

A Study of the Effects of Discussion Method on Students' Achievement in Science at the Middle School Level

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Abstract

The main purpose of the present study is to investigate the effects of discussion method on students' achievement in science at the middle level. Discussion method is based on the students' actual participation in learning and it finds the best solutions of the problem by discussing with their peers. It is an experimental research. Treatment is used on instructional design that based on discussion method. According to the format of that design, (6) sample lessons of learning materials were constructed. The target population is Grade Eight students from Basic Education Middle School, Bahan Township and Basic Education High School, Dagon Seikkan Township. Simple random sampling method was used. Therefore, (120) students and (4) science teachers participated in it. The instrument used in this study was a posttest. Learning materials were selected from Chapter (5), Earth and Space, from Grade Eight Science Textbook that is used in Basic Education Schools of Myanmar. To study the effects of discussion method, one of the true experimental designs, posttest-only control group design was used. The data were analyzed with independent samples *t* test was used to test the hypotheses of this study. The result of this study shows that there was a significant difference in the achievements of science learning between the students who were taught by discussion method and those who were not. The results also indicated that the experimental group achieved significantly better than the control group in performing at knowledge, comprehension and application levels. So, it can be verified that discussion method brings positive effects on students' science learning at Middle school level. The results of this study provided that discussion method can be used in learning science effectively.

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