

49253402 : MAJOR : CURRICULUM AND SUPERVISION

KEY WORDS : MIND MAPPING TECHNIQUE / READING COMPREHENSION ABILITY

CHUMNIAN LEKSUMA :THE DEVELOPMENT OF READING COMPREHENSION ABILITY ON DIDACTIC TALES OF SECOND GRADE STUDENTS TAUGHT BY MIND – MAPPING TECHNIQUE. THESIS ADVISORS : ASST.PROF.MAREAM NILLAPUN, Ed.D.,ASSOC.PROF.ANONGPORN SMANCHAT,AND ASSOC.PROF.SOMPORN RUAMSUK, 293 pp.

The purposes of this experimental research with one group pretest-posttest design were 1) to compare reading for comprehension abilities on didactic tales of second grade students before and after being taught by Mind-Mapping Technique. 2) to study the second grade students ability to organize the concept of Mind-Mapping, and 3) to study the students' opinions towards the instruction with Mind-Mapping Technique. The sample consisted of 14 second grade students of Tupyaitao School under the jurisdiction of the Office of Nakhon Pathom Education Service Area 1 academic year 2009. The research instruments employed for gathering data were an instructional plan of Mind-Mapping Technique, a reading comprehension abilities test and a questionnaire on opinions towards the instruction with Mind-Mapping Technique. The statistical analysis employed to analysis the data were percentage (%), mean (\bar{X}), standard deviation (S.D.) and t-test dependent

The research findings were : 1) The reading comprehension abilities of the second grade students before and after being taught by Mind-Mapping Technique were statistically significant difference at the .01 Level. The reading comprehension abilities of the students after the instruction with Mind-Mapping Technique were higher than before the instruction. 2) The students had high abilities toward the Mind-Mapping concept. 3) The students' opinions towards the instruction with Mind-Mapping were at a high agreement level in every aspect. In terms of learning atmosphere, the students perceived that teacher gave advice and assistance to all students in class. With regard to benefits, they alto perceived that the technique enhanced and developed their comprehensive ability. In terms of learning activities, the students perceived that Mind-Mapping Technique could increase their confidence in reading comprehension.

Department of Curriculum and instruction Graduate School, Silpakom University Academic year 2009

Student's signature.....

Thesis Advisors' signature 1..... 2.....3.

.....