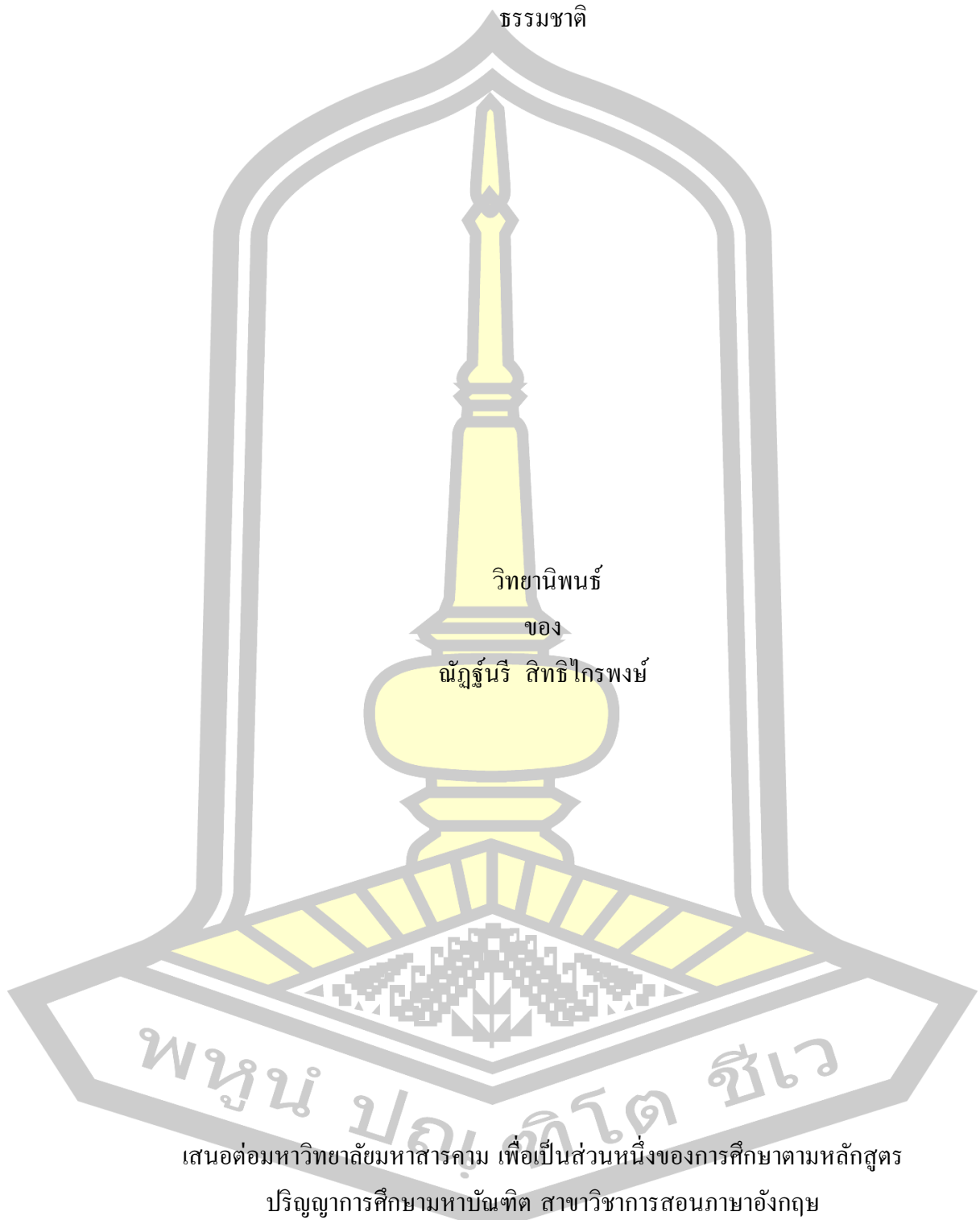Improving Upper Secondary School Students' Pronunciation Skill on the Problematic
Sounds through the Natural Approach

Natnaree Sittikraipong

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in English Language Teaching

November 2019

การพัฒนาทักษะการออกเสียงในกรณีเสียงที่มีปัญหาของนักเรียนชั้นมัธยมศึกษาตอนปลายโดยวิธี
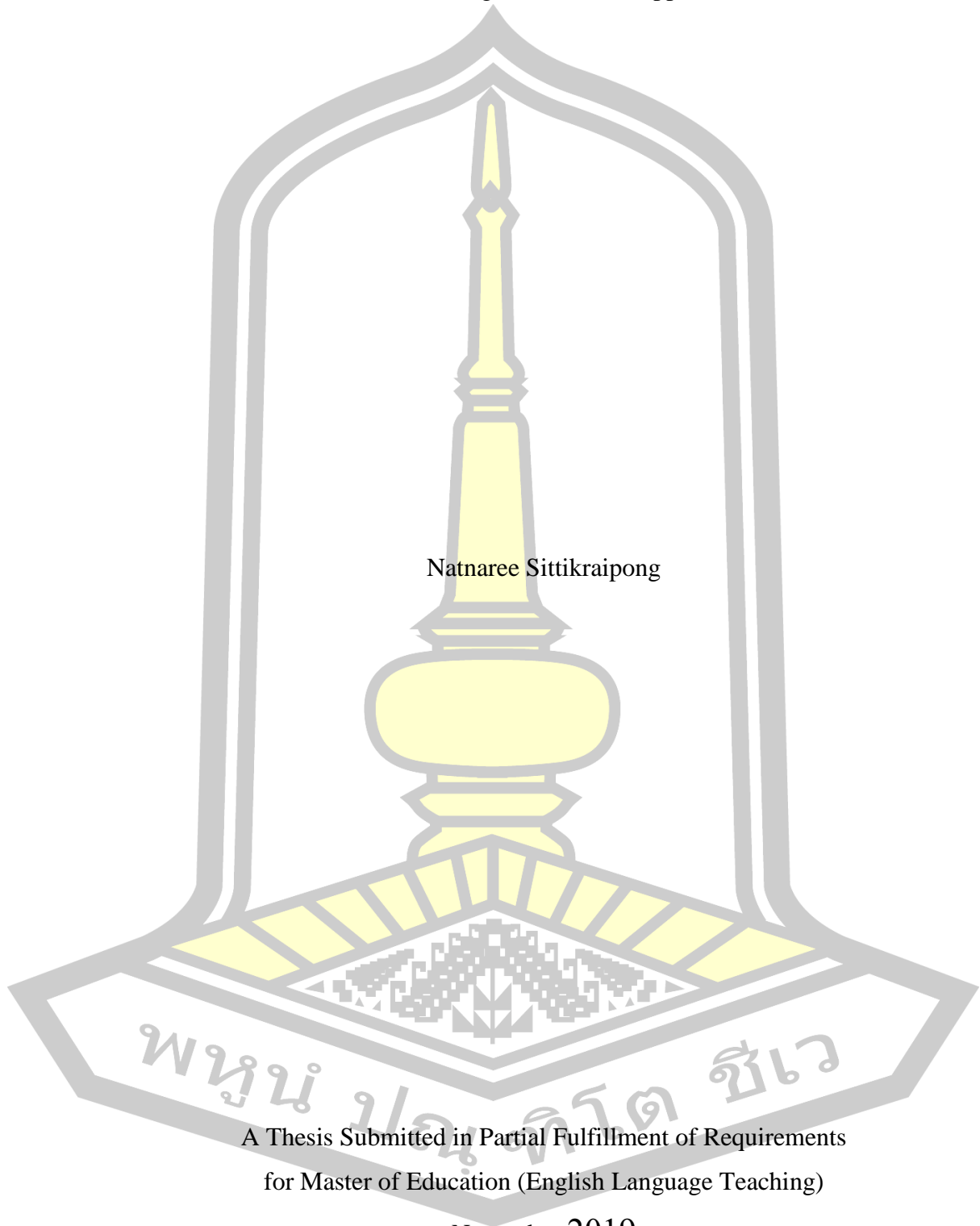ธรรมชาติ

วิทยานิพนธ์
ของ
ณัฏฐ์นรี สิทธิไกรพงษ์

เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ
พฤศจิกายน 2562
ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

Improving Upper Secondary School Students' Pronunciation Skill on the Problematic
Sounds through the Natural Approach

Natnaree Sittikraipong

A Thesis Submitted in Partial Fulfillment of Requirements

for Master of Education (English Language Teaching)

November 2019

The examining committee has unanimously approved this Thesis, submitted by Miss Natnaree Sittikraipong , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Mahasarakham University

Examining Committee

.... Chairman
(Apisak Sukying , Ph.D.)

.... Advisor
(Pilanut Phusawisot , Ph.D.)

.... Committee
(Asst. Prof. Intisarn Chaiyasuk , Ph.D.)

.... External Committee
(Asst. Prof. Saowanee Treerat Alexander , Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education English Language Teaching

....
(Asst. Prof. Kanokporn Rattanasuteerakul , Ph.D.)   (Assoc. Prof. Krit Chaimoon , Ph.D.)
Dean of The Faculty of Humanities and Social Sciences   Dean of Graduate School

TITLE	Improving Upper Secondary School Students' Pronunciation Skill on the Problematic Sounds through the Natural Approach
AUTHOR	Natnaree Sittikraipong
ADVISORS	Pilanut Phusawisot , Ph.D.

DEGREE	Master of Education	**MAJOR**	English Language Teaching
UNIVERSITY	Mahasarakham University	**YEAR**	2019

ABSTRACT

The purposes of this study were to investigate whether or not the Natural Approach could help students improve their pronunciation skill on the problematic sounds and to investigate how the Natural Approach helped students improve their pronunciation skill on the problematic sounds. The participants were eight upper secondary school students studying at a private school in Khon Kaen province, Thailand. They were those who had the most questionable pronunciation skill. The instruments for data collection consisted of English pronunciation pre-test, post-test, a semi-structured interview, and a learning log. Six lesson plans specifically designed based on the Natural Approach together with the cycles of action research included passages, songs, movies, games, tasks and series and open-dialogs that comprised the problematic sounds which were the final sounds of /d/, /t/ and /ɪd/. The data were analyzed using percentage and content analysis. The findings revealed that (1) the scores of the students' English pronunciation skill was higher after learning through the use of Natural Approach, and (2) the Natural Approach was proved to be an effective way to help the student improve their English pronunciation skill. Finally, the findings also suggest pedagogical implications for teachers who wish to improve students' pronunciation skills.

Keyword : The Natural Approach, Problematic Sounds, Upper Secondary School Students

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

พหูนปญญฺศริโต ชีเว

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

This chapter is an introduction to the thesis and it provides background as well as a context for the present study. This section includes background, purposes, research questions, definition of key terms and significance of the study. This study is intended to investigate the improvement of upper secondary school students' pronunciation skill through the 'Natural Approach'.

Background and Rationale of the Study

When someone asks, 'How old are you?' and you reply, 'I'm sick,' instead of 'I'm six,' the person who is listening may think that you are actually 'sick' (Narksompong, 2007). That is why clear and correct pronunciation is important. According to Morley (1998), when speakers address someone else, the first thing that can create a good impression about the quality of their language ability is their pronunciation. Good pronunciation can help individuals understand one another easily. In contrast, poor and incomprehensible pronunciation may cause misunderstanding for both speakers and listeners. Moreover, learners with limited pronunciation skills lose their self-confidence and results in a negative impact when assessing their abilities. Poor pronunciation can also confuse people and may lead to an unfavorable outcome or misunderstanding even if a speaker uses advanced grammar or vocabulary. Consequently, a speaker can use simple words or grammatical structures to help people understand, but he/she cannot always use simple pronunciation (Lund, 2003). It is for these reasons that teachers need to improve the pronunciation skill properly.

Consequently, practicing pronunciation is very important for Thai English speakers as improving their pronunciation skill beforehand can promote confidence and make them feel less reluctant to speak English. Self-esteem and personal attitudes are also the main factors in improving their English pronunciation. Moreover, they can promote self-study when they encounter new vocabulary, enabling them to learn how to pronounce a new word better. Thai students not only need English for

comprehension in classrooms or schools, but also for interacting and communicating in English outside the schools in many situations.

During the researcher's role as a teacher of English for a Thai secondary school, it was found that students had to take the four skills tests: listening, speaking, reading and writing semi-annually. These test were a part of the school's policy in the English subject to examine the students' development. Each skill had 10 points and the total was therefore 40 points. The result of the test conducted by the school showed that during the first semester of 2018, students had good basic skills of English. However, students often got low scores in speaking skills. The researcher and the native-speaking teacher found that students seemed to make mistakes in pronunciation and particularly had a problem pronouncing the final sounds. At the school where the study took place, English pronunciation was considered one of their most challenging problems. The reason for this was that, the traditional teaching of the pronunciation of the final sounds of –ed: /d/, /t/ and /ɪd/ had not been as successful as expected. For the traditional teaching, students were not taught appropriate pronunciation strategies effectively. The teacher had just provided information about the pronunciation of the –ed final sounds, then the students had to remember the sounds of those words. They did not have a chance to practice each sound repeatedly. They listened to the teacher passively, repeated it once, and took notes about the sound the teacher pronounced. The traditional teaching methods were not effective enough to develop a student's pronunciation skills. Moreover, students lacked motivation to learn. With the traditional teaching method, they felt bored, unmotivated and were not satisfied with their learning. They were also unable to pronounce and remember the rules for pronouncing the –ed sounds.

To solve the students' pronunciation problems, the most important thing must be a change in the approach adapted by the teacher to teach the students. The researcher deemed that giving students a variety of activities could help them in developing the pronunciation skill because repetitive but various examples enable comprehension by listeners despite them not understanding all the words and structures in it. According to Krashen's theory of language acquisition, giving learners various examples helps them acquire language naturally, rather than learn it consciously. Furthermore, teachers need to try and provide their learners with

opportunities for more than merely mechanical classroom practice. Therefore, the researcher explored an approach which would be able to give them an optimal variety of examples as Krashen (1982) defined which were comprehensible, interesting and /or relevant, but not be grammatically sequenced and be in sufficient quantity. Therefore, the Natural Approach was the chosen approach in this study to improve the students' pronunciation skill.

Based on the previous studies in English pronunciation problems for Thais, many researchers and scholars had tried to find out the solutions to this problem. Chavangklang (2013) enhanced the final consonant pronunciation skill through e-learning. Nualpresert (2015) developed pronunciation skills on the final sound of regular verbs (-ed) by using reading exercises. Rojanacheewinsupond (2008) and Wang (2017) improved the students' English pronunciation by using cooperative task-based learning and Albino (2017) improved speaking fluency in a task-based language teaching approach.

According to the previous studies, the researcher found that most of the studies tried to enhance students' pronunciation through technology and some pedagogies by comparing pre-test and post-test results of that technology or pedagogy. They did not analyze each student's development and all of them were imperfect solving the pronunciation of the –ed final sounds. Pourhosein Gilakjani & Sabouri (2016) suggested a way that EFL teachers can help their learners improve their English pronunciation and is beneficial for this study. They mentioned that EFL teachers could help their learners to gradually improve their own pronunciation and speaking skills inside and outside the classroom. Moreover, teachers should use different techniques and strategies for teaching pronunciation. Hence, the researcher as a teacher of English tried to solve the students' problem of pronunciation in a different way to the previous research by giving them more consistent but varied activities which were challenging for them and accorded with the conditions in a classroom to expose them to the sounds by themselves. The language acquirer is seen as a processor of comprehensible input. The acquirer is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extra linguistic information (Richards & Rodgers, 1986). The factors which gave the students an interest in the Natural

Approach did not make the students disinterested in practicing English because the material that was used in the Natural Approach used authentic material such as items they can see and touch like brochures or maps, as well as visual aids and games. It is a good method in delivering material (Masruddin Stain, 2013). In summary, the use of the Natural Approach in teaching English can solve many problems of the students in learning English language skills. As Goudarzi, Parham & Jafar Mahdian (2012) had practically shown, in a short period, during four months and approximately in 100 hours of teaching, all members improved in a range of 100 percent, which was a valuable result.

Based on the merits of the Natural Approach method, it was deemed worthwhile to find out if it would provide a solution to the pronunciation problem. In this study, the Natural Approach was used to teach students in a classroom. Since, students were unable to pronounce the final sounds, particularly in the closing of final sounds of /d/, /t/ and /ɪd/, the Natural Approach was designed for them to acquire this skill. It was aimed at improving the interaction among students using the Natural Approach in teaching and learning. As a result, the researcher aimed to investigate and assess the improvement in upper secondary school students' pronunciation skill through the Natural Approach.

Purposes of the Study

This study was aimed

1. To investigate if the Natural Approach helped improve upper secondary school students' pronunciation skill with the problematic sounds.

2. To investigate how the Natural Approach helped improve upper secondary school students' pronunciation skill with the problematic sounds.

Research Questions

In accordance with the research purposes mentioned previously, two research questions were derived as follows:

1. Can the Natural Approach improve upper secondary school students' pronunciation skill on the problematic sounds?

2. How can the Natural Approach help the improvement of upper secondary school students' pronunciation skill on the problematic sounds?

Definition of Terms

For a better understanding, some operational definitions of the key terms used were presented as follows:

1. The problematic sounds are the final sounds of /d/, /t/ and /ɪd/.

2. The Natural Approach is the technique that was used to teach students by giving several various input but applicable cases to help students pronounce correctly.

3. Development of pronunciation skill refers to the better result of students' English pronunciation on the final sounds of /d/, /t/ and /ɪd/ after using the Natural Approach.

4. Upper secondary school students refers to the 10th grade students of a private school which is located in Khon Kaen province, Thailand.

Significance of the Study

Currently, there is not much teaching pronouncing of the problematic sounds especially the final sounds /d/, /t/ and /ɪd/ in ELT. Thus, this study aimed to find the improvement of upper secondary school students' pronunciation skill on the problematic sounds by using the Natural Approach in teaching.

Hence,

1. This study could find the solution to the problem. Students could improve their English pronunciation skill effectively after learning by using the Natural Approach.

2. This study can be beneficial for teaching and learning pronunciation in ELT classrooms and can be a guideline for teachers who are interested in teaching pronunciation on the final sounds of /d/, /t/ and /ɪd/ to find and gain the appropriate ways for teaching pronunciation in ELT.

3. This study can be developed with a commercial benefit in the future.

Outline of the Study

This study consists of five chapters as follows:

Chapter 1 presents background and rationale of the study. It includes the statement of the problems, purposes, and research questions. Moreover, definitions of terms are included.

Chapter 2 presents the literature review on basic education core curriculum B.E. 2551 (A.D. 2008) learning area of foreign languages, pronunciation, how to teach pronunciation, the Natural Approach, action research, and related studies.

Chapter 3 presents the research methodology. It includes the setting, the participants of the study, research design, research instruments, data collection, and data analysis.

Chapter 4 presents the results of the study in accordance with the research questions.

Chapter 5 discusses the findings, summarizes the study, implications and recommendations for further study.
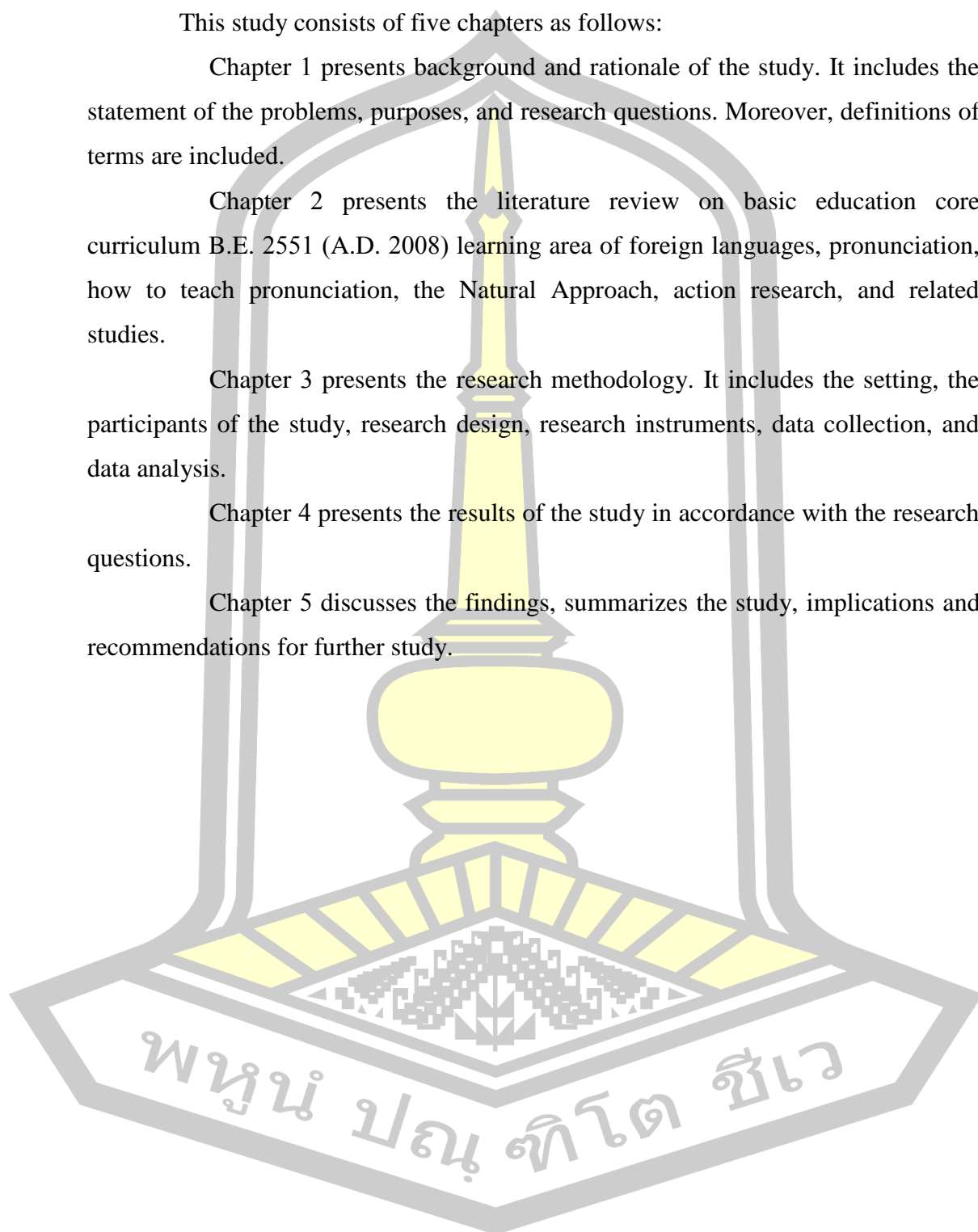
CHAPTER II

LITERATURE REVIEW

The English language enables learners to be aware of diverse cultures and viewpoints in the world. It contributes to the learner's development by providing learners with a better understanding of themselves and others. Learners can use English for communication as well as for acquiring other knowledge. According to the education policy, teaching English is of upmost importance in Thai schools. Content and extracurricular activities must be organized to allow students to use English in their daily life. Students should acquire a favorable attitude towards the English language and should be able to use English to communicate in various situations, including seeking knowledge and pursuing higher education. Learners will have knowledge about the cultural diversity of the world community (The Ministry of Education, 2008).

Therefore, this study investigated how to improve Thai secondary school students' pronunciation skills. The language policy of the Ministry of Education, which focuses on the English language, was considered the primary framework of the study. The Ministry states that the English language is an important tool for communication, education, seeking knowledge, and acquiring understanding of different cultures.

Basic Education Core Curriculum B.E. 2551 (A.D. 2008) Learning Area of Foreign Languages

This study followed the language policy by organizing learning activities to increase students' abilities to use English. The level of students who participated in the study were tenth grade, studying in a private school where the curriculum needed to follow the basic education core curriculum B.E. 2551 (A.D. 2008). Students at this level had to be able to converse and write to exchange information about themselves and various matters related to them, including experiences, situations, news/incidents and issues of interest to society, and to communicate this information continuously and appropriately. Moreover, they had to speak and write appropriately to ask for and

give information, describe, explain, compare and express opinions about matters/ issues/news and situations that they had heard or read about. Lastly, they had to participate in, give advice and organise language and cultural activities and use language for communication in real and simulated situations in the classroom, school, community and society.

One of the most important of all the curriculum's aims is improving English pronunciation in the students' daily lives. Strong communication will occur if the pronunciation is clear and comprehensible. Poor and incomprehensible pronunciation will cause misunderstanding for listeners even if the student knows how to communicate properly. Indeed, pronunciation is critical for successful communication and is therefore considered to be part of the basic education core curriculum B.E. 2551 (A.D. 2008).

This study attempted to improve the English pronunciation skill of students by applying teaching techniques to design learning activities in the classroom and to design the lesson plans to satisfy the language policy, which states that students must be skillful in using the English language related to any situation. Learning standards and indicators were also implemented to design the lessons.

Pronunciation

Pronunciation is vital for good communication and should be incorporated into classroom activities. Particular attention must be paid to the teaching methods of EFL teachers. EFL teachers should help their learners to pronounce the English words accurately and increase their awareness towards the importance of pronunciation in their classes, including improving their own pronunciation and speaking skills in and outside the classroom. Teachers should use different techniques and strategies for teaching pronunciation. For instance, EFL learners can increase their confidence through listening and speaking to native and non-native speakers of English.

Pronunciation is one of the most important features of an individual's speech, yet a lot of teachers do not explicitly teach it (Elliot, 1995). Indeed, it is seldom taught by teachers in the foreign language classrooms and is considered one of the most difficult challenges that language teachers and learners face. If teachers understand the characteristics that impact their learners' pronunciation, they can

effectively improve their instruction to increase the accuracy of the learners' pronunciation.

Pronunciation is one of the basic skills and the foundation of oral communication for EFL learners (Fraser, 2000). It should be balanced with all of the other communication skills and teachers have a big role in developing this important skill (Miller, 2004). With acceptable pronunciation, speech can be understandable despite having other mistakes. In contrast, with bad pronunciation, speech can be very difficult to understand, despite being accurate in other areas.

Pronunciation is an important aspect of language learning, but it can be challenging for instructors to meet students' varied pronunciation needs. In contexts where classrooms include students from several different first language backgrounds, the vowels and consonants that are easy for one student to master may present a major challenge for another student. Although instructors in such contexts can teach classroom lessons on aspects of pronunciation, such as stress and intonation, they need to find a way to provide students with more personalized work on individual sounds. This is especially important because making changes in vowel and consonant pronunciation requires a great deal of practice.

Therefore, teachers should provide with materials and courses to improve their pronunciation instruction. Understandable pronunciation is not a perfect pronunciation, but it is an important part of communicative competence. The learner should be set by the realistic goals which are reasonable, applicable, and suitable for the communication needs of the learner should be set (Morley, 1991). That is important for learners of English to speak it as understandably as possible – not necessarily like native speakers of English, but well enough to be understood.

To conclude, the aim of teaching pronunciation to learners is not to ask them to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. To change the way learners pronounce English words, learners should change the way they think about the sounds of those words (Pourhossein Gilakjani, 2011). This is true not just for individual sounds but for the bigger parts of speech as well.

1. The reason of integrating pronunciation in EFL classes

Pronunciation is an important part of learning English. EFL learners should know how they speak to others in order to know their limitations and to set appropriate aims for their pronunciation. Teachers therefore play a crucial role in developing a learner's pronunciation. This can be achieved by teaching the pronunciation of new words and phrases and setting up suitable anticipations for comparable pronunciation in their classes (Yates & Zielinski, 2009). Teachers should find methods to show, practice, and give feedback on pronunciation in a continuous way that is more useful (Yates & Zielinski, 2009).

How to Teach Pronunciation

In language learning, communication is the ultimate goal for every learner. A productive skill, such as speaking, requires correct pronunciation for successful communication. Finding appropriate ways to help learners to have clear and correct pronunciation is a challenging task for language teachers as pronunciation consists of several constituent parts.

Celce-Murcia, Brinton and Goodwin (1996) have proposed 10 ways to teach pronunciation as part of a communicative approach. First is listen and imitate. Second, is phonetic training, which includes articulatory descriptions, articulatory diagrams and a phonetic alphabet. Next, minimal pair drills can be used in which students can distinguish similar and problematic sounds in the target language. For example, students can distinguish between /f/ and /v/, and between /s/ and /z/. Contextualized minimal pairs can then be used. In the technique, the teacher creates a setting and provides key words. Then, students are trained to give an answer to a sentence stem with an appropriate and meaningful response. Next, visual aids can be used, such as sound-color charts, props, rods, pictures, mirrors, to help learners understand how sounds are pronounced. Tongue twisters should also be used. This technique is used for speech correction in native speakers, for example "she sells seashells by the seashores." The seventh technique is development approximation drills. In this technique, the learners follow the steps of English speaking children when they acquire some sounds in their first language. For example, children learning English could pronounce /w/ before /r/ or /j/ before /l/, adults who have difficulty in

pronouncing /l/ or /r/ can be stimulated to start by pronouncing words with initial /w/ or /j/, and next shift to /r/ or /l/, respectively (e.g., wed red yet let). Next, is practicing vowels shifts and stress shifts. The teacher explains the rules-based nature of vowel shifts and stress shifts in related words in order to raise awareness in sentences and short texts that contain both members of a pair. The example should be an oral practice material. Then, the reading aloud and recitation technique can be used, which can include memorization of a text, such as speeches, poems, plays, and dialogues. The final technique is recording the learners' pronunciation, which provides opportunities for feedback from teachers and peers as well as self-evaluation.

Each technique can help learners to improve their pronunciation. However, teachers are responsible for adapting the techniques to classroom activities with a communicative purpose. The learning process of task-based and cooperative learning, which provides students with problem solving by helping each other and boost communication among learners, can be applied in pronunciation learning activities. Teaching English as a foreign language and English for communication is a complicated task for all teachers. It is difficult to teach English successfully as there are many factors underlying success and failure. The most important factors are teachers, learners and methods of teaching. If teachers expect learners to pronounce English correctly, teachers should have knowledge of phonetics in order to analyze the cause of problems and how to effectively solve them (Muthukan, 2005).

1. Teaching pronunciation

There are two key problems in the teaching of English pronunciation. First, it tends to be neglected. Second, when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Indeed, a lot of pronunciation teaching tends to be done in response to errors that students make in the classroom. Grammatical and lexical difficulties arise in the classroom too, and teachers also deal with these. Consequently, teachers of pronunciation need a good grounding in the theoretical knowledge, practical classroom skills and access to good ideas for classroom activities.

The available sample lessons have been divided into three main types. First, there are integrated lessons, in which pronunciation forms an essential part of the language analysis, the planning process, and the language presentation and

practice within the lesson. Second, in remedial or reactive lessons, a pronunciation difficulty that arises in class is dealt with there and then, in order to facilitate the successful achievement of classroom tasks. Finally, there are practice lessons, in which a particular feature of pronunciation is isolated and practiced for its own sake, forming the main focus of a lesson period.

2. Techniques for teaching English pronunciation

The goal of pronunciation is not to obtain a complete mimicry of the native accent but to ensure that the learner's pronunciation is understandable to other speakers (Ur, 1996). Ur (1996) proposed some methods of pronunciation instruction. These include imitation of teachers or recorded models of sounds, recording of learners' speech and comparing it with the native speaker model, systematic description and training, imitation exercises, repetition of sounds, different repetition of drills, learning dialogues, rhythms, tongue twisters, and self-correction by listening to recordings of own speech.

According to Cheng (1998), teachers can use three strategies to teach pronunciation. First, meaningful material should be used in which teachers can use real materials for practicing linking, rhythm, stress, or intonation. Second, songs, games, and tongue twisters can be used to enhance learners' stimulation in pronunciation classes. Finally, the learner's improvement should be evaluated, which is a significant factor in maintaining the learners' motivation.

In summary, teaching pronunciation is an important step that must not be discarded, especially as English is pronounced differently to Thai. If the teacher skips this step, the students will pronounce words incorrectly. Therefore, the goal of teaching pronunciation is that students should learn to speak as naturally as possible. Many pronunciation techniques could be used to teach and help students to facilitate and acquire pronunciation skills. For example, teachers could include listening, imitating or repeating, reading aloud, phonetics and using syllables in the classroom. The present study will focus on listening and imitating and reading aloud/recitation techniques. Using these techniques, students are able to copy the utterance and repeat it aloud as soon as they hear it. Moreover, a consideration of learners' pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. Indeed,

teachers should be provided with a good background in theoretical knowledge, practical classroom skills and access to good ideas for classroom activities of pronunciation. In the current study, pronunciation lesson plans were based on the Natural Approach and the cycles of action research.

The Natural Approach

The Natural Approach is a method for second language learning that focuses on both oral and written communicative skills. It is based on linguist Stephen Krashen's theory of language acquisition, which assumes that speech emerges in four stages: (1) preproduction (listening and gestures), (2) early production (short phrases), (3) speech emergence (long phrases and sentences), and (4) intermediate fluency (conversation). The Natural Approach was developed by Krashen & Terrell (1983) and proposes five simple principles or hypotheses:

1. The acquisition/learning hypothesis: Krashen postulates that adults have two distinct ways of developing competence in a second language: *acquisition*, whereby language is learned by simply using it for communication, much as children learn their native language; and *learning*, or conscious study of the language. Krashen maintains that learning cannot lead to acquisition, implying that language proficiency is a result of natural acquisition rather than conscious study of grammar and vocabulary.

2. The natural order hypothesis: This hypothesis maintains that grammatical structures, particularly morphemes, are acquired (not learned) in a predictable order.

3. The monitor hypothesis: Utterances in the second language are initiated by the acquired system, not by rules that are consciously studied. The only function of conscious learning is for speakers to monitor the accuracy of their performance, when they are focusing on correctness, and they know the rules involved and have time to think about them.

4. The input hypothesis: This hypothesis claims that individuals acquire language by understanding input that is slightly beyond their current level of competence. This input is generally in the form of listening or reading. Krashen

represents this hypothesis with the formula I + 1, where I represents the person's current level of language competence.

5. The Affective Filter Hypothesis: Learners' attitudes and emotions can facilitate or impede language acquisition. When students experience anxiety, their "affective filter" prevents them from receiving input that could further their acquisition of the language.

1. Input hypothesis

The input hypothesis is the fourth stage of the five key hypotheses developed by the linguist Krashen in the 1970s and 1980s. The input hypothesis emphasizes the primary importance of comprehensible input. That is, the comprehension of messages is essential for language acquisition and literacy development, but this is not sufficient. It is possible to comprehend a text but not acquire any knowledge. The learners only acquire when they understand messages that contain aspects of language that they have not yet acquired but are ready, developmentally, to acquire. Comprehensible input is one of the five major hypotheses in which Krashen proposed for second language acquisition. The learners are given the comprehensible input to naturally expose the second language. Comprehensible input is defined as one step beyond the initial knowledge of the learners. Supposing that 'i' represents the previous linguistic or initial knowledge, language learners should understand only i+1 level to bring about natural language acquisition.

Teachers can design comprehensible input in many ways. They can speak slowly and use simple words to make sentence structures. Some may also use integrated strategies that are conducive to learning. Others may rely on audiovisual tools, such as images, flash cards, or power point programs. In addition, teachers should organize language learning materials that are not too complicated. The current study uses the concept of narrow reading to help students understand reading and, at the same time, acquire words that are repeatedly found in the textbook.

According to the input hypothesis, special attention is the basis of effective teaching. That is, teachers should modify the texts appropriately in terms of structure and vocabulary to align with the students' interests and also ensure that the texts are not too difficult. When the students understand the contents, they easily

acquire the language to some extent. Teachers must prepare to address their students about what to learn and how to learn. The course syllabus normally contains a list of objectives. However, some students may need more explanation than other students. Class discussion is an important way of generating and negotiating knowledge to make learning explicit.

2. Role of the Natural Approach in Pronunciation

The Natural Approach is based on exposure and taking the time to listen to the words before students try to pronounce them. Terrell (1977) argued that the main purpose of language was the communication and adapted the Natural Approach to focus on communicative abilities, particularly the effective transmission of messages.

Developing classroom activities on teaching pronunciation, pronunciation ability, or a good accent may be completely dependent on what has been acquired, not on rules that have been learned. It is possible to learn conscious rules about pronunciation but, performers, especially in the beginning stages, usually have too many more important things to focus on. If formal teaching has such a limited effect on pronunciation, then teachers should provide an environment where acquisition can take place and provide an atmosphere where students can feel comfortable and where they will be more prone to demonstrate their competence. The Natural Approach emphasizes the importance of a comfortable context where large quantities of comprehensible input, before production, is attempted. Moreover, learning materials should be included if the instructor believes that the students can benefit from such study without interfering with the acquisition process.

In the current study, tasks and activities to teach pronunciation were developed based on the oral communication development principles of Krashen & Terrell (1995): (1) affective-humanistic, (2) problem solving, (3) games, and (4) content activities. The following tasks were created:

1. Listening passages were constructed for students from various sources, including native speakers, the audio record from 'text to speech' program, and the recording of native speakers in different accents. There were three activities in this task: listen and match, listen and tick, and listen and find the differences (Sookyossri, 1999).

2. Songs and 3 movies were the 'content activities'. By 'content' Krashen & Terrell (1995) mean any activity in which the purpose is to learn something new, other than language. As in all other acquisition activities, the important characteristics are maintaining student interest and ensuring comprehensible input. These activities are used in all language classes however, their role in the Natural Approach classroom is somewhat different. First, they are not just pleasurable activities used as rewards for struggles with the study of grammar. Second, they are always presented in the target language. Finally, they may be used earlier than in other learning approaches since, in a Natural Approach classroom, beginners are not required to produce completely error-free sentences.

4. Games can serve as the basis for an acquisition activity and are therefore not a reward nor a 'frill', but an important experience in the acquisition process (Krashen & Terrell, 1995). Games qualify as an acquisition activity since they can be used to provide comprehensible input. Students are normally interested in the outcome of the game and, in most cases, attention is focused on the game itself and not the language forms used to play the game. Almost any activity can be made into a contest. For example, races against the clock with teams can be organized for almost any activity. Most games also contain an element of problem solving. The comprehensible input can be from student inter-language and instructor input.

5. Task and series is a problem-solving activity based on Krashen & Terrell (1995). The primary characteristic of this type of activity is that the students' attention is focused on finding a correct answer to a question, a problem, or a situation. Language is used to present the problem and solve it, but language is not the overt goal of the activity. These sorts of activities are only successful if the students find them interesting, either because they are useful in some way or simply because they are an enjoyable activity. In many cases, they can be personalized or transformed into a game. Comprehensible input in problem-solving activities is supplied in several ways. Often, the instructor gives comprehensible input in explaining the problems to be solved. In this study, the class and the instructor discuss the problem together and solve it together, providing opportunities for both sorts of input: teacher-talk and student inter-language. Moreover, this study used this technique for stimulating student narration as well as providing input as the 'series'.

This consists of the lists of the –ed words that make a story. The students create the story using the language at their particular level. The instructor may ask the students to imagine that this is what is going to happen, or to give their reaction to each event. Comprehensible input in a series activity can be supplied by the 'teacher talk', which may precede the students' creation of the story or accompany it.

   6. Open-dialogs are considered affective-humanistic activities. Krashen & Terrell (1995) stated that affective activities attempt to involve students' feelings, opinions, desires, reactions, ideas and experiences. While not all affective-humanistic activities work in all situations with all students and with all instructors, they are varied enough to be of especially high value in the Natural Approach classroom. In addition, and more importantly, they meet the requirements of an acquisition activity: the focus is on content, i.e. what the students are saying, and the instructor makes a strong attempt to lower affective filters. For the dialogs, Krashen & Terrell (1995) argue that the use of open dialogs gives students the means to produce somewhat beyond their acquired capacity in early production stages. Mastery of dialogs thus has little to do directly with the acquisition process. They do, however, help beginning and intermediate students interact in conversations. This ability is especially important for students of a second language since they face intermediate conversational demands outside of class. In addition, the instructor can follow up on the conversations the students have created by discussing what went on in the dialog and soliciting the students' reactions. This interchange can produce a great deal of comprehensible input.

   3. Teacher's and learner's role

   The role of the learner changes according to their stage of linguistic development. Central to these changing roles are learner decisions on when to speak, what to speak about, and what linguistic expressions to use in speaking. In the *pre-production stage* students "participate in the language activity without having to respond in the target language" (Krashen & Terrell, 1983: 76). For example, students can act out physical commands, identify student colleagues from teacher's descriptions, point to pictures, and so forth. In the *early-production stage,* students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?). In

the *speech-emergent phase,* students involve themselves in role play and games, contribute personal information and opinions, and participate in group problem solving. Learners are expected to participate in communication activities with other learners. Although communication activities are seen to provide naturalistic practice and to create a sense of camaraderie, which lowers the affective filter, they may fail to provide learners with well-formed and comprehensible input at the i+ 1 level.

In the Natural Approach, the teacher plays three central roles. First, the teacher is the primary source of comprehensible input in the target language. Class time is devoted primarily to providing input for acquisition and the teacher is the primary generator of that input (Krashen & Terrell, 1983). In this role, the teacher is required to generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than other contemporary communicative methods. Second, the Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved, in part, through Natural Approach techniques such as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students. Finally, the teacher must choose and orchestrate a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials, according to Krashen & Terrell (1983), are based not just on teacher perceptions but on elicited student needs and interests. As with other non-orthodox teaching systems, the Natural Approach teacher also has a particular responsibility to communicate clearly and compellingly to students the assumptions, organization, and expectations of the method.

Action Research

Action research is an attractive option for teacher researchers, school administrative staff, and other stakeholders in the teaching and learning environment (Mills, 2011). Specifically, action research in education can be defined as the process

of studying a school situation to understand and improve the quality of the educative process (Hensen, 1996; Johnson, 2012; McTaggart, 1997). According to Watts (1985), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on four assumptions: (1) teachers and principals work best on problems they have identified for themselves, (2) teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently, (3) teachers and principals help each other by working collaboratively and (4) working with colleagues helps teachers and principals in their professional development.

1. The characteristics of action research

Action research uses recognized research techniques to produce the description of the effects of the changes to practice in the action inquiry cycle. The main reason for using the term 'action inquiry' as a superordinate process that subsumes action research is that the term 'action research' is becoming so widely and loosely applied that it is becoming meaningless. For example, action research has been defined as "a term which is applied to projects in which practitioners seek to effect transformations in their own practices …" (Brown & Dowling, 2001:152).

2. Stages of an action research

Four stages of action research have been identified (Lewin, 1946). The first stage is planning. Here, a detailed plan of the action you intend to take or the change you intend to make is generated. For example, 'Who is going to do what, and by when? What are the proposed alterations to the curriculum? How do you intend to implement your revised teaching strategies?' The second phase is action. In carrying out the plan, things will rarely go precisely as expected. The next phase is observation. Detailed observation, monitoring and recording enables to assess the effect of action or intervention and hence the effectiveness of the proposed change. In addition to the planned observations, all those involved in the action research project should keep a diary or journal where additional observations and insights are recorded on a regular basis. The final phase is reflection. Regular reflection within the project team is an integral feature of an action research project. Innovations can be fine-tuned as the activity proceeds if participants meet on a regular basis. At the end of an action

cycle, it is particularly important to reflect critically on what has happened using the observations and notes made in diaries. How effective were your changes? What have you learnt? What were the barriers to change? How can you improve the changes you are trying to make in future?

3. Benefits of Action Research

Action research can be a worthwhile pursuit for educators for a number of reasons (Ferrance, 2000). Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand their existing knowledge. Focus on a school issue, problem, or area of collective interest and research done with the teacher's students, in a setting with which the teacher is familiar, helps to confer relevance and validity to a disciplined study. Often, academic research is seen as disconnected from the daily lives of educators. While this might not always be true, it can be very helpful for teachers to pick up threads suggested in academic circles, and weave them in to their own classroom. It is also comforting for parents, or education administrators outside of the school, to know that a teacher is not just blindly following what the latest study seems to suggest, but is transforming the knowledge into something meaningful.

In summary, action research is extremely important because it is used for various purposes: school based curriculum development, professional development, systems planning, school restructuring, and as an evaluative tool. Furthermore, a teacher can decide to tackle a problem alone or join with others to further understand how children learn. They can meet after school or during common time to discuss the nature of a problem and decide on a strategy based on an analysis of data. Hence, action research can improve the teaching and learning process by reinforcing, modifying, or changing perceptions based on informal data and nonsystematic observations. Teachers learn what it is that they are able to influence and they make changes that produce positive results. The process provides the opportunity to work with others and to learn from the sharing of ideas.

In the current research, action research was applied to teaching in the classroom and lesson plans of the Natural Approach were also used to teach in the class. The students were given various inputs that contained problematic sounds; the final sounds of /d/, /t/ and /ɪd/. The first input was "*passages*", the second input was

"*lyrics*", the third input was "*movies*", the fourth input was "*games*", the fifth input was "*task and series*", and the sixth input was "*open-dialogs*". The various inputs with action research could help students learn naturally. Therefore, action research used in the classroom could improve the teaching and learning process by reinforcing, modifying, or changing perceptions based on informal data and nonsystematic observations.

Related Studies

Wei & Zhou (2002) investigated problems of English pronunciation among Thai students. It was found that Thai students had pronunciation problems with consonants and vowels. Specifically, the final consonant sounds are always unaspirated and unvoiced. Some possible causes of the Thai students' pronunciation problems were explored and it was suggested that the ESL teacher's pronunciation is a model for the students who imitate teachers' pronunciation. Therefore, one of suggested solutions to solve English pronunciation problems of Thai students is to provide pronunciation training courses to the language teachers. In addition, it was found that Thai teachers of English do not adequately practice Standard English pronunciation, which leads to a lack of confidence to be a role model. Therefore, the teachers cannot correct students' pronunciation or demonstrate how to produce the correct sound. Smyth (2001) also argued that there are numerous English loan words (including brand names of hundreds of consumer goods) that have passed into everyday Thai. Although a native English speaker would not understand, it has become a perfectly normal and legitimate strategy to pronounce English words in a Thai way among Thai people. Moreover, Nakin & Inpin (2017) studied English consonant pronunciation problems of EFL students and noted that English pronunciation problems are categorized in initial and final positions. Students appeared to have a particular problem with consonants that occur in the final position. Moreover, some problematic sounds do not occur in the Thai phonological system, so this might also lead to pronunciation difficulties.

Niamthet (2016) studied the variations of –ed tense markers, which present syllabic features such as /ɪd/ and /d/ in context-free words and words in a context. The results showed that it was difficult to correctly pronounce both context-free words and

words in context. The removal of the –ed tense makers sound also existed in participants.

Chainara (2010) studied the effects of using task-based activities with group interaction to improve students' pronunciation of English words with word-initial clusters with /r/ and /l/. The model combined task-based learning and interactive classroom activities to improve students' pronunciation skills. The comparison between the students' pre-test and post-test scores, along with the results of post-lesson tests, indicated that the students improved their pronunciation of English words with the target initial clusters after learning through the task-based activities. Similarly, Phintuyothin (2011) studied the use of English songs to improve the pronunciation of problematic English consonant sounds for Thai learners. This study investigated whether the use of English songs can improve students' pronunciation of the problematic English consonant phonemes in comparison with the use of the direct-teaching method. The result revealed that using English songs improved student pronunciation of only six out of ten phonemes, while the direct-teaching method improved eight phonemes.

Chavangklang (2013) used a communicative approach based on Anthony (1963) and Nunan (2001) to enhance the final consonant pronunciation of first year university students. An E-learning package was also used based on Alessi and Trollip (2001). The results of this research showed that the communicative approach and E-learning package improved the students' pronunciation scores and the students expressed positive opinions towards the E-learning package. Nualpresert (2015) also studied the development of pronunciation skills on the final sound of regular past verbs (-ed) by using a reading exercise for English for communication. The results showed that the reading exercise improved the students' –ed pronunciation skills.

In addition, Plailek (2016) studied the development of pronunciation skills in English final consonant sounds of Prathomsuksa6 students. The instruments applied for data collection were the English final consonant pronunciation test and English final consonant pronunciation Exercises. From the study, it was shown that after the development process of using English final consonant pronunciation exercises, targeted students could pronounce the given sounds correctly and the students had obtained a level of .05 significantly higher than the pretest.

Nguyen (2015) examined the use of games to improve pronunciation in second year non- English major university students. Pronunciation pre-tests, post-tests, questionnaires, interviews, peer observation, research diaries and video recordings were used to collect data. The results showed that games activities improved students' pronunciation in terms of language quality and language production, and the students expressed positive opinions towards the application of this technique. Putri (2018) showed that, like games, the tongue twister technique also improved students' pronunciation.

A number of previous studies using technology or pedagogy to enhance students' pronunciation have limitations. For instance, Chainara (2010) used task-based learning with a focus on group interaction to solve the pronunciation problem. This study used vocabulary items that were selected from English books. It should be noted that students may not have been familiar with these words before testing. A similar problem can be identified in a study by Nualpresert (2015). In addition, Nualpresert (2015) attempted to study the pronunciation of the final sound of the regular past verb –ed but the study did not use adjectives that also had the final sounds of –ed. Moreover, Phintuyothin (2011) and Chavangklang (2013) used a post-test that was the same as the pre-test. The students might remember the words in the pre-test and try to find the sounds by themselves. As such, the intervention itself may not have improved the pronunciation problems. Finally, Plailek (2016), Nguyen (2015) and Putri (2018) investigated whether various materials improved pronunciation skills but did not determine the mechanism by which these materials help students' pronunciation.

Finally, Goudarzi, Parham & Jafar Mahdian (2012) found that the Natural Approach was effective for teaching English language skills. Over a short period (4 months and approximately 100 hours of teaching), the teaching of all faculty members improved by 100 percent. Moreover, students reported that they were not bored with the teaching materials because the Natural Approach used authentic materials such as brochures or maps, as well as visual aids and games.

Overall, the current study attempted to overcome some of the limitations of previous research. Most previous studies used a quantitative approach (pre- and post-tests) to measure improvements in pronunciation. These studies therefore did not

measure any qualitative development in the students' skills. Thus, in the current study, both quantitative and qualitative measurements were used. The current study also used the Natural Approach. In this approach, the acquirer is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extra linguistic information (Richards & Rodgers, 1986).

Summary of the Current Study

This study followed the language policy of the Ministry of Education by organizing English language activities based on the concepts of the educational core curriculum. The lesson plans were designed to cover the learning standard and indicators that focused on pronunciation skill. Specifically, the lessons were designed to target the pronunciation of problematic sounds. Six lesson plans were designed based on the Natural Approach and the cycles of action research and included passages, songs, movies, games, tasks and series and open-dialogs that included problematic sounds, which were the final sounds /d/, /t/ and /ɪd/. In addition, many pronunciation techniques were used including listening and imitating and reading aloud/recitation. Students were required to listen to the sounds of the native speakers or other sources and to pronounce the sounds after listening. Then, the students copied the utterance and repeated it aloud as soon as they had heard it. Furthermore, songs or games based on the Natural Approach were used to enhance
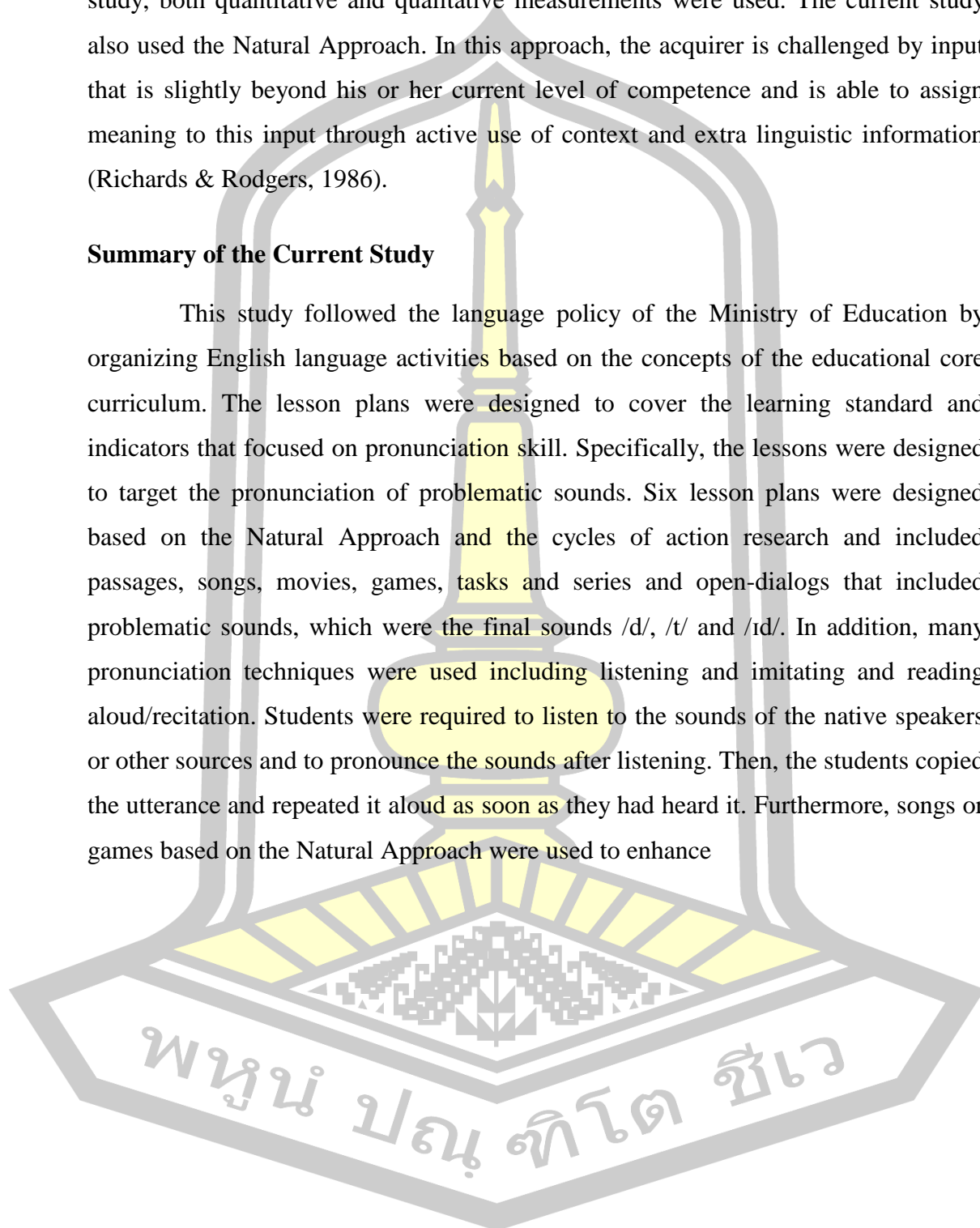
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in this study in order to find the answer to research questions. It consists of four sections namely participants of the study, instruments, data collection procedures and data analysis used in the study.

Setting

This study was conducted at a private school located in Kranuan district, Khon Kaen province. There were 2,200 students in school, and six classes for senior high school. There were two classes for the 10th grade with 100 students in this school, 50 students each class.

Based on the result of the four skills test which was developed by the school during the first semester of 2018, the 50 students of grade 10A had an intermediate level of basic skills of English while the 50 students of grade 10B had a higher level of basic skills. The researcher chose the 10A students to be the participants for the reason that they seemed to be making mistakes in pronouncing in class and also had a problem in English pronunciation of the final sounds. In the classroom, when students got involved with pronunciation, they were unable to comprehend the pronunciations. They were unable to pronounce the final sounds of the words in the passages or when they spoke out.

Participants of the Study

To research the problem thoroughly, the researcher and the native speaker gave the 50 students of grade 10A a passage which consisted of a mixture of final sounds to test the pronunciation. Finally, the researcher and the native speaker identified the 50 students' pronunciations and found that there were eight students who had the most questionable pronunciation skills, with the most problematic sounds being the final sounds /d/, /t/ and /ɪd/. The participants of this study then were eight students of class 4/1 who were studying in their second semester of 2018. The study covered one semester of the 2018 academic year which lasted two months from February to March.

Research Instruments

To collect the data, the researcher used the instruments below.

1. English Pronunciation Tests

English pronunciation tests were passages in which words of the final sounds of /d/, /t/ and /ɪd/ were mixed for students to pronounce. The tested words were unknown to the students. Those words used in the tests were collected from the Cambridge Advanced Learner's Dictionary (Cambridge University, 2013). The English pronunciation pre-test and post-test were given to the participants before and after learning by using the Natural Approach. They were passages in which there was a mixture of 20 words of the final sounds of /d/, /t/ and /ɪd/ for the participants to pronounce. The tested words were unknown to the students in order to aid in checking pronunciation errors. The participants got one point when they pronounced the target words correctly and zero when they pronounced them incorrectly.

There were three inter-raters to check students' improvement in terms of correcting the final sounds when students pronounced the words. The three inter-raters consisted of two specialists in pronunciation; two native speakers who are American and English and one specialist in English teaching at school who is an English teacher for a Thai secondary school.

Constructing English pronunciation tests

Stage 1: Studying the basic concepts and the related documents.
Stage 2: Drafting the pronunciation tests
Stage 3: Constructing the tests
Stage 4: Proposing the tests to the advisor
Stage 5: Revising the tests
Stage 6: Proposing the revised version of the tests to three experts
Stage 7: Revising the tests
Stage 8: Administering the tests to students

Figure 1 Stages of constructing English pronunciation tests

From Figure 1, the development and assessment of the instruments is presented as follows:

Stage 1: Studying the basic concepts and the related documents and research about English pronunciation and language testing and evaluation.

Stage 2: Drafting the concept idea about the English pronunciation by using the basic concepts and the related documents about language testing and evaluation to construct the test.

Stage 3: Constructing the tests which were the passages. The passages were used in three steps. The first passage was used to survey students' oral problematic sounds initially, then a native speaker and a researcher identify and synthesize to find out the questionable students and the problematic sounds. It was created by the mixing of three sounds; /d/, /t/ and /ɪd/. The following passage was used to check students' production before learning. Finally, the last passage was used by changing into the unknown words after learning.

Stage 4: Proposing the tests to the advisor of the study for approving the completeness and the correctness of the test and the appropriateness of language use.

Stage 5: Revising the tests according to the advisor's suggestions.

Stage 6: Proposing the revised version of the tests to three experts who specialize in English language. The pronunciation tests were checked for validity, reliability, difficulty and the appropriateness of language use with three experts.

Stage 7: Revising the tests according to the experts' comments.

Stage 8: Administering the tests to students whom are the case studies.

2. Semi-structured Interview

A semi-structured interview was designed to investigate how the Natural Approach helped improve the upper secondary school students' pronunciation skill on the problematic sounds. It was used for collecting data of the students' opinions and for students to provide feedback about the teaching and their individual improvements.

Constructing the semi-structured interview

Stage 1: Studying the basic concepts and the related documents.
Stage 2: Constructing the semi-structured interview questions.
Stage 3: Evaluating the quality of the instruments by the experts.
Stage 4: Revising the instruments.
Stage 5: Administering the semi-structured interview.

Figure 2 Stages of constructing semi-structured interview

From Figure 2 , the development and assessment of the instruments is presented as follows:

Stage 1: Studying the basic concepts and the related documents and researches about English pronunciation and language testing and evaluation.

Stage 2: Constructing the semi-structured interview. There were nine semi-structured interview questions which were written in Thai. The semi-structured interviews were given to eight students after they had done all the lessons. It was asked to students to elicit how the natural approach help the improvement of students' pronunciation skill on the problematic sounds.

Stage 3: Evaluating the quality of the instruments in terms of objectivity and validity by the experts. The semi-structured interview was evaluated by three experts who were in the field of language testing and English language teaching. The experts rated each item according to the objectives of the test and how the readers comprehended the test items by rating on the evaluation form. Then, the Index of Item-Objective Congruence (IOC) was calculated.

Stage 4: Revising the instruments, the researcher revised the semi-structured interview based on the information gained from suggestions' experts.

Stage 5: Administering the semi-structured interview, the semi-structured interview was administered to students after the implementation.

3. Students' Learning Logs

Students' learning logs were used at the end of each lesson to see students' reflections, to find out the problems of students' learning and to associate the relationship of what they had learned with prior knowledge.

Data Collection Procedures

In the first week, participants received the English pronunciation pre-test. Then, participants learned following six lesson plans specifically designed based on the Natural Approach together with the cycles of action research which included passages, songs, movies, games, tasks and series and open dialogs that comprised the problematic sounds. Meanwhile, the students' learning logs were used at the end of each lesson to see students' reflection, to find out the problems of students' learning and to associate the relationship of what they had learned with prior knowledge. English pronunciation post-tests were administered to all participants one day after the final lesson. The semi-structured interview was also given to all participants after the post-test.

1. Administering the teaching and learning

This research was conducted in the cycles of planning, action, observing, and reflecting as proposed by Kemmis & McTaggart (1988).
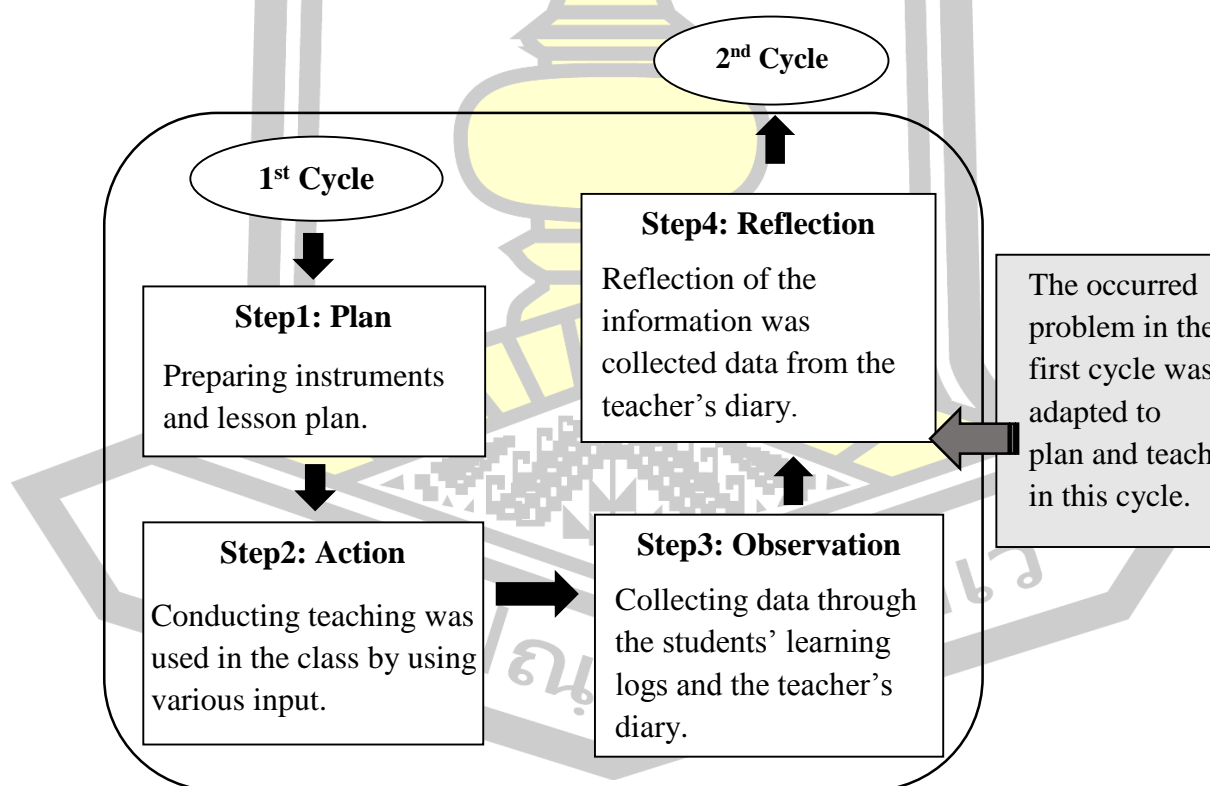
Figure 3 Steps of an action research in a cycle

From figure3, steps of an action research in a cycle are described as follows.

a. Planning: In this stage, the researcher prepared all of the material that needed in teaching learning activity. The preparations were the lesson plans designed based on the Natural Approach together with the cycles of action research. In this research, the researcher had a role as the collaborator and the teacher applied the lesson plan in the teaching process.

b. Action: In this stage, the teacher implemented the Natural Approach to teach pronunciation. Teacher applied the technique by followed the steps and instructions in the lesson plan designed based on the Natural Approach together with the cycles of action research included passages, songs, movies, games, tasks and series and open-dialogs that comprised the problematic sounds which were the final sounds of /d/, /t/ and /ɪd/.

c. Observation: In observation stage, the researcher observed the situation in the teaching process from the beginning to the end and takes notes about everything happened in the classroom. This stage involved the researcher in observing systematically the effects of the action and documenting the context, and opinions of those involved.

d. Reflection: In this phase, the researcher reflected on evaluating and describing the effects of the action, in order to make sense of what happened and to understand the issue of the researcher explored more clearly.

From the process of teaching and learning, the researcher got some important feedback. The feedback was very important in re-planning the next action. It could change a certain action or add some more actions in order to improve the teaching learning process.

2. The teaching and learning following the Natural Approach

In this study, six lesson plans specifically designed based on the Natural Approach together with the cycles of action research included passages, songs, movies, games, tasks and series and open-dialogs that comprised the problematic sounds which were the final sounds of /d/, /t/ and /ɪd/.

2.1 The first input was "passages".

The passages used in this activity were constructed for the reason to help students discover the sounds of /d/, /t/ and /ɪd/ from listening via the various sources, namely the native speaker, the audio recordings from 'text to speech' program and the recording of native speakers in different accents.

(1) Listen and match

The passage used in this activity was constructed to help students discover the sounds of / d/, /t/ and /ɪd/ from listening to the native speaker. The unknown words with the -ed final sounds were assigned in the passages. Then, students discovered the sounds from listening and matched each word with the sounds of /d/, /t/ or /ɪd/ appropriately.

(2) Listen and tick

The passage used in this activity was constructed to help students discover the sounds of / d/, /t/ and /ɪd/ from listening to the audio recordings from 'text to speech' program. The unknown words with the -ed final sounds were assigned in the passages. Then, students discovered the sounds from listening and then tick if that word's final sound was correct or cross if that word's final sound was incorrect in the parenthesis ( ). Finally, they had to edit the correct final sounds appropriately if the final sound of that word was incorrect.

(3) Listen and find difference

The passage used in this activity was constructed to help students discover the sounds of / d/, /t/ and /ɪd/ from listening to the recording of native speakers in different accents. The words with the –ed final sounds were assigned in the short passages for each item. Each paired-word had the similar spelling, but they had different final sounds such as *wadded* and *wagged*. Then, students discovered the sounds from listening and find the differences of the paired-words.

2.2 The second input was "songs".

The songs used in this activity were applied to helping students classify the final sounds of /d/, /t/ and /ɪd/ from listening to the international songs. There were 12 songs which were the catchy lyrics namely *When I saw you , Faded, Scars to Your Beautiful, All Falls Down, Always Remember Us This Way, Breathin,*

I'm a Mess, We Don't Talk Anymore, Without Me, Someone You Loved, Love You Like a Love Song and *No Matter What.* Although the researcher could not specify the words which were the unknown words or not, but, importantly, the lyrics from all songs had to have at least the final sounds of /d/, /t/ and /ɪd/ for students to listen to classify the sounds. Lyrics in the 12 songs with the –ed final sounds were arranged for students to listen. Students discovered the sounds from listening and matched each word with the sounds of /d/, /t/ or /ɪd/ appropriately.

2.3 The third input was "movies".

The movies used in this activity were applied for the reason to classify the ending sounds of /d/, /t/ and /ɪd/ from listening some scenes of movies. There were five movies, namely *Black Panther, Mechanic: Resurrection, Underworld Awakening 2012, Underworld Awakening 2016,* and *Blade2*. Importantly, each movie had to have the final sounds of /d/, /t/ and /ɪd/ for students to listen to classify the sounds. Movies with the –ed final sounds were arranged for students to listen, then discovered the sounds from listening and matched each word with the sounds of /d/, /t/ or /ɪd/ appropriately.

2.4 The fourth input was "games".

The games used in this activity were for the students to encourage their interests in pronouncing the –ed final sounds and then, they were able to pronounce the correct sounds in a real situation.

(1) Say what you see

This game was a game that the students were divided into two groups. The participants in each group pronounced each word from what they saw while the teacher was raising the word cards and got one point if the pronunciation was correct.

(2) Guess the word

This game was a game that the students were also divided into two groups. Then, one student in each group raised the word and showed that word to the other three students in a group. He or she who was raising the word could not see that word. The first three students acted and talked to the students who was raising the guess word. The student who was raised that word had to guess the word, pronounced it and got one point if his/ her pronunciation was correct. There were two

regulations, (1) students could play this game within three minutes each round and (2) there were twice of this competition.

     2.5 The fifth input was "task and series".

     Task and series was the activity for students to practice their imagination to tell the story and pronounce –ed final sounds correctly in a real situation. First, all students chose one topic together with the teacher. Then, they had to tell a story together from the choosing topic and volunteered to make one by one sentence using the word which ended in -ed to be continued until it became a completed story.

     2.6 The sixth input was "open-dialogs".

     The dialogs used in this activity were for the students to practice their pronunciation freely and to pronounce the words in a real situation. The students had to work in pairs. Each pair could choose the favorite situation and made the dialog together, then, they did a conversation in front of the class.

Data Analysis

     The data obtained from different instruments was analyzed and interpreted qualitatively and quantitatively.

     1. English Pronunciation tests

     The English pronunciation tests were checked by a native English teacher at school. Then, the scores were calculated as percentage to see the rates of pronunciation accuracy and errors.

     2. Semi-structured Interview

     Content analysis was used to analyze the data. The data was transcribed and translated from Thai to English. Then the transcription was coded into different points. Finally, the data was categorized and classified into different categorizes.

     3. Students' Learning Logs

     Content analysis was used to analyze the data. The data was transcribed and translated from Thai to English. Then the transcription was coded into different points. Finally, the data was categorized and classified into differences categorizes.

In summary, this chapter has shown the participants, the instruments, the procedures of data collection, and the data analysis. In the next chapter, the findings of the study will be presented.
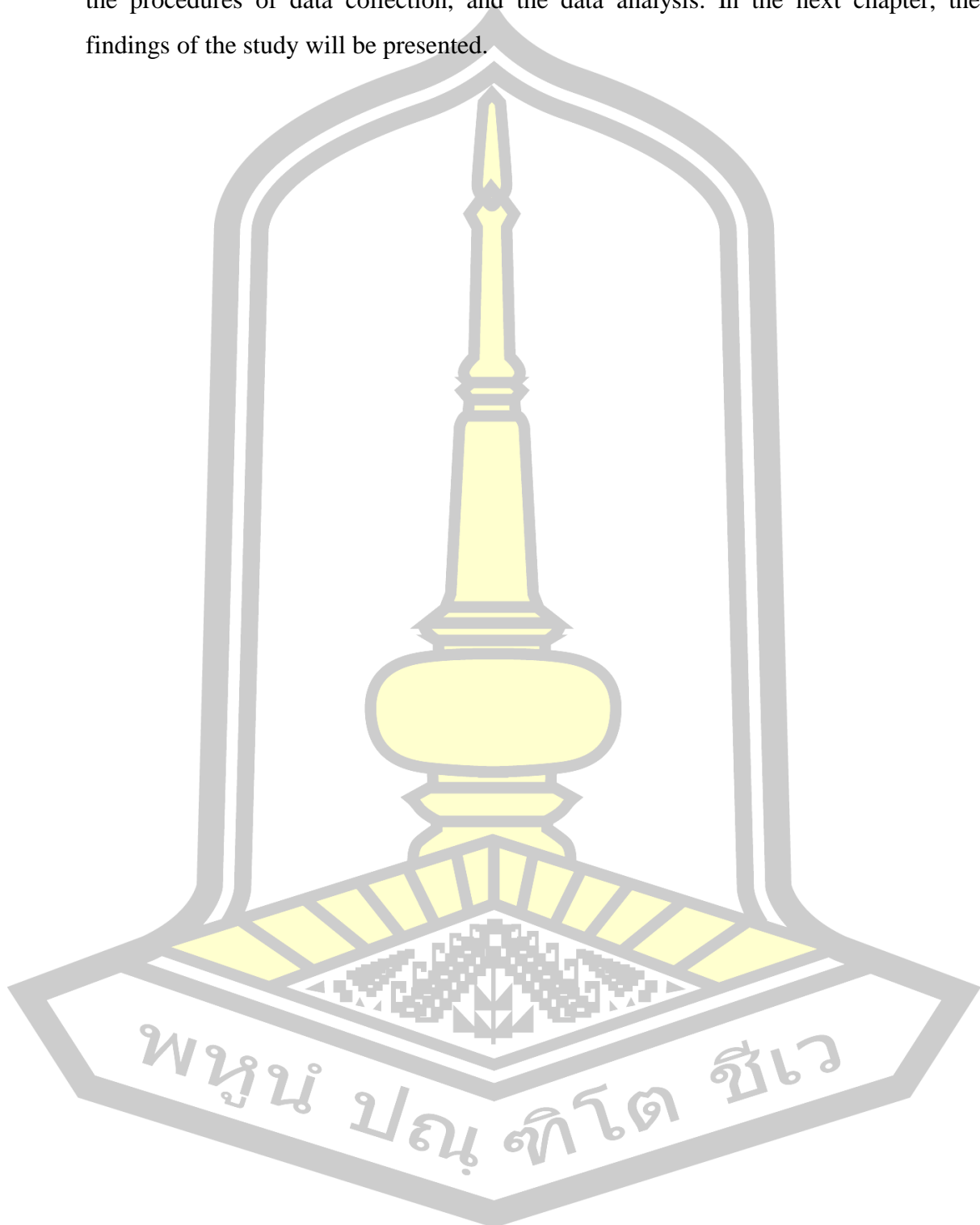
CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results from the study in accordance with the research questions which are 1) can the Natural Approach improve student's pronunciation skill and 2) how can the Natural Approach help the improvement of students' pronunciation skill. Consequently, the results are divided into two parts: 1) the students' English pronunciation skill and 2) how the Natural Approach improved the students' pronunciation skill

Students' English Pronunciation Skill

To answer the first research question: Can the Natural Approach improve upper secondary school students' pronunciation skill on the problematic sounds?, the findings from the English pronunciation pretest and posttest are shown below.

Table 1 The English pronunciation Pretest and Posttest Scores

Participants	Scores			Percentage		
	Pretest	Posttest	Difference	Pretest	Posttest	Difference
Student1	9	20	+11	45	100	+55
Student2	7	16	+9	35	80	+45
Student3	9	17	+8	45	85	+35
Student4	12	19	+7	60	95	+35
Student5	6	14	+12	30	70	+40
Student6	9	17	+8	45	85	+40
Student7	10	19	+9	50	95	+45
Student8	11	18	+7	55	90	+35
Mean	9.13	17.63	+8.5	45.63	88.13	+42.50

From Table1, the results show the change in pronouncing of the students' pre-test and post-test scores from 20 points. Student 1 got 9 points on the pre-test and 20 on the post-test. Student 2 got 7 points on the pre-test and 16 on the post-test. Student 3 got 9 points on the pre-test and 17 on the post-test. Student 4 got 12 points

on the pre-test and 19 on the post-test. Student 5 got 6 points on the pre-test and 14 on the post-test. Student 6 got 9 points on the pre-test and 17 on the post-test. Student 7 got 10 points on the pre-test and 20 on the post-test while student 8 got 11 points on the pre-test and 18 on the post-test, respectively.

    The students' average scores and percentage before the Natural Approach learning are 9.13 and 45.63 percent, respectively. The students' average scores and percentage after the Natural Approach learning are 17.63 and 88.13 percent, respectively. It is found that all students received higher scores when they learned using the Natural Approach. In addition to the results of the pre-test and post-test, the increased scores of students' pronunciation indicates that the use of the Natural Approach could improve students' English pronunciation.

    To be understandable, the table of pretest and post-test were shown thoroughly.

Table 2 The Scores of English Pronunciation Pre-test

	/d/ — The tested words							Total	/t/ — The tested words						Total	/ɪd/ — The tested words							Total
	humbled	adjudged	released	deployed	craved	retired	capsized		clanked	induced	clenched	chopped	impressed	flushed		ejected	delegated	amended	waded	desponded	vacated	acquitted	
S1	√			√		√		42.85					√	√	33.33	√		√		√		√	71.42
S2	√			√			√	42.85							0	√	√			√	√		57.14
S3		√		√		√		42.85		√			√		33.33	√		√		√	√		57.14
S4	√			√	√	√	√	71.42	√		√			√	50.00		√		√		√	√	57.14
S5				√	√	√		42.85							0	√			√		√		42.85
S6		√		√	√			42.85	√	√				√	50.00			√	√			√	42.85
S7	√	√		√			√	57.14			√	√	√		50.00			√		√		√	42.85
S8	√			√	√	√		57.14			√		√		33.33		√	√		√		√	57.14
Total								49.99							31.24								53.56

    From Table 2, the /ɪd/ final sound is the least difficult for the participants, the final sound /d/ is difficult for all the participants and the final sound /t/ were the most difficult for all the participants. Importantly, no participants could pronounce the word 'released' which ends in 's', but have /z/ sound and /d/ final sound.

    When considered thoroughly, student 1 could pronounce 9 words from 20 tested words. He could pronounce three words with the /d/ final sound; 'humbled',

'deployed' and 'retired', which the words end in 'l', 'y', and 'r' final consonants, respectively. Furthermore, he could pronounce two words with the /t/ final sounds; 'impressed' and 'flushed' which the words end in 's' and 'sh' final consonants, respectively. Finally, he could pronounce four words with the /ɪd/ final sound; 'ejected', 'amended', 'desponded' and 'acquitted', which the words end in 't', 'd', 'd' and 't' final consonants, respectively.

Student 2 could pronounce 7 words from 20 tested words. He could pronounce three words with the /d/ final sound; 'humbled', 'deployed' and 'capsized', which the words end in 'l', 'y', and 'z' final consonants, respectively. Furthermore, he could not pronounce any words with the /t/ final sound. Finally, he could pronounce four words with the /ɪd/ final sound; 'ejected', 'delegated', 'desponded' and 'vacated', which the words end in 't', 't', 'd' and 't' final consonants, respectively.

Student 3 could pronounce 9 words from 20 tested words. She could pronounce three words with the /d/ final sound; 'adjudged', 'deployed' and 'retired', which the words end in 'g', 'y', and 'r' final consonants, respectively. Furthermore, she could pronounce two words with the /t/ final sounds; 'induced' and 'impressed' which the words end in 'c' and 's' final consonants, respectively. Finally, she could pronounce four words with the /ɪd/ final sound; 'ejected', 'amended', 'desponded'.

Student 4 could pronounce 12 words from 20 tested words. She could pronounce 5 words with the /d/ final sound; 'humbled', 'deployed', 'craved', 'retired' and 'capsized' which the words end in 'l', 'y', 'v', 'r' and 'z' final consonants, respectively. Furthermore, she could pronounce three words with the /t/ final sound; 'clanked', 'clenched' and 'flushed', which the words end in 'k', 'ch' and 'sh' final consonants, respectively. Finally, she could pronounce four words with the /ɪd/ final sound; 'delegated', 'waded', 'vacated' and 'acquitted', which the words end in 't', 'd', 't' and 't' final consonants, respectively.

Student 5 could pronounce 6 words from 20 tested words. She could pronounce three words with the /d/ final sound; 'deployed', 'craved' and 'retired', which the words end in 'y', 'v' and 'r' final consonants, respectively. Furthermore, she could not pronounce any words with the /t/ final sound. Finally, she could pronounce three words with the /ɪd/ final sound; 'ejected', 'waded' and 'vacated'.

Student 6 could pronounce 9 words from 20 tested words. She could pronounce three words with the /d/ final sound; 'adjudged', 'craved' and 'retired', which the words end in 'g', 'v' and 'r' final consonants, respectively. Furthermore, she could pronounce three words with the /t/ final sound; 'clanked', 'induced' and 'flushed', which the words end in 'k', 'c' and 'sh' final consonants, respectively. Finally, she could pronounce three words with the /ɪd/ final sound; 'amended', 'waded' and 'acquitted', which the words end in 'd', 'd' and 't' final consonants, respectively.

Student 7 could pronounce 10 words from 20 tested words. She could pronounce four words with the /d/ final sound; 'humbled', 'adjudged', 'craved' and 'capsized', which the words end in 'l', 'g' 'v' and 'z' final consonants, respectively. Furthermore, she could pronounce three words with the /t/ final sound; 'clenched', 'chopped' and 'impressed', which the words end in 'ch', 'p' and 's' final consonants, respectively. Finally, she could pronounce three words with the /ɪd/ final sound; 'amended', 'desponded' and 'acquitted' which the words end in 'd', 'd' and 't' final consonants, respectively.

Student 8 could pronounce 10 words from 20 tested words. She could pronounce four words with the /d/ final sound; 'humbled', 'deployed', 'craved' and 'retired', which the words end in 'l', 'y' 'v' and 'r' final consonants, respectively. Furthermore, she could pronounce two words with the /t/ final sound; 'clenched' and 'impressed' which the words end in 'ch' and 's' final consonants, respectively. Finally, she could pronounce four words with the /ɪd/ final sound; 'delegated', 'amended', 'desponded' and 'acquitted', which the words end in 't', 'd', 'd' and 't' final consonants, respectively.

After having the teaching with six lesson plans designed in accordance with the Natural Approach, the students' pronunciation scores after using the Natural Approach are shown in Table 3.

Table 3 The Scores of English Pronunciation Post-test

| | /d/ | | | | | | | | /t/ | | | | | | | /ɪd/ | | | | | | | |
| | The tested words | | | | | | | Total | The tested words | | | | | | Total | The tested words | | | | | | | Total |
	piled	begged	supposed	conveyed	approved	conferred	squeezed		flocked	commenced	blenched	nipped	endorsed	bashed		terminated	nominated	confided	excluded	coincided	traded	cheated	
S1	√	√	√	√	√	√	√	100	√	√	√	√	√	√	100	√	√	√	√	√	√	√	100
S2	√			√	√	√	√	71.42	√	√	√	√			66.66	√	√	√	√	√	√	√	100
S3	√	√		√	√	√	√	85.71	√	√		√		√	66.66	√	√	√	√	√	√	√	100
S4	√	√	√	√	√	√	√	100	√	√	√	√		√	83.33	√	√	√	√	√	√	√	100
S5	√			√	√	√		57.14	√	√		√			50.00	√	√	√	√	√	√	√	100
S6	√	√		√	√	√	√	85.71	√	√		√		√	66.66	√	√	√	√	√	√	√	100
S7	√	√		√	√	√	√	85.71	√	√	√	√	√	√	100	√	√	√	√	√	√	√	100
S8	√	√		√	√	√	√	85.71	√	√	√	√		√	83.33	√	√	√	√	√	√	√	100
Total								83.92							77.08								100

From Table3, the /d/, /t/ and /ɪd/ final sounds were improved. The average scores of the /d/, /t/ and /ɪd/ final sounds are 83.92, 77.08 and 100 percent respectively. The most difficult words to the participants are supposed and endorsed. Both of these two words are ended in 's' but their sounds are different. The word 'supposed' has the /d/ final sound because the sound of the ending 's' is /z/ while the word 'endorsed' has the /t/ final sounds because the sound of the ending 's' is /s/.

When considered thoroughly, student 1 could pronounce all tested words of /d/, /t/ and /ɪd/. All final sounds were improved.

Student 2 could pronounce 16 words from 20 tested words. The two words he could not pronounce with the /d/ final sounds were 'begged' and 'supposed' which the words end in /dʒ/ and /z/ respectively. Furthermore, the two words he could not pronounce with the /t/ final sound were 'endorsed' and 'bashed' which the words end in /s/ and /ʃ/ respectively.

Student 3 could pronounce 17 words from 20 tested words. There is one word she could not pronounce with the /d/ final sound. It is 'supposed' which the word ends in /z/. Furthermore, the two words she could not pronounce with the /t/ final sound are 'blenched' and 'endorsed' which the words end in /tʃ/ and /s/ respectively.

Student 4 could pronounce 19 words from 20 tested words. There is one word she could not pronounce with the /t/ final sound. It was 'endorsed' which the word ends in /s/.

Student 5 could pronounce 14 words from 20 tested words. The three words she could not pronounce with the /d/ final sound are 'begged', 'supposed' and 'squeezed' which the words end in /dʒ/, /z/ and /z/ respectively. Furthermore, the three words she could not pronounce with the /t/ final sound are 'blenched', 'endorsed' and 'bashed' which the words end in /tʃ/, /s/ and /ʃ/ respectively.

Student 6 could pronounce 17 words from 20 tested words. There is one word she could not pronounce with the /d/ final sound. It was 'supposed' which the word ends in /z/. Furthermore, the two words she could not pronounce with the /t/ final sound were 'blenched' and 'endorsed' which the words end in /tʃ/ and /s/ respectively.

Student 7 could pronounce 19 words from 20 tested words. She could pronounce all tested words of /t/ and /ɪd/ final sounds. There is one word she could not pronounce with the /d/ final sound. It is 'supposed' which the word ends in /z/.

Student 8 could pronounce 18 words from 20 tested words. There is one word she could not pronounce with the /d/ final sound. It is 'supposed' which the word ends in /z/. Furthermore, there is one word she could not pronounce with the /t/ final sound. It is 'endorsed' which the word ends in /s/.

As a whole result, students' pronunciation was improved. The average percentage scores of all students' pronunciation after using the Natural Approach are increased. The average percentage scores of the –ed final sounds of each student are also increased. In order to have a clear vision of students' pronunciation scores before and after using the Natural Approach, the two parts of scores are placed in a same table for easy comparison.

Table 4 English pronunciation test in Terms of Percentage before and after using the
Natural Approach

Participants	/d/	**/d/**	/t/	**/t/**	/ɪd/	**/ɪd/**
Student1	42.85	**100**	33.33	**100**	71.42	**100**
Student2	42.85	**71.42**	0	**66.66**	57.14	**100**
Student3	42.85	**85.71**	33.33	**66.66**	57.14	**100**
Student4	71.42	**100**	50.00	**83.33**	57.14	**100**
Student5	42.85	**57.14**	0	**50.00**	42.85	**100**
Student6	42.85	**85.71**	50.00	**66.66**	42.85	**100**
Student7	57.14	**85.71**	50.00	**100**	42.85	**100**
Student8	28.57	**85.71**	66.66	**83.33**	57.14	**100**
Total	46.42	**83.92**	35.41	**77.08**	53.56	**100**

English pronunciation test before using the Natural Approach

English pronunciation test after using the Natural Approach

From Table4, all students' pronunciation of the three final sounds is
increased. The average percentage of the final sounds /d/, /t/ and /ɪd/ are 83.92, 77.08
and 100 percent respectively. The scores of the final sound /ɪd/ are the highest.
Meanwhile the average scores of the final sounds /d/ and /t/ are higher than 70
percent.

How the Natural Approach Improved the Students' Pronunciation Skill.

From research question 2: How can the Natural Approach help the
improvement of upper secondary school students' pronunciation skill on the
problematic sounds? To investigate this research question, the findings from semi-
structured interview and students' learning logs are answerable as follows.

1. Semi-structured interview

To answer the second research question, semi-structured interview was
used to elicit how the Natural Approach helped improve students' pronunciation skill
on the problematic sounds with eight secondary school students who were selected

from their level of proficiency after taking the posttest of the English pronunciation. The semi-structured interview is discussed as follows.

(1) Question1: How could passage one, 'listen and match' help students pronounce the problematic sounds?

The students started to classify some –ed final sounds from listening to the native speaker's accent although they did not know the unknown words in this passage. There were 15 words with 11 final sounds in this passage. They are /b/, /t/, /ʧ/, /i/, /d/, /ʤ/, /w/, /ʃ/, /r/, /z/, and /θ/ in the final consonants positions. At first, they did not know how to match each sound. Furthermore, when they listened to each sound without translating the meaning, students felt comfortable because the passage was not difficult for most of them. The final sounds were clear to listen to. After that, they tried to find out why each word had different final sounds. Then they started to discover how to differentiate each sound because there were some repeated final sounds in this passage such as the words 'hesitated' and 'berated' which have the /t/ final sound. The students could differentiate same sounds and different sounds. Finally, they noticed that there were three final sounds of the –ed final consonants. Some students started to divide the final sounds from the specific words into three groups and group the final consonants. The below excerpts are the students' answers.

"...Listening to the native speaker's accent could help my pronunciation to the final sounds better. I started to know some sounds of the –ed final sounds. There were the same final consonants, so I could see the different and the same sounds…"

(Student 6)

"… I could absorb each sound from listening to the native speaker. The /ɪd/ final sound was the clearest sounds. I can group each final consonants into the /ɪd/ final sounds…"

(Student 8)

(2) Question2: How could passage two, 'listen and tick' help students pronounce the problematic sounds?

This activity helped students recognize the same final consonant sounds from the first passage and learn the new final consonant sounds in the second passage. There were 12 words with eight final sounds in this passage. They are /n/, /dʒ/, /r/, /z/, /s/, /t/, /ʃ/ and /d/ in the final consonants positions. The students listened to each sound without translating the meaning like they did in the first passage and the final sounds from the program were clearly audible. The students had difficulty differentiating each sound and had to listen carefully in order to identify the final sounds because they edited the correct final sounds appropriately if the final sound of that word was incorrect. After that, all of them tried to divide the final sounds from the specific words in this passage into three groups and group the final consonants into the sounds of /d/, /t/ or /Id/. They found that the added final consonant in this passage were -n (/n/ final consonants sounds) and -c (/s/ final consonants sounds) which have /d/ and /t/ final sounds respectively. The below excerpts are the students' answers.

"...the accents in this activity were different from the first passage, however, the final sounds were clear to listen. I could observe more final sounds..."

(Student 3)

"...I gained more final sounds. For example, the words which ended in /c/ and /ʃ/ which had the /t/ final sound. This passage used the different words from passage one, so I saw the various ending words with different –ed final sounds..."

(Student 7)

(3) Question3: How could passage three, 'listen and find the differences' help students pronounce the problematic sounds?

The students started to classify some –ed final sounds again in the third passage. They tried to discover the final sounds of /d/, /t/ and /ɪd/ from listening to the recording of native speakers in different accents. Moreover, they had

to find the differences of those paired-words of each item because each paired-word had the similar spelling but they had different final sounds. There were 15 paired-words in this task, each pair is separated into 15 items. The paired-words have the same first consonants, same vowel, but different final consonants such as the words 'banded' and 'banked', however, they have the different final sounds when –ed is added at the final position. The final consonants in 15 items consisted of (1) /n/,/d/ and /k/, (2) /g/ and /t/, (3) /s/ and /t/, (4) /ʧ/ and /d/, (5) /v/ and /t/, (6) /d/ and /n/, (7) /m/ and /t/, (8) /r/ and /s/, (9) /ð/ and /t/, (10) /ʧ/ and /k/, (11) /n/ and /g/, (12) /n/ and /d/, (13) /z/ and /t/, (14) /r/ and /v/, (15) /t/ and /t/. From all paired-words, the most problematic words for all students were 'abased', 'confessed' and 'excised' which have /s/, /s/ and /z/ final consonant sounds and have /t/, /t/ and /d/ final sounds, respectively. These three words end in the same consonant sound; -s, but they have different final consonants and also different final sounds which confused students to determine the final sounds. Furthermore, there were six final consonants which students could add in the final sounds. They are /k/, /g/, /s/, /v/, /m / and /ð/ which have /t/, /d/, /t/, /d/, /d/ and /d/ final sounds, respectively. The below excerpts are the students' answers.

> *"...I could see the differences of each paired-word, so I could compare the final sound later. And I almost understood all final sounds. Why do the words which end in –s have /s/ and /z/ final sounds? It is difficult for me to classify these sounds…"*

(Student 2)

> *"...the paired-words benefited from me because the similarity helped me find the different sounds of each word, such as 'banded' and 'banked' which ended in -d and –k, but their final sounds were /ɪd/ and /t/, respectively. The most difficult sound for me was the /s/ final consonant..."*

(Student 4)

(4) Question4: How could 'songs' help students pronounce the problematic sounds?

Songs were relaxing for students and songs helped students pronounce the words naturally. Furthermore, all students like to listen to the songs and all songs were contemporary. Therefore, students felt comfortable to learn through this activity. However, the songs were too difficult for all students to listen to the final sounds of the specific words in each song. Some lyrics were sung quickly, some were sung slowly. There were 12 songs in this activity. The final consonant sounds in the 12 songs consisted of (1) gazed /z/ and rendered /r/, (2) faded /d/ and needed /d/, (3) unnoticed /s/ and sculpted /t/, (4) crossed /s/ and addicted /t/, (5) buried /i/ and chocked /k/, (6) fabricated /t/ and complicated /t/, (7) messed /s/, obsessed /s/ and embarrassed /s/, (8) used /s/ and overdosed /s/, (9) filled /l/, overflowed /w/, (10) liked /k/, numbed /b/, pulled /l/, loved /v/ and helped /p/, (11) played /y/, rescued /u/ and hypnotized /z/ and (12) scared /r/, terrified /i/, needed /d/, saved /v/, expected /t/, gathered /r/, wrapped /t/, trusted /t/ and looked /t/. The /z/, /r/, /i/, /l/, /w/, /b/, /v/, /y/, and /u/ final consonant sounds have /d/ final sound while the /s/, /k/, and /p/ have /t/ final sound. Then, the /t/ and /d/ final consonant sounds have /ɪd/ final sound. From all these sounds, students could get more final consonant sounds from the last activities. They are /l/ and /u/ which have /d/ final sound. The clearest final sound for students was /ɪd/. In the sample song, the clearest word with the /d/ sound was 'overflowed'. All students would like to listen to the words which end in –s again in this activity, but the songs made them more confused. The below excerpts are the students' answers.

"...The 12 songs were different, some were difficult to listen, a little were easy. So I had to listen carefully and heard many times..."

(Student 3)

"...a few words were clearly such as 'overflowed'. I could distinguish the /ɪd/ final sound clearly such as the word 'faded'..."

(Student 6)

"...pronouncing many words in all songs was not clear and the words which end in –s were still difficult to classify the final sounds…"

(Student 1)

(5) Question5: How could 'movies' help students pronounce the problematic sounds?

Movies were a comfortable and relaxing activity for students. They could watch and listened to all movies but the soundtracks were difficult for the students to completely understand, similar to listening to the songs, because of the several different accents in each movie. Some scenes were spoken too fast to clearly hear the final sounds. There were five movies in this activity. The final consonant sounds in five movies consisted of (1) settled /l/, received /v/, granted /t/, agreed /e/, isolated /t/, thrived /v/, descended /d/ and vowed /w/, (2) killed /l/, exaggerated /t/, interested /t/, supposed /z/, escaped /p/, attacked /k/, programmed /m/ and kidnapped /p/, (3) changed /ʤ/, protected /t/, retaliated /t/, uncovered /r/, inflected /t/, skyrocketed /t/, posted /t/, administered /r/ and declared /r/, (4) betrayed /y/, turned /n/, protected /t/, retaliated /t/, killed /l/, changed /ʤ/, captured /r/ and lived /v/, (5) crossed /s/, started /t/, ended /d/, believed /v/, achieved /v/, called /l/, worried /i/, existed /t/ and concerned /n/. The /l/, /v/, /e/, /w/, /z/, /m/, /ʤ/, / r/, /y/, /n/ and /i/ final consonant sounds have /d/ final sound while the /s/, /k/, and /p/ have /t/ final sound. Then, the /t/ and /d/ final consonant sounds have /ɪd/ final sound. From all these sounds, students could get more final consonant sounds from the last activities. They are /e/ which has /d/ final sound. Furthermore, there were two words that end with –s consonant, 'supposed' and 'crossed', but these word were still difficult for students to listen to. They could not classify which sounds was /s/ or /z/. The below excerpts are the students' answers.

"….speaking naturally from the characters in the movies did not help me hear the clear final sounds..."

(Student 1)

"...listening and watching were interesting for me. But pronouncing the final sounds in each movie is difficult to hear..."

(Student 2)

"...movies encouraged me in watching and pronounce the words in the correct way. But most of specific words were difficult to hear the final sounds, especially the /s/ final consonant sounds..."

(Student 5)

(6) Question6: How could games one, 'say what you see' help students pronounce the problematic sounds?

Games one, 'Say What You See' helped most students revise the problematic sound from the previous activities of passages, songs and movies. Moreover, the situation they found in this game encouraged them to pronounce the correct final sounds in a real situation. They could pronounce many words in the three rounds. These are the example of the words they could pronounce in this games. The first round, they could correctly pronounce the words 'traded', 'finished', 'hugged', 'toasted', 'killed', 'kissed', 'fixed', 'arrived' which have /ɪd/, /t/, /d/, /ɪd/, /d/, /t/, /t/, and /d/ final sounds, respectively. For the second round, they could correctly pronounce the words 'smiled', 'closed', 'tested', 'helped', 'needed', 'hopped' and 'packed' which have /d/, /d/, /ɪd/, /t/, /ɪd/, /t/ and /t/ final sounds, respectively. And for the third round, they could correctly pronounce the words 'copied', 'recorded', 'scuffed', 'switched', 'earned', 'marked' and 'missed' which have /d/, /ɪd/, /t/, /t/, /d/, /t/ and /s/ final sound, respectively. The final consonants which still made trouble with pronunciation were /s/ and /z/. But they tried to find out together from many words they found in the activity and notice that the word that end with –ss such as 'kissed' have /s/ final consonant and its final sound is /t/. The other words that end in –s, students usually made mistakes and guessed by themselves. The below excerpts are the students' answers.

"...games encouraged and helped me decrease my fear of speaking and pronunciation. I could pronounce the -ed final sounds in a real situation with my team. We made mistakes, especially the /s/ final consonants and learned from what sounds we made mistakes..."

(Student 2)

"...I did not attend in vocabulary's meanings, but I attended in pronouncing the final sounds of /d/, /t/ and /ɪd/ correctly. It liked I could use the final sounds in a real life. However, my team started to classify the –ss final consonants..."

(Student 8)

(7) Question7: How could games two, 'guess the word' help students pronounce the problematic sounds?

Games two, 'Guess the Word' encourage students' interests in pronouncing the problematic sounds and also helped students revise the problematic sounds, /d/, /t/ and /ɪd/ final sounds from the previous activity. They could pronounced the final sounds more fluently. The students could pronounce many words in the three rounds. These are the example of the word they could pronounce in this games. For the first round, team A could guess the words and pronounce accuracy eight words. There were 'shocked', 'cleaned', 'turned', 'ended', 'pointed', 'watered', 'fixed' and 'posted' which have /t/, /d/, /d/, /ɪd/, /ɪd/, /d/, /t/ and /ɪd/ final sounds, respectively. Team B could guess the words and pronounce accuracy 10 words. There were 'filled', 'painted', 'cried', 'jumped', 'tired', 'washed', 'locked', 'snowed', 'climbed' and 'killed' which have /d/, /ɪd/, /d/, /t/, /d/, /t/, /t/, /d/, /d/ and /d/ final sounds, respectively. For the second round, team A could guess the words and pronounce accuracy 10 words. There were 'danced', 'cooked', 'watched', 'knocked', 'shouted', 'rained', 'opened', 'traveled', 'borrowed' and 'smoked' which have /t/, /t/, /t/, /t/, /ɪd/, /d/, /d/, /d/, /d/ and /t/ final sounds, respectively. Team B could guess the words and pronounce accuracy 9 words. There were 'listened', 'faced', 'liked', 'counted', 'listened', 'looked', 'enjoyed', 'hugged' and 'married' which have /d/, /t/, /t/, /ɪd/, /d/, /t/, /d/, /d/ and /d/ final sounds, respectively. From these results, there

were not the words that end with /s/ final consonants they could pronounce. The below excerpts are the students' answers.

"...I could pronounce in a real situation and it helped me practice my speaking and pronunciation while we were guessing the word. I could pronounce the easy words correctly except the words that end with /s/ final consonant..."

(Student 1)

"...I think this activity helped me use the beginning knowledge in discovering the rules to pronounce in true situations. I could pronounce a lot, but I still made mistakes with some words such as 'used' which I pronounced /t/ final sounds"

(Student 5)

(8) Question8: How could 'task and series' help students pronounce the problematic sounds?

Task and series helped students in the way to promote the interactions in class together, revise the rules from the previous listening activities to pronounce the final sounds of /d/, /t/ and /ɪd/ and practice pronouncing in a real situation, storytelling which the teacher created for the students. Students could author one story which consisted of 20 words which are 'dreamed', 'wished', 'imagined', 'pretended', 'recognized', 'washed', 'dressed', 'studied', 'enjoyed', 'painted', 'minded', 'helped', 'persuaded', 'packed', 'filled', 'walked', 'spotted', 'wagged', 'jumped', 'licked', 'laughed' and 'grinned' which have /d/, /t/, /d/, /ɪd/, /d/, /t/, /t/, /d/, /d/, /ɪd/ /ɪd/, /t/, /ɪd/, /t/, d/, /t, /ɪd/, /d/, /t/, /t/, /d/ and /d/ final sounds, respectively. The below excerpts are the students' answers.

"...I think this activity was good for me because it did not press me. Everyone could make whatever sentences, although all sentences had to be continuous. It helped me use words carefully and practice my pronunciation in a real situation in a class. Importantly, the native teacher would conclude the story at last

and listed the words which ended with –ed final sounds to pronounce together. So, I knew the correct pronunciation…"

(Student 3)

"...when I saw my friends who were raising their hands to try making the sentences together, I would like to try. So, it helped me interact in class with friends. At last, the native teacher would conclude all story and helped us pronounce together again. Everyone could see and pronounce their own words and others' words. So, listening and pronouncing again could revise those words again…"

(Student 4)

"...this activity helped me pronounce the final sounds of /d/, /t/ and /ɪd/ in the chosen situation. I could use any words from the previous activities to make a sentence and pronounce it correctly and I could do it…"

(Student 7)

(9) Question9: How could 'open-dialogs' help students pronounce the problematic sounds?

Open-dialogs was one activity which students could practice their pronunciation in a real situation that may happen in their life. They could use any words, any sounds that they had learned from the previous activity to make one dialog together. In this study, there were four pairs. The first pairs could make a dialog named 'School Start'. It consisted of eight words 'excited', 'visited', 'traveled', 'ended', 'rained', 'stayed', 'planned', and 'bored', which the final sounds are /ɪd/, /ɪd/, /d/, /ɪd/, /d/, /d/, /d/ and /d/, respectively. The second pairs could make a dialog named 'In the Canteen'. It consisted of nine words 'tired', 'enjoyed', 'bored', 'traveled', 'exited', 'exhausted', 'visited', 'played' and 'thrilled', which the final sounds are /d/, /d/, /d/, /d/, /ɪd/, /ɪd/, /ɪd/, /d/ and /d/, respectively. The third pairs could make a dialog named 'Big Mountain Concert'. It consisted of 16 words, 'rained', 'disappointed', 'satisfied', 'disappointed', 'annoyed', 'enjoyed', 'exhausted', 'traveled', 'helped', 'packed', 'stayed', 'worked', 'visited', 'permitted', 'decided' and 'fascinated', which the final sounds are /d/, /ɪd/, /d/, /ɪd/, /d/, /d/, /ɪd/, /d/, /t/, /t/, /d/, /t/, /ɪd/, /ɪd/, /ɪd/ and

/ɪd/. The fourth pairs could make a dialog named 'Friends'. It consisted of ten words, 'recognized', 'prepared', 'helped', 'lifted', 'shopped', 'amazed', 'chilled', 'helped', 'cooked' and 'decided', which the final sounds are /d/, /d/, /t/, /ɪd/, /t/, /d/, /d/, /t/, /t/ and /ɪd/. Each pair could use the appropriate vocabulary to make their dialog and they tried to use the words that they were sure in pronouncing correctly. Then, they could present their dialog using the correct final sounds. The below excerpts are the students' answers.

> *"...Sharing our dialog with friends was our experience to exchange the correct pronunciation in the class. I could practice my dialog with my pair, I could listen to the others' dialogs which helped me revise the final sounds from friends again..."*

(Student 3)

> *"...we tried to choose the words that we could pronounce confidently. Because while we were talking in front of the class, other friends could learn the pronunciation from us..."*

(Student 8)

2. Students' learning logs

To confirm how the Natural Approach helped improve students' pronunciation skill on the problematic sounds, students' learning log was one instrument used. The researcher aims for students to write down anything what they have learnt, the problems they found, the advantages, the suggestions and anything after learning through each input because the researcher could know the development of students' learnings from each input from their writing. From what they wrote, the research can be summarized into the details as follows

(1) Discrimination the problem sounds

The problem sounds in all activities are /s/ and /z/ final consonant sounds. Most words end in -c, -s, -z and -ss such as 'danced', 'closed', 'recognized', and 'dressed'. The least problem sounds are /c/ and /z/ in the final consonant positions. The words that end in /c/ in the final consonant positions are such as danced, reduced, announced, practiced, etc. These words have /s/ sounds in the final

position, therefore they become /t/ final sounds. The students seldom have problem with the words that end in /c/ in the final consonant positions because its sound is like letter –s. Then, the words that end in /z/ in the final consonant positions are such as realized, amazed, apologized, etc. These words have /z/ sounds in the final position, therefore they become /d/ final sounds. The students seldom have problem with the words that end in /z/ in the final consonant positions because its sound is as same as its final consonant. The most problematic sounds are from the words that end with letter –s. Students could only understand one rule. That is, the words which end in –ss in the final position have /s/ sounds in the final position such as 'missed', 'dressed', and 'discussed', therefore, they all have the /t/ final sounds. Finally, students were always confused which the words such as 'pleased', 'used', and 'closed' which end with letter –sed but its sound is /z/ in the final consonant position which is /d/ final sound, and also the words such as 'promised', and 'cursed' which also end with letter –sed but its sound is /s/ in the final consonant position which is /t/ final sound. The below excerpts are the students' answers.

"…I know the sound of the words that end in –c and –z, but I could not classify the words that end in –s…"

(Student 1)

"…it is difficult for me to classify the /s/ final sounds…"

(Student 2)

"…I started to classify the words that ends with –ss, but it makes me confused to classify the /s/ and /z/ in the final consonants…"

(Student 3)

(2) The suitability of each activity

There are six activities in this study, and they are divided into two main groups, listening activities and the activities that can be used in a real situation. Passages, songs and movies are the listening activities. Games, task and series, and open-dialogs are the activities that can use in a real situation. From the

study, it found that all students could classify the rules of how to pronounce the final sounds of /d/, /t/ and /ɪd/ after listening to passages. Students proceeded gradually in finding the three final sounds of the –ed final consonants and they could divide the final sounds of the specific words in each passage into three groups and group the final consonants into the sounds of /d/, /t/ or /ɪd/ as the student excerpt, "…*I could classify the rules how to pronounce the final sounds of /d/, /t/ and /ɪd/ after listening to native speakers…" (student1)*. However, they struck when they found the words that end in letter –s such as the words 'abased', 'confessed', 'excised'. Therefore, students waited to listen to these words from the next activity. Then, it found that there were only three songs that have the words end in letter –s. These words that found in the three songs are 'crossed', 'messed', 'obsessed', 'embarrassed', 'used', and 'overdosed'. However, they could not listen to the final sounds clearly as the student excerpt, "…*songs are relaxing for me but listening to songs could help me a little in listening the final sounds…" (student8).* After that, students listen to the movies, and they found that listening to the movies could seldom help them the clear final sounds especially the words that end in letter –sed. After listening to three passages, 12 songs and five movies, it found that games, task and series, and open-dialogs helped students pronounce the final sounds of /d/, /t/ and /ɪd/ in an assigned situation as the student excerpts, "…*games, made me pronounce in the real situation. They were entertaining..." (student4),* "…*telling a story with friends is exciting for me. I could use any words by myself and pronounce it correctly..." (student5),* "…*open-dialogs is an activity that I had to practice my pronunciation with my pair and present our dialog in front of the class…" (student7).*

In conclusion, the activity that students could distinguish most sound is listening activities and 'passages' extremely affect in distinguishing the final sounds. Songs and movies were the listening activities that less helped students the least in distinguishing the final sounds. The rest of the activities were the activities that students can use in a real situation and the researcher found that all activities encouraged students to enjoy the activities with little stress despite not learning efficiently with some activities and they truly pronounced the words after the listening activities.

CHAPTER V

DISCUSSION AND CONCLUSION

The previous chapter presented an analysis of the results concerning the research questions. This chapter discusses the results in the context of the current literature. It is argued that the findings of the current study shed light on the role of the Natural Approach.

Discussion

The results indicate that using the Natural Approach for learning and teaching can improve students' pronunciation of words with problematic sounds. Based on the results of the pre-test and post-test scores, students improved their pronunciation following six lesson plans based on the Natural Approach. These results are consistent with previous studies (Masruddin Stain, 2013). Specifically, (Masruddin Stain, 2013) examined the use of the Natural Approach (NA) in developing speaking skills. Students reported positive attitudes towards the NA because it relies on using the interests of the students. The NA is also popular with language teachers and makes the learning environment as stress-free as possible, which is particularly important for beginning learners. The NA uses authentic materials for practicing English such as brochures, or maps, as well as visual aids and games.

However, there were some words from the pre-test and post-test which the students still incorrectly pronounced after using the NA in the classroom. Students incorrectly pronounced 'released' in the pre-test and 'supposed' in the post-test. These words both end in /z/ and belong to the /d/ final sound. The words 'impressed' in the pre-test and 'endorsed' in the post-test were also incorrectly pronounced and these words both end in /s/ and belong to the /t/ final sound. According to these results, the students still showed some difficulties to discriminate sounds. Krashen & Terrell (1995) examined the effect of such difficulties on second language acquisition theory for speaking. According to the Input hypothesis, speaking is not absolutely essential for language acquisition. The Input hypothesis claims that the best way to teach

speaking is to focus on listening (and reading) and spoken fluency will emerge on its own.

There are several reasons why students may have shown difficulty pronouncing these words. First, the inputs for the student learning (i.e., the activities) were restricted to only nine hours. The time spent in the learning and teaching process may have been involved in causing the problematic sounds. During the limited time, the students may have learned to pronounce words which end in the sounds /l/, /g/, /y/, /k/, /c/, /t/, /d/, etc. But students still showed some difficulty with words that end in the sounds /s/ and /z/. Importantly, the words which end in the sounds /s/ and /z/ were seldom found in each activity.

Second, there are differences between some English and Thai consonant sounds. Nakin & Inpin (2017) found that EFL students showed specific English pronunciation problems with consonants that occur in the final position. Moreover, some problematic sounds do not occur in Thai phonological system, so this might lead difficulties in the students' pronunciation. Furthermore, Wei & Zhou (2002) found that there are difficulties for both Thai and English speakers to understand each other. Thais produce incorrect final sounds in many English words, for example, Thais use some common words, such as 'lotus', without the final sound /s/. Both of these studies show that Thai students have a problem in pronouncing /s/ and /z/, which are consonants in the final position. The /z/ is a voiced final consonant and /s/ is a voiceless final consonants that do not occur in the Thai language. Thais pronounce /s/ in the final consonant without distinguishing the final sounds. Furthermore, Thai does not have the voiced sound like English.

Third, when students listen to the linking sounds in the listening activity, the difficulties may have occurred because the linking sounds related to the differences between the first language and the target language. Similarly, Kanokpermpoon (2007) argued that English sounds that do not exist in Thai are likely to pose a great challenge for Thai learners of English. Therefore, in the current study, differences in the sound systems of the mother language and the target language affected the students' pronunciation.

For these reasons, they are the causes for students in discriminating the /s/ and /z/ consonants in the final positions. Therefore, students could improve their

pronunciation skill, if they would have their awareness and have more time to practice in discriminating each final sound thoroughly. Importantly, the Natural Approach requires the teacher as the source of the input in the target language so that students can feel comfortable. Therefore, teachers have to choose some activities that they can develop to use it in the class and teachers have to create a comfortable classroom atmosphere because students will have a low affective filter and they will learn as much as they can.

Furthermore, according to the results of the interviews and the students' learning logs, the results of the study indicated that the NA was an effective way to help the students improve their English pronunciation skill on the final sounds through short passages, songs, movies, games, tasks, series and open-dialogs. These authentic materials helped foster and encourage students to identify and pronounce those words with the problematic sounds correctly. These findings are consistent with Pourhosein Gilakjani & Sabouri (2016) who stated that EFL teachers should pay attention to the learners' needs and abilities and include pronunciation into their oral skills and other English classes. Teachers should use different techniques and strategies for teaching pronunciation. With more techniques and strategies, EFL teachers will feel more comfortable in teaching pronunciation. EFL learners can also increase their confidence through listening and speaking to native and non-native speakers of English. Therefore, listening and speaking skills are likely to be improved when the students practice in different situations.

The present study used several listening activities including passages, songs and movies. The results indicate that passages were the most significant input for the students. All students received high scores when they learnt with listening to 'passages'. Their scores were higher than 50% when learning through the 'listen and match', 'listen and tick', and 'listen and find the differences' passage activities. These high scores are likely because these activities allowed students to listen to the native speaker during the class, the audio record from the text to speech program, and the recording of the native speakers in different accents. The students could listen clearly and easily, which is in agreement with the students' interview from 'listen and match', 'listen and tick', and 'listen and find the differences' tasks, respectively: "…*I could absorb each sounds from listening to the native speaker. I think I could classify*

some sounds from this activity…", "…I knew the words which ended in /c/, /f/, /h/, /k/ /p/ had the /t/ final sound…", and "…the paired-words benefited for me because the similarity helped me find the different sounds of each word, such as 'banded' and 'banked' which ended in -d and –k, but their final sounds were /ɪd/ and /t/…". Students also reported that "*…at the first activity, passages, I tried to listen to native speaker and my listening skill proceeded gradually from listening to the native speaker, audio record and recording of native speakers in different accents…*". There were five students who received low scores in 'songs', and the same five students received low scores in 'movies'. Their scores were below 50% from both inputs. Both these inputs provide difficulties in listening. Indeed, the specifiable words in songs and movies have different positions; initial, middle and final. The different positions produce inaccurate final sounds because the initial and middle positions can make linking sounds, which cause the indistinct sounds. Therefore, the students could not listen clearly in both inputs, which is in agreement with the students' interview from listening through songs, *"…the specifiable words in some songs were not clear in pronouncing the final sounds…"* and the students' interview from listening through movies, *"…there were many words which were difficult to listen and classify the final sounds…"*.

The last three activities, games, task and series and open dialogs were used after the first three listening activities. These activities help students to pronounce in real situations that may happen in daily life. All of the three activities were used for students to practice their pronunciation, therefore, these three activities do not have scores to show and measure the students' pronunciation skill, but the results of how the students act and perform the activities together in the classroom are shown in appendix H.

Students also received semi-structured interviews and scored each input. These results indicate that when passages were used as the input in the NA, all students' acquisition scores increased. This finding is consistent with previous studies that showed that students' language acquisition increased when the NA was used in teaching (Duran, 1993). Moreover, passages helped students improve their listening to the final sounds of /d/, /t/ and /ɪd/. Indeed, students started to classify some –ed final sounds from listening to a native speaker. Thus, passages could positively effect the

pronunciation acquisition of students. Similarly, Khaghaninejad & Maleki (2015) studied the effect of explicit pronunciation instruction on listening comprehension in Iranian English Learners and found that the students improved their listening comprehension significantly at the end of the seven-week pronunciation instruction. This improvement may be attributed to the pronunciation instruction that the groups received. Indeed, McNamara (2003) argued that listening comprehension can be developed through training learners in pronunciation.

Songs were rated as difficult for most students to hear the final sounds of /d/, /t/ and /ɪd/. This may be due to the lyrics, rhythms, voices or the connected speech. Moreover, the average percentage scores of all student's pronunciation during listening to songs were low. This shows that songs were a weak input for teaching in this study. The finding is consistent with the study of Phintuyothin (2011) who studied the use of English songs to improve the pronunciation of problematic English consonant sounds for Thai learners. It was found that the direct-teaching method is more effective than the use of English songs in improving student pronunciation of more phonemes (Phintuyothin, 2011). Supeno (2018) also suggested that using songs to improve students' can offer a lot of advantages for both the teacher and the students, the biggest question is how the songs should be chosen. It is suggested that teachers consider the students' level, their age, and the kind of music/songs they like.

Movies were also difficult for the students. This may be due to the several different accents in each movie or some scenes in each movie were too fast to hear. Moreover, the average percentage scores of all student's pronunciation during listening to movies was low. Movies were therefore a weak teaching input in this study. Hidayatullah (2018) also studied the use of Western movies on improving students' pronunciation. It was found that the movies did not improve the students' pronunciation however, the method was novel and some students seemed confused during the activities.

Games were the most useful in helping students to revise the final sounds of /d/, /t/ and /ɪd/ as well as the –ed final sounds in the real situation. Thus, as previously found (Nguyen, 2015) games could positively effect the pronunciation acquisition of students. When playing the games, students felt relaxed and they were eager to learn pronunciation and take part in the activities in the class. Games therefore have a

positive effect on increasing the students' motivation to pronounce and improving their pronunciation.

Task and series in storytelling promoted interactions in the class and helped students revise the rules to pronounce the final sounds of /d/, /t/ and /ɪd/ and practice pronouncing in a real situation. Thus, task and series could positively effect on the pronounced acquisition of students. Rafiq Al Qhozali (2017) also showed that the speaking skills of students improved through storytelling activities supported by several activities including (1) using classroom English; (2) engaging the students in pre-communicative activities; (3) encouraging them to use dictionaries; (4) appreciating their participation and achievement; (5) setting a fun atmosphere of learning. Lucarevschi (2018) also showed that storytelling is an effective tool in the development of English pronunciation in Brazilian learners of English as a foreign language. However, the effect sizes were weak (Lucarevschi, 2018).

Finally, open-dialogs helped students practice their pronunciation of the final sounds /d/, /t/ and /ɪd/ in a real situation. Dewi (2011) previously studied the improving students' speaking skill through dialog and also found that teaching speaking through dialogue can improve students' speaking skill. Dialogue can therefore be implemented effectively in the speaking class. The students were interested in speaking in class when the teacher applied the dialog activities technique and the situation in the class is more alive. The dialogue activities, such as role play, group discussion and interview, make the students more active in joining the lesson because they all have their opportunity and role to speak. They also perform the tasks and exercises more seriously. By practicing to speak in every meeting, the students are more confident to speak in front of their friends. Students also speak more correctly and fluently and their motivation increases. This is demonstrated through the students' voluntary participation in performing the dialogue in pairs or groups and the students' participation in answering the teacher's questions during the speaking activity.

Consistent with previous reports (Krashen & Terrell, 1995), the results of this study showed that passages, games, task and series, and open-dialogs had a positive effect on students' pronunciation and students reported satisfaction with the use of the Natural Approach. In the Natural Approach, a focus on comprehension and

meaningful communication, as well as the provision for comprehensible input, provides the necessary and sufficient conditions for successful classroom second and foreign language acquisition. Furthermore, the last three lesson plans, games, task and series, and open-dialogs were designed to help students in pronouncing in a real situation. The findings revealed that all students could pronounce in the given situations. Whenever the teacher gave students a task, the grammar used in the sentences in which students pronounced were not important, but the final sounds in which students pronounced were more important. This finding is in accordance with Sam (2016) who stated that the Natural Approach of teaching English language is an effective approach, which advocates for natural language learning language and, more importantly, with little emphasis on grammar. By contrast, songs and movies were the input that were the least useful and provided little assistance in language pronunciation.

Conclusion

This study was conducted to investigate whether or not the Natural Approach could help students improve their pronunciation of problematic sounds and to investigate how the Natural Approach helped improve students' pronunciation skills. The participants were eight upper secondary school students who have the most questionable pronunciation skills. Six lesson plans were specifically designed based on the Natural Approach, which included inputs comprised of short passages, songs, movies, games, tasks and series and open-dialogs. The results of the study were divided into two parts, in accordance with the research questions.

1. It was found that the Natural Approach was effective in improving the students' pronunciation skills. The comparison between the students' pre-test and post-test scores, along with the results of post-lesson tests, indicated that the students improved their pronunciation of English words with the final sounds of /d/, /t/ and /ɪd/ after learning through the Natural Approach.

2. The designed activities based on the Natural Approach together with the cycles of action research were shown to be an effective way to help the students improve their English pronunciation skills. Authentic materials including passages, songs, movies, games, tasks and series and open-dialogs helped foster and encourage

students to identify and be able to pronounce those words with the problematic sounds correctly. Finally, the findings also suggest pedagogical implications for teachers who wish to improve students' pronunciation skills.

Implications

1. ELT Materials

According to the results from this study, the Natural Approach is an appropriate teaching approach especially in a pronunciation class. Improvements were observed in the students' pronunciation skill and the classroom atmosphere. Using English songs and movies can be used to improve students' learning of English pronunciation. Both of these authentic materials also expose students to a variety of English pronunciation, such as American African accents, in addition to the standard American and British accents. However, using English songs and movies without overt explanations of the target sounds may not enable students to improve their pronunciation of certain final sounds. Therefore, the benefits of songs and movies should not be overestimated in teaching phonetics.

2. Teaching Pronunciation

The Natural Approach emphasizes presenting comprehensible input in the target language. To minimize stress, students are not required to say anything until they feel ready, but they are expected to respond to the teacher's commands and questions in other ways. Students are not expected to use a word actively until they have heard it many times. Therefore, teachers should pay more attention to improving the students in pronouncing the –ed final sounds in different ways.

3. Classroom Atmosphere

In the Natural Approach, the organization of activities and the classroom atmosphere, which is suitable for the student, is extremely important. For most students at the preproduction level, it is very important for them to have time to listen and absorb the language before they are required to speak it. Teachers should be doing about 90% or more of the talking, and the students should listen and respond non-verbally. In order for the teacher's speech to be comprehensible, it should include lots of pantomime, body language, facial expressions, and gestures. In addition, the teacher should model rather than just verbally explain tasks and skills, and use lots of

pictures and real objects. The teacher's speech should be simplified, slow, and clear. The students at this level can be involved in lessons if the teacher confirms their comprehension through asking them to respond non-verbally. For example, they can point to an item, nod to answer simple yes/no questions, and carry out simple commands. In early production, the students can now begin to produce some language. Teachers must be careful to ask students questions that are appropriate to their level and to use simplified language, avoiding idioms and uncommon vocabulary. For the speech emergence level, the students can understand a great deal and can express themselves fairly effectively. The classroom teacher must remember to provide them with additional support. At every stage, whenever communication breaks down, the teacher should employ the same strategies as those used in the beginning stages, such as showing a picture, consulting a bilingual dictionary, gesturing and acting out. Finally, for intermediate fluency, the important point is that students at this level are still in the process of learning academic English and when they experience difficulty or fail to achieve at minimum levels, they require language support.

Recommendations for Further Studies

In this study, the Natural Approach was limited to investigate only the final sound of –ed, which has three final sounds, /d/, /t/ and /ɪd/. This approach can also be used to teach the pronunciation of consonants, vowels, stress, rhythms and intonations. Future studies can examine the ability to produce and perceive the target sounds in more contexts as well as the acquisition of other types of English inflections. Moreover, the approach in this study can be applied in teaching other positions such as the initial or middle, or other sounds, such as cluster sounds, or other final sounds that cause problems in pronunciation for Thai students, such as the final sounds /l/, /θ/, /ʧ/,/ʃ/,/□/, or /dʒ/.

In this study, listening to songs and movies seldom helped students comprehend the pronunciation's rules. This is perhaps because the lyrics in the 12 songs might be too difficult for students, the rhythm of each song might be different, too fast or some unknown words may have been used. Listening to the movies might be difficult because of the accents, sounds, or other details. Thus, in future studies,

songs and movies should be selected only if the rhythm is comprehensible, the singers' voices are clear enough, the speed of the song is appropriate, and the complexity of the structures and the vocabulary is not too difficult for the students. That is, future studies should choose inputs with appropriate details to encourage the participants to listen and to improve their pronunciation.

REFERENCES
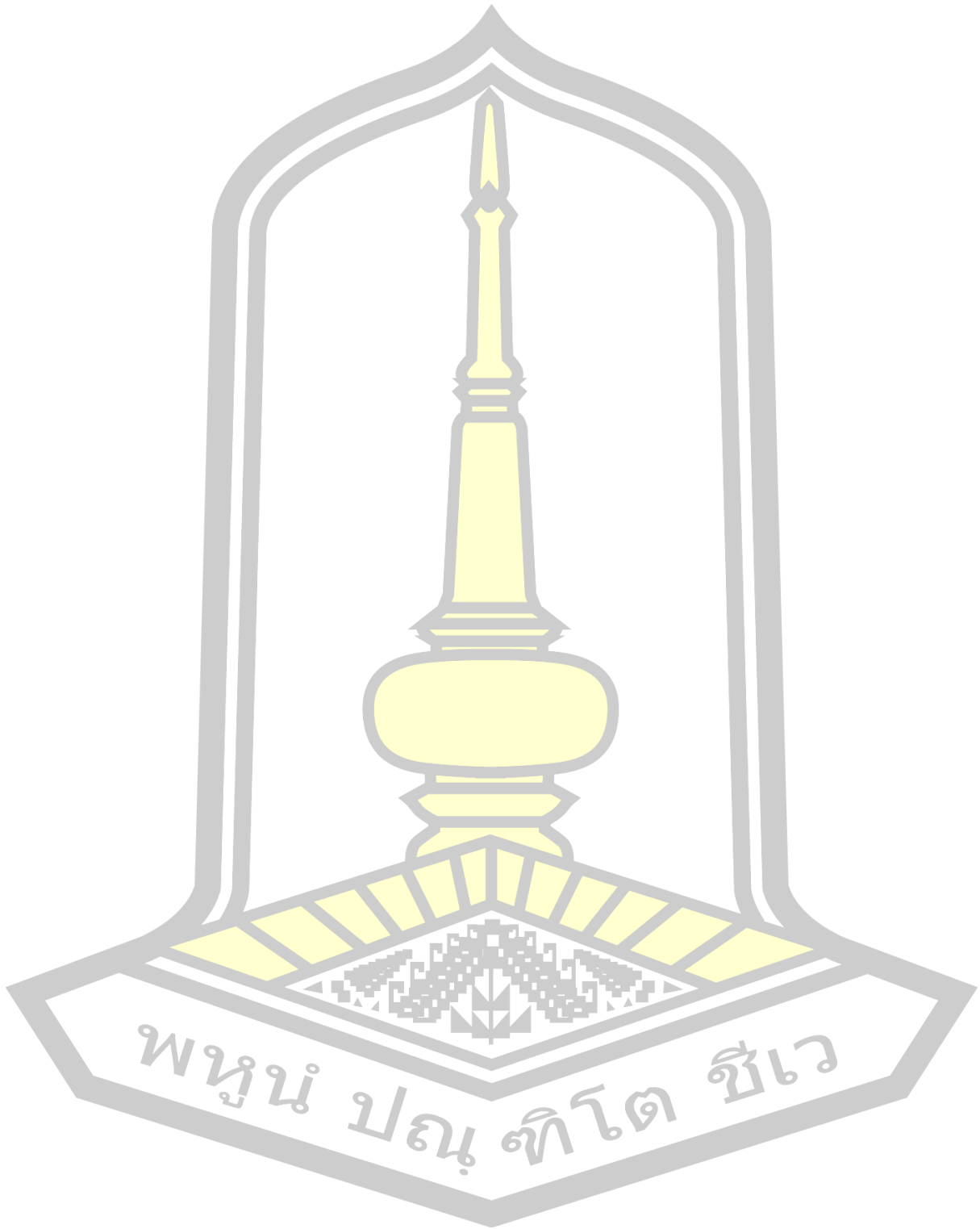
REFERENCES

Albino, G. (2017). Improving Speaking Fluency in a Task-Based Language Teaching
Approach: The Case of EFL Learners at PUNIV-Cazenga. *SAGE Open*, *7*(2),
1–11. doi.org/10.1177/2158244017691077

Alessi, S.M. & Trollip, S. R. (2001). *Multimedia for learning : methods and
development*. Massachusetts: Allyn & Bacon.

Anthony, E. (1963). Language Teaching: Some Notes on Method. Retrieved from
http://languageinstinct.blogspot.com/2006/11/story-of-lesson-planning.html

Brown, A., & Dowling, P. (2001). *Doing research/reading research: a mode of
interrogation for teaching*. Londres: Routledge Falmer.

Cambridge University. (2013). *Cambridge Advanced Learner's Dictionary*. (4th ed.).
Cambridge: Cambridge University Press.

Celce-Murcia, M., Brinton, D., & Goodwin, J. M. (1996). *Teaching pronunciation: A
reference for teachers of English to speakers of other languages*. Cambridge:
Cambridge University Press.

Chainara, P. (2010). *The Use of task-based learning with focus on group interaction
to improve students' pronunciation of English words with initial consonant
clusters*. Mahasarakham University.

Chavangklang, P. (2013). Enhancing Final Consonant Pronunciation Skill of the First
Year Students at Nakhonratchasima Rajabhat University through E-learning.
Procedia – Social and Behavioral Sciences, 91, 437–443.
doi.org/10.1016/j.sbspro.2013.08.441.

Cheng, F. (1998). The Teaching of Pronunciation to Chinese Students of English.
English Teaching Forum, 36(1), 37–39.

Dewi, R.K. (2011). *Improving students' speaking skill through dialogue*. Sebelas
Maret University.

Duran, E. (1993). *Effective Communication Programming for Language Minority
Students with Severe Disabilities*. Washington, DC : ERIC.

Elliot, A.R. (1995). Foreign Language Phonology: Field independence, attitude, and
the success of formal instruction in Spanish pronunciation. *The Modern
Language Journal*, 79(4), 530–542.

Ferrance, E. (2000). *Action research*. Providence, RI: LAB at Brown University.

Fraser, H. (2000). *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*. Armidale, NSW: University of New England.

Goudarzi A., Parham, M., & Jafar Mahdian, M. (2012). The Influence of Natural Approach in Learning Language Skills (English) on Borujerd University Faculty Members. *Journal of Basic and Applied Scientific Research*, 2(9), 9432–9437.

Hensen, K.T. (1996). *Teachers as researchers. In J. Sikula (Ed.), Handbook of research on teacher education.* (4th ed.). New York: Macmillan.

Hidayatullah, M.S. (2018). Improving Students' Pronunciation through Western Movie Media (A classroom Action Research at 4th semester in English Education of IAIN Sultan Amai Gorontalo). *Journal Al-Lisan*, 3(1), 93–111.

Johnson, A.P. (2012). *A short guide to action research*. (4th ed.). New Jersey: Pearson Education.

Kanokpermpoon, M. (2007). Thai and English consonantal sounds: A problem or a potential for EFL Learning? *ABAC Journal*, 27(1), 57–66.

Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Geelong, Australia: Deakin University Press.

Khaghaninejad, M.S., & Maleki, A. (2015). The Effect of Explicit Pronunciation Instruction on Listening Comprehension: Evidence from Iranian English Learners. *Theory and Practice in Language Studies*, 5(6), 1249–1256. doi.org/http://dx.doi.org/10.17507/tpls.0506.18

Krashen, S.D., & Terrell, T.D. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon Press.

Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Krashen, S.D., & Terrell, T.D. (1995). *The Natural Approach: Language acquisition in the classroom*. London: Prentice Hall Europe.

Lewin, K. (1946). *Action research and minority problems*. New York: Harper & Row.

Lucarevschi, C.R. (2018). *The role of storytelling in the development of pronunciation of Brazilian learners of English as a foreign language*. University of Victoria.

Lund, K. (2003). *Age and Accent* (The Danish University of Education). Retrieved from http://www.intel.dbp.dbu.dk/infodok/sprogforum/Espr26/Lund-eng.pdf

Masruddin Stain, P. (2013). The Students Interest towards the Use of Natural Approach in Teaching Speaking. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 1(2), 83–102. Retrieved from https://doi.org/10.24256/ideas.v1i2.169

McNamara, T.F. (2003). *Measuring Second Language Performance*. London and New York: Longman.

McTaggart, R. (1997). *Reading the collection. In R. McTaggart (Ed.), Participatory action research*. Albany, NY: SUNY Press.

Miller, S.F. (2004). *Pronunciation and the adult ESL learner*. University of Pennsylvania.

Mills, G.E. (2011). *Action research: A guide for the teacher researcher*. (4th ed.). Boston: Pearson.

Morley, J. (1991). The Pronunciation Component in Teaching English to Speakers of Other Languages. *TESOL Quarterly*, *25*(1), 51–74. doi.org/10.2307/3586981

Morley, J. (1998). Trippingly on the tongue: Putting serious speech/ pronunciation instruction back in the TESOL equation. *ESL Magazine*, 1(15), 20–13. Retrieved from https://www.academia.edu/28566163/

Muthukan, K. (2005). *The Use of a Dialogue Journal Technique to Improve English Pronunciation. Independent Study*. Mahasarakham University.

Nakin, P. & Inpin, B. (2017). English Consonant Pronunciation Problems of EFL Students. *Proceedings of the Burapha University International Conference*, 7(1), 185–197.

Narksompong, J. (2007). *A study of Thai Phonological Features that Cause Pronunciation Problems for Thai People*. Thammasat University.

Nguyen, T.H. (2015). Using games to improve pronunciation of the second year non-English major students at Hanoi University of Business and technology. *World of Science Pedagogy and Psychology*, 2, 1–9.

Niamthet, T. (2016). *A Survey of Awareness towards English Pronunciation among Thai International Workers in Exhibition Services*. Thammasat University.

Nualpresert, B. (2015). The development of pronunciation skill on the final sound of regular verb (-ed) by using reading exercise for English for communication. Retrieved from http://human.tru.ac.th/2013/

Nunan, D. (2001). *Research Methods in Language Learning*. USA: Cambridge University Press.

Phintuyothin, P. (2011). *The use of English Songs to Improve the Pronunciation of Problematic English Consonant Sounds for Thai Learners*. Chulalongkorn University.

Plailek, T. (2016). *The development of pronunciation skill in English final consonant sounds of Prathomsuksa6 students at Demonstration school, Suan Sunandha Rajabhat University* (Suansunandha Rajabhat University). Retrieved from http://ssruir.ssru.ac.th/handle/ssruir/609

Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can EFL Teachers Help EFL Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can EFL Teachers Help EFL Learners Improve their English Pronunciation? *Journal of Language Teaching and Research*, 7(5), 967–972.

Pourhossein Gilakjani, A. A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. , 1 Journal of Studies in Education (2011).

Putri, Y.A. (2018). Improving Students' pronunciation by Using Tongue Twister technique. *Journal Pendidikan Dan Pembelajaran Khatulistiwa*, 7(11), 1–9. Retrieved from http://jurnal.untan.ac.id/index.php/jpdpb/article/view/29732/75676579231

Rafiq Al Qhozali, M.A. (2017). *Improving Students' Speaking Skills through Storytelling Activity in Grade VIII of SMP Islam Terpadu Salman Al Farisi Yogyakarta* (Yogyakarta State University). Retrieved from http://eprints.uny.ac.id/17185/1/Skripsi Lia.pdf%09

Richards, J. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*. Melbourne: Cambridge University Press.

Rojanacheewinsupond, P. (2008). *The Use of cooperative task-based learning in improving students' English pronunciation*. Mahasarakham University.

Sam, P. (2016). Natural Approach of Teaching English Language on a Flipped Classroom Platform to Tertiary Level Engineering Learners. *International Journal of Educational Sciences*, 14(1), 13–18. doi.org/10.1080/09751122.2016.11890474

Smyth, D. (2001). *Thai speakers: In M. Swan & B. Smith, Learner English: A teacher's guide to interference and other problems*. London: Cambridge University Press.

Sookyossri, S. (1999). *Use of Multimedia to Develop English Listening Skills of Prathom Suksa3 Students*. Chaingmai University.

Supeno. (2018). Using songs to improve students' pronunciation. *TEFLIN International Conference*, 65(1), 339–346.

Terrell, T.D. (1977). A Natural Approach to Second Language Acquisition and Learning. *Modern Language Journal*, 61, 325–337.

The Ministry of Education. (2008). *The Basic Education Core Curriculum B.E. 2551 (A.D.2008) Learning Area of Foreign Languages*. Bangkok: Kuruspa.

Smyth, D. (2001). *Thai speakers: In M. Swan & B. Smith, Learner English: A teacher's guide to interference and other problems*. London: Cambridge University Press.

Sookyossri, S. (1999). *Use of Multimedia to Develop English Listening Skills of Prathom Suksa3 Students*. Chaingmai University.

Stain Palopo, M. (2013). The Students Interest towards the Use of Natural Approach in Teaching Speaking. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 1(2), 83–102. doi.org/10.24256/ideas.v1i2.169

Supeno. (2018). Using songs to improve students' pronunciation. *TEFLIN International Conference*, 65(1), 339–346.

Terrell, T.D. (1977). A Natural Approach to Second Language Acquisition and Learning. *Modern Language Journal*, 61, 325–337.

The Ministry of Education. (2008). *The Basic Education Core Curriculum B.E. 2551 (A.D.2008) Learning Area of Foreign Languages*. Bangkok: Kuruspa.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge [England]; New York: Cambridge University Press.

Wang, W. (2017). *Improving Students' Oral Skills through a Cooperative Learning Approach to Teaching Chinese College English*. University of Victoria.

Watts, H. (1985). When Teachers are Researchers, Teaching Improves. *Journal of Staff Development*, 6(2), 118–127.

Wei, Y., & Zhou, Y. *Insights into English Pronunciation Problems of Thai Students*. (2002).

Yates, L., & Zielinski, B. (2009). *Give it a go: Teaching Pronunciation to Adults. AMEP Research Centre, Department of Immigration and Citizenship*. Sydney, Australia: Macquarie University.
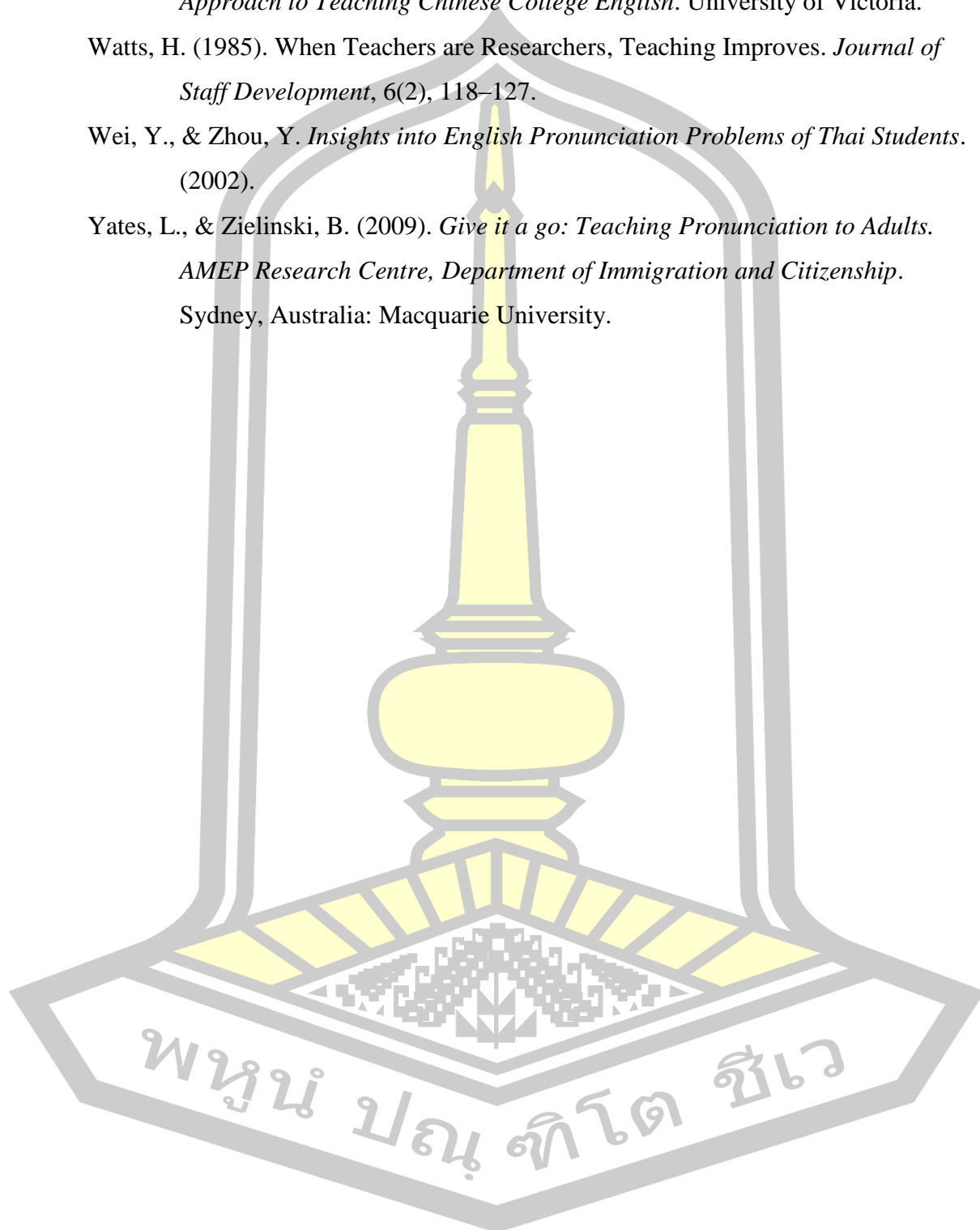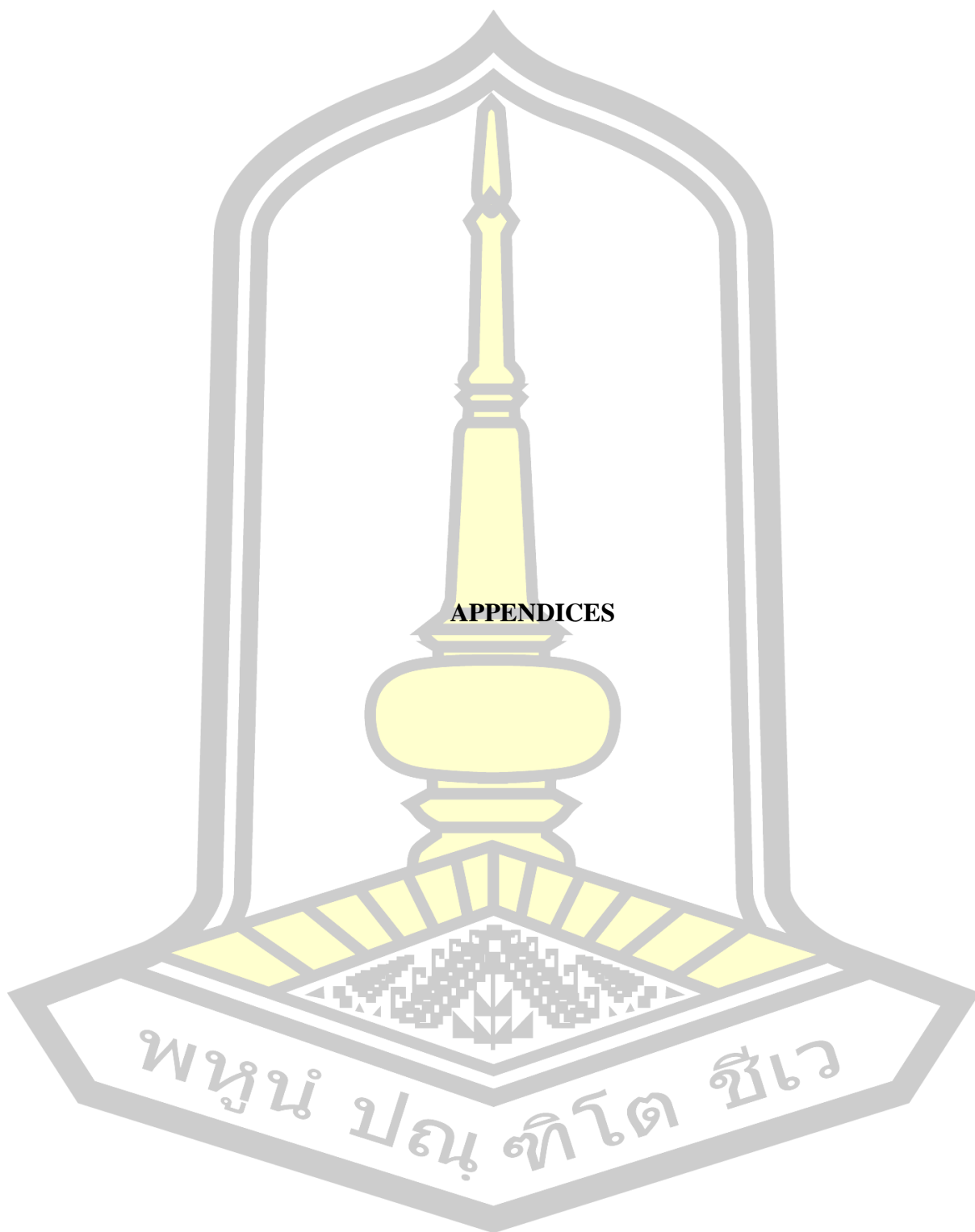
APPENDICES
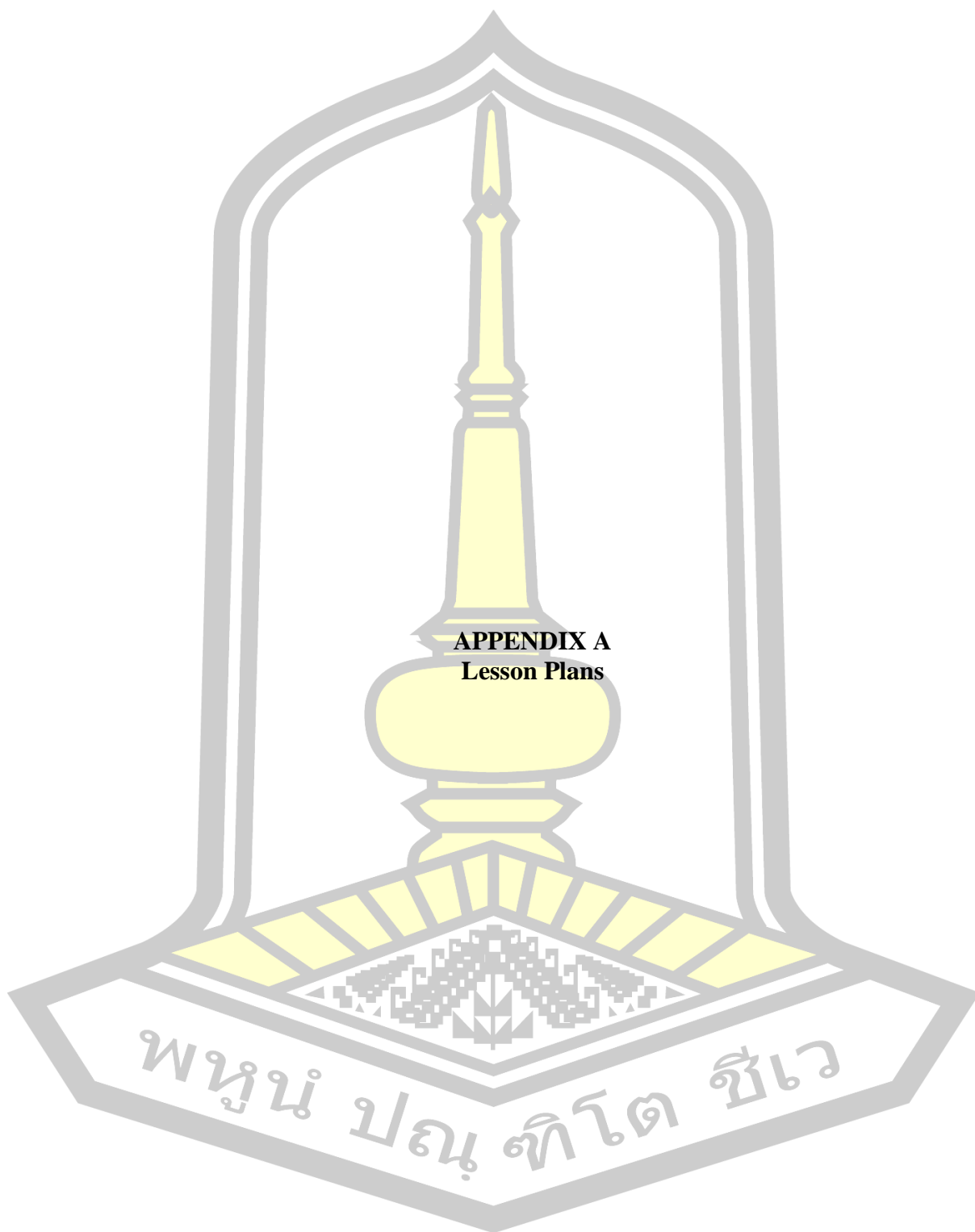
APPENDIX A
Lesson Plans

Lesson Plan of Improving Upper Secondary School Students' Pronunciation

Skill on the Problematic Sounds

through the Natural Approach

Department of foreign languages

Subject: Basic English

Code: E 31101

Grade: 10

Lesson 1

The 1ˢᵗ input: Passages

By

Mrs. Natnaree Sittikraipong

Prathompreedaporn School

Kranuan, KhonKean

Khonkaen Primary Educational Service Area Office 4

The 1st input: Passages

Time: 5 hours

Date: ……………………. 2019

1. Learning outcome

Students are able to classify the endings sounds of /d/, /t/ and /ɪd/ from listening.

2. Objectives

2.1 Students are able to match the words with the –ed ending sounds correctly. (Activity 1: Listen and match)

2.2 Students are able to distinguish the –ed ending sounds in which is correct or incorrect. (Activity 2: Listen and tick)

2.3 Students are able to find the differences of pronouncing the words which have similar alphabets but different with ending letter. (Activity 3: Listen and find the differences)

3. Learning standards and Indicators

F2.2 G.10/1 Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

4. Content

Vocabulary;

Activity 1: ascribed, aggravated, besmirched, yuppified, superintended, begrudged, incapacitated, kowtowed, hesitated, admonished, erred, antagonized, seethed, clenched, berated

Activity 2: summoned, besieged, conquered, prostelytized, ensconced, castellated, acquiesced, acculturated, baptized, banished, applauded, jeopardized

Activity 3: banned-banded-banked, clogged-clotted, abased-abated, blenched-blended, engraved-grated, confided-confined, inflamed-inflated, conferred-confessed, bated- bathed, attached-attacked, twined-twinged, divined-divided, excised-excited, pared-paved, contracted-contrasted

Structure: Listening

1. Listen and match: Listen and match the words with the correct –ed ending sounds

Example: Balder ascribed[1] (/d/, /t/, /ɪd/) Oaf's abhorrent behavior …….

2. Listen and tick: Listen to the native speaker. Then tick (√) in the parenthesis if that sound is correct, and cross (X) in the parenthesis if that sound is incorrect and change it to the correct sound.

Example: They might have jeopardized = /d/ (…)…… their reputation.

3. Listen and find the differences: Listen and then write the correct –ed ending sounds and find the differences.

Example: The machine refused to work clogged (/d/, /t/, /ɪd/) as it was with clotted (/d/, /t/, /ɪd/) cream.

How to classify the three different ending sounds

4. Materials

4.1 Native speaker

4.2 Sounds record of native speakers

4.3 Audio record from 'text to speech' program

5. Teaching procedures (action research)

5.1 Plan

5.1.1 The researcher made the passages which the final sounds of /d/, /t/ and /ɪd/ were mixed to students for listening. (activity1 and 2).

5.1.2 The researcher used the 15 pairs of –ed ending words to make the sentences for listening in order to find the differences of those words.

5.2 Action

5.2.1 Activity 1: Listen and match

5.2.1.1 The researcher and the native speaker gave students the passage which the final sounds of /d/, /t/ and /ɪd/ were mixed.

5.2.1.2 Students listened to the native speakers to be able to recognize the sounds.

5.2.1.3 Students matched the words with the sounds of –ed. The sounds of which they heard were the sounds of which they will discover.

5.2.1.4 The researcher and the native speaker used the activities repetition in order to practice the accuracy and corrective feedback activities in this step.

5.2.2 Activity 2: Listen and tick

5.2.2.1 The researcher and the native speaker gave students the passage.

5.2.2.2 Students listened to the audio record from 'text to speech' program. If that word's final sound was correct, ticked in the parenthesis. If not, crossed in the parenthesis.

5.2.2.3 Did lesson summary together.

5.2.3 Activity 3: Listen and find the differences

5.2.3.1 The researcher and the native speaker gave students the passage.

5.2.3 .2 Students listened to the recording of native speakers' in different accents to be able to recognize the sounds.

5.2.3 .3 Students wrote the final sounds of each words and found the differences of them.

5.2.3 .4 The native speaker gave them the correct answer and practiced the accuracy of each words.

5.3 Observation

In this research, the researcher noted the frequency of behavior, acted and the truth information about teaching and learning. There were many things which were going to be observed such as activities, responses, etc. The observation had to be flexible.

5.4 Reflection

Reflections based on the observation whether the research succeed or not by the researcher. Conclusion was about the action that the researcher should be analyzed, synthesized, interpreted, explained, and drawn.

Then, if the researcher still found the problem in teaching by using the three activities, the researcher will move to the next cycle in order to gain better improvement on students' pronunciation skill in descriptive text.

6. Evaluation and Assessment

Activity	How to evaluate	Instruments used
Activity1 Activity2 Activity3	- Checking from the students' writing	-Teacher's diary

7. After teaching recommendations and comments

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

(…………………………………)

Mrs. Natnaree Sittikraipong

Teacher
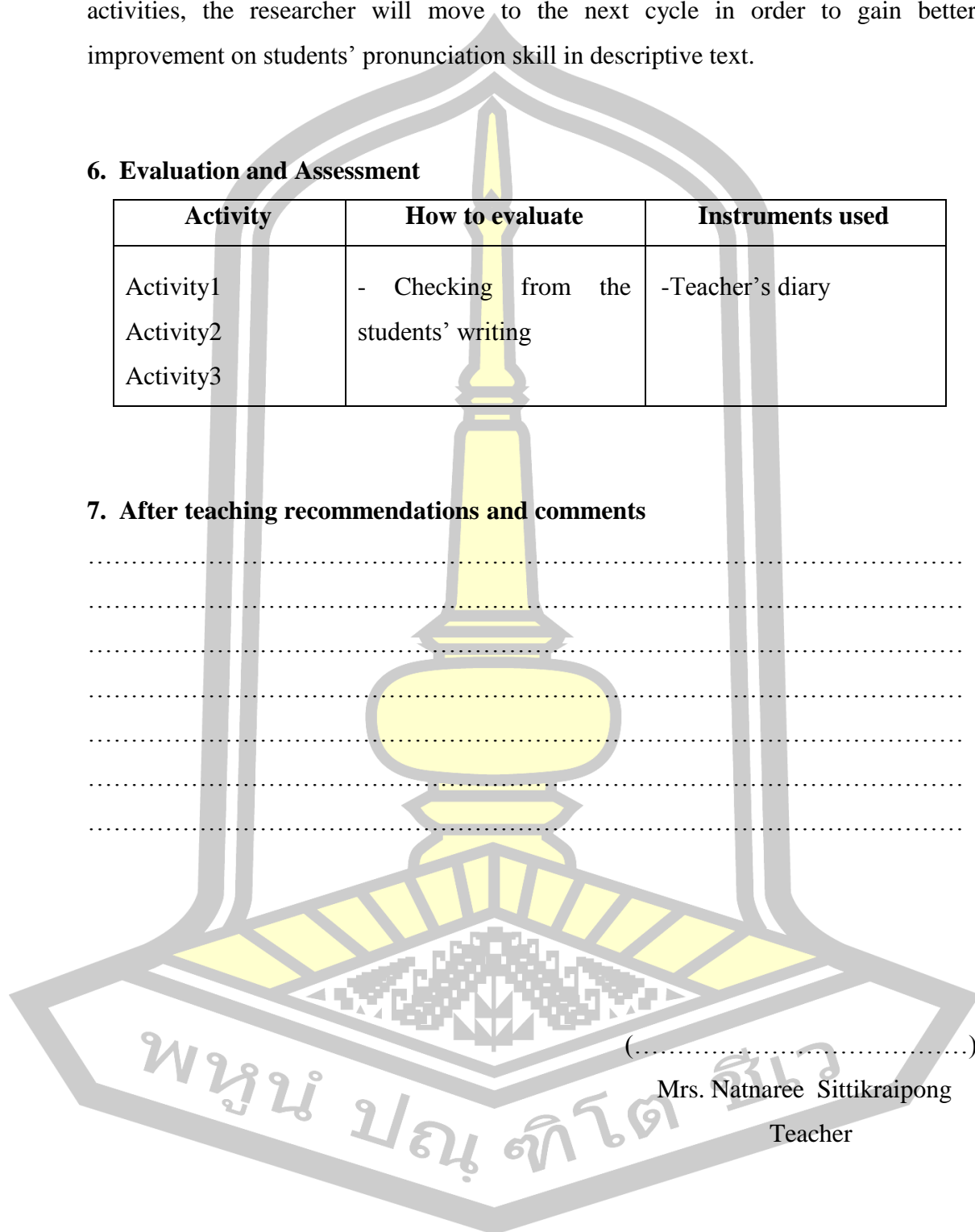
Name :..

Passage 1

Instruction: Listen and match the words with the correct –ed ending sounds.

The ancient Balder leant on his desk and observed the young bullying Oaf's inability to control his environment. Balder **ascribed[1] (/d/, /t/, /ɪd/)** Oaf's abhorrent behavior and need to control and dominate, whatever the situation, to his limited self-esteem. This only **aggravated[2] (/d/, /t/, /ɪd/)** the already **besmirched[3] (/d/, /t/, /ɪd/)** office's **yuppified[4] (/d/, /t/, /ɪd/)** attempt at modernizing with open plan furnishing as the staff now were continuously open to the Oaf's **superintended[5] (/d/, /t/, /ɪd/)** gaze. No longer able to hide behind their cubicles the staff **begrudged[6] (/d/, /t/, /ɪd/)** their environment and felt **incapacitated[7] (/d/, /t/, /ɪd/).** The ancient Balder first discussed this with the senior staffer Lackey who **kowtowed[8] (/d/, /t/, /ɪd/)** to the Oaf, **hesitated[9] (/d/, /t/, /ɪd/)** then **admonished[10] (/d/, /t/, /ɪd/)** ancient Balder telling him that he **erred[11] (/d/, /t/, /ɪd/)** and only **antagonized[12] (/d/, /t/, /ɪd/)** the situation. The astonished ancient Balder decided to go higher and consulted with the Personnel Chief Mrs. Crowley who **seethed[13] (/d/, /t/, /ɪd/)** with **clenched[14] (/d/, /t/, /ɪd/)** teeth then proceeded to assuage the situation and **berated[15] (/d/, /t/, /ɪd/)** Oaf for having interfered with the office's policy.

Name :...

Passage 2

Instruction: Listen to the native speaker. Then tick (√) in the parenthesis if that sound is correct, and cross (X) in the parenthesis if that sound is incorrect and change it to the correct sound.

The Master of the Staff Religion **summoned**[1] = **/d/** (…)………. his team of missionaries in order to plan the next significant forage into the regions of the cold North. Their mission was to proselytize the heathen populace to their beliefs. They discussed how they had **besieged**[2] = **/ɪd/** (…)………**, conquered** and **prostelytized**[3] = **/t/** (…)………. the heathens in the West that had been **ensconced**[4] = **/t/** (…)………. in their **castellated**[5] = **/ɪd/** (…)………. mud huts. How the heathens had **acquiesced**[6] = **/d/** (…)………. and **acculturated**[7] = **/t/** (…)………. in a short spate of time and how they all were **baptized**[8] = **/d/** (…)………. to the new religion but for the few that had been **banished**[9] = **/ɪd/** (…)………. **.** All this pleased the Master of the Staff Religion who **applauded**[10] = **/d/** (…)……….his missionaries then admonished them in the same breath for their complacency and told them not to rest on their laurels, that they might have **jeopardized**[11] = **/d/** (…)………. their reputation.

Name :..

Passage 3

Instruction: Listen, write the correct –ed ending sounds and find the differences.

1. "Potatoes are **banned** (/d/, /t/, /ɪd/) from this area" but a group of gardeners

banded   (/d/, /t/, /ɪd/) together and worked and **banked** (/d/, /t/, /ɪd/) the earth

around the rows of spuds.

      The differences:_____

_____

2. The machine refused to work **clogged** (/d/, /t/, /ɪd/) as it was with **clotted** (/d/, /t/,

/ɪd/) cream.

      The differences:_____

_____

3. The firm's reputation had become **abased** (/d/, /t/, /ɪd/) by reports in the

newspapers and the staff waited for the negative reports while they **abated** (/d/, /t/,

/ɪd/).

      The differences:_____

_____

4. He **blenched** (/d/, /t/, /ɪd/) for a second as the needle entered his veins then the drug

blended (/d/, /t/, /ɪd/) with his blood and rapidly took over control of his body.

      The differences:_____

_____

5. The fact that she had had her old boyfriends' name **engraved** (/d/, /t/, /ɪd/) on her

necklace **grated** (/d/, /t/, /ɪd/) on his nerves.

      The differences:_____

_____

6. The prisoner **confided** (/d/, /t/, /ɪd/) in his solicitor what it was like to be **confined**

(/d/, /t/, /ɪd/) in a small cell.

      The differences:_____

_____

7. His temper became even more **inflamed** (/d/, /t/, /ɪd/) when he realized that his rear tyre was not **inflated** (/d/, /t/, /ɪd/).

    The differences:_____

_____

8. He was **conferred** (/d/, /t/, /ɪd/) the role of High Priest until he **confessed** (/d/, /t/, /ɪd/) his sins.

    The differences:_____

_____

9. The swimmers waited on their stands **bathed** (/d/, /t/, /ɪd/) in sunlight, waiting with **bated** (/d/, /t/, /ɪd/) breath for the start signal.

    The differences:_____

_____

10. The 7th brigade **attached** (/d/, /t/, /ɪd/) to the 9th then **attacked** (/d/, /t/, /ɪd/) the enemy.

    The differences:_____

_____

11. The octopus's long tentacles **twined** (/d/, /t/, /ɪd/) around the swimmers legs in the movie, and my girlfriend **twinged** (/d/, /t/, /ɪd/) with empathy at the sight.

    The differences:_____

_____

12. He **divined** (/d/, /t/, /ɪd/) where water was through intuition and his stick but most of the villagers thought it was something else, which **divided** (/d/, /t/, /ɪd/) the believers from the non-believers.

    The differences:_____

_____

13. Having had his tonsils **excised** (/d/, /t/, /ɪd/) he now could scream when **excited** (/d/, /t/, /ɪd/).

    The differences:_____

_____

14. They used the bark that had been **pared** (/d/, /t/, /ɪd/) from the tree trunks to serve as a **paved** (/d/, /t/, /ɪd/) path and keep our shoes from getting wet.

The differences:_____

_____

15. It was amazing to witness a little firm that had **contracted** (/d/, /t/, /ɪd/) work out to a larger firm, which **contrasted** (/d/, /t/, /ɪd/) to the normal system of the larger firm contracting out to smaller firms.

The differences:_____
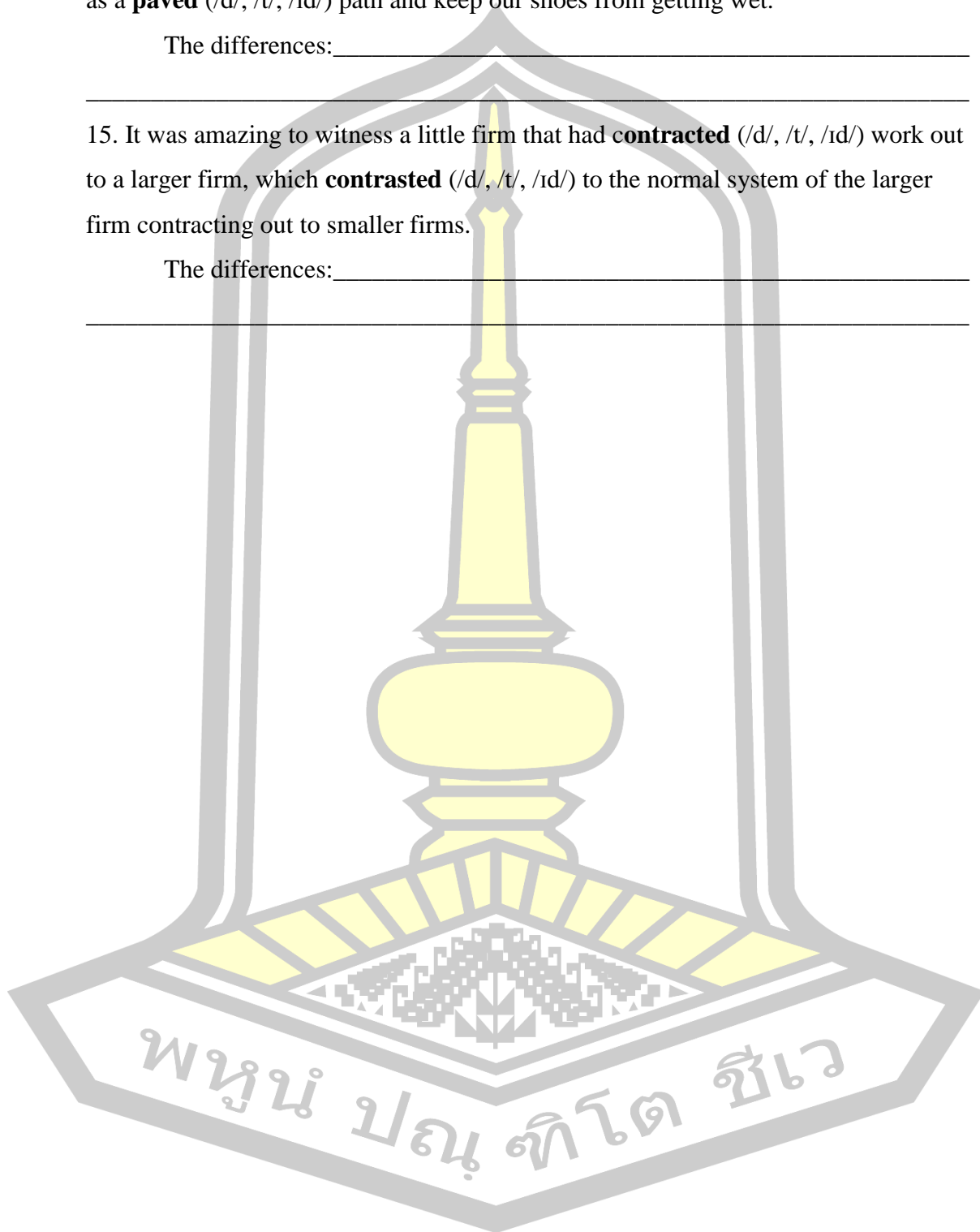
_____

Lesson Plan of Improving Upper Secondary School Student's Pronunciation
Skill on the Problematic Sounds
through the Natural Approach

Department of foreign languages

Subject: Basic English

Code: E 31101

Grade: 10

Lesson 2

The 2nd input: Songs

By

Mrs. Natnaree Sittikraipong

Prathompreedaporn School

Kranuan, KhonKean

Khonkaen Primary Educational Service Area Office 4

The 2nd input: Songs

Time: 2 hours

Date: …………………. 2019

1. Learning outcome

Students are able to classify the endings sounds of /d/, /t/ and /ɪd/ from listening to international songs.

2. Objectives

2.1 Students are able to match the words with the –ed ending sounds correctly.

(Activity: Listen and match)

3. Learning standards and Indicators

F2.2 G.10/1 Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

4. Content

Vocabulary: gazed, rendered, faded, needed, unnoticed, sculpted, addicted, buried, choked, fabricated, messed, obsessed, embarrassed, overdosed, filled, overflowed, liked, numbed, pulled, helped, used, loved, played, rescued, hypnotized, scared, terrified, needed, saved, expected, gathered, trusted, looked

Details: Songs

1. The song is "When I saw you"

Example: Soft heavenly eyes <u>gazed</u> (/d/, /t/, /ɪd/) into me.

2. The song is "Faded"

Example: The monsters running wild inside of me. I'm <u>faded</u> (/d/, /t/, /ɪd/).

3. The song is "Scars to your beautiful"

Example: She goes <u>unnoticed</u> (/d/, /t/, /ɪd/), she knows no limits.

4. The song is "All falls down"

Example: You're the drug that I'm <u>addicted</u> (/d/, /t/, /ɪd/) to.

5. The song is "Always remember us this way"

Example: It's <u>buried</u> (/d/, /t/, /ɪd/) in my soul like California gold.

6. The song is "Breathin"

Example: How do I know if this shit's <u>fabricated</u> (/d/, /t/, /ɪd/)?

7. The song is "I'm a mess"

Example: Everything's been so <u>messed</u> (/d/, /t/, /ɪd/) up here lately.

8. The song is "We don't talk anymore"

Example: The way I did before I <u>overdosed</u> (/d/, /t/, /ɪd/).

9. The song is "Without me"

Example: I <u>filled</u> (/d/, /t/, /ɪd/) your cup until it <u>overflowed</u> (/d/, /t/, /ɪd/).

10. The song is "Someone you loved"

Example: I guess I kinda <u>liked</u> (/d/, /t/, /ɪd/) the way..........

11. The song is "Love you like a love song"

Example: I've been set free, I am <u>hypnotized</u> (/d/, /t/, /ɪd/)...........

12. The song is "No matter what"

Example: I <u>gathered</u> (/d/, /t/, /ɪd/) all the courage in the world.

How to classify the three different ending sounds

4. Materials

4.1 Songs

4.2 Worksheets: lyrics

5. Teaching procedures (action research)

5.1 Plan

5.1.1 The researcher searched for the popular songs. However, the lyrics had to have the –ed ending words which related to the contents. (activity1 and 2).

5.1.2 The researcher made the –ed ending words to match with the final sounds of /d/, /t/ and /Id/ for listening in a classroom.

5.2 Action

5.2.1 The teacher explained how to do activities.

5.2.2 The teacher introduced new vocabulary related to the songs by allowing them listened to the sounds in order to know how to pronounce the words.

5.2.3 The teacher allowed students to listen to the songs.

5.2.2 Students matched the words with the sounds of –ed.

5.2.3 Then gave them the correct answer and practiced the accuracy of each words.

5.3 Observation

In observation stage, the researcher observed the situation in teaching process from the beginning to the end and takes notes about everything happened in the classroom. This stage involved the researcher in observing systematically the effects of the action and documenting the context, and opinions of those involved.

5.4 Reflection

In this phase, the researcher reflected on evaluating and describing the effects of the action, in order to make sense of what happened and to understand the issue of the researcher explored more clearly.

6. Evaluation and Assessment

Activity	How to evaluate	Instruments used
Listening to the international songs	- Checking from the students' writing	- Teacher's diary

7. After teaching recommendations and comments

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

(…………………………………)
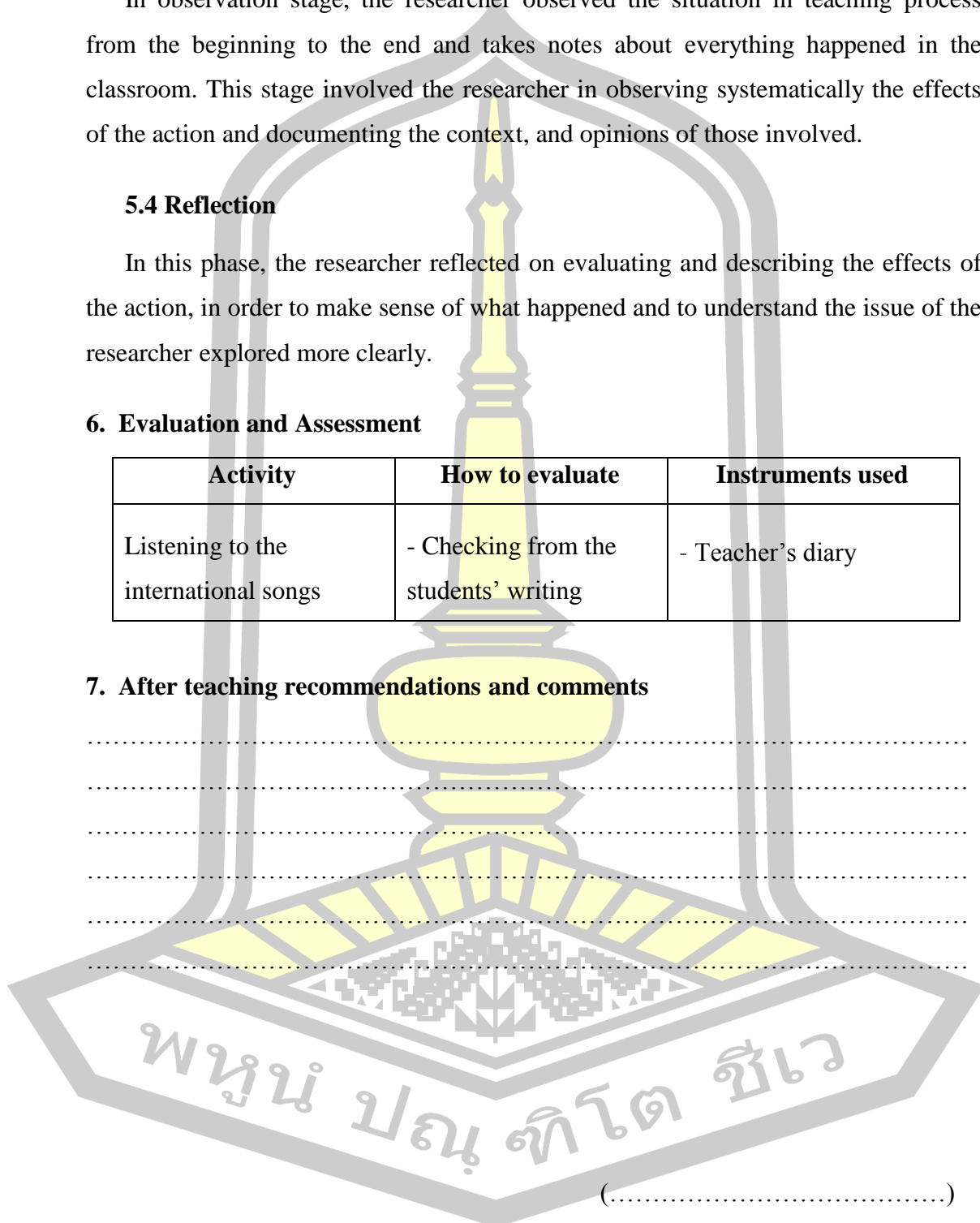
Mrs. Natnaree Sittikraipong

Teacher

<u>When I saw you (Mariah Carey)</u>

Soft heavenly eyes **gazed[1] (/d/, /t/, /ɪd/)** into me

Transcending space and time

And I was a **rendered[2] (/d/, /t/, /ɪd/)** still

There were no words for me to find at all

Or as I stood there beside myself

I could see you and no one else

When I saw you. When I saw you

I could not breathe, I fell so deep, ohh ohh

When I saw you. When I saw you

I'd never be, I'd never be a same

Ohh ohh only once in a lifetime love rushes in

Changin' you with a tide and dawn's ribbon of light

Bursts through the dark

Wakening you inside

And I thought it was all untrue

Until there, all at once, I knew

*When I saw you. When I saw you

I could not breathe, I fell so deep, ohh ohh

When I saw you. When I saw you

**I'd never be, I'd never be the same

With no beginning

And without an end

You are the one for me

And it's evident

And your eyes told me so, oh oh yea

* ,**, **

<u>Faded (Alan Walker)</u>

You were the shadow to my light
Did you feel us?
Another star
You fade away
Afraid our aim is out of sight
Wanna see us
Alight

Where are you now?
Where are you now?
Where are you now?
Was it all in my fantasy?
Where are you now?
Were you only imaginary?

**Where are you now?
Atlantis
Under the sea
Under the sea
Where are you now?
Another dream
The monster's running wild inside of me
I'm **faded**[1] **(/d/, /t/, /ɪd/)**
I'm **faded**
So lost, I'm **faded**
I'm **faded**
So lost, I'm **faded**

These shallow waters never met what I **needed**[2] **(/d/, /t/, /ɪd/)**
I'm letting go a deeper dive
Eternal silence of the sea. I'm breathing alive

Where are you now?
Where are you now?
Under the bright but faded lights
You've set my heart on fire
Where are you now?
Where are you now?
(**)

Scars to Your Beautiful (Alessia Cara)

She just wants to be beautiful.
She goes **unnoticed[1] (/d/, /t/, /ɪd/),** she knows no limits,
She craves attention, she praises an image,
She prays to be **sculpted[2] (/d/, /t/, /ɪd/)** by the sculptor.
Oh, she don't see the light that's shining.
Deeper than the eyes can find it. Maybe we have made her blind.
So she tries to cover up her pain and cut her woes away.
'Cause cover girls don't cry after their face is made.

But * * there's a hope that's waiting for you in the dark.
You should know you're beautiful just the way you are.
And you don't have to change a thing, the world could change its heart.
No scars to your beautiful, we're stars and we're beautiful.   Oh-oh, oh-oh
And you don't have to change a thing, the world could change its heart.
No scars to your beautiful, we're stars and we're beautiful.

She has dreams to be an envy, so she's starving.
You know, cover girls eat nothing.
She says beauty is pain and there's beauty in everything.
What's a little bit of hunger?
I could go a little while longer, she fades away.
She don't see her perfect, she don't understand she's worth it.
Or that beauty goes deeper than the surface.   Oh, oh
So to all the girls that's hurting.
Let me be your mirror, help you see a little bit clearer.
The light that shines within.

* *
No better you than the you that you are
No better life than the life we're living
No better time for your shine, you're a star
Oh, you're beautiful, oh, you're beautiful

And * *

All Falls Down (Alan Walker)

What's the trick? I wish I knew
I'm so done with thinking through all the things I could've been
And I know you wonder too
All it takes is that one look at you and I run right back to you
You **crossed**[1] **(/d/, /t/, /ɪd/)** the line and it's time to say F you
What's the point in saying that when you know how I'll react?
You think you can just take it back, but sh*t just don't work like that
You're the drug that I'm **addicted**[2] **(/d/, /t/, /ɪd/)** to,
and I want you so bad
Guess I'm stuck with you, and that's that

[Chorus: Noah Cyrus]
'Cause when it all falls down, then whatever
When it don't work out for the better
If we just ain't right, and it's time to say goodbye
When it all falls down, when it all falls down
I'll be fine, I'll be fine
You're the drug that I'm **addicted** to
And I want you so bad, but I'll be fine

[Verse 2: James Arthur & Juliander]
Why we fight? I don't know
We say what hurts the most
Oh, I tried staying cold, but you take it personal
All these firing shots and making grounder
It's way too hard to cope, but I still can't let you go

[Chorus: Noah Cyrus & Juliander]

Always Remember Us This Way (Lady Gaga)

That Arizona sky burning in your eyes
You look at me and, babe, I wanna catch on fire
It's **buried**[1] **(/d/, /t/, /ɪd/)** in my soul like California gold
You found the light in me that I couldn't find
So when I'm all **choked**[2] **(/d/, /t/, /ɪd/)** up
But I can't find the words
Every time we say goodbye

* Baby, it hurts
When the sun goes down
And the band won't play
I'll always remember us this way

Lovers in the night
Poets trying to write
We don't know how to rhyme
But, damn, we try
But all I really know
You're where I wanna go
The part of me that's you will never die
So when I'm all **choked** up
But I can't find the words
Every time we say goodbye
*

I don't wanna be just a memory, baby, yeah
When I'm all **choked** up
But I can't find the words
Every time we say goodbye
*
When you look at me
And the whole world fades
I'll always remember us this way

Breathin

Some days, things just take way too much of my energy
I look up and the whole room's spinning
You take my cares away
I can so overcomplicate, people tell me to medicate
Feel my blood runnin', swear the sky's fallin'
How do I know if this shit's **fabricated[1] (/d/, /t/, /Id/)**?
Time goes by and I can't control my mind
Don't know what else to try, but you tell me every time

** Just keep breathin' and breathin' and breathin' and breathin'
And oh, I gotta keep, keep on breathin'
Just keep breathin' and breathin' and breathin' and breathin'
And oh, I gotta keep, keep on breathin'

Sometimes it's hard to find, find my way up into the clouds
Tune it out, they can be so loud
You remind me of a time
when things weren't so **complicated[2] /d/, /t/, /Id/)**
All I need is to see your face

Feel my blood runnin', swear the sky's fallin'
How do I know if this shit's fabricated, oh?
Time goes by and I can't control my mind
Don't know what else to try, but you tell me every time

**
My, my air
My, my air
My, my air, my air
My, my air
My, my air
My, my air, yeah

**
Feel my blood runnin', swear the sky's fallin'
I keep on breathin'
Time goes by and I can't control my mind
I keep on breathin', mmm, yeah

I'm a Mess (Bebe Rexha)

Everything's been so **messed**[1] (/d/, /t/, /ɪd/) up here lately
Pretty sure he don't wanna be my baby
Oh, he don't love me, he don't love me
He don't love me, he don't love me
But that's okay
'Cause I love me, yeah, I love me
Yeah, I love me
Yeah, I love myself anyway. Hey

* Everything's gonna be alright. Everything's gonna be okay
It's gonna be a good, good, life. That's what my therapist say
Everything's gonna be alright. Everything's gonna be just fine
It's gonna be a good, good life

** I'm a mess, I'm a loser
I'm a hater, I'm a user
I'm a mess for your love, it ain't new
I'm **obsessed**[2] (/d/, /t/, /ɪd/), I'm **embarrassed**[3] (/d/, /t/, /ɪd/)
I don't trust no one around us
I'm a mess for your love, it ain't new

Nobody shows up unless I'm paying
Have a drink on me cheers to the failing
Oh, he don't love me, he don't love me
He don't love me, he don't love me
But that's okay
'Cause I love me, yeah, I love me
Yeah, I love me
Yeah, I love myself anyway.   Hey
Everything's gonna be alright
* , **

Everything's gonna be alright, alright
Everything's gonna be just fine, just fine
It's gonna be a good, good life

**

We Don't Talk Anymore (Charlie Puth ft. Selena Gomez)

*We don't talk anymore, we don't talk anymore
We don't talk anymore, like we used to do
We don't love anymore
What was all of it for?
Oh, we don't talk anymore, like we **used**[1] **(/d/, /t/, /ɪd/)** to do

I just heard you found the one you've been looking
You've been looking for
I wish I would have known that wasn't me
'Cause even after all this time I still wonder
Why I can't move on
Just the way you did so easily
**Don't wanna know
What kind of dress you're wearing tonight
If he's holding onto you so tight
***The way I did before
I **overdosed**[2] **(/d/, /t/, /ɪd/)**
Should've known your love was a game
Now I can't get you out of my brain
Oh, it's such a shame
*

I just hope you're lying next to somebody
Who knows how to love you like me
There must be a good reason that you're gone
Every now and then I think you
Might want me to come show up at your door
But I'm just too afraid that I'll be wrong
Don't wanna know
If you're looking into her eyes
If she's holding onto you so tight
***
*
, *, *

Without Me (Halsey)

Found you when your heart was broke
I **filled**[1] (/d/, /t/, /ɪd/)your cup until it **overflowed**[2] (/d/, /t/, /ɪd/)
Took it so far to keep you close (Keep you close)
I was afraid to leave you on your own. I said I'd catch you if you fall

*And if they laugh, then fuck 'em all (All)
And then I got you off your knees
Put you right back on your feet
Just so you can take advantage of me
Tell me how's it feel sittin' up there
Feeling so high but too far away to hold me

**You know I'm the one who put you up there
Name in the sky. Does it ever get lonely?
Thinking you could live without me
Thinking you could live without me
Baby, I'm the one who put you up there
I don't know why (yeah, I don't know why)
Thinking you could live without me. Live without me
Baby, I'm the one who put you up there
I don't know why (I don't know why, yeah yeah)

Gave love 'bout a hundred tries (hundred tries)
Just running from the demons in your mind
Then I took yours and made 'em mine (made 'em mine)
I didn't notice 'cause my love was blind
Said I'd catch you if you fall (fall)
*,**

You don't have to say just what you did. I already know (I know)
I had to go and find out from them. So tell me how's it feel (oh-woah)
Tell me how's it feel sittin' up there
Feeling so high but too far away to hold me
You know I'm the one who put you up there
Name in the sky. Does it ever get lonely?
Thinking you could live without me
Thinking you could live without me
Baby, I'm the one who put you up there
I don't know why (yeah, I don't know why

<u>Someone You Loved   (Lewis Capaldi)</u>

I'm going under and this time I fear there's no one to save me
This all or nothing really got a way of driving me crazy
*I need somebody to heal, somebody to know,
somebody to have, somebody to hold
It's easy to say, but it's never the same

I guess I kinda **liked**[1] **(/d/, /t/, /ɪd/)** the way you
numbed[2] **(/d/, /t/, /ɪd/)** all the pain

**Now the day bleeds into nightfall
And you're not here to get me through it all
I let my guard down
***And then you **pulled**[3] **(/d/, /t/, /ɪd/)** the rug
I was getting kinda used to being
someone you **loved**[4] **(/d/, /t/, /ɪd/)**

I'm going under and this time I fear there's no one to turn to
This all or nothing way of loving got me sleeping without you
Now, *
I guess I kinda liked the way
you **helped**[5] **(/d/, /t/, /ɪd/)** me escape
**

And I tend to close my eyes when it hurts sometimes
I fall into your arms
I'll be safe in your sound 'til I come back around
For now the day bleeds. Into nightfall
And you're not here. To get me through it all
I let my guard down
***

But **

, *
, *

Love You Like a Love Song (Selena Gomez)

It's been said and done
Every beautiful thought's been already sung
And I guess right now here's another one
So your melody will play on and on, with the best of 'em
You are beautiful, like a dream come alive, incredible
A centerfold, a miracle, lyrical
You've saved my life again
And I want you to know baby

* I, I love you like a love song, baby
I, I love you like a love song, baby
I, I love you like a love song, baby
And I keep it in re-pe-pe-peat
I, I love you like a love song, baby
I, I love you like a love song, baby
I, I love you like a love song, baby
And I keep it in re-pe-pe-peat

Constantly, boy you **played**[1] **(/d/, /t/, /ɪd/)** through my mind like a symphony
There's no way to describe what you do to me
You just do to me, what you do
And it feels like I've been **rescued**[2] **(/d/, /t/, /ɪd/)**
I've been set free, I am **hypnotized**[3] **(/d/, /t/, /ɪd/)** by your destiny
You are magical, lyrical, beautiful
You are, and I want you to know baby

*

No one compares
You stand alone, to every record I own
Music to my heart that's what you are

*

No Matter What (Calum Scott)

When I was a young boy I was **scared**[1] **(/d/, /t/, /ɪd/)** of growing up
I didn't understand it but I was **terrified**[2] **(/d/, /t/, /ɪd/)** of love
Felt like I had to choose but it was outta my control
I **needed**[3] **(/d/, /t/, /ɪd/)** to be **saved**[4] **(/d/, /t/, /ɪd/),**
I was going crazy on my own
Took me years to tell my mother, I **expected**[5] **(/d/, /t/, /ɪd/)** the worst
I **gathered**[6] **(/d/, /t/, /ɪd/)** all the courage in the world

*She said, "I love you no matter what
I just want you to be happy and always be who you are"
She **wrapped**[7] **(/d/, /t/, /ɪd/)** her arms around me
Said, "Don't try to be what you're not
'Cause I love you no matter what"

She loves me no matter what
I got a little older wishing all my time away
Riding on the pavement, every sunny day was grey
I **trusted**[8] **(/d/, /t/, /ɪd/)** in my friends then
all my world came crashing down
I wish I never said a thing 'cause to them
I'm a stranger now
I ran home I saw my mother, it was written on my face
Felt like I had a heart of glass about to break

*
Now I'm a man and I'm so much wiser
I walk the earth with my head held higher
I got the love that I need
But I was still missing one special piece
My father **looked**[9] **(/d/, /t/, /ɪd/)** at me
He said I love you no matter what
I just want you to be happy and always be who you are
He wrapped his arms around me
Said, "Don't try to be what you're not
'Cause I love you no matter what"
He loves me no matter what
They love me no matter what

Lesson Plan of Improving Upper Secondary School Student's Pronunciation Skill on the Problematic Sounds through the Natural Approach

Department of foreign languages

Subject: Basic English

Code: E 31101

Grade: 10

Lesson 3

The 3rd input: Movies

By

Mrs. Natnaree Sittikraipong

Prathompreedaporn School

Kranuan, KhonKean

Khonkaen Primary Educational Service Area Office 4

The 3ʳᵈ input: Movies

Time: 2 hours

Date: …………………. 2019

1. Learning outcome

Students are able to classify the endings sounds of /d/, /t/ and /ɪd/ from listening some scenes of movies.

2. Objectives

2.1 Students are able to match the words with the –ed ending sounds correctly. (Activity: Listen and match)

3. Learning standards and Indicators

F2.2 G.10/1 Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

4. Content

Vocabulary;

1. Black Panther Movie: settled, received, granted, agreed, isolated, thrived, descended, vowed

2. Mechanic: Resurrection Movie: killed, exaggerated, interested, supposed, escaped, attacked, programmed, kidnapped

3. Underworld Awakening 2012 Movie: changed, protected, retaliated, uncovered, inflected, skyrocketed, posted, administered, declared

4. Underworld Awakening 2016 Movie: betrayed, turned, protected, retaliated, killed, changed, captured, lived

5. Blade2 Movie: crossed, started, ended, believed, achieved, called, worried, existed, concerned

Details

1. Black Panther Movie

Example: ……. five tribes <u>settled </u>(/d/, /t/, /ɪd/) on it and called it Wakanda.

2. Mechanic: Resurrection Movie

Example: My new girl gets <u>kidnapped</u> (/d/, /t/, /ɪd/) is what

3. Underworld Awakening 2012 Movie

Example: Estimates of the number of <u>inflected</u> (/d/, /t/, /ɪd/) …..

4. Underworld Awakening 2016 Movie

Example: And I was good at it. But I was <u>betrayed</u> (/d/, /t/, /ɪd/).

5. Blade2 Movie

Example: If vampires <u>existed </u>(/d/, /t/, /ɪd/), don't you …….?

How to classify the three different ending sounds

4. Materials

4.1 Some scenes of movies

4.2 Worksheets: movies

5. Teaching procedures (action research)

5.1 Plan

Movies with the –ed final sounds were arranged for students to listen. Students discovered the sounds from listening and matched each words with the sounds of /d/, /t/ or /ɪd/ after.

5.1.1 The researcher searched for the movies and find the –ed ending words which related to the contents.

5.1.2 The researcher matched the –ed ending words with the final sounds of /d/, /t/ and /ɪd/ for listening.

5.2 Action

5.2.1 The teacher explained how to do activities.

5.2.2 The teacher introduced new vocabulary related to the scenes in each movie by allowing them listened to the sounds without –ed at the end of each word in order to know how to pronounce the words.

5.2.3 The teacher allowed students to watch and listened to the movies.

5.2.4 Students matched the words with the sounds of –ed.

5.2.5 The teacher concluded the -ed ending words of each movies. Then the native speaker gave them the correct answer and practiced the accuracy of each words.

5.3 Observation

In observation stage, the researcher observed the situation in teaching process from the beginning to the end and takes notes about everything happened in the classroom. This stage involved the researcher in observing systematically the effects of the action and documenting the context, and opinions of those involved.

5.4 Reflection

In this phase, the researcher reflected on evaluating and describing the effects of the action, in order to make sense of what happened and to understand the issue of the researcher explored more clearly.

6. Evaluation and Assessment

Activity	How to evaluate	Instruments used
Watching and listening to the movies.	- Checking from the students' writing	- Teacher's diary

7. After teaching recommendations and comments

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

(…………………………………)

Mrs. Natnaree Sittikraipong

Teacher

Black Panther

Son: Baba

Dad: Yes, my son

Son: Tell me a story

Dad: Which one?

The Story of Home

Millions of years ago, a meteorite made of vibranium, the strongest substance in the universe, struck the continent of Africa. Affecting the plant life around it. And when the time of man came, five tribes **settled[1] (/d/, /t/, /ɪd/)** on it and called it Wakanda. The tribes lived in constant war with each other until a warrior shaman **received[2] (/d/, /t/, /ɪd/)** a vision from the Panther Goddess Bast who led him to the Heart-Shaped Herb a plant that **granted[3] (/d/, /t/, /ɪd/)** him superhuman strength, speed and instincts. The worrier became king and the first Black Panther, the protector of Wakanda. Four tribes **agreed[4] (/d/, /t/, /ɪd/)** to live under rule, but the Jabari Tribe **isolated[5] (/d/, /t/, /ɪd/)** themselves in the mountains.

The Wakandas used vibranium to develop technology more advanced than any other nation. But as Wakanda **thrived[6] (/d/, /t/, /ɪd/)** , the world around it **descended[7] (/d/, /t/, /ɪd/)** further into chaos.

To keep vibranium save, the Wakandas **vowed[8] (/d/, /t/, /ɪd/)** to hide inplain sight, keeping the truth of their power from the outside world.

Son: And we still hide, Baba?

Dad: Yes.

Son: Why?
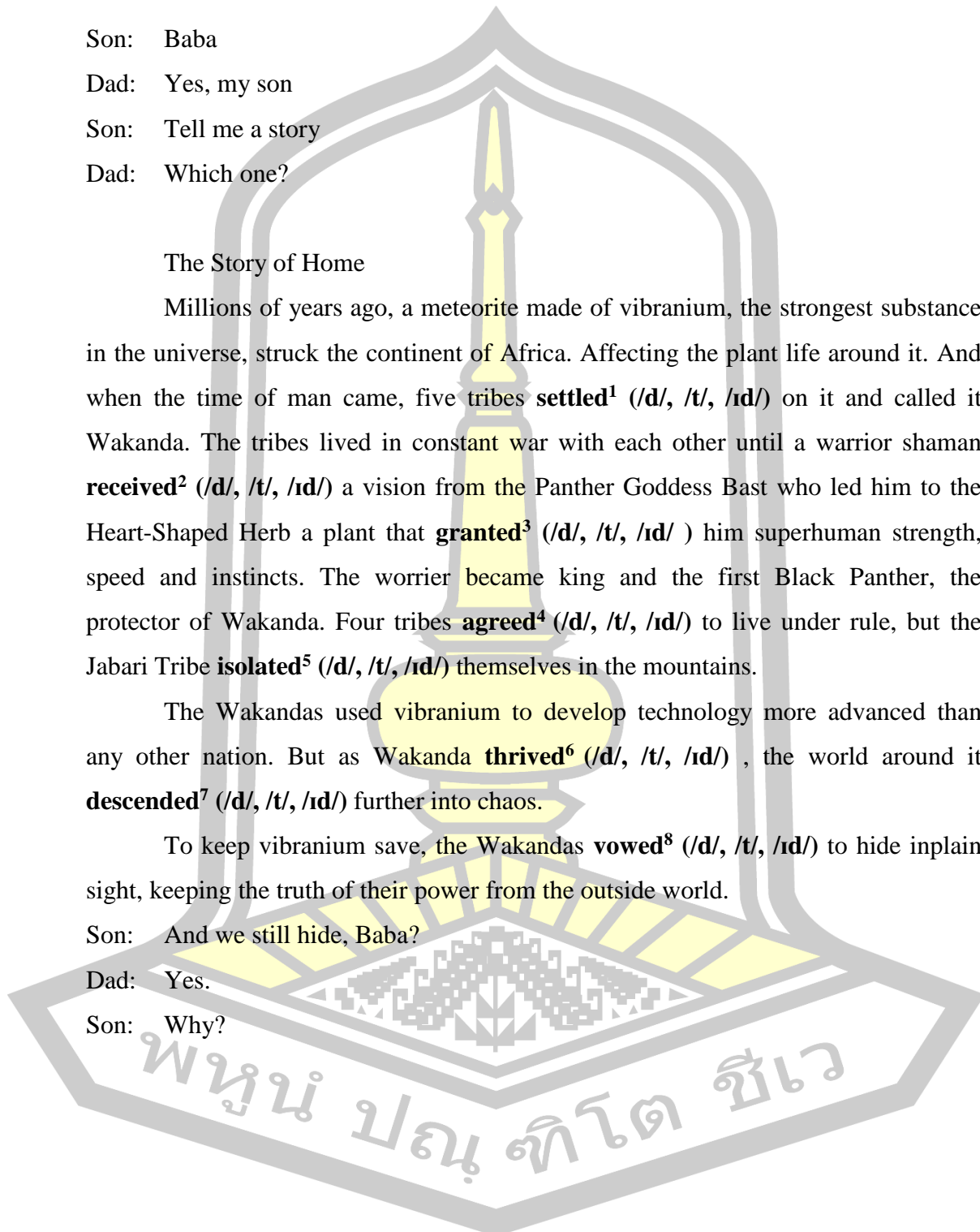
Mechanic: Resurrection

Woman: Five months in Brazil. You´re a hard man to find.

Man: ……………………..

Woman: You even have the accent right.

Man: …………………………

Woman: I do say so. The principal I represent has an offer for you. He would like three men **killed[1] (/d/, /t/, /ɪd/)**. Each death must look like an accident. You specialty, I believe. Seems that reports of your demise have been greatly **exaggerate[2] (/d/, /t/, /ɪd/).** My principal could make that known to certain **interested[3]   (/d/, /t/, /ɪd/)** parties. Which means that your new life here would end rather quickly. Or you can do the job and go back to being dead. What's your pleasure, Senor Otto Santos?

Man: Let me make a call.

Woman: What are you doing?

4.30 p.m.

Woman: Look…I don't work for Crain. That's the truth. But he did send me.

Man: Where is he?

Woman: I don't know.

Man: Why are you here?

Woman: He has something on me. I had no choice.

Man: Any of his man nearby?

Woman: He didn't say. I didn't ask.

Man: What about Frank?

Woman: Part of the setup.

Man: Explain.

Woman: He was **supposed[4] (d//, /t/, /ɪd/)** to get me, and I **escaped[5] (/d/, /t/, /ɪd/)** to this island. It wasn't meant to be real. But then Frank got drunk and **attacked[6] (/d/, /t/, /ɪd/)** me. Crain wanted me to look like a victim.

Man: And get next to me?

Woman: Yeah.

Man: But Frank took his part too far. So we meet what next?

Woman: I use the cell and call the ore-**programmed[7] (/d/, /t/, /ɪd/)** number. Let it ring once. After that, I don't know.

Man: My new girl gets **kidnapped[8] (/d/, /t/, /ɪd/)** is what.

Woman: What?

Underworld Awakening 2012

The Vampire and Lycan clans had been at war for centuries before I was born, their conflict hidden from the human world. I was turned by a vampire. Given the strength to avenge my family against the Lycans. And I was good at it. Then I found Michael Carvin, a human that was turned to neither Vampire nor Lycan, but a hybrid of the two. Everything **changed**[1] **(/d/, /t/, /ɪd/)**. Allies turned enemies and the Vampire elders I had **protected**[2] **(/d/, /t/, /ɪd/)** for over six centuries wanted me dead. We **retaliated**[3] **(/d/, /t/, /ɪd/)**, killed the elders and for a moment of time, we were safe.

But then, a new darkness arose.

News: In the nine days since the first discovery of the non-human specoes, scores of so-called 'covens' have been **uncovered**[4] **(/d/, /t/, /ɪd/)**. Estimates of the number of **inflected**[5] **(/d/, /t/, /ɪd/)** have **skyrocketed**[6] **(/d/, /t/, /ɪd/)**. Military sources confirm that the primary measures of defense against the non-humans are ultraviolet light and silver to which the inflected appear to have fatal sensitivity.

Dr. Jacop: Tents are **posted**[7] **(/d/, /t/, /ɪd/)** at every barricade throughout the city. A test will be **administered**[8] **(/d/, /t/, /ɪd/)** to Verify if you're clear of inflection. Spray her! Spray her with silver!

News: Due to the volatile situation, martial law was **declared**[9] **(/d/, /t/, /ɪd/)** two hours ago.

Many of us have lost loved ones to this. Please know that you cannot help them or yourself.

Underworld Awakening 2016

I was an elite soldier in the vampire army, "A Death Dealer". And I was good at it. But I was **betrayed[1] (/d/, /t/, /ɪd/).** Viktor, our leader and the most powerful vampire was not the savior he had led me to believe. Suddenly, allies **turned[2] (/d/, /t/, /ɪd/)** enemies. The vampire Elders I had once **protected[3] (/d/, /t/, /ɪd/)** wanted me dead. Then, I found Michael Corvin. Neither vampire nor Lycan, Michael became a hybrid. We **retaliated[4] (/d/, /t/, /ɪd/)**, **killed[5] (/d/, /t/, /ɪd/)** the Elders. But then everything **changed[6] (/d/, /t/, /ɪd/)**. I was **captured[7] (/d/, /t/, /ɪd/)**, not knowing that I was carrying Michael's child. Eve, our daughter, the first pure-blood hybrid whose blood could end the war became highly sought after by both vampires and Lycans alike. My only choice was to hide her from the world and from myself, so not even I could lead them to her.

I was an elite soldier in the vampire army. My only choice was to hide her from the world and from myself, so not even I could lead them to her.

I have **lived[8] (/d/, /t/, /ɪd/)** beyond my time. Another new moon in 1000 years of new moons and I do not care to see it. I have nothing. My coven, my daughter, my love, all gone. And soon, perhaps my very existence. I'm hunted by vampires and Lycans. Now I am an outcast, a pariah.
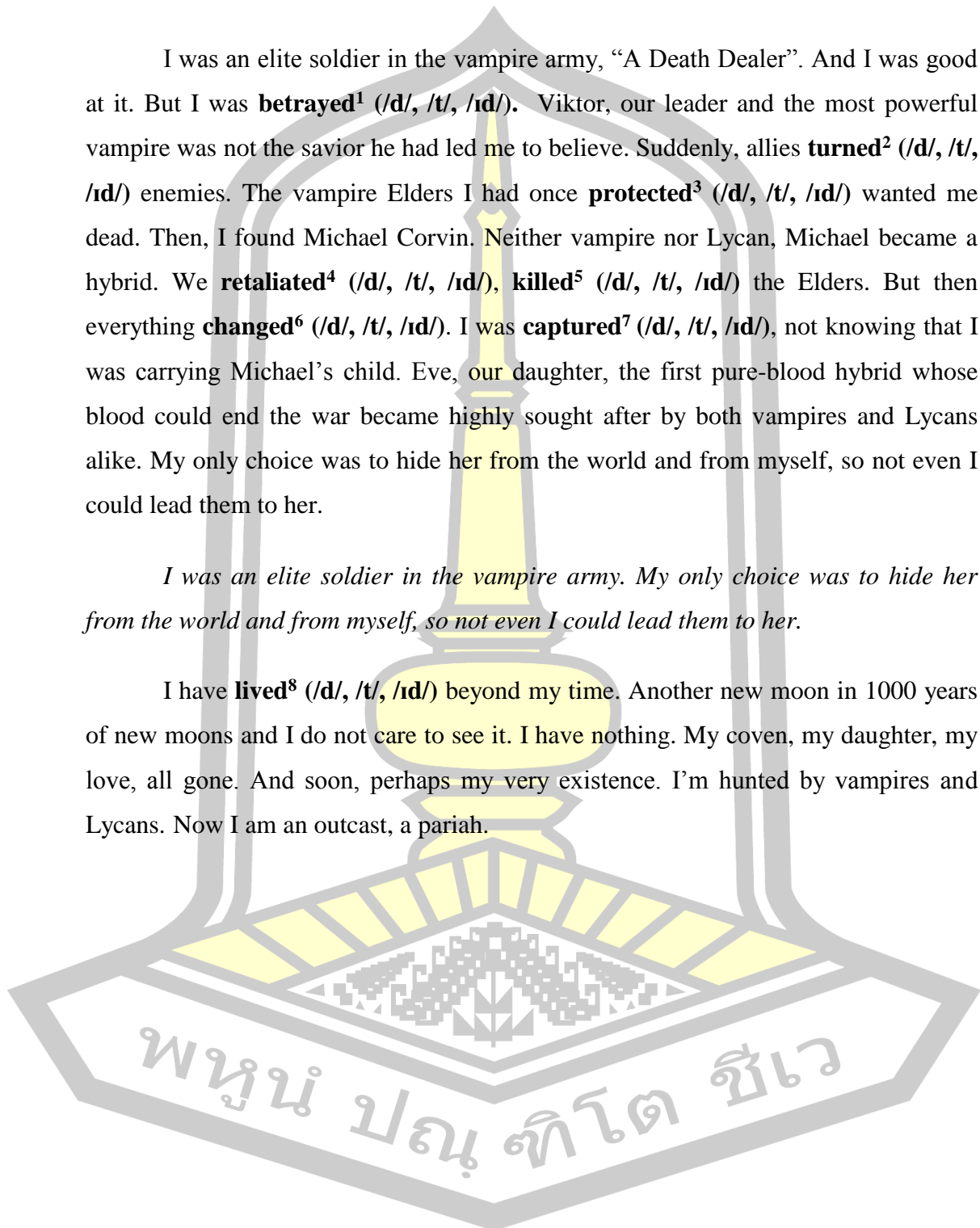
Blade2

Man: In the movies, Dracula wears a cape and some old English guy always manages to save the day at the last minute with **crossed[1] (/d/, /t/, /ɪd/)** and holy water. But everybody knows the movies are full of shit. The truth is it **started[2] (/d/, /t/, /ɪd/)** with Blade, and it **ended[3] (/d/, /t/, /ɪd/)** with him. The rest of us were just along for the ride.

Grimwood: What's this chicken scratch?

Danica: It's cuneiform. It's about 4,000 years old.

Grimwood: So why here?

Danica: Because this is the cradle of civilization. He would have been comfortable here.

Grimwood: I don't know, Dan. This seems like another dead end. There's something beneath us.

Asher: You find a watch? It is a body?

Grimwood: Guys?......................Go! What the fu**? Mother …!

Reporter: Tonight, Dr. Edgar Vance, forensic psychiatrist and author of the New York Times bestseller: Human Health: The Whole Being Breakthrough. Also with us, Martin Vreede, chief of police. They'll be here for the next hour, and they'll be taking your calls next on *Bentley Tittle Live*. Okay, Dr. Vance, you are a psychiatrist and a biochemist isn't that true?

Dr. Edgar Vance: Yes, uh, Bentley, I am both. And it's for a reason. I have always **believed[4] (/d/, /t/, /ɪd/)** that true health can only be **achieved[5] (/d/, /t/, /ɪd/)** if we reconcile the body and the mind. And, of course, in order to do that, we have to get rid of a lot of old notions.

Reporter: Okay, and how does that fit in with vampires?

Dr. Vance: Uh, in the case of vampires, we're dealing with creatures that are the repositories of some of our most taboo thoughts.

Tittle: Okay.

Dr. Vance: Predatory rage.

Tittle: Yeah.

Dr. Vance: Sexual sadism.

Tittle: Sexual?

Dr. Vance: Sexual sadism. These are very scary subjects for people to own up to, and they're right inside.

Tittle: SO, what you're saying is we pass the buck onto someone else.

Dr. Vance: You bet we do.

Tittle: And vampires…?

Dr. Vance: Well, for instance, there's a hereditary blood disease. I talk about it in my book, it's **called**[6] **(/d/, /t/, /ɪd/)** porphyria. And the symptoms of this disease are remarkably similar to classic vampire traits. The people who suffer from disease are anemic. They become intolerant to sunlight. They can't handle garlic.

Tittle: Garlic? Chief Vreede, okay, what's your take on all these rumors we've been hearing about vampires? Vampires. Vampires! What?

Vreede: The only vampires I'm **worried**[7] **(/d/, /t/, /ɪd/)** about are the ones passing the bar exam. Ha-ha-ha. Ahem! Seriously though. If vampires **existed**[8] **(/d/, /t/, /ɪd/),** don't you think we would've found them by now? The truth is, our streets have been safer. Homicides, assaults, violent crime is down across the board. People wanna be **concerned**[9] **(/d/, /t/, /ɪd/),** they should focus in on characters like this Blade criminal.

Tittle: That's the guy I wanna hear about. I wanna hear about character Blade. What about him?

Vreede: He's a sociopath that we've been pursuing.

Dr. Vance: Blade is a troubled individual. I understand that he is under the impression that there is a vast conspiracy of vampires. You've got to look at the psychiatric underpinnings of a belief like that. Odds are, he believes that he is out there slaying monsters. But what he's really doing is trying to kill aspects of himself.

Lesson Plan of Improving Upper Secondary School Student's Pronunciation Skill on the Problematic Sounds through the Natural Approach

Department of foreign languages

Subject: Basic English

Code: E 31101

Grade: 10

Lesson 4

The 4th input: Games

By

Mrs. Natnaree Sittikraipong

Prathompreedaporn School

Kranuan, KhonKean

Khonkaen Primary Educational Service Area Office 4

The 4th input :Games

Time: 3 hours

Date: ……………………. 2019

1. Learning outcome

Students were able to discover the -ed final sounds and pronounce fluently.

2. Objectives

2.1 Students were able to pronounce the final sounds of -ed.

2.2 Students were able to discover the final sounds of -ed.

3. Learning standards and Indicators

F1.2 G.10/1   Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/ incidents and issues of interest to society, and communicate the data continuously and appropriately.

F1.2 G.10/3   Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

F1.2 G.10/4   Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/ news and situations heard and read.

F1.3 G.10/1   Speak and write to present data themselves/ experiences, news/incidents, matters and various issues of interest to society.

F2.1 G.10/1   Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.

F2.2 G.10/1 Explain/ compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

F4.1 G.10/1   Use language for communication in real situations/simulated situations in the classroom, school, community and society.

4. Content

4.1 Say what you see games

Vocabulary1: replaced, alarmed, pointed, frustrated, relaxed, puzzled, charmed, recorded, composed, defeated, enchanted, insulted, fatigued, copied, improved , pasted, locked, mailed, scuffed, blamed, switched, kindhearted, hunted, earned, assured, entered, invited, liked, pronounced,

Vocabulary2: : marked, delighted, bewitched, trusted, hassled, supported, hoped, disappeared, drained, missed, confused, disturbed, jaded, succeeded, hooked, wasted, introduced loved, enraged, irritated, concerned, denoted, , quick-witted, , crazed

Vocabulary3: rubbed, exasperated, bereaved, becalmed, stopped, promised, tested, baked, concerned, allowed, attended, clanked, berated, occupied, separated, balanced, closed, recognized, appreciated, perceived, smiled, assisted, graduated, planned, fitted

Vocabulary4: offered, traded, subtracted, finished, planned, hugged, toasted, confirmed, stuffed, killed, discovered, refunded, kissed, amazed, damaged laughed, fixed, hoped, , pushed, charmed, passed, shaded, faked, punished, phoned, arrived painted

4.2 Guess the words

Vocabulary1: knocked, answered, danced, encouraged, smoked, watched, bored, rained, opened, stressed, cooked, shouted, travel, borrowed,

Vocabulary2: observed, shocked, painted, sorrowed, tired, cleared, locked, snowed, cared, jumped, fixed, killed, filled, washed

Vocabulary3: trained, divided, counted, faced, enjoyed, liked, dropped, closed, looked, annoyed, hugged, married, listened, protected

Vocabulary4: disappointed, watered, fixed, pointed, faced, cleaned, surprised, climbed, posted, cried, turned, tasted, worried, hated, translated

Details;

1. Say what you see game

The students were divided into two groups. The participants in each group pronounced each word from what they saw while the teacher was raising the word

cards and got one point if the pronunciation was correct. There were two regulations; (1) students could play this game within one minute each round and (2) there were three times of this competition.

2. Guess the word

The students were also divided into two groups. Then, one student each group raised the word and showed that word to the other three students in a group. He or she who was raising the word could not see that word. The first three students acted and talked to the students who was raising the guess word. The student who was raising that word had to guess the word, pronounced it and got one point if his/her pronunciation was correct. There were two regulations; (1) students could play this game within three minutes each round and (2) there were twice of this competition.

4. Materials

4.1 Flash cards

4.2 Hats with flash cards

4.3 Voice recording

5. Teaching procedures (action research)

5.1 Plan

5.1.1 For the game, "say what you see", the researcher used the vocabulary which had mixed sounds of /d/, /t/ and /ɪd/ and divided the words into two groups for the two team of students.

5.1.2 For the game, "guess the word", the researcher used the regular verbs and also adjectives which ended in –ed for students. Regular verbs and adjectives were mixed together and were separated into two groups for the two team of students.

5.2 Action

5.2.1 Say what you see game

5.2.1.1 The teacher explained how to do activities.

5.2.1.2 The teacher divided students into two group, four students for each group.

5.2.1.3 Let students played rock, paper, scissors. The team which won started the game first and the team which lost, started the game later.

5.2.1.4 Students in a team pronounced each words from what they saw while the teacher was showing flash cards and the native speaker would give one point if that pronunciation was correct.

5.2.1.5 Did lesson summary together. The native speaker told students the points for each group. Then, the teacher used all vocabulary what students pronounced to show them again, and then the native speaker pronounced and practiced the accuracy of each words.

5.2.2 Guess the word game

5.2.2.1 The teacher explained how to do activities.

5.2.2.2 The teacher divided students into two group.

5.2.2.3 The team which lost in 'say what you see game' would start the game first.

5.2.2.4 One students in a team guess a word and pronounced a word from They would get one point if the pronunciation was correct.

5.2.2.5 Did lesson summary together. The native speaker told students the points for each group. Then, the teacher used all vocabulary what students pronounced to show them again, and then the native speaker pronounced and practiced the accuracy of each words.

5.3 Observation

In observation stage, the researcher observed the situation in teaching process from the beginning to the end and takes notes about everything happened in the classroom. This stage involved the researcher in observing systematically the effects of the action and documenting the context, and opinions of those involved.

5.4 Reflection

In this phase, the researcher reflected on evaluating and describing the effects of the action, in order to make sense of what happened and to understand the issue of the researcher explored more clearly.

6. Evaluation and Assessment

Activity	How to evaluate	Instruments used
Playing games	- Checking from the students' pronunciation	- Teacher's diary

7. After teaching recommendations and comments

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

(………………………………………)

Mrs. Natnaree Sittikraipong

Teacher

Lesson Plan of Improving Upper Secondary School Student's Pronunciation Skill on the Problematic Sounds through the Natural Approach

Department of foreign languages

Subject: Basic English

Code: E 31101

Grade: 10

Lesson 5

The 5th input: Task and series

By

Mrs. Natnaree Sittikraipong

Prathompreedaporn School

Kranuan, KhonKean

Khonkaen Primary Educational Service Area Office 4

The 5th input: Task and series

Time: 2 hours

Date: ……………………. 2019

1. Learning outcome

Students were able to pronounce –ed final sounds correctly.

2. Objectives

2.1 Students were able to make a story by using –ed ending words.

2.2 Students were able to pronounce the words in a story correctly.

3. Learning standards and Indicators

F1.2 G.10/1   Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/ incidents and issues of interest to society, and communicate the data continuously and appropriately.

F2.1 G.10/1   Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.

F3.1 G.10/1   Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

F4.1 G.10/1   Use language for communication in real situations/ simulated situations in the classroom, school, community and society.

F4.2 G.10/1   Use foreign languages in conducting research, collecting, analysing and summarising knowledge/ various data from the media and different learning sources for further education and livelihood.

4. Content

Telling a story from teacher's topic.

Vocabulary: amused, arranged, baked, bruised, arrived, attended, begged, called, changed, cleaned, cooked, confused, danced, damaged, decorated, excited, delivered, helped, listened, looked, painted, rained, served, shopped, sneezed, stayed, traveled, visited, waited, injured, memorized, managed, noted, persuaded, quaked, shocked, surprised, etc.

Structure:

1. Past simple tense

   Past simple form is "Subject+ V.$_2$"

   Example: We stayed in a hotel in Orchard, Singapore.

2. Passive voice

   Passive voice form is "Subject + V. to be + V.3"

   Example: Our tables were decorated beautifully.

3. Past perfect tense

   Past perfect tense form is "Subject + had + V.3"

   Example: John had not called me by the time I left.

4. Materials

4.1 The first example of each topic

4.2 Lists of vocabulary

4.3 Voice recording

5. Teaching procedures (action research)

5.1 Plan

In this plan, the teacher would like students practiced their pronunciation about the –ed ending sounds by using the imagination to tell the story. Thus, the teacher prepared the five topics for students by giving them the first sentence of each topic. Then, students chose one topic to make a story together.

5.2 Action

5.2.1 The teacher explained how to do activities.

5.2.2 The teacher gave students five topics and start with the first sentence. The students chose the pleasingly topic to make a story together.

5.2.3 The teacher and the native speaker suggested the vocabulary that related to the topic.

5.2.4 The native speaker pronounced the suggested vocabulary. The teacher gave them the voice recording of suggested vocabulary again to listen more accents.

5.2.5 One student volunteered to continue the story and alternate to tell the story together.

5.2.6 Did lesson summary together by listing and gathering the –ed final words, then students listened to the correct sounds from the native speaker and repeated them. Finally, practiced the accuracy of each words.

5.3 Observation

In observation stage, the researcher observed the situation in teaching process from the beginning to the end and takes notes about everything happened in the classroom. This stage involved the researcher in observing systematically the effects of the action and documenting the context, and opinions of those involved.

5.4 Reflection

In this phase, the researcher reflected on evaluating and describing the effects of the action, in order to make sense of what happened and to understand the issue of the researcher explored more clearly.

6. Evaluation and Assessment

Activity	How to evaluate	Instruments used
Telling a story from teacher's topic	- Checking from the students' pronuncaition	- Teacher's diary

7. After teaching recommendations and comments

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

(…………………………………….)

Mrs. Natnaree Sittikraipong

Teacher

The example of 5 topics

1. Summer

Last summer, my dad and my mom took me to Singapore. ………………….

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

2. When I was young

When I was young, I scared of ghosts. .……………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

3. Songkran's Day

I visited my grandma at the hometown. …………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

4. At the movie

I watched the movies at Central Plaza last weekend with my friends. .………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

5. My vacation

I did many thing in my vacation. ………………………………………………..
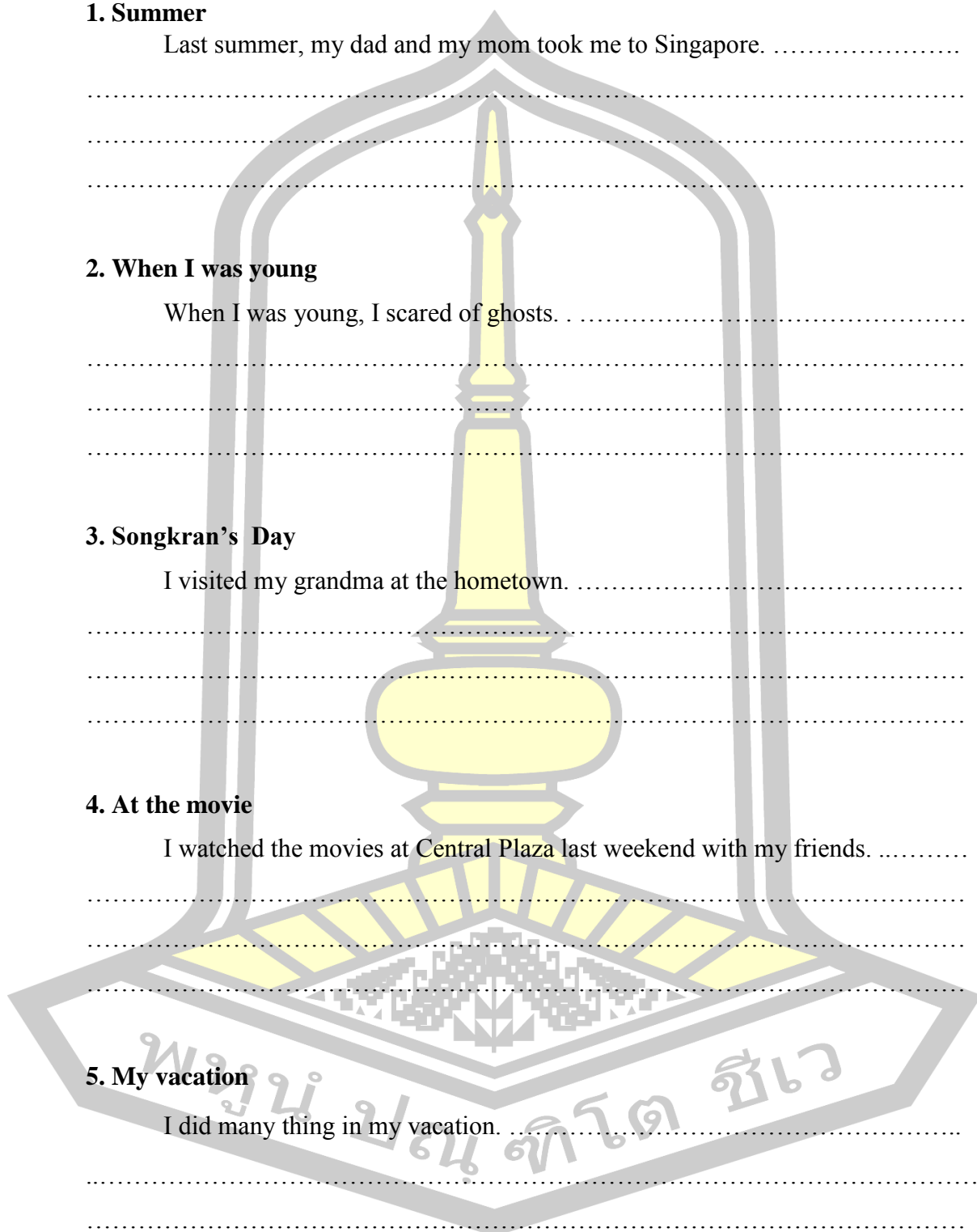
………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Lesson Plan of Improving Upper Secondary School Student's Pronunciation Skill on the Problematic Sounds through the Natural Approach

Department of foreign languages

Subject: Basic English

Code: E 31101

Grade: 10

Lesson 6

The 6th input: Open-dialogs

By

Mrs. Natnaree Sittikraipong

Prathompreedaporn School

Kranuan, KhonKean

Khonkaen Primary Educational Service Area Office 4

The 6th input: Open-dialogs

Time: 3 hours

Date: ……………………. 2019

1. Learning outcome

Students were able to pronounce –ed final sounds correctly.

2. Objectives

2.1 Students were able to make a short conversation by using –ed ending words.

2.2 Students were able to practice the pronunciation freely.

3. Learning standards and Indicators

F1.2 G.10/3 Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

F1.3 G.10/1 Speak and write to present data themselves/ experiences, news/incidents, matters and various issues of interest to society.

F2.1 G.10/1 Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.

F3.1 G.10/1 Research/ search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

F4.1 G.10/1 Use language for communication in real situations/ simulated situations in the classroom, school, community and society.

F4.2 G.10/1 Use foreign languages in conducting research, collecting, analysing and summarising knowledge/ various data from the media and different learning sources for further education and livelihood.

4. Content

Ask and answer in pairs.

Vocabulary: amused, arranged, baked, bruised, arrived, attended, begged, called, changed, cleaned, cooked, confused, danced, damaged, decorated, excited, delivered, helped, listened, looked, painted, rained, served, shopped, sneezed, stayed,

traveled, visited, waited, injured, memorized, managed, noted, persuaded, quaked, shocked, surprised, etc.

Structure:

1. Past simple tense
   Past simple form is "Subject+ $V_{.2}$"

   Example: We stayed in a hotel in Orchard, Singapore.

2. Passive voice
   Passive voice form is "Subject + V. to be + V.3"

   Example: Our tables were decorated beautifully.

3. Past perfect tense
   Past perfect tense form is "Subject + had + V.3"

   Example: John had not called me by the time I left.

Students can use any tenses for instance, past simple tense, past perfect tense, passive voice or using adjectives that end in –ed to make a short conversation and have a talk in pairs.

4. Materials

   4.1 Worksheet of the example of dialogs

   4.2 Lists of vocabulary

   4.3 Tablets

5. Teaching procedures (action research)
   5.1 Plan

   In this plan, the teacher would like students practiced their pronunciation about the –ed ending sounds. Thus, the teacher prepared the interesting dialogs for students to be an example for conversation. Then, students made a short dialog by themselves to speak in front of class.

   5.2 Action
   5.2.1 The teacher explained how to do activities.

   5.2.2 The teacher gave students an example dialog. Then, students could choose the favorite or any of situations by themselves.

   5.2.3 Teacher gave them enough time to make an open-dialog together. While they were making a dialog, they could ask a native speaker to check the grammar.

   5.2.4 The teacher would ask for students who were ready for speaking. Then, students did a conversation in pairs.

5.2.5 Did lesson summary together by listing and gathering the –ed final words, then students listened to the correct sounds from the native speaker and repeated them. Finally, practiced the accuracy of each words.

5.3 Observation

In observation stage, the researcher observed the situation in teaching process from the beginning to the end and takes notes about everything happened in the classroom. This stage involved the researcher in observing systematically the effects of the action and documenting the context, and opinions of those involved.

5.4 Reflection

In this phase, the researcher reflected on evaluating and describing the effects of the action, in order to make sense of what happened and to understand the issue of the researcher explored more clearly.

6. Evaluation and Assessment

Activity	How to evaluate	Instruments used
Ask and answer in pairs.	- Checking from the students' pronunciation	- Teacher's diary

7. After teaching recommendations and comments

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

(……………………………….)

Mrs. Natnaree Sittikraipong

Teacher

The example of dialog

At school.

Ben: Hi Jane! You look **worried**. What was your vacation?

Jane: It was **troubled**.

Ben: Oh! What **happened**?

Jane: A motorbike **crashed** 2 weeks ago and my dog **died**. At that time,

I was **depressed**.

Ben: I'm sorry to hear that. But it's better to see you are fine.

Jane: Thank you so much, Ben. And what was your vacation, Ben?

Ben: I **traveled** to Chaingmai to my hometown.

Jane: It was an interesting place for me. Why did you go there?

Ben: I visited my parents there. I was so delighted.
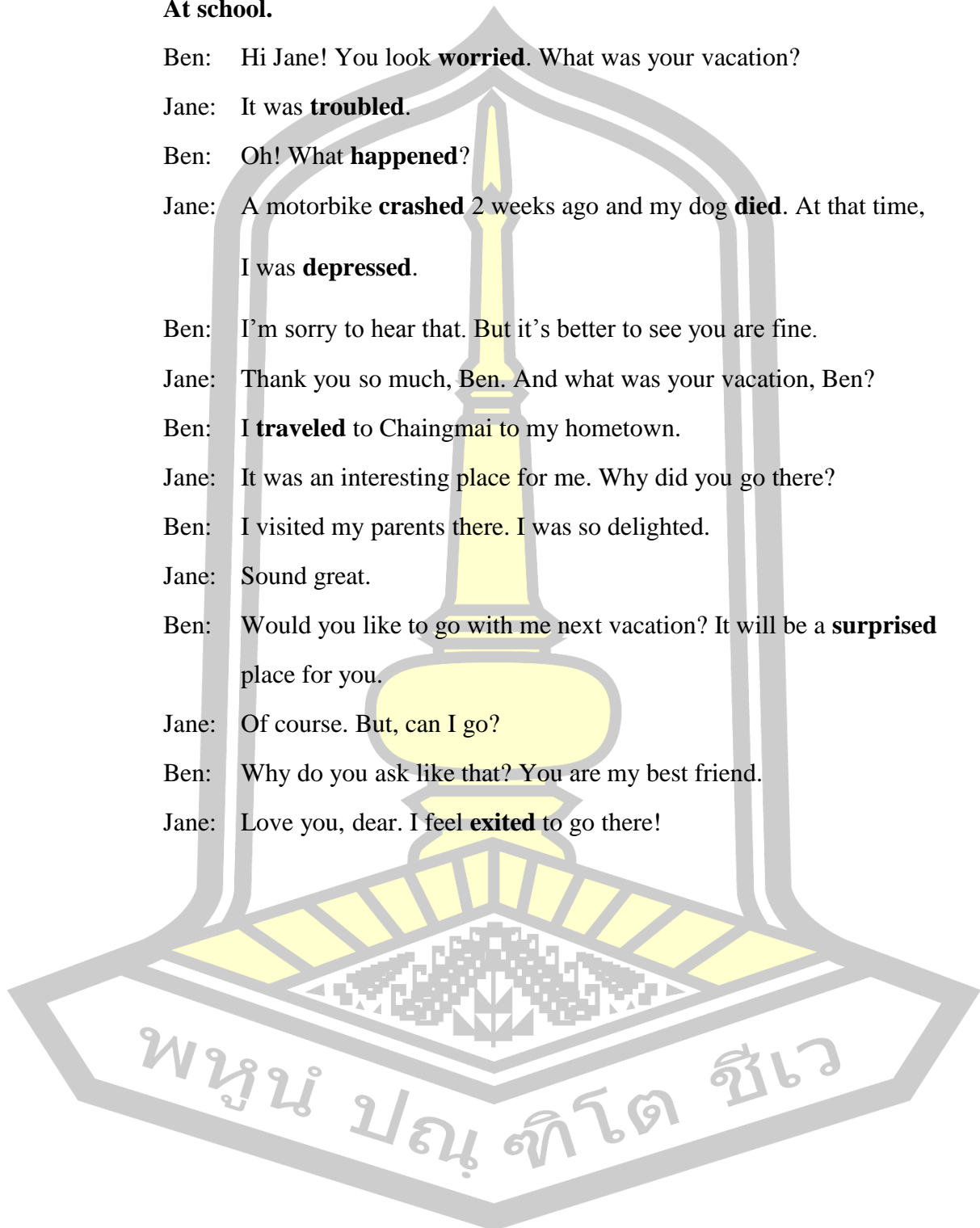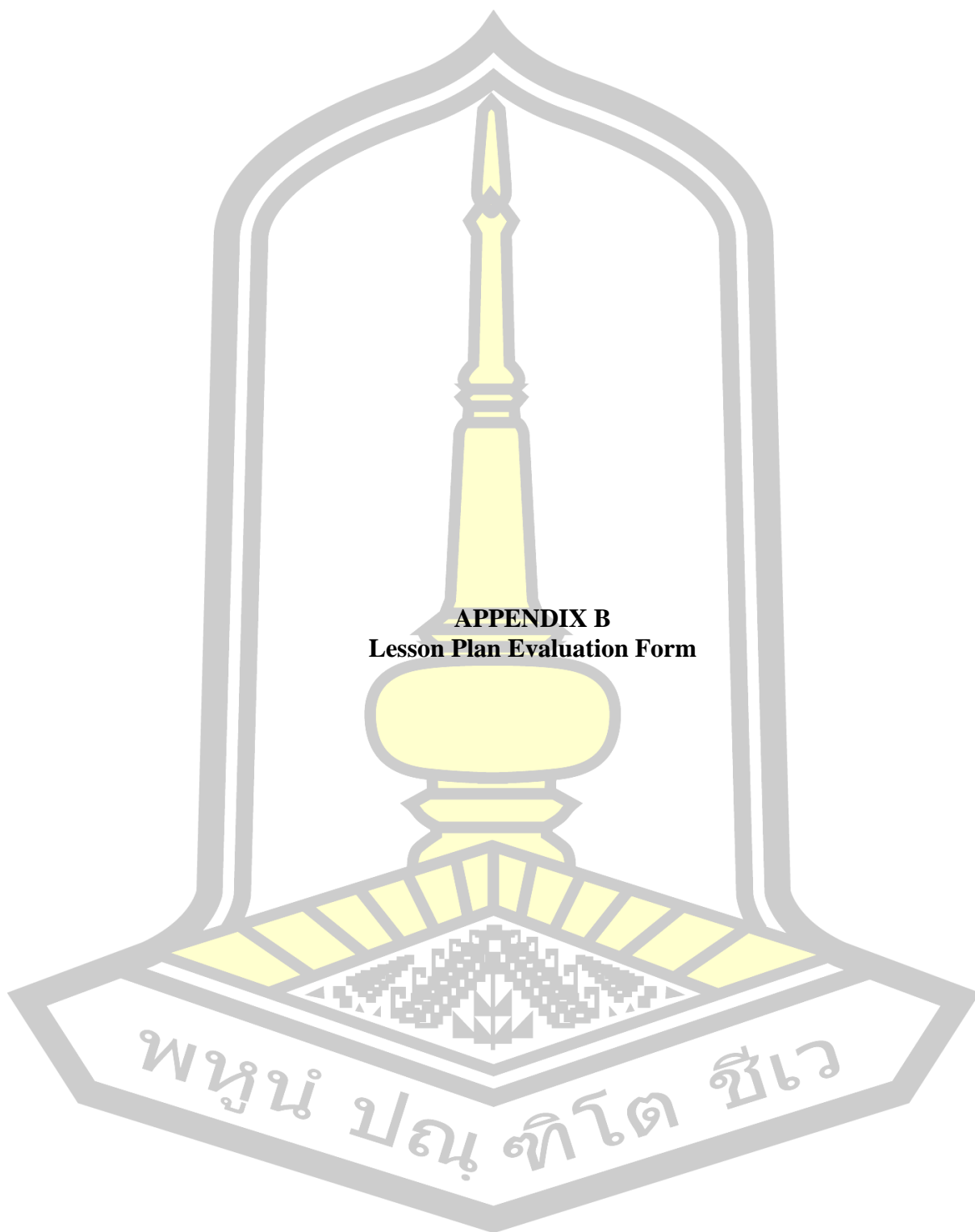
Jane: Sound great.

Ben: Would you like to go with me next vacation? It will be a **surprised**

place for you.

Jane: Of course. But, can I go?

Ben: Why do you ask like that? You are my best friend.

Jane: Love you, dear. I feel **exited** to go there!

APPENDIX B
Lesson Plan Evaluation Form

แบบประเมินคุณภาพของแผนการจัดกิจกรรมการเรียนรู้
การพัฒนาทักษะการออกเสียงในกรณีเสียงที่มีปัญหาของนักเรียนชั้นมัธยมศึกษาตอนปลาย
โดยวิธีธรรมชาติ (The Natural Approach)

----

1. ขอให้ท่านผู้เชี่ยวชาญได้กรุณาแสดงความคิดเห็นของท่านที่มีต่อแผนการจัดการเรียนรู้การพัฒนาทักษะการออก
เสียงในกรณีเสียงที่มีปัญหาของนักเรียนชั้นมัธยมศึกษาตอนปลายโดยวิธีธรรมชาติ (The Natural Approach)

2. โดยทำเครื่องหมาย ✓ ลงในช่องความคิดเห็นของท่านพร้อมเขียนข้อเสนอแนะที่เป็นประโยชน์ในการนำไป
พิจารณาปรับปรุงต่อไป

5 = ดีเยี่ยม   4= ดี   3= ปานกลาง   2 = พอใช้   1= ควรปรับปรุง

ข้อ	รายการพิจารณา	ระดับความคิดเห็น					สิ่งที่ควรปรับปรุง
		5	4	3	2	1	
1	แผนการสอนมีองค์ประกอบครบถ้วนเหมาะสม และมีรายละเอียดที่สอดคล้องสัมพันธ์กัน						
2	มาตรฐานการเรียนรู้และผลการเรียนรู้มีความเชื่อมโยงกันอย่างเหมาะสม						
3	วัตถุประสงค์การเรียนรู้มีความชัดเจนถูกต้องครอบคลุมเนื้อหาสาระ						
4	เนื้อหา/สาระการเรียนรู้สอดคล้องกับวัตถุประสงค์ของการวิจัย						
5	เนื้อหา / กิจกรรมการสอนเหมาะสมกับระยะเวลาที่กำหนด						
6	กิจกรรมสอดคล้องกับเนื้อหาและวัตถุประสงค์ของการวิจัย						
7	กิจกรรมการเรียนรู้หลากหลาย / เหมาะสมกับวัยของผู้เรียนและสามารถนำไปปฏิบัติได้จริง						
8	ความเหมาะสมของเครื่องมือและเกณฑ์การวัดและประเมินผลการเรียนรู้						
9	สื่อ/แหล่งเรียนรู้สอดคล้องกับกิจกรรมและวัตถุประสงค์						
10	มีการใช้สื่อ/แหล่งการเรียนรู้ที่เหมาะสมกับวัยและเนื้อหาสาระ						
11	มีการวัดผลและประเมินผลที่สอดคล้องกับวัตถุประสงค์การเรียนรู้						

ข้อเสนอแนะเพิ่มเติม

....

....

....

ลงชื่อ .... ผู้ประเมิน

(...)

ตำแหน่ง ....

ขอแสดงความขอบคุณอย่างยิ่ง

....

(นางสาวณัฏฐ์นรี สิทธิไกรพงษ์)

ผู้จัดทำ
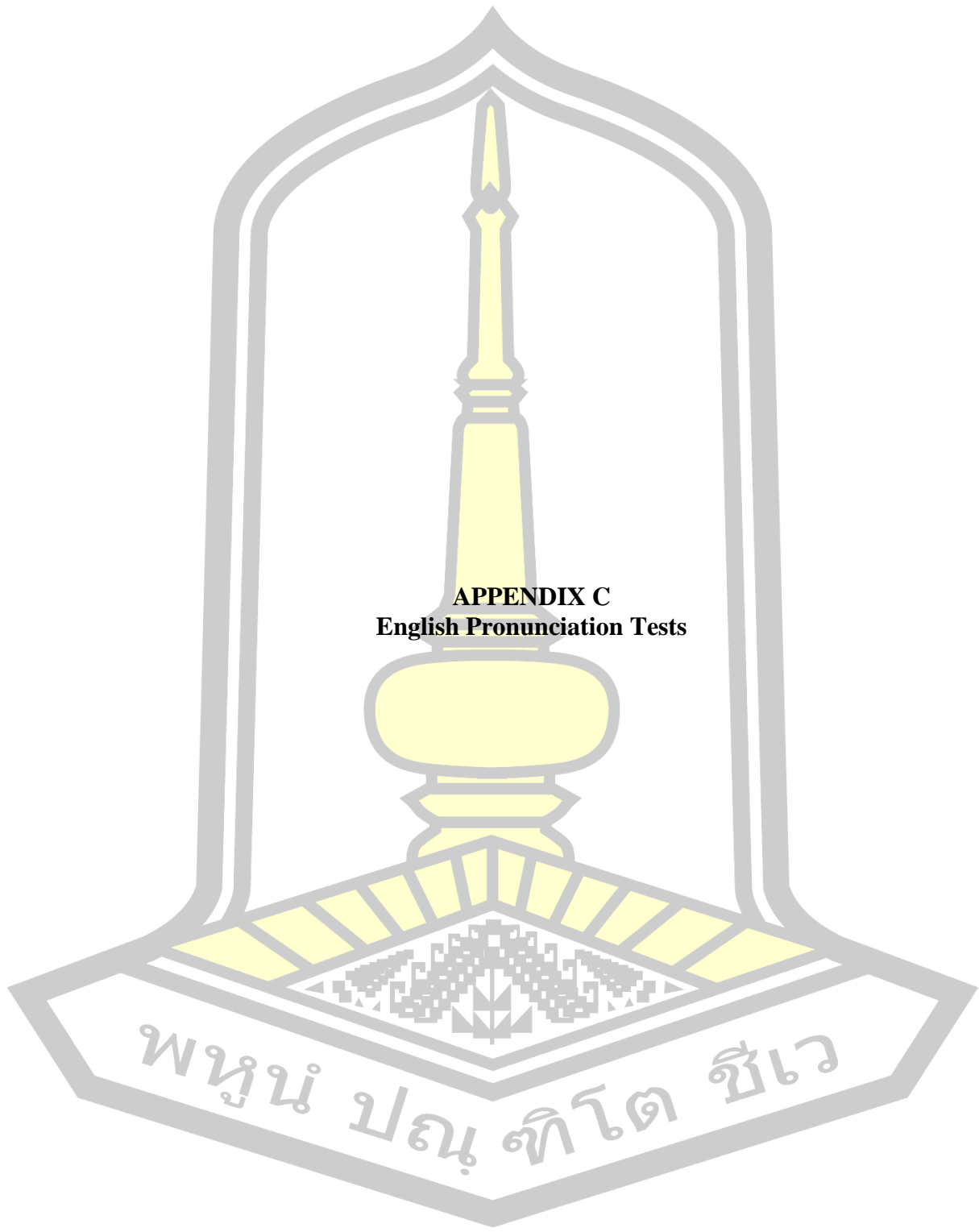
APPENDIX C
English Pronunciation Tests

English Pronunciation Pre-test

Instruction: Read aloud with the correct –ed final sounds; (/d/, /t/, /ɪd/)

Many years ago, I worked for the US Army. One day, my boss **retired**[1] and I **delegated**[2]. We were throwing a going-away party. We **clanked**[3] many glasses with strong whisky and the result **induced**[4] fighting. It was **adjudged**[5] that I was guilty. I was as sad as I was **humbled**[6]. Five days later, the army **released**[7] me. I was **acquitted**[8]! 'I had **amended**[9] my way of living in the army', I said. Then I had a mission in South Africa with 5 soldiers. We **deployed**[10] within 30 minutes. While we were flying above a jungle, there was a problem, I had suddenly been **ejected**[11] before the plane blew up. I survived and **waded**[12] into the nearest village. I really **desponded**[13]. No village there! I **chopped**[14] a tree down to make a boat. The water was rougher than I thought. I **capsized**[15]! I swam to a river bank and walked aimlessly. My stomach is **clenched**[16] with hunger. Suddenly, I found one villager. I **craved**[17] him to help me and told her what happened. That night, one room in his house had been **vacated**[18]. I slept there. The next morning, the villagers helped me got back to the army. I was greatly **impressed**[19] and my face became **flushed**[20]. I never forgot that situation.

English Pronunciation Post-test

Instruction: Read aloud with the correct –ed final sounds; (/d/, /t/, /ɪd/)

Twenty years ago, young people **flocked**[1] to America. And I was one who found work there. My mail was all **piled**[2] up with a lot of work. I chose my work and my interview **commenced**[3] at 1 p.m. tomorrow.

The next day, I went to the company and a dog **nipped**[4] at me sideways. Arghhhh!. The officer told me to wait for a minute. She **squeezed**[5] a lemon for tea and gave to me. Five minutes later, I was in a room and the boss interviewed me. I **blenched**[6], but I **conveyed**[7] a great attitude for this work. So, the boss **begged**[8] me to work the following week.

I had been working there for three years. One day, there was a big project. The committee **conferred**[9] and **approved**[10] this project. Then, I was **nominated**[11] to do this project with my team. My boss **confided**[12] in me. Three months later, this project had been **terminated**[13]. This project made a huge profit for the company. What a great day! My birthday **coincided**[14] with today and had a party. My boss **endorsed**[15] the check for my bonus and also my team. That was 1 million dollars, team **excluded**[16]. 'I would buy a new car', I **supposed**[17].

After the party, it was 1 a.m. I drove my car and went back home with my team. Suddenly, the car **bashed**[18] an electric post!! We **cheated**[19] death. We hurt a little. Then, I **traded**[20] my old car for a new Mercedes.
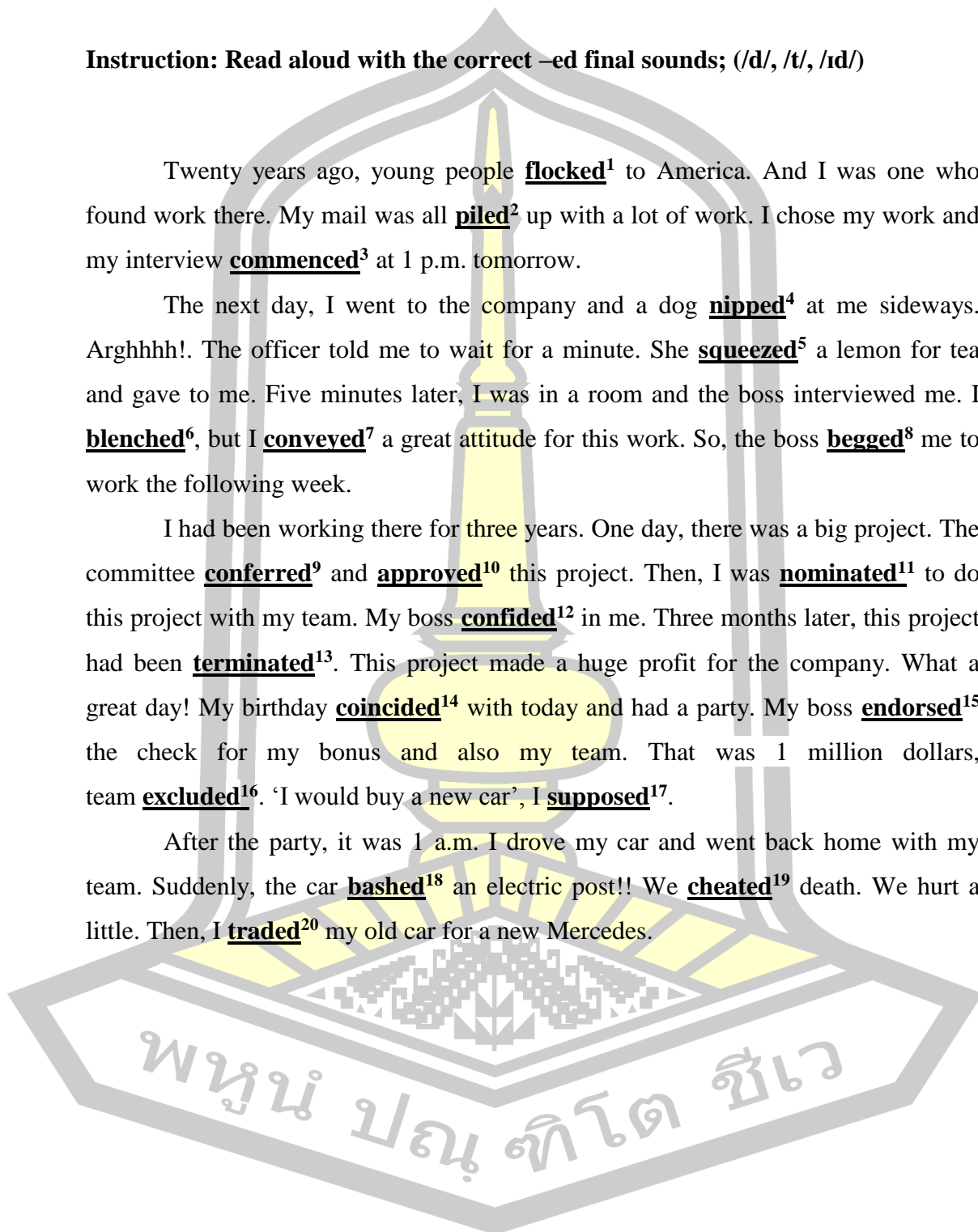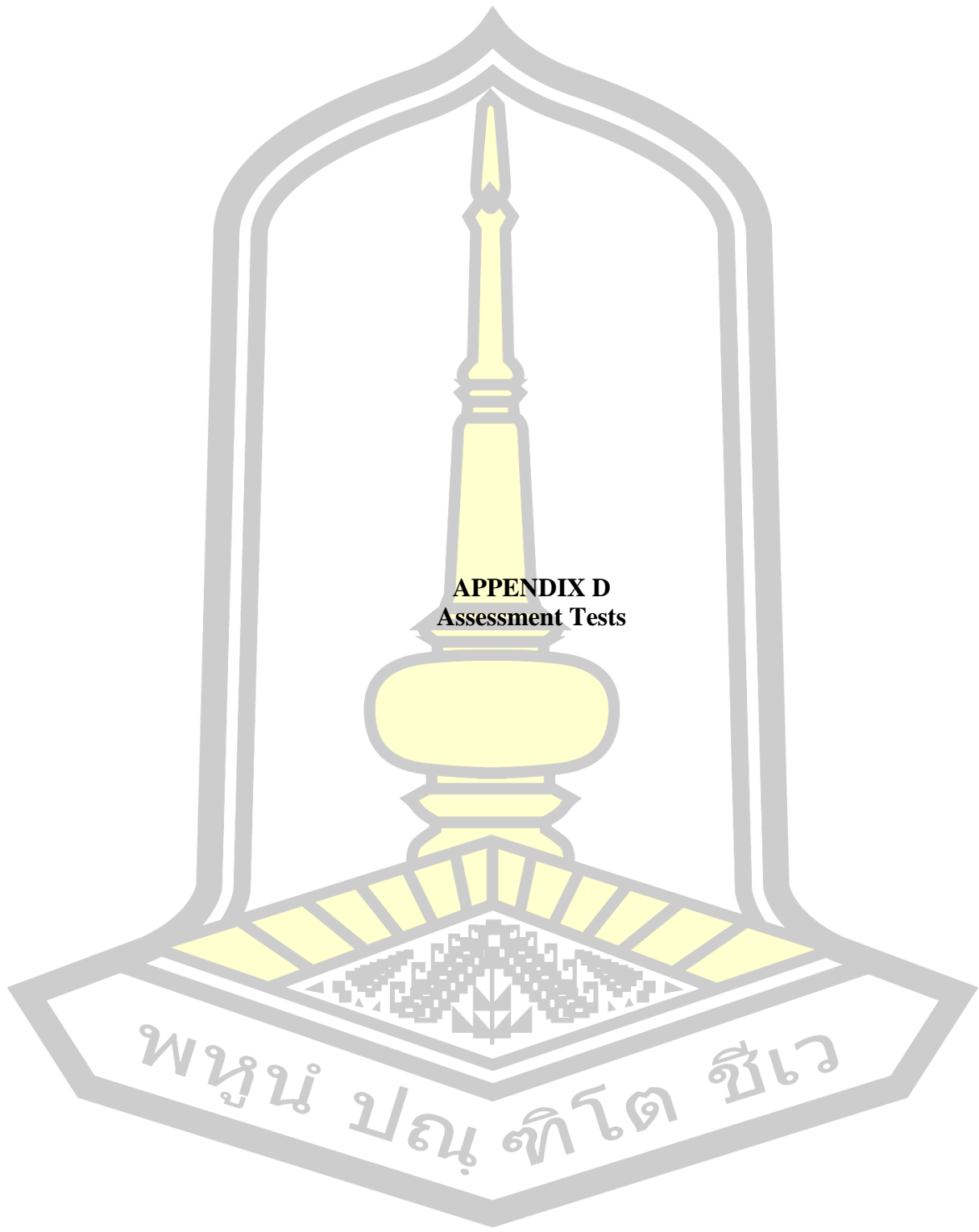
APPENDIX D
Assessment Tests

English Pronunciation Pre-test

Word list	Target Sound	Level of Proficiency	
		Correct	Incorrect
retired	/d/		
delegated	/ɪd/		
clanked	/t/		
induced	/t/		
adjudged	/d/		
humbled	/d/		
released	/d/		
acquitted	/ɪd/		
amended	/ɪd/		
deployed	/d/		
ejected	/ɪd/		
waded	/ɪd/		
desponded	/ɪd/		
chopped	/t/		
capsized	/d/		
clenched	/t/		
craved	/d/		
vacated	/ɪd/		
impressed	/t/		
flushed	/t/		

English Pronunciation Post-test

Word list	Target Sound	Level of Proficiency	
		Correct	Incorrect
flocked	/t/		
piled	/d/		
commenced	/t/		
nipped	/t/		
squeezed	/d/		
blenched	/t/		
conveyed	/d/		
begged	/d/		
conferred	/d/		
approved	/d/		
nominated	/ɪd/		
confided	/ɪd/		
terminated	/ɪd/		
coincided	/ɪd/		
endorsed	/t/		
excluded	/ɪd/		
supposed	/d/		
bashed	/t/		
cheated	/ɪd/		
traded	/ɪd/		
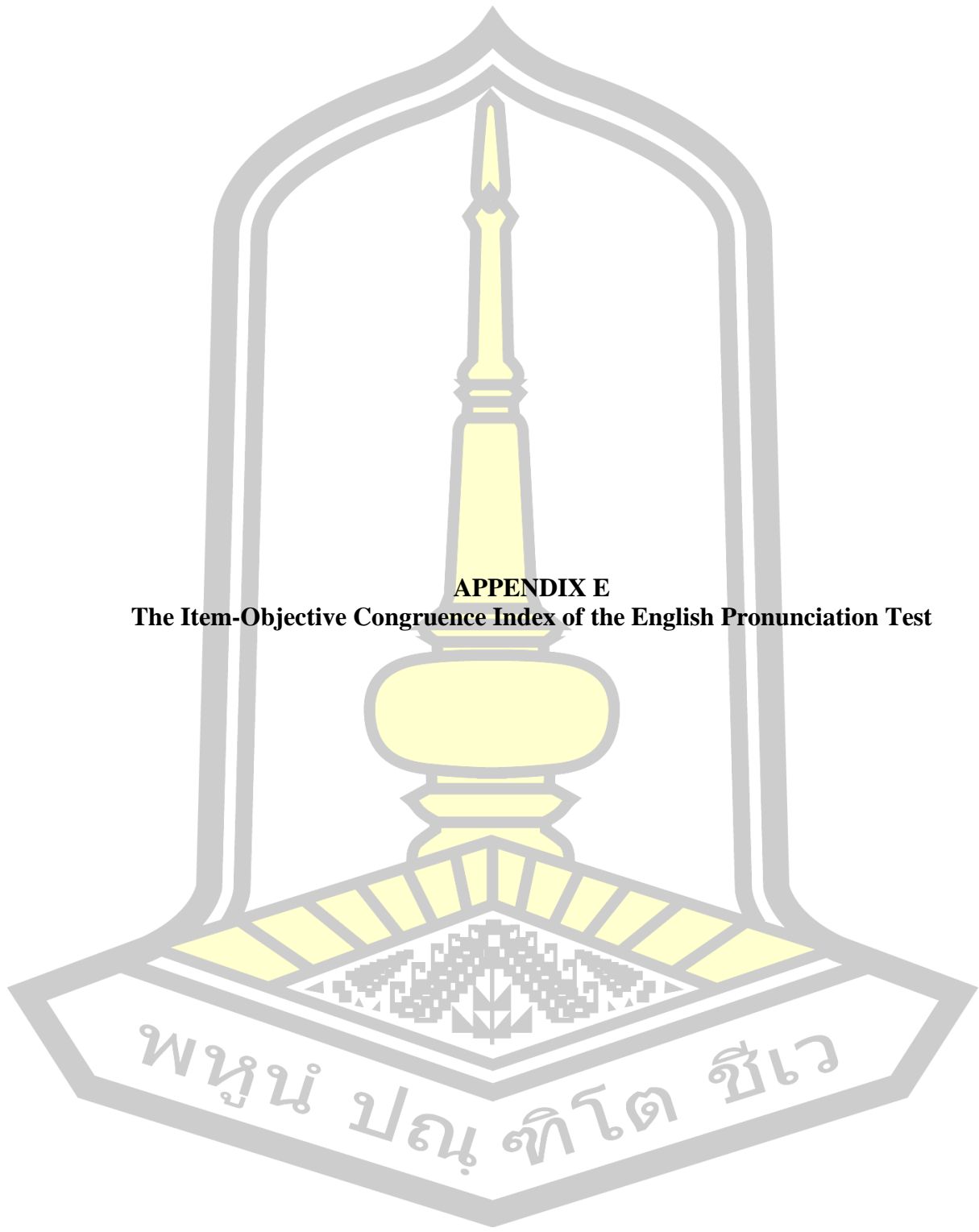
APPENDIX E
The Item-Objective Congruence Index of the English Pronunciation Test

Item	Expert			Total	Meaning
	A	**B**	**C**		
1	1	0	1	0.67	Reserved
2	1	1	1	1	Reserved
3	1	1	1	1	Reserved
4	1	1	1	1	Reserved
5	1	0	1	0.67	Reserved
6	1	1	1	1	Reserved
7	1	1	1	1	Reserved
8	1	1	1	1	Reserved
9	0	1	1	0.67	Reserved
10	1	1	1	1	Reserved
11	1	1	0	0.67	Reserved
12	1	1	1	1	Reserved
13	1	1	1	1	Reserved
14	1	1	1	1	Reserved
15	1	1	0	0.67	Reserved
16	1	1	1	1	Reserved
17	1	1	1	1	Reserved
18	0	1	1	0.67	Reserved
19	1	1	1	1	Reserved
20	1	1	1	1	Reserved
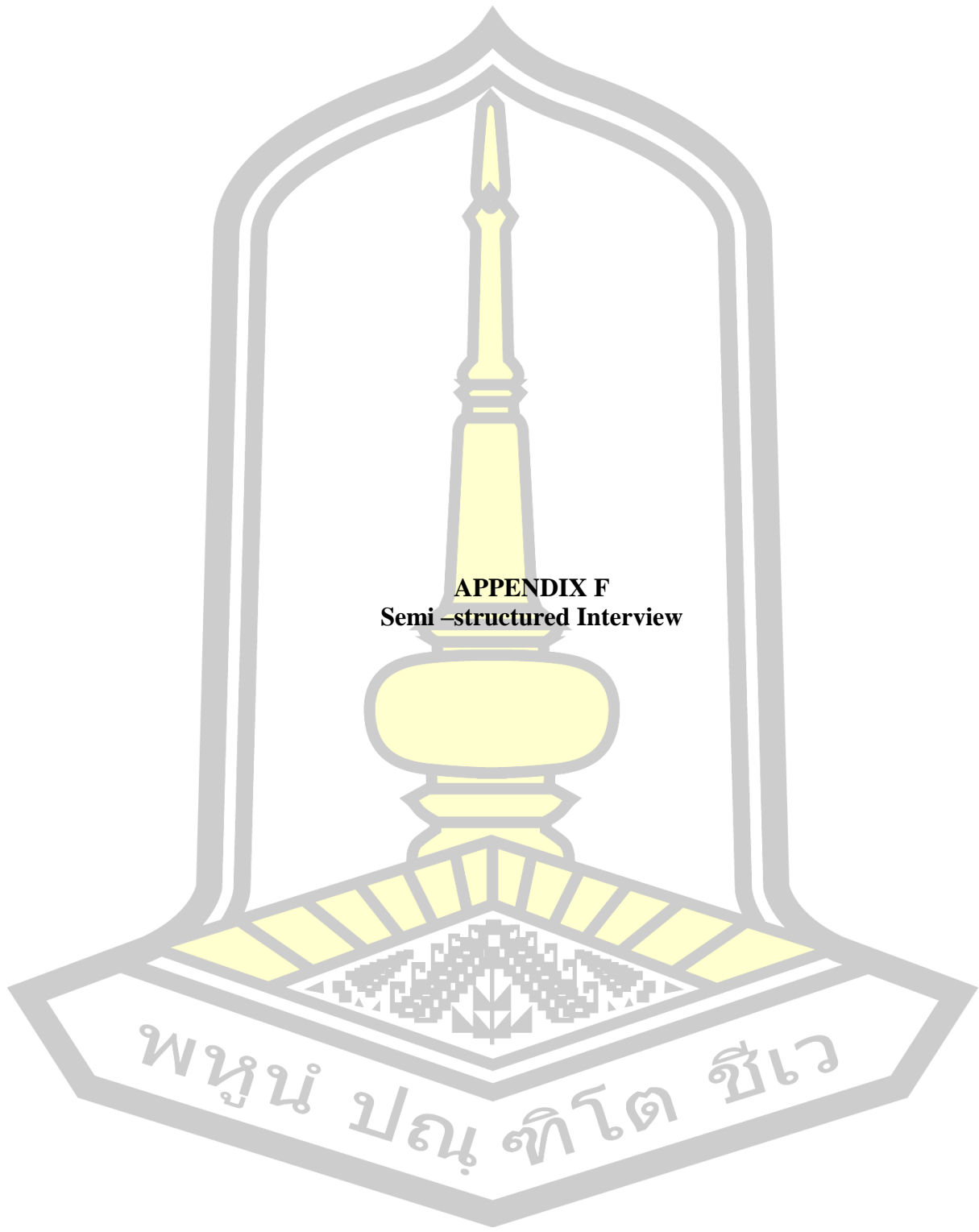
APPENDIX F
Semi –structured Interview

แบบสัมภาษณ์กึ่งโครงสร้างเพื่อการวิจัย

....

วัตถุประสงค์ เพื่อทดสอบว่าการสอนโดยวิธีธรรมชาติสามารถพัฒนาทักษะการออกเสียงในกรณีเสียง
ที่มีปัญหาของนักเรียนชั้นมัธยมศึกษาตอนปลายได้หรือไม่ และการสอนโดยวิธีธรรมชาตินี้สามารถ
พัฒนาทักษะการออกเสียงในกรณีเสียงที่มีปัญหาได้อย่างไร

ส่วนที่ 1 ข้อมูลของผู้เรียน

ชื่อ..สกุล...

ส่วนที่ 2 ประเด็นข้อคำถามในการสัมภาษณ์เพื่อการวิจัย

1. การสอนโดยการใช้บทความ (passages) ด้วยวิธีการฟังและจับคู่คำกับเสียงที่ได้ยิน (listen and
match) ช่วยให้นักเรียนออกเสียงคำที่ลงท้ายด้วย –ed ได้อย่างไร

....

2. การสอนโดยการใช้บทความ (passages) ด้วยวิธีการฟังและทำเครื่องหมายถูก-ผิดจากเสียงที่ได้ยิน
(listen and tick) ช่วยให้นักเรียนออกเสียงคำที่ลงท้ายด้วย –ed ได้อย่างไร

....

3. การสอนโดยการใช้บทความ (passages) ด้วยวิธีการฟังและค้นหาความแตกต่างของเสียงที่ได้ยิน
จากคำที่มีตัวสะกดคล้ายกัน (listen and find differences) ช่วยให้นักเรียนออกเสียงคำที่ลงท้าย
ด้วย –ed ได้อย่างไร

....

4. การสอนโดยการใช้เพลง (songs) ช่วยให้นักเรียนออกเสียงคำที่ลงท้ายด้วย –ed ได้อย่างไร

....

5. การสอนโดยการใช้ฉากหรือตอนหนึ่งของหนัง (movies) ช่วยให้นักเรียนออกเสียงคำที่ลงท้ายด้วย
–ed ได้อย่างไร

....

6. การสอนโดยการใช้เกม (games) จากการออกเสียงจากสิ่งที่เห็น (say what you see) ช่วยให้
นักเรียนออกเสียงคำที่ลงท้ายด้วย –ed อย่างไร

....

7. การสอนโดยการใช้เกม (games) จากการใบ้คำศัพท์ (guess the word) ช่วยให้นักเรียนออกเสียง
คำที่ลงท้ายด้วย –ed ได้อย่างไร

....

8. การสอนโดยแต่งบทสนทนาถาม-ตอบกันเป็นคู่ (open-dialogs) ช่วยให้นักเรียนออกเสียงคำที่ลง
ท้ายด้วย –ed ได้อย่างไร

....
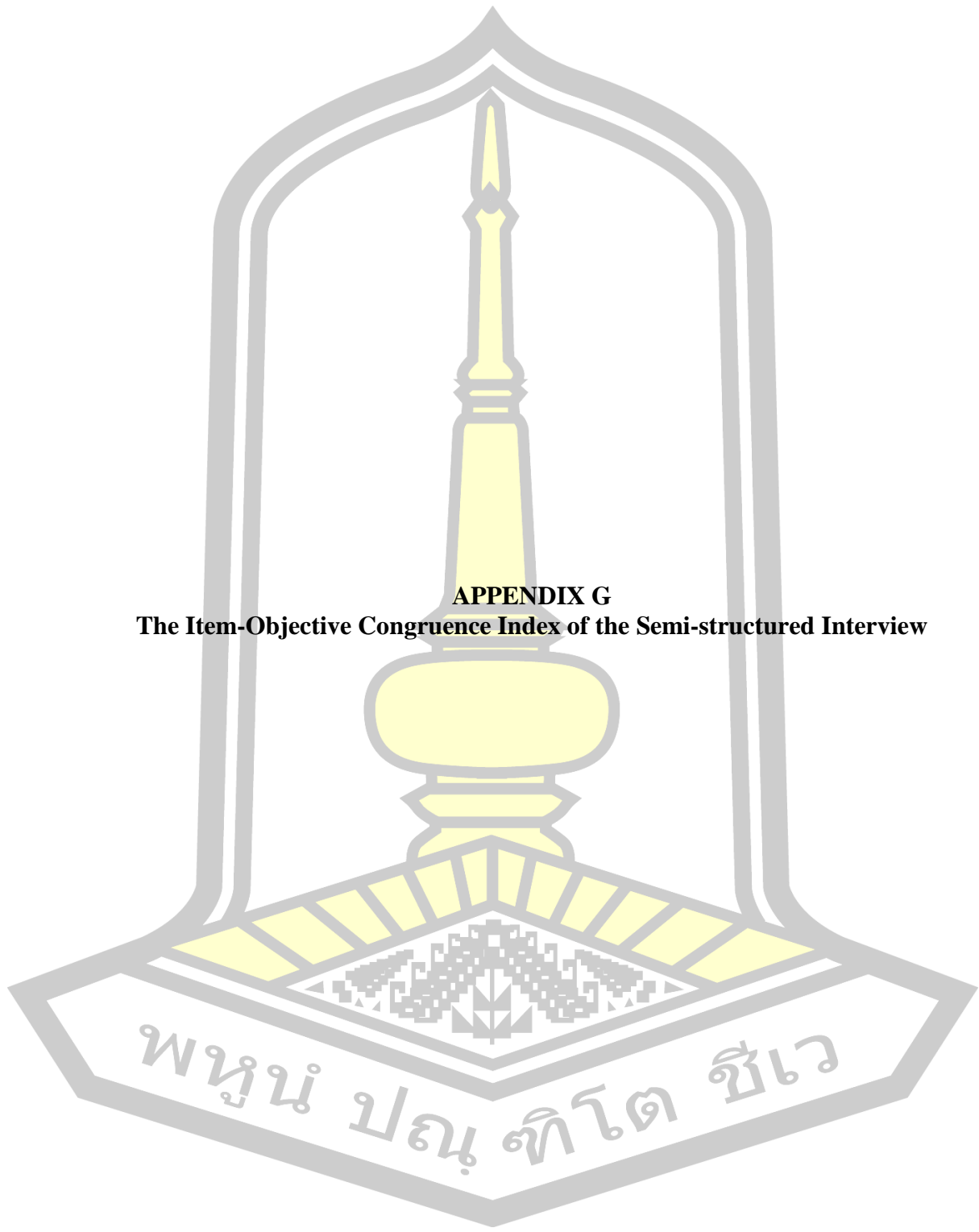
APPENDIX G
The Item-Objective Congruence Index of the Semi-structured Interview

Item	Expert			Total	Meaning
	A	B	C		
1	1	1	1	1	Kept
2	1	1	1	1	Kept
3	1	1	1	1	Kept
4	1	1	1	1	Kept
5	1	1	1	1	Kept
6	1	1	1	1	Kept
7	1	1	1	1	Kept
8	1	1	1	1	Kept
9	1	1	1	1	Kept
10	1	1	1	1	Kept
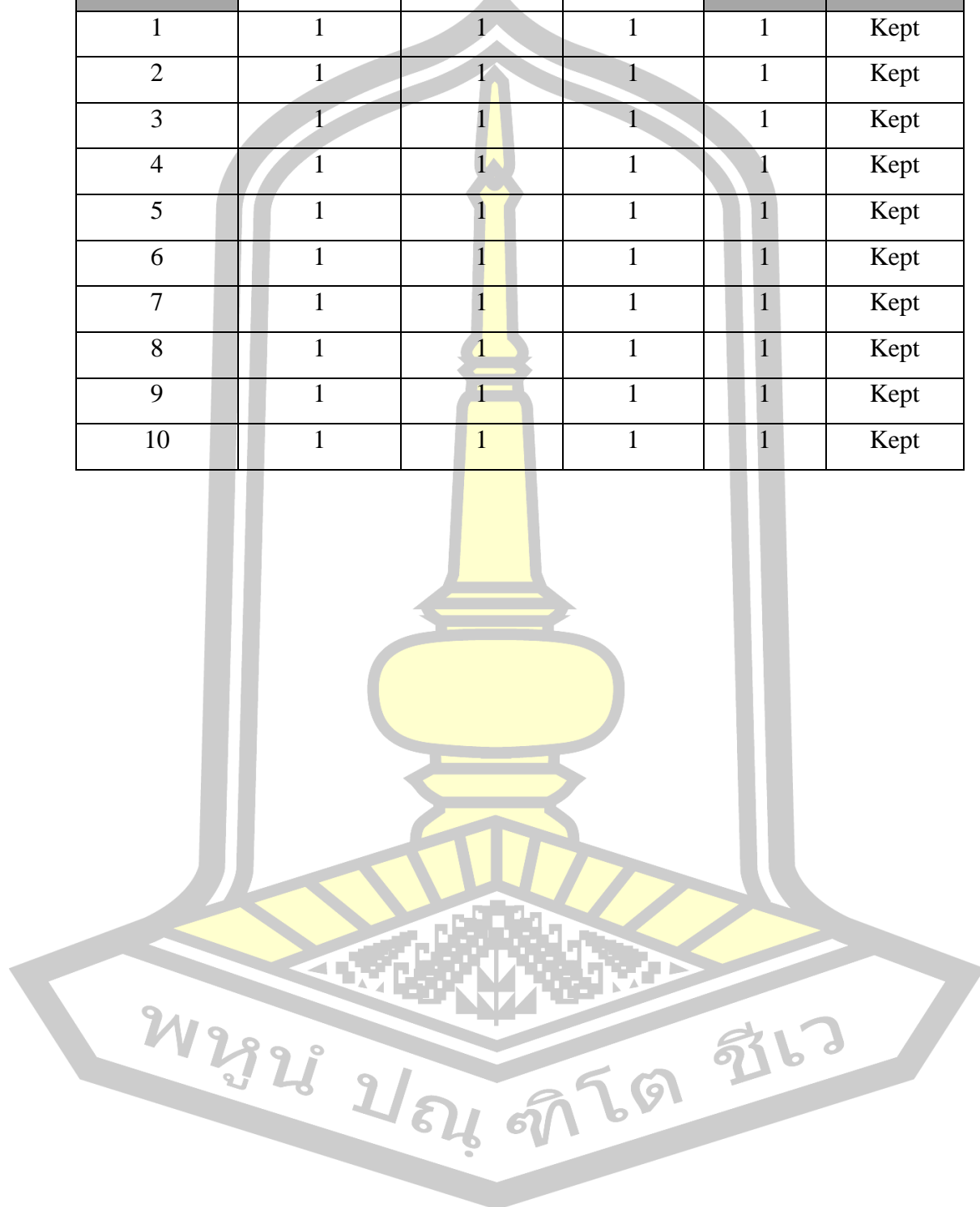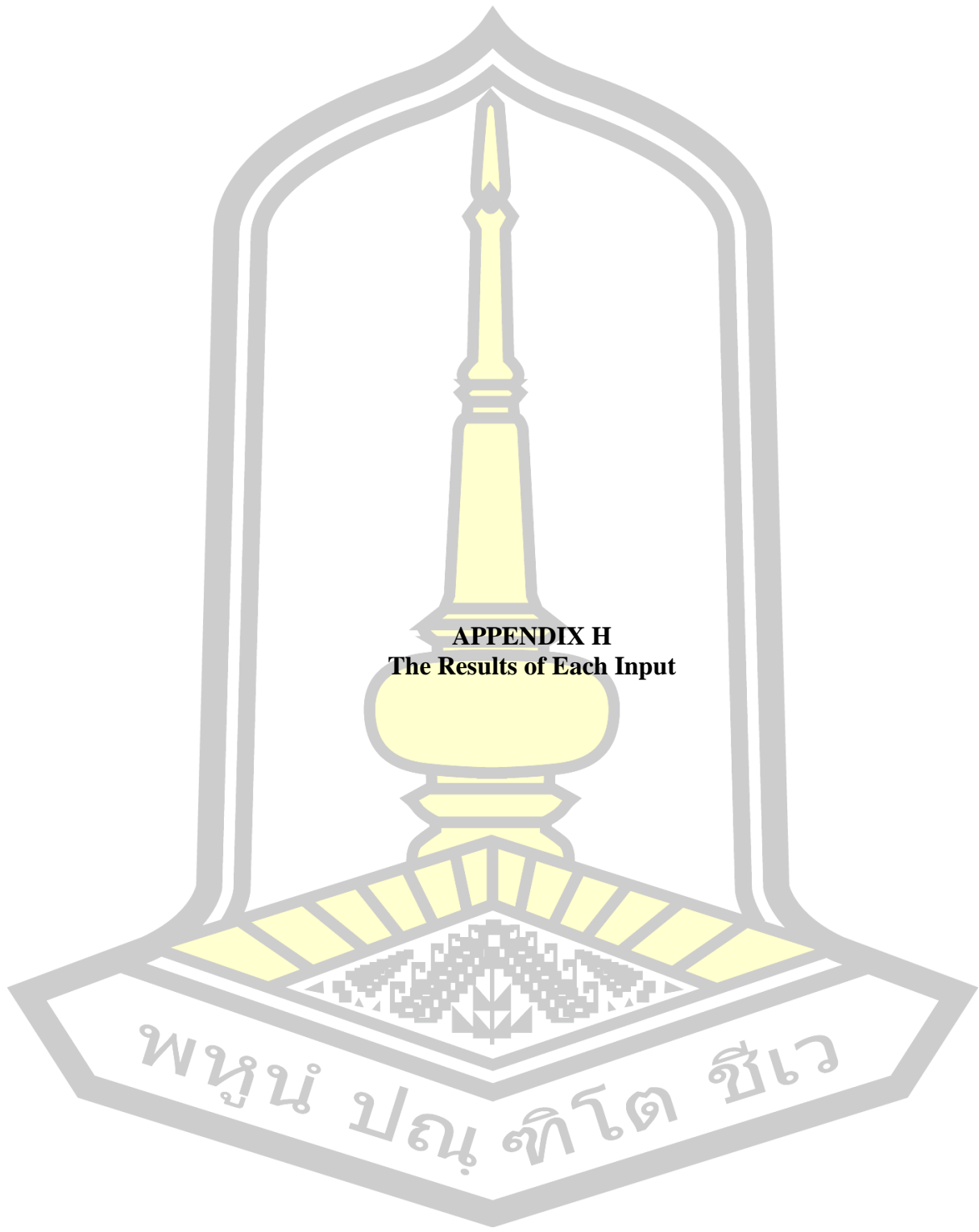
APPENDIX H
The Results of Each Input

1. Passages

1.1 Listen and match

Participants	Scores (15)	Percentage
Student1	14	93.33
Student2	8	53.33
Student3	12	80.00
Student4	10	66.67
Student5	11	73.33
Student6	12	80.00
Student7	14	93.33
Student8	13	86.67

1.2 Listen and tick

Participants	Scores (15)	Percentage
Student1	11	83.33
Student2	11	83.33
Student3	11	83.33
Student4	9	75.00
Student5	5	41.67
Student6	7	58.33
Student7	8	66.67
Student8	7	58.33

1.3 Listen and find the differences

Participants	Scores (15)	Percentage
Student1	15	100.00
Student2	10	67.67
Student3	14	93.33
Student4	14	93.33
Student5	13	86.67
Student6	11	73.33
Student7	14	93.33
Student8	12	80.00

2. Songs

Participants	The 12 songs												Total (36)	Percentage
	S1 (2)	S2 (2)	S3 (2)	S4 (2)	S5 (2)	S6 (2)	S7 (3)	S8 (2)	S9 (2)	S10 (5)	S11 (3)	S12 (9)		
Student1	1	2	1	1	1	1	1	0	1	1	2	8	20	55.55
Student2	0	1	1	0	0	1	0	1	1	1	1	6	13	36.11
Student3	0	1	1	1	0	1	1	1	0	0	1	6	13	36.11
Student4	1	2	1	1	1	1	1	0	0	0	2	9	19	52.77
Student5	0	2	1	0	0	1	0	1	0	1	0	6	12	33.33
Student6	0	2	1	1	0	1	0	0	0	1	1	6	13	36.11
Student7	1	2	1	2	0	1	1	0	0	1	2	9	20	55.55
Student8	1	2	1	1	1	1	0	1	0	1	1	7	17	47.22

3. Movies

Participants	The movies					Total (42)	Percentage
	Movie1 (8)	Movie2 (8)	Movie3 (9)	Movie4 (8)	Movie5 (9)		
Student1	5	5	5	6	5	26	61.90
Student2	4	3	4	4	3	18	42.85
Student3	4	4	3	4	4	19	45.23
Student4	5	6	5	4	4	24	57.14
Student5	3	3	5	3	4	18	42.85
Student6	3	4	4	3	5	19	45.23
Student7	5	4	5	6	5	25	59.52
Student8	4	3	5	3	4	19	45.23

4. Games

4.1 Say what you see

Round	Results of pronunciation (words)	
	Team A	Team B
1st	15	14
2nd	13	16
3rd	16	13
Total	44	43

Team A was the winner of 'say what you see' game. For the first round, team A could pronounce 15 words. There were "traded, subtracted, finished, planned, hugged, toasted, confirmed, stuffed, killed, discovered, refunded, kissed, amazed, damaged and laughed". Team B could pronounce 14 words. There were "offered, fixed, hoped, allowed, attended, pushed, charmed, passed, shaded, faked, punished, phoned, arrived and painted".

For the second round, team A could pronounce 13 words. There were "smiled, assisted, rubbed, balanced, closed, graduated, planned, fitted, stopped, promised, tested, baked and concerned". Team B could pronounce 16 words. There were "dropped, provided, asked, covered, practiced, fired, reported, helped, happened, brushed, needed, hopped, started, visited, followed and packed".

For the third round, team A could pronounce 16 words. There were "liked, copied, pasted, relaxed, recorded, mailed, scuffed, blamed, switched, hunted, pointed, earned, replaced, locked, entered and invited". Team B could pronounce 13 words. There were "trusted, introduced, supported, hoped, disappeared, marked, drained, missed, confused, succeeded, hooked, wasted and loved".

4.2 Guess the word

Scores during the fourth input; games 'guess the word'

Round	Results of pronunciation (words)	
	Team A	Team B
1st	8	10
2nd	10	9
Total	18	19

Team B was the winner of 'guess the word' game. For the first round, team A could guess the words and pronounce accuracy 8 words. There were "cried, cleaned, turned, surprised, pointed, watered, climbed and posted". Team B could guess the words and pronounce accuracy 10 words. There were "filled, painted, shocked, jumped, tired, washed, locked, snowed, fixed and killed".

For the second round, team A could guess the words and pronounce accuracy 10 words. There were "danced, cooked, watched, knocked, shouted, rained, opened, travel, borrowed and smoked". Team B could guess the words and pronounce accuracy 9 words. There were "listened, faced, liked, counted, closed, looked, enjoyed, hugged and married".

5. Task and series

All students participated in this activity voluntarily and could make the story together in the topic namely 'when I was young' with consisted of 22 words which end in –ed final sounds.

*Hello! My name is Justin. I would like to tell my life when I was a child. When I was a child, I **dreamed** (/d/) of becoming many things. Sometimes, I **wished** (/t/) I was a superman. I **imagined** (/d/) being a cowboy, having gun fights, too. Or sometimes, I **pretended** (/ɪd/) to be a famous footballer for my favorite team*

*When I was 17, I **recognized** (/d/) I went to school late everyday! Before going to school, I **washed** (/t/) my teeth, took a bath, got **dressed** (/t/) and ate breakfast. At school, I **studied** (/d/) hard, but I **enjoyed** (/d/) being with my friends especially being with Selena. She was my friend in a class. She **painted** (/ɪd/) very beautiful. She was kind and broad-**minded** (/ɪd/). She **helped** (/t/) me a lot with my homework.*

*One semester later, I **persuaded** (/ɪd/) her to go to the park to have a picnic. Before going to the park, we **packed** (/t/) more snacks and **filled** (/d/) the basket up quick! Then, we **walked** (/t/) hand in hand to the park near her house. At the park, we **spotted** (/ɪd/) Fang and her dog. The dog **wagged** (/d/) his tail. Then, he **jumped** (/t/) up and **licked** (/t/) my face! Selena and Fang **laughed** (/d/) and **grinned** (/d/).*

6. Open-dialogs

The eight students worked in pairs. Each pairs could make a short dialog using any regular verbs and also adjectives which end in -ed. Finally, all pairs could present their own dialogs with the correct pronunciation in front of the class.

6.1 Dialog1: School Start

Am: Hi, Phoom! You look **excited /ɪd/** today.

Phoom: Hi! Today was our first day at school. How was your holiday?

Am: It was good. I **visited /ɪd/** my grandma in another city. I **traveled /d/** with my dad and my mom. Do you know, my trip **ended /ɪd/** when it **rained /d/**?

Phoom: Oh! How terrible!

Am: But it was okay. And how about your holiday?

Phoom: Umm. I did not go anywhere for my weekend. I just **stayed /d/** at home and did my homework. But I **planned /d/** to go somewhere because I was **bored /d/** staying at home.

6.2 Dialog2: In the canteen

Fom: Hi, Earn! You look **tired /d/.** How was your last vacation?

Earn: I **enjoyed /d/** my vacation. How about you?

Fom: I was really **bored /d/.** Where did you go?

Earn: I **traveled /d/** to Japan. That's why I was **exited /ɪd/** and at the same time **exhausted /ɪd/**, too.

Fom: Tell me more, where did you visit?

Earn: I **visited /ɪd/** Disneyland and then **played /d/** on the roller coaster.

Fom: Wow!! What was that like?

Earn: I was **thrilled /d/.** At that time, I had butterflies in my stomach. You must try it once in your life.

Fom: Umm. It sounds great, but it is terrible

6.3 Dialog3: Big Mountain Concert

Ben: Hi, Pon!

Pon: Hi, Ben! How about the last Big Mountain concert? I saw you and your gangs at the stage1.

Ben: It **rained /d/** on the first day and I was **disappointed /ɪd/**.

Pon: I'm sorry to hear that. On the other hand, I was **satisfied/d/**. Why were you **disappointed**? **/ɪd/**

Ben: I was **annoyed /d/** with the rain, but the it was still good.

Pon: What do you mean?

Ben: At least, I **enjoyed /d/** the music.

Pon: On the last day, I was **exhausted /ɪd/** after this music party because I had to **traveled /d/** to Bangkok in the early morning.

Ben: For me, I **helped /t/** my friends **packed /t/** everything before went back home.

Pon: Great!

Ben: Why did you go to Bangkok?

Pon: My big brother **stayed /d/** there. He **worked /t/** in the office. So I **visited /ɪd/** him.

Ben: I forgot! Your brother is an engineer, isn't he?

Pon: Sure. Do you know, he **permitted /ɪd/** me to go to this music party at Big Mountain. So I had to come to see him in Bangkok.
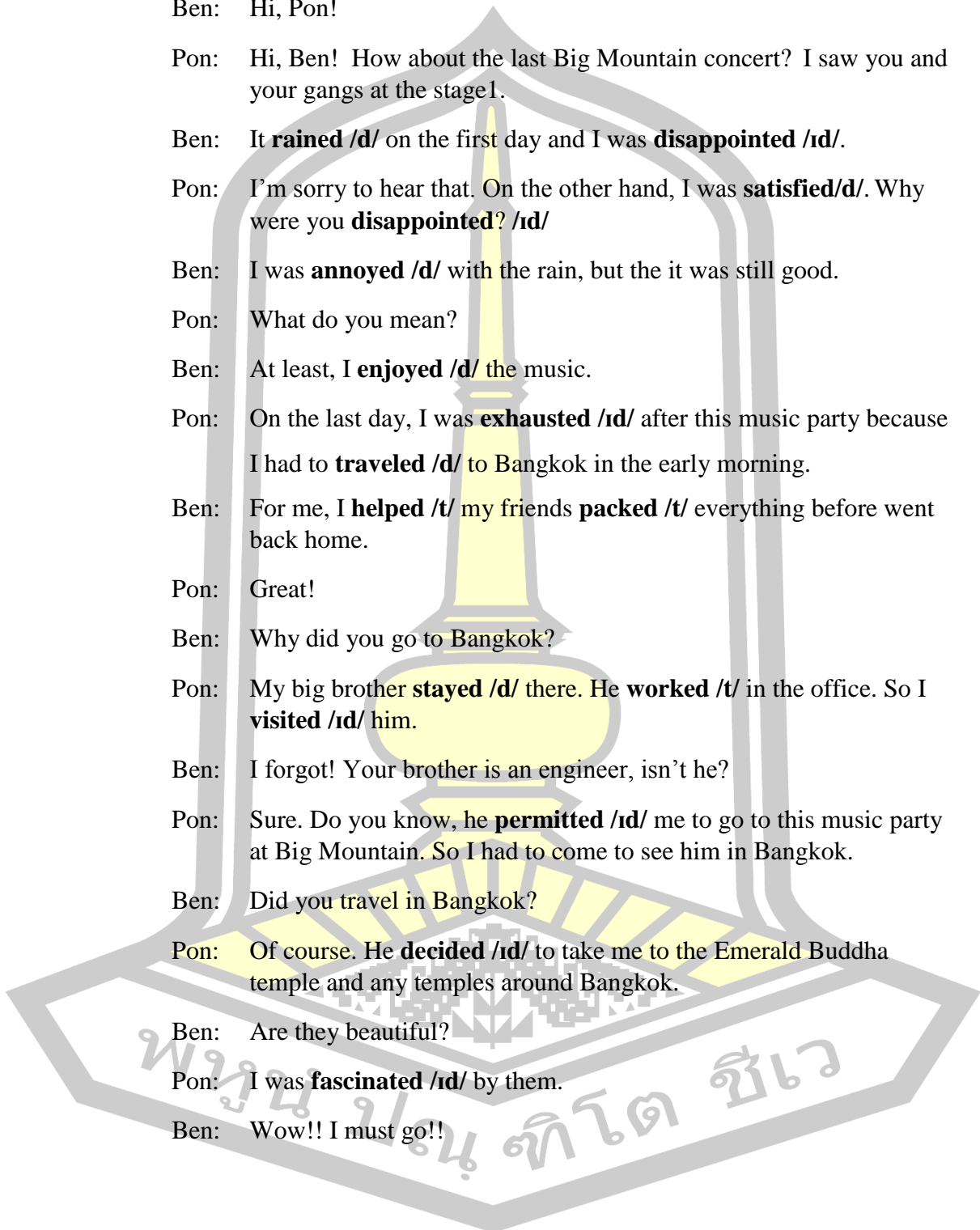
Ben: Did you travel in Bangkok?

Pon: Of course. He **decided /ɪd/** to take me to the Emerald Buddha temple and any temples around Bangkok.

Ben: Are they beautiful?

Pon: I was **fascinated /ɪd/** by them.

Ben: Wow!! I must go!!

6.4 Dialog4: Friends

Aek: Good morning, Tao

Fang: Morning, Aek! Did you remember our old friend, "Tatar"?

Aek: Why not? He was an entertaining boy in a class. I r**ecognized /d/** him.

Fang: I saw him in Khon Kaen last week. He **prepared /d/** for entrancing to Khon Kaen University.

Aek: Really? Was he fine?

Fang: He's great! I **helped /t/** him **lifted /ɪd/** a few boxes and we **shopped /t/** in the supermarket.

Aek: Did you stay with him on the weekend?

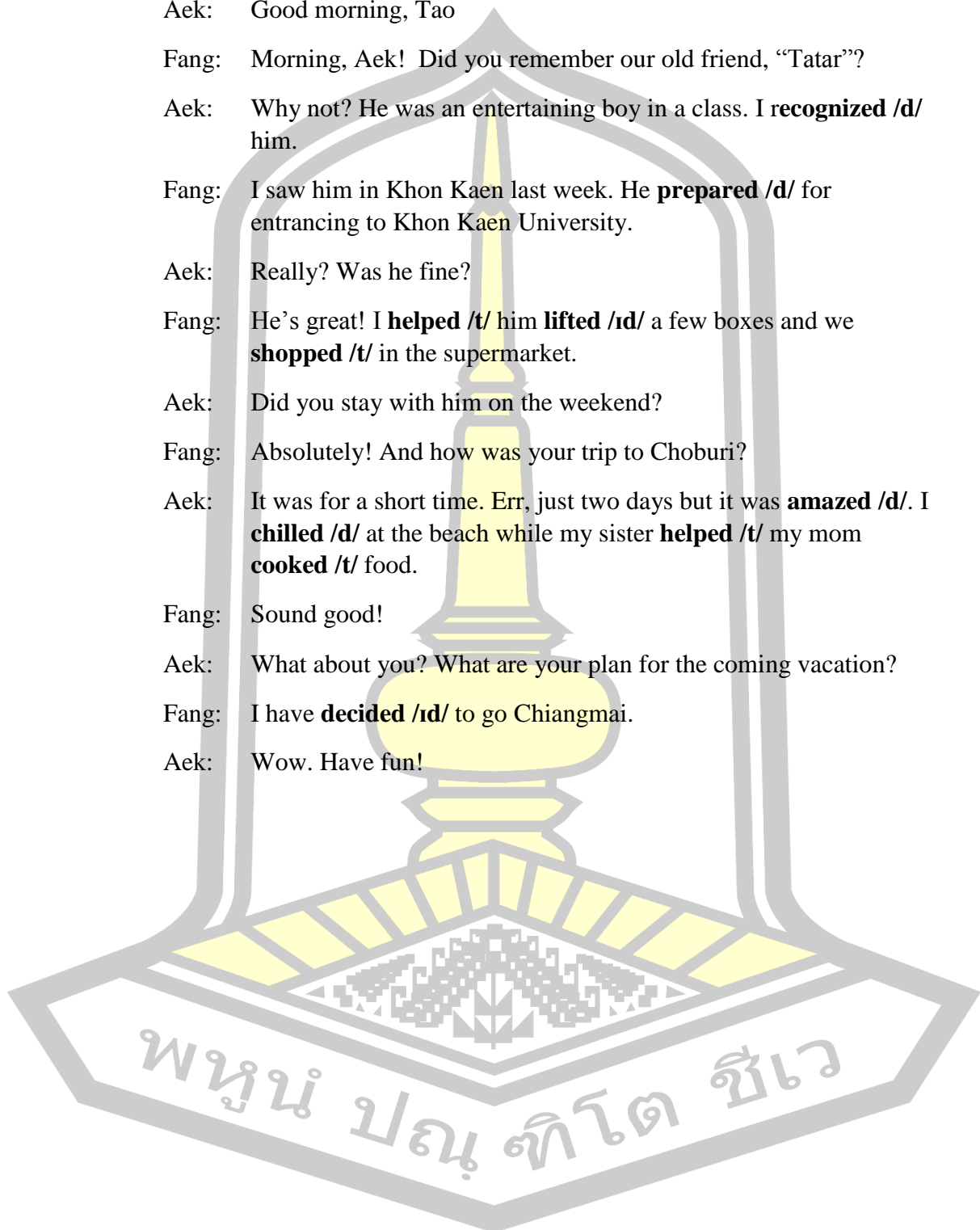Fang: Absolutely! And how was your trip to Choburi?

Aek: It was for a short time. Err, just two days but it was **amazed /d/**. I **chilled /d/** at the beach while my sister **helped /t/** my mom **cooked /t/** food.

Fang: Sound good!

Aek: What about you? What are your plan for the coming vacation?

Fang: I have **decided /ɪd/** to go Chiangmai.

Aek: Wow. Have fun!

BIOGRAPHY

NAME   Miss Natnaree Sittikraipong

DATE OF BIRTH   29 April,1990

PLACE OF BIRTH   KhonKaen

ADDRESS   134 Moo.5 Nongkungyai Subdistrict, Kranuan District,
Khonkaen Province, 40170

POSITION   Teacher

PLACE OF WORK   Prathompreedaporn School, Kranuan District,
Khonkaen Province

EDUCATION

2003	Primary Level: Prathompreedaporn School, Khon Kaen Province
2006	Lower Secondary Level: Prathompreedaporn School, Khon Kaen Province
2009	Upper Secondary Level: Sarakhampittayakhom School, Mahasarakham Province
2012	Bachelor degree in Public Health (P.H.) Majoring in Public Health
2019	Master of Education (M.Ed.) Majoring in English Language Teaching