

Thesis Title: The Effects of The Positions of The Essay-Type
Question Conceptual Organizers in Slide-Tape
Entitled "The WATER" on The Learning Achievement
of Prathom Suksa V Students with Different
Learning Abilities.

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ABSTRACT

The purposes of this study were to compare the learning achievement of the students with different learning abilities who didn't receive and who received the essay-type question organizers presented in the slide-tape entitled "The Water" at the different

positions; i.e, Advanced, concurrent and post positions, and to study the interaction of the cognitive learning ability and the essay-type question positions.

The subject were the 120 Prathom Suksa V students who enrolled in the second semester of the academic year of 1991 at Sanambin school, Amphoe Maeng, Khon Kaen Province. They were assigned into four groups by the cluster random sampling technique. The Multigroup Posttest-Only Designs was adopted for the study. They were assigned to learned from the slide-tape presentations that were developed by the researcher, with the respectable E.I. at. 70. The control group learned from the instructional slide-tape presentation without any essay-type question organizers. The other three groups learned from the slide-tape presentations with three different essay-type question conceptual organizers positions as, the advance organizers, the concurrent organizers and the post organizers, respectively.

The data were statistically analyzed for the main effects using a two-way analysis of variance. The differences among the means of the groups were tested by the Newman-Keuls Method.

The findings revealed that there were statistical significant differences among the means of the performance of the groups at $p < .05$. The subjects facilitated in the essay-type question advance organizers group had the highest mean scores, which were higher than those of the subjects who facilitated in the post organizers and the concurrent organizers group, respectively. On the other hand, those who were taught by the slide-tape presentation without the essay-

type question organizers turned out to be the lowest with respect to their learning achievement. And it was found that there was statistical significant difference between the means of the post organizers group and the group who were taught by the slide-tape presentation without the organizers. There was no interaction obtained between the learning ability and the position of the essay-tape question organizers in the slide-tape presentation.