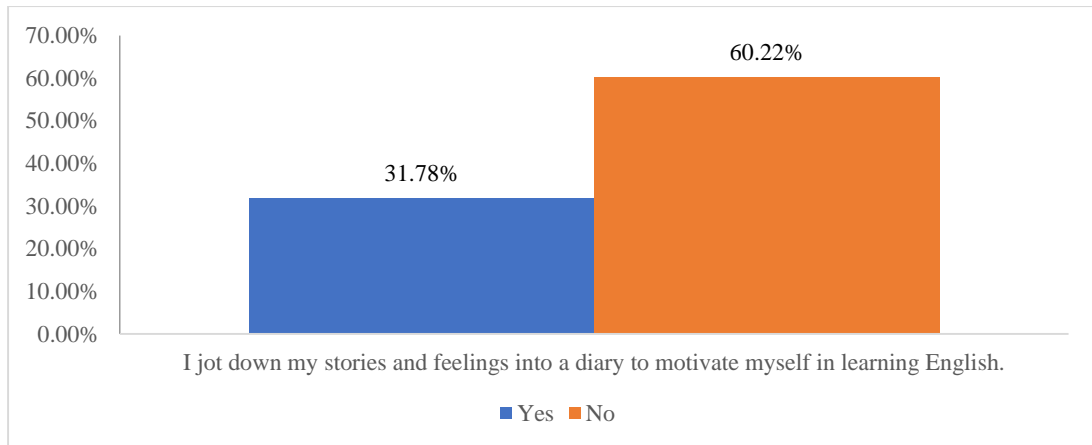


Figure 9: Reviewing strategies

4.3.9 Coordinating strategies

Coordinating strategies include the learning of English by associating oneself with other people through different social activities. The questionnaire in this part included three statements of possible strategies that students may have used. The findings of their responses to the three statements are presented in Figure 10 below.

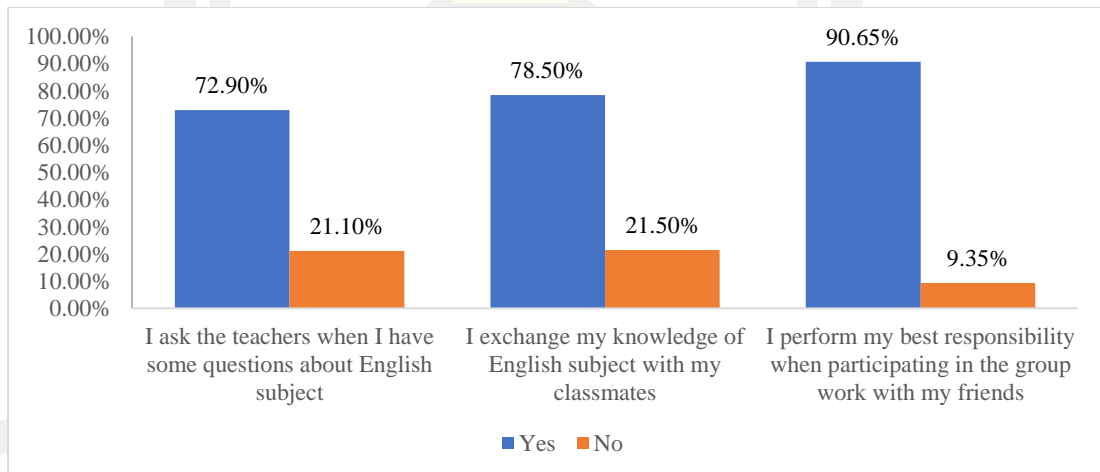


Figure 10: Coordinating strategies (Average percentage: 80.68)

Figure 10 shows that most of the participants used all the three coordinating strategies often, with an average percentage of 80.68. Students stated that they learnt English by actively participating in group work with friends (90.65%), exchanging knowledge with classmates (78.50%), and asking teachers when they are not clear about English subject (72.90%).

When student respond in the opened-ended question, they reported that they prepared for the O-NET by studying hard (35.16%),

“I studied hard and reviewed the lessons”

Student 60

practiced plenty of past O-NET tests (18.13%),

“I practiced a lot of past O-NET test items”

Student 190

learnt English through social media or entertainment (13.19%),

“I watched wrestling shows in English”

Student 169

and attended shadow education (6.59%).

“I attended an extra class outside the school”

Student 187

4.4 Guidelines for good practice

The answers to research question 1 show that the three stakeholders (school, teachers, and students) have used different strategies to prepare Grade 9 students for the English O-NET, and that these stakeholders share certain strategies which were often employed. By extrapolating from the above discussed findings, this section aims to answer research question 2: *What could be the guidelines for good practices to prepare students for the English O-NET tests?* The section will also propose the guidelines for good practice of how different school agencies may prepare students for the English O-NET.

4.4.1 Guidelines for student preparation

Based on the findings, the strategies used by the three stakeholders will be summarized before proposing the guidelines for good practice.

As far as the school strategies are concerned, most of the participants agreed that the three common strategies made by the school to prepare them for the English O-NET were: offering the O-NET bank resources in the library, conducting tutorials, and providing extra exercise resources in the library. Interestingly, the results showed that English teachers at this school used various strategies (i.e., teaching relevant lesson contents, vocabulary items, and language structures; and using extra exercises, and training strategies in the classroom), and students agreed that they were useful.

For student strategies, the findings showed that there were only 3 strategies that were rated high on average agreement (i.e., compensation strategies - 86.45%, social strategies - 80.68%, and memory strategy - 60.05%). Further details of how students prepared themselves by using these three strategies can be summarized as follows:

- *Compensation strategies*: students used the logical predication strategy to choose the correct answer for each question and chose the vocabulary choices that have similar meanings to the ones they did not know to explain the reading passage.
- *Social strategies*: students participated in the social activities and social interactions with others in order to improve their language, by performing the responsibility in group work and taking part in the class discussion.
- *Memory strategies*: many students practiced their English knowledge by listening to music or watching movies in English, trying to understand the lessons learnt by mind mapping the information, and taking notes so as to memorize new vocabulary items.

To capture the main strategies made by the three relevant stakeholders in this school context, the different notable strategies are summarized in Figure 11 below.

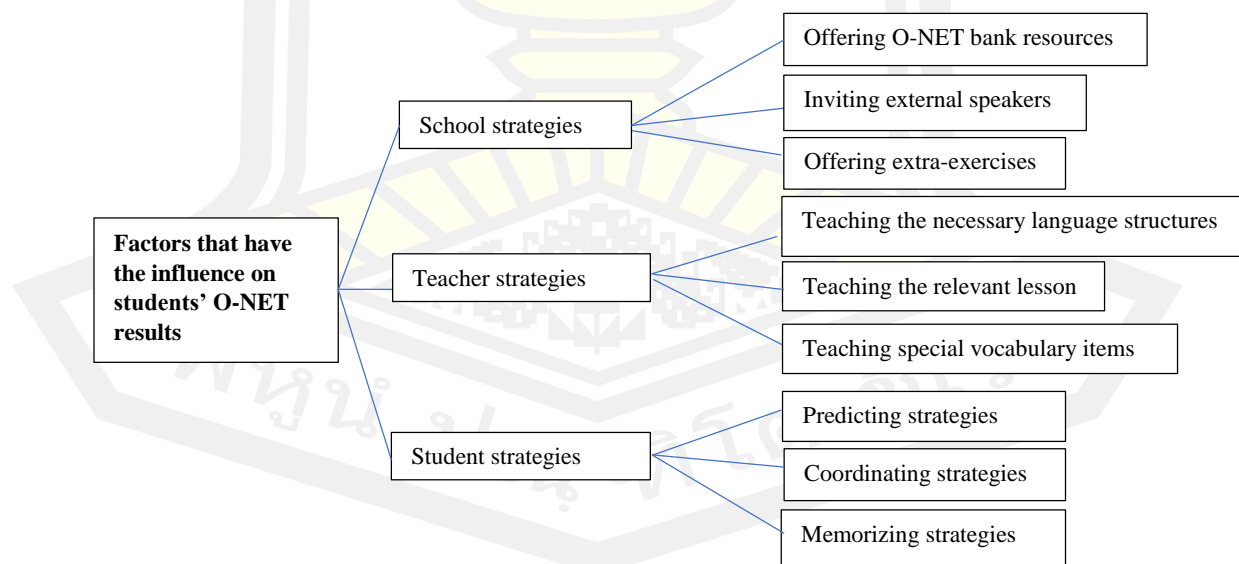
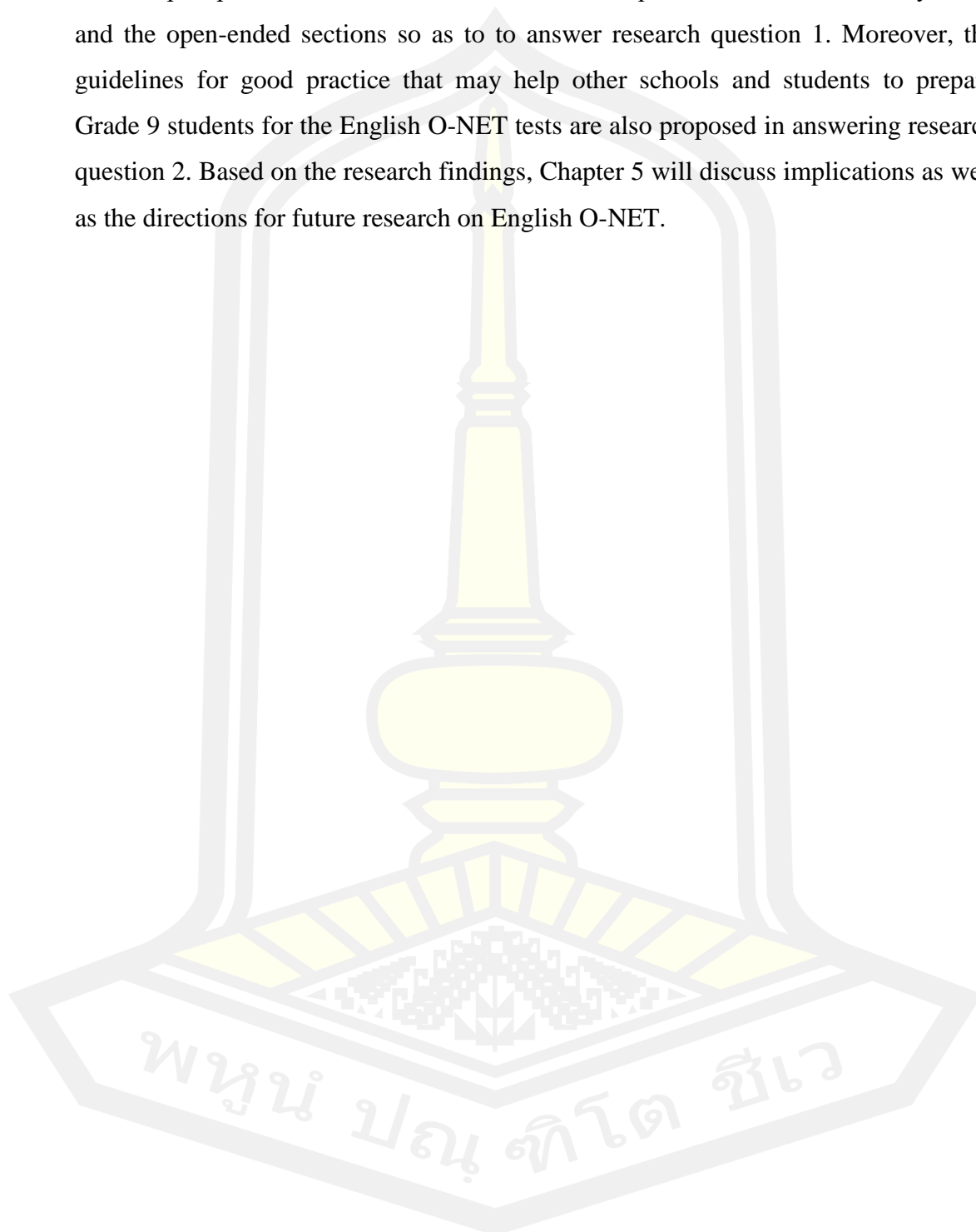


Figure 11: Common strategies used by the school, English teachers, and students to prepare for the English O-NET

4.5 Summary

This chapter presents the results obtained from the questionnaire in both the ‘yes-no’ and the open-ended sections so as to answer research question 1. Moreover, the guidelines for good practice that may help other schools and students to prepare Grade 9 students for the English O-NET tests are also proposed in answering research question 2. Based on the research findings, Chapter 5 will discuss implications as well as the directions for future research on English O-NET.



CHAPTER V

DISCUSSION AND IMPLICATIONS

5.1 Introduction

This study investigated the strategies used by relevant authorities to prepare Grade 9 students for the English O-NET test. The findings support the claims made by previous studies that there are three factors (school, teachers, and students) that play an influential role on students' O-NET achievements (e.g., Limcharoen et al, 2009; Suwathanpornkul, 2015; Waiyavannajit, 2009), and these factors are equally essential for the preparation of Grade 9 students at Mahasarakham University Demonstration School who consecutively passed the English O-NET with high scores in three years. In this study, the questionnaire was distributed to 214 students. The questionnaire aimed to investigate how the three stakeholders, namely: school, teachers, and students used different strategies to prepare students for the English O-NET. Based on the findings discussed in Chapter 4, the main strategies used by the three stakeholders can be summarized as follows.

- The main strategies used by the school included offering an O-NET repository, inviting external speakers, and offering extra-exercises.
- The main strategies used by the English teachers included teaching necessary language structures, teaching relevant lesson contents, and teaching vocabulary items.
- The main strategies used by the students included compensation strategies, social strategies and memory techniques.

The findings from the student responses in the questionnaire in both yes-no and open-ended questions have provided useful guidelines which can be used as a model for other schools to prepare their students for the English O-NET. The findings have also provided some useful implications for language learning and strategies in general, and these implications are discussed as follows:

5.2 The frequently used strategies by the school and English teachers are consistent with the concepts of language learning strategies proposed in previous studies.

As shown in the findings in Chapter 4, the three stakeholders (school, teachers, and students) play an important role in supporting Grade 9 students' English O-NET achievements. The findings from the student responses also showed the most frequently used strategies by the three stakeholders, and these findings are consistent with the concepts of language learning strategies reported in previous studies.

For school strategies, the most common practices of this investigated setting involved creating extra learning resources by providing a repository of past O-NETs and extra exercises and organizing extra tutorials for students to practice and prepare themselves. The most frequently used strategies by English teachers to prepare students included teaching necessary language structure and vocabulary and training the students of all the useful strategies of how to deal with different questions during classroom instructions. According to Oxford (1990), there are three sub-categories of direct learning strategies: memory, cognitive, and compensation strategies. These practices that were employed by both the school and teachers are consistent with the concepts of cognitive learning strategies which aim to aid students to operate the language resources directly through reasoning, analysis, note taking, and summarizing, synthesizing, outlining, or reorganizing information in order to get the better schemas (O'Malley and Chamot's, 1990). By teaching the students relevant contents of knowledge, providing students alternative resources to practice out of the classroom as well as inviting external tutors to train them in necessary skills, the activities allow for cognitive learning strategies to be promoted.

5.3 The strategies most utilized by the students reflect the learning styles and the trends of learning nowadays.

For students, the commonly used learning strategies to prepare for the English O-NET were compensation (using the logical predication strategy to choose the correct answer), social strategies (participating in social interactions), and memories strategies (practicing their English knowledge). The use of compensation technique is consistent with the findings from Pringprom (2008) who investigated the learning

strategies used by the first and second year university students and found that compensation strategy was one of the frequently used strategies reported by the participants. By using compensation strategies to deal with English O-NET test, the students active learning styles were reflected during classroom tutorials. Ellis explained that the characteristics of input to language learners are of three kinds: caretaker talk, foreigner talk, and interlanguage talk. Caretaker talk includes the input that children receive when learning their first language (L1). Krahsen (1985) argues that language learning only takes place when learners understand messages or by receiving comprehensible input. In this view, learning will occur when unknown items are only just beyond the learner's level. Swain's hypothesis (1985) is an objection to Krahsen's input theory, arguing that though comprehensible input may be essential, it is not in itself enough for understanding and is not quite the same as acquisition.

The active learning styles of this learner group are also reflected through their use of social strategies to continue improving their language skills outside the classrooms. Moreover, the use of memories strategies implies that students have selected their own way to keep abreast of knowledge. These learning strategies taken by the students reflect the characteristics of ideal learners and the trends of learning strategies which need to be fostered. As the current focus of learning and teaching is student-centered, the findings imply that the studied school has successfully cultivated the characteristics of independent and autonomous learners within the student body. Evidence of this could be seen from the students' use of online media as a learning tool outside the classroom, or the use of the compensation strategy to deal with different question types when taking the English O-NET test. This way of learning is also in line with the Ministry of Education's policy on lifelong learning, aiming to train students to become autonomous learners by making plans and taking control of their own learning process. These strategies may be used by other schools to encourage their students to become autonomous and active learners by managing their own way of learning and seeking opportunities to learn outside the classrooms.

5.4 Other schools could use the model of good practice as a guideline to adjust those strategies in their own learning contexts.

The findings reported in this study are good practices used by the three investigated stakeholders. The findings could be useful for other schools to follow, however, adjustments should be made based on the different circumstances in terms of, for example, student levels, availability of learning resources, or budgets. As students at the investigated school were high achieving learners, students from other schools may not be at the same level. Other schools may have to consider which strategies best suit the level of their learners and foster them appropriately. For example, while cognitive strategies were not used quite often by the students at the investigated school, these strategies may better support lower-level learner group, by practicing additional exercises, exams, and extra reading.

School and teacher strategies used by the study context of this research may also be consulted as a model for other schools, however, necessary adjustments should be made. In schools where internet reception is unstable, for example, the upload of past O-NETs on the school website may not serve as a practical choice. The school could instead provide hard copy repositories of exercises and past O-NET tests in the library.

5.5 Limitations and challenges

The study has some limitations which could have impeded its generalizability. A discussion on these limitations will be made hereafter, followed by suggestions for future studies.

5.5.1 Limited sample group

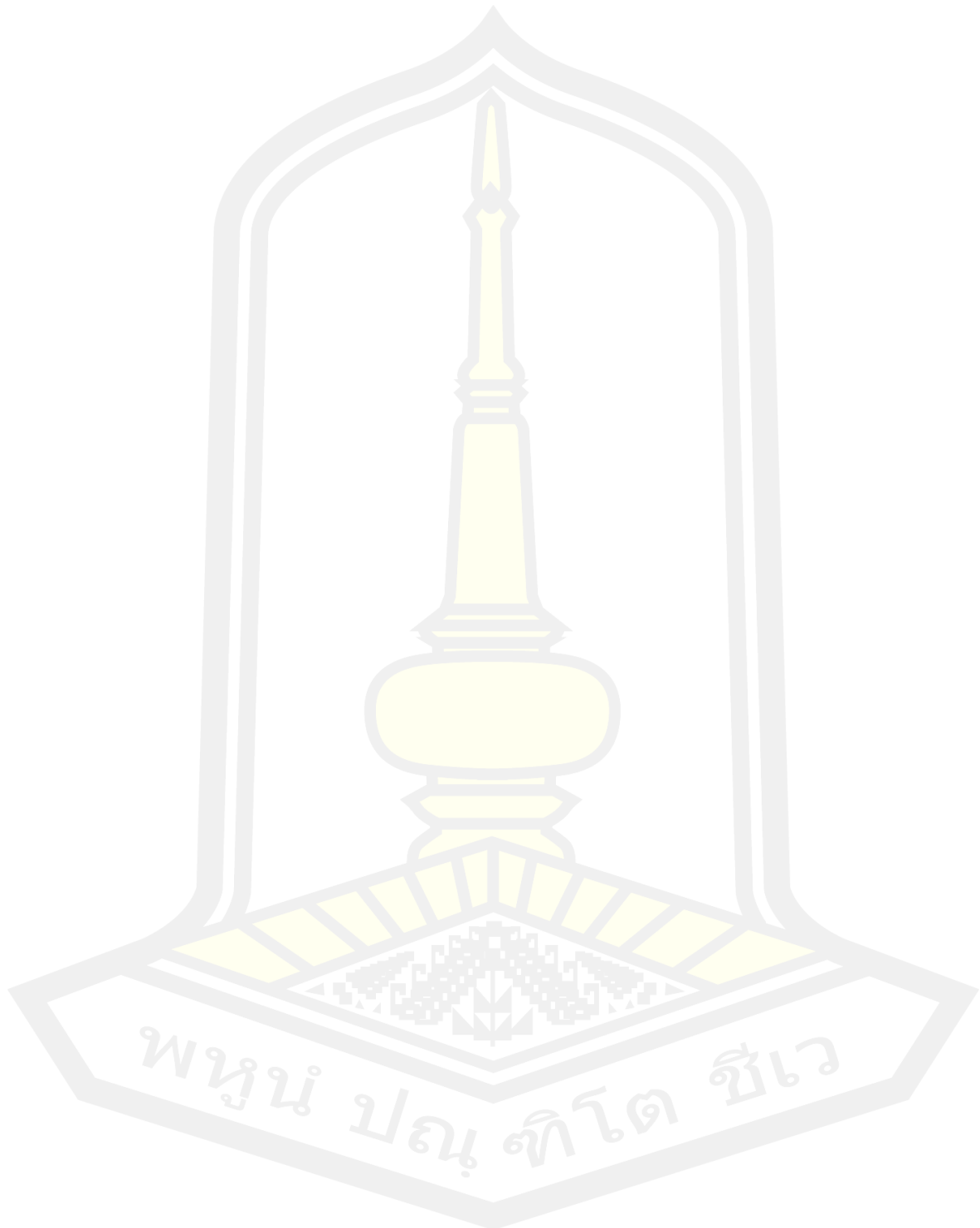
This study aims to investigate the strategies used by different stakeholders to prepare Grade 9 students for the English O-NET test. The research methodology started with a survey of O-NET results of different schools in Mahasarakham province in order to identify which school would have shown the highest results in the province. The students at Mahasarakham University Demonstration School were observed to have attained the highest scores in the past five years. For this reason, this school was chosen as the context of investigation. The sample group of this study was therefore

limited to only one school. Even though the results of the common strategies used by the three stakeholders in this school could be used as a model for other schools to train their students, the findings were still limited to the current sample and may not be generalized to larger settings or schools with different circumstances. Further studies investigating the same issues should therefore increase the size of the sample group, by, for example, including more schools in the study.

5.5.2 Limited numbers of research participants

Due to the COVID19 pandemic, one main obstacle in this study was that all classes were conducted online during the data collection phase. This could have affected the responses of the participants when they read and found some questions unclear and without clarification from the researcher. Moreover, the online nature made it hard to follow up or coordinate with the relevant authorities to ensure that sufficient number of targeted participants replied. In this study, not all students returned the questionnaire, and these could be students who have achieved high O-NET results. Further study investigating student opinions toward the strategies used in preparing them for O-NET should therefore include more participants who have the potential to inform on real life practices, students from i.e., gifted classes. In addition, for the case of students who reported that they forgot the O-NET results, the school records should be consulted in order to identify clearly that most of the participants received the O-NET results at the level higher than fifty percent to ensure a valid research findings. Lastly, the present study investigated the strategies used by the three stakeholders from the students' point of view only, the opinions made from the school administrators and English teachers have not been directly reported. To ensure that the proposed strategies are the real practices used by the relevant stakeholders of the school; future study should therefore include the opinions of the stakeholders themselves.

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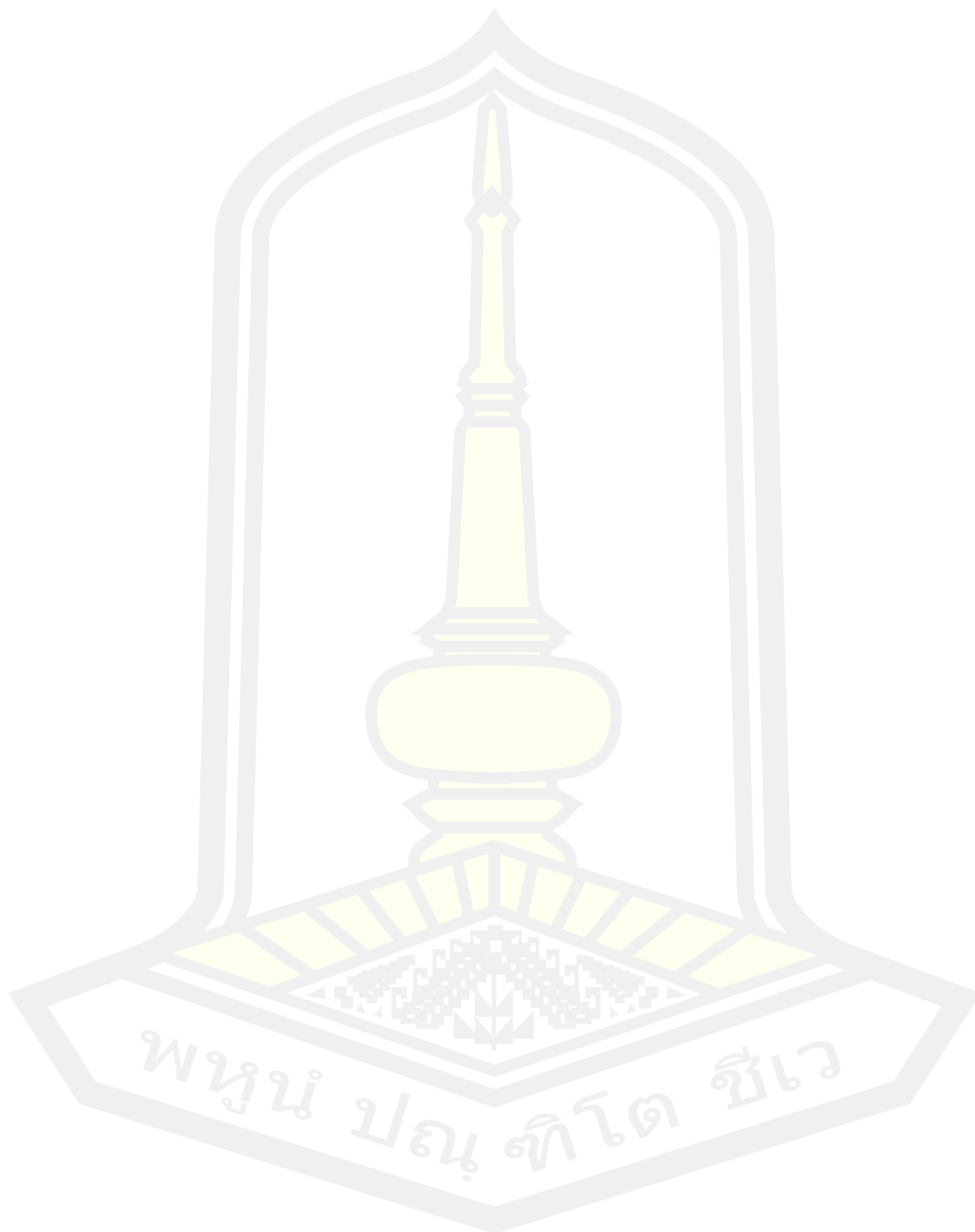
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APPENDIXES



Appendix A: Questionnaire

แบบสอบถามสำหรับนักเรียน / Questionnaire for the student

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อสอบถามความคิดเห็นและความเชื่อของนักเรียนเกี่ยวกับปัจจัยที่มีอิทธิพลต่อคะแนนการสอบโอเน็ตวิชาภาษาอังกฤษ

The aim of this questionnaire is to investigate student beliefs and opinions toward the factors which have the influence on the increase of English O-NET scores.

คำชี้แจง: ให้นักเรียนตอบคำถามต่อไปนี้โดยเขียนคำตอบ หรือทำเครื่องหมายถูก ลงในช่องคำตอบที่ตรงกับนักเรียนมากที่สุด

Directions: Please respond to the following questions by filling the information in the blank and placing the check mark over the answer that best describes you.

ส่วนที่ 1: แบบสอบถามเกี่ยวกับข้อมูลทั่วไป

Section I: Background information

1. เพศ: ชาย หญิง

Gender: Male Female

2. อายุ: _____

Age: _____

3. ท่านเรียนภาษาอังกฤษมาแล้วกี่ปี: _____

How long have you been learning English? _____

4. โรงเรียน: _____

School name: _____

5. แผนการเรียน: _____

Learning program: _____

6. เกรดเฉลี่ย: _____

Grade point average: _____

7. ข้าพเจ้าสำเร็จการศึกษาชั้นมัธยมศึกษาที่ 3 จากโรงเรียน _____

I completed Grade 9 from _____ school.

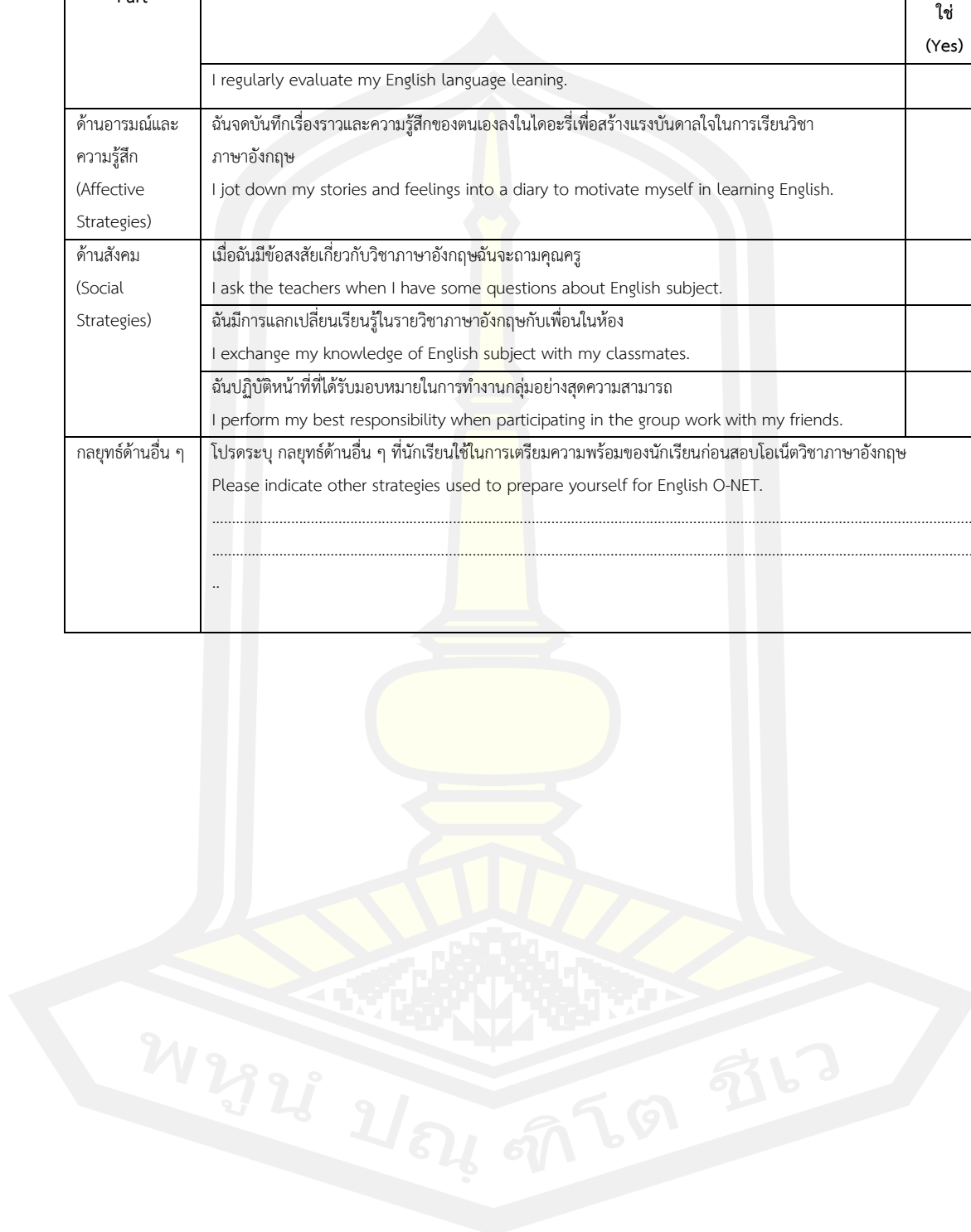
8. คะแนนสอบโอเน็ตในระดับชั้น มัธยมศึกษาที่ 3 _____

O-NET score of Grade 9 _____

Part		คำตอบ (Response)	
		ใช่ (Yes)	ไม่ใช่ (No)
1. กลยุทธ์ของ โรงเรียน (School strategies)	โรงเรียนมีการใช้กลยุทธ์ต่อไปนี้หรือไม่ในการเตรียมความพร้อมของนักเรียนก่อนสอบโอเน็ตวิชาภาษาอังกฤษ Does the school employ the below strategies to prepare students for the English O-NET?		
	ทางโรงเรียนเชิญวิทยากรจากภายนอกมาติวเข้มภาษาอังกฤษเพื่อเตรียมความพร้อมนักเรียนชั้นมัธยมศึกษาปีที่ 3 ในการสอบโอเน็ต The school invites external speakers to conduct intensive English tutorials and prepare M.3 students for the O-NET test.		
	ทางโรงเรียนได้มีการเสนอรางวัลให้กับนักเรียนที่ได้รับผลคะแนนโอเน็ตวิชาภาษาอังกฤษสูง The school offers awards for students who achieve the highest O-NET score.		
	ห้องสมุดของโรงเรียนมีคลังข้อสอบโอเน็ตเก่าให้นักเรียนฝึกเพื่อเตรียมตัวก่อนสอบจริง The school library offers an O-NET bank for students to practice prior to the real test.		
	ห้องสมุดของโรงเรียนมีคลังแบบฝึกหัดพิเศษให้นักเรียนฝึกเพื่อเตรียมตัวก่อนสอบจริง The school library offers a bank of extra exercises for students to practice prior to the real test..		
	เว็บไซต์ของโรงเรียนมีการอัปโหลดข้อสอบเก่าให้นักเรียนฝึกเพื่อเตรียมตัวก่อนสอบจริง Past O-NET tests have been uploaded on the school website for students to practice prior to the real test.		
	โปรดระบุ กลยุทธ์ด้านอื่น ๆ ที่โรงเรียนใช้ในการเตรียมความพร้อมของนักเรียนก่อนสอบโอเน็ตวิชาภาษาอังกฤษ Please indicate other strategies used by the school to prepare students for the English O-NET.		
2. กลยุทธ์ของ ผู้สอน (Teacher strategies)	ผู้สอนมีการใช้กลยุทธ์ต่อไปนี้หรือไม่ในการเตรียมความพร้อมของนักเรียนก่อนสอบโอเน็ตวิชาภาษาอังกฤษ Do the teachers use the below strategies to prepare students for the English O-NET?		
	ครูมีการจัดเตรียมเนื้อหาบทเรียนที่สอดคล้องกับลักษณะของข้อสอบโอเน็ตวิชาภาษาอังกฤษ The teachers prepare relevant contents of the lesson to the characteristics of the English O-NET exam.		
	ครูสอนคำศัพท์พิเศษที่พบบ่อยในข้อสอบเก่าโอเน็ตวิชาภาษาอังกฤษ The teachers teach special vocabulary items that are frequently found in the past English O-NETs.		
	ครูสอนโครงสร้างภาษาที่จำเป็นที่พบบ่อยในข้อสอบเก่าโอเน็ตวิชาภาษาอังกฤษ The teachers teach the necessary language structures that are frequently found in the past English O-NETs.		
	ครูจัดเตรียมแบบฝึกหัดพิเศษเพื่อเตรียมความพร้อมนักเรียนในการทำข้อสอบโอเน็ตวิชาภาษาอังกฤษ The teachers prepare extra exercises to prepare students for the English O-NET.		
	ครูสอดแทรกเทคนิคการพิชิตคำถามข้อสอบโอเน็ตวิชาภาษาอังกฤษในระหว่างการจัดการเรียนการสอน The teachers include strategies of how to cope with the questions found in the English O-NET test.		
	ครูเสนอรางวัลพิเศษสำหรับนักเรียนที่ได้คะแนนสอบสูงสุด The teachers offer awards for students who achieve the highest O-NET score		

Part		คำตอบ (Response)	
		ใช่ (Yes)	ไม่ใช่ (No)
	<p>โปรดระบุ กลยุทธ์ด้านอื่น ๆ ที่ครูใช้ในการเตรียมความพร้อมของนักเรียนก่อนสอบโอเน็ตวิชาภาษาอังกฤษ</p> <p>Please indicate other strategies used by the teachers to prepare students for English O-NET.</p> <p>.....</p> <p>.....</p> <p>..</p>		
3. กลยุทธ์ของนักเรียน (Student strategies)	<p>นักเรียนมีการใช้กลยุทธ์ต่อไปนี้หรือไม่ในการเตรียมความพร้อมก่อนสอบโอเน็ตวิชาภาษาอังกฤษ</p> <p>Do you use the following strategies in order to prepare for the English O-NET?</p>		
ด้านการจำเป็น (Memory Strategies)	<p>ฉันทำความเข้าใจกับเนื้อหาที่เรียนโดยการจัดประเภทจำแนกหมวดหมู่ ใช้ภาพ สัญลักษณ์ หรือวาดแผนภูมิ (mind mapping) ของเนื้อหาเพื่อช่วยในการจำ</p> <p>I try to understand the learnt lessons by categorizing the contents using pictures, symbols or drawing mind maps to memorize.</p>		
	<p>ฉันจดบันทึกย่อเพื่อช่วยในการท่องจำคำศัพท์ใหม่</p> <p>I take notes in order to memorize new vocabulary.</p>		
	<p>ฉันฝึกทักษะภาษาอังกฤษโดยการฟังเพลงสากล</p> <p>I practice my English skills by listening to music.</p>		
	<p>ฉันทบทวนบทเรียนทุกวัน</p> <p>I review the lesson every day.</p>		
ด้านพุทธิปัญญา (Cognitive Strategies)	<p>ฉันฝึกทำแบบฝึกหัดเพิ่มเติมนอกห้องเรียนเพื่อเตรียมความพร้อมในการสอบโอเน็ตวิชาภาษาอังกฤษ</p> <p>I practice additional exercises outside the classroom to prepare for the English O-NET.</p>		
	<p>ฉันอ่านหนังสือเพิ่มเติมเพื่อเตรียมความพร้อมในการสอบโอเน็ตวิชาภาษาอังกฤษ</p> <p>I do extra reading to prepare for the English O-NET.</p>		
	<p>ฉันฝึกทำข้อสอบภาษาอังกฤษกับเพื่อนก่อนสอบโอเน็ต</p> <p>I practice the English exams with my friends before taking the English O-NET.</p>		
	<p>ฉันสรุปความรู้ที่ได้เรียนในแต่ละวันลงในสมุดบันทึก</p> <p>I summarize the daily learnt knowledge in my logbook.</p>		
ด้านการทดแทน (Compensation Strategies)	<p>เวลาทำข้อสอบฉันใช้เทคนิคการเดาอย่างมีหลักการเพื่อเลือกคำตอบที่ถูกต้องสำหรับคำถามแต่ละข้อ</p> <p>When taking the exam, I use the logical predication strategy to choose the correct answer for each question.</p>		
	<p>เวลาทำข้อสอบฉันเลือกคำศัพท์ที่มีความหมายใกล้เคียงกับคำศัพท์ที่ฉันไม่รู้มาอธิบายความเพื่อให้เข้าใจเกี่ยวกับเรื่องที่อ่าน</p> <p>When taking the exam, I choose the vocabulary choices that have similar meanings to the ones I do not know to explain the reading passage.</p>		
ด้านอภิปัญญา (Meta-cognitive Strategies)	<p>ฉันตั้งใจเรียนวิชาภาษาอังกฤษอย่างสม่ำเสมอ</p> <p>I usually work hard on English subject.</p>		
	<p>ฉันมีการวางแผนการเรียนวิชาภาษาอังกฤษเพื่อเตรียมความพร้อมในการสอบโอเน็ต</p> <p>I make plans for learning English to prepare for the English O-NET.</p>		
	<p>ฉันมีการประเมินผลการเรียนรู้ภาษาอังกฤษของตนเองอยู่เป็นประจำ</p>		

Part		คำตอบ (Response)	
		ใช่ (Yes)	ไม่ใช่ (No)
	I regularly evaluate my English language leaning.		
ด้านอารมณ์และ ความรู้สึก (Affective Strategies)	ฉันจดบันทึกเรื่องราวและความรู้สึกของตนเองลงในไดอารี่เพื่อสร้างแรงบันดาลใจในการเรียนวิชา ภาษาอังกฤษ I jot down my stories and feelings into a diary to motivate myself in learning English.		
ด้านสังคม (Social Strategies)	เมื่อฉันมีข้อสงสัยเกี่ยวกับวิชาภาษาอังกฤษฉันจะถามคุณครู I ask the teachers when I have some questions about English subject.		
	ฉันมีการแลกเปลี่ยนเรียนรู้ในรายวิชาภาษาอังกฤษกับเพื่อนในห้อง I exchange my knowledge of English subject with my classmates.		
	ฉันปฏิบัติหน้าที่ที่ได้รับมอบหมายในการทำงานกลุ่มอย่างสุดความสามารถ I perform my best responsibility when participating in the group work with my friends.		
กลยุทธ์ด้านอื่น ๆ	โปรดระบุ กลยุทธ์ด้านอื่น ๆ ที่นักเรียนใช้ในการเตรียมความพร้อมของนักเรียนก่อนสอบโอเน็ตวิชาภาษาอังกฤษ Please indicate other strategies used to prepare yourself for English O-NET.		



Appendix B: Ethical consideration



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 400-407/2564

ชื่อโครงการวิจัย (ภาษาไทย) ความสัมพันธ์ระหว่างการเตรียมตัวสอบกับผลสัมฤทธิ์ในการสอบโอเน็ตวิชาภาษาอังกฤษ: กรณีศึกษามุมมองของนักเรียน

ชื่อโครงการวิจัย (ภาษาอังกฤษ) The relationship between test preparation and English O-NET achievements: A case study of student perspectives.

ผู้วิจัย : นางสาวชนิสรา สิงห์ทอง

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : จังหวัดมหาสารคาม

ประเภทการพิจารณาแบบ : แบบเร่งรัด

วันที่รับรอง : 17 ธันวาคม 2564

วันหมดอายุ : 16 ธันวาคม 2565

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐานของโครงการงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์มการปิดโครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม หรือหากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจำเป็นต้องยื่นขอรับการพิจารณาใหม่

กตริ สว่างจิตรา

(ผู้ช่วยศาสตราจารย์ เกษัชกรหญิงรัตรี สว่างจิตรา)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)

นักวิจัยทุกท่านที่ผ่านการรับรองจริยธรรมการวิจัยต้องปฏิบัติตามดังต่อไปนี้

1. ดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด
2. ใช้เอกสารแนะนำอาสาสมัคร ใบยินยอม (และเอกสารเชิญเข้าร่วมวิจัยหรือใบโฆษณาถ้ามี) แบบสัมภาษณ์ และ หรือ แบบสอบถาม เฉพาะที่มีตราประทับของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคามเท่านั้น และส่งสำเนาเอกสารดังกล่าวให้กับผู้เข้าร่วมวิจัยจริงรายแรกมาที่คณะกรรมการจริยธรรมการวิจัยในคน เพื่อเก็บไว้เป็นหลักฐาน
3. รายงานเหตุการณ์ไม่พึงประสงค์ร้ายแรงที่เกิดขึ้นหรือการเปลี่ยนแปลงกิจกรรมวิจัยใดๆ ต่อคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม ภายในระยะเวลา 5 วันทำการ
4. ส่งรายงานความก้าวหน้าต่อคณะกรรมการจริยธรรมการวิจัยในคน ตามเวลาที่กำหนดหรือเมื่อได้รับการร้องขอ
5. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขออนุมัติใหม่ก่อน อย่างน้อย 60 วัน
6. หากการวิจัยเสร็จสมบูรณ์ผู้วิจัยต้องแจ้งปิดโครงการตามแบบฟอร์มของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคาม

* รายชื่อของคณะกรรมการจริยธรรมการวิจัยในคน (ชื่อและตำแหน่ง) ที่เข้าร่วมประชุม ณ วันที่พิจารณารับรองโครงการวิจัย (หากร้องขอล่วงหน้า)



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 400-407/2021

Title : The relationship between test preparation and English O-NET achievements: A case study of student perspectives.

Principal Investigator : Miss Chanisara Singthong

Responsible Department : Faculty of Humanities and Social Science

Research site : Maharakham Province

Review Method : Expedited Review

Date of Manufacture : 17 December 2021

expire : 16 December 2022

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Maharakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

Ratree S.

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

All approved investigators must comply with the following conditions:

1. Strictly conduct the research as required by the protocol;
2. Use only the information sheet, consent form (and recruitment materials, if any), interview outlines and/or questionnaires bearing the Institutional Review Board's seal of approval ; and return one copy of such documents of the first subject recruited to the Institutional Review Board (IRB) for the record (if applicable);
3. Report to the Institutional Review Board any serious adverse event or any changes in the research activity within five working days;
4. Provide reports to the Institutional Review Board concerning the progress of the research upon the specified period of time or when requested;
5. If the study cannot be finished within the expire date of the approval certificate, the investigator is obliged to reapply for approval at least two month before the date of expiration.
6. All the above approved documents are expired on the same date of the previously approved protocol (Protocol Number.....)

* A list of the Institutional Review Board members (names and positions) present at the meeting of Institutional Review Board on the date of approval of this study has been attached (per requested). All approved documents will be forwarded to the principal investigator.

BIOGRAPHY

NAME	Miss Chanisara Singthong
DATE OF BIRTH	22 February 1997
PLACE OF BIRTH	Maharakham, Thailand
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EDUCATION	2015 Maharakham University Demonstration School (Secondary) 2020 Bachelor of Education in English, Rajabhat Maha Sarakham University 2022 Master of Education in English Language Teaching (M.Ed), Maharakham University

