

3. นักเรียนมีความสามารถด้านการอ่านคำก่อนเรียนกับหลังเรียน โดยชุดฝึกทักษะการอ่านคำ พบว่า ความสามารถด้านการอ่านคำของเด็กบกพร่องทางการเรียนรู้ด้านการอ่านคำก่อนเรียนคิดเป็นร้อยละ 29.52 และหลังเรียนคิดเป็นร้อยละ 79.05

4. นักเรียนมีความพึงพอใจต่อการเรียนรู้ที่มีแผนการจัดการเรียนรู้แบบแผนการสอนเฉพาะบุคคล (IP) ประกอบชุดฝึกทักษะ โดยรวมอยู่ในระดับมาก ($\bar{X} = 2.66$, S.D. = 0.06)

Title : Development of Word Reading Using Aesop Fables with Practicing Sets for
Primary Level 3 Disability Learners of Thai Language Learning Area

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Abstract

Purposes of this research were, 1. to develop learning activities of individual implementation plans (IIP) which was efficient at 75/75. 2. study index value effectiveness of student learning by using Aesop fables with practicing sets. 3. compare word reading ability of disability learners before and after learning. 4. to study student satisfaction on practicing sets.

Target group used in this research was 4 students in primary Level 3 and 3 students in primary Level 4 total 7 students disability learners in word reading, Thai Language Learning Area, studying in semester 2, academic year 2013, of Ban Khu Mueang School, Mueang Suang District, under Roi-Et Primary Educational Service Area Office 2, taking 16 times for experiment, 1 hour for each time. Research instruments used in this research were; 1) 8 individual implementation plans, 2) 8 sets of word reading practicing, 3) Word reading ability test for 30 items, 4) Questionnaires which was 3 levels of rating scales for 10 items. Statistics used in the research were percentage, average, and standard deviation (S.D.).

The findings found that:

1. Efficiency of learning activities of individual implementation plans (IIP) using Aesop fables with practicing sets was efficient at 78.13/79.05 which was in accordance with the set criteria of 75/75 defined.

2. Effectiveness index of word reading practicing sets had value at 0.7027, accounted for 70.27 percent.

3. Word reading capability before and after learning activities by using word reading practicing sets found that students' pre-test scores accounted for 29.52 percent, and post-test score accounted for 79.05 percent.

4. Student satisfaction on learning activities of individual implementation plans (IIP) with practicing sets was at high level, having average at 2.66, standard deviation at 0.06.