ได้ตรวจสอบความถูกต้องเรียบร้อยแล้ว

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EFFECTS OF SITUATIONAL TEACHING METHOD ON VOCABULARY SKILLS IN ENGLISH VOCABULARY COURSE OF FIFTH GRADE STUDENTS IN CHUANGYI SCHOOL

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ABSTRACT

This experimental research aimed to 1) compare the students' English vocabulary skills before and after learning management through situational teaching method, 2) compare the students' English vocabulary skills after learning management through situational teaching method with the determined criterion set at 70%, and 3) assess the students' satisfaction after learning management through situational teaching method. The sample of this study was 40 students (1 classroom) of fifth grade in Chuangyi school Henan province, the People's Republic of China, in the year of study 2024 which was derived by using cluster random sampling method. The appropriateness of the lesson plans was using situational teaching method at very high level (M = 4.58, SD = .50, multiple choice for the students' English vocabulary skills with an item difficulty (p = .57-.78) and item discrimination (r = .25-.40), students' satisfaction questionnaire with a reliability index of .76. The statistics used to analyze data were mean, standard deviation, t-test for dependent samples and t-test for one sample.

The results revealed that: 1) after using the Situational teaching method, the students' English vocabulary skills after learning management through Situational teaching method than before at statistically significant level of .05 (t = 7.36**, p = .01; 2) the students' English vocabulary skills was higher than the determined criterion of 70% at a significance level of .01 (t = 29.64**, p = .001); and 3) the students' satisfaction after learning through Situational teaching method was at a high level (M = 4.24, SD = .74).

The knowledge gained from the research is that a six-step learning management using Situational teaching method, which consists of (1) context setting, (2) vocabulary Introduction, (3) contextual understanding, (4) contextual application, (5) communication and discussion, and (6) reflection and summary. It has been found to enhance learning efficiency and cater to individual student needs effectively. Moreover, it contributes to improved academic performance and greater popularity among students. Furthermore, this method has been shown to boost students' interest in learning and enhance their proficiency in the students' English vocabulary skills.

Keywords: Situational Teaching Method, English Vocabulary Skills, Students' Satisfaction

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