

# Development of Reading Skills by Using Phonic Technique for Grade 2 Students at Banbangkapi School in Bangkok

Amornrat Sooksangthong

Mahachulalongkornrajavidyalaya University, Thailand

Email: amornratsook@gmail.com

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## Abstract

This Article aimed to study (1) To investigate condition of phonic technique of Grade 2 students at Banbangkapi school, Bangkok (2) To develop the phonic technique for enhance reading skill for Grade 2 students at Banbangkapi School, Bangkok. 3) To study the satisfaction of phonic technique for enhance reading skill for Grade 2 students at Banbangkapi School, Bangkok. The participants were 20 2nd grade students from Banbangkapi school, in Bangkok. The study is pre-Experimental research by using pre and post experiment with the samples. The instruments were learning phonics questionnaire, the manual of the development of reading skill by using phonic technique for grade 2 students at Banbangkapi school in Bangkok, the lesson plans of the development of reading skill by using phonics technique, the pre-test and post-test of development of reading skill by using phonics technique for grade 2 students, and a questionnaire of the students' satisfaction of the manual of Phonics Reading Practice Set for development of reading skill of grade 2 students. The calculation method was the percentage, mean, and standard deviation.

The result in this study found that students had test scores after using the development of reading skills by using phonic technic of grade 2 students at Banbangkapi school. ( $\bar{X} = 21.80$ ,  $S.D. = 4.05$ ) higher before using the development of reading skills by using phonic technic for grade 2 students at Banbangkapi school. ( $\bar{X} = 11.60$ ,  $S.D. = 3.33$ ) with a statistical significance of .05. Average percentage of improvement increased by 98.27% These results indicate a statistically significant improvement in students' reading performance following the use of the phonics reading practice, and this study analyzes student satisfaction with the development of reading skill by using phonic technique for grade 2 students at Banbangkapi school in Bangkok. The results of the satisfaction survey showed an overall mean score of 4.85 out of 5, with a standard deviation of 0.06, indicating high and consistent satisfaction among students. The overall satisfaction percentage was 97.10%, reflecting positive feedback across all survey items. A bar graph illustrating average satisfaction for each item further confirmed the effectiveness of the phonics kit in enhancing students' reading skills. These findings suggest that the phonics reading practice kit successfully engaged students and contributed significantly to their reading development.

**Keywords:** phonic technique, grade 2 students, reading skill, Banbangkapi school

## Introduction

English is the global lingua franca, essential for communication across diverse fields such as business, academia, and international relations. Proficiency in English opens opportunities in trade, culture, and global interaction. The importance of English education is acknowledged worldwide, and in Thailand, it is part of the Basic Education Core Curriculum 2008, which mandates English teaching at all levels. This curriculum aims to develop essential skills—listening, speaking, reading, and writing—helping individuals contribute to national progress.

Primary education is pivotal as it lays the foundation for reading development, yet many students struggle with this skill. In Thailand, approximately one in three primary students cannot read proficiently, affecting their ability to understand and engage in other subjects. Teachers, particularly in schools under the Office of the Basic Education Commission, face challenges such as inadequate subject-specific training and students' weak prior learning experiences, contributing to reading difficulties. These challenges emphasize the need for tailored teaching approaches to improve reading skills.

Among the issues in learning English in Thailand, pronunciation remains a significant hurdle. Many English sounds do not exist in Thai, leading to pronunciation errors as students substitute unfamiliar English sounds with more comfortable Thai ones. Such mispronunciations can lead to confusion and miscommunication. Additionally, vocabulary knowledge is critical to overall language proficiency. Without a strong vocabulary, students struggle with listening, speaking, reading, and writing in English. Incorrect vocabulary usage impedes communication, making vocabulary instruction a priority for teachers, especially for those teaching English as a second language.

Research suggests that a strong vocabulary foundation enhances reading and writing skills. Studies indicate that phonics instruction, which focuses on the relationship between sounds (phonemes) and letters (graphemes), is one of the most effective methods for teaching reading. By teaching phonics, students can decode unfamiliar words and improve their reading fluency and comprehension. As students gain phonemic awareness, their ability to read and pronounce words correctly improves, thus boosting their confidence in language use.

At Banbangkapi School, Bangkok, a significant number of Grade 2 students face challenges with reading, particularly in decoding words despite understanding their meanings. This problem, observed during reading aloud activities, impacts students' reading fluency and overall academic performance. Phonics-based instruction, focusing on sound-letter correspondence, offers a potential solution to this issue. Research suggests that phonics helps students recognize common word patterns, increasing reading speed and fluency while reducing decoding errors.

Phonics instruction not only improves reading fluency but also enhances spelling and vocabulary skills. Understanding how sounds correspond to letters helps students spell words accurately and recognize new words in context. The ability to decode and spell words improves students' writing, vocabulary expansion, and comprehension skills. Engaging phonics activities, such as phonics games and audiobooks, make the learning process interactive and enjoyable, further motivating students to read.

In conclusion, phonics instruction plays a critical role in improving students' reading, pronunciation, spelling, and vocabulary. Implementing phonics techniques in early education builds a strong foundation for literacy, enhancing reading fluency and comprehension. This study aims to use phonics-based teaching methods to improve the reading and spelling skills of Grade 2 students at Ban Bang Kapi School, helping them develop better pronunciation, memorize vocabulary, and ultimately use English more effectively as a communication tool.

### Research objectives

1. To investigate condition of phonic technique of Grade 2 students at Banbangkapi school, Bangkok.
2. To develop the phonic technique for enhance reading skill for Grade 2 students at Banbangkapi School, Bangkok.
3. To study the satisfaction of phonic technique for enhance reading skill for Grade 2 students at Banbangkapi School, Bangkok.

### Literature Review

#### 1. Foreign Languages Curriculum

**Importance of Foreign Languages:** Learning foreign languages is of paramount importance for effective communication, educational advancement, the acquisition of knowledge, and fostering an understanding of diverse cultures. English, being the primary foreign language in Thailand's educational curriculum, plays a vital role in promoting global communication and understanding. The integration of English into the curriculum ensures the development of linguistic proficiency essential for international engagement.

**Curriculum Overview:** The curriculum emphasizes the acquisition of language skills, including listening, speaking, reading, and writing. Furthermore, it explores the relationship between language and culture, enabling students to gain a comprehensive understanding of both their native and foreign cultures.

#### 2. Teaching English Vocabulary

**Types of Vocabulary:** English vocabulary is classified into two categories: active vocabulary, which encompasses words frequently used in communication, and passive vocabulary, which refers to words understood but not actively used in speech or writing. Both categories are integral to the language learning process, as they contribute to overall language competence.

**Vocabulary Teaching Methods:** Various approaches have been identified for teaching vocabulary, including direct instruction through real objects, visual aids, and gestures. Effective vocabulary acquisition is achieved through a structured three-stage process: presentation, practice, and application. Each stage is designed to enhance students' understanding and retention of new vocabulary.

**Importance of Vocabulary:** Vocabulary knowledge serves as the foundation for reading comprehension and overall communication skills. Research has shown that expanding one's vocabulary correlates with improved academic performance and enhanced ability to comprehend written texts. Therefore, it is essential to prioritize vocabulary instruction, especially for English language learners.

### 3. English Pronunciation Skills

**Phonics as a Teaching Tool:** Phonics is a fundamental method used to teach the relationship between sounds (phonemes) and letters (graphemes). This approach is particularly effective in helping learners decode unfamiliar words. Phonics-based instruction enhances students' pronunciation and reading abilities, providing a solid foundation for literacy development.

**Teaching Techniques:** Phonics instruction involves a variety of strategies, including reading aloud, focusing on stress patterns, and ensuring correct pronunciation of challenging words. These techniques are proven to enhance students' fluency and accuracy in reading, especially at the early stages of language learning.

### 4. Reading Skills

**Definition and Importance:** Reading skills encompass several cognitive and linguistic abilities required to decode, comprehend, analyze, and engage with written English texts. These skills are essential not only for academic success but also for lifelong learning and effective communication. Early development of reading skills, beginning with phonemic awareness and progressing to advanced levels of comprehension and critical thinking, forms the basis for overall literacy.

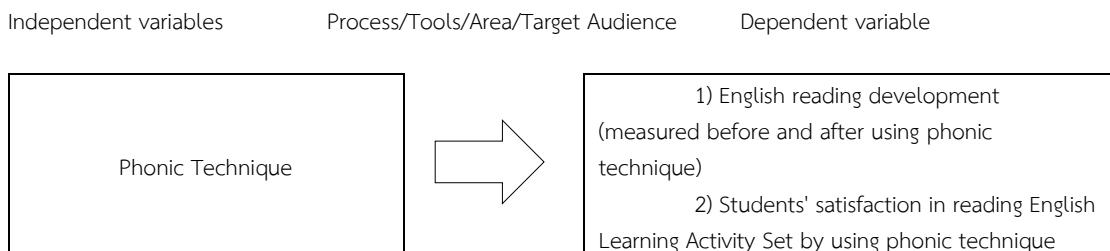
### 5. Phonic Technique

**Impact on Reading Skills:** Phonics instruction plays a crucial role in the development of reading and spelling skills. By teaching the relationship between sounds and letters, phonic techniques enable students to decode words effectively and improve their pronunciation. Studies have shown that students who receive phonics-based instruction exhibit significantly better reading performance, especially in the early stages of language acquisition.

The literature highlights the foundational role of foreign languages in education, with a particular focus on English. Vocabulary and pronunciation, key elements in language acquisition, are crucial for effective communication and reading comprehension. Phonics techniques, specifically in early education, play a vital role in improving reading skills. This review identifies a knowledge gap in the application of phonics to enhance reading skills for young learners, which this research aims to address by developing and testing a phonics-based approach for Grade 2 students.

### Conceptual Framework

The conceptual framework of this thesis will be focused on development of reading skill by using phonic technique of grad 2 students at Banbangkapi school. This conceptual framework aims to 1) To investigate the current condition of the phonics technique among Grade 2 students at Banbangkapi School, Bangkok. 2) To develop the phonics technique to enhance the reading skills of Grade 2 students at Banbangkapi School, Bangkok and 3) To study satisfaction of the phonics technique in enhancing the reading skills of Grade 2 students at Banbangkapi School, Bangkok.



**Fig.1 Conceptual Framework**

### Research Methodology

The research methodology employed in this study aimed to assess the effectiveness of phonics-based instruction in improving reading skills for Grade 2 students at Banbangkapi School, Bangkok. The study utilized a pre-experimental design, incorporating both pre-tests and post-tests to measure changes in students' reading abilities before and after the intervention. This approach allowed for a clear evaluation of the impact of phonics instruction on students' phonemic awareness, decoding skills, and reading fluency.

Data collection was carried out through structured tools, including lesson plans, student satisfaction questionnaires, and assessments designed to measure reading progress. The sample consisted of 20 Grade 2 students who participated in the study, with the research spanning six months. Statistical methods, including mean, standard deviation, and percentage calculations, were used to analyze the collected data.

Overall, the research methodology was designed to provide a comprehensive evaluation of the phonics technique's impact on early reading development. The findings were expected to contribute valuable insights into effective phonics-based teaching strategies and their potential application in improving reading outcomes for primary school students.

### Research Results

Objective 1. The results showed that the phonics-based instruction significantly improved the students' reading skills. The average pre-test score was 11.60 (S.D. = 3.33), while the post-test score increased to 21.80 (S.D. = 4.05), with an improvement of 98.27%.

Reading Skills Development	full score	$\bar{X}$	S.D.	t-test	Sig.
Pre-test	30	11.60	3.33	*15.29	0.00
Post-test	30	21.80	4.05		

**Table** The comparison between students' reading skill development with the development of reading skills by using phonic technic of grade 2 students at Banbangkapi school.

Objective 2: The results showed that the phonics technique was effective in enhancing the vocabulary knowledge of students. The students demonstrated an improved ability to recognize and pronounce new vocabulary words, with consistent progress throughout the study.

Exercises	Full score	$\bar{X}$	S.D.	Percentage
Unit 1 Consonant Sounds	10	5.7	0.98	57
Unit 2 Short Vowel Sounds	10	6.05	0.89	60.50
Unit 3 Long Vowel Sounds	10	7	0.86	70
Unit 4 Blending & Segmenting	10	8.05	0.83	80.50
Unit 5 Digraphs	20	15.85	1.31	79.25
Unit 6 R-Controlled Vowels	20	16.25	1.33	81.25
Unit 7 Diphthongs	20	17.55	1.19	87.75
<b>Total</b>	<b>100</b>	<b>10.92</b>	<b>1.06</b>	<b>73.75</b>

**Table** The results of analyzing the efficiency of the exercises in developing English reading skills using the phonic technique for grade 2 students at Banbangkapi school, Bangkok.

Objective 3: The results showed that students expressed high satisfaction with the phonics practice. The satisfaction survey indicated a mean score of 4.85 out of 5 (S.D. = 0.06), suggesting that students were highly engaged and found the phonics instruction helpful in improving their reading skills.

No.	Statements	$\bar{X}$	S.D.	Interpretation
1	Students understand that phonics is about learning letter sounds.	4.85	0.36	very satisfied
2	Students know how to segment word sounds (e.g., /c/ - /a/ - /t/)	4.9	0.3	very satisfied
3	Students can blend sounds to read new words.	4.8	0.4	very satisfied
4	Students can spell words using letter sounds.	4.8	0.4	very satisfied
5	Students enjoy learning through the phonics technique.	4.85	0.36	very satisfied
6	Phonics helps the students read English more easily.	4.8	0.4	very satisfied
7	Students want to learn more phonics in future lessons.	4.8	0.4	very satisfied
8	Students can read simple new words they haven't seen before.	4.85	0.36	very satisfied
9	Students are confident to read aloud in front of classmates.	5	0	very satisfied
10	Students acquire knowledge through their studies and are able to apply it in their daily lives.	4.9	0.3	very satisfied
<b>Total</b>		4.85	0.33	very satisfied

**Table** The analysis of the students' satisfaction in the development of reading skills by using phonic technic for grade 2 students at Banbangkapi school in Bangkok on the statements of the questionnaire.

### Discussions

#### 1. Investigating the Condition of Phonics Technique

The first objective aimed to investigate the need and problems related to English reading skills by using phonic technic for grade 2 students at Banbangkapi school in Bangkok. According to the data collected, the study sample consisted of 20 students—9 male (45%) and 11 female (55%). The analysis of the students' responses revealed a strong awareness of the importance of improving reading skills. Problems in English Reading skills, the findings show a high level of agreement, with an average percentage of 96.83% and needs and preferences regarding phonic based reading technique, the students also expressed a strong preference for phonics based reading methods, with an average agreement percentage of 95.67% classified as strongly. This data underscores the students' recognition of their own challenges and their willingness to improve. To support this development, the phonic technique was implemented. The present study is related to the study of C. E., Snow, & National Reading Panel about the majority of students in the study expressed difficulties with reading, particularly with phonemic awareness (recognizing sounds and blending them into words). This aligns with previous research that suggests many young learners struggle with phonics-related tasks, including decoding and blending sounds into meaningful words. The strong interest in phonics-based activities is also consistent with findings from various studies, which suggest that phonics-based methods are engaging and effective for early readers.

#### 2. Development of the Phonics Technique to Enhance Reading Skills

The second objective aimed to compare the English reading skills by using phonic technique for grade 2 students at Banbangkapi school in Bangkok before and after the implementation of the phonic technique. To evaluate this, the researcher administered both a pre-test and a post-test. The findings revealed a statistically significant

improvement in the students' reading after using the phonic technic strategy. The mean score on the pre-test mean score was 11.60 (SD = 3.33), while the post-test mean score was 21.80 (SD = 4.05), with a significance level of  $p < .05$ . This result clearly demonstrates that the phonic technique effectively enhanced the students' reading abilities. In addition to the test scores, the researcher assessed learning progress through exercises conducted over 7 instructional units. The efficiency scores for these units were 57% for Unit 1, 66.50% for Unit 2, 70% for Unit 3, 80.50% for Unit 4, 79.25% for Unit 5, 81.25 for Unit 6 and 87.75 for Unit 7 with an overall average of 73.75%. These results indicate consistent improvement throughout the learning process. Moreover, the study of L. C., Ehri in the study employed a structured approach that involved pre-tests, in-class activities, and post-tests, all designed to evaluate students' progress. This approach reflects best practices in educational research, where controlled experiments and repeated testing can help measure the effectiveness of an intervention.

to be a highly effective method for improving English reading reading skills by using phonic technique among Grade 2 students at Banbangkapi school in Bangkok.

### 3. Evaluating the Satisfaction of the Phonics Technique

The third objective of this study was to examine the students' satisfaction toward the learning management designed to improve English reading skills using the phonic technique. To assess this, the researcher distributed a questionnaire containing 10 items. The overall average was 4.85 which was at very satisfied level. If it was separated individually as aspect, it was found that the item with the highest average was item no. 9 Students are confident to read aloud in front of classmates with the score  $\bar{X} = 5$ , S. D. = 0, and the second item was no. 2 Overall, Students know how to segment word sounds (e.g., /c/ - /a/ - /t/), and the third item was no. 10 Students acquire knowledge through their studies and are able to apply it in their daily lives, no. 1 Students understand that phonics is about learning letter sounds and no. 5 Students enjoy learning through the phonics technique. with the score  $\bar{X} = 4.85$ , S.D. = 0.36 and the fourth item was no. 8 Students can read simple new words they haven't seen before, no. 3 Students can blend sounds to read new words, no. 4 Students can spell words using letter sounds, no. 6 Phonics helps the students read English more easily and no. 7 Students want to learn more phonics in future lessons with the score  $\bar{X} = 4.8$ , S.D. = 0.4 Overall, the use of the phonic technique led to high satisfaction among the students, demonstrating its success in improving their English reading skills. The study of D., McCutchen, in these findings suggest that students not only benefited from the phonics technique in terms of improving their reading skills but also enjoyed the process, which is an essential factor in sustaining engagement in literacy learning. Student motivation and enjoyment are crucial in fostering a positive attitude towards learning, especially at the elementary level.

### Knowledge from Research

The primary knowledge gained from this research is the confirmation of the effectiveness of phonics-based instruction in enhancing reading skills for young learners. The study demonstrated that phonics helps students develop critical reading skills, such as decoding words, improving fluency, and boosting comprehension. The high level of student satisfaction further underscores the importance of engaging, phonics-based activities in promoting reading development.

Additionally, the research highlights the importance of systematic, step-by-step instruction, where each unit builds upon the previous one. This approach helps students progressively master the skills they need to become confident and independent readers. Furthermore, the study emphasizes the need for teacher professional development and the use of interactive, engaging materials to ensure that phonics instruction is both effective and enjoyable for students.

### Conclusion

This research aimed to evaluate the development of reading skills using the phonics technique for Grade 2 students at Banbangkapi School in Bangkok. The study involved three key objectives: 1) Investigating the current condition of phonics instruction among Grade 2 students; 2) Developing the phonics technique to enhance their reading skills; and 3) Studying satisfaction of the phonics technique. The results revealed significant improvements in reading skills among the students, as evidenced by the pre-test and post-test comparisons. Additionally, the majority of students expressed high satisfaction with the Phonic technique, indicating that it was a helpful and engaging approach to enhancing their reading skills. This study provides valuable insights into the impact of structured reading strategies on elementary students' English reading abilities and highlights the potential of the Phonic technique for improving reading skills.

### Suggestions

Based on the findings of this study, it is recommended that phonics instruction be integrated into the early stages of language learning in primary schools. Teachers should receive training on effective phonics techniques to ensure that they can deliver high-quality instruction. Additionally, further research should be conducted to explore the long-term effects of phonics instruction on students' reading comprehension and writing skills. Schools may also consider using a variety of phonics-based tools and resources to support diverse learning styles and needs.

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