ABSTRACT

The purpose of this research was to improve the Mathematics Learning Achievement of M. 3/5 Students of Assumption Nakhon Ratchasima School in Nakhon Ratchasima Province. The respondent the researcher conducted the research during the first semester of the 2017 academic year in basic mathematics subjects. The student performance was determined in this research. It consists of mathematical skills, good results, and participatory teaching methods.

Tools used to collect data are: Mathematics achievement test, satisfaction test in using the questionnaire, 30 students were satisfied with the reliability. The questionnaire consisted of 10 items, with Pre-test and Post-test. Include a questionnaire measuring satisfaction, asking questions before class and after class. Quantitative data were collected using the self-assessment questionnaire. Statistics used in data analysis are mean, standard deviation, and testing. Teaching and learning methods are designed to encourage students to have the knowledge and desirable attributes in terms of engaging in learning.

The results of this study found that the intervention of student achievement was low. Satisfaction with mathematics instruction was statistically significant at the 0.05 level after the intervention the mean scores of the higher learning outcomes and student satisfaction were higher.

The results of this study show that mathematical performance has been improved by upgrading instructional strategies that are conducive to student learning, the study concludes. Teachers need to develop instructional strategies to encourage students to achieve better performance.