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Thesis Title Implementation of the Productive Approach to Enhance
English Vocabulary Learning Ability, Retention, Reading
Comprehension and Classroom Atmosphere of Mathayom
Suksa 6 Students

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Abstract

The purposes of this research were to compare the English vocabulary learning and reading comprehension ability of the students both before and after they were taught through Productive Approach and to study the vocabulary retention and opinions about classroom atmosphere after they were taught through Productive Approach. The subjects were 55 Mathayom Suksa 6 students which were randomized from five classrooms, taking core English 15 (English 0111) at Dara Wittayalai School, Chiang Mai Province during the academic year of 1997. The subjects were taught by the researcher through the Productive Approach for 20 periods. The tests in English vocabulary

learning and in reading comprehension were administered before and after the 20 periods of teaching had finished. The retention test was given to the subjects after the test in English vocabulary learning had been completed for 14 days. The questionnaire on classroom atmosphere was administered. Then the data were analyzed by means of arithmetic mean, standard deviation and t-test.

The findings of the research were as follows :

1. The students taught through the Productive Approach had higher English vocabulary ability scores than those of the pre-test at the .001 level of significance.

2. The students taught through the Productive Approach had higher vocabulary retention scores after 14 days post test than those of the immediate post-test at the .001 level of significance.

3. The students taught through the Productive Approach had higher reading comprehension scores than those of the pre-test at the .001 level of significance.

4. The students taught through the Productive Approach thought the classroom atmosphere was very appropriate.