

C541107 : MAJOR SCIENCE EDUCATION

KEY WORD: MISCONCEPTION IN CHEMISTRY/CONCEPT MAPPING TEACHING TECHNIQUE

SUPPALUG THONGSONTI : EFFECTS OF USING CONCEPT MAPPING TEACHING TECHNIQUE ON THE CHANGE OF STUDENTS' MISCONCEPTS IN CHEMISTRY.

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ISBN 974-584-174-9

The purposes of this research were to study effects of using concept mapping teaching technique on the change of students' misconcepts, in chemistry and to compare effects of the change of students' misconcepts in chemistry between the groups using concept mapping teaching technique and lecture technique. The sample were two groups of mathayom sukka four science program students of Watkhemapirataram School. One group, the treatment group, was treated by using concept mapping teaching technique. The other group, the controlled group, was treated by lecture technique. The research instrument was test concerning misconcepts in chemistry. The test had the value of discrimination between 0.21-0.83, the value of difficulty between 0.21-0.71 and its reliability was 0.84. The data were analyzed by means of percentage and t-test.

The research findings were as follows :

1. Seven out of ten misconcepts of the treatment group were changed to be correct concepts but non of misconcepts of the controlled group were changed to be correct one.
2. The treatment group had post-test score higher than the controlled group at the .05 level of significance.