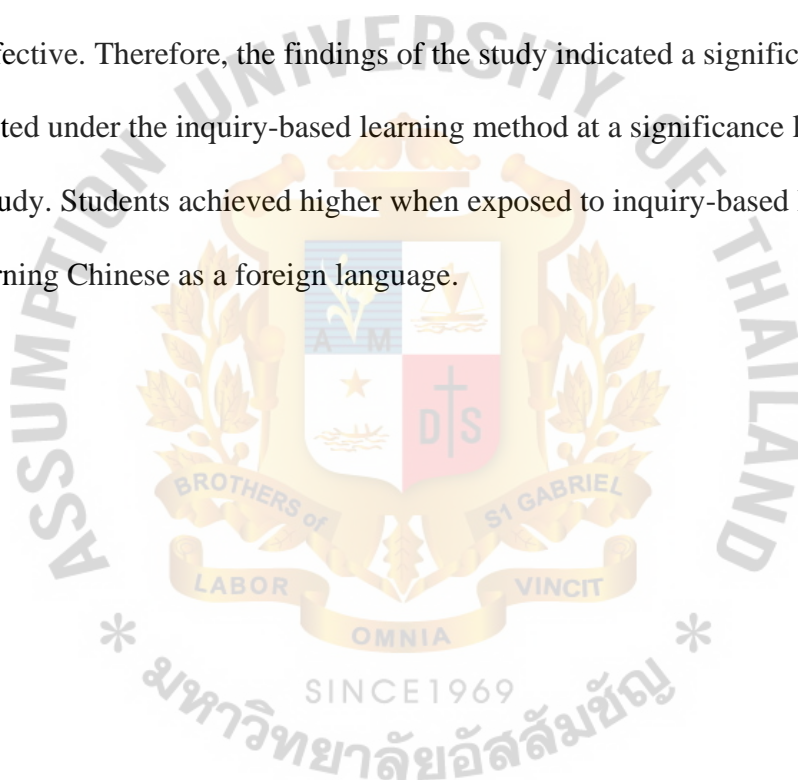


ABSTRACT**I.D. No.:** 6129536**Key Words:** ACADEMIC ACHIEVEMENT, CHINESE AS A FOREIGN LANGUAGE, INQUIRY-BASED LEARNING METHOD, PRIMARY 4, PRE-TEST, POST-TEST**Name:** SUNANTHA MEESIN**Thesis Title:** A COMPARATIVE STUDY OF PRIMARY 4 STUDENTS' ACADEMIC ACHIEVEMENT AND PERCEPTION ON LEARNING CHINESE AS A FOREIGN LANGUAGE UNDER INQUIRY-BASED LEARNING METHOD AT AN INTERNATIONAL SCHOOL OF BANGKOK, THAILAND**Thesis Advisor:** ASSOC. PROF. DR. SUPIT KARNJANAPUN

The objective of conducting this comparative research was to determine students' academic achievement in learning Chinese while being instructed under the teaching methodology of inquiry-based learning method in learning Chinese as a foreign language at an international school in Bangkok. How has learning under the inquiry-based learning method increase student's academic achievement, sufficiency for Primary 4 students, which prepared them sufficiently in passing their HSK (Hanyu Shuiping Kaoshi) Chinese proficiency test at their respective Chinese level. This study examined both the effectiveness of the learning methodology and student's perception of their academic performance to determine how inquiry-based learning methods work in learning a foreign language. A pre- test and post-test were given to Primary 4 students in a Chinese class. The research was conducted from May 2020 to June 2020 in Chinese class. The topic was on Unit 1 "Greeting", which emphasized

classroom activity, friends, and family. The lessons were conducted for 4 weeks with 3 hours of class per week lasting for a total duration for 60 minutes. The sample size of this study was 18 students being instructed under the inquiry-based learning method. Results indicated that the students' academic achievement and performance in the Chinese language have increased in percentage under the inquiry-based learning methodology. The findings showed that the inquiry-based learning method results in a higher achievement in students' academic performance. Students' perception of learning Chinese under the inquiry-based learning method was effective. Therefore, the findings of the study indicated a significant difference in gains instructed under the inquiry-based learning method at a significance level of .05 found in this study. Students achieved higher when exposed to inquiry-based learning methods in learning Chinese as a foreign language.



Field of Study: Curriculum and Instruction

Student's signature

Graduate School of Education

Advisor's signature

Academic Year 2020