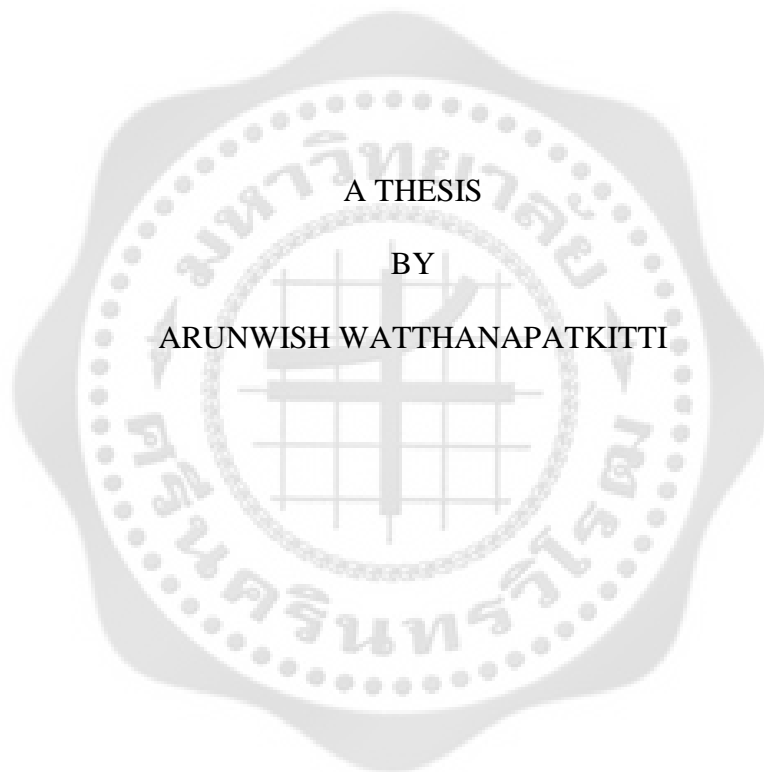


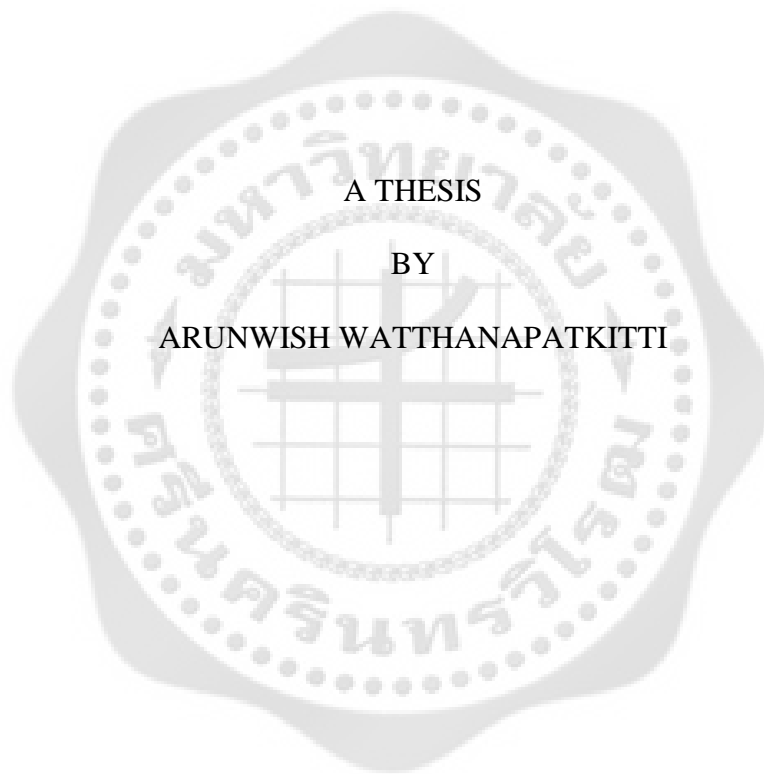
THE EFFECTIVENESS OF USING PROBLEM-BASED LEARNING TO ENHANCE
NARRATIVE WRITING IN SECONDARY SCHOOL STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
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August 2016

Arunwish Watthanapatkitti. (2016). *The Effectiveness of Using Problem-Based Learning to Enhance Narrative Writing in Secondary School Students*. Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor: Assistant Professor Dr. Usaporn Sucaromana.

The purpose of this study was to examine narrative writing through the use of Problem-Based Learning, both in performance and progression. The twenty-two participants were selected by purposive sampling with a Time-Series experimental research design. The instruments used in this study included: a pretest, a posttest, a narrative writing test as well as rubrics and lesson plans based on Problem-Based Learning. The results showed that the narrative writing ability of secondary school students was improved, as demonstrated by descriptive statistics and T-test. The progression of the students, in terms of narrative writing was significantly improved at a level of .01 using Repeated Measures ANOVA. Regarding to results of the study, it revealed that Problem-Based Learning was an encouraging tool to elicit thoughts and ideas. It is also an appropriate method to develop the teaching of writing in English in the Thai context.

Keywords: narrative writing, problem-based learning, writing ability, students, writing

ผลการสอนแบบใช้ปัญหาเป็นฐานเพื่อพัฒนาการเขียนเชิงบรรยาย
ของนักเรียนระดับมัธยมศึกษาตอนปลาย



บทคัดย่อ
ของ
อรุณวิชญ์ วัฒนาพัฒน์กิตติ

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ปริญญาศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

สิงหาคม 2559

อรุณวิชญ์ วัฒนาพัฒน์กิตติ. (๒๕๕๙). ผลการสอนแบบใช้ปัญหาเป็นฐานเพื่อพัฒนาการเขียนเชิง-
บรรยายของนักเรียนระดับมัธยมศึกษาตอนปลาย. ศศ.ม. (การสอนภาษาอังกฤษในฐานะ-
ภาษาต่างประเทศ) กรุงเทพฯ: บัณฑิตวิทยาลัย, มหาวิทยาลัยศรีนครินทรวิโรฒ.
อาจารย์ที่ปรึกษาปริญญาโท: ผศ. ดร. อุษาสีภรณ์ สุขารมณ.

วัตถุประสงค์ของการศึกษาผลการสอนแบบใช้ปัญหาเป็นฐานเพื่อพัฒนาการเขียนเชิงบรรยาย
ของนักเรียนระดับชั้นมัธยมศึกษาตอนปลายโดยการประเมินความสามารถในการเขียนและการ
พัฒนาการ ซึ่งมีรายละเอียดอย่างสรุปดังนี้ กลุ่มตัวอย่างในการศึกษามีจำนวน ๒๒ คนเป็นผลมาจาก
การสุ่มแบบเจาะจง ระเบียบวิธีการวิจัยใช้รูปแบบอนุกรมเวลา เครื่องมือในการวิจัยประกอบด้วย
แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน แบบทดสอบการเขียนเชิงบรรยาย แบบประเมินการ
เขียนเชิงบรรยาย และแผนการจัดการเรียนรู้ซึ่งเครื่องมือดังกล่าวออกแบบและพัฒนาโดยการใช้ทฤษฎี
การสอนแบบใช้ปัญหาเป็นฐาน ผลการศึกษาพบว่า ความสามารถในการเขียนเชิงบรรยายของนักเรียน
ระดับมัธยมศึกษาตอนปลายได้รับการพัฒนาโดยพิจารณาจากสถิติบรรยาย และ การเปรียบเทียบ
ค่าเฉลี่ยด้วยสถิติ T-test และความสามารถด้านพัฒนาการในการเขียนเชิงบรรยายของนักเรียน
หลังจากได้รับการสอนแบบใช้ปัญหาเป็นฐานมีนัยสำคัญทางสถิติที่ระดับ .๐๑ ด้วยการวิเคราะห์
ความแปรปรวนแบบวัดซ้ำ จากผลการศึกษานี้สรุปได้ว่าการสอนแบบใช้ปัญหาเป็นฐานนั้น
เปรียบเสมือนเครื่องมือในการกระตุ้นความสามารถในการคิดของนักเรียน ซึ่งอาจกล่าวได้ว่าการสอน
แบบใช้ปัญหาเป็นฐานเป็นแนวทางหนึ่งที่เหมาะสมกับการนำมาประยุกต์ใช้ในการจัดการเรียน
การสอนวิชาการเขียนภาษาอังกฤษในบริบทของสังคมไทย

คำสำคัญ: การเขียนเชิงบรรยาย, การเรียนแบบใช้ปัญหาเป็นฐาน, ความสามารถในการเขียน,
นักเรียน, การเขียน

The thesis titled
“The Effectiveness of Using Problem-Based Learning to Enhance Narrative Writing
in Secondary School Students”

By
Arunwish Watthanapatkitti

has been approved by the Graduate School as partial fulfillment of the requirements for
the Master of Arts Degree in Teaching English as A Foreign Language of
Srinakharinwirot University

..... Dean of Graduate School
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Acknowledgements

The successful achievement of this, one of my most desired dreams, would be meaningless to me without the inspiration of many people. Thus, I would like to express my gratitude to them here.

I am a lucky person to have Assistant Professor Dr. Usaporn Sucaromana to be my thesis advisor, who has instructed and guided me on the pathway from the beginning through to the end of this research. She has devoted herself very hard to explain my errors, and has been hugely patient to read and improve my writing. It could not be called a Master's thesis without her guidance.

I am happy to be a part of the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University. I would like to say thank you to all the instructors: Assistant Professor Dr. Anchalee Jansem, Assistant Professor Dr. Prapaipan Aimchoo, Dr. Walaiporn Chaya, and Ajarn Nicole Lasas. Those inspired people have given me knowledge in much more than the content in the field of Teaching English as a Foreign Language.

My appreciation and thanks go to the committee of oral defense; Assistant Professor Dr. Phnita Kulsirisawad and Dr. Korn Siri Boonyaparakob for the kindness of their suggestions.

I am grateful to the experts; Ajarn Piyawan Kullamai, Mr. Mathew Sunny, and Assistant Professor Dr. Sunporn Eiammongkhonsakun, who dedicated themselves to improve and revise the instruments in this research.

I owe my family, especially my mother who worked extremely hard to support me in every single aspect of my life. She also inspired me every time I felt depressed.

My grateful thanks also to Dr. Ittipaat Suwathanpornkul who instructed me on quasi-experimental research design, and Dr. Orn-uma Charoensuk who brought light to push me to understand advanced statistics.

To Assistant Professor Kaewta Sali phot and Dr. Orathai Chinakarapong, Linguistics major at Naresuan University. Both of them always encouraged me to learn in higher education since the first time we met. They do not teach only knowledge, but also advice on intelligence to live in real world.

To Miss Thunsinee Muangthong, Mrs. Ramanya Wongworapitak, Mr. Tinnadit Kosamut, Mrs. Anchalee Phuprasert, Mr. Worramong Saengprasert, Mrs. Rachanee Srisungnuen, Miss Suwantee Tawnok, Miss Jitphisut Phokkasup, and Mrs. Noppasorn Kerdpiboon, Miss Pannaphasr Somboonthanakil, thank you for being friends in deed.

Thank you so much to every individual who encouraged me to reach for the stars among the millions of stars in this galaxy. All of your kindness brings me to step further than I expected to be in my life.

Arunwish Watthanapatkitti

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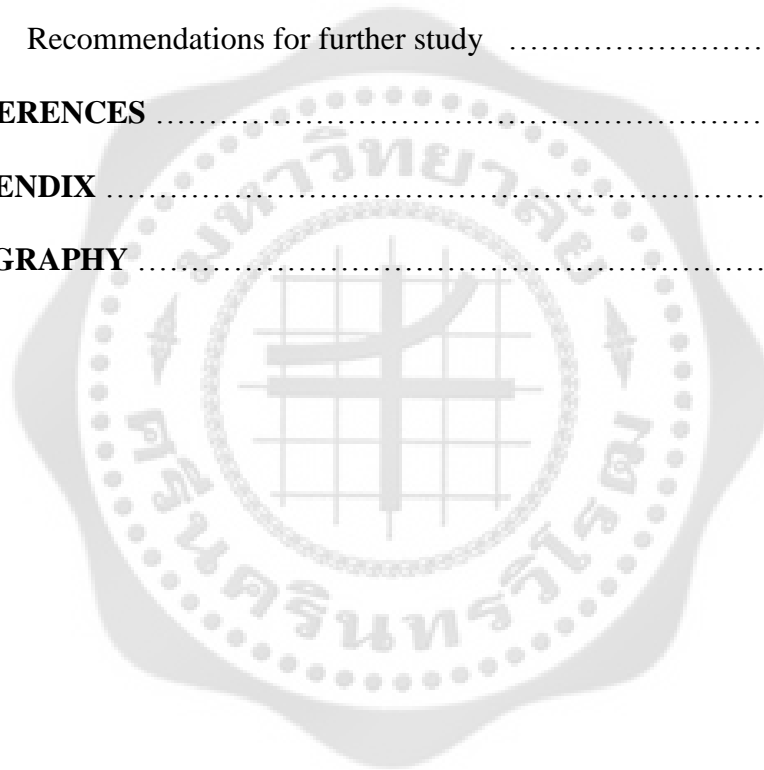
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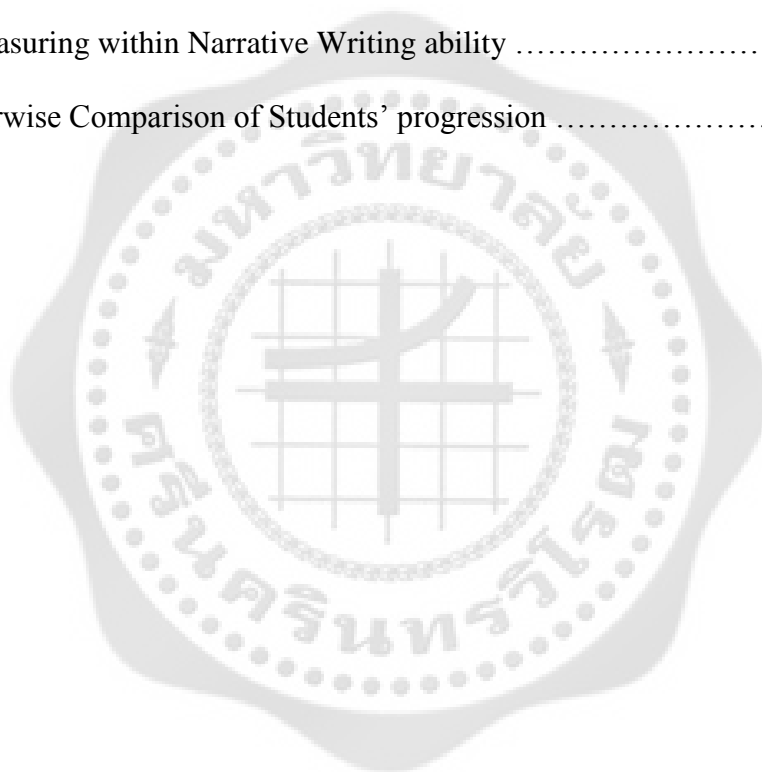
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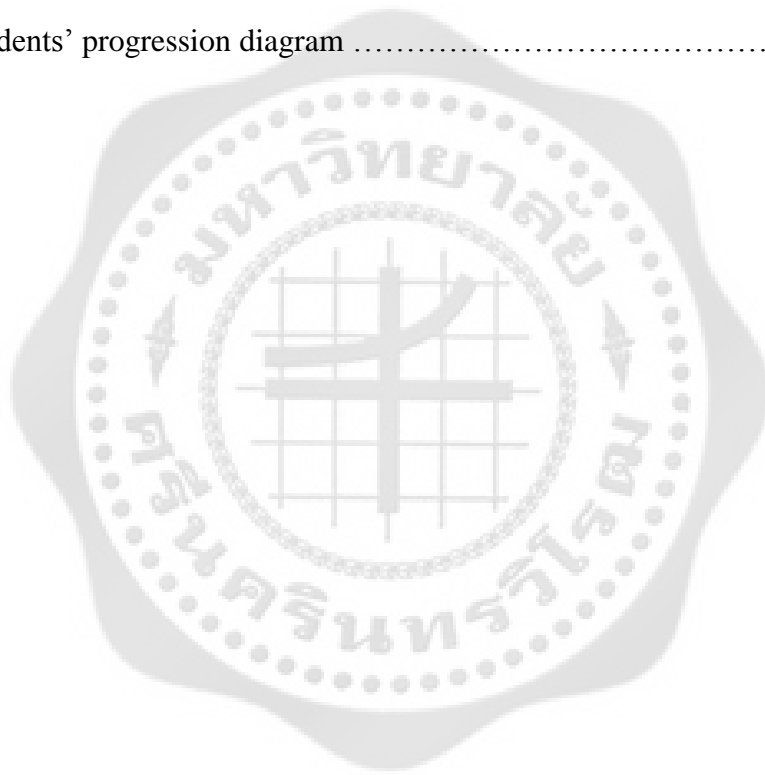
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CHAPTER 1

Introduction

1. Background of the study

Writing, a productive skill, represents thoughts and ideas throughout its composition styles and types of writing. To deliver thoughts and ideas to readers, writers may have to brainstorm their ideas to deliver them with a well-organized language transfer from those thoughts into written language. A writer must organize their thoughts, ideas and purposes into the target language, and then combines them for the benefit of readers. Written language has developed from the relations between purposes, audiences (readers), and form (Tompkins, 1994). Writing is a complicated skill in which every writer has to be concerned with the style of writing to convey their purposes, allowing readers to understand them.

Composed an accomplished written language, learners have to concern with the styles of writing that convey their purposes to readers. Three traditional function forms have been used in childhood compositions: (a) Expressive mode, used to compose children's expressions; (b) Poetic mode, used to entertain readers; and (c) Transactional mode, used for writing about information or instruction to persuade and suggest to others (Temple et al., 1993; Spillman, 1996). Ellis and Reed (2003) defined more types of writing according to language in use and writer's purpose. They suggested there are six types of writing forms: composition or contrast, narration, description, example, process or how-to, and persuasion.

In writing class, two approaches have been adopted for teaching writing: the Product approach and the Process approach. The Product approach mainly focuses on the final production that shows well-organized language and ideas of paragraph writing, along with grammar use and punctuation. However, the Process approach emphasizes the

detailed processes along the way, as learners compose their writing (Likaj, 2015). In brief, learners have to be concerned with many aspects while they are writing, such as purpose, audience, form and style.

Moreover, Delisle (1973) pointed out that Problem-Based Learning shifts classroom behavior from passive to active. Moreover, students become better problem-solvers when they write their problems and utilize them in the writing process after using Problem-Based Learning in class (Horn & Marie, 1994). Problem-based learning does not only encourage thoughts and action in problem-solving, it also develops students' wider behavior. Problem-Based Learning is an instructional design to increase students' learning, understanding, and developing knowledge by scenario (Kumar & Natarajan, 2007; Brown, Lawless & Boyer, 2012). Students collaborate in small groups that provide active opportunities to discuss in detail (Takahashi & Oku, 2009). In brief, Problem-Based Learning is able to help learners to develop their thoughts, ideas, and learning behavior from the problem-environment provided. It has been established since the 1960's to develop thoughts and ideas, encouraging learners to solve problems, and has been used in a variety of ways for English language instruction.

Writing and Problem-based learning are related in many aspects. Both are designed to develop the imagination and thought from the settings provided by teachers and encourage students to express themselves through writing. A significant point is that most learners rarely faced experiences unrelated to themselves in their writing assignments. Moreover, other approaches to teaching writing adopted in class do not encourage learners to elicit their background knowledge to write successfully, as clarified in the following statement of problems.

2. Statement of the problem in Thai School Classrooms

As English has been promoted to be an international language for communication, English writing has been shown as a difficult skill because students do not have sufficient basic knowledge (Chinnawong, 2000). However, writing is an activity which has been promoted as a skill to promote thinking alongside pre-writing, process writing and post-writing (Thongjiam, as cited from Tharamanit, 2001). Mulmanee (2009) stated that the biggest problem for Mathayomsuksa students is writing, because they were not taught to use their own ideas for writing. Rerg-anan (2011) mentioned in her research that the skill of writing is the ability to arrange and rearrange thoughts because writers have to think about the topics, purposes, and readers. In conclusion, as found above, learners rarely had background knowledge in writing and were not taught to express their own ideas in writing because it is complicated to connect with topics, purposes, and readers.

Problem-Based Learning focused on the internal development process which encourages learners to use their background knowledge in conjunction with new knowledge to solve problems. As Mellinger (1991) remarks, most problems encountered in life do not appear in a full-package that includes all necessary information. Problem-Based Learning encourages learners to analyse information from the provided settings (scenarios). Smart, Hicks, and Melton (2012) mentioned that this approach helps students to write in a professional context because the use of scenarios prompts students to think critically about what, why, and to whom they are writing. Kumar and Refaei (2013) suggest Problem-Based Learning as a new pedagogy which constructs and practices knowledge with social interaction. In short, promoting writing skills using Problem-Based Learning helps encouraging students to develop their thoughts and ideas to deliver topics and purposes to readers, using appropriate styles and form in conjunction with the given scenarios.

3. Objectives of the research

1. To examine the effectiveness of Problem-Based Learning for the improvement of narrative writing ability in secondary school students.
2. To examine the progression of secondary school students' narrative writing ability while using Problem-Based Learning in the classroom.

4. Research questions

1. Does Problem-Based Learning improve students' narrative writing ability?
2. How good is the progression of students' writing ability while using Problem-Based Learning?

5. Definitions of Terms

Problem-Based Learning

Problem-Based Learning is a technique which provides scenarios or problem-cases to participants. The main purpose of Problem-Based Learning is to encourage participants to face real-world problems and focus on the most appropriate solution.

Problem-Based Learning Framework

The Problem-Based Learning Framework refers to the framework which combines the purposes of narrative writing, paragraph writing and the foundations of Problem-Based Learning.

In this study, the Problem-Based Learning framework was adapted from Krulik and Rundnick (1987, p.5), consisting of five processes in problem-solving; reading and analysis, exploration and planning, the selection of a strategy, finding an answer, and reflect and extend. Based on the Problem-Based Learning framework above, the

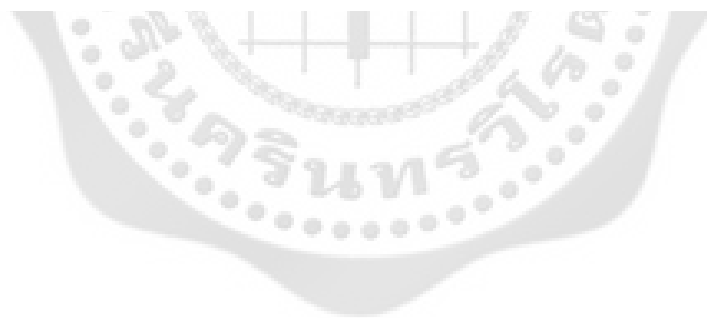
researcher amended from five stages to three for use in this study, listed as follows: diagnosis of the problem, exploration and sharing. After completing the Problem-Based Learning framework, participants write their answer using narrative writing.

Writing ability

Writing ability refers to the ability of students to express their feelings, embedded ideas, and thoughts with accurate language, including vocabulary, grammar, linguistics aspects, and sentences.

Narrative writing

Narrative writing refers to students' writing ability to tell a story reflecting their experiences, arranging events with appropriate chronological words. Narrative writing is developed from the Problem-Based Learning framework and composed into paragraphs.



Chapter 2

Review of Literature

To discover the appropriate alternative solutions reflecting the research questions, the researcher collected all relevant information and assess its use in analyzing the problems dealt with in this research. There are four main parts in this chapter: writing, narrative writing, Problem-Based Learning, and related research that has implemented Problem-Based Learning in language instruction.

In the section about writing, there will be an explanation of the definition of writing, the characteristics of English language writing, including narrative writing, descriptive writing, expository writing, etc. It also explains details of the ways to compose paragraphs, such as characteristics, format or structure, and language use.

In the narrative writing section, it will show the particular qualities of narrative writing, and provides the benefits of using narrative writing for language learners.

In the Problem-Based Learning part, there are many important aspects from the educational area; for example, the definition and characteristics of Problem-Based Learning, how to use Scenarios or Problem-cases, the implementation of Problem-Based Learning in language teaching, and some advantages of using Problem-Based Learning in the classroom.

The last part will summarize advantages and disadvantages of using Problem-Based Learning as used in language teaching. Most of the selected researches were limited to those conducted within the last ten years, because they are the most up-to-date in the use of Problem-Based Learning in educational terms.

1. Writing

Writing, a productive skill for language learners, used as a tool to represent their thoughts, ideas and purposes to readers. Because writing is a complex skill, writers have to think carefully and critically about the appropriate way to use this skill for communication. In addition, writing consists of words, and groups of words combined into sentences, which are expanded into paragraphs and essays or other forms. Moreover, writing is an instrument that allows a writer to transfer purposes to readers. Chawee Wong (2009) indicated that efficient writing consists of a number of well-organized, well-developed, reasonable ideas and information, language accuracy, word choice, grammar usage, and structure, which are all used to prevent ambiguous meaning in context. Additionally, writing, a complex process, requires many skills, from generating ideas, using grammatical knowledge to communicate effectively, and publishing (Bifuh-Ambe, 2013).

Ryan (2014) stated that writing, a multifaceted and learned activity, requires writers to choose appropriate words, textual features and structures to communicate purposes to a known or unknown readers. On the other hand, writing is a complicated productive skill for students which they have to learn to produce as an effective tool for communication in the world. Sun (2009) indicated that writing seems to be a basic language skill for second language learners. Haiyan and Rilong (2016) mentioned that writing is very difficult, but it is very important to EFL learners for their studies and further work. In summary, writing is a complex and productive language skill which requires such capabilities of writers as vocabulary, grammatical and linguistic knowledge, writing forms, word ordering, and use of punctuation that transfer the writer's thoughts or ideas into written language on paper. Previous research on the use of English for Specific

Purposes shows that written English has become the formal language to communicate internationally in business (Webb, 2015).

Because of the complexity of writing, there are some difficulties in writing classes for EFL learners. Most middle school students have some difficulties when they write stories; for example, in planning, generating ideas, revising, and performing on paper, (Laud, 2009). Kalchayanant (2010) mentioned in her book that the paragraph is a group of logically related sentences that presents one unit of thought. It is not only the number of steps in writing, but that it is a long path to generate a good writing. Asmari (2013) revealed that writing takes a long period to synthesize feelings, thoughts, and purposes into written language, and students must practice hard and read a lot to make inferences before getting good at writing.

Likaj (2015) revealed both the Product and Process approaches to writing in her research as follows: (a) the Product approach mainly focuses on the final production which consists of the development of knowledge and grammatical structure that are provided by teachers; (b) the Process approach especially emphasizes the process in writing, how students use their ideas to solve rhetorical problems. However, Rilong and Haiyan (2016) suggested that regardless of whether writing is created by the product-focused or process-focused approaches, writers should be careful in many aspects, including vocabulary, word choice, sentence patterns, content, form, and language usage. Regarding all of the research above, writers have to think carefully in many aspects; forms, linguistics aspects, and steps of writing, to compose high quality pieces of writing.

1.1 Types of English Language Writing in EFL classroom

When teaching English Language in the classroom, teachers must be aware of the teaching technique being used - process or product. The Process approach mainly focuses on how children compose writing while they are writing, while the Product approach bases the competency of a writer on their composition of the final product.

To compose effective writing, writers may have to think carefully first about the purpose of composition. In general, writing in English can be classified by form and writers' purposes. It can be separated into academic writing and specific purpose such as graduate writing, academic writing, English writing for conducting research, which are used in terms of teaching and writing academically in education, and English for Specific Purposes, which uses in terms of business and communication such as Business English, English for Tourism, etc. However, writing can also be classified by its form, including narrative writing, descriptive writing, and expository writing.

The mastery in education defines the types of writing as follows. In their book, Temple et al. (1993) defined three types of children's composition in function and form. Firstly, the expressive mode is used for writers for self-expression simply and sincerely through words. Its language is free flowing, generating ideas and feelings. Secondly, the poetic mode takes into account an audience or reader because writers use it to entertain readers. Thirdly, the transactional mode is used to write about information or instructions for persuasion and suggestions.

Tompkins (1994) developed and extracted an assortment of types of writing in her book. According to her, there are eight forms of writing which students occasionally use to express their personal experiences: (a) Journal writing, where students use this form to write about events in their lives and keep it in writing as a journal or diary. It takes place

in role of personal journal; (b) Descriptive writing, where students use this form to describe objects, people, living-things, and events, through observation, comparison, and sensory words; (c) Letter writing, which is used for both making requests and sharing information in terms of communication with friends or in business; (d) Expository writing, which students use to write reports or share information of their discoveries in social sciences, science, and related fields; (e) Biographical writing, which is used to write biographies of well-known persons; (f) Narrative writing, which students use to retell stories from different points of view through written language, composing those stories with well-developed language structures; (g) Poetic writing, which is the most challenging, because it mainly focuses on how students write creative words in poems and play with words and meanings, and (h) persuasive writing, which is used when students write in order to persuade readers to be attracted, as in advertisements and commercials.

Students may have to consider various kinds of ways to write a paragraph. Taking into consideration their purposes, audience or readers, writers have to carefully select the subject or main idea as follows: (a) Comparison or Contrast, which is used to compare either basically similar things or different ones. For example, comparing two writers, two schools of thought, two historical figures or times, two political parties; (b) Narration, which is used for writers to tell a story or narrate an event; (c) Description, a type of writing used to describe the feelings and reactions of a person towards his or her interest, such as places or things. It often uses colorful words; (d) Example, which is used to illustrate ideas which provide a lot of details for readers to understand the point of the piece of writing; (e) Process or “How-To” used to explain how to do something. It provides lists of equipment or materials needed and explains the steps of doing or

making something in a logical sequence; and (f) Persuasion, which aims to convince readers to agree or disagree with the point that the writer provides (Ellis & Reed, 2003 pp. 70-91).

1.2 Paragraph writing

1.2.1 The Characteristics of Paragraph writing

When expanding sentences into a paragraph, students have to think considerably in linguistics aspects, writing formats, and purposes. According to McDougal-Little (as cited in Konrad et al., 2006) “writing a paragraph requires the writers to identify a main idea, support the idea with specific details, and restate the idea in a concluding sentence”. This may mean that paragraph composition is complex, requiring many strands of mastery of language cognition for writing development and organization (Hudson, Hinkson-Lee & Collins, 2013). Moreover, writing paragraphs in a foreign language is a very complicated exercise that not only requires knowledge from many fields, but also the competency to express written language (Popescu, Coher-Vida & Constantin, 2014).

1.2.2 The Structure of Paragraph writing

For effective composition of a paragraph, students have to know the elements or structure of paragraph writing in order to compose it. Wallace and Bott (1989) used Statement-Proof Information Example (PIE), a strategy to improve the paragraph writing skills of Adolescents with Learning Disabilities. They found three phases to improve paragraph writing; generating PIEs, outlining the statement and PIE ideas, and producing. Phase one: Generating PIEs. To learn how to create a statement and give appropriate details, students were given a complicated sample paragraph which consisted of PIE: Proof, Information, and Examples. Phase two: Outlining Statement and PIEs Ideas from

Expository Paragraphs, where students have to extract the statement and details from an expository paragraph. They might apply whatever they learned from Phase one. Students would use the extracted information in Phase two to compose an effective paragraph in Phase three. Thus, paragraph writing takes place at an intermediate level for language learning because it requires students to combine whatever they had learnt from a basic level such as words, groups of words, sentences, grammar, or punctuation into a united whole through written language.

Paragraph writing refers to a group of sentences which contains a discussion or description through a topic. In order to compose an effective paragraph, students have to understand the elements of paragraph writing; for instance, topic sentence, body sentences, and concluding sentence. A topic sentence, one sentence which gives the main idea of the overall paragraph is usually the first sentence. The body sentences provide information which supports the topic sentence. Obviously, every sentence must be related or connected in some way to the topic sentence. The last element of this kind of paragraph is a concluding sentence, which is a summary of the information in the paragraph (Ellis & Reed, 2003; Folse et al, 2005)

Suksaeresup (2009) maintained that students have to consider five steps to practice English writing as the followings;

Step one: Generating ideas. This step provides the environment of searching information before composing their writing. For example, reading some information to generate ideas, checking models of composing or writing and pattern of organization, expanding ideas and information into written language such as topic sentence which states the main idea, a number of supporting sentences that support the main idea by showing results, examples, or reasons, and then summarizing them with a concluding sentence.

Step two: Paragraph structure; the topic sentence, supporting sentences, and concluding sentence. Students must be careful in the three main parts of paragraph writing. The topic sentence is the most important sentence because it shows readers what information they will read or expect to find in the paragraph. Moreover, there are two major parts in writing a topic sentence: a topic and a controlling idea. The topic tells the reader about the main purpose of the paragraph, and the controlling idea shows the limitations or scope, or what the paragraph will explain, offering more details to understand the topic. The supporting sentences refer to the sentences which provide details or information, used to explain the topic of the paragraph. Good supporting sentences explain relevant information from the topic and its controlling ideas. Different kinds of supporting sentences answer the questions who, what, when, where, why, and how, to readers. The concluding sentence is the last sentence in a paragraph. There are three easy ways to summarize it: to restate or summarize the main idea, to predict something is going to happen, and a summary with writer's comments.

Step three: Grammar review. Students may not be aware of grammatical and linguistics aspects while they are writing a paragraph. This step promotes students to proofread, edit and revise their writing as they take into consideration such issues as tense, subject-verb agreement, clauses, types of sentences, adjectives, adverbs, prepositions, and sentence errors.

Step four: Capitalization. At this step, students have to edit some parts of their writing that have some mistakes and need to be capitalized. Students may have to check how to capitalize from the rules for capitalization.

Step five: Punctuation. Using punctuation in a sentence is very important. It enables students to make more meaningful sentences in order to intensify voice, make gestures, and raise the tense of conversation for expressing feelings.

Writers have to be concerned with more than just the elements of a paragraph in order to compose a good paragraph. Kalchayanant (2010) explained that a good paragraph consists of the following components: Unity - there should be one main idea stated in the topic sentence in each paragraph; Coherence: each paragraph should link to and relate to other paragraphs logically; and Support, which means writers must provide sufficient details to support the topic sentence.

However, teachers have to think beyond composition when they instruct theory in writing class. Hudson, Hinkson-Lee and Collins (2013) also suggested the Simultaneous Prompting Procedure to teach paragraph composition. They mentioned six steps to teach paragraph composition as follows: Step one: Writing a topic sentence, Step two: Writing an expository sentence, Steps three and four: Writing sentences to show examples, Step five: Writing an ending or summarizing sentence, and Step six: Proofreading and Correction of errors.

Moreover, there are eight steps in the writing process to produce a paragraph:

(a) Generating ideas: This step is very important for writers for getting started on their writing. Students can use some techniques to generate their ideas, for example; freewriting, brainstorming, clustering, and asking questions;

(b) Organizing ideas: After getting the ideas, students are required to arrange and rearrange their ideas in appropriate sequential order, which depends on the different types of paragraphs;

(c) Cohesion Development: The main point of this step is grammar and language use which connects each idea in a paragraph, such as using transitional words, the ways to make references or citation, word order, and making parallel sentences;

(d) Writing the First Draft: The important part of this step is to gather sufficient details and then write it as a well-organized paragraph. Teachers must remind students

about the first draft, which is not the final draft, and it is required to be revised or edited into the final product;

(e) Revising the writing: The gist of this type is to develop and organize paragraph writing; for example, arranging appropriate sequences, eliminating unrelated or unconnected details, and supplying better details to improve the clarity of the paragraph;

(f) Editing the writing: This step mostly focuses on language used in a paragraph such as the errors of forms, grammar, and punctuations;

(g) Writing the Second Draft: Students compose an effective paragraph writing after they have revised and edited theirs from the previous steps;

(h) Developing the skills: This stage is an additional writing assignment for writers to develop or expand their writing skills by composing a paragraph without step-by-step guidance (Chalermpatarakul, 2014).

To compose an effective written paragraph as mentioned above, it can be summarized into three main parts for students: generating and organizing ideas, which requires students to extract their ideas and provide the details in well-sequenced order; revising and editing, meaning that students recheck correct forms, language use, and punctuation in a paragraph before rewriting a second draft; and then publishing and expanding their writing ability with another topic without guidance.

2. Narrative writing

2.1 The Definition of Narrative writing

Becoming an effective narrative writer, students should be aware of paragraph writing in many aspects. Firstly, students should be aware of paragraph writing structure, for example; creating a main idea, writing a main sentence, extracting details in supporting details, and summarizing all information or finalizing them into a concluding sentence. Next, linguistic features act as the key concepts to compose it smoothly and meaningfully. Allard (1988) indicated in his dissertation that there are correlations between linguistic variables and the quality of writing. Then, narrative writing takes place as an exercise and a space for students to practice writing.

Nevertheless, narrative writing is the ability of a person to produce a paragraph which narrates experiences he or she encountered in reality. It seems to be the basic tool which students use to expand and develop writing ability because it is simple for them to recognize and express on paper.

Winskel, Luksaneeyanawin, and Yangklang (2006) stated that narrative writing is used to narrate and tell personal experiences that happen every day, and it occurs in all cultures. In brief, narrative writing is used for students to learn how to express their experiences and feelings, thoughts, and the consequences of events. Walker-Floyd (2011) remarked that narrative writing is a tool which embeds personal histories, cultures, experiences, events, and philosophies. As long as students practice narrative writing, it will connect their writing with society. Groesch (2009) explained that a narrative is a tool which writers develop so their writing ability connects with a community.

2.2 The Characteristics of Narrative writing

Narrative writing, as one type of composition, is mainly used to express someone's experience in the form of a story or an event arranged in chronological order. The following details will explain the distinguishing characteristics of narrative writing. Narrative writing, as storytelling or a sequence of events, is generally organized in chronological order. In a story, writers regularly set the scene at the beginning. Then writers provide description, illustrations, or dialogues to make clarification in details. Action verbs are used to make a story move along. Beside, narrative writing builds suspension or expectations through to the end by revealing rather than explaining, and then it lets readers interpret the meaning for themselves.

Regarding to five parts for writers to consider when they write a narrative paper:

(a) **Selecting a topic and Pre-writing:** Before starting narrative writing, writers may be concerned about the nature of the experience - suitable topics, points of view in narrative – using a first-person narrative as reflecting yourself in the story or a third-person narrative as an observer, and the key events used to provide events in sequence; (b)

Drafting an Introduction: Many writers write the beginning and the ending of a narrative first when drafting, as it helps them to understand the overview of the story quickly.

There are three ways to write an introduction such as opening with action, opening with a quotation, and opening with a comparison; (c) **Organizing and Developing a Narrative**

paper: Each event and detail in narrative writing needs a clear focus and relates to its point. Most narrative action is presented in chronological order, and some writers use dialogue to brighten a narrative and give some clues to the personality of the speaker.

Moreover, using concrete details in the setting and action makes the effectiveness of

narrative writing; (d) **Writing a conclusion:** There are various types of endings in

narrative writing. For instance, ending with a hint or a hope, ending with a surprise, and

ending with a reaction; (e) Revising a Narrative: After finishing a narrative writing, writers should revise the story by looking at larger items and checking the shape of the story. These are the checklists to revise a narrative writing as the following: the flow of story or well-organized story, providing clear conflicts, arranging the events by appropriate chronological order, using dialogue to reveal actions, developing details that advance to the point, summarizing minor details sufficiently, clarifying time sequences by using proper transitional words, reflecting the situation that is happening in each sentence, ending with a sense of completion (Dietsch, 1998).

Moreover, narration is a way to illustrate an idea throughout writing a story or narrating an event. In order to support why the writer's main point is true, writers must be concerned with the following: adding details to make readers understand and appreciate reading it, linking the details of the story leading to the main idea, explaining the main idea or thesis clearly, checking the proportion (Ellis & Reed, 2003).

Writers may concern three steps in writing narration; (a) Focusing on a main point. To narrate a story, writers should use the incident or the events that are linked in time to illustrate a point in the story; (b) Supporting the main point with incidents. Writers should use incidents that consist of varied events connected in time sequence to support the controlling idea toward the main point in the narrative; (c) Organizing by chronological order. Writers should organize the events according to time in the story. For example, providing background information leading to the topic sentence in the story, and giving the explanation of the point at *Figure 1* (Rutten, 2003).

Topic Sentence
Background information
Story
Explanation or Comment

Figure 1. The outline of three steps in writing narration

In narrative writing, four elements were used as the framework to tell a story as the followings; (a) An orientation or opening statement. Often called 'setting', which introduces time, place, and either main or minor characters in the story; (b) A sequence of events. It explains the starting point in the story. It raises the issues of the story; (c) A complication. After the story has risen some issues of conflict or problems, this element is used to explain the situations together with details to make readers feel excited; and (d) A resolution. This element provides the sense that the problems are solved. It also concludes the story (Bottega & Colwell, 2009).

Furthermore, Kalchayanont (2010) explained that there are three qualities to compose a narrative paragraph; telling a story, providing chronological order, and having a purpose or making a point. Besides, there are five tips for writing a good narration (a) Making a point. Writers should tell a story by their own purposes to make a point. A story which doesn't have a clear point is meaningless for readers; (b) Supporting the point with selective events. Writers may want to provide a lot of details to readers to make the story clear. However, there is a danger of slowing down the story if too many details are

included. Thus, writers must use selected details which go straight to the point and make readers understand easily and clearly; (c) Limiting the scope of the story. Narrative paragraphs should explain a short experience, not a lengthy one. It will make a powerful impact on a reader; (d) Choosing a point of view. It is very important for writers to express something throughout the story. As the storyteller, writers may take place in some aspects such as being the first-person, the point of view is 'I'. It means that the writer tells the story as if they are involved in that story. In other words, writers can take place as an observer and use some other words, for example: he, she, or they in the case of a third-person point of view, either; and (e) Organizing Narrative details. Writers are able to create coherency in narrative paragraphs to make its being smooth and clear. For example, using chronological order, using prepositional phrases to refer to specific moments in time, connecting related events with adverb clauses; and (f) Making the story vivid and real. A good narrator makes the story vivid and real by providing descriptive details such as adding adjectives and adverbs that state the point clear. That makes the story vivid as having a concrete picture in the story. This stage makes readers enjoy reading the story.

As English language teaching has developed all around the world, many aspects of narrative writing frameworks have also developed. Lannon (2012) pointed out that narration, the creative words telling situations in a sequenced timeline, is used to show the power of descriptive details that make the story clear to the reader. The following guidelines have been used for writing narration; (a) Decide on the tone. Tone provides the emotional component of a story to make a point or persuade transmits purposive attitude or impression. For instance, playful, sarcastic, respectful, angry (b) Set the scene immediately. Readers should be at the center of the action whether writers provide some information of background explanation. The scene must be short and clear to tell readers

about time, place, characters and be involved in the story; (c) Convey the main point in order to state or imply it through the narrative details. To use narrative to make a point, writers should orient statements to provide what situations are going on at the beginning of the story; (d) Choose details to serve specific purposes and readers' needs. Writers have to consider lesser details to hold the story together; (e) Choose details that are concrete and specific enough to show clearly what happened. Writers use plenty of visual details showing what people do in the story; (f) Order details in a clear sequence. Chronological words take the best role in narrative writing because they help readers to understand events, that the situations happened continuously; (g) Control the tenses. Writers must write clearly in a clear timeframe for each event to keep readers on track. Thus, writers have to make sure to use the right tense, related to each frame of the situation; (h) Use transitions to mark time and sequence. It is very important to select appropriate transitional words because it is the device for showing the relations between ideas in a paragraph; (i) Keep the point of view consistent. The perspective of writers affects the quality of narrative writing. Writers have to make sure to maintain a consistent point of view in their writing, whether as a participant (first-person point of view) or as an observer (third-person point of view); and (j) Explore the larger meaning of events. Writers can help readers to perceive the process of story by telling the means and reminding readers to remember it (pp. 178-182).

2.3 The Advantages of Narrative writing

The key concept of narrative writing aims to develop student's writing ability through expressing experiences they have encountered. Firstly, it encourages social communication among writers and audiences. Hamilton (2011) suggested that narrative writing is used for telling stories and experiences delivering various forms and purposes

has many beneficial aspects, including social-construction, self-construction, and self-concept.

In addition, narrative writing promotes writing ability and fulfills professional development. Attard (2012) explained that narrative writing, a kind of written storytelling, promotes someone to write reflections on his or her experiences, and when students keep writing a journal or diary, it makes a great value of professional development in writing. It does not only assist the professional development of writers, but also supports teachers and classrooms. Fojkar, Skela and Kovac (2013) revealed that teachers use narrative or storytelling to encourage students to share social experiences, promoting a relaxed atmosphere in the classroom.

3. Problem-Based Learning Approach

3.1 The Definition of Problem-Based Learning Approach

A problem is an unexpected event which happens in people's lives, leading people to find answers or alternatives to solve it. Also, problems in real-life human situations can be applied for use in higher education. Problem-Based Learning, an approach for student learning from 1960s North America, consists of creating real-life problems for students to work on (Borrows, 1989). Problem-Based Learning refers to an approach promoting students to learn critically from given problems provided by tutors. In addition, Problem-Based Learning, as an instructional design, increases students learning, understanding, and developing knowledge in scenarios or contextual settings (Kumar & Natarajan, 2007; Brown, Lawless, & Boyer, 2012).

Problem-Based Learning takes place in working in groups or collaboration to solve a problem. Takahashi and Oku (2009) expressed that in a Problem-Based Learning class, students must collaborate in a small group that provides students opportunity to

discuss actively in detail. Tarhan and Acar-Sesan (2013) explained that Problem-Based Learning, as active learning in group development, aims to develop students to be problem-solvers in real world situations and indicated the characteristics of Problem-Based Learning as follows: Students have the main responsibility for their own learning, learning is in small groups. Teachers become facilitators as guides, problems encourage learning, problems relate to possible real world situations in the future, and lead to develop students' problem-solving skills, acquiring new information through self-directed learning.

As Watson (2004) pointed out, the fundamental Problem-Based Learning characteristic is the use of real world problems as a context for students to learn critical thinking and problem solving skills, and to acquire knowledge of the essential concepts of the course. Nelson (as cited in Brown, Lawless, & Boyer, 2013) identified six common characteristics to promote a successful Problem-Based Learning environment; student-centered, well-structured contextualized problems, a multi-disciplinary focus, stressing self-regulation and collaboration, reflection and evaluation, and closing analyses.

Hung (2013) explained five key factors of Problem-Based Learning; (a) Problem-Driven instruction. Students learn from the need to solve a problem and the PBL process encourages the process of solving problems. Therefore, the learning processes are merged in the problem-solving processes. The purposes of this design are that students obtain content knowledge along the way of solving a problem, develop their problem-solving skills, and construct situational knowledge applied from content knowledge to solve problems; (b) Authentic, Complex, well-structured problems. Those problems are different from other kinds of problems. They reflect complex, real-life problems. It requires students to deal with unpredictable, increasing degrees of the unknown, and there

are no standard answers, as in real-life problems; (c) Problem or Case-Structured Curriculum. The content knowledge and skills to be learned are provided around problems. The case-based structure provides knowledge about the problems, symptoms, variables, concepts, causes, conditions, and mechanism; (d) Self-directed learning. Learning is mainly the responsibility of the students, generating learning objectives and processes through self-regulation, self-assessment, peer-assessment, and accessing their own learning materials; (e) Reflective learning. It helps students improve the knowledge base of what they have learned by summarizing the similarities and differences within problem-cases, organizing and interconnecting to form more complete knowledge after solving the problems.

Emnovsky (2015) explained that in a Problem-Based Learning class, students collaborate with their classmates to figure out complicated and real-life situations that help students to develop knowledge as well as developing problem-solving, reasoning, communication, and self-assessment skills. In summary, Problem-Based Learning is an approach in which students use their background knowledge applied with content knowledge to solve critically complex problems.

3.2 Scenario or Problem-Case in Problem-Based Learning

Scenarios or problem-cases seems to be a key factor which provides content, information, details, and environment leading to the gist of a problem. Takahashi and Oku (2009) explained that a scenario is used to help students to answer the reasons behind complicated cases. Trekles (2012) also supported Scenarios or Problem Generation, authentic scenarios reflecting real world situations, as generally needing self-directed learning and are open-ended in nature. Ribeiro (2011) indicated a way to implement scenarios in the Problem-Based Learning cycle: Problem was introduced to

the group of students to diagnosis the problems, brainstorm and hypothesize its causes, try to solve it with their knowledge, find out new learning needs, and plan for self-directed tasks, and then teachers take place as facilitators to observe and explain doubts in PBL process. In the final process, students present their solution and the teacher gives comments both on suitable solutions and presentations reflecting from problems as shown in *Figure 2*.

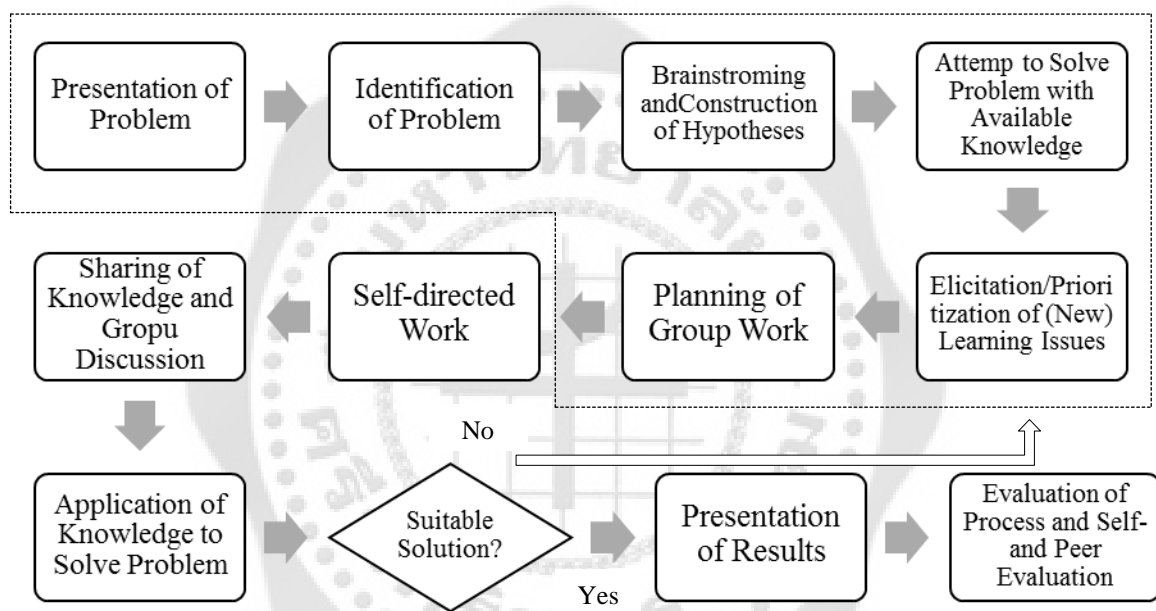


Figure 2 Problem-Based Learning work cycle with an implementation in question

Moreover, Holen (2013) has claims about the effectiveness of scenarios which should elicit students' prior knowledge between well-structured and authentic problems by combining into context. Also, it develops professional development, collaborative, self-directed, and life-long learning skills.

Hmelo-Silver (2013) defined an important use of Problem-Based Learning to create a learning space which helps students to analyze problems in depth. There are two elements of a Problem's Learning Space as follows: (a) Related Conceptual Space (RC)

which contained details, alternative hypotheses, information, and causes providing overall information for students to understand, and offer the opportunities to diagnose the concepts of the problem and (b) Problem Space refers to the main concept of a problem which students have to analyze from RC information as in the following *Figure 3*.

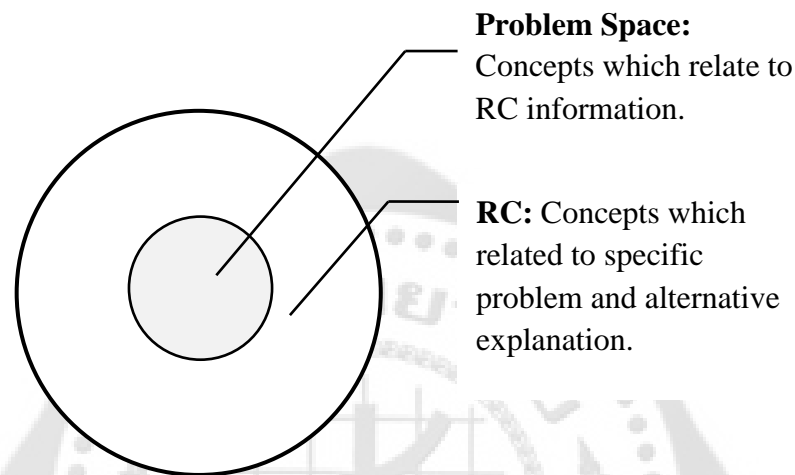


Figure 3 Overall Learning Space including the Problem space and related concept space

Since Problem-Based Learning has emerged in the field of education, there are many beneficial aspects for English language teaching. In addition, Vicky (1999 as cited in Karl, 2012) stated that using context-based problems and scenarios can help students understand and develop effective writing skills. Smart and Hick (2012) mentioned that scenarios, a supportive tool for Problem-Based Learning, is an overview of individual introduction, problem statement, and real-life situations, that provides a rhetorical context reflecting situations for students to respond to in writing.

3.3 The Implementation of Problem-Based Learning in the classroom

Problem-Based Learning, solving problems with logical and creative thoughts, has extremely different goals from other methods in the classroom. It is not just providing information from teacher's resources to students, but also promotes students to learn actively and participate in class. Thus there are different stages to create a good lesson based on Problem-Based Learning. Boud (as cited from Savin-Baden, 2000) defined the characteristics of Problem-Based Learning's different goals from other methods; for example, an acknowledgment of the base of experience of students, an emphasis on students taking responsibility for their own learning, a crossing of boundaries between disciplines, an intertwining of theory and practice, a focus on the process of knowledge acquisition rather than the products of such processes, a change in staff role from that of instructor to that of facilitator, a change in focus from staff assessment of outcomes of learning to student self-and peer assessment, and a focus on communication and interpersonal skills so that students understand that in order to relate their knowledge, they require skills to communicate with other skills which go beyond their area of technical expertise.

Savin-Baden (2003) illustrated that there are five models for facilitating Problem-Based Learning; Model one: it focuses on the ability of students to solve problems through obtained knowledge from a teacher, and the student's competency. Problem-Based Learning is used to help students to learn contexts better, and respond to content. Model two: it emphasizes the concept of know-how which specifies essentials in practice. Problem-Based Learning takes place as a tool for practice and the students will learn ways to solve the problem. It also expands to other problem scenarios and every given situation. Model three: in this model, Problem-Based Learning takes place as a bridge to link or fulfill the demand of know-how and obtained knowledge. It will help students to

understand more than model two. Model four: it focuses on the development of practicing interdisciplinary understanding. And Model five: a complicated step because it combines various actions such as knowledge, reasoning and reflection. Students will integrate Problem-Based Learning together with knowledge to discover information in-depth.

Moreover, Uarattanakaksa (2007) explained in her research that she used Problem-Based Learning as a part of EAP (Experiential Activities Planner) to encourage ELT in the Thai context. There are six steps of teaching problem-based learning (a) Warm up: a preparation stage with different activities aimed at preparing students before starting class; (b) Presentation: it aims to explain to students a conclusion to think and solve the problem; (c) Individual Problem Solving; it aims to divide students to think individually of the ways to solve the problem in their group; (d) Group Brainstorming: It promotes students in each group to share and discuss their answers and then present the best solution to the group; (e) Communication: This step provides students to compose a creative presentation. Each group must make a story and show their ideas on how they solved the problem and then present to the whole class; and (f) Application: It supports students to implement their solutions with real-life situations according to their friends, families, and communities.

4 The advantages of implementing Problem-Based Learning in language teaching

Problem-Based Learning has a lot of benefits in promoting student achievement. First of all, Problem-Based Learning promotes students working in groups. Problem-Based Learning increases highly collaborative skills among students (Emnovsky, 2015). Secondly, Problem-Based Learning also encourages an atmosphere of self-direction in students. In addition, Malan, Ndlovu and Engelbrecht (2014) explained that using

Problem-Based Learning supports self-regulating learning cognitive processes such as planning, analyzing the problem, examining the outcomes, modifying and reflecting on the solutions.

Moreover, Whitcombe (2013) pointed out that Problem-Based Learning supports students to have skills of life-long learning, and accommodates knowledge as a social relation. Dolmans and Gijbels (2013) summarized the benefits of Problem-Based Learning as learning in small collaborated groups, facilitating by tutors, discussing the meaning of a problem with a group, and being self-directed in lessons.

Problem-Based Learning is not only good for students, but also encourages teacher development. Ribeiro (2011) declared that Problem-Based Learning raises teacher's development in many aspects, for example; teaching knowledge base, the knowledge of students, giving logical reasoning, and being an attractive approach for learning even if it makes more work for teachers, spending much more time in the class.

4. Related research studies

First of all, this researcher would like to explain some relevant research that uses Problem-Based Learning to enhance student academic achievement. Edler (2003) used mixed methods, both quantitative and qualitative, that surveyed the background information on Problem-Based Learning and explored the use of Problem-Based Learning among The American Association of Higher Education graduate programs of Higher Education, reporting the advantages, disadvantages, and its application. The results of this research revealed that Problem-Based Learning provides critical thinking, as well as offers opportunities to use real-world problems. Additionally, Ahlfeldt (2003) revealed the results of a study which was collected through a survey, examination questions, test

questions, and speech outlines from 887 participants, that Problem-Based Learning is an effective method in a Public Speaking Fundamental Course.

Next, Manente (2014) investigated 47 participants who enrolled in an introductory course in Educational Psychology. Its purposes investigated the influence on the social aspects of group work and the development of skills needed for successful collaboration using Problem-Based Learning. The results revealed that the collaborative aspect of Problem-Based Learning is essential to the success of students engaged in this form of instruction. In addition, Problem-Based Learning is most effective when implemented in its form, and instructional design. It claimed that the collaborative component is considered as a pedagogically equivalent alternative to Problem-Based Learning as it is defined. Moreover, Problem-Based Learning is useful in K-12 education because its characteristics are well-suited to helping novice students apply new learning generally and gain understanding in depth. Wirkala (2011) used both research design in a crossed within-subject to manipulate two independent variables instructional format (PBL versus LD) and group condition (PBL-team versus PBL-individual) and between-subject analysis to compare student's performance of PBL-team, PBL-individual, LD students in sixth grade students at an alternative public middle school in New York City that is partnered with Columbia University. The results of the study reveals two suggestions in this research; (a) collaboration and discussion has been a regular feature of Problem-Based Learning in applied settings; and (b) it was effective in both comprehension and application of its concept.

According to the characteristics of Problem-Based Learning, it can adapt and be applied to other material to develop student performance. Pederson (2000) constructed a hypermedia-based tool designed for use during Problem-Based Learning for 66 sixth grade students three science classes at a suburban middle school in the Southwestern,

United States using One-way ANOVA. The purpose of this study was to help students apply effective problem-solving skills and strategies to their work during the Problem-Based Learning unit and use periods of self-directed study effectively. The results showed that the cognitive modeling provided by expert tools affected students work during periods of self-directed study. Hence, the findings claimed that it motivated students' behavior; self-directed learning during Problem-Based Learning more than during the regular class activities.

Mondschein (2007) explored the effectiveness of employing some elements of Problem-Based Learning as an approach to teaching information literacy skills and examined whether teaching methodology facilitates information competency development and promote academic engagement, intentional learning and self-directed learning in six female and twelve male students who enrolled in a first-year seminar course on information literacy. The results of this study indicated that integrating Problem-Based learning into a curriculum focusing on information literacy facilitates the development of information competencies and promotes academic engagement. For example, encompassing journaling, discussions, debate, group work, active learning, and service learning. Also Curcic (2009) conducted research to examine the effectiveness of instruction in learning with the World Wide Web teaching information problem solving to improve students' expository reporting. The participants were 20 students with learning difficulties in grade seven and eight in Midwestern K-12 non-public school. The participation was by randomized design by purposive sampling by numbers of students and grades. Both groups significantly improved in the quality of writing, and navigation. The treatment group showed significant improvements on the measure of text length, and writing organization.

Choi (2015) conducted research titled *Developing Creative and Meaning Potential in EFL Writing through Problem-Based Instruction*. The sample was 72 composition students from two co-educational secondary schools in Hong Kong. The participants were instructed to compose a happier ending for a Christmas story about an ‘imperfect gift’ by comprehensible input from reading lessons. The students were then guided to brainstorm possible solutions affecting the problems in the content. After that they wrote their own consequences in diary form. The result of the study revealed that Problem-Based Instruction has potential to promote and motivate EFL learners to write and encouraged creativity. Also, the problem was able to release curiosity, inquiry, and thinking in beneficial ways.

Problem-Based Learning combined with other instruments, is not only able to enhance students’ performance, but also develop the performance in terms of progression as the followings researchers show. Tseng (2008) investigated the impact of a data-driven problem-based learning (PBL) system on students’ critical thinking in a college entry-level medical ethics course in Taiwan. This research aimed to do a case study, group interviews, a survey, and optional questionnaire to 22 Chinese college students. The findings in this research showed that (a) data-driven problem-solving technology allowed participants to freely reflect students’ thinking and organizing thinking. (b) Participants were able to apply different levels of meta-cognition and generate new knowledge after repeated practice in Problem-based Learning. (c) Participants used inquiry, analysis, and inference; for the analysis stage, they applied analysis, inference, and decision-making; and for the action plans stage, they used decision-making with less inference and less analysis.

In addition, Pease (2009) investigated 127 students to compare students’ comprehension, integration, and benefit over time between Problem-Based Learning and

Lecture formats. It used a crossed within-subjects research design to manipulate the instructional format (PBL or Lecture) affecting two dependent variables: comprehension and integration, and the application was assessed with different instruments four times over the term. From the results in this research, it was shown that students would master the concepts learned via Problem-Based Learning in terms of understanding, integration, and application after assessment of the students' performance four times.



CHAPTER 3

Methodology

This chapter describes the methodology used to conduct the research. First of all, it describes participants and research procedures including research design, time frame, and the measurement of the research's instruments. Then, it explains the procedures of data collection, data analysis, and the statistics used.

1. Research design

The Time Series research design as a pathway to conduct the research. Review of previous studies showed that when measuring development or maintaining people's achievements is best conducted with this research design.

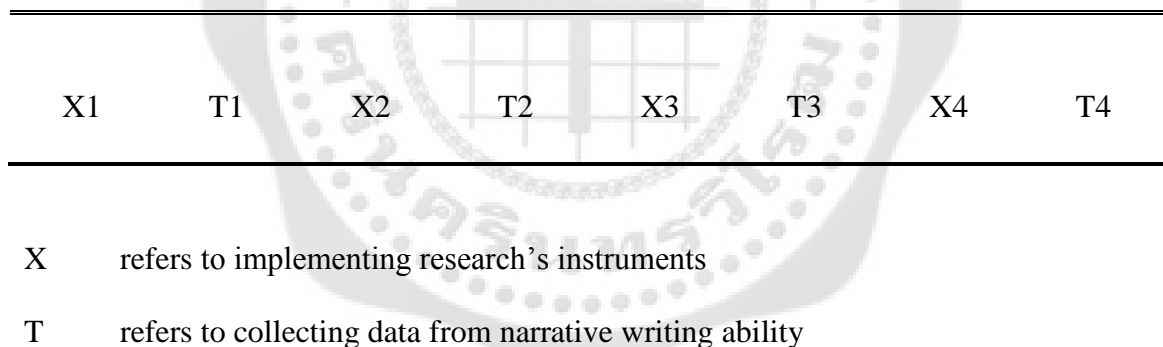


Figure 4 Time Series Research Design

2. Population and Sample

The population in this research were students who were about 16 years old enrolled in English Seven for Matthayomsuksa level four students as a core subject, and were selected by purposive sampling procedures. The researcher assigned Matthayomsuksa level four students to take a re-test in English before starting class. The

results showed that 22 out of the 47 students researched failed in the English writing section. Thus, it would affect their English learning achievement in the future if they were not able to fully understand the application of English language theory to practical situations. Thus, the researcher made a decision to select those students to be the participants by purposive sampling in this research.

3. Research procedures

First of all, the researcher used a pre-test of narrative writing ability to measure participants' ability before using Problem-Based Learning in the classroom. Then, research-oriented Problem-Based Learning to participants before implementing it into the classroom. Next, the researcher used reliability instruments, lesson plans and a writing test based on Problem-Based Learning in the classroom four times. In addition, the researcher collected the scores in every instance of implementation and then used rubrics as criteria to grade participants' scores.

4. Instruments

According to the methodology, there were two main parts of the instruments that are adapted in this research: the instrument for research development and the instrument for data collection.

4.1 The material lists of instrument for research development

1) Lesson plans based on Problem-Based Learning

The researcher had designed four lesson plans which elicited material from participants' textbook and integrated with Problem-Based Learning techniques to enhance student's narrative writing. Thus, participants would study the same content as other English class in Mathayomsuksa four students for the duration of this research.

The research instruments were lesson plans based on Problem-Based Learning, Writing Pretest and Posttest, and a Narrative writing test. Each lesson plan was based on Problem-Based Learning and divided into a two-hour teaching process, providing content as a lecture class for one hour, while the remaining hour utilized Problem-Based Learning with a narrative writing test. The writing test was used to measure participants' performance at the beginning and the end of the implementation of Problem-Based Learning in the class.

Before the researcher used those instruments for enhancing students' narrative writing ability, three experts on English language teaching evaluated the content validity of those instruments in regards to the following aspects; (a) eliciting topics that encourage writing skill from participants' textbook; (b) making two periods of lesson plans consisting of Introduction, Leading, Practicing, and Summary application with Problem-Based Learning; (c) making sure each narrative writing test is related to the topics in Table 2; and (d) measuring content reliability. These three experts included a specialist in Problem-Based Learning, an experienced language teacher, and a foreign English teacher. After that, the researcher piloted the instruments with another Mathayomsuksa level four class. The results of the pilot test facilitated research that helped to develop the content of each lesson plan and writing test to be fit with participants.

Table 1

Contents of each lesson plan and writing test

Lesson plans	Topics of writing test	Numbers of hour
1	Narrate a story why do you need a smartphone?	2
2	Narrate a story what was your Songkran Festival last year?	2
3	Narrate a story how do you make a surprise event for your best friend's birthday?	2
4	Narrate a story how do you handle after getting bad situations?	2

4.2 The material lists of instrument for data collection

1) Writing test on Pretest and Posttest

A writing test was designed to measure students' narrative writing ability. The Pretest and Post-test were slightly different in terms of content, but they measured the same purposes in narrative writing ability. The Pretest was implemented before using Problem-Based Learning in the classroom for evaluating students' narrative writing ability. Its aim was to measure background knowledge and writing ability before instrument implementation. The Posttest was used at the end of class to measure students' achievement in narrative writing after using Problem-Based Learning.

While devising the Pretest and Posttest, the content was revised as shown in Table 1 after being checked for validity by three English experts. It also measured the difficulties of the test, and whether students at the same level could do it. The results of

the pilot test helped the researcher improve the Pretest and Posttest before using it as a treatment in this research.

2) Narrative writing test

A narrative writing test implemented as a summative evaluation at the end of each lesson plan, aimed to encourage participants to narrate a story fitting in one paragraph after they were trained by Lesson plans based on Problem-Based Learning. According to the topics in Table 1, narrative writing test was used to measure how well participants wrote a paragraph in many aspects, such as the perfect correlation of contents: main idea, supporting details, and conclusion, using suitable transitional signals and punctuation, containing more than 80 words in terms of language fluency.

In regards to conveying the same purpose of content, each narrative writing test was analyzed and checked for content validity by experts in English language teaching, as well as ensuring that the process of the writing test on the Pretest and Posttest was suited for the participants.

To measure participants' capability in narrative writing, the researcher collected participants' scores after grading each test. These scores were used to explain the participants' capability and progression after using Problem-Based Learning in this research.

5. Data collection procedures

The researcher designed five stages for the data collection procedure. First, the researcher arranged the test room to measure students' narrative writing ability. Next, the researcher provided an orientation to explain why Problem-Based Learning should be

applied in the classroom. Then, the researcher used the lesson plans that had been analyzed for content validity.

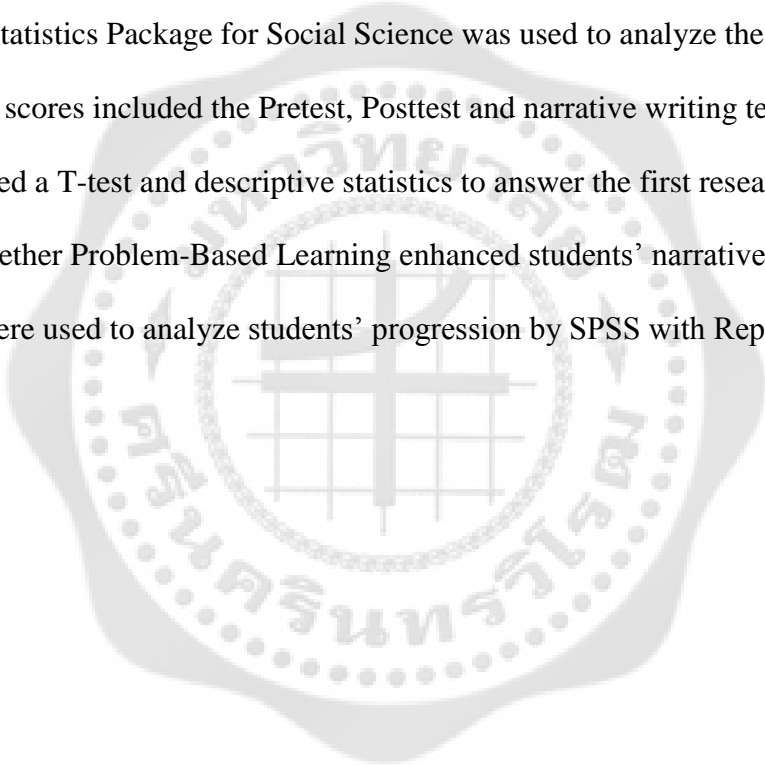
In each lesson plan, the researcher collected the scores of writing tests for explaining the capability and the progressive development of narrative writing at the end of conducting this research. Each lesson was separated into two periods. In the first period, the researcher provided the content that participants would study in class, and then used Problem-Based Learning stories and scenarios to apply to the process of writing to enhance participants to write their stories in the second period. In the second period, which applied Problem-Based Learning in class, three stages were implemented to participants as follows: (a) participants would be provided a scenario to practice and diagnose. This stage aimed to illustrate to participants key aspects of paragraph structure: main sentence, supporting details and conclusion sentence; (b) they would do a group work exploring the problems and share their opinions or perspectives toward the scenario, such as in small group discussions, presentations or in one-minute speaking to their classmates. This stage aimed to develop their thoughts reflecting the scenario; (c) they were separated to do individual work as a narrative writing test to encourage students to narrate a story from a new scenario. Lastly, the researcher assigned students to do a Posttest after studying four lesson plans based on Problem-Based Learning.

Regarding the grading of participants' performance, the research used rubrics which were checked for reliability. Each participant's narrative writing test was graded via four aspects as follows: (a) each participant wrote a well-constructed paragraph with a strong understanding of paragraph structure: main sentence, supporting details, and conclusion; (b) each participant organized a paragraph with logical and reasonable supporting details; (c) each participant used appropriately transitional signals and punctuation; and (d) each participant could express a paragraph via writing fluency.

Moreover, the researcher made a request from three colleagues, two Thais and one foreigner at the Department of Foreign Language (Western Languages) to grade participants' narrative writing tests. This process would prevent bias of grading score of researcher himself because two of them did not teach this class, so they graded participants' narrative writing test solely from language capability.

6. Data analysis

The Statistics Package for Social Science was used to analyze the obtained data. The obtained scores included the Pretest, Posttest and narrative writing test. The researcher used a T-test and descriptive statistics to answer the first research question that measured whether Problem-Based Learning enhanced students' narrative writing ability. The others were used to analyze students' progression by SPSS with Repeated Measures ANOVA.



CHAPTER 4

Findings

This chapter presents the findings related to the objectives of the research. The objectives of this research were as follows: to examine the effectiveness of using Problem-Based Learning to enhance narrative writing ability of Secondary school students, and to examine the progression narrative writing abilities in Secondary School Students while using Problem-Based Learning continuously.

The findings of this research were separated into three parts that show the concern of basic assumptions before using statistics and answering the two research questions. Descriptive statistics and a T-test was used to answer the effectiveness of using Problem-Based Learning and the others were analyzed by SPSS to answer the progress of participants after the four instances of Problem-Based Learning implementation. The findings are described as follows.

1. The results of basic assumption test

Because the numbers of participants were low, which might affect to the results of the study, the basic assumption seemed to be the key factor declaring whether the Repeated Measures ANOVA could be used in this research, such as the variance within participants, and Mauchly's test of sphericity.

At the first time of using statistics "Repeated Measure ANOVA", exploring the variance within participants aimed to determine whether a set of data was organized by a normal distribution. It is called the "Test of Normality".

In Table 2, Kolmogorov-Smirnov and Shapiro-Wilk were presented two boxes of data: Test of Normality. Also the numbers of participants in this research was lower than

50 people, the “Shapiro-Wilk” would be better suited to answer the hypothesis according to Razali (2011), who explained that the Shapiro-Wilk Test was originally restricted for sample sizes of less than fifty people.

Table 2.

Measuring the Variances within participants

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.24	22	.00	.80	22	.00
Evaluation 1	.13	22	.20*	.95	22	.27*
Evaluation 2	.14	22	.20*	.96	22	.46*
Posttest	.22	22	.00	.86	22	.00

* $p. < .05$

As presented in Table 2, Pretest was .00, Evaluation1 was .27, Evaluation2 was .46, and Posttest was .00. From previous results, Evaluation1 and Evaluation2 were higher than at .05 level. The others were lower than .05 level. In short, that meant the variances within 22 participants achieved normality. However, the set of the data did not achieve normality in every set of data, because in reality, the researcher cannot control some factors, such as nuisances, background knowledge, and the number of participants when selecting only good participants for conducting the research. Thus, the overall result of this test was normal distribution and the data was deemed fit for further use.

After exploring the normal distribution within participants, it revealed that the set of data had attained normality. Another test used to measure the relation of the sets of data that was implemented within the same participants four times. The purpose of this test aimed to measure the change of dependent variable before, while, and after using Problem-Based Learning. Known as “Mauchly’s Test of Sphericity “, it was designed to analyze repeated data where the data was collected from the same group of participants and during a period of time. Kim (2015) explained that the Sphericity condition referred to a test to assume an equal within the repeated measures that all possible pairs of groups were equal. The following table reveals the results of Mauchly’s test of Sphericity.

To measure the obtained data in this research, two hypotheses were set: (a) a Null-hypothesis referred to the four sets of data was Sphericity; (b) the Alternative-hypothesis referred to the four sets of data that had not attained Sphericity. The result of this test is described in Table 3.

Table 3.

Mauchly’s Test of Sphericity

WSE	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
					Greenhouse- Geisser	Huynh- Feldt	Lower- bound
Time	.69	7.12	5	.21	.81	.93	.33

Table 3 shows that p-value was .21, surpassing the minimum threshold for establishing statistically significant difference of .05 level. It referred to its hypotheses that it accepted Null-hypothesis and rejected Alternative-hypothesis. It meant that

significance in this test was not improved. The measured repeated variance through the use of Problem-Based Learning four times was compounded (Mauchly's $W = .69$, $df = 5$, $p = .21$). This result of this test shows that there was a relationship among the four sets of data in terms of using Problem-Based Learning four times. To sum up, this test revealed that using Problem-Based Learning made the change in terms of progression but this test could not explain in which test were increases or decreases.

Regarding the basic assumption, the Test of Normality and the Test of Sphericity, both of them showed the strength of the set of data. The variance within each participant showed normal distribution. Also, the relation between the four sets of data showed Sphericity. Thus, the researcher could rely on this set of data and use them for analysis.

2. The results of the study

Table 4 shows descriptive statistics as analyzed by SPSS. This table aimed to answer the first research question about whether Problem-Based Learning was able to enhance students' narrative writing ability.

Table 4.

Descriptive Statistics within group

	Mean	Std. Deviation	N
Pretest	6.73	2.71	22
Posttest	10.05	4.48	22

As shown in Table 4, the average score of Pretest was 6.73 (S.D. = 2.71) and Posttest was 10.05, (S.D. = 4.48). Presented in the Table4, the average score of the study developed increasingly higher than Pretest.

Table 5.

The Comparison of Paired Differences via T-test

Test	Paired Differences				df.	Sig. (2-tailed)
	Mean	Std. Deviation	95% Confidence Interval of the Difference			
			Lower	Upper		
Posttest - Pretest	3.31	4.52	5.32	1.31	21	.00

As presented in Table 5, it aimed to examine the effectiveness of before-and-after using Problem-Based Learning to enhance narrative writing ability. The result of this showed that students' narrative writing ability was significantly improved after using Problem-Based Learning in the classroom at the .00 level.

The second research question was to measure the progression of students' writing abilities was better than Pretest after using Problem-Based Learning in the classroom.

The following data explained the variance within participants' achievement, and the errors between Problem-Based Learning affected students' narrative writing ability.

Table 6.

Measuring within Narrative Writing ability

Source	Type I	df	Mean	F	Sig.	Partial	
	Sum of		Square			Eta	
	Squares					Squared	
Time	Sphericity	142.05	3	47.35	6.78	.00	.24
	Assumed						
Error	Sphericity	439.96	63	6.98			
(Time)	Assumed						

As shown in the Table 6, this table shows how Problem-Based Learning affected students' narrative writing ability through the F-test. The result of the F-test in this research was statistically significant at the .01 level ($F = 6.78$, $df = 3$, $p = .00$). In brief, it revealed that there were at least two out of four times measured where significance improved. It meant that there might be two times where the average score higher than the average score of pretest. The researcher had to recheck in Table 7 to compare the average score each time with the Pretest's average score.

Table 7.

Pairwise Comparison of Students' progression

Student' s progression in narrative writing	Times			
	Pretest (\bar{x} =6.73)	Evaluation1 (\bar{x} =9.55)	Evaluation2 (\bar{x} =9.05)	Posttest (\bar{x} =10.05)
Times	-	2.82*	2.32*	3.32*

* $p. < .05$

According to Table 7, the pairwise comparisons revealed each average score which was analysed by SPSS to evaluate the progression of students' narrative writing ability after utilising Problem-Based Learning in the classroom. The results were Pretest and Evaluation1 ($p. = 2.82$), Pretest and Evaluation2 ($p. = 2.32$), and Pretest and Posttest ($p. = 3.32$). The results showed that each average score was higher than the average score of Pre-test. It meant Problem-Based Learning constructed the progression in terms of narrative writing when it implemented as frequently in the classroom.

Figure 5 shows a good average score result from Pretest, Evaluation1, Evaluation2 and Posttest after using Problem-Based Learning to enhance students' narrative writing ability.

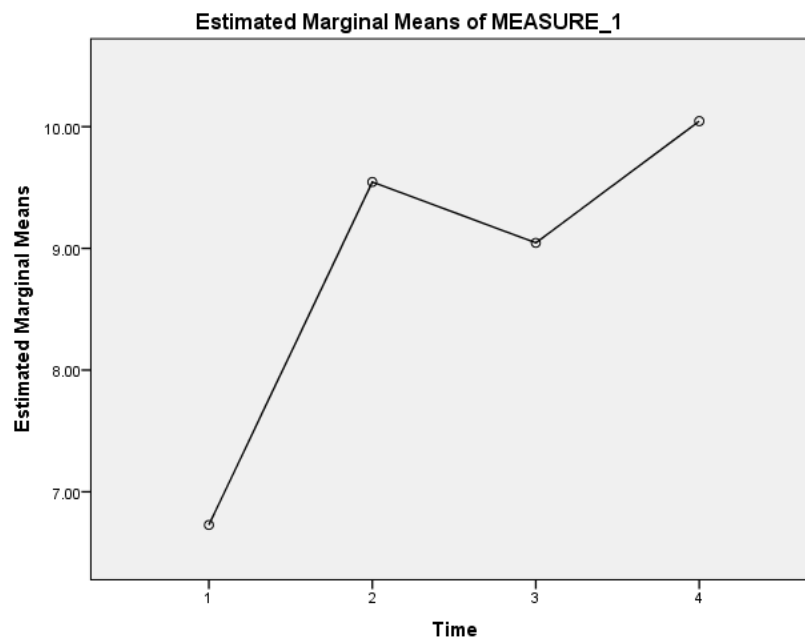


Figure 5. Students' progression diagram

According to Figure 5, the results of this figure showed average scores from Evaluation1, Evaluation2, and Post-test were increasingly higher than the scores found on the Pretest. This suggests that Problem-Based Learning could enhance secondary school students' narrative writing ability. It also showed the progression after using Problem-Based Learning frequently.

3. Summary

According to the purpose of this research, it aimed to examine of participants' performance in narrative writing and to evaluate the progression of narrative writing after using Problem-Based Learning continuously. As measuring and analyzing the obtained data, the results of basic assumption and the quantitative findings were achieved.

The findings showed that narrative writing ability in participants were significantly improved at the .00 level according to the first research question. Moreover, the relation of four sets of data which showed the progression of narrative writing after

using Problem-Based Learning four times were presented in F-test, Pairwise comparison, and Diagram. The result of F-test showed the significantly improved at the .00 level. It meant there were relation among four sets of data in terms of the progression of narrative writing. Then the researcher had made the double check in Pairwise comparison to compare mean score of each time back to Pretest. The results showed that every time in four sets of data was higher than Pretest. The conclusion, discussion and implementation of this research would be presented in Chapter five.



CHAPTER 5

Conclusion and Discussion

This chapter presents the conclusion of this research study, which examined and investigated the effectiveness and the progression of narrative writing after using Problem-Based Learning. It discusses the findings and their pedagogical implications. This chapter also provides some advantages and disadvantages with suggestions and recommendations for further studies.



1. Conclusion

This study was conducted (a) to examine the effectiveness of using Problem-Based Learning to enhance narrative writing, and (b) to investigate the progression of narrative writing ability while using Problem-Based Learning in secondary school students. The independent variable investigated through this study was Problem-Based Learning as applied to research materials and the dependent variables were the performance and the progression of narrative writing ability in secondary school students. The selected sample population was comprised of Mathayomsuksa Four students who enrolled in Foundation English as a core subject. Twenty-two participants achieved a lower than the average 20 points writing placement score, and were then sampled by a purposive procedure. This research study used Time-Series research design and four instances of Problem-Based Learning research instruments, which were used to collect the data in participants. The obtained scores were analyzed via the Statistics Package for Social Science: (a) T-test dependent that was used to examine the performance in order to answer the first research question; and (b) Repeated Measures ANOVA was used to investigate the progression answering the second research question.

The findings indicated that: (a) mean score and standard deviation of Evaluation1, Evaluation2, and Posttest were higher than Pretest. Moreover, T-test dependent showed that participants' narrative writing ability was improved after they utilized the research instruments based on Problem-Based Learning; (b) to investigate the progression over the duration of the study via Repeated Measures ANOVA: F-test, Pairwise Comparison, and Diagram, it revealed that narrative writing was developed increasingly in a long period of time. According to the findings in performance and the progression, it can be assumed that Problem-Based Learning enhanced narrative writing ability in secondary school students.

2. Discussion of the findings

Research question 1

Does Problem-Based Learning improve students' narrative writing ability?

The results showed that participants' narrative writing ability were enhanced after using Problem-Based Learning in the classroom. The results showed that narrative writing was significantly improved at the level of .00.

The findings of this research are related to other studies in terms of Problem-Based Learning in language teaching. Mondschein (2007) conducted research to explore the effectiveness of employing some elements of Problem-Based Learning as an approach to teaching information literacy skill. The results of this study indicated that integrating Problem-Based learning into a curriculum focused on information literacy facilitates the development of information competencies and promotes academic engagement, encompassing journaling, discussions, debate, group work, active learning, and service learning.

The result is consistent with Choi (2015), whose study revealed that Problem-Based Instruction has the potential to promote and motivate EFL learners to write and while encouraging creativity. Also, problem-based instruction fostered curiosity, inquiry, and thinking in beneficial ways.

Problem-Based Learning enhanced narrative writing in secondary school students. It promoted students to reflect on their experiences through writing narration. Also, it encouraged academic engagement, language competency, and professional development. As Smart and Hick (2012) remarked, Problem-Based Learning provides a rhetorical context which relates to real-life situations, thereby promoting students to respond via writing.

Research question 2

How good is the progression of students' writing ability while using Problem-Based Learning?

The results of the second research question showed that narrative writing ability in secondary school students progressed after using Problem-Based Learning significantly at the level of .00

The results were consistent with Tseng (2008), who investigated the impact of a data-driven problem-based learning (PBL) system on students' critical thinking in a college entry-level medical ethics course in Taiwan. This research aimed to do a case study, group interviews, a survey, and optional questionnaire to 22 Chinese college students. The findings in this research showed that: (a) data-driven problem-solving technology allowed participants to freely reflect students' thinking and organizational thinking; (b) participants were able to apply different levels of meta-cognition and generate new knowledge after repeated practice in Problem-based Learning; and (c) they

used inquiry, analysis, and inference. For the analysis stage, they applied analysis, inference, and decision-making; and for the action plans stage, they used decision-making with less inference and less analysis.

Moreover, Pease (2009) conducted research to compare students' comprehension, integration, and benefit over time between Problem-Based Learning and Lecture formats in 127 students. It used a crossed within-subjects research design to manipulate the instructional format (PBL or Lecture) affecting two dependent variables: comprehension and integration, and the application was assessed with different instruments four times over the term. The results revealed that students would master the concepts learned via Problem-Based Learning in terms of understanding, integration, and application after assessing the students' performance four times.

As seen in the results of this study, Problem-Based Learning was applied to develop participants in many aspects, such as writing ability, speaking ability, or other purposes. Problem-Based Learning, a mixed approach, encouraged an effective way for teaching and learning in composition classes (Somba et al., 2015). In terms of absorbing and learning, the researcher may have to adapt a design for implementing it as a regular method of promoting one's your purpose. It was shown that students could master the concepts learned via Problem-Based Learning in terms of understanding, integration, and application after assessing their performance four times (Pease, 2009). A wide variety of Problem-Based Learning sessions have been successfully adapted for many purposes (Takahashi & Oku, 2009).

3. Implementation of the study

Regarding the purpose of this research study, it aimed to encourage students' narrative writing ability through the use of Problem-Based Learning in the classroom.

Narrative writing seems to be the preliminary factor to learn writing and is also the foundation of writing education, as storytelling can express what students have learned and understood in the class by reflecting it through written language.

As an English language teacher, the researcher felt the value added in the lesson plan when it was merged with Problem-Based Learning. Also, the nature of Problem-Based Learning is designed around a complicated scenario, encouraging the use of tools for students to find suitable solutions for problems, which constructs an atmosphere of constructive learning. It promotes language capability, and also develops students' thoughts and ideas to seek suitable alternative answers via analysis and synthesis before writing. It may encourage students to have more critical thinking and creative thinking. In short, the researcher realized that the more they practiced dealing with realistic problems, the more they could use the resulting tools and knowledge in real-life situations.

As a Principal at school, it is apparent that Problem-Based Learning should be an integrated aspect of education. Investigations from the repeated implementation to use Problem-Based Learning in the classroom show that it transformed students from passive to active learners. It does not change only the progression in academic engagement, it also develops students' behavior, making them more likely to engage in life-long self-directed learning.

Lastly, Problem-Based Learning may be suitable for addition to course syllabi in language teaching. Because of the benefits of its theory, it will promote the sense of seeking knowledge via discovering their answers through problem-solving. Problem-Based Learning would develop Thai students to have the critical thinking skills that are necessary for preparing for the unique challenges of the 21st century.

4. Recommendations for further study

Firstly, there are a number of writing types which may develop writing ability via problem-based learning; for example, descriptive writing, expository writing, or persuasive writing. Future research might compare student's achievement among the various types of writing through the use of Problem-Based Learning. A researcher may compare narrative writing with descriptive writing or descriptive writing with expository writing towards the same scenario in problem-based learning.

Secondly, future research should investigate students' performance toward the use of Problem-Based Learning as qualitative research. It may show some possibility of self-directed skill in students such as critical, analytical, or creative thinking.

Next, future research could assess student's writing proficiency in terms of language competency in order to develop writing skills and wider language proficiency at the same time.

Lastly, future research should combine problem-based learning with other instruments in order to teach writing. Researchers may develop levels of difficulty in problem-based learning. It will challenge students to achieve at every level, from beginner to advanced.



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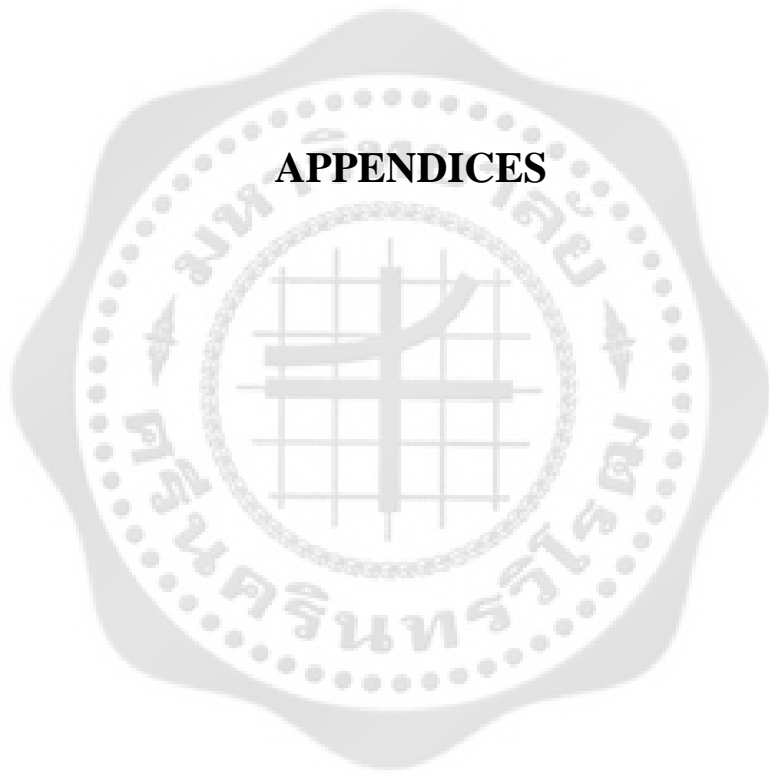
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APPENDICES





APPENDIX A

LESSON PLAN BASED ON PROBLEM-BASED LEARNING

Lesson Plan No. 1

Chapter 3
Subject: Foundation English 7
Topic: Which Smartphone is Suitable for You?

MathayomSuksa Four Students

Number of periods: 2
Number of hour: 45 mins./hour

Background:

Context: Paragraph structure and narrative writing “Which Smartphone is Suitable for you?”

Course/Level: Mathayomsuksa Four Students (English-ASEAN Program), 45-minute class

Students: 28 students, age 15 to 16 years, Thai-English speaking

Overall course goals: to understand the structure of paragraph

Texts/materials: worksheet, writing practicing, group discussion, writing test

Lesson aim(s):

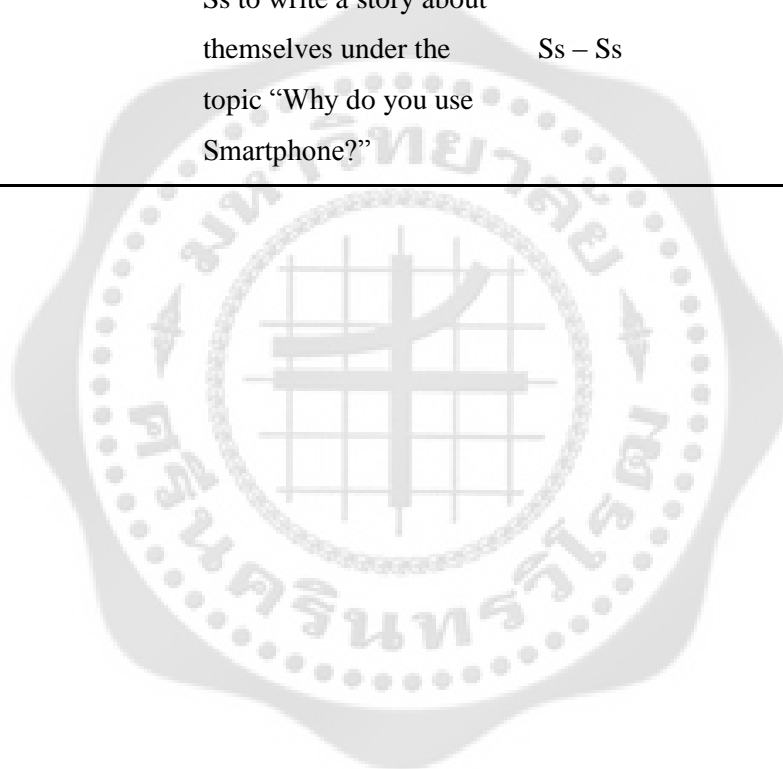
- (1) Students understand paragraph structure and apply in in their narrative writing.
- (2) Students are able to tell their stories by using narrative writing.
- (3) Students are able to apply PBL to enhance their story-writing.

Previous classwork / what Students know that prepares them for the lesson:

Procedures: Period 1

Activity/ Timing	Objective(s)	Materials/ equipment	Step-by-step details	Interaction/ seating	Contingency plans/ Other notes	Assessment
Introduction (5 minutes)	Students understand paragraph structure and apply in in their narrative writing.	Q&A	T greets students in the classroom, and then T asks students some questions, such as; -What is a paragraph? -How many parts does a paragraph have?	T-Ss	The answers will vary. T will provide some information/clues to help students answer.	
Leading (10 minutes)	Students understand three parts of a paragraph.	PowerPoint Presentation	T explains the structure of paragraph using PowerPoint.	T-Ss		
Practicing (25 minutes)	Students will analyze the passage to understand the paragraph structure.	Worksheet 1	After explaining PowerPoint Presentation, T will give some worksheets for students to read. Then, Ss will work together with their friends to complete the sheets.	T-Ss Ss – Ss	Worksheets will assess students' understanding. Ss will create the title from reading the passage, find main idea, and supporting ideas.	Worksheet 1

Activity/ Timing	Objective(s)	Materials/ equipment	Step-by-step details	Interaction/ seating	Contingency plans/ Other notes	Assessment
Summary (10 min)	Students will apply their understanding in paragraph structure to write the stories.		After practicing, T asks Ss to write a story about themselves under the topic “Why do you use Smartphone?”	T-Ss Ss – Ss		Writing Practice 1



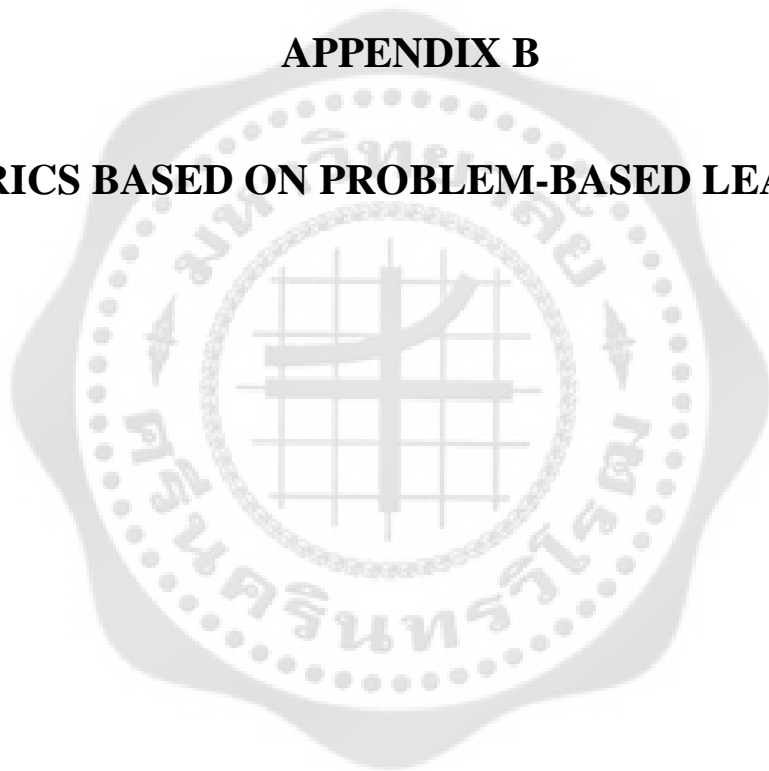
Procedures: Period 2

Activity/ Timing	Objective(s)	Materials/ equipment	Step-by-step details	Interaction/ seating	Contingency plans/ Other notes	Assessment
Introduction (5 minutes)	Students are able to tell their stories by using narrative writing.	Writing Practicing 1	T greets students in the classroom, and then T gives back Writing Practicing 1. T also gives some feedback to Ss to develop their stories.	T-Ss	Ss have to create the title, and find main idea and supporting details in the passage.	Scenario 1
Leading (10 minutes)	Students are able to tell their stories by using narrative writing.	Stage1: Diagnosis the Problem stage	T will give students a passage for SS to read. (5 minutes) T will ask Ss to locate where main idea and supporting details in the passage are.	T-Ss	Ss have to create the title, and find main idea and supporting details in the passage.	Scenario 1

Activity/ Timing	Objective(s)	Materials/ equipment	Step-by-step details	Interaction/ seating	Contingency plans/ Other notes	Assessment
Practicing (25 minutes)	Students will answer the questions related to the passage.	Stage2: Explore and Share	T. will ask Ss to share their information with their classmates. Ss have to collect some information through writing.	T-Ss Ss – Ss in group	Ss will collect the information from preparing to write a story related to PBL's topic.	
Summary (10 min)	Students are able to apply PBL to enhance their ability to write stories.	Producing the narrative writing	After SS's discussion, T will assign PBL's issue in the classroom. That issue is related to the passage, and the questions that will guide students in writing the stories.	T-Ss Ss – Ss		Narrative writing test

APPENDIX B

RUBRICS BASED ON PROBLEM-BASED LEARNING



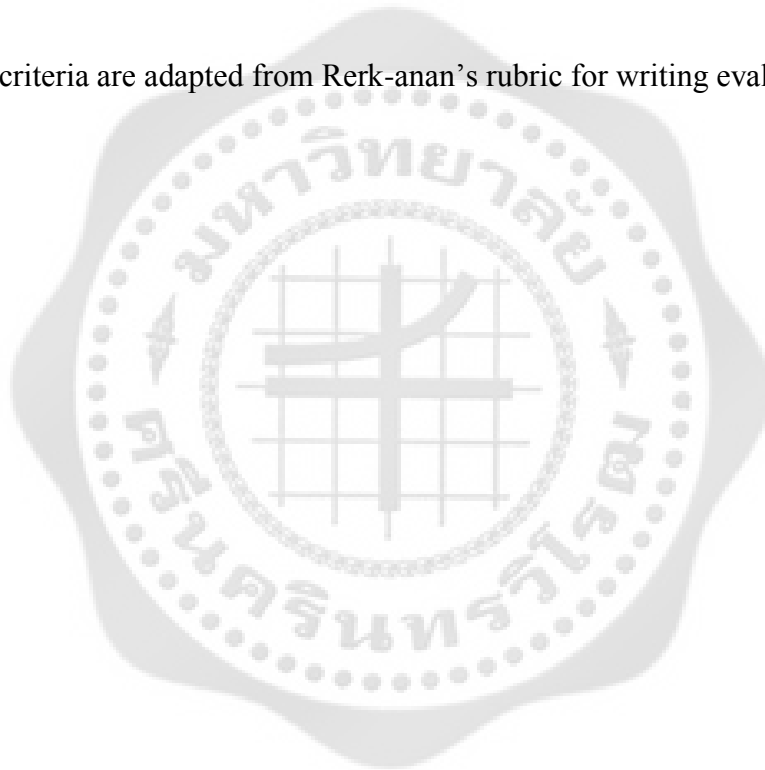
Rubric for Narrative Writing Evaluation

Score(s)	Criteria
5	<p>These are the following criteria for rating the paragraph connected to the PBL's scenario:</p> <ul style="list-style-type: none"> -There will be distinguished a perfect correlation of contents: main idea, supporting details, and conclusion. -There must be more 3 supporting details to explain main idea. -Suitable transitional signals and punctuation is used in a paragraph. - Paragraph contains more than 80 words and shows perfect agreement between subjects and verbs.
4	<p>These are the following criteria for rating the paragraph connected to the PBL's scenario:</p> <ul style="list-style-type: none"> - There will be perfect correlation of contents: main idea, supporting details, and conclusion. - There are at least 2 or more supporting details to explain the main idea. - It uses good transition signals and punctuation in a paragraph. - Also, the paragraph contains 50-80 words and shows good agreement between subjects and verbs.
3	<p>These are the following criteria for rating the paragraph connected to the PBL's scenario:</p> <ul style="list-style-type: none"> - There will be good correlation of contents: main idea, supporting details, and conclusion. - It has only 1 supporting detail to explain the main idea in a paragraph. - There are transition signals and punctuation in a paragraph. - Also, it contains 30-50 words and shows agreement between subjects and verbs.
2	<p>These are the following criteria for rating the paragraph connected to the PBL's scenario:</p> <ul style="list-style-type: none"> - There will be some parts of three contents: main idea, supporting details, or conclusion. - The paragraph does not have any supporting details to explain main idea. - It has transitional signal and punctuation in a paragraph. - It contains 10-30 words in the paragraph.

Rubric for Narrative Writing Evaluation (Cont.)

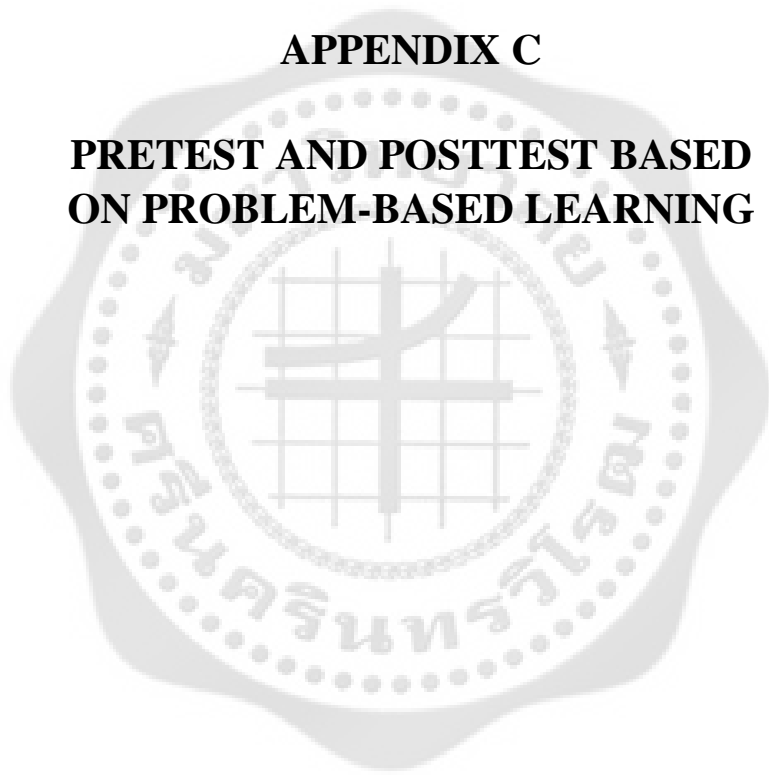
Score(s)	Criteria
1	<p>These are the following criteria for rating the paragraph connected to the PBL's scenario:</p> <ul style="list-style-type: none"> - There will be only one part of three contents: main idea, supporting details, or conclusion. - The paragraph does not have any supporting details to explain main idea. - It does not have any transitional signals and punctuation. - It contains 5-10 words in a paragraph.

The rubric's criteria are adapted from Rerk-anan's rubric for writing evaluation (2011)



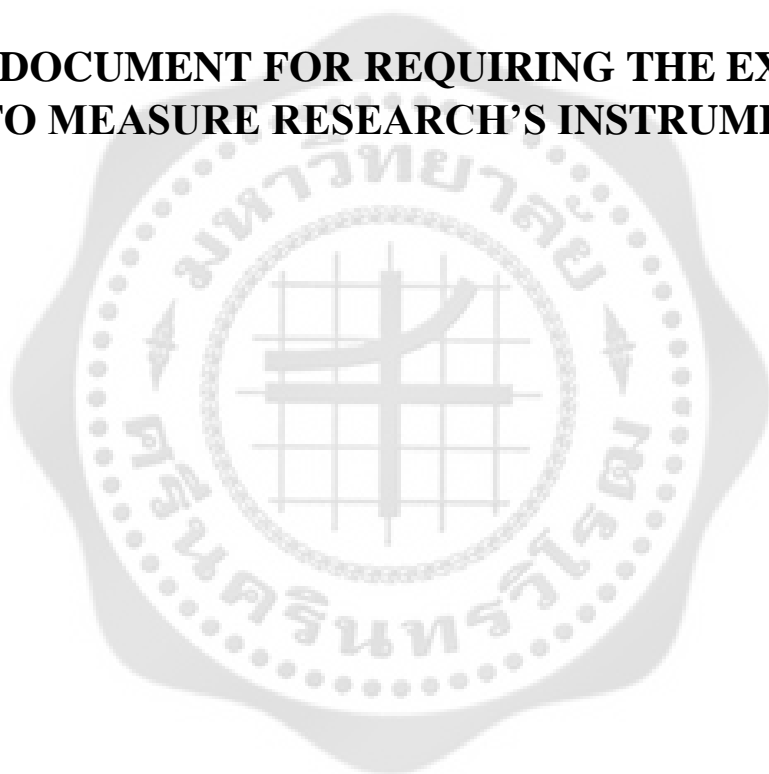
APPENDIX C

PRETEST AND POSTTEST BASED ON PROBLEM-BASED LEARNING



APPENDIX D

THE DOCUMENT FOR REQUIRING THE EXPERTS TO MEASURE RESEARCH'S INSTRUMENT

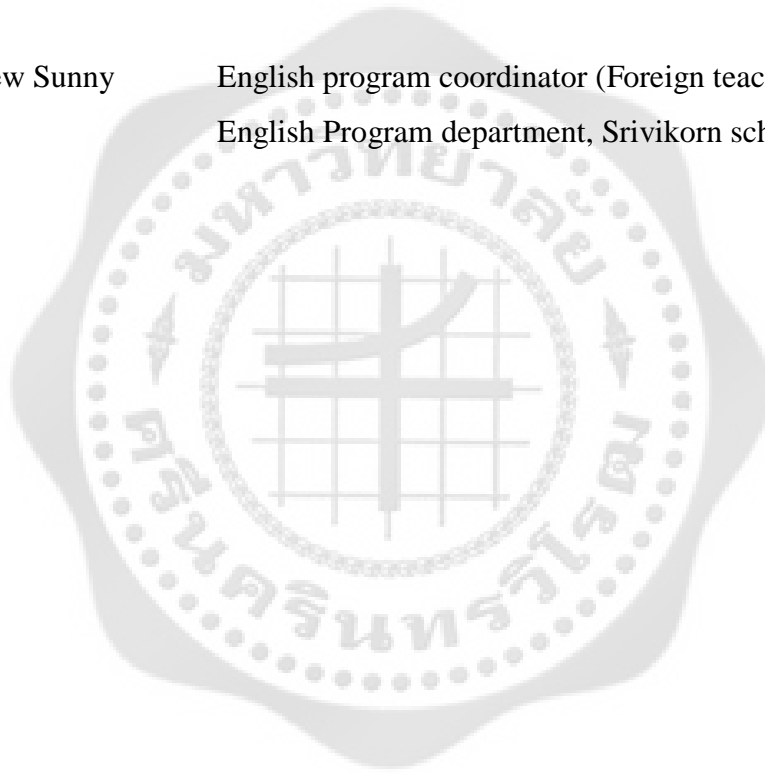


THE LISTS OF EXPERTS

1. Miss Piyawan Kullamai Major of Teaching English as a Foreign Language,
Western language department, Faculty of Humanities
Srinakharinwirot university

2. Assistant Professor Dr. Sunporn Eiammongkhonsakun
Major of French, Western language department,
Faculty of Humanities, Srinakharinwirot university

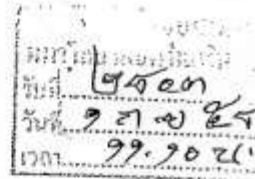
3. Mr. Mathew Sunny English program coordinator (Foreign teachers),
English Program department, Srivikorn school





สำเนา

บันทึกข้อความ



ส่วนราชการ บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ โทร. 15664

ที่ ศธ 0519.12/3989 วันที่ 26 สิงหาคม 2558

เรื่อง ขอเชิญเป็นผู้เชี่ยวชาญ

เรียน คณบดีคณะมนุษยศาสตร์

เนื่องด้วย นายอรุณวิชญ์ วัฒนาพัฒน์กิตติ นิสิตระดับปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ ในฐานะภาษาต่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญาโท เรื่อง “ผลการสอนแบบใช้ปัญหาเป็นฐานเพื่อพัฒนาการเขียนเชิงพรรณนาของนักเรียนมัธยมศึกษาตอนปลาย (The Effectiveness of Using Problem-Based Learning to Enhance Narrative Writing in Secondary School Students)” โดยมี ผู้ช่วยศาสตราจารย์ ดร.อุสาศักรณณ์ สุขารมณฺ์ เป็นอาจารย์ที่ปรึกษาปริญญาโท

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ อาจารย์ปิยวรรณ กุลมัย เป็นผู้เชี่ยวชาญตรวจสอบแผนการจัดการเรียนรู้, แบบประเมินก่อนและหลังเรียน, เกณฑ์การประเมิน, Scenarios, Writing Practice, Writing test, Worksheet

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นายอรุณวิชญ์ วัฒนาพัฒน์กิตติ และขอขอบพระคุณเป็นอย่างสูงมา ณ โอกาสนี้

(รองศาสตราจารย์ ดร.สมชาย สันติวัฒนกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

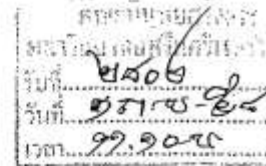
โทร. 0-2649-5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติม กรุณาติดต่อนิสิต โทรศัพท์ 061-5425878

สำเนา



บันทึกข้อความ



ส่วนราชการ บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ โทร. 15664

ที่ ศธ 0519.12/3990 วันที่ ๒๖ สิงหาคม 2558

เรื่อง ขอเชิญเป็นผู้เชี่ยวชาญ

เรียน คณะศึกษาศาสตร์

เนื่องด้วย นายอรุณวิทย์ วัฒนภักดิ์นิมิตติ นิสิตระดับปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ ในฐานะภาษาต่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง "ผลการสอนแบบใช้ปัญหาเป็นฐานเพื่อพัฒนาการเขียนเชิงพรรณนาของนักเรียนมัธยมศึกษาตอนปลาย (The Effectiveness of Using Problem-Based Learning to Enhance Narrative Writing in Secondary School Students)" โดยมี ผู้ช่วยศาสตราจารย์ ดร.อุสาศ์ภรณ์ สุขารมณ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญ ผู้ช่วยศาสตราจารย์ ดร.สรรพร เอี่ยมมงคลสกุล เป็นผู้เชี่ยวชาญตรวจแผนการจัดการเรียนรู้, แบบประเมินก่อนและหลังเรียน, เกณฑ์การประเมิน, Scenarios, Writing Practice, Writing test Worksheet

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โทร. 0-2649-5064

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MOE 0519.12/ 3477



Graduate School
Srinakharinwirot University
114 Sukhumvit 23, Bangkok 10110

22 July 2015

Title Request for Qualified Specialist to Assess The Research Instruments

Dear Mr. Mathew Sunny

According to Mr. Arunwish Watthanapatkitti who is a graduate student of Srinakharinwirot University in Master's Degree in Arts, Teaching English as a Foreign Language. He is currently undertaken proposal naming "The Effectiveness of Using Problem-Based Learning to Enhance Narrative Writing in Secondary School Students" having Assistant Professor Dr.Usapom Sucaromana as Thesis advisor.

In this regard, the Graduate School would like kindly to request specialist to review the following research instruments; pre-posttest, lesson plans, rubrics, writing practices, writing tests, and worksheets.

There you for your kind consideration and cooperation in this matter. We look forward to receiving your reply soon.

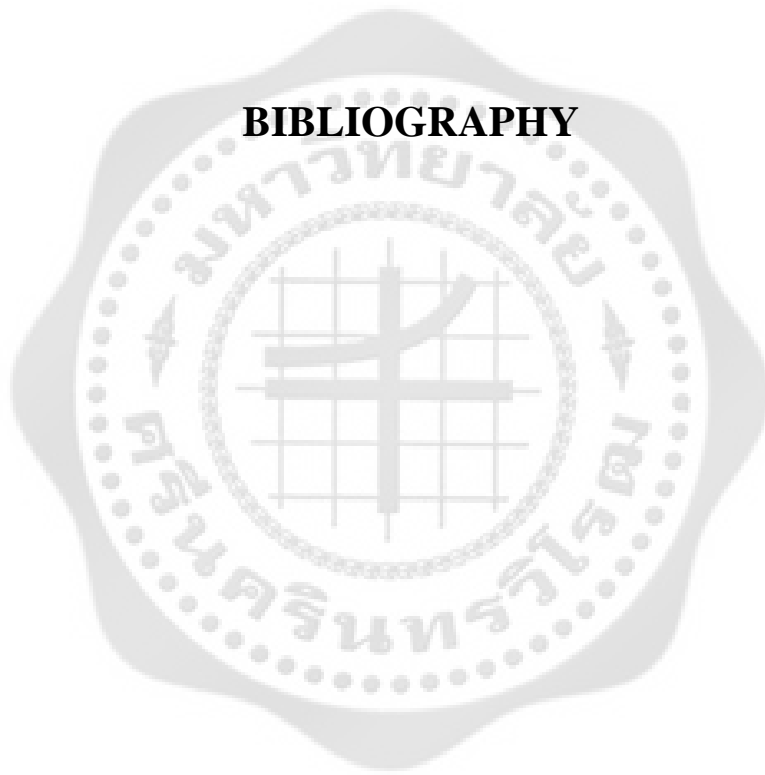
Sincerely yours,


 (Assoc. Prof. Dr. Somchai Santiwatanakul)
 Dean of Graduate School
 Srinakharinwirot University

Graduate School
Srinakharinwirot University
Tel. 0-2649-5064

Remark: For more information, please call Mr. Arunwish Tel. 061-5425878

BIBLIOGRAPHY



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E-mail: art.arunwish@gmail.com
Workplace: Business Development at C asean Co., Ltd.

Educational Background:

2008 Bachelor's degree of Arts majoring in Linguistics
at Naresuan University
2013 The Certificate of teaching license in teaching
profession at Chandrakrasem Rajchabhat University
2016 Master's degree of Arts majoring in Teaching
English as a Foreign Language
at Srinakharinwirot University