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The Effects of Murdoch Integrated Approach on Improving English Reading Comprehension Skills and Analytical Thinking Skills of Undergraduate Students at Rajabhat Maha Sarakham University

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ABSTRACT

The paper presents "the Effects of Murdoch Integrated Approach on Improving English Reading Comprehension Skills and Analytical Thinking Skills of Undergraduate Students at RajabhatMahaSarakham University**".** The mixed-method research was divided into three phases.In the first phase, the author focused on assessing English reading comprehension skills and analytical thinking skills and analyzing the needs of the undergraduate students of the Arts Program in English for improving English reading skills. The data was collected from one hundred and forty-nine 2nd year students of the Arts Program in English in 1/2020 by a self-assessment form and a questionnaire. The statistics used were mean and standard deviation. In the second phase, English reading lessons were designed based on the data of the first phase consisting of six units of reading strategies and nine units of English reading activities by using the Murdoch Integrated Approach, including lesson plans, a reading test, and a questionnaire. The research instruments were assessed by three experts in English, one expert in curriculum and instruction, and one expert in educational research and evaluation. In the third phase, the English reading lessons were implemented to thirty-three 2nd-year students of Arts Program in English, Faculty of Humanities and Social Sciences, RajabhatMahaSarakham University who studied "Reading and Text Interpretation" in 2/2020. They were selected by simple random sampling from one hundred and forty-nine 2nd students of the Arts Program in English. The research instrument was fifteen units of English reading activities, fifteen lesson plans, an English reading test, and a questionnaire. The statistics used were mean, standard deviation, E1/E2, and t-test (Dependent Sample). 1) The research findings showed that the overall English comprehension skill and analytical skill of the students was at a moderate level ($\bar{X}$= 3.72 S.D.= .75) and($\bar{X}$= 3.42 S.D.= .70) respectively.2) The overall need of the students for improving English comprehension skills and analytical skills was at a very high level($\bar{X}$= 4.68 S.D.=.81) and ($\bar{X}$= 4.79 S.D. =.87) respectively. 3) The study showed that the English reading activities by using Murdoch Integrated Approach consisted of seven steps: 1)priming questions, 2)understanding vocabulary, 3)reading the text, 4)understanding the text), 5)transferring information, 6)doing jigsaw exercise and paragraph structure) and 7)evaluation and correction. The finding indicated that the efficiency of the English reading activities was 77.25/74.51, which was in the standardized criteria. 4) The research results indicated that the average post-test score of the students for English comprehension skills and analytical skills was more than that of the pre-test score at the .05 level

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of statistical significance. 5) The overall satisfaction of the students with the English reading activities designed by Murdoch Integrated Approach was at a very high level ($\bar{X}$ = 4.73 S.D. = .79).

Keywords: Effects, Murdoch Integrated Approach, English Reading Comprehension Skills, Analytical Thinking Skills, Undergraduate Students, RajabhatMahaSarakham University

INTRODUCTION

Office of the National Economic and Social Development Council (2016) states that the 12th National Economic and Social Development Plan focuses on human resource development, one of ten major country development strategies. The strategy emphasizes knowledge development through lifelong learning for sustainable knowledge of Thai citizens.Delahaye (2005) claims that human resource development is a continuous process for improving skills and abilities in various fields for a happy, healthy, and wealthy life. ArchanyaRatanabut (2011) asserts that training is an important and efficient strategy for developing the knowledge, skills, and attitudes of personnel in the organizations. Ministry of Education of Thailand (2017) realizes that education reform is necessaryfor the human resource development of Thai students in both basic education and higher education institutions. Office of the Education Council, Ministry of Education, has established the plans for education reform of Thailand consisting of seven strategies. One of the main strategies focuses on foreign language competency development for regional and international competition in education and business. ArkhomTermpitayapaisit (2011) claims that preparation in the English language is necessary for Thai citizens in being the ASEAN Community members. Therefore, English has been put in the curriculum of basic education and higher education. Ministry of Education (1996) states that English has been taught in kindergarten, primary and secondary schools, and tertiary institutions in Thailand for years. However, teaching English in Thailand is not successful. It may be caused by teaching materials, teaching methodology, time, and motivation. Office of the Education Council (2017) emphasizes learner-centered instruction and learning by doing, one of the development plans for education reform of Thailand. Nunan, D. (1992) defines that learner-centered instruction as a teaching methodology for providing learners to interact with language and self-assessment of learning the language. The major factors in well-prepared tasks for learner-centered instruction are personal information of learners: educational background, beliefs, cognitive styles, learning strategies,motivation, and attitudes.

Ministry of Education (2008) realizes the importance of English and teaching methodology for English competency development. Consequently, English has been put in the core basic education curriculum of the Foreign Language Department. Additionally, two core English courses are put in the General Education Curriculum of higher education institutions, which students all major programs have to study before completing their degree. RajabhatMahaSarakham University (2018)has assigned the desirable characteristics and three major requirements of the students are knowledgeable and professional skills, creative thinking skills and analytical thinking skills, and foreign language competency especially English. The Arts Program in English, Faculty of Humanities and Social Sciences, RajabhatMahaSarakham University (2018) has assigned four major desirable characteristics of the students: English competency, practical application of English for careers and further study, critical and analytical thinking skills, and adaptation to the global changes in the 21st century.

Therefore, English skills are important for both English major students and othermajor students at RajabhatMahaSarakham University. Reading skill is one of the most important English skills that the student has to use to learn and acquire their knowledge from many different resources such as books, the internet, and other digital technology. The major aims of the students

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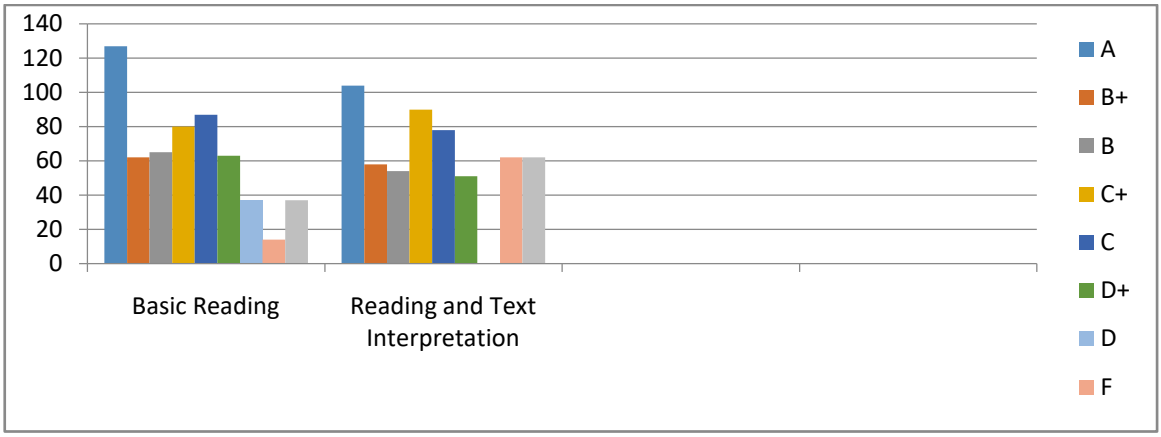
are to read English texts for knowledge and entertainment and to transfer their knowledge of reading texts to other people by writing and speaking. As a result, Basic Reading and Reading and Text Interpretation are core courses of the Arts Program in English at RajabhatMahaSarakham University. According to the grade record of the office of the Academic Promotion and Registration, RajabhatMahaSarakhm University (2020) shows that the results of reading skills of the English major students are at a moderate level as shown in graph 1.



Graph 1 showed that the grade records of two hundred and fifty English major students on "Basic Reading" in 2018-2019 were excellent and good (44.40%). The grade records ofthree hundred and eighteenstudents on "Basic Reading" were fair and low (55.60%). The grade records of two hundred and sixteen English major students on "Reading and Text Interpretation" in 2018-2019 were excellent and good (38.64%). Thegrade records of three hundred and forty-three students on "Reading and Text Interpretation" were fair and low (61.36%).

According to the grade record, the report showed that the knowledge and abilities in English reading skills of the students of the Arts Program in English at RajabhatMahaSarakham University were moderate to low. The results may be caused by the knowledge and abilities of the students, teaching methodology, assessment and evaluation, and teaching material and learning environment. Nunan (1992) states that the personal information of learners is very necessary for the achievement in teaching and learning management of the language teachers. They are educational background, beliefs, cognitive styles, learning strategies,motivation, and attitudes. Nunan (1991) claims that efficient and effective learner-centered instruction of the language teachers should be based on the following factors: practice, teaching and learning process, study skills, lesson plan, teaching materials, textbooks, teaching methodology, and assessment and evaluation. PrapansiriSusaurach (2008) states that reading comprehension skills and analytical thinking skills are important for learning and daily life. It is obvious that the people with analytical thinking skills usually have a better living than the ones without analytical thinking skills. Because people with analytical thinking skills always observe, compare, predict, identify, evaluate, apply, classify, and conclude the events with reasons. SuwatWiwathananont (2008) asserts that teaching reading for comprehension and analytical thinking skills is a necessary strategy for learner development and knowledge development. The learners are able to understand the text by using their background knowledge. Therefore, the teachers need to organize learning activities relating to learners' real life and problems. Murdoch (1986) states that Murdoch Integrated Approach (MIA) is an important management strategy based on practice by integrating four language skills: listening, speaking, reading, and writing skills. However, the language teachers may focus on one skill and practice other skills in instructional management. Therefore, the authors would like to improve comprehension skills and analytical thinking skills of the English major students by using the Murdoch Integrated Approach consisting of seven steps:

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1)priming questions, 2)understanding vocabulary, 3)reading the text, 4)understanding the text), 5)transferring information, 6)doing jigsaw exercise and paragraph structure) and 7)evaluation and correction

OBJECTIVES:

1. to assess reading comprehension skills and analytical skills and analyze the needs of

undergraduatestudents of Arts Program in English for improving English reading comprehension skills and analytical thinking skills

2. to design English reading activities by Murdoch Integrated Approach for improving English

reading comprehension skills and analytical thinking skills of the undergraduate students of Arts Program in English based on the 75/75 standardized criteria efficiency

3. to assess the effects of English reading activities by Murdoch Integrated Approach onimproving

English reading comprehension skills and analytical skills of the undergraduate students of ArtsProgram in English

4. to conduct a survey on the satisfaction of the students with the English readingactivities designed

by Murdoch Integrated Approach for improving English reading comprehension skills and analytical thinking skills.

LITERATURE REVIEWS

The authors have studied and summarized the theories and research relating to the effects of Murdoch Integrated Approach as follows.

1. **Student-Centered Instruction:** Office of the Education Council, Ministry of Education (2017)

established the development plan for education reform in Thailand. Ministry of Education has reformed teaching methodologies focusing on practice, learning procedures, study skills, lesson plans, teaching materials, textbooks, andteaching methods. Student-centered instruction is an efficient and practical teaching method for student development. It has been introduced to teachers of Thailand for many years. The major components of student-centered planning consist of the problem and need analysis, setting a clear goal and learning objectives, teaching method, teaching materials, and implementation.Nunan, D. (1991) states that the efficient process for learner-centered curriculum development of English language teachers should focus on English skills and study skills of language learners for achieving their own goal and learning objectives through self-study and self-assessment of language proficiency and linguistic and communicative competence. Ongoing assessment is an important strategy for the English competency development of students.ThisnaKhaemanee (2004) states that student-centered instruction is one of the most efficient teaching methods for language teachers in Thailand. The language teachers should knowledge the personal background of students and employing various teaching methods through learning by doing. Active participation is an efficient strategy for student-centered instruction consisting of physical participation, intellectual participation, emotional participation, and social participation.

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2. **Concepts and theories of Murdoch Integrated Approach (MIA):** Murdoch, G. (1986) claims

that English language teachers should focus on communication skills by integrating four English skills at the same time as the language learning process. He emphasizes reading skill integrating with other language skills through seven steps of Murdoch Integrated Approach (MIA): 1) priming questions, 2)understanding vocabulary, 3)reading the text, 4)understanding the text, 5)transferring information, 6)doing jigsaw exercise and paragraph structure and 7)evaluation and correction.

3. **Concepts and theories of teaching reading:** AmornsriSaengsongfa (2002) states that Schema

Theory is one of the most important theories for teaching reading based on Psycholinguistics. The theory believes that the learning process of people is based on their previous knowledge. Therefore, students are able to understand reading texts by using their background knowledge.Rumelhart, D. E. (1981) cited in TeaunjaiPinkerd and WimolEmoatch (2005) Linguistic knowledge and general knowledge of the world are necessary for readers to understand reading texts precisely.

4. **Concepts and theories of analytical thinking skills:** WanichSutharat (2004) states that

analytical thinking skills refer to the important decision on things or events with reasons. WanichSutharat (2004) and ThisnaKhaemanee (2010) define that analytical thinking skills as referring to skill in classifying and identifying details or components of things, events, and stories to find fact, main idea, a core component, and sub-components based on the relationship and connection leading to correct decision or prediction.In conclusion, analytical thinking skills are necessary for readers to identify supporting details and main idea,classify fact and opinion of the reading texts, make conclusion and decision of reading texts with reasonsand appropriate practical application of reading texts.

RESEARCH METHODOLOGY

Research and development method was employed for the study. The research methodology was divided into three phases: 1) analysis of English reading skills and need for improving English reading comprehension skills and analytical thinking skills, 2) design of English reading activities by Murdoch Integrated Approach, and 3) implementing and assessing the effects of English reading activities by Murdoch Integrated Approach on improving English reading comprehension skills and analytical thinking skills of the students.

Scope of contents: The contents were designed based on the course description of "Reading and Text Interpretation" consisting of two parts: 1) six units of reading strategies and 2) nine units of reading activities designed by Murdoch Integrated Approach.

Part 1: 1. English Word Formation, 2. Context Clues, 3. Reference Words, 4. Logical Connectors, 5. Making Inferences and6. Finding Topic and Main Idea;

Part 2: 1. An Environmental Engineer, 2. Rice, 3. The Kiwi, 4. Thai Boxing, 5. Oranges, 6. The First Woman on Mount Everest, 7. Scents and Communication, 8. Psychological Problems and 9. Internet Marketing

Murdoch Integrated Approach consisted of seven steps: 1)priming questions, 2)understanding vocabulary, 3)reading the text,4)understanding the text), 5)transferring information, 6)doing jigsaw exercise and paragraph structure) and 7)evaluation and correction.

Phase 1

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Target Population: The target population was 149 2nd year English major students of the English Program, Faculty of Humanities and Social Sciences, RajabhatMahaSarakham University in 1 /2020.

Instrument Construction and Development: The research instrument was a self-assessment form and a questionnaire. The instrument was constructed by documentary study and the Item-Objective Congruence (IOC), accuracy and appropriateness were assessed by five experts in English.

Data Collection: The primary data was collected by a self-assessment form and a questionnaire from one hundred and forty-nine 2nd year students of the Arts Program in English, Faculty of Humanities and Social Sciences, RajabhatMahaSarakham University in 1/2020.

Data Analysis: The data were analyzed by a statistical procedure: mean and standard deviation.

Phase 2

Target Population: The target population was five experts consisting of three experts in English, one expert in curriculum and instruction, and one expert in educational research and evaluation.

Research Instrument: The research instruments consisted of six units of reading strategies, nine units of reading selections designed by Murdoch Integrated Approach English reading units based on the course description of "Reading and Text Interpretation", fifteen lesson plans, ninety items of English reading comprehension and analytical thinking skill test and a questionnaire.

Data Collection: The instruments were constructed by documentary studies. The Item-Objective Congruence (IOC), accuracy, and appropriateness of the instruments were assessed by three experts in English, one expert in curriculum, and one expert in educational research and evaluation.

Data Analysis: The data were analyzed by a statistical procedure: mean and standard deviation.

Phase 3

Population and Samples: The research samples were thirty-three 2nd-year students of Arts Program in English, Faculty of Humanities and Social Sciences, RajabhatMahaSarakham University who studied "English and Reading Interpretation" in 2 /2020. They were selected by simple random sampling from one hundred and forty-nine 2nd year students of the Arts Program in English, Faculty of Humanities and Social Sciences, RajabhatMahaSarakham University who studied "English and Reading Interpretation" in 2 /2020.

Research Instrument: The research instruments consisted of six units of reading strategies, nine units of reading selections designed by Murdoch Integrated Approach English reading units based on the course description of "Reading and Text Interpretation", fifteen lesson plans, ninety items of English reading comprehension and analytical thinking skill test and a questionnaire.

Data Collection: The English reading units designed by Murdoch Integrated Approach were implemented to thirty-three 2nd-year English major students of the English Program, Faculty of Humanities and Social Sciences who studied "English and Reading Interpretation" in 2 /2020. Ninety items of English reading tests were used to assess the English reading comprehension skills and analytical thinking skills of the students. The questionnaire was used to conduct a survey on the satisfaction of the students with the English reading activities designed by Murdoch Integrated Approach.

DATA ANALYSIS:

1. The efficiency of fifteen English reading units for improving English reading comprehension

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skillsand analytical thinking skills of the 2nd year students of Arts Program in English was assessed based on the 75/75 standardized criteria (E1/E2).

2. The scores of English reading comprehension skills and analytical thinking skills of the 2nd year

English major students after implementing the reading activities by using the Murdoch Integrated Approach were compared with the scores of the students before implementing the reading activities. A T-test-dependent sample was employed for hypothesis testing.

3. The satisfaction of the students with the English reading activities by using the Murdoch

Integrated Approach was analyzed by a statistical procedure: mean and standard deviation.

RESEARCH RESULTS

1. Abilities in English reading comprehension skills and analytical thinking skills of 2nd year

students of Arts Program in English, Faculty of Humanities and Social Sciences, RajabhatMahaSarakham University

The average ability in reading comprehension skills and analytical thinking skills of the 2nd year students of Arts Program in English regarding self-assessment was at a moderate level ($\bar{X}$= 3.52 S.D.= .71). The average ability in six reading comprehension skills of the 2nd year students was at a moderate level ($\bar{X}$= 3.72 S.D.= .75). The six moderate rated abilities of reading strategies for reading comprehension were logical connectors ($\bar{X}$= 3.90 S.D.= .65) ,reference words ($\bar{X}$= 3.82 S.D.= .68) , English word formation ($\bar{X}$= 3.57 S.D.= .88) ,guessing word meaning from context clues ($\bar{X}$= 3.53 S.D.= .86),finding main idea ($\bar{X}$= 3.51 S.D.= .86) and creating a title ($\bar{X}$ = 3.38 S.D.= .65). The average ability in six analytical thinking skills of the 2nd year students of Arts Program in English was at a moderate level ($\bar{X}$= 3.42 S.D.= .70). The six moderate rated abilities in analytical thinking skills of the students were classifying fact and opinion of the reading texts ($\bar{X}$= 3.55 S.D.= .86) , appropriate practical application of reading texts($\bar{X}$= 3.43 S.D.= .78) , making conclusion and decision of reading texts with reasons ($\bar{X}$= 3.42 S.D.= .68) , finding main idea ($\bar{X}$= 3.40 S.D.= .65) making inference ($\bar{X}$= 3.40 S.D.= .56) and identifying supporting details and main idea ($\bar{X}$= 3.37 S.D.= .66) respectively.

2. Needs for improving English reading comprehension skills and analytical thinking skills of

2nd-year English major students of the English Program in Arts, RajabhatMahaSarakham University

The overall need of the students for improving English reading comprehension skills and analytical thinking skills was at a very high level ($\bar{X}$= 4.74 S.D. = .84). The overall need of the students for improving English reading comprehension skills was at a very high level ($\bar{X}$= 4.68 S.D. =.81). The six high rated skills of their needs for reading strategies were guessing word meaning from context clues ($\bar{X}$= 4.92 S.D. =.68), reference words ($\bar{X}$= 4.86 S.D. =.87), English word formation ($\bar{X}$= 4.73 S.D. =.75), finding main idea ($\bar{X}$= 4.58 S.D. =.87), creating a title ($\bar{X}$= 4.54 S.D. =.88) and Logical connectors($\bar{X}$= 4.45 S.D. =.85) respectively. The overall need of the students for improving analytical thinking skills was at a very high level($\bar{X}$= 4.79 S.D. =.87). The six high rated skills of their needs were classifying fact and opinion of the reading texts ($\bar{X}$= 4.91 S.D. =.85), making conclusion and decision of reading texts with reasons ($\bar{X}$= 4.90 S.D. =.89), appropriate practical application of reading texts($\bar{X}$= 4.85 S.D. =.95), finding main idea($\bar{X}$= 4.73

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S.D. =.78), making inference ($\bar{X}$= 4.71 S.D. =.89) and identifying supporting details and main idea ($\bar{X}$= 4.66 S.D. =.88)respectively. The findings indicated that the highest level of the information on reading skill improvement was 90-100 hours of time period ($\bar{X}$= 4.66 S.D. =.85), 8.30-12.00 a.m. on weekday of time and day ($\bar{X}$= 4.90 S.D. =.78), Non English native experts in English and Native English speakers of trainers, ($\bar{X}$= 4.88 S.D. =.86), RajabhatMahaSarakham University of location ($\bar{X}$= 4.95 S.D. =.88) and Training with trainers in class of a training model ($\bar{X}$= 4.95 S.D. =.88).

3. The efficiency of the English reading units designed by Murdoch Integrate Approach for
improving reading skills of the students

The study showed that the English reading units designed by Murdoch Integrate Approach forimproving English reading comprehension skills and analytical thinking skills of the 2nd year students consisted of seven steps: 1)priming questions, 2)understanding vocabulary, 3)reading the text, 4)understanding the text), 5)transferring information, 6)doing jigsaw exercise and paragraph structure) and 7)evaluation and correction. The finding indicated that the efficiency of the English reading activities was 77.25/74.51, which was in the standardized criteria.

4. Comparison of the abilities in English reading comprehension skills and analytical thinking
skills of the 2nd year students

The average score of the students for English reading comprehension skills and analytical thinking skills after using the English reading units designed by the Murdoch Integrate Approach was higher than that of before using the English reading lessons at the .05 level of the statistical significance. The average post-test score of the students for English reading skills was 67 points out of 80 points. The average pre-test score of the students in English reading skills was 25 points out of 70 points. The average post-test score of the students for English reading comprehension skills was 60 points out of 70 points. The average pre-test score of the students in analytical skills was 3 points out of 10 points. The average post-test score of the students in analytical skills was 7 points out of 10 points.

5. Satisfaction of the students with the English reading units designed by Murdoch Integrated
Approach

The findings showed that the overall satisfaction of the students with the English reading activities designed by Murdoch Integrated Approach was at a very high level ($\bar{X}$ = 4.73 S.D. = .79). The four very high rated items of the activities were instructional management ($\bar{X}$ = 4.79 S.D. = .70), assessment and evaluation ($\bar{X}$ = 4.74 S.D. = .91), teaching material and teaching techniques ($\bar{X}$ = 4.71 S.D. = .79) and personality of instructors($\bar{X}$ = 4.69 S.D. = .74).

CONCLUSION AND DISCUSSION

1. The research findings showed that the overall English comprehension skill of the students

regarding the six items was at a moderate level.The findings showed that the overall analytical skill of the students regarding the six items was at a moderate level.The results may be caused by contents, teaching methodology, teaching materials, assessment and evaluation, learning environment, and different individual of students. NarongritSopa, N. (2014) states that English competency is one important skill for agrotourism and further study of Kho Ko Dairy Farm personnel. The Education Reform Council of Thailand (2018) claims that one of the seven major

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development plans of education reform of Thailand is student-centered instruction and the training courses or seminars on student-centered instruction should be organized for the teachers based on their problems and needs, including educational supervision after training. Nunan, D.(1992) states that learner-centered instruction is a practical and efficient teaching method of language teachers. Besides, teaching material, methodology, time, and motivation are key factors in learner-centered instruction, personal information of the students is necessary for well-prepared tasks such as educational background, beliefs, cognitive styles, learning strategies, motivation, and attitude. RajabhatMahaSarakham University (2018) emphasizes the importance and necessity for the English competency development of the students. As a result, two English courses are put in the general curriculum of the university that undergraduate students of all programs have to study before completing their degree. The Arts Program in English, RajabhatMahaSarakham University (2018) has assigned four major desirable characteristics of the English major students consisting of English competency, creative skill, analytical skill, and practical application of their knowledge for the changes in the 21st century.

2. The overall need of the students for improving English comprehension skills regarding six items

was at a very high levelThe overall need of the students for improving analytical skills regarding six items was at a very high level. The research results may be caused by the awareness of the importance and necessity of English for both their further education and career in the future. The English Program in Ats (2018) has assigned that the desirable characteristics of all English major students should have English competency, creative skill, analytical skill, and practical application of their knowledge for the changes in the 21st century. Paradowski,B. M. (2008) claims that English is one of the most important foreign languages for international communication of education, economy, society, and politics. ArkhomTermpitayapaisit (2011) asserts that English is currently necessary for Thai citizens in being the ASEAN Community members. English is a major language for work, business, and traveling among people of the ASEAN Community members. Nunan, D. (1992) states that learner-centered instruction is a practical and efficient teaching method for language teachers. Besides, teaching material, methodology, time, and motivation are key factors in learner-centered instruction, personal information of the students is necessary for well-prepared tasks such as educational background, beliefs, cognitive styles, learning strategies, motivation, and attitude. Sopa, N. (2014) supported that the overall need of the Kho Ko Diary Farm personnel for English competency development was at a high level. Boonyawathana, P. (1999) asserted that the tourism personnel in Chiang Mai, Phuket, and Pattaya realized the importance and necessity of English for their career.

3. The study showed that the English reading activities designed by Murdoch Integrated Approach

consisted of seven steps: 1)priming questions, 2)understanding vocabulary, 3)reading the text,4)understanding the text, 5)transferring information, 6)doing jigsaw exercise and paragraph structure) and 7)evaluation and correction. The finding indicated that the efficiency of the English reading activities was 77.25/74.51, which was in the standardized criteria. The results may be caused by appropriate and modern contents relating to daily life, and the learning activities are designed systematically and continuously with various forms of the activities. Moreover, the reading activities were assessed by the experts in English. Murdoch (1986) defines that Murdoch Integrated Approach (MIA) is a practical strategy for English teaching by integrating four skills through seven steps.Kraithong, N. (2016) asserts that the efficiency of English reading activities in reading comprehension skills of the 6th-grade students by Murdoch Integrate Approach was more than the standardized criteria and the percentage of the effectiveness in reading comprehension skill of the students was 77.47%. The results may be caused by appropriate

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contents, and various learning activities are designed systematically and continuously and assessed by the experts in English. Khamhei, W. (2015) supports that the efficiency of English reading activities in reading comprehension skills of the 9th-grade students by Murdoch Integrate Approach was 80.60/79.30 more than the standardized criteria. The results may be caused by appropriate and modern content relating to ASEAN Community countries. Various learning activities were designed systematically and continuously and assessed by the experts in English.

4. The research results indicated that the average post-test score of the students for English

comprehension skills and analytical skills was more than that of the pre-test score at the .05 level of statistical significance.The results may be caused by modern and interesting content based on the learners' problems and needs. Moreover, the learning activities focus on student-centered instruction with various learning activities through the 7 steps of the Murdoch Integrated Approach. Nunan, D. (1992) states that learner-centered instruction is a practical and efficient teaching method for language teachers. Besides, teaching material, methodology, time, and motivation are key factors in learner-centered instruction, personal information of the students is necessary for well-prepared tasks such as educational background, beliefs, cognitive styles, learning strategies, motivation, and attitude. Maneechot, C. (2020) claims that the overall comprehension skill and analytical skill of the 4th-grade students with Murdoch Integrated Approach and question of Bloom's Taxonomy was at a very high level. The results may be caused by priming questions, various and systematic learning activities. Petchkhong, S. (2020) states that the overall ability of 10th-grade students at HuaiYot School after using the Murdoch Interacted Approach was higher than that of before using the Murdoch Integrated Approach at the .05 level of the statistical significance. Bothpiboon, U. (2007) asserts that the average ability of 8th-grade students at Techapatanayanukul School, Patani Province in reading comprehension after using the Murdoch Interacted Approach was higher than that of before using Murdoch Integrated Approach at the .01 level of the statistical significance. The results may be caused by appropriate and modern content relating to ASEAN Community countries. Various learning activities are designed systematically and continuously, and the activities were assessed by the experts in English.

5. The overall satisfaction of the students with the English reading activities designed by Murdoch

Integrated Approach was at a very high level. The four very high rated items of the activities were instruction, assessment and evaluation, teaching material and teaching techniques, and personality of instructors. The results may be caused by student-centered instruction, and the contents are appropriate and practical for the students because the learning activities are designed systematically through the seven steps of the Murdoch Integrated Approach. Moreover, the contents are designed based on the learners' problems and needs and relating to their daily life. Nunan, D. (1992) states that learner-centered instruction is a practical and efficient teaching method for language teachers. Besides, teaching material, methodology, time, and motivation are key factors in learner-centered instruction, personal information of the students is necessary for well-prepared tasks such as educational background, beliefs, cognitive styles, learning strategies, motivation, and attitude.Bothpiboon, U. (2007) asserts that the overall satisfaction of 8th-grade students at Techapatanayanukul School, Patani Province with reading activities by using the Murdoch Interacted Approach was at a high level. The results may be caused by appropriate and modern content relating to ASEAN Community countries. Various learning activities are designed systematically and continuously and assessed by the experts in English. Maneechot, C. (2020) states that the overall satisfaction of the 4th-grade students with the Murdoch Integrated Approach and question of Bloom's Taxonomy was at a very high level. The results may be caused by priming questions, various and systematic learning activities.

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SUGGESTIONS

1. Suggestions for practical application

1.1 The research focuses on research and development methods consisting of three steps with major

and desired objectives, population and samples, instrument, and statistics. The research methodology should be promoted to English teachers and curriculum developers.

1.2 The mixed research of qualitative research and quantitative research is efficient and practical for

improving English reading comprehension skills and analytical skills. The research methodology should be used for improving English reading comprehension skills and analytical skills of other classes and other subjects.

1.3 The mixed research consists of many steps and each step takes much time to achieve the goal.

Therefore, there should be enough time to spend on constructing and developing the research instrument before implementing it to the target population.

2. Suggestions for further study

2.1 A comparative study of the Murdoch Integrated Approach and others should be conducted to

improve improving English reading comprehension skills and analytical skills of the students.

2.2 A comparative study of the Murdoch Integrated Approach should be conducted to improve

improving English reading comprehension skills and analytical skills of the students with different backgrounds: education, learning styles, motivation, belief, and others.

2.3Online learning programs should be employed for improving English reading comprehension skills

and analytical skills of the students with a different individual.

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