

**Boosting English Reading Aloud and Spelling Skills of Prathomsuksa Students  
at Ban Buhom School, Chiang Khan District, Loei Province  
through Phonic Exercises**

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**Abstract**

Reading aloud and spelling skills are important for literacy as well as for communication. This article presented: 1) problems in English reading aloud and spelling skills of Prathomsuksa students at Ban Buhom School in Chiang Khan District, Loei Province, 2) a development of phonic exercises entitled “Developing English Reading Aloud and Spelling Skills of Prathomsuksa Students at Ban Buhom School, Chiang Khan District, Loei Province through Phonic Exercises” with pre-set criteria of 80/80, 3) a comparison of English reading aloud and spelling skills of the students before and after learning with the exercises developed, and 4) students’ satisfaction toward phonic exercises developed. The sample gained by a simple random sampling technique was 33 students studying in Prathomsuksa 4-6 at Ban Buhom School, Chiang Khan District, Loei Province, in the academic year 2 / 2019. The research tools comprised: 1) an English test to examine the students’ problems, 2) the phonic exercises for reading aloud and spelling skills, 3) the pre-test and post-test, and 4) a set of satisfaction questionnaire. The data was analyzed by the E1/E2, frequency, percentage, mean, standard deviation, and t-test for dependent sample.

The study found that 1) 69.70 percent of the students had problems in reading aloud and spelling skills. Most of them had difficulty with consonants and vowels written with double letters and split diagraphs, 2) the phonic exercises for English reading aloud and spelling skills of the students comprised 5 units, and the efficiency of each unit met the pre-set criteria of 80/80, 3) the students’ reading aloud and spelling skills acquired after learning through the phonic exercises were higher than what they had before at the statistical significance level of .01, and 4) the students’ satisfaction toward the phonic exercises developed was at the highest level ( $\bar{X}$  = 4.51, SD = 0.26).

**Keywords:** Boosting English Reading Aloud and Spelling Skills, Ban Buhom School students, Phonic Exercises

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## 1. Introduction

English reading aloud and spelling skills are important factors of literacy as well as for communication efficiently. Thus the Office of the Basic Education Commission, Ministry of Education set English for Communication as the No.1 Learning Content in the core course required that after finishing Prathomsuksa 6 students should have an ability to correctly read statement, news, announcement, advertisement, prose, and short scripts. Additionally, students should be able to explain, write sentences or statements related to the the media that is not an essay, as stated by Bureau of Academic Affairs and Educational Standards (2008.)

Buhom School of Tambon Buhom in Chiang Khan District of Loei Province, located at Moo 7, Ban Buhom, Tambon Buhom, Chiang Khan District, Loei Province, provided 2 levels of basic education: pre- primary level and primary level. In the academic year 2019, there were 13 teachers and 124 students comprised of 22 kindergarten students and 102 primary school students.

Master of Arts in English Studies Program and Bachelor of Arts in English Program of Loei Rajabhat University had a mission to train students to have competence and performance in English and to be able to use such language knowledge for their career and community development. Another mission of the English Program was to empower local communities in various fields to make the community strong and self-reliant. Improving English language skills for primary school students and school staff is one of the communities strengthening, so they would have knowledge and ability in listening, speaking, reading and writing, and use English better for communication.

According to the pilot project of the research, studying on the English proficiency levels of listening, speaking, reading and writing of Prathomsuksa 4 - 6 students of Ban Buhom School, in the beginning of an academic year 2019, the result showed that students could pass the exam at each level of the course, but still they had a limited skill level. Only a small number of students could read and write fluently. Many students had difficulty in reading aloud and spelling since they did not have a variety of learning materials that were relevant to their needs. In order to manage the teaching and learning English effectively, the suitable content is necessary to be designed to meet the learners' problems. Therefore, the research team had surveyed the problems and created learning media for solving students' problems in order to improve the efficiency of teaching and learning English.

Phonics is a method of teaching learners to read by correlating sounds with letters in an alphabetic writing system. There are many kinds of phonics methods, but this study used the synthetic phonics method. Bald (2007) mentioned that synthetic phonics method is the approach which children try to recognize fundamental letter-sound relationship, and then blend sounds to make a full word. For example, students learn the letter-sound of 'p', 'e' and 'n' then blend them together to be a word "pen". Johnston, Rhona S. and Watson, Joyce E, (2004) used a synthetic phonics method with 5-year-old

new school entrants and found that the method could help children with reading, spelling, phonemic awareness, and phonemic awareness.

In the field of pronunciation, Hewings (2004) addressed problems related to pronunciation that mispronunciation may cause learners fail to deliver the message though the correct terminology is used. The learners themselves might fail to understand the message that others have said. In addition, there is the possibility that the audiences misunderstand what learners wanted to communicate. Furthermore, the importance of helping the learners to recognize the relationship between pronunciation and spelling was concerned. If they know such relationships, they will be able to pronounce the words correctly. In the same way when hearing new words, they will be able to spell them correctly as well. In this regard, Mongkol Kulprasert (2005) stated that the main problem of most Thai in learning English was that any word they had never read, they could not read, or had no confidence to read, especially the pronunciation of specific names, such as names of people, things, and places. As a result, researchers had tried to solve reading and pronunciation problems in a variety of ways. Maliwan Sangcharee and Yajai Pongboriboon (2018) had implemented Phonics teaching to improve English reading and writing skills in the learning unit entitled "Let's Learn English" for students in Prathomsuksa 6, Ban Dok Paen School, Mueang District, Khon Kaen Province, and the results showed that: for English reading and writing skills, 72.28 % of students passed the criteria from 83.33%, and for learning achievement, the students passed the criteria 75.00% from 83.33%. The remarks from research showed that teachers' encouragement for the students to be aware of phonics, (hearing and pronunciation) helped to establish a connection between the sounds heard and the way the sounds written in words.

Jiraporn Suea-in (2014) studied the development of English reading skills with phonics teaching for Prathomsuksa 2 students at Boonkhum Ratbamrung School. She found the students had better English reading skills, after they had completed the phonics class. The students' satisfaction with phonics teaching was at the highest level. In addition, Marisa Panprame (2018) had analyzed and evaluated phonics teaching materials for primary 1-3 students in schools under Bangkok Metropolitan Administration, Nong Khaem District Office. She found that the content of the phonics teaching materials provided were correctly based on the principles of phonics instruction. The language was appropriate for students' level and grammatically correct. The learning activities were consistent with the content of the lessons, the aims of the school curriculum and phonics instruction. The materials helped promote students to achieve the objectives of the lessons. The pictures provided in the materials were beautiful and conveyed clear meaning. There were teacher's manuals, quizzes, lesson plans and other effective materials. Teachers' opinions toward phonics teaching materials were at a high level, and students' opinions toward phonics teaching materials were also at a high level.

For the concept of the language skills exercises, Pranee Jinarit (2009) defined the skill exercises as tasks that teachers assign students to do on their own after the lesson to review and practice skills they have learned. Kanisorn Sripraphai (2012) defined that exercises, skill exercises, or practice sets are words



that have similar meanings. It is a task or activity that the teacher assigns learners to do in order to practice skills and review the knowledge that has already been learned to become proficient, accurate, and fluent so that the knowledge can be used to solve problems automatically. Boonnam Kesee (2013) gave the meaning of exercises as learning and teaching materials created for students to practice on their own until they gain more knowledge and understanding. The activities in the exercises will cover the content that has already been learned, enabling students to have knowledge and more skills, and to see progress from their own learning outcomes. From what mentioned above, it can be seen that skill exercises are extremely important. Thanida Ruangwiset (2007) said that in learning and teaching, students may forget the knowledge they have learned if there is a lack of skill exercises after studying. This will result in ineffective teaching and learning. For this reason, there were many studies and researches on the use of different types of skill exercises to help enhance students' skills. For example, Sophita Torai (2015) developed reading aloud skills entitled English Pronunciation Skill Development of the M.1 Students through the additional English Reading Exercise for Mathayom Suksa 1 Students at Triam Bundit Pitchalai School, Hat Yai District, Songkhla Province. The sample was 19 students. Five sets of tests were taken before and after studying with skills exercises. After that, the scores from the pre-test and post-test were compared to find out English pronunciation proficiency. The study found that the sample group had higher reading proficiency in all 5 sets after studying with the skill-reinforcement exercises. Likewise, Suchada Inmee (2013) developed phonics posters for practicing English vocabulary pronunciation for grade 3 students and compared the students' pronunciation ability before and after receiving practices with the phonics posters, and examined the students' satisfaction over using the phonics posters. The results showed that the phonics poster material for drilling grade 3 students' skills on vocabulary pronunciation was at 78.17/76.75 efficiency criterion. The pronunciation ability of the students before and after using phonics posters was significantly different at the 0.01 level, showing that the posttest mean score was higher than the pre-test. The students were satisfied with the phonics poster materials used for practicing vocabulary pronunciation overall at a high level in terms of the appearances including the use of attractive letters, colors of words, and pictures showing meaning of the words. The research findings showed that creating learning materials for vocabulary pronunciation practice helped the students gain better pronunciation of English. The phonics poster materials were useful, which could be a model for other material development in English learning and instruction.

Arporn Sripet (2009) studied the development of English pronunciation skills using the phonetics practice set for students in Prathomsuka 6, Municipality School 5, Wasunthraphiwat under Na San Municipality. The purposes were to create a phonetics practice kit for Prathomsuksa 6 students with efficiency criteria of 80/80, to compare the achievement in English reading aloud of Prathomsuksa 6 students before and after learning with the English phonetics practice kit, and to study the students' opinions and satisfaction towards the phonetics practice kit. The results showed that the English pronunciation skills practice kit was in good quality with an average of 3.80–4.40. The students' English

pronunciation skills after using the phonetics practice kit were higher than before using the phonetics practice kit. The students' satisfaction toward using the phonetics English pronunciation practice kit was at a good level with an average of 3.54–4.18. Moreover, Pimporn Puangchuen (2018) has studied the development of an instructional package in the phonic style for supporting reading and spelling skills of Prathomsuksa 1 students. The purposive sampling group was 20 primary school students in the second semester of the academic year 2016 at Ban Thungsang Community School, Uthai Thani Province. The results showed that the instructional package in the phonic style for supporting reading and spelling skills of Prathomsuksa 1 students had an efficiency index of 0.6771. Students learned with the instructional package in the phonic style had reading and spelling skills higher than 75 percent at statistically significant level of .05. The students' satisfaction toward the instructional package in the phonic style for supporting reading and spelling was at the highest level with a mean of 4.53 and a standard deviation of 0.50.

As mentioned earlier, Phonics and skill exercises were teaching methods, and learning materials that could help develop English pronunciation and spelling skills of students. Therefore, this research project had started to develop skills in reading aloud and spelling English of students in order to boost English reading aloud and spelling skills and to create phonic exercises to help students in Buhom School and schools nearby in the communities that need English language learning materials.

## 2. Research objectives

Objectives of this study were as follows:

2.1 To study problems in English reading aloud and spelling skills of Prathomsuksa students at Ban Buhom School in Chiang Khan District, Loei Province.

2.2 To develop phonic exercises to boost English reading aloud and spelling skills of Prathomsuksa Students at Ban Buhom School, with pre-set criteria of 80/80.

2.3 To compare English reading aloud and spelling skills of the students before and after learning with the exercises developed.

2.4 To study students' satisfaction toward phonic exercises developed.

## 3. Research hypothesis

After learning with the phonic exercises developed, Prathomsuksa students at Ban Bu Hom School had higher level skills in reading aloud and spelling English than what they had before learning with the exercises.

## 4. Research Methodology

This experimental research conducted on a single group using one-group pre-posttest design, and aimed to improve English reading aloud and spelling skills of Prathomsuksa students at Ban Buhom School, Chiang Khan District, Loei Province. The delimitation of the study was as follows.



#### 4.1 Population and samples

1) The population in this research was 124 students at Ban Buhom School, Buhom Sub-district, Chiang Khan District, Loei Province.

2) The sample gained by the simple random sampling consisted of 33 students studying in Prathomsuksa 4-6 at Ban Buhom School, Buhom Sub-district, Chiang Khan District, Loei Province, in the Academic Year 1/2019.

#### 4.2 Research Tools

There were 4 research tools:

1) A test to study the problems of reading aloud and spelling English of Ban Buhom School students. The difficulty index values ranged from 0.20 to 0.83 and the discrimination values ranged from 0.20 to 0.71. The reliability value of the whole issue was 0.89.

2) Phonic exercises to boost reading aloud and spelling skills for students of Ban Buhom School, each set of the exercises met the specified criteria of E1/E2: 80/80.

3) The pre-test and post-test with difficulty index values ranged from 0.37 to 0.70 and the discrimination values ranged from 0.35 to 0.94. The reliability value of the whole issue was 0.86.

4) A questionnaire on students' satisfaction toward phonic exercise developed.

#### 4.3 Theoretical frameworks

The theoretical framework used in this study based on the synthetic phonics concept of developing reading aloud and spelling skills.

### 5. Data collection

Data collection procedures were as follows:

5.1 A set of test had been used to explore the problems of reading aloud and spelling skills of the students in Buhom School.

5.2 Created phonic exercises for boosting English reading aloud and spelling skills with the efficiency pre-set criteria of 80/80. The content was based on problems found, the community context, and the need of students and teachers in Buhom School related to the school's curriculum. Next, the exercises were reviewed by experts. Then, the exercises were improved and rewritten using suggestions from the experts. After that, each set of the exercises were tested with a one-by-one group, a small group, and a field group with students in the community school, Chiang Khan District, Loei Province.

5.3 The finalized phonic exercises were made in print to use with the sampling group consisted of 33 students in Prathomsuksa 4-6. Finally, reading aloud and spelling skills between the pre- and post-test were compared.

## 6. Data analysis

The data analyses in this research were as follows:

6.1 Analyze students' problems on English reading aloud and spelling skills using frequency distribution and percentage.

6.2 Analyze of the effectiveness index of phonic exercises for boosting English reading aloud and spelling skills for students of Ban Buhom School using criteria of E1/E2 (80/80).

6.3 Analyze the comparison result of reading aloud and spelling skills, before and after using the phonics exercises. The statistics used in analyzing the data were mean, standard deviation, and a t-test for dependent sample.

6.4 Analyze students' satisfaction toward phonic exercises for boosting English reading aloud and spelling skills of Prathomsuksa students at Buhom School using mean and standard deviation.

## 7. Research Results

The results of the research were as follows.

### 7.1 Problems in English reading aloud and spelling skills of Prathomsuksa students at Ban Buhom School, Chiang Khan District, Loei Province

Words that students had difficulty in spelling and pronouncing were those words with two letters represent one consonant or one vowel. Examples are elephant, three, thirteen, teacher, school, share, child, photograph, meat, boat, chair foreign and house. The students also had difficulty with words containing with more than one vowel letters represent one sound but are in split diagraphs like kite, white, time, home, joke, stone, use, price, and orange. In the same way, when students listened to the sounds to spell out the words they heard, it turned out that there were words found to be frequently misspelled, such as child, people, photograph, foreign, and niece, among others. In this regard, the problem of reading aloud and spelling English words of students could be summarized as shown in Table 1.

**Table 1** Problems in English reading aloud and spelling skills of Prathomsuksa students at Ban Buhom School

Area of Evaluation	Problems found	No. of students	Percentage
1. Reading words aloud	Unable to read aloud the given words	23	69.70
2. Spelling	Unable spell the given words	23	69.70
3. Reading letters aloud	Unable to read aloud the given letters	12	36.36
4. Writing letters	Unable to write the heard letters	12	36.36
5. Recognizing letters	Unable to recognize all letters	9	33.00

From Table 1, The biggest problems were those of unable to spell and read aloud the words in the textbook correctly (69.70 %), and the smallest problem was that of unable to recognize all the English letters (33.33%).



### 7.2 The development of phonic exercises for boosting English reading aloud and spelling skills for students of Ban Buhom School using the criteria of 80/80

Phonic exercises for boosting English reading aloud and spelling skills of Prathomsuksa students at Ban Buhom School, Chiang Khan District, Loei Province, created to boost English reading aloud and spelling skills of Prathomsuksa 4-6 students comprised 5 sets of exercises: 1) Alphabets, 2) Consonants, 3) Vowel Sounds, 4) Vocabulary and Sentences, and 5) Conversation. Each set contains the content including the knowledge necessary to read aloud and to write Basic English, activities to boost reading and writing skills, end-of-chapter exercises for classroom practice and homework for students to practice for more accuracy. The efficiency of the phonic exercise for boosting English reading aloud and spelling skills of Prathomsuksa students of Ban Buhom School, Chiang Khan District, Loei Province was shown in Table 2.

**Table 2.** Efficiency of the phonic exercises for boosting English reading aloud and spelling skills

Unit	E1	E2	Interpretation
Unit 1 Alphabets	81.24	80.57	met the criteria
Unit 2. Consonants	80.71	80.57	met the criteria
Unit 3. Vowels	80.05	80.00	met the criteria
Unit 4 Vocabulary and Sentences	80.51	80.28	met the criteria
Unit 5 Conversation	81.21	80.26	met the criteria

From Table 2, the phonic exercises for boosting English reading aloud and spelling skills of Prathomsuksa students in Buhom School, Chiang Khan District, Loei Province comprised 5 units, and each unit met the E1/E2 efficiency pre-set criteria of 80/80.

### 7.3 A comparison of English reading aloud and spelling skills of the students before and after learning with phonic exercises developed

The results from a comparison of English reading aloud and spelling skills of Prathomsuksa students in Buhom School before and after learning with phonic exercises for boosting English reading aloud and spelling skills showed in Table 3.

**Table 3.** A comparison of English reading aloud and spelling skills of the students before and after learning with phonic exercises developed

Score Comparison	Pretest		Posttest		t	Sig.
	$\bar{x}$	SD	$\bar{x}$	SD		
	10.30	1.83	14.70	2.71	13.2643	.000**

\*\*Statistically significant at the level of 0.01



Table 3 shows that students' skills gained after the treatment were getting better, as the figures show the students' achievements mean scores on English reading aloud and spelling skills after using the exercises was higher than that before using them with a statistical significance at the 0.01 level.

#### 7.4 Students' satisfaction toward phonic exercises developed.

Students' satisfaction toward the phonic exercises showed in Table 4.

**Table 4:** Students' satisfaction towards the phonic exercises developed

No	Items	$\bar{x}$	SD	Level of satisfaction
1	Suitability of the content about reading aloud	4.67	0.48	highest
2	Suitability of the content about spelling	4.52	0.57	highest
3	Clearness of pronunciation explanation	4.48	0.57	high
4	Clearness of spelling explanation	4.33	0.54	high
5	Appropriateness of pictures and captions used	4.27	0.45	high
6	Appropriateness of words used for practices	4.58	0.66	highest
7	Appropriateness of sentences used for practices	4.55	0.62	highest
8	Appropriateness of activities used for practices	4.52	0.57	highest
9	Appropriateness of teaching aids used for practices	4.58	0.75	highest
10	The fonts used in the exercise books	4.61	0.70	highest
<b>Average</b>		<b>4.51</b>	<b>0.26</b>	<b>highest</b>

From Table 4, Students' satisfaction toward the phonic exercises averaged at the highest level ( $\bar{x}$  = 4.51, S.D. = 0.26). The item that gained the highest satisfaction was that of the contents about reading aloud which was at the highest level ( $\bar{x}$  = 4.67, S.D. = 0.48), and the lowest one was that of the appropriateness of pictures and captions used which was at a high level as well ( $\bar{x}$  = 4.27, S.D. = 0.45).

From open-ended questions, some students added as follows:

1) They liked the phonic exercises developed since it helped them gain knowledge for reading aloud and spelling words (14 students).

2) There were numbers of words that the spelling and pronunciation rules were exceptional, complicated and difficult to follow. (14 students)

3) They wanted to learn with more games and songs about reading and spelling (8 students)

4) Additional activities in phonic exercises helped them understand the lessons better. (7 students)



## 8. Discussion

Discussion on research findings were as follows:

8.1 There were 69.70 percent of the students who had problems in reading aloud and spelling skills. Most of them had difficulty with consonants and vowels written with double letters and split diagraphs. It showed that the students lacked knowledge of phonics. As mentioned by Puchong Matchimo (2016: 4) and Narumon Supinno (2014) students lacked basic reading aloud skills because they could not distinguish between consonant and vowel sounds in English, as they were not trained enough to read words. Students needed materials that could help them with their difficulties. This was related to Nalinrat Rittiwattananusorn (2009: 3) and Kitima Baoyam (2010: 4). They found that English teachers should assess the skill level of students in order to manage the teaching to suit each student's ability.

8.2 The phonic exercises on English reading aloud and spelling skills developed comprised of 5 units, and each unit met efficiency pre-set criteria of 80/80. The researchers created English reading aloud and spelling skills exercises through several steps. The first few steps were studying and analyzing students' problems, analyzing real context of the community, and reviewing the principles and contents of documents, texts, researches, curriculum and other documents related to teaching English. Then the second steps were designing content, getting checked and editing content according to experts' suggestions on the creation of phonic exercises before taking them to test, in the final step, for the efficiency with one-by-one method, small group method, and field group method in order to improve phonic exercises to be appropriate for the sample. In addition, the created exercises were interesting and useful for the students because the contents were relevant to the local context, and the phonic exercises were examined to find the efficiency according to the specified criteria. As mentioned above, it was corresponded with Suchada Inmee (2013) who developed a poster-style phonics reading material for practicing English vocabulary skills of Prathomsuksa 3 students with the efficiency according to the criteria. The results showed that phonics posters for practicing pronunciation of English words of Prathomsuksa 3 students were effective at 78.17/76.75, and coincided with Pimporn Puangchuen (2018) who developed a series of Phonics teaching activities to promote reading aloud and spelling skills for Prathomsuksa 1 students by comparing students' reading aloud and spelling skills with criteria of 75 percent. It was also corresponded with the study on the development of the English reading learning activities using the spelling-learning method for group learning with TAI technique according to the 80/80 criteria done by Puttinat Patthanang (2017). The results showed that the learning activities of English reading using the spelling-learning method, and cooperative learning group TAI technique of Prathomsuksa 1 students had an efficiency of (E1/E2: 85.14. 88.00). From the information mentioned, it showed that in the creation of skill development exercises was operated in accordance with the creation process. There was a study on the problem and needs, a study on curriculum content. There were improvements made from experts' suggestions in order to make exercises appropriate for students. The try out was also performed in order to find problems when using with students, so the exercises could be improved accordingly.

8.3 Comparison of English reading aloud and spelling skills of Prathomsuksa school students at Ban Buhom School before and after learning with the phonic exercises developed showed that students' skills after the treatment were better as the figures showed the students' achievements mean score on English reading aloud and spelling skills after using the exercises was higher, than that of before using them, with a statistical significance at the 0.01 level, which was in accordance with the assumptions. The phonic exercises for boosting English reading aloud and spelling skills of Prathomsuksa at Buhom School had an efficiency according to the specified criteria, since the exercises were tried out and improved through the process in order to make the content appropriate for learners, the contents up to date, and the objectives corresponded with problems and needs of students and community. The students could use the phonic exercises to study on their own which was coincided with the research performed by Jiraporn Suea-in (2014) who studied the development of English reading ability by phonics teaching of Prathomsuksa 2 students at Boonkhum Rat Bamrung School, the findings showed that phonics teaching had an effectiveness at a highest level, the students reading skills was higher than before learning with phonics teaching at a statistic significant level of .01.

8.4 Students' satisfaction toward the phonic exercise averaged at the highest level ( $\bar{X}$  = 4.51, S.D. = 0.26). From open-ended questions, some students added that they liked the phonic exercises developed since they could gain knowledge for reading aloud and spelling words. Still, there were numbers of words that the spelling and pronunciation rules are exceptional and hard to follow. Students wanted to learn with more games and songs about reading and spelling, and additional activities in phonic exercises helped them understand the lesson better. Even though some numbers of students found it difficult because some words in English are not spelt as they are pronounced, many of them were happy with the phonic exercises developed. These happened because the content in each exercise was applied from the curriculum and students' daily life. There were also a variety of activities that made the students enjoy learning, doing activities and doing exercises on their own; there were no pressure in learning so the students were happy resulting high satisfaction in learning. This coincided with Suchada Inmee (2013), on the development of English pronunciation using the phonic poster media to develop reading words aloud. She found that the learners had a high level of satisfaction with the practice of reading aloud. This was also corresponded with Petcharane Lonan (2011), who developed a reading and writing skill exercises to distribute spellings for Prathomsuksa 1 school students at Ban Srinaman School Santisuk District, Nan Province. The study found that the students' satisfaction toward the learning activities of reading skills exercises and spelling distribution for Prathomsuksa 1 students overall was at the highest level with a mean of 4.70 and the standard deviation of 0.45. Additionally, it was corresponded with the work of Jiraporn Suea-in (2014) who studied the development of English reading ability by phonics teaching of Prathomsuksa 2 students at Boonkum Ratbamrung School. After teaching phonics, the students had the highest satisfaction with phonics teaching, with a mean of 2.94 and a standard deviation of 0.12.



## 9. Conclusion and suggestion

Phonics could be an alternation among many methods for teachers to help young children to learn basic sounds out of written forms, both consonants and vowels. However, it is noted that words that teachers use in the phonics class for beginners to read and spell words should be the basic ones that the way to spell out and the way to pronounce are phonetically related. Those words with exceptional rules to the phonics are too difficult for the beginners; teachers may need additional methodologies for complicated words.

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