

CHAPTER 4

Results

The purposes of this study were to compare students' English reading ability before and after learning through jigsaw reading and semantic mapping activities and study students' English writing ability after learning through jigsaw reading and semantic mapping activities. The target group was 20 Mathayom Suksa 4 students who enrolled in Reading and Writing English Course (E30203) in the first semester of the academic year 2015 at Chomthong School, Chiang Mai, Thailand. The research tools were 10 lesson plans based on jigsaw reading and semantic mapping activities, English reading ability test and English summary evaluation form. The data obtained were analyzed for mean, standard deviation and percentage. The findings of the study were divided into two parts:

Part I. The students' English reading ability increased after learning through jigsaw reading and semantic mapping activities.

Part II. The students' English writing ability passed the pre-set criteria after learning through jigsaw reading and semantic mapping activities.

Part 1. Results of the students' English reading ability

Table 1 Mean, standard deviation, percentage and quality level of the scores of the students' English reading ability (N=20)

Test	Mean (40)	Standard Deviation	Percentage	Level of Quality
Pre-test	21.5	2.12	53.75	Passed
Post-test	27	1.41	67.50	Good

Table 1 shows the mean score of the students' English reading ability from the pre-test was 21.5, the standard deviation was 2.12 and the percentage was 53.75, which was at the passed level. But the mean score of the students' English reading ability from

the post-test was 27, the standard deviation was 1.41 and the percentage was 67.50, which was at the good level. It can be concluded that after learning through jigsaw reading and semantic mapping activities, the students' English reading ability increased according to the research hypothesis.

Part 2. Results of the students' English writing ability

Table 2 Mean, standard deviation, percentage and quality level of the scores of the students' English writing ability (N=20)

Summary	Mean (20)	Standard Deviation	Percentage	Levels of Quality
1	11	2.83	55.00	Passed
2	12	2.83	60.00	Passed
3	13.5	2.12	67.50	Good
4	15	1.41	75.00	Good
5	15.5	2.12	77.50	Good
Average	13.4	2.26	67.00	Good

Table 2 shows that the mean score of the students' English summary writing ability was 13.4, the standard deviation was 2.26 and percentage was 67.00, which passed the pre-set criteria of 50%. The quality of the students' English writing ability was at the good level. From summary 1 to summary 5, the mean score increased gradually from 11 to 15.5, the standard deviation changed from 2.83 to 2.12 and the percentage increased from 55.00 to 77.50. For the students' English summary writing ability, they were at the passed level in summary 1 and summary 2, and at the good level in summary 3, summary 4 and summary 5. It can be concluded that after learning through jigsaw reading and semantic mapping activities, the students' English summary writing ability passed the pre-set criteria.