

A Study of Improving English Reading Comprehension Skill by Using Active Learning Based on MIAP Model for Grade XI Students At Maryvit School, Chonburi Province

Thipthanasorn Setachan

Faculty of Education. Mahachulalongkornrajavidyalaya University. Thailand.

Email: Thipthanasorn@gmail.com

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Abstract

This research aimed: 1) to improve the English reading comprehension skill for grade XI students at Maryvit School, Chonburi Province by using active learning based on MIAP Learning model, 2) to evaluate students' satisfaction towards active learning based on MIAP model. The Sample groups of the research were 20 students of grade XI at Maryvit School, Chonburi Province. Research instruments consisted of: 1) lesson plan using active learning based on MIAP model, 2) four multiple-choices test with 30 items, and 3) a satisfaction test with the lesson package with 10 items. The statistics used for the data analysis were: Mean (\bar{x} , Standard Deviation (S.D.), and t-test). The research findings were:

1) The effectiveness of the lessons using active learning (MIAP model) of 20 students of Grade XI at Maryvit School, Chonburi Province was 83.75/89.50. higher than the set criteria of 80/80.

2) For the learning achievement of students who study with the lessons scores before and after class; the mean score from taking the pre-test was 17.80 and the standard deviation was 1.40. and the mean score after class was 26.85 and the standard deviation was 1.42. This means a learning achievement score with the lessons for improving reading comprehension skill after class were significantly higher than the pre-test at the level of 0.05., 3) The satisfaction of students with the MIAP model was at a high level (\bar{x} = 3.91). In all aspects of details, it was found that its rates were in the high levels.

The satisfied analysis on the research data spelt out the positive impacts of MIAP model on elevating not only students to learn reading English comprehension, but motivation and confidence which correspond to the 21st century skills of learning also.

Keywords: English Reading, Active Learning, MIAP model.

Introduction

Reading is an activity performed to develop an understanding of a subject or topic. (Li. H. & Wilhelm. K. H. 2008: 96-110). Reading is an essential skill that individuals need to process in order to be successful in life. Reading keeps individuals informed up-to-date and thinking. Reading is both a receptive and active process. It is a dynamic process in which the reader is searching for connections of ideas in the text. Reading requires the utilization of many mental processes as information is collected, processed and analyzed. Therefore reading is a source of enjoyment for individuals. Reading comprehension is a complex, multiple task ability. (Grabe W. & Stoller. F.L., 2020: 124.) These processes were divided into two equally difficult main types: lower-level and higher-level processes.

According to the Ministry of Education, schools and educational institutions are expected to develop students' 21st century skills under the 3Rs8Cs plan. In detail, students are required to have reading, writing, and arithmetic skills (3Rs). Moreover, critical thinking and problem solving, creativity and innovation, cross-cultural understanding, collaboration, teamwork and leadership, communications, information and media literacy, computing and ICT literacy, career and learning skills, and compassion (8cs) are also considered important. Developing students' 21st century skills is not an easy task as the expectation from policymakers is demanding, and some skills are difficult to acquire in a certain context. Consequently, an effective method that could solve problems in instructing the skills should be implemented in the area. (Wittaya W. Sinthawa K. Pinsuda, 2022: 59-72)

The process of teaching and learning English. there are four skills taught: reading. Speaking, reading and writing. Reading is one of the language skills that plays an important role in foreign language acquisition. H. Douglas Brown (2004: 185) stated that "In foreign language learning, reading is a skill that teachers expect learners to acquire". It is argued as the most essential skill for success in all education context. Reading is very important for English learners because reading can enlarge their knowledge. vocabulary. and information.

In terms of language learning by reading. Learners can develop their knowledge of grammar, discourse organization, vocabulary and culture, G.A. Davis (2022) stated that reading is essential for everyone. It is fundamental to function in society today and a vital skill in finding a good job. It also develops the mind and the imagination and helps discover new things.

According to Catherine E. Snow (Brown. H. Douglas. 2004: 185) "reading does not occur in vacuum; it is done for a purpose to achieve some ends." During reading the reader processes the text with regard to the purpose. To be a good reader. the learner must learn how to comprehend and understand the passage.

M.A. Gabriel (2004: 54-72) identified that students interact in workgroups. and share responsibilities with others to reduce anxiety in the classroom. because it offers the opportunity for students to have discussions. create human relationships and participate in critical thinking with other learners. In addition, students often produce better results than when they work alone.



Therefore. education should encourage students to participate in thinking and problem solving as part of the self-knowledge creation process. Cooperative learning is a suitable alternative teaching method supporting the approaches that do not have sufficient inter- learner communication.

Nowadays. there are many learning processes to help students learn and get other skills. such as lecturing. discussion. practice. demonstration. simulation. projects. etc. Active learning based on MIAP model (S. Chaiwat, 2009: 198) is one of the processes to create human relationships between the learners and build a learning environment for the students to learn together in small groups. Moreover, as a style of cooperative learning can keep students interested and enthusiastic, make learning fun and encourage students' social skills. It also fosters learners' adaptability and communication skills. Although cooperative learning offers many advantages over the traditional learning models. some students still have problems in studying. They were not interested in the assignments or activities provided.

Reading comprehension is defined as “a thinking process by which a reader selects facts. information or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge and judge their appropriateness and worth for meeting the learner’s own objectives”. (Veeravagu. J. et al, 2010: 205-212.) In Thailand, where English is taught as a foreign language. the difficulties and sub-standard reading ability of students across different levels of education have been continually reported. (Anusornorakarn. W.. 2020: 47) Of several causes. improper pedagogical methodology has been reported to be the major problem. Most English reading classes in Thailand are still mainly conducted in a teacher-centered fashion. in which the teacher takes full control of the lessons and classroom. Teachers just assign the reading materials. have the students do the reading activities. and assess their reading abilities. (Dorkchandra. D., 2010: 36). This conventional pedagogy fails to take students’ creativity, exchange of ideas. and active participation into account which in turn leads to a lack of students’ motivation, interaction and eventually failure in reading comprehension.

To handle the aforementioned problems and to acknowledge the importance of technology in education. Collaborative learning incorporated with the application of technology has been intensively integrated into English courses. The active learning-based om MIAP learning model had been chosen for the study. (Chandavimol. M, 2020: 31-42)

The MIAP learning model is an active learning focused on student centered learning. students will get knowledge and skills using “learning by doing” or “doing by learning”. This learning model has support in the training vocational and engineering teachers following the Germany vocational educational model since 1969 until presently. It includes four steps as follows:

Motivation: (M). the aims of this step are to encourage students to take an interest in. and solve the problem. to encourage students to want to learn and lead the students into the subject with that intention. Information: (I). this step is the actual delivery of the content to the students.

As part of this, the content should be sorted and separated into smaller chunks, appropriate for what the students are able to absorb and retain.

Application: (A) to make sure the students have a better understanding of the content. They practice using the new knowledge to solve specific problems. At this stage, the learners need to be checked and given the opportunity to use the knowledge in the process of finding a solution to a problem, ensure the students have understood the lesson and to review their knowledge.

Process: (P) the final step is to monitor and evaluate of achievement of the objectives. If the objectives are not achieved, the instructor will need to make adjustments until the students properly understand the content, and complete it. (H. Wiphasith, 2015: 52-64)

An English reading is one of the most fundamental language skills in schools where English is learned as a foreign language (EFL). To improve students' reading skills to comprehend content, students require to have positive attitudes for reading. Active learning is the starting point for EFL learners begin to cultivate sustainable reading, master English reading skills, and eventually enjoy reading.

Therefore, the research objectives are to improve the efficient instructional package in the teaching of reading comprehension skill by using active learning based on MIAP model and to evaluate students' satisfaction in using developed instructional package.

Research Objective

1. To improve the skill of English reading comprehension based on MIAP model for grade XI students at Maryvit School, Chonburi Province.

2. To study the students' satisfaction of reading comprehension based on MIAP model for grade XI students at Maryvit School, Chonburi Province.

Conceptual Framework

This study will be a repeated-measures quasi-experimental with a single group design using secondary data from a previously conducted active learning (MIAP) intervention study. The previous study was simply the intervention and the collection of data. Results from the original study were neither deeply analyzed nor reported.

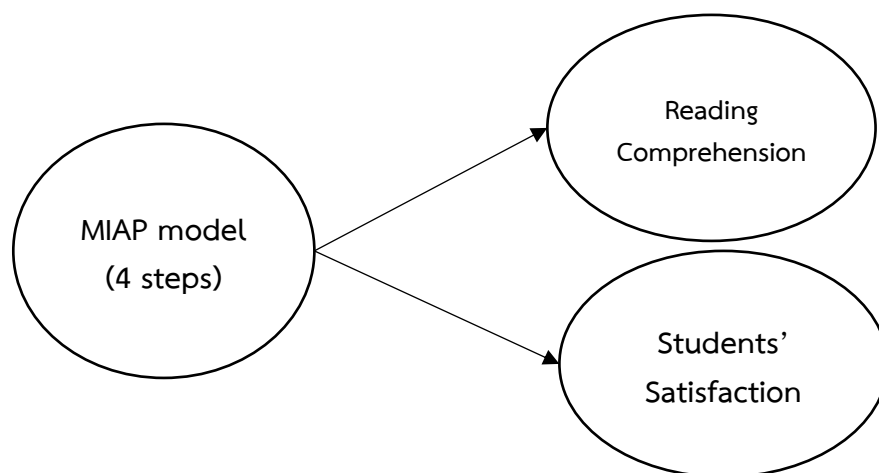


Fig 1 Conceptual Framework.

Research Methodology

Pre-Experimental research by using pre and post experiment with the samples was shown as table below.

Table 1. Pre-Experimental research by using pre and post experiment with the samples.

Samples		Pre-Experimental Test	Experimental variable	Post-Experimental Test
E		T1	X	T2
	E	means	Samples	
	T1	means	Pre-Experimental Test	
	X	means	Teaching by using American series to develop student's English reading skills	
	T2	means	Post-Experimental Test	

1. The population of the research

1.1 The target group of this research focuses on 120 students of grade XI in room no. 5/1 at Maryvit School, Chonburi province.

1.2 The sample group of this research on focuses on 20 students of grade XI in room no. 5/1 at Maryvit School, Chonburi province as a sample group by using Purposive Sampling.

2. Research Tools

The tools of this research are as follows:

2.1 A questionnaire of the students' interests of improving English reading comprehension skill by using active learning based on MIAP model.

1) To study the process of creating a questionnaire of the students' interests of improving English reading comprehension skill by using active learning based on MIAP model.

2) To assign the objectives of the questionnaire. There are 3 qualification items that need to consider.

2.1) To study the students' opinions on the manual of the improving English reading comprehension skill by using active learning based on MIAP model.

2.2) To study the students' opinions on improving English reading comprehension skill by using active learning based on MIAP model.

2.3) To study the students' opinions on the contents of improving English reading comprehension skill by using active learning based on MIAP model.

3) Assign the assignments by using the table of task-specifications. for example. reading and match the questions and answers. reading and fill in the blanks to complete the sentences. and reading comprehension.

3. Data Analysis

3.1 Data analysis by using computer program as follows:

1) A questionnaire of the students' interests of improving English reading comprehension skill by using active learning based on MIAP model for learning English reading skills. The researcher uses the basic statistic of the percentage value.

2) Comparison of English reading skill before and after learning by analyzing the E1/E2 percentage (%). Mean. Paired t-test.

3) Data analysis from the data of the questionnaire of the students' satisfaction of the manual of the use of improving English reading comprehension skill by using active learning based on MIAP model by analyzing the means (\bar{x}) and standard deviation (S.D.) in ordering of the students' satisfaction of the manual of the use of improving English reading comprehension skill by using active learning based on MIAP model.

The criteria for interpreting the mean are divided into 5 levels as follows:

The mean	4.51 – 5.00	means very satisfied
The mean	3.51 – 4.50	means satisfied
The mean	2.51 – 3.50	means enough satisfied
The mean	1.51 – 2.50	means dissatisfied
The mean	1.00 – 1.50	means very dissatisfied

Research Results

1. improve the English reading comprehension skill for grade XI students at Maryvit School, Chonburi Province by using active learning based on MIAP Learning model. The manual of English reading comprehension skill by using active learning based on MIAP model is divided into 8 units. There are creating and quality evaluation processes.

2. evaluate students' satisfaction towards active learning based on MIAP model.

It is found that all average means scores are 4.10 at high level. When it is considered as each aspect. it is found that item that has the most means scores is no. 7. the lessons help students for cooperate working (\bar{x} = 4.50. S.D. = 0.51) and no. 3. the lessons promoted the critical thinking of students (\bar{x} = 4.30. S.D. = 0.57) and no. 9. Studying Duration is proper (\bar{x} = 4.20. S.D. = 0.52) and the fewest means score is no 4. The lessons promote students to understand more about the content (\bar{x} = 3.85. S.D. = 0.37).



Discussions

The findings of the study presented above showed that MIAP learning model and lessons were effective for teaching reading comprehension for Grade XI students at Maryvit School, Chonburi province. Discussions regarding to the research purposes and questions can be summarized as follows:

Improve the skill of English reading comprehension based on MIAP model for grade XI students at Maryvit School, Chonburi Province illustrates the Comparison of English reading ability before and after using MIAP model. It is found that efficiency of improving English reading comprehension skill by using active learning management based on MIAP learning process for grade xi students at Maryvit School, Chonburi with the standard level at 80/80. It is found that the score of during semester or mid-test is 82.00% and the score of post-tests 89.50%. So the efficiency of E1/E2 is 82.00/89.50. that is higher than the standard level. Comparison of competency in reading English by using improving English Reading Comprehension Skill by using active learning management based on MIAP learning process for Grade XI Students at Maryvit School, Chonburi Province. It is found that the students have the score of competencies in reading English improving English reading comprehension skill by using active learning management based on MIAP after using active learning management based on MIAP ($\bar{x} = 26.85$. S.D. = 1.46) is higher than before using active learning management based on MIAP ($\bar{x} = 17.80$. S.D. = 1.44) statistically significant at .05 level.

It is also consistent with the research of Ratchanee Sriprom (2017) The Development Set of Skill Reading English by Approach Mia Murdoch Learning with Mind Map Affect Analytical Thinking. English Reading Comprehension and Learning Achievements for Prathomsuksa 6 Students. The results of this research were as follows; 1. The set of skill reading English by approach Mia Murdoch learning with mind map contained its efficiency of 82.67/ 85.23 which was higher than the set criteria of 80/80. 2. The students have analytical thinking when studying with set of skill reading English by approach Mia Murdoch learning with mind map of students after learning than that before learning at the .05 level. 3. The students have English reading comprehension when studying with set of skill reading English by approach Mia Murdoch learning with mind map of students after learning than that before learning at the .05 level. 4. The students have learning achievements when studying with set of skill reading English by approach Mia Murdoch learning with mind map of students after learning than that before learning at the .05 level. It is also consistent with the research of Waewwan Manutaram (2021).

The development of English reading comprehension ability through Murdoch integrated approach (mia) and six thinking hats of mattha Yom 1 students thesis advisor. The findings were as follows: 1. The student's English Reading Comprehension Ability after studying ($\bar{x} = 23.07$. SD = 2.32) through Murdoch Intergrade Approach (MIA) and Six Thinking Hats were significantly higher than those before studying ($\bar{x} = 12.19$. SD = 1.94) at the .05 level. The student's percentage of development was as a higher level which was 59.21. It is also consistent

with the research of Arthitiya Ngoksin (2021) effects of using an instructional package based on MIA (a more integrated approach) to enhance English reading comprehension ability and reading strategies for Matthayomsuksa 1. The results on findings were as follows: 1. The Matthayomsuksa 1 students' post-English reading comprehension abilities were higher than pre-English reading comprehension abilities at the 0.05 level of significance. 2. The Matthayomsuksa 1 students' use of the reading strategies after using the instructional package based on MIA was at the high level ($\bar{x} = 4.31$. SD = 0.75) The three reading strategies most frequently used by the students were: comprehension checking ($\bar{x} = 4.53$. SD = 0.65). skimming ($\bar{x} = 4.50$. SD = 0.56) and answering questions ($\bar{x} = 4.47$. SD = 0.65) respectively.

Study the students' satisfaction of reading comprehension based on MIAP model for grade XI students at Maryvit School, Chonburi Province illustrates the students' satisfaction of reading comprehension based on MIAP model for grade XI students at Maryvit School, Chonburi Province. It is found that all average means scores are 4.10 at high level. When it is considered as each aspect. it is found that item that has most means scores is no. 7. the lessons help students for cooperate working ($\bar{x} = 4.50$. S.D. = 0.51) and no. 3. the lessons promoted the critical thinking of students ($\bar{x} = 4.30$. S.D. = 0.57) and no. 9. Studying Duration is proper ($\bar{x} = 4.20$. S.D. = 0.52) and the fewest means score is no 4. The lessons promote students to understand more about the content ($\bar{x} = 3.85$. S.D. = 0.37). It is also consistent with the research of Arthitiya Ngoksin (2021).

Effects of using an instructional package based on MIA (a more integrated approach) to enhance English reading comprehension ability and reading strategies for Matthayomsuksa 1. The results on findings were as follows: The satisfaction of Matthayomsuksa 1 students towards the instructional package based on MIA was at the highest level ($\bar{x} = 4.73$. SD = 0.50). It is also consistent with the research of Jenjira Jindakul (2022). The development of English reading comprehension ability by using exercises based on Murdoch integrated approach (MIA) for students in grade 11 Watcharawittaya School. Kamphaeng Phet. The results revealed as follows: students' satisfaction towards exercises based on Murdoch Integrated Approach (MIA) was at a high level. It is also consistent with the research of Sippanon Lakhonkhwa (2020). Improving English Reading Abilities of 7th Grade Students by Using Scaffolding Reading Experience Strategies. Results of the research were as follows:) the results showed that the average satisfaction of the students with the English reading activities for improving comprehension abilities of the 7th grade students by using scaffolding reading experience strategies was at a high level ($\bar{x} = 3.96$. S.D. = 0.80)

Conclusion

There are many ways that can be done to improve the reading ability of the students because reading is one of the most important aspects of four language skills in order to understand and master in English. The research findings were one of education models running by all educators to enhance and stimulate students to develop their English reading



comprehension skill by using MIAP model. Its results were significantly satisfied as the above discussion especially, the pre-test and Post-test and the satisfaction assessments. Moreover, this research will be the main model stimulated teachers to apply properly to the classrooms in order to elevate students' skill of reading comprehension to decode the main topics of each collected data and have ability to transfer the knowledge to make understanding to each other for at least promoting creative activities. This is interested to enhance the classroom teachings and motivate students curiously to study English better than the previous. In the other hands, to promote pedagogical process by using short stories in the classroom. It makes students to have rich English vocabularies and help overcome the problem of negative attitudes of EFL learners towards reading comprehension skills. It should be interested to do research further.

Suggestions

Suggestions for teaching and learning.

1. For doing any activities in each step, the teacher should give the suggestion and observation of the behavior during students' activities.
2. The teacher should consider the appropriated time for doing the activity. If the time is not appropriated to the activity. The students may not achieve the learning objectives or may feel boring.
3. For using the manual of English reading comprehension skill by using active learning based on MIAP model. The teacher can change the content to read in the manual of English reading comprehension skill by using active learning based on MIAP model. The teacher should select the contents for students' age that is interesting, not too difficult or very easy. The best content makes students have interesting to study in English.

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