

Thesis title: The Effects of Using a Guidance Activity Package Based on Group Dynamics to Develop Positive Attitude toward English Learning of Mathayom Suksa I Students at Nong Huakhupuang Prachanukhro School in Udon Thani Province

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Abstract

This research was conducted with Mathayom Suksa I students at Nong Huakhupuang Pachanukhro School in Udon Thani province with the following purposes: (1) to compare the post-experiment positive attitude toward English learning of the experimental group students who used a guidance activity package based on group dynamics to develop positive attitude toward English learning with their pre-experiment counterpart attitude, and their counterpart attitude at the end of the follow-up period; and (2) to compare positive attitude toward English learning of the experimental group students who used the guidance activity package to develop positive attitude toward English learning with the counterpart attitude of the control group students who used the traditional guidance activities program.

The research sample consisted of 30 Mathayom Suksa I students, with lowest scores on attitude toward English learning, at Nong Huakhupuang Prachanukhro School in Udon Thani province during the 2013 academic year. Then, they were randomly assigned into an experimental group and a control group, each of which consisting of 15 students. The experimental group students used a guidance activity package based on group dynamics to develop positive attitude toward English learning, while the control group students used the traditional guidance activities program. The employed research instruments comprised (1) a scale to assess attitude toward English learning, with reliability coefficient of .98; (2) a guidance activity package based on group dynamics to develop positive attitude toward English learning for the experimental group; and (3) the traditional guidance activities program for the control group. Statistics for data analysis were the mean, standard deviation, and t-test.

Research findings showed that (1) the post-experiment positive attitude toward English learning of the experimental group students who used the guidance activities package based on group dynamics to develop positive attitude toward English learning was significantly higher than their pre-experiment counterpart attitude at the .01 level, and their post-experiment positive attitude toward English learning did not significantly differ from their counterpart attitude at the end of the follow-up period; and (2) positive attitude toward English learning of the experimental group students who used the guidance activity package based on group dynamics to develop positive attitude toward English learning was significantly higher than the counterpart attitude of the control group students who used the traditional guidance activities program at the .01 level.

Keywords: Attitude, Guidance activity package, Mathayom Suksa