

**Title : A STUDY OF PROBLEMATIC METHOD OF TEACHING
USING LEARNING ACTIVITY AS CONSTRUCTIVISM MODEL TO
TEACH MATHEMATICS ON DECIMAL ADDITION SUBTRACTION
AND MULTIPLICATION FOR PRATHOM FIVE LEVEL**

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The objectives of this study were 1) to develop the problematic method of teaching using learning activity as constructivism model 2) to compare the academic achievement on mathematics of Prathom five students using problematic method of teaching as constructivism model and regular lecture method using teacher's manual.

The subjects of this study were Prathom five students in Bannongping School Kamphaengphet Province. The subjects of this study were selected by a purposive sampling technique using random assignment to divide the subjects into 2 groups, 22 students as experiment group to be taught mathematics lessons by problematic method of teaching using learning activity as constructivism model, 22 students as a control group to be taught mathematics lessons by regular lecture method using teacher's manual. The mathematics achievement test were develop to test the students academic achievement after 33 sessions (20 minutes / session) of teaching. The test was constructed using the difficulty index between 0.30 – 0.80, the discrimination index between 0.20 – 0.75 and the test had a reliability index of 0.91 . The analysis of the students employed a randomized control group pretest-posttest design using t-test independent to test the hypothesis.

The finding of the study showed that the problematic method of teaching using learning activity as constructivism model to teach decimals yielded a better academic achievement than a regular lecture method using teacher's manual. The differences of academic achievement were significantly different at 0.05 level of significance.