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KEY WORD: ENGLISH LANGUAGE LEARNING ACHIEVEMENT IN LISTENING-SPEAKING
SKILLS / NEGOTIATION FOR MEANING TECHNIQUE / MATHAYOM SUKSA
THREE STUDENTS

NARISARA DANUWONG : EFFECTS OF USING NEGOTIATION FOR MEANING
TECHNIQUE ON ENGLISH LANGUAGE LEARNING ACHIEVEMENT IN LISTENING-
SPEAKING SKILLS OF MATHAYOM SUKSA THREE STUDENTS THESIS ADVISOR :
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The purpose of this study was to investigate the effects of using Negotiation for Meaning Technique on English Language Learning Achievement of Mathayom Suksa 3 Students. The subjects of this study were mathayom suksa 3 students of Donphut Wittaya School. Donphut, Saraburi, in the academic year of 1992. Two classes of 30 students each were purposively sampled on the basis of the equivalency arithmetic mean and the standard deviation of English 4 (E 014) scores. The arithmetic mean and the standard deviation of those students were analyzed the difference by using F-test and t-Test. The results revealed no statistically significant difference between the scores of both classes. The two classes were randomly assigned to experimental group which was taught explicitly the Negotiation for Meaning Technique and the control group which was taught implicitly the Negotiation for Meaning Technique. The researcher taught both groups 2 periods a week, for 8 weeks. The instruments of this study were 32 daily lesson plans (16 plans / group) and the achievement test in Listening-Speaking conducted by the researcher. The test was administered to test the subjects before and after the experiment. The test scores were analyzed by means of arithmetic mean, standard deviation and t-Test.

The result of the study was as follows:

Mathayom Suksa 3 students who have learned explicitly through the Negotiation for Meaning Technique was significantly higher than those learning implicitly through the Negotiation for Meaning Technique at the .05 level.