

ผลการวิจัย พบว่า ผลสัมฤทธิ์ทางการเรียนและความคงทนในการเรียนรู้
คณิตศาสตร์ของนักเรียนที่สอนโดยใช้แบบฝึกทักษะสูงกว่านักเรียนที่สอนโดยปกติอย่างมี
นัยสำคัญที่ระดับ .05

THESIS TITLE : A COMPARATIVE STUDY OF MATHEMATICS LEARNING
ACHIEVEMENT BETWEEN THE USE OF SKILL PRACTICING-
WORKBOOK AND CONVENTIONAL APPROACHES

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ABSTRACT

The purposes of this study were to compare mathematics learning achievement of Prathom Suksa 2 students between the use of skill practicing-handbook approach and conventional approach and to compare the retention of mathematics learning of Prathom Suksa 2 students after the implementation of the two-mentioned approaches.

The Pretest-Posttest Control Group Design was used in this study. The subjects were selected by purposive sampling. The sampling were 40 to Prathom Suksa 2 students from San Palanchai School. These samples were divided into two groups. Each group of twenty students was used as experimental group and controlled group. The experimental group was taught by using lesson plan and the skill practicing-workbook constructed by the researcher. The

controlled group was taught by using the same lesson a plan as used in the experimental group and the exercise book of the Department of Education Techniques. Both groups were taught by the researcher, in the first term of the Academic Year 1994.

The Mathematics skill practicing achievement test and lesson plan test on addition, minus, multiplication and division of the numbers which must not be larger than two digits were used for collecting data.

The results indicated that : 1) The achievement in learning mathematics of Prathom Suksa 2 students between the group taught by skill practicing-workbook approach and the group taught by conventional approach was statistically-significant differences at .05 level, 2) The retention in mathematics learning between the group taught by skill practicing-handbook approach and the group taught by conventional approach was statistically-significant differences at .05 level.