

Creating the Dino Phonics Innovative English Pronunciation Kit to Develop Efl Students' English Pronunciation Skills

Teeraporn Plailek^a, Yothin Sawangdee^b

^a Faculty of Education, Suan Sunandha Rajabhat University

^b Institute for Population and Social Research, Mahidol University

Abstract

The innovative English pronunciation kit is the tool to help the learners practice the English pronunciation correctly following the phonic principles. The objectives of this research were 1) to create the Dino Phonics innovative English pronunciation kit to be effective following the criteria of 80/80 and 2) to study the satisfaction with the Dino Phonics innovative English pronunciation kit of the students in Prathom 1. The sample group used in this research consisted of 42 students in Prathom 1 of a private school in Bangkok. The Simple Random Sampling was applied. The research tools were the Dino Phonics innovative English pronunciation kit, assessment form on the quality of Dino Phonics innovative English pronunciation kit, test on the pronunciation, and questionnaires on the satisfaction. The statistics used in the data analysis were percentage, mean, and standard deviation. The research results revealed that 1) the efficiency of Dino Phonics innovative English pronunciation kit was 80.89/81.00 conforming to the defined criteria, 2) the students were satisfied with the Dino Phonics innovative English pronunciation kit at the high level. The aspect which satisfied the students most was that the students enjoyed using the Dino Phonics innovative English pronunciation kit followed by the illustrations in the Dino Phonics innovative English pronunciation kit were colorful and the students wanted to practice pronouncing using the Dino Phonics innovative English pronunciation kit, respectively.

Keywords: Innovative kit, English pronunciation skills, students who study English as foreign language

Introduction

The good pronunciation skills are the important elements of speaking in any language. In speaking efficiently, the speaker must have the correct pronunciation. In addition, apart from the speakers to pronounce correctly, even communicating with incorrect vocabulary or grammar, they must have the ability to communicate with others understandably (Fraser, *2000*). Pronunciation teaching has long been neglected in second and foreign language teaching. However, it began to play an important role in communication teaching which did not require communication like native speaker. Only the ability to communicate understandably was required (Gilakjani, *2012*).

At present, the management of teaching English in Thailand, which is a country that learns English as a foreign language, is to teach English by memorizing vocabulary and focusing on Grammar Translation Method for testing rather than focusing on pronunciation or for real communication in everyday life. For teaching English at the primary level, most of the teaching is to memorize and to teach separately, for example, only listening, speaking, reading and writing, solely. It lacks the relationship and continuity thus causing students to have poor learning achievements (Laddawan Mitkul et al., 2019). Considering the quality of education in Thailand entirely in terms of learners' knowledge and skills in English, it was found that the tendency was low and continued to decline. In addition, from the results of the Ordinary National Educational Test (O-NET) for the schools under Bangkok supervision for the academic year of 2019 (as of 27th March, 2020), it was found that

English scores were the second lowest after mathematics (Basic Education Development Plan of Bangkok No. 3 (B.E. 2564-2569), 2020). Therefore, it can be seen that the aforementioned memorization and Grammar Translation Method have not made learning English as effective as it should be. In addition, the learners are not able to use English to communicate fluently and effectively. One of the reasons why learners are unable to communicate effectively in English is that most learners still mispronounce English. As a result, the communication of the contents is not clear. They are unable to communicate for others to understand (Thanonrat Nakthang et al., 2017)

Phonics is the language teaching approach that focuses on learning to distinguish the English phoneme or phonemic awareness/decoding before reading it into words. When phonemes are connected to letters (letter sound correspondence or phonics), learners can read words easily. Simple teaching with phonics techniques must be taught in a systematic way in order not to be taught to intervene with readings or conversations. These findings were confirmed by the brain-based learning /neuron-scientific research of Yale University obtained from brain scan of English learners using phonics methods and the original method. This research concluded that techniques for teaching phonics in such form helped stimulating the brain cells causing the brain to create new brain fibers. The original brain fibers are broken resulting in learners having high English language achievement compared to teaching by other methods (Inthira Sriprasit, 2007). It was also consistent with the research of Suchada Inmee (2013) who studied the development of English word pronunciation with phonics posters of the students in Prathom 3. It was found that the competence to read aloud English words of the students in Prathom 3 before and after being practiced the pronunciation with phonics posters was significantly different at the statistical significance at the .01 level. After having been practiced with the the poster phonics media, the students were able to read aloud more than before they were trained. Therefore, teaching phonics is one way to help learners practice pronunciation in English according to the principles of pronunciation correctly.

From the changing context of society and the current disruptive change situation, there has been a rise in the use of digital literacy, ICT & Digital base teaching and learning to comply with the New normal of the society (Basic Education Development Plan of Bangkok No. 3 (B.E. 2564-2569), 2020). Creating innovations for use in teaching and learning is an alternative to solve learning problems that arise. Therefore, the educational innovations are multimedia. It is an innovation that the researcher is interested to use in the development of learners' pronunciation. The multimedia is characterized by the use of computers combined with software programs to convey meanings by combining various media such as text, graphics, animation, sound, video, etc. (Kidanan Malithong, 2005).

From the aforementioned problems and importance of innovation, the researchers were interested in creating an innovative English pronunciation kit (Dino Phonics) to be effective according to 80/80 criteria to improve English pronunciation skills of students studying English as a foreign language. Especially students in Prathom 1, they are still in the first 6 years of brain development which is the most important and has the best ability to recognize the language. In addition, the satisfaction of primary school students with the innovative phonics kit (Dino Phonics) was studied. The students would be able to learn how to pronounce the correct phonetic sounds. They were able to practice and interact as well as practicing the pronunciation as often as they want. The innovative English pronunciation kit (Dino Phonics) will help students read and pronounce English words more accurately according to the principles of pronunciation. This stimulates interest in learning and helps promoting more positive attitude in learning English with pronunciation.

RELATED DOCUMENTS AND RESEARCHES

Teaching Phonics

Phonics is one of the most important methods of teaching English. Liu (2005) stated that phonics teaches the association of letters and groups of letters as well as teaching sound combinations to pronounce unfamiliar neighboring words. In addition, Eperon et al. (2014) argued that phonics is a method of teaching reading that emphasizes the spelling of letters, letter sounds, or letters that represent phonemes. Reutzell and Cooter Jr (2000) said that phonics teaching methods are very important in spelling and related to the sound of speech systematically.

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Strategies for Teaching Phonics

Gove et al. (2011) proposed phonics teaching principles that teachers use as a guide for creating teaching activities resulting in phonics based on a variety of modern methods. One way to guide the creation of innovative sets is Consonant-based strategies. Memorizing and naming letters is one of the most important aspects of initial reading success because it is a phase for learners to gain more experience in handling letters and sounds. The specific phonemes are associated with the letter and the vowels a, e, i, o, and u. Consonants have only one sound. This strategy allows learners to explore words. The learners develop the good understanding of relationship of consonants and vowels. This stimulates students to memorize mixed consonants and mixed consonants with the same sound.

Format and structure of multimedia

Nuttakorn Songkhram (2010) has proposed a format of multimedia that is commonly used to support the teaching and learning process of many forms. The format used to create this innovation is a mix of two formats; multimedia of tutorials as lessons used to present contents to act like teacher in the classroom. This may be new content or a review of an old lesson. The others are the multimedia drills which are lessons that allow learners to revisit what they have learned by practicing skills or repetitions. It will be used in conjunction with the study of contents from other methods such as having the learners answer questions, match them, fill in the words and provide feedback to the learners immediately. The structure of multimedia in creating innovation uses a non-linear structure to organize a structure that is not forced to learners. The flexibility is used to choose the style of studying. The students can choose to study the contents in a variety of ways according to their interests in order or skip it.

Defining the Performance Criteria

Efficiency criteria were determined by evaluating two types of learner behaviors; continuous behavior (process) and final behavior (outcome). The efficiency values were set as follows (Pacheon Kitrakarn, 2001):

E_1 represents the process efficiency.

E_2 represents the efficiency of the result.

E_1 is Transition Behavior assessment referring to the continuous assessment which involves group activities and individual reports on various behaviors called "processes" of learners observed in group activities (group reports) i.e. assignments and any other activities set by the teachers.

E_2 is the Terminal Behavior assessment referring to the assessment of the learner's results (Product) by considering the examination after school and the final exam.

The efficiency of teaching materials will be defined as the criteria that the study expects learners will change behaviors that are satisfactory. It is defined as the percentage of the average result of all learners' work and activity scores per percentage of all learners' post-graduate achievement test results. E_1/E_2 is the process efficiency/efficiency of outcomes. Typically, content for knowledge and memory is usually set to 80/80, 85/85 or 90/90, while content for skills or desirable attributes is set lower at 75/75, etc.

RESEARCH METHODOLOGY

The sample group used in this research consisted of 42 students in Prathom *I* of a private school in Bangkok. The Simple Random Sampling was applied. The research tools were 1) Dino Phonics innovative English pronunciation kit which is the innovation in the form of multimedia lesson on pronunciation and spelling of English words prepared in PowerPoint format. 2) Assessment form on the quality of Dino Phonics innovative English pronunciation kit, 3) test on the pronunciation which is the test after the use of innovative kit, and 4) questionnaires on the satisfaction. The statistics used in the data analysis were percentage, mean, and standard deviation.

The researcher has created and found the effectiveness of the innovative English pronunciation kit (Dino Phonics) by following the steps as below:

1. Analyze the students' pronunciation problems. It was found that most of the students in Prathom1 learned how to pronounce English words by memorizing. They still lack skills in correct phonetic pronunciation. The researchers, therefore, invented the innovative phonics pronunciation kit to solve this problem.

2. Study how to create an innovative English pronunciation kit (Dino Phonics) and review the use of the program for creating an innovative English pronunciation kit (Dino Phonics). The researchers designed the innovative kit to be structured without non-linear structure. It is the structure that is not compulsory for learners. Students can choose to study the contents in a variety of ways according to their interests. They can study in order or skip it as well as applying the principles of Consonant-based strategies that focus on character and sound recognition. This helps developing the good understanding of the relationship between consonants and vowels.

3. Study the core curriculum of basic education B.E. 2551, the subject group for foreign language learning. The study is on the standards, indicators, methods of measurement and evaluation to study the phonetics and methods of teaching phonetic pronunciation as the approach to guide the design of content structure in the innovative English pronunciation kit (Dino Phonics).

4. Design the structure and content of the innovative English pronunciation kit (Dino Phonics) with PowerPoint program divided into 4 lessons as follows:

Lesson 1: English Consonants A-Z

Lesson 2: Short Vowels and Exercises

Lesson 3: Long Vowels and Exercises

Lesson 4: Diphthongs and Exercises

5. Bring the structure and content of the Innovative English Pronunciation Kit (Dino Phonics) to experts to validate the content and style of the innovative package design. Then bring it to improve according to the advice of experts and proceed to create an innovative English pronunciation kit (Dino Phonics).

6. Bring the innovation of English pronunciation (Dino Phonics) that has been created and presented to 5 experts for evaluating the innovation of English pronunciation (Dino Phonics) in 5 areas, namely, content aspect, illustration aspect, sound effects, characters, and benefits which was averaged at the highest level in all aspects.

7. Bring the innovation of English pronunciation (Dino Phonics) to find efficiency ($E1/E2$) by trying out with Grade 1 students who are not the sample group in the first semester of the academic year 2021.

7.1 The first trial was conducted with 3 primary school students, with 1 student each having good, moderate and weak learning outcomes in English. The innovative English pronunciation kit (Dino Phonics) created by the researchers had an efficiency ($E1/E2$) of $65.55/70$ which does not meet the specified criteria. The researchers questioned students who took an experiment to find out the flaws in the innovation kit. They found that the soundtrack for some words was quiet and that when students clicked on the speaker, there was no sound. The researcher corrected the shortcomings of the innovation kit and brought it to the next trial.

7.2 The second trial was conducted with 9 students in Prathom 1. The students with good, moderate and weak English learning outcomes were selected for 3 each. The innovative English pronunciation kit (Dino Phonics) created by the researchers has an efficiency ($E1/E2$) of $70.37/71.11$ which does not meet the specified criteria. The researchers asked students who took part in an experiment to determine the flaws of the innovation kit. It was found that there were too many words and the lesson contents were still too long. The researchers corrected the shortcomings of the innovation kit and brought it to the next trial.

7.3 The third trial was conducted with 30 students in Prathom 1. The trial revealed that the innovative English pronunciation kit (Dino Phonics) created by the researcher has an efficiency ($E1/E2$) of $80.89/81.00$ which meets the specified criteria of $80/80$.

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RESEARCH FINDINGS

From the data analysis, the research results were as follows:

Part 1 Findings on the Efficiency of the Innovative English Pronunciation Kit (Dino Phonics)

Table 1 Efficiency values of the innovative English pronunciation kit (Dino Phonics)

Efficiency	Full scores	\bar{x}	S.D.	Percentage
E ₁	30	24.27	0.94	80.89
E ₂	20	16.20	0.76	81.00

From Table 1, it was found that the mean test scores during class were 24.27 or 80.89% and the mean scores after school tests were 16.20 or 81.00%. The efficacy results of the Dino Phonics innovative English pronunciation kit on the correlation between process efficiency (E1) and outcome efficiency (E2) were 80.89/81.00 which passed the specified criteria of 80/80.

Figure 1 Example of innovative English pronunciation kit (Dino Phonics)

Part 2 Findings on the analysis of satisfaction with the innovative English pronunciation kit (Dino Phonics)

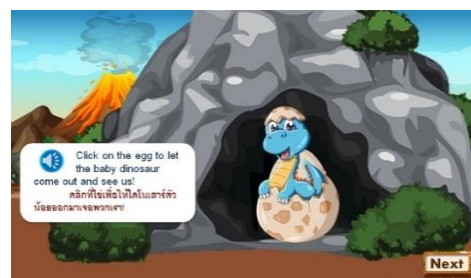
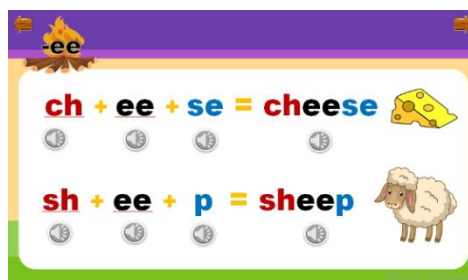
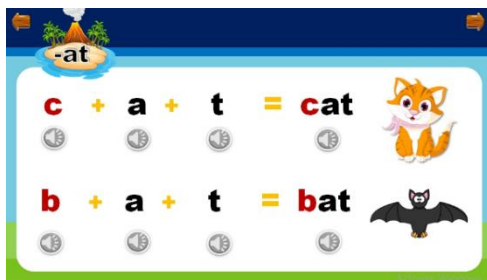


Table 2 Mean and standard deviation of the satisfaction with the Innovative English Pronunciation Kit (Dino Phonics) of the students

Statements	\bar{x}	S.D.	Interpretation
1. The Innovative English Pronunciation Kit (Dino Phonics) contains interesting contents.	4.48	0.49	High
2. The vocabularies used in the innovative English pronunciation kit (Dino Phonics) were not too difficult.	3.71	0.56	High
3. The illustrations in the innovative English pronunciation kit (Dino Phonics) were with beautiful colors.	4.61	0.47	Highest
4. The illustrations in the innovative English pronunciation kit (Dino Phonics) helped the students understand the meaning more.	4.52	0.50	Highest
5. The students enjoyed the practice of phonics in the innovative English pronunciation kit (Dino Phonics).	4.68	0.47	Highest
6. The students wanted to practice pronunciation with the innovative English pronunciation kit (Dino Phonics).	4.58	0.49	Highest
7. The innovative English pronunciation kit (Dino Phonics) helped the students pronounce the words more correctly.	4.23	0.73	High
8. The innovative English pronunciation kit (Dino Phonics) helped the students pronounce the unfamiliar words.	3.87	0.58	High
Total	4.33	0.08	High

From Table 2, it was found that the students' satisfaction with the innovative English pronunciation kit (Dino Phonics) was at a high level ($\bar{x} = 4.33$, S.D. = 0.08). Students enjoyed practicing pronunciation of the Dino Phonics English pronunciation kit ($\bar{x} = 4.68$, SD = 0.47), followed by colorful illustrations in the Dino Phonics kit ($\bar{x} = 4.61$), SD = 0.47 and students wanted to practice pronunciation with the innovative English pronunciation kit (Dino Phonics) ($\bar{x} = 4.58$, SD = 0.49), respectively.

CONCLUSION AND DISCUSSION OF THE RESULTS

The created innovative English pronunciation kit (Dino Phonics) had an effective criterion of 80.89/81.00 because this innovative set was built on the basis of Liu's (2005) teaching who taught phonics in association with letters and character group and the teaching of sound combination. Eperon et al. (2014) thought the method for teaching alphabetical reading, letter sounds or letters that represent phonemes and teaching methods based on the concept of Inthira Sriprasit (2007) creating the teaching method for teaching consonant sounds one by one for one vowel sound. The short and long sounds must be separated before teaching compound words. The idea was for creating this innovative kit and the researchers created it step by step through assessment and get expert advice. There was the procedural performance test. Then, the flaws were taken to improve and fix them until they get quality set of innovations in English pronunciation (Dino Phonics) before they can be used in practice. This agreed line with the research by Kokor Phisut and Kanlayarat Chawandee (2018) who studied the development of English pronunciation skills using the online phonics practice kit of Mathayomsuksa 6 students

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at Tao Ngoi Phatthanaseuksa School. The results showed that Online Phonics Skills Practice Kit for Effectively Developing English Pronunciation of the Students in Matthayom 6 had the efficiency of 84.68/84.19.

It was also found that the students had a high level of satisfaction with the innovative English pronunciation kit (Dino Phonics). The students enjoyed the practice of pronunciation of the innovative English pronunciation kit (Dino Phonics) the most as well as liking the colorful illustrations. They would like to practice pronunciation with this innovative English pronunciation kit (Dino Phonics). This may be because the innovative English pronunciation kit (Dino Phonics) contains appropriate lessons, has interesting contents and vocabularies appropriate for the age of the learners. It clearly conveys the meaning beautiful colorful illustrations consistent with the contents (Department of Academic Affairs, Ministry of Education, 2001). This was consistent with the research of Marisa Panprem (2018) who studied the assessment of Phonics teaching media for students in Prathom 1-3 in schools under the Bangkok supervision, Nong Khaem District Office. The results showed that the students' opinions towards Phonics teaching materials were at a high level.

From the above research results, it can be seen that this innovative English pronunciation kit (Dino Phonics) was created as effective as a criterion. It is considered to be used to improve students' pronunciation skills, especially students who study English as a foreign language. This innovative English pronunciation kit (Dino Phonics) is a practice of phonetic pronunciation by building on the concept of teaching Phonics. When the students practice pronunciation according to such innovation kit, they will be able to help learners to read aloud words, both vowels and consonants, according to the sound of the letters. This depends on the practice of pronunciation of the learner's vocabulary first. As a teacher, the innovative Dino Phonics kit can be used in the classroom. The students can also bring this innovative Dino Phonics kit to practice pronunciation at home. If the students have used to practice pronunciation regularly and continuously, they will be able to pronounce more correctly. In addition, school administrators and teachers can use the research results as a guideline to promote and support innovative learning media on the pronunciation including learning resources for teaching phonics for effective activities in teaching English pronunciation. The results of this study can also serve as a guideline for teachers and those who are interested in using phonics teaching materials to develop further.

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