

0065

**The Development of Diphthongs Pronunciation Ability of Pratomsuksa 1
Students with Learning Disabilities Khu Mueang Wittaya School by Using
Language Skills Training**



Phitsanuwat Suraritthipong

Teacher of Khu Mueang Wittaya School
Under the Secondary Educational Service Area Office 30
Kut Chum Saeng Subdistrict, Nong Bua Daeng District, Chaiyaphum Province

Piyanan Akkharakot

Teacher of Khu Mueang Wittaya School
Under the Secondary Educational Service Area Office 30
Kut Chum Saeng Subdistrict, Nong Bua Daeng District, Chaiyaphum Province

and

Chakkaphan Chanchaen

Lecturer at Master of Education Program, Graduate College of Management
Sripatum University
E-mail: chakkaphan.ch@spu.ac.th

The Development of Diphthongs Pronunciation Ability of Pratomsuksa 1 Students with Learning Disabilities Khu Mueang Wittaya School by Using Language Skills Training

by

Phitsanuwat Suraritthipong

Teacher of Khu Mueang Wittaya School
Under the Secondary Educational Service Area Office 30
Kut Chum Saeng Subdistrict, Nong Bua Daeng District, Chaiyaphum Province

Piyanan Akkharakot

Teacher of Khu Mueang Wittaya School
Under the Secondary Educational Service Area Office 30
Kut Chum Saeng Subdistrict, Nong Bua Daeng District, Chaiyaphum Province

and

Chakkaphan Chancharoen

Lecturer at Master of Education Program, Graduate College of Management
Sripatum University
E-mail: chakkaphan.ch@spu.ac.th

Abstract

The purposes of this research were to develop and compare diphthongs pronunciation ability of Pratomsuksa 1 students with learning disabilities at Khu Mueang Wittaya School before and after the implementation by using the language skills training, 1 unit, 15 plans, 1 hour each, a total of 15 hours to develop the diphthongs pronunciation ability.

The research results can be summarized as follows:

Data analysis showed that the development of the ability to read diphthongs aloud of students with learning disabilities at Khu Mueang Wittaya School by using language skills training. Students have the ability to read diphthongs as follows:

1. Aiyada Printhong, Mathayom 1, before studying, had a score value of 4.8 points, equal to 48% in the level of improvement. After studying, the score value was between 7.6 points or 76% in Fair skill level
2. Phongsakorn Loama. Mathayom 1 before studying, the score value was between 4.8 points, equal to 48% in the ability to improvement. After studying, the score value was between 8 points or 80% in Fair skill level.

1. Ratoional background

Thai language is a tool of the people of Thailand. To communicate, understand and use language in business, personal, family, social and national activities. It is a learning tool to record stories from the past to the present which is a national culture. Therefore, learning Thai language must

be learned in order to acquire appropriate communication skills as a learning tool and to seek knowledge and experience as a language culture and create appreciation of Thai.

The Basic Education Core curriculum, BE 2551, sets the subject matter and learning standards. Including indicators related to the Thai language both in reading, writing, listening, watching and speaking. Language principles Including literature and literature Included in the course determine the quality of the students in reading that at the end of grade 6, prose and verse can be read aloud correctly. It explains the direct and implied meanings of words, sentences, texts, rhetoric from the story read. Learners can understand words and apply explanations in various manuals both separate opinions and facts including capturing the importance of the stories read, and bring the knowledge and ideas from the stories read to decide to solve the problems in life Good manners and a habit of reading.

Pronunciation and voice control of “จ” and “ฉ” are worrisome problem, such as Khomkham Saen Kla (2004: 2), saying that at present, the reading of the amalgamation does not comply with the language criteria because most teachers are not careful to read the words. This is because some of the teachers came from their backgrounds that did not emphasize the use of modifiers or come from a family and community who speak other languages and has the speaking Thai language at poor level. This includes radio, television, lectures, discussions, and newspapers and journals that use the wrong language. Inevitably causing students to have problems reading. Anong Jai Rung (2004: 3) said that reading aloud a consonant is one of the major problems in society and it will be more of a problem if all parties do not help solve Therefore, teachers should correct the shortcomings in reading children's amulets. From primary school to eliminate problems from the beginning and lay the foundation for the correct use of the Thai language as the national language. Teachers should organize activities to promote students 'language skills in order to improve students' reading aloud skills. As Kannika Puangkasem (2535: 37) proposed the idea that Elementary age children are that the teacher is the person who plays a great role in organizing the environment or activities and stimulate students' interest in reading more. Reading skills always require practice. Therefore, they will be able to read correctly and gain expertise referring to Thorndike's Law of Learning about the law of training that Repetitive actions in a particular behavior will make that behavior more complete, but if not practiced on a regular basis, it will become less complete. That behavior will fade away. Readiness rules It is that students must be ready to study to be satisfactory and the rule of thumb is that the practice must have interesting content. Difficulty should be suitable for age and intelligence. There are things to motivate the students to be satisfied. Evaluation is done quickly after the learner completes it.

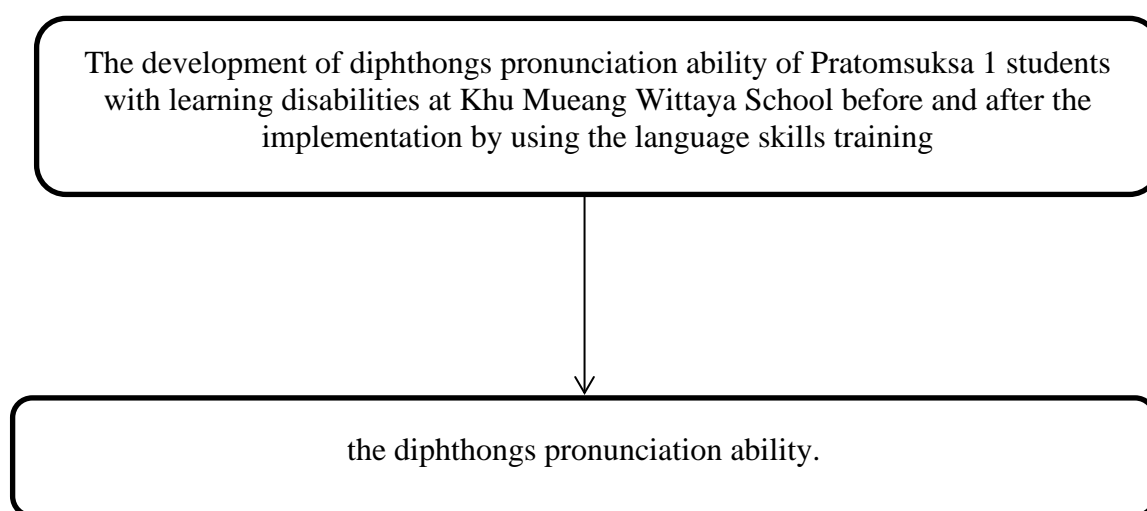
In the academic year 2020, Semester 1, Pratomsuksa 1 students with learning disabilities at Khu Mueang Wittaya School. Students read diphthongs incorrectly and unclear, not satisfactory for the evaluation results of reading diphthongs aloud. If let this problem go on will make it a barrier to learning at a higher level and will be a barrier to communication and will result in the writing of diphthongs as well

From the above problem Researchers are interested in solving problems by creating and developing language skills exercises to enhance skills in reading aloud diphthongs and false diphthongs and to enable students with learning disabilities to practice reading and learning skills if they have time and to exercise them seriously.

2. The Purpose of the Study

1. to develop the diphthongs pronunciation ability of Pratomsuksa 1 students with learning disabilities at Khu Mueang Wittaya School.
2. to compare diphthongs pronunciation ability of Pratomsuksa 1 students with learning disabilities at Khu Mueang Wittaya School before and after the implementation by using the language skills training

3. Conceptual Framework



4. Research Hypothesis

Using language skills exercises to practice reading diphthongs aloud students with learning disabilities had a higher ability to read diphthongs after using the language skills exercise than before.

5. Population and Samples

2.1) Population

Students of Phatomsuksa 1 classrooms at Phonsimanukroa School Khu Mueang Wittaya School.

2.2) Sample

2 Students of Phatomsuksa 1 classrooms at Phonsimanukroa School Khu Mueang Wittaya School by using purposive sampling

6. Data Analysis

- 1) conducted the pre-test learning achievement.
- 2) held the learning process and collect the data in each class.
- 3) conducted the pre-test learning achievement test which is the same one of pretest.

4) analyzed the data

7. Research Statistic

The research used 4 statistics to follow the research methodology the study “The Development of Thai Reading Ability by using E-book of Anuban 2 Students at Phonsimanukroa School under Kalasin Primary Educational Service Area 2”

1) Percentage (Boonchom Srisa-ard, 2002)

$$P = \frac{f}{n} \times 100$$

P	means	percentage
f	means	obtained value
n	means	maximum value

2) Mean (Boonchom Srisa-ard, 2002: 101)

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x}	means	mean
$\sum x$	means	total valve in the group
N	means	total valve of the students

8. The Result of the Study

Data analysis showed that the development of the ability to read diphthongs aloud of students with learning disabilities at Khu Mueang Wittaya School by using language skills training Students have the ability to read diphthongs as follows:

1. Aiyada Printhong, Mathayom 1, before studying, had a score value of 4.8 points, equal to 48% in the level of improvement. after studying, the score value was between 7.6 points or 76% in Fair skill level
2. Phongsakorn Loaoma. Mathayom 1 before studying, the score value was between 4.8 points, equal to 48% in the ability to improvement. After studying, the score value was between 8 points or 80% in Fair skill level.

9. Suggestion

The researchers suggest that

1) Choosing content for learning activities is important, it should take into account the appropriateness of students' gender, age and level of learning. If any content that students are interested in Students will become more enthusiastic about learning.

2) Teachers should practice reading aloud, true diphthongs and false diphthongs. That the researcher created to be used for teaching grade 1/12 and 1/15 that are students with normal eyesight.

The researchers suggest that for the next research

1) This set of skills training exercises created by the researcher should be adopted before going to trial with students at other levels in order to draw conclusions of more extensive research.

2) There should be a skill training exercise in the Thai language learning subjects. Incomprehensible content or content that is a problem for teaching and learning in the Thai language skills group at each level to be tested for efficacy

References

- Department of Academic Affairs. Learning Management Manual Group learning Thai language. Bangkok: Organization. 2001.
- . Guide for teaching activities, learning Thai language by curriculum Basic education, 2001. Bangkok: Teachers Council of Lat Phrao Printing House, 2003.
- Kannika Puangkasem. Problems and strategies for teaching Thai language in primary schools. Bangkok: Thai Wattana Panich, 1990.
- Ministry of Education. Department of Academic. Basic Education Core Curriculum 2008. Bangkok: Printing House, The Agricultural Cooperative Association of Thailand, 2008.
- Chaweewun Khuhapinun. The development of a learning management plan using reading and writing skills. Thai language, grade 3. Independent study. Maha Sarakham University: Mahasarakham University, 2004.
- Chaweelak Bunkanjan. Reading psychology. Bangkok: 21 Century Co., Ltd., 2004.
- Chaweewan Kuha Phinan. Reading and reading promotion. 2nd edition, Bangkok:Sophon Printing, 2002.
- Thaniya AmonPalang. Development of the Thai language learning management plan for the trio, Practice exercises, games and songs for grade 4 students. independent study. M.A., Mahasarakham: Mahasarakham University, 2005.
- Thawanmascharat and faculty. Skills practice exercises to develop learners' learning and preparation, Academic achievements of government teachers and educational personnel. 2nd edition, Bangkok: Than Aksorn, 2007.