

การวิเคราะห์ภาษาที่ใช้ในแบบทดสอบทางการศึกษาแห่งชาติขั้นพื้นฐาน (O-NET) ของนักเรียนชั้นประถมศึกษาปีที่ 6

An Analysis of Ordinary National Educational Test (O-NET) Used for Prathom 6 Students

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มหาวิทยาลัยราชภัฏเชียงราย ตำบลบ้านดู่ อำเภอเมือง จังหวัดเชียงราย

บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อวิเคราะห์ภาษาที่ใช้ในแบบทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) สำหรับนักเรียนชั้นประถมศึกษาปีที่ 6 ขอบเขตการศึกษาในแบบทดสอบประกอบด้วย 3 ส่วน คือ การพูด (Speaking) การอ่าน (Reading) การเขียน (Writing) คำศัพท์ (Vocabulary) และ ทักษะพุทธิพิสัยตามทฤษฎีการเรียนรู้ของ Bloom (Bloom's Taxonomy) แหล่งข้อมูลในการวิจัยครั้งนี้ ได้แก่ แบบทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน O-NET ปีการศึกษา 2554-2556 การวิเคราะห์ข้อมูลภาษาใช้กรอบแนวคิดการวิเคราะห์เนื้อหา (Content Analysis)

ผลการวิจัยพบว่า ส่วนที่ 1 การพูด (Speaking) พบการใช้ Illocutionary Act มากที่สุด และพบองค์ประกอบที่เรียงจากมากไปน้อย ได้แก่ Directives, Assertives รองลงมาคือ Expressives และ Commissives แต่ Declarative ไม่พบในการวิจัยครั้งนี้ ส่วนที่ 2 การอ่าน (Reading) มีการใช้ประเภทของคำถามที่ใช้ในแบบทดสอบการอ่าน 2 ประเภท คือ Inference และ Vocabulary in Context ส่วนที่ 3 การเขียน จากการวิเคราะห์การเชื่อมคำในประโยค พบ ลักษณะการเชื่อมประโยคที่ปรากฏในแบบทดสอบ 2 ประเภท คือ Subject - Verb Agreement และ Conjunction ส่วนที่ 4 คำศัพท์ (Vocabulary) พบลักษณะการใช้คำศัพท์ 3 ประเภท คือ Word Formations, Word Relations และ Multi-word Verbs ในส่วนของ Word Formations พบว่ามีการใช้ Suffix มากที่สุดในประเภท ในส่วนของ Word Relations พบการใช้ Synonym มากที่สุดใน และในส่วนของ Multi-word Verbs พบการใช้ Phrasal Verbs มากที่สุดใน ในภาพรวมของการใช้คำศัพท์ Word Formations พบมากที่สุด และผลการวิเคราะห์ทักษะพุทธิพิสัยตามทฤษฎีการเรียนรู้ของ Bloom ในแบบทดสอบ ผลการวิเคราะห์พบว่าข้อสอบส่วนใหญ่ อยู่ในระดับความรู้ ความจำ (Knowledge) และพบมากที่สุดในส่วนของการพูด (Speaking)

ผลการวิจัยสามารถสะท้อนถึงครูผู้สอน และนักเรียนว่าควรมีการพัฒนาความรู้ และความเข้าใจเกี่ยวกับภาษาที่ใช้ในแบบทดสอบ ในการช่วยกระตุ้น และสร้างความตระหนักให้ผู้เรียนเกิดการเรียนรู้ เพื่อพัฒนาความสามารถด้านทักษะการทำแบบทดสอบการศึกษาระดับชาติ เพื่อนำไปสู่การพัฒนาทักษะทางภาษา และผลสัมฤทธิ์ทางการเรียนในระดับสูงต่อไป

คำสำคัญ: O-NET, ทฤษฎีการเรียนรู้ของบลูม, คุณลักษณะของภาษา

Abstract

The study is aimed to analyze linguistic features used in Ordinary National Educational Test (O-NET) for Prathom 6 students. The linguistic features embedded in the test were linguistic abilities in speaking, reading, writing, and vocabulary as well as cognitive ability based on Bloom's Taxonomy. The data source was O-NET tests chosen between the years 2011 and 2013. Content analysis was employed for data analysis. The findings showed that, in speaking part, the speech act function in the highest occurrence was Illocutionary act. The highest frequencies in descending order under this speech act category were Directives, Assertives, Expressives, and Commissives but Declarative was not found. In reading part, two types of reading questions were found including inference and vocabulary in context. In writing part, cohesive devices in sentence completion task used in the highest frequency were Subject - Verb Agreement and Conjunction. In vocabulary part, three types of lexical feature were Word Formations, Word Relations and Multi-word Verbs. Suffix was used in the highest frequency under Word Formations. Synonym was used in the highest frequency under Word Relations. Phrasal verbs were used in the highest frequency under Multi-word Verbs. Interestingly, Word Formations were used in the highest frequency in this O-NET test. Moreover, based on Bloom's Taxonomy, majority of the test items were categorized under Knowledge level and were found in the highest frequency in Speaking.

The results of this study could contribute to teachers and students in improving their knowledge and understanding of O-NET test. In addition, the findings could encourage their awareness the students to empower their testing abilities. It would contribute to the improvement of English skills for students in achieving higher levels of their study and thus the development of national education.

Keywords: O-NET, Bloom's Taxonomy, linguistic features

Rationale and Significance of the Problem

As a present global society, learning English language is very important and essential in daily life. In 2015, the ASEAN economic community (AEC) will be officially integrated in southeast Asia. Since the 10 countries represent many languages, one language, English, was chosen for business communication and we can see the English language is being used around us every day. According to Kitjaroonchai (2012 : 22), the Thai government has been actively gearing its commitment to achieve its roadmap for ASEAN 2015. Thus, speaking and using English in daily communications has become more and more important to Thais. Furthermore Nusong (1980 : unpagged cited in Chatuporn Kuntung. 2007 : 1), similarly to Aksornpim (1981 : unpagged cited in Chatuporn Kuntung. 2007 : 1) stated that in

Thailand, English has been taught as a foreign language at all levels of education. But the students are still poor in sub-skills of English such as grammar, pronunciation and knowledge of vocabulary.

Based on the Basic Education Core Curriculum 2008, the Ministry of Education Thailand assigns the student in Prathom 6, Matthayom 3 and Matthayom 6 to do the Ordinary National Educational Test (O-NET) that is organized by the National Institute of Educational Testing Service (NIETS). The O-NET has played a major role in Thailand education, including primary level, and thus O-NET scores might be counted towards the admission for Matthayom 1. Piyanan Srisawad (2009 : 1), therefore the schools, teachers, parents and students are now all focusing on the O-NET as well as their results of these tests. In addition, the O-NET results can examine the advancement of

Thai education in comparison with other countries. However, Lalada Ruangcharoon (2012 : 2) stated that Thai students got low English scores of fewer than 50 percent from the O-NET test, the score for grade 6 students were decreasing every year.

Objective of the Study

To analyze the linguistic features used in Ordinary National Educational Test (O-NET), including speaking, reading, writing, vocabulary, and Bloom Taxonomy.

Significance of the Study

This study can be used as guidelines for English teachers to teach better and students to get better scores in O-NET.

Scope of the Study

1. Content: This study was based on the test characteristic, including speaking, reading, writing, and vocabulary parts of O-NET papers.

2. Study Sources: The O-NET papers chosen were English language tests from 2011 to 2013.

Methodology

There are several processes in conducting this research which included data resource, data collection, and data analysis. All the processes are follow:

Target Sources

Target sources of the study are the three years O-NET chosen from academic year 2011 to 2013, focused on English language. The contents and instruction in these years were different for teachers and students which caused the significant problems for them.

Data Collection

There were five main sections in data collection. First, the data collection in the study was informed by linguistic analysis focused on linguistic features, including speaking, reading, writing, vocabulary and Bloom Taxonomy used in O-NET from 2011 to 2013.

Data Analysis

The data in this study was analyzed and divided into five parts, consisted of the information of linguistic features used in O-NET, analyzed by using linguistic features, including conversation, reading, writing, vocabulary and Bloom Taxonomy.

The details of the data analysis were explained; the first step: Prepare to analyze the language features used in O-NET by collecting the data and divide into 5 parts which were speaking, reading, writing, vocabulary and Bloom Taxonomy. Then, group the 3 year O-NET in each part together. The second step: Analyze the language features as follows; Speaking using speech acts, Reading using reading question strategies, Writing using cohesion in sentence complete, Vocabulary using word formation, word relations and multi- word verb and Bloom Taxonomy. Then summarize and categorize the data. The third step: Summarize the data language features in 5 parts. The fourth step: Report the results of the analyzed data using descriptive style to describe the details in each part. The last step: Summarize, discuss and giving recommendation for application and for further studies.

Results

This study is an analysis of linguistic features as used in Ordinary National Educational Test (O-NET), providing the speaking analysis using speech acts functions, reading question strategies used in O-NET, writing analysis using cohesion sentence completion, vocabulary analysis using vocabulary type and Bloom Taxonomy.

Summary

The results of the study can be summarized as follows;

1. Linguistic features used in speaking. The data would be presented, focused on Illocutionary act, which consists of Assertives or Representatives, Directives, Commissives, Expressives and Declaratives. The most frequent from the predominant to the least, were, Directives (40.85%), Assertives or Representatives (29.58%), Expressives (21.13%), Commissives (8.44%). However, Declaratives was a noticeable omission in this study.

2. The Linguistic Features Used in Reading. The data in reading part was analyzed, focused on types of reading question strategies in reading part of O-NET. The most frequent of the major categories to the least one, which are; inference (62.16%), vocabulary in context (35.14%), and reference (2.70%). Factual Information, Main Idea, and Negative Factual Information were not found in this study.

3. The Linguistic Features Used in Writing. The most frequent of the major categories to the least one, which are; Subject - Verb Agreement (75%) and Conjunction (25%). Clause and Appositive were not found in this study.

4. Vocabulary in O-NET. The result of the study can be summarized as follows; the most frequent from the predominant to the least, were, the word formations (82.36%), the word relations (9.80 %) and the multiple-word verbs (7.84%).

5. Bloom Taxonomy in O-NET. Bloom Taxonomy would include Knowledge, Comprehend, Application, Analysis, Synthesis and Evaluation. The data demonstrates that the most frequent of the major categories to the least one, which are; Knowledge in speaking (47.06%), Knowledge in reading (38.24%), Knowledge in writing (14.70 %), Comprehension in speaking (35.06%), Comprehension in reading (61.04%), Comprehension in writing (38.90%), Application in speaking (20 %), Application in reading (20 %).

Discussion

1. Linguistic features used in speaking

The main frequently function of pragmatics, speech acts, found in the speaking part, was Illocutionary act which was very important for teachers and students to intend and classify the purpose or communicative function of an utterance in a conversation in daily life. According to Austin, J. L. (1962 : 94) and Searle, J. R. (1980 : 37)'s theory, both of them stated the significant of this type of speech act and extended into five categories and also found in this study which were; Directives, Assertives (Representatives), Expressives and Commissives. In this study, the most found was Directives which was the most important and always use in daily conversation that every people have to understand not only native speakers' culture but also comparing with Thai culture, then applying to daily life conversation. The examples of the Directives which were functioned as requiring, requesting. On the other hand, the Assertives were focused on informative or general details as to commit the speaker to something being in case, the truth of the expressed proposition with the acts of boasting, describing, confirming, complaining, and introducing etc.

The other two minor types of Illocutionary acts, found in this study were; Expressives and Commissives type. Expressives which were; appreciating, greeting, and thanking etc. The last type found in this study was Commissives which pointed to the commit the speaker to future course of action including promising, vowing and pledging. In this study, the acts found in this type was offering. All speech acts in this study are very significant to our daily lives as well as understanding the cultural practice in native speakers'. To emphasize the significant of these, the Basic Education Commission focused in the curriculum indicators in the Basic Education Core Curriculum B.E.2551 (A.D.2008), Foreign Language Strands 1:

Language and communication that the English teachers have to teach the students how to use appropriately and how to apply in their daily lives. According to Tanita (2010 :166) stated that in English classroom teaching, teaching the language with the help of pragmatic knowledge means that teachers should think of a good way to deal with the relationship between the form, function and the meaning of a language.

In conclusion when making the students learn and master of the language form, we should also let them to understand the sentence and expression of their meaning with correct function.

2. The Linguistic Features Used in Reading

The finding of this study, focused on linguistic features used in the reading part was reading question strategies. The results found that reading question strategies in the reading part of O-NET sorted from the most frequent to the least percentage were; inference and vocabulary in context.

From the results above, most of the reading part of O-NET focused on inference (62.16%), which is the reading part, followed by vocabulary in context. This result illustrated that the National test focused on inference question, measured the ability to comprehend an argument or an idea that strongly implied but not explicitly states in the text.

The other types of reading questions was vocabulary used in the contexts or situations to test the students' understanding of the specific words in the sentences or passage given. These are the kinds of questions that the teachers have to provide practice the students. This will enable them to identify the meaning of individual words and phrases as they are used in reading passage that may have more than one meaning.

In conclusion, English teachers and key personnel within education, have to find the best way to improve learners' competencies as the Basic Education Core Curriculum B.E.2551 (A.D.2008) aims

at integrating five key competencies; communication capacity, thinking capacity, problem-solving capacity, capacity for applying life skills and capacity for technology application. Learning management systems enable learners to attain the quality prescribed in the curriculum goals. Teachers and learners play vital, but different roles in the learning process.

3. The Linguistic Features Used in Writing

The findings of the writing part of this study it could be described cohesion used to complete the sentences. According to the result of the study found, the most frequent was subject-Verb Agreement and the other was Conjunction.

This study has shed light on the manner in which students internalize the rules of the target language, which is English. Teh Geok Choon (1993 : 1) stated that an insight into language learning problems is useful for teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials.

4. Vocabulary in O-NET

Word Formations

In results show that word formation sorted from the most frequent to the least percentage were; suffix, compounding, prefix, and clipping. The most of the words in the tests focused on suffix (48.82%), which is the words in the tests, followed by compounding, prefix, and clipping. This result shown that the most frequent suffixes were: -ing, -ly, -er, -ful, -tion, -ist, -ian, -ent, -or, -ous, -ty, -ry, -ed, -ite, -ness, and -ee (such as teacher, clearly,).

On the other hand, compounding which was sorted into two types; noun compounds (such as rainy season, basketball, phone booth) and adjective compounds (such as good luck, smart phone, year old).

The other two minor types of word formation, found in this study were; prefix and clipping. The most frequent prefixes were: ex-, in-, re-, im- and

dis- (such as repeat, disable, expensive). And also clipping which was found in this study was phone.

As the word formation in this study demonstrated, the relative ease with new words can be created certainly makes English a productive language. Moreover, the better affix knowledge students have, the more efficient is the strategy in facilitating vocabulary

According to Samroy Angthong (2006: Abstract) stated in his study on “An Analysis of the general vocabulary and the frequency of occurrence in acquisition”.

In English classroom teaching, teaching the language with the word formation teachers should consider the level of students’ knowledge which is a good way to deal with the form function and the meaning. Besides, the teachers should also let them understand the meaning of words in different contexts.

In conclusion, this result illustrated that the National test focused on word formation which is the fundamental or basic knowledge components, it is essential to enable the creation of new words to be relative to the root. Moreover, if students do not have this basic knowledge, they will not understanding of the broader perspective.

Word relations

The findings of the word relation found in this study were antonyms and synonyms. Antonyms were the most frequent used in the tests which are approximately 75% of the words in the tests such as big/small, boys/girls, before/after, easy/difficult, etc.

On the other hand, synonyms were found approximately 25% in the tests such as well/good, want/need, right/correct, etc.

According to Ruth Gairns and Stuart Red man (1986 : 13) stated that the meaning of word can only be understood and learnt in terms of its relationship with other words in the language. In this study, the most found was the antonym which was the most

frequently used in the tests.

As a result, we can conclude that learning synonyms and antonyms is a great way to rapidly increase English fluency. Moreover, using synonyms and antonyms are the quick ways in order to help students to understand the meaning of new words. Therefore, using synonyms and antonyms can bring greater advantages if teachers can choose appropriate synonyms and antonyms together with some explanations or definitions in case students misunderstand.

Multi-word verbs

The results shown that the most frequent to the least percentage were phrasal verb (93.75%) and prepositional verb (6.25%). This result illustrated that the phrasal verbs were: pass by, run into, keep away, etc. Besides, preposition verbs were: get well, click on, put away etc.

Furthermore, Dustin (2015 : 3) stated that phrasal verbs are important for learners if they wish to succeed in understanding and possibly using every day spoken English. Moreover, phrasal verbs can present a wide range of issues because many languages lack of similar structures. Teachers consider the problematic issues of meaning, with regard to polysemy, synonymy, transparency of meaning, and register.

In addition, McArthur (1974 : 2) stated that there are so many phrasal verbs in modern English, they are so important in the spoken language, and they have so many shades of meaning that the students may despair of ever mastering this area of language. Likewise, to Swan (1980: 244), “Phrasal Verbs are an essential part of everyday communication and the mastery of them promote effective language use”. Therefore, teachers should take these factors into account when preparing lessons focusing on phrasal verbs.

However, the expression multi-word verbs is used more frequently these days than. They are a

problem for learners because there are so many of them and some of them tend to be rather colloquial. Knowing the meaning of the separate words does not necessarily give the meaning of the phrase as a whole. Native speakers use them without even thinking and would probably be surprised if someone pointed out how many we use. Thus, learners of English need to be able to recognize and understand them at the very least, but ideally they should also be able to bring them into their own speech as well.

5. Bloom Taxonomy in O-NET

The findings of Bloom Taxonomy in O-NET found in this study were Knowledge in reading part, Knowledge in writing part, Comprehension in speaking part, Comprehension in reading part, Comprehension in writing part, Application in speaking part, Application in reading part, the most frequent used in the tests which are approximately Knowledge in reading part (38.24%).

As a result of the way the taxonomy is explained, many teachers identify learning to think critically with merely learning how to ask and answer questions in all of Bloom's categories; knowledge, comprehension, application, analysis, synthesis, and evaluation. Teachers typically take the categories to express objectives which they should teach to in strict order; first give the students "knowledge", then show them how to comprehend it, then how to apply it etc. Thus, Bloom Taxonomy was used in O-NET.

According to Tejalal Choudhary and Jagdish Raikwal, (2014 : Abstract) stated that Bloom's Taxonomy can be used to understand and measure how much critical thinking skills developed in a student. Educationalists in the past had suggested to apply

bloom's taxonomy to improve student's performance in a course. Likewise, Amarawadee Tappoon. (2008 : Abstract), stated that teachers should employ learning strategies, particularly the cognitive domain, composed of critical thinking and creative thinking skills in their classes. They are important learning skills helping students to improve their learning abilities and to succeed in language learning including handling different problems effectively.

Recommendation

Recommendation for Application

1. English teachers can utilize this study as a basis for analyzing other tests used in Thailand. These include tests such as LAS that Prathom 5 students have had to take since last year.

2. The results of this study can be used by English teachers to prepare their lessons in the classroom so that students are better prepared for O-NET.

Recommendations for Further Study

1. Further research on National Test or other tests, the researcher should analyze five parts of the test and compare with other test related to students and teachers that will be specific results to focus on.

2. Further research on National Test or other tests, the researcher should investigate the structure of National test related to Thai curriculum.

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