

Abstract

The main purpose of this study is to *“Differentiating Teaching Strategies for Improving Student’s Performance in Social Studies: A Case of Secondary 1 at Saint Gabriel’s College Bangkok A.Y. 2011.* This study aim to: to determine the current situation of IDI in terms of teaching strategies and students performance in social studies; to identify and implement appropriate IDI on teaching strategies and students performance in social studies; to determine the initial impact of IDI in terms of teaching strategies and student’s performance in social studies; to determine the difference between the pre-IDI and post-IDI of room 1 in terms of teaching strategies and students performance; and to determine the difference between the post-IDI of room 1 with intervention and post-IDI of room 2 without intervention in terms on teaching strategies and student’s performance in social studies.

The subjects of this study were 58 students in Room 1 (experimental group) and 57 students in Room 2 (control group). The research design of this study uses the Action Research Model with Instructional Development Intervention to measure the impact of teaching strategies and performance to the students. The main method applied by the researcher in gathering the data in the teaching strategies of was the used of 20 items questionnaire and 30 items multiple choice examination. Questionnaire for attitude was also conducted in order to determine perception and emotions of students towards instructional development intervention.

Data analysis was divided into two methods; quantitative and qualitative data analysis. The descriptive statistic was used in order to differentiate the gaps between the pre-IDI and post-IDI. To analyze the attitudes of students towards IDI, mean and percentage was used to present the data and interpretation. To analyze and get the impact of IDI in the teaching strategies and performance of students in social studies subject, t-test was run and

interprets its corresponding t-value. To analyze the attitudes of students towards IDI, mean was used to describe their responses. And to determine the significant difference between pre-IDI and post-IDI as well as the difference between room 1 and room 2 interventions, sample paired t-test was used.

After the Instructional Development Intervention has been implemented, the results of the findings were deduced. Considering teaching strategies as one of the variable of the study, it was found out that there was a high manifestation impact of these five areas (stimulates the interest, foster collaboration, establish rapport, encourage involvement and structured classroom experience) in room 1 students who undergone intervention. In terms of the second variable, it was found out, the students performed well and most of them increased their scores.

Instructional development intervention with the aid of different strategies in teaching has an initial impact to students' performance. It means that instructional development intervention affects teaching and learning in room 1 student who undergone in this research.

The attitudes of students during IDI were also measured, it was found out after the survey that the students somewhat agreed with instructional development intervention implemented to their class.

In terms of significant difference, analysis using sample paired t-test revealed that there was a significant difference between room 1 and room 2. This study reveals that instructional development intervention improved the performance of the students as well as structuring and developing better teaching strategies suitable to students learning. So, replication and repeating of this study to other subject is a good start to discover more needs and improvement in the teaching and learning process.