Chatchawan Poonsawan 2008: A Comparison of Mathematics Learning Achievement of Prathomsuksa Five Students on "Percent" between Learning Activities by Using Problem-Based Learning and Traditional Method at Kasetsart University Laboratory School, Multi-lingual Program, Center for Educational Research and Development, Changwat Chon Buri. Master of Arts in Teaching, Major Field: Teaching Mathematics, Department of Education. Thesis Advisor: Chanon Chuntra, Ph.D. 129 pages.

The purposes of this research were to compare the mathematics learning achievement on "percent" between learning activities by using problem-based learning and traditional method and to study students' opinions related to learning activities on "percent" by using problem-based learning of prathomsuksa five students at Kasetsart University Laboratory School, Multi-lingual Program, Center for Educational Research and Development.

The samples were prathomsuksa five students selected by cluster random sampling. There were two classes. One class was the experimental group that used the learning activity by problem-based learning and another class was control group that used traditional method. The research instruments were 14 lesson plans on "percent" by using problem-based learning, 12 items with four multiple choice and two essay items of mathematics achievement test, evaluation forms of learning activities by using problem-based learning, and students' questionnaire on learning activities by using problem-based learning. Content analysis, percentage, mean, standard deviation, and independent-samples t test were used for analyzing data.

The research results revealed that mathematics learning achievement of students after learning the experimental group taught by problem-based learning and the control group taught by traditional method were different at the .05 level of significance and almost all students expressed their opinions that the problems were used could help students' ability in solving varied problems better and they totally agreed that the learning activities by using problem based-learning were appropriate.

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