

Thesis Title	Using the Problem-based Learning Model to Motivate Analytical Thinking in Reading		
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ABSTRACT

This thesis was to study the behavior of the students during engaging in the problem-based learning process and to compare their analytical thinking before and after engaging in the process. The sample used in the study was composed of 20 Mathayom Suksa 4 students enrolled in 2011 academic year at Waree School, Chiang Mai. The instruments included 6 problem-based learning plans taking 12 class periods, an analytical thinking scale, and a student behavior assessment form. The findings reveal that the students' behaviors were mostly at good level and could be ranked from most to least as following: accepting others' opinion, lending cooperation in the activities, being satisfied with the activities, being active during the learning process, paying attention to the lessons, expressing opinion, and thinking analytically and reasonably. The behavior at fair level was their question asking while the teacher was teaching. It was also found that the students' analytical thinking in reading was higher after engaging in the learning process at .01 level of statistical significance.