

THE ENHANCED ACTIVITIES SKILL AFFECT READING ENGLISH LANGUAGE OF EARLY CHILDHOOD

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ABSTRACT

The objective of this study was the enhanced activities skill affect reading English language of early childhood at Bangboo primary school Samut Songkhram province. The data was collected by a survey questionnaire, there was 24 sampling specimen. The results presented that 54 percent of all respondents were girls during the ages of 7-9 years old, this analysis proved that the enhanced activities skill affect reading English language. The data was 71 percent staying with parents and 29 percent lived with grandparents. The enhanced skill for reading English language from their families were only 63 percent. To have foreign relative, the data was 92 percent for none. Majority students about 79 percent were English bookish. Findings of this study which concern about the supporting from their family were got average that 2.83 (SD=1.494) to support of reading English cartoon books. Follow by 2.75 (SD=1.294) students joined the enhanced English activities, encouraging student to read English books 2.04 (SD=.955), the frequencies of enhancing English language 1.71 (SD=.624), followed by 1.21 (SD=.0415) and speaking English language with students 1 (SD=.000) respectively. The data concerned friends realized the enhanced English activities that average 4.08 (SD=.974), followed by English bookish 3.83 (SD=1.090) respectively. Concerned with teachers of encourage them to listening English language that average 3.5 (SD=.780), followed by English communication 3.00 (SD=.417), encouraging student with the activities 2.75 (SD=.608), and promoting English competition activities 2.58 (SD=.654), respectively. The last data concerned with environments find that majority was the atmosphere of classroom enhanced with phonation English language 3.92 (SD=.776), followed by English poster 3.71 (SD=1.042) respectively.

The tested significant correlation coefficient was accepted as revealed at .000 (>0.05). Thus, it was implied that related to the enhanced activities skill affect reading English language of early childhood.

Keywords: Enhanced activities skill, Reading English language, Early childhood.

INTRODUCTION

The effective learning English is the personal social value which is concerned with individual behavior and society, as part of the lifestyle, educational level, and educational structure. Currently, there are points of instructional grammar and focus on vocabularies memorization of English language in order to do more exams. These mean that only their focus and caused students forget. In addition, students do not use English as a communicative tool in interaction with family members or other ways outside the classroom, thus causing a delay in learning English. As we asking, what are some ways to make English teachers for high level at all of the educational step? As we know, most of which are not familiar with the deep structure of English, and can't use the English language to communicate with students fluently. Normally, most of the English teachers are Thai and can do for teaching or speaking in Thai style. Otherwise, they are "teach English by speaking Thai" and focus on teaching to pass the exams. Furthermore, it is another important

challenge of Thai educational management to move to the ASEAN community in 2015, which is the year that the ASEAN community begins and stays with 10 members and all of these countries are focusing on communicative English language. Moreover, they are developing students' foreign languages.

The early childhood or pre-school age is between 2-6 years old. This age is the important period of growth both body and mind. [1].The early childhood is an important age to a base for next future generation for every country. So, The key way is a policy from each government to encourage and pull their family which include parents, adoptive parent ,teachers and all networks both government and private institute to collaborate and work together. [2] The main point is to concentrate for personal development theory. Concerned with the intelligent of children to youth to teach in English language. It's very sensitive way. So, the teacher should pay more attention for this generation both body and mind in order to gain of the intelligent brain. Many reasons are giving for them in the correct ways which from their hearts.

Furthermore, the another important challenge is the field of an environment of their school has more influence for children. The great environment is make some good effectiveness of feeling and mindset of thought. So, should prepare of the overall environment in childhood school both indoor and outdoor in order to encourage of early childhood to learning in the other experiences, with follow the theory of [3] believed that the encouragement support the development skill and creativity of childhood. In the other way, should make the environment safety, clean and peaceful. All activities are support and reinforcement to learning English language for early childhood. [4]

In the field of current English learning, like teaching, the teacher should let student learning in many ways , such as, internet, video, media learning. There are connected to their need. The main point is focus of their activities and attempt to make them interesting of learning English, with concerned with about childhood [5]. The activities are consistent with Bruner's theory about language, communication and teaching. [6] All tasks are very important for personal intelligence. Besides, all supporter should give more advices about the correct process of learning English with, especially, between the early childhood.

As above mentions, the activities effect reading English language of early childhood that concerned the understanding of adult to pay more attention of the basic education and communication in order to teach more skills based on activities. [7]. Then, the environment is a key to focus due to the early childhood need more activities both indoor, outdoor and learn about media technology. [8] . Furthermore, the great environment is to encourage to learn English language and attempt to study with other person.

OBJECTIVE

To assess the enhanced activities skill affect reading English language of early childhood at Bangboo primary school Samut Songkhram province.

SCOPE OF RESEARCH

1. *Location*
Bangboo primary school, Samut Songkhram, Thailand.
2. *Population*
The number of sampling was 24 students in English classroom.

METHODOLOGY

This research was conducted to use questionnaire which includes a basic information of students, the enhanced activities skill affect reading English language of early childhood at Bangboo primary school Samut Songkhram province. Then, to determine the statistic use, to start with percentage, Mean and Standard Deviation. [5] Then, test the T-Test with the significant confidence at 0.05. [6]

RESULTS

Table 1
Characteristics of 24 students in English classroom

Characteristics	Variables	N %	Value %
Sex	Male	11	45.8
	Female	13	54.2
Age	years old	24	7-9
Live	Parents	17	70.8
	Grandparents	7	29.2
	Not get	9	37.5
Characteristics	Variables	N %	Value %
Foreign relatives	Have	2	8.3
	No	22	91.7
Like to read English books	Fond of	19	79.2
	Not fond of	5	20.8

Note: N = 24

Results of the research, as shown in Table 1, was the characteristics of all respondents who completed the survey questionnaire. Of the 24 students studied English at Bangboo primary school Samut Songkhram province, 13 students of all were female and the least were male. Calculated percentages were 54.2% and 45.8% respectively. All of the students, 24 of all were 7-9 years old (100%). According to their residence, 17 students of all were lived with parents, only 8 students were lived with grandparents. 15 students got English language practice by parents (65%), 9 students (37.5%) don't get it. 2 of all respondents were students have foreign relative (8.3%), 22 of all were not (32.5%). 19 of all were students like to read English books (79.2%), and 5 students were not prefer to read them (20.8%), respectively.

Table 2
Analysis of family

Variables	\bar{x}	SD	Meaning
1. The enhanced skill for reading English language from their families	3.13	1.329	Satisfied
2. To support of reading English cartoon books.	2.83	1.494	Satisfied
3. To admire students that can read English books	3.46	1.382	Most
4. To support of English activities for students	2.75	1.294	Satisfied
5. To communicate with English language	1	0.000	Least

As shown in Table 2, To admire students that can read English books, (\bar{X}) were around 3.46, at its standard deviation at 1.382, followed by The enhanced skill for reading English language from their families, (\bar{X}) were around 3.13, at its standard deviation at 1.329, and to support of reading English cartoon books were around 2.83 and S.D = 1.494, To support of English activities for students, \bar{X} was 2.75 which its S.D was 1.294. Finally, To communicate with English language \bar{X} = 1 and S.D = .000, respectively.

Table 3
Analysis of friend

Variables	\bar{x}	SD	Meaning
1. To play English games with friend	4.08	0.974	Most
2. Like to read English books	3.83	1.090	Most
3. To have friends to learn English	3.71	1.042	Most
4. To have native foreign friends	1	0.000	Least

As shown in Table 3, To play English games with friend, (\bar{X}) were around 4.08, at its standard deviation at 0.974, followed by Like to read English books, (\bar{X}) were around 3.83, at its standard deviation at 1.090, and to support of To have friends to learn English 3.71 and S.D = 1.042. Finally, to have native foreign friends, \bar{X} was 1 which its S.D was .000, respectively.

Table 4
Analysis of Teacher

Variables	\bar{x}	SD	Meaning
1. To admire students to speak correctly English	4.00	0.933	Most
2. Students listen English language with medias	3.5	0.780	Most
3. Communicate with easy language	3.71	1.042	Most
4. To have native foreign friends	1	0.000	Least

As shown in Table 4, To admire students to speak correctly English, (\bar{X}) were around 4.00, at its standard deviation at 0.933, followed by Students listen English language with medias, (\bar{X}) were around 3.5, at its standard deviation at 0.780, and Communicate with easy language $\bar{X} = 3.71$ and S.D = 1.042, Finally, To have native foreign friends $\bar{X} = 1$ and S.D = .000, respectively.

Table 5
Analysis of Environment

Variables	\bar{x}	SD	Meaning
1. Good pronunciation.	3.92	0.776	Most
2. To have English media learning in class room	3.92	0.776	Most
3. Students read English language logo	3.71	1.042	Most
4. To have time study English language	3.50	0.780	Most
5. To have good environment in class room	3.33	0.637	Satisfied
6. To have English songs in class room	3.33	0.637	Satisfied
7. Student have meditation	2.83	0.702	Satisfied

As shown in Table 5, Good pronunciation, (\bar{X}) were around 3.92, at its standard deviation at 0.776, followed by To have English media learning in class room, (\bar{X}) were around 3.92, at its standard deviation at 0.776, Students read English language logo $\bar{X} = 3.71$ and S.D = 1.042, To have time study English language, (\bar{X}) were around 3.50, at its standard deviation at 0.780, and To have good environment in class room 3.33 and S.D = 0.637, To have English songs in class room, \bar{X} was 3.33 which its S.D was 0.637. Finally, Student have meditation $\bar{X} = 2.83$ and S.D = .702, respectively.

Table 6
Compare mean of the enhanced activities skill affect reading English language of early childhood

English Language Activities	N	\bar{X}	SD	S	t-test
To have English media learning in class room	23	3.917	0.776	.000	
Good pronunciation	23	3.917	1.042	.000	
Students read English language logo	23	3.708	0.637	.000	
To have English songs in class room	23	3.33	0.776	.000	25.635***
Student have meditation	23	2.833	0.780	.000	

***p<0.05

Data in Table 6 presented the significance of the enhanced activities skill affect reading English language of early childhood which its significance was .000 (>0.05). Thus, this implied that the activities with using English language have more significance, the assumption of this research can be accepted at the significance level 0.05.

DISCUSSION AND CONCLUSION

In conclusion, the person to help students are parents, friends, and teachers. Especially, teachers should prepare for English activities that they act in the English class such as to have English media learning in class room, practice more for pronunciation, as well as should follow up how often students practice themselves about reading English language logo in order to improve their reading skill. [9]. Furthermore, teachers should also prepare have English songs in class room, and should design the class by concerning the child-center and learn more for meditation . [10]In addition, the cooperative learning and learning by doing will enhance the capability and efficiency of the students in early childhood. [11] Teaching with the new techniques and creating a good atmosphere class will stimulate the students' perception and awareness of learning English in class. [12] .The activities are very interested are concerned with communication first. [13] and be focus on childhood behavior and provide some value of activities to let them enjoy with English language. [14].

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