

## Abstract

The Effect of Synthesis Instruction on Secondary School Students' Synthesis Texts

by

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The purposes of this study are to investigate :1) whether synthesis instruction can improve secondary school students' synthesis processes and products, 2) the development of students' synthesis products, 3) the predictors of synthesis products and, 4) the relationships between students' reading and writing abilities. The subjects involved in this study consisted of 60 M.6 students at Kanaratbumroong Pathumthani School.

The subjects were divided into 2 groups ; the experimental group and the control group. The subjects of the experimental group were taught how to write a synthesis for 3 sessions. Then they were asked to compose the synthesis texts on their own in the fourth session. In the control group, there was no synthesis instruction. This group was asked to compose the synthesis text in one session.

The t-test was used to compare 2 groups of students in synthesis processes and products, and Pearson Product- Moment Correlation was employed to investigate the relationships between students' reading and writing abilities. The researcher also employed Multiple Regression to investigate good predictor( s) of synthesis products, and Descriptive Statistics to investigate students' development of synthesis products.

Results revealed that synthesis instruction had an influence on students' synthesis products. Students showed development in writing synthesized texts. A good predictor of synthesis products is organization. However, the results indicated that there was no relationship between reading and writing.