

The Effects of Murdoch's Integrated Approach (MIA) on Learning Achievement in English Reading Skills

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Abstract

The objectives of this research were to 1) compare students' reading achievement before and after instruction using MIA approach, Basic English subject for grade 4 students, and 2) study the satisfaction for grade 4 students towards learning management, Basic English subject using MIA. The sample group by purposive sampling was 21 grade 4 students from Banlao Wittayakarn School, Chaiyaphum Province in the second semester of the 2024 academic year. Research instruments consisted of eight lesson plans based on MIA approach., *pre-test*, *post-test* (achievement test) consisting of forty items and satisfaction questionnaire with twelve items. The descriptive statistics including, percentage that was used to analyze percentage of sample group, mean and standard deviation were used to analyze level of students' satisfaction, reliability of achievement test was used to analyze content validity and reliability and a paired-sample *t*-test was used to compare *pre-test* and *post-test* scores. The results of the research showed that students' learning achievement was higher than *pre-test* score and it had statistical significance at .05 level. Students' satisfaction towards learning management, Basic English subject using MIA with overall satisfaction average was 4.75, this indicated that it was at the highest level.

Keywords: English reading skills, learning achievement, MIA

Introduction

In the present day, the global society has transformed into an information-driven society, characterized by rapid development and movement in the fields of economics, culture, and

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various changes that have a widespread impact globally within a short period of time. Individuals in society are required to communicate and meet more frequently in order to carry out social and economic activities. Furthermore, the 21st century has seen advancements in technology across various fields, especially in education, which plays a crucial role in enhancing the quality of teaching and learning, particularly in English language instruction (Wankhong, 2016). This is vital for developing communication, learning, and work-related skills in individuals within society. In the 21st century, English has become an essential tool for self-development, community growth, and societal progress at both local and national levels. English is a means of communication and knowledge acquisition, as it is the language used by many countries worldwide (Core Curriculum of Basic Education, B.E. 2551). Moreover, in a rapidly interconnected world, English is a critical tool for creating mutual understanding through education and communication at all levels.

In terms of language learning, the four primary skills—listening, speaking, reading, and writing—are all essential for effective communication and comprehension. However, among these, reading is often considered the most crucial, particularly in academic and professional contexts. Reading not only serves as a foundation for acquiring vocabulary and grammatical structures, but it also enables learners to access a vast array of knowledge, ideas, and cultural insights that are vital for overall language development. Reading skills significantly enhance performance in other language areas. For instance, exposure to written texts helps improve writing by providing models of coherent structure, appropriate tone, and varied vocabulary. Similarly, reading supports listening and speaking by reinforcing language patterns and contextual usage. Moreover, in educational settings, students are frequently required to comprehend and analyze written texts to succeed in examinations, complete assignments, and engage in independent study. Reading is a crucial skill at every stage of life, as it allows individuals to accumulate the experiences and knowledge necessary for life, work, and self-development. Reading helps us learn how to solve problems, both directly and indirectly, which enables avid readers to think critically and solve problems independently and efficiently. Reading also helps develop thought processes and analytical skills, which are fundamental to learning and essential in all academic fields. Moendee et al, (2024) stated that EFL students often face challenges in English reading comprehension, particularly in vocabulary knowledge, background knowledge, and sentence structure. Among these, vocabulary knowledge is the most critical factor, as it directly impacts a student's ability to interpret and assign appropriate meanings to words in context. As Mahakhan (1987) stated, "Reading plays a vital role in life today, as it enables readers to solve personal and societal problems." Additionally, Munsethawit (1996) emphasized that "Reading is a key tool for seeking knowledge. Regular practice of correct reading techniques will help readers use their reading skills effectively." Effective reading involves not only being able to understand the main idea but also summarizing the core points accurately. Comprehending the main points of what is read is crucial for developing language skills and the ability to learn. This skill can be applied to acquire knowledge and develop expertise in various fields effectively.

In the context of teaching English, particularly at the primary school level, it is essential to focus on developing reading comprehension and understanding. The MIA (More Integrated

Approach) model was developed by Murdoch (1986) to address the challenges of teaching English more successfully, especially when teaching English as a foreign language in environments where learners have limited opportunities to use English. This led to the adoption of Murdoch's Integrated Approach (MIA) in the present study. Introduced in 1986, MIA emphasizes the use of authentic literary texts and the integration of multiple language skills in a meaningful context. Despite its theoretical strength, MIA has not been widely implemented or researched in modern classroom settings, especially within developing EFL contexts like Thailand. Therefore, its continued relevance must be justified. Murdoch created a teaching method that integrates skills like listening, speaking, reading, and writing, with a primary focus on reading to help students understand content and think critically. The MIA learning model consists of seven steps: 1) Asking priming questions before reading, 2) Understanding vocabulary, 3) Reading the text, 4) Understanding the text, 5) Transferring information, 6) Jigsaw exercises and paragraph structure, and 7) Evaluation and correction. This approach helps students systematically develop language skills and improve their understanding of the content. Primary education is a crucial period for language skill development, particularly between the ages of 6-12, a time when children experience rapid intellectual development and can effectively learn new things. Activities that stimulate interest and involve children in learning will help them improve their language and reading skills. This aligns with Piaget's theory of development, which suggests that children in this age group will enhance their thinking abilities and understanding of the world around them.

Based on the information above, the researcher has decided to implement the MIA learning model to develop reading skills in Basic English subject for grade 4 students. The MIA approach is highly suitable because it emphasizes student participation and fosters the necessary skills for future academic success.

Literature Review

1. The Basic Education Core Curriculum B.E. 2551

The Basic Education Core Curriculum B.E. 2551, as implemented by Thailand's Ministry of Education, plays a vital role in shaping the direction of English language instruction in Thai schools. This national curriculum promotes holistic, learner-centered development and emphasizes communication, critical thinking, and lifelong learning. Of particular relevance to this study is the way in which the curriculum explicitly connects language learning—especially reading—to broader educational goals. As this research focuses on Grade 4 students and according to eight lesson plans in reading skill based on MIA approach, the researcher presents the relevant learning standards and indicators for Grade 4 as follows: Strand 1: Language for Communication, particularly under Standard F1.1, which focuses on understanding and interpreting both spoken and written texts from various media. This standard directly targets reading comprehension skills by requiring learners to decode, analyze, and evaluate texts—a process that goes beyond surface-level understanding. Furthermore, it encourages students to engage in interpretive reading, which is essential for developing higher-order thinking and inference skills. Standard F1.3, which involves presenting information and ideas through writing and speaking, supports reading development by promoting productive responses to

texts. When students read and then express their understanding through written or oral summaries, opinions, or interpretations, they reinforce their comprehension and deepen their engagement with the reading material. Strand 3: Language and Its Connection with Other Learning Areas (Standard F3.1) highlights the importance of using English reading as a means of integrating knowledge across the curriculum. This interdisciplinary approach is critical for building reading for information skills and encourages students to apply reading strategies across subjects, increasing both motivation and practical application.

Meanwhile, Strand 2: Language and Culture and Strand 4: Language and Its Relationship with the Community and the World broaden the purpose of reading beyond the classroom. Students are encouraged to read texts that reflect cultural perspectives, community issues, or global topics. These strands help foster critical literacy, enabling learners to understand different points of view, develop empathy, and become more informed citizens. By integrating these curriculum components into instruction—particularly through approaches like Murdoch’s Integrated Approach (MIA), which uses literature and authentic texts—teachers can create learning experiences that naturally promote reading comprehension, vocabulary acquisition, and text interpretation. The curriculum’s emphasis on interpretation, communication, integration, and real-world application aligns well with the development of meaningful and functional reading skills. In summary, the Basic Education Core Curriculum B.E. 2551 offers a strong foundation for reading instruction by clearly connecting reading skills to communication, cultural understanding, interdisciplinary learning, and societal engagement. These connections make it a powerful framework for guiding lesson design and ensuring that reading instruction is both purposeful and effective in real-life contexts.

2. Meaning of Reading

In teaching reading skills, it is essential to understand the meaning of reading to guide the organization of activities that help learners achieve reading objectives. Several educators have provided definitions of reading as Tangtawee (1986) explains that reading is the process of interpreting letters into words or thoughts, then applying the meaning for beneficial purposes, focusing on understanding the meaning of words in a text. As Ratanawit (1991) describes reading as the process of creating meaning from symbols through thinking and interaction between the reader and the writer, utilizing language knowledge and skills. The writer encodes meaning through the use of symbols or written language, aiming to convey information, thoughts, or emotions. Conversely, the reader engages in the process of decoding and interpreting these symbols in order to understand the intended message. This dynamic interaction highlights the reciprocal nature of reading as a meaning-making activity, essential for the development of comprehension and critical thinking skills in language learners. Furthermore, Phruksawan (1989) states that reading is a process of combining letters into words or sentences to convey the author’s message to the reader through observation, memory, analysis, and prior experience. Additionally, Somprayoon (2006) defines reading as a mental process in which the eyes perceive letters and interpret meaning, relying on thought and knowledge to understand the text between the writer and the reader. In summary, from the definitions above, reading can be summarized as a process of communication that enables

learning. The reader must strive to understand the text through interpretation, decoding, and expanding meaning from letters or symbols, then applying the knowledge based on prior experience.

2.1 Reading in English for Comprehension

Reading comprehension is a complex and multifaceted process that goes beyond mere word recognition, involving interpretation, analysis, and the ability to apply information meaningfully as Senchaovanit (1997) explains that reading comprehension is the ability to interpret and infer information effectively from the text, relying on the reader's study and experience. This ability can be demonstrated through various skills such as remembering key details, identifying main ideas, distinguishing between primary and secondary issues, interpreting the author's opinions and content deeply, logically summarizing key points, evaluating the author's conclusions systematically, and relating the text to personal experience for appropriate application. This concept aligns with Grellet (1994) and Williams (1994), who assert that comprehension requires focusing on extracting main ideas and distinguishing details. Furthermore, each reading has distinct objectives, which should be considered when choosing reading strategies. Srikrankhran (1996) stated that reading for comprehension and study refers to reading in order to grasp the content of a text and to develop a thorough understanding. It enables the reader to answer questions and retell the story or information from what has been read. This includes reading textbooks, documents, or articles of particular interest in specific subjects. In summary, reading comprehension means the ability to interpret content, identify key issues, extract main ideas, analyze the author's opinions, and relate the information to personal experience for appropriate application.

2.2 General Principles for Teaching English Reading

Effective reading instruction requires careful planning, meaningful material selection, and the use of various strategies and supports to enhance students' comprehension and engagement with texts. According to Gebhard (1985) proposes principles for teaching reading to help develop learners:

- 1) Practice more reading by reducing time spent on lecture-style teaching and using supplementary materials to explain difficult vocabulary or structures.
- 2) Use engaging and meaningful reading materials.
- 3) Use redundancy in language to help understand meaning through context.
- 4) Provide additional information to enhance comprehension.
- 5) Encourage group reading instead of reading word by word for better comprehension.
- 6) Use teaching aids such as pictures and real-life objects to reinforce understanding.
- 7) Create a relaxed learning atmosphere with group activities.

Srikrankran (1996) recommends that reading instruction begins with the teacher preparing the reading material, which includes selecting appropriate content, teaching media, preparing questions, and instructional materials in order to help students understand the meaning of vocabulary and the structure of sentences in the content. In teaching reading, the teacher must prepare various elements prior to instruction to help students develop an understanding of the material they are going to read. The teacher must prepare and organize the following:

1) Preparation of the reading passage, which should be appropriate and interesting. The passage should meet the following criteria:

(1) The content should be suitable for students' level or interests. It should allow students to understand the overall meaning of the passage.

(2) The topic should not involve controversial or sensitive issues, especially those related to culture, politics, or beliefs that may differ greatly from students' backgrounds.

(3) The language used, including vocabulary, sentence structure, and grammar, should not be too difficult. It should match students' ability to process and understand the content.

2) Preparation of instructional materials and media, which support students' understanding of the content, such as pictures, maps, models, or realia relevant to the reading passage.

3) Preparation of questions to guide reading and support comprehension. These questions should help the teacher assess students' understanding and stimulate them to think critically and express ideas related to the content.

4) Teaching vocabulary: Teach students the meaning of new or important vocabulary that appears in the reading passage. This includes explaining unfamiliar words and providing definitions that help students better grasp the passage. Techniques such as using context clues may be applied.

5) Teaching sentence structure: Help students understand sentence patterns or structures that are important in the reading passage. This includes reviewing the form and function of specific sentence types to facilitate better comprehension and allow students to recognize and apply these structures when encountering them in reading.

Effective instruction in English reading has evolved to incorporate various approaches aimed at enhancing learners' comprehension and engagement. Key methodologies include Intensive Reading (IR), Extensive Reading (ER), and blended approaches that combine elements of both. While IR and ER each offer valuable strategies for teaching reading, their limitations—such as lack of fluency development in IR or lack of language focus in ER—suggest the need for a more balanced, integrated approach. Murdoch's Integrated Approach offers that balance, combining the strengths of both while promoting engagement, language development, and critical thinking.

3. *MIA* (Murdoch Integrated Approach)

Murdoch (1986) developed the *MIA* (Murdoch Integrated Approach) reading method to address reading problems, based on language and communication psychology principles. It integrates the skills of listening, speaking, reading, and writing, allowing students to think and express their ideas in their own words, fostering thinking processes and effective language use. Murdoch's Integrated Approach (1986) combines language and literature in a way that supports both comprehension and language development through meaningful context and learner engagement. It is particularly beneficial for EFL learners. Although Murdoch's Integrated Approach (*MIA*) was introduced in 1986, it remains a relevant and effective framework for developing reading skills in EFL contexts, particularly in primary education. The decision to adopt *MIA* in this study is based on several pedagogical strengths and its alignment with the needs of learners in the current Thai education context.

3.1 Steps in MIA Teaching Method

The MIA method includes seven key steps:

- 1) Priming Questions – Stimulate interest by having students discuss and predict content.
- 2) Understanding Vocabulary – Look up key terms to aid comprehension.
- 3) Reading the Text – Students read and answer questions to enhance understanding.
- 4) Understanding the Text – Complete exercises, such as fill-in-the-blank and open-ended questions.
- 5) Transferring Information – Summarize information through charts, maps, or graphs.
- 6) Jigsaw Exercise & Paragraph Structure – Practice organizing content systematically.
- 7) Evaluation & Correction – Check comprehension and correct mistakes through activities and exercises.

This method focuses on developing the listening, speaking, reading, and writing skills simultaneously while encouraging critical thinking and language use.

4. Related Research

Research related to MIA emphasizes a learner-centered approach that integrates language processes and develops various skills to solve problems. For example: Janram and Adipat (2023) found that the integration of the MIA instructional approach with mind mapping is an instructional strategy designed to enhance students' reading comprehension skills. This approach facilitates collaborative learning through group-oriented activities that stimulate critical and creative thinking. Moreover, it encourages learners to articulate their comprehension of the lesson content and to connect their understanding with that of their peers. This process supports the co-construction of knowledge and results in meaningful group outcomes. Additionally, Muangjaem and Chollawit (2024), indicated that the MIA method's integrated approach, which incorporates multiple learning activities and promotes student engagement, highlights its efficacy in improving comprehension skills and enabling students to take an active role in their own reading development. Furthermore, Maneechohti, et al. (2019) identified that the application of Murdoch's Integrated Approach (MIA) in conjunction with Bloom's taxonomy-based questioning provides an effective framework for fostering rapid and meaningful text comprehension among learners. The sequential and interconnected nature of MIA's instructional steps supports the integration of the four fundamental language skills—listening, speaking, reading, and writing. Through varied instructional activities such as sentence reconstruction, paragraph organization, data transformation, and interactive discussions, students are actively engaged and encouraged to explore the content, thereby enhancing both their language proficiency and motivation to learn. Moreover, Kunghair et al (2022) confirmed that the MIA approach, as a learner-centered method for teaching reading, fosters autonomous knowledge construction by encouraging students to actively explore and engage with content. Its structured seven-step process promotes meaningful learning, as students take ownership of their understanding through active participation in each phase of instruction. With a consistent emphasis on student-centered activities, learners collaborate through group tasks that facilitate interaction and language acquisition. This interactive and experiential approach significantly enhances students' reading comprehension, as evidenced by the improved performance of learners following instruction with the MIA method. Based

on this review of literature and related research, the researcher is interested in applying the MIA teaching method to teaching English reading comprehension and critical thinking in grade 4 students. This approach integrates all four language skills and encourages group activities that enhance reading and thinking skills, with questioning integrated into every learning step.

Research Objectives

1. To compare students' reading achievement before and after instruction using MIA approach, Basic English subject for grade 4 students
2. To study the satisfaction of grade 4 students towards learning management, Basic English subject using MIA

Hypothesis/Hypotheses of the Study

1. The learning achievement in the basic English subject for grade 4 students using MIA show significantly higher *post-test* scores compared to the *pre-test* results.
2. Grade 4 students who received instruction using MIA expressed a high level of satisfaction with the teaching format.

Methodology

1. Research Design

This research was an experimental study using a quasi-experimental design with a one-group *pre-test* and *post-test* design (O1 X O2), where a single group was tested before and after the experiment. The design enabled the researcher to collect meaningful data on student progress while maintaining equitable instructional access for all learners. The research was conducted in a real classroom setting with Grade 4 students from one school, where it was not feasible to randomly assign participants to experimental and control groups due to administrative and ethical constraints and the quasi-experimental one-group design was appropriate because the main purpose of the study was to determine whether Murdoch's Integrated Approach (MIA) had a measurable impact on students' reading comprehension performance. By comparing the students' performance before and after the intervention, the researcher could observe any significant changes or improvements that could be attributed to the use of the MIA approach.

2. Population and Samples

The study population comprised all 3,685 grade 4 students under Chaiphum Primary Educational Service Area Office 1, Chaiphum Province. The sample group was 21 students for this study included grade 4 students enrolled in the second semester of the 2024 academic year at Banlao Wittayakarn School, Banlao Subdistrict, Mueang Chaiphum District, Chaiphum Province. These students were selected through purposive sampling, based on the researcher's internship placement.

3. Instrument(s) and Procedures

Research instruments consisted of

1) lesson plans for teaching reading skills using MIA, Basic English subject for grade 4 students including eight lesson plans indicated learning standards and indicators for grade 4 in reading skills, each one per hour, totaling eight hours of instruction including: lesson plan 1: Ben's Schedule, lesson plan 2: Anna's Day, lesson plan 3: Maths Room, lesson plan 4: Emma's Mail, lesson plan 5: My Family, lesson plan 6: Tom's Profile, lesson plan 7: Meal, and lesson plan 8: My Favourite Meal, 2) achievement test for reading skills which was developed for the Basic English subject and used as both a *pre-test* and *post-test* with the same content based on eight lesson plans, and 3) questionnaire on students' satisfaction regarding MIA with 12 items covering three key aspects of the teaching approach consisting of aspect of content, aspect of teacher, and aspect of teaching method.

The procedure was as follows: 1) Lesson Plan: The effectiveness of the Basic English subject lesson plans was assessed through content validity (*Item Index of Objective Congruence*), evaluated by three professional teachers from Sunthorn Wattana School, Chaiyaphum Province. The experts reviewed the lesson plan items for alignment with the research objectives. The results of the content validity analysis for the reading skills lesson plan using MIA for Grade 4 students showed an IOC score of 1.00. The individual item consistency scores ranged from 0.67 to 1.00, all exceeding the acceptable criterion of 0.50, indicating that the lesson plan aligns well with the research objectives and subject content, and 2) Achievement test: content validity and reliability analysis, the achievement test was analyzed for content validity by the same three experts. The IOC score for the reading skills test using MIA was also 1.00, with individual item scores ranging from 0.67 to 1.00, all above the 0.50 criterion, confirming that the test aligns with the research objectives. The achievement test was administered to a tryout group to evaluate item difficulty (p) and discrimination index (r) for each item based on the number of correct responses. Items with a difficulty index ranging from 0.20 to 0.80 and a discrimination index ranging from 0.20 to 1.00 were selected for use. The analysis revealed that the selected test items met the desired criteria, with item difficulty values ranging from 0.21 to 0.75 and discrimination indices ranging from 0.21 to 0.50. The test, consisting of 40 items, was further assessed for reliability using the KR-20 formula, resulting in a reliability coefficient of 0.85, indicating high internal consistency. To compare students' learning achievements before and after the intervention, the researcher analyzed the *pre-test* and *post-test* scores using mean, standard deviation (SD), percentage, and tested the hypothesis using the paired-sample t -test. And satisfaction questionnaire analysis: The satisfaction questionnaire was analyzed using descriptive statistics, including the mean and standard deviation (SD) to determine the overall level of participant satisfaction. Prior to data collection, the questionnaire was examined for content validity by experts in the field to ensure that each item appropriately reflected the intended constructs. A preliminary trial involving 19 students were conducted with a sample group analogous to the target population to evaluate the instrument's reliability. Internal consistency reliability was determined using Cronbach's alpha coefficient, which yielded a value of 0.80, indicating an acceptable level of reliability for the questionnaire.

4. Data Collection

The study was conducted in the second semester of the 2024 academic year, starting from November 2024 until the end of the semester. The teaching and learning activities took place at Banlao Wittayakharn School, under the Chaiyaphum Primary Educational Service Area Office 1. The researcher conducted a *pre-test* before instruction, using 40 item tests with three answer choices in the Basic English subject. The test was administered for one hour prior to the implementation of the lesson plans. Following this, the eight lesson plans were taught eight weeks, totaling eight instructional hours. The lessons were conducted at a rate of one hour per week, excluding the time allocated for *pre-tests* and *post-tests*. After completing each lesson, the researcher administered a *post-test*, identical to the *pre-test*, consisting of 40 multiple-choice questions and conducted over one hour upon completion of the instructional period. Finally, students were asked to complete an anonymous paper-based questionnaire assessing their own satisfaction with the teaching approach in the Basic English subject after the instruction was completed for 20 minutes.

5. Data Analysis

In this study, the researchers analyzed the data based on the two research objectives and hypotheses concerning 1) compare students' reading achievement before and after instruction using MIA approach, Basic English subject for grade 4 students, and 2) study the satisfaction for grade 4 students towards learning management, Basic English subject using MIA. The data analysis was divided into two main parts as follows: 1) achievement analysis included descriptive statistics, namely mean, standard deviation, and percentage were used to present an overview of *pre-test* and *post-test* scores. Inferential statistics, specifically the paired-sample *t*-test was employed to determine whether the *post-test* scores were significantly higher than the *pre-test* scores. Microsoft Excel was used to calculate the results due to its accessibility, user-friendliness, and adequacy for the basic descriptive and inferential statistics required in this study, and 2) satisfaction analysis included descriptive statistics, namely mean and standard deviation were used to describe the overall level of student satisfaction as well as satisfaction in each aspect of the questionnaire (divided into three aspects according to the questionnaire structure). The results were compared with the following interpretation criteria (Srisaard, 2017 as cited in Labnongsang & Baili, 2021):

4.51 – 5.00	=	Highest level of satisfaction
3.51 – 4.50	=	High level of satisfaction
2.51 – 3.50	=	Moderate level of satisfaction
1.51 – 2.50	=	Low level of satisfaction
1.00 – 1.50	=	Very low level of satisfaction

Results

This study analyzed the data of grade 4 students from Banlao Wittayakarn School, Chaiyaphum Province, under the Chaiyaphum Primary Educational Service Area Office 1, during the second semester of the 2024 academic year. The details of the sample group were presented in Table 1.

Table 1

Sample Group of the Study

Grade Level	Total Students	Male	Female	Percentage	
				Male	Female
Grade 4	21	11	10	52.38	47.62

From Table 1, the total number of students in this study was 21, consisting of 11 males (52.38%) and 10 females (47.62%). Comparison of reading achievement before and after instruction, the researchers conducted a *pre-test* and *post-test* to measure reading achievement after implementing the MIA. The test results were analyzed, as shown in Table 2.

Table 2

Comparison of Pre-test and Post-test Scores Using MIA

Student No.	<i>Pre-Test</i> Score (40)	<i>Post-Test</i> Score (40)	Score Difference
1	13	34	21
2	14	28	14
3	13	29	16
4	9	23	14
5	14	24	10
6	8	27	19
7	18	16	-2
8	15	30	15
9	10	37	27
10	16	33	17
11	10	31	21
12	13	32	19
13	14	31	17
14	17	39	22
15	16	32	16
16	16	15	-1
17	18	36	18
18	17	32	15
19	12	31	19
20	18	36	18
21	17	20	3
Average (Mean)	14.19	29.33	15.14

From Table 2, the results indicated that students' reading skills significantly improved after using MIA. The highest score increase was 27 points, while the lowest change was -2 points. The average *pre-test* score was 14.19, the average *post-test* score was 29.33 and the mean score difference was 15.14 points respectively. The data was further analyzed using a *t*-test, as presented in Table 3.

Table 3

T-test Results

Test	Number of Students (<i>N</i>)	<i>M</i>	<i>SD.</i>	t-stat	<i>Sig.</i>
<i>Pre-test</i> (40)	21	14.19	9.36	9.55	0.00*
<i>Post-test</i> (40)	21	29.33	42.63		

* $P \leq .05$

From Table 3, the results indicate that: The mean *pre-test* score was 14.19, while the mean *post-test* score was 29.33. The t-statistic value was 9.55, with a *p*-value of 0.00, which was statistically significant at the .05 level.

Table 4

Analysis of Satisfaction of Grade 4 Students Toward Learning Management Using MIA

Evaluation Items	Satisfaction level		Interpretation
	<i>M</i>	<i>SD.</i>	
1. Content			
1.1 The level of difficulty is appropriate for the grade level	4.71	0.56	Highest
1.2 Content is concise, easy to understand, and matches the required skills	4.52	0.75	Highest
1.3 Worksheets and exercises are aligned with the content	4.71	0.56	Highest
1.4 The content is relevant, interesting, and applicable to daily life	4.62	0.67	Highest
Overall average for Content	4.64	0.63	Highest
2. Teacher			
2.1 Punctuality	4.95	0.22	Highest
2.2 Proper and neat attire	4.86	0.36	Highest
2.3 Listens, supports, and cares for all students	4.76	0.44	Highest
2.4 Speaks clearly and audibly	4.81	0.40	Highest
Overall average for Teacher	4.85	0.35	Highest

Table 4 (Continued)

Evaluation Items	Satisfaction level		Interpretation
	<i>M</i>	<i>SD.</i>	
3. Teaching Method			
3.1 Clear explanation of lessons, topics, and assessment criteria	4.86	0.36	Highest
3.2 Use of various and modern teaching methods and materials	4.67	0.58	Highest
3.3 Teaching steps are concise and easy to follow	4.81	0.40	Highest
3.4 Lesson summary and student feedback at the end of class	4.71	0.46	Highest
Overall average for Teaching Method	4.76	0.45	Highest
Overall average satisfaction	4.75	0.48	Highest

Note. *M* = Mean; *SD.* = standard deviation

From Table 4, it was found that students were highly satisfied with the learning management using the MIA in the Basic English subject for grade 4 students. Overall, the satisfaction level was at the highest level, with a mean score of 4.75.

When considering each aspect, the highest mean score was for the Teacher aspect ($M = 4.85$, $SD. = 0.35$), followed by the Teaching Method aspect ($M = 4.76$, $SD. = 0.45$), and the lowest—yet still in the “highest” satisfaction level—was the Content aspect ($M = 4.64$, $SD. = 0.63$).

When analyzing all 12 specific items, the top three items with the highest satisfaction scores were: 1) Punctuality ($M = 4.95$, $SD. = 0.22$), 2) Proper attire and clear explanation of lesson and assessment details ($M = 4.86$, $SD. = 0.36$) and 3) Clear and audible speaking, and concise and easy-to-follow teaching steps ($M = 4.81$, $SD. = 0.40$).

The item that received the lowest score—though still at the highest level of satisfaction—was:

1) Concise, easy-to-understand content matching the skills ($M = 4.52$, $SD. = 0.75$). Suggestions from grade 4 students for the teacher include: 1) The content should be more concise to allow more time for exercises, 2) Avoid using excessive jokes, 3) Use more interesting teaching materials, and 4) Avoid discussing unrelated topics during class.

Discussion

From the research objective number 1, which aimed compare students’ reading achievement before and after instruction using MIA approach, Basic English subject for grade 4 students, the researcher conducted a test with students at Banlao Wittayakarn School using a 40-item multiple-choice test, which had been validated by three experts. The comparison of learning achievement with *pre-test* scores showed that the mean score of the *pre-test* was 14.19, while the mean score of the *post-test* was 29.33. This indicates that the learning achievement from the MIA teaching method was significantly higher than the *pre-test* scores. The difference in the mean score was +15.14. When considering the results of the standardized test, the mean

score of the *post-test* was 29.33 ($SD. = 42.63$), which was higher than the *pre-test* score, which had a mean of 14.19 ($SD. = 9.36$). A *t*-test revealed that the students' learning achievement after the lesson was significantly higher than the *pre-test* scores at a .05 significance level.

These findings are consistent with the research of Janram and Adipat (2023) who studied the effect of Murdoch Integrated Approach (MIA) learning management with mind mapping effected to English reading comprehension ability of Mathayom Suksa five students, finding that the students' English reading ability after learning by MIA learning management with mind mapping was significantly higher than learning before learning by MIA learning management with mind mapping at the .05 level. Additionally, Muangjaem and Chollawit (2024), who studied the effects of using the MIA learning management method on reading comprehension ability for Prathom Suksa 6 students, also found that a statistically significant improvement in reading comprehension at the .05 significance level among Prathom Suksa 6 students who received instruction using the MIA learning management method. The MIA method's integrated approach, which incorporates multiple learning activities and promotes student engagement, highlights its efficacy in improving comprehension skills and enabling students to take an active role in their own reading development.

Students' satisfaction with the learning management, based on Research Objective 2—which aimed to examine the satisfaction of Grade 4 students toward the learning management of the Basic English subject using the MIA teaching method after completing all eight lesson plans—was found to be at the highest level. The analysis revealed that the overall student satisfaction had a mean score of 4.75, indicating that the MIA teaching method was positively received across all aspects. When examining individual components, the highest mean score was for the teacher's performance ($M = 4.85$, $SD. = 0.10$), followed by the teaching method ($M = 4.76$, $SD. = 0.09$), and the content ($M = 4.64$, $SD. = 0.09$). The top three items rated by students were: punctuality ($M = 4.95$, $SD. = 0.22$), appropriate dress and clear explanation of the content and evaluation ($M = 4.86$, $SD. = 0.36$), and clear speech with concise, easy-to-understand teaching steps ($M = 4.81$, $SD. = 0.40$). The results of this satisfaction study are consistent with the research of Kunghair et al. (2022), who discovered that even EFL learners with relatively low levels of English proficiency were able to fully benefit from the MIA learning process and expressed a high level of satisfaction with the MIA instructional model. Additionally, the study by Maneechohti, et al. (2019), which investigated the satisfaction of grade 4 students who learned through the MIA method combined with Bloom's questions, also found high satisfaction levels.

Conclusion

These results suggest that the MIA approach, with its structured and student-centered methodology, can effectively promote both academic achievement and learner engagement. The integration of diverse activities and collaborative learning processes appears to support students' comprehension and motivation in English learning.

Recommendations

1. Implications

1.1 Since the students are at the elementary school level, it is challenging for them to form grammatically correct sentences when answering questions in English. In assessing the students' responses, teachers should establish criteria that prioritize understanding over grammatical accuracy.

1.2 When implementing the MIA learning approach, teachers should thoroughly understand each step of the teaching process. They should prepare teaching materials and techniques, as well as content and questions that are appropriately adjusted to match the students' abilities at each grade level, ensuring that the materials are neither too difficult nor too easy.

2. Further Studies

2.1 Future researchers should explore additional studies related to English language teaching methods to develop more comprehensive and effective approaches for enhancing students' language skills. This would help in improving the overall effectiveness of language development for learners.

2.2 Future research should investigate the use of the MIA teaching method in developing other English language skills, such as listening, speaking, and writing. Expanding the use of MIA for various language skills would enhance the overall proficiency of students in different areas of language use.

2.3 future research should ensure that instructional materials, assessment tools, and satisfaction measures are clearly aligned with the core elements of the MIA model to strengthen the validity of the conclusions.

3. Limitations

3.1 The intervention spanned only eight lesson plans, which might not be sufficient to measure long-term impacts on reading comprehension or sustained student satisfaction.

3.2 The study took place in one specific school setting, limiting contextual diversity. Results might differ in urban schools or with learners from different backgrounds or proficiency levels.

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