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KEY WORD : PRE-LESSON READING/POST-LESSON READING/PHYSICS LEARNING ACHIEVEMENT

THANUT KROBTHONG : A COMPARISON OF PHYSICS LEARNING ACHIEVEMENT OF MATHAYOM SUKSA FOUR STUDENTS BETWEEN GROUPS LEARNED WITH PRE-LESSON READING AND POST-LESSON READING. THESIS ADVISOR: ASSO.PROF. CHANPEN CHUAPHANICH, Ed.D., 162 PP. ISBN 974-581-012-6

The purposes of this research were to study and to compare the physics learning achievement of mathayom sukxa four students between groups learned with pre-lesson reading and post-lesson reading. The subjects were two classes of science and mathematics program students of mathayom sukxa four, Phanatphittayakarn school, Chonburi province. One of them was randomized as the first experimental group learned with pre-lesson reading and the other was the second experimental group learned with post-lesson reading. The arithmetic mean and variance of pre-test achievement scores of both groups were not significantly different at the level of .05. After being taught by the researcher for 10 weeks, the physics achievement test was administered to the subjects. The arithmetic means of the achievement scores of the two groups were compared by using t-test.

The results showed that the percentage of arithmetic mean of the physics learning achievement of the group learned with pre-lesson reading was 57.94, the standard deviation was 7.41 and the arithmetic mean of the physics learning achievement of the group learned with post-lesson reading was 65.30, the standard deviation was 5.07. The physics learning achievement of the group learned with post-lesson reading was significantly higher than the group learned with pre-lesson reading at the level of .05.