

ABSTRACT

I.D. No.: 5429501

Key Words: TEACHING STYLE, MULTIMEDIA TEACHING STYLE,
TRADITIONAL TEACHING STYLE, VALUE EDUCATION

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Thesis Title: A COMPARATIVE STUDY ON STUDENTS' VALUE EDUCATION
ACHIEVEMENT BETWEEN TWO TEACHING STYLES:
MULTIMEDIA TEACHING STYLE AND TRADITIONAL
TEACHING STYLE AT SAINT LOUIS SCHOOL
CHACHONEGSAO, THAILAND

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The purpose of this study was to compare the students' value education achievement taught by multimedia teaching style and traditional teaching style at Saint Louis School Chachoengsao, Thailand. The study had 2 objectives which were 1) to compare the students' value education achievement taught by multimedia teaching style and traditional teaching style at Saint Louis School Chachoengsao, Thailand, 2) to compare the students' value education achievement taught by multimedia teaching style and traditional teaching style according to their gender and grade point average at Saint Louis School Chachoengsao, Thailand.

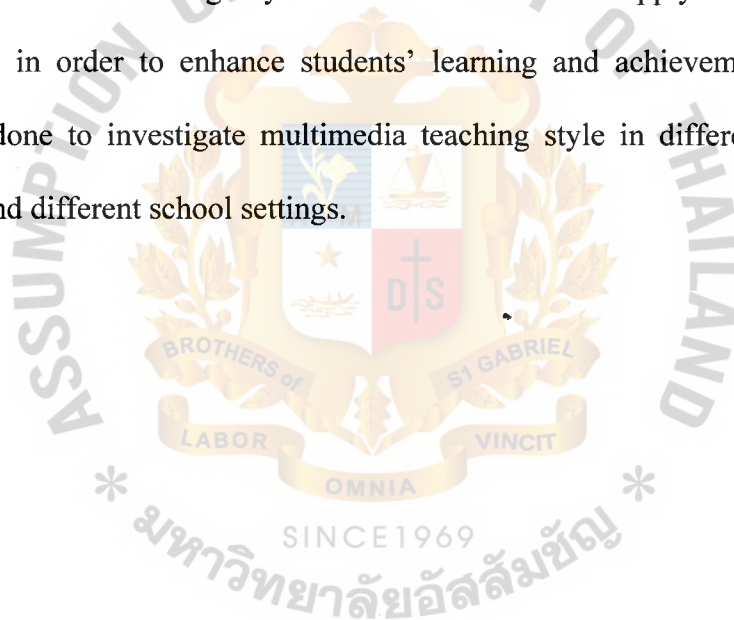
Based on the pre-test result which was given to measure the students' learning level that was came up with the sample of 99 students out of 277 students who were studying Value Education in the 12th grade during the first semester of academic year 2013 at Saint Louis School Chachoengsao, Thailand. The study was divided students into two groups of different teaching styles based upon the classes

they were: fifty students as the control group taught by traditional teaching style and forty-nine students as the experimental group taught by multimedia teaching style since both groups were basically in the similar studying environment, learning level based upon the pre-test result and studying in the same study program. After conducting the teaching, the post-test was given to students in both groups in order to compare their achievement in value education. The Independent Sample t-test (two-tailed) was used to analyze the data gathered from the post-test score using Statistics Package for the Social Sciences Program.

A major finding of the study was that there was a significant difference in students' value education achievement taught by multimedia teaching style and traditional teaching style. The students taught by multimedia teaching style gained higher mean score of the post-test than students taught by traditional teaching style which implied that the students' achievement in value education after being taught by multimedia teaching style found to be more effective than being taught by traditional teaching style. There was no significant difference in students' value education achievement taught by multimedia teaching style and traditional teaching style according to gender neither in control group nor experimental group which implied that gender was not significantly different in the students' value education achievement whether being taught by multimedia teaching style or traditional teaching style. There was a significant difference in students' value education taught by multimedia teaching style and traditional teaching style according to grade point average (G.P.A) in the group of students that taught by traditional teaching style which implied that students who got higher G.P.A were still effective on their

performance than students who got lower G.P.A. There was no significant difference in students' value education taught by multimedia teaching style and traditional teaching style in the group of students that taught by multimedia teaching style which implied that all students benefitted equally with the use of multimedia teaching style concerning to their value education achievement whether they got lower or higher G.P.A. Multimedia teaching style can help all students of different learning levels improve their value education achievement equally

Multimedia Teaching Style was recommended to apply into teaching-learning process in order to enhance students' learning and achievement. Further studies can be done to investigate multimedia teaching style in different subjects, different areas and different school settings.



Field of Study: Curriculum and Instruction
Graduate School of Education
Academic Year 2013

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