# Development of English Reading Skill by Using Problem-Based Learning for the Second-Year Students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University

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## Abstract

This research studied of development of English reading skill by using Problem-Based Learning for the second-year students of Bachelor of Education (teaching English) (International Program), Faculty of Education, Mahachulalongkorn rajavidyalaya University. The objectives were 1) to study the English reading model by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program), 2) to develop the English reading model by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program), 3) to test of using and evaluate the effectiveness of teaching and learning English reading model by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program). This research has used the Research and Development (R & D) including one group pre-test and post-test design.

The results of this research were found that

1) the teacher's questionnaire of teaching plans, physiology, and problem solving for teachers was found that the overall average was 4.40 which was at high congruence level. The student's questionnaire of teaching plans, physiology, and problem solving for students was found that the overall average was 4.31 which was at high congruence level.

2) the evaluatation of the validity of the model was found that the overall average was 4.45 which was at high congruence level. The evaluatation of the appropriate and consistent of the model was found that the overall average was 4.36 which was at high congruence level.

3) the score of pre-tests of use experiments the manual of model for solving English speaking problems between Thai and foreign ($\bar{x}$ = 9.76, S.D. = 1.33) was lower than

post of use experiments the manual of model for solving English speaking problems between Thai and foreign students in education faculty ($\bar{x}$ = 17.76, S.D. = 1.05).

**Keywords:** English Reading Skill; Problem-Based Learning; International Program

## Introduction

English reading is a crucial skill for students, alongside listening and speaking. Without the fundamental knowledge of these skills, it becomes difficult to collect data for reading. Information for reading comes from various sources, including formal documents, text books, newspapers, journals, and audio-visual aids like radio, television, tape recorders, and YouTube. The English reading skill is innate and can be promoted as much as possible, even after completing education. It helps learners search for further knowledge and is useful to study at a higher level in step-by-step. Reading involves searching for knowledge from writing, which requires knowledge of the writing system, language, interpretation, words, culture, political atmosphere, creation, sports, reasons for reading, and reading style. Reading is complex and requires linguistic knowledge. At the beginning, learners learn the relation between sound and alphabets and the meaning of individual words. With more experience, they can read to understand more and more. The megacity of text books also contributes to this skill. In conclusion, English reading is a valuable skill that can be developed through various factors, including understanding the writing system, language, interpretation, words, culture, and reading style. By focusing on these aspects, students can improve their reading abilities and overall academic success (Eddie wills M.ED., 1986).

This thesis focuses on the importance of reading skills in transferring knowledge and culture from one generation to the next. Reading skills are crucial for conserving and transferring a human being's discovered culture. Anumanratchathonphraya, a philologist from Thailand, believes that understanding how to use communication of language, whether speech or non-speech, is essential for all social activities. The researcher aims to display procedures for English reading skill development, focusing on the problem of conceptual or semantic completeness. Good reading can lead readers to the victory gate, and understanding how to use language, whether it be speech or non-speech, is essential for achieving social goals. The researcher will display these procedures to help readers arrange for the development of their English reading skills (Marry Finochiare and Chistopher, 1986).

Researchers emphasize the importance of English reading skills in science and technology, and teaching them is crucial. Teachers should prepare instruction that aligns with learners' objectives and aims to develop their reading skills. This includes pointing out situations for students to understand and appreciate, such as person, place, time, topics, and culture. Teachers should also help learners pronounce and understand unaccustomed

words, understand the grammatical function of language structure, and relate the relationships of different idioms. They should also help learners understand and doubt the meaning of words and statements from different relationships, and increase their speech and reading skills. Elle William suggests a reading teaching sequence divided into three grades to further enhance students' reading abilities (Gore, & Zeichner, 1990).

Gradation is a crucial aspect of education, aiming to stimulate understanding and motivation in students. It involves providing reading preparation in part language to help learners understand the purpose and structure of writing work. The purpose of this grade is to transfer knowledge and ideas into the reading content and relate them to the reading content. According to the ASEAN Community agreement, English is the foundation for citizens to learn, and it is compulsory for each country's educational curriculum to teach English. This thesis focuses on a school where English students are studying and aims to understand if they achieve their goals. The research will focus on the teaching methods of Second-Year Students of Bachelor of Education (Teaching English) (International Program) and the challenges faced by teachers. The study will also examine the advantages and disadvantages of education, as well as the teaching methods used by teachers in the program. By focusing on this program, researchers can gain valuable insights into the advantages and disadvantages of education. By examining the teaching methods and the challenges faced by teachers, researchers can better understand the benefits and drawbacks of education (Williams, 200).

The teaching of reading skills is crucial, as it involves defining and addressing the challenges students face while reading. The definition of reading skills varies depending on the individual's attitude towards printed words, language, cause of reading, and text content. The meaning of reading skills depends on the reading experience of second-year students at Mahachulalongkornrajavidyalaya University, the purpose of the reader, text and content, reader's attitude towards the text, reading materials, and reader's experience (McArthur, Graham, and Fitzgerald, 2006).

There have been significant developments in the interest and practices of English reading skills in the last three or four decades. This research is significant for second-year students at Mahachulalongkornrajavidyalaya University, Thailand, as the standard of education in the country depends on students' English reading skills and proficiency. Improving reading skills and proficiency is essential for meaningful education. It is also important to examine the current state of students' reading skills at the university to identify problems and address them to improve the overall situation. Higher education at the university suffers from a setback due to students' poor reading skills proficiency. To improve the situation in the country, measures must be taken to identify, address, and improve the situation. This study aims to address these issues and be of great interest to second-year

students at Mahachulalongkornrajavidyalaya University. Extensive English reading skills are crucial for students to become fluent readers, learn new words, and improve their writing and listening abilities (Gore, & Zeichner, 1990). These activities can be beneficial for language practice, vocabulary learning, listening, speaking, and writing. English reading is an open program for all types of students, and they can choose any type of English skills they like. Intensive and English reading skills are complementary and should be combined for effective reading. In today's globalized world, it is essential for students to produce graduates of international standards. Improving students' reading proficiency in English is necessary for producing graduates of an international standard. Using recent pedagogical approaches and designing proper materials and tests can significantly improve the situation. This study aims to develop an English reading model using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University. The English reading model uses problem-based learning to enable students to develop their own English-reading ability and reach their goals. The researcher is interested in developing an English reading model using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University (Boonmme and Sittisoak, 2002).

## Research Questions

1. What are the components of the English reading model using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program)?

2. How do the students achieve the English reading model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program)?

3. How much satisfaction and effectiveness are there in teaching and learning the English reading model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program)?

## Research Objectives

1. To study the English reading model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program).

2. To develop the English reading model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program).

3. To test and evaluate the effectiveness of the teaching and learning English reading model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program).

## Methodology

The research study examined 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. The researcher has created a model for English classes and used it to compare students' participation before and after employing the problem-based learning approach in class for the second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, as well as to evaluate its effectiveness in terms of students' reading performance. In addition, the students' satisfaction after studying through the proposed model. This research has used research and development (R&D), including a group pre-test and post-test design. The research design is shown in the following details:

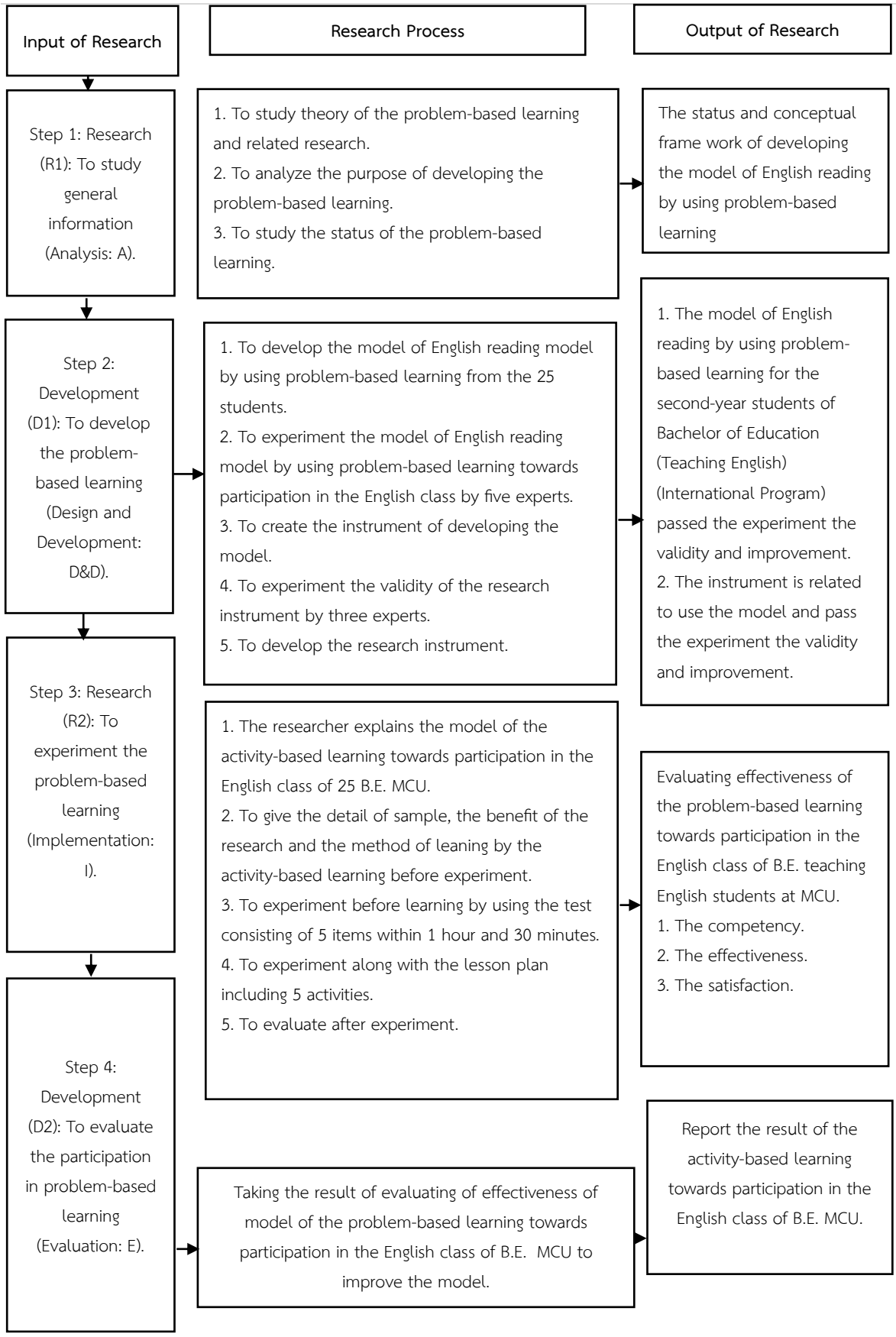
The research design is divided as follows:

Step 1: Research ($R_1$): To study general information (Analysis: A).

Step 2: Development (D1): To develop model of English-Reading skill by using Problem-based Learning (Design and Development: D&D).

Step 3: Research (R2): To experiment the model of English-Reading skill by using Problem-based Learning (Implementation: I).

Step 4: Development (D2): To evaluate the participation in model of English-Reading skill by using Problem-based Learning (Evaluation: E).


Input of Research
Research Process
Output of Research
Step 1: Research (R1): To study general information (Analysis: A).
1. To study theory of the problem-based learning and related research.
2. To analyze the purpose of developing the problem-based learning.
3. To study the status of the problem-based learning.
The status and conceptual frame work of developing the model of English reading by using problem-based learning
Step 2: Development (D1): To develop the problem-based learning (Design and Development: D&D).
1. To develop the model of English reading model by using problem-based learning from the 25 students.
2. To experiment the model of English reading model by using problem-based learning towards participation in the English class by five experts.
3. To create the instrument of developing the model.
4. To experiment the validity of the research instrument by three experts.
5. To develop the research instrument.
1. The model of English reading by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program) passed the experiment the validity and improvement.
2. The instrument is related to use the model and pass the experiment the validity and improvement.
Step 3: Research (R2): To experiment the problem-based learning (Implementation: I).
1. The researcher explains the model of the activity-based learning towards participation in the English class of 25 B.E. MCU.
2. To give the detail of sample, the benefit of the research and the method of leaning by the activity-based learning before experiment.
3. To experiment before learning by using the test consisting of 5 items within 1 hour and 30 minutes.
4. To experiment along with the lesson plan including 5 activities.
5. To evaluate after experiment.
Evaluating effectiveness of the problem-based learning towards participation in the English class of B.E. teaching English students at MCU.
1. The competency.
2. The effectiveness.
3. The satisfaction.
Step 4: Development (D2): To evaluate the participation in problem-based learning (Evaluation: E).
Taking the result of evaluating of effectiveness of model of the problem-based learning towards participation in the English class of B.E. MCU to improve the model.
Report the result of the activity-based learning towards participation in the English class of B.E. MCU.

## Research Results

**1. General information of the respondents**

It indicates that the sample of the study was monk 7 students, which is calculated at 28.0 %; 6 novice students, which is calculated at 24.0 %; 5 male students, which is calculated at 20.0 %; 4 nun students, which is calculated at 16.0%; and 3 female students, which is calculated at 12.0%. The students age 26–30 years were 10 students, which is calculated at 40.0 %; the students age 31–35 years were 8 students, which is calculated at 32.0%; and the students age 20–25 years were 7 students, respectively.

**2. The general information about problem- based learning towards participation in the English class of the second-year students of the Bachelor of Education ( Teaching English) ( International Program) , Faculty of Education, Mahachulalongkornrajavidyalaya University.**

The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. It was found that the overall average was 4.40, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 9. "You already know about the topic." ($\bar{x}$ = 4.60, S.D. = 0.50), and the second item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x}$ = 4.52, S.D. = 0.51), and the third item was No. 5. "There is no ambiguity in the language in the language of the contents." ($\bar{x}$ = 4.48, S.D. = 0.51), and the lowest level was No. 3. "The stories for reading comprehension are interesting for students." ($\bar{x}$ = 4.24, S.D. = 0.44), respectively. In conclusion, the teacher's questionnaire was about teaching plans, physiology, and problem solving for teachers, which was at a high congruence level. The student's questionnaire is about teaching plans, physiology, and problem solving for students. It was found that the overall average was 4.31, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 6. "Studying English-reading skills by using problem-based learning appears to be refreshing for both students." ($\mathbf{X}$ = 4.64, S.D. = 0.49), and the second item was No. 3. "When learning through problem-based learning, the atmosphere in the classroom is relaxed." ($\mathbf{X}$ = 4.44, S.D. = 0.51), and the third item was No. 9. "It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions." ($\mathbf{X}$ = 4.40, S.D. = 0.58), and the lowest level was No. 4. "A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples." ($\mathbf{X}$ = 4.12, S.D. = 0.60), respectively. In conclusion, the students' behavior habits, emotions, and reasons were at a high congruence level.

**3. To evaluate the validity of the model.**

It illustrates that to evaluate the validity of the model, it was found that the overall average was 4.45, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 10. "A comprehensive review of key content concepts and feedback for students' work is provided." ($\bar{X}$ = 4.64, S.D. = 0.49), and the second item was No. 4. "Reading materials contain vocabularies that are both familiar and challenging." ($\bar{X}$ = 4.60, S.D. = 0.50), and the third item was No. 7. "Opportunities for interactions and discussion between teacher and student and among students, as well as encouraging elaborated responses, are provided frequently." ($\bar{X}$ = 4.56, S.D. = 0.51), and the lowest level was No. 5. "Reading materials provide a variety of genres (e.g., articles, letters, advertisements, reports, stories, poems, and songs)." ($\bar{X}$ = 4.28, S.D. = 0.54), respectively. In conclusion, evaluate the validity of the model, which was at a high congruence level.

**4. To evaluate the appropriate and consistent of the model.**

It illustrates how to evaluate the appropriateness and consistency of the model. It was found that the overall average was 4.36, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 2. "Supplementary materials to use are identified." ($\bar{X}$ = 4.64, S.D. = 0.49), and the second item was No. 8. "A variety of question types, including those that promote English reading skills, use problem-based learning throughout the lesson (e.g., literal, analytical, and interpretive questions)." ($\bar{X}$ = 4.44, S.D. = 0.51), and the third item was No.5. "Learning tasks and activities are explained clearly." ($\bar{X}$ = 4.40, S.D. = 0.58) has an average equal to No. 7. "Opportunities for students to use strategies (e.g., predicting, problem solving, summarizing, critical thinking, and evaluating) are provided plentifully." ($\bar{X}$ = 4.40, S.D. = 0.55), and the lowest level was no. A variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations) are used. ($\bar{X}$ = 4.24, S.D. = 0.52) has an average equal to No. 6. "Assessments of student learning throughout the lesson on all lesson objectives (e.g., quiz, group response) are conducted." ($\bar{X}$ = 4.24, S.D. = 0.52), respectively. In conclusion, evaluate the appropriateness and consistency of the model, which was at a high congruence level.

**5. To study the competency of English-reading skills by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.**

The results of analyzing the competency of the pre-test and post-test in the use of experimentation with the manual of the model of English-reading skill by using problem-

based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. It illustrates that the result of the pre-test and post-test of using the manual of the model of English-reading skill by using problem-based learning It was found that the score of the pre-test of using the manual model for solving English-speaking problems between Thai and foreigners ($\bar{x}$ = 9.76, S.D. = 1.33) are lower than post-use experiment the manual of model for solving English speaking problems between Thai and foreign students in education faculty ($\bar{x}$ = 17.76, S.D. = 1.05).

**6. Study the achievement of the model of English-reading skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.**

The results of analyzing the efficiency of the pre-test and post-test in the use of experimentation with the manual model of English-reading skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. It indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-Reading skill by using Problem-based Learning for second-year students of Bachelor of Education *(*Teaching English*) (*International Program*)*, Faculty of Education, Mahachulalongkornrajavidyalaya University., is found that the pupils who have the score post-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x}$ = 17.76 , S.D. = 1.05 ) are higher than pre-test of the score pre-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x}$ = 9.76 , S.D. = 1.33) as statistically significant at 0.5.

**7. Study the satisfaction of students' opinions towards the model of English-reading skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.**

It illustrates the satisfaction of students' opinions towards a model of English-reading skill by using problem-based learning. It was found that the overall average was 4.34, 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. 5. "The content corresponds to the objectives of the study." ($\bar{x}$ = 4.64, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\bar{x}$ = 4.56, S.D. = 0.51), and the third item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x}$ = 4.52, S.D. = 0.51), and the lowest level was No. 12. "The Model of English-Reading Skill by Using Problem-Based Learning improves and extends my English-

Reading skill." ($\bar{x}$ = 4.12, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students' opinions towards the model of English-reading skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkorn rajavidyalaya University, which was at a satisfactory level.

## Discussion

The general information about problem-based learning towards participation in the English class of the second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. It was found that the overall average was 4.40, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 9. "You already know about the topic." ($\bar{x}$ = 4.60, S.D. = 0.50), and the second item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x}$ = 4.52, S.D. = 0.51), and the third item was No. 5. "There is no ambiguity in the language in the language of the contents." ($\bar{x}$ = 4.48, S.D. = 0.51), and the lowest level was No. 3. "The stories for reading comprehension are interesting for students." ($\bar{x}$ = 4.24, S.D. = 0.44), respectively. In conclusion, the teacher's questionnaire was about teaching plans, physiology, and problem solving for teachers, which was at a high congruence level.

The student's questionnaire is about teaching plans, physiology, and problem solving for students. It was found that the overall average was 4.31, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 6. "Studying English-reading skills by using problem-based learning appears to be refreshing for both students." ($\bar{x}$ = 4.64, S.D. = 0.49), and the second item was No. 3. "When learning through problem-based learning, the atmosphere in the classroom is relaxed." ($\bar{x}$ = 4.44, S.D. = 0.51), and the third item was No. 9. "It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions." ($\bar{x}$ = 4.40, S.D. = 0.58), and the lowest level was No. 4. "A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples." ($\bar{x}$ = 4.12, S.D. = 0.60), respectively. In conclusion, the students' behavior habits, emotions, and reasons were at a high congruence level, according to the study of Phra Vanhxay Onechoumsitthi investigated the English writing skills of grade 6 students at Wat Sitaram School in Pomprap Sattruphai district, Bangkok. The results of this study found that the level of ability in English academic writing of the students before using the English academic

writing materials designed was at 2.30%, and the level of ability in English academic writing of the students after using the English academic writing materials was at 3.50%. The results of this study found that the level and development of English writing skills in the students textbook and the Buddha story book were different; that is, the English academic writing skills of the students Buddha story book were better than the English academic writing skills in the students' textbook.

Study the achievement of the model of English-reading skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The results of analyzing the efficiency of the pre-test and post-test in the use of the manual model of English-reading skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-Reading skill by using Problem-based Learning for second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. The pupils who have the score post-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x}$ = 17.76, S.D. = 1.05) are higher than pre-test of the score pre-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x}$ = 9.76, S.D. = 1.33) as statistically significant at 0.5 according to the study of Jikamas Sukkasame studied development of English writing skill by using problem-based learning for the first-year students, faculty of engineering and industrial technology, Silpakorn university. The findings were as follows: 1) The students' English writing 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.

Study the satisfaction of students' opinions towards model of English-reading skill by using problem-based learning for second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkorn rajavidyalaya University. It illustrates the satisfaction of students' opinions towards a model of English-reading skill by using problem-based learning. It was found that the overall average was 4.34, 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. 5. "The content corresponds to the objectives of the study." ($\bar{x}$ = 4.64, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\bar{x}$ = 4.56, S.D. = 0.51), and the third item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x}$ = 4.52, S.D. = 0.51), and the lowest level was No. 12.

"The Model of English-Reading Skill by Using Problem-Based Learning improves and extends my English-Reading skill." ($\bar{x}$ = 4.12, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students' opinions towards the model of English-reading skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level.

## Knowledge of Research

The development of English reading skills using Problem-Based Learning (PBL) provides significant benefits for second-year students in the Bachelor of Education (Teaching English) International Program at Mahachulalongkornrajavidyalaya University. Below are key advantages:

1. Enhanced English Reading Comprehension
2. Improved Learning Strategies
3. Development of Problem-Solving Skills
4. Increased Motivation and Engagement

## Suggestions

**1. Suggestion for teaching and learning**

1) Activities should be organized to be appropriate for students, both in terms of content and duration of the activities, including asking appropriate questions to stimulate students to be interested, think, and explore by reading content, analyzing and separating issues, and grasping the main points in order to draw conclusions and correctly answer the questions set, which will affect students' ability to read and understand English.

2) There should be a study of other forms of learning management for the sample group to develop learning and prepare the sample group for learning.

3) Grouping should have various methods. Pupils can change groups to do activities with others, giving them the opportunity to help each other even more.

**2. Suggestion for the further study**

1) The researcher should use experimental activities to teach listening, speaking, reading, and writing skills.

2) In the next study, the researcher should separate the levels of the students to be more specific in the lessons.

3) The researcher should continue using this kind of medium to develop other skills in English as well, not only reading skills, for example, listening comprehension, vocabulary comprehension, or writing comprehension.

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