



Improving Student Performance Through  
Syndicate Methods: An Action Research in Secondary 6/6

Khan Purate

An Action Research Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Management  
in Organization Development and Management  
Faculty of Graduate School of Business  
Assumption University  
Academic Year 2016  
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Action Research Title	Improving Student Performance Through Syndicate Methods: An Action Research in Secondary 6/6.
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Academic Year	3/2016

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The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Degree of Master of Management in Organization Development and Management.

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## Abstract

The main purpose of this study is to describe the current student performance using Syndicate Method in classroom, to design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement and to determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6 in Assumption College Nakornratchasima.

The research design of this study was based on three stages which were Pre - IDI, IDI and Post – IDI. The researcher chose example group for this study, secondary 6/6 in Assumption College Nakornratchasima, 40 people. This study used Pre-test and Post- test and quantitative analysis from student satisfaction questionnaire on Social Studies. Data analysed was using average mean from Pre- test and Post-test by t-test.

There were several IDI activities that the researcher put into action in order to improvement teaching style in classroom and classroom environment which were train teacher and use Syndicate in teaching.

After IDI, the summary shows that Syndicated teaching in social studies improved academic achievement of social studies and Students have better attitudes towards teaching styles. Students to participate in learning activities by learning from group work. As a result, students are eager to learn. To exchange ideas with each other, they can decisions and solve the problem. Students have a responsibility to themselves and discipline in the classroom. Teachers and students have the opportunity to exchange learning.

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Finally, the researcher would like to thank the parents and their families for the opportunity to study. And always support and encourage the researcher until graduation.

Mr. Khan Purate  
Assumption University

## CONTENTS

	Page
<b>Abstract</b>	<b>i</b>
<b>Acknowledgements</b>	<b>ii</b>
<b>List of Tables</b>	<b>vi</b>
<b>List of Figures</b>	<b>vii</b>

### **Chapter 1: The problem / potential challenge for change**

#### **1.1 Context of study**

1.1.1 Global Context	1
1.1.2 Regional Context	2
1.1.3 Local Context	3
1.1.4 School Background	4
1.1.5 The National Basic Educational Testing Report (O-NET)	5
1.1.6 The Social Study Report Academic year 2015-2016	6
1.1.7 Analysis of the study SWOT-AR.	7

#### **1.2 Objectives of the study**

#### **1.3 Statement of the problem**

#### **1.4 Research questions**

#### **1.5 Research hypothesis**

#### **1.6 Definition of terms**

#### **1.7 Significances of study**

#### **1.8 Scopes and research Limitation of the study**

### **Chapter 2 Review of related literature and conceptual**

#### **2.1 Review of relate literature**

2.1.1 Student competency	12
2.1.2 Teaching style	13
2.1.3 Classroom environment	15
2.1.4 Syndicate Method	19
2.1.5 Integrated teaching history	25
2.1.6 Social studies	28
2.1.7 Students performance	31

	<b>Page</b>
2.2 Conceptual Framework	35
2.3 Action Research Framework	35
<b>Chapter 3 Research methodology</b>	
3.1 Research Design	37
3.2 Research Sampling	39
3.3 Research Instruments	40
3.3.1.Syndicate Methods	40
3.3.2 Pre-Test and Post Test	41
3.3.3 Satisfaction Questionnaire	41
3.4 Data collection Techniques and procedure	41
3.4.1 Data collection Techniques	41
3.4.2 Procedure	42
3.5 Intervention	43
3.5.1 Teacher Training	43
3.5.2 Teaching Syndicate Method	44
3.6 Data Analysis	45
3.6.1 The data from the Pre -Tests and Post -Tests.	45
3.6.2 Quantitative questionnaires data analysis.	45
<b>Chapter 4 Research Findings and Analysis</b>	
4.1 Demographic profile	47
4.2 Phase I: Pre IDI	47
4.2.1 Statistics for pre-test	47
4.2.2 Statistics of students Attitude toward the Management of social studies.	49
4.3 Phase II: ID Intervention	51
4.3.1 Teacher Training	51
4.3.2 Teaching Syndicate Method	53
4.4 Phase III: Post IDI	55
4.4.1 Statistics for pre-test	55



	<b>Page</b>
4.4.2 Statistics of students Attitude toward the Management of social studies	57
4.5 Hypothesis Testing	59
4.5.1 Hypothesis testing of students' performance	59
4.5.2 Hypotheses testing of Attitude to word teaching Style	61
 <b>Chapter 5 Summary, Conclusion, and Recommendations</b>	
5.1 Summary of Findings	65
5.2 Conclusion	67
5.3 Recommendation	67
5.3.1 Recommendations for Assumption College Nakhonratchasima	67
5.3.2 Recommendation further study	69
 <b>Epilogue</b>	 70
<b>Bibliography</b>	71
<b>Appendix A Pre-Test / Post-Test</b>	73
<b>Appendix B IOC Pre-Test / Post-Test</b>	83
<b>Appendix C Questionnaire (For students)</b>	119
<b>Appendix D IOC Questionnaire</b>	125
<b>Appendix E Pair Sample t-test</b>	137
<b>Appendix F Turnitin result</b>	143
<b>Appendix G Picture</b>	145

## List of Tables

	<b>Page</b>
Table 1.1 The National Basic Educational Testing Report (O-NET)	5
Table 1.2 The Social Study Report Academic years 2015-2016	6
Table 1.3 Analysis of the study SWOT-AR	7
Table 2.1 Action Research Framework	35
Table 3.1 Procedural diagram	38
Table 3.2 Teacher Training	43
Table 3.3 Teaching Syndicate Method	44
Table 3.4 Interpretation Criteria questionnaires	46
Table 4.1 Gender	47
Table 4.2 Pre – Tests	48
Table 4.3 The Attitude of respondents toward teaching style before IDI	49
Table 4.4 Show the Teacher Training	51
Table 4.5 Show the teaching Syndicate Method	53
Table 4.6 Post – Tests	55
Table 4.7 The Attitude of respondents toward the teaching style After IDI	57
Table 4.8 Student competency	59
Table 4.9 The Paired Sample t-test on the Student competency	61
Table 4.10 The Comparison of Mean on the Attitude toward teaching style before and after IDI	61
Table 4.11 the Paired Sample t-test on the Attitude toward teaching style before and after IDI	63
Table 4.12 The compared Pre-IDI/Post-IDI of the learning process by Syndicate Method	63
Table 5.1 Summary of Quantitative result	65
Table 5.2 Summary Hypotheses testing student performance	66
Table 5.3 Summary of Hypotheses Testing Attitude toward teaching Style	66
Table 5.4 Recommendations for Assumption College Nakhonratchasima	68

## List of Figures

	<b>Page</b>
Figure 2.1 Picture show the Appearance and process of learning Syndicate Method	24
Figure 3.1 IDI Design	39
Figure 3.2 The Appearance and process of learning Syndicate Method	40
Figure 4.1 Teacher Training	52
Figure 4.2 Teaching Syndicate Method	54



## CHAPTER 1

### THE PROBLEM / POTENTIAL CHALLENGE FOR CHANGE

#### 1.1 Context of study

The challenge for education in the 21<sup>st</sup> century is to prepare students for life in the 21st century with a key. The current social change taking place in the 21st century, affecting the way of life of the society thoroughly. Teachers must be alert and prepared to manage learning to prepare students with skills for the life of the world in the 21st century to the 20th century and the 19th by the skills of the 21st century critical. The most cognitive skills (learning skill) have resulted in changes to the curriculum so that children in the 21st century knowledge and skills required. As a result of reforms to change the way teaching and learning. As well as preparing the future.

Century Skills, 21 (21st Century Skills) reviews new (2555: 16-21) have the skills to survive in the 21st century. Subject matter, it is vital but not enough for learning to live in the 21st century, learning the subject matter (content or subject matter) should be learning from the student's own research. The teacher's help and design activities that allow each student to assess the progress of their learning. Source: <http://www.glenwoodacademy.com>

Major General (Core Subjects) is offered. Language and languages of the world. Art, Math, The government and civics, Economics, Science, Geography, History

##### 1.1.1 Global Context

The concept of the new skills: Learning in the 21st Century and the framework for learning in the 21st century.

Learning in the 21st century is a strategic approach to learning. By creating a common pattern and practice of enhancing the effectiveness of learning in the 21st century with a focus on cognitive skills, expertise and competencies that the learner. In order to live in a society of current changes. It refers to the model (Model), a developer of enterprise collaboration network for learning the skills of Century 21 (Partnership For 21st Century Skills) ([www.p21.org](http://www.p21.org)) a symbol that the network is P21. Has developed a framework for learning in the 21st century by incorporating knowledge. Specialized skills the expertise and knowledge of the tricks together for the success of the students in both work and life.

([www.vcharkarn.com/varticle/60454&prev=search](http://www.vcharkarn.com/varticle/60454&prev=search) )



### 1.1.2 Regional Context

Learning the ASEAN community.

Schools need to create awareness for the learner. The importance and have a good attitude about ASEAN. Along with the skills to enter the union as part of the ASEAN member countries. The Office of Basic Education (2554: 11-51) proposes the following guidelines.

1. Learning about learning social studies in ASEAN. Religion and Culture The learning standards measure learning. In Grade 6, the standard 4.2 / Tell ASEAN relations. Learning is the core of ASEAN. Members of ASEAN and the ASEAN socio-economic relations in the brief history of this matter is scheduled to learn about the country and its neighbors in Southeast Asia. In Grade 1 to Grade 5,6 and analysis on issues related to ASEAN. Need to:

1.1 Preparation of a unit of study on ASEAN. Integration into the existing course structure.

1.2 Preparation of concept mapping unit.

1.3 Design Learning Management

1.4 prepares lesson plans.

2. Learning Management integrated with learning differences. It should:

2.1 Analysis of learning standards Indicators and learning center. Learning social studies Religious and cultural groups to learn more. Consistent with ASEAN

2.2 Preparation of the unit integration. During the various learning The group of social studies. Religion and culture as the core

2.3 Design learning units reverse (Backward Design).

2.4 Learning Management Plan integrated.

3. Learning by providing an additional course. The learning outcomes Then write descriptions and to prepare the unit. Teaching and writing lesson plans. To learning

4. Learning activities in the classroom. Development activities include three character classes include guidance activities. Student Activity Social responsibility and public interest with a focus on developing students' knowledge in the field and strengthen the students to live together as members of ASEAN. This follows the line

4.1 The activities allow students to develop their own. By acquiring knowledge about ASEAN member countries to search the web site.

4.2 The camp ASEAN To enhance their knowledge, skills, experience and reinforce good feature to learn about ASEAN. The opportunity for students to learn through practice.

4.3 Preparation of project ASEAN. Students' skills in research and practice on their own. By ability, aptitude attention by a teacher as stimulating alive advises to students.

4.4 The ASEAN days or weeks. The knowledge about the region. Publish and present the work that has been done already. The ASEAN Quiz

4.5 ASEAN community mobilization activities are activities that encourage students to participate voluntarily. The event coincides with the promotion of knowledge about the region.

4.6 The rally. The nature of the activities proposed to strengthen the concept. To work as a team and learn about ASEAN efficiently.

### **1.1.3 Local Context**

As far back as 2002, the Ministry of Education announced experimental application of the Basic Education Curriculum 2001 in its pilot and network schools. Mandatory implementation was subsequently effected in all schools providing basic education from academic year 2003 to the present time. Various agencies with direct responsibilities, as well as those concerned, have continuously followed up and evaluated the application. Different strengths identified have proved to be quite gratifying. In fact, the application has been found to facilitate decentralization of educational authority, enabling local communities and educational institutions to participate and make significant contributions to preparation of curriculums that met their real needs. Clear concepts and principles for promoting learners' holistic development were quite apparent. Nonetheless, the outcomes of the studies revealed several problems and issues of concern arising from shortcomings of the 2001 Curriculum.

The learning area of social studies, religion and culture enables learners to acquire knowledge and understand the lives of human beings as both individuals and as coexisting members of a society. The area addresses self-adjustment in accord with exigencies of environmental situations and management of limited resources. Learners acquire understanding of development and change in accord with exigencies of various periods, times and factors, leading to understanding of one self and others. Learners also acquire patience, forbearance and acceptance of differences. They are endowed with morality and the ability to adjust knowledge gained for application in leading their lives as good citizens of the country and desirable members of the world community.

#### 1.1.4 School Background

Assumption College Nakhonratchasima (ACN) is one of the 14 institutions managed by the St. Gabriel Foundation in Thai under the Office of Private Education Commission; Ministry of Education. It is situated in the North East of Thailand. The school has been operated since the establishment in 1967 following the philosophy of St. Louis Marie Grignon de Montfort to teach children to read, write, do Mathematics and instill values of life.

At present, Assumption College Nakhonratchasima has three curricular programs namely Kindergarten which accepts kids aged 2 years old –up, Basic Education Curriculum from Primary 1 to Secondary 6 and English Program from Primary 1 to Secondary 3. Assumption College Nakhonratchasima is a private institution under the private schools Act B.E. 2550 under the Education minister, Ministry of Education, under the control of Nakhonratchasima Primary Educational Service Area Office 1.

The philosophy of administration emphasizes on participation of all sections, with students achieving according to their own individual capabilities and having self-discipline and responsibility to oneself and the society adhering to the motto “Labor Omnia Vincit”. The system of administration is divided into 7 sections, namely Director’s Office, Academic, Discipline, Activity, Administration-Finance, Maintenance Section and Kindergarten Section

Social studies, religion and culture Department Assumption College Nakhonratchasima, Core Curriculum Basic Education 2008. Defined knowledge important skills and important features, the focus is on developing learners. Coexistence in Thai society and world society in peace. Good citizenship, Faith in the principles of religion, Appreciation the resources and environment, Patriotism and pride in the Thailand.

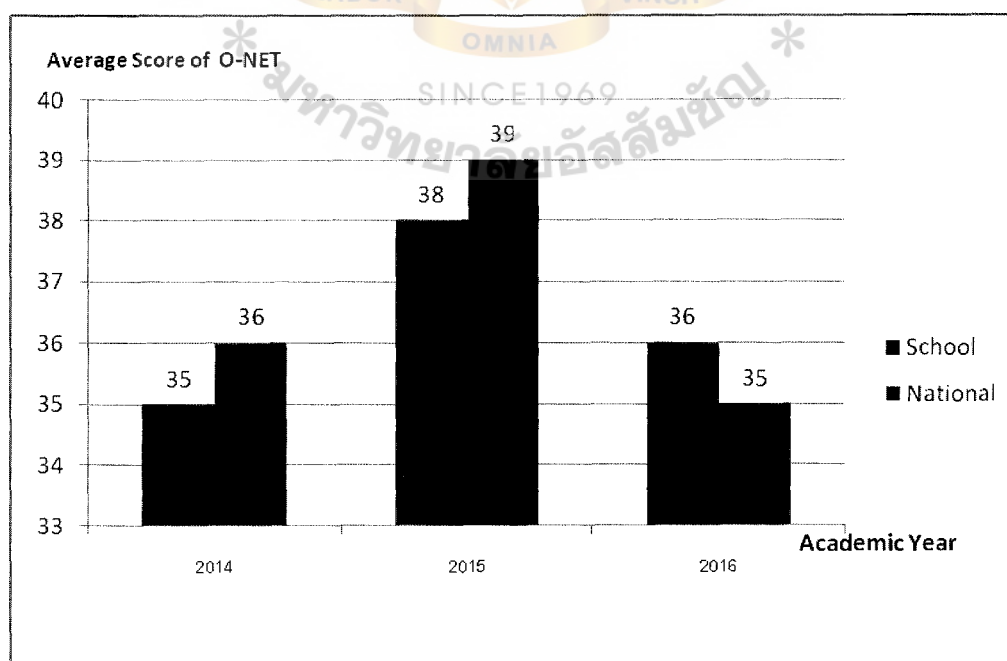
Social subject is very important, for that reason it is a group of subjects focus on developing the performance of learners to be able learn to live in a society and Living with others happily. Including put the knowledge and understanding to apply to the Social conditions change appropriately and sustainable. It also focuses on providing students with many different skills, The social skill, thinking skill, the decision-making skills, and solving problem skill. It is also a course aimed at developing students to be good citizens of society. From the family level to the citizens of the world. So that learning process in social studies or presents called social studies learning religion and culture. That must be a learning method that will help to enrich the

experience for students to use intelligence, knowledge, thinking and capable of fully. It must suit the age and maturity of the students. As well as suiting the age and maturity of the students. Keep learners engaged manage their own learning. Develop and expand their own ideas of what they have learned.

Teaching management of Social study in Secondary 6 Assumption College Nakhonratchasima. Each semester 40 hours of instruction are offered, divided into 2 hours per week. To develop the capacity of students to learn to live in society and to live with others happily. As well as bring awareness to it, adapt it to the changing social conditions are appropriately balanced and sustainable.

### 1.1.5 The National Basic Educational Testing Report (O-NET)

The National Basic Educational Testing Report (O-NET) Secondary 6 Academic year 2014-2016 in Social study at Assumption College Nakhonratchasima compared with the results of national assessment. The result found that test result in Academic year 2014. Average rating of school at the 35 point. Nationally score is 36 points. Academic year 2014 is an average of 1 point below the national level. Test result in Academic year 2015. Average rating of school at the 38 point. Nationally score is 39 points. Academic year 2015 is an average of 1 point below the national level. An academic year 2016, average rating of school at the 36 points, nationally score is 35 points. The score at year 2016 average score is higher than national level 1 point.



*Table 1.1 the National Basic Educational Testing Report (O-NET)*

*Source: National Institute of Educational Testing Service (Public Organization)*



### 1.1.6 The Social Study Report Academic year 2015-2016

The social study report back in the academic year 2015 and 2016 of secondary 6. The result found that in the academic year 2015, average marks in social studies score 68 points. The class room that has the highest score includes secondary 6/9, average in social study 79 point. The classroom that has the lowest score secondary 6/6, average 58 point. Academic year 2016 average in social study 55 point. The classroom that has the highest score include 6/9 average 75 point. The classroom that has the lowest score in secondary 6/6, average 57 point. According to studies, it has been found that secondary 6/6 the have lowest score 2 years.

Score level

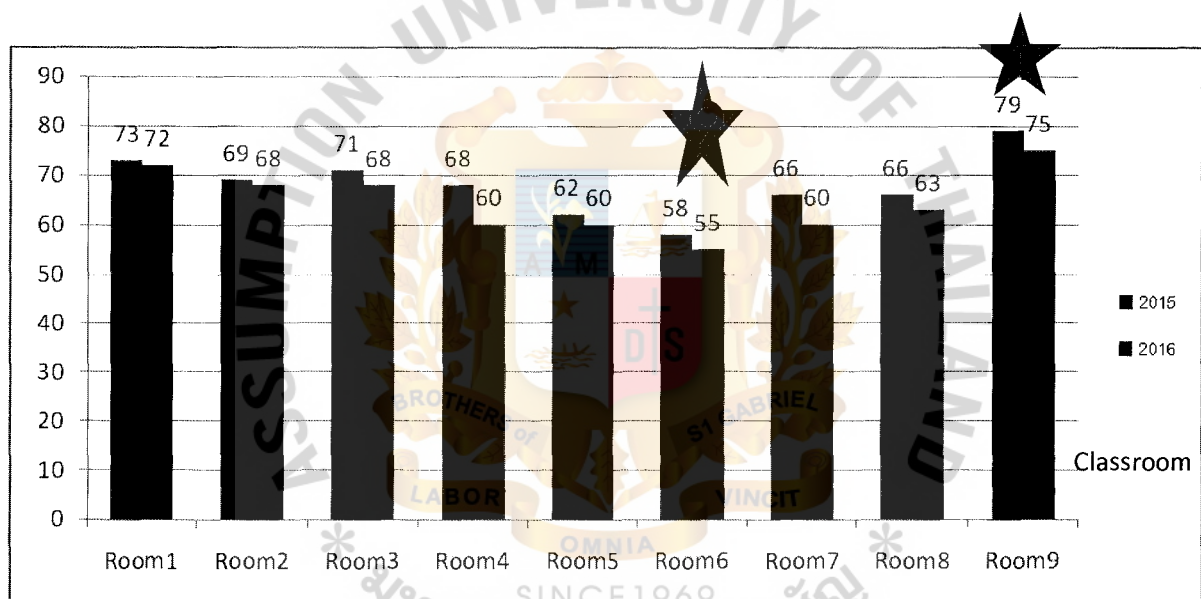


Table 1.2 the Social Study Report Academic year 2015-2016

Source: Academic department Assumption College Nakhonratchasima

For this reason, the researcher as a social studies teacher. Therefore, it is interesting to introduce the Syndicate learning management to apply to the activities of teaching social studies. To study those students studying social studies by learning syndicate have more academic achievement. To bring the research results to improve teaching and learning more effectively.

Syndicate Method is learning by students to do group activities. Every student participates in self-analysis and self-inquiry. It will motivate students to be more motivated to learn.

### 1.1.7 Analysis of the study SWOT-AR.

In the current situation of education in social studies of the student in secondary 6. It can be analyzed by using SWOT-AR by analyzing the Strength Weakness Opportunity Threats Aspiration and Results in each section of SWOT-AR. The analysis of present and future conditions of Secondary 6 students at Assumption College Nakornratchasima is as follows:

*Table 1.3 Analysis of the study SWOT-AR.*

<p><b><u>Strength</u></b></p> <ol style="list-style-type: none"> <li>1. Students have the ability to use the Internet to search for information.</li> <li>2. Students have the freedom to express themselves.</li> <li>3. Students have love and proud of the school.</li> <li>4. The classroom has state-of-the-art technology tools.</li> </ol>	<p><b><u>Weakness</u></b></p> <ol style="list-style-type: none"> <li>1. Students lack of skills to work in group.</li> <li>2. Students lack of disciplines in classroom.</li> <li>3. Some teachers use only one style to teach students.</li> <li>4. The achievement of social studies of students in secondary 6 is going down base on O-NET.</li> </ol>
<p><b><u>Opportunity</u></b></p> <ol style="list-style-type: none"> <li>1. Students have more opportunity for the students to show students workings.</li> <li>2. Students have more instruments to support student ideas.</li> <li>3. School support technology for education system.</li> <li>4. Parent are supporting to the students.</li> </ol>	<p><b><u>Threats</u></b></p> <ol style="list-style-type: none"> <li>1. Nowadays, there are a lot of immoral Medias which effect to students' learning.</li> <li>2. Teacher have a lot of workload</li> </ol>
<p><b><u>Aspiration</u></b></p> <ol style="list-style-type: none"> <li>1. Students can be achieving with learning in social study subject.</li> <li>2. Student having in learning systematically.</li> <li>3. Director has high vision and concentrate with education investment</li> </ol>	<p><b><u>Results</u></b></p> <p>The students improve learning systematically and higher achievement in social study subject.</p>

## **SWOT-AR Assumption College Nakornratchasima**

### **Strength**

The Strength at Assumption College Nakornratchasima is Students have the ability to use the Internet to search for information. Students have the freedom to express themselves. Students have love and one proud of the school and the classroom has state-of-the-art technology tools.

### **Weakness**

The weakness at Assumption College Nakornratchasima is students lack of disciplines in classroom. Some teachers use only one style to teach students. And the achievement of social studies of students in secondary 6 is going down base on O-NET.

### **Opportunity**

The Opportunity at Assumption College Nakornratchasima is Students have more opportunity for the students to show students workings. Students have more instruments to support student ideas. School support technology for education system and parent are supporting to the students.

### **Threats**

The Threats at Assumption College Nakornratchasima are nowadays, there are a lot of immoral Medias which effect to students' learning and teacher have a lot of workload.

### **Aspiration**

The Aspiration at Assumption College Nakornratchasima is Students can be achieving with learning in social study subject. Student having in learning systematically and Director has high vision and concentrate with education investment.

### **Results**

The students improve learning systematically and higher achievement in social study subject.

## 1.2 Objectives of the study

1. To describe the current of student performance using Syndicate Method in classroom.
2. To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
3. To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6.

## 1.3 Statement of the problem

This action research intends to determine the effect of using Syndicate Method to improve student performance.

## 1.4 Research questions

1. What is the current situation of the student performance of secondary 6/6?
2. What appropriate instructional development interventions (IDI) Using Syndicate Method will improve the student performance in student of secondary 6/6?
3. What are the differences in the levels of the student performance in student of secondary 6/6?

## 1.5 Research hypotheses

H1o: There is no significant difference between pre and post instructional development interventions (IDI) levels of student performance in student of secondary 6/6.

H1a: There is a significant difference between pre and post instructional development interventions (IDI) levels of good achievement in student of secondary 6/6.

H2o: There is no significant difference between Attitude toward Teaching Style between pre and post instructional development interventions (IDI) in student of secondary 6/6.

H2a: There is a significant difference between Attitude toward Teaching Style pre and post instructional development interventions (IDI) in student of secondary 6/6.



## 1.6 Definition of terms

1. **Student performance** ; The ability of the students in learning by using Syndicate Method, which will contribute to the students' ability to critical thinking , synthetic and analysis thinking.
2. **Student achievement**; a student doing well academically, obtaining life skills and giving back to their community.
3. **Syndicate Method**; Learning self-organizing group. Case study and discussion.
4. **Achievement in Social studies**; the ability in social studies that the score from pretest – post-test and t-test after using Syndicate Method.
5. **Teaching style**; Teaching style or teaching method is different depending on the principle of the teacher's teaching as well as the aptitude and experience of the instructor. Teaching styles that respond to different learning styles of learners are important factors to help learners maximize their learning potential.  
<https://charunrakyeeepoo.wordpress.com>
6. **Group work**; a group of people who come together. Interact Exchange information to assist in deciding to work or take any action.  
<https://www.gotoknow.org/posts/30288>
7. **Classroom environment**; Organizing the Physical Environment in the Classroom Caring for the problematic behavior of students. Discipline in the classroom as well as teaching activities of teachers and developing teaching skills of teachers that can motivate and motivate students so that students can learn more effectively. (Suparwan Tiranavanijkul: 2009)

## 1.7 Significances of study

The study is relevant to several parts of organization;

### 1. School

The school can better provide the quality of education, along the Basic Education Core Curriculum B.E. 2551 (A.D.2008) which focuses on knowledge and skill. The school can teach the students appropriate with their ability and their desire. Moreover, the school can also encourage everyone in the organization to develop knowledge, skill and creativity in order to apply it in and life and work.

## **2. Students**

The students can creatively engage with teachers and more have analytical skills, synthesizing skill in the class.

## **3. Teacher**

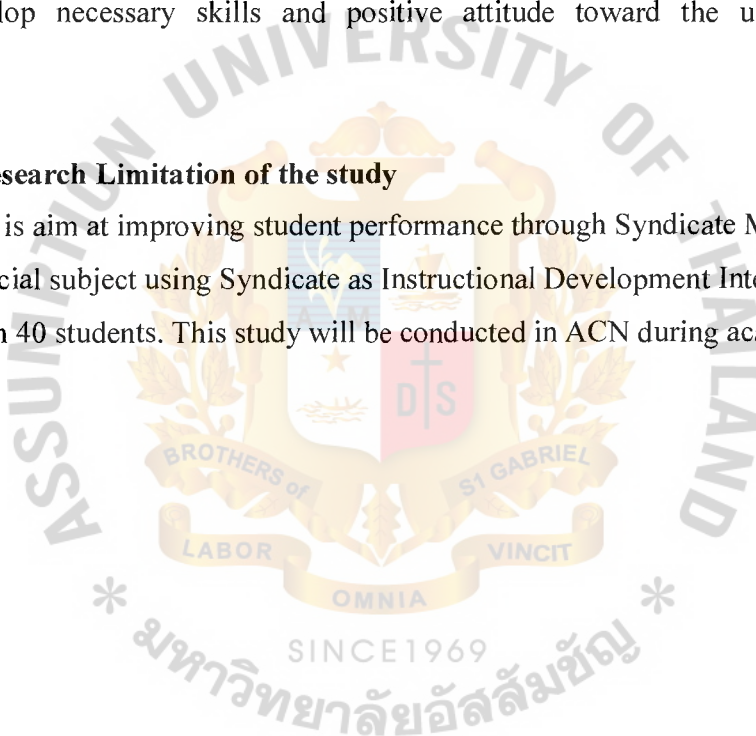
The teachers better understand how to enhance students' performance. The teachers should adopt different methods to reframe students' habits and attitudes in a creative way while finding the way to promote teaching – learning methods in the classroom.

## **4. Parents**

The parents see some positive change in their children. Their children will gain more knowledge, develop necessary skills and positive attitude toward the use of technology.

### **1.7 Scopes and research Limitation of the study**

This study is aim at improving student performance through Syndicate Methods level of achievement in social subject using Syndicate as Instructional Development Intervention (IDI) in secondary 6/6 with 40 students. This study will be conducted in ACN during academic year 2017. From June - July.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter, the researcher has studied the principles, concepts, method and theory related documents from the articles of many researches, journals and articles.

#### 2.1 Review of relate literature

##### 2.1.1 Student competency

Competencies of learners is competencies that students have and useful for support result to success, which many competencies are knowledge, skill, performance society persuade, personal habits, including thinking system and thinking method, feeling and action.

The Basic Education Core Curriculum is aimed at inculcating among learners the following five key competencies:

1. Communication Capability is capability receives and format information. There are cultures of using language to express one's thought, understanding, feeling and their attitude for exchange information and experience which useful to themselves and society. Including of reducing and solving problems and ability to choose or avoid information by reasoning, and ability to use language to communicate which realize effect to society.
2. Thinking Capability is capability for analyze, synthesis, critical thinking, creative thinking and system thinking to make knowledge information for decide for one self and society.
3. Problem Solving Capability is capability for solving problems which based on principle and accurate information, relation and changing in society, seeking for knowledge, apply to solve problem and decide with realizable to effect to oneself, society and environment.
4. Capacity for Applying Life Skills is capability for use process in dairy life, self-learning, continue leaning, working and social harmony by make relationship with people, solving problems, apply to environment change and avoid bad behavior which effect to one self and others.
5. Capacity for Technological Application is capability for choose and use technology and skill in apply technology for improve one self and society in knowledge, communication, solve problems creatively, and ethic means.

### 2.1.2 Teaching style

**Teaching Principle** is Text describing / describing / predicting proven teaching activities. And accept that trustworthy Can be used to teach the students to achieve the learning objectives. Many principles taught may lead to the creation of the theory taught.

**Teaching Model** is a lesson plan that had been arranged systematically. Have a consistent relationship with the theory / principles of learning or teaching that style holds. And proved, Test whether effective. Can help students to learn the purpose of the model is basically a plan of teaching consists of theory / principles that form the Gospel and the teaching process is unique in that it brings students into action. Only the destination format is determined.

**Teaching Method** is the step that the instructor conducts learners for learning purposes. With various methods. It is different from the essential elements and steps that are characteristic or indispensable of that method.

**Teaching Technique** is the strategies that enhance the teaching process. Teaching steps, teaching methods, or instructional practices. To help make teaching more effective and effective. There are many ways to teach. Each method has both advantages and disadvantages. And may be appropriate for some situations. There is no best teaching method. Sometimes it may be necessary to combine several teaching methods to provide the learner with the most learning possible. Thus, in the course of time have to choose the right approach. There is no best teaching method. Sometimes it may be necessary to combine several teaching methods to provide the learner with the most learning possible. Thus, in the course of time have to choose the right approach. There are criteria for selection.

1. The nature of the subject matter to be taught. If teachers want the students to learn all 3 aspects: knowledge, skills and attitudes. Therefore, the nature of the subject is the important to choose the teaching methods. Teaching knowledge encourages learners to carry out brain activities. In order to get theoretical content. Various principles and facts. For teaching skills that help the students to achieve proficiency in the use of muscles. And the idea was nimble. Attitude teaching encourages learners to gain value. And good habits, these things need different teaching methods. One approach may be appropriate to teach the subject in a certain manner. But the lessons are generally usually a mix of both theory and practice. To choose a teaching method. Good instructors should choose the most appropriate teaching method for each part of the lesson.



2. Teacher: The principle of choosing the method taught in this article is based on the distinction between individuals. Especially, some teacher may have technically speaking or ability to convey. Using words to describe things very well. On the other hand, some instructors may have just begun. A relay may be used to replace other methods of teaching speech explained for example use the demonstration method with a demonstration method or use the teaching media to help students in learning it.

3. Resources which could be a matter of a limited time. Various materials are available. For example if the objective of the lesson wants to improve the skills of the students the best teaching is the student has to practice. But if the material is not enough. Therefore, the selection of a new teaching method used to solve the problem this lack of resources.

4. Principles of Learning. Learners will learn by receiving stimuli. Through sensory perception in different sections. If the senses are used too much. It will further contribute to learning easier and faster. Therefore, in choosing the teaching method. Teachers must take into account these and other things, such as the difference between people. Environmental atmosphere, Student readiness etc.

Summary of good teaching principles, is teacher, teaching method and learning, atmosphere, environment are requires association. Teachers must have a code of ethics. Method of teaching is the interaction process between teacher and learners must be consistent. To make the students change behavior for the purposes specified. Encouraging students to learn better. In order to achieve the goal of teaching. The teacher must prepare the lesson well. The development of all aspects. Process management with process and complementary elements of teaching, including the purpose of teaching. Content definition teaching activities. The use of teaching media and evaluation must be consistent with the course objectives. In addition, the teacher should take into consideration the basic principles of teaching. Good teaching style And promote learning as well as the use of teaching principles in accordance with principles of learning, psychology, atmosphere, democracy. It will help to achieve the course objectives.

(<https://sites.google.com/site/pattyka034/hlak-kar/hlak-kar>)

### 2.1.3 Classroom environment

The definition of classroom management.

We usually understand that classroom management is the condition of the physical classroom or classrooms decorated with decorative materials in order to motivate students to be interested and willing to learn. But that is only part of class management. It must be creative and attentive to the atmosphere in the classroom, so teachers are inevitably the ones who are inevitably involved in creating and promoting instructional processes, stimulating students' appetite and attention. Create discipline for students and maintain these environments. To help make the classroom a more efficient and effective for learners sustainable.

Class management including Planning ideas and practices of teachers and all creative environments in a systematic and orderly learning.

**Management Goals**, have two important aspects.

1. Encourage the environment to promote learning as much as possible. And teachers to reflect on their own performance by asking themselves whether a polished administration system allows students to learn how it is.
2. Develop students to have the potential to manage and lead them to self-learning. Therefore, classroom management is a tool to encourage students to self-understanding, self-assessment and self-control appropriate to their age.

#### **The important of class management**

Classroom management is important as it motivates learners to be enthusiastic about learning and participating in classroom activities, Contribute to the success of teaching efficiency and effectiveness.

#### **2.1.3.1 Classroom Management is important for several reasons.**

- Learning occurs or does not occur if a little noisy in the classroom at all times with behavior problems of students.
- The students are not tidy; the classroom environment is loud and disturbed or improper seating. It may cause disciplinary problems leading to aggressive behavior or the student cannot help himself or herself, resulting in students not being able to fully learn.
- The defining feature desirable behavior of the students in advance will be especially useful to classroom management because it gives students a way to control their own behavior without showing symptoms or behavior that disrupts the learning of others.
- Classes are managed appropriately to the behavior of students; teachers will be conducted fully, without wasting time on the issue of student behavior.

- Classroom Management provides students with the discipline to learn and live together in generosity with regard to the rules of the class continues to be valuable to the learning, there are long-term effect is to cultivate. Characteristics for good citizenship in the future as well.

So that the important of the class management is the various actions related to the environment in the classroom to enhance learning, including problem behavior of students. To provide students with the learning objectives for the purpose of teaching and achieving the goals of education.

### **2.1.3.2 Classroom management to encourage learning atmosphere.**

Desirable atmosphere in the classroom. Classroom atmosphere that will lead to success in teaching is divided into 6 types as follows:

1. Challenge is an atmosphere that encourages teachers to encourage students to succeed in the work the students' confidence in themselves and trying to accomplish.
2. Freedom is an atmosphere where students have the opportunity to think, decide what is meaningful and valuable, including the opportunity to do wrong without fear and anxiety this atmosphere, to promote learning, the students will practice with. Intentionally without feeling stress
3. Respect is an atmosphere where teachers feel that students are important and can be a valuable contribute to students' confidence in themselves and their self-respect.
4. Warmth It is a psychological environment that affects the success of the learning process. The teacher understands the student is friendly; the teacher helps the students to warm up, love the teacher, love the school and love to study.
5. Control is the discipline of discipline, not control. There is no need for teachers to have techniques in class and practice. Students know their own rights and duties to a certain extent.
6. Success it is an atmosphere where learners feel successful in their work, which results in better learning for the learner. The instructor should talk about what the learner is doing. More successful than talking about failure.

### **2.1.3.3 Characteristics of good classes**

To provide classes that are required by the teacher should be aware of the nature of the classes that are summarized below.

- 1.1 The classroom should be a clear, comfortable, well ventilated and hygienic.
- 1.2 Arrange tables, chairs and things in class to facilitate learning and activities.

1.3 Students learn happily, have freedom and discipline in self-care.

1.4 Utilizing a class for teachers may be converted into a conference room projector.

1.5 Make each class ready for instruction such as group work, demonstration, role play.

1.6 Create a friendly atmosphere with students.

#### **2.1.3.4 Classroom management style**

Classification, if divided into two types of teaching methods is simple and innovative.

##### **2.1.3.4.1 Regular classes**

Simple classes are teacher-centered classes, leading learners, with learners as teachers, teachers, classrooms, teacher's desks in front of classrooms and classrooms. Row facing the teacher

1. Classroom may be either a single table or a pair of tables. Classroom walls may contain supervisory boards or instructional media, such as charts, picture maps, and these instructional media will not. Changing the walls of the classroom will vary depending on the school location. Schools in the city may be more decorated.

2. The role of the teacher and student roles of teachers and students in the classroom. Teachers will be knowledgeable about the various aspects of teaching and learning.

##### **2.1.3.4.2 Innovative class**

Innovative classes are classes that are conducive to teaching and learning activities using new instructional techniques that allow students to be free to study, either in groups or individually, with the teacher as their teacher give suggestion

1. This kind of classroom arrangement does not need to be in the front of the classroom, it may move in different angles. For students to practice together there is a center of interest, teaching materials in the form of teaching aids or teaching aids for students to study in their own or study. Together with friends, decorate the walls and changing the environment to suit the subject that students are studying.

2. The role of teachers and students, this class of teachers will be directed and student counselors are role models, teachers will talk less, students can think, ask questions, solve problems, and do activities on their own, students may self-study from multimedia such as programmed instruction, computer-aided instruction will provide advice and assistance when needed.

### **2.1.3.5. Types of learning atmosphere**

1. Psychological atmosphere is the nature of the atmosphere that occurs by the action of the learner, which affects the mind and the behavior of the learner. If the psychological climate is positive, the learner will feel warmth. Learning is easy and results in a happy learning experience, making a loved one and learning to follow.

2. Physical atmospheres are the characteristics of the atmosphere created by the building, the place, the materials, the materials, the equipment that corresponds to the learning activities and the condition of the learner, the physical atmosphere that responds to the learner, and the activities that will make the learner. It is convenient and conducts activities smoothly, resulting in a smooth learning experience. I love to learn and am eager learners who are interested in the environment around them.

3. The social atmosphere is the result of the interaction between the cohabiting and co-operative groups, the social atmosphere that is friendly to each other, and the warmth of the cohabitation. Mutual friendship, which affects learning social skills and learning together, is one of the goals of educational management.

### **2.1.3.6. The atmosphere that promotes learning.**

1. The psychological learning environment that most important learners should start with the closest to them is learning the innermost feelings. There must be no atmosphere of fear, paranoia, insults, cynicism, and the atmosphere of learning. To emphasize the importance of the learner, the student should be freed, especially from the fear of fear.

2. Creating an atmosphere that challenge, motivate and encourage the learners are. Curiosity seeking solves the problem of seeking answers, which encourages learners to feel themselves capable of solving problems or activities, and encouraging them to take action.

3. Creating a warm, safe and friendly atmosphere. The fear of displaying such an atmosphere will make the child brave, brave, determined to dare to think, to do things, whether the result is the way it is or not. This is done by the teacher, who is responsible for assisting the student in smoothing up his or her activities, perhaps by helping the participants to make difficult problems easy or subtraction.

4. The atmosphere is free to do things yourself. This will enable children to develop their own identity, reduce dependency on others, dare to express them, have confidence in them, be creative, creative, lead and dare to learn new things. By giving the teacher the opportunity and encouraging the child to do things on his own, the teacher is the only mentor to help when he or she needs it.



5. The atmosphere to be successful and to learn the consequences of doing things, the atmosphere will make the student a strong supporter, confident in doing things rationally, setting goals. Doing things and accepting the results of both actions, accomplishments, and unexpected results, teachers can create the atmosphere by letting children set goals. Plan and plan activities and plan accordingly. Allow sufficient time to follow the plan. Teachers encourage and encourage problem solving when children want to get backward information after practice reinforcement. Enjoy the success, but if the results are not what you expected, explain to the learner the knowledge of failure, encouragement and trial. Position, a way out

6. The atmosphere of mutual respect by the beginning of the teacher. Accept the learner to focus on the thinking and actions of the learner, listen to and participate in the learning activities; arrange the students to do activities together in small groups. The group and the group achieved success through joint activities, recognition between children and peers, and the recognition that teachers recognized the importance of such atmospheric groups, resulting in maturity. Get positive experiences in self-improvement.

7. The atmosphere is intimate and intimate. Since every child needs a sense of security, a psychologically sound mind, a desire for caring and loving, organizing students together, playing together, eliminating or minimizing conflict. To teach him to take care of us, to know forgiveness and help each other cause a sense of into. ( <http://www.kruchiengrai.net>)

#### **2.1.4 Syndicate Method**

The learning Syndicate Bangkok. How is evolution Meeting of senior military officers of the British Army in the year 2489 the owner of British Industry have jointly set up training institutions. The measures provided for British industry. The meeting participants considered the solution as a main priority. For meetings syndicate in Thailand. The number of practicing with training at the learning Sandi's trademark. Chulalongkorn University's faculty has begun the development of the seminar were published in 2518 and has been successful Fine Sincere have brought learning Syndicate Bangkok. Published University Srinakarin Upon Trust Administration ([www.gotoknow.org/posts/412312](http://www.gotoknow.org/posts/412312))

##### **2.1.4.1 Teaching history Syndicate's (Syndicate).**

How to teach history Syndicate's an opportunity to show the students. Comments and help build relationships between teachers and students to better teaching. A syndicate's regarded as appropriate for teaching classes. Approximately 30 students will divide the students into small groups called "Subgroups or Syndicate "Members of this group will have about 4-6 students who

will teach their job. One of the groups to work together to contain the work piece. Example 2-4 and the problem with many of the original document that must be read to process.

The answers to those problems or teachers may order the cards. To introduce documents Books that student can have researched extensively on the topic, and then divide. To make it clear that any part or parts of the book. Each subgroup .Must writes a report, a copy of the report together with representatives of the group. The report of the instructor and classmates, teachers will report concluded. Groups gather and edit completed a lecture to the class discussion such sharing.

#### **2.1.4.2 The process of through Syndicate Method.**

1. The teacher divides the class into small groups of 4-5 groups, each group member.4-6 the segmentation may be used to help the students into groups based on voluntary or use. Count the number one; it was included in that group.

2. Teachers assign one to each group. And group members will work. Together, the groups have been included.

- Card Due

- Case and 2-4 problems.

- A reference to the members of each group to study as a guide for readers. Reply from the case. Documentation must be original, and there are many. Enough for When each member will be given to the issues and find out. The answer came to be

- Teachers may provide a list of books or documents that the students can go to study.

Extensive research to find the answer to any of the topics. You have to tell it. Let's now clear that any Where is the front page of any book. And to research where to find it

3. When each student group has been a problem. Reference book or contacts. Members of each group will have a joint study. Discussion and exchange Comments and write a joint report issued at least one edition.

4. Representatives of each group report to the teacher and classmates.

5. Reports of teacher groups. And make recommendations

6. The class teacher lecture to discuss together again.

### **2.1.4.3 Teaching a syndicate with the following steps.**

#### **1. Preparation**

Divide students into groups of 4-5 people by counting the number of individual choice. President and Secretary the teacher explained the duties of member's. At the end of each lesson. It will have to change the function of each group member.

#### **2. Introduction to the lesson**

Using pictures, charts, articles, stories, and video game related. Content to discussion questions.

#### **3. Conducted**

3.1 The delegation Teacher assignments given to them from the card. Students work together in groups, with the division of responsibilities within the card. Set contains

- Example
- The issue of case examples
- Required Reading list or reference books to the students research

3.2 The analysis of issues by a group of students. At the Card's Due

3.3 The discussion each student group discussions to find a solution.

3.4 The job offers each student the conclusion of the debate was the answer. The issue of case examples the written report. The class representatives report one group and another group of students the opportunity to ask questions

3.5 Summarizes the

- Summary of each teacher and guide for more information. Key issues that students are not mentioned.

- Teachers and students discuss the issue again and summarized important lesson

#### **4. Measurement and Evaluation**

Teacher evaluation by the report of the group and observation behavior of students to answer the question and examination reports.

### **2.1.4.4 The role of teachers in teaching history Syndicate.**

Teaching syndicate will succeed or not depends on the documentation assigning cases and focus case study and problems that teachers use to teach students. Activities consist of teachers to be prepared.

1. Examples and problems to the students to study on the issue. For the settlement case or issue should not find the answer to a single copy of the document. Requires knowledge surrounding areas used to solve problems, to find out the answer to.

2. Paper List of books or textbooks must be prepared to suffice. Member groups to study and get an idea and knowledge. If this is the case must be provided at no direct way to learn it is. If this is the books must be defined or clearly indicate that it is now much any book.

3. Compile a summary report of the discussions leading to the amendment. Full reports lectures and discuss with the group once again. To summarize the knowledge that the student should be the last.

From the above conclusion, the role of teachers in teaching at the Syndicate. It is important to set the example. The issue should be the case interesting and suitable for learners and prepare them adequately. Study as well as advice to help cheer on the students.

#### **2.1.4.5 The activities of the students in the school's Syndicate.**

1. Segment hears explanations from the instructor and to receive case study.

2. Classified documents to the group members. Members to study or look for answers.

The conclusions of the document and the experience each member has.

3. Discussion between members of the study group. The document ends to gather to solve problems and settle. The answer given to the author of the report.

4. Prepare a representative of the group to prepare a presentation for the next instruction.

In conclusion, the important role of the students in learning the Syndicate for the students.

Be responsible in their duty to cooperate in a group activity.

Or discussions to solve problems as well as comments on the issues in question. To understanding

#### **2.1.4.6 The benefits of teaching history Syndicate.**

1. Both teachers and students have the right to discuss equal.

2. Skills to work together as a group. Students know their partnership

This review is consistent with the philosophy of education aimed at providing learners know and criticism. Consider the issue carefully and logically.

3. The training provides learners know their duties and responsibilities.

4. Encourage the students to use their resources for the benefit of such skills.

5. The instructor is not a monopoly as the sole knowledge. But with the help explain

Advice and help teachers save time while teaching them.

6. Training to learn about solutions and ideas in an interdisciplinary.

7. Students have the opportunity to learn from each other.

8. Teachers have the opportunity to receive feedback. (Feedback) and that of the teachers.

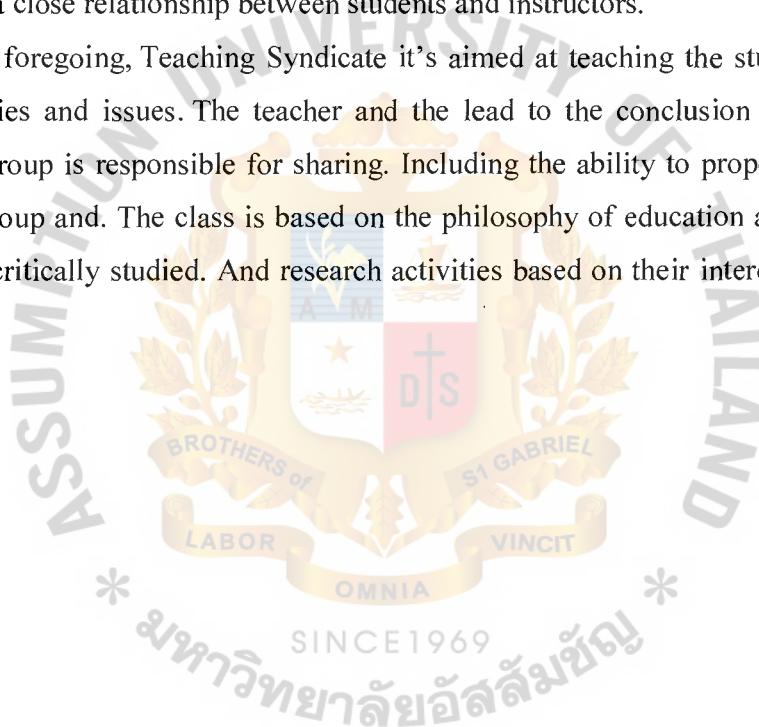
The course of study is. To understand the problems of the students has improved

9. Students are not bored, because there are many students who do not meet.

Interested aptitude abilities

10. Build a close relationship between students and instructors.

From the foregoing, Teaching Syndicate it's aimed at teaching the students. In order to discuss case studies and issues. The teacher and the lead to the conclusion that in a class by everyone in the group is responsible for sharing. Including the ability to propose and accept the idea of a small group and. The class is based on the philosophy of education aimed at providing learners to think critically studied. And research activities based on their interests. Aptitudes and capabilities.





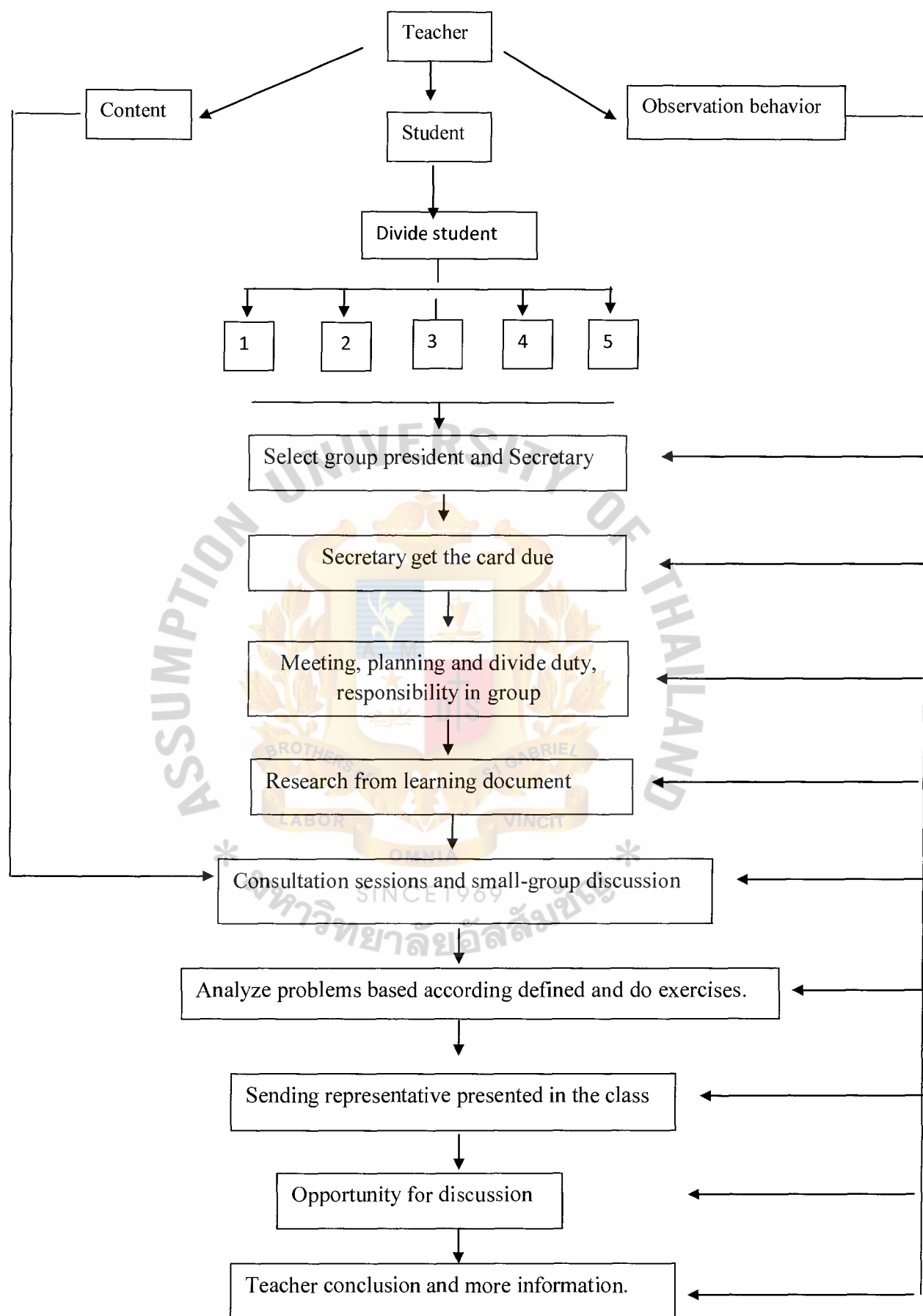


Figure 2.1 Picture show the Appearance and process of learning Syndicate Method

Source: Withawat Inthamanon (2011)

### **2.1.5 Integrated teaching history.**

Teaching history integrated. This instructor-led content to come. Combined with a complete and balanced, both within the department and course content. Mixed together, which allows the students to think and solve a wide range. Various problems.

#### **2.1.5.1 The importance of teaching integrated.**

The integrated learning experience. Allows students to learn. Complete both the mental and cognitive skills range. This is consistent with the principle in education guidelines of the National Education Act 2545 Section.23 focused on the integration of knowledge, integrity and learning process as appropriate.

1. To learn significantly. Students to remember that for a long time. (Retention), which begins with a review of existing knowledge and experience of the learners.

2. To participate in thinking. (Participate) physically, mentally. Intellectual and social development in all aspects.

3. Students participate in activities based on their life experiences, and it is. Real-life experience of the students.

4. Students practice skills repeatedly without tiring.

5. Students can develop higher level thinking. Thinking, critical thinking problem solving, creativity

6. Students learn group skills. Two or more persons fo class friends as defined in the activity. To develop interpersonal skills

7. Students can create a fantasy based on a given subject is learning. Economic, political, cultural, natural lifestyle combines to the state. Fact of life

8. The lessons learned from the near to the distant, such as learning about our home. Family, community, country and world neighbors. The level of complexity the content and intelligence of the students.

9. Students learn in a fun and appreciative of the work done. The work to be presented to friends to community causes awareness. The importance of the self-learning

Teaching an integrated curriculum with a balanced lifestyle. The study is particularly suited to the teaching environment. Current full of technology that is required or necessary to sustain life. Man is a way to avoid a fragmented data is also used to train the students to know reason.

### **2.1.5.2 The aim of teaching integrated.**

1. To develop and encourage children to feel safe. Satisfied with Feel part of the community and accept others.
2. Learn to promote collaboration between teachers and learners.
3. To help develop values, the atmosphere in the classroom to encourage students to envelop. Ethical work standards Standard Group The appreciation of the work and loyalty
4. Help develop self-discipline by promoting the ability to work. The temper of learners
5. Encourage Creativity Developmental expression of art, music Theater, etc. as well as the society. Science and literature

Concluded that the teaching integrated aims to study composition important in learning and teaching. This is consistent with the operation of the Group. Social studies, religion and culture, focusing on the students participating in the course.

### **2.1.5.3 The integrated nature of teaching.**

1. Integration is oriented subjects. The combination of the nature of the content. Fusing a core or interdisciplinary. The unit wills also the program is in addition, it may be a combination of the subject in terms of the Impressionist. Practice or course that teaches real life.
2. Integration – oriented approach is a mix of different methods of teaching the media mix and hoe to mix as much as possible.

### **2.1.5.4 How to teach an integrated four forms.**

#### **Steps to teach integrated.**

1. Take a step while we pay attention or guide the students realize. Students experiencing problems teachers may have to units in many ways like the weather. Using special occasions and milestones starts. The unit trips get landmarks on various issues. Family, school, or may be used as a starting unit. Using various media film audio slideshow Narrative Article or composition. Can be used Starting Units the unit may start from the suggestion of some aspects of the school or local issues that will lead to the teacher might ask us to solve. This problem, however, what used to be and what we need is a small problem. Before fixing the big problem.
2. Operation the plan is that the learner is intended to solve and decided to choose or collect data. The teacher gives instructions in the event segmentation and duties at this stage

requires skill. The ability of the teacher is to suggest activities. This will allow students to develop talent according to their aptitude including research and data collection to read the in review, etc.

3. Event Summary At this stage, teachers focus on the integration of the student concluded. The principal activity is to provide advice on the activities of the students. The division of responsibility to do so each side incorporating all aspects together. Especially important Students should be instructed to observe that for their activities. How big can the problem. And to present their work to. Friends who do not have the insight to interpretation. How to be an effective way to change first. Or reporting researches their chance of learning valuable expression in a creative way. The relationship between student sub-events with a large group. Students receive training content knowledge, skills, abilities and attitudes to develop. The present study was done in several ways, such as photo exhibits, demonstrations. Experimental staging reporting, etc. However, these works are. That the workings discussion followed.

4. Evaluation is an ongoing process in all phases. Teaching is not meant to measure only the final evaluation. May be divided into Proficiency. Understanding academically capability The collaboration within the group and between groups of students can be awarded. The urge to realize that the assessment of what is more valuable than a teacher. Because the rate at which the learner must evaluate their work will help the students. It recognizes that the aim of which is to monitor and guide. Improve their activities and groups.

#### **The teaching integrated.**

1. Students are more important subjects. Focus on personality development regardless of learning the physical, social, emotional and intellectual.

2. The spend time to make the day better. The study was completed in a short time.

3. Teaching should take into account the real-life problems. With special attention the learner.

4. Teaching process should use the group work leading.

5. Activity in teaching. The democratic process.

6. Taking into account the individual differences of students.

7. Create an atmosphere in the classroom to work to the satisfaction of the students.

#### **Benefits of teaching integrated.**

1. Assistance corrections as well as encourage students to develop themselves to be the perfect in every way

2. Associated various subjects cannot forget something that they learned.
3. The links subject gives students fun because they have many appearance.
4. for according the development of self-discipline. By accord work ability and control the emotions of the students.
5. Encourage creativity in areas such as art, music, theater. Social science and literature
6. To encourage the students the opportunity to work together. Willing to work with Group and a member of the group.
7. Learn how to help measure, monitor and guide the progress. Learning to students both individually and in groups

#### **2.1.6 Social studies**

Social studies are the integrated study of the social sciences, humanities and history. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines anthropology, archaeology, economics, geography, history, jurisprudence, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Normally, Social Studies are divided into History and Geography when the student has reached sixth grade or near. Some American schools do not have separate classes on geography at the secondary level.

##### **1. History**

The modern conception of social studies arguably began with the influential 1916 study *Social Studies in Secondary Education*, which was put together by the National Education Association and published by the U.S. Office of Education. Social studies is the studies of man and physical environment.

##### **2. Religion**

Religion is a cultural system of behaviors and practices, world views, sacred texts, holy places, ethics, and societal organization that relate humanity to what an anthropologist has called "an order of existence". Different religions may or may not contain various elements, ranging from the "divine", "sacred things", "faith",<sup>[4]</sup> a "supernatural being or supernatural beings" or "some sort of intimacy and transcendence that will provide norms and power for the rest of life."



Religious practices may include rituals, sermons, commemoration or veneration (of deities), sacrifices, festivals, feasts, trances, initiations, services, matrimonial, services, meditation, prayer, music, art, dance, public service, or other aspects of human culture. Religions have sacred histories and narratives, which may be preserved in sacred scriptures, and symbols and holy places, that aim mostly to give a meaning to life. Religions may contain symbolic stories, which are sometimes said by followers to be true, that have the side purpose of explaining the origin of life, the Universe, and other things. Traditionally, faith, in addition to reason, has been considered a source of religious beliefs. There are an estimated 10,000 distinct religions worldwide. About 84% of the world's population is affiliated with one of the five largest religions, namely Christianity, Islam, Hinduism, Buddhism or forms of folk religion.

With the onset of the modernization of and the scientific revolution in the western world, some aspects of religion have cumulatively been criticized. The religiously unaffiliated demographic include those who do not identify with any particular religion, atheists and agnostics. While the religiously unaffiliated have grown globally, many of the religiously unaffiliated still have various religious beliefs. About 16% of the world's population is religiously unaffiliated.

The study of religion encompasses a wide variety of academic disciplines, including theology, comparative religion and social scientific studies. Theories of religion offer various explanations for the origins and workings of religion.

#### **2.1.6.1 Social Studies, Religion and Culture**

The success of the study material, social studies, religion and culture is that learners understand. And is used in everyday life have a good life and society, the social teaching thus linking the child to learn to live properly. Live happily learn practical situations that arise in the room or in school. Or analyzing samples from a real situation in society. The children practice thinking skills Cognizant of changes introduced them to manage their own lives. And a way of life with others happily. Teaching social studies, religion and culture to study the development of the three aspects of our lives that is.

##### **1. Behavior (baptized)**

- Behavior in relation to the material world, including the eyes, ears, nose, tongue, body to promote quality of life performance in applications to be listened to, and consumption of the four, including the use of the equipment, including dump. Technology with intelligence Aim True Value and promote the development of life that is not consumed is used.

- Behavior in relation to the world of the living is to live in society without hurting no cause has suffered a great relationship with fellow humans. Help each other as it is within the scope of the five precepts, statutes, laws, regulations, social treatment rules. Ethics in providing generous assistance to share the joy with fellow humans.

- Professional behavior is making a living as honest livelihood. Do not cause trouble to others. Contributing to the professional development of its life. No degradation of virtue.

2. The mind (meditation) is isolated.

- Mental and moral qualities, such as goodness, compassion, conscience, etc. Gratitude, which will grow to nourish the mind. And is the basis of good behavior.

- Physical, mental, including the strong, stable proxy (a thirst for knowledge and a desire to do) with patience (perseverance), diligence (perseverance) tolerance (tolerance) consciously controlled, calm concentrate precaution to make steady progress in behavior and good. Ready to use intelligence

- Mental health and mental clouding without a somber spiritual refreshing, relaxed, cheerful, happy, cheerful optimism, which affects physical health. Behavior and good stability.

3. Intelligence (intelligence) has developed many different levels, for example.

- Cognitive studies and to listen to information effectively.

- To experience and learn things correctly, truthfully.

- Consider critical intelligence.

- Understanding the truth, get the idea and benefits a reflective thinking that is accounted for

- He managed to make it work successfully. Wise in the ways that will lead to the destination.

- Selection quest for knowledge is linked to the creation of knowledge and new ideas. To solve problems and creative

- Knowingly extraordinary things know the truth of the world and life. Everything else can be trusted to make life solutions to eliminate the suffering in their minds. Free from attachment to hold things in. Life with wit truly.

#### **2.1.6.2 Basic Education Program defines the content of social studies, religion and culture are what?**

Learning social studies, religion and cultures that coexist in society are interrelated and have a break. Foreign travelers to help students adjust to their own context. Citizenship Are

responsible for the knowledge, skills and moral values right. Core Curriculum for Basic Education Act 2551 defines learning on various topics as follows.

1. Religious, moral and ethical concepts based on religious, moral, ethical or religious principles of their religion faithfully. Bringing Doctrinal into practice in their own development and to live together in peace is the good values are pretty good. Develop themselves The benefit to society and the public.

2. Civics, culture and lifestyle. Political systems in today's society. The democratic regime of government with the King as Head of State. The nature and importance Good citizenship Difference and diversity of cultural values, beliefs, values and democracy with the King as Head of State rights, freedom to live in peace in Thailand and the world community.

3. Economics of production, distribution and consumption of goods and services. Managing with limited resources effectively. Living a balanced and its main economic use in everyday life.

4. History Time and historical era Historical Method Development of humanity from past to present. Relationships and dynamics of events. The impact of major events in the past. Key influencing changes in the past. A federal Thailand Cultural and intellectual Thailand Civilization of the world

5. Geographic characteristics of the physical world physical resources and climate in Thailand and regions of the world the use of maps and geographical. Relevance of the natural order of things in the relationship with the natural environment of the human species. And what is man-made Presenting geospatial information Conservation Environment for Sustainable Development

## **2.1.7 Students performance**

### **2.1.7.1 Academic achievement or (academic) performance**

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts.

### **2.1.7.2 Individual differences influencing academic performance**

Individual differences in academic performance have been linked to differences in intelligence and personality.<sup>[2]</sup> Students with higher mental ability as demonstrated by IQ tests And those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school.<sup>[4]</sup> Parents influence students through the environment and discourse parents have with their children.<sup>[4]</sup> Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments.<sup>[4]</sup> Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance.

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory.

### **2.1.7.3 Extracurricular Activities and Academic Achievement**

With today's youth spending a majority of their afterschool time in organized activities, it is important to understand the influence that these activities can have on academic achievement. Schools often offer a variety of extracurricular activities for today's students. In order to encompass all students, these activities can often range from theater rehearsal to soccer practice. These extracurricular activities have a positive relationship with academic performance (Broth, 2002; Mahoney, Larson, Eccle, & Lord, 2005).



As suggested in various research studies, participation in extracurricular activities is positively associated with an increase in attendance rates, school engagement, grades, postsecondary education, as well as a decrease in dropout rates and depression (Mahoney et al., 2005; Darling, 2005). In particular, cognitive test scores have shown that high school sports were positively associated with academic performance (Yeung, 2015). Increased academic success is especially emphasized for urban youth involved in extracurricular activities (Yeung, 2015). It is also good to know that youth involved in organized activities generally have more positive developmental outcomes (Mahoney et al., 2005). Although most data suggests a positive correlation between academic achievement and participation in organized activities it is important to keep in mind that there is some data to suggest that extracurricular participation may also have some negative consequences (Coladarsi and Cobb, 1996). Athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy (Eccles and Templeton, 2002). With all good things comes bad. This is not to say that extracurricular activities are not beneficial towards academic achievement, but to recognize that there are many outcomes and factors involved in this relationship.

While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al., 2005). These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health (Mahoney et al., 2005). In other research on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles & Templeton, 2002). In terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005). For example, socio-economic status has been found to play a role in the number of students participating in extracurricular activities (Covay & Carbonaro, 2010). Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often effect how individuals perform in school (Eccles & Templeton, 2002). With all these variables to consider it is important to create a better understanding how academic achievement can be seen in both a negative and positive light.

( [https://en.wikipedia.org/wiki/Academic\\_achievement](https://en.wikipedia.org/wiki/Academic_achievement) )

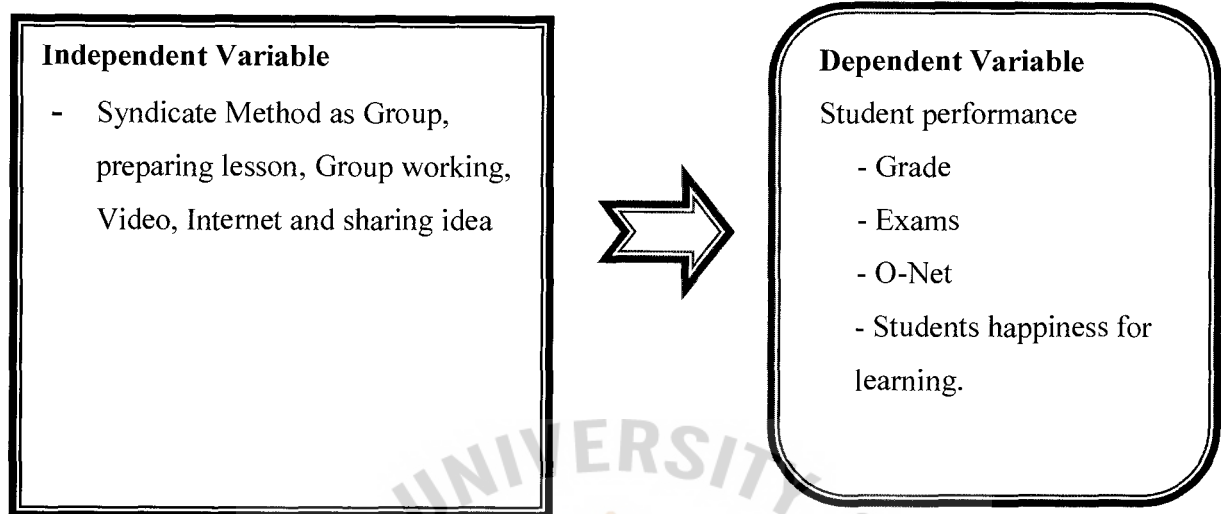


#### **2.1.7.4 Key Competencies of Basic Education Curriculum 2008**

Core Curriculum Basic Education Focus on five key competencies:

1. The ability to communicate. Being able to receive and send messages. There is a culture of language. Knowledge, feelings and opinions to exchange information and experiences that will benefit self and social development. Including negotiation to eliminate and reduce conflicts, the choice or non-acceptance of information by reason and accuracy. As well as the choice of communication methods. Effective, taking into account the impact on themselves and society.
2. Ability to think Analytical Ability Creative thinking, creative thinking Critical thinking and systematic thinking to lead to the creation of knowledge and information for self-determination and social well.
3. Ability to solve problems. It is the ability to solve problems and obstacles that are properly and appropriately grounded on the basis of reason. Moral and information understand the relationship and change of events in the society seeking knowledge. Apply knowledge to prevent and solve problems. And make effective decisions, taking into account the impact on them. Society and environment
4. Ability to use life skills. It is the ability to apply processes to everyday life. Self-learning continuing learning, working and social cohesion by enhancing interpersonal relationships. Proper management of conflicts and conflicts, adapting to changing societies and the environment. And knowing how to avoid unwanted behaviors that affect one and others.
5. Ability to use technology. It is the ability to choose and use various technologies and technological process skills. For self and social development In terms of learning, communication, work, problem solving, creativity, proper and moral.

## 2.2 Conceptual Framework



## 2.3 Action Research Framework

Table 2.1 Action Research Framework

Pre - IDI	IDI	Post IDI
<b>Student competency</b> - Students low score in social study.	<b>Student competency</b> - Group activities	<b>Student competency</b> - Students more score in social study.
<b>Teaching style</b> - Teachers use only one style to teach. - Classroom environment - Students lack of skills to work in group. - Students lack of disciplines in classroom. - The achievement of social studies of students in secondary 6 is going down base on O-NET.	<b>Teacher training</b> - Syndicate Method.: as Group, preparing lesson, Group working, Video, Internet and sharing idea	<b>Teaching style</b> - Teachers use varied style to teach. - Students happiness for learning. - Students have skills to work in group. - Students have disciplines in classroom. - The achievement of social studies of students in secondary 6 is going up base on O-NET.

In a study of social studies learning problems in school, Assumption College Nakhonratchasima. The results showed that the problems of teaching social studies are two that are teaching style of social studies teachers who have worked for many years. So that some of them use old traditional teaching styles that hold lectures in the classroom, leaving students with no interest in the lessons. For the Classroom environment, students lack the skills to work in groups. There is no opportunity to express the idea. There is no opportunity to practice critical thinking to solve problems by themselves, including students, the lack of discipline in the classroom, such as talking, playing together in the classroom. Sleeping in the classroom as a result, the learning achievement has decreased as well.

Assumption College Nakhonratchasima needs to address social studies teaching problems using the IDI process. By developing a teaching style to prepare for my teaching. And to make my teaching more effective, I plan to develop their own. In terms of planning a learning plan. Including learning management and technology development in teaching. By learning from the Internet. By invited experts in training and development and to develop the ability of students to learn to live in society and live together with others happily. Adapt to the changing social environment is balanced and sustainable. The researchers used Syndicate Method of teaching social studies. To organize activities that students take part in. Have the opportunity to practice thinking. And present the work as a group makes students more interested in learning. During the activity, the researcher prepares a Pre-Post IDI.

Student competency have low score of social studies and lack of knowledge in this subject, because, social studies is more contents to learn. Students needed to more practice improve the thinking skill and analysis.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes and explains the procedures and process that will be undertaken by the researcher to complete the study, the chapter will show how a researcher answered

#### 3.1 Research Design

This study was a study of the teaching process of social studies in Secondary 6/6 The researcher utilized the teaching style of the syndicate in the teaching of Secondary 6/6 in Assumption College Nakhonratchasima.

Table 3.1 Procedural diagram

Question	Data	Procedure	Product
Phase I (Pre-IDI)  What is the current situation of the student performance of secondary 6/6?	Quantitative -Pre-Test - Questionnaire	Quantitative -Comprehensive test - Perception survey	Quantitative - Pre-test score. - Pre score of Questionnaire.
Phase II (Pre-IDI)  What appropriate instructional development interventions (IDI) Using Syndicate Method that will improve the student performance in student of secondary 6/6?	Quantitative - Students lack of interesting. - Students lack of discipline. - Students low score in social studies.	Quantitative Student competency - Group activities Teacher training - Syndicate Method.: as Group, preparing lesson, Group working, Video, Internet and sharing idea	Quantitative - Group report. - Collaborative of learning social studies.

Question	Data	Procedure	Product
Phase III (Pre-IDI) What are the differences in the levels of the student performance in student of secondary 6/6?	Quantitative - Post-Test - Questionnaire	Quantitative -Comprehensive test ( $\bar{x}$ , S.D, T-Test.) - Perception survey	Quantitative - Post-test score. - Post score of Questionnaire.

### **Phase 1 (Pre IDI) Researchers prepare in the following areas.**

The researcher studied relevant data and documents and collected information from social studies teachers at the secondary level. Study the grades of students in social studies at the level of Secondary 4 and Secondary 5.

Studies comparing the test O-NET Secondary 6 academic year 2014-2016 and has prepared the pre-test for 30 questions and questionnaire seeking information from the students prepared samples were divided into 2 sections, the first query about Teaching Style for 10 questions and classroom environment for 10 questions.

### **Phase 2 (IDI)**

Researchers have provided Teacher Training to prepare them for teaching. And to make the teaching more effective, I plan to develop myself. In terms of planning a learning plan. Including learning management and technology development in teaching. By learning from the Internet. And specialists in various fields and managed the Teaching Syndicate Method in Social Studies in Secondary 6/6, with 10 hours of teaching in the first semester.

### **Phase 3 (Post-IDI)**

After the IDI has completed, students are given a Post-test for 30 questions and Post-test. The questionnaire is divided into 2 sections, the first query about Teaching Style for 10 questions and classroom environment for 10 questions; result in a mean value between before and after the IDI, so that the IDI information is positive or negative for the instructional management. The social studies and use this experiment to free up plans to improve teaching and learning. And bring the average value between before and after IDI. To know the IDI information has a positive or negative effect on the teaching of social studies. In term students competency, researcher find to difference between pre-test and post-test.



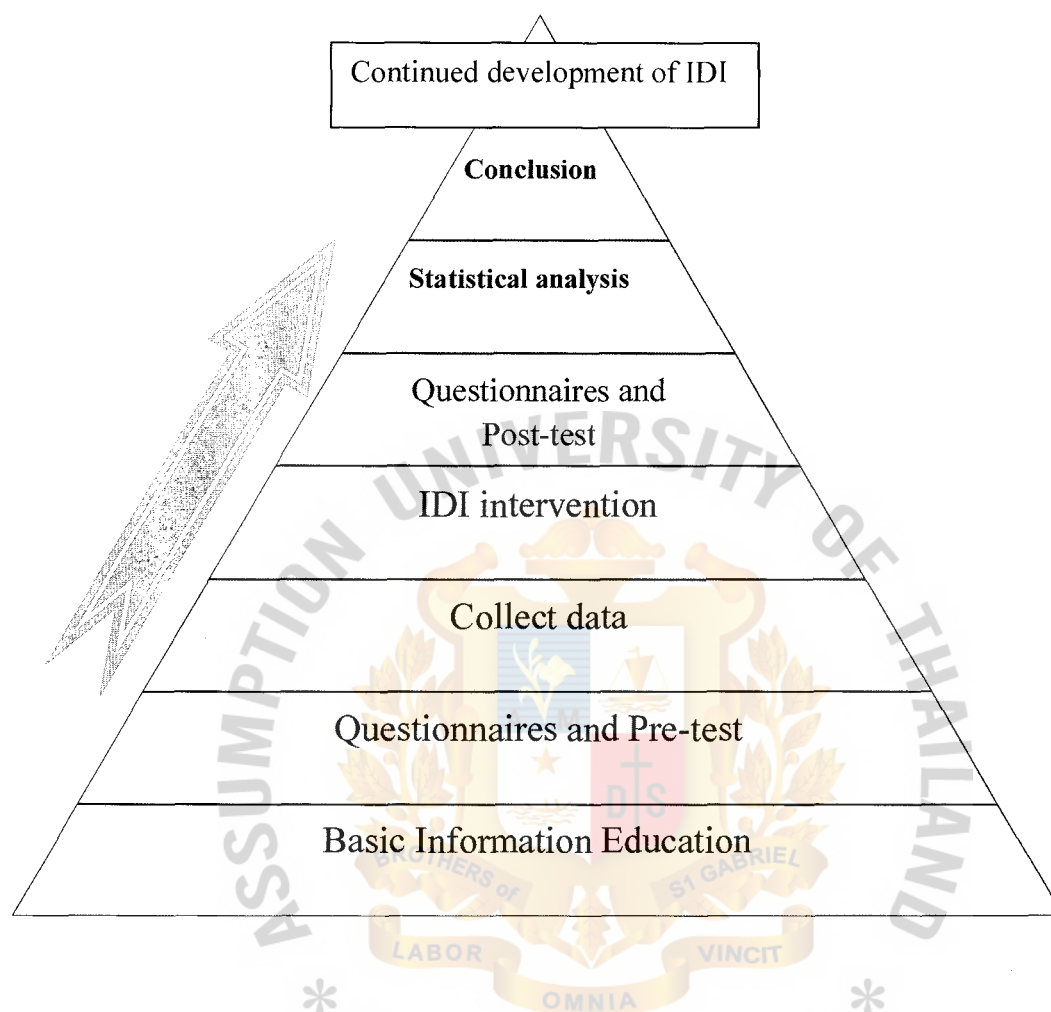


Figure 3.1 IDI Design

IDI Design begins by studying and collecting relevant information. Then, select the sample and then ask Questionnaires and Pre-test and collect the data. Then IDI intervention was performed. Questionnaires and Post-test. Statistical analysis. Conclusion and Continued development of IDI.

### 3.2 Research Sampling

**3.2.1. Target population** of this research was students in Secondary 6 Assumption College Nakhonratchasima Academic year 2017, 307 students.

**3.2.2. Target sampling** of this research was students in Secondary 6/6 Assumption College Nakhonratchasima Academic year 2017, 40 students. Because of the study of the results of social studies in secondary 6 students during the study period of the students in the secondary 4-5 level is the grade 6/6 is the classrooms with the results. Social Studies lowest

### 3.3 Research Instruments

In the research, the tools were classified into three types: Syndicate Methods, Pre-Test and Post Test and Satisfaction Questionnaire

#### 3.3.1. Syndicate Methods

The tool is Syndicate Method; the teaching methods and steps that;

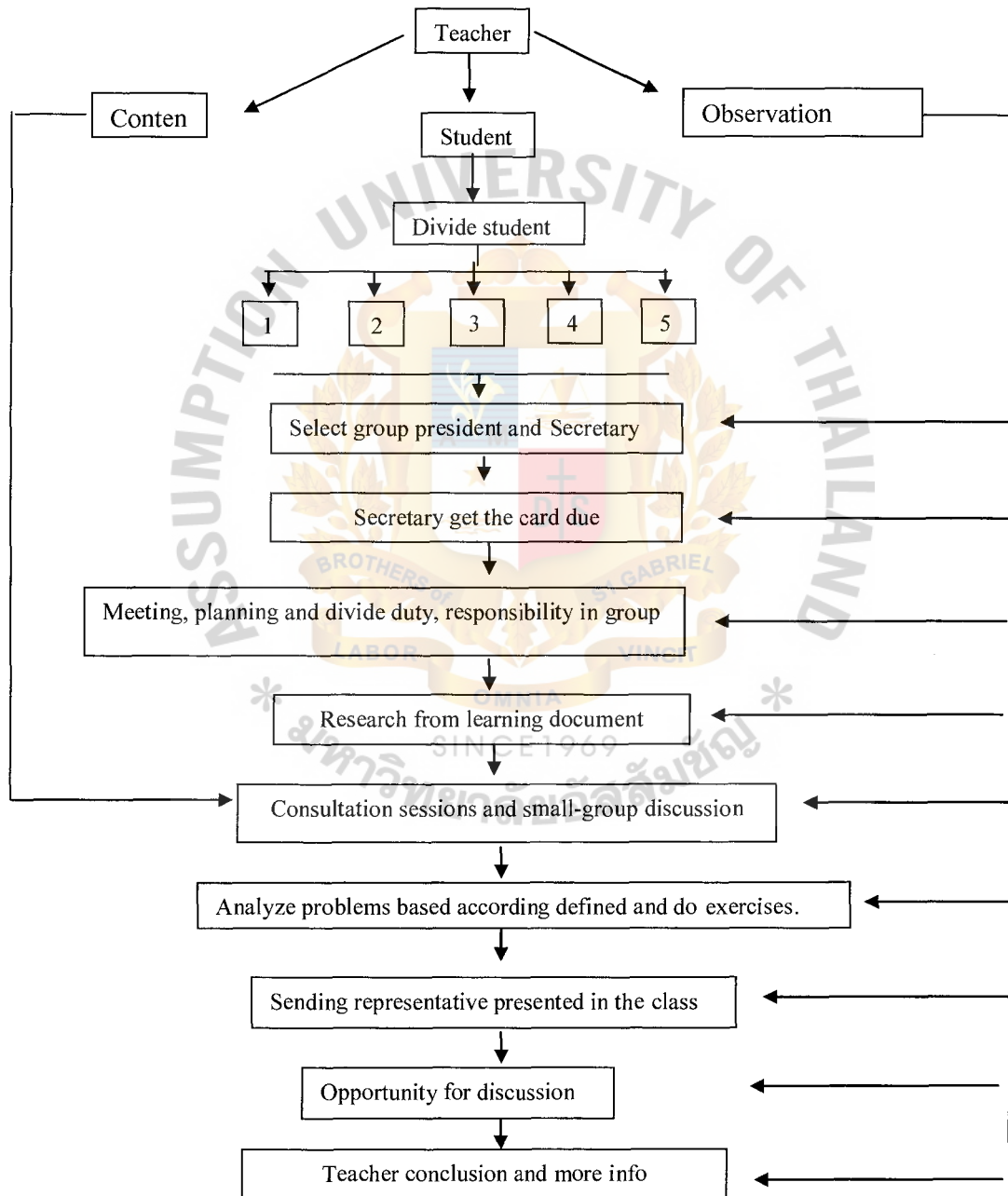


Figure 3.2 The Appearance and process of learning Syndicate Method  
Source: Withawat Inthamanon (2011)

### **The process of through Syndicate Method**

1. The teacher divides the class into small groups of 5 groups, each group member consist of eight group based on voluntary.
2. Teachers assign one to each group. And group members will work. Together, the groups have been included.
3. When each student group has been given problem. Reference book or contacts. Members of each group will have a joint study. Discussion and exchange Comments and write a joint report issued at least one edition.
4. Representatives of each group report to the teacher and classmates.
5. Reports of teacher groups. And make recommendations
6. The class teacher lecture to discuss together again.

### **3.3.2 Pre-test and Post test**

The Pre-test and Post test used in the study is the multiple choice 4 options, 30 items.

### **3.3.3 Satisfaction Questionnaire**

The questionnaire consisted of 20 questionnaires pertaining to social studies, divided into 2 parts: 10 questionnaires Part I, Teaching Style and 10 questionnaires. Part II, Classroom environments.

Level 5 means the student is most satisfied.

Level 4 means students are very satisfied.

Level 3 means students moderate satisfaction.

Level 2 means student less satisfaction.

Level 1 means the student is least satisfied.

## **3.4 Data collection Techniques and procedure**

### **3.4.1 Data collection Techniques**

#### **Pre-test and Post test**

The data collected from 30 questions, social studies tests were 4 multiple-choice tests. Choose by applying before and after effects to compare.

### **Use of Questionnaires**

The collected data were collected from the questionnaire of students' opinions on the management of social studies instruction. The questionnaire consisted of 20 questions pertaining to social studies, divided into 2 parts: Part I 10 questions Teaching Style and Part II 10 questions Classroom environments.

#### **3.4.2 Procedure**

1. The researcher studied relevant data and documents and collected information from social studies teachers at the secondary level. Study the grades of students in social studies at the level of Secondary 4 and Secondary 5.

Studies comparing the test O-NET Secondary 6 academic year 2014-2016 and has prepared The pre-test for 30 questions and questionnaire seeking information from the students prepared samples were divided into 2 sections, the first query about Teaching Style for 10 questions and classroom environment for 10 questions.

2. Researchers have provided Teacher Training to prepare them for teaching. And to make the teaching more effective, I plan to develop myself. In terms of planning a learning plan. Including learning management and technology development in teaching. By learning from the Internet. And specialists in various fields and managed the Teaching Syndicate Method in Social Studies in Secondary 6/6, with 10 hours of teaching in the first semester.

3. After the IDI has completed, students are given a Post-test for 30 questions and Post-test. The questionnaire is divided into 2 sections, the first query about Teaching Style for 10 questions and classroom environment for 10 questions; result in a mean value between before and after the IDI, so that the IDI information is positive or negative for the instructional management. The social studies and use this experiment to free up plans to improve teaching and learning. And bring the average value between before and after IDI. To know the IDI information has a positive or negative effect on the teaching of social studies. In term students competency, researcher find to difference between pre-test and post-test.

### 3.5 Intervention

#### 3.5.1 Teacher Training

To prepare for my teaching. And to make my teaching more effective, I plan on developing myself. In the field of planning a learning plan. Syndicate learning management and the development of technology in teaching. By learning from the Internet. And experts in the following areas.

*Table 3.2 Teacher Training*

Time	Topic	Objective	Expected result
2 August 2017	Learning Management Planning	<ul style="list-style-type: none"> <li>- To study the process model of a systematic learning plan.</li> <li>- To study student-centered learning management design</li> </ul>	- The social studies curriculum can be developed in a systematic manner and used effectively in teaching.
3 August 2017	Syndicated learning management	<ul style="list-style-type: none"> <li>-To study the format of the learning management Syndicate.</li> <li>-To apply the teaching method of Syndicate to apply to the management of social studies at grade 6/6</li> </ul>	<ul style="list-style-type: none"> <li>-Can prepare and learn the format of the teaching format.</li> <li>- Ability to design instructional style in the format of teaching and effective teaching.</li> </ul>
4 August 2017	Development of technology in teaching.	<ul style="list-style-type: none"> <li>- To study the use of Internet in the preparation of social studies teaching.</li> <li>- To study how to make media teaching PPT, VDO, graphic design.</li> </ul>	<ul style="list-style-type: none"> <li>-Can design a variety of teaching materials.</li> <li>- Can effectively use teaching materials.</li> </ul>



### 3.5.2 Teaching Syndicate Method

Social subject is very important, for that reason it is a group of subjects focus on developing the performance of learners. Including the knowledge and understanding to apply to the Social conditions change appropriately and sustainable. It also focuses on providing students with many different skills, The Social skill, Thinking skill, the decision-making skills, and solving problem skill. It is also a course aimed at developing students to be good citizens of society.

Teaching management of Social study in Secondary 6 Assumption College Nakhonratchasima. Each semester 40 hours of instruction are offered, divided into 2 hours per week. To develop the capacity of students to learn to live in society and to live with others happily. As well as bring awareness to it, adapt it to the changing social conditions are appropriately balanced and sustainable. In this research using Syndicate Method in Social study Secondary 6/6, researcher provide 10 hours of instruction as follows:

*Table 3.3 Teaching Syndicate Method*

Time	Learning activities	Time / hour
7-11 August 2017	<ul style="list-style-type: none"> <li>- Inform the purpose of learning</li> <li>- Pre-Test on social subject</li> <li>- Pre-Questionnaires on students perception</li> <li>- Divide the students into 5 groups of 8 volunteers.</li> <li>- Each elected president and secretary.</li> <li>- The secretary receives the work card by lottery.</li> <li>- Each group convened, tasked, and divided responsibilities within the group.</li> </ul>	2
14-18 August 2017	<ul style="list-style-type: none"> <li>- Students study the content of the movie to study the Internet in the following topics.</li> <li>- Group 1 Mesopotamian Civilization</li> <li>- Group 2 Egyptian Civilization</li> <li>- Group 3 Greek-Roman civilization</li> <li>- Group 4 Chinese Civilization</li> <li>- Group 5 Indian Civilizations</li> <li>- Students share a group discussion.</li> <li>- Each student group designed the presentation by presenting it as Mind mapping PPT VDO.</li> </ul>	2
21-25 August 2017	<ul style="list-style-type: none"> <li>- Group 1-3 students present the class page.</li> <li>- Teachers and students together discuss questions.</li> </ul>	

28 August -1 September 2017	<ul style="list-style-type: none"> <li>- Group 4-5 students present class presentations.</li> <li>- Teachers and students together discuss questions.</li> <li>- Teacher summarized the instructions and explained further.</li> </ul>	2
4-8 September 2017	<ul style="list-style-type: none"> <li>- Post-Tests</li> <li>- Post-Questionnaires</li> <li>- Teachers summarize results and test results.</li> </ul>	2

### 3.6 Data Analysis

The data analysis is divided into two types, Pre-test and Post-tests, and data from questionnaires analyzed by quantitative data analysis.

#### 3.6.1 The data from the Pre -tests and Post -tests.

The Pre-test and Post test used in the study is the multiple choice 4 options, 30 items. The Syndicate Methods test scores of the experiment and control group were analyzed using the pair simple t-test in independent-samples.

#### 3.6.2 Quantitative questionnaires data analysis.

Quantitative questionnaires data analysis from SPSS Program was used for analyzing the Questionnaires' result, providing answer to research question. The questionnaire consisted of 20 questionnaires about to social studies, divided into 2 parts: 10 questionnaires Part I Teaching Style and 10 questionnaires Part II Classroom environments.

Level 5 means the student is most satisfied.

Level 4 means students are very satisfied.

Level 3 means students moderate satisfaction.

Level 2 means student less satisfaction.

Level 1 means the student is least satisfied.

*Table 3.4 Interpretation Criteria questionnaires*

*Source: Boonchom Srisaart (1992)*

Descriptive rating			Arbitrary Level
Highest	5	points	4.21 – 5.00
High	4	points	3.41 – 4.20
Moderate	3	points	2.61 – 3.40
Low	2	points	1.81 – 2.60
Least	1	points	1.00 – 1.80



## CHAPTER 4

### RESEARCH FINDINGS AND ANALYSIS

This chapter contains discussion the result and finding on the action research process of learning and teaching organization development in three phases: Pre IDI, IDI and Post IDI, The sequence of data presentation and discussion in this chapter

#### 4.1 Demographic profile

The frequency and percentage were used to analyzing personal characteristics or demographic of respondents included gender.

*Table 4.1 gender*

Gender	Frequency	Percent
Male	15	37.50
Female	25	62.50

The respondents gender is shown in Table 4.1. The were 25 respondents female 62.50% they were 15 male 37.50%

#### 4.2 Phase I: Pre IDI

The Pre IDI phase focuses on social test of the social study Teaching Styles.

This phase was the identify and collect data to Pre - Test and Teaching Styles by the questionnaires which are the pre-IDI assessments of the teaching Syndicate Method. The data collection was collected from the questionnaires, observation and test. In order to support the data analysis was use the social curriculum, teaching style, and students behaviors record.

##### 4.2.1 Statistics for pre-test

Research Question 1: What is the current situation of the student performance of secondary 6/6?

The current situation of Pre-test designated to be without IDI, is shown on Table 4.2

Table 4.2 Pre - Tests

No	Pre-Test (30 Questions)	Percent
1	17	57
2	15	50
3	17	57
4	16	53
5	17	57
6	14	47
7	22	73
8	20	67
9	14	47
10	11	37
11	16	53
12	17	57
13	17	57
14	13	43
15	11	37
16	19	63
17	16	53
18	13	43
19	14	47
20	17	57
21	12	40
22	13	43
23	16	53
24	14	47
25	16	53
26	23	77
27	15	50
28	17	57
29	14	47
30	14	47
31	16	53



No	Pre-Test (30 Questions)	Percent
32	15	50
33	16	53
34	13	43
35	15	50
36	16	53
37	12	40
38	14	47
39	15	50
40	16	53
$\bar{x}$	15.45	51.50
SD	2.56	8.54

From the table shown above, in the summary of test results of students secondary 6/6 The results of the pre-test were found that the mean was 15.45 the standard derivation was 2.56 the mean Percent was 51.50 the standard derivation was 8.54.

#### 4.2.2 Statistics of students Attitude toward the management of social studies.

Research Question 1: What is the current situation of the student performance of secondary 6/6?

The current situation of Teaching Styles designated to be without IDI is shown on Table 4.3

*Table 4.3 the Attitude of respondents toward teaching style before IDI*

Item	N	Mean	SD	Rating Level
1. Teachers use techniques to explain the content easily.	40	3.12	.853	Moderate
2. Teachers have a way to motivate students to focus on learning.	40	3.20	.992	Moderate
3. The teachers use the Media, modern audio-visual equipment.	40	3.20	.648	Moderate
4. Teachers organize various activities not boring.	40	3.25	.840	Moderate

5. Teachers are attentive and friendly to students.	40	3.08	.616	Moderate
6. Teachers make students enjoy learning and happy with the class.	40	3.20	.758	Moderate
7. Teachers have a variety of knowledge and apply to the subjects taught.	40	3.15	.622	Moderate
8. Teachers have the knowledge to teach the subject matter perfectly.	40	3.22	.733	Moderate
9. Teachers give students opportunities to ask content they do not understand.	40	2.98	.698	Moderate
10. The teacher practices the students to analyze by building concept mapping or discussing.	40	3.40	.810	Moderate
11. In the classroom, students are encouraged to participate in activities.	40	3.12	.853	Moderate
12. In the classroom, students have responsible for their selves.	40	3.20	.992	Moderate
13. In the classroom, students are eager to learn and improving student performance.	40	3.20	.648	Moderate
14. In the classroom, students have a variety of ideas.	40	3.25	.840	Moderate
15. Students have the opportunity to work in groups.	40	3.08	.616	Moderate
16. Students can participate activities in the classroom.	40	3.20	.758	Moderate
17. Students explain the knowledge to the group members.	40	3.15	.622	Moderate
18. Students exchange ideas with each other.	40	3.22	.733	Moderate
19. Students practice communication skills among group members such as leadership, making decision, solving problem.	40	2.98	.698	Moderate

20. Students discipline in the classroom.	40	3.40	.810	Moderate
<b>Teaching Style</b>	<b>40</b>	<b>3.18</b>	<b>.763</b>	<b>Moderate</b>

From the table showed above, on the Pre-IDI summary assessment of student secondary 6/6 Satisfaction in teaching style it showed that the total average means was 3.18 the standard derivation was 0.763 and the rating level was moderate.

### 4.3 Phase II: ID Intervention

In this Phase the researcher would present the conducted IDI using Syndicate method that improves the student performance in student.

The researcher conducted by using the Teacher Training and Teaching Syndicate Method to improve the student in social study.

Research Question II: What appropriate instructional development interventions (IDI) Using Syndicate Method that will improve the student performance in student of secondary 6/6?

#### 4.3.1 Teacher Training

To prepare for my teaching. And to make my teaching more effective, I plan on developing myself. In the field of planning a learning plan. Syndicate learning management and the development of technology in teaching. By learning from the Internet. And experts in the following areas.

*Table 4.4 show the Teacher Training*

Time	Topic	Objective	Expected result
2 August 2017	Learning Management Planning	<ul style="list-style-type: none"> <li>- To study the process model of a systematic learning plan.</li> <li>- To study student-centered learning management design</li> </ul>	<ul style="list-style-type: none"> <li>- The social studies curriculum can be developed in a systematic manner and used effectively in teaching.</li> </ul>
3 August 2017	Syndicated learning management	<ul style="list-style-type: none"> <li>-To study the format of the learning management Syndicate.</li> <li>-To apply the teaching method of Syndicate to</li> </ul>	<ul style="list-style-type: none"> <li>-Can prepare and learn the format of the teaching format.</li> <li>- Ability to design instructional style in</li> </ul>

		apply to the management of social studies at grade 6/6	the format of teaching and effective teaching.
4 August 2017	Development of technology in teaching.	<ul style="list-style-type: none"> <li>- To study the use of Internet in the preparation of social studies teaching.</li> <li>- To study how to make media teaching PPT, VDO, graphic design.</li> </ul>	<ul style="list-style-type: none"> <li>-Can design a variety of teaching materials.</li> <li>- Can effectively use teaching materials.</li> </ul>



*Figure 4.1 Teacher Training*

### 4.3.2 Teaching Syndicate Method

Social subject is very important, for that reason it is a group of subjects focus on developing the performance of learners. Including the knowledge and understanding to apply to the Social conditions change appropriately and sustainable. It also focuses on providing students with many different skills, The Social skill, Thinking skill, the decision-making skills, and solving problem skill. It is also a course aimed at developing students to be good citizens of society.

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*Table 4.5 show the teaching Syndicate Method*

Time	Learning activities	Time / hour
7-11 August 2017	<ul style="list-style-type: none"> <li>- Inform the purpose of learning</li> <li>- Pre-Test on social subject</li> <li>- Pre-Questionnaires on students perception</li> <li>- Divide the students into 5 groups of 8 volunteers.</li> <li>- Each elected president and secretary.</li> <li>- The secretary receives the work card by lottery.</li> <li>- Each group convened, tasked, and divided responsibilities within the group.</li> </ul>	2
14-18 August 2017	<ul style="list-style-type: none"> <li>- Students study the content of the movie to study the Internet in the following topics.</li> <li>- Group 1 Mesopotamian Civilization</li> <li>- Group 2 Egyptian Civilization</li> <li>- Group 3 Greek-Roman civilization</li> <li>- Group 4 Chinese Civilization</li> <li>- Group 5 Indian Civilizations</li> <li>- Students share a group discussion.</li> </ul> <p>Each student group designed the presentation by presenting it as Mind mapping PPT VDO.</p>	2



21-25 August 2017	<ul style="list-style-type: none"> <li>- Group 1-3 students present the class page.</li> <li>- Teachers and students together discuss questions.</li> </ul>	
28 August -1 September 2017	<ul style="list-style-type: none"> <li>- Group 4-5 students present class presentations.</li> <li>- Teachers and students together discuss questions.</li> <li>- Teacher summarized the instructions and explained further.</li> </ul>	2
4-8 September 2017	<ul style="list-style-type: none"> <li>- Post-Tests</li> <li>- Post-Questionnaires</li> <li>- Teachers summarize results and test results.</li> </ul>	2



Figure 4.2 Teaching Syndicate Method



#### 4.4 Phase III: Post IDI

After IDI activities and training teacher and use the Syndicate Method to improve the students. The researcher brings the results from the questionnaire. Taking tests come to the statistics. And analysis the data.

Research Question III: What are the differences in the levels of the student performance in student of secondary 6/6?

##### 4.4.1 Statistics for Post-test

the current situation of Post-test designated after IDI, is shown on Table 4.6

Table 4.6 Post - Tests

No	Post – Test (30 Questions)	Percent
1	22	73
2	20	67
3	22	73
4	23	77
5	21	70
6	16	53
7	25	83
8	20	67
9	23	77
10	17	57
11	17	57
12	19	63
13	18	60
14	18	60
15	19	63
16	23	77
17	23	77
18	14	47
19	16	53
20	23	77
21	16	53

No	Post – Test (30 Questions)	Percent
22	19	63
23	18	60
24	17	57
25	19	63
26	23	77
27	12	40
28	21	70
29	18	60
30	21	70
31	18	60
32	13	43
33	23	77
34	23	77
35	19	63
36	18	60
37	16	53
38	15	50
39	23	77
40	22	73
$\bar{x}$	<b>19.33</b>	<b>64.41</b>
SD	<b>3.19</b>	<b>10.63</b>

From the table shown above, in the summary of test results of students secondary 6/6 The results of the Post-test were found that the mean was 19.33 the standard derivation was 3.19 the mean Percent was 64.41 the standard derivation was 10.63.

#### 4.4.2 Statistics of students Attitude toward the management of social studies

The current situation of the Attitude of respondents toward the Teaching Style after IDI,

Is shown on Table 4.7

*Table 4.7 the Attitude of respondents toward the teaching style After IDI*

Item	N	Mean	SD	Rating Level
1. Teachers use techniques to explain the content easily.	40	4.40	.672	Highest
2. Teachers have a way to motivate students to focus on learning.	40	4.60	.545	Highest
3. The teachers use the Media, modern audio-visual equipment.	40	4.27	.716	Highest
4. Teachers organize various activities not boring.	40	3.73	.716	High
5. Teachers are attentive and friendly to students.	40	4.07	.730	High
6. Teachers make students enjoy learning and happy with the class.	40	4.35	.662	Highest
7. Teachers have a variety of knowledge and apply to the subjects taught.	40	4.22	.698	Highest
8. Teachers have the knowledge to teach the subject matter perfectly.	40	4.53	.640	Highest
9. Teachers give students opportunities to ask content they do not understand.	40	4.58	.675	Highest
10. The teacher practices the students to analyze by building concept mapping or discussing.	40	4.32	.764	Highest
11. In the classroom, students are encouraged to participate in activities.	40	4.40	.672	Highest
12. In the classroom, students have responsible for their selves.	40	4.17	.781	High
13. In the classroom, students are eager to learn and improving student performance.	40	4.13	.563	High

14. In the classroom, students have a variety of ideas.	40	3.85	.622	High
15. Students have the opportunity to work in groups.	40	4.20	.723	High
16. Students can participate activities in the classroom.	40	4.30	.648	Highest
17. Students explain the knowledge to the group members.	40	3.98	.733	High
18. Students exchange ideas with each other.	40	4.13	.757	High
19. Students practice communication skills among group members such as leadership, making decision, solving problem.	40	4.13	.757	High
20. Students discipline in the classroom.	40	4.17	.636	High
<b>Teaching Style</b>	<b>40</b>	<b>4.23</b>	<b>0.69</b>	<b>Highest</b>

From above table founded that the most of students agree with teaching style after IDI, it showed that total average means was 4.23 and standard derivation. Was 0.69, and the rating level was highest.

The researcher observes and found that students improve their behavior. Students were enjoy learning because their teachers will have much more teaching style which is interesting and attractive. Moreover, they can improve their abilities such as confidence, creativities, team working and friendship together.



## 4.5 Hypotheses Testing

### 4.5.1 Hypotheses testing student performance

H1o: There is no significant difference between pre and post instructional development interventions (IDI) levels of student performance in student of secondary 6/6.

H1a: There is a significant difference between pre and post instructional development interventions (IDI) levels of good achievement in student of secondary 6/6.

*Table 4.8 Student competency*

No	Pre-Test		Post-Test	
	Pre-Test (30 Questions)	Percent	Post –Test (30 Questions)	Percent
1	17	57	22	73
2	15	50	20	67
3	17	57	22	73
4	16	53	23	77
5	17	57	21	70
6	14	47	16	53
7	22	73	25	83
8	20	67	20	67
9	14	47	23	77
10	11	37	17	57
11	16	53	17	57
12	17	57	19	63
13	17	57	18	60
14	13	43	18	60
15	11	37	19	63
16	19	63	23	77
17	16	53	23	77
18	13	43	14	47
19	14	47	16	53
20	17	57	23	77
21	12	40	16	53
22	13	43	19	63
23	16	53	18	60

24	14	47	17	57
25	16	53	19	63
26	23	77	23	77
27	15	50	12	40
28	17	57	21	70
29	14	47	18	60
30	14	47	21	70
31	16	53	18	60
32	15	50	13	43
33	16	53	23	77
34	13	43	23	77
35	15	50	19	63
36	16	53	18	60
37	12	40	16	53
38	14	47	15	50
39	15	50	23	77
40	16	53	22	73
$\bar{x}$	<b>15.45</b>	<b>51.5</b>	<b>19.33</b>	<b>64.41</b>
<b>SD</b>	<b>2.56</b>	<b>8.54</b>	<b>3.19</b>	<b>10.63</b>

The Comparison of Mean on the Pre-Test / Post-Test, It showed that the compare the Pre-Test / Post-Test. The result that the total average means of Pre-Test was 15.45 the standard derivation was 2.56 and the total average means of Post-Test was 19.33 the standard derivation 10.63.

*Table 4.9 the Paired Sample t-test on the Student competency*

Student competency	N	Mean	SD	t	Sig
Pre-Test	40	15.45	2.56	-8.446	0.00
Post-Test	40	19.33	3.19		

From the table 4.9 The Paired Sample t-test on the Pre-Test / Post-Test, it showed that the total average mean of Pre-test was 15.45 and the standard derivation was 2.56 . The total average mean of Post-test was 19.33 and the standard derivation was 3.19 t-test was -8.446 and sig 0.00.

The result from table show that the students accept the Pre-Test / Post-Test, new technical teachers and have a better understanding of the content The Post-Test scores are higher than the Pre-Test scores.

#### **4.5.2 Hypotheses Testing Attitude toward teaching Style**

H2o: There is no significant difference between Attitude toward Teaching Style between pre and post instructional development interventions (IDI) in student of secondary 6/6.

H2a: There is a significant difference between Attitude to toward Teaching Style pre and post instructional development interventions (IDI) in student of secondary 6/6.

*Table 4.10 the Comparison of Mean on the Attitude toward teaching style before and after IDI*

Item	N	Pre-IDI		Post-IDI	
		Mean	SD	Mean	SD
1. Teachers use techniques to explain the content easily.	40	3.33	.656	4.40	.672
2. Teachers have a way to motivate students to focus on learning.	40	3.15	.736	4.60	.545
3. The teachers use the Media, modern audio-visual equipment.	40	3.35	.802	4.27	.716
4. Teachers organize various activities not boring.	40	2.95	.846	3.73	.716

5. Teachers are attentive and friendly to students.	40	3.18	.781	4.07	.730
6. Teachers make students enjoy learning and happy with the class.	40	3.22	.768	4.35	.662
7. Teachers have a variety of knowledge and apply to the subjects taught.	40	3.18	.781	4.22	.698
8. Teachers have the knowledge to teach the subject matter perfectly.	40	3.53	.716	4.53	.640
9. Teachers give students opportunities to ask content they do not understand.	40	3.08	.764	4.58	.675
10. The teacher practices the students to analyze by building concept mapping or discussing.	40	2.90	.841	4.32	.764
11. In the classroom, students are encouraged to participate in activities.	40	3.12	.853	4.40	.672
12. In the classroom, students have responsible for their selves.	40	3.20	.992	4.17	.781
13. In the classroom, students are eager to learn and improving student performance.	40	3.20	.648	4.13	.563
14. In the classroom, students have a variety of ideas.	40	3.25	.840	3.85	.622
15. Students have the opportunity to work in groups.	40	3.08	.616	4.20	.723
16. Students can participate activities in the classroom.	40	3.20	.758	4.30	.648
17. Students explain the knowledge to the group members.	40	3.15	.622	3.98	.733
18. Students exchange ideas with each other.	40	3.22	.733	4.13	.757
19. Students practice communication skills among group members such as leadership, making decision, solving problem.	40	2.98	.698	4.13	.757
20. Students discipline in the classroom.	40	3.40	.810	4.17	.636
<b>Teaching Style</b>	<b>40</b>	<b>3.18</b>	<b>0.76</b>	<b>4.23</b>	<b>0.69</b>

The Comparison of Mean on the Attitude toward teaching style before and after IDI, It showed that the compare, the result that the total average means of Pre-IDI was 3.18, the standard derivation was 0.76 and the total average means of Post-IDI was 4.23, the standard derivation 0.69.

*Table 4.11 the Paired Sample t-test on the Attitude toward teaching style before and after IDI*

Teaching style	N	Mean	SD	t	Sig
Pre-IDI	40	3.18	.76	-19.72	0.00
Post-IDI	40	4.23	.69		

From the table 4.11 The Paired Sample t-test on the teaching style before and after IDI, it showed that the total average mean of Pre-IDI was 3.18 and the standard derivation was 0.76 . The total average mean of Post-IDI was 4.23 and the standard derivation was 0.69 t-test was -19.718 and sig 0.00.

*Table 4.12 the compared Pre-IDI/Post-IDI of the learning process by Syndicate Method*

	N	Pre		Post		t	Sig	Result to Ho
		$\bar{x}$	SD	$\bar{x}$	SD			
Student competency	40	15.45	2.56	19.33	3.19	-8.45	0.00	Reject
Attitude toward Teaching style	40	3.18	0.76	4.23	0.69	-19.72	0.00	Reject

After implementation IDI activities the student competency of Pre-test and Post-test were total average mean of Pre-IDI was 15.45 and the standard deviation was 2.56 and Post-IDI was 19.33 and the standard deviation was 3.19 Moreover, the Sig (2 tailed) was 0.00 which was less than the significance level of 0.05 so the null hypothesis (H<sub>10</sub>) was rejected and the alternative was accepted. This could imply that there was a significant difference in the teaching style before and after IDI.



The teaching style were total average mean of Pre-IDI was 3.18 and the standard deviation was 0.76 and Post-IDI was 4.23 and the standard deviation was 0.69. Moreover, the Sig (2 tailed) was 0.00 which was less than the significance level of 0.05 so the null hypothesis ( $H_{2o}$ ) was rejected and the alternative was accepted. This could imply that there was a significant difference in the teaching style before and after IDI.

From the table 4.20 indicated the summary of the comparison of the average to differences between the Pre-IDI/Post-IDI of the learning process by Syndicate Method. The result that the students have gain more interesting in the class, and accept the teaching style, can motivation of learning to effectiveness. And they have student achievement is improve



## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The researcher had divided the study into three parts. The first part was the summative finding; the second part was research and provided the suggestion for future study.

#### 5.1 Summary of Findings

This research was conducted base on 40 respondents of students in secondary 6/6. The researcher use varied style to teach especially Syndicate Method .The students was cooperated well. The results are shown in the table below.

*Table 5.1 summary of Quantitative result*

Variable	Mean of Pre IDI	Mean of Post IDI	Difference of Mean	t	Sig	Result to Ho
Student competency	15.45	19.33	3.88	-8.45	0.00	Reject
Attitude toward Teaching style	3.18	4.23	1.05	-19.72	0.00	Reject

From the table it show evaluation results; Pre-test and Post-test score by syndicate method have the results are average mean of Pre IDI was 15.45. After the teaching by syndicate method has the results is average mean of Post IDI was 19.33; Pre-test and Post-test increase 3.88. Also Teaching style found that teachers' teaching process before training adapting teaching methods the results are average mean of Pre IDI was 3.18 and after the training, change the teaching style; the results are average mean of Post IDI was 4.23, teaching style increased 1.05.

Moreover, for the variable, the sig was 0.00 which was less than the significance level of 0.05 so that null hypotheses (H1o) was rejected and the alternative was accepted. This is a significant difference between pre and post instructional development interventions (IDI) levels of good achievement in student of secondary 6/6. And (H2o) rejected and the alternative was accepted. There is no significant difference between Attitude Teaching Style for pre and post instructional development interventions (IDI) in student of secondary 6/6.

*Table 5.2 Summary Hypotheses testing student performance*

Hypotheses	Statistics Used	Sig	Results
H1o: There is no significant difference between pre and post instructional development interventions (IDI) levels of student performance in student of secondary 6/6.	Paired sample t-test	.000	Rejected  H1o
H1a: There is a significant difference between pre and post instructional development interventions (IDI) levels of good achievement in student of secondary 6/6.			

From the table 5.2 the Sig (2 tailed) was 0.00 which was less than the significance level of 0.05 so the null hypothesis (H1o) was rejected and the alternative was accepted. This could imply that there was a significant difference in the teaching with Syndicate Method before and after IDI.

*Table 5.3 Summary of Hypotheses Testing Attitude toward Teaching Style*

Hypotheses	Statistics Used	Sig	Results
H2o: There is no significant difference between Attitude toward Teaching Style between pre and post instructional development interventions (IDI) in student of secondary 6/6.	Paired sample t-test	.000	Rejected  H2o
H2a: There is a significant difference between Attitude toward Teaching Style pre and post instructional development interventions (IDI) in student of secondary 6/6.			

From the table 5.3 the Sig (2 tailed) was 0.00 which was less than the significance level of 0.05 so the null hypothesis (H2o) was rejected and the alternative was accepted. This could imply that there was a significant difference in the teaching with Syndicate Method before and after IDI.

## 5.2 Conclusion

The main purpose of the study Improving student performance achievement through Syndicate Methods. About the Impact of IDI on the Student competency and Attitude toward Teaching style of Secondary 6/6.

Research design is divided into 3 phases are Pre-IDI, IDI and Post-IDI. The first step is Pre-IDI; the process of studying information and identifying problems in teaching and learning in social studies at the secondary school level. Using test and questionnaires. To find out how to manage the appropriate teaching and learning. The second, IDI is development of social studies teachers and instructional management in the course of social studies in secondary 6/6. Step 3; Post – IDI is using test and questionnaires again to compare the differences between the Pre-IDI - Post - IDI by using the results. Using t-test results is a comparison tool.

After IDI, the summary shows that Syndicated teaching in social studies Students have improved academic achievement of social studies and Students have better attitudes towards teaching styles. Students to participate in learning activities by learning from group work. As a result, students are eager to learn. To exchange ideas with each other, they can decisions and solve the problem. Students have a responsibility to themselves and discipline in the classroom. Teachers and students have the opportunity to exchange learning.

## 5.3 Recommendation

Based on the major findings of this study, the researcher proposed an IDI plan to improve the effectiveness of teacher education. And suggestions for organizing social teaching activities using the teaching method of syndication. As well as suggestion to organize the learning activities in the form of syndication in other subjects anymore.

### 5.3.1 Recommendations for Assumption College Nakhonratchasima

The IDI is a continuous process to make the school more efficient. Researchers will develop an IDI plan for the management team to continuously improve the management of student learning and behavior.

Table 5.4 Recommendations for Assumption College Nakhonratchasima

Finding Outcome	Proposed IDI	Expected Result
Teaching style <ul style="list-style-type: none"><li>- Students enjoy learning by Syndicate method</li><li>- Teachers use varied style to teach.</li><li>- Students happiness for learning.</li><li>- Students have skills to work in group.</li><li>- Students have disciplines in classroom.</li><li>- The achievement of social studies of students in secondary 6 is going up base on O-NET.</li></ul>	<ul style="list-style-type: none"><li>- Teachers are encouraged to have training techniques taught from the outside.</li><li>- School teachers are trained in the use of formal syndicate methods teaching.</li><li>- Encourage teachers to adopt teaching methods all subjects Syndicate for use in teaching and learning.</li><li>- Setting up Video and Internet in classroom</li></ul>	Teaching style <ul style="list-style-type: none"><li>- Teachers have a style of teaching attractive.</li><li>- Teachers can organize activities with a syndicate effectively.</li><li>- Students participate in teaching and learning.</li><li>- The students are interest in learning more.</li></ul>

Teaching style

Teacher training allows teachers to increase their knowledge of effective and effective teaching. Including the development of teaching techniques. Design of teaching media and the use of technology tools in teaching and learning. The researchers therefore suggest that schools encourage teachers to be trained constantly.

Learning and teaching syndicate for a teaching model for students to learn self-managed learning. Group to students by learning in group. For students to be eager to learn. To exchange ideas with each other. Can communicate decisions and solve the problem. Students are responsible for themselves. Therefore, the researcher recommends to provide knowledge and instructional training to all teachers in the school for teachers to learn and can be adapted to the subjects taught to performance.

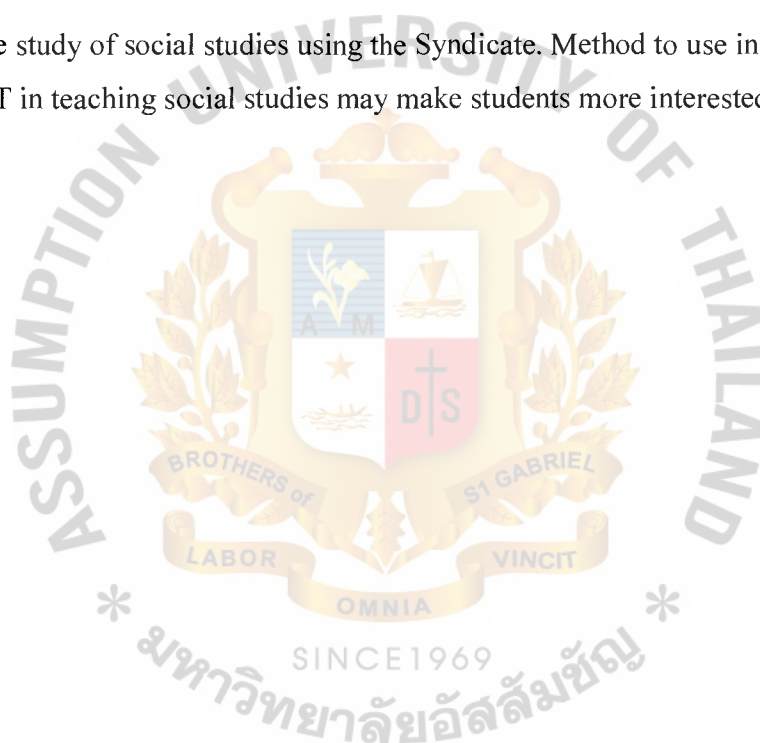


### 5.4.2 Recommendation further study

This research aims to study the impact of the IDI activities for teaching social studies for students at 6/6. Because the researcher has limited time to perform IDI research, there are time constraints. The responsibility of teaching.

The researcher chose to study only one student in secondary 6/6. Because the information is found to the classroom with student achievement in social studies class in secondary 4 and 5, the lowest out of 40 students. And other 8 rooms of the students in secondary 6, the researchers should be study more.

Extend the study of social studies using the Syndicate. Method to use in every classroom and the use of ICT in teaching social studies may make students more interested in learning.



## Epilogue

Since I started working at Assumption College Nakhonratchasima, I discovered that Challenging work when I do that, I will feel very proud. The first day I learned that I was recruited from school to study MMOD. I was so excited. At the same time I was scared and I'm afraid to learn English because I graduated in the Thai language Course in social studies teaching. The basis of my English is very weak. When I started studying MMOD I was scared. But I have to fight. I got from support family, many school administrators and colleagues alike gave me the courage to fight in the classroom.

Today I have done my research, by studying hard research from the advisors and encouragement from many parties. I understand that the process of doing research very well. I was guided and the good cheer from my consultant. I have been recommended by my friends MMOD. I have consulted with my friends who always recommend me.

Research made me learn the new knowledge. Get the knowledge from my fellow teachers who train me, such as teaching techniques, English language skills training. Work step by step and planning for the research. It gives me more knowledge working.

In the end, I will use my knowledge of MMOD lessons and gain experience from it. Doing the research to improve myself and my working. The teaching and learning in order to develop Assumption College Nakhonratchasima through the future.

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**Appendix A**



**Pre-Test / Post-Test**

1. What is the social nature of the Pal Eolithic Age?
  1. Farming
  2. Living in community
  3. Living by hunting
  4. Ruled by a king
2. Civilization of the ancient world, usually where the origin is important.
  1. Plateau
  2. Valley
  3. River basin
  4. Desert from the rock
3. Which a Non-Written Evidence?
  1. 1st inscription
  2. Chinaware
  3. Treaty of Versailles
  4. The Great Merit Archives
4. Which one is the first step of a historical approach?
  1. Search Information and gather evidence
  2. Questioning and defining issues of education
  3. Explaining the reason and there is a clear answer
  4. The quest for meaning and data relationships
5. What activity constitutes the first economic revolution of man?
  1. Invention of plow
  2. Settlement and cultivation
  3. The machines used in production
  4. Invention Machine tools with metal
6. Which is the beginning of the metal age?
  1. The use of tin
  2. Copper smelting
  3. Melting iron.
  4. Bronze casting
7. Which one is the beginning of the historical era?
 

1. Know the use of fire.	2. Know the cultivation
3. Known settlers	4. Know the memorandum

8. Is Mesopotamia the name of the land between which river and which river?
  1. Tigris River - Nile River
  2. The Euphrates - The Han River.
  3. Tigris River - The Euphrates
  4. Nile River - The Han River.
9. What are the people who contributed to the creation of civilization in Mesopotamia?
  1. The Sumerian, Babylonians, Assyrian, Chaldeans, Hittite
  2. The Sumerian, Assyrian, Chaldeans
  3. Assyrian, Chaldeans, Hittite, Phoenician Maya and Hebrew
  4. Sumerian, Babylonian, Iraqi
10. The geography of the land of Mesopotamia. This area has a fertile field called what?
  1. The Fertile Crescent.
  2. Holy Land of the Tigris rich.
  3. Land mighty Square
  4. Land of the god Poseidon.
11. What's the reason does the Sumerian make up for the Ziggurat?
  1. Stem the tide
  2. Hallow god
  3. The residence of the king
  4. Central government
12. Which of the following is believed to reflect the creation of the pyramids and mummies?
  1. Reciprocal deeds
  2. The power of nature
  3. Resurrection of the dead
  4. Honesty to the gods.
13. The construction of tombs of stone, pyramid showing how the Egyptians had knowledge of the other nations in the same article.
  1. Arithmetic and geometry
  2. Arithmetic, geometry and chemical
  3. Arithmetic, geometry and physic
  4. Arithmetic, geometry, chemical and physic
14. Who is the high God of Egypt?
 

1. AR	2. Horus	3. Osiris	4. Anubis
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15 Which is correct about the geography of the Greek territory?

1. A plateau
2. Steppe
3. Cuspate foreland
4. The land is surrounded by dese

16. Which are some of the creations of Greek culture that reflect the Greek character?

1. Unpopularity in the individual
2. Religious obsession
3. Discipline and Responsibility
4. Individuality and love in liberty

17. Which most accurately when referring to the lifestyle of Egyptians and ancient Greeks.

1. Egypt is not interested in religion, Greeks religious
2. Egyptians believed in life in the next world. Greek interest in present life
3. Egypt believes in reason    Greeks. Interested in mysterious power
4. Egypt regards Pharaoh as one god. Greek gods worship many gods.

18. Which one is the predominant purpose of the creation of Roman architecture, which is different from the Greek?

1. Aimed at creating a palatial mausoleum for the emperor.
2. Aimed at building greater strength to the military.
3. Aimed at creating greater religious places and sacred atmosphere of worship to worship the gods.
4. Aimed at building things for the benefits of a Roman general, most people are happy and comfortable.

19. Tour companies have offered many items to choose from. If you are interested in the study of ancient Greek and Roman art, you are not going to see anything.

1. Coliseum
2. Parthenon
3. Sculptor
4. Painting the flap of the flap last judgment

20. Which of the following cultural and artistic creations shows the most demanding applications? As well as discipline and responsibility.

1. Greeks
2. Roman
3. Egypt
4. Persia

21. Which of the first written Roman laws?

1. Administrative law
2. Law of the Twelve Tables
3. Constitutional law
4. Law for the people

22. Which one is wrong about Roman civilization?

1. Street impedance applications are still used today.
2. Roman has a democratic regime.
3. The first Roman emperor was Antioch Ian.
4. Plebeian and patrician jointly legislated twelve tables.

23. What are the characteristics of Yang Shao Culture?

1. Fine-grain
2. The container has three legs.
3. A thin and wiry
4. Geometric motifs

24. What do students think of the purpose of building the Great Wall of China?

1. Prevent natural disasters
2. Border protection
3. The wonders of the world.
4. Show Greatness of the emperor

25. The Chinese painters love painting natural scenery. Reflect the influence of any philosophy or religion.

1. Taoist
2. Confucianism
3. Naturalism
4. Buddhism

26. China has played an important part in enhancing many world civilizations, except in the following.

1. Making the calendar
2. Making the paper
3. The discovery that the earth circle
4. Farming

27. After the Revolution to overthrow the Qing Dynasty, what administration that china has changed?

1. Socialism
2. Military dictatorship
3. Communist regime
4. Democracy system

28. What is the latest dynasty of India and what religion they respected ?

1. The Mughal-Hindu Dynasty
2. Gupta-Hindu Dynasty
3. The Moriya dynasty - Buddhist
4. The Mughal-Islamic Dynasty

29. What choice has all correct varnish in Indian society?

1. Brahman, weaver, beggar, laborer
2. Prime, minister, blacksmith, merchant
3. Farmers, accountants, industry, Brahmin
4. Brahmin, Prime Minister, Officer, Banker, Laborer

30. What is the civilization from Dravidian tribe?

1. Vedic scriptures
2. Mahabharata and Ramayana
3. Urban planning
4. Brahmanism





### แบบทดสอบวิชาสังคมศึกษา

**คำสั่ง** ให้นักเรียนเลือกคำตอบที่ถูกต้องที่สุดเพียงข้อเดียว

1. ลักษณะสังคมในยุคหินเก่าเป็นอย่างไร
  1. ทำการเกษตร
  2. อยู่เป็นชุมชนเมือง
  3. หากินโดยวิธีล่าสัตว์
  4. มีกษัตริย์ปกครองเมือง
2. อารยธรรมของโลกโบราณมักกำเนิดบริเวณใดเป็นสำคัญ
  1. ที่ราบสูง
  2. หุบเขา
  3. ลุ่มแม่น้ำ
  4. ทะเลทรายจากหิน
3. ข้อใดเป็นหลักฐานประเภทไม่เป็นลายลักษณ์อักษร
  1. จารึกหลักที่ 1
  2. เครื่องสังคโลก
  3. สนธิสัญญาแวร์ซาย
  4. จดหมายเหตุวันวลิต
4. ข้อใดคือขั้นตอนแรกของวิธีการทางประวัติศาสตร์
  1. การค้นหาข้อมูล และรวบรวมหลักฐาน
  2. การตั้งคำถาม และกำหนดประเด็นของการศึกษา
  3. การอธิบายที่มีเหตุผล และมีคำตอบที่ชัดเจน
  4. การแสวงหาความหมาย และความสัมพันธ์ของข้อมูล
5. กิจกรรมใดที่ถือว่าเป็นการปฏิวัติทางเศรษฐกิจครั้งแรกของมนุษย์
  1. การประดิษฐ์คันไถ
  2. การตั้งถิ่นฐานและเพาะปลูก
  3. การใช้เครื่องจักรในการผลิต
  4. การประดิษฐ์เครื่องมือเครื่องใช้ด้วยโลหะ
6. ข้อใดเป็นจุดเริ่มต้นของยุคโลหะ
  1. การใช้คันไถ
  2. การหลอมทองแดง
  3. การหลอมเหล็ก
  4. การหลอมสำริด
7. ข้อใดเป็นจุดเริ่มต้นยุคประวัติศาสตร์
  1. รู้จักใช้ไฟ
  2. รู้จักการเพาะปลูก
  3. รู้จักตั้งถิ่นฐาน
  4. รู้จักบันทึกข้อความ
8. เมโสโปเตเมียเป็นชื่อเรียกดินแดนที่อยู่ระหว่างแม่น้ำใดกับแม่น้ำใด
  1. แม่น้ำไทกริส-แม่น้ำไนล์
  2. ยูเฟรทีส-แม่น้ำฮั่น
  3. แม่น้ำไทกริส-แม่น้ำยูเฟรทีส
  4. แม่น้ำไนล์-แม่น้ำฮั่น
9. กลุ่มชนที่มีส่วนสร้างสรรค์อารยธรรมเมโสโปเตเมีย คือกลุ่มชนใด
  1. พวกซูเมอร์เรียน บาบิโลเนียน แอลซีเรียน แคลเดียน ฮิตไทต์
  2. พวกซูเมอร์เรียน แอลซีเรียน แคลเดียน อาช่า
  3. แอลซีเรียน แคลเดียน ฮิตไทต์ ฟินีเซียน มายา และอิบรู
  4. พวกซูเมอร์เรียน บาบิโลเนียน อีรัก

10. สภาพภูมิศาสตร์ของดินแดนเมโสโปเตเมีย บริเวณนี้มีเขตที่อุดมสมบูรณ์อยู่บ้างเรียกว่าอะไร
1. ดินแดนรูปดวงจันทร์เสี้ยวอันอุดมสมบูรณ์
  2. ดินแดนศักดิ์สิทธิ์แห่งไทกริสอันอุดมสมบูรณ์
  3. ดินแดนจัตุรัสอันเกรียงไกร
  4. ดินแดนแห่งมหาเทพโพไซดอน
11. ชาวสุเมเรียนสร้างซิกกูเรตขึ้นมาเพื่ออะไร
1. กันน้ำ
  2. บูชาเทพเจ้า
  3. เป็นที่ประทับของกษัตริย์
  4. เป็นศูนย์กลางการปกครอง
12. การสร้างพีระมิดและการทำมัมมี่สะท้อนความเชื่อเรื่องอะไร
1. กฎแห่งกรรม
  2. พลังของธรรมชาติ
  3. การฟื้นคืนชีพของผู้ตาย
  4. ความซื่อสัตย์ต่อเทพเจ้า
13. การสร้างสุสานหิน พีระมิด ให้คงอยู่ได้ทุกวันนี้แสดงว่าชาวอียิปต์มีความรู้เหนือชนชาติอื่นในยุคเดียวกันในข้อใด
1. ทางเลขคณิต และเรขาคณิต
  2. ทางเลขคณิต เรขาคณิต และเคมี
  3. ทางเลขคณิต เรขาคณิต และฟิสิกส์
  4. ทางเลขคณิต เรขาคณิต เคมี และฟิสิกส์
14. เทพเจ้าสูงสุดของอียิปต์มีชื่อว่าอะไร
1. เร
  2. ฮอรัส
  3. โอซิริส
  4. อะนุบีส
15. ข้อใดกล่าวถูกต้องเกี่ยวกับภูมิศาสตร์ของดินแดนกรีก
1. เป็นที่ราบสูง
  2. เป็นที่ราบกว้างใหญ่
  3. เป็นแหลมยื่นไปในทะเล
  4. เป็นดินแดนที่ล้อมรอบด้วยทะเลทราย
16. ผลงานสร้างสรรค์ทางศิลปวัฒนธรรมกรีกสะท้อนให้เห็นลักษณะเฉพาะของชาวกรีกคือข้อใด
1. ความไม่นิยมในปัจเจกบุคคล
  2. ความหมกมุ่นในเรื่องของศาสนา
  3. ความเป็นระเบียบวินัยและความรับผิดชอบ
  4. ความเป็นตัวของตัวเองและความรักในเสรีภาพ
17. ข้อใดถูกต้องที่สุด เมื่อกล่าวถึงการดำเนินชีวิตของชาวอียิปต์และชาวกรีกโบราณ
1. อียิปต์ไม่สนใจศาสนา กรีกเคร่งศาสนา
  2. อียิปต์เชื่อในชีวิตในภพหน้า กรีกสนใจในชีวิตปัจจุบัน
  3. อียิปต์เชื่อในเหตุผล กรีกสนใจอำนาจลึกลับทั้งหลาย
  4. อียิปต์นับถือฟาโรห์เป็นเทพเจ้าองค์เดียวกรีกนับถือเทพเจ้าหลายองค์
18. ข้อใดคือจุดมุ่งหมายที่เด่นชัดของการสร้างสรรค์สถาปัตยกรรมโรมันซึ่งแตกต่างจากกรีก
1. มุ่งสร้างสุสานที่ใหญ่โตหรูหราเพื่อพระจักรพรรดิ
  2. มุ่งสร้างอาคารที่ใหญ่โตแข็งแรงเพื่อเป็นที่ทำการทางทหาร
  3. มุ่งสร้างศาสนสถานที่ใหญ่โตและมีบรรยากาศอันศักดิ์สิทธิ์เพื่อเป็นที่ประกอบพิธีกรรมบูชาเทพเจ้า
  4. มุ่งสร้างสิ่งต่าง ๆ เพื่อประโยชน์ใช้สอยของชาวโรมันทั่วไปให้คนจำนวนมากที่สุดได้รับความสุขและความสะดวกสบาย

19. บริษัทนำเข้าที่ได้เสนอรายการให้เลือกชมหลายแห่ง ถ้าท่านสนใจศึกษาเฉพาะศิลปะกรีกและโรมันโบราณ ท่านจะไม่ได้ไปชมอะไร
1. โคลอสเซียม
  2. วิหารพาร์เธนอน
  3. รูปสลักนักขว้างจักร
  4. จิตรกรรมฝาผนังการตัดสินครั้งสุดท้าย
20. งานสร้างสรรค์ทางศิลปวัฒนธรรมของชนชาติใดที่แสดงให้เห็นความต้องการประยุกต์ใช้ให้เกิดประโยชน์สูงสุดตลอดจนความมีระเบียบวินัยและความรับผิดชอบ
1. กรีก
  2. โรมัน
  3. อียิปต์
  4. เปอร์เซีย
21. กฎหมายที่เป็นลายลักษณ์อักษรฉบับแรกของโรมันคือกฎหมายฉบับใด
1. กฎหมายปกครอง
  2. กฎหมายสิบสองโต๊ะ
  3. กฎหมายรัฐธรรมนูญ
  4. กฎหมายเพื่อประชาชน
22. ข้อใดกล่าวผิดเกี่ยวกับอารยธรรมโรมัน
1. ถนนแอฟเพียนยังคงใช้มาจนถึงปัจจุบัน
  2. โรมันมีระบอบการปกครองแบบประชาธิปไตย
  3. จักรพรรดิพระองค์แรกของโรมันคือ ออกุสเทียส
  4. พวกเขาเขียนและพาหรีเขียนร่วมกันออกกฎหมายสิบสองโต๊ะ
23. นักเรียนคิดว่าจุดมุ่งหมายในการสร้างกำแพงเมืองจีนคืออะไร
1. ป้องกันภัยธรรมชาติ
  2. ป้องกันแนวชายแดน
  3. เพื่อให้เป็นสิ่งมหัศจรรย์ของโลก
  4. แสดงความยิ่งใหญ่ของจักรพรรดิ
24. ข้อใดคือลักษณะของเครื่องปั้นดินเผาวัฒนธรรมหยางเซา
1. มีเนื้อละเอียด
  2. ภาชนะมีสามขา
  3. มีเนื้อบางและแกร่ง
  4. มีลวดลายเป็นรูปเรขาคณิต
25. การที่จิตรกรจีนนิยมวาดภาพทิวทัศน์ตามธรรมชาติสะท้อนให้เห็นอิทธิพลของปรัชญาหรือศาสนาใด
1. ลัทธิเต๋า
  2. ลัทธิขงจื้อ
  3. ธรรมชาตินิยม
  4. พระพุทธศาสนา
26. จีนมีส่วนสำคัญในการสร้างเสริมอารยธรรมของโลกหลายประการยกเว้นในเรื่องใดต่อไปนี้
1. การทำปฏิทิน
  2. การทำกระดาษ
  3. การค้นพบว่าโลกกลม
  4. การเลี้ยงไหมและ
27. ภายหลังการปฏิวัติโค่นล้มราชวงศ์ชิง จีนได้เปลี่ยนการปกครองไปสู่ระบอบใด
1. ระบอบสังคมนิยม
  2. ระบอบเผด็จการทางทหาร
  3. ระบอบคอมมิวนิสต์
  4. ระบอบประชาธิปไตย

28. ราชวงศ์สุดท้ายที่ปกครองอินเดียคือราชวงศ์ใดนับถือศาสนาใด

1. ราชวงศ์โมกุล - ฮินดู

2. ราชวงศ์คุปตะ - ฮินดู

3. ราชวงศ์โมริยะ- พุทธ

4. ราชวงศ์โมกุล - อิสลาม

29. ข้อใดที่มีวรรณะทั้ง4ครบในสังคมอินเดีย

1. พราหมณ์ช่างทอผ้าขอทานกรรมกร

2. นายกรัฐมนตรีพ่อค้าช่างตีเหล็กขอทาน

3. เกษตรกรนักบัญชีอุตสาหกรรมพราหมณ์

4. พราหมณ์รัฐมนตรีเจ้าหน้าที่ธนาคารกรรมกร

30. ข้อใดเป็นอารยธรรมอินเดียที่เกิดจากชนเผ่าดราวิเดียน

1. คัมภีร์พระเวท

2. มหากาพย์มหาภารตะ และรามายณะ

3. การวางผังเมือง

4. ศาสนาพราหมณ์







### Index of Item Objective Congruence (IOC)

**“Improving student performance achievement through Syndicate Methods : an action research in secondary 6/6”**

#### Objectives of the study

1. To describe the current of student performance using Syndicate Method in classroom.
2. To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
3. To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6.

**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

+1 Means the question is congruent with the objectives

0 Means the question is uncertain to be congruent with the objectives

-1 Means the question is not congruent with the objectives

No	Question	-1	0	+1	Total	IOC	Result (ioc ≥ 0.5) “Validity” (ioc ≤ 0.5) “Invalidity”
Q1	1. ลักษณะสังคมในยุคหินเก่าเป็นอย่างไร 1.ทำการเกษตร      2. อยู่เป็นชุมชนเมือง 3. หากินโดยวิธีล่าสัตว์      4. มีกษัตริย์ปกครอง 1. What is the social nature of the <b>Paleolithic Age?</b> 1.Farming 2.Living in community 3.Living by hunting 4.Ruled by a king			3	3	0.3	Validity
Q2	2. อารยธรรมของโลกโบราณมักกำเนิดบริเวณใดเป็นสำคัญ 1. ที่ราบสูง      2. หุบเขา 3. ลุ่มแม่น้ำ      4. ทะเลทรายจากหิน 2. Civilization of the ancient world, usually where the origin is important. 1. Plateau      2.Valley 3. River basin 4. Desert from the rock			3	3	1.0	Validity

Q3	<p>3. ข้อใดเป็นหลักฐานประเภทไม่เป็นลายลักษณ์อักษร</p> <ol style="list-style-type: none"> <li>จารึกหลักที่ 1</li> <li>เครื่องสังคโลก</li> <li>สนธิสัญญาแวร์ซาย</li> <li>จดหมายเหตุวันวลิต</li> </ol> <p>3. Which a Non-Written Evidence?</p> <ol style="list-style-type: none"> <li>1st inscription</li> <li>Chinaware</li> <li>Treaty of Versailles</li> <li>The Great Merit Archives</li> </ol>			3	3	1.0	Validity
Q4	<p>4. ข้อใดคือขั้นตอนแรกของวิธีการทางประวัติศาสตร์</p> <ol style="list-style-type: none"> <li>การค้นหาข้อมูลและรวบรวมหลักฐาน</li> <li>การตั้งคำถามและกำหนดประเด็นของการศึกษา</li> <li>การอธิบายที่มีเหตุผลและมีคำตอบที่ชัดเจน</li> <li>การแสวงหาความหมายและความสัมพันธ์ของข้อมูล</li> </ol> <p>4. Which one is the first step of a historical approach?</p> <ol style="list-style-type: none"> <li>Search Information And gather evidence</li> <li>Questioning and defining issues of education.</li> <li>Explaining the reason and there is a clear answer.</li> <li>The quest for meaning and data relationships</li> </ol>			3	3	1.0	Validity
Q5	<p>5. กิจกรรมใดที่ถือว่าการปฏิวัติทางเศรษฐกิจครั้งแรกของมนุษย์</p> <ol style="list-style-type: none"> <li>การประดิษฐ์คันไถ</li> <li>การตั้งถิ่นฐานและเพาะปลูก</li> <li>การใช้เครื่องจักรในการผลิต</li> <li>การประดิษฐ์เครื่องมือเครื่องใช้ด้วยโลหะ</li> </ol> <p>5. What activity constitutes the first economic revolution of man?</p> <ol style="list-style-type: none"> <li>Invention of plow</li> <li>Settlement and cultivation</li> <li>The machines used in production</li> <li>Invention Machine tools with metal</li> </ol>			3	3	1.0	Validity

Q6	<p>6. ข้อใดเป็นจุดเริ่มต้นของยุคโลหะคือข้อใด</p> <ol style="list-style-type: none"> <li>1. การใช้ดินบุก</li> <li>2. การหลอมทองแดง</li> <li>3. การหลอมเหล็ก</li> <li>4. การหลอมสำริด</li> </ol> <p>6. Which is the beginning of the metal age?</p> <ol style="list-style-type: none"> <li>1. The use of tin</li> <li>2. Copper smelting</li> <li>3. Melting iron</li> <li>4. Bronze casting</li> </ol>			3	3	1.0	Validity
Q7	<p>7. ข้อใดเป็นจุดเริ่มต้นยุคประวัติศาสตร์คือข้อใด</p> <ol style="list-style-type: none"> <li>1. รู้จักใช้ไฟ</li> <li>2. รู้จักการเพาะปลูก</li> <li>3. รู้จักตั้งถิ่นฐาน</li> <li>4. รู้จักบันทึกข้อความ</li> </ol> <p>7. Which one is the beginning of the historical era?</p> <ol style="list-style-type: none"> <li>1. Know the use of fire.</li> <li>2. Know the cultivation</li> <li>3. Known settlers</li> <li>4. Know the memorandum</li> </ol>			3	3	1.0	Validity
Q8	<p>8. เมโสโปเตเมียเป็นชื่อเรียกดินแดนที่อยู่ระหว่างแม่น้ำใดกับแม่น้ำใด</p> <ol style="list-style-type: none"> <li>1. แม่น้ำไทกริส-แม่น้ำไนล์</li> <li>2. ยูเฟรติส-แม่น้ำฮั่น</li> <li>3. แม่น้ำไทกริส-แม่น้ำยูเฟรติส</li> <li>4. แม่น้ำไนล์-แม่น้ำฮั่น</li> </ol> <p>8. Is Mesopotamia the name of the land between which river and which river?</p> <ol style="list-style-type: none"> <li>1. Tigris River - Nile River</li> <li>2. The Euphrates - The Han River.</li> <li>3. Tigris River - The Euphrates</li> <li>4. Nile River - The Han River.</li> </ol>			3	3	1.0	Validity
Q9	<p>9. กลุ่มชนที่มีส่วนสร้างสรรค์อารยธรรมเมโสโปเตเมียคือกลุ่มชนใด</p> <ol style="list-style-type: none"> <li>1. พวกสุเมเรียนบาบิโลเนียนแอลชีเรียนแคลเดียนฮิตไทต์</li> <li>2. พวกสุเมเรียนแอลชีเรียนแคลเดียนอาซำ</li> <li>3. แอลชีเรียนแคลเดียนฮิตไทต์ฟินเซียนมายาและฮิบรู</li> </ol>			3	3	1.0	Validity

	<p>4. พวกสุเมเรียนบาบิโลเนียนอิรัก</p> <p>9. What are the people who contributed to the creation of civilization in Mesopotamia?</p> <p>1. The Sumerian, Babylonians, Assyrian, Chaldeans, Hittite</p> <p>2. The Sumerian, Assyrian, Chaldeans, Akaka</p> <p>3. Assyrian, Chaldeans, Hittite, Phoenician Maya and Hebrew</p> <p>4. Sumerian, Babylonian, Iraqi</p>						
Q10	<p>10. สภาพภูมิศาสตร์ของดินแดนเมโสโปเตเมียบริเวณนี้ก็มีเขตที่อุดมสมบูรณ์อยู่บ้างเรียกว่าอะไร</p> <p>1. ดินแดนรูปดวงจันทร์เสี้ยวอันอุดมสมบูรณ์</p> <p>2. ดินแดนศักดิ์สิทธิ์แห่งไทกริสอันอุดมสมบูรณ์</p> <p>3. ดินแดนจัตุรัสอันเกรียงไกร</p> <p>4. ดินแดนแห่งมหาเทพโพไซดอน</p> <p>10. The geography of the land of Mesopotamia. This area has a fertile field called what?</p> <p>1. The fertile crescent.</p> <p>2. Holy Land of the Tigris rich.</p> <p>3. Land mighty Square</p> <p>4. Land of the god Poseidon.</p>		3	3	1.0	Validity	
Q11	<p>11. ชาวสุเมเรียนสร้างซิกกูแรตขึ้นมาเพื่ออะไร</p> <p>1. กันน้ำ</p> <p>2. บูชาเทพเจ้า</p> <p>3. เป็นที่ประทับของกษัตริย์</p> <p>4. เป็นศูนย์กลางการปกครอง</p> <p>11. What is the reason does the Sumerian make up for the Ziggurat?</p> <p>1. stem the tide</p> <p>2. Hallow god</p> <p>3. The residence of the king</p> <p>4. Central government</p>		3	3	1.0	Validity	
Q12	<p>12. การสร้างพีระมิดและการทำมัมมี่สะท้อนความเชื่อเรื่องอะไร</p> <p>1. กฎแห่งกรรม</p> <p>2. พลังของธรรมชาติ</p> <p>3. การฟื้นคืนชีพของผู้ตาย</p> <p>4. ความซื่อสัตย์ต่อเทพเจ้า</p>		3	3	1.0	Validity	

	<p>12. Which of the following is believed to reflect the creation of the pyramids and mummies?</p> <ol style="list-style-type: none"> <li>1. Reciprocal deeds</li> <li>2. The power of nature</li> <li>3. Resurrection of the dead</li> <li>4. Honesty to the gods.</li> </ol>						
Q13	<p>13.การสร้างสุสานหินพีระมิดให้คงอยู่ได้ทุกวันนี้แสดงว่าชาวอียิปต์มีความรู้เหนือชนชาติอื่นในยุคเดียวกันในข้อใด</p> <ol style="list-style-type: none"> <li>1. ทางเลขคณิตและเรขาคณิต</li> <li>2. ทางเลขคณิตเรขาคณิตและเคมี</li> <li>3. ทางเลขคณิตเรขาคณิตและฟิสิกส์</li> <li>4. ทางเลขคณิตเรขาคณิตเคมีและฟิสิกส์</li> </ol> <p>13.The construction of tombs of stone, pyramid showing how the Egyptians had knowledge of the other nations in the same article.</p> <ol style="list-style-type: none"> <li>1. Arithmetic and geometry</li> <li>2. Arithmetic, geometry and chemical</li> <li>3. Arithmetic, geometry and physic</li> <li>4.Arithmetic, geometry, chemical and physic</li> </ol>			3	3	1.0	Validity
Q14	<p>14.เทพเจ้าสูงสุดของอียิปต์มีชื่อว่าอะไร</p> <ol style="list-style-type: none"> <li>1.เร</li> <li>2. ฮอรัส</li> <li>3.โอซิริส</li> <li>4. อะนุบีส</li> </ol> <p>14. Who is the high God of Egypt?</p> <ol style="list-style-type: none"> <li>1. AR</li> <li>2. Horus</li> <li>3. Osiris</li> <li>4. Anubis</li> </ol>			3	3	1.0	Validity
Q15	<p>15. ข้อใดกล่าวถูกต้องเกี่ยวกับภูมิศาสตร์ของดินแดนกรีก</p> <ol style="list-style-type: none"> <li>1. เป็นที่ราบสูง</li> <li>2. เป็นที่ราบกว้างใหญ่</li> <li>3. เป็นแหลมยื่นไปในทะเล</li> <li>4. เป็นดินแดนที่ล้อมรอบด้วยทะเลทราย</li> </ol> <p>15 Which is correct about the geography of the Greek territory?</p> <ol style="list-style-type: none"> <li>1. A plateau</li> <li>2. Steppe</li> <li>3. Cuspate foreland</li> <li>4.The land is surrounded by dese</li> </ol>			3	3	1.0	Validity



Q16	<p>16. ผลงานสร้างสรรค์ทางศิลปวัฒนธรรมกรีกสะท้อนให้เห็นลักษณะเฉพาะของชาวกรีกคือข้อใด</p> <ol style="list-style-type: none"> <li>1. ความไม่นิยมในปัจเจกบุคคล</li> <li>2. ความหมกมุ่นในเรื่องของศาสนา</li> <li>3.ความเป็นระเบียบวินัยและความรับผิดชอบ</li> <li>4. ความเป็นตัวของตัวเองและความรักในเสรีภาพ</li> </ol> <p>16. Which are some of the creations of Greek culture that reflect the Greek character?</p> <ol style="list-style-type: none"> <li>1.Unpopularity in the individual</li> <li>2.Religious obsession</li> <li>3.Discipline and Responsibility</li> <li>4.Individuality and love in liberty</li> </ol>			3	3	1.0	Validity
Q17	<p>17. ข้อใดถูกต้องที่สุดเมื่อกล่าวถึงการดำเนินชีวิตของชาวอียิปต์และชาวกรีกโบราณ</p> <ol style="list-style-type: none"> <li>1. อียิปต์ไม่สนใจศาสนากรีกเคร่งศาสนา</li> <li>2. อียิปต์เชื่อในชีวิตในภพหน้ากรีกสนใจในชีวิตปัจจุบัน</li> <li>3. อียิปต์เชื่อในเหตุผลกรีกสนใจอำนาจลึกลับทั้งหลาย</li> <li>4. อียิปต์นับถือฟาโรห์เป็นเทพเจ้าองค์เดียวกรีกนับถือเทพเจ้าหลายองค์</li> </ol> <p>17. Which most accurately When referring to the lifestyle of Egyptians and ancient Greeks.</p> <ol style="list-style-type: none"> <li>1. Egypt is not interested in religion, Greeks religious</li> <li>2. Egyptians believed in life in the next world. Greek interest in present life</li> <li>3. Egypt believes in reason Greeks. Interested in mysterious power</li> <li>4. Egypt regards Pharaoh as one god. Greek gods worship many gods.</li> </ol>			3	3	1.0	Validity
Q18	<p>18. ข้อใดคือจุดมุ่งหมายที่เด่นชัดของการสร้างสรรค์สถาปัตยกรรมโรมันซึ่งแตกต่างจากกรีกคือข้อใด</p> <ol style="list-style-type: none"> <li>1. มุ่งสร้างสุสานที่ใหญ่โตหรูหราเพื่อพระจักรพรรดิ</li> <li>2. มุ่งสร้างอาคารที่ใหญ่โตแข็งแรงเพื่อเป็นที่ทำการทางทหาร</li> <li>3. มุ่งสร้างศาสนาสถานที่ใหญ่โตและมีบรรยากาศอันศักดิ์สิทธิ์</li> <li>4. มุ่งสร้างสิ่งต่างๆเพื่อประโยชน์ใช้สอยของชาวโรมัน</li> </ol>			3	3	1.0	Validity



	2.Roman 3. Egypt 4.Persia						
Q21	21. กฎหมายที่เป็นลายลักษณ์อักษรฉบับแรกของโรมันคือ กฎหมายฉบับใด 1. กฎหมายปกครอง 2. กฎหมายสิบสองโต๊ะ 3. กฎหมายรัฐธรรมนูญ 4. กฎหมายเพื่อประชาชน 21. Which of the first written Roman laws? 1.Administrative law 2.Law of the Twelve Tables 3.Constitutional law 4.Law for the people			3	3	1.0	Validity
Q22	22. ข้อใดกล่าวผิดเกี่ยวกับอารยธรรมโรมัน 1. ถนนแอฟเฟียนยังคงใช้มาจนถึงปัจจุบัน 2. โรมันมีระบอบการปกครองแบบประชาธิปไตย 3. จักรพรรดิพระองค์แรกของโรมันคือออกเตเวีย 4. พวกเขาเขียนและพาทรีเขียนร่วมกันออกกฎหมาย สิบสองโต๊ะ 22. Which one is wrong about Roman civilization? 1.Street impedance applications are still used today. 2.Roman has a democratic regime. 3.The first Roman emperor was Antiochian. 4.Plebeian and patrician jointly legislated twelve tables.			3	3	1.0	Validity
Q23	23.นักเรียนคิดว่าจุดมุ่งหมายในการสร้างกำแพงเมืองจีนคืออะไร 1. ป้องกันภัยธรรมชาติ 2. ป้องกันแนวชายแดน 3. เพื่อให้เป็นสิ่งมหัศจรรย์ของโลก 4. แสดงความยิ่งใหญ่ของจักรพรรดิ 23. What is the characteristics of Yang Shao Culture 1. Fine-grain 2.The container has three legs. 3. A thin and wiry 4. Geometric motifs			3	3	1.0	Validity

Q24	<p>24. ข้อใดคือลักษณะของเครื่องปั้นดินเผาวัฒนธรรมหยาบเขาคือข้อใด</p> <ol style="list-style-type: none"> <li>1. มีเนื้อละเอียด</li> <li>2. ภาชนะมีสามขา</li> <li>3. มีเนื้อบางและแกร่ง</li> <li>4. มีลวดลายเป็นรูปเรขาคณิต</li> </ol> <p>24. What do students think of the purpose of building the Great Wall of China?</p> <ol style="list-style-type: none"> <li>1.Prevent natural disasters</li> <li>2.Border protection</li> <li>3.The wonders of the world.</li> <li>4.Show Greatness of the emperor</li> </ol>			3	3	1.0	Validity
Q25	<p>25. การที่จิตรกรจีนนิยมวาดภาพทิวทัศน์ตามธรรมชาติสะท้อนให้เห็นอิทธิพลของปรัชญาหรือศาสนาใด</p> <ol style="list-style-type: none"> <li>1. ลัทธิเต๋า</li> <li>2. ลัทธิขงจื้อ</li> <li>3. ธรรมชาตินิยม</li> <li>4. พระพุทธศาสนา</li> </ol> <p>25. The Chinese painters love painting natural scenery. Reflect the influence of any philosophy or religion.</p> <ol style="list-style-type: none"> <li>1.Taoist</li> <li>2.Confucianism</li> <li>3.Naturalism</li> <li>4.Buddhism</li> </ol>			3	3	1.0	Validity
Q26	<p>26. จีนมีส่วนสำคัญในการสร้างเสริมอารยธรรมของโลกหลายประการยกเว้นในเรื่องใดต่อไปนี้</p> <ol style="list-style-type: none"> <li>1. การทำปฏิทิน</li> <li>2. การทำกระดาษ</li> <li>3. การค้นพบว่าโลกกลม</li> <li>4. การเลี้ยงไหมและ</li> </ol> <p>26. China has played an important part in enhancing many world civilizations, except in the following.</p> <ol style="list-style-type: none"> <li>1. Making the calendar</li> <li>2. Making the paper</li> <li>3. The discovery that the earth circle</li> <li>4. Farming</li> </ol>			3	3	1.0	Validity

Q27	<p>27. ภายหลังการปฏิวัติโค่นล้มราชวงศ์ชิงจีนได้เปลี่ยนการปกครองไปสู่ระบอบใด</p> <ol style="list-style-type: none"> <li>1. ระบอบสังคมนิยม</li> <li>2. ระบอบเผด็จการทางทหาร</li> <li>3. ระบอบคอมมิวนิสต์</li> <li>4. ระบอบประชาธิปไตย</li> </ol> <p>27. After the Revolution to overthrow the Qing Dynasty, what administration that china has changed?</p> <ol style="list-style-type: none"> <li>1. Socialism</li> <li>2. Military dictatorship</li> <li>3. Communist regime</li> <li>4. Democracy system</li> </ol>			3	3	1.0	Validity
Q28	<p>28. ราชวงศ์สุดท้ายที่ปกครองอินเดียคือราชวงศ์ใดนับถือศาสนาใด</p> <ol style="list-style-type: none"> <li>1. ราชวงศ์โมกุล - ฮินดู</li> <li>2. ราชวงศ์คุปตะ - ฮินดู</li> <li>3. ราชวงศ์โมริยะ - พุทธ</li> <li>4. ราชวงศ์โมกุล - อิสลาม</li> </ol> <p>28.What is the latest dynasty of India and what religion they respected ?</p> <ol style="list-style-type: none"> <li>1. The Mughal-Hindu Dynasty</li> <li>2. Gupta-Hindu Dynasty</li> <li>3.The Moriya dynasty - Buddhist</li> <li>4.The Mughal-Islamic Dynasty</li> </ol>			3	3	1.0	Validity
Q29	<p>29. ข้อใดที่มีวรรณะทั้ง 4 วรรณะครบในสังคมอินเดีย</p> <ol style="list-style-type: none"> <li>1. พราหมณ์ช่างทอผ้าช่างทอานกรรมกร</li> <li>2. นายกรัฐมนตรีพ่อค้าช่างตีเหล็กช่างทอาน</li> <li>3. เกษตรกรนักบุญชีอุตสาหกรรมพราหมณ์</li> <li>4. พราหมณ์รัฐมนตรีเจ้าหน้าที่ธนาคารกรรมกร</li> </ol> <p>29. What choice has all correct vanes in Indian society?</p> <ol style="list-style-type: none"> <li>1. Brahman, weaver, beggar, laborer</li> <li>2. Prime, minister, blacksmith, merchant</li> <li>3. Farmers, accountants, industry , Brahmin</li> <li>4. Brahmin, Prime Minister, Officer, Banker, Laborer</li> </ol>			3	3	1.0	Validity
Q30	<p>30. ข้อใดเป็นอารยธรรมอินเดียที่เกิดจากชนเผ่าดราวิเดียนคือข้อใด</p>			3	3	1.0	Validity



1. คัมภีร์พระเวท 2. มหาภารตมหากาพย์และรามายณะ 3. การวางผังเมือง 4. ศาสนาพราหมณ์ 30. What is the civilization from Dravidian tribe ? 1. Vedic scriptures 2. Mahabharat and Ramayana 3. Urban planning 4. Brahmanism						
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### Index of Item Objective Congruence (IOC)

**"Improving student performance achievement through Syndicate Methods : an action research in secondary 6/6"**

#### Objectives of the study

1. To describe the current of student performance using Syndicate Method in classroom.
2. To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
3. To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6-6.

**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

+1 Means the question is congruent with the objectives

0 Means the question is uncertain to be congruent with the objectives

-1 Means the question is not congruent with the objectives

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q1	<p>1. ลักษณะสังคมในยุคก่อนการเป็นอารยธรรม</p> <p>ทำการเกษตร</p> <p>2. อยู่เป็นชุมชนเมือง</p> <p>4. มีกษัตริย์ปกครอง</p> <p>1. What is the social nature of the Paleolithic Age?</p> <p>1. Farming</p> <p>2. Living in community</p> <p>3. Village</p> <p>4. Ruled by a king</p>			✓	
Q2	<p>2. อารยธรรมของโลกโบราณมักเกิดขึ้นตามใดเป็นสำคัญ</p> <p>1. ที่ราบสูง</p> <p>2. ภูเขา</p> <p>4. ทะเลทราย</p> <p>2. Civilization of the ancient world, usually where the origin is important.</p> <p>1. Plateau</p> <p>2. Valley</p> <p>3. Desert</p> <p>4. Desert from the rock</p>			✓	

No	Item	Evaluation points			Suggestion
		1	0	+1	
Q3	<p>3. ข้อใดเป็นหลักฐานประเภทที่ไม่เป็นลายลักษณ์อักษร</p> <p>1. จารึกสลักที่ 1</p> <p>2. จารึกสลักที่ 2</p> <p>3. สนธิสัญญาแวร์ซาย</p> <p>4. จดหมายเลขในลิ้ง</p> <p>3. Which a Non-Written Evidence?</p> <p>1. 1st inscription</p> <p>2. 2nd inscription</p> <p>3. Treaty of Versailles</p> <p>4. The Great Merit Archives</p>			✓	
Q4	<p>4. ข้อใดคือขั้นตอนแรกของการหาประวัติศาสตร์</p> <p>1. การค้นหาข้อมูลและรวบรวมหลักฐาน</p> <p>2. การตั้งคำถามและหาข้อสงสัย</p> <p>3. การอธิบายถึงเหตุผลและข้อสงสัยที่ชัดเจน</p> <p>4. การแสวงหาความหมายและคำถามที่หาคำตอบไม่ได้</p> <p>4. Which one is the first step of a historical approach?</p> <p>1. Search Information And gather evidence</p> <p>2. Questioning and find the answer</p> <p>3. Explaining the reason and there is a clear answer.</p> <p>4. The quest for meaning and data relationships</p>			✓	
Q5	<p>5. กิจกรรมใดถือว่าเป็นการปฏิวัติเศรษฐกิจครั้งแรกของมนุษย์</p> <p>1. การประดิษฐ์ดินไถ</p> <p>2. การประดิษฐ์ล้อ</p> <p>3. การใช้เครื่องมือจักรในการผลิต</p> <p>4. การประดิษฐ์เครื่องมือเครื่องใช้โลหะ</p> <p>5. What activity constitutes the first economic revolution of man?</p> <p>1. Invention of plow</p> <p>2. Invention of wheel</p> <p>3. The machines used in production</p> <p>4. Invention Machine tools with metal</p>			✓	
Q6	<p>6. ข้อใดเป็นจุดเริ่มต้นของยุคโลหะ</p> <p>1. การใช้ดินเผา</p> <p>2. การใช้หิน</p> <p>3. การหลอมเหล็ก</p> <p>4. การหลอมสำริด</p> <p>6. Which is the beginning of the metal age?</p> <p>1. The use of tin</p> <p>2. The use of stone</p> <p>3. Melting iron</p> <p>4. Bronze casting</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q7	<p>ข้อใดเป็นจุดเริ่มต้นยุคประวัติศาสตร์</p> <ol style="list-style-type: none"> <li>1. รู้จักใช้ไฟ</li> <li>2. รู้จักการเพาะปลูก</li> <li>3. รู้จักตั้งถิ่นฐาน</li> </ol> <p>7. Which one is the beginning of the historical era?</p> <ol style="list-style-type: none"> <li>1. Know the use of fire.</li> <li>2. Know the cultivation</li> <li>3. Known settlers</li> <li>4. ...</li> </ol>			✓	
Q8	<p>8. เมโสโปเตเมียเป็นชื่อเรียกดินแดนที่อยู่ระหว่างแม่น้ำใดกับแม่น้ำใด</p> <ol style="list-style-type: none"> <li>1. แม่น้ำไนล์กับแม่น้ำไนล์</li> <li>2. ยูเฟรติสกับแม่น้ำไนล์</li> <li>3. ...</li> <li>4. แม่น้ำไนล์กับแม่น้ำไนล์</li> </ol> <p>8. Is Mesopotamia the name of the land between which river and which river?</p> <ol style="list-style-type: none"> <li>1. Tigris River - Nile River</li> <li>2. The Euphrates - The Han River.</li> <li>3. ...</li> <li>4. Nile River - The Han River.</li> </ol>			✓	
Q9	<p>9. กลุ่มชนที่มีส่วนสร้างอารยธรรมเมโสโปเตเมีย คือกลุ่มชนใด</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. ชากรซูเมอร์, บาบิโลเนียน, อัสซีเรียน, อากา</li> <li>3. ...</li> <li>4. ...</li> </ol> <p>9. What are the people who contributed to the creation of civilization in Mesopotamia?</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. The Sumerian, Assyrian, Chaldeans, Akaka</li> <li>3. Assyrian, Chaldeans, Hittite, Phoenician Maya and Hebrew</li> <li>4. Sumerian, Babylonian, Iraqi</li> </ol>			✓	
Q10	<p>10. สภาพภูมิศาสตร์ของดินแดนเมโสโปเตเมีย บริเวณนี้เดิมทีถูกขนานนามว่าอยู่ภายใต้ชื่ออะไร</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. ดินแดนศักดิ์สิทธิ์แห่งโลกวิเศษของซูเมอร์</li> <li>3. ดินแดนจัตุรัสอันเกรียงไกร</li> <li>4. ดินแดนแห่งมหาเทพโพไซดอน</li> </ol> <p>10. The geography of the land of Mesopotamia. This area has a fertile field called what?</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. Holy Land of the Tigris rich.</li> <li>3. Land mighty Square</li> <li>4. Land of the god Poseidon.</li> </ol>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q11	<p>11. ชาวสุเมเรียนสร้างซิกกูรัตขึ้นมาเพื่ออะไร</p> <p>1. เก็บน้ำ</p> <p>2. เป็นที่พำนักของเทพเจ้า</p> <p>3. เป็นที่ประทับของกษัตริย์</p> <p>4. เป็นศูนย์กลางการปกครอง</p> <p>11. What is the reason does the Sumerian make up for the Ziggurat?</p> <p>1. stem the tide</p> <p>2. The residence of the gods</p> <p>3. The residence of the king</p> <p>4. Central government</p>			✓	
Q12	<p>12. การสร้างพีระมิดและการทำมัมมี่สะท้อนให้เห็นเรื่องอะไร</p> <p>1. กฎแห่งกรรม</p> <p>2. พลังของธรรมชาติ</p> <p>3. ความเชื่อเรื่องเทพเจ้า</p> <p>4. ความเชื่อเรื่องชีวิตหลังความตาย</p> <p>12. Which of the following is believed to reflect the creation of the pyramids and mummies?</p> <p>1. Reciprocal deeds</p> <p>2. The power of nature</p> <p>3. The power of the gods</p> <p>4. Honesty to the gods.</p>			✓	
Q13	<p>13. การสร้างสุสานแบบ พีระมิด ในอียิปต์ได้แสดงให้เห็นความรู้ที่ชาวอียิปต์มีความรู้เหนือชนชาติอื่นในยุคนั้นหรือไม่</p> <p>1. การเลขคณิต และเรขาคณิต</p> <p>2. การเลขคณิต เรขาคณิต และเคมี</p> <p>3. การเลขคณิต เรขาคณิต และฟิสิกส์</p> <p>4. การเลขคณิต เรขาคณิต เคมี และฟิสิกส์</p> <p>13. The construction of tombs of stone , pyramid showing how the Egyptians had knowledge of the other nations in the same article.</p> <p>1. Arithmetic and geometry</p> <p>2. Arithmetic, geometry and chemical</p> <p>3. Arithmetic, geometry and physics</p> <p>4. Arithmetic, geometry, chemical and physics</p>			✓	
Q14	<p>14. เทพเจ้าสูงสุดของอียิปต์มีชื่อว่าอะไร</p> <p>1. โอซิริส</p> <p>2. ฮอรัส</p> <p>3. โอซิริส</p> <p>4. อานูบิส</p> <p>14. Who is the high God of Egypt?</p> <p>1. Osiris</p> <p>2. Horus</p> <p>3. Osiris</p> <p>4. Anubis</p>			✓	




No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q15	<p>15. ข้อใดกล่าวถูกต้องเกี่ยวกับภูมิศาสตร์ของดินแดนกรีก</p> <p>2. เป็นที่ราบกว้างใหญ่</p> <p>3. เป็นทะเลสาบในทะเล</p> <p>4. เป็นดินแดนที่ล้อมรอบด้วยทะเลทราย</p> <p>15 Which is correct about the geography of the Greek territory?</p> <p>1. It is a wide plain</p> <p>2. Steppe</p> <p>3. Cusplate foreland</p> <p>4. The land is surrounded by dese</p>			✓	
Q16	<p>16. ผลงานสร้างสรรค์ทางศิลปวัฒนธรรมกรีกสะท้อนให้เห็นลักษณะเฉพาะของชาวกรีกข้อใด</p> <p>1. ความไม่นิยมในปัจเจกบุคคล</p> <p>2. ความหมกมุ่นในพิธีของศาสนา</p> <p>3. ความเป็นระเบียบวินัยและความรับผิดชอบ</p> <p>16. Which are some of the creations of Greek culture that reflect the Greek character?</p> <p>1. Unpopularity in the individual</p> <p>2. Religious obsession</p> <p>3. Discipline and Responsibility</p> <p>4. It is not interested in individual</p>			✓	
Q17	<p>17. ข้อใดถูกต้องที่สุด เมื่อกล่าวถึงการดำเนินชีวิตของชาวอียิปต์และชาวกรีกโบราณ</p> <p>1. อียิปต์ไม่สนใจศาสนา กรีกเคร่งศาสนา</p> <p>2. อียิปต์สนใจศาสนา กรีกไม่สนใจศาสนา</p> <p>3. อียิปต์เชื่อในเหตุผล กรีกสนใจอำนาจลึกลับยิ่งยวด</p> <p>4. อียิปต์นิยมถือว่ามีเทพเป็นเทพเจ้าองค์เดียว กรีกนับถือเทพเจ้าหลายคน</p> <p>17. Which most accurately When referring to the lifestyle of Egyptians and ancient Greeks.</p> <p>1. Egypt is not interested in religion, Greeks religious</p> <p>2. Egypt is interested in religion, Greeks not interested in religion</p> <p>3. Egypt believes in reason Greeks. Interested in mysterious power</p> <p>4. Egypt regards Pharaoh as one god. Greek gods worship many gods.</p>			✓	
Q18	<p>18. ข้อใดคือจุดมุ่งหมายหลักของชาวกรีกในการสร้างสถาปัตยกรรมโรมันซึ่งแตกต่างจากกรีก</p> <p>1. มุ่งสร้างศาสนสถานใหญ่โตมโหฬารเพื่อพระจักรพรรดิ</p> <p>2. มุ่งสร้างอาคารใหญ่โตซึ่งทรงเกียรติเป็นที่มาของทหาร</p> <p>3. มุ่งสร้างศาสนสถานใหญ่โตและมโหฬารเพื่อคนศักดิ์สิทธิ์</p> <p>4. มุ่งสร้างศาสนสถานใหญ่โตเพื่อเป็นสถานที่ประกอบพิธีกรรมทางศาสนา</p> <p>18. Which one is the predominant purpose of the creation of Roman architecture, which is different from the Greek.</p> <p>1. Aimed at creating a palatial mausoleum for the emperor.</p> <p>2. Aimed at building greater strength to the military.</p> <p>3. Aimed at creating greater religious places</p> <p>4. Aimed at building greater religious places</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q19	<p>19. บริษัทนำเที่ยวได้เสนอรายการให้เลือกชมหลายแห่ง ถ้าท่านสนใจเลือกชมพระศิลปะกรีกและโรมันโบราณท่านจะได้ไปชมอะไร</p> <p>1. โคลอสเซียม 2. พาร์เธนอน 3. ไครสเทียส 4. จิตรกรรมฝาผนังการตัดสินครั้งสุดท้าย</p> <p>19. Tour companies have offered many items to choose from. If you are interested in the study of ancient Greek and Roman art, you are not going to see anything.</p> <p>1. Colosseum 2. Parthenon 3. Christy 4. Painting the flap of the flap last judgment</p>			✓	
Q20	<p>20. งานศิลปะการก่อสร้างโบราณของชนชาติใดที่แสดงให้เห็นความต้องการประดุจการใช้ให้คนประ โยชนี่สูงที่สุดตลอดจนมีความรับผิดชอบวินัยและความรับผิดชอบ</p> <p>1. กรีก 3. อียิปต์ 4. เปอร์เซีย</p> <p>20. Which of the following cultural and artistic creations shows the most demanding applications? As well as discipline and responsibility.</p> <p>1. Greeks 3. Egypt 4. Persia</p>			✓	
Q21	<p>21. กฎหมายที่เป็นลายลักษณ์อักษรฉบับแรกของโรมันคือกฎหมายฉบับใด</p> <p>1. กฎหมายปกครอง 2. กฎหมายรัฐธรรมนูญ 3. กฎหมายรัฐธรรมนูญ 4. กฎหมายเพื่อประชาชน</p> <p>21. Which of the first written Roman laws?</p> <p>1. Administrative law 3. Constitutional law 4. Law for the people</p>			✓	
Q22	<p>22. ข้อใดกล่าวผิดเกี่ยวกับอารยธรรมโรมัน</p> <p>1. ถนนหนทางโรมันยังคงใช้มาจนถึงปัจจุบัน 2. ชาวโรมันได้คิดค้นเครื่องปั้นดินเผาที่ทนไฟได้ 3. จักรพรรดิพระองค์แรกของโรมันคือ สคตาเวเรียน 4. พลเรือนและ ทาสร่วมกันออกกฎหมายสิบสองโต๊ะ</p> <p>22. Which one is wrong about Roman civilization?</p> <p>1. Street impedance applications are still used today. 3. The first Roman emperor was Antiochian. 4. Plebeian and patrician jointly legislated twelve tables.</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q23	<p>23. โปรดจินตนาการจุดมุ่งหมายในการสร้างกำแพงเมืองจีนคืออะไร</p> <p>1. ป้องกันภัยธรรมชาติ</p> <p>2. ป้องกันภัยจากข้าศึก</p> <p>3. เพื่อให้เป็นสัญลักษณ์ของชาวจีน</p> <p>4. แสดงความยิ่งใหญ่ของจักรวรรดิ</p> <p>23. What is the characteristics of Yang Shao Culture</p> <p>1. Fine-grain</p> <p>2. Thin and wiry</p> <p>3. A thin and wiry</p> <p>4. Geometric motifs</p>			✓	
Q24	<p>24. ข้อใดคือลักษณะของเครื่องปั้นดินเผา โฉนดธรรมชาติของชา</p> <p>1. มีเนื้อละเอียด</p> <p>2. ภายนอกมีสีเทา</p> <p>3. มีเนื้อบางและเคลือบ</p> <p>4. มีลวดลายที่เรียบง่าย</p> <p>24. What do students think of the purpose of building the Great Wall of China?</p> <p>1. Prevent natural disasters</p> <p>2. Border protection</p> <p>3. The wonders of the world.</p> <p>4. The wonders of the world.</p>				
Q25	<p>25. การตั้งครุฑขึ้นบนยอดกำแพงที่นครหลวงจีนสะท้อนให้เห็นอิทธิพลของปรัชญาหรือศาสนาใด</p> <p>1. ครุฑจีน</p> <p>2. ลัทธิขงจื้อ</p> <p>3. ศาสนาเลนนิง</p> <p>4. พระพุทธศาสนา</p> <p>25. The Chinese painters love painting natural scenery. Reflect the influence of any philosophy or religion.</p> <p>1. Confucianism</p> <p>2. Confucianism</p> <p>3. Naturalism</p> <p>4. Buddhism</p>				
Q26	<p>26. จานี่มีความสำคัญในการสร้างวัฒนธรรมของชาวจีนหลายประการยกตัวอย่างในข้อใดต่อไปนี้</p> <p>1. การทำปฏิทิน</p> <p>2. การทำกระดาษ</p> <p>3. การทำเครื่องปั้นดินเผา</p> <p>4. การทำเครื่องปั้นดินเผา</p> <p>26. China has played an important part in enhancing many world civilizations, except in the following.</p> <p>1. Making the calendar</p> <p>2. Making the paper</p> <p>3. Making the paper</p> <p>4. Farming</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q27	<p>27. ภายหลังก่อการปฏิวัติล้มล้างราชวงศ์ชิง จีนได้เปลี่ยนแปลงการปกครองไปสู่อะไร</p> <p>1. ระบอบสังคมนิยม 2. ระบอบเผด็จการทหาร 3. ระบอบคอมมิวนิสต์</p> <p>27. After the Revolution to overthrow the Qing Dynasty, what administration that china has changed?</p> <p>1. Socialism 2. Military dictatorship 3. Communist regime</p>			✓	
Q28	<p>28. ราชวงศ์สุดท้ายที่ปกครองอินเดียคือราชวงศ์ใด</p> <p>1. ราชวงศ์โมกุล - ฮินดู 2. ราชวงศ์คุปตะ - ฮินดู 3. ราชวงศ์มอริยะ - พุทธ</p> <p>28. What is the latest dynasty of India and what religion they respected ?</p> <p>1. The Mughal-Hindu Dynasty 2. Gupta-Hindu Dynasty 3. The Moriya dynasty - Buddhist</p>			✓	
Q29	<p>29. ข้อใดที่มีวรรณะทั้งหมดในสังคมอินเดีย</p> <p>1. Brahman, weaver, beggar, laborer 2. Prime, minister, blacksmith, merchant 3. Farmers, accountants, industry, Brahmin 4. Brahmin, Prime Minister, Officer, Banker, Laborer</p> <p>29. What choice has all correct vanes in Indian society?</p> <p>1. Brahman, weaver, beggar, laborer 2. Prime, minister, blacksmith, merchant 3. Farmers, accountants, industry, Brahmin 4. Brahmin, Prime Minister, Officer, Banker, Laborer</p>			✓	
Q30	<p>30. ข้อใดเป็นอารยธรรมอินเดียที่พัฒนามาจากเผ่าดราวิเดียน</p> <p>1. ศัมภีร์พระเวท 2. มหาภารตและรามายณะ 3. ศาสนาพราหมณ์ 4. Brahmanism</p> <p>30. What is the civilization from Dravidian tribe ?</p> <p>1. Vedic scriptures 2. Mahabharat and Ramayana 4. Brahmanism</p>			✓	

Sign

  
 (Dr. Euphem Thapsasayanon)

## Index of Item Objective Congruence (IOC)

**“Improving student performance achievement through Syndicate Methods : an action research in secondary 6/6”**

### Objectives of the study

1. To describe the current of student performance using Syndicate Method in classroom.
2. To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
3. To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6.

**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

+1 Means the question is congruent with the objectives

0 Means the question is uncertain to be congruent with the objectives

-1 Means the question is not congruent with the objectives

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q1	<p>1. ลักษณะสังคมในยุคก่อนการเพาะปลูก</p> <p>1. เป็นการเกษตร</p> <p>2. อยู่เป็นชุมชนมีเชื้อ</p> <p>4. มีกษัตริย์ปกครอง</p> <p>1. What is the social nature of the Paleolithic Age?</p> <p>1. Farming</p> <p>2. Living in community</p> <p>4. Ruled by a king</p>			✓	
Q2	<p>2. อารยธรรมของโลกโบราณมีถิ่นกำเนิดบริเวณใดเป็นสำคัญ</p> <p>1. ที่ราบสูง</p> <p>2. ภูเขา</p> <p>4. ทะเลทรายจากหิน</p> <p>2. Civilization of the ancient world, usually where the origin is important.</p> <p>1. Plateau</p> <p>2. Valley</p> <p>4. Desert from the rock</p>			✓	



No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q3	<p>3. ข้อใดเป็นหลักฐานประเภทที่ไม่เป็นลายลักษณ์อักษร</p> <p>1. จารึกทองคำ</p> <p>2. ใบเสมา</p> <p>3. สนธิสัญญาแวร์ซาย</p> <p>4. จดหมายเหตุโบราณ</p> <p>3. Which a Non-Written Evidence?</p> <p>1. 1st inscription</p> <p>2. The Great Merit Archives</p> <p>3. Treaty of Versailles</p> <p>4. The Great Merit Archives</p>				✓
Q4	<p>4. ข้อใดคือขั้นตอนแรกของการทางประวัติศาสตร์</p> <p>1. การค้นหาข้อมูลและความหมายหลักฐาน</p> <p>2. การอธิบายที่มีเหตุผล และมีความสัมพันธ์ข้อมูล</p> <p>3. การสร้างความหมายและความสัมพันธ์ข้อมูล</p> <p>4. การแสวงหาความหมายและความสัมพันธ์ข้อมูล</p> <p>4. Which one is the first step of a historical approach?</p> <p>1. Search Information And gather evidence</p> <p>2. Explain the reason and there is a clear answer.</p> <p>3. Explaining the reason and there is a clear answer.</p> <p>4. The quest for meaning and data relationships</p>				✓
Q5	<p>5. กิจกรรมใดถือเป็นก้าวแรกของการปฏิวัติเศรษฐกิจครั้งแรกของมนุษย์</p> <p>1. การประดิษฐ์ล้อ</p> <p>2. การใช้สัตว์ทรงในการผลิต</p> <p>3. การประดิษฐ์เครื่องมือเครื่องใช้ต่างโลหะ</p> <p>4. การประดิษฐ์เครื่องมือเครื่องใช้ต่างโลหะ</p> <p>5. What activity constitutes the first economic revolution of man?</p> <p>1. Invention of plow</p> <p>2. The machines used in production</p> <p>3. The machines used in production</p> <p>4. Invention Machine tools with metal</p>				✓
Q6	<p>6. ข้อใดเป็นจุดเริ่มต้นของยุคโลหะ</p> <p>1. การใช้ดินเผา</p> <p>2. การหลอมเหล็ก</p> <p>3. การหลอมทองแดง</p> <p>4. การหลอมสัวิด</p> <p>6. Which is the beginning of the metal age?</p> <p>1. The use of tin</p> <p>2. Melting iron</p> <p>3. Melting iron</p> <p>4. Bronze casting</p>				✓

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q7	<p>ข้อใดเป็นจุดเริ่มต้นยุคประวัติศาสตร์</p> <ol style="list-style-type: none"> <li>1. รู้จักใช้ไฟ</li> <li>2. รู้จักการเพาะปลูก</li> <li>3. รู้จักสังคายนา</li> </ol> <p>7. Which one is the beginning of the historical era?</p> <ol style="list-style-type: none"> <li>1. Know the use of fire.</li> <li>2. Know the cultivation</li> <li>3. Known settlers</li> <li>4. ...</li> </ol>				✓
Q8	<p>8. เมโสโปเตเมียเป็นชื่อเรียกดินแดนที่อยู่ระหว่างแม่น้ำใด</p> <ol style="list-style-type: none"> <li>1. แม่น้ำไนล์กับแม่น้ำสินธุ</li> <li>2. ยูเฟรติสกับแม่น้ำสินธุ</li> <li>3. แม่น้ำไนล์กับแม่น้ำสินธุ</li> </ol> <p>8. Is Mesopotamia the name of the land between which river and which river?</p> <ol style="list-style-type: none"> <li>1. Tigris River - Nile River</li> <li>2. The Euphrates - The Han River.</li> <li>3. ...</li> <li>4. Nile River - The Han River.</li> </ol>				✓
Q9	<p>9. กลุ่มชนที่มีส่วนร่วมสร้างอารยธรรมเมโสโปเตเมีย คือกลุ่มชนใด</p> <ol style="list-style-type: none"> <li>1. ชากรูมาเนียน ชากรูมาเนียน ชากรูมาเนียน</li> <li>2. ชากรูมาเนียน ชากรูมาเนียน ชากรูมาเนียน</li> <li>3. ชากรูมาเนียน ชากรูมาเนียน ชากรูมาเนียน</li> <li>4. ชากรูมาเนียน ชากรูมาเนียน ชากรูมาเนียน</li> </ol> <p>9. What are the people who contributed to the creation of civilization in Mesopotamia?</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. The Sumerian, Assyrian, Chaldeans, Akaka</li> <li>3. Assyrian, Chaldeans, Hittite, Phoenician Maya and Hebrew</li> <li>4. Sumerian, Babylonian, Iraqi</li> </ol>				✓
Q10	<p>10. สภาพภูมิศาสตร์ของดินแดนเมโสโปเตเมีย มีบริเวณที่มีผลผลิตอุดมสมบูรณ์อยู่บริเวณใด</p> <ol style="list-style-type: none"> <li>1. ดินแดนศักดิ์สิทธิ์แห่งโลกตะวันออกสมัยโบราณ</li> <li>2. ดินแดนที่อุดมด้วยทรัพยากร</li> <li>3. ดินแดนที่อุดมด้วยทรัพยากร</li> <li>4. ดินแดนที่อุดมด้วยทรัพยากร</li> </ol> <p>10. The geography of the land of Mesopotamia. This area has a fertile field called what?</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. Holy Land of the Tigris rich.</li> <li>3. Land mighty Square</li> <li>4. Land of the god Poseidon.</li> </ol>				✓

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q11	<p>11. ชาวซูเมอร์สร้างจิกกูรัตขึ้นมามีเพื่ออะไร</p> <p>1. เก็บน้ำ</p> <p>2. เป็นที่ประทับของกษัตริย์</p> <p>3. เป็นศูนย์กลางการปกครอง</p> <p>11. What is the reason does the Sumerian make up for the Ziggurat?</p> <p>1. stem the tide</p> <p>2. The residence of the king</p> <p>3. The residence of the king</p> <p>4. Central government</p>			✓	
Q12	<p>12. การสร้างพีระมิดและมัมมี่สะท้อนความเชื่อเรื่องอะไร</p> <p>1. บุญกุศลกรรม</p> <p>2. พลังของธรรมชาติ</p> <p>3. ความซื่อสัตย์ต่อเทพเจ้า</p> <p>12. Which of the following is believed to reflect the creation of the pyramids and mummies?</p> <p>1. Reciprocal deeds</p> <p>2. The power of nature</p> <p>3. Honesty to the gods</p> <p>4. Honesty to the gods</p>			✓	
Q13	<p>13. การสร้างสุสานหิน พีระมิด ได้แสดงให้เห็นถึงว่าชาวอียิปต์มีความรู้เกี่ยวกับชนชาติอื่นในยุคลัทธิอียิปต์หรือไม่</p> <p>1. การเลขคณิต และเรขาคณิต</p> <p>2. การเลขคณิต และเคมี และฟิสิกส์</p> <p>3. การเลขคณิต และฟิสิกส์ และเคมี</p> <p>4. การเลขคณิต และฟิสิกส์ และเคมี และฟิสิกส์</p> <p>13. The construction of tombs of stone , pyramid showing how the Egyptians had knowledge of the other nations in the same article.</p> <p>1. Arithmetic and geometry</p> <p>2. Arithmetic, geometry and chemical</p> <p>3. Arithmetic, geometry and physics</p> <p>4. Arithmetic, geometry, chemical and physics</p>			✓	
Q14	<p>14. เทพเจ้าสูงสุดของอียิปต์มีชื่อว่าอะไร</p> <p>1. อีซิส</p> <p>2. ออริส</p> <p>3. โอซิริส</p> <p>4. อะนุบิส</p> <p>14. Who is the high God of Egypt?</p> <p>1. AR</p> <p>2. Horus</p> <p>3. Osiris</p> <p>4. Anubis</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q15	<p>15. ข้อใดกล่าวถูกต้องเกี่ยวกับภูมิศาสตร์ของดินแดนกรีก</p> <p>2. เป็นที่ราบกว้างใหญ่</p> <p>3. เป็นแหลมยื่นไปในทะเล</p> <p>4. เป็นดินดอนที่มีล้อมรอบด้วยทะเลทราย</p> <p>15. Which is correct about the geography of the Greek territory?</p> <p>1. Steppe</p> <p>2. Steppe</p> <p>3. Cusplate foreland</p> <p>4. The land is surrounded by dese</p>			✓	
Q16	<p>16. ผลการสร้างวัฒนธรรมกรีกได้บ่งชี้วัฒนธรรมกรีกสะท้อนให้เห็นลักษณะเฉพาะของชาวกรีกคือข้อใด</p> <p>1. ความไม่นิยมในปัจเจกบุคคล</p> <p>2. ความหมกมุ่นในพิธีของศาสนา</p> <p>3. ความเป็นระเบียบวินัยและความรับผิดชอบ</p> <p>16. Which are some of the creations of Greek culture that reflect the Greek character?</p> <p>1. Unpopularity in the individual</p> <p>2. Religious obsession</p> <p>3. Discipline and Responsibility</p> <p>4. The land is surrounded by dese</p>			✓	
Q17	<p>17. ข้อใดถูกต้องที่สุดเมื่อกล่าวถึงค่านิยมของชาวอียิปต์และชาวกรีกโบราณ</p> <p>1. อียิปต์ไม่สนใจศาสนา ชาวกรีกสนใจศาสนา</p> <p>2. อียิปต์สนใจในเหตุผล ชาวกรีกสนใจในความลึกลับ</p> <p>3. อียิปต์นับถือฟาโรห์เป็นเทพเจ้าองค์เดียว ชาวกรีกนับถือเทพเจ้าหลายคน</p> <p>4. อียิปต์นับถือฟาโรห์เป็นเทพเจ้าองค์เดียว ชาวกรีกนับถือเทพเจ้าหลายคน</p> <p>17. Which most accurately When referring to the lifestyle of Egyptians and ancient Greeks.</p> <p>1. Egypt is not interested in religion. Greeks religious</p> <p>2. Egypt is interested in reason. Greeks. Interested in mysterious power</p> <p>3. Egypt believes in reason. Greeks. Interested in mysterious power</p> <p>4. Egypt regards Pharaoh as one god. Greek gods worship many gods.</p>			✓	
Q18	<p>18. ข้อใดคือจุดมุ่งหมายที่เด่นชัดของการสร้างศาสนาสถาปัตยกรรมโรมันซึ่งแตกต่างจากกรีก</p> <p>1. มุ่งสร้างศาสนาสถาปัตยกรรมที่ใหญ่โตหรูหราเพื่อพระจักรพรรดิ</p> <p>2. มุ่งสร้างศาสนาสถาปัตยกรรมที่ใหญ่โตเพื่อเป็นที่ยึดเหนี่ยวทางศาสนา</p> <p>3. มุ่งสร้างศาสนาสถาปัตยกรรมที่ใหญ่โตและมีบรรยากาศอันศักดิ์สิทธิ์</p> <p>4. มุ่งสร้างศาสนาสถาปัตยกรรมที่ใหญ่โตและมีบรรยากาศอันศักดิ์สิทธิ์</p> <p>18. Which one is the predominant purpose of the creation of Roman architecture, which is different from the Greek.</p> <p>1. Aimed at creating a palatial mausoleum for the emperor.</p> <p>2. Aimed at building greater strength to the military.</p> <p>3. Aimed at creating greater religious places</p> <p>4. Aimed at building greater strength to the military.</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q19	<p>19. บริษัทนำเที่ยวได้เสนอรายการให้เลือกชมหลายแห่ง ถ้าท่านสนใจศึกษาเฉพาะสิ่งใดสักอย่างโรมันโบราณท่านจะไม่ได้ไปชมอะไร</p> <p>1. โกลดเสียม</p> <p>2.วิหารพาร์เธนอน</p> <p>3. ปะติมาพีธอส</p> <p>4. จิตรกรรมฝาผนังการตัดสินครั้งสุดท้าย</p> <p>19. Tour companies have offered many items to choose from. If you are interested in the study of ancient Greek and Roman art, you are not going to see anything.</p> <p>1.Colosseum</p> <p>2.Parthenon</p> <p>3. Statue of Pithos</p> <p>4.Painting the flap of the flap last judgment</p>			✓	
Q20	<p>20. วัฒนธรรมการศึกษาด้านรวมของวัฒนธรรมใดที่แสดงถึงความรับผิดชอบและการประยุกต์ใช้กับศิลปะอย่างสูงที่สุด</p> <p>1. กรีก</p> <p>3. อียิปต์</p> <p>4. เปอร์เซีย</p> <p>20. Which of the following cultural and artistic creations shows the most demanding applications? As well as discipline and responsibility.</p> <p>1.Greeks</p> <p>3. Egypt</p> <p>4.Persia</p>			✓	
Q21	<p>21. กฎหมายฉบับแรกเขียนโดยใคร</p> <p>1. กฎหมายปกครอง</p> <p>2. กฎหมายรัฐธรรมนูญ</p> <p>3. กฎหมายรัฐธรรมนูญ</p> <p>4. กฎหมายเพื่อประชาชน</p> <p>21. Which of the first written Roman laws?</p> <p>1.Administrative law</p> <p>2.Labor law</p> <p>3.Constitutional law</p> <p>4.Law for the people</p>			✓	
Q22	<p>22. ข้อใดผิดเกี่ยวกับอารยธรรมโรมัน</p> <p>1. ถนนและสะพานยังคงใช้มาจนถึงปัจจุบัน</p> <p>2. ชาวโรมันได้พัฒนาระบบกฎหมาย</p> <p>3. จักรพรรดิพระองค์แรกของโรมันคือ ออกุสตุส</p> <p>4. ชาวโรมันได้พัฒนาระบบกฎหมาย</p> <p>22. Which one is wrong about Roman civilization?</p> <p>1.Street impedance applications are still used today.</p> <p>2.The first Roman emperor was Antiochian.</p> <p>3.The first Roman emperor was Antiochian.</p> <p>4.Plebeian and patrician jointly legislated twelve tables.</p>			✓	



No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q23	<p>23. ข้อใดคือลักษณะของศิลปะการทอผ้าเมืองจีนคืออะไร</p> <p>1. เนื้อผ้าละเอียด</p> <p>2. เนื้อผ้าหยาบ</p> <p>3. เนื้อผ้าเป็นเส้นลวดลายสวยงาม</p> <p>4. เนื้อผ้ามีความแข็งแรงทนทาน</p> <p>23. What is the characteristics of Yang Shao Culture</p> <p>1. Fine-grain</p> <p>2. Coarse-grain</p> <p>3. A thin and wiry</p> <p>4. Geometric motifs</p>			✓	
Q24	<p>24. ข้อใดคือลักษณะของกำแพงเมืองจีนคืออะไร</p> <p>1. มีเนื้อละเอียด</p> <p>2. ความเป็นระเบียบ</p> <p>3. มีเนื้อหยาบและแข็งแรง</p> <p>4. เนื้อผ้ามีความแข็งแรงทนทาน</p> <p>24. What do students think of the purpose of building the Great Wall of China?</p> <p>1. Prevent natural disasters</p> <p>2. Border protection</p> <p>3. The wonders of the world.</p> <p>4. The wonders of the world.</p>			✓	
Q25	<p>25. การที่จิตรกรจีนนิยมวาดภาพทิวทัศน์ตามธรรมชาติสะท้อนให้เห็นถึงปรัชญาของปรัชญาหรือศาสนาใด</p> <p>1. พุทธศาสนา</p> <p>2. ลัทธิขงจื้อ</p> <p>3. ศาสนาอิสลาม</p> <p>4. พระพุทธศาสนา</p> <p>25. The Chinese painters love painting natural scenery. Reflect the influence of any philosophy or religion.</p> <p>1. Buddhism</p> <p>2. Confucianism</p> <p>3. Naturalism</p> <p>4. Buddhism</p>			✓	
Q26	<p>26. จีนมีส่วนสำคัญในการเสริมสร้างอารยธรรมของโลกหลายประการยกเว้นข้อใดต่อไปนี้</p> <p>1. การทำปฏิทิน</p> <p>2. การทำกระดาษ</p> <p>3. การประดิษฐ์กระดาษ</p> <p>4. การประดิษฐ์กระดาษ</p> <p>26. China has played an important part in enhancing many world civilizations, except in the following.</p> <p>1. Making the calendar</p> <p>2. Making the paper</p> <p>3. Making the paper</p> <p>4. Farming</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	-1	
Q27	<p>27. After the Revolution to overthrow the Qing Dynasty, what administration that china has changed?</p> <p>1. Socialism 2. Military dictatorship 3. Communist regime</p>			✓	
Q28	<p>28. What is the latest dynasty of India and what religion they respected?</p> <p>1. The Mughal-Hindu Dynasty 2. Gupta-Hindu Dynasty 3. The Moriya dynasty - Buddhist</p>			✓	
Q29	<p>29. What choice has all correct vanes in Indian society?</p> <p>1. Brahman, weaver, beggar, laborer 2. Prime, minister, blacksmith, merchant 3. Farmers, accountants, industry, Brahmin 4. Brahmin, Prime Minister, Officer, Banker, Laborer</p>			✓	
Q30	<p>30. What is the civilization from Dravidian tribe?</p> <p>1. Vedic scriptures 2. Mahabharat and Ramayana 3. Brahmanism</p>			✓	

Sign

*Ms. Rajarek Ponghuen*  
(Ms. Rajarek Ponghuen)

### Index of Item Objective Congruence (IOC)

**“Improving student performance achievement through Syndicate Methods : an action research in secondary 6/6”**

#### Objectives of the study

1. To describe the current of student performance using Syndicate Method in classroom.
2. To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
3. To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6.

**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

- +1 Means the question is congruent with the objectives
- 0 Means the question is uncertain to be congruent with the objectives
- 1 Means the question is not congruent with the objectives

No	Item	Evaluation points			Suggestion
		+1	0	-1	
Q1	<p>ลักษณะสังคมในยุคก่อนการประดิษฐ์ไฟ</p> <p>1. ทำการเกษตร</p> <p>2. อยู่เป็นชุมชน</p> <p>3. มีกษัตริย์ปกครอง</p> <p>4. มีกษัตริย์ปกครอง</p> <p>1. What is the social nature of the Paleolithic Age?</p> <p>1. Farming</p> <p>2. Living in community</p> <p>3. Ruled by a king</p> <p>4. Ruled by a king</p>			✓	
Q2	<p>2. อารยธรรมของโลกโบราณมีต้นกำเนิดจากที่ไหนสำคัญ</p> <p>1. ที่ราบสูง</p> <p>2. ภูเขา</p> <p>3. ที่ราบลุ่ม</p> <p>4. ทะเลทราย</p> <p>2. Civilization of the ancient world, usually where the origin is important.</p> <p>1. Plateau</p> <p>2. Valley</p> <p>3. Plain</p> <p>4. Desert from the rock</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q3	<p>3. ข้อใดเป็นหลักฐานประเภทที่ไม่มีเป็นลายลักษณ์อักษร</p> <p>1. จารึกหลักที่ 1</p> <p>2. จารึกหลักที่ 2</p> <p>3. สนธิสัญญาแวร์ซาย</p> <p>4. จดหมายทูตในวัง</p> <p>3. Which a Non-Written Evidence?</p> <p>1. 1st inscription</p> <p>2. 2nd inscription</p> <p>3. Treaty of Versailles</p> <p>4. The Great Merit Archives</p>			✓	
Q4	<p>4 ข้อใดคือขั้นตอนแรกของการใช้การหาประวัติศาสตร์</p> <p>1. การค้นหาข้อมูลและรวบรวมหลักฐาน</p> <p>2. การตั้งคำถาม</p> <p>3. การอธิบายที่มาของข้อมูล และนำข้อมูลมาจัดเจน</p> <p>4. การประมวลผลความหมาย และความสัมพันธ์ของข้อมูล</p> <p>4. Which one is the first step of a historical approach?</p> <p>1. Search Information And gather evidence</p> <p>2. Questioning</p> <p>3. Explaining the reason and there is a clear answer.</p> <p>4. The quest for meaning and data relationships</p>			✓	
Q5	<p>5. กิจกรรมใดถือเป็นการปฏิวัติทางเศรษฐกิจครั้งแรกของมนุษย์</p> <p>1. การประดิษฐ์ล้อ</p> <p>2. การประดิษฐ์เครื่องจักร</p> <p>3. การใช้เครื่องมือจักรในการผลิต</p> <p>4. การประดิษฐ์เครื่องมือเครื่องใช้ด้วยโลหะ</p> <p>5. What activity constitutes the first economic revolution of man?</p> <p>1. Invention of plow</p> <p>2. Invention of machine tools</p> <p>3. The machines used in production</p> <p>4. Invention Machine tools with metal</p>			✓	
Q6	<p>6. ข้อใดเป็นจุดเริ่มต้นของยุคโลหะ</p> <p>1. การใช้โลหะ</p> <p>2. การใช้หิน</p> <p>3. การหลอมเหล็ก</p> <p>4. การหลอมสำริด</p> <p>6. Which is the beginning of the metal age?</p> <p>1. The use of tin</p> <p>2. The use of stone</p> <p>3. Melting iron</p> <p>4. Bronze casting</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	-1	
Q7	<p>ข้อใดเป็นจุดเริ่มต้นยุคประวัติศาสตร์</p> <ol style="list-style-type: none"> <li>1. รู้จักใช้ไฟ</li> <li>2. รู้จักการเพาะปลูก</li> <li>3. รู้จักตั้งถิ่นฐาน</li> </ol> <p>7. Which one is the beginning of the historical era?</p> <ol style="list-style-type: none"> <li>1. Know the use of fire.</li> <li>2. Know the cultivation</li> <li>3. Known settlers</li> <li>4. ...</li> </ol>			✓	
Q8	<p>8. เมโสโปเตเมีย เป็นชื่อเรียกดินแดนที่อยู่ระหว่างแม่น้ำใดกับแม่น้ำใด</p> <ol style="list-style-type: none"> <li>1. แม่น้ำไนล์กับแม่น้ำไนล์</li> <li>2. ชูพรัทกับแม่น้ำสิน</li> <li>3. ...</li> <li>4. แม่น้ำไนล์กับแม่น้ำสิน</li> </ol> <p>8. Is Mesopotamia the name of the land between which river and which river?</p> <ol style="list-style-type: none"> <li>1. Tigris River - Nile River</li> <li>2. The Euphrates - The Han River.</li> <li>3. ...</li> <li>4. Nile River - The Han River.</li> </ol>			✓	
Q9	<p>9. กลุ่มชนที่มีส่วนสร้างอารยธรรมเมโสโปเตเมียมีชื่อกลุ่มชนใด</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. ชาวซูเมอร์, ชาวอัสซีเรียน, ชาวคัลเดียน, ชาวอากา</li> <li>3. ชาวอัสซีเรียน, ชาวคัลเดียน, ชาวฮิตไทต์, ชาวฟินิเชีย, ชาวมายา และชาวฮีบรู</li> <li>4. ชาวอัสซีเรียน, ชาวบาบิโลเนียน, ชาวกรีก</li> </ol> <p>9. What are the people who contributed to the creation of civilization in Mesopotamia?</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. The Sumerian, Assyrian, Chaldeans, Akaka</li> <li>3. Assyrian, Chaldeans, Hittite, Phoenician Maya and Hebrew</li> <li>4. Sumerian, Babylonian, Iraqi</li> </ol>			✓	
Q10	<p>10. สภาพภูมิศาสตร์ของดินแดนเมโสโปเตเมียมีพื้นที่ที่มีผลต่อการเกษตรอยู่พื้นที่ใดบ้าง</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. ดินแดนศักดิ์สิทธิ์แห่งไนล์ที่อุดมสมบูรณ์</li> <li>3. ดินแดนจัตุรัสอันกว้างใหญ่</li> <li>4. ดินแดนแห่งมหาเทพโพไซดอน</li> </ol> <p>10. The geography of the land of Mesopotamia. This area has a fertile field called what?</p> <ol style="list-style-type: none"> <li>1. ...</li> <li>2. Holy Land of the Tigris rich.</li> <li>3. Land mighty Square</li> <li>4. Land of the god Poseidon.</li> </ol>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q11	<p>11 ชาวซูเมอร์ียนสร้างปิรามิดขึ้นมามีเพื่ออะไร</p> <p>1. ถิ่นน้ำ</p> <p>3. เป็นที่ประทับของกษัตริย์</p> <p>4. เป็นศูนย์กลางการปกครอง</p> <p>11. What is the reason does the Sumerian make up for the Ziggurat?</p> <p>1. stem the tide</p> <p>3. The residence of the king</p> <p>4. Central government</p>			✓	
Q12	<p>12 การสร้างพีระมิดและการทำมัมมี่สะท้อนความเชื่อกันอย่างไร</p> <p>1. กฎแห่งกรรม</p> <p>2. พลังของธรรมชาติ</p> <p>4. ความซื่อสัตย์คือหนทาง</p> <p>12. Which of the following is believed to reflect the creation of the pyramids and mummies?</p> <p>1. Reciprocal deeds</p> <p>2. The power of nature</p> <p>4. Honesty to the gods.</p>			✓	
Q13	<p>13 การสร้างสุสานหิน พีระมิด ให้คงอยู่ได้ทุกวันนี้แสดงว่าชาวอียิปต์มีความรู้เกี่ยวกับชนชาติอื่นในข้อใด</p> <p>1. ทางเลขคณิต และเรขาคณิต</p> <p>2. ทางเลขคณิต เรขาคณิต และเคมี</p> <p>4. ทางเลขคณิต เรขาคณิต เคมี และฟิสิกส์</p> <p>13. The construction of tombs of stone , pyramid showing how the Egyptians had knowledge of the other nations in the same article.</p> <p>1. Arithmetic and geometry</p> <p>2. Arithmetic, geometry and chemical</p> <p>4. Arithmetic, geometry, chemical and physic</p>			✓	
Q14	<p>14 เทพเจ้าสูงสุดของอียิปต์มีชื่ออะไร</p> <p>1. อีร์</p> <p>2. ออริส</p> <p>3. โอซิริส</p> <p>4. อานูบิส</p> <p>14. Who is the high God of Egypt?</p> <p>1. AR</p> <p>2. Horus</p> <p>3. Osiris</p> <p>4. Anubis</p>			✓	



No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q15	<p>15. ข้อใดกล่าวถูกต้องเกี่ยวกับภูมิศาสตร์ของดินแดนกรีก</p> <p>1. เป็นที่ราบกว้างใหญ่ 2. เป็นดินแดนที่ล้อมรอบด้วยทะเลทราย 3. เป็นเทือกเขายาวไปทางทะเล 4. เป็นดินแดนที่ล้อมรอบด้วยทะเลทราย</p> <p>15 Which is correct about the geography of the Greek territory?</p> <p>1. It is a wide plain 2. Steppe 3. Cusparte foreland 4. The land is surrounded by dese</p>			✓	
Q16	<p>16. ผลงานสร้างสรรค์การสถาปัตยกรรมกรีกสะท้อนให้เห็นลักษณะเฉพาะของชาวกรีกคือข้อใด</p> <p>1. ความไม่นิยมในปัจเจกบุคคล 2. ความหมกมุ่นในเรื่องศาสนา 3. ความเป็นระเบียบวินัยและความรับผิดชอบ</p> <p>16. Which are some of the creations of Greek culture that reflect the Greek character?</p> <p>1. Unpopularity in the individual 2. Religious obsession 3. Discipline and Responsibility 4. The sense of duty</p>			✓	
Q17	<p>17. ข้อใดถูกต้องที่สุด เมื่อกล่าวถึงการดำเนินชีวิตของชาวอียิปต์และชาวกรีกโบราณ</p> <p>1. อียิปต์สนใจศาสนากรีกและวิทยาศาสตร์ 2. อียิปต์สนใจในเหตุผล กรีกสนใจความศักดิ์สิทธิ์ทั้งหมด 3. อียิปต์นับถือศาสดาที่เป็นเทพเจ้าองค์เดียวกรีกนับถือเทพเจ้าหลายองค์ 4. อียิปต์สนใจศาสดาที่เป็นเทพเจ้าองค์เดียวกรีกนับถือเทพเจ้าหลายองค์</p> <p>17. Which most accurately When referring to the lifestyle of Egyptians and ancient Greeks.</p> <p>1. Egypt is not interested in religion. Greeks religious 2. Egypt is interested in reason. Greeks. Interested in mysterious power 3. Egypt believes in reason. Greeks. Interested in mysterious power 4. Egypt regards Pharaoh as one god. Greek gods worship many gods</p>			✓	
Q18	<p>18. ข้อใดคือจุดมุ่งหมายที่เด่นชัดของการสร้างศาสนาสถาปัตยกรรมโรมันซึ่งแตกต่างจากกรีก</p> <p>1. มุ่งสร้างศาสนาสถานที่ใหญ่โตหรูหราเพื่อพระจักรพรรดิ 2. มุ่งสร้างอาคารที่ใหญ่โตขึ้น เพื่อเป็นที่มาของศาสนา 3. มุ่งสร้างศาสนาสถานที่ใหญ่โตและมีความวิจิตรตระการตา 4. มุ่งสร้างศาสนาสถานที่ใหญ่โตและมีความวิจิตรตระการตา</p> <p>18. Which one is the predominant purpose of the creation of Roman architecture, which is different from the Greek.</p> <p>1. Aimed at creating a palatial mausoleum for the emperor. 2. Aimed at building greater strength to the military. 3. Aimed at creating greater religious places 4. Aimed at building greater strength to the military.</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q19	<p>19. บริษัทนำเที่ยวได้เสนอรายการให้เลือกรายการจากข้อนี้ว่าท่านสนใจศึกษาเฉพาะศิลปกรีกและโรมันในรายการต่อไปนี้ได้ไปชมอะไร</p> <p>1. โคลอสเซียม</p> <p>2. วิหารพาร์เธนอน</p> <p>3. สุสานแห่งนีโอ</p> <p>4. จิตรกรรมฝาผนังการตัดสินครั้งสุดท้าย</p> <p>19. Tour companies have offered many items to choose from. If you are interested in the study of ancient Greek and Roman art, you are not going to see anything.</p> <p>1. Colosseum</p> <p>2. Parthenon</p> <p>3. Necropolis</p> <p>4. Painting the flap of the flap last judgment</p>			✓	
Q20	<p>20. งานสร้างสรรค์ทางศิลปวัฒนธรรมของชนชาติใดที่แสดงให้เห็นถึงความต้องการประยุกต์ใช้ให้ถึงประโยชน์สูงสุดตลอดไปตามนิยามวินัยและความรับผิดชอบ</p> <p>1. กรีก</p> <p>3. อียิปต์</p> <p>4. เปอร์เซีย</p> <p>20. Which of the following cultural and artistic creations shows the most demanding applications? As well as discipline and responsibility.</p> <p>1. Greeks</p> <p>3. Egypt</p> <p>4. Persia</p>			✓	
Q21	<p>21. กฎหมายที่เป็นลายลักษณ์อักษรฉบับแรกของโรมันคือกฎหมายฉบับใด</p> <p>1. กฎหมายปกครอง</p> <p>2. กฎหมายอาญา</p> <p>3. กฎหมายรัฐธรรมนูญ</p> <p>4. กฎหมายนิติประเพณี</p> <p>21. Which of the first written Roman laws?</p> <p>1. Administrative law</p> <p>2. Criminal law</p> <p>3. Constitutional law</p> <p>4. Law for the people</p>			✓	
Q22	<p>22. ข้อใดกล่าวผิดเกี่ยวกับอารยธรรมโรมัน</p> <p>1. ถนนเทพปิตินยังคงใช้มาจนถึงปัจจุบัน</p> <p>2. โรมันเป็นอารยธรรมแรกที่นำประติมากรรมมาใช้ในการตกแต่ง</p> <p>3. จักรพรรดิพระองค์แรกของโรมันคือ ออคตาเวียน</p> <p>4. พากุสพลีโอนและเครซาร์ร่วมกันออกกฎหมายสิบสองโต๊ะ</p> <p>22. Which one is wrong about Roman civilization?</p> <p>1. Street impudence applications are still used today.</p> <p>2. The first Roman emperor was Antiochian.</p> <p>3. The first Roman emperor was Antiochian.</p> <p>4. Plebeian and patrician jointly legislated twelve tables.</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q23	<p>23. นวัตกรรมใดที่อุดมไปด้วยความหมายในการสร้างกำแพงเมืองจีนมีลักษณะใด</p> <p>1. ใกล้เคียงกับธรรมชาติ</p> <p>2. มีลักษณะที่เรียบง่าย</p> <p>3. เพื่อใช้เป็นสัญลักษณ์ของราชวงศ์</p> <p>4. แสดงความยิ่งใหญ่ของจักรวรรดิ</p> <p>23. What is the characteristics of Yang Shao Culture</p> <p>1. Fine-grain</p> <p>2. The simple and elegant</p> <p>3. A thin and wiry</p> <p>4. Geometric motifs</p>			✓	
Q24	<p>24. ข้อใดคือลักษณะของกรุงปักกิ่งอันเป็นที่มาของวัฒนธรรมชาวจีน</p> <p>1. มีเนื้อละเอียด</p> <p>2. ลักษณะมีสมาธิ</p> <p>3. มีเนื้อบางและแข็งแรง</p> <p>4. มีลักษณะที่เรียบง่าย</p> <p>24. What do students think of the purpose of building the Great Wall of China?</p> <p>1. Prevent natural disasters</p> <p>2. Border protection</p> <p>3. The wonders of the world.</p> <p>4. ...</p>			✓	
Q25	<p>25. การที่ศิลปินจีนนิยมวาดภาพเกี่ยวกับธรรมชาติสะท้อนถึงวัฒนธรรมจีนที่สะท้อนให้เห็นอิทธิพลของปรัชญาหรือศาสนาใด</p> <p>1. ลัทธิขงจื๊อ</p> <p>2. ลัทธิขงจื๊อ</p> <p>3. ธรรมชาตินิยม</p> <p>4. พระพุทธศาสนา</p> <p>25. The Chinese painters love painting natural scenery. Reflect the influence of any philosophy or religion.</p> <p>2. Confucianism</p> <p>3. Naturalism</p> <p>4. Buddhism</p>			✓	
Q26	<p>26. จีนมีส่วนสำคัญในการสร้างเสริมอารยธรรมของโลกหลายประการยกเว้นข้อใดต่อไปนี้</p> <p>1. การทำปฏิทิน</p> <p>2. การทำกระดาษ</p> <p>3. ...</p> <p>4. การเลี้ยงไหมและ</p> <p>26. China has played an important part in enhancing many world civilizations, except in the following.</p> <p>1. Making the calendar</p> <p>2. Making the paper</p> <p>3. ...</p> <p>4. Farming</p>			✓	

No	Item	Evaluation points			Suggestion
		-1	0	+1	
Q27	<p>27. หลังจากการปฏิวัติโค่นล้มราชวงศ์ชิง จีน ได้เปลี่ยนการปกครองไปสู่ระบอบใด</p> <p>1. ระบอบเจ้าคณะนิยม</p> <p>2. ระบอบเผด็จการทางทหาร</p> <p>3. ระบอบคอมมิวนิสต์</p> <p>27. After the Revolution to overthrow the Qing Dynasty, what administration that china has changed?</p> <p>1. Socialism</p> <p>2. Military dictatorship</p> <p>3. Communist regime</p>			✓	
Q28	<p>28. ราชวงศ์สุดท้ายที่ปกครองอินเดียคือราชวงศ์ใดนับถือศาสนาใด</p> <p>1. ราชวงศ์โมกุล - ฮินดู</p> <p>2. ราชวงศ์คุปตะ - ฮินดู</p> <p>3. ราชวงศ์มอริยะ - พุทธ</p> <p>28. What is the latest dynasty of India and what religion they respected?</p> <p>1. The Mughal-Hindu Dynasty</p> <p>2. Gupta-Hindu Dynasty</p> <p>3. The Moriya dynasty - Buddhist</p>			✓	
Q29	<p>29. ข้อใดที่มี วรรณะที่รวมอยู่ในสังคมอินเดีย</p> <p>1. พรหมณ์ ข้าราชการ ทหาร กรรมกร</p> <p>2. นายกรัฐมนตรี ทหาร นักธุรกิจ</p> <p>3. เกษตรกร นักบัญชี ช่างฝีมือ กรรมกร พรหมณ์</p> <p>29. What choice has all correct vanes in Indian society?</p> <p>1. Brahman, weaver, beggar, laborer</p> <p>2. Prime, minister, blacksmith, merchant</p> <p>3. Farmers, accountants, industry, Brahmin</p> <p>4. Brahmin, Prime Minister, Officer, Banker, Laborer</p>			✓	
Q30	<p>30. ข้อใดเป็นอารยธรรมอินเดียที่คนจากชนเผ่าดราวิเดียน</p> <p>1. สันสกฤตภาษา</p> <p>2. มหาภารตและรามายณะ</p> <p>3. ศาสนาพราหมณ์</p> <p>30. What is the civilization from Dravidian tribe?</p> <p>1. Vedic scriptures</p> <p>2. Mahabharat and Ramayana</p> <p>3. Brahmanism</p>			✓	

Sign. \_\_\_\_\_

(Mrs. Chattharika Suangpho ...)

Appendix C



## Questionnaire

( For students)

### Satisfaction questionnaire of students on the management of social studies teaching.

Direction : Please complete the following information about teaching style by making the checkmark (✓) in the blank .It is necessary to gather this data for the usefulness of research analysis.

Level 5 means the student is the most satisfied.

Level 4 means students are very satisfied.

Level 3 means students moderate satisfaction.

Level 2 means student less satisfaction.

Level 1 means the student is the least satisfied.

☐ Male

☐ Female

### Part I Teaching Style

No	Statement	Satisfaction level				
		5	4	3	2	1
1	Teachers use techniques to explain the content easily.					
2	Teachers have a way to motivate students to focus on learning.					
3	The teachers use the Media, modern audio-visual equipment.					
4	Teachers organize various activities not boring.					
5	Teachers are attentive and friendly to students.					
6	Teachers make students enjoy learning and happy with the class.					
7	Teachers have a variety of knowledge and apply to the subjects taught.					
8	Teachers have the knowledge to teach the subject matter perfectly.					
9	Teachers give students opportunities to ask content they do not understand.					
10	The teacher practices the students to analyze by building concept mapping or discussing.					



**Part II Classroom environment**

No	Statement	Satisfaction level				
		5	4	3	2	1
1	In the classroom, students are encouraged to participate in activities.					
2	In the classroom, students have responsible for their selves.					
3	In the classroom, students are eager to learn and improving student performance.					
4	In the classroom, students have a variety of ideas.					
5	Students have the opportunity to work in groups.					
6	Students can participate activities in the classroom.					
7	Students explain the knowledge to the group members.					
8	Students exchange ideas with each other.					
9	Students practice communication skills among group members such as leadership, making decision, solving problem.					
10	Students discipline in the classroom.					

**แบบสอบถามความพึงพอใจของนักเรียนในการจัดการเรียนการสอนวิชาสังคมศึกษา**

กรุณากรอกข้อมูลเกี่ยวกับรูปแบบการเรียนการสอนโดยทำเครื่องหมายถูก (✓) ลงในช่องระดับความพึงพอใจ การรวบรวมข้อมูลนี้เพื่อประโยชน์ในการวิเคราะห์งานวิจัย

ระดับที่ 5 หมายถึง นักเรียนพอใจมากที่สุด

ระดับที่ 4 หมายถึง นักเรียนพอใจมาก

ระดับที่ 3 หมายถึง นักเรียนให้ความพึงพอใจในระดับปานกลาง

ระดับที่ 2 หมายถึง นักเรียนมีความพึงพอใจน้อยลง

ระดับที่ 1 หมายถึง นักเรียนมีความพึงพอใจน้อยที่สุด

☐ ชาย

☐ หญิง

**ตอนที่ 1 รูปแบบการสอน**

ลำดับที่	รายการ	ระดับความพึงพอใจ				
		5	4	3	2	1
1	ครูใช้เทคนิคเพื่ออธิบายเนื้อหาให้เข้าใจได้ง่ายขึ้น					
2	ครูมีวิธีจูงใจให้นักเรียนสนใจในการเรียนรู้					
3	ครูใช้สื่อในการเรียนการสอน					
4	ครูจัดกิจกรรมการเรียนการสอนที่หลากหลาย					
5	การเอาใจใส่นักเรียนของครู					
6	ครูจัดการเรียนรู้ให้นักเรียน เรียนได้อย่างมีความสุข					
7	ครูนำความรู้ที่หลากหลายมาประยุกต์ใช้ในการจัดการเรียนการสอน					
8	ครูมีความรู้ ความเชี่ยวชาญในเรื่องที่สอน					
9	ครูเปิดโอกาสให้นักเรียนซักถามสร้างความเข้าใจ					
10	ครูฝึกให้นักเรียนได้สร้างแนวคิด วิเคราะห์และสรุปการเรียนรู้.					

**ตอนที่ 2 สภาพแวดล้อมในชั้นเรียน**

ลำดับที่	รายการ	ระดับความพึงพอใจ				
		5	4	3	2	1
1	นักเรียนมีส่วนร่วมในการจัดกิจกรรมการเรียนรู้					
2	นักเรียนมีความรับผิดชอบตัวเอง					
3	นักเรียนมีความกระตือรือร้นที่จะเรียนรู้และปรับปรุงผลสัมฤทธิ์ทางการเรียนรู้					
4	นักเรียนมีความคิดหลากหลายที่หลากหลาย					
5	นักเรียนได้เรียนรู้ด้วยการทำงานกลุ่ม					
6	นักเรียนมีส่วนร่วมในการเรียนรู้					
7	นักเรียนสามารถอธิบายความรู้ให้กับสมาชิกในกลุ่มได้					
8	นักเรียนสามารถแลกเปลี่ยนความคิดเห็นกันได้					
9	นักเรียนมีความสามารถในการสื่อสารและตัดสินใจแก้ไขปัญหาต่างๆ ได้					
10	นักเรียนมีระเบียบวินัยในห้องเรียน					



## IOC Questionnaire

### Index of Item Objective Congruence (IOC)

#### “Improving student performance achievement through Syndicate Methods : an action research in secondary 6/6”

Every item in the research instruments have to be evaluated by three experts in the field of Non-profit organization and OD field with the use of the test quality and the index of the Item-Objectives Congruence (IOC) forms.

### Objectives of the study

1. To describe the current of student performance using Syndicate Method in classroom.
2. To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
3. To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6.

**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

+1 Means the question is congruent with the objectives

1 Means the question is uncertain to be congruent with the objectives

-1 Means the question is not congruent with the objectives

### Part I Teaching Style

No	Questionnaire	-1	0	+1	Total	IOC	Result (ioc $\geq$ 0.5) “Validity” (ioc $\leq$ 0.5) “Invalidity”
Q1	ครูใช้เทคนิคเพื่ออธิบายเนื้อหาให้เข้าใจได้ง่ายขึ้น Teachers use techniques to explain the content easily.			3	3	1.0	Validity
Q2	ครูมีวิธีจูงใจให้นักเรียนสนใจในการเรียนรู้ Teachers have a way to motivate students to focus on learning.			3	3	1.0	Validity
Q3	ครูใช้สื่อในการเรียนการสอน The teachers use the Media, modern audio-visual equipment			3	3	1.0	Validity
Q4	ครูจัดกิจกรรมการเรียนการสอนที่หลากหลาย Teachers organize various activities not boring.			3	3	1.0	Validity
Q5	การเอาใจใส่นักเรียนของครู Teachers are attentive and friendly to			3	3	1.0	Validity

	students.						
Q6	ครูจัดการเรียนรู้ให้นักเรียน เรียนได้อย่างมีความสุข Teachers make students enjoy learning and happy with the class			3	3	1.0	Validity
Q7	ครูนำความรู้ที่หลากหลายมาประยุกต์ใช้ในการจัดการเรียนการสอน Teachers have a variety of knowledge and apply to the subjects taught.			3	3	1.0	Validity
Q8	ครูมีความรู้ ความเชี่ยวชาญในเรื่องที่สอน Teachers have the knowledge to teach the subject matter perfectly.			3	3	1.0	Validity
Q9	ครูเปิดโอกาสให้นักเรียนซักถามสร้างความเข้าใจ Teachers give students opportunities to ask content they do not understand.			3	3	1.0	Validity
Q10	ครูฝึกให้นักเรียนได้สร้างแนวคิด วิเคราะห์และสรุปการเรียนรู้ The teacher practices the students to analyze by building concept mapping or discussing.			3	3	1.0	Validity





## Part II Classroom environment

No	Questionnaire	-1	0	+1	Total	IOC	Result (ioc ≥ 0.5) “Validity” (ioc ≤ 0.5) “Invalidity”
Q1	นักเรียนมีส่วนร่วมในการจัดกิจกรรมการเรียนรู้ In the classroom, students are encouraged to participate in activities.			3	3	1.0	Validity
Q2	นักเรียนมีความรับผิดชอบตัวเอง In the classroom, students have responsible for their selves.			3	3	1.0	Validity
Q3	นักเรียนมีความกระตือรือร้นที่จะเรียนรู้และปรับปรุง ผลสัมฤทธิ์ทางการเรียนรู้ In the classroom, students are eager to learn and improving student performance.			3	3	1.0	Validity
Q4	นักเรียนมีความคิดหลากหลายที่หลากหลาย In the classroom, students have a variety of ideas.			3	3	1.0	Validity
Q5	นักเรียนได้เรียนรู้ด้วยการทำงานกลุ่ม Students have the opportunity to work in groups.			3	3	1.0	Validity
Q6	นักเรียนมีส่วนร่วมในการเรียนรู้ Students can participate activities in the classroom.			3	3	1.0	Validity
Q7	นักเรียนสามารถอธิบายความรู้ให้กับสมาชิกในกลุ่มได้ Students explain the knowledge to the group members.			3	3	1.0	Validity
Q8	นักเรียนสามารถแลกเปลี่ยนความคิดเห็นกันได้ Students exchange ideas with each other.			3	3	1.0	Validity
Q9	นักเรียนมีความสามารถในการสื่อสารและตัดสินใจแก้ไข ปัญหาต่างๆ ได้ Students practice communication skills among group members such as leadership, making decision, solving problem.			3	3	1.0	Validity
Q10	นักเรียนมีระเบียบวินัยในห้องเรียน Students discipline in the classroom.			3	3	1.0	Validity

## Index of Item Objective Congruence (IOC)

**“Improving student performance achievement through Syndicate Methods : an action research in secondary 6/6”**

### Objectives of the study

- 1.To describe the current of student performance using Syndicate Method in classroom.
- 2.To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
- 3.To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6.

**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

+1 Means the question is congruent with the objectives

0 Means the question is uncertain to be congruent with the objectives

-1 Means the question is not congruent with the objectives

### Part I Teaching Style

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q1	ครูใช้เทคนิคที่อธิบายเนื้อหาให้เข้าใจได้ง่ายขึ้น Teachers use techniques to explain the content easily.								✓
Q2	ครูมีวิธีดึงดูดให้นักเรียนสนใจในการเรียนรู้ Teachers have a way to motivate students to focus on learning.								✓
Q3	ครูใช้สื่อในการเรียนการสอน The teachers use the Media, modern audio-visual equipment								✓
Q4	ครูจัดกิจกรรมการเรียนการสอนที่หลากหลาย Teachers organize various activities not boring.								✓
Q5	การเอาใจใส่นักเรียนของครู Teachers are attentive and friendly to students.								✓
Q6	ครูจัดการเรียนรู้นักเรียน เรียนได้อย่างมีความสุข Teachers make students enjoy learning and happy with the class								✓
Q7	ครูนำความรู้ที่หลากหลายมาประยุกต์ใช้ในการจัดการเรียนการสอน Teachers have a variety of knowledge and apply to the subjects taught.								✓

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction					ความคิดเห็น /Opinion		
		level							
		5	4	3	2	1	-1	0	+1
Q8	ครูมีความรู้ ความเชี่ยวชาญในเรื่องที่สอน Teachers have the knowledge to teach the subject matter perfectly.								✓
Q9	ครูเปิดโอกาสให้นักเรียนซักถามสร้างความเข้าใจ Teachers give students opportunities to ask content they do not understand.								✓
Q10	ครูฝึกให้นักเรียนได้สร้างแนวคิด วิเคราะห์และสรุปการเรียนรู้ The teacher practices the students to analyze by building concept mapping or discussing.								✓

## **Part II Classroom environment**

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction					ความคิดเห็น /Opinion		
		level							
		5	4	3	2	1	-1	0	+1
Q1	นักเรียนมีส่วนร่วมในการจัดกิจกรรมการเรียนรู้ In the classroom, students are encouraged to participate in activities.								✓
Q2	นักเรียนมีความรับผิดชอบตัวเอง In the classroom, students have responsible for their selves.								✓
Q3	นักเรียนมีความกระตือรือร้นที่จะเรียนรู้และปรับปรุงผลสัมฤทธิ์ทางการเรียนรู้ In the classroom, students are eager to learn and improving student performance.								✓
Q4	นักเรียนมีความคิดหลากหลายที่หลากหลาย In the classroom, students have a variety of ideas.								✓
Q5	นักเรียนได้เรียนรู้ด้วยการทำงานกลุ่ม Students have the opportunity to work in groups.								✓
Q6	นักเรียนมีส่วนร่วมในการเรียนรู้ Students can participate activities in the classroom.								✓
Q7	นักเรียนสามารถอธิบายความรู้ให้กับสมาชิกในกลุ่มได้ Students explain the knowledge to the group members.								✓
Q8	นักเรียนสามารถแลกเปลี่ยนความคิดเห็นกันได้ Students exchange ideas with each other.								✓

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q9	นักเรียนมีความสามารถในการสื่อสารและตัดสินใจแก้ปัญหา ต่างๆได้ Students practice communication skills among group members such as leadership, making decision, solving problem.								✓
Q10	นักเรียนมีระเบียบวินัยในห้องเรียน Students discipline in the classroom.								✓

Sign.

(Ms Rojarek Pongboun)



## Index of Item Objective Congruence (IOC)

**“Improving student performance achievement through Syndicate Methods : an action research in secondary 6/6”**

### Objectives of the study

- 1.To describe the current of student performance using Syndicate Method in classroom.
- 2.To design and implement instructional development interventions (IDI) using Syndicate Method to develop achievement.
- 3.To determine the effect using Syndicate Method to improve student performance in developing behavior of secondary 6/6.

**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

- +1 Means the question is congruent with the objectives
- 0 Means the question is uncertain to be congruent with the objectives
- 1 Means the question is not congruent with the objectives

### Part I Teaching Style

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q1	ครูใช้เทคนิคเพื่ออธิบายเนื้อหาให้เข้าใจได้ง่ายขึ้น Teachers use techniques to explain the content easily.								✓
Q2	ครูมีวิธีจูงใจให้นักเรียนสนใจในการเรียนรู้ Teachers have a way to motivate students to focus on learning.								✓
Q3	ครูใช้สื่อในการเรียนการสอน The teachers use the Media, modern audio-visual equipment								✓
Q4	ครูจัดกิจกรรมการเรียนการสอนที่หลากหลาย Teachers organize various activities not boring.								✓
Q5	การเอาใจใส่นักเรียนของครู Teachers are attentive and friendly to students.								✓
Q6	ครูจัดการเรียนรู้ให้นักเรียน เรียนได้อย่างมีความสุข Teachers make students enjoy learning and happy with the class								✓
Q7	ครูนำความรู้ที่หลากหลายมาประยุกต์ใช้ในการจัดการเรียนการสอน Teachers have a variety of knowledge and apply to the subjects taught.								✓

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q8	ครูมีความรู้ ความเชี่ยวชาญในเรื่องที่สอน Teachers have the knowledge to teach the subject matter perfectly.								✓
Q9	ครูเปิดโอกาสให้นักเรียนซักถามสร้างความเข้าใจ Teachers give students opportunities to ask content they do not understand.								✓
Q10	ครูฝึกให้นักเรียนได้สร้างแนวคิด วิเคราะห์และสรุปการเรียนรู้ The teacher practices the students to analyze by building concept mapping or discussing.								✓

## Part II Classroom environment

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q1	นักเรียนมีส่วนร่วมในการจัดกิจกรรมการเรียนรู้ In the classroom, students are encouraged to participate in activities.								✓
Q2	นักเรียนมีความรับผิดชอบตัวเอง In the classroom, students have responsible for their selves.								✓
Q3	นักเรียนมีความกระตือรือร้นที่จะเรียนรู้และปรับปรุงผลสัมฤทธิ์ทางการเรียนรู้ In the classroom, students are eager to learn and improving student performance.								✓
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Q5	นักเรียนได้เรียนรู้ด้วยการทำงานกลุ่ม Students have the opportunity to work in groups.								✓
Q6	นักเรียนมีส่วนร่วมในการเรียนรู้ Students can participate activities in the classroom.								✓
Q7	นักเรียนสามารถอธิบายความรู้ให้กับสมาชิกในกลุ่มได้ Students explain the knowledge to the group members.								✓
Q8	นักเรียนสามารถแลกเปลี่ยนความคิดเห็นกันได้ Students exchange ideas with each other.								✓



ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q9	นักเรียนมีความสามารถในการสื่อสารและตัดสินใจแก้ไขปัญหา ต่างๆ ได้ Students practice communication skills among group members such as leadership, making decision, solving problem.								✓
Q10	นักเรียนมีระเบียบวินัยในห้องเรียน Students discipline in the classroom.								✓

Sign.....

(Mr. Kesida Boonyahit)



## Index of Item Objective Congruence (IOC)

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**Explanation:** This questionnaire of students in Social study method, there are 2 parts.

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### Part I Teaching Style

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q1	ครูใช้เทคนิคเพื่ออธิบายเนื้อหาให้เข้าใจได้ง่ายขึ้น Teachers use techniques to explain the content easily.								
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Q4	ครูจัดกิจกรรมการเรียนการสอนที่หลากหลาย Teachers organize various activities not boring.								
Q5	การเอาใจใส่นักเรียนของครู Teachers are attentive and friendly to students.								
Q6	ครูจัดการเรียนรู้ให้นักเรียน เรียนได้อย่างมีความสุข Teachers make students enjoy learning and happy with the class								
Q7	ครูนำความรู้ที่หลากหลายมาประยุกต์ใช้ในการจัดการเรียนการสอน Teachers have a variety of knowledge and apply to the subjects taught.								

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q8	ครูมีความรู้ ความเชี่ยวชาญในเรื่องที่สอน Teachers have the knowledge to teach the subject matter perfectly.								✓
Q9	ครูเปิดโอกาสให้นักเรียนซักถามตรงความเข้าใจ Teachers give students opportunities to ask content they do not understand.								✓
Q10	ครูฝึกให้นักเรียนได้สร้างแนวคิด วิเคราะห์และสรุปการเรียนรู้ The teacher practices the students to analyze by building concept mapping or discussing.								✓

## Part II Classroom environment

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q1	นักเรียนมีส่วนร่วมในการจัดกิจกรรมการเรียนรู้ In the classroom, students are encouraged to participate in activities.								✓
Q2	นักเรียนมีความรับผิดชอบตัวเอง In the classroom, students have responsible for their selves.								✓
Q3	นักเรียนมีความกระตือรือร้นที่จะเรียนรู้และปรับปรุงผลสัมฤทธิ์ทางการเรียนรู้ In the classroom, students are eager to learn and improving student performance.								✓
Q4	นักเรียนมีความคิดหลากหลายที่หลากหลาย In the classroom, students have a variety of ideas.								✓
Q5	นักเรียนได้เรียนรู้ด้วยการทำงานกลุ่ม Students have the opportunity to work in groups.								✓
Q6	นักเรียนมีส่วนร่วมในการเรียนรู้ Students can participate activities in the classroom.								✓
Q7	นักเรียนสามารถอธิบายความรู้ให้กับสมาชิกในกลุ่มได้ Students explain the knowledge to the group members.								✓
Q8	นักเรียนสามารถแลกเปลี่ยนความคิดเห็นกันได้ Students exchange ideas with each other.								✓

ลำดับที่ No	รายการ/ Statement	ระดับความพึงพอใจ /Satisfaction level					ความคิดเห็น /Opinion		
		5	4	3	2	1	-1	0	+1
Q9	นักเรียนมีความสามารถในการสื่อสารและตัดสินใจแก้ไขปัญหา ต่างๆได้ Students practice communication skills among group members such as leadership, making decision, solving problem.								
Q10	นักเรียนมีระเบียบวินัยในห้องเรียน Students discipline in the classroom.								

Sign.....

(Dr. Yupaporn Thepsuriganon...)





**Appendix E**

**Pair Sample t-test Pre-Test / Post-Test**

T-Test dependent (Sig 2 Tailed)

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	15.45	40	2.562	.405
	Post	19.33	40	3.190	.504

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre & Post	40	.509	.001

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre - Post	-3.875	2.902	.459	-4.803	-2.947	-8.446	39	.000



### Pair Sample t-test Teaching Style before IDI and after IDI

#### Frequency of sex

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	37.5	37.5	37.5
	Female	25	62.5	62.5	100.0
	Total	40	100.0	100.0	

#### Descriptive Statistics Pre-test Teaching Style

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
No1	40	2	5	3.33	.656
No2	40	1	4	3.15	.736
No3	40	2	5	3.35	.802
No4	40	1	5	2.95	.846
No5	40	1	5	3.18	.781
No6	40	1	4	3.22	.768
No7	40	2	5	3.18	.781
No8	40	2	5	3.53	.716
No9	40	2	5	3.08	.764
No10	40	1	5	2.90	.841
Valid N (list wise)	40			3.187	0.7691

#### Descriptive Statistics Post-test Teaching Style

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
No1	40	3	5	4.40	.672
No2	40	3	5	4.60	.545
No3	40	3	5	4.27	.716
No4	40	2	5	3.73	.716
No5	40	3	5	4.07	.730
No6	40	3	5	4.35	.662
No7	40	3	5	4.22	.698
No8	40	3	5	4.53	.640
No9	40	3	5	4.58	.675
No10	40	3	5	4.32	.764
Valid N (list wise)	40			4.307	0.6818

T-Test Pre&Post-test Teaching Style

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	3.1870	10	.18774	.05937
	Post	4.3070	10	.26221	.08292

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-1.12000	.25281	.07994	-1.30085	-.93915	-14.010	9	.000



### Pair Sample t-test Classroom environment before IDI and after IDI

#### Frequency of sex

		Sex			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Male	15	37.5	37.5	37.5
	Female	25	62.5	62.5	100.0
	Total	40	100.0	100.0	

#### Descriptive Statistics Pre-test Classroom environment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
No1	40	1	5	3.12	.853
No2	40	2	5	3.20	.992
No3	40	2	5	3.20	.648
No4	40	2	5	3.25	.840
No5	40	2	4	3.08	.616
No6	40	1	5	3.20	.758
No7	40	2	5	3.15	.622
No8	40	2	5	3.22	.733
No9	40	2	4	2.98	.698
No10	40	2	5	3.40	.810
Valid N (list wise)	40			3.18	0.757

#### Descriptive Statistics Post-test Classroom environment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
No1	40	3	5	4.40	.672
No2	40	3	5	4.17	.781
No3	40	3	5	4.13	.563
No4	40	3	5	3.85	.622
No5	40	3	5	4.20	.723
No6	40	3	5	4.30	.648
No7	40	3	5	3.98	.733
No8	40	3	5	4.13	.757
No9	40	3	5	4.13	.757
No10	40	3	5	4.17	.636
Valid N (list wise)	40			4.146	0.6892

T-Test Pre&Post-test Classroom environment

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	3.1800	10	.11086	.03506
	Post	4.1460	10	.15211	.04810

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-.96600	.20261	.06407	-1.11094	-.82106	-15.077	9	.000





**Appendix F**

## CHAPTER 1

### 1.1 Context of study

Century Skills, 21 (21st Century Skills) reviews new (2555: 16-21) have the skills to survive in the 21st century. Subject matter, it is vital but not enough for learning to live in the 21st century, learning the subject matter (content or subject matter) should be learning from the student's own research. The teacher's help and design activities that allow each student to assess the progress of their learning

Major General (Core Subjects) is offered: Language and languages of the world. Art. Math. The government and civics. Economics. Science. Geography. History.

### 1.1.1 Global Context

The concept of the new skills: Learning in the 21st Century and the framework for learning in the 21st century.

### Match Overview

16%

	Source	Percentage
1	Submitted to Assumptio...	7%
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Teacher Training



### Teaching by Syndicate Method

