

การวิเคราะห์ภาษาที่ใช้ในแบบทดสอบการประเมินคุณภาพการศึกษาขั้นพื้นฐานของ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต 4

An Analysis of LAS Test Used by Secondary Schools In Chiangrai Primary Educational Service Area Office 4

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มหาวิทยาลัยราชภัฏเชียงราย ตำบลบ้านดู่ อำเภอเมือง จังหวัดเชียงราย

บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อวิเคราะห์คุณสมบัติทางภาษาศาสตร์ (Linguistic Feature) ของแบบทดสอบเพื่อประเมินคุณภาพการศึกษา ระดับเขตพื้นที่การศึกษา (Local Assessment System : LAS Test) ซึ่ง Linguistic Features ใน การวิจัยครั้งนี้ ได้แก่ ประเภทของข้อสอบ (Test Types) คุณภาพของแบบทดสอบ (Test Qualities) และการวัดทักษะพุทธิ ปัญญา (Cognitive Complexities) แหล่งข้อมูลในการวิจัยครั้งนี้ ได้แก่ แบบทดสอบ LAS ระหว่างปี พ.ศ. 2553-2555 ของ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต 4

วิธีการเก็บรวบรวมข้อมูล ได้มาจากการบันทึกการวิเคราะห์ Linguistic Features ซึ่งวิเคราะห์ Test Types, Test Qualities และ Cognitive Complexities

ผลการวิจัยพบว่า ประเภทของแบบทดสอบในส่วนของการพูด (Speaking) เรียงจากมากที่สุด ได้แก่ The Intensive Speaking และ Responsive Speaking ในส่วนของการอ่าน เรียงจากมากที่สุด ได้แก่ Interactive Reading Perceptive Reading และ Selective Reading ในส่วนของการเขียน ตามทฤษฎีของ Brown กล่าวไว้ว่า ประเภทของการเขียน ได้แก่ Imitative Writing, Intensive (Controlled) Writing และ Extensive Writing แต่อย่างไรตาม ในการวิจัยในครั้งนี้ไม่พบประเภทของการเขียนตามทฤษฎีของ Brown ในส่วนของคุณภาพของแบบทดสอบ (Test Qualities) จากการวิเคราะห์ เรียงจากมากที่สุด ได้แก่ ความเที่ยงตรง (Validity) ความเชื่อมั่น (Reliability) ความสมจริงของข้อสอบ (Authenticity) ความเหมาะสมแก่การนำไปใช้ (Practicality) และผลกระทบของแบบทดสอบ (Impact) ในส่วนของความสามารถในการคิดเชิงซับซ้อน (Cognitive Complexities) เรียงจากมากที่สุด ได้แก่ ความเข้าใจ (Comprehension) ความรู้ที่เกิดจากความจำ (knowledge) การวิเคราะห์ (Analysis) และการประยุกต์ (Application)

จากการวิจัย สามารถสรุปได้ว่า ครูผู้สอนในรายวิชาภาษาอังกฤษ สามารถนำไปประยุกต์ใช้การการวิเคราะห์ข้อสอบ LAS ในเขตพื้นที่อื่นได้ โดยการวิเคราะห์ Test Types, Test Qualities และ Cognitive Complexity ดังนั้นครูผู้สอนต้องคำนึงถึงคุณภาพของแบบทดสอบและต้องเอาใจใส่ในการทำแบบทดสอบของผู้เรียน รวมไปถึงพิจารณาคุณภาพของแบบทดสอบที่ใช้ในการวัด ซึ่งเริ่มต้นด้วยการวางแผน และมีการพัฒนาผู้เรียนอย่างต่อเนื่องในการทำแบบทดสอบ

คำสำคัญ: LAS, คุณภาพของแบบทดสอบ, ความสามารถในการคิดเชิงซับซ้อน, คุณสมบัติทางภาษาศาสตร์

Abstract

The study is aimed to analyze linguistic features used in (Local Assessment System: LAS Test). The linguistic features discussed in this study were Test Types, Test Qualities, and Cognitive Complexities. Data source of the study were LAS tests (English) selected from academic year 2010 to 2012 administered by Chiangrai Primary Educational Service Area Office 4.

The findings were as follows: Based on Brown (1995) on types of test tasks, in Speaking part, the task type found in the highest frequency Intensive Speaking and, in Reading part, the task type found it was found in the highest frequency was Interactive Reading, Perceptive Reading, and Selective Reading. In writing part, however, Imitative Writing, Intensive (Controlled) Writing, and Extensive Writing were not found in this study. For Test Qualities analysis, the most frequent test attributes used in this test were Validity, Reliability, Authenticity, Practicality, and Impact. For Cognitive Complexities analysis, the most frequent attributes found in this part were Comprehension, Knowledge, Analysis, and Application.

The results of this study were useful for English teachers as the guidelines for analyzing other areas. Likewise, the results could serve as the basis for teachers in developing good test tasks for their classroom assessment.

Keywords : LAS, Test Qualities, Cognitive Complexities, Linguistic Features

Rationale and Significance of the Problem

English has long been viewed as important to the development of Thailand and has been a mandatory part of the national education curriculum for more than a century. The English teaching and learning method in Thai school, however, has remained far from achieving their goals as Thai students still have very low levels of English language. (Kuhasuwon. 2006 : 1). To assess student is achievement and to evaluate the knowledge gained, the Ministry of Education has set up a new strategy. This will determine the level of knowledge gained at school through the teachers and if the criteria for admission to state universities assessed through the competitive entrance examination is achieved.

The examination in Thailand is very important for high schools students. Nowadays, it has been the new system and has been established by the Office of Basic Education Commission of the Ministry of Education. It is called the Local Assessment System (LAS) Test that is conducted in order to assess learners'

quality at educational service area level. Moreover, it is based on Core Curriculum (2008: 190 - 211) is aimed at obtaining basic information required for developing quality of education provided by the educational service area as mandated. Evaluation of the learners' achievements can be conducted by availing of standard examination papers prepared and administrated by the educational service area or in cooperation with the parent agency. Besides, assessment results are also obtained from verification and review of the data obtained from evaluation at educational institution level in the educational service area as well as a requirement for all high school students who study in Matthayom 2 and Matthayom 5. The result of the LAS test is used as the criterion to determine the standard achievement of students in each school. This test has been the major factor in the difficulties experienced in Thailand.

Sanasen (2008 : 18). found that LAS test has been exposed the problem areas of teacher having dual responsibilities with increased workloads.

Teachers have to cover the content required by the curriculum; including, the assessment of benchmark indicators as well as having to develop the students' abilities for LAS test in preparing them to O-NET test.

Teachers and students also face difficulties with the requirements of LAS test. In fact, all parties involved with LAS test in Chiangrai Primary Educational Service Area Office 4; including, the Office of Basic Education Commission has been expressed concern with this policy. Sungtiwong (2010 : 2). stated that benchmark indicators and having to develop the students' abilities for LAS test in preparing them to set the test. Major problems were also identified with student attitudes. Negative attitudes developed towards High School management and administration. Some students, who were admitted, did not possess the relevant knowledge and abilities required for their chosen majors and the pressures created in students and their parents were high. Another factor identified was the time limit imposed in that the examination could only be done during school break times.

In Thailand, LAS test and the English language subject area achieves the lowest score rating to any other subject since it was introduced. This failure to adequately learn the English language is still a major issue for high school students and English teachers. Even though, English is taught at all levels of school. High School English teachers are concerned that LAS test makes it more difficult to effectively teach the English language because the lessons have to be changed for appropriate this test. Therefore, the change in testing strategies focused on the critical thinking and using unfamiliar instructions is a cause of problems for students and teachers. Moreover, Thai teachers have to change their teaching strategies as well as change the way they evaluate their students. (Sungtiwong, 2010 : 3).

There was also concern expressed that LAS test was very difficult and not important for them.

Some teachers expressed the view that the test was not appropriate for slows learners in rural area and that the contents in the test were more applicable to higher-level students in urban areas. The achievement levels being set meant that students had to have additional tutorial support and study time after school, on weekends and even during their vacation. (Sungtiwong, 2010 : 2).

The study also exposed some inadequacy with the LAS test (Local Assessment System Test). This has been a test in Chiangrai Primary Educational Service Area Office 4 with a very high level of importance for high school students and English teacher. These are the parties directly affected to the resulting problems from LAS test.

In this study, it has become clear for teachers, which the key personnel in the teaching strategy of English, were not adequately prepared to develop students for the linguistic features used in LAS test. Thus, this study has attempted to address this lack of knowledge by analyzing the linguistic features used in LAS test. The study conducted linguistic analysis process applying linguistic features examination on speaking, writing and reading. The results of the study shed the lights for improving students' language knowledge and teachers of Teaching English.

In order to the researcher tried to analyze LAS Test features in this study which are separated into three sections. The first section is Test types: there are 3 types, consist of Types of Speaking Test, Reading Test, and Writing Test. The second is Test Qualities, there are 5 consist of Validity, Reliability, Practically, Authenticity and Impact. The third is Cognitive Complexity, there are six consist of Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Objective of the study

To analyze the linguistic features used Local Assessment System (LAS) Test in terms of Test Types, Test Qualities, and Cognitive Complexity.

Significance of the study

The finding of this study will be useful for teachers and students who desire to increase their knowledge and proficiency in using the English language. It is also expected to provide some beneficial information and suggestions as follows:

1. This study can help English teachers and high school students concentrate and realize the scope of the English language used in LAS test which will be able to ascertain their competence with their development. This will increase the effectiveness in the provision of national education reform and the improvement of English skills for their achievement of their study.

2. The results of this study are expected to help the students' awareness for English language studies used in secondary and high school level. Most of all, they will be able to ascertain their competence with their development. This will increase the effectiveness in the provision of national education reform and the improvement of English skills and the improvement of English skills for their achievement of their study.

Scope of the study

1. Content: This study was based on LAS Test, including three part; Test Types, Test Qualities, and Cognitive Complexity.

2. Study Sources: The LAS test chosen was English language test from 2010 to 2012 in Chiangrai Primary Educational Service Area Office 4.

Methodology**Target Source and Key Informants**

Target sources of the study are the three year LAS test chosen from academic year 2010 to 2012, focused on English language, chosen these target sources, LAS test because the contents and instruction in these years were different and unfamiliar for teachers and student which caused the significant problems for them.

Data Collection

The main sections in data collection and analysis. The framework for data analysis in the study was informed by linguistic analysis focused on language features, used in three parts of LAS test from 2010 to 2012; Test types, Test Qualities, and Cognitive Complexity.

The first step: Prepare LAS test items for the analysis.

The second step: Analyze each item of LAS by collecting the data and divide into 3 parts which were Test types, Test Qualities, and Cognitive Complexity Then, group the 3 year LAS test in each part together.

The third step: Analyze the language features of LAS in three dimensions Test types, Test Qualities, and Cognitive Complexity.

The forth step: categorize the group.

The fifth step: Interpreting the meaning.

The last step: Summarize.

Data Analysis

The data in this study was analyzed for the information of language features used in LAS test, in three dimensions Test types, Test Qualities, and Cognitive Complexity. The researcher categorized the data into groups and presented the information using frequency and percentage of the forms, patterns, found in LAS test.

Summary and Discussion

The aim of this study was to analyze the linguistic features used in LAS Test. Linguistic features discussed in this study are consisted of Test Types, Test Qualities, and then Cognitive Complexities. The result of the study can be summarized as follows;

1. An analysis used in Type of Speaking

When fieldwork of the analysis process looking at the Test types in LAS from 2010 to 2012 was complete, a complete analysis of descriptive data was carried out. This analysis used Brown theory approach focusing on the Test Types approach. According to Brown (1995)'s theory found that the Types of Speaking are consisted of Intensive Speaking and Responsive Speaking. Thus, the most frequency from the predominant to the least were Intensive Speaking (29.83%) and Responsive Speaking (0.83%).

2. An analysis used in Type of Reading

In the part of Reading, According to Brown (1995)'s theory found that the Types of Reading could be consisted of Perceptive Reading, Selective Reading, and Interactive Reading. This data when summarized could be divided into 3 categories. When sorted from the most frequency to the least. They were Interactive Reading (31.66%), Perceptive Reading (15.82%), and Selective Reading (3.33%).

3. An analysis used in Type of Writing

In the part of Writing, according to Brown (1995)'s theory found that the Types of Writing Performance are consisted of Designing: Imitative Writing, Designing: Intensive (Controlled) Writing, and then Designing: Extensive Writing. However, they were not found in this study.

Thus, main frequently function of Test Types found in the speaking test which was very important for teacher and students to intend to classify the purpose. In this study, the most found was Speaking which were 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 and then applying to daily life conversation. According to Khamkhien (2010 : abstract) stated that speaking, as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes. Since English speaking tests, in general, aim to evaluate how the learners express their improvement and success in pronunciation and communication, several aspects, especially speaking test formats and pronunciation need to be considered. Similar to Oradee (2012 : 533), she stated that in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. It was found that speaking English is the most difficult for learners. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers. Speaking is the most important and essential skill. Moreover, she was found that mastery of this skill illustrates that the speaker possesses precise knowledge of language.

In conclusion, language competence can be used by English teachers to more sufficiently prepare their lessons in the class. Therefore, Matthayom 2 students are better prepared for LAS test. English teachers can apply this study as a basis for analyzing other LAS tests used in another Primary Educational Service Area or Secondary Educational Service Area.

4. An analysis of Test Quality

In the Test Qualities, according to Bachman and Palmer (1996)'s theory stated that the characteristics could be identified as, Validity, Reliability, Practicality, Authenticity, and Impact.

In the Test Qualities, An analysis of the data focused on 5 Items, found that there were 5 main Test Qualities. When sorted from the most frequency to the least. They were Validity (100%), Reliability (100%), Authenticity (73.71%), Practicality (59.16%), and Impact (39.16%).

These findings have enabled us to conclude that LAS focuses on Test Qualities of language. To emphasize the significant of these, the Basic Education English focused in the curriculum indicators in the Basic Education Curriculum B.E. 2551 (A.D.2008). In English classroom teaching, teaching the language with the help to determine whether the test right now means that teachers should think of a good way to be applied. According to Bachman and Palmer (1996 : 23) stated that, the most important consideration in designing a language test is its usefulness, and this can be defined in terms of 6 test qualities: reliability, validity, authenticity, interactiveness, impact, and practicality. These 6 test qualities all contribute to test usefulness. So, they cannot be evaluated independently of each other.

Similar to Huhta (2009 : abstract), he stated that the development of a new test of aviation English by the Finnish Civil Aviation Authority (FCAA), as well as the overall situation in Finland as regards the testing of aviation English. He described the FCAA development project and evaluated the strengths and weaknesses of the new test and the whole testing system, often with reference to the framework of test usefulness proposed by Bachman and Palmer (1996). The quality of the overall system in Finland appears to be quite variable as it is based on the principle of decentralization, in which the FCAA evaluates and approves different tests to be used for certifying the English language skills of aviation personnel. On the other hand, the FCAA commissioned the creation of a test of its own, which appears to have certain strengths, but also has some flaws, such as a lack of systematic double rating of speaking and

very little centralized monitoring of overall quality.

As a result, we can conclude that English teachers can apply this study as a basis for analyzing other LAS tests used in Test Qualities, we must consider these qualities with respect to specific tests, and consider these qualities from the very beginning of the test planning and development process.

5. An analysis of Cognitive Complexities

In Cognitive Complexities, according to Bloom's Taxonomy of the Cognitive Domain by Bloom et al. (1956 : 18) were ordered as follows: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. In this study, it was found that there were 4 main Cognitive Complexities. When sorted from the most frequency to the least. They were Comprehension (54.16%), Knowledge (21.66%), Analysis (20%), and Application (1.66%). On the other hand, Synthesis and Evaluation were not found in this study.

Recommendation

Recommendation for Application

1. The results of this study can be used by English teachers to more sufficiently prepare their lessons in the class. Therefore, Matthayom 2 students are better prepared for LAS test.

2. English teachers can apply this study as a basis for analyzing other LAS tests used in another Primary Educational Service Area or Secondary Educational Service Area.

Recommendation for Further study

1. Further research on Local Assessment System (LAS) Test should compare to another Primary Educational Service Area or Secondary Educational Service Area.

2. Further research on Local Assessment System (LAS) Test was suggested to investigate the result of Local Assessment System (LAS) Test in Matthayom 5.

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