Components of Result Reporting

What will you do to report your research findings?

After the accomplishment of your study (regarding your planned methodology), the next part of information you can see or you are required to present as a researcher is to report the findings.

Examples

-Score results

-Satisfaction rate

-Progress

-Error analysis

-Feedback

The Presentation of Result Reporting

- The lead-in part always appears as an introduction to result reporting.

- Many researchers restate their research objectives, some research scopes, and brief methodology before introducing parts of result presentation.

Examples of Leading Statement

CHAPTER IV

RESULTS OF THE STUDY

In this chapter, the results of the study were analyzed and presented in five parts: the analysis of the pretest/posttest results; the analysis of the students' exercises on comprehension and vocabulary; the analysis of the observation form results; the analysis of the students' journals; and the analysis of the questionnaire results.

Baothongchan, 2015: 57

Chapter IV

Results

The purpose of the study was to investigate the use of film clips to enhance the English communicative skills of Thai eighth grade students at Cha- uat School, in Nakhon Srithammarat province. The study also investigated the students' attitudes towards film clip instruction. The participants comprised 30 students in the control group and 30 students in the experimental group. The data was obtained from the English for communication test and questionnaires concerning students' attitudes towards English lessons after film clip instruction. The data was analyzed quantitatively. This chapter presents the results of quantitative data followed by analysis of the qualitative data.

Tongboonyoung, 2013: 37

The Presentation of Result Reporting

- Tables or graph charts must be numbered and named with a concise language.

- Tables or graph charts must be orderly arranged according to a sequence of objectives.

- There must be an explanation to each result presentation.

- Present only factual information (be honest to your readers).

- The Past Simple Tense is always used to present results.

- Result explanation comes in a combination of broad and specific interpretation.

- When breaking your findings into parts, stick to your objectives/ research questions/ hypotheses. While reading, consider if all the reported results are clear answers to a study.
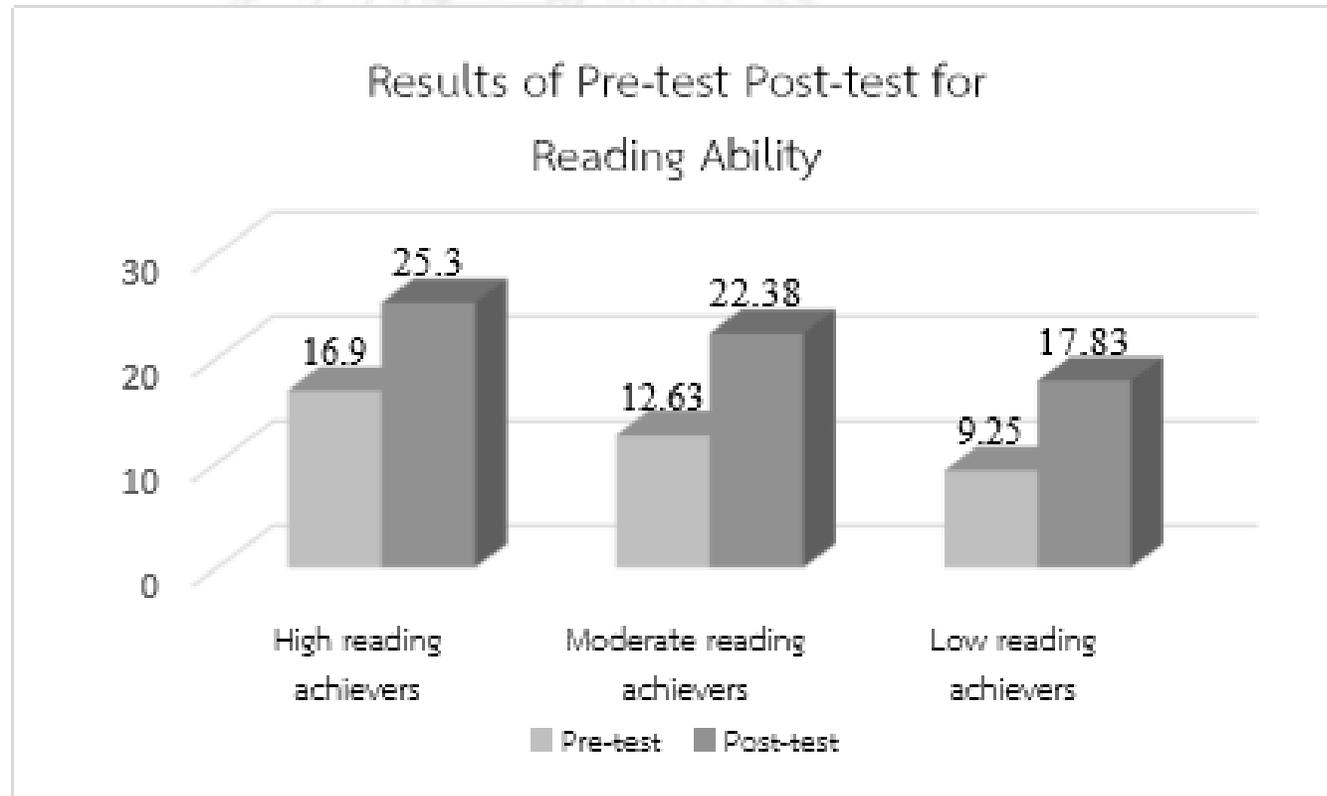
Figure 4.2: Results of Pre-test Post-test for Reading Ability at Different

Reading Achievement Levels

Mondi, 2013: 117

Figure 4.2 shows that the students who had high reading ability have progressed further in their reading ability than the other two groups. The mean score of the post-test of high reading achievers was 25.30 (S.D. = 2.00), moderate reading achievers was 21.38 (S.D. = 1.45), and low reading achievers was 16.43 (S.D. = 2.70).

Mondi, 2013: 117

Table 3: The scores of the pre English Oral Communication Ability test

student	Part A (Item 1-5) Total 5 points	Part B (Item 1-2) Total 5 points			Total 10 points
		Rater A	Rater B	Total	
1	0	1.5	1.38	1.44	1.44
2	0	1.38	1.38	1.38	1.38
3	0	1.26	1	1.13	1.13
4	2	3.8	3.9	3.85	5.85
5	2	3.5	3.13	3.32	5.32
6	0	1.38	1.75	1.57	1.57
7	0	4.13	3.6	3.87	3.87
8	0.5	1	0.88	0.94	1.44
9	2.5	3.5	3.5	3.5	6
10	3	3.5	3.62	3.56	6.06

Imsuwan, 2012: 44

From the table, the pretest scores were relatively low. The highest score of the pretest was 6.06 while the lowest was 1.13. Five students scored zero for part A while the highest score was 3. Part B required the students to speak. This part was graded by two inter-raters. The scores graded were relatively on the same level.

Imsuwan, 2012: 44

Table 4.11 The mean scores of students' opinions towards the use of background music incorporated in the instructional model

Items	$\bar{X}$	S.D.	Interpretation
1. The background music played while doing the group work helped maintain relaxing atmosphere.	4.85	.59	Very satisfied
2. The background music played while I was reading in Step 4 could keep my focus and attention.	4.56	.63	Very satisfied
3. Background music made learning more interesting and reading less boring.	4.24	.48	Very satisfied
4. I have realized the benefit of background music and know that it can be used while reading.	3.96	.40	Very satisfied

(นครเทพ ทิพยศุภราษฎร์, 2552: 106)

Table 4.11 provides information concerning the students' satisfaction towards the use of background music. It was found that, in general, the students were very satisfied with the background music used in the instructional model. The students expressed their highest satisfaction towards the item "The background music played while doing the group work helped maintain relaxing atmosphere." (4.85).They perceived the item "I have realized the benefit of background music and know that it can be used while reading." As the lowest, receiving the mean score of 3.96. However, it is still classified in the highest range of satisfaction.

(นครเทพ ทิพยศุภราษฎร์, 2552: 106)

Principles of Result Report Reading

1. Read objectives to check whether all the aims or questions were answered logically.

2. Read scopes of the study to track down on aspects of correctness based on frequency of treatments or practices and the number of participants.

3.Pay attention to tools used for gaining results.

4.Check whether all the statistical treatments were used as claimed in methodology.

References

วรรณี แกมเกตุ. (2551). วิธีวิทยาการวิจัยทางพฤติกรรมศาสตร์. กรุงเทพฯ : โรงพิมพ์แห่งจุฬาลงกรณ์มหาวิทยาลัย.

Baothongchan, W. (2015). Implementing the Scaffolded Reading Experience (SRE) to Develop Reading Comprehension and Vocabulary Knowledge of Undergraduate Students [Master's Thesis, Khon Kaen University] Khon Kaen.

Imsuwan, G. (2012). The Effects of Cognitive Academic Language Learning Approach on English Oral Communication Ability of Bible College Students. [Master of Arts Thesis, Chulalongkorn University] Bangkok.

Kallestinova, E. D. (2011). How to Write Your First Research Paper. *Yale Journal of Biology and Medicine. 84*(2011), 181-190.
https://poorvucenter.yale.edu/sites/default/files/files/hows_to_write_your_first_research_paper_2011.pdf

Mondi, D. (2013). Effects of Strategy-based Reading Instruction on English Reading Ability and Reading Self-efficacy of Lower Secondary School Students. [Master of Education Thesis, Chulalongkorn University] Bangkok.

Tipayasuparat, N. 2010. Development of a Reading Instructional Model Using the 4MAT System and Music to Enhance Vocabulary Acquisition for English Reading Comprehension and Attitude Towards Learning of Undergraduate Students. [Doctor of Philosophy Dissertation, Chulalongkorn University] Bangkok.

Tongboonyoung, N. (2013). *The Use of Film Clips to Enhance the English Communicative Skills of Eighth Grade Thai Students* [Master's Thesis, Srinakharinwirot University]. Banhgkok. http://ir.swu.ac.th/jspui/bitstream/123456789/4119/2/Naret_T.pdf