



Title: "Improving English Phonics Skills for Reading and Spelling: A Study in Developing Reading and Spelling Skills using Phonics Exercises for Grade 2/1 Students at Prachuap Khiri Khan Kindergarten School"

Researcher: Miss Thachasri Sukaphun

Teaching Subject: English **Course Code:** ๑12101 **Academic Year:** 2565 **Semester:** 2

Background and Significance of the Problem:

In this era of globalization, learning foreign languages, especially English, is crucial and essential in daily life, particularly in communication, education, knowledge acquisition, and professional development. However, Thai children and youth face challenges in pronunciation and vocabulary application, hindering their English learning outcomes. To address this issue, the researcher conducted a study on the development of pronunciation, reading and spelling skills in English learning for Grade 2 students at Prachuap Khiri Khan Kindergarten School. The study applied a set of activities for practicing pronunciation and spelling skills in basic English instruction to enhance learning outcomes and provide an effective approach to English language learning activities in the future.

Research methodology: This research is an experimental study employing the One Group Pretest-Posttest Design. The population for the study consisted of 224 Grade 2 students from Prachuap Khiri Khan Kindergarten School. Purposive sampling was used to select the sample group of 39 Grade 2/1 students, which accounted for 46% of the total Grade 2/1 students who had difficulty reading aloud and spelling words compared to the other Grade 2 classes (Grade 2/1 - Grade 2/6), with a total of 224 students.

Data collection methods: The tools included a phonics exercise worksheet, and the quantitative data were analyzed using percentages, means, and standard deviations. The experiment involved pretest assessment before the lesson, followed by using the phonics exercises for basic word reading during the lesson. After completion of the lesson, the students took a posttest to assess learning outcomes, and the results were analyzed to test the hypothesis.

The research findings are summarized as follows: The learning outcomes in basic English word reading and spelling skills improved after the intervention. The pretest scores showed an average of 3.82 out of 10, equivalent to 38.21% with a standard deviation of 1.25. The posttest scores indicated an average of 8.03 out of 10, equivalent to 80.26% with a standard deviation of 1.20. The mean difference between the pretest and posttest scores was 4.21, suggesting an improvement in students' phonics skills after the intervention. The phonics exercises for reading and spelling skills, created by the researcher, were found to be effective based on the criteria of E1/E2 at 80%/80% proficiency. The results demonstrated that the intervention using the phonics exercises achieved a score of 84.44%/80.26% on the posttest, indicating that the phonics exercises were effective and could be implemented with the sample group.