DEVELOPMENT OF SPOKEN ENGLISH SKILLS TO COMMUNICATE USING TECHNIQUE SPEAKER BY HEART FOR STUDENTS IN GRADE FIVE, THAILAND

Phatchara Phonyiam
Patchara5175@gmail.com
Puttharat Tasa
putthara99@gmail.com
Office of Mahasarakham Primary Education Service Area 1, Thailand

Abstract

The research aims to: 1) develop speaking skills in English to communicate a student's grade 5 using speaker by Heart 2) the satisfaction of students in Grade 5 the practice of spoken English for communication using the speaker by heart the education and development are as follows: 1) Innovative design, meeting planning and the topic of interest of teachers and students to search, preview, speaking and conversation on the Internet. Examples presented on video conversations using language to communicate student groups on topics of interest to students to further research the vocabulary and phrases used in conversation to help students choose a topic and scrap 2) Operating activities, cooperation with school administrators in conducting the study, explained that students know the purpose of the study pretest students with targeted practice conversation topics by selected teachers will closely offering dialogue on the topic. Selected activities to learn and practice outside the classroom by student volunteers to teach parents to do posttest results showed that 1) Students with the skills to speak English in order to communicate using the speaker by heart percent 81.85 and students score achievement classes with an average of 16.42 from the full 20 percent 82.12. 2) Students are satisfied to learn spoken English for communication using the speaker by heart level most average of 4.61 and a standard deviation of 1.73 3) students are eager to learn and appreciate a good attitude towards learning English very much.

Keyword: Spoken English skills, Speaker by Heart, satisfaction

INTRODUCTION

Learning a foreign language is different from learning because learners do not learn the language, to the knowledge of languages. But learning to use language as a tool to communicate with others as needed. In many situations, both in everyday life and the career of the students to use the language fluently and accurately depends on the proper language skills, so in teaching English learners, must have a good chance practice. This will lead to learning autonomous (Learner- freedom) and to learn throughout life. (Lifelong learning), using a foreign language as a tool of knowledge on the subject.

Then in the study, including the occupation, which is a destination key component of the reform of learning (Department of 2003: 1). Learning a foreign language is important and essential in everyday life since. Is an important tool of communication, education, knowledge occupations understanding about the culture and vision of the world community to recognize the cultural diversity and the views of the international community bring about friendly relations and cooperation. countries to help develop the students to understand themselves and others learn more and understand the nuances of language and culture, the idea of social, economic, political attitudes towards the use of foreign languages and use. Language Foreign communications, including access to the knowledge of (the Ministry of Education in 2551: 190) teaching English in the process of learning a foreign language today is the teaching that
does not limit the ability of the students. Just the knowledge of grammatical structures only. It encourages students to develop language skills in all areas of listening, speaking, reading and writing at the same time to be able to use English to communicate effectively (MOE, 2002: 109).

In the age of globalization, English has become the most important medium for facilitating communication among people from different countries. Mastering effective English skills are beneficial since it demanded by local and global workplaces. In Thailand, English considered the most important foreign language and it taught from the first grade (Nomnian, 2013), and most Thai students have to study English for twelve years in primary and secondary schools (Noom-ura, 2013). At the tertiary level, most public and private Thai universities have reformed their English language curricula to serve the requirements for English language skills in the workplace (Khamkhien, 2010). Accordingly, most tertiary students are required to enroll in twelve rather than six credits of English courses: "six in general English and the other six in English for academic or specific purposes" (Foley, 2005: 225). Despite the attempts to develop Thai students' English language skills at all educational levels, the English proficiency of Thai students is relatively low when compared to those in neighboring countries (Khamkhien, 2010).

Among the four skills of English language (listening, speaking, reading, and writing), the skills used most in the workplace are listening and speaking (Wiriyachitra, 2002). However, English teaching in Thailand focuses on grammar and accuracy; therefore, students are insufficiently introduced to these skills (Simpson, 2011). As a result, many Thai students' speaking and listening ability are rather limited (Khamkhien, 2010) and Thai students have problems with them (Kongkerd, 2013). The speaking skill is the weakest of the four language skills of many foreign language learners at all levels, and Thai students cannot speak English fluently because of the following difficulties: "1) interference from the mother tongue (Thai), particularly in pronunciation, syntax are idiomatic usage; 2) lack of opportunity to use English in their daily life; 3) unchallenging English lessons; 4) being passive learners; 5) being too shy to speak English with classmates; and 6) lack of responsibility for their own learning” (Biyaem, 1997 cited in Wiriyachitra, 2002: 2). Apart from these difficulties, Weerarak (2003) also asserted that the speaking problems of Thai learners can be classified into two main types: the lack of grammatical knowledge and/or vocabulary limitations, and the lack of self-confidence in using English. This deficiency in speaking ability may affect their further study.

From the researcher assigned to teaching English in Grade 1 to 6 found significant problems in the teaching of English.

1. Students lack confidence not assertive and dare not pronounce words, sentences and English mispronunciation fear.
2. The achievement of students learning English Grade 5 in the past year, below the threshold not desirable.
3. Thailand's ASEAN community fully, but students cannot use language to communicate with confidence.
4. The efforts of teachers to make lessons interesting. Students with learning the intention were unwilling knowledge, fun and direct practice in a simulated and real situations.

It is crucial that researchers will have to improve teaching methods. To achieve the aim of teaching. Teaching English to communicate using Speaker by Heart is another way to make teaching interesting, the exotic to learn better.
OBJECTIVES
1. To develop communication skills in English to students in grade five through techniques Speaker by Heart.
2. To study the satisfaction of the fifth-grade students with the skills to learn to speak English in order to communicate using techniques Speaker by Heart

METHODOLOGY
1. Innovative design
   1.1 The planned meeting and the topic of interest.
   1.2 Teachers and students to query preview speech.
   1.3 Presentation and discussion on the Internet about a sample video conversations using language to communicate.
   1.4 Segment students. Topics of interest Ask students to research more vocabulary. And sentences used in the conversation.
   1.5 Please select the topic, and scrap.
2. Operating activities
   2.1 Cooperation with school administrators in the study.
   2.2 Clarification of the students know the purpose of the study.
   2.3 Pretest students targeted. The achievement test made up of 20 multiple-choice four options.
   2.4 Practice discussion on the selected topic. Teachers need to be closely.
   2.5 Segment students offering dialogue on the topics chosen until all the threads. Teacher guides help.
   2.6 All activities are learned.
   2.7 Activities ask for volunteers to help transfer knowledge to go teaching parents at home.
   2.8 Summary of Activities View video filming.
   2.9 Students quiz after class.

Technique “Speaker by Heart” The meaning of “Speaker by Heart”
Speaker by Heart refers to a speaker with a passion. Think and speak from the heart with good intentions. And interested in doing things all the time that "HEART" means are
H = HAPPINESS refers to activities that students can learn in a happy, happy of what they do
E = EDUCATION means activities to create knowledge. The ability to provide students with the basic skills needed. Looks pretty good mental habits. There is also an intellectual, mental, physical and social.
A = ACTIVE LEARNING refers to the event as an act or practice by the students. The enthusiasm was such a research project reports etc.
R = RESOURCES refers to the activities that the students have learned from various sources.
T = THINKING event meant to promote the idea. Students learn how to think. Many thought such a wide range of clear thinking.

The teaching language skills to communicate using the technique "Speaker by Heart" consists of the following steps.
1. Taken into lessons as the lead instructor at something interesting to offer to students, such as media clips of real images to arouse the interest of the students prior to the lesson. Sometimes the opportunity for the students to choose their lesson and want to
learn. The instructor presents the vocabulary and structures. Sentence by sentence of the card, as well as activities such as games, music.

2. The training teaches the students to work with others. Students practice using both languages. The meaning of words and sentences will focus on the learner can practice interactive dialogue. The exchange of information between friends, couples, and groups speaking by video and speaking about the present situation and surroundings on the selected topic.

3. In order to implement activities focused on promoting the language and spatial intelligence.

Students can use their knowledge of English speaking people to offer such a speech, telling talk show. The speech and role play both solo and in groups. And can be transmitted to others.

Upon completion of the course and event. Students will be effective as the cognitive hierarchy as the follows.

**The search begins**: The study has found significant new knowledge or manually due to studies.

**The development**: The development works as desired by the students to follow. Experimental learning and practice situations.

**The practical**: The practical implementation is completely determined by the situation. And speak correct the situation.

**The confident**: To ensure students have the skills to speak confidently.

**The student’s master**: The student’s master the skills of speech can be a role model and coach others to speak it.

**Picture 1. HEART’s components**

**Target group** in this study is the fifth year students. The first semester of the academic year 2016 Ban Nong Khu Muang Maha Sarakham. Space Elementary Mahasarakham one of the first class of students to 26 people.

**RESULT**

1. The student has the skills to speak English in order to communicate using Speaker by Heart.

Assessment of the ability to speak English speaking students in grade 5 of 26 results shown in Table 1-2.
Table 1. Mean and standard deviation. And the percentage of evaluations speaking after learning technique Speaker by Heart

<table>
<thead>
<tr>
<th>Activities Speaker by Heart</th>
<th>Points (20)</th>
<th>Points $\bar{x}$</th>
<th>S.D.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 Greeting</td>
<td>520</td>
<td>419</td>
<td>16.35</td>
<td>2.46</td>
</tr>
<tr>
<td>Lesson 2 What’s your name?</td>
<td>520</td>
<td>418</td>
<td>16.23</td>
<td>2.27</td>
</tr>
<tr>
<td>Lesson 3 Where’s your…?</td>
<td>520</td>
<td>411</td>
<td>16.31</td>
<td>2.26</td>
</tr>
<tr>
<td>Lesson 4 What time is it?</td>
<td>520</td>
<td>410</td>
<td>16.38</td>
<td>2.38</td>
</tr>
<tr>
<td>Lesson 5 What’s your favorite…?</td>
<td>520</td>
<td>417</td>
<td>16.58</td>
<td>2.55</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2075</td>
<td>81.85</td>
<td>11.92</td>
<td>409.23</td>
</tr>
<tr>
<td><strong>Average Percentage</strong></td>
<td>415</td>
<td>16.37</td>
<td>2.38</td>
<td>81.85</td>
</tr>
</tbody>
</table>

Table 1 shows that the overall average score of assessing the ability to speak after learning the techniques Speaker by Heart Grade 5 at the fifth story appears below. Rating assessment with an average of 16.37 points out of 20 votes representing 81.85 percent.

Table 2. Mean, standard deviation and the percentage of test scores after using technique Speaker by Heart

<table>
<thead>
<tr>
<th>Student test scores Score 20 points</th>
<th>The number of students who pass. (N=26)</th>
<th>total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>427</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td></td>
<td>16.42</td>
</tr>
<tr>
<td>S.D.</td>
<td></td>
<td>2.35</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td><strong>82.12</strong></td>
</tr>
</tbody>
</table>

Table 2 Shows that students scored achievement after learning with an average of 16.42 points from 20 points as a percentage of 82.12 points.

2. Analysis of satisfaction of students with the skills to learn to speak English

In order to communicate using techniques Speaker by Heart all five of the study was to evaluate satisfaction with the evaluation form, which is more developed. Three aspects, processes and procedures for quality activities and cognition. The results are shown in Table 3.

Table 3. Assessment of the satisfaction of students five years to learn the skills English communication using technique Speaker by Heart

<table>
<thead>
<tr>
<th>List assessment</th>
<th>The average</th>
<th>S.D.</th>
<th>The satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Process And stage events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- A process event.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- The activities to meet the objective. 4.59 2.00 Most
- The availability and ease of doing things.
- The event can be flexible.
- Tailored to the situation
- To gain knowledge of the event or process.
2. Quality
- There is an impression of the event. 4.58 1.78 Most
- To gain knowledge and development needs.
- Benefit from the activity.
3. Cognitive
- You can apply the knowledge gained in the application the confidence. 4.67 1.55 Most
- You can apply knowledge to publish / broadcast.
- Able to speak English to communicate confidently.
Total 4.61 1.78 Most

Table 3 reveals that the overall student satisfaction at the highest level. At the average value of 4.61 and a standard deviation of 1.78, considering that aspect. Every side has satisfied the highest level. On the cognitive, the most average of 4.67, with a standard deviation equal to 1.55. The processes and procedures for activities multiplied image is the average lower, respectively, is equal to 4.59 and 4.58 and the standard deviation is 2.00 and 1.78.

CONCLUSION
This study is the development of teaching spoken English to communicate using technique Speaker by Heart for students Grade 5. Summarizes the results and suggestions as follows.

1. Students are able to speak English in order to communicate using technique Speaker by Heart 80 percent above results, the ability to speak the student's grade, the fifth of 26 people found that the average overall rating assessment of the ability to speak after learning the techniques Speaker by Heart for grade 5 and 5 of the points listed below. The rate is equal to 16.37 from the full 20 percent 81.85 consistent with Aupson Dharmasaroj and Kanitta Jeethom (2010: 2) The ability to speak offers students increased after using innovative learning management on the learners Using a database workload By offering the ability to speak due to a 63.67 percent. Steps in learning activities that teach technique Speaker by Heart which students learn with fun, love, and speak from the heart, with great interest. And with the intention Students have the confidence to speak it.

2. The students' learning achievement points. With an average of 16.42 points out of 20 votes representing 82.12 percent of the vote in full. Consistent with research with Dissaya Supharatyothin (2011: 61) the development of language for communication among nurses. Hospital Buddhachinaraj Phitsanuloke using multiple methods the research found that 1.) The effectiveness of teaching promotes the ability to speak
English to improve communication among nurses using multiple methods with the E1 / E2 is equal to 88.17 / 86.86, which is higher than the standard set 80/80 2.) Ability, English for communication of nurses to be trained after the training than before training statistical significance. 01. The effect is so because the test used to measure the ability of the students to pass the amendment. Content that meets students learn and meet the desired objective measure of student ability to speak.

3. Analysis of satisfaction of students towards learning English speaking skills communication using technique Speaker by Heart all five of the study was to evaluate satisfaction. With the evaluation form was developed, which is divided into three areas: the process and activities of quality and cognition. The results showed that the overall student satisfaction at the highest level. The average value of 4.61 and a standard deviation of 1.78, considering that aspect. Every side has satisfied the highest level. On the cognitive most have an average of 4.67, with a standard deviation equal to 1.55 of the processes and procedures for activities multiply the image has an average lower, respectively, and 4.58 and 4.59 is equal. The standard deviation was 2.00 and 1.78 in accordance, similar to Dissaya Supharatyothin (2011: 61) Development of spoken English for communication among nurses Hospital Buddhachinaraj Phitsanuloke using multiple methods. Results showed the satisfaction of the participants with a series of teaching English for communication for medical use multiple methods at the highest level (= 4.83). From satisfaction students are a very good level, at may be because students love and passion for the teaching of teachers using techniques Speaker by Heart focuses on students with greater ease. Do not worry about pronouncing Trained too naturally. Do not focus on what is right or wrong grammar. But students can correct it later. As a result, students say Assertive confidence. Consistent with research Puttharat Tasa for the research, development, empowerment supervisors of learning a foreign language (English) schools under the Office of Basic Education found that the condition of the current. Empowerment of supervisors learning a foreign language (English) schools under the Office of basic education. Overall is moderate when classified by the descending order from most to least. The high level of productivity and the environment. The middle level is the result of feedback on the affected side and the respective issues, empowerment of supervisors of learning a foreign language (English) schools under the Office of Education. Basic Overall is moderate, averaging 3.12 on a split on the moderate side. The need to strengthen the powers of the supervisory group learning a foreign language (English) schools under the Office of Basic Education. Overall the average level of 4.03 when it was found that separation. In all aspects results. Evaluating the Empowerment of supervisors of learning a foreign language (English) schools under the Office of Basic Education. Monitoring and evaluation specialists based seminars. (Connoisseurship) overall and each aspect is possible. Adoption at the most 4.60 average.

**SUGGESTION**
1. Encourage students to realize the benefits of using the language for communication
2. Training students to use English for communication, dialogue needed daily by train everyday simulation to train language teachers to communicate should be advised to pronounce words and sentences correctly.
3. Should a student choose to present in a variety of formats, such as role-play record Video, made a short film.
4. It should give students the opportunity to practice the pronunciation of foreign language speakers themselves.
5. Because each step in teaching the time. Teachers should plan on time to suit and flexible Teachers should create a classroom atmosphere for a relaxing stay. The principles of communication, syntax highlighting, too. This helps to reduce the anxiety and dare say even more.
6. Activities focused on language for communication over. Syntax Highlighting and trained continuing to provide students the skills that good. With fluency And a self-confidence even more.

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