

3. ผลสัมฤทธิ์ทางการเรียน วิชาภาษาไทย ของนักเรียนชั้นประถมศึกษาปีที่ 6 ที่เรียนด้วยบทเรียนคอมพิวเตอร์โดยวิธีสอนแบบนิรนัยกับแบบอุปนัย มีผลสัมฤทธิ์ทางการเรียน ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05



มหาวิทยาลัยราชภัฏมหาสารคาม
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Title: The Development of Computer-assisted Lessons in a Thai Language Subject On the Topic of Types of Words in Grade 6 Using Deductive and Inductive Teaching Methods

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ABSTRACT

This research aimed to develop computer-assisted lessons in a Thai language subject on the topic of types of words in grade 6 using deductive and inductive teaching methods. The lessons were to meet the efficiency standard of 80 / 80. It also aimed to compare the learning achievements of grade 6 students. The sample consisted of 48 students in grade 6 in the 2nd semester of the academic year 2007 in Ban Thasongkon School, Muang District, Maha Sarakham Province, obtained through purposive sampling. The sample was divided into 2 groups. The Experimental Group 1, comprising 24 students, took their lessons under the deductive teaching method. The Experimental Group 2, also comprising 24 students, took their lessons under the inductive teaching method. The instruments used were: 1. computer-assisted lessons in a Thai language subject on the topic of types of words in grade 6 using deductive and inductive teaching methods; and 2. a learning achievement test. The analysis employed t-test (independent) in the comparison of the learning achievements of the two groups.

The findings are as follows:

1. The lesson under the deductive teaching method had its efficiency at 85.81 / 83.57 and the lesson under the inductive teaching method had its efficiency at 86.67 / 84.58, both of which are higher than the standard of 80 / 80 as set in the first place.
2. The lesson under the deductive teaching method had its effectiveness index at 0.75 and the lesson under the inductive teaching method had its effectiveness index at 0.78.
3. The Thai language learning achievement of the 6 grade students learning under the deductive teaching method and that of the ones learning under the inductive teaching method did not make any difference with statistical significance at .05



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