DEVELOPMENT OF ENGLISH-SPEAKING SKILL BASED ON PHONIC OF SECONDARY SCHOOL STUDENTS IN KUSOL SUKSA SCHOOL BANGKOK, THAILAND

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Abstract

Phonics is one important part of language learning and it contributes to language literacy through involving learners understanding the relationship between letter form and speech sound. It's made evident that younger learners are shown the ability to learn a foreign language in many researches and thereby phonics should be taught systematically as part of a balanced and integrated English language program. It's found that the impact of phonics instruction on development of Secondary school English language learners could be reflected and denoted in four parts or areas of language learning, Pronunciation development of Secondary school learners, Spelling development of Secondary school learners, Vocabulary development of Secondary school learners and Reading development of Secondary school learners. It's hoped that this research provides a useful reference for future phonics instruction. Must important of Secondary school learners' abilities, thinking, attention, perception, memory, emotions, it will help for develop and practice among younger English language students.

Introduction

More than a century of debate has occurred over whether English phonics should or should not be used in teaching beginning reading due to the

complexity of written English. Since the turn of the 20th century, phonics has been widely used in primary education and in teaching literacy throughout the world (Z. Yu, (2011). Thus, what benefits may accrue from learning phonics in the first few years of life? Should phonic awareness and instruction be integrated in English language learning program among Secondary school learner? (A. C. Gimson,1980). In this thesis, we try to offer advice on why to teach phonics to Secondary school learners and figure out the impact of phonics instruction on Secondary school learners' development in English language learning. This paper is a summary of this research work, which hopefully provides a useful reference for future phonics instruction practice among young language students.

Research Objectives

1. To study the investigate of English-speaking skill based on phonic of secondary (mattayom[1] - mattayom[3]) school students in Thailand.

2. To analyze development teaching English speaking skill based on phonic of secondary (mattayom[1] - mattayom[3]) school students in Thailand.

3. To propose guidelines of English-speaking skill based on phonic of secondary (mattayom[1] – mattayom[3]) school students in Thailand.

Literature Reviews

This chapter is a review of related literature about English speaking skill based on phonic. Subsequently, these major sources of information consist of books, research journals, dissertations, thesis, and many sources of information on the problems to be investigated which utilize the significant part in planning to do this study, before reviewing the problems of English-speaking skill based on phonic. Speaking: is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips (S. A. Stahl, (2002).

In our own language, speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech

or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror (J. Rose, (2006).

Many people are giving the content of speaking and communicate direct in their words and depend on the structures. However, Eisenberg and Gamble mentioned interpersonal communication occurs when individual communicates within oneself. It can be categorized into three levels, which are verbal, non-verbal and vocal. They illustrate the operation by imagining the scene. To begin with, the performers of the new play are sitting and standing in a corner going cover their lines without any sound and it can be assumed that they feel anxious (National Inquiry into the Teaching of Literacy, (2005). They are speaking within themselves; this is called "inner speech", which is the form of verbal communication. For non-verbal interpersonal communication, the performers who are pacing back and forth by writing their hands to alleviate anxiety. Moreover, before the curtain goes up, the performers might communicate within themselves by making some sounds such as a sigh or clearing their throat. It was carried to communicate to accept and include environmental stimulation from senders to receivers as well as how speakers can interact in an easy way to effectively. Furthermore, Sallow suggests that vocal "interpersonal communication might occur in a public speaking context", for instance, when a speaker notices the audience's confused facial expression, the speaker decides to repeat an explanation to the audience. At the present time, communication not only giving the process and methods for learning and speaking English, but they also distribute the role in daily life to encouraging and developing students' ability as well as the main tools of speaker.

The three aspects of interpersonal communication are self-concept, perception and expectation (D. Durkin, 1993). Self-concept is the basis for interpersonal communication, because it determines how a person sees him/herself and is oriented toward others. Self-concept, however the defining trait of self-talk, that is a conversation in the mind. A simple definition is "talking to oneself." Involved three factors: beliefs, values and attitudes." On the other hand, having a desire to learn a second or a foreign language, it is very important that is conductive to enhancing as it motivates them to reach their goals both inside and outside the classroom is crucial for learners who want to improve their English skill. Concluding thoughts, most people tend to be

accomplished and effective in their experiences and skill to express their ability in English speaking and attempt to create work in the fields. It habitually helps them to get focused in the stages.

Research Methodology

This chapter is aimed to quantitative and qualitative research mixed methods of the research which identify the type and scope of the problems. Researcher studies the previous problems based on phonic English-speaking problems from academic books, documentary survey, research works, thesis books, journals with solving the problems, after that researcher will analyze it. With regard to research methods, they are focused on in-depth interview and questionnaires. Therefore, this present research is mainly on the problems of English-speaking skills for secondary school students in Kusol Suksa School Bangkok, Thailand.

In addition, the respondents are eligible students who are always studying in daily communication classes and repeat endlessly the lesson both in the school and outside. Thus, the students would have been comprehended and be able to approach English speaking skill that based on phonic extensively.

Data Analyses: The researcher brought data for analyses and presented in 2 parts which are:

1.The Quantitative Data: Analysis questionnaire about of development of English-speaking skill based on phonic, with secondary school students.
(1) Analyzing general information of the respondents.
(2) Analyzing the problems of development of English-speaking skill based on phonic.
(3) Analyzing the solving problems of development of English-speaking skill based on phonic.
2. The Qualitative Data: Analysis data collected from informal interview with teachers about of development of English-speaking skill based on phonic, with secondary school students.
(1) The values of the development of English-speaking skill based on phonic.
(2) The approaches of development of English-speaking skill based on phonic.

Analysis data from focus groups and works: then find solution of problem of development of English-speaking skill based on phonic.

Results

According to the results, based on the objective of the study and the nature of the methodology employed in the study, findings of the research instruments are presented and discussed. As already have been mentioned under the method of data collection in chapter three, each of the data collection instrument was used to address the leading research questions raised under the objectives of the study in different ways. For example, the standardized test and the questionnaires were answered by students, the interview questions were answered by teachers and classroom observation was completed by the researcher to address the broad question, that is, "Development of English-Speaking Skill Based on Phonic of Secondary School Students in Kusol Suksa School, Bangkok, Thailand". The results of the data analysis are presented by collecting data from Questionnaire to obtain information of the varied data form the Secondary School Students between M_1, M_2 and M_3 of Kusol Suksa School, Bangkok, Thailand.

Discussions

Part 1 General Background of Information: Information of student's purposes studying English speaking skill based on phonic, students have been studied an educational purpose. Some students have been studied in communication purposes, and students studied for knowledge purposes and others students studied in traveling purposes. The number of the most wanted English speaking skill based on phonic, most of the high students have been experienced speaking skill and students have experienced vocabulary and the students in grammar skill and other students have been experience conversation skill. Therefore; most of students have a good experience about English speaking skill well.

Part 2 Students' response on Factors Related: Secondary School Students of Kusol Suksa School commonly by speak in learning English

speaking when listing a new passage which is equal to have possible to join class is very high which is equal and grammar is more important than speaking comprehension which is equal and not knowing speaking strategies and techniques when speak a passage. Besides doing research about the factors related to schools (textbooks, teachers and library) used by Secondary School Students of Kusol Suksa School, dime to the storage of English-speaking skill based on phonic books in the library that improving English speaking skill in the library are not enough. According to the response obtained from the three were factors that were found affecting students' English speaking skill ability participant, there were factors that These are the difficulty of vocabulary and the relevance of the title in the textbook. If there were many new words found in the text studies new words found in the text students' understanding of the passage will be limited. Teachers' responses reflected that they did not concern to apply the strategies and techniques and the problem become difficult. One of the students do not cope with the book is that, majority students' ability and understand the book is not balanced that shortage of average knowledge to understand the book is not balanced vocabulary was a great factor that affects their students' speaking Having studied the method of English-speaking skill and learning of Secondary School Students of Kusol Suksa School, and found some useful techno and difficulties learning English language skills steps. Researcher found that most thing that almost Secondary School Students students are English pronunciation. And, most of them know English Phonetic Symbols which are very helpful for sharping their English pronunciation. As some techniques and problems of Secondary School Students have during English speaking skills, some helpful ideas are given in 'suggestion'.

Conclusions

The research was designed to assess English speaking skill based on phonic for the case of Secondary School Students between M_1, M_2 and M_3 of Kusol Suksa School, Bangkok, Thailand. It was necessary to assess English speaking comprehension, to identify the factors that affect students' studies of English-speaking skill at large and to provide conclusions on how to improve the study of English-speaking skill. The study was descriptive one that used qualitative and quantitative methods and data to explore, analyze, interpret and understand the complex reality of the situations that have been studied for the students' and teachers' perceptive. Random sampling strategy was used to select

student respondents in the standardized test and questionnaires. Researcher take eight teachers for an interview and classroom observation was observed twice for all students and eight teachers in data gathering processes. These research instruments were helpful in providing significant information about the factors related to students, factors related to schools (text books, teachers and library), and factors related to outside schools. The study, employed the skills and questionnaire as major data gathering tools, interview and classroom observation were used to supplement the major data. According to the data obtained from these tools it was processed in order to answer the research question of this study.

The data collected from standard test questionnaires and quantitative by using simple statistical techniques, percentage and numerical interpretation. Whereas form teachers' interview and classroom observation discussed qualitatively by using a thematic system, based on inductive data analysis process, developed by the researcher used to code, classify and sort out actual words from the respondents. The results of the study showed that teaching English speaking techniques and strategies were good almost exercised by the teachers, student's motivation was low, and shortage of speaking materials at home and library were the most major factors that affect students' study of English-speaking skill.

The date shows that among 70 students who are studying between M_1, M_2 and M_3 of Kusol Suksa School, Bangkok, Thailand. Total populations are 70. The researcher user frequency to analyze the data in the following. As indicated in this study focusing at the M_1, M_2 and M_3 of Secondary School Students of Kusol Suksa School, 269 Chaiyaphruek Road, Bangkok, Taling Chan, Bangkok 10170, Bangkok, Thailand. About gender of secondary students from the Kusol Kuksa School Bangkok Thailand, Total populations are 70, Boys are 41 and Girls are 29. According to above showing the participant's population status of secondary students from the Kusol Kuksa School Bangkok Thailand, Total populations are 70, everyone is laypersons and total is 70 both are boys and girls. It mainly represents the information on age of secondary students from the Kusol Kuksa School Bangkok Thailand, Total populations are 70, 10-12 years olds are 4, 13-15 years olds are 65 and last one is 16-17, 1 student. Next referring to the students about the English studying position of

students who are studying M_1, M_2 and M_3 students between Secondary School Students of Kusol Suksa School. It is clearly explained in table 4 that, there are 65 only students, with studying English between 5 Student + Part time job, have position in Secondary School Students of Kusol Suksa School. And next that show about education of secondary students from the Kusol Kuksa School Bangkok Thailand, Total populations are 70 and 69 students are school study only and 1 student education school study and tutor also. It shows that the program (aim) number of in Secondary School Students of Kusol Suksa School. Has 70 boys and girls been studying M_1, M_2 and M_3 level. In Secondary School Students of Kusol Suksa School. Accounting to table 7 it shows the information about experience for students studying. Studying Secondary School Students of Kusol Suksa School. Has 70 boys and girls been studying M_1, M_2 and M_3 the first one is Part time job experience 3 students and 67 students they have study experience only that it.

In order to find more about ways to learn and studies of English-speaking skill based on phonic, researcher had interviewed with six Thai and two foreigner total is eight English teachers, and found that most of them gave different answers to the ways of enhancing English speaking skill that based on phonic. They love English speaking, as it is the best way to meet new words also to review vocabulary they have already read. English language to gain more new words is to read story in English since there are many new vocabularies used in daily life.

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