

Oraparn Luanpan 2012: The Study of Effects in Organizing Mathematics Activities by Using a Concept Attainment Model on Mathematical Concepts and Learning Retention on “Sequence and Series” of Mathayomsuksa Five Students at Wat Prasrimahadhad Secondary Demonstration School, Bangkok. Master of Education (Teaching Mathematics), Major Field: Teaching Mathematics, Department of Education. Thesis Advisor: Associate Professor Siriporn Thipkong, Ed.D. 115 pages.

The purposes of this research were 1) to study mathematics concepts before and after being taught by organizing mathematics activities using a concept attainment model 2) to study mathematics learning retention after being taught by organizing mathematics activities using a concept attainment model and 3) to study mathayomsuksa five students’ opinion toward concept attainment model.

The sample group was 53 mathayomsuksa five students of one classroom that was selected by cluster random sampling from 3 classrooms at Wat Prasrimahadhad Secondary Demonstration School in the second semester of the academic year 2011. The instruments in data collection consisted of 9 lesson plans on “Sequence and Series”, mathematics learning achievement tests on “Sequence and Series” of mathayomsuksa five, and students’ opinion questionnaire toward concept attainment model learning activities. Percentage, mean, standard deviation, and t-test were used for analyzing data.

The research findings revealed that the students had mathematics concepts after learning was higher than before learning and the mathematics learning achievement after learning was higher than 60% at .05 level significance. There was no difference between the first and the second mathematics learning retentions of mathematics learning achievement at .05 level significance and almost all students agreed that the concept attainment model learning activities were appropriate.

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Student’s signature

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Thesis Advisor’s signature