Evolution of English reading ability through MIA: Thailand's situation

Suna Kunghair [a1] , Suphakit Phoowong [b] , Chaleomkiet Yenphech [c]

[a,b] *Ph.D. candidate in Linguistics, Department of Foreign Language, Mahachulalongkornrajavidhayalaya University, Thailand*
[c] *English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand*

Abstract

The research aims to 1) to study the enhancement of the English reading ability in English reading for General Purposes Course through the MIA for the EFL learners. 2) to compare the English learning achievement of the learners using the MIA, and the conventional method, and 3) to examine the attitudes of EFL learners towards learning and teaching through the MIA and the conventional method. The experimental were taught by the MIA and the control group were taught using the conventional method. The instruments formed of 1) an achievement test with multiple-choice items, and 3) an attitude questionnaire to analyze the learners. Discoveries in the current study that were added to showing the viability of the MIA's perusing strategy was that doing so showed that EFL learners who have been at a generally low English capability level would have likewise completely procured advantages of the MIA's learning cycle and EFL were extremely happy with the MIA's learning system.

Keywords: Attitudes of English Reading; Learning achievement; Murdoch Integrated Approach; Reading ability

1. Introduction

English language teaching at all levels was not as effective as it should have been, since English language teaching concentrated on teaching English as a foreign language in Thailand. The learners of English have very few chances to practice English outside the classroom. The use of English in everyday life, especially listening and speaking skills, has almost never been used (Department of Academic Affairs, 1999: 22). The most recent measurements from the National Statistical Office in 2011 showed that Thais read around 2-5 books every year except contrasted with Malaysians who read 40 books per year, Singaporeans read 40-50 books per year, and Vietnamese individuals read 60 books per year. Which insights show that extensive reading is definitely not the typical behaviour of the Thai public as a rule. The equivalent to discovering diversion from sitting in front of the TV, or messing around, and playing on the web (Roberts & Foehr, 2008: 11-37). Simultaneously, the students have not truly and consistently fortified individuals' understanding of conduct. The perusing isn't only any book (Zimmerman, 2008: 267-295) and however, the students ought to decide to peruse books that are useful as far as anyone is concerned, thinking, and creative mind. Which if taking a gander at the rundown of books that the Malaysian individuals Singaporeans, and Vietnamese have read among them there is countless top notch writing that is broadly read in the United States, and Europe. This is

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[1] Corresponding author.
 E-mail address: chaleomkiet.yp@bru.ac.th

because these nations are conscious of the importance of books, and of having a taste for reading, which might also be something we seldom think of even though reading is not only readable or readable, but must also be read. While the level of people in society ultimately derives from the quality of reading (Sawikul, 2012).

The researchers, as university lecturers of English also have faced a variety of problems, such as learning as well as learning activities. For example, training exercises were not different and did not focus on deduction skills. Since English is a subject that requires practice, the understudy doesn't somehow pay attention to it. Additionally, understudies don't obtain language aptitudes, particularly reading abilities, for example, the reading so anyone might hear, and including understanding perception. Therefore, the scholastic accomplishment was not at the proper level as it ought to have been.

The Murdorch Integrated Approach (MIA) was focused on the investigation of answers to questions in understanding English and contemplating reports, and the review identified with various methods of reading learning that can be used to address problems in teaching, as well as the reading of English. Since this is a learning-centred teaching process, all learners are involved in learning. It also improves thought processes to address student problems. The learners are responsible, and their know how to support each other and individuals are considered classmates. In particular, teaching and learning on the basis of these concepts combines a range of English skills, such as listening, speaking, reading and writing. In terms of enhancing the experience of learners, it results in continuous learning through a teaching approach that focuses on learning through connecting thought processes, problem-solving, where students carry out tasks on their own in accordance with the steps that the lecturer has arranged. It will be developed at the same time (Murdorch, 1986: 10) to combine the four separate English-language skills, resulting in the continuous learning of students that is compatible with language learning.

1.1. Literature Review

1.1.1 Knowledge Structure Theory and Reading

Nowadays, people involved with language teaching are interested in schema, which is the initial understanding, or experience that the reader had prior to reading.

Smith (1973: 1) defines reading as integrating many skills such as visualization, discriminating word, analysis meaning of the word, and interpretation to understand, and analyze what you read.

Parker (1986: 8-10) addresses reading elements form of two theories: 1) Outside-in Theory, which considers readers to be decoders by using long-term memory to diagnose and treat letters, and recognizes them as symbol eyes and transfers information to the brain, and 2) theories of symbol meaning by the use of cognitive mechanisms (Inside Out theories) that tell readers to communicate with letters and terms. To decide the meaning of the information sent to the brain by the author, the symbol is interpreted and the information is returned.

Goodman (1971: 260-135) provided a view of the system, which is regarded as the scope of the theories of linguistic psychology. That helps to read what's called a psychological linguistic guessing game. It can be defined as a process that begins with a reader, receives a message from what he reads, and interprets the meaning of the prediction or guesses of what he reads. The reader can choose to blend some of the material in the reading chapter with the reader's previous knowledge of the topic read to help them understand the subject.

Rumelhart (1981: 22-23) states that reading comprehension to take place requires a knowledge structure consisting of linguistic knowledge and general knowledge of the world. Understanding what

the author wrote conveys a virtual representation of the author's knowledge. If the reader's knowledge structure is very different from that of the author, the reader is more likely to not understand what he or she is reading (Grabe, 1991: 375-406; Nazari & Mansouri, 2014: 134-156), and giving an opinion on cognitive structure, consistent with (Carrell & Eisterhold, 1983: 554-573), define the knowledge structure refers to knowledge stored in brain memory in a hierarchical manner and in relation with each other. In reading, the student learns what is read by engaging with awareness and reading experience. Reading comprehension to be successful includes the ability to connect what you read to the knowledge structure of the reader. The knowledge from both linguistics, and general knowledge can be divided into two types as follows: 1) formal scheme refers to awareness of the structure of various works of literature, such as oral script, novel, science fiction, newspaper, etc.

If the reader has previous knowledge of the writing system and is able to profit from this prior knowledge when reading the subject matter. These aspects can help to improve understanding, comprehension, and memory. The features of the writings of different stories can vary with the characteristics of each writing, such as a novel or a short story. It's supposed to have an episodic structure of the plot starting with the series of events in the story and its ending. It is therefore a basic and common system of writing, and rarely appears in the culture of each nation as well as in other forms of writing structures, and 2) content Scheme means knowledge of the content of a topic in a specific subject, such as history, economics, medicine, industry, etc. Readers with advanced knowledge of the material can understand the topic being read faster than readers who have no prior knowledge of the subject (Carrell & Eisterhold, 1983: 554-573).

1.1.2. Murdoch Integrated Reading Approach (MIA)

Murdorch (1986: 9-15) divided the MIA method of Integrated Reading Teaching (MIA) into seven steps as follows: 1) Priming Questions 2) Acknowledging Vocabulary 3) Reading the Text 4) Understanding the Text 5) Transferring Information 6) Exercise with Jigsaw Pieces and Paragraph Structure, and 7) Evaluation and Correcting.

1. Priming Questions

Priming Questions is the process for teachers to ask questions or statements about the subject to be read. Its aim is to encourage a shared discussion between teachers and students before reading the subject, thus convincing students to continue reading. The discussion is a method of predicting what they're going to read about. When it's time to actually read, both students will try to find out whether the pre-thought responses fit the story they're reading. Reading helps students to find solutions that are compatible with Goodman's reasoning. (Goodman, 1973: 13) said, "Reading is a kind of guessing game, with the reader guessing it's what I read with the thoughts I expected." Priming questions often help students to function, which in turn influences their learning, that is to say, motivates students to have issues that they have after debate. They've made a guess, how correct that is. It is human nature that we all want to question and resolve when we do something, or think about something, and want to know the repercussions of that action. It's good to inspire children to drive and read to find out for themselves.

2. Acknowledging Vocabulary

This stage is intended to give the reader confidence that some of the words that suggest context (key words) are right for the reader. In which the teacher selects some words for a few words, students might already know the meanings, or if certain words have several meanings. In the situation in which the word is read, the teacher can write the meaning of the word (Harris & Sipay, 1979: 294-295;

Başöz, 2015: 53-66). Therefore, it can be seen that understanding the vocabulary will greatly lay the foundation for students' reading yet another step which will influence reading comprehension (Widdowson, 1985: 82-86). 3) Reading the text, understanding the context of the words. The subsequent stage is that the educator will send the understudies the content to read at the time stated in the text, but the story that is different from the usual story is that there will be separate questions in the story. To examine the relationship between the nouns and the pronouns in the passages in order to encourage and facilitate better reading comprehension. The content analysis like this in addition to making students better able to read the subject, and will also help students stay awake all the time. Learning is actively studying, since it needs constant thought and constant effort to understand the subject. This is the same concept as the program lesson and follows a successful learning process based on the philosophy of Dollar and Miller (Dollard & Miller, 1982: 15-19). Following: Drive, Stimulus, Reaction, and Reinforcement.

3. Reading the Text

The next step, after recognizing the meaning of the words, is that the teacher will distribute the story (the text) for students to read at the designated time. Provided the material, but the story is different from the usual story. There will be different questions inserted in the text to examine the relationship between the nouns, and the pronouns in the text. They will inspire and encourage better understanding of reading. This form of content analysis will also make it easier for students to read the subject, but it will also allow students to remain awake and to learn consciously. In other words, the plot and the question are stimuli. Students write the answer as a response, which is the same concept as the program lesson, and follow a successful learning method based on the Dollard theory. This so-called learning must be made up of the following: Drive, Stimulus, Response, and Reinforcement (Dollard & Miller, 1982: 15-19).

4. Understanding the Text

To verify the reader's comprehension by letting the reader fill in the open-ended sentence, the full open-ended sentence is the full text of the read passage. When designing a text exercise, the teacher must carefully remember that the reader would not be able to copy this sentence from the text and that the process can be changed by locating the key concept in a sentence. Instead, students must fill their cores (Mohammadzadeh, 2017: 285-295) with perfection (Sentence-Completion Exercise).

5. Transferring Information

This activity helps students to present their expertise or facts in a different way. For instance, the words or subtleties they have read might be shown in a table, outline, diagram or guide on a case by case basis. Relevant knowledge if the reader is able to do so the reader would be able to understand the argument. This type of activity affects students in two ways: by improving the ability to read, which is communication from the writer's speech to the text for the reader to read, and on the other hand, by translating non-verbal content and write a review of the message in your own language (Widdowson, 1979: 141-142).

6. Exercise with Jigsaw Pieces and Paragraph Structure

In this activity, teachers give each group of students a number of sentences relevant to the text they read, helping them to combine them in the form of right paragraphs and to give them a continuation. The conjunction structure exercise is very useful because it is speaking and thinking. The students

need to spend a lot of concentration on this Jigsaw activity. It may be for students in groups or on an individual basis that these sentences must be a particular topic or on the other hand case just and that the activity is completed to address the sentence that will contribute to the problem of solving or recognizing what has occurred. By consolidating the data from one another, understudies in the gathering were approached to talk and ask each other than suggest choosing the information to make the right story and during the exercise, students were also interested and inspired to learn.

7. Evaluation and Correcting

Grade evaluations are available at almost any level, but at this stage there is a re-evaluation of the group work and a revision of the student language in the practice of reading activities to enable the learner to use the language correctly.

From the above, it can be inferred that teaching reading the MIA able to helps students to think, and solve problems on their own. It is teaching and learning that can improve thinking skills in one way or another. In particular, the problem-solving process of thinking through teaching exercises starts by questioning important issues about the subject to be read and then asking students to respond and discuss. Besides integrating their previous experience with their current experience to overcome the challenges they are facing, this allows students to think and solve the problem themselves. There are steps that students need to use in cognitive thinking (knowledge) the ability to remember information. Learning of semantic terms, the connotations of vocabulary, and symbols such as difficult words, technical terms, during teaching exercises often include the ability to listen, speak, read, and write all the time.

1.3. Research Objectives

Despite the fact that there are an amount of researchers indicating that there are a few areas of investigation in a few regions of the MIA in Thailand. There is an insignificant investigation of the relationship between the MIA and the reading ability of EFL undergraduate students. The inquiry is suggested in order to assess the success of the examinations:

1. To study the enhancement of the English reading ability in English reading for General Purposes Course through the MIA for the EFL learners.

2. To compare the English learning achievement of the learners using the MIA, and the conventional method.

3. To examine the attitudes of EFL learners towards learning and teaching through the MIA and the conventional method.

1.4. Research Questions

1. How does the ability of the experimental group after learning English Reading through the MIA in reading Model significantly higher than before studying?

2. How would the comparison of post-test results after learning English Reading through the MIA and the conventional method perform?

3. How does the comparison of achievement test results after learning English Reading through the MIA and the conventional method function properly?

4. What are the effects of attitudes after learning English reading through MIA and the conventional method?

1.5. Definition of Key Terms

1. MIA alludes to seven kinds of method as follows: 1) Priming Questions 2) Understanding Vocabulary 3) Reading the Text 4) Understanding the Text 5) Transferring Information 6) Jigsaw Exercise and Paragraph Structure, and 7) Evaluation and Correcting (Murdorch, 1986: 9-15).

2. EFL corresponds to Suan Dusit University's first-year undergraduate students. These are students who have enrolled in the MIA of English Reading for General Purposes Course.

3. Attitudes of English Reading for General Purposes refers to inculcate in students a positive attitude toward learning English as a foreign language.

4. Reading Comprehension refers to the ability to process text, appreciate its significance, and incorporate it with what the peruser definitely knows. The capacity to appreciate text is impacted by perusers' abilities and their capacity to deal with data.

5. Reading Skills correspond to an individual's ability to peruse, appreciate, and decipher composed words on a page of an article or other understanding material. A decent perusing capacity will permit a person to absorb a composed work in a brief timeframe while perusing.

6. Ability in Reading is a possession of the means or skill to read. The manager had lost his ability to motivate the players.

7. Learning Achievement describes the level of student success in learning the subject matter in educational institutions, as expressed in the form of test scores on a specific subject matter.

8. Reading Development refers to the process by which creating perusers progress from the beginning phases of education to a gifted level.

9. The Section A1 class refers to experimental group and conducted teaching using MIA, and the Section B1class refers to control group.

1.6. Hypothesis

1. Individual post-test achievement scores for first-year of EFL undergraduate students who have developed English reading ability in English Reading for General Purposes Course and using the MIA are not less than 70% of the full score.

2. The post-test score of English Reading for General Purposes Course for first-year of EFL undergraduate students is higher than the cumulative score of all students.

3. The first-year of EFL undergraduate students have a positive attitude toward combining the English Reading for General Purposes Course with larger-scale teaching activities by using MIA.

2. Method

2.1. Population

This study's population is a first-year undergraduate in the English program. Suan Dusit University's Faculty of Humanities and Social Sciences has three classrooms with a total of 100 students.

2.2. Participants

The researchers identified the sample groups used in this experimental as the first year students of both the English program who studied in Semester one, Academic Year 2019, and the sample group of

two classrooms of 61 people selected by purposive sampling method. This experimental of sample groups as follows: 1) The Section A1 class (Experimental group) of 31 people were experimental groups, and conducted teaching using MIA, and 2) The Section B1 class (Control group) of 30 people in which the control group conducted the conventional method.

2.3. Instruments for data collection

The instruments used in this research are Achievement Test, Learning Management Plans, and Attitude Measurement Questionnaire, that the researcher has developed, including three components:

2.3.1. Validity
1. Achievement Test: Pre-test and Post-test are used to compare the learning of language reading skills with four multiple choices, 60 researcher-created items. The purpose of the tests was to assess the behavioral objectives that rely on the neural system of Bloom, and Murdorch (Bloom et al., 1956; Murdorch, 1986).

2. Learning Management Plans for EFL undergraduate students: 2.1) the examination of documents and research pertaining to the assessment form. 2.2) the data from the synthesis and analysis of the results obtained from study the key elements of the learning management plan to define the assessment items to create a learning management plan assessment form. 2.3) the assessment of the learning management plan to check the quality of the learning management plan and develop according to the concept of the assessment of the learning management plan (Stufflebeam, 1999), and 2.4) Examine the quality of the developed learning management plan assessment form. There are seven experts, divided into four experts in measurement and evaluation and three experts in learning management plans.

3. Attitude Measurement Questionnaire: 20 close-ended questionnaires with a 5-point Likert scale (Likert, 1967); where 1 – strongly disagree to 5 – strongly agree.

2.3.2. Reliability
1. Achievement Test: 1) at a certain period, to assess the essence of the test by discovering its *Index of Consistency*: IOC 1.00. 2) *Difficulty Index* .20-.80, *Discrimination* .20-.67, *KR20 index* 0.76, *KR21 index* 0.66, and *Reliability* 0.76. The process was conducted, and reviewed by three experts for its content validity, and commitment reliability.

2. Learning Management Plans: Aside from models, 30 EFL undergraduate students participated in the tryout. Cronbach's alpha value by component and consistent was 0.90 in December 2018.

3. Attitude Measurement Questionnaire: After the specialists provided information and ideas, the *Item-Objective Congruence Index* (1.00) was used to determine the material's legitimacy. Three specialists checked the questionnaire during this stage, and the general survey was equivalent to 0.86 time in December 2018.

2.3.3. Variables
1. Independent variables include two teaching methods: 1.1) teaching approaches using MIA, and 1.2) the conventional method.

2. Dependent variables as follows: 2.1) achievement in the English Reading for General Purpose's Course, and 2.2) attitude towards teaching and learning of English Reading for General Purpose's Course.

2.3.4. Contents & Reading Strategies

Unit 1: Pilot- A dream Job? (Reading Skills: Word Skills Roots, Prefixes and Suffixes), Unit 2: Computers to match man by 2018 (Reading Skills: Using Context Clues), Unit 3: 36 Hours in Kyoto, Japan (Reading Skills: Skimming and Scanning Text), Unit 4: Reading Graphs (Reading Skills: Reading Graphs Strategies), Unit 5: Famous People (Reading Skills: Recognizing Sequence), Unit 6: Eliminating Trans Fats (Reading Skills: Making Inferences), Unit 7: Old English to Modern English Words (Reading Skills: Identifying Topics, Main Ideas Topic Sentence and Supporting Details), and Unit 8: Global Warming (Reading Skills: Organizational Patterns of Paragraphs).

2.4. Data Analysis

An analyse the data to find basic statistics including Mean and Standard deviation with computer tools, using a software package to analyse the data as follows: the experimental group were pre-test and post-test chosen t-test dependent.

3. Results

Phase 1: General Information

Table 1. Gender & GPA

Gender	Section A1		Section B1	
	N	Percentage	N	Percentage
Male	7	22.60	12	40
Female	24	77.40	18	60
Total	31	100	30	100
GPA	Section A1		Section B1	
	N	Percentage	N	Percentage
- less than 2.00	1	3.20	0	0
- 2.49-2.00	0	0	1	4.00
- 2.99-2.50	11	35.50	19	61.30
- more than 3.00	19	61.30	10	40
Total	31	100	30	100

From table 1; the data on samples in the course of reading EFL (English Reading for General Purposes) are given to students of the experimental group 31 instances, and for the most part with 24 females representing 77.40%. The control group of 30 females was 18, comprising 60% with the overall GPA of 3.00 or more in group experimental students. 19 individuals, representing 61.30%, and control group with a combined GPA between 2.50-2.99 people or 61.30%, respectively.

Phase 2: The English reading ability of the control group

Table 2. The comparison of the achievement before and after the English Reading for General Purpose's course for the Section B1

Score	N	Ȳ	S	đ	SD.	*t*	df	P
pre-test	30	17.47	2.27	-.61	0.30	.38	29	.707*
posttest	30	17.17	3.78					

* p <0.05 level

Along with table 2 up to; showed that the mean scores before and after studying English Reading for General Purposes of the control group students using the conventional method did not vary significantly. The mean pre-test score were 17.47, and the mean post-test score were 17.17, respectively.

Phase 3: The English reading ability of the experimental group

Table 3. The comparison of the achievement test the English Reading for General Purpose's course for the Section A1

Score	N	Ȳ	S	đ	SD.	*t*	df	P
pre-test	31	18.71	2.49	-.61	1.54	-2.21	30	.035*
posttest	31	19.32	1.70					

* p <0.05 level

According to Table 3, the average scores in English Reading for General Purposes of the experimental group who used the MIA before and after studying were significantly different at the . 05 level, with the mean score before being 18.71and the mean score after being 19.32, respectively.

Phase 4: The comparison achievement test

Table 4. The comparison of the achievement after studying the English Reading for General Purposes course between the Section A1 class and the Section B1 class

Posttest	n	Ȳ	S	*t*	df	P
Section A1	31	75.13	3.60	2.18	59	00.3*
Section B1	30	72.64	5.31			

* p <0.05 level

From table 4; it was found that the mean scores of the English Reading for General Purposes achievement of students in the Section A1, and the Section B 1were statistically significantly different at the .05 level. The mean score for studying Section A 1was 75.13, higher than the mean score for B 1 was 72.64, respectively.

Phrase 5. Attitudes in English Reading for General Purposes Course

Table 5. The opinions of study attitudes in the English Reading for General Purposes

20 items	Section A1		Meaning	Section B1		Meaning
	Mean	S.D.		Mean	S.D.	
Total	3.82	0.35	High	3.73	0.40	High

From Table 5; it was found that opinions about attitudes in general English Reading for General Purposes, the Section A1 (Experimental group), and the Section B1 (Control group) was at a high level, the average were 3.82 and 3.73, respectively. The difference in the experimental group had a mean good attitude with learning English Reading for General Purposes more than the control group accounted for 2.41 %.

4. Discussion

The results of data analysis according to phrases one through three are based on the research hypothesis. This is due to the fact that MIA is a learner-centred reading teaching method that encourages students to discover knowledge on their own.

Students are eager to participate in learning activities that result in meaningful understanding and knowledge of themselves through a seven-step teaching process, allowing them to freely express their

opinions. The above steps result in students' reading comprehension in English being higher after class using the MIA than before class.

The MIA emphasizes integrated teaching that combines all four skills: listening, speaking, reading, and writing, according to the researchers. Each activity will be student-centred throughout the activity. Through practice group activities, students interact with one another and learn the language. This is a factor that contributes to reading comprehension, resulting in students studying using the MIA having higher reading comprehension after study.

The students' attitudes towards learning English Reading for General Purposes using Murdoch's Integrated Approach were at a high level. It showed that the students' good attitude towards MIA was at a high level. This is in accordance with the research hypothesis set. Also may be due to MIA is the approach of teaching reading based on linguistic psychology that focuses on students to build upon their needs, prior knowledge and acquired knowledge. It is a new body of knowledge by the students themselves. Teachers are just planners, prepare equipment, and provide advice when students have problems. Students are required to conduct self-study activities and learning activities using the Murdoch integrated reading approach are organized by grouping students into cooperative learning groups. Where group members will assist in solving the problem of collaborative learning to achieve goals. As a result, students learn about group processes and help each other depend on each other, creating unity and building good relationships among themselves within the group. Creating an atmosphere in learning management by asking and answering in a fun, non-stressful way and students are alert all the time in line with the concept of Nakornthap (2010) that fostering good relationships or having a group of friends. For learning, each learner will be aware of how to be together as a group and know how to help friends, especially in learning.

Discoveries in the current study that were added to showing the viability of the MIA's perusing strategy was that doing so showed that understudies who have been at a generally low English capability level would have likewise completely procured advantages of the MIA's learning cycle and the understudies were extremely happy with the MIA's learning system.

5. Conclusions

The findings of this research were as following: 1) the analysis the post-test results of the experimental group after learning English Reading for General Purposes Course with the MIA was higher with a statistically significant at level .05 than the pre-test. 2) the analysis the post-test results of the control group students after learning English Reading for General Purposes Course with the conventional method was lower than the pre-test and no statistically significant. 3) the comparison analysis the post-test results of the experimental group students after learning English Reading for General Purposes Course through the MIA was higher with a statistically significant at level .05 than the control group students which learned through the conventiona\l method. 4) the comparison analysis the achievement test results of the experimental group students after learning the English Reading for General Purposes Course with the MIA had a higher statistically significant at level .05 than the control group students which were learning with the traditional method, and 5) the investigation analysis of mean attitudes questionnaire of the experimental group students after learning English Reading for General Purposes Course with the MIA (at a high level, mean = 3.82, SD = 0.35) was higher at 2.41% than the control group students which learned with the conventional method (at a high level, mean = 3.73, SD = 0.40).

6. Recommendations

Suggestions for applying the research results

1. Integrating the Murdoch Integrated Reading Approach, organize learning activities and teach English reading (MIA). The instructor is prepared to thoroughly research the teaching method and to create teaching materials such as textbooks, knowledge sheets, worksheets, and exercises. The score-record test, and teaching locations, as well as the environment to facilitate and promote learning activity organization.

2. Student grouping, each group should divide students into mixed ability groups, namely moderate and gentle. As a result, students can assist, and care for one another within the group.

3. When practicing the activities on the exercise knowledge sheet, the instructor should allow time during class to complete it and notify students of grades as soon as possible.

7. Suggestions for further research

1. An investigation of the consequences of utilizing Murdoch's Integrated Reading Approach (MIA) to develop students' reading ability in English in all reading subjects in English courses should be conducted.

2. Research should be carried out to investigate the outcomes of using Murdoch's Integrated Reading Approach (MIA) in Thai, as well as other foreign languages such as Chinese, Japanese, and others. Where teachers can concentrate on integrating language skills.

8. Ethics Committee Approval

The authors confirm that the study does not need ethics committee approval according to the research integrity rules in their country. (Date of Confirmation: 10.06.2021)

Acknowledgements

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AUTHOR BIODATA

Suna Kunghair was granted a Japanese Government Scholarship on graduation in Shizuoka University, Japan with a Diploma in School Education and a Japanese Certificate, as well as a Master's degree in Applied Linguistics from the University of New South Wales in Australia. She worked for the Ministry of Education's Office of the Basic Education Commission as an International Relation Officer and an Education Officer for more than ten years. She has also lectured English language at Bangkok's Suan Dusit University. Her academic interests include teaching English reading and linguistics: discourse analysis.

Assistant Professor **Suphakit Phoowong**, who is an associate dean of Faculty of Humanities and Social Sciences, Buriram Rajabhat University, is studying a Doctoral Degree in Linguistics, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Thailand. He is interested in conducting a research in applied linguistics.

Chaleomkiet Yenphech who is an associate dean for Research, Technology, and Innovation is currently a lecturer in Humanities and Social Sciences, Buriram Rajabhat University, Thailand. His research interests include language in factor analysis, classroom contexts, and technology-based activities. He has presented papers at international conferences both home and abroad, published articles and papers in various journals. Ph.D. candidate in Linguistics, Department of Foreign Language, Mahachulalongkornrajavidhayalaya University, Thailand.