

# The Development of English Communicative - Reading Skills for Housekeepers at Miracle of Life Foundation by using Action-based Learning

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## Abstract

This research studied of development of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning. The objectives were 1) to study of the needs and problems of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning, 2) to develop the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning, 3. to enquire the satisfaction of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning. This research has used the pre-Experimental research by using pre and post experiment.

The results of this research were found that

1) the needs and problems of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.23 which was at satisfied level.

2) the pupils who have the score post-test of using the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning ( $\bar{x} = 17.50$ , S.D. = 1.27) was higher than pre-test of the score pre-test in the of use experiment the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning. ( $\bar{x} = 9.20$ , S.D. = 1.32) as statistically significant at 0.5.

3) the satisfaction of use experiments the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.23 which was at satisfied level.

**Keyword:** Development of English; Reading Skills for Housekeepers; Action-based Learning

## Introduction

English is mandatory for daily life and the key to prosperity. English is highly essential now and in the future, especially as a medium of communication between two cultures. English is used in different industries worldwide. The English language's strengths will contribute as a secondary language in an international multilingual world rather than as a first language. In this regard, using English in our daily lives has many benefits (Shafira Keila Salsabilla, 2021). According to Jon (2015), English language skills are in great demand in Thailand. One widely recognized reason for supporting the country's burgeoning tourism industry. Last year, Thailand had more than 26 million visitors arriving by plane-an increase of over 200% in the past decade. However, it is often overlooked and arguably more important that English language skills are in such high demand in Thailand. It is to support the country's massive export manufacturing industries. Therefore, this is a reason why people in many countries need to study the English language, although their countries do not use English as an official language, including Thailand.

There are many Thai students having problems reading English. Reading may also reinforce other English skills that are essential for facilitating comprehension. If students' reading skills are poor, they cannot improve their knowledge as much as they can. For Thai students, a study from the Program for International Student Assessment (PISA) (2018) showed that they're weak readers because of a scarcity of interest in reading, low motivation, and poor reading habits (Sawangsamutchai & Rattanavich, 2016). Furthermore, Thai students may read a text, but they do not comprehensively understand what they read (Sek, S., Katenga, J. E., & Mushunje, A. T., 2021). One of the explanations for this unsatisfactory reading outcome may be a result of the teaching methodology. Hayikaleng et al. (2016) said that there are teachers of English in Thailand who use traditional teaching methods, where passages are read aloud for students, and students are then assigned to answer comprehension questions. This teaching strategy encourages students to be passive learners and doesn't promote the abilities necessary to become proficient in an exceedingly new language. Hence, Thai teachers must try new teaching methods, and students should also find other ways of learning English as a far-off language (EFL).

In relation to that, language as a means of communication in social context is very perceptive. Its efficiency drives people to create new language varieties. Employees as parts of human life have certain terms based on their field to make the communication run well and more effective. Thus, they need the same language as a tool in social communication; for example, language functions and language expressions are specific languages in certain circumstances, such as a profession or another group. Furthermore, communication is the language used in texts, in spoken or written form, dealing with a confined field in which speakers share a common specialized vocabulary, habits of word usage, and forms of

expression. Some examples of language functions and language expressions are those used in some job fields, such as military, pilot, hotel, medical field, nursery, etc.

Since the college and university develop the English course in terms of ESP (English for specific purposes), it is important for students and lecturers to know what language functions and language expressions are used by housekeeping, especially for the students who want to be a good housekeeper in the future and lecturer who teach ESP in college and university. Thus, the students should know what the languages are, and as a lecturer of the ESP course, I should provide the authentic material that is related to housekeeping and appropriate to what the students need, then the lecturer will be able to show a good student output to compete in the tourism industry. In some cases, language functions and language expressions of housekeeping are basic knowledge for students to compete in the tourism industry, but in fact, the student's lack of information about housekeeping helps develop their creativity in the teaching and learning process. In English education, lecturers of ESP contribute as motivators and as guides. The authentic material is very important to support the student's development in ESP, so in this case the lecturer needs the update material for students in ESP.

In this case, Miracle of Life Foundation, as one of the job fields, uses language functions and language expressions as communication tools. According to Sallai (2008), a hotel or foundation has some divisions such as front office, housekeeping, food and beverage, marketing, accounting, engineering, and security. Each needs the same language as they every day meet and work together. In some cases, they need some terms to express their intention. In the housekeeping department, the employees use their language function and language expression for serving and handling the guest. In relation to the formation, the housekeeping language functions and language expressions have been developed based on the needs of the situation and condition. The communication held by the manager and the employees in this division also involves language functions and language expressions. One thing that is important is that the language functions and expressions used by the Housekeeping Division have different meanings depending on the situation where the language is used.

Therefore, based on the problems that occurred, the researcher conducted a need analysis in language functions and language expressions at Sunari Villas and SPA Resort. The reasons for choosing Sunari Villas and SPA Resort as the setting of the study are (1) Sunari Villas and SPA Resort has a standard quality in serving and handling the guest, especially in the housekeeping department, so the researcher is easy to get and collect the data from there; (2) In this hotel, the researcher is easy to find an interaction between employees and the guest in serving and handling the guest because this hotel is near the tourism destination (Dodi Darmawan, n.d.).

The differences between the current studies and the former study that has been conducted by other researchers are that this study focused on language functions and language expressions that are used by the housekeeping department, especially for room attendants, housekeeping order takers, and pool attendants, with the standard service that is given by employees in handling and serving the guest.

For this reason, the researcher focuses on the importance of reading the English language so that not only students can read but also, they understand what they read. The researcher would like to develop English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning. Therefore, learning the English reading comprehension method is interested in improving the activity of learning and teaching.

In addition, there are many approaches, styles, and methods that can be followed in the teaching process. The communicative English reading approach was specifically designed for use at university. As Ellis and Brewster teach English as a foreign language at a primary level, they would like to focus on how it can be adapted to teaching foreign languages. In their 3rd grade, children are only eight years old, and at this age, playing is still essential to the learning process. During English lessons, they slowly gain familiarity with the English language, increase their vocabulary, learn grammar rules, practice pronunciation, and above all, try to speak and express themselves. Teachers can choose stories that are not linguistically complicated, not too long, and include repetition and illustrations. The stories should have a limited number of characters and contain an uncomplicated plot. All of these criteria help children to understand the English language and enable them to eventually compare it with Czech. Teachers should be able to adapt the story to eliminate any possible confusion. For example, unfamiliar words can be substituted with familiar ones. From a grammatical point of view, children can be introduced to new tenses, sentence structures, and word order. Children can also be exposed to English in art, music, drama, etc. This is how the storyline approach can be applied to teaching and learning English.

## Research Questions

- 1) What are the needs and purposes of English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning?
- 2) How develop the manual of English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning?
- 3) What is the satisfaction of English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning?

## Research Objectives

- 1) To study the needs and problems of English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning.
- 2) To develop the manual for developing English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning.
- 3) To enquire the satisfaction of English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning.

## Methodology

Quasi-experimental research is a study of the development of communicative English-speaking skills for housekeepers at Miracle of Life Foundation using action-based learning. Ten housekeepers from the Miracle of Life Foundation participated in the study.



**Figure 1:** Quasi - Experimental research

**Table 1** Research Schemes of a group before class

The sample group	Pre-test	Experimental variables	Post-test
E	T1	X	T2
	E =	The sample group	
	T1 =	Pre-test	
	X =	Communicative English-reading by using Action-based Learning	
	T2 =	Post-test	

The target groups of the research

- 1) This study focuses on 20 housekeepers at the Miracle of Life Foundation in Bangkok.
- 2) The sample group is 10 housekeepers at Miracle of Life Foundation in Bangkok by purposive sampling.

## Research Results

- 1) the needs and problems of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.23 which was at satisfied level.

2) the pupils who have the score post-test of using the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning ( $\bar{x} = 17.50$ , S.D. = 1.27) was higher than pre-test of the score pre-test in the of use experiment the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning. ( $\bar{x} = 9.20$ , S.D. = 1.32) as statistically significant at 0.5.

3) the satisfaction of use experiments the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning was found that the overall average was 4.23 which was at satisfied level.

## Discussion

**Action-based learning was used to study the needs and problems of English communicative-reading skills for housekeepers at Miracle of Life Foundation.**

The Miracle of Life Foundation used action-based learning to study the needs and problems of housekeepers' English communicative-reading skills. The study highlights the requirements and challenges of English communicative-reading skills among housekeepers at Miracle of Life Foundation. Through action-based learning, researchers discovered an overall average of 4.23, indicating a satisfactory level. When we examined each aspect separately, we discovered that item no. 5. had the highest average, indicating that communicative activities have significantly improved my English pronunciation. Item No. 4 was the second item, and I find it very interesting. Item no. 10: You struggle with pronunciation when reading English. The lowest level was at no. 8, where you correctly read English according to English grammar. ( $\bar{x} = 3.90$ , S.D. = 0.32), respectively. The study concluded that housekeepers at Miracle of Life Foundation had satisfactory English communicative-reading skills obtained through action-based learning.

It is also consistent with the research of **Phra Natthakit Kittiyano (2020)** conducted a study on oral presentation principles among staff in English-speaking classes, revealing that the English oral presentation of MCU Bachelor of Arts fourth year staff was generally high. On average, each component showed moderate pronunciation, high vocabulary and English grammar, and moderate confidence and strategy use. 2. The study, aimed at enhancing the oral presentation skills of MCU Bachelor of Arts fourth year staff, identified several issues related to English speaking. These issues included difficulties with pronunciation, vocabulary, grammar, confidence, and the use of oral presentation strategies. 3. The study aimed to identify effective strategies for addressing the English speaking issues faced by the MCU Bachelor of Arts fourth year staff. The findings indicated that the staff needed to practice their pronunciation, expand their vocabulary, learn more

about the structures of English sentences, conduct research and preparation, and clearly understand the structure of the presentation, which includes the introduction, body, and conclusion.

This aligns with the research conducted by **Chompunuch La-onsri (2022)** which aimed to investigate the oral presentation difficulties faced by Thai officers at a multinational company. We conducted this study to explore the significant challenges of oral presentation, as well as the requirements and recommendations for enhancing English oral presentation skills. The findings indicated that the respondents' trend across all factors was moderate. The officers think oral presentation is difficult because they have low confidence. Moreover, they find it challenging to find suitable words to express their meaning in terms of language skills. However, the officers rarely focus on grammar errors. They focused on the interpretation of meaning. Audience members are frightened when a large number of people are watching them. Regarding suggestions, the officers recommended that the graduated staff should receive further preparation in this working area. They suggested practicing basic communication and vocabulary, focusing on the communication target, and learning to prepare presentation material proficiently.

It is also consistent with **Thitipong Lueangsuwan, et al. (2023)** research on the problems and needs of teaching English critical reading to upper secondary school students. The results showed that the students' English critical reading ability was at a low level, and the need for the development of an English critical instructional model was at a high level. The teachers' problems and needs in teaching English critical reading found that teaching English critical reading was difficult and challenging because of teachers' lack of knowledge in learning management of English critical reading, and there was still no concrete way of teaching English critical reading. An instructional model for teaching English critical reading should focus on practicing students' English critical reading usage, utilizing a variety of effective teaching methods that are easy to understand and practical.

**Comparison of competency of pre-test and post-test in the of use experiment the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning** is found that the pupils who have the score post-test of use the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning. ( $\bar{X}$  = 17.50, S.D. = 1.27) are higher than pre-test of the score pre-test in the of use experiment the manual of developing of English communicative - reading skills for housekeepers at Miracle of Life Foundation by using Action-based Learning. ( $\bar{X}$  = 9.20, S.D. = 1.32) as statistically significant at 0.5.

The findings align with the research conducted by **Phra Sitthiphong Sudussano (2020)**, which focused on the development of a lesson package on Buddhist duties through

Active Learning (MIAP) management of lower secondary school students at Phrapariyattidhamma Pacchimawan Vitthaya School in Amnatcharoen Province. The results indicated that the effectiveness of the lesson package on Buddhist duties, as implemented by the active learning management (MIAP) of lower secondary school students at Phrapariyattidhamma Pacchimawan Vitthaya School in Amnatcharoen Province, was 81.91/87.45, surpassing the set 2) In terms of learning achievement, students who received a lesson package on Buddhist duties after class scored significantly higher than those who received the pre-test at the 0.05 level. the level of 0.05.

This aligns with the research conducted by **Ratchanee Sriprom (2017)**, which examined how 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 research yielded the following findings: The efficiency of the set of skills reading English using the Mia Murdoch learning approach with a mind map was 82.67/85.23, surpassing the set criteria of 80/80. 2. When studying with a set of skills reading English by approach Mia Murdoch learning with a mind map, the students exhibit more analytical thinking than they did before learning at the .05 level. 3. The students demonstrate English reading comprehension when they study with a set of English reading skills using Mia Murdoch's learning approach, which incorporates a mind map of students after learning, as opposed to before learning at the .05 level. 4. The students have achieved learning achievements when studying with a set of skills reading English by approach Mia Murdoch learning with a mind map of students after learning than that before learning at the .05 level. 5. The students' achievement motives changed after they improved their analytical thinking, English reading comprehension, and learning achievements. The students' skill sets for reading English, which they acquired through Mia Murdoch's method of using a mind map after school, differed once they reached the .05 level. 5.1 Students with a high achievement motive level demonstrated higher analytical thinking compared to those with a moderate or low achievement motive level at the.05 level. 5.2 The students whose achievement motive level was high had English reading comprehension higher than those whose achievement motive level was moderate or low at the .05 level. 5.3 The students with a high achievement motive level demonstrated higher learning achievements compared to those with a moderate or low achievement motive level at the.05 level. Keywords: Set of Skill, Reading English, Approach Mia Murdoch, Mind Map, Analytical Thinking, English Reading Comprehension, and Learning Achievements.

The findings align with the research conducted by **Waewwan Manutaram (2021)**, which focused on developing English reading comprehension skills through the Murdoch integrated approach (MIA) and the six thinking hats of Mattha Yom 1 students' thesis advisor. The findings were as follows: 1. The student's English Reading Comprehension Ability



significantly increased ( $M = 23.07$ ,  $SD = 2.32$ ) after studying using the Murdoch Intergrade Approach (MIA) and Six Thinking Hats, compared to before studying ( $M = 12.19$ ,  $SD = 1.94$ ) at the .05 level. The student's development percentage reached a higher level of 59.21. 2. The student's opinions toward learning management through the Murdoch Intergrade Approach (MIA) and Six Thinking Hats were positive at an excellent level ( $M = 4.51$ ,  $SD = 0.17$ ).

**Enquire about the satisfaction of English communicative-reading skills for housekeepers at Miracle of Life Foundation by using action-based learning.**

The experiment on satisfaction of use revealed that the manual for developing English communicative-reading skills for housekeepers at Miracle of Life Foundation through action-based learning had an overall average of 4.23, indicating a satisfied level. When we examined each aspect separately, we discovered that item number 10 had the highest average. The process of studying helps students to think logically. The score for item no. 1 was 4.60, with a standard deviation of 0.70. The second item, no. 2, received a score of 4.50 with a standard deviation of 0.71. The lessons motivate students to share their opinions together. The highest level was 4.40, with a standard deviation of 0.52, while the lowest level was 7. The lessons help students cooperate ( $\bar{x} = 3.80$ , S.D. = 0.79), respectively. In conclusion, the Miracle of Life Foundation's housekeepers found the manual's development of English communicative-reading skills through action-based learning to be satisfactory. It is also consistent with the research of **Sitthiphong Sudussano (2020)** conducted research on the development of a lesson package on Buddhist duties through Active Learning (MIAP) management of lower secondary school students at Phrapariyattidhamma Pacchimawan Vitthaya School in Amnatcharoen Province. The result showed that students' overall satisfaction with the lesson package on Buddhist duties was high ( $\bar{x} = 3.81$ ). There were only two aspects rated at the moderate level: the eighth and tenth. It is also consistent with the research of **Jenjira Jindakul. (2022)**, which developed English reading comprehension skills through exercises based on the Murdoch Integrated Approach (Mia) for grade 11 students at Watcharawittaya school, Kamphaeng Phet, aligns with this finding. The results showed that the students' satisfaction with the exercises based on the Murdoch Integrated Approach (MIA) was high. It also aligns with **Sippanon Lakhonkhwa (2020)** "Improving English Reading Abilities of 7th Grade Students by Using Scaffolding Reading Experience Strategies". The study yielded the following results: the students' average satisfaction with the English reading activities, which improved their comprehension abilities by using scaffolding reading experience strategies, was high ( $\bar{x} = 3.96$ , S.D. = 0.80).

## Suggestions

### Suggestions that should be applied

- 1) The use of learning management activities should be alternated with other activities to prevent students from bearing an excessive workload.
- 2) Students should be allowed to choose topics they are interested in to enhance motivation and curiosity in completing their assignments.
- 3) The lesson plan should be flexible, allowing students the time they need to complete any steps, to ensure confidence in presenting their information and to boost their confidence in future learning sessions.

### Suggestions for future research

- 1) Various teaching methods should be employed, such as group discussions, showing interesting videos, or even performing different scenes. Creating videos or writing blogs in English about real-life stories can help build students' confidence, making them feel engaged and encouraged to participate in classroom activities.
- 2) Should use a variety of learning materials and demonstrate how English is useful both inside and outside of school. For example, we can study how technology affects us, discuss popular culture, or talk about important global issues in English, which makes learning more exciting and meaningful.
- 3) Parents and the community should be involved in supporting English language learning, such as through conversation exchanges or participating in community activities.

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