

2. นักเรียนที่เรียนรู้ที่ใช้กระบวนการสืบเสาะหาความรู้ร่วมกับแผนผังมโนคติ มีคะแนนเฉลี่ยจากการทำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนคิดเป็นร้อยละ 79.33 และนักเรียนจำนวนร้อยละ 93.33 มีคะแนนผ่านเกณฑ์ร้อยละ 70 ที่กำหนดไว้

3. นักเรียนมีความพึงพอใจต่อกิจกรรมการเรียนรู้ที่ใช้กระบวนการสืบเสาะหาความรู้ร่วมกับแผนผังมโนคติ อยู่ในระดับมากที่สุด ทั้งโดยรวมและรายด้าน เรียงลำดับคะแนนเฉลี่ยรายด้านจากมากไปน้อย ได้แก่ ด้านการวัดผลประเมินผล ด้านสาระการเรียนรู้ ด้านการจัดกิจกรรมการเรียนรู้ และด้านสื่อและแหล่งการเรียนรู้ ตามลำดับ

Title : The Action Research to Develop Learning Activity Based on Inquiry-Based Process
And Concept Mapping Technique on the Topic of Energy and Heat in The Science
Strand for Mathayom Sueksa 1 Students.

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ABSTRACT

The purposes of this research were 1) to develop learning activity plans based on inquiry-based process and concept mapping technique through the process of action research, 2) to study the students' achievement in science on the topic "Energy and Heat" after learning through learning activity plans based on inquiry-based process and concept mapping technique, and 3) to investigate the students' satisfaction toward the learning activity based on inquiry-based process and concept mapping technique.

The subjects used in this research consisted of 30 Mathayom Sueksa 1 students who were studying in the second semester of academic year 2011 at Lhoa Yoa Wittayakarn school, Amphur Borabue, Maha Sarakham Province under the office of secondary educational service area 26. They were selected by simple random sampling technique. In this research used 3 cycles of action research. In each cycle, the operating performance was reflected by the researcher, research assistants and students to enhance lesson plans in the next cycle to be more efficient.

The research results were as follows:

1. The development of learning activity plans based on inquiry-based process and concept mapping technique on the topic "Energy and Heat" through 3 cycles of action research. It gained 7 learning activity plans based on inquiry-based process and concept

mapping technique. At the end of each cycle, students had posttest scores met the criteria established.

2. The mean score of the achievement test of students who learned through learning activity plans based on inquiry-based process and concept mapping technique was 79.33 % and 93.33 % of students had passed the 70 % criteria established.

3. The students' level of satisfaction toward learning activity based on inquiry-Based process and concept mapping technique was at the highest level both of overall and each aspect. The Sequence of mean score from high to low found that measurement and evaluation was the aspect which had the highest mean score, the subordinate aspect were learning strand, learning activity organization, and media and learning source, respectively.