

THESIS TITLE : A COMPARISON OF LEARNING ACHIEVEMENT AND
RETENTION ON WATER OF PRATHOM SUKSA V STUDENTS
USING THE INSTRUCTIONAL MODULES AND THE
CONVENTIONAL INSTRUCTION

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ABSTRACT

The purposes of this study were to compare the learning achievement and retention on water of Prathom Suksa V students using the Instructional Modules and the Conventional Instruction.

The sample was composed of 80 prathom suksa V students of Sanambin School, Amphur Muang Khon Kaen, Khon Kaen Province who studied during the first semester of the acadamic year 1994. They were selected by the cluster

sampling technique and were randomly assigned to experimental and control groups by sampling. Each group consists of 40 students. The Instructional Modules were used for the experimental group, while the Conventional Instruction was used for the control group.

This research instruments consists of the Instructional Modules, the learning achievement and retention tests and the lesson plan of the Conventional Instruction. The pretest-posttest control group design and t-test were used for this research.

The results were found that the learning achievement of the students in the experimental group was significantly higher than the control group at the .05 level.

The students in the experimental group had a higher learning retention than the control group at the .05 level.