ABSTRACT

This research aimed to Improving Active Learning, Responsibility and Cooperative Learning. This study was conducted in Assumption College Nakornratchasima during Academic Year 2016. The researcher collected the data from the selected group of respondents M.4/4 with 39 students.

The tool used in the study includes the pre-test, post-test, worksheet 1-2 and observation in the classroom.

The data were analyzed, were collected form achievement test and the student learning by group behavior recording form quizzes and analyzed by mean, standard deviation and appreciative inquiry theory.

The findings revealed that before start to learnt. the researcher give the pre-test for students and the result of the pre-test scores of 39 students in M.4/4 the total scores of all is 235, mean ($\bar{X}$) is 6.03 and the average of S.D. it was 2.23. When the researcher has used the process of appreciative inquiry in class to improve student’s motivation to learn mathematics. The most of students want to be achieved about good scores, good grade, use for the future/ higher level/ admission into university and teach another person. The students have dreams about studying mathematics, both now and in the future. When each student has dreams, they try to make their dream come true by planning how to study mathematics and how to use it. Make a commitment to make each person’s dream come true. The teacher will help the instructor guide the activities and encourage, encouragement as the students share their thoughts, intentions, and motivations. Make students feel more courageous to ask and comment. Then after learning in class the researcher gave the post-test for students and the result of the post-test scores of 39 students in M.4/4 is 524, mean ($\bar{X}$) is 13.44 and the average of S.D. it was 1.64. It is found that the pre-test and post-test results are different, as shown in the table 4.6 (page 55), with a sigh. The value of.000. It can be concluded that the post-test results is higher than the pre-test. Students’ statistically significant level of.01, which means teaching mathematics by using appreciative inquiry to improve students’ motivation makes the results in a better way.