DEVELOPMENT OF ENGLISH FOR COMMUNICATION: PROJECT FOR THE MUTTAYOMSUUKSA 2 STUDENTS, THAILAND

Watcharaporn Hanapan  
wat.0825@hotmail.com  
Puttharat Tasa  
puthara99@gmail.com  
Office of Mahasarakham Primary Education Service Area 1, Thailand

Abstract

This research aim to develop the skills in using English for communication. There are four stages to be conducted to do this research namely PDCA. They are: stage 1: planning (P: planning); stage 2 compliance (D: Doing); stage 3: validation (C: checking); stage 4 Development (A: action), samples used in the the students Muttayomsuksa 2 Ban Songmaew school Borabue district Office of Mahasarakham Primary Education Service Area 1 the first semester of the academic year 2015. The results of the study showed that students are able to use English to communicate effectively after studying the project's learning. It was concluded that the development of English language for communication can be increased when teachers are able to provide student with a well-organized lessons. In this case, students are interested to learn by doing project.

Key words: English for communication, Project Learning, Learning a foreign language.

INTRODUCTION

Thailand is a country that has been affected by the rapid growth of information technology in the era of globalization, or the borderless world. Every day there are a tremendous amount of information flowing into Thailand. Whether it's the Internet, television, radio, print media and other communication tools, information, most of these are in English, which has been recognized as a universal language used to communicate widely throughout the world. The role of English in Thailand is, therefore, becoming increasingly important. According to the information society. Access to knowledge and information are required to have knowledge of English as well. So Thailand needs to develop proficiency in English to a level to get information and understand English very well. Including the ability to use English to communicate to society the world has properly (Prakongsri, 2002: 1).

Education reform policy in the second decade (2009-2018 BC), with a vision to Thailand lifelong learning quality in the year 2018 will be education reform and be learning the system and the focus (8) of the Office of the students Muttayomsuksa 2, teachers and educational personnel, everybody. Along with the ASEAN community. Immune to change and multicultural society by promoting the teaching of English to prepare the ASEAN community. The policy "สตรอเตกซีฟ พัฒนาพื้นที่". "Learn less More knowledge"

From an economic and global changes. The lifestyle of the people to change and to adapt to the prevailing conditions. The students also have the skills to use English for prepare communication the ASEAN community is low. There Achievement (O-NET, NT) is low. Lack of critical thinking skills think synthesis and skills in the pursuit of self-knowledge.

The reason that all the research activities, teaching English through the project's Learning are all around me, the students Muttayomsuksa 2 to improve the teaching of learning a foreign language. Junior high School Songmaew To help the students to learn effectively and encourage students to learn from real experiences can use English to communicate accurate and culturally appropriate to seek a synthesis and analytical thinking of self-knowledge. As well as a good attitude towards learning English. And teachers seek to
teach by teaching techniques has led projects integrated with what is around them. And the way of life of the local community and the knowledge gained can be applied and is based on its use in everyday life to the next class.

RESEARCH OBJECTIVES
1. To develop the skills to use English for communication for the students Muttayomsuksa 2
2. To study the satisfaction of the students with the activities.

METHODOLOGY
The steps was conducted to finish this research. They are as follows:
1. Planning (P: Planning)
   1.1 Analysis Course learning a foreign language learning. Analysis learners.
   1.2 Analysis standard metric unit about Landscape Folk wisdom that students should know and see in everyday life.
   1.3 Scope of Practice Scheduled for teaching: model project Plan Projects The work/project assessment Tools.
2. Practice (D: Doing).
   2.1 Analysis of the problem and the need including analysis of learners.
   2.2 Preparation course plan with a project. Prepare an outline project integrated with local knowledge and evaluation authentic.
   2.3 Bring series of projects to improve the learning process and learning plans.

Learning techniques taught 10 project phases:
1. Agreement on the subject for the project. (Defining issues or topics to be studied) may be the teacher's guidance, but students can request to be adjusted.
2. Determine the expected yield. Students will be required to set point when the project already has what (What) works in the English language skills (Language Skills) in the final out of nothing.
3. Framework project defines the layout what information is to find information. Steps planned by stages.
4. Prepare students to study self-knowledge or language that are required to implement.
5. Researchers seek information by looking at the study of sources. Writing a report on it.
6. Prepare students to practice the language needed to compile the compiler.
7. Collect and analyze data by doing brainstorm about what to research. Please note analyzed data irrelevance cut off. Organized by category, of the importance of the subject to record, edit, save the data correctly.
8. Prepare a report (How to present) Topic major media prepared / Illustrated Scripts made a speech. Practical steps speaking at a presentation in English.
10. Assess Projects (To be assessed during the operation. At the end of the work, students to reflect on the experience of project work fine in the end. Teachers should assess students to achieve skills, Cognitive Domain, Affective Domain and Language Skills assessment by the
students themselves. (Self-evaluation) by a fellow student (Peer-evaluation) and assessment by the teacher (Teacher evaluation) and Parent. Teacher online Coaching and Mentoring (mentor and advise the system) and a demonstration before proceeding.

3. Check (C: Checking)
   3.1 Knowledge: The average score of the students.
   3.2 Skills: Based on practice.
   3.3 Attitude: The average satisfaction score in the study by the Project Learning is all around me.
   3.4 Development (A: Action)

In order to develop the students to have the knowledge of english language skills to be effective. And create a positive attitude towards learning English as well as used as a form of preparation work, innovation, and research in the classroom.

DISCUSSION

The study of the project's Learning is all around me evaluation skills to use English for communication the students Mutayomsuksa 2, showed that the overall average score of assessing the ability to use English to communicate with the project after learning all four scores to evaluate English language skills to communicate. With an average of 8.16 out of 10 votes representing 81.61 is at a good level because of the learning and teaching using project integrated with its surroundings are a form of communication frequently and find on daily. It gives students the skills to operate continuously and cause more familiar. This is consistent with the research of Wisaruta (2007: 67) found that students with proficiency in listening, speaking at a good level. The ability to read and written in a very good level in the use of English in order to promote cultural awareness. It is consistent with the research of Bundit (2014: 66) found that students who learned how to teach English project are able to speak English to be taught higher statistically significant. Because of this project, the researchers have developed a teaching process, starting from the self-study. The criteria set out in the excellent two projects. It is consistent with the research of Somsamai (2011: 109) found that the plans, teaching activities using science in grade 6 students, which makes it effective for achievement points.

Above a preset percentage is 81.26 / 82.33 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.

The student satisfaction with the activities of teaching English for communication with the project's Learning is all around me, the second-grade students were satisfied with the overall level. The average value of 4.49 and a standard deviation of 1.49, considering that aspect. The activities of teaching. The level of satisfaction is highest with an average of 4.54 standard deviation equal to 1.55 on the subject. Average lower than 4.52 standard deviation equal to 1.15 of the medium of instruction and understanding. The average equivalent is 4.45 and the standard deviation was 1.73 and 1.53, possibly due to the teaching and learning to communicate with the project. The researchers have applied lessons and learn from indigenous cultures. Or the lives of learners themselves. Allows students to have fun and be
interested in learning more. Over the subject or content from the learners themselves. This is consistent with the research of Bandit (2014: 66) found that student satisfaction with teaching English project after project, the first, second and third in the good to excellent respectively.

SUGGESTION
Here are suggestions that can be referred:
1. Students should be presented in various forms such as modern and demonstration video clips, short films, and so on.
2. Teachers should guide the consultation process, such as writing grammatically correct. Speech Courtesy of the interviews or information to me.
3. Projects English teachers should teach the procedure. Every step is not to let the students make their own.

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