ABSTRACT

I.D. No.: 5319529

Key Words: COMMUNICATION GAMES, ROLE PLAY, ORAL INTERACTION ACHIEVMENT, PRIMARY THREE STUDENTS.

Name: MANPREET SACHASIRI

Thesis Title: A COMPARATIVE STUDY OF PRIMARY THREE STUDENTS’ ORAL INTERACTION ACHIEVEMENT LEARNING THROUGH COMMUNICATION GAMES AND ROLE PLAY AT BURAPA ENGLISH PROGRAMME SCHOOL OF THAILAND.

Thesis Advisor: ASSOCIATE PROFESSOR DR. SUWATTANA EAMORAPHAN

This study focuses on primary 3 students’ oral interaction achievement at Burapa English Programme School of Thailand (BEST). Forty students of BEST participated in this study in the first semester of the 2015 – 2016 academic year. The study used a two experimental group design where the sample was divided in two groups. Group A students learning through communication games and role play as a teaching approach, while group B students learning through role play and communication game as another teaching approach. The purpose of this study is to investigate if there is a significant difference of learning English through two different approaches. First approach is learning English through communication games and role play and the second approach is learning English through role play and communication games.

This study had five objectives. The first objective was to identify the students’ oral interaction achievement of group A students. The second objective was to identify the
students' oral interaction achievement of group B students. The third objective was to compare students' oral interaction achievement learning through communication games between group A and B. The fourth objective was to compare the students' oral interaction achievement learning through role play between group A and B. The last objective was to compare the students' oral interaction achievement between group A and B. The quantitative data acquired from the experimental groups indicated that the participants had improved their oral interaction achievements. In conclusion, there was a significant difference in the students' oral interaction achievement learning through communication games and role play than learning through role play and communication games. The study concludes with recommendation for practice for teachers; they can implement different ways in teaching English as a foreign language for students to build up confidence in their English verbal skills. The study also gives recommendation for further research.

Field of Study: Curriculum and Instruction

Student's signature...

Graduate School of Education

Advisor's signature...

Academic Year 2015