

CHAPTER IV

RESULTS

This chapter reports the results of this present study that examined the effects of explicit collocation vocabulary instruction on writing ability of lower secondary school students. The participants of the study were thirty-six eighth grade students at Nonthaburipittayakom School. The instruments used to collect the data in this study consisted of two parallel forms of English writing tests developed by the researcher. Each test consisted of three writing tasks. One test was used as a pretest and the other as a posttest. The scores from the two tests were compared using t-test in order to investigate whether the collocation vocabulary instruction affected the participants' writing ability or not. To answer the research question "Are there any differences in the writing ability of lower secondary school students before and after receiving collocation vocabulary?", the data were analyzed as follows:

1. By overall mean scores to see if the students' writing ability was enhanced after receiving collocation vocabulary.
2. By aspects to see what aspects was enhanced most.
3. By writing tasks to see what writing tasks was improved most.

Overall mean scores

Overall, the results showed that the English writing ability of the participants was enhanced after receiving the collocation vocabulary instruction. The participants could do the test better after receiving collocation vocabulary instruction. The raw score of the pretest and posttest are presented in Table 4.1 and a comparison of the mean and standard deviations of the pretest and posttest of English writing scores are presented in Table 4.2.

As shown in Table 4.1, most participants obtained higher scores in the posttest. According to the writing tests, each test had 105 points as the total scores for three writing tasks. The lowest scores in the pretest increased from 18 to 67 in the posttest. Also, the highest score in the pretest increased from 65 to 72 in the posttest.

Table 4.1

The raw scores of the pre and post English writing tests (Total score = 105 points)

Students	Pretest	Posttest
1	22	65
2	40	65
3	47	73
4	18	51
5	19	60
6	18	67
7	19	68
8	44	72
9	49	72
10	47	69
11	59	71
12	53	66
13	37	62
14	59	55
15	37	62
16	62	79

Students	Pretest	Posttest
17	42	55
18	58	57
19	65	72
20	56	79
21	50	78
22	57	55
23	43	61
24	48	64
25	48	54
26	44	63
27	46	74
28	51	56
29	45	57
30	42	46
31	48	57
32	41	57
33	46	79
34	46	72
35	48	75
36	52	70

To confirm that the changes in the scores from the two tests were statistically significant, the mean scores of the two tests overall were compared using t-test. The result of the t-test are presented in Table 4.2.

Table 4.2

A comparison of the mean scores from the pre and post English writing tests (N=36)

Aspects of English Writing Ability	Mean		Mean Differences	t	SD		Sig
	Pretest	Posttest			Pre	Post	
Ideas	7.25	9.97	2.72	6.95	1.991	1.404	.000*
Organization	6.58	8.86	2.28	6.80	1.811	1.268	.000*
Voice	5.14	8.64	3.50	7.66	1.854	1.839	.000*
Word Choice	6.92	10.33	3.42	9.81	1.918	1.265	.000*
Sentence Fluency	5.67	8.67	3.00	8.37	1.773	1.586	.000*
Conventions	5.42	8.64	3.22	10.70	1.842	1.457	.000*
Presentation	7.64	9.83	2.19	6.74	2.244	1.159	.000*
Overall	44.75	65.03	20.28	9.102	12.334	8.875	.000*

*p < .05

As shown in Table 4.2, the results from the t-test suggested that the participants' writing ability was enhanced after they received collocation vocabulary instruction. The participants obtained a significantly higher overall mean scores (Mean = 65.03) in the posttest than in the pretest (Mean = 44.75). The mean difference was 20.28. The results

revealed that there was a significant difference between the overall mean score from the pretest and the posttest at the significant level of .05.

In addition, the researcher analyzed the effect size of collocation vocabulary instruction by using Cohen's *d*. According to Cohen (1961, cited in Gravetter & Forzano, 2006), *d* value of 0.2 is indicative of a small effect, 0.5 a medium and 0.8 a large effect size. For this research study, the effect size of the difference between the pretest and the posttest was 1.89. Therefore, it can be concluded that the collocation vocabulary instruction had a statistically significant effect on the participants' writing ability.

Aspects of writing

When considering the comparison of the mean scores of each aspect of the writing ability separately from Table 4.2, the findings were consistent with the comparison of the overall mean scores. The participants' scores in all aspects of writing ability also increased significantly especially in four aspects: voice, word choice, sentence fluency, and conventions which related to the tone, the vocabulary use, the grammatical structure, and the mechanics of writing. Big differences between the pretest and the posttest were found in the mean scores of these four aspects. For the voice aspect, the mean difference was 3.50 (23.33%) which was the biggest difference. The mean difference of the word choice scores was 3.42 (22.8%). The mean difference of the scores in the convention aspect was 3.22 (21.47%) and in the sentence fluency aspect was 3.00 (20%). It was apparent that the participants' writing ability in these four aspects which were important components of writing ability were enhanced after received collocation vocabulary instruction.

Writing tasks

Moreover, the researcher further examined the mean scores of each writing task to check which writing task the participants could do best. The three writing tasks in each of the two tests were different objectives as follows:

Writing task 1 aimed to examine the students' ability to understand, interpret, and transfer the data from non-text materials in their own word.

Writing task 2 aimed to examine the students' ability to express their opinion about the matter in their daily life.

Writing task 3 aimed to examine the students' writing ability to present the story in their daily life.

The mean scores and standard deviations of these three writing tasks in the pretest and posttest are presented in Table 4.3. The participants did writing task 1 best in the pretest and writing task3 best in the posttest from the overall scores in each writing task. However, the biggest differences of scores were found in writing task2.

Considering the four aspects found to increase the most, voice, word choice, convention and sentence fluency, the same tendency was found when examining the scores of these aspects in each writing task. The participants did much better in these aspects in the posttest than in the pretest.

Table 4.3

A comparison of the mean scores of each writing tasks from the pretest and posttest

Aspects of writing ability	Mean		Mean Differences	t	Sig	
	Pretest	Posttest				
Writing Task 1	Ideas	2.69	3.22	0.53	3.61	.001*
	Organization	2.42	2.92	0.50	2.91	.006*
	Voice	1.94	2.69	0.75	3.67	.000*
	Word Choice	2.72	3.50	0.78	4.86	.000*
	Sentence	2.06	2.67	0.61	3.92	.000*
	Fluency					
	Conventions	2.00	2.89	0.89	4.68	.000*
	Presentation	2.83	3.50	0.67	4.83	.000*
	Total	2.38	3.06	.068	12.707	.000*
Writing Task 2	Ideas	2.06	3.08	1.03	5.44	.000*
	Organization	1.83	2.86	1.03	5.70	.000*
	Voice	1.72	2.78	1.06	4.84	.000*
	Word Choice	1.78	3.14	1.36	7.80	.000*
	Sentence	1.53	2.86	1.33	8.94	.000*
	Fluency					
	Conventions	1.61	2.83	1.22	7.02	.000*
	Presentation	2.17	3.19	1.02	6.00	.000*
	Total	1.81	2.96	1.15	20.060	.000*

Aspects of writing ability	Mean		Mean Differences	t	Sig	
	Pretest	Posttest				
Writing Task 3	Ideas	2.50	3.67	1.17	5.8	.000*
	Organization	2.31	3.08	0.78	3.56	.001*
	Voice	1.50	3.17	1.67	8.54	.000*
	Word Choice	2.42	3.69	1.27	7.06	.000*
	Sentence	2.08	3.14	1.06	5.41	.000*
	Fluency					
	Conventions	1.81	2.92	1.11	7.02	.000*
	Presentation	2.69	3.14	0.45	2.26	.030*
	Total	2.19	3.26	1.07	7.376	.000*

*p < .05

To illustrate how the participants' writing ability was enhanced after receiving the collocation vocabulary instruction, the writing tasks in the pretest and posttest of the student whose scores increased the most are presented in Figure 4.1, Figure 4.2, and Figure 4.3.

From Figure 4.1, the researcher compared the student's writing ability for the writing task1. The student had to understand the non-text material and transfer data correctly. In the pretest, the student could transfer the data just the level of words. The student could transfer the data better in the posttest. The student could transfer the data

in sentence level. The reader could follow the data although the reader may reread again to understand the data.

The same as writing task1 in Figure 4.1, the student could do better in the writing tasks2 and writing task3. The researcher compared the student's writing ability between the pretest and the posttest of writing task2 in Figure4.2. In this task, the students had to express their opinion about the matter in their daily life. From Figure 4.2, the student could not express any idea in the pretest while the student could express his or her idea better in the posttest. Moreover, the students could tell a story that can happen in their daily life better in the posttest's writing task3. From Figure 4.3, the student could not tell any of stories in the pretest while the student could tell a story better with a little description.

PRE-TEST 18

Instructions: There are three items for this test. You have 90 minutes to complete the test. Read the explanation for each item carefully and do the test.

1. Your foreigner friend, Kate, is staying at your house. Today she wants to go to Pantip to buy a new laptop but you are too busy and cannot take her there. Write a note to your friend. In a note, tell her how to go you're your house to Pantip. She will drive there using your directions. Use the map to help you give her the directions.

Ideas	1	2	③	4	5
Organization	1	2	⑥	4	5
Voice	1	②	3	4	5
Word Choice	1	2	⑤	4	5
Sentence Fluency	1	②	3	4	5
Conventions	1	②	3	4	5
Presentation	1	2	③	4	5

Kate,

Sorry, I can't take you to Pantip. I have an exam today. Here are the directions to Pantip. First, from the house, straight, turn right next to the post office and Hospital, turn left to the Ngamwongwan Rd., straight and turn left

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.....

.....

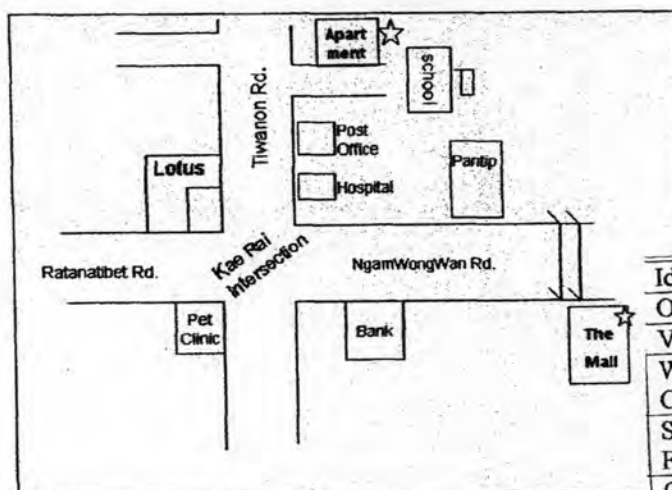
Sorry again that I can't take you . Have fun at Pantip. There are a lot of laptops you can choose from there.

Figure 4.1: the example of student's writing ability in writing task1 between the pretest and the posttest

POST-TEST 67

Instructions: There are three items for this test. You have 90 minutes to complete the test. Read the explanation for each item carefully and do the test.

1. You and your foreigner friend, John, will meet at The Mall. Your friend doesn't know how to drive there, so you have to e-mail him a map and the directions how to get there. Your friend stays at an apartment next to the school.



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Ideas	1	2	3	④	5
Organization	1	2	③	4	5
Voice	1	2	③	4	5
Word Choice	1	2	3	④	5
Sentence Fluency	1	2	③	4	5
Conventions	1	2	③	4	5
Presentation	1	2	3	④	5

Hi John,

This is a map and the directions from your apartment to The Mall.

From your apartment, ...go straight and Turn left on
 Tiwanon Rd, ...go straight you view see the kae Rai Intersection,
 Turn left go straight reach The Mall go on The Mall

.....

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.....

.....

See you tomorrow,

.....
 supat

Figure 4.1 (continued): the example of student's writing ability in writing task1 between the pretest and the posttest

2. Your school has a monthly magazine in which students can write their opinions on various topics. The topic this month is about "housework". Write a letter to the editor describing what you think about housework, who should do housework, and why. The pictures below show examples of housework.

Dear Editor,

In my opinion,

.....

.....

.....

.....

.....

.....

.....



Ideas	1	2	3	4	5
Organization	1	2	3	4	5
Voice	1	2	3	4	5
Word Choice	1	2	3	4	5
Sentence Fluency	1	2	3	4	5
Conventions	1	2	3	4	5
Presentation	1	2	3	4	5

Figure 4.2: the example of student's writing ability in writing task2 between the pretest and the posttest

2. Nowadays, a lot of high school students have part-time jobs to make extra money. Someone has posted a question "Should high school students do part-time jobs while studying?" on the webboard at www.dek-d.com and you want to respond to it. Post your opinions on the website, www.dek-d.com, describing what you think about part-time jobs, whether high school students should do part-time jobs, and why.

The screenshot shows a webboard interface. At the top, there is a header with a logo and the text "30/11/2007 Time 13:27 See: 0 Reply: 0". Below this is a post titled "part time job VS highschool students" with the content: "Should high school students do part-time job while studying? i just want to know your opinion about this topic. thanks :)". The user is identified as "OL thvsook@gmail.com".

Below the post is a "Post Reply" form. The text "In my opinion, part-time job is" is followed by a dropdown arrow. Below this is a row of smiley face icons. To the right of the form, the number "21" is written. Below the smiley faces is a rich text editor toolbar with icons for bold, italic, underline, link, unlink, list, and image. Below the toolbar are radio buttons for "Shop owner" and "Member", and a "Browse" button. A note says "Please complete all information in * fields". There are "OK" and "Clear" buttons at the bottom of the form.

On the right side of the form, there is a table with the following data:

Ideas	1	2	3	4	5
Organization	1	2	3	4	5
Voice	1	2	3	4	5
Word	1	2	3	4	5
Choice					
Sentence	1	2	3	4	5
Fluency					
Conventions	1	2	3	4	5
Presentation	1	2	3	4	5

The student's handwritten response in the reply form is:

~~In my opinion, part-time job is ... I think is not say~~
~~I think about part-time job is students~~
~~do~~
 I think about part-time job is not easy
 I think shouldn't high school
 students do part-time jobs but should
 pay attention to the les son.

Figure 4.2 (continued): the example of student's writing ability in writing task2 between the pretest and the posttest

3. Today is your school's sports day. You played in many kinds of sports and won a few medals. Write an e-mail to your friend in Australia telling him what you did today. The pictures below show the activities you did today.

Morning,



Afternoon,



Evening,



at the party

Send | Save Draft | Attach | Font Color | Bold | Italic | Underline | Paragraph | Font Style | Font Size | B | I | U | Paragraph | Font Style | Font Size | B | I | U

To: johnny_wakeng@yahoo.com

Cc:

Bcc:

Subject: my school sports day

Hi John,

Today is the Sports Day at my school. I played in several kinds of sports and got a few medals. _____

Do you have a Sports Day at your school? What sports do you play?

Take care,

Ideas	1	2	3	4	5
Organization	1	2	3	4	5
Voice	1	2	3	4	5
Word	1	2	3	4	5
Choice	1	2	3	4	5
Sentence	1	2	3	4	5
Fluency	1	2	3	4	5
Conventions	1	2	3	4	5
Presentation	1	2	3	4	5

Figure 4.3: the example of student's writing ability in writing task3 between the pretest and the posttest

3. Today is your birthday. Write an e-mail to tell your pen-friend in America what you did today. The pictures below show the activities you did today.

To:

Cc:

Bcc:

Subject:

Hi Kathy,

Today is my birthday. I did a lot of things. I woke up early this morning. I got out of bed at 6:00 AM. I went to the store and then I took out the trash. After that, I took out the trash, they got the mail at shopping and I set the table. I had a birthday party.

Did you do anything fun today?

Take care,
Sara

Ideas	1	2	3	4	5
Organization	1	2	3	4	5
Voice	1	2	3	4	5
Word Choice	1	2	3	4	5
Sentence	1	2	3	4	5
Fluency	1	2	3	4	5
Conventions	1	2	3	4	5
Presentation	1	2	3	4	5

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Figure 4.3 (continued): the example of student's writing ability in writing task3 between the pretest and the posttest

Conclusion

To conclude, the English writing ability of the participants was enhanced after receiving the collocation vocabulary instruction. Also, when examining by aspects of writing, the participants could do much better in all aspects especially in voice, word choice, sentence fluency, and conventions. Moreover, when comparing between the writing tasks, the participants could enhance in writing task 2 most which aimed to examine the participants' writing ability to express their opinion about the matter in their daily life.

The next chapter presents the discussion of the research findings.