

Research Title            A Comparison of Achievement in Biology Resulting  
From the Conventional Teaching and Bloom's  
Feedback Strategy For Mastery Learning of Mattayom  
Suksa Five Students

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Year                        August 1986

#### Abstract

The purpose of this study was to compare the learning achievement in Biology through two teaching methods, the conventional teaching and Bloom's Feedback Strategy for mastery learning.

The sample was 60 Mattayom Suksa 5 students of the Demonstration school of Ramkhamhaeng University, during the first of the 1986 academic year. The students were divided into two groups. The 30 students in controlled group was taught by the conventional teaching and the other 30 students in the experimental group was taught by the use of Bloom's Feedback Strategy for mastery learning. The experimental group had been pretested by a diagnostic test before starting the lesson. After each lesson the students were given a formative test. At the end of the experiment, a summative test was administered to both controlled group and experimental group. T-test was used to analyze the data.

The results of the study showed that there was significant difference in the achievement of biology learning between conventional teaching and Bloom's feedback strategy for mastery learning at the .01 level which mastery learning gained higher achievement scores than that of the conventional teaching.