

A COMPARATIVE STUDY ON STUDENTS' VALUE EDUCATION ACHIEVEMENT THROUGH MULTIMEDIA TEACHING STYLE AND TRADITIONAL TEACHING STYLE AT SAINT LOUIS SCHOOL CHACHOENGSAO, THAILAND

Witthaya Thepkom¹

Yan Ye²

Abstract: 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. Before conducting the teaching the pre-test was given to measure the students' learning level with the selected 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 conducted with two groups of students with two different teaching styles they were 50 students as the control group taught by traditional teaching style and 49 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. The result showed that there was a significant difference in students' value education achievement taught by multimedia teaching style and traditional teaching style since the students who were 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. Finally, 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.

Keywords: Teaching Style, Multimedia Teaching Style, Traditional Teaching Style, Value Education

Introduction

Teaching is considered as the teacher's major component to facilitate students and develop their intellectual growth. Generally, it takes place where the students are formally taught and educated by the teachers which is called school. On the other hand, in the students' intellectual growth, learning is also an important part along with teaching which is called the students' learning style. Teaching and learning are the most important instruments for keeping people change in many ways such as social order, mental and behavioral development, economic competition, and other social processes. Due to the rapidity of change in the field of technology, it causes numbers of people keeping regularly access to varieties of information especially in education most teachers spend time with online information from the internet so as to acquire more knowledge not only in their field of specialized subjects but it also keeps seeking for new ways of teaching style that make their teaching more effectively. Therefore, it is needed for the teachers to shift their teaching roles, not just as a sender or deliverer of the knowledge, but rather try to make an interaction between the teacher and students by applying technology in the classroom in order to make the teaching more effectively. As a teacher, we need to make our teaching style more effectively by integrating all different teaching styles with the use of technology, graphics, picture, sound, and animation as we call multimedia teaching style to the real classroom since

¹ M.Ed. Candidate in Curriculum and Instruction, Graduate School of Education, Assumption University, Thailand
Witthaya_thepkom@yahoo.com

² Ph.D., Director of Educational Research, Statistics and Measurement Center, Graduate School of Education, Assumption University, Thailand