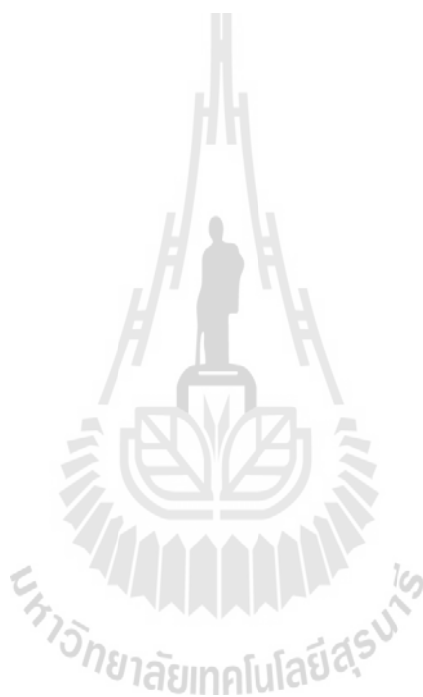




2. นักศึกษาที่ทำกิจกรรมการ แสดงตาม บทบาท โดยใช้ ละคร เป็นหลักด้วย โครงสร้าง แบบ เทคนิคแบ่งกลุ่มผลลัพธ์มีแรงจูงใจและการรู้คุณค่าในตนเองสูงกว่านักศึกษาที่ทำ กิจกรรมการแสดงตามบทบาทแบบปกติและกิจกรรมแบบกลุ่มอย่างมีนัยสำคัญทางสถิติที่ ระดับ 0.01
3. นักศึกษา ที่ทำกิจกรรมการ แสดงตาม บทบาท โดยใช้ ละคร เป็นหลักด้วย โครงสร้าง แบบ เทคนิคแบ่งกลุ่มผลลัพธ์มีมุมมองต่อกิจกรรมการ แสดงตาม บทบาท โดยใช้ ละคร เป็นหลักด้วย โครงสร้างแบบเทคนิคแบ่งกลุ่มผลลัพธ์ในแง่บวก



LAWARN SIRISRIMANGKORN : THE EFFECTS OF DRAMA-BASED  
ROLE PLAY STRUCTURED BY STAD ON UNIVERSITY STUDENTS'  
SPEAKING SKILL, MOTIVATION, AND SELF-ESTEEM. THESIS  
ADVISOR : JITPANAT SUWANTHEP, Ph.D., 270 PP.

DRAMA-BASED ROLE PLAY/ STAD/ SPEAKING SKILL/ MOTIVATION/  
SELF-ESTEEM

The research study investigates the results of the effects of drama-based role play structured by Student Teams Achievement Division (STAD) on university students' speaking skill, motivation, and self-esteem. This study was a quasi-experimental research and conducted over an academic semester in a fundamental English class at Nakhon Ratchasima Rajabhat University (NRRU). Participants in this study were 80 non-native undergraduate students whose major was not English. They were selected by purposive sampling and arranged into an experimental group and a control group of 40 students each. Throughout 16 weeks, both groups of students studied English based on the same learning content; however, only the experimental group was introduced to drama-based role play and STAD while the control group continued using the simple role play with regular group work activities. The instruments for collecting data in this study were as follows; pre- and post-speaking tests, pre- and post-Attitude and Motivation Battery Tests, pre- and post-Self-Esteem Tests, analysis of students' video clips, students' interviews, students' journals, and classroom observation. Both quantitative and qualitative methods were used to analyze the results of the research study. The results of quantitative and

qualitative analysis showed the effectiveness of the integration of drama-based role play and STAD on students' speaking skill, motivation, and self-esteem in the experimental group. The results of research are as follows;

1. Students who worked on the integration of drama-based role play and STAD had significantly higher speaking skill than those students who worked on the simple role play and group work activities at 0.01.
2. Students who worked on the integration of drama-based role play and STAD had significantly higher motivation and self-esteem than those students who worked on the regular course book role play and group work activities at 0.01 level.
3. Students who worked on the integration of drama-based role play and STAD had positive perceptions towards the integration of drama-based role play and STAD.

School of Foreign Languages

Academic Year 2012

Student's Signature \_\_\_\_\_

Advisor's Signature \_\_\_\_\_