MATHEMATICAL ACHIEVEMENT THE DEVELOPMENT OF BY USING EQUATION SKILLS TRAINING OF PRIMARY 6 STUDENTS OF DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

A study of the development of Mathematics Achievement by using the equation skill training for Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School, with the purpose of comparing the learning achievement before and after learning by using the Equation Skills Training for Prathom Suksa 6 students 6. Sample groups included Prathom Suksa 6 students 6, Suan Sunandha Rajabhat University Demonstration School, the Academic Year 2018, amount 1 classroom, a total of 30 students. The research instruments were Equation Skills Training, pre-test and post-test Achievement Test by using Equation Skills Test for Prathom Suksa Students 6, the statistics used for data analysis were the mean ($\overline{X}$), standard deviation (S.D.), t-test for Dependent Samples.

The results showed that

The Learning achievement on equations of Prathom Suksa 6 students after learning with the Equation Skills Test of Prathom Suksa 6 students before learning with the Mean($\overline{X}$) equal to 11.63, Standard Deviation (S.D.) before learning was 4.91, the Mean ($\overline{X}$) after learning was equal to 19.50, Standard Deviation after learning was 3.62, the t-test was 7.80 with statistical significance at .05

Keywords: Skill practice, Mathematics, Prathom Suksa 6

INTRODUCTION

Mathematics plays a very important role in the development of human thinking, allowing humans to be creative, think logically, orderly, systematically, able to analyze problems and situations thoroughly, make predictions, plan, make decisions and solve problems correctly. Human beings use mathematics as a tool to study science and technology, as well as other sciences. Mathematics is therefore beneficial to life and helps to improve the quality of life. In addition, mathematics also helps to develop the human being perfect, with the balance in the body, mind, intellect, and emotions. To do, to solve problems, and to be able to live happily with others. [3] . Therefore, the Basic Education Curriculum 2008 requires that Mathematics be the main subject, which all learners must study at all levels. The educational management of Mathematics according to the Basic Education Curriculum 2008, is a study for all, which gives students the opportunity to start studying mathematics continuously for life, according to their potential, so that learners to be knowledgeable, sufficient mathematical ability to improve the quality of life, including as a basis and as a tool for further learning, and it is necessary to improve the quality of life (IPST. 2003: 1)

In this regard, mathematics is a skill subject which is quite difficult for students to understand the content, so it is necessary to practice, understand the content and the complex problems. Thorndike (Edward L. Thorndike.1874-1949) believes that trial and error will lead to a connection between stimuli, response, and learning, which is the connection between Stimuli and Responses. Learning trial and error is important that when organic affect stimuli, organic will try to respond to various stimuli, until finding the way appropriate and correct for events and situations. When the correct response will be continued with the stimuli, resulting in learning. As according to the 3learning rules. 1. Law of Effect 2. Law of Exercise 3. Law of Readiness. According to Thorndike's concept, it can be seen that practice can enable learners to understand the content of Learn more.

As the researcher was a mathematics teacher and taught at Prathom 6 of Suan Sunandha Rajabhat University Demonstration School, Bangkok for a long time, found that Prathom Suksa 6 students had problems in mathematics learning, and skills in equations, they had problems in solving equations, students were unable to analyze the keywords of the problem. As a result, most students were bored, discouraged, not interested in mathematics learning, resulting in student achievement, regarding problems and situations below the threshold, the teacher has used the Equation Skills Training to teach and manage in order to promote the ability to learn about equations, so that students have academic achievement higher.

OBJECTIVES

To compare the learning achievement before and after learning by using equation skill exercise for Prathom Suksa 6 students.

Population and sample

1) Population: The population used in this research is Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School, the academic year 2018, amount 85 students.

2) Sample: The sample group used in this study is Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School, the academic year 2018, room 6/3, amount 30 students, obtained from Purposive Sampling.

Variables studied

1) Independent Variable: namely teaching and learning by using equation skills training.
2) Dependent variables: namely learning achievement in equation

METHODOLOGY

A study of the academic achievement on Equation before and after learning is Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School by using the equation skill training test. In this research, the researcher studied from the sample group consisting of Prathom Suksa 6/3 students by using the Purposive selection method as follows:

1) Study relevant theoretical documents.
2) Prepare the equation skills training
3) Conduct teaching activities by using equation skills training for teaching and learning.
4) Test the achievement of 30 items, by using the test on equations.
5) Perform data analysis, the statistical values are mean ($\overline{X}$), standard deviation and T-test statistics.

RESULT

From doing achievement tests before and after learning about equations by using the equation skill test for Prathom Suksa 6 students.

Table: Comparison of the average scores of the achievement on pre-post and post-equation by using the Equation Skills Training

Test	$\overline{X}$	S.D.	t-test
Before earning	11.63	4.91	7.80
After learning	19.50	3.62	

* Statistical significance at the level of .05

CONCLUSION

From the table, it found that the average score from the achievement test by using the equation skill training test, after learning with the Equation Skills Training of Prathom Suksa 6/3 students, the mean ($\overline{X}$) before learning was 11.63, the mean ($\overline{X}$) after learning was 19.50, the standard deviation before learning (SD) was 4.91, The standard deviation after learning (SD) was 3.61, the t-test was 7.80 with statistical significance at the level of 0.5.

DISCUSSIONS

The development of the mathematics achievement by using the equation skill training test of Prathom Suksa 6 students, Suan Sunandha Rajabhat University Demonstration School, after post-test, students had the mean ($\overline{X}$) equal to 19.50, the standard deviation before learning (SD) was 3.61 after learning, higher than before at the statistical significance level of .05, because students were trained by using the skill training on equation, which made the learners had a greater understanding of the content of equations and were continuously trained, which was consistent with [1] [4].

SUGGESTION

1) There should be a variety of equation skills training for appropriateness and to stimulate students' interest.

2) There should be an evaluation after using the equation skill training test during the experiment.

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