The Development of English Reading Comprehension Skill by using Problem-Based Learning for the Second-Year-B.A. students of Teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University

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Abstract

This research studied of development of English reading comprehension skill by using Problem-Based Learning for the second-year-B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. The objectives were: 1) to study the needs and the problem of English reading comprehension skill by using Problem-Based Learning for the second year B.A. students of teaching English (International Program), 2) to develop the English reading comprehension skill by using Problem-Based Learning for the second year B.A. students of teaching English (International Program), 3) to study satisfaction in English reading comprehension skill by using Problem-Based Learning for the second year B.A. students of teaching English (International Program). This research has used the pre-Experimental research by using pre and post experiment.

The results of this research were found that

1) the needs and problems of English reading comprehension skill by using Problem-Based Learning for the second year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University was found that the overall average was 4.24 which was at satisfied level.

2) the score post-test of using of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning ($\overline{x}$ = 17.50, S.D. = 1.27) was higher than pre-test of the score pre-test in the of using experiment of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning. ($\overline{x}$ = 9.00, S.D. = 1.15) as statistically significant at 0.5.

3) the satisfaction of use experiment of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning was found that the overall average was 4.33 which was at satisfied level.

Keyword: Development of English Reading; English Reading Comprehension Skill; English and Problem-Based Learning

Introduction

The world over, English is a crucial language for communication. Most individuals utilize it as a communication tool on a global scale. Additionally, English is used in politics, economics, and employment. Thailand is one of the nations where English is highly valued because it is essential for daily interactions, including conducting local and international commerce, reading the news, and participating in school.

By emphasizing the study of the development of the English language in four skill areas—listening, speaking, reading, and writing—Thailand has improved education at all levels. Uthai Dulyakasem (2016) said, "If the teacher has a good teaching method, it will directly affect the learning of the students. Therefore, teachers must seek more knowledge in their specific field, English. Teachers should have moral and ethical values and a positive outlook on the teaching profession".

Nowadays, education has many teaching methods, and the duty of teachers is to give the knowledge to the students. The technique of teaching for the teachers must be fun in the classroom, such as the use of games. This technique encourages pupils to grow in relation to their potential and the activities' substance. As a result, game-based learning can assist pupils in becoming engaged in all of their academic topics. It is a technique that can pique pupils' interests in both the activities and the subject matter. It fosters an engaging learning environment and makes pupils want to study. Both classroom and online learning can make use of this.

Learning English in Thailand aims for pupils to be able to use foreign languages for communication in real life and pursue a career in higher education. As well as understand the diverse cultures of foreign countries, the learners' quality of 3rd grader is first to be able to pronounce words accurately and fluently; to read alliterations, texts, short stories, and simple verses; to understand meanings of the words and texts read; to pose logical questions; to make a sequence of situations; to surmise situations; to summarize knowledge and insights from what has been read; to follow instructions and explanations from their readings; to understand meanings and data from diagrams, maps, and charts; to read regularly; and to have good reading manners. Second, spelling words and understanding their meanings; recognizing differences between words and syllables; understanding

functions of words in sentences; being skilled in using dictionaries to look up meanings of words; constructing simple sentences (Ministry of Education, 2008) composing alliterations and mottoes; and choosing standard Thai language and dialects appropriately to the occasion. All four language acquisition skills—listening, speaking, reading, and writing—must be mastered. Vocabulary is another important part of learning English. To communicate, vocabulary is a necessity, yet grammatical usage may not always be accurate. Pupils who learn vocabulary in the classroom via memorization sometimes become bored and bored to study. Therefore, games provide an opportunity for students to collaborate and cooperate with each other, create a fun, interesting, and effective learning environment, promote an enjoyable learning experience, and teach students vocabulary (Alavi, & Gilakjani, 2019: Online).

In the experience, the researcher observed the pupils in the English classes. When teachers organized activities such as listening, speaking, reading, and writing skills, the pupils were less able to work or do activities. So that the researcher has the same problem as Theewara Platapiantong (2019) said that the pupils were unable to remember the words during the lessons and the pupils memorizing the words in the interpretive form for the exam. This may make pupils remember only temporarily. So, it is the problem in learning English. They won't be able to communicate at all. Nattanon Phutrakul et al. (2021) said that the achievement of memorizing English words using games for teaching pupils after school was higher than before. This showed that using word games in teaching encourages pupils to memorize English words better. This may be using games for teaching, an activity that focuses on engaging pupils in activities and focusing on creating a learning experience for the pupils themselves.

According to the agreement of the ASEAN Community, the members of 10 countries agreed that every country is able to use any language to communicate with one another, but the English language must come first because it is the foundation for the citizens of each country to learn. Now the educational curriculum of each country is compulsory to study English. So, it does not seem too difficult for them to communicate with one another. I am interested in doing my research by focusing on this school because I would like to know whether the students who are studying English at this elementary school will achieve their goal or not. When I collect data for writing my thesis, I hope to see many good things concerning the process of learning and teaching English at this Second-Year Students of Bachelor of Education (Teaching English) (International Program) where I should pay attention to studying more and more, for example, the process of instruction of the teachers here. Once I used to work at this program, I saw a good teaching method that the teachers in this program have taken to apply in teaching and learning English. On the contrary, there are some problems and some things that are needed to

improve. It is very good to do the research focusing on this program because researchers will have a chance to learn more about an advantage and disadvantage for the benefit of education (Gore, & Zeichner, 1990).

Like other contexts, it is very important for students to produce graduates of an international standard in today's globalized world; it is necessary to improve students' reading proficiency in English reading skills for that. Though it will take time to bring about changes in the present state of teaching and learning reading skills, it is not altogether impossible. If recent pedagogical approaches are used and if proper materials and tests are designed, the situation will improve significantly. This study, therefore, will prove very useful for the students. The importance of reading skills in students cannot be denied. To make the students fit nationally and internationally, their reading skills must be of an advanced level. If reading skills are improved, learners will be able to utilize maximum resources for acquiring knowledge and information, and it will change the whole educational scenario of the country. So, the present study on 'development of English reading model by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University is of great importance.

Overall, as indicated by the above research, the English reading model uses problem-based learning to enable students to develop their own English-reading ability in order to reach their goals. Therefore, the researcher is interested in the development of an English reading model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

Research Questions

1) What are the needs and the problem of English reading comprehension skill by using problem-based learning for the second year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University?

2) How is English reading comprehension skill using problem-based learning for the second year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University?

3) What is the average of staff's satisfaction in English reading comprehension skill using problem-based learning for the second year B.A.? students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University?

Research Objectives

1) To study the needs and the problem of English reading comprehension skill by using problem-based learning for the Second Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.

2) To develop the English reading comprehension skill by using problem-based learning for the second year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.

3 To study satisfaction in English reading comprehension skills by using problem-based learning for the second year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.

Methodology

The study entitled "The Development of English Reading Comprehension Skill by using Problem-Based Learning for the Second-Year-B.A. students of Teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University" are: 1) Target Group The target groups of this research are 50 second-year B.A. students of teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University by using a purposive sample. 2) The samples of this research are 10 second-year B.A. students of teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University by using a purposive sample. and pre-experimental research by using pre-experiment and post-experiment with the samples is shown in the below figure.

Table 1 Pre-Experimental research by using pre-experiment and post-experiment with the samples

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T_1	X	T_2

E	means	Samples
T_1	means	Pre-Experimental Test
X	means	English reading comprehension skill by using Problem-Based Learning for the Second Year B.A. students of teaching English (International Program)
T_2	means	Post-Experimental Test

Research Results

1) the needs and problems of English reading comprehension skill by using Problem-Based Learning for the second year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University was found that the overall average was 4.24 which was at satisfied level.

2) the score post-test of using of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning ($\overline{x}$ = 17.50, S.D. = 1.27) was higher than pre-test of the score pre-test in the of using experiment of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning. ($\overline{x}$ = 9.00, S.D. = 1.15) as statistically significant at 0.5.

3) the satisfaction of use experiment of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning was found that the overall average was 4.33 which was at satisfied level.

Discussion

Study the needs and the problem of English reading comprehension skill by using Problem-Based Learning for the Second Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University.

This illustrates that of the needs and problems of English reading comprehension skill by using Problem-Based Learning for the Second Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University. It was found that the overall average was 4.24, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. You read English with correct English grammar. ($\overline{x}$ = 4.60, S.D. = 0.70), and the second item was no. 10. You have trouble pronouncing while reading English. ($\overline{x}$ = 4.50, S.D. = 0.71), and the third item was no. 6. You have trouble pronouncing while reading English. ($\overline{x}$ = 4.40, S.D. = 0.52), and the lowest level was no. 4. Communication activities are very interesting to me. ($\overline{x}$ = 3.90, S.D. = 0.32), respectively. In conclusion of the needs and problems of English reading comprehension skill by using problem-based learning for the Second Year B.A. students of teaching English (International Program) in Education Faculty at Mahachulalongkornrajavidyalaya University, which was at a satisfied level. It is also consistent with the research of **Nongnat Chawwang (2008)**, in which the researcher examines an investigation of the English reading problems of Thai 12th-grade students in

Nakhonratchasima educational regions 1, 2, 3, and 7. This study aimed to investigate the English reading problems of Thai 12th-grade students in educational regions 1, 2, 3, and 7 in Nakhonratchasima in the academic year 2006. It was found that the reading ability of the participants in the three areas of sentence structure, vocabulary, and reading comprehension was at a low level. Most of them (over 70% of all participants) were unable to give the correct answers on the test. Therefore, the results of the study revealed that they had problems in all three areas of the reading test: (a) sentence structure, (b) vocabulary, and (c) reading comprehension. In testing the differences in English reading problems among the science students and the arts students concerning sentence structure, vocabulary, and reading comprehension, it was found that 30% of the science and arts students gave the correct answers. That is, most of them (over 70% of both science and arts students) had problems in all three areas. The reading ability of the science students and of the arts students was at a low level. It can be concluded that there were no differences in reading ability between students in the science and the arts groups.

It is also consistent with the research of **Chompunuch La-ongsri (2022)** aimed to investigate the difficulties of oral presentation faced by Thai officers at a multinational company. This study was conducted to survey the significant difficulties of oral presentation and the needs and suggestions to improve English oral presentation skills. The finding showed the trend of the respondents in all factors is moderate. The officers think oral presentation is difficult because they have low confidence. Moreover, they find it hard to find suitable words to express their meaning in terms of language skills. However, the officers rarely focus on grammar errors. They focused on the interpretation of meaning. In terms of audiences, they are frightened when a lot of people are watching them. In terms of suggestions, the officers suggested that the graduated staff need further preparation in this working area. The officers suggested practicing basic communication and vocabulary by focusing on the target of communication and learning to prepare presentation material proficiently. It is also consistent with the research of **Thitipong Lueangsuwan et al. (2023)** studies the Study of Problems and Needs of Teaching English Critical Reading to Upper Secondary School Students. The results showed that the students' English critical reading ability was at a low level, and the need for the development of an English critical instructional model was at a high level. The teachers' problems and needs in teaching English critical reading found that teaching English critical reading was difficult and challenging because of teachers' lack of knowledge in learning management of English critical reading, and there was still no concrete way of teaching English critical reading. There should be an instructional model of English critical reading teaching that focuses on practicing students' English critical reading usage with a variety of effective teaching methods that are easy to understand and practical.

Comparison of competency of pre-test and post-test in the use experiment of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using action-based learning.

This indicates that comparison between the students' pre-test and post-test in the of use experiment of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning., is found that the pupils who have the score post-test of use of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning. ($\overline{x}$ = 17.50, S.D. = 1.27) are higher than pre-test of the score pre-test in the of use experiment of the manual of English reading comprehension skill for students at Education Faculty at Mahachulalongkornrajavidyalaya University by using Action-based Learning. ($\overline{x}$ = 9.00, S.D. = 1.15) as statistically significant at 0.5. It is also consistent with the research of **Richavee Chatviriyawong (2012)** studied the development of a reading instructional model through a task-based approach integrating with collaborative strategic reading (CSR) and SCAMPER techniques to enhance the creative thinking of vocational diploma students. The research results were as follows: 1. The Reading Instructional Model through a Task-Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students consisted of 4 components: principles, objectives, teaching and learning procedures, and evaluation, and was named the "CRTE Model." The model is composed of four steps: "conceptualizing" (C), "reacting" (R), "thinking creatively" (T), and "evaluating" (E). 2. The efficiency of the model was 83.03/82.90, meeting the set criteria at 80/80. 3. The students' reading comprehension abilities scores obtained in the post-test were significantly higher than the pre-test at the.01 level of statistical significance. 4. The students' creative thinking performance after using the reading instructional model passed the set criteria (70%), at the satisfactory level. 5. The students' usage of multiple reading comprehension strategies after the implementation of the reading instructional model overall was at the highest level, and 6. The reading instructional model was verified by the experts at the highest level of congruence to the theories' rationality and the probability. It is also consistent with the research of **Jikamas Sukkasame（2016）** who studied the development of English reading skills by using problem-based learning for the first-year students, faculty of engineering and industrial technology, Silpakorn University. The purpose of this research was to compare the students' English reading skills of the first-year students at the Faculty of Engineering and Industrial Technology, Silpakorn University, using problem-based learning and study the students' opinions toward problem-based learning. The findings were as follows: 1) The students' English reading skill after studying problem-based learning was significantly higher

than before at the.05 level. 2) The students' opinions toward problem-based learning were at a good level. It is also consistent with the research of **Phra Vanhxay Onechoumsitthi (2016)** who investigated the English reading skills of grade 6 students of Wat Sitaram School in Pomprap Sattruphai district, Bangkok. The results of this study found that the level of ability in reading of the students before using the reading materials designed was 2.30%, and the level of ability in reading of the students after using the reading materials was 3.50%. The results of this study found that the level and development of English reading skills of the students textbook and the Buddha story book were different; that is, the reading skills of the students book were better than the reading skills of the students' textbook.

Study satisfaction in English reading comprehension skill by using problem-based learning for the second-year B.A. students of teaching English (International Program) in the Education Faculty at Mahachulalongkornrajavidyalaya University.

It illustrates the satisfaction of using an experiment of the manual of English reading comprehension skill for students at the Education Faculty at Mahachulalongkornrajavidyalaya University by using action-based learning. It was found that the overall average was 4.33, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 3. The lesson promotes learners' analytical thinking. ($\overline{x}$ = 4.70, S.D. = 0.48), and the second item was no. 7. The lesson helps learners to work together with others. ($\overline{x}$ = 4.60, S.D. = 0.52), and the third item was no. 5. The lesson helps learners to discuss and share their opinions with their friends. ($\overline{x}$ = 4.50, S.D. = 0.71), and the lowest level was no. 2. The lesson encourages learners to dare to express themselves and share their opinions together. ($\overline{x}$ = 4.10, S.D. = 0.74), respectively. In conclusion, evaluate satisfaction of the use experiment of the manual of English reading comprehension skill for students at the Education Faculty at Mahachulalongkornrajavidyalaya University by using action-based learning, which was at a satisfied level. It is also consistent with the research of **Jenjira Jindakul (2022),** The development of English reading comprehension ability by using exercises based on the Murdoch integrated approach (Mia) for students in grade 11 at Watcharawittaya School, Kamphaeng Phet. The results revealed as follows: students' satisfaction towards exercises based on the Murdoch Integrated Approach (MIA) was at a high level. It is also consistent with the research of **Sippanon Lakhonkhwa (2020).,** Improving English Reading Abilities of 7th Grade Students by Using Scaffolding Reading Experience Strategies. Results of the research were as follows: The results showed that the average satisfaction of the students with the English reading activities for improving comprehension abilities of the 7th grade students by using scaffolding reading experience strategies was at a high level ($\overline{x}$ = 3.96, S.D. = 0.80). It is also consistent with the research of **Nurat Yamchai** (2016) who studied The Use of Task-based Learning to Enhance English

Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was as follows: The staff's satisfactions toward the task-based learning were at the highest level.

Suggestions

Suggestions that should be applied

1) The use of learning management activities should be alternated with other activities to prevent students from bearing an excessive workload.

2) Students should be allowed to choose topics they are interested in to enhance motivation and curiosity in completing their assignments.

3) The lesson plan should be flexible, allowing students the time they need to complete any steps, to ensure confidence in presenting their information and to boost their confidence in future learning sessions.

Suggestions for future research

1) Various teaching methods should be employed, such as group discussions, showing interesting videos, or even performing different scenes. Creating videos or writing blogs in English about real-life stories can help build students' confidence, making them feel engaged and encouraged to participate in classroom activities.

2) Should use a variety of learning materials and demonstrate how English is useful both inside and outside of school. For example, we can study how technology affects us, discuss popular culture, or talk about important global issues in English, which makes learning more exciting and meaningful.

3) Parents and the community should be involved in supporting English language learning, such as through conversation exchanges or participating in community activities.

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