

## A Study of English Instruction Improvement of Teachers Toward Students of Mathayomsuksa 1-3 Students at Sutepnakornwich School in Roi Et Province

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### Abstract

The purposes of research were: 1) to study English instruction of teachers toward students 2) to analyze the problems of English instruction of teachers toward students 3) to find out the ways of English instruction improvement of teachers toward students.

Research methodology was mixed methods, which combines methods such as quantitative and qualitative research, the sample group consisted of 34 students of Mathayomsuksa 1-3 students at Sutepnakornwich school in Roi Et province. Statistics used were percentage, mean, standard deviation. Interviewing qualified and experts in conversation groups 3 persons.

The results of the study were as follows:

1. From study English instruction of teachers toward students. It found that study English instruction of teachers toward students were appropriate at a high level ( $\bar{X} = 3.06$ , S.D.0.77).

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2. From the analyzing the problems of English instruction of teachers toward students. It was found that the first cause of problems in teaching comprehension was appropriate at a high ( $\bar{X} = 3.81$ , S.D.0.97). Second cause of the problems in teaching instruction, it was found that the cause of problems in teaching instruction was appropriate at a high ( $\bar{X} = 3.81$ , S.D.0.97).

3. It was found that the interview of first question of three teachers about the problems of English instruction that the students did not have the basic in English language and lack of motivation. As for the second question that English instruction was so difficult to teach, the conclusion was that the teachers must be developed all time and increased the experience in English instruction, and the students cannot use English in real life, because in daily life they used mother tongue language and do not have motivation.

**Keywords:** English Instruction, English Teaching Problems, English Improvement

## Introduction

In the present time, learning foreign languages is very important. Education foreign languages serve as important tools for livelihood. Languages make us to understand cultures and visions, the world community. Foreign languages enable learners to be aware of the diversity of cultures and viewpoints in the world community. We can have friendship and cooperation with various countries. Languages bring about better understanding among different nations. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They should be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives. The goals, learners' key competency, and the bodies of knowledge of the Basic Educational Core Curriculum emphasize knowledge and skill for communication (Ministry of Education. 2008; referred in Thassaphon Trairat,2016)

Learning styles are defined by how students learn and retain information. Hence, teachers who build their lessons around different learning styles must ably understand how to reach individual students. One way to address the many distinct learning styles is to incorporate movement, reading, writing and lectures into each part of the class assignment. Teachers need to think of several ways to instruct, rather than focusing solely on lectures and written assignments that might leave some students struggling to keep up. There fore, should focus on skills in each side. Openness to the wider world.

### **1) Listening Teaching**

Pingyoad pointed out that the skill of listening with communication is an essential part of communication and basic to second language of the listening. The skill is to enable the learner to perceive the second language in the way native speaker perceive it. Listening is an active process that has three basic steps. These are Hearing, Understanding, and Judging. Hearing means listening enough to catch what the speaker is saying. Understanding is the part when one takes what one has heard and understands it in one's own way. Judging is the step when one chooses whether or not to believe what the speakers have said. (Pingyoad, A., 2005)

### **2) Speaking Teaching**

Nunan and Choi stated that "When you are first immersed into a second or foreign language environment, the speech-stream is just that: a stream of sounds. One of your task is to segment those sounds into meaningful portions. It is not easy." Speaking is the valuation skill in the oral mode. It involves more than just pronouncing words. Training courses for basic English conversation are in demand. Three kinds of speaking situations that one usually encounters are interactive, partially interactive, and non-interactive. (Nunan, D., & Choi, J., 2010 as cited in Thasaphon Trairat, 2016)

### 3) Reading Teaching

Fairbairn and Fairbairn reading is a complex set of different activities requiring a range of skills. Reflecting on this complexity and on the range of ways in which one can read should help one to become a better reader. There are five tips to improve reading skills as follows: styles of reading, active reading, a tip for speeding up active reading, spotting authors' navigation aids and words and vocabulary

### 4) Writing Teaching

Boonsothornsatit, Steane & Jangkanipukul, some estimate that up to 30% of work time is engaged in written communication. It is necessary to develop the skill of writing, not only because of the time involved in writing, but also because success may depend upon it. No matter how sophisticated information technology become, managers at all levels of an organization need to be skilled in business writing and aware of its effectiveness. (Boonsothornsatit, S., Steane, U. & Jangkanipukul, W., 2007)

Finally, to the study effectively, the purposes of research were: to study English instruction, to analyze the problems and to find out the ways of English instruction improvement. Consequently, a study of English instruction improvement of teachers toward Mathayomsuksa 1-3 students have been selected for this research with the finding in methodology is quantitative and qualitative methods.

## Objectives of the Research

1. To study English instruction of teachers toward students of Mathayomsuksa 1-3 students at Sutebnakornwich school in Roi Et province.
2. To analyze the problems of English instruction of teachers toward students of Mathayomsuksa 1-3 students at Sutebnakornwich school in Roi Et province.

3. To find out the ways of English instruction improvement of teachers toward students of Mathayomsuksa 1-3 students at Sutepnakornwich school in RoiEt province.

## Research Methodology

**Research Design:** Quantitative Data The information receive from questionnaires is to be analyzed by mean and standard deviation, and then interpreted. and qualitative Data: this is key informants from the interviewing of teachers.

**Population:** In this research, the researcher has interviewed three key informants who have been teachers in English language at Sutepnakornwich School in Roi Et Province and handles questionnaire to simple group 34 students who are learning at Sutepnakornwich School in Roi Et Province.

**Research Tools:** There are two types of data that will be collected in this study.

1. Questionnaire: Details of the Questionnaires, In the part of this questionnaire. There are two main parts as the following: Part one: this part consists of general information as gender, educational background, age, and status. Part two: this part is consisted of question design of the problems and to find out the ways of English teaching improvement of teachers toward Mathayomsuksa 1-3 students at Sutepnakornwichschool in Roi Et province.

2. Interview: Details of the Questionnaires, In the part of this interview, Opened Questionnaires for interview of 3 key informants. The researcher was going to ask the respondents in order to get their opinions in English teaching of teachers and suggestions of English instruction improvement of teachers toward Mathayomsuksa 1-3 Students at Sutepnakornwich School in RoiEt Province.

**Data Collection:** The researcher carries on the data collection as follows:

The researcher take to distribute the questionnaires to the sample group and use the interview with teachers. The researcher distributes the questionnaires to the sample group by himself. 34 sets of questionnaires have been distributed, therefore, 34 sets of them have returned and use the interview with 3 teachers.

## Results of Research

1. Findings from study English instruction of teachers toward Mathayomsuksa 1-3 students at Suteptnakornwich school in Roi Et province. It found that study English instruction of teachers were  $\bar{X} = 3.06$  and (S.D. 0.77). So, it could be interpreted that the participants had a fairly agree.

2. Findings from the analyzing the problems of English instruction of teachers for Mathayomsuksa 1-3 students at Suteptnakornwich school in RoiEt province. It was found that the first cause of problems in teaching comprehension was  $\bar{X} = 3.81$  and (S.D. 0.97). So, it could be interpreted that the participants had a agree.

Second cause of the problems in teaching instruction, it was found that the cause of problems in teaching instruction was  $\bar{X} = 3.81$  and (S.D. 0.97). So, it could be interpreted that the participants had a agree.

3. Findings from interview people, it was found that the interview of first question of three teachers about the problems of English instruction that the students did not have the basic in English language and lack of motivation. As for the second question that English instruction was so difficult to teach, the conclusion was that the teachers must be developed all time and increased the experience in English instruction, and the students cannot use English in real life, because in daily life they used mother tongue language and do not have motivation. The last of the three questions about techniques in English instructions the conclusion was that the teachers have to prepare the content before class every time and repeat all skills that were listening, speaking, reading, and writing. The Example could be used in real life. Finally the teachers must give motivation for students to draw their interest.

## Conclusion and Discussion

The conclusions of the research by used questionnaires about problems and find out the ways of English teaching of the results collected which were the overall is 3.06%, with means a fairly agree.

The researcher found that teacher have no time for explanation 3.50% teachers were not motivated in teaching comprehension 3.80%, methods of teaching listening comprehension were too difficult 3.90%, Problems were relating to listening comprehension difficult to solve 3.80%.

The researcher found that Teaching comprehension does not require special knowledge or effort 3.95%, Methods and strategies relating to teaching comprehension were essential and necessary 3.85%, methods and strategies relating to teaching comprehension were essential and necessary 3.50%.

Interview conclusions about problems and find out the ways of English teaching were summarized as follows; in the interview of first question of three teachers about the problems of English instruction, that the students did not have the basic in English language and lack of motivation. As for the second question that English instruction was so difficult to teach, the conclusion was that the teachers must be developed all time and increased the experience in English instruction, and the students cannot use English in real life, because in daily life they used mother tongue language and do not have motivation. The last of the three questions about techniques in English instructions the conclusion was that the teachers have to prepare the content before class every time and repeat all skills that were listening, speaking, reading, and writing. The Example that could be used in real life. Finally the teachers must give motivation for students to draw their interest.

### The study English instruction of teachers

Students enjoyed activities' s media provided in the instructional improvement, learning time in the instruction was Improvement appropriate. Practiced with instruction of learning and illustration was interesting. The instructional improvement was simple and easy to understand, learning through instructional

improvement helps you understand the contents well. Learning English through instructional improvement was useful. The contents and activities in the instruction were relevant. Instruction in instructional improvement helps you more understanding. Learning English through instructional improvement enhances your responsibility. Learning through instructional improves your English. The knowledge gained from learning English through instruction could be used for communication in everyday life. Learning English through instructional improvement helps you read English words correctly. Learning English through instructional improvement make you confident. Learning English through instructional improvement enhances your autonomous learning in the least. (Sriphrom, S., 1998)

And there is an important content :

Ruangsangtham mentioned that instructional packages are the system of production and combination of various materials so that they can be mutually valuable. Or it can mean the process of relating multi-media with the content and experience in each learning unit. Its purpose is to change the learners' behavior effective. (Rungrangtham, S., 1983, as cited in Thasaphon Trairat, 2016)

Phromwong stated that instructional packages are as the way of using multimedia in accordance with content and experience of each unit to help changing the learners' behavior effective. (Phromwong, 1987, as cited in Thasaphon Trairat, 2016)

### **The problems of English instruction of teachers**

The researcher found that teacher have no time for explanation, teachers were not motivated in teaching comprehension, methods of teaching comprehension were too difficult, problems were relating to teaching comprehension difficult to solve.

The researcher found that Teaching comprehension does not require special knowledge or effort, methods and strategies relating to teaching comprehension were essential and necessary, methods and strategies relating to teaching comprehension are essential and necessary. (Tongsuk, T., 1998)



The results of the interview with teachers by the overall, it has pointed out clearly in the objectives of the research, item 2 was to analyze the problems of English instruction of teachers toward Mathayomsuksa 1- 3 students at Sutebnakornwichschool in Roi Et province, be consistent with various tasks in their work as follows:

Good stated that instructions were particular learning programmed provide. They are included learning objectives, manual, learning contents and test. (Good, c. V., 1973)

Brown mentioned that instructional packages were series of multi-media constructed to help teachers to teach effectively. In each package was equipped with various items such as transparency film strip, portrait posters, slides and charts. Some packages may not contain all and some are programs provided students with instruction card manually. (Brown, 1987, as cited in Thasaphon Trairat, 2016)

## Suggestions for Research

In order to gain clear and deeper information, this study should be more explored. the suggestion were divided into 2 parts, which are recommendations for practice and recommendations for the further study as the following:

### Recommendation for teachers

- The teachers should teach more intensely and to continue to develop how to teach and learning for the students knowledge and confidence to use the English language.

- Teachers should provide training courses to pre- service teachers. Conducting also further research on the best methods used in teaching instruction comprehension and designing textbooks that focuses on all language skills such as listening, speaking, writing and reading. As well as there should be special rooms at schools that are equipped well and designed for listening classes and they should be free of sound destructions.

### Recommendation for students

1) The students should do the research more than one teaching subject and then compare to find strengths and weaknesses in order to be used to develop and correct the teaching and learning better.

2) The students should do the research in a school where students are having strong English language and conduct research in schools where students are having weak English language in order to see the clarity of the problem of English teaching.

3) The students should be clearly the problem of teaching and learning, the researcher should focus on qualitative research rather than quantitative research because qualitative research can be clearly seen the facts for teaching and learning.

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