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**THE EFFECTS OF THE INSTRUCTIONAL PACKAGES ON  
COMMUNICATIVE ENGLISH TENSES  
FOR GRADE 9 STUDENTS**

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**A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts Program in English**

**October 2015**

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### บทคัดย่อ

การวิจัยครั้งนี้ มีจุดมุ่งหมาย 1) เพื่อสร้างและหาประสิทธิภาพของชุดการสอนภาษาอังกฤษ เรื่อง กาลเพื่อการสื่อสารสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยใช้ชุดการสอนภาษาอังกฤษ เรื่อง กาลเพื่อการสื่อสารระหว่างก่อนเรียนและหลังเรียน 3) เพื่อศึกษาความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีต่อชุดการสอนภาษาอังกฤษ เรื่อง กาลเพื่อการสื่อสาร กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้าครั้งนี้ คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 24 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ23101) ภาคเรียนที่ 1 ปีการศึกษา 2556 โรงเรียนเมืองโพธิ์ชัยพิทยาคม อำเภอหนองกี่ จังหวัดบุรีรัมย์ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 31 ได้มาโดยการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ ชุดการสอน แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t - test ผลการศึกษา พบว่า

1. ชุดการสอนภาษาอังกฤษเรื่องกาลเพื่อการสื่อสารสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่ผู้วิจัยสร้างขึ้น มีประสิทธิภาพ 77.96/77.92 ซึ่งมีสูงกว่าเกณฑ์ที่กำหนดคือ 75/75
2. นักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยใช้ชุดการสอนภาษาอังกฤษ เรื่อง กาลเพื่อการสื่อสารที่ผู้วิจัยสร้างขึ้น มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

3. นักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยใช้ชุดการสอนภาษาอังกฤษ เรื่อง กาลเพื่อการสื่อสาร มีความพึงพอใจต่อการเรียนโดยใช้ชุดการสอนโดยรวมอยู่ในระดับมากที่สุด

ผลการศึกษาจะเป็นข้อมูลสำคัญสำหรับครูและนักเรียนในการพัฒนาการเรียนการสอนภาษาอังกฤษ เรื่อง กาลเพื่อการสื่อสารของการเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศโดยใช้ชุดการสอนที่มีประสิทธิภาพต่อไป



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## **ABSTRACT**

The purposes of this study were: 1) to develop and determine the efficiency of the instructional packages on communicative English tenses for grade 9 students based on the standard criterion set at 75/75; 2) to compare the students' learning achievement before and after learning through the instructional packages on communicative English tenses; and 3) to investigate their satisfaction towards the instructional packages on communicative English tenses of grade 9 students. The samples of this study were 24 grade 9 students who took fundamental English (E23101) course in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under The Secondary Educational Service Area Office 32, selected by simple random sampling technique. The research instruments were instructional packages, achievement test, and satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test.

The findings were as follows:

1. The instructional packages on communicative English tenses for grade 9 students had an efficiency of 77.96/77.92 which was higher than the criterion set at 75/75.
2. Grade 9 students who learned by using instructional packages on communicative English tenses after learning had higher achievement than before learning at the .01 level of statistical significance.
3. Grade 9 students were satisfied toward the instructional packages as a whole at the most satisfactory level.

The findings can be significant for teachers and students to develop an effective teaching and learning the communicative English tenses in ELT setting through the instructional packages.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Statement of the Problem

English is now a lingua franca of the world, the language of international communication, education, and business. It is very significant and essential in daily life. The demand for studying English is growing, especially in non-native English speaking countries in order to communicate with the rest of the world. In Thailand, English has been systematically taught as a foreign language since the first educational act. The current English curriculum for primary and secondary schools focuses on communicative English (Ministry of Education, 2008). One of the major purposes is to support students to develop their ability in the four basic skills: listening, speaking, reading, and writing. Students should use these four skills efficiently in international communication, education, and business.

Grammar is one of the important factors in English for communication.

Grammar is partly the study of what forms (or structures) are possible in a language.

Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of rules that govern how a

language's sentences are formed (Thornbury, 2001: 1). Learning and practicing of the rules of grammar can help learners know how to compose the sentences efficiently.

To communicate in English is very necessary to know and understand English grammar to communicate correctly (Hinkel & Fotos, 2002). There are many

differences between English and Thai grammatical structures that make it difficult for Thai learners to understand English. Swan and Smith (2004: 349) state that “the grammatical structure of Thai is very different from that of English”. Plurals of nouns and verb tenses are normally unmarked: when it is necessary to distinguish between singular and plural or the time an action takes place, this is done by the addition of structural words rather than by inflection. Thai adjectives and adverbs can also function as verb, while Thai pronominal system is more complex, with different sets of pronouns reflecting different degrees of intimacy and hierarchy. One of the few broad areas of similarity is the order of words in a sentence, namely ‘Subject + Verb + Object’; however, the subject is commonly omitted in Thai when it is clearly understood who or what is referred to. As we can see, the grammatical structure of Thai is very different from that of English which makes difficult for Thai learners to understand English. One of the most important things concerning with English for communication and which should not be omitted is the use of tenses.

Tense is one of the most important part of English grammatical structure, and it cannot deny that tense is the most difficult part of English for Thai learners.

They have to spend a lot of time understanding and using English tenses correctly and properly. Learning tense is very essential for Thai students to understand absolutely.

They have to know how to use each tense in order to produce the language; if not, they are not able to communicate in English understandably and grammatically. Also, English teachers should practice and teach English in the correct patterns of English grammar tenses as much as possible.

In the past situation, grammar was taught through language books; learning grammar and practicing grammar exercises. Nowadays, English teaching and learning

in Thailand focuses on English for communication and seldom emphasizes grammar teaching and learning. However, grammar is an important factor to communicate in English correctly; teachers have to apply many theories and employ appropriate materials and educational innovations to improve student's grammar skills.

As a four-year English teaching-experienced teacher, the researcher found similar problems as mentioned above. At Muangphochaipittayakom School, learning and teaching English are not successful. For example, the results of the O-NET test in English for grade 9 students; the testing mean scores are rather low (24.88 of 100) (National Institute of Educational Testing Service. 2012). The researcher has examined the problems and found that most of students have major problems in understanding English tenses, because they cannot understand the differences between Thai and English verb forms clearly. The English verb forms indicate actions in time when the situations take place, but the Thai verb forms tell nothing about times and tenses; for example, /ไป(Pai)/ can be translated into English as go, goes, went, gone, or going, so Thai students usually use the wrong English grammatical verb forms in communication. They use the English tenses by comparing with the Thai tenses, and translate English sentence into their native ones: for example; "Yesterday we go to Buriram.", "We go already.", "He go to Buriram since ten o'clock.", and "Where you go last week?" etc. From the problems as mentioned above, the researcher needs to find the way to help students able to communicate English tenses in a grammatically correct way.

The problems found by the researcher are in accordance with the previous research works, namely Namkaew (2011) investigated the development of instructional packages of English writing on past tenses for grade 11 students stated

that the main mistake of grade 11 students in Thantongpittayakom School is puzzlements of tense use, and Chamannarong (2013) who studied the development of an English instructional package on the simple present tense for Matthayom Sueksa Two students at Ramkhamhaeng University Demonstration School mentioned that the students at Ramkhamhaeng University Demonstration had the major problems on learning English tenses. They usually compare the structure of English sentences with Thai sentences structure.

The method of learning English in Thailand which is suggested by The Ministry of Education is learning and teaching English by the communicative approach (The Ministry of Education, 2008). Nunan (2003) states that the purpose of the communicative approach is to develop students' communicative skills. The expression meaning in language is a tool of language. The ultimate aim of the approach is not the interlocking of a set of grammatical, lexical and phonological. The lesson is based on learning experience that has a nonlinguistic outcome, and in which there is a clear connection between the things students do in class and the things they will ultimately need to do outside of the classroom. However, we cannot ignore teaching grammar, because grammar is an important part of the English language. Grammar-Translation method is a teaching procedure that emphasizes on grammar. Wiriyaichitra (2012) affirms that the aim of grammar-translation method is to develop students' grammar and vocabulary and requires students to translate passages from language they learn into the native language. The students will be taught the rule of grammar with extensive explanations in the native language.

There are many different materials and educational innovations in language teaching, and instructional package is one of them which composes of many

educational materials and activities which is a complete kit for instruction. It has clear learning objectives and motivates students' interest, so they can learn efficiently. Campbell (1977) mentions that instructional packages support an instructor from the function of permanent transfer of skills and information, decrease tools requirements, and guarantee that each learner is revealed an unvarying instruction program. Khaunhawhech (1987) affirms that instructional package is a multimedia tool that is set along with units of learning, content, and experiences expected for learners to be learned. The instructional package is a kind of teaching tool in envelopes, boxes or bags depending on the producers. In order to create the instructional package, systematic learning is employed to ensure that the learning process is systematic and let learners learn efficiently. Also, it helps teachers to be more confident and ready to teach.

As we know, the instructional packages provide many advantages for students and help students solve the problems of language learning. To solve the problems in learning and teaching communicative English tenses more effectively, the researcher intends to develop instructional packages on communicative English tenses for grade 9 students following the grammar-translation method mixed with the communicative approach. Grammar-translation method will be used to construct the instructional packages for improving students' grammar skills and communicative approach will be used to construct the instructional packages for improving students' communicative skill.

Therefore, the findings of this study will be significant to solve the problems related to communicative English tenses, to improve learners' proficiency in English, and to develop the learning process in English class. In addition, it will increase



learners' satisfactions with learning English through instructional packages, and will be useful information to guide the development of learning management in the future.

## **1.2 Research Objectives**

The main purpose of the study was to explore the development of the instructional packages on communicative English tenses for grade 9 students. Specifically, the study was conducted for the following purposes.

1.2.1 To develop and determine the efficiency of the instructional packages on communicative English tenses for grade 9 students based on the criterion set at 75/75.

1.2.2 To compare students' learning achievement before and after learning through instructional packages on communicative English tenses.

1.2.3 To investigate the students' satisfaction towards the instructional packages on communicative English tenses for grade 9 students.

## **1.3 Research Questions**

Three research questions were addressed in this study.

1.3.1 What is the efficiency of the instructional packages on communicative English tenses for grade 9 students?

1.3.2 Do students who learn communicative English tenses through instructional packages have higher post-test mean score than that of pre-test mean score?

1.3.3 What is the level of the students' satisfaction on learning communicative English tenses by using instructional packages?

## **1.4 Research Hypothesis**

Students who learn communicative English tenses through instructional packages will have higher learning achievement of communicative English tenses skill on post-test mean score than in pre-test mean score.

## **1.5 Significance of the Study**

This study is expected to investigate and improve the efficiency of the instructional packages employed in teaching communicative English tenses for grade 9 students. It is also expected to provide valuable information for teachers, students and language learners who study English as a foreign language; it can be utilized in the following ways:

1.5.1 This study can be used as a guideline for the development of the instructional packages for teaching communicative English tenses.

1.5.2 This study can be used as a guideline for the development of the instructional packages of other content for English teachers.

1.5.3 This study might be useful particularly for teachers who are planning to conduct the instructional packages as effective teaching material for their English teaching.

1.5.4 The results of this study can be used as a teachers' resource or guideline for further studies into teaching communicative English tenses in the future.

## **1.6 Scope and Limitations of the Study**

Some scope and limitations on the generalizability of the results are listed below.

### **1.6.1 Population and Samples**

1.6.1.1 The population of this study included 76 grade 9 students who studied the Fundamental English course (E23101) in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under The Secondary Educational Service Area Office 32.

1.6.1.2 The samples of this study were 24 grade 9 students who enrolled Fundamental English course (E23101) in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under the Secondary Educational Service Area Office 32. Class 3/1 was selected to be the sample group from 3 classes by simple random sampling in which the other 2 classes had equal chance to be selected.

### **1.6.2 Variables**

1.6.2.1 The independent variable of this study was instructional packages for teaching communicative English tenses constructed by the researcher.

1.6.2.2 The dependent variables were the efficiency of the instructional packages, learning achievement and learners' satisfaction toward the instructional packages.

### **1.6.3 Contents of the Study**

The contents were communicative English tenses which are the essential skills for grade 9 students; all of them are assigned in the Learning Area of Foreign Languages in The Basic Education Core Curriculum B.E. 2551

(A.D. 2008) for grade 9 students, and they are assigned in Muangphochaipittayakom school's curriculum for teaching and learning in the first semester of the academic year. The instructional packages were conducted by the researcher as follows:

#### 1.6.3.1 Instructional Package1: Present Simple Tense

What time do you get up?

#### 1.6.3.2 Instructional Package2: Past Simple Tense

Did you have a good vacation?

#### 1.6.4 Duration of this Study

This study was a part of Fundamental English course (E23101) which was conducted in the first semester of academic year 2013 for 18 periods as follows:

1) 16 periods for learning through two instructional packages, 50 minutes for each period; and 2) 2 periods for orientation, doing pre-test to check their prior knowledge before learning through instructional packages, and for doing an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire towards the instructional packages.

### 1.7 Definition of Key Terms

The terms used in this research carry a different interpretation in a different context. So, to avoid any confusion, the following definitions and explanations of some the terms are used to explain in this study.

1.7.1 Communicative English Tenses refers to using tenses to communicate in a way that is grammatically correct.

1.7.2 Instructional Packages refers to the instructional materials constructed by the researcher about the essential communicative English tenses for grade 9 students;

all of the tenses are assigned in the Learning Area of Foreign Languages in The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) for grade 9 students, and they are assigned in Muangphochaipittayakom school's curriculum for teaching and learning in the first semester of the academic year. There are two instructional packages which consist of instructional package 1: Present Simple Tense "What time do you get up?" and instructional package 2: Past Simple Tense "Did you have a good vacation?"

1.7.3 Achievement test refers to the pre-post tests conducted in the form of 40-multiple choice test and was done by the students before and after learning via the instructional packages on communicative English tenses for grade 9 students.

1.7.4 Efficiency of the instructional packages refers to the quality of the instructional packages on communicative English tenses that were created by the researcher.

1.7.5 Standard criterion 75/75 refers to the mean score used to find out the efficiency of instructional packages (Promwong.1980) : the first standard criterion 75 (efficiency of the process) is the percentage of the learners' total mean scores from the exercises scores of instructional packages, and the second standard criterion 75 (efficiency of the outcomes) is the percentage of learners' total mean scores from the achievement test (Post-test).

1.7.6 Satisfaction refers to the pleasure and gladness which learners reveal towards learning through instructional packages on communicative English tenses of grade 9 students.

1.7.7 Grade 9 students refer to the students who studied the Fundamental English course (E23101) in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under

the Secondary Educational Service Area Office 32.

### **1.8 Summary of the Chapter**

In this chapter, the researcher has presented a statement of the problem of the study. This is followed by the purposes of the study, research questions, and research hypothesis. Then significance of the study, scope and limitations of the study and definitions of key terms are presented. To attain the purpose of the study, the literature review is presented in the next chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The review of literature in this chapter covers the discussions of major lines of theory and views, and findings from studies that are relevant to the inquiry of this study under the following topics:

2.1 The Basic Education Core Curriculum B.E.2551 (A.D.2008)

2.2 Grammar

2.3 Tense

2.4 Definition of Communication

2.5 Teaching Communicative English Tenses

2.6 Educational Innovations

2.7 The Instructional Packages

2.8 Satisfaction

2.9 Efficiency

2.10 Previous Studies Related to the Present Study

#### **2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)**

The Ministry of Education (2008 : 252-257) describes that the learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of

stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

**Strand 1: Language for Communication**

This strand focuses on the use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.

**Strand 2: Language and Culture**

This strand focuses on the use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

**Strand 3: Language and Relationship with Other Learning Areas**

This strand focuses on the use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views.

**Strand 4: Language and Relationship with Community and the World**

This strand focuses on the use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

The Ministry of Education (2008 :21-22) prescribes a total of eight standards for the Learning Area of Foreign Languages as follows:



**Strand 1: Language for Communication**

**Standard F1.1:** Understanding and capacity for interpreting what has been heard and read from various types of media, and ability to express opinions with proper reasoning

**Standard F1.2:** Possessing language communication skills for effective exchange of data and information; efficient expression of feelings and opinions

**Standard F1.3:** Ability to present data and information, concepts and views on various matters by speaking and writing

**Strand 2: Language and Culture**

**Standard F 2.1:** Appreciating relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

**Standard F2.2:** Appreciating similarities and differences between language and culture of native speakers and Thai speakers, and capacity for correct and appropriate use of language

**Strand 3: Language and Relationship with Other Learning Areas**

**Standard F3.1:** Using foreign languages to link knowledge with other learning areas and as foundation for further development, to seek knowledge and widen one's world view

**Strand 4: Language and Relationship with Community and the World**

**Standard F4.1:** Ability to use foreign languages in various situations in school, community and society

**Standard F4.2:** Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

### **2.1.1 Learners' Quality Grade Nine Graduates (Secondary Education Level)**

The Ministry of Education (2008: 255-257) affirms that after graduating, grade 9 students will have the following qualities.

1) Act in compliance with requests, instructions, clarifications and explanations that they have heard or read; accurately read aloud texts, news, advertisements, tales and short verses by observing the principles of reading; specify/write various forms of non-text information related to sentences and texts that they have heard and read; choose and specify the topics, main ideas and supporting details, and express opinions about what they have heard or read from various types of media, as well as provide justifications and examples for illustration.

2) Converse and write for an exchange of data about themselves, various matters around them, situations and news of interest to society, and communicate such data continuously and appropriately; use appropriate requests, clarifications and explanations and give suitable instructions; speak and write to show needs; offer and provide assistance; accept and refuse to give help; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about what they have heard or read; speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as to provide appropriate justifications.

3) Speak and write to describe themselves, experiences, news/incidents/ various issues of interest to society; speak and write to summarise the main idea/theme or topic identified from the analysis of matters/news/incidents/situations

of interest; speak and write to express opinions about activities, experiences and incidents, as well as provide justifications.

4) Choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; explain about the lifestyles, customs and traditions of native speakers; participate in/organise languages and cultural activities in accordance with their interests.

5) Compare and explain similarities and differences between pronunciation of various kinds of sentences and word orders regarding structures of sentences in foreign languages and in Thai language; compare and explain the similarities and differences between the lifestyles and cultures of native speakers and those of Thais and apply them appropriately.

6) Search for, collect and summarise data/information related to other learning areas from learning sources, and present them through speaking and writing.

7) Use language for communication in real situations/simulated situations in the classroom, school, community and society.

8) Use foreign languages in searching/conducting research, collecting and drawing conclusions about knowledge/various data sources from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area in foreign languages.

9) Are skilful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism,

provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality).

10) Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations.

### **2.1.2 The English Tenses for Grade 9 Students**

The Ministry of Education (2008: 33) states that there are 5 tenses which are the essential tenses use for grade 9 students: present simple tense, present continuous tense, present perfect tense, past simple tense, and future simple tense. They are assigned in the Learning Area of Foreign Languages in Learning Area of Foreign Languages of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) for grade 9 students.

The present simple tense and past simple tense are assigned for the students to learn in the first semester, and the others are assigned for the students to learn in the second semester at Muangpochaipittayakom School.

### **2.1.3 The Curriculum of Foreign Language Department for Grade 9 Students, Muangpochaipittayakom School**

The Foreign Language Department of Muangpochaipittayakom School has developed the curriculum that parallels the Learning Area of Foreign Languages, Basic Education Curriculum 2008. The English courses have been embraced as a foreign language for every grade. As for the English course, the researcher is responsible for Fundamental English, grade 9 students for conducting this research. The course has the details as follow:

Course Code	E23101
Course Name	Fundamental English
Department	Foreign Language
Semester	First
Academic Year	2013
Level	Grade 9
Status	Required
No. Periods per week	3

The researcher intends to create the “instructional packages in communicative English tenses” for grade 9 students in order to solve the problems in communicating two essential English tenses: 1) present simple tense and 2) past simple tense as well as to improve language learning of students based on the aforementioned four strands (language for communication, language and culture, language and relationship with other learning areas, and language and relationship with community and the world).

## 2.2 Grammar

Grammar is an essential element of learning English. It is defined by many scholars as follows:

Freeman (2000) states that grammar is about forms and one way to teach forms are to give students rules. It is more than forms and its teaching is poorly served if students are simply given rules.

Thornbury (2001) points out that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with an analysis at the level of the sentence.

Harmer (2005) affirms that grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Oxford University (2005) states that grammar is the rule in a language for changing the form of words and joining them into sentences.

Nordquist (2010) mentions that grammar is the methodical study and explanation of a language and a series of rules and illustrations coping with the syntax and word structures of a language.

In summary, grammar is a description of the structure of the language and the ways in which words change themselves. It is the rule in language for changing the form of words and combining into sentences.

### **2.3 Tense**

Tense is an essential element of English grammar learning. It is defined by many scholars as follows:

Khumying (1989) indicates that tense is the form of verbs that show when the action happens, is happening, happened, has happened or will happen.

As in the stated definitions, tenses are the form of verbs that the speakers use in producing the English language for communication. The major tenses that show the time of the action are: the present, past and future tenses.

Fredrickson (2002) considers that a verb tense is simply a grammatical idea—a way of describing how English speakers change the forms of the verbs in the language. Thus, the speakers can always tell the tense of a verb simply by looking at its form.

Oxford University (2005) states that tense is any of the forms of verb that many are used to show the time of the action or state.

In summary, tense is the verb forms that the communicators use in creating the language to communicate. It is a form of verb that show the time or state of the action. The common tenses are present, past, and future.

### 2.3.1 Types of Tenses in English Language

Present simple tense and past simple tense are assigned in school's curriculum of Muangphochaipittayakom school for teaching and learning in fundamental English (E23101) course in the first semester. Eastwood (2000: 8-58) indicates the meaning of each tense as follows.

#### 2.3.1.1 Present Simple Tense

In the affirmative, the present simple tense has the same form as the infinitive except for the fact that an "s" is placed at the end of the verb in the third person singular.

**S + V1(s,es)**

#### Positive forms

In the present simple, we use the verb without an ending.

I **get** the lunch ready at nine o' clock..

We always **do** our shopping at greenway.

Most of children **like** ice-cream.

You **know** the answer.

However, with the third person singular (after **he, she, it, your friend**, etc), the verb ends with -s or -es.

It **gets** busy at weekends.



My husband **thinks** so, too.

Sarah **catches** the early train.

She **faxes** message all over the world.

### Negative

I/ You/ We/ They **do not get** tickets for the concert. (don't)

He/ She/ It **does not get** tickets for the concert. (doesn't)

### Question

**Do** I/ we/ you they **get** the letter?

Does he/ she it **get** the letter?

We use a form of do in negatives and questions. We use **do** and **don't** except with the third person singular, where we use **does** and **doesn't**. We do not add "s" to the verb in negative and questions.

### Use

We use the present simple tense for:

1) Thoughts and feeling: I **think** so, I like it.

2) States, things, facts, and things that are true for a long time:

The sun **rises** in the east.

3) Repeated action, and routine: We **come** here every week.

4) Phrases like "I promise, I agree, etc": I **promise** I'll pay you back.

5) A negative question with "why don't" to make suggestion: **Why don't** we go out?

6) A time table: The match **starts** at half past seven.



### 2.3.1.2 Past Simple Tense

The past simple forms of regular verbs are formed by adding -ed to the infinitive.

S + V2

#### Positive forms

A regular past form ends in -ed.

It **happened** very quickly.

I **posted** the letter yesterday.

The van **crashed** into the car.

Some verbs have irregular past forms.

The car **came** out of the side road.

Vicky **rang** earlier.

I **won** the game.

The past simple forms are the same when in all persons except in the past tense of **be**.

I/ He/ She/ It was                      I **was** ill last week.

You/ We / They were                    They **were** ill last week.

#### Negative

We use **did** in negative and questions.

The car **did not** stop.

The driver **didn't** look the right.

#### Question

**Did** you ring here?

What **did** you tell the police?

We do not use a past form of verbs such as stopped or rang in negatives and questions.

NOT ~~The car didn't stopped.~~

NOT ~~Did you rang?~~

We also use "was" and "were" in negatives and questions.

I/ He/ She/ It was not            I **wasn't** ill last week.

You/ We / They were not        They **weren't** ill last week.

Was I/ he/ she/ it?                **Was** he ill last week?

Were you/ we / they?            **Were** they ill last week?

### Use

We use the past simple form for things which finished in the past.

Emma **passed** her exam last year.

We **went** to the theatre on Friday.

I **knew** what the problem was.

Elvis Presley **died** in 1977.

In summary, tense in English language used as the topic for the present investigation is the communicative English tenses including present simple tense and past simple tense.

## **2.4 Definition of Communication**

Communication is the exchange of ideas and information between two or more people. In an act of communication, there is usually at least one speaker, a message which is transmitted, and a person or persons for whom this message is intended (Richard. 1999).

Ariyapitipun (2003) maintains that communication is the way that people exchange information. People communicate all the time; talking face to face, talking on the phone, writing letter, listening to the radio, watching television, reading the newspaper, etc. All these activities are form of communication which consist of messages (Statements that a person sends to another person), sender (A person who transmits or sends out the messages, receiver (A person who receives the messages sent by the sender), and medium (A mode of communication used in transmitting the message). The medium of communication can be in speech or writing.

#### **2.4.1 Components of Communication**

Ariyapitipun (2003) mentions that communication consists of 4 components as follows :

- 1) Messages : Statements that a person sends to another person
- 2) Sender : A person who transmits or sends out the messages
- 3) Receiver : A person who receives the messages sent by the speaker
- 4) Medium : A mode of communication used in transmitting the messages

The medium of communication can be in any form. It can be speech or writing. The same message can be transmitted through different media. Good media of communication must have two qualities; they should be systematic and rapidly transmittable. Both speech and writing have these two qualities. Moreover they can tell us a lot about the speakers and writers.

#### **2.4.2 Process of Communication**

Ariyapitipun (2003) mentions that process of communication as follows :

1) Encoding the messages: At this stage, the brain encodes messages that a speaker wants to send out to others in the form of language.

2) Transmitting the messages: The brain sends signals to the muscles which control the speech organs which in turn will produce spoken language (sounds).

3) Articulating the messages: The process of producing sounds involves the articulatory movements in the chest, throat, mouth, and nose. The produced sounds are then sent out in the form of sound waves.

4) Receiving the sound waves: After a person receives sound waves, these sound waves are changed into signals which will then be sent to the brain.

5) Decoding the messages: The brain, after receiving the signals, decodes the signals into meaning.

In summary, communication is the act of transferring information from one place to another. The communication form consists of sender, message, and receiver.

## **2.5 Teaching Communicative English Tenses**

Communicative English tenses refers to using tenses to communicate in a way that is grammatically correct. To study this research, the researcher reviewed the literature of this study under the following topics:

### **2.5.1 Basic Approaches in Teaching Grammar**

Nunan (2005) states that there are two basic ways to introduce a new grammar item: deductively and inductively. In a deductive approach, the teacher presents the grammar rule and then gives students exercises in which they apply the rule. In an inductive approach, the teacher presents the samples of language, and the student have to come to an intuitive understanding of the rule.

There are three principles for teaching grammar, according to Nunan (2003) as follows:

- 1) Integrate both inductive and deductive method into teaching.
- 2) Use tasks that make clear the relationship between grammatical form and communicative function.
- 3) Focus on the development of procedural rather than declarative knowledge.

#### **2.5.1.1 Advantages and Disadvantages of a Deductive Approach**

Thornbury (2001) provides the advantages of a deductive approach as follows:

- 1) It gets straight to the point and can therefore be time-saving. Many rules can be more quickly explained than elicited, thereby allowing more time for practice and application.
- 2) It respects the intelligence and maturity of many students and acknowledges the role of cognitive processes in language acquisition.
- 3) It confirms many students' expectations about class room learning, particularly for those with an analytical learning style.
- 4) It allows teachers to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Thornbury (2001) provides the disadvantages of a deductive approach as follows:

- 1) Starting the lesson with the grammar explanation may be frustrating for some students, especially younger ones. They may not be able to understand the concepts involved.
- 2) Grammar explanation encourages a teacher- fronted, transmission style classroom.

3) Explanation is seldom as memorable as other forms of presentation, such as demonstration.

4) Such approach encourage the belief that learning a language is simply a case of knowing the rules.

#### **2.5.1.2 Advantages and Disadvantages of an Inductive Approach**

Thornbury (2001) provides the following advantages of inductive:

1) Rules learner discover for themselves are more likely to fit their exiting mental structures, making them more meaningful, memorable and serviceable.

2) The mental effort involved ensures greater cognitive depth, again ensuring greater memorability.

3) Students are more actively involved in the learning process and are therefore likely to be more attentive and motivated.

4) It favors pattern-recognition and problem solving and is, therefore, particularly suited to learners who like this kind of challenge.

5) If the problem-solving is collaborative in the target language, learners get extra language practice.

6) Working things out for themselves prepares students for greater self-reliance and autonomy.

Thornbury (2001) provides the disadvantages of an inductive approach as follows:

1) Time and energy spent working out rules may mislead students into believing that rules are the objective of language learning.

2) The time spent in working out a rule may be at the expense of time spent putting the rule, or their version of the rule may be either too broad or too narrow.

3) It can place heavy demands on teachers in planning a lesson.

4) However carefully organized the data is, many language areas resist easy rule formation.

5) An inductive approach frustrates students who, because of personal learning style or past learning experience, would prefer simply be told the rule.

Thornbury (2001) also points out that in some methods, such as grammar-translation, the rules are simply presented to the learners, who then goes on to apply them through the study and manipulation of examples (a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied). Other approaches, including the shallow-end form of the communicative approach, often require the learners first to study examples and work the rule out for themselves (an inductive approach starts with some examples from which a rule is inferred).

### **2.5.2 Communicative Approach**

Harmer (2005) mentions that the communicative approach-or communicative language teaching (CLT) is the name which is given to a set of beliefs which includes not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach.

The 'what to teach' aspect of the communicative approach stresses the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle is to train students to use these language forms appropriately in variety of context and for a variety of purposes.

The 'how to teach aspect' of the communicative approach is closely related to the idea that 'language learning will take care of itself', and that plentiful exposure to

language in use and plenty of opportunities to use it are vitally important for student's development of knowledge and skill. Activities in CLT typically involve students in real or realistic communication, where the achievement of the communicative task they are performing. Thus, role-play and simulation have become very popular in CLT, where students simulate a television programme or a scene at an airport-or they might put together the simulated front page of a newspaper. Sometimes, they have to solve a puzzle and can only do so by sharing information. Sometimes, they have to write a poem or construct a story together.

What matters in these activities is that students should have to desire to communicate something. They should have a purpose for communicating (e.g. to make a point, to buy an airline ticket, or write a letter to a newspaper). They should focus on the content of what they are saying or writing rather than on a particular language form. They should use a variety of language rather than just one language structure. The teacher will not intervene to stop the activity; and the materials he or she relies on will not dictate what specific language forms the students use either. In other words, such activities should attempt to replicate real communication.

All this is seen as being in marked contrast to the kind of teaching and learning.

They are at opposite ends of a 'communication continuum'.



**Table 2.1** The Communication Continuum

Non-communicative activities	Communicative activities
1. No communicative desire	1. A desire to communicate
2. No communicative purpose	2. A communicative purpose
3. Form not content	3. Content not form
4. One language item only	4. Variety language
5. Teacher intervention	5. No teacher intervention
6. Materials control	6. No materials control

**Source:** Harmer (2005: 85)

Not all activities occur at either extreme of the continuum, however. Some may be further towards the communicative end, whereas some may be more non-communicative. An activity in which students have to go round the class asking questions with a communicative purpose, but with some language restriction, may be nearer the right-hand end of the continuum; whereas, a game which forced the use of only on structure (with the teacher intervening occasionally) will come near the non-communicative end.

A key to enhancement of communicative purpose and the desire to communicate is the information gap. A traditional classroom exchange in which one student asks *Where's the library?* and another student answers *It's on Green Street, opposite the bank* when they can both see it and both know the answer, is not much like real communication. If, however, the first student has a map which does not have the bank listed on it, while the other student has a different map with *post office* written on the correct building – but which the two participants have. In order for

the best student to locate the bank on their map, that information gap needs to be closed.

The communicative approach or communicative language teaching have now become generalized 'umbrella' terms to describe learning sequences which aim to improve the students' ability to communicate. This is in stark contrast to teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication. However, while it has been widely accepted for some time that communicative activities are vital parts of teacher's repertoire, it is less clear whether it is possible to pin down exactly what a communicative approach is. After all, most language teaching aims to improve the students' communicative ability, whatever techniques the teacher uses to promote this. And CLT has also includes snatches of drilling and focused language work despite the non-communicative nature of such activities.

Communicative language teaching has come under attack from teachers for being prejudiced in favor of Thai teachers by demanding a relatively uncontrolled range of language use on the part of the students. Thus, expecting the teacher to be able to respond to any and every language problem which may come up. In promoting a methodology which is based around group and pair work with teacher intervention kept to a minimum during, say, a role play, CLT may also offend against educational traditions which is aimed to supplant. CLT has sometimes been seen as having eroded the explicit teaching of grammar with a consequent loss among students in accuracy in the pursuit of fluency. Despite these reservations, however, the communicative approach has left an incredible mark on teaching and learning, resulting in the use of communicative activities in classrooms all over the world.

Nunan (1991: 279) lists five basic characteristics of communicative language teaching as follows:

- 1) An emphasis on learning to communicate through interaction in the target language.
- 2) The introduction of authentic texts into the learning situation.
- 3) The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- 4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- 5) An attempt to link classroom language learning with language activation outside the classroom.

Richard (2006) states that communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge:

- 1) Knowing how to use language for a range of different purposes and functions
- 2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

Johnson (1982) presents five principles of communicative exercise design as follow:

1) The Information Transfer Principle: Principle which entails conveying information from one person to another. An information transfer activity is an activity which students' attention is focuses on the ability to understand and convey the information content in a form different form the original (e.g. reading information to exact data in order to fill in a form.)

2) The Information Gap Principle: Whereby information is conveyed from a person who possesses it to a person who does not initially possess it but needs it. An information gap activity is an activity where students are missing the information they need to complete a task and need to talk to each other to find it.

3) The Jigsaw Principle: whereby each person possesses part of the information necessary to complete the task and they exchange information to complete the jigsaw. A jigsaw activity is the activity which each students has part of the information needed to complete a group task. The group must fit the pieces together to complete the whole.

4) The Task-Dependency Principle: The principle which a second task can only be done if the first task has been successfully completed, e.g. listening to or reading something and then using the information to produce something, e.g. oral report or written report. A task-dependency activity is the activity that students present the task in writing or speaking from something they read or listen to.

5) The Correction for Content Principle: Principle referring to the judgment of the student's language on its communicative efficacy in relation to a specific task.

The correction for content activity is activity that the student work in pair which one student describes something to her/his partner and the partner tries to reproduce the item from description.

### **2.5.2.1 Advantages and Disadvantages of Communicative Approach**

Many scholars discuss the advantages of communicative approach, as follows:

Finocchiaro and Brumfit (1983: 67) conclude some of the advantages of communicative language teaching as follows:

- 1) The meaning used in the approach is paramount.
- 2) It is not necessary to memorize the dialogue if it is used for communicative function.
- 3) Language items are needed to be contextualized.
- 4) Language learning is learning to communicate not learning structures, sounds or words.
- 5) Drilling is not a central technique. It may occur but peripherally.
- 6) At the beginning, the learners are encouraged to having the attempt to communicate.
- 7) Due to the classroom atmosphere, the cooperative relationship in groups and risk-taking activities are encouraged to take place.
- 8) The primary goal is fluency and acceptable language: accuracy is judged not in the abstract but in the context.
- 9) The students are expected to interact with other people, either in the flesh, through pair and group work or in their writing.

Nunan (1991) points out that the communicative approach emphasizes on learning to communicate in situations which enhance the students' experiences to link classroom language learning with activation outside the classroom.

Richards (2006) states that the communicative approach emphasizes on and aims at communicative competence. It enhances the students' ability to use language in communicative situation to satisfy their real-life communication.

Nitish (2012) states that the communicative approach improves the students' interesting in learning English after given more opportunities to communicate with others in the class.

Many scholars discuss the disadvantages of communicative approach as follows:

Finocchiaro and Brumfit (1983) mention that the teacher does not know exactly what language the students will use because they are not specified to use the language.

Hughes (1983) states that the communicative approach leads to the production of fluent but inaccurate language.

Brown (1994) reveals that in a communicative approach class, the teacher would try not to stop the learners to correct their grammatical errors. In this case, accuracy is ignored and "fossilization" of errors would occur and the fossilized errors may never be corrected.

### **2.5.3 Grammar-Translation Method (Traditional-Grammar)**

Rogova (1975) states that grammar-translation method is a foreign language teaching method derived from the classical method of teaching Greek and Latin.

Teaching by the means of the grammar translation focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language. It is taught in the form of isolated word lists.

Thornbury (2001) mentions that grammar –translation, as its name suggests, takes grammar as the starting point for instruction. Grammar –translation course follows a grammar syllabus and lessons typically begin with an explicit statement of the rule and are followed by exercises involving translation into and out of the mother tongue.

Celce-Murcia and McIntosh (1979: 3) claims that the key features of the grammar translation method are as follows:

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and the instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.



Larsen-Freeman (1986:13) provides a concise summary of descriptions of some common/typical techniques closely associated with the grammar translation method as follows:

- 1) Translation of a literary passage: Translating target language to native language.
- 2) Reading comprehension questions: Finding information in a passage, making inferences and relating to personal experience.
- 3) Antonyms/Synonyms: Finding antonyms and synonyms for words or sets of words.
- 4) Cognates: Learning spelling/sound patterns that correspond between L1 and the target language
- 5) Deductive application of rule: Understanding grammar rules and their exceptions, then applying them to new examples.
- 6) Fill-in-the-blanks: Filling in gaps in sentences with new words or items of a particular grammar type.
- 7) Memorization: Memorizing vocabulary lists, grammatical rules and grammatical paradigms.
- 8) Using words in sentences: Students create sentences to illustrate that they know the meaning and use of new words.
- 9) Composition: Students write about a topic using the target language.

#### **2.5.3.1 Advantages and Disadvantages of the Grammar-Translation Method**

Many scholars discuss the advantages of the grammar-translation method as follows:



Brown (1994) attempts to explain the following advantages of the grammar-translation method that are the reasons why the method is still employed.

- 1) This method requires few specialized skills on the part of teachers.
- 2) Grammar rules and translation tests are easy to construct and can be objectively scored.
- 3) Many standardized tests of foreign languages still do not attempt to test communicative abilities, so students have little motivation to go beyond grammar analogies, translations and other written exercises.

Nitish (2012) states that the grammar-translation method helps students to profoundly understand abstract meaning of foreign words and complex sentence structures; systematic grammatical knowledge develops students' clear grammatical concepts, exact understanding of words and translation capacity; extensive reading and recitation of original works cultivate students' reading and writing abilities.

Many scholars discuss the disadvantages of grammar-translation method as follows:

Larsen-Freeman (1986) points out that the disadvantages of grammar-translation method are as follows:

- 1) The grammar translation method may make the language learning experience uninspiring and boring.
- 2) The grammar translation method may also leave the students with a sense of frustration when they travel to countries where the studied language is used (they cannot understand what people say and have to struggle mightily to express themselves at the most basic level).

3) This method neither approaches nor encourages the students' communicative competence.

Brown (1994) mentions that the grammar-translation method does virtually nothing to enhance student communicative ability in the language.

Nitish (2012) reveals that students taught with the grammar-translation method have displayed some problems, such as emphasizing written language only while lacking in oral expressive ability.

In summary, teaching communicative English tenses for grade 9 students is to teach students to know the ways of using communicative English tenses correctly and grammatically. In this study, the instructional package on communicative English tenses is designed using the grammar translation method as well as the communicative approach. Based on grammar translation method in each lesson, the grammar rules and their concepts will be presented to the students first. Then let them practice using the learned tenses via the communicative tasks following the communicative approach.

## **2.6 Educational Innovations**

### **2.6.1 Meanings of Educational Innovations**

Educational innovations are defined by many educators as follows:

Pomkool (1994) explains that educational innovation is the introduction of new things used in teaching and learning in order to help the learners achieve their goals effectively.

Suntornprasert (2004) defines educational innovation as teaching materials that are developed systematically, invented, examined, and improved effectively before using.

Khamanee (2005) mentions that educational innovations are the introduction of new things, ideas or ways of teaching which is discovered or invented to solve learning problems.

Sinthapanon (2010) defines the educational innovation as the new discovery or invention things to assist teaching and learning, and to solve the learning problems in ideas, methods, techniques, materials, and instruments etc.

In conclusion, educational innovation is the new materials, ways or ideas in teaching. They are used to improve students' learning achievement and to solve the problems in teaching and learning, and to manage teaching and learning efficient.

### **2.6.2 Types of Educational Innovations**

There are two main types of educational innovations (the invention as well as the method and technique educational innovations) (Sinthapanon. 2010).

2.6.2.1 The invention educational innovations are the materials in learning and teaching. They help students clearly understand subjects, or improve students' skill efficiently. They are instructional package, drill, Computer-Assisted Instructional (CAI), games, cartoons, and tales, etc.

2.6.2.2 The method and technique educational innovations are the innovations that use the method or technique to improve students' learning. They are as follows: 1) The project approach, 2) CIPPA Model, 3) The thinking hats, 4) 4 MAT method, 5) S3QR method, 6) STAD technique, etc.

In summary, there are two main types of educational innovations: 1) invention educational innovation; they are things which teacher invents to use in teaching, 2) method and technique educational innovation; they are the ideas or the ways in which teacher used in teaching. Teachers have to provide the innovation to enhance and support students in achieving learning. For this study, as an educational invention, the instructional package is chosen to solve the problem on communicative English tenses.

## **2.7 Instructional Packages**

The instructional packages are known as a valuable and effective innovation utilized in teaching and learning which emphasized on student-centered learning approach. According to the prior studies, the major issues of the instructional packages collected and mentioned are as follows:

### **2.7.1 Definitions of the Instructional Packages**

There are many scholars defining the instructional packages as follows:

Campbell (1977) mentions that instructional package is significant in education since they provide a systematized process for conveying self-paced instruction to individual learners.

Promwong (1978) points out that instructional package is the way of utilizing multimedia corresponding to the contents and prior knowledge of each unit to assist changing learners' performance to be more efficient and achieved in learning.

Chaoha (1982) states that the instructional package is an arrangement to apply diverse materials in learning and teaching as well as an applying multimedia to

enhance learning experience for learners and correlate with learning objectives. It is kept in a box or package.

Wongyai (1982) affirms that the instructional package is the construction approach and exploiting of various materials engaging and supporting with each other, it is sometimes called multimedia. It should be appropriate with the content which influences changing behaviour of learners.

Khaunhawhech (1987 : 66-67) notes that instructional package is the multimedia tools that is set along with unit of learning, content, and experiences expected for learners to be learned. This instructional package is put in envelopes, boxes or bags depending on the producers. In order to create the instructional package, the systematic learning is employed to ensure that the learning process is systematic and let learners learn efficiently. Also, it helps teachers to be more confident and ready to teach.

Suntornprasert (2004) claims that instructional package is educational innovation of using the multimedia to integrate in teaching and learning. There are the purpose and system in teaching and learning to improve students' achievement effectively and systematically.

Sinthapanon (2010) reveals that instructional package is the educational innovation that teachers use in teaching and learning. It is the form of communication between teachers and learners that consist of teaching and learning materials, teaching and learning instruments, learning activities, and evaluations.

In summary, the instructional package is the multimedia or a collection of teaching material that is prepared and is set systematically for teaching and learning. There are clear purposes, the systems, and the steps in teaching and learning to help

teachers and learners achieve the goals. They are also the tools that help students learn quickly, systematically and thoroughly. Absolutely, teachers have to conduct and provide the appropriate instructional package to enhance the learners' achievement.

### **2.7.2 Benefit of Instructional Packages**

Campbell (1977) mentions that there are various benefits of instructional packages. Instructional packages release an instructor from the function of permanent transfer of skills and information, decrease tools requirements, and certify that each learner is revealed an unvarying instruction program.

Promwong (1978) states four main benefits of instructional packages:

- 1) encouraging teacher's preparedness and confidence because of complete preparation on contents, activities, tests, and materials in instructional packages,
- 2) procuring the same direction of learning and teaching process, 3) avoiding problems from teacher's emotion and ability, and 4) learners' working in group and giving them comments.

Laovanich (2006) mentions the nine following benefits: 1) it supports individual learning; students can learn in accordance with their interests, skills and their appropriate time, 2) it helps reduce the problem of insufficient teachers; it lets students learn autonomously or necessitates little assistance from instructors, 3) it assists to encourage non-formal education because students can take it everywhere, 4) it decreases teaching loads and makes teachers be further confident because it is classified in groups and can be utilized immediately, 5) it advocates learner-centered approach, 6) it helps teachers to evaluate students consistency with the objectives, 7) it provides the chances of students to indicate opinions, practice making decisions, and assist responsibility for themselves and society, 8) it provides

the similar education to groups of students efficiently, and 9) it makes students to gain respect or listens to others' opinions.

Sinthapanon (2010) reveals that the benefits of the instructional package are as follows: 1) the students can study by themselves by using instructional package. It is the practical in learning, reading and concluding the knowledge systematically, 2) doing the drill and exercise make students be a good learner who can solve the problem by themselves, 3) learning and teaching in step makes students be more discipline, 4) students have learn to work with the another, and to practice democracy, and 5) students can learn with the instructional package outside the classroom.

In summary, the instructional package provides many benefits for teaching students. It encourages a teacher to be confident, and to teach systematically. Students can achieve more knowledge if the teacher provides effective instructional packages for students.

### **2.7.3 Types of Instructional Packages**

The instructional package is divided into four following groups based on Sinthapanon (2010: 16-17):

2.7.3.1 The instructional package with lecture or teacher's instructional package is the instructional package which consists of a teacher's handbook, multi-teaching materials, teaching and learning activities, and teacher's explanation.

This instructional package type contains the only one unit in the package, and it will be used with every student in class.

2.7.3.2 The instructional package with group activity is the instructional package that conducts for a group learner. It aims for students to practice skills in each unit and allows learners to work as a team in each step.



### 2.7.3.3 The individual instructional package or individualization

instructional package is the instructional package for a self-learning process. Learners have to search for their skills and interests. It might be used either at home or at school. It aims mostly for learners to understand the contents and learners can assess the lessons themselves.

### 2.7.3.4 The mixed instructional package is the instructional package

that combines various teaching activities and various teaching materials together. Both group and individual work are used in this package. In some steps, students are taught by teachers, but sometimes students study by themselves.

## 2.7.4 Components of Instructional Packages

Campbell (1977) mentions that each instructional package consists of four basic elements as follows:

- 1) The introduction presents an outline of the instructional package, the terminal objectives, and the process of employing the instructional packages.
- 2) A pre-check is drawn to find out the scope of learner capability prior to instructional packages revelation (the outcomes can be identified and direct which instructional modules necessitate for a learner).
- 3) Printed modules of instruction which comprise an enabling objective, a training activity, resource, and feedback.
- 4) The criterion referenced assess or posttest, which appraises the learner's accomplishment of the terminal objective. Whereas some learners are expert with published materials, others need diverse sorts of media, for example, audio and video cassette tapes, sound filmstrip, and sound slide programs.



Promwong (1980) classifies the elements of the instructional package into four majors kept in the box to use conveniently:

- 1) Handbooks for teachers and students who teach or learn via the instructional package.
- 2) Contents and teaching materials which are managed in the form of mixed materials and activities.
- 3) Instructions which are student's ways to learn.
- 4) Evaluations which are the way to evaluate learning and teaching such as exercises, tests, and questionnaires.

Khaunhawhech (1987: 71) divides the instructional packages into four major components:

- 1) The instructional package manual and the lesson plan for teachers or for learners explaining how to use the kit in detail.
- 2) Instructional cards describing activities that they have to follow.
- 3) Contents and media or multimedia tools (lessons, programmes, slides, tapes, and so on) from which learners can study.
- 4) Assessment forms assessing their learning prior and after study. The form can be in the form of filling in the blanks, matching or doing some activities.

Suntornprasert (2004) concludes that the instructional package can be divided into four following parts:

- 1) The handbook of using instructional package: the details in the handbook consist of preface, table of content, explanation of using, lesson plan, exercise with key answer, and pretest and posttest with answer key.
- 2) Work cards telling learners to do the activities.

3) Contents and teaching and learning materials such as information sheets, activities, exercises or drills.

4) Evaluation forms

Sinthapanon (2010) divides the instructional package into the following eight components:

1) Explanation of using the instructional package telling the objectives, details and the ways of study to students.

2) Instruction cards or the details of steps in teaching and learning.

3) Activity cards or the details of the activity step.

4) Content cards or the details of content in each unit.

5) Exercise or work cards: the work or exercises that students do after learning the content.

6) Exercise answer key cards: the details of the correct answers of works and exercises.

7) Test cards: let students do before and after learning.

8) Test answer key cards or the detail of the correct answers of tests.

### **2.7.5 Steps in Constructing Instructional Packages**

Promwong (1978) mentions ten steps of constructing an instructional package.

1) Choose content categories and experiences.

2) Set learning units.

3) Set them by separating topics of each unit.

4) Set frameworks and principles.

5) Define purposes or objectives.

6) Define activities.

- 7) Define evaluations.
- 8) Select and product the instructional packages.
- 9) Analyze instructional packages proficiency and try out.
- 10) Use completed instructional packages.

Suntornprasert (2004) provides steps of conducting the instructional packages as follows:

- 1) Study and analyze the contents.
- 2) Plan learning and teaching activities.
- 3) Conduct teaching materials.
- 4) Analyze the instructional packages proficiency and try out.

Sinthapanon (2010) mentions that there are seven steps of conducting the instructional package as follows:

- 1) Choose the topic by studying the curriculum.
- 2) Set the contents by considering students' basic skills.
- 3) Set the objectives of teaching and learning.
- 4) Conduct the tests; pre test, post test, unit test.
- 5) Conduct the elements of the instructional package.
- 6) Plan the learning and teaching activity.
- 7) Conduct the teaching material.

For this study, the instructional package with lecture or teacher's instructional package is selected to solve students' problems on communicative English tenses.

The instructional package consists of 1) Instructions for Teacher, 2) Learning Objectives of Instructional Package, 3) Contents of Instructional Package, 4) Components of Instructional Package, 5) Teacher's Roles, 6) Students' Roles,

7) Lesson Plan, 8) Information Sheet 9) Worksheet 10) Worksheet Answer Key, 11) Observation Form, and 12) Worksheet Score Record Form. The researcher constructed instructional package following these steps:

1) select the topic by studying the curriculum, 2) specify the content, purpose, and concept of each unit, (2) plan the learning and teaching activity that relate to grammar translation method and communicative approach, 3) conduct the elements of instructional package, 4) conduct the pre- test, post-test and 5) try out and analyze instructional packages proficiency.

## **2.8 Satisfaction**

### **2.8.1 Definition of Satisfaction**

Many educators define the satisfaction as follows:

Chanpreecharat (2000 : 52) states that satisfaction is a person's feeling toward positive performance, such as favor, love, satisfy, and good attitude to work which occur from the need response.

Saengchai (2000 : 11) claims that satisfaction of performance is the feeling performers have toward performance. This feeling will motivate them to love to do on their duty. They want to do it, and find out the effective performance process. It leads them to an effective performance to achieve organization purpose.

Khinna (2003 : 29) indicates that satisfaction of performance is the performer's thinking or attitude toward his or her performance. It includes process, components, and factors of work. If it is positive, it provides satisfaction toward performance. They will devote labour, spirit, money and wisdom to work a lot.

In contrast, if it is negative, it provides dissatisfaction which leads to a lack of enthusiasm and bad performance. Satisfaction of performance is supported by the administrator to motivate the performers to want to act happily and achieve the performance efficiency based on the purposes of the organization.

In conclusion, satisfaction is the feeling toward something which occurs in the mind and affects a display of behaviour. In this study, student's satisfaction toward learning through instructional packages in communicative English tenses of grade 9 students.

### **2.8.2 Principles of Enhancing Motivation**

Issarapreeda (2003: 310) mentions that the principles of enhancing motivation in learning are as follows:

- 1) Praise and blame, both of them influence the students' learning.
- 2) In many examinations, scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning.
- 3) Self-learning always stimulate students to learn.
- 4) New teaching methods are used to enhance students' desire to learn.
- 5) Setting the prize for assignment enhances students' aspiration to learn.
- 6) Giving examples the students are familiar with is simple for students to comprehend.
- 7) Connection the new lessons with the knowledge that they have learned to support the students' learning.
- 8) Games and drama, learn by joining real situation is easy to understand for students.

9) Reducing and avoiding stressful situations are crucial factors helping students learn effectively.

In summary, motivation is an important element of learning. Motivated students develop into active and curious learning. Learners will have a positive effect on their performance.

### **2.8.3 Theories Related to Satisfaction**

There are variety of studies and theories about the motivations that will lead to satisfaction in the work.

Issarapreeda (2003: 310) considers Maslow's human needs theory; human always have the needs which never end and when he achieves some need, he will need something else. The followings are the 5 needs according to Maslow's human needs theory.

1) Basic physiological needs are the most basic and instinctive needs in the hierarchy, such as the needs for food, air, water, temperature, sleep, defecation, residence, clothes, medicine, relaxation, and sex.

2) Safety and security needs are the needs about shelter and removal from danger in work including security in economic status. Security needs are important for survival, but they are not as demanding as the physiological needs which include a desire for steady employment, health insurance, safe neighborhoods are shelter from the environment.

3) Love and belonging needs are the needs about love, acceptance, and being a part of groups. There are various groups such as family, and social group.

These needs are less basic than physiological and security needs.

4) Self-esteem needs are the esteem from others. They are the needs that influence display behavior of human in firstly.

5) Self-actualization is the highest level of human needs, such as, need to be a leader of organization and famous people.

In summary, stimulating and assisting learner's necessary satisfaction of the learning experience, and offering external satisfying cause their achievements. In addition, creating an awareness of just treatment is also important, and the strength of learning by affording useful and fair feedback are main factors in learning.

## 2.9 Efficiency

### 2.9.1 Definition of Efficiency

Efficiency of the instructional packages refers to the quality of the multimedia package that is created in the instruction set. It facilitates and reinforces students' learning the content effectively (Promwong. 1980).

### 2.9.2 How to Find out the Efficiency of Instructional Materials by Empirical Approach

Instructional materials are tried out with the target groups of students.

Most of instructional materials are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test as follows (Kitrakarn. 2001).

Two numeric values such as  $E_1/E_2 = 75/75$ ,  $E_1/E_2 = 80/80$ ,  $E_1/E_2 = 90/90$ , etc.

The criteria of calculating for the efficiency such as  $E_1/E_2 = 80/80$  has meaning as follows.

Standard criterion 80/80, first standard criterion 80 (efficiency of the process) is percentage of learners' total means scores from exercises scores of instructional packages. Second standard criterion 80 (efficiency of the outcomes) is percentage of learners' total means scores from achievement test (Post-test). The statistics are as follows:

$$E_1 = \frac{\sum X}{N} \times 100$$

$E_1$  = Efficiency of the process

$\sum X$  = The total scores of exercises that the samples gain.

$N$  = Number of samples

$A$  = Total score of the exercises in the lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

$E_2$  = Efficiency of the outcomes

$\sum F$  = The total score of samples who pass the post-test

$N$  = Number of samples

$B$  = Total score of the post-test in the lessons

Standard criterion to find out the efficiency of instructional materials should be 75/75, 80/80, 85/85, or 90/90 depending on the contents and characteristics of



subjects. Normally, we define standard criterion 75/75 for the subject with relation to skill or attitude, and 80/80, 85/85, or 90/90 for the subject with relation to cognition. The level of mistake is accepted at 2.5 percentages.

Efficiency criterion refers to the levels of efficiency of the instructional packages employed in classroom activity and helps reinforce students' learning and leads the satisfaction to those teachers who construct them. Defining efficiency criterion can be defined by assessment the two kinds of the students' behavior: efficiency of procedure (E1) assessed by noticing the students' learning activities performance continuously and efficiency of result (E2) assessed by post-test or final examination. Efficiency is expected as the criterions that satisfy the teachers with the students' learning behavior. Efficiency is defined as percentage of the students' whole score.

Srisa-ard (2002: 153-156) mentions that the development of teaching and learning or innovation is inevitable to do the trial and find the efficiency of development to ensure that it is valuable for teaching and learning activities. Finding the efficiency, the criterion widely used is 80/80 which comprises of two approaches are as follows:

- 1) Consider from the most of the students (80 %) who are able to achieve learning outcomes at a high level (80 %). In this case the innovation used take less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who scores at least 80% of the total score.

- 2) Consider the result during and at the end of the procedure which is average in high level (80 %). In the case of teaching several times with lots of contents such as three chapters and the measurement during the study(formative) take several times,

the criterion 80/80 have the following meanings, namely, the first criterion set 80 is the efficiency of the process (E1), and the second criterion set 80 is the efficiency of the overall effect (E2).

Srisa-ard (2002 : 156) also indicates the concepts of determining the criterion as follows:

1) The efficiency criterion can be set variously depending on the researcher himself. If he wants high efficiency, the criterion may be set at 90/90, but in this case it may have problems that the efficiency can not be achieved the goal. It is not easy to get most of the students scored an average of almost 90 %. Therefore, the criterion set 90/90 is not determined in most research. It is likely to set lower than 80 in both the process and the overall effect as the criterion set 70/70 that means the teaching material developed is effective and can be used to develop most students to achieve their learning at high levels. The criterion set 50/50 or 60/ 60 indicates that the students can be developed average score on one half or slightly more than half (60%), which is unlikely to be enough, it should be developed to be at a more higher level.

2) The criterion set 80/80 is not defined as the ratio between the two parts. Generally, it is not interpreted by the comparison. Therefore, the researchers can not only write in the form 80/80 but also 80,80 or even a criterion 80% of the overall process and results. The 80/80 separates the efficiency of the process, the first 80 and the overall effect, the second 80.

3) The researcher may set the two parts which does not equal as the criterion set 70/80 which means that the efficiency of process is 70% and the overall efficiency is 80%. However, it is not commonly defined in such a manner.

To find out the efficiency of the instructional packages for teaching communicative English tenses which is a kind of improving skill, so standard criterion 75/75 is used in this study.

## **2.10 Previous Studies Related to the Present Study**

There are research works related to this study. The details are as follows:

### **2.10.1 The Previous Studies on Instructional Packages in Thailand**

Suriyanyong (2001) studied the development of peer-tutoring using instructional packages on English achievement for grade 8 students. The samples were 30 grade 8 students who studied in academic year 2001 at Sadao “Khanchaikampalanonanusorn” School, Amphoe Sadao in Songkla by a simple random sampling method. The results of the study revealed as follows :

1) The efficiency of the peer-tutoring package was 80.94/81.00 which was higher than criterion set at 80.80; 2) The learning achievement of communicative English of post-test after the treatment of the peer-tutoring package was higher than pre-test with statistically significant differences at the level .01; and 3) The measurement of teaching circumstances after the treatment of peer-tutoring package, showing the student’s satisfaction and the peer-tutor toward teaching through instructional package were at a high level while that on the instructional atmosphere was at a very high level.

Thiranan (2001) examined the development of instructional packages on English for communication for Prathomsuksa 6 students. Twenty-three participants were selected by purposive sampling. The instruments used in this study were the exercises of each instructional packages, and learning achievement test.

The results of the study revealed that the efficiency of instructional packages on English for communication for Prathomsuksa 6 students was 88.40/95.65, which was higher than the standard criterion 80/80.

Chaiyasit (2003) constructed English instructional activities package emphasizing communicative skill development for Matthayomsuksa II students. Communicative skill tests were used with fifty participants. The statistic devices in this study were percentage and mean. The analysis result was found that the efficiency of instructional activities packages was 83.00/82.00 which was higher than the standard criterion 80/80.

Puncharoen (2005) investigated the development of a song instructional package for teaching English to Matthayomsuksa four students at Krabaiwongkusonkitpittayakhom School, Ratchaburi Province. The participants were thirty-four Matthayomsuksa 4 students. The instruments were grammar achievement test, and learners' opinion questionnaire towards learning via song instructional packages. The statistical devices were percentage, mean, standard deviation, and t-test. The results indicated that: 1) the efficiency of the instructional package of songs was 86.12/81.18 which was higher than the 75/75 criterion; 2) the learners' achievement in listening after employing the ten lessons instructional package of songs was significantly higher than that before employing the instructional package of songs at the .05 level; and 3) the learners' opinions toward learning via the 10 song instructional packages were highly positive.

Yanworrapong (2007) investigated the development of learning-centered instructional packages on easy tense in fundamental English course for grade 9 students. The samples were fifty-six grade 9 students selected by simple random

sampling. The research instruments used in the study were the learning-centered instructional packages on easy tense composed of 4 tenses, achievement test, and learners' satisfaction questionnaire. The statistic devices in this study were percentage, mean, standard deviation, and t-test. The findings were: 1) The efficiency of learning-centered instructional package on easy tense was 81.34/84.51 which was higher than the standard criterion 80/80; 2) Learning achievement of learners through learning-centered instructional packages on easy tense in the post-test was higher than that in the pre-test with statistical significance at level 0.05; and 3) Learners' satisfaction towards instruction via learning-centered instructional packages was the high level at 4.20.

Hortong (2008) constructed the instructional packages for English communication skills by using cooperative learning entitled "Uttradit: The town of Beauty" for 9<sup>th</sup> grade students. The results revealed that the packages had an efficiency of 74.56/79.18 which was higher than the standard criterion 80/80 and the students' satisfactions toward learning through instructional packages were at the most satisfactory level.

Kumchompoo (2008) investigated the development of the English for communication instructional package entitled food and health for Mathayomsuksa 5 students. The samples were thirty-eight students selected through simple random sampling. The research instruments were the English for communication instructional packages, and the 46-item objective type of communicative competence test. The findings were: 1) The instructional packages developed had an efficiency value of 83.19/79.48 which was higher than the standard criterion 75/75;

2) The communicative achievement of the students after learning with the instructional package was higher than before the learning with .05 level of significance; and 3) More than 70% of students significantly overtook the criteria at 75% of entire scores at .05 level.

Phongpanit (2008) developed the instructional packages to develop writing skill for Prathomsuksa 1 students. The results showed that the instructional packages had an efficiency value of 74.76/73.30; the students' achievement in listening after using the instructional package was significantly higher than that before using the instructional packages of songs at the .01 level; and the students' opinions toward the instructional package were highly positive.

Srisaeng (2008) investigated the development of English writhing skill through instruction packages on the past simple tense for grade 8 students. The samples were 25 grade 8 students in the 2008 academic year at Phonngampittayanukulschool, Mahasarakham Educational Service Area Office 9, by purposive sampling. The instruments used for data collection were 20 lesson plans, 4 instructional packages on the past simple tense, a 40-item achievement test, assessment from of instructional packages quality, and satisfaction questionnaire. The statistic devices in the research were percentage, mean, standard deviation, and t-test. The findings of this study were: 1) The developed instructional packages on the past simple tense had an efficiency value of 81. 65/79.5 which was higher than the criterion set at 75/75; 2) Learners achievement in the post-test was higher than that in the pre-test with statistical significance at level . 01, revealing the samples' higher English language proficiency 3) The effectiveness index of instructional packages on the past simple tense was . 6543 indicated that learners progressed in learning at



65.43%; and 4) The learners' satisfaction towards learning via instructional packages on past simple tense was the highest level at 4.90.

Namkaew (2011) investigated the development of instructional packages of English writing on past tenses for grade 11 students. The samples in this study were 26 grade 11 students who took fundamental English (E32102) course in the second semester off academic year 2010 at Thantongpittayakom School, Lamplaimat District, Buriram Province under the Secondary Educational Service Area Office 32, selected by using simple random sampling technique. The findings were as follows:

1) The efficiency of instructional packages writing on past tenses was 79.53/76.08 which was higher than the criterion set at 75/75, 2) The achievement of the students' past-test mean scores were higher than the pre-test mean scores towards instructional packages of English writing on past tenses with statically significant difference at .01 level, 3) The effectiveness index of instructional packages of English writing on past tenses was at 0.6722 which indicated that learner's progress from learning through instructional packages was 67.22 %; and 4) The students' satisfactions toward learning past tenses through instructional packages were at more satisfactory level.

Narmratch (2011) investigated the development of instructional packages in English grammar on conditional sentences for 10<sup>th</sup> grade students. The samples were 33 10<sup>th</sup> grade students who enrolled the fundamental English (E31102) course in the second semester of the academic year 2011 at Thantongpittakhom School in Lamplaimat District, Buriram Province, selected by using purposive sampling technique. The findings were as follows: 1) the instructional packages in English grammar on conditional sentences for 10<sup>th</sup> grade students had an efficiency of 78.83/77.42 which was higher than the standard criteria set at 75/75,

2) the 10<sup>th</sup> grade students who learned by instructional packages in English grammar on conditional sentences after learning had higher achievement than before learning at the .01 level of statistical significance, 3) the index of efficiency of the instructional packages in English grammar on conditional sentences equaled 0.6925 which was 69.25% students reported that they were developed, and 4) the 10<sup>th</sup> grade students were satisfied toward the instructional packages in English grammar on conditional sentences as a whole at more satisfactory levels.

Chamnannarong (2013) studied the development of an English instructional package on the simple present Tense for Matthayomsueksa two students at Ramkhamhaeng University Demonstration School, the researcher computed the level of efficiency of an English instructional package by reference to the standardized criterion of 80/80. The researcher also compared the academic achievement in the English subject on the simple present tense by selecting Matthayomsueksa two students instructed by the packages developed by the researcher and traditional methods. Finally, the researcher compared attitudes toward the English subject between the students instructed using the packages and those instructed by traditional methods. Using the simple random sampling method, the researcher collected two classrooms of eighty students, which was subsequently divided into an experimental group and a control group of forty students each. Statistical techniques used by the researcher involved computation determining the efficiency of the English instructional package and t-test. Findings were as follows: 1 ) the English instructional package on the simple present tense was found to show an efficiency level for E<sub>1</sub>/E<sub>2</sub> at 81.32/80.83,



2) the students instructed using the package displayed scores falling into an average range at a higher level than was the case for students instructed by traditional methods at the statistically significant level of .05, and 3) the students instructed by the packages developed evinced positive attitudes toward the English subject at a higher level than those instructed by traditional methods at the statistically significant level of .05.

### **2.10.2 The Previous Studies on Instructional Packages in Abroad**

Giles (1975) studied the value of learning centered instructional packages for Prathomsuksa level. It was found that the students' learning achievement in the experimental group was higher than the control group with statistically significant difference at the level of .01.

Hinrichs (2008) studied vocabulary and comprehension knowledge growth of first-grade English-language learner using an instructional package. The students engaged in the study were English-language learners (ELLs), all with different first languages. The students attended sessions for a total of 21 weeks. Vocabulary data were investigated in four ways: difference on scores from baseline through instruction, from pretest to posttest, from posttest to a maintenance test 12 weeks following the conclusion of the study, and usage of targeted words utilized during retelling. Listening comprehension data were examined in two ways: difference in scores in each element from baseline through instruction and achieving benchmark expectations for a complete retelling. A review of the data showed all of the students revealed positive change in all areas. The results of this study suggested that

the instructional package may be employed by grade-level teachers with their different population of young English-language learners to positively impact their vocabulary knowledge and listening comprehension.

Oyelekan and Olorundare (2009) developed and validated a computer instructional package on electrochemistry for secondary schools in Nigeria. It revealed that package was found to produce a very good performance level in the students when employed for electrochemistry instruction.

In summary, the results of the previous studies indicate that using instructional packages are useful and help students learn quickly, systematically and thoroughly. Consequently, the researcher has to conduct and provide the appropriate instructional package to enhance the learners' achievement.

## **2.11 Summary of the Chapter**

This chapter has provided the details of the basic education core curriculum B.E.2551 (A.D.2008), grammar, tense, definition of communication, teaching communicative English tenses, educational innovations, the instructional packages, satisfaction, and efficiency. Finally, this chapter finished with previous studies related to the present study. In order to explain how the study is conducted, the description of methodology will be presented in the next chapter.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the approach that taken to conduct a study to evaluate the development of the instructional packages on communicative English tenses for grade 9 students. This chapter is organized into six sections: 1) Population and Samples; 2) Research Instruments; 3) The Construction of Research Instruments, 4) Data Collection; 5) Data Analysis; and 6) Statistics Used in Data Analysis.

#### 3.1 Population and Samples

3.1.1 The population of this study included 76 grade 9 students who studied the Fundamental English course (E23101) in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under The Secondary Educational Service Area Office 32.

3.1.2 The samples of this study were 24 grade 9 students who studied Fundamental English course (E23101) in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under The Secondary Educational Service Area Office 32. Class 3/1 was selected to be the sample group from 3 classes by simple random sampling, using the class as the sampling unit.

## 3.2 Research Instruments

The main instruments employed for this study were as follows:

3.2.1 The instructional packages on communicative English tenses for grade 9 students which were instructional packages with lecture or teacher's instructional package which conducted by the researcher including 2 instructional packages namely, 1) Instructional Package 1: Present Simple Tense "What time do you get up?" and 2) Instructional Package 2: Past Simple Tense "Did you have a good vacation?".

The instructional package on communicative English tenses was designed relied on grammar translation method as well as the communicative approach. Based on grammar translation method in each lesson, the grammar rules and their concepts were presented to the students first. Then they were allowed to practice using the learned tenses via the communicative tasks following the communicative approach. Each of instructional packages contains the following:

3.2.1.1 Instructions for Teacher

3.2.1.2 Learning Objectives of Instructional Package

3.2.1.3 Contents of Instructional Package

3.2.1.4 Components of Instructional Package

3.2.1.5 Teacher's Roles

3.2.1.6 Students' Roles

3.2.1.7 Lesson Plan

3.2.1.8 Information Sheet

3.2.1.9 Worksheet

3.2.1.10 Worksheet Answer Key

3.2.1.11 Observation Form

#### 3.2.1.12 Worksheet Score Record Form

3.2.2 Achievement Test (pre-test and post-test) about communicative English tenses of grade 9 students, including 40 multiple-choice questions.

3.2.3 The Satisfaction Questionnaire on students' satisfaction towards instructional packages designed to gather the information from the samples in this investigation. The questionnaire consisted of 10 items with the five-point rating scale questionnaire.

### **3.3 The Construction of Research Instruments**

The procedures of instruments construction and the determination of the instruments' efficiency were explained as follows:

#### **3.3.1 The Instructional Packages on Communicative English Tenses for Grade 9 Students**

The instructional packages on communicative English tenses for grade 9 students were constructed by the researcher in the following steps:

3.3.1.1 The researcher studied and analyzed the problems while learning and teaching English through observation, teaching records, and students' learning report.

3.3.1.2 The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) about vision, principles, goals, learners' key competencies, desirable characteristics, indicators, learning areas, strands and learning standards of foreign languages.

3.3.1.3 The researcher studied and reviewed the principles, the theories, and the procedures of instructional packages.

3.3.1.4 The researcher chose the appropriate contents and designed the purposes, objectives and contexts of the instructional packages based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

3.3.1.5 The researcher constructed 2 instructional packages including instructional Package 1: Present Simple Tense “What time do you get up?” and instructional Package 2: Past Simple Tense “Did you have a good vacation?”.

3.3.1.6 The instructional packages were examined by the thesis advisors about content validity quality and overall picture. Then the researcher developed the instructional packages based on the advisors’ suggestions.

3.3.1.7 The instructional packages were examined by 3 experts (See Appendix A) about content validity quality by using Likert’s rating scale as follows (Srisa-ard. 2000: 102).

5 marks for the most appropriate

4 marks for more appropriate

3 marks for average appropriate

2 marks for less appropriate

1 marks for the least appropriate

Therefore, it was confident that the instruments used in this research presented accept validity. The names of three experts were as follows :

1. Associate Professor Dr.Tuanjai Pinkoed, English Professor at Rambhai Barni Rajabhat University.

2. Miss Sumitra Pankulbadee, the English lecturer at Buriram Rajabhat University.

### 3. Miss Kanokwan Usawai, the English lecturer at Rambhai Barni

Rajabhat University.

3.3.1.8 The researcher analysed the scores from the experts to find out mean scores to compare with these criteria (Srisa-ard. 2002: 99-103):

Meaning		Opinion Level
4.51 - 5.00	means	It is the most appropriate
3.51 - 4.50	means	It is more appropriate
2.51 - 3.50	means	It is average appropriate
1.51 - 2.50	means	It is less appropriate
1.00 - 1.50	means	It is the least appropriate

Appropriate mean score at 3.50 and upper were considered that the instructional package can be utilized (See Appendix B). The mean score obtained was 4.00 (S.D. = 0.36).

3.3.1.9 The researcher developed the instructional packages based on the experts' suggestion and proposed them to check again.

3.3.1.10 The instructional packages were tried out with 30 grade 10 students who were not the samples in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under The Secondary Educational Service Area Office 32 to find out the efficiency which the efficiency of the instructional packages was 77.27/75.08 (See Appendix C).

To evaluate the efficiency of the instructional packages on communicative English tenses: there are three steps to perform. The three steps of the pre-trials were as follows (Promwong. 1978).



### **1) The individual trial**

The instructional packages on communicative English tenses were used with 3 different proficiency level students at Muangphochaipittayakom School , namely 1 high proficiency student, 1 moderate proficiency student and 1 low proficiency student who were not the samples in the study. The criteria of discrimination to divide the students into different levels of English learning achievement were as follows:

1) the students who had got grade 4 in English was high proficient student, the student who had got grade 2 or 3 was moderate proficient student, and the student who had got grade 1 was low proficient student; and 2) the three students were allocated to carry out a pre-test, and they learned communicative English tenses by using instructional packages for 16 fifty-five minute periods. While the students were studying via the instructional packages on communicative English tenses, they were requested to do the exercises. After that, they were requested to do a post-test and give some opinions about instructional packages for a period. The problems found in this step were the time used in teaching each lesson plan is not suitable, and the exercises had some mistakes. Then the researcher improved the instructional packages based on the teaching report and the students' comments.

### **2) The small group trial**

The 9 students who participated in this step were 3 high proficiency, 3 moderate proficiency, and 3 low proficiency students. They were asked to do a pre-test for a period, and then they learned communicative English tenses via the instructional packages for 16 fifty-five minute periods. While the students learned via the instructional packages, they did the exercises. Then they were asked to do

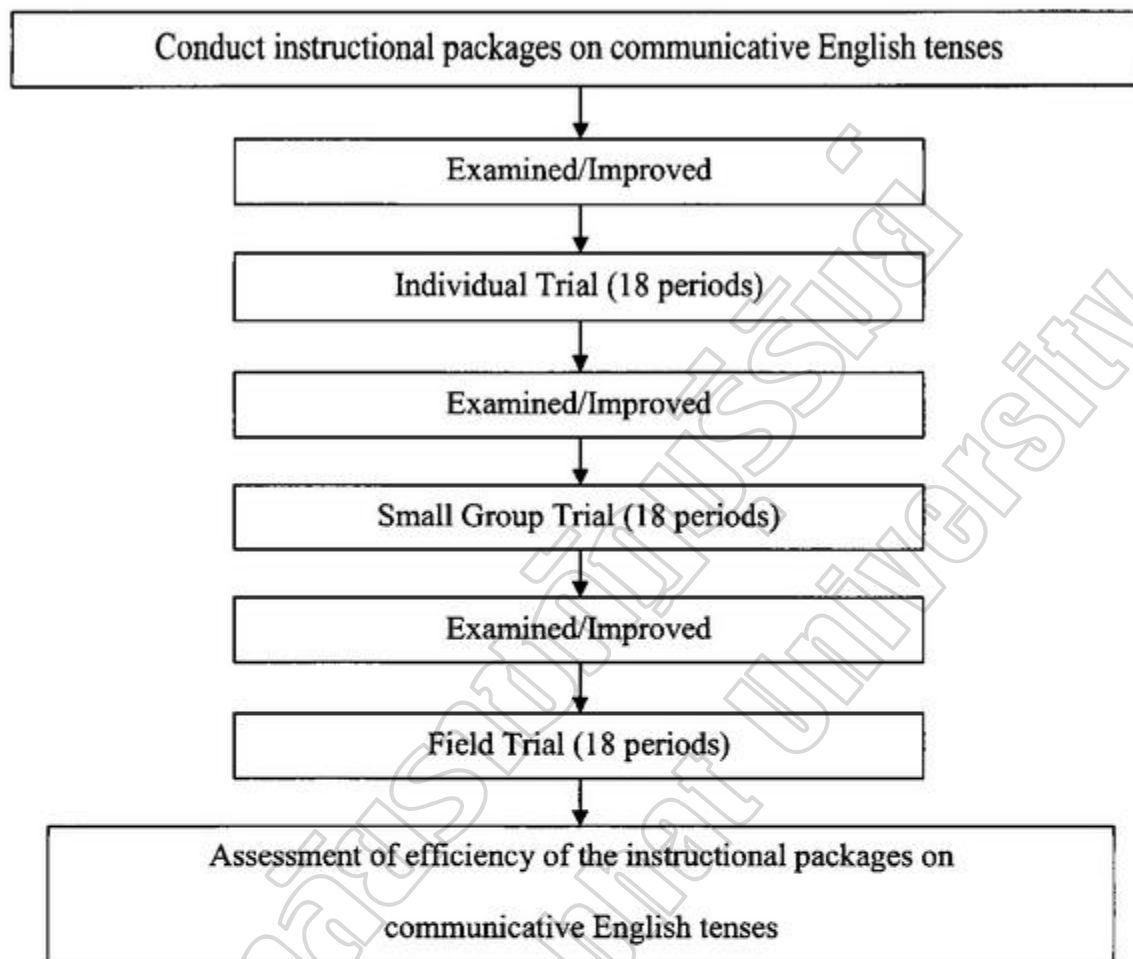


a post-test and provided some opinions for a period. The problem found from this step was the time used in teaching each lesson plan is not suitable. Then the researcher improved the instructional packages based on teaching report and the students' comments.

### **3) The field trial**

In this step, there were 30 students with three different proficiency levels of English. They did the pre-test for a period. Then they learned through instructional packages for 16 fifty-five minute periods, they did the exercises while learning via instructional packages. After learning, they did post-test. The scores of the exercises in the instructional packages on communicative English tenses, and the post-test scores from the field trial were used to find out the efficiency of the instructional packages based on 75/75 standard level (Promwong, 1978). In this step, the efficiency of the process ( $E1=77.27$ ), and the process of the outcomes ( $E2=75.08$ ) were analyzed from the students' exercises and a post-test, respectively. The result of the field trial revealed that the efficiency index of the instructional packages on communicative English tenses was  $77.27/75.08$  which met the criterion set.

To conduct this study, the assessment of efficiency of the instructional packages on communicative English tenses was performed as shown in the following figure.



**Figure 3.1** Steps of Trying out Instructional Packages

Source: Suwanbenjakul (2002: 52).

3.3.1.11 The researcher constructed the complete instructional packages to use with the samples. (See Appendix D).

### 3.3.2 Achievement Tests

These tests are both the pre-test and the post-test, they were constructed and tried out by the researcher. The test comprised of 40 multiple-choice questions.

The procedures of construction of the tests were as follows:

3.3.2.1 The researcher studied a syllabus for secondary level of English subject and the content of the essential and usual English grammar on tenses use for

communication for grade 9 students were consisted of: Present Simple Tense, and Past Simple Tense.

3.3.2.2 The researcher studied literature review on how to construct the test.

3.3.2.3 The researcher constructed the test about Present Simple Tense, and Past Simple Tense that consists of 60 multiple-choice questions with four alternative answers.

3.3.2.4 The items of the test were edited and revised by the advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phattiyathanee, 2003, 219).

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

3.3.2.5 The researcher calculated IOC index, and chose the questions which have the IOC index at level 0.5-1.00 to be a test in which the IOC of each item was 0.67 – 1.00 (See Appendix E).

3.3.2.6 The test was tried out with the other class students who studied in grade 10 who were not the samples in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under the Secondary Educational Service Area Office 32.

3.3.2.7 An item analysis was carried out from the data obtained from

the study. Each question was analyzed for the discrimination power (B) by Brennan method and using the software program to calculate the data. The criteria set used to select the test items were level of difficulty (p) at 0.20 - 0.80 of the discrimination power (B) at 0.20 – 1.00 (Srisa-ard. 2002: 82-84). It indicated that the level of difficulty (p) was at 0.47 - 0.80, and the discrimination power (B) was at 0.21 - 0.92 (See Appendix F).

3.3.2.8 The reliability of the test was determined by using the Lovett's method (Rcc). The software program is used to calculate the data, the reliability of the test will be accepted at  $\geq 0.7$  (Srisa-ard. 2002: 96). It indicated the reliability of the test was at 0.98.

3.3.2.9 The researcher selected the approved 40 test items as a pre-test and a post-test (achievement test) (See Appendix G).

### 3.3.3 Satisfaction Questionnaire

The researcher designed and created a questionnaire concerning satisfaction of students towards learning through instructional packages on communicative English tenses for grade 9 students which comprised 10 questions with five-point rating scales questionnaire of Likert's rating scale. Five-point Likert scales used for rating their satisfaction were as follows (Srisa-ard. 2002: 102).

Meaning		Opinion Level
5	means	Most satisfactory
4	means	Very satisfactory
3	means	Average satisfactory
2	means	Less satisfactory
1	means	The least satisfactory

The questionnaire was constructed and developed gradually as follows:

3.3.3.1 The researcher studied literature on satisfaction.

3.3.3.2 The researcher studied literature on how to construct the satisfaction questionnaire as defined by Likert's method of five-point rating scales.

3.3.3.3 The researcher gathered and arranged the issues concerning learning through instructional packages on communicative English tenses into a list.

3.3.3.4 The researcher proposed the statements to the thesis advisors before creating 15 statements based on the issues compiled from learning via instructional packages on communicative English tenses.

3.3.3.5 The statements were examined by 3 experts to check for correctness and appropriation. There were five scales as follows (Srisa-ard, 2002: 102):

Strongly agree	gives	5 scores
Agree	gives	4 scores
Uncertain	gives	3 scores
Disagree	gives	2 scores
Strongly disagree	gives	1 score

The researcher calculated to find out the mean scores. The appropriate scores at 3.50 and upper were considered as the questionnaire items statement, the mean scores was 4.20 (See Appendix I). The researcher edited and revised the questionnaire if they had weak points. After that the questionnaire was proposed to the experts again.

3.3.3.6 The researcher organized the statements to try out with grade 10 students who were not samples at Muangphochaipittayakom School in academic year 2013.

3.3.3.7 Each item of the five-point rating scales was calculated by utilizing Pearson's Correlation Coefficient formula ( $R_{xy}$ ) to find out the discrimination power which had to be at 0.2792-1.00 level (Srisa-ard, 2002: 110). The discrimination was at 0.61-0.71 (See Appendix J)

3.3.3.8 The researcher selected 10 statements which had the most significant differences at level .05 to be part of the questionnaire. Then, it was tried out again to find out the reliability.

3.3.3.9 The method of Coefficient Alpha of Cronbach ( $\alpha$ -Coefficient) (Srisa-ard, 2002: 99) was used to find out the reliability coefficient of which the value must be more than 0.80. The data was calculated by a software program. The reliability coefficient of the questionnaire was 0.89 (See Appendix J).

### **3.4 Data Collection**

In this study, research design was the experimental design in the type of the quasi-experiment in the form of One Group Pretest - Post-test Design as shown in Table 3.1 below:

**Table 3.1:** Research Design

Group	Pre-test	Treatment	Post-test
Experimental	T <sub>1</sub>	X	T <sub>2</sub>

T<sub>1</sub> is Pre-test

X is Learning communicative English tenses via instructional packages or treatment

T<sub>2</sub> is Post-test

To collect the data, the present study included tests, and the satisfaction questionnaire. The procedures for collecting data were as follows:

3.4.1 The samples did the pretest at the beginning of a class and then the samples were orientated to understand about learning via instructional package for 1 period.

3.4.2 Then they were taught communicative English tenses by using the instructional packages and did the exercises for 16 periods. In each instructional package, the students were taught the grammar on tenses rules and then they were asked to do the exercise about grammar on tenses. After that, the students were practiced to use the learned tenses to communicate in situations that relate to daily life.

3.4.3 A post-test was given to all of the samples after the class for 1 period.

3.4.4 After doing a post-test, the samples were asked to fill out the questionnaires for their satisfaction about learning via instructional packages.

The steps of data collection can be illustrated as follows.

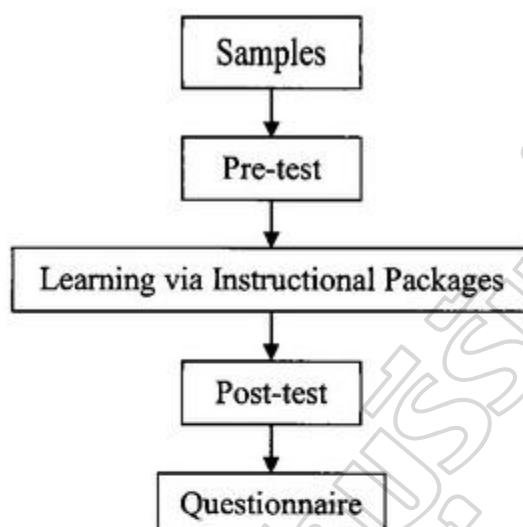


Figure 3.2: Steps of Data Collection

### 3.5 Data Analyses

The collected data was analyzed and deduced by using the data analysis methods as follows.

#### 3.5.1 The data obtained from the exercises, pre-test and post-test

3.5.1.1 In order to evaluate the students' English proficiency before and after being taught through instructional packages, the pre-test and post-test were computed to find out percentage (%), mean ( $\bar{x}$ ) and standard deviation (S.D.).

3.5.1.2 The scores obtained from the exercises and a post-test were calculated to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3.5.1.3 A dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to detect a significant difference set at .05

#### 3.5.2 The data obtained from the satisfaction questionnaire

In order to evaluate the students' satisfaction toward learning communicative English tenses via instructional packages, the data from five-rating scales were



computed for mean ( $\bar{x}$ ) and standard deviation (S.D.). The following criterion is employed for interpretation (Srisa-ard. 2002: 103).

Meaning		Interpretation
1.00 – 1.50	means	The least satisfactory
1.51 – 2.50	means	Less satisfactory
2.51 – 3.50	means	Average satisfactory
3.51 – 4.50	means	More satisfactory
4.51 – 5.00	means	The most satisfactory

### 3.6 Statistics Used in Data Analyses

#### 3.6.1 Statistics use to find out the quality of instruments

3.6.1.1 Validity of achievement test by using IOC (Index Item of Congruence) formula (Phattiyathanee. 2003: 220) as follows:

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between Question and Objective

$\sum R$  = Total Scores of Experts' Opinion

N = Number of experts

3.6.1.2 The discrimination index of each question of the test (B) by using Brennan's method (Srisa-ard. 2002: 90).

$$B = \frac{U}{n_1} - \frac{L}{n_2}$$

B = Discrimination Index

U = Number of the Students who Pass the Examination which Correctly Answered

L = Number of the Students who Fail the Examination which Correctly Answered

f = Number of Students in High Group and Low Group which are Equal

$n_1$  = Number of the Students who Pass the Examination

$n_2$  = Number of the Students who Fail the Examination

3.6.1.3 The reliability of the test by using Lovett's method (Srisa-ard.

2002: 96).

$$R_{cc} = 1 - \frac{k \sum X_i - \sum X_i^2}{(k-1) \sum (X_i - C)^2}$$

$R_{cc}$  = The Reliability of the Test

k = Numbers of Question

$X_i$  = Each of Student's Scores

C = Criterion Scores of the Tests

3.6.1.4 Discrimination of each item for five-point rating scale

questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002: 110)

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$r_{xy}$  = Correlation Coefficient between Variable X and Variable Y

X = Total Scores of Variable X Index

$\sum Y$  = Total Scores of Variable Y Index

$\sum XY$  = Total of Multiplied Result between Variable X and  
Variable Y

$\sum X^2$  = Total Scores of Variable X Index's Square

$\sum Y^2$  = Total Scores of Variable X Index's Square

N = Number of a Pair of Variables Index or Number of  
Samples

3.6.1.5 Reliability coefficient of the satisfaction questionnaire by using  
Cronbach's Alpha coefficient ( $\alpha$ -Coefficient) (Srisa-ard. 2002: 99)

$$\alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

$\alpha$  = Reliability Coefficient

k = Number of Statements

$\sum S_i^2$  = Total of Each Statement's Variance

$S_t^2$  = Variance of Total Scores

3.6.1.6 The efficiency of instructional packages ( $E_1/ E_2$ ) (Kitrakarn.  
2001: 44-49)

$$E_1 = \frac{\frac{\sum X}{N}}{A} \times 100$$

$E_1$  = Efficiency of the Process

$\sum X$  = Total Scores of Post-test

$N$  = Number of Samples

$A$  = Total Score of the Exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

$E_2$  = Efficiency of the Outcomes

$\sum F$  = Total Score of Students who Pass the Post-test

$N$  = Number of Samples

$B$  = Total Score of the Post-test in the Lessons

### 3.6.2 Basic Statistics Used to Analyze the Data

#### 3.6.2.1 Percentage (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

$P$  = Percentage

$f$  = Frequency of the Data

$N$  = Numbers of Total Frequency

#### 3.6.2.2 Mean ( $\bar{x}$ ) (Srisa-ard. 2002: 105)

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$  = Mean

$\sum x$  = Total Scores in Group

$N$  = Number of Scores in Group

### 3.6.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002: 106)

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N-1}}$$

S.D. = Standard Deviation

X = Score of Each Item

$\bar{X}$  = Mean

N = Number of Scores in Group

$\sum$  = Total Scores

### 3.6.3 Dependent Samples t-test

The differences between pre-test and post-test mean scores calculated by dependent samples t-test formula (Srisa-ard. 2002: 112).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

t = Statistics Index Used to Compare with Critical Index to Find out Significant Difference

D = Different Result of Minus between a Pair of Scores

n = Number of Samples or a Pair of Scores

## 3.7 Summary of the Chapter

In summary, this chapter presents a research procedure. A description of population and samples, the research instruments, and the construction of research

instruments are explained in the study. In addition, data collection, and data analyses are indicated. Finally, statistics used in data analyses are identified. The results of the study are presented in the next chapter.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## CHAPTER 4

### RESULTS

This chapter presents the findings of this study. The results of each question are expressed in the following order: 1) research question one regarding the efficiency of instructional packages on communicative English tenses for grade 9 students to meet the criterion set at 75/75; 2) research question two regarding the comparison between students' learning achievement before and after learning through instructional packages in communicative English tenses for grade 9 students; 3) research question three regarding the finding the investigation the satisfaction of grade 9 students towards the instructional packages on communicative English tenses. The findings presented are drawn from quantitative data from exercises, achievement tests, and questionnaire.

The symbols and the abbreviation used in translating the meaning of data analysis are:

n	represents	the samples of study
$\bar{X}$	represents	the mean
S.D.	represents	the standard deviation ; S.D.
t	represents	the critical values in t – distribution
**	represents	the statistical significance at 0.1

#### **4.1 Research question one: What is the efficiency of the instructional packages on communicative English tenses for grade 9 students?**

This research question was directed towards the efficiency of instructional packages in communicative English tenses for grade 9 students who participated in this research. To answer this question, the researcher employed the quantitative data from the instructional packages and achievement test, which determined the efficiency of the instructional package on communicative English tenses for grade 9 students based on criterion set at 75/75. The quantitative data consisted of the activities scores from all instructional packages (efficiency of the process), and post-test scores (efficiency of the outcomes). There were 2 instructional packages in this study. The total mean scores from all activities scores of instructional packages were 300 scores: instructional package 1 (150 scores), and instructional package 2 (150 scores). The total mean scores from the achievement test or post-test were 40 scores. Table 4.1 below illustrates mean, standard deviation, percentage and the efficiency of the instructional packages.



**Table 4.1 Mean and Standard Deviation, and Percentage for Each Instructional Package Item (n = 24)**

No.	Activities Scores of Learning through Instructional Packages (Efficiency of the Process)			Post-test
	1(150)	2(150)	Total(300)	(40)
1	105	104	209	28
2	112	110	222	30
3	104	103	207	28
4	113	114	227	31
5	102	102	204	25
6	113	114	227	31
7	110	107	217	29
8	133	129	262	34
9	124	121	245	33
10	135	134	269	37
11	133	135	268	36
12	117	114	231	31
13	126	121	247	33
14	120	118	238	32
15	105	103	208	28
16	119	118	237	31
17	126	125	251	32
18	113	114	227	31
19	134	134	268	36
20	133	135	268	35
21	120	118	238	32
22	115	114	229	31
23	102	105	207	28
24	103	104	207	26
<b>Total</b>	<b>2,817</b>	<b>2,796</b>	<b>5,613</b>	<b>748</b>
$\bar{X}$	<b>117.38</b>	<b>116.50</b>	<b>233.88</b>	<b>31.17</b>
<b>S.D.</b>	<b>11.11</b>	<b>10.95</b>	<b>21.97</b>	<b>3.12</b>
<b>%</b>	<b>78.25</b>	<b>77.67</b>	<b>77.96</b>	<b>77.92</b>

As shown in Table 4.1 above, the efficiency of the instructional packages on communicative English tenses for grade 9 students, which were conducted by the researcher was 77.96/77.92 which was higher than the criterion set at 75/75. It claims that students, who learned communicative English tenses through the instructional packages received total mean scores from the activities scores of instructional packages at 76.65 % and total mean scores from the achievement test after learning through instructional packages at 76.98 %.

The information as to the perceived efficiency of the instructional packages in communicative English tenses for grade 9 students revealed that the students tend to employ a wide range of the instructional packages when teaching communicative English tenses for grade 9 students, which was higher than the criterion set.

In order to reflect more profoundly upon the students' mean scores on post-test than that of pre-test of communicative English tenses through instructional packages, a detailed quantitative analysis of the very aspect based on multiple sources of data is provided in Research Question Two.

#### **4.2 Research Question Two: Do students who learn communicative English tenses through instructional packages have higher post-test mean score than that of pre-test mean score?**

To gain more insights into the students' learning achievement before and after learning through instructional packages on communicative English tenses, the second research question was formulated. To address this question, the researcher used quantitative data in terms of the comparison the difference between pre-test and

post-test mean scores. Evidently, pre-test scores (40 items) and post-test scores (40 items) were also compared to find out the statistically significant difference. Table 4.2 below illustrate the difference between the pre-test and post-test mean scores of grade 9 students leaning through the instructional packages on communicative English tenses.

**Table 4.2 Comparison of the Difference between Pre-test and Post-test Mean Scores**

No.	Pre-test Scores (40)	Post-test Scores (40)	Difference (D)	Double Difference (D <sup>2</sup> )
1	7	28	21	441
2	11	30	19	361
3	9	28	19	361
4	9	31	22	484
5	4	25	21	441
6	6	31	25	625
7	10	29	19	361
8	13	34	21	441
9	11	33	22	484
10	15	37	22	484
11	18	36	18	324
12	11	31	20	400
13	12	33	21	441
14	11	32	21	441
15	8	28	20	400
16	13	31	18	324
17	11	32	21	441
18	9	31	22	484
19	12	36	24	576
20	17	35	18	324
21	8	32	24	576
22	6	31	25	625
23	7	28	21	441
24	5	26	21	441
<b>Total</b>	<b>243</b>	<b>748</b>	<b>505</b>	<b>10,721</b>
$\bar{X}$	<b>10.13</b>	<b>31.17</b>	<b>21.04</b>	<b>446.71</b>

As revealed in the table above, the 24 grade 9 students who enrolled the fundamental English (EN23101) course in the first semester of the academic year 2013 at Muangphochaipittayakom School obtained the pre-test mean score at 10.13 and post-test mean score at 31.17, which reported that the students who learned by instructional packages on communicative English tenses after learning had higher achievement than before learning.

It should be noted that the information presented in the table above only represents the comparison the difference between pre-test and post-test mean scores of the 24 grade 9 students, regardless of their instructional packages in communicative English tenses. Table 4.3 below then displays the difference between students' pre-test and post-test mean scores.

**Table 4.3 Difference between Pre-test and Post-test Mean Scores**

Achievement	n	Total Scores	$\bar{X}$	S.D.	t
Pre-test	24	40	10.13	3.55	50.75**
Post-test	24	40	31.17	3.12	

\*\* significant difference at .01

As indicated in the table above, the independent samples t-test was conducted in order to find whether there was a significant difference in the using the instructional packages of the pre-test and the post-test mean scores. The results showed that there was statistically significant difference between the pre-test and post-test mean scores in using instructional packages on communicative English tenses at the .01 level.

### 4.3 Research Question Three: What is the level of the students' satisfaction on learning communicative English tenses by using instructional packages?

The third research question focused on gaining an understanding of the level of the students' satisfactions on communicative English tenses by using instructional packages.

All of 24 grade 9 students were asked to complete the 10 items of 5-rating scale satisfaction questionnaires, ranging from the most satisfactory (5) to the least satisfactory (1). Table 4.4 below demonstrates mean and standard deviation for each questionnaire item.

**Table 4.4 Mean and Standard Deviation for Each Satisfaction Questionnaire**

Item (n = 24)

No.	Statements	$\bar{X}$	S.D.	Meaning	Rank
1	Learning communicative English tenses through instructional packages enhances your knowledge about present simple tense and past simple tense.	4.83	0.38	The Most Satisfactory	1
2	Learning communicative English tenses through instructional packages gives you a chance to practice communicative skill.	4.71	0.46	The Most Satisfactory	4
3	Learning communicative English tenses through instructional packages improves your English to use for communication in everyday life.	4.63	0.49	The Most Satisfactory	9
4	Learning communicative English tenses through instructional packages helps you understand the contents well.	4.58	0.50	The Most Satisfactory	10
5	Learning communicative English tenses through instructional packages is useful.	4.75	0.44	The Most Satisfactory	3

**Table 4.4 Mean and Standard Deviation for Each Satisfaction Questionnaire****Item (n = 24) (Continued)**

No.	Statements	$\bar{X}$	S.D.	Meaning	Rank
6	Learning communicative English through instructional packages makes you get more interested in learning English.	4.71	0.46	The Most Satisfactory	4
7	The contents and activities are relevant and appropriate.	4.67	0.48	The Most Satisfactory	8
8	You enjoy activities provided in the instructional packages.	4.71	0.46	The Most Satisfactory	4
9	You always feel motivated when learning English by doing and practicing with instructional packages.	4.79	0.41	The Most Satisfactory	2
10	You gain more knowledge from instructional packages.	4.71	0.46	The Most Satisfactory	4
<b>Grand Total</b>		<b>4.71</b>	<b>0.41</b>	<b>The Most Satisfactory</b>	

As revealed in Table 4.4, it indicates that the students' satisfactions in learning communicative English tenses by using instructional packages as a whole were at "the most satisfactory" level ( $\bar{X} = 4.71$ , S.D. = 0.41). When considering at each item, it was found that the three highest mean scores were No. 1 "Learning communicative English tenses through instructional packages enhances your knowledge about present simple tense and past simple tense." ( $\bar{X} = 4.83$ , S.D. = 0.38), followed by No.9 "You always feel motivated when learning English by doing and practicing with instructional packages." ( $\bar{X} = 4.79$ , S.D. = 0.41), and No. 5 "Learning communicative English tenses through instructional packages is useful." ( $\bar{X} = 4.75$ , S.D. = 0.44), respectively. In contrast, the three lowest mean scores were No. 4 "Learning communicative English tenses through instructional packages helps you understand the contents well." ( $\bar{X} = 4.58$ , S.D. = 0.50), followed by

No.3 “Learning communicative English tenses through instructional packages

improves your English to use for communication in everyday life.” ( $\bar{X} = 4.63$ , S.D. =

0.49), and No.7 “The contents and activities are relevant and appropriate.” ( $\bar{X} = 4.67$ ,

S.D. = 0.48), respectively.

#### **4.5 Summary of the Chapter**

In short, this chapter proposes the findings and data analysis of this study.

The results of each question are expressed from the questions one to three. Detailed

summary of the findings; discussions, and implication are presented in the next

chapter.



## **CHAPTER 5**

### **CONCLUSION AND DISCUSSION**

The main purpose of the study is to explore the development of instructional packages on communicative English tenses for grade 9 students. This chapter concludes with a summary section in which the essential research statements are highlighted. The researcher, however, discusses the results of each research question which was presented in Chapter One. In addition, based on the findings and the discussion, the implications for research and practice are provided. Lastly, this chapter ends with the conclusion of this research study.

#### **5.1 Summary of the Major Findings**

The main purpose of the study was to explore the development of instructional packages in communicative English tenses for grade 9 students. Specifically, the study was conducted for the following purposes: 1) to develop and determine the efficiency of instructional packages on communicative English tenses for grade 9 students; 2) to compare the students' learning achievement before and after learning through the instructional packages on communicative English tenses; and 3) to study the students' satisfaction towards the instructional packages during the first semester of academic year 2013 for 18 periods.

The data were derived from multiple sources, namely the communicative English tenses instructional packages, the learning achievement tests, and the



satisfaction questionnaire. The research hypothesis was “Students who learn communicative English tenses through instructional packages will have higher learning achievement of communicative English tenses skill on post-test mean score than in pre-test mean score”.

The samples in this study were 24 grade 9 students who enrolled fundamental English (E23101) course in the first semester of academic year 2013 at Muangphochaipittayakom School, Nongki District, Buriram Province under The Secondary Educational Service Area Office 32. All of 3 classes were the classes the researcher taught. Class 3/1 was the sample group selected by simple random sampling. The research instruments were instructional packages, achievement tests, and the satisfaction questionnaire. The classroom topics were communicative skill tenses which were the essential skills for grade 9 students.

The instructional packages were only conducted by the researcher as follows:

- 1) instructional package 1: present simple tense “What time do you get up?”, and
- 2) instructional package 2: past simple tense “Did you have a good vacation?”. This study was conducted in the first semester of academic year 2013 for 18 periods described as follows: 1) 16 periods for learning through two instructional packages, 50 minutes for each period; and 2) 2 periods for orientation, doing pre-test to check their prior knowledge before learning through instructional packages, and for doing an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire with the instructional packages.

The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test. The findings of this study were as follows:

1. The instructional packages on communicative English tenses for grade 9 students had an efficiency of 77.96/77.92 which was higher than the standard criterion set at 75/75.

2. Grade 9 students who learned by instructional packages on communicative English tenses after learning had higher achievement than before learning at the .01 level of statistical significance.

3. Grade 9 students were satisfied toward the instructional packages in as whole at the most satisfactory levels.

Below is the discussion of the following aspects based on the findings:

1) the efficiency of instructional packages on communicative English tenses for grade 9 students; 2) differences between students' learning achievements; and 3) students' satisfactions towards the instructional packages on communicative English tenses.

## **5.2 The Efficiency of Instructional Packages on Communicative English Tenses**

The findings showed that the efficiency of the instructional packages on communicative English tenses was 77.96/77.92, which was higher than the criterion set at 75/75. This is because the instructional packages on communicative English tenses were completely developed in three trails; an individual, a small group, and a field trail. For each step, the researcher could see both good and bad points of the instructional packages to be resources and guidelines to complete the efficiency instructional packages. The results illustrated that the first efficiency of the process (E1) were higher than the second efficiency of the outcomes (E2). That means

the students got exercises score more than post-test score. It might be that the students were interested in doing activities in the instructional packages on communicative English tenses.

In addition, it could be considered that the researcher reviewed the related literature such as theories and principles on instructional packages composing the Basic Education Core Curriculum B.E.2551 (A.D.2008), grammar, tenses, grammar-translation method, communicative approach, instructional package, satisfaction, etc. Then the instructional packages were developed appropriately step by step. In addition, the thesis advisors and experts made suggestion, gave comments, and evaluated the researcher instruments. Furthermore, the researcher conducted the instructional packages by combining grammar- translation method and communicative approach for designing the learning activities in the instructional packages. The grammar-translation method helps students understand the grammatical lesson clearly as Brown (1994) stated the grammar-translation test is easy to construct and can be objectively scored, and Nitish (2012) also stated that the grammar-translation method helps students to profoundly understand abstract meaning of foreign words and complex sentence structures. At the same time, the communicative approach enhances the students' opportunities to use language to communicate efficiently as Finocchiaro and Brumfit (1983) mentioned that communicative approach makes the students interact with others and attempt to communicate, Nunan (1991) pointed out that the communicative approach enhances the students' experiences to link classroom language learning with activation outside the classroom, Richards (2006) stated that communicative approach emphasizes on and aims at communicative competence, and Nitish (2012) stated that communicative

approach improves the student's interest in learning English after giving more opportunities to communicate with others in the class. Thus, the students who learned through the instructional packages that combined between the grammar-translation method and communicative approach had understood the grammar on tenses to communicate correctly and grammatically. Moreover, the instructional packages with lecture or teacher's instructional package which designed by the researcher comprised of many components, namely 1) Instructions for Teacher, 2) Learning Objectives of Instructional Package, 3) Contents of Instructional Package, 4) Components of Instructional Package, 5) Teacher's Roles, 6) Students' Roles, 7) Lesson Plan, 8) Information Sheet 9) Worksheet 10) Worksheet Answer Key, 11) Observation Form, and 12) Worksheet Score Record Form help the researcher and learners complete the activities in class comfortably as many scholars mentioned about the benefit of instructional packages as Compbell (1977) mentioned that instructional packages release an instructor from the function of permanent transfer of skills and information, decrease tools requirements, and certify that each learner is revealed an unvarying instruction program, Promwong (1978) who stated that instructional packages encourage teacher's preparedness and confidence because of complete preparation on content, activities, tests, and materials, Laowanich (2006) who pointed out that instructional packages help teachers to evaluate students consistency with objectives, and Sinthapanon (2010) who revealed that learning and teaching in step via the instructional packages makes the students be more discipline.

The results are in accordance with the previous research works, namely Yanworrapong (2007) who investigated leaning-cantered instructional packages on easy tense had an efficiency level at 81.34/84.51, Srisaeng (2008) who investigated

the development of English writing skill through instruction packages on the past simple tense for grade 8 students had an efficiency value of 81.65/79.5, and Namkaew (2011) developed instructional packages on past tenses which had the efficiency value at 79.53/76.08. Also, the result parallels with Chamnannarong (2013) who studied the development of an English instructional package on the simple present tense for Matthayom Sueksa Two students at Ramkhamhaeng University Demonstration School which the English instructional package on the simple present tense was found an efficiency level for E1, E2 at 81.32/80.83.

### **5.3 Differences between Students' Learning Achievements**

The results revealed that students who learned communicative English Tenses through instructional packages had higher learning achievement of communicative English tenses on post-test mean score than in pre-test mean score with statistically significant difference at a .01 level. This could be concluded that instructional packages had the efficiency because it could make the students achievement higher learning. It is quite new for the students to learn communicative English tenses through the instructional packages. It can motivate the students to learn and be interested in the content more than they used to be. This result caused by the instructional packages were tried out and found the efficiency before use with the samples. Moreover, the instructional packages consist of diverse components, and activities which support teaching and learning. Therefore, students who learned through the instructional packages had higher proficiency in learning.

The results confirmed the hypothesis in Chapter One and is in accordance with the past research works, namely, Pancharoen (2005), Yanworapong (2007),

Kumchompoo (2008), and Chamannarong (2013) who mentioned the learning achievement of learners through instructional packages in the post-test was higher than pre-test with statistically significant difference at .05 level. Additionally, Glies (1975), Suriyawong (2001), Phongpanit (2008), Srisaeng (2008), Namkaew (2011), and Narmratch (2011) who constructed the instructional packages which revealed the achievement packages in the post-test was higher than pre-test with statistically significant difference at .01 level.

#### **5.4 Students' Satisfaction towards the Instructional Packages on Communicative English Tenses**

The results illustrated that students' satisfactions in learning communicative English tenses through instructional packages were at the most satisfactory level. That means the students were satisfied with learning via instructional packages. This could be explained that the instructional packages were evaluated the quality by the thesis advisors and experts consequently the instructional packages have high quality, appropriate content, and suitable for the level of students. The instructional packages support teaching and learning English systematically. For that reason, students who learned through the instructional packages had higher achievement in learning. Instructional packages are valuable in education since they endow with a systematized process for conveying the systematic learning (Khaunhawhech, 1987) employed to ensure that the learning process is systematic and let learners learn efficiently. The finding is similar to Sinthapanon (2010) who pointed out that instructional package is the educational innovation that teachers use in teaching and



learning. It is the form of communication between teachers and learners that consist of teaching and learning materials, teaching and learning instruments, learning activities, and evaluations. It corresponds with Issarapreeda (2003: 310) who stated that many examinations; scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning. Combining between grammar-translation method and communicative approach activities enhances students to learn, and new methods enhance students' desire to learn. The results from the other opinions, students stated that they were satisfied with learning via instructional packages. The instructional packages were very helpful, easy and convenient to use.

The results are in accordance with the past research works, including, Suriyawong (2001) , and Yanworapong (2007) who investigated the development of instructional packages, and found that learners' satisfaction towards instruction via instructional packages was at a high level. In addition, Pucharoen (2008), and Pongpanit (2008) investigated the development of instructional packages, and found that the learners' satisfaction towards learning via instructional packages were highly positive. Besides, Srisaeng (2008) investigated the development of instructional packages and found that the learners 'satisfaction towards learning via instructional packages on was the highest level at 4.90. Furthermore, the findings from Namkaew (2011) and Narmratch (2011) who investigated the development of instructional packages, the findings showed the learners' satisfaction towards learning via instructional packages were at more satisfaction level. Moreover, the results are parallel with Hortong (2008) who constructed the instructional packages, and found thatthe learners' satisfaction towards learning via instructional packages were at

the most satisfactory level.

## **5.5 Pedagogical Implications**

In relation to the theoretical implications of the major findings from this study, the researcher presents the following related implications for instructional practice of communicative English Tenses in EFL contexts.

5.3.1 The instructional packages support learning achievement of students.

Accordingly, administrators, teachers, and relevant persons in learning management should apply the lesson plans, and the instructional packages of communicative English tenses for grade 9 students to develop instruction in other contents or subject areas.

5.3.2 Learning via instructional packages, teachers should make suggestions and comments to the students on the use of instructional packages step by step by focusing on discipline, faithfulness, and patience.

5.3.3 Persons concerned with learning management should hold workshops in conducting educational innovation and supervise to solve the instructional obstacles. Furthermore, they should support teachers to use instructional packages in development of students' learning, which make students achieve in learning.

## **5.6 Suggestions for Future Research**

Based on the research findings of this study, some suggestions are proposed here for future researches.

5.4.1 A comparison of language learning through instructional packages and other teaching kit should be done.



5.4.2 Trying out to find out the efficiency of instructional packages with big group of samples and other school should be examined.

5.4.3 Studying the results of learning via instructional packages with other variables such as the level of intelligence, attitude, consistency in learning, etc. should be investigated.

In conclusion, the researcher believes that the findings will be as a guideline for teachers and students in developing and improving their communicative English tenses skills in EFL settings.

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**APPENDICES**

## APPENDIX A

### The Evaluation Form of Content Validity of the Instructional Packages of Communicative English Tenses for Grade 9 Students (For Experts)

#### Directions:

Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick ( / ) in the table which represents your opinion. There are five alternatives as follow:

5 means most appropriate

4 means more appropriate

3 means average appropriate

2 means less appropriate

1 means the least appropriate

Statements	Opinion Level				
	5	4	3	2	1
1. Core Concept					
1.1 Be useful for daily life					
1.2 Be suitable for students					
1.3 Be suitable for students					
1.4 Be clear and easy to understand					
2. Learning Objectives					
2.1 Correspond with learning objectives					
2.2 Be clear and easy to understand					
2.3 Be suitable for students' level					
3. Contents					
3.1 Be clear and easy to understand and interesting					
3.2 Correspond with learning objectives					
3.3 Be suitable for students' level					
3.4 Be appropriate with duration					

Statements	Opinion Level				
	5	4	3	2	1
4. Learning activity					
4.1 Enhance learning					
4.2 Correspond with contents					
4.3 Correspond with learning objectives					
4.4 Correspond with the Grammar-Translation method theory and the communicative approach.					
4.5 Be suitable for students' level					
4.6 Begin from easy to difficult					
5. Assessment and Evaluation					
5.1 Correspond with learning objectives					
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test					
6. Instructional Package Form					
6.1 Be interesting and high-quality					
6.2 Be distinctive and attractive illustration with appropriate contents.					

Signature.....Evaluator

(.....)

## APPENDIX B

### The Evaluation Form of Content Validity of the Instructional Packages of Communicative English Tenses for Grade 9 Students (For Experts)

**Directions:**

Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (/) in the table which represents your opinion. There are five alternatives as follow:

5 means most appropriate

4 means more appropriate

3 means average appropriate

2 means less appropriate

1 means the least appropriate

Statements	Experts' Opinion Level (Appropriation)			$\bar{x}$	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
<b>1. Core Concept</b>						
1.1 Be useful for daily life	4	5	4	4.33	0.58	More Appropriate
1.2 Be suitable for students	4	4	4	4.00	0.00	More Appropriate
1.3 Be suitable for students	4	4	4	4.00	0.00	More Appropriate
1.4 Be clear and easy to understand	4	5	4	4.33	0.58	More Appropriate
<b>Total</b>				4.17	0.29	More Appropriate
<b>2. Learning Objectives</b>						
2.1 Correspond with learning objectives	4	4	3	3.67	0.58	More Appropriate
2.2 Be clear and easy to understand	4	4	4	4.00	0.00	More Appropriate
2.3 Be suitable for students' level	4	4	3	3.67	0.58	More Appropriate
<b>Total</b>				3.78	0.38	More Appropriate

Statements	Experts' Opinion Level (Appropriation)			$\bar{x}$	S.D.	Meaning of Opinion Level (Appropriation)
3. Contents						
3.1 Be clear and easy to understand and interesting	4	5	4	4.33	0.58	More Appropriate
3.2 Correspond with learning objectives	4	4	4	4.00	0.00	More Appropriate
3.3 Be suitable for students' level	4	4	3	3.67	0.58	More Appropriate
3.4 Be appropriate with duration	4	4	3	3.67	0.58	More Appropriate
<b>Total</b>				3.92	0.43	More Appropriate
4. Learning activity						
4.1 Enhance learning	4	4	3	3.67	0.58	More Appropriate
4.2 Correspond with contents	5	5	4	4.67	0.58	Most Appropriate
4.3 Correspond with learning objectives	4	4	3	3.67	0.58	More Appropriate
4.4 Correspond with the Grammar-Translation method theory and the communicative approach.	4	5	4	4.33	0.58	More Appropriate
4.5 Be suitable for students' level	4	4	4	4.00	0.00	More Appropriate
4.6 Begin from easy to difficult	4	4	3	3.67	0.58	More Appropriate
<b>Total</b>				4.00	0.48	More Appropriate
5. Assessment and Evaluation						
5.1 Correspond with learning objectives	4	4	4	4.00	0.00	More Appropriate
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test	4	4	3	3.67	0.58	More Appropriate
<b>Total</b>				3.83	0.29	More Appropriate
6. Instructional Package Form						
6.1 Be interesting and high-quality	5	5	4	4.67	0.58	More Appropriate
6.2 Be distinctive and attractive illustration with appropriate contents.	4	4	4	4.00	0.00	More Appropriate
<b>Total</b>				4.33	0.29	More Appropriate
<b>Total</b>				4.00	0.36	More Appropriate

## APPENDIX C

### The Evaluation of Efficiency of the Instructional Packages in Communicative English Tenses for Grade 9 Students

The field trial for effectiveness evaluation of the instructional packages in  
communicative English tenses for grade 9 students

Student Number	Pre-test Scores ( 40 )	Activity Scores ( 300 )	Post-test Scores ( 40 )
1	11	261	32
2	10	243	30
3	9	242	29
4	11	220	30
5	9	205	28
6	10	221	30
7	9	204	25
8	8	214	29
9	7	207	24
10	9	214	28
11	12	226	30
12	9	210	28
13	13	256	33
14	12	244	32
15	14	266	34



<b>Student Number</b>	<b>Pre-test Scores ( 40 )</b>	<b>Activity Scores ( 300 )</b>	<b>Post-test Scores ( 40 )</b>
16	16	265	33
17	12	231	30
18	11	246	32
19	14	238	32
20	8	208	27
21	12	237	30
22	11	249	31
23	12	225	30
24	9	211	29
25	14	264	34
26	13	238	31
27	12	229	31
28	10	214	29
29	12	251	31
30	10	215	29
<b>Total Scores</b>	<b>329</b>	<b>6954</b>	<b>901</b>
<b>Mean Scores</b>	<b>10.97</b>	<b>231.80</b>	<b>30.03</b>
<b>S.D.</b>	<b>2.11</b>	<b>19.45</b>	<b>2.38</b>
<b>Percentages</b>	<b>27.42</b>	<b>77.27</b>	<b>75.08</b>

## APPENDIX D

The Instructional Packages on Communicative English Tenses  
for Grade 9 Students

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

**INSTRUCTIONAL PACKAGES ON  
COMMUNICATIVE ENGLISH TENSES  
FOR GRADE 9 STUDENTS**

**PRESENT SIMPLE TENSE**

**What Time Do You Get Up?**

**INSTRUCTIONAL  
PACKAGE**

**1**



**Mrs. Raiwinpapha Phatharawisetphan**

**Fundamental English Course E23101**

Foreign Languages Department  
Muangpochaipittayakom School,  
Nongki District, Buriram Province.

The Secondary Educational Service Area Office 32

## Preface

ชุดการสอนเรื่อง What Time Do You Get Up? เป็นชุดการสอนสำหรับครูที่จัดทำขึ้นเพื่อใช้ในการจัดกิจกรรมการเรียนการสอนวิชาภาษาอังกฤษพื้นฐาน อ23101 ชั้นมัธยมศึกษาปีที่ 3 ที่กำหนดกิจกรรมการเรียนการสอนและสื่อการเรียนการสอนที่มุ่งช่วยให้ครูผู้สอนสามารถถ่ายทอดเนื้อหาความรู้ได้ชัดเจน กระชับและสะดวกยิ่งขึ้น ชุดการสอนชุดนี้เป็นชุดการสอนที่บรรจุเนื้อหาการเรียนการสอนเรื่อง Present Simple Tense ที่ส่งเสริมให้ผู้เรียนได้เรียนรู้ไวยากรณ์ตามแนวการสอนแบบเน้นไวยากรณ์และการแปล (Grammar-Translation Method) และผู้เรียนก็จะได้นำไวยากรณ์ที่ได้เรียนมาใช้ในการสื่อสารที่เกี่ยวข้องกับชีวิตประจำวันในเนื้อหาเรื่อง What Time Do You Get Up? เพื่อให้ผู้เรียนได้ฝึกใช้ภาษาในการสื่อสารเกี่ยวกับกิจวัตรประจำวัน ตามแนวการสอนภาษาเพื่อการสื่อสาร (Communicative Approach) โดยส่งเสริมให้ผู้เรียนได้เรียนรู้กิจกรรมการเรียนการสอนในลักษณะบูรณาการทางทักษะด้านภาษาทั้ง 4 ทักษะ ได้แก่ ฟัง พูด อ่าน และเขียน โดยผู้จัดทำหวังเป็นอย่างยิ่งว่าชุดการสอนชุดนี้จะเป็นประโยชน์ต่อครู นักเรียน และผู้ที่สนใจต่อไป

โรวินท์ปภา ภทรวินิชพันธ์

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## คำชี้แจงสำหรับครูผู้ใช้ชุดการสอน

### Instructions for Teacher

#### จุดประสงค์การเรียนรู้โดยการใช้ชุดการสอน

#### Learning Objectives of the Instructional Package

ชุดการสอนเรื่อง What Time Do You Get Up? มีจุดประสงค์ให้ผู้เรียนมีความรู้ความสามารถ เจตคติและคุณลักษณะ ต่อไปนี้

1. บอกโครงสร้างประโยคและหลักการใช้ Present Simple Tense และสามารถนำไปใช้ได้ อย่างถูกต้อง
2. ใช้โครงสร้าง Present Simple Tense บรรยายประโยคที่เกี่ยวข้องกับกิจวัตรประจำวัน และนำไปใช้อย่างมีวิจารณญาณ
3. ใช้ภาษาในการสื่อสารข้อมูลเกี่ยวกับชีวิตประจำวันของตนเองและผู้อื่นได้อย่างถูกต้อง ตามโครงสร้าง Present Simple Tense และเหมาะสมตามสถานการณ์
4. เข้าใจความเหมือนและความแตกต่างระหว่างภาษาและวัฒนธรรมของเจ้าของภาษากับภาษาและวัฒนธรรมไทย และนำมาประยุกต์ใช้อย่างสร้างสรรค์
5. เห็นประโยชน์ของการรู้ภาษาอังกฤษ ในการแสวงหาความรู้ การพัฒนาตน การเข้าสู่ สังคม และอาชีพ
6. ปฏิบัติงานกับผู้อื่นอย่างมีความสุข



**เนื้อหาของชุดการสอน**  
**Contents of Instructional Package**

ชุดการสอนภาษาอังกฤษเรื่อง What Time Do You Get Up? แบ่งเป็น 3 หน่วย มี เนื้อหา ตามแผนการสอน ดังนี้

**หน่วยย่อยที่ 1**

เรื่อง Positive and Negative Forms in Present Simple Tense จำนวน 2 ชั่วโมง

- Lesson Plan 1 เรื่อง Positive and Negative Forms in Present Simple Tense
- Information Sheet 1 เรื่อง Positive and Negative Forms in Present Simple Tense
- Worksheet 1 เรื่อง Positive and Negative Forms in Present Simple Tense
- Worksheet 1 Answer Key เรื่อง Positive and Negative Forms in Present Simple Tense

**หน่วยย่อยที่ 2**

เรื่อง Question Form in Present Simple Tense จำนวน 2 ชั่วโมง

- Lesson Plan 2 เรื่อง Question Form in Present Simple
- Information Sheet 2 เรื่อง Question Form in Present Simple Tense
- Worksheet 2 เรื่อง Question Form in Present Simple Tense
- Worksheet 2 Answer Key เรื่อง Question Form in Present Simple Tense

**หน่วยย่อยที่ 3**

เรื่อง What Time Do You Get Up? จำนวน 4 ชั่วโมง

- Lesson Plan 3 เรื่อง What Time Do You Get Up?
- Information Sheet 3 เรื่อง What Time Do You Get Up?
- Worksheet 3 เรื่อง What Time Do You Get Up?
- Worksheet 3 Answer Key เรื่อง What Time Do You Get Up?



**ส่วนประกอบของชุดการสอน**  
**Components of Instructional Package**

ชุดการสอนภาษาอังกฤษเรื่อง What Time Do You Get Up? มีส่วนประกอบ ดังนี้

1. คู่มือครู ประกอบด้วย

- 1) คำนำ
- 2) คำชี้แจงสำหรับครูผู้ใช้ชุดการสอน
  - จุดประสงค์การเรียนรู้โดยใช้ชุดการสอน
  - เนื้อหาของชุดการสอน
  - ส่วนประกอบของชุดการสอน
- 3) แผนการจัดการเรียนรู้

2. เนื้อหาและสื่อการเรียนการสอน ประกอบด้วย

- 1) Information Sheet
- 2) Worksheet
- 3) Worksheet Answer Key
- 4) รูปภาพ
- 5) Power Point ประกอบการเรียนการสอน
- 6) แถบบันทึกเสียงบทสนทนาในบทเรียน

3. เครื่องมือประเมินผล ได้แก่

- 1) แบบฝึกหัดในใบงาน
- 2) แบบบันทึกคะแนนจากการทำใบงาน
- 3) แบบบันทึกผลคะแนนรวมแต่ละใบงาน
- 4) แบบสังเกตการเรียนรู้

## บทบาทของครู Teacher's Roles

บทบาทสำคัญของครู มีดังนี้

1. สสำรวจส่วนประกอบในชุดการสอนให้ครบ
  2. ศึกษาจุดประสงค์การเรียนรู้ของแผนการสอน ขั้นตอนการจัดการเรียนรู้อย่างละเอียด
  3. เตรียมความพร้อมด้านเนื้อหาและกิจกรรมต่างๆ รวมทั้งการวัดผลและประเมินผลหลังการสอน เพื่อให้ให้นักเรียนมีความรู้ ความสามารถ เจตคติและคุณลักษณะตามจุดประสงค์
  4. ก่อนสอนต้องจัดเตรียมสื่อที่สอดคล้องกับเนื้อหา ในจำนวนหรือขนาดที่เหมาะสมกับจำนวนนักเรียน พร้อมทั้งจัดเตรียมอุปกรณ์สื่อประสม
  4. ชี้แจงถึงความสำคัญของการเรียนภาษาอังกฤษโดยใช้ชุดการสอน แล้วจึงให้นักเรียนทดสอบก่อนเรียน การทดสอบควรพิจารณาความเหมาะสม ด้านเวลากับระดับความสามารถของผู้เรียน
  5. กำหนดเวลาสำหรับขั้นตอนของการดำเนินการสอนให้ได้สัดส่วนภายในขั้นตอนการสอนภาษา
- คือ

- 1) ชั้นเตรียมความพร้อมก่อนนำเข้าสู่บทเรียน (Warm up)
- 2) ชั้นนำเสนอ (Presentation)
- 3) ชั้นฝึก (Practice)
- 4) ชั้นนำไปใช้ (Production)
- 5) ชั้นสรุป (Wrap up)

**บทบาทของนักเรียน****Students' Roles**

ครูต้องชี้แจงให้นักเรียนทราบถึงบทบาทของผู้เรียน ดังนี้

1. ร่วมกิจกรรมอย่างมีเป้าหมายที่จะพัฒนาตนด้านการฟัง พูด อ่าน เขียนภาษาอังกฤษ
2. ปฏิบัติตามคำชี้แจง ตามขั้นตอนอย่างซื่อสัตย์ และตามเวลาที่กำหนด
3. ทำกิจกรรมร่วมกับเพื่อนอย่างเต็มความสามารถ
4. ประเมินการเรียนรู้ของตนเอง

## Lesson Plan 1

Course:	Fundamental English
Level:	Grade 9 <sup>th</sup> students
Theme:	Personal Identification
Topic:	What Time Do You Get Up?
Sub Topic:	Positive and Negative Forms in Present Simple Tense
Time:	2 periods

---

## 1. Concept

The Present Simple Tense is used for describing routines, or incidents that occur repeatedly.

Positive form: **Subject + V1(s,es) + .....**

Negative form : **Subject + do/does + not + V1 + .....**

## 2. Standard and Performance Indicators

Strand 1: Language for Communication

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Compare and explain similarities and differences between pronunciation of various kinds of sentences in accordance with structures of sentences in foreign languages and Thai language.

### 3. Objectives

1. Students are able to explain the rules of using the present simple tense.
2. Students are able to construct the positive and negative sentences in present simple tense.

### 4. Learning Content

#### 4.1 Vocabulary

always, usually, often, sometimes, seldom, never, every day, every week, every month, every year, once a day, once a week, once a month, once a year, twice a day, twice a week, twice a month, twice a year, three times a day, three times a week, three times a month, three times a year

#### 4.2 Grammar

##### Present Simple Tense

Positive form: **Subject + V1(s,es) + .....**

Negative form : **Subject + do/does + not + V1 + .....**

### 5. Teaching Procedure

#### 5.1 Warm up

1. Teacher reviews the lesson about tense with students
2. Teacher gives the information sheet 1 and worksheet 1 to students.

#### 5.2 Presentation

1. Teacher tells the objectives of learning to students.
2. Teacher explains the contents in the information sheet 1

#### 5.3 Practice

1. Students do activity 1 on worksheet 1 following the instruction of the activity.
2. Students do activity 2 on worksheet 1 following the instruction of the activity.
3. Students do activity 3 on worksheet 1 following the instruction of the activity.
4. Teacher and students check the activity answers, and discuss the activities.

#### 5.4 Production

1. Students do activity 4 on worksheet 1 following the instruction of the activity.
2. Students do activity 5 on worksheet 1 following the instruction of the activity.
3. Students do activity 6 on worksheet 1 following the instruction of the activity.

#### 5.5 Wrap up

1. Teacher summarizes the lesson.
2. Students do the activity 7 on worksheet 1

#### 6. Materials

1. Information sheet 1
2. Worksheet 1
3. Worksheet 1 Answer Key
4. PowerPoint presentation
5. Observation form 1
6. Worksheet Score Record Form 1

#### 7. Evaluation

Method	Instrument	Standard
Observe students' participation	Observation form 1	Student participation degree in learning at pass level.
Check worksheet answers	Worksheet Score Record Form 1	Students do the activities correctly at 75%.



**8. Suggestion Activities/ Other Comments**

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**9. School Director's Comments and Suggestions**

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Signature

(Mr. Muean Raksanam)

Muangpochaipittayakom School director

...../...../.....

10. Remark

10.1 Results of the Learning

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10.2 Problems / Obstacles

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.....  
.....

10.3 Other Suggestions

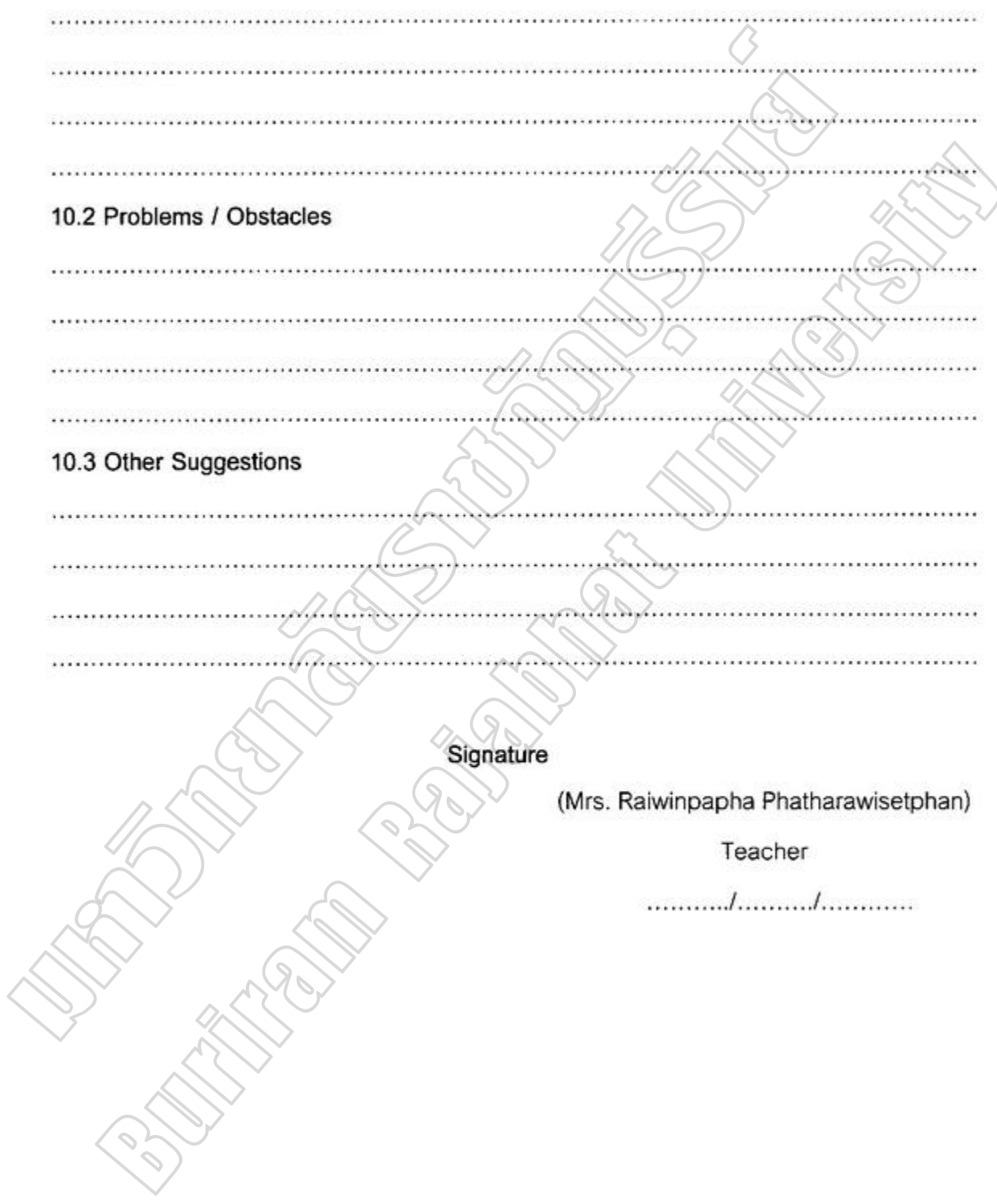
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Signature

(Mrs. Raiwinpapa Phatharawisetphan)

Teacher

...../...../.....





## Information Sheet 1

## ใบความรู้ที่ 1

## Present Simple Tense



## Positive and Negative Forms

## Positive Form

## โครงสร้างประโยคบอกเล่า

Subject + V1(s,es) + .....

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) V1 จะต้องเติม s หรือ es เสมอ

I always play football.

He always plays football.

You enjoy singing.

She enjoys singing.

We collect stamps.

Jane collects stamps.

They stand under the tree.

My father stands under the tree.

The windows break.

It breaks.

His sisters love watching movie.

His sister loves watching movie.

Suwit and Jane often practice the piano.

Suwit often practices the piano.

These dogs bite my doll.

This dog bites my doll.

ฉันเล่นฟุตบอลเป็นประจำ

เขาเล่นฟุตบอลเป็นประจำ

คุณชอบร้องเพลง

หล่อนชอบร้องเพลง

พวกเราสะสมแสตมป์

เจนสะสมแสตมป์

พวกเขายืนอยู่ใต้ต้นไม้

พ่อของฉันยืนอยู่ใต้ต้นไม้

หน้าต่างแตก

มันแตก

พวกพี่สาวของเขาชอบดูภาพยนตร์

พี่สาวของเขาชอบดูภาพยนตร์

สุวิทย์และเจนฝึกหัดเปียโนบ่อยๆ

สุวิทย์ฝึกหัดเปียโนบ่อยๆ

พวกสุนัขเหล่านี้กัดตุ๊กตาของฉัน

หมาตัวนี้กัดตุ๊กตาของฉัน

## The Rule of Adding -s After a Verbs

### หลักการเติม S ที่ท้ายคำกริยา

หลักการเติม S ที่ท้ายคำกริยา ช่อง 1 มีหลักการดังนี้

1. คำกริยาที่ลงท้ายด้วย o, ss, x, ch, sh ต้องเติม e แล้วตามด้วย s เช่น

go	→	goes
do	→	does
pass	→	passes
fix	→	fixes
reach	→	reaches
wash	→	washes

2. คำกริยาที่ลงท้ายด้วย y ให้พิจารณาดังนี้

2.1. ถ้าอักษรที่อยู่หน้า เป็นพยัญชนะให้เปลี่ยน y เป็น i ก่อนแล้วค่อยเติม es เช่น

cry	→	cries
study	→	studies

2.2. ถ้าตัวอักษรที่อยู่หน้า y เป็นสระ (a, e, i, o, u) ให้เติม s ได้เลย เช่น

play	→	plays
buy	→	buys

3. คำกริยาที่ไม่มีลักษณะพิเศษตามข้อ 1 และ ข้อ 2 ให้เติม s ได้ทันที เช่น

walk	→	walks
look	→	looks
sing	→	sings
drink	→	drinks
win	→	wins
make	→	makes
get	→	gets
run	→	runs
read	→	reads

## The Use of Present Simple Tense

### หลักการใช้ Present Simple Tense

1. ใช้พูดถึงเหตุการณ์ที่เกิดขึ้นเป็นนิสัย การกระทำที่เกิดขึ้นเป็นประจำ สม่ำเสมอ โดยมักจะมีคำว่า always, sometimes, usually, often, every day, every week, twice a month etc.

ตัวอย่าง

He always sleeps at 10 p.m.

I go shopping every week.

I drink a glass of coffee every day.

He drives to this way every day.

I always do my homework.

Jim plays football every week.

เขามักจะเข้านอนตอน 4 ทุ่มเสมอ

ฉันไปช้อปปิ้งทุกสัปดาห์

ฉันดื่มกาแฟ 1 แก้วทุกวัน

เขาขับรถผ่านถนนสายนี้ทุกวัน

ฉันทำการบ้านเป็นประจำ

จิมเล่นฟุตบอลทุกสัปดาห์

2. ใช้พูดถึงเหตุการณ์ที่เป็นจริง หรือเป็นกฎธรรมชาติ

ตัวอย่าง

The sun sets in the west.

The sun rises in the east.

The moon moves round the earth.

The earth goes round the sun.

The earth rotates on its axis.

Fish swim in the water.

พระอาทิตย์ตกทางทิศตะวันตก

พระอาทิตย์ขึ้นทางทิศตะวันออก

ดวงจันทร์โคจรรอบโลก

โลกหมุนรอบดวงอาทิตย์

โลกหมุนอยู่บนแกนของตัวเอง

ปลาวัวอยู่ในน้ำ

3. ใช้พูดถึงตารางเวลาหรือแผนการที่ได้วางไว้ โดยมักจะมีตัวเลขบอกเวลาหรือวันที่

แน่นอน

ตัวอย่าง

The office opens at 8:20 a.m.

The meeting starts at 8:00 a.m. – 3:00 p.m.

The train arrives at 9:00 a.m.

I leave by car at 6:20 a.m.

สำนักงานจะเปิดเวลา 8:20 น.

การประชุมจะเริ่มเวลา 8:00 น. – 15:00 น.

รถไฟจะมาถึงเวลา 9:00 น.

ฉันจะออกเดินทางด้วยรถยนต์เวลา 6:20 น.

## Adverb of Frequency

Adverb of Frequency คือ คำที่บอกความถี่ ความบ่อยของการกระทำนั้นๆ

ในประโยค Present Simple Tense ที่ใช้พูดถึงเหตุการณ์ที่เกิดขึ้นเป็นนิสัย ใช้พูดถึงการกระทำที่เกิดขึ้นเป็นประจำ สม่ำเสมอ มักจะมี Adverb of Frequency อยู่ในประโยคด้วย ได้แก่

always	เสมอๆ	100%
usually	เป็นประจำ	80%
often	บ่อยๆ	40%
sometimes	บางครั้ง	30%
seldom	นานๆครั้ง	20%
never	ไม่เคย	0%

โดยมีหลักการวางดังนี้ Subject + Adverb of Frequency + V1 + .....

## Expressions of Frequency

Expressions of Frequency คือ กลุ่มคำที่บอกความถี่ ความบ่อยของการกระทำนั้นๆ

ในประโยค Present Simple Tense ที่ใช้พูดถึงเหตุการณ์ที่เกิดขึ้นเป็นนิสัย ใช้พูดถึงการกระทำที่เกิดขึ้นเป็นประจำ สม่ำเสมอ มักจะมี Expressions of Frequency อยู่ในประโยคด้วย ได้แก่

every day / every week / every month / every year

once a day / once a week / once a month / once a year

twice a day / twice a week / twice a month / twice a year

three times a day / three times a week / three times a month / three times a year

โดยมีหลักการวางดังนี้ Subject + V1 + ..... + Expressions of Frequency

## Negative Form

## โครงสร้างประโยคปฏิเสธ

Subject + do/does + not + V1 + .....

I, You, We, They, และ Plural Noun(คำนามที่เป็นพหูพจน์) ใช้ do

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) ใช้ does

I do not play football.

ฉันไม่ได้เล่นฟุตบอล

He does not play football.

เขาไม่ได้เล่นฟุตบอล

You do not enjoy singing.

คุณไม่ชอบร้องเพลง

She does not enjoy singing.

หล่อนไม่ชอบร้องเพลง

We do not collect stamps.

พวกเราไม่ได้สะสมแสตมป์

Jane does not collect stamps.

เจนไม่ได้สะสมแสตมป์

They do not stand under the tree.

พวกเขาไม่ได้ยืนอยู่ใต้ต้นไม้

My father does not stand under the tree.

พ่อของฉันไม่ได้ยืนอยู่ใต้ต้นไม้

The windows don't break.

หน้าต่างไม่ได้แตก

It doesn't break.

มันไม่ได้แตก

His sisters don't love watching movie.

พวกพี่สาวของเขาไม่ชอบดูภาพยนตร์

His sister doesn't love watching movie.

พี่สาวของเขาไม่ชอบดูภาพยนตร์

Suwit and Jane don't practice the piano.

สุวิทย์และเจนไม่ได้ฝึกหัดเปียโนบ่อยๆ

Suwit doesn't practice the piano.

สุวิทย์ไม่ได้ฝึกหัดเปียโนบ่อยๆ

These dogs don't bite my doll.

พวกสุนัขเหล่านี้ไม่ได้กัดตุ๊กตาของฉัน

This dog doesn't bite my doll.

หมาตัวนี้ไม่ได้กัดตุ๊กตาของฉัน

รูปย่อของ do not และ does not

do not = don't

does not = doesn't

การใช้รูปย่อจะนำมาใช้ก็ต่อเมื่อเขียนหรือสนทนากับเพื่อนสนิทเท่านั้น ในการเขียนโดยทั่วไปนิยมใช้รูปเต็ม





## Worksheet 1

## ใบงานที่ 1

## Present Simple Tense

## Positive and Negative Forms

Name..... Surname..... Class..... No.....

Activity 1: Find the meaning in Thai of each word and change them into the 3rd Person Singular verb form of Present Simple Tense (verb with s or es).

กิจกรรมที่ 1: หาความหมายภาษาไทยของคำศัพท์แต่ละคำและเปลี่ยนรูปคำกริยาที่ใช้กับประธานเอกพจน์บุรุษที่ 3 ในประโยค Present Simple Tense (คำกริยาเติม s หรือ es)

Verb	Meaning in Thai	Verb with s or es
get		
take		
go		
do		
play		
have		
practice		
read		
live		
start		
change		
hang out		
watch		
love		
buy		
clean		
deliver		
chat		
study		
cook		

(คะแนนรวม 4 คะแนน ทำถูก 5 คำ 1 คะแนน)

Activity 2: Correct the verb form of Present Simple Tense and translate it into Thai.

กิจกรรมที่ 2: เขียนคำกริยาในวงเล็บให้ถูกต้องตามหลักของ Present Simple Tense และแปล  
ความหมายของประโยคเป็นภาษาไทย

1. I ( play ) ..... football every day.

.....

2. They always ( come ) ..... here on Saturdays.

.....

3. He usually ( help ) ..... his parents after school.

.....

4. Suda and Lumduan often ( visit ) ..... their cousin.

.....

5. Yooyee always ( watch ) ..... TV after school.

.....

6. He ( study ) ..... English every day.

.....

มหาวิทยาลัยราชภัฏรำไพพรรณี  
Buriram Rajabhat University

Activity 3: Make positive and negative sentences in Present Simple Tense from the given words.

กิจกรรมที่ 3: แต่งประโยคบอกเล่าและปฏิเสธตามหลักของ Present Simple Tense จากคำที่กำหนดให้

Example

sing / Jane / songs.

Positive: Jane sings songs.

Negative: Jane doesn't sing songs.

1. I / him. / love

Positive: .....

Negative: .....

2. door. / Nang / closes / the

Positive: .....

Negative: .....

3. practice / Manee / and I / the / ukulele.

Positive: .....

Negative: .....

4. math / We / on Mondays. / study

Positive: .....

Negative: .....

5. drink / He / coffee.

Positive: .....

Negative: .....



Activity 4: Choose the given verbs to complete the sentences in Present Simple Tense and translate each sentence into Thai.

กิจกรรมที่ 4: เลือกคำกริยาที่กำหนดให้เติมลงในประโยคให้สมบูรณ์ในรูปแบบของประโยค Present Simple Tense และแปลความหมายเป็นภาษาไทย

rise open drink go love close get teach speak see

1. Tom is from England. He ..... English.  
.....
2. Steve ..... two cups of coffee a day.  
.....
3. We usually ..... up at 7 o'clock.  
.....
4. I often ..... to the movies with friends.  
.....
5. The museum ..... at 5 p.m. on Saturdays.  
.....
6. We always ..... the Elephant Show at Rose Garden every month.  
.....
7. She is a teacher. She ..... English to the ninth grade students.  
.....
8. In my hometown the banks ..... at 8.30 in the morning.  
.....
9. The sun ..... in the east.  
.....
10. John is my best friend. I ..... him very much.  
.....

Activity 5: Change these sentences into negative sentences in Present Simple Tense and translate each sentence into Thai.

กิจกรรมที่ 5: เปลี่ยนประโยคเหล่านี้ให้เป็นประโยคปฏิเสธในรูปแบบของประโยค Present Simple Tense และแปลความหมายแต่ละประโยคเป็นภาษาไทย

1. They go to school by bus.

.....  
.....

2. He stays here.

.....  
.....

3. Suda speaks English.

.....  
.....

4. My parents work in the farm.

.....  
.....

5. They watch TV. with me.

.....  
.....

Activity 6: Describe these pictures in positive and negative Present Simple Tense forms.

กิจกรรมที่ 6: เขียนบรรยายภาพเป็นประโยคบอกเล่าและปฏิเสธโดยใช้รูปประโยค Present

Simple Tense



Positive form: .....

Negative form: .....



Positive form: .....

Negative form: .....



Positive form: .....

Negative form: .....



Positive form: .....

Negative form: .....



Positive form: .....

Negative form: .....

Activity 7: Answers the questions.

กิจกรรมที่ 7: ตอบคำถามต่อไปนี้

1. ประโยค Present Simple Tense ใช้กับเหตุการณ์ใดบ้าง? (1 คะแนน)

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2. จงบอกโครงสร้างประโยคบอกเล่า Present Simple Tense (1 คะแนน)

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3. จงบอกหลักการเติม s, es ท้ายคำกริยา (1 คะแนน)

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.....

.....

4. จงบอกโครงสร้างประโยคปฏิเสธ Present Simple Tense (1 คะแนน)

.....

.....

.....

.....



Worksheet 1 Answer Key  
 เฉลยคำตอบใบงานที่ 1  
 Present Simple Tense  
 Positive and Negative Forms

Activity 1: Find the meaning in Thai of each word and change them into the 3rd Person Singular verb form of Present Simple Tense (verb with s or es).

กิจกรรมที่ 1: หาความหมายภาษาไทยของคำศัพท์แต่ละคำและเปลี่ยนรูปคำกริยาที่ใช้กับประธานเอกพจน์บุรุษที่ 3 ในประโยค Present Simple Tense (คำกริยาเติม s หรือ es)

Verb	Meaning in Thai	Verb with s or es
get	ได้รับ	gets
take	เอามา	takes
go	ไป	goes
do	ทำ	does
play	เล่น	plays
have	มี	has
practice	ฝึก	practices
read	อ่าน	reads
live	มีชีวิตอยู่	lives
start	เริ่ม	starts
change	เปลี่ยน	changes
hang out	เที่ยวเตร็ดเตร่	hangs out
watch	ดู	watches
love	รัก	loves
buy	ซื้อ	buys
clean	ทำความสะอาด	cleans
deliver	ส่ง	delivers
chat	คุย	chats
study	เรียน	studies
cook	ทำอาหาร	cooks

(คะแนนรวม 4 คะแนน ทำถูก 5 คำ 1 คะแนน)

Activity 2: Correct the verb form of Present Simple Tense and translate it into Thai.

กิจกรรมที่ 2: เขียนคำกริยาในวงเล็บให้ถูกต้องตามหลักของ Present Simple Tense และแปลความหมายของประโยคเป็นภาษาไทย

1. I ( play ) play football every day.

ฉันเล่นฟุตบอลทุกวัน

2. They always ( come ) come here on Saturdays.

พวกเขาไปที่นั่นทุกวันอาทิตย์เป็นเสมอๆ

3. He usually ( help ) helps his parents after school.

เขาช่วยงานพ่อและแม่ของเขาหลังเลิกเรียนเป็นประจำ

4. Suda and Lumduan often (visit ) visit their cousin.

สุดาและลำตวนไปเยี่ยมญาติของเขาบ่อยๆ

5. Yooyee always ( watch ) watches TV. after school.

ยูอี้ดูทีวีหลังเลิกเรียนเสมอๆ

6. He (study) studies English every day.

เขาเรียนวิชาภาษาอังกฤษทุกวัน



**Activity 3:** Make positive and negative sentences in Present Simple Tense from the given words.

**กิจกรรมที่ 3:** แต่งประโยคบอกเล่าและปฏิเสธตามหลักของ Present Simple Tense จากคำที่กำหนดให้

Example

sing / Jane / songs.

Positive: Jane sings songs.

Negative: Jane doesn't sing songs.

1. I / him. / love

Positive: I love him.

Negative: I don't love him.

2. door. / Nang / closes / the

Positive: Nang closes the door.

Negative: Nang doesn't close the door.

3. practice / Manee / and I / the / ukulele.

Positive: Manee and I practice the ukulele.

Negative: Manee and I practice don't practice the ukulele.

4. math / We / on Mondays. / study

Positive: We study math on Mondays.

Negative: We don't study math on Mondays.

5. drink / He / coffee.

Positive: He drinks coffee.

Negative: He doesn't drink coffee.



Activity 4: Choose the given verbs to complete the sentences in Present Simple Tense and translate each sentence into Thai.

กิจกรรมที่ 4: เลือกคำกริยาที่กำหนดให้เติมลงในประโยคให้สมบูรณ์ในรูปแบบของประโยค Present Simple Tense และแปลความหมายเป็นภาษาไทย

rise open drink go love close get teach speak see

1. Tom is from England. He speaks English.

ทอมเป็นชาวอังกฤษ เขาพูดภาษาอังกฤษ

2. Steve drinks two cups of coffee a day.

สตีฟดื่มกาแฟสองแก้วต่อวัน

3. We usually get up at 7 o'clock.

พวกเราตื่นนอนตอน 7 โมงเช้าเป็นประจำ

4. I often go to the movies with friends.

ฉันไปดูหนังกับเพื่อนบ่อยๆ

5. The museum closes at 5 p.m. on Saturdays.

พิพิธภัณฑ์ปิดตอนห้าโมงเย็นทุกวันเสาร์

6. We always see the Elephant Show at Rose Garden every month.

พวกเราดูการแสดงช้างที่สวน Rose Garden ทุกๆเดือนเป็นประจำ

7. She is a teacher. She teaches English to the ninth grade students.

หล่อนเป็นคุณครู หล่อนสอนภาษาอังกฤษนักเรียนชั้น ม.3

8. In my hometown the banks open at 8.30 in the morning.

ที่บ้านเกิดของฉันธนาคารเปิดตอน 8.30 น.

9. The sun rises in the east.

พระอาทิตย์ขึ้นทางทิศตะวันออก

10. John is my best friend. I love him very much.

จอห์นคือเพื่อนที่ดีที่สุดของฉัน ฉันรักเขามาก

Activity 5: Change these sentences into negative sentences in Present Simple Tense and translate each sentence into Thai.

กิจกรรมที่ 5: เปลี่ยนประโยคเหล่านี้ให้เป็นประโยคปฏิเสธในรูปแบบของประโยค Present Simple Tense และแปลความหมายแต่ละประโยคเป็นภาษาไทย

1. They go to school by bus.

They don't go to school by bus.

พวกเขาไม่ได้ไปโรงเรียนโดยรถบัส

2. He stays here.

He doesn't stay here.

พวกเขาไม่ได้อยู่ที่นี้

3. Suda speaks English.

Suda doesn't speak English.

สุดาไม่ได้พูดภาษาอังกฤษ

4. My parents work in the farm.

My parents don't work in the farm.

พ่อและแม่ของฉันไม่ได้ทำงานอยู่ในฟาร์ม

5. They watch TV. with me.

They don't watch TV. with me.

พวกเขาไม่ได้ดูทีวีกับฉัน

Activity 6: Describe these pictures in positive and negative Present Simple Tense forms.

กิจกรรมที่ 6: เขียนบรรยายภาพเป็นประโยคบอกเล่าและปฏิเสธโดยใช้รูปประโยค Present

Simple Tense



Positive form: She runs.

Negative form: She doesn't run.



Positive form: They dance.

Negative form: They don't dance.



Positive form: He swims.

Negative form: He doesn't swim.



Positive form: He reads a book.

Negative form: He doesn't read a book.



Positive form: He plays a guitar.

Negative form: He doesn't play a guitar.

Activity 7: Answers the questions.

กิจกรรมที่ 7: ตอบคำถามต่อไปนี้

### 1. ประโยค Present Simple Tense ใช้กับเหตุการณ์ใดบ้าง?

1. ใช้พูดถึงเหตุการณ์ที่เกิดขึ้นเป็นนิสัย การกระทำที่เกิดขึ้นเป็นประจำ เสมอ โดยมักจะมีคำว่า always, sometimes, usually, often, every day, every week, twice a month etc.
2. ใช้กับเหตุการณ์ที่เป็นการกระทำที่เป็นจริง หรือเป็นกฎของธรรมชาติ
3. ใช้เมื่อพูดถึงการแสดงตารางเวลาหรือแผนการที่ได้วางไว้ โดยมักจะมีตัวเลขบอกเวลาหรือวันที่แน่นอน

### 2. จงบอกโครงสร้างประโยคบอกเล่า Present Simple Tense

Subject + V1(s,es) + .....

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) V1 จะต้องเติม s หรือ es เสมอ

### 3. จงบอกหลักการเติม s, es ท้ายคำกริยา

หลักการเติม S ที่ท้ายคำกริยา ของ 1 มีหลักการดังนี้

1. คำกริยาที่ลงท้ายด้วย o, ss, x, ch, sh ต้องเติม e แล้วตามด้วย s
2. คำกริยาที่ลงท้ายด้วย y ให้พิจารณาดังนี้
  - 2.1. ถ้าอักษรที่อยู่หน้า เป็นพยัญชนะให้เปลี่ยน y เป็น i ก่อนแล้วค่อยเติม es
  - 2.2. ถ้าตัวอักษรที่อยู่หน้า y เป็นสระ (a, e, i, o, u) ให้เติม s ได้เลย
3. คำกริยาที่ไม่มีลักษณะพิเศษตามข้อ 1 และ ข้อ 2 ให้เติม s ได้ทันที

### 4. จงบอกโครงสร้างประโยคปฏิเสธ Present Simple Tense

Subject + do/does + not + V1+ .....

I, You, We, They, และ Plural Noun(คำนามที่เป็นพหูพจน์) ใช้ do

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) ใช้ does

### Observation Form 1

Topic:           What Time Do You Get Up?

Sub-Topic:    Positive and Negative Forms in Present Simple Tense

No.	Name	Behavior List									Total	Pass	Fail	Remark
		Activity Participation			Attention in Learning			Conclusion or Summary						
		2	1	0	2	1	0	2	1	0				
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														

Note: Observation Criterion   0.00 – 2.99 = Fail   3.00 – 6.00 = Pass

Signature

(Mrs. Raiwinpapha Phatharawisetphan)

Teacher

...../...../.....

## Worksheet Score Record Form 1

Topic: What Time Do You Get Up?

Sub-Topic: Positive and Negative Forms in Present Simple Tense

No.	Name	Activities							Total
		1 (5)	2 (6)	3 (5)	4 (10)	5 (5)	6 (5)	7 (4)	40
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Signature

(Mrs. Raiwinpaha Phatharawisetphan)

Teacher

...../...../.....



## Lesson Plan 2

Course:	Fundamental English
Level:	Grade 9 <sup>th</sup> students
Theme:	Personal Identification
Topic:	What Time Do You Get Up?
Sub Topic:	Question Form in Present Simple Tense
Time:	2 periods

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## 1. Concept

The Present Simple Tense is used for describing routines, or incidents that occur repeatedly.

Yes/No-Question form: Do/Does + Subject + V1+ .....?

Wh-Question form: Wh-question + do/does + Subject + V1+ .....?

## 2. Standard and Performance Indicators

Strand 1: Language for Communication

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Compare and explain similarities and differences between pronunciation of various kinds of sentences in accordance with structures of sentences in foreign languages and Thai language.



### 3. Objectives

1. Students are able to construct the Yes/No-question sentences in present simple tense.
2. Students are able to construct the Wh-question sentences in present simple tense.
3. Students are able to answer Yes/No-question in present simple tense.
4. Students are able to answer Wh-question in present simple tense.

### 4. Learning Contents

#### 4.1 Vocabulary

What, When, Where, Why, Who, How

#### 4.2 Grammar

Present Simple Tense

Yes/No-Question form: Do/Does + Subject + V1+ .....?

Wh-Question form: Wh-question + do/does + Subject + V1+ .....?

### 5. Teaching Procedure

#### 5.1 Warm up

1. Teacher reviews the lesson about positive and negative forms in present simple tense with students.
2. Teacher lets students predict the way to construct the question form in present simple tense.
3. Teacher gives the information sheet 2 and worksheet 2 to students.

#### 5.2 Presentation

1. Teacher tells the objectives of learning to students.
2. Teacher explains the contents in the information sheet 2

#### 5.3 Practice

1. Students do activity 1 on worksheet 2 following the instruction of the activity.
2. Students do activity 2 on worksheet 2 following the instruction of the activity.
3. Students do activity 3 on worksheet 2 following the instruction of the activity.
4. Teacher and students check the activity answers, and discuss the activities.

#### 5.4 Production

1. Students do activity 4 on worksheet 2 following the instruction of the activity.
2. Students do activity 5 on worksheet 2 following the instruction of the activity.

#### 5.5 Wrap up

1. Teacher summarizes the lesson.
2. Students do the activity 6 on worksheet 2.

#### 6. Materials

1. Information sheet 2
2. Worksheet 2
3. Worksheet 2 Answer Key
4. PowerPoint presentation
5. Observation form 2
6. Worksheet Score Record Form 2

#### 7. Evaluation

Method	Instrument	Standard
Observe students' participation	Observation form2	Student participation degree in learning at pass level.
Check worksheet answers	Worksheet Score Record Form 2	Students do the activities correctly at 75%.

**8. Suggestion Activities/ Other Comments**

.....

.....

.....

.....

.....

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.....

.....

.....

.....

**9. School Director's Comments and Suggestions**

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.....

.....

Signature

(Mr. Muean Raksanam)

Muangpochaipittayakom School director

...../...../.....

10. Remark

10.1 Results of the Learning

.....  
.....  
.....  
.....

10.2 Problems / Obstacles

.....  
.....  
.....  
.....

10.3 Other Suggestions

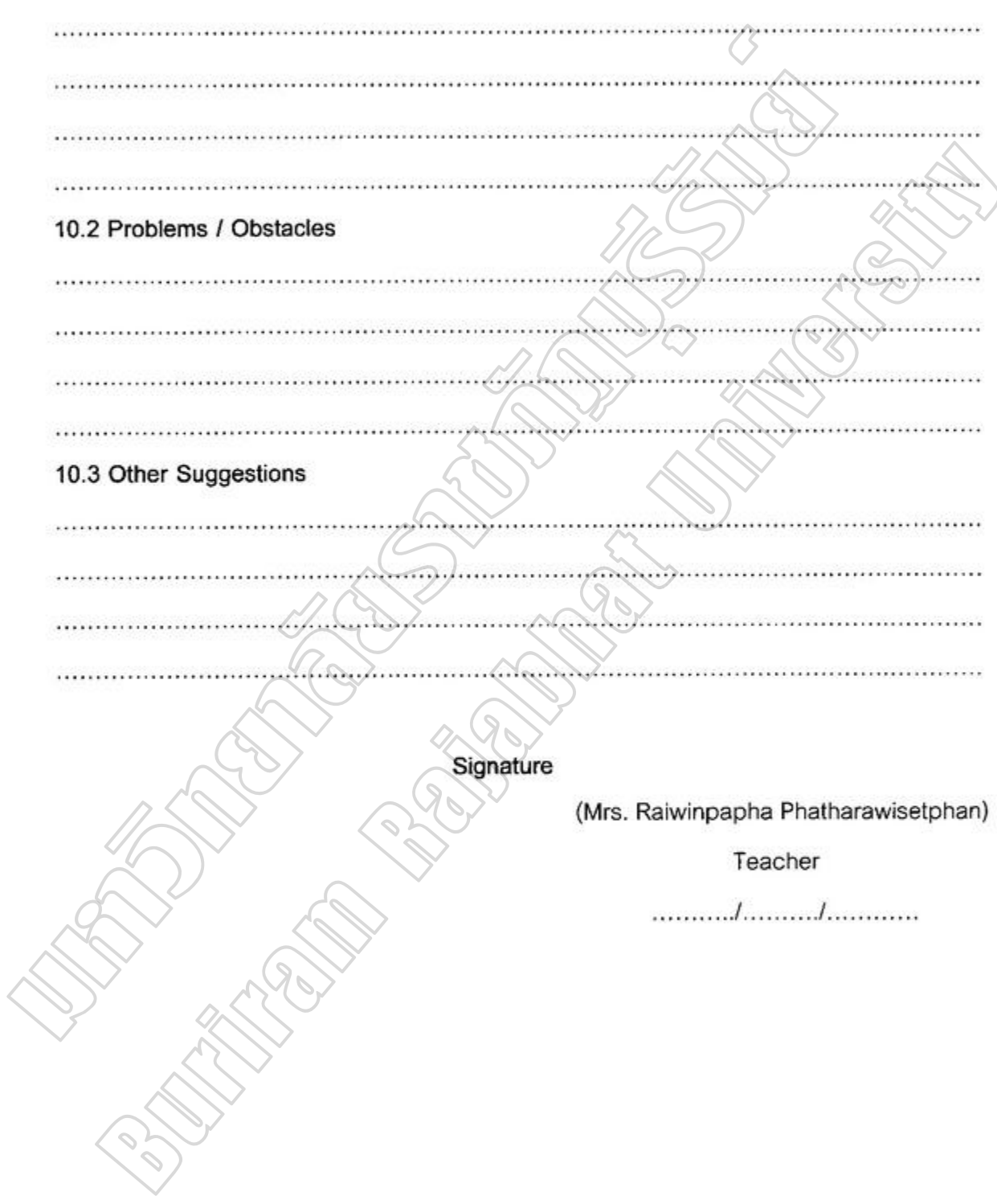
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Signature

(Mrs. Raiwinpapha Phatharawisetphan)

Teacher

...../...../.....





## Information Sheet 2

## ใบความรู้ที่ 2

## Present Simple Tense

## Question Form

Yes/ No - Question Form

โครงสร้างประโยคคำถาม

Do/Does + Subject + V1+ .....?

I, You, We, They, และ Plural Noun(คำนามที่เป็นพหูพจน์) ใช้ do

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) ใช้ does

A: Do you always play football? B: Yes, I do. หรือ No, I don't.	A: Does he always play football? B: Yes, he does หรือ No, he doesn't.
A: Do you enjoy singing? B: Yes, I do. หรือ No, I don't.	A: Does she enjoy singing? B: Yes, she does. หรือ No, she doesn't.
A: Do Jane and Jan collect stamps? B: Yes, they do. หรือ No, they don't.	A: Does Jane collect stamps? B: Yes, she does. หรือ No, she doesn't.
A: Do they stand under the tree? B: Yes, they do. หรือ No, they don't.	A: Does my father stand under the tree? B: Yes, he does. หรือ No, he doesn't.
A: Do his sisters love watching movie? B: Yes, they do. หรือ No, they don't.	A: Does his sister love watching movie? B: Yes, she does. หรือ No, she doesn't.
A: Do these dogs bite my doll? B: Yes, they do. หรือ No, they don't.	A: Does this dog bite my doll? B: Yes, it does. หรือ No, it doesn't.

## Wh-Question Form

## โครงสร้างประโยคคำถามที่ขึ้นต้นด้วย Wh-Question

## Wh-question + do/does + Subject + V1+ .....?

I, You, We, They, และ Plural Noun(คำนามที่เป็นพหูพจน์) ใช้ do

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) ใช้ does

A: What sport do you like? B: I like playing badminton. หรือ Badminton.	A: What sport does she like? B: She likes playing badminton. หรือ Badminton
A: When do they do their homework? B: They do their homework in the evening. หรือ In evening.	A: When does he do his homework? B: He does his homework in the evening. หรือ In evening.
A: Where do Jim and Joe play football? B: They play football at school. หรือ At school.	A: Where does he play football? B: He plays football at school. หรือ At school.
A: Why do you enjoy singing? B: Because singing makes me relax. หรือ Singing makes me relax.	A: Why does she enjoy singing? B: Because singing makes her relax. หรือ Singing makes her relax.
A: Who do you write this e-mail to? B: I write this e-mail to Jane. หรือ Jane	A: Who does John write this e-mail to? B: John writes this e-mail to Jane. หรือ Jane.
A: How do your parents go to England? B: They go to England by plane. หรือ By plane.	A: How does your dad go to England? B: He goes to England by plane. หรือ By plane.
A: How often do you read the books? B: I always read the books every day. หรือ Every day	A: How often does Jane read the books? B: She always reads the books every day. หรือ Every day



ในกรณีที่ใช้ Wh-question เป็นประธานของคำถามจะตามหลังด้วยคำกริยาได้เลย

ไม่ต้องใช้ do/does มาช่วยให้การสร้างประโยคคำถาม เช่น

A: Who tell you?

B: Peter tells me. หรือ Peter.



Wh - Question  
คืออะไรคะ?

Wh - Question หรือ Wh -? เป็นประโยคคำถามที่ขึ้นต้นด้วย Wh? (รวม How-? ด้วย) เป็นการถามถึงข้อมูล... ไม่ได้ถามเพื่อให้ตอบรับหรือปฏิเสธ เช่น

**What** (วอท) : อะไร (ถามถึงบางสิ่งบางอย่าง)

**When** (เวน) : เมื่อไร (ถามถึงเวลา)

**Where** (แวร์) : ที่ไหน (ถามถึงสถานที่)

**Why** (ไว) : ทำไม (ถามถึงเหตุผล)

**Who** (ฮู) : ใคร (ถามถึงใคร)

**How** (เฮา) : อย่างไร (ถามถึงวิธีการ)

เวลานักเรียนถูกถามด้วย Wh-? ตัวใดตัวหนึ่งจากข้างบนนี้...ห้ามตอบด้วยคำว่า Yes หรือ No เป็นอันขาด...มันไม่เหมือนที่เราเรียนที่ผ่านมานะคะ...ต้องตอบให้ถูกต้อง เหมาะสม และสมเหตุสมผลด้วยนะคะ





## Worksheet 2

## ใบงานที่ 2

## Present Simple Tense

## Question Form



Name.....Surname.....Class.....No.....

Activity 1: Use "do or does" to complete the sentences. Then answer the questions according to the signs: check  answer Yes and check  answer No.

กิจกรรมที่ 1: แต่งประโยคให้สมบูรณ์โดยการเติม do หรือ does แล้วตอบคำถาม ถ้าข้อใดใช่เครื่องหมาย   
ตอบ Yes แต่ถ้าข้อใดไม่ใช่เครื่องหมาย  ตอบ No

1. .... they invite you to the party?

.....

2. .... you play the guitar?

.....

3. .... we leave home in the morning?

.....

4. .... he like chocolate?

.....

5. .... Nan and Nang drink milk every day?

.....

6. .... Jack work?

.....

7. .... she buy a new car?

.....

Activity 2: Complete the sentences. Use What, When, Where, Why, Who, or how.

กิจกรรมที่ 2: แต่งประโยคให้สมบูรณ์โดยใช้ What, When, Where, Why, Who, หรือ how

1. Pan: ..... do you wash your car?

Jan: I wash my car in the morning.

2. Peter: ..... does Pan go back home?

Pat: Because she thinks of her parents.

3. Best: ..... animal do you like?

Jin: I like dogs.

4. Ben: ..... do they play basketball?

Man: I play football at university.

5. Nan: ..... does he talk to?

Jan: He talks to Mark.

6. Dan: ..... do you pay?

Jin: I play with a credit card.

Activity 3: Answer the questions about yourself.

กิจกรรมที่ 3: ถามและตอบคำถามต่อไปนี้เกี่ยวกับตัวของคุณเอง

1. What time do you get up?

.....

2. Do you use computer every day?

.....

3. Where do you live?

.....

4. How do you come to school?

.....

5. Do you like cats?

.....

6. Who do you usually have dinner with?

.....

7. Do you have breakfast every day?

.....

8. Why do you study in this school?

.....

9. Do you have brothers?

.....

10. What subject do you like?

.....

Activity 4: Unscramble the sentences to be question form in Present Simple Tense.

กิจกรรมที่ 4: เรียงประโยคต่อไปนี้ให้อยู่ในรูปประโยคคำถามของ Present Simple Tense.

1. Where / you / ? / does / Pan / see /

.....

2. homework / ? / Does / Kanda / do / her

.....

3. you / him / do / love / ? / Why

.....

4. cats / Sam / Does / like / ?

.....

5. When / read / the books / ? / Dang / does

.....

6. he / ? / go / with / you / Does

.....

7. does / go / he / ? / How / to work

.....

8. door / ? / Does / Nang / close / the

.....

9. to play / Do / like / football / ? / your brothers

.....

10. drink / he / Does / coffee / ?

.....

Activity 5: Make the Present Simple Questions.

กิจกรรมที่ 5: แต่งประโยคคำถามด้วย Present Simple Tense.

1. The prime minister lives in Bangkok.

Where .....

2. Peter and Ann's children play football on Sundays.

When .....

3. I drink milk in the morning.

What .....

4. My friends come from South Africa.

Where .....

5. James wants to change his job because he wants to earn more salary.

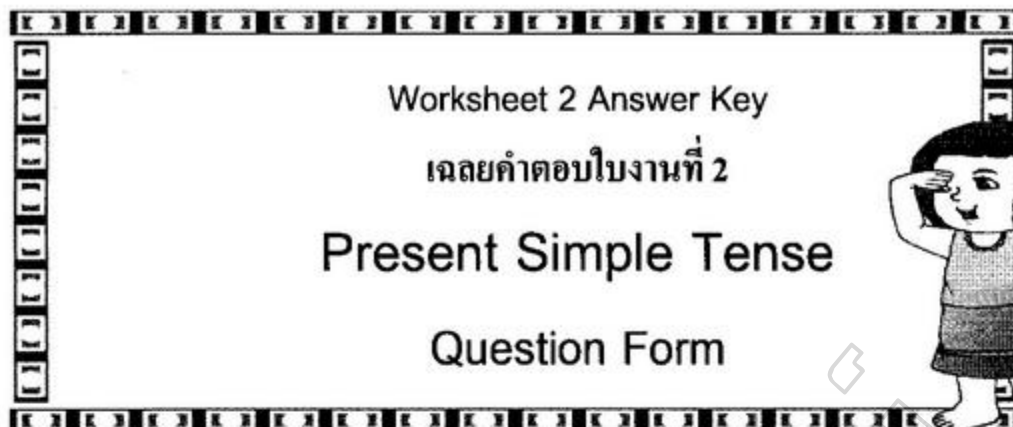
Why .....

6. Ben and Boy come to school by bus.

How .....







## Worksheet 2 Answer Key

## เฉลยคำตอบใบงานที่ 2

## Present Simple Tense

## Question Form



Activity 1: Use "do or does" to complete the sentences. Then answer the questions according to the signs: check  answer Yes and check  answer No.

กิจกรรมที่ 1: แต่งประโยคให้สมบูรณ์โดยการเติม do หรือ does แล้วตอบคำถาม ถ้าข้อใดใช่เครื่องหมาย   
ตอบ Yes แต่ถ้าข้อใดไม่ใช่เครื่องหมาย  ตอบ No

1. Do they invite you to the party?

No, they don't.

2. Do you play the guitar?

Yes, I do

3. Do we leave home in the morning?

No, we don't.

4. Does he like chocolate?

Yes, he does.

5. Do Nan and Nang drink milk every day?

Yes, they do

6. Does Jack work?

No, he doesn't.

7. Does she buy a new car?

Yes, she does.



Activity 2: Complete the sentences. Use What, When, Where, Why, Who, or how.

กิจกรรมที่ 2: แต่งประโยคให้สมบูรณ์โดยใช้ What, When, Where, Why, Who, หรือ how

1. Pan: When do you wash your car?

Jan: I wash my car in the morning.

2. Peter: Why does Pan go back home?

Pat: Because she thinks of her parents.

3. Best: What animal do you like?

Jin: I like dogs.

4. Ben: Where do they play basketball?

Man: I play football at university.

5. Nan: Who does he talk to?

Jan: He talks to Mark.

6. Dan: How do you pay?

Jin: I play with a credit card.

Activity 3: Answer the questions about yourself.

กิจกรรมที่ 3: ถามและตอบคำถามต่อไปนี้เกี่ยวกับตัวของคุณเอง

The answers will vary.

1. What time do you get up?

.....

2. Do you use computer every day?

.....

3. Where do you live?

.....

4. How do you come to school?

.....

5. Do you like cats?

.....

6. Who do you usually have dinner with?

.....

7. Do you have breakfast every day?

.....

8. Why do you study in this school?

.....

9. Do you have brothers?

.....

10. What subject do you like?

.....

Activity 4: Unscramble the sentences to be question form in Present Simple Tense.

กิจกรรมที่ 4: เรียงประโยคต่อไปนี้ให้อยู่ในรูปประโยคคำถามของ Present Simple Tense.

1. Where / you / ? / does / Pan / see /

Where does Pan see you?

2. homework / ? / Does / Kanda / do / her

Does Kanda do her homework?

3. you / him / do / love / ? / Why

Why do you love him?

4. cats / Sam / Does / like / ?

Does Sam like cats?

5. When / read / the books / ? / Dang / does

When does Dang read the books?

6. he / ? / go / with / you / Does

Does he go with you?

7. does / go / he / ? / How / to work

How does he go to work?

8. door / ? / Does / Nang / close / the

Does Nang close the door?

9. to play / Do / like / football / ? / your brothers

Do your brothers like to play football?

10. drink / he / Does / coffee / ?

Does he drink coffee?

Activity 5: Make the Present Simple Questions.

กิจกรรมที่ 5: แต่งประโยคคำถามด้วย Present Simple Tense.

1. The prime minister lives in Bangkok.

Where does the prime minister live?

2. Peter and Ann's children play football on Sundays.

When do Peter and Ann's children play football?

3. I drink milk in the morning.

What do you drink in the morning?

4. My friends come from South Africa.

Where do your friends come from?

5. James wants to change his job because he wants to earn more salary.

Why does James want to change his job?

6. Ben and Boy come to school by bus.

How do Ben and Boy come to school?

Activity 6: Ask and answer the questions.

กิจกรรมที่ 6: ถามและตอบคำถามต่อไปนี้

1. จงเขียนโครงสร้างของประโยคคำถามในรูปของ Yes/ No – Question ในประโยค Present Simple Tense.

Do/Does + Subject + V1+ .....?

I, You, We, They, และ Plural Noun(คำนามที่เป็นพหูพจน์) ใช้ do

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) ใช้ does

2. จงเขียนโครงสร้างของประโยคคำถามในรูปของ Wh – Question ในประโยค Present Simple Tense และจงยกตัวอย่างคำที่เป็น Wh-Question

โครงสร้างคือ Wh-question + do/does + Subject + V1+ .....?

I, You, We, They, และ Plural Noun(คำนามที่เป็นพหูพจน์) ใช้ do

He, She, It, และ Singular Noun(คำนามที่เป็นเอกพจน์) ใช้ does

Wh – Question ได้แก่

What (วอท) : อะไร (ถามถึงบางสิ่งบางอย่าง)

When (เวน) : เมื่อไร (ถามถึงเวลา)

Where (แวร์) : ที่ไหน (ถามถึงสถานที่)

Why (ไวย) : ทำไม (ถามถึงเหตุผล)

Who (ฮู) : ใคร (ถามถึงใคร)

How (เฮา) : อย่างไร (ถามถึงวิธีการ)

### Observation Form 2

Topic:           What Time Do You Get Up

Sub-Topic:     Question Form in Present Simple Tense

No.	Name	Behavior List									Total	Pass	Fail	Remark
		Activity Participation			Attention in Learning			Conclusion or Summary						
		2	1	0	2	1	0	2	1	0				
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														

Note: Observation Criterion    0.00 – 2.99 = Fail    3.00 – 6.00 = Pass

Signature

(Mrs. Raiwinpapha Phatharawisetphan)

Teacher

...../...../.....



## Worksheet Score Record Form 2

Topic: What Time Do You Get UP?

Sub-Topic: Question Form in Present Simple Tense

No.	Name	Activities						Total
		1 (7)	2 (6)	3 (10)	4 (10)	5 (6)	6 (5)	44
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

Signature

(Mrs. Raiwinpaha Phatharawisetphan)

Teacher

...../...../.....



## Lesson Plan 3

Course: Fundamental English  
 Level: Grade 9<sup>th</sup> students  
 Theme: Personal Identification  
 Topic: What Time Do You Get Up?  
 Sub-Topic: What Time Do You Get Up?  
 Time: 4 periods

---

## 1. Concept

Students are able to communicate about their routines, or incidents that occur repeatedly by using present simple tense.

## 2. Standard and Performance Indicators

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 4: Choose/specify the topic, main idea and supporting details and express opinions about what has been heard and read from various types of media, as well as provide justifications and examples for illustration.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

### Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Indicator 1: Choose the language, tone of voice, gestures and manners appropriate to various persons and occasions in accordance with the social manners and culture of native speakers.

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Compare and explain similarities and differences between pronunciation of various kinds of sentences in accordance with structures of sentences in foreign languages and Thai language.

### Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/simulated situations in the classroom, school, community and society

### **3. Objective**

1. Students are able to pronounce the vocabulary about routine.
2. Students are able to understand the conversation about routine.
3. Students are able to ask and answer the question about routine.
4. Students are able to read and understand the story about routine.
5. Students are able to write the story about their routine.

#### 4. Learning Content

##### 4.1 Vocabulary

get up, take a bath, get dressed, have breakfast, go to school, start the lesson, have lunch, play sport, go back home, do homework, do housework, do laundry, do ironing, wash the dishes, do exercise, have an extra class, cook, have dinner, watch TV., listen to music, read the book, play the computer, pray, go to bed

##### 4.2 Grammar

Present Simple Tense

#### 5. Teaching Procedure

##### 5.1 Warm up

1. Teacher reviews the lesson present simple tense with students.
2. Teacher talks with students about their routine
3. Teacher gives the information sheet 3 and worksheet 3 to students.

##### 5.2 Presentation

1. Teacher tells the objectives of learning to students.
2. Teacher explains the contents in the information sheet 3.

##### 5.3 Practice

1. Students do activity 1 on worksheet 3.
  - Teacher lets students listen to the audio track about conversation in the activity 1.
  - Teacher lets students on the whole class practice the conversation.
  - Teacher divides students into 2 parts.  
Let part A to be Choojai and part B to be Manee.  
Then change part B to be Choojai and part A to be Manee.
  - Let students practice in pair with their partner.
  - Teacher chooses students by random to demonstrate conversation in the front.
  - Students answers the question about the conversation.

2. Students do activity 2 on worksheet 3
  - Teacher lets student listen to the audio track about conversation in activity 2.
  - Students listen to the words in the blank and complete the conversation.
4. Students do activity 3 on worksheet 3 following the instruction of the activity.
5. Students do activity 4 on worksheet 3 following the instruction of the activity.
6. Teacher and students check the activity answers discuss about the activities.

#### 5.4 Production

1. Students do activity 5 on worksheet 3 following the instruction of the activity.
2. Students do activity 6 on worksheet 3.
  - Let student work in pair.
  - Give a chart A for student A. Don't let student A see chart B
  - Give a chart B for student B. Don't let student B see chart A.
  - Let students take turn asking the questions and completing their charts.

For example question: What does Manee do at 5:00 a.m.?

Does Choojai do homework at 7:00 a.m.?

#### 5.5 Wrap up

1. Teacher summarizes the lesson.
2. Students do activity 7 on worksheet 3 following the instruction of the activity.

## 6. Materials

1. Information sheet 3
2. Worksheet 3
3. Worksheet 3 Answer Key
4. Audio track about conversation in activity 1
5. Audio track about conversation in activity 2
6. PowerPoint presentation
7. Observation form 3
8. Worksheet Score Record Form 3

## 7. Evaluation

Method	Instrument	Standard
Observe students' participation	Observation form3	Student participation degree in learning at pass level.
Check worksheet answers	Worksheet Score Record Form 3	Students do the activities correctly at 75%.

8. Suggestion Activities/ Other Comments

.....

.....

.....

.....

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.....

.....

.....

9. School Director's Comments and Suggestions

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.....

.....

Signature

(Mr. Muean Raksanam)

Muangpochapittayakom School director

...../...../.....



10. Remark

10.1 Results of the Learning

.....

.....

.....

.....

10.2 Problems / Obstacles

.....

.....

.....

.....

10.3 Other Suggestions

.....

.....

.....

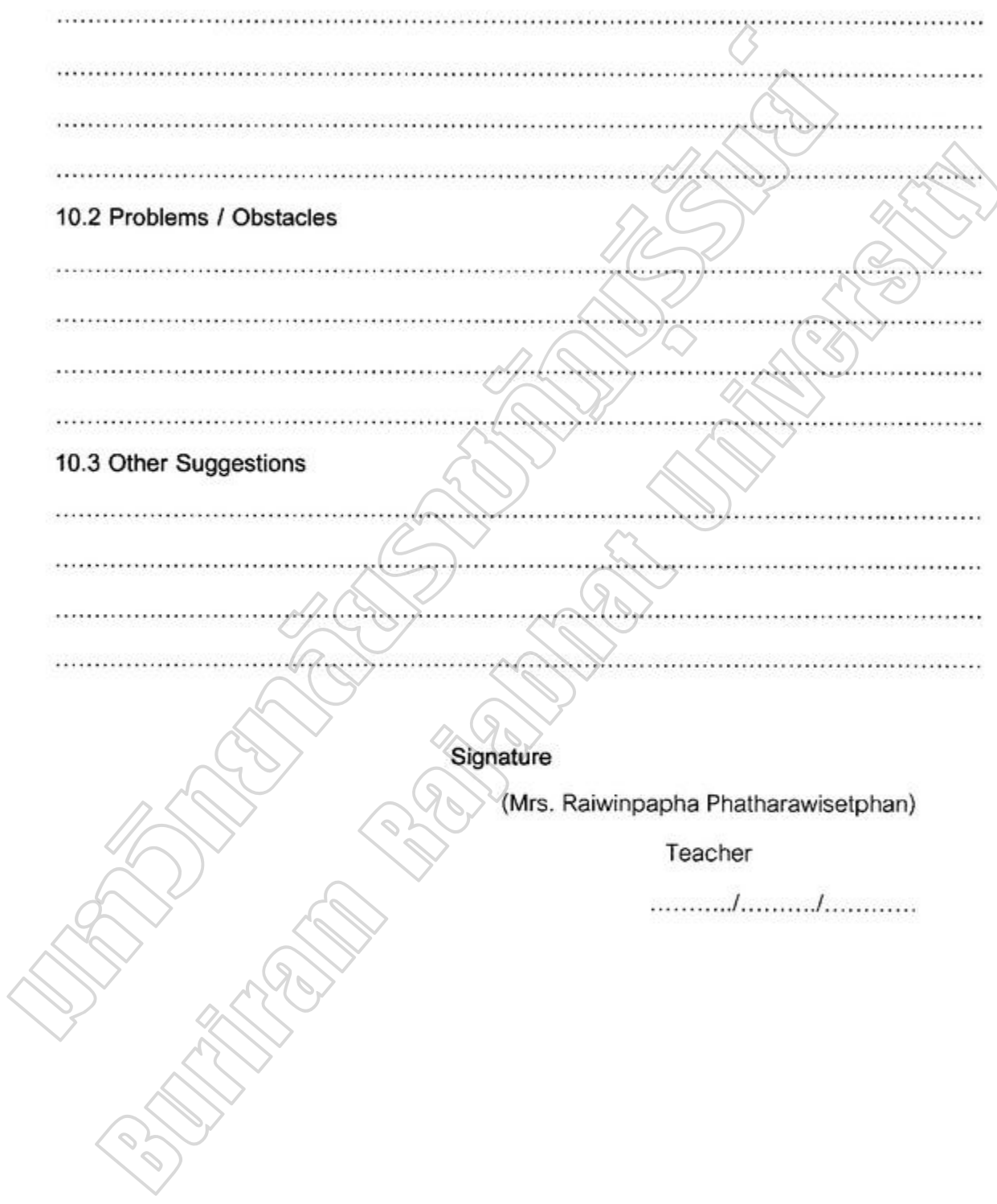
.....

Signature

(Mrs. Raiwinpapha Phatharawisetphan)

Teacher

...../...../.....



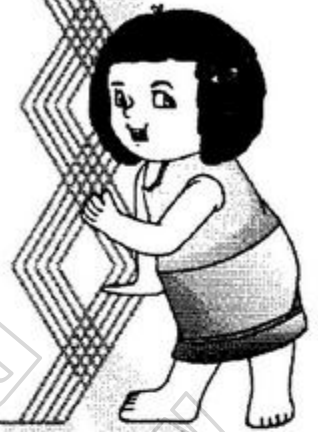


## Information Sheet 3

## ใบความรู้ที่ 3

## Present Simple Tense

## What Time Do You Get Up?



## Vocabulary

get up



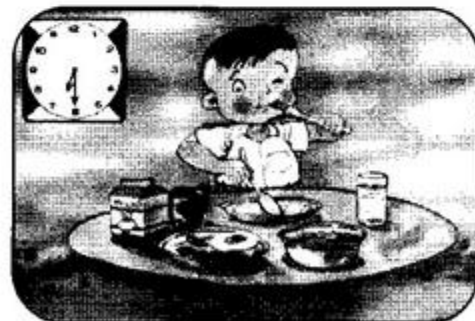
take a bath



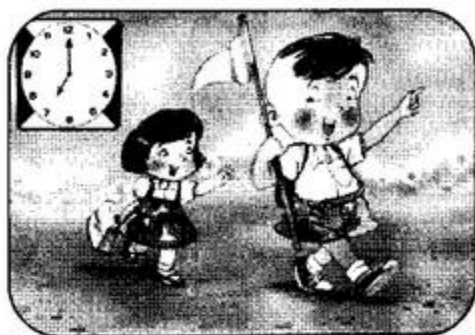
get dressed



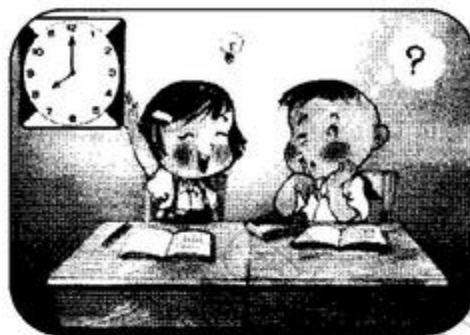
have breakfast



go to school



start the lesson



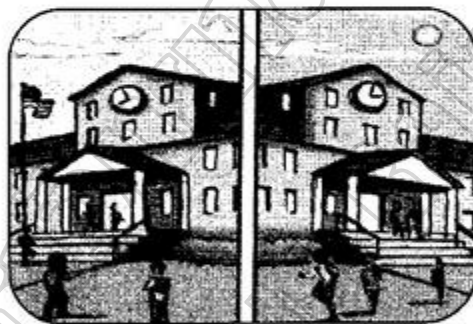
have lunch



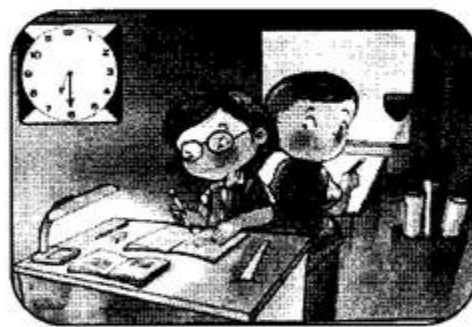
play sport



go back home



do homework



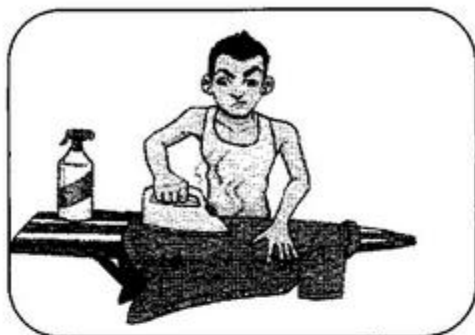
do housework



do laundry



do ironing



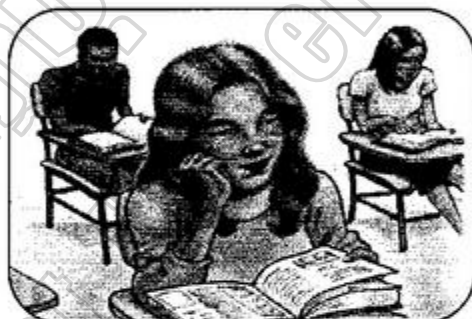
wash the dishes



do exercise



have an extra class



cook



have dinner



watch TV.



listen to music



read the book



use the computer



pray



go to bed







## Worksheet 3

## ใบงานที่ 3

## Present Simple Tense

## What Time Do You Get Up?

Name.....Surname.....Class.....No.....

Activity 1: Listen and practice the conversation. Then answer the questions.

กิจกรรมที่ 1: ฟังและฝึกพูดบทสนทนาแล้วตอบคำถาม

- Choojai: What time do you get up on the weekdays?
- Manee: I usually get up at 5:00 a.m. on the weekdays.
- Choojai: Why do you get up so early?
- Manee: Because I have to do exercise every morning.
- Choojai: What do you do in the morning?
- Manee: I always do housework after exercising. Then I take a bath, get dressed, and have my breakfast. After that, I go to school.
- Choojai: How do you go to school?
- Manee: I go to school by bus.
- Choojai: What do you do after lunch?
- Manee: I always read books in the library.
- Choojai: What do you do after school?
- Manee: I sometimes practice the ukulele.
- Choojai: When do you do your homework?
- Manee: I always do homework after dinner.
- Choojai: Do you watch TV. every day?
- Manee: Yes, I do. I always watch TV. before I go to bed.

1. What time does Manee get up?

.....  
.....

2. Why does she get up early?

.....  
.....

3. What does she do in the morning?

.....  
.....

4. How does she go to school?

.....  
.....

5. Does she always go to the library after lunch?

.....  
.....

6. Does she play football after school?

.....  
.....

7. What does she do before she does her homework?

.....  
.....

8. What does she do after she watches TV?

.....  
.....

Activity 2: Listen and complete the conversation

กิจกรรมที่ 2: ฟังและเติมคำในบทสนทนาให้สมบูรณ์

Manee: Do you like the weekend?

Choojai: .....

Manee: Why do you like the weekend?

Choojai: Because I can ..... late.

Manee: What time do you get up?

Choojai: .....

Manee: Do you .....?

Choojai: No, I don't.

Manee: ..... on the weekend?

Choojai: I always watch television or sometimes ..... with my grandma.

Manee: Where do you go shopping?

Choojai: I ..... go shopping at the mall.

Manee: .....

Choojai: I ..... go to bed at .....



Activity 3: Answer the questions about your routine.

กิจกรรมที่ 3: ตอบคำถามเกี่ยวกับกิจวัตรประจำวันของนักเรียน

1. What time do you get up?

.....

2. Do you usually take a bath in the morning?

.....

3. How do you go to school?

.....

4. What time do you start the lesson?

.....

5. Where do you usually have lunch?

.....

6. What do you have for lunch?

.....

7. What time do you have dinner?

.....

8. Who do you have dinner with?

.....

9. What do you do in the evening?

.....

10. What time do you go to bed?

.....

**Activity 4: Work in Pair**

Ask your friend the questions to get the answers about his/her routine.

**กิจกรรมที่ 4: ทำงานเป็นคู่**

ถามคำถามเพื่อนของนักเรียนเพื่อให้ได้คำตอบเกี่ยวกับกิจวัตรประจำวันของเพื่อน

Your friend's name is.....

1. What time does he/she get up?

.....

2. Does he/she usually take a bath in the morning?

.....

3. How does he/she go to school?

.....

4. What time does he/she start the lesson?

.....

5. Where does he/she usually have lunch?

.....

6. What does he/she have for lunch?

.....

7. What time does he/she have dinner?

.....

8. Who does he/she have dinner with?

.....

9. What does he/she do in the evening?

.....

10. What time does he/she go to bed?

.....

Activity 5: Answer the questions about Raynoo's routine. Use the information in the table.

กิจกรรมที่ 5: ตอบคำถามเกี่ยวกับกิจวัตรประจำวันของเธอ โดยใช้ข้อมูลจากตาราง

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 a.m.	run					do yoga	
7:00 a.m.	go to school					hang out with friends	
5:00 p.m.	do housework					have music class	
7:00 p.m.	do homework						
8:00 p.m.	watch TV.	use the computer				watch TV.	

1. What time does Raynoo run?

.....

2. What days does she do yoga?

.....

3. What time does she go to school?

.....

4. Does she do housework on Saturday and Sunday?

.....

5. What time does she do homework?

.....

6. Does she hang out with friends on Saturday?

.....

7. Does she hang out with friends on Sunday?

.....

8. Does she use the computer at 8:00 p.m. on Monday?

.....

9. What does she do at 8:00 p.m. on Wednesday?

.....

10. When does she have music class?

.....

Activity 6: *Work in Pair* - Student A

Ask student B questions to complete the chart. Then answer Student B's questions.

กิจกรรมที่ 6: *ทำงานเป็นคู่* - นักเรียน A

ถามคำถามนักเรียน B เพื่อให้แผนผังสมบูรณ์ หลังจากนั้นตอบคำถามนักเรียน B

CHART A

Name	1. Manee	2. Choojai	3. Mana	4. Weera	Student B
5:00 a.m.	do exercise	do yoga	run		
7:00 a.m.	go to school		go to school	go to school	
5:00 p.m.	have extra class			swim	
7:00 p.m.		do homework	do homework		
8:00 p.m.	read the books		use the computer		

For example:

What does Choojai do at 7:00 a.m.?

What does Weera do at 5:00 a.m.?

What do you do at 5:00 a.m.?

**Activity 6: Work in Pair - Student B**

Ask student A questions to complete the chart. Then answer Student A's questions.

**กิจกรรมที่ 6: ทำงานเป็นคู่ - นักเรียน B**

ถามคำถามนักเรียน A เพื่อให้แผนผังสมบูรณ์ หลังจากนั้นตอบคำถามนักเรียน A

**CHART B**

Name	1. Manee	2. Choojai	3. Mana	4. Weera	Student A
5:00 a.m.	do exercise		run	run	
7:00 a.m.		go to school	go to school		
5:00 p.m.		practice the piano	play basketball		
7:00 p.m.	do homework			do homework	
8:00 p.m.	read the books	watch TV.		go to bed	

For example:

What does Choojai do at 5:00 a.m.?

What does Weera do at 7:00 a.m.?

What do you do at 5:00 a.m.?

Activity 7: Read and answer the questions.

กิจกรรมที่ 7: อ่านแล้วตอบคำถาม

On weekdays Pech usually gets up at 6:00 a.m. Then he takes a bath and gets dressed. He has breakfast at 7:00 a.m. After that he goes to school by motorcycle and he starts the lesson at 8:30 a.m. He usually has lunch at 12:00 p.m. in the cafeteria. He goes back home at 4:30 p.m. He always plays football after school. Then he always does housework and homework. After that he always has dinner with his father and mother about 7:00 p.m. He uses the computer or sometimes watches TV. after dinner. He usually goes to bed at 10:00 p.m.

1. What time does Pech get up?

.....

2. What does he do after he gets up?

.....

3. How does he go to school?

.....

4. What time does he start the lesson?

.....

5. What does he do after school?

.....

6. What does he do before he has dinner?

.....

7. What time does he have dinner?

.....

8. Who does he have dinner with?

.....

9. Does he sometimes use the computer game after dinner?

.....

10. What time does he go to bed?

.....





## Worksheet 3 Answers Key

## เฉลยคำตอบใบงานที่ 3

## Present Simple Tense

## What Time Do You Get Up?

Activity 1: Listen and practice the conversation. Then answer the questions.

กิจกรรมที่ 1: ฟังและฝึกพูดบทสนทนาแล้วตอบคำถาม

Choojai: What time do you get up on the weekdays?

Manee: I usually get up at 5:00 a.m. on the weekdays.

Choojai: Why do you get up so early?

Manee: Because I have to do exercise every morning.

Choojai: What do you do in the morning?

Manee: I always do housework after exercising. Then I take a bath, get dressed, and have my breakfast. After that, I go to school.

Choojai: How do you go to school?

Manee: I go to school by bus.

Choojai: What do you do after lunch?

Manee: I always read books in the library.

Choojai: What do you do after school?

Manee: I sometimes practice the ukulele.

Choojai: When do you do your homework?

Manee: I always do homework after dinner.

Choojai: Do you watch TV. every day?

Manee: Yes, I do. I always watch TV. before I go to bed.



**1. What time does Manee get up?**

She usually gets up at 5:00 a.m.

**2. Why does she get up early?**

Because she has to do exercise every morning.

**3. What does she do in the morning?**

She always does housework, takes a bath, gets dressed, has breakfast, and goes to school in the morning.

**4. How does she go to school?**

She goes to school by bus.

**5. Does she always go to the library after lunch?**

Yes, she does.

**6. Does she play football after school?**

No, she doesn't.

**7. What does she do before she does her homework?**

She has dinner before she does her homework.

**8. What does she do after she watches TV?**

She goes to bed after she watches TV.

Activity 2: Listen and complete the conversation

กิจกรรมที่ 2: ฟังและเติมคำในบทสนทนาให้สมบูรณ์

Manee: Do you like the weekend?

Choojai: Yes, I do.

Manee: Why do you like the weekend?

Choojai: Because I can get up late.

Manee: What time do you get up?

Choojai: I get up at 10:00 a.m.

Manee: Do you have breakfast?

Choojai: No, I don't.

Manee: What do you do on the weekend?

Choojai: I always watch television or sometimes go shopping with my grandma.

Manee: Where do you go shopping?

Choojai: I usually go shopping at the mall.

Manee: And what time do you go to bed?

Choojai: I always go to bed at 11:00 p.m.

Activity 3: Answer the questions about your routine.

กิจกรรมที่ 3: ตอบคำถามเกี่ยวกับกิจวัตรประจำวันของนักเรียน

The answers will vary.

1. What time do you get up?

.....

2. Do you usually take a bath in the morning?

.....

3. How do you go to school?

.....

4. What time do you start the lesson?

.....

5. Where do you usually have lunch?

.....

6. What do you have for lunch?

.....

7. What time do you have dinner?

.....

8. Who do you have dinner with?

.....

9. What do you do in the evening?

.....

10. What time do you go to bed?

.....

Activity 4: *Work in Pair*

Ask your friend the questions to get the answers about his/her routine.

กิจกรรมที่ 4: ทำงานเป็นคู่

ถามคำถามเพื่อนของนักเรียนเพื่อให้ได้คำตอบเกี่ยวกับกิจวัตรประจำวันของเพื่อน

The answers will vary.

Your friend's name is.....

1. What time does he/she get up?

.....

2. Does he/she usually take a bath in the morning?

.....

3. How does he/she go to school?

.....

4. What time does he/she start the lesson?

.....

5. Where does he/she usually have lunch?

.....

6. What does he/she have for lunch?

.....

7. What time does he/she have dinner?

.....

8. Who does he/she have dinner with?

.....

9. What does he/she do in the evening?

.....

10. What time does he/she go to bed?

.....

Activity 5: Answer the questions about Raynoo's routine. Use the information in the table.

กิจกรรมที่ 5: ตอบคำถามเกี่ยวกับกิจวัตรประจำวันของเธอ โดยใช้ข้อมูลจากตาราง

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 a.m.	run					do yoga	
7:00 a.m.	go to school					hang out with friends	
5:00 p.m.	do housework					have music class	
7:00 p.m.	do homework						
8:00 p.m.	watch TV.	use the computer				watch TV.	

1. What time does Raynoo run?

She runs at 5:00 a.m.

2. What days does she do yoga?

She does yoga on Saturday and Sunday.

3. What time does she go to school?

She goes to school at 7:00 a.m.

4. Does she do housework on Saturday and Sunday?

No, she doesn't.

5. What time does she do homework?

She does homework at 7:00 p.m.

6. Does she hang out with friends on Saturday?

Yes, she does.

7. Does she hang out with friends on Sunday?

No, she doesn't.

8. Does she use the computer at 8:00 p.m. on Monday?

No, she doesn't.

9. What does she do at 8:00 p.m. on Wednesday?

She plays the computer at 8:00 p.m. on Wednesday.

10. When does she have music class?

She has music class at 5:00 p.m. on Saturday and Sunday.

**Activity 6: Work in Pair - Student A**

- Ask student B questions to complete the chart. Then answer Student B's questions.
- กิจกรรมที่ 6: ทำงานเป็นคู่ - นักเรียน A
- ถามคำถามนักเรียน B เพื่อให้แผนผังสมบูรณ์ หลังจากนั้นตอบคำถามนักเรียน B

**CHART A**

Name	1. Manee	2. Choojai	3. Mana	4. Weera	Student B
5:00 a.m.	do exercise	do yoga	run	run	
7:00 a.m.	go to school	go to school	go to school	go to school	
5:00 p.m.	have extra class	practice the piano	play basketball	swim	
7:00 p.m.	do homework	do homework	do homework	do homework	
8:00 p.m.	read the books	watch TV	use the computer	go to bed	

For example:

What does Choojai do at 7:00 a.m.?

What does Weera do at 5:00 a.m.?

What do you do at 5:00 a.m.?



Activity 6: *Work in Pair - Student B*

Ask student A questions to complete the chart. Then answer Student A's questions.

กิจกรรมที่ 6: *ทำงานเป็นคู่ - นักเรียน B*

ถามคำถามนักเรียน A เพื่อให้แผนผังสมบูรณ์ หลังจากนั้นตอบคำถามนักเรียน A

CHART B

Name	1. Manee	2. Choojai	3. Mana	4. Weera	StudentA
5:00 a.m.	do exercise	do yoga	run	run	
7:00 a.m.	go to school	go to school	go to school	go to school	
5:00 p.m.	have extra class	practice the piano	play basketball	swim	
7:00 p.m.	do homework	do homework	do homework	do homework	
8:00 p.m.	read the books	watch TV.	use the computer	go to bed	

For example:

What does Choojai do at 5:00 a.m.?

What does Weera do at 7:00 a.m.?

What do you do at 5:00 a.m.?



Activity 7: Read and answer the questions.

**กิจกรรมที่ 7: อ่านแล้วตอบคำถาม**

On weekdays Pech usually gets up at 6:00 a.m. Then he takes a bath and gets dressed. He has breakfast at 7:00 a.m. After that he goes to school by motorcycle and he starts the lesson at 8:30 a.m. He usually has lunch at 12:00 p.m. in the cafeteria. He goes back home at 4:30 p.m. He always plays football after school. Then he always does housework and homework. After that he always has dinner with his father and mother about 7:00 p.m. He uses the computer or sometimes watches TV. after dinner. He usually goes to bed at 10:00 p.m.

1. What time does Pech get up?

He gets up at 6:00 a.m.

2. What does he do after he gets up?

He takes a bath and gets dressed after he gets up.

3. How does he go to school?

He goes to school by motorcycle.

4. What time does he start the lesson?

He starts the lesson at 8:30 a.m.

5. What does he do after school?

He plays football after school.

6. What does he do before he has dinner?

He does housework and homework before he has dinner.

7. What time does he have dinner?

He always has dinner about 7:00 p.m.

8. Who does he have dinner with?

He always has dinner with his father and mother.

9. Does he sometimes use the computer game after dinner?

Yes, he does.

10. What time does he go to bed?

He goes to bed at 10:00 p.m.

### Observation Form 3

Topic:           What Time Do You Get Up?

Sub-Topic:    What Time Do You Get Up?

No.	Name	Behavior List									Total	Pass	Fail	Remark
		Activity Participation			Attention in Learning			Conclusion or Summary						
		2	1	0	2	1	0	2	1	0				
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														

Note: Observation Criterion   0.00 – 2.99 = Fail   3.00 – 6.00 = Pass

Signature

(Mrs. Raiwinpapha Phatharawisetphan)

Teacher

...../...../.....

## Worksheet Score Record Form 3

Topic: What Time Do You Get Up?

Sub-Topic: What Time Do You Get Up?

No.	Name	Activities							Total
		1 (8)	2 (10)	3 (10)	4 (10)	5 (10)	6 (8)	7 (10)	
1									66
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Signature

(Mrs. Raiwinpapha Phatharawisetphan)

Teacher

...../...../.....

## Total Worksheet Score Record Form

Topic: What Time Do You Get Up?

No.	Name	Worksheets			Total
		1 (40)	2 (44)	3 (66)	150
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
	Total				
	Average				
	S.D.				
	%				

Signature

(Mrs. Raiwinpapha Phatharawisetphan)

Teacher

...../...../.....

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## APPENDIX E

### The Table of IOC Index Analysis of Achievement Test

Topic: Communicative English Tenses for Grade 9 Students

Items	The Expert's Opinion Scores			IOC	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	0	1	0.67	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	0	1	1	0.67	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	0	0.67	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide

Items	The Expert's Opinion Scores			IOC	IOC Index
	1	2	3		
21	1	1	1	1.00	Coincide
22	1	1	1	1.00	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide
26	1	0	1	0.67	Coincide
27	1	1	1	1.00	Coincide
28	1	1	1	1.00	Coincide
29	1	1	1	1.00	Coincide
30	1	1	1	1.00	Coincide
31	1	1	1	1.00	Coincide
32	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide
35	1	0	1	0.67	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	0	1	1	0.67	Coincide
40	1	1	1	1.00	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 0.67 – 1.00

**Remark:** +1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.



## APPENDIX F

**The Item Analysis Results Showing the Level of Difficulty (p), the Discrimination Index (B), and the Reliability (Rcc) of the Pre-test and Post-test on Communicative English Tenses (p=0.47-0.80) (B= 0.21-0.92)**

Item	p	B	Item	p	B
1.	0.67	0.21	21.	0.60	0.75
2.	0.77	0.33	22.	0.57	0.29
3.	0.57	0.50	23.	0.70	0.88
4.	0.57	0.29	24.	0.73	0.29
5.	0.57	0.29	25.	0.70	0.88
6.	0.73	0.71	26.	0.77	0.33
7.	0.73	0.29	27.	0.57	0.71
8.	0.50	0.42	28.	0.73	0.29
9.	0.73	0.92	29.	0.60	0.75
10.	0.63	0.38	30.	0.53	0.25
11.	0.73	0.71	31.	0.77	0.33
12.	0.60	0.33	32.	0.63	0.58
13.	0.70	0.25	33.	0.67	0.42
14.	0.73	0.71	34.	0.60	0.54
15.	0.63	0.58	35.	0.67	0.63
16.	0.63	0.58	36.	0.70	0.46
17.	0.80	0.38	37.	0.47	0.38
18.	0.57	0.71	38.	0.73	0.71
19.	0.50	0.21	39.	0.53	0.67
20.	0.77	0.33	40.	0.63	0.21

The reliability of the test (Rcc) is 0.93

N = 30

Mean = 26.03

S.D. = 8.36

## APPENDIX G

### Achievement Test

Topic: Communicative English Tenses

Fundamental English (EN23101)

Grade 9

Foreign Languages Department

Directions: Choose the correct answer. (40 marks)

.....

1. She .....to her office every day.

- 1. walk
- 2. walked
- 3. to walks
- 4. walks

2. My sisters.....at the hospital every day.

- 1. working
- 2. works
- 3. work
- 4. was working

3. I always .....the plan because the weather is bad.

- 1. change
- 2. changing
- 3. is changing
- 4. changes

4. My roommate usually.....the room.

- 1. cleaned
- 2. cleans
- 3. is cleaned
- 4. will clean

5. We sometimes..... parcel to our grandparents.

- 1. deliver
- 2. deliveries
- 3. delivers
- 4. is delivering

6. I .....play in the classroom every afternoon.

- |          |            |
|----------|------------|
| 1. don't | 2. doesn't |
| 3. does  | 4. did     |

7. ....your sister.....a bicycle to school every day?

- |                |               |
|----------------|---------------|
| 1. Do, ride    | 2. Dose, rode |
| 3. Does, rides | 4. Does, ride |

8. ....someone whispering?

- |                   |                  |
|-------------------|------------------|
| 1. Do you hears   | 2. Does you hear |
| 3. Does you hears | 4. Do you hear   |

9. Peter.....too much.

- |                |                 |
|----------------|-----------------|
| 1. isn 't eat  | 2. don't eat    |
| 3. doesn't eat | 4. doesn't eats |

10. They.....drink.

- |        |            |
|--------|------------|
| 1. do  | 2. doesn't |
| 3. not | 4. do not  |

11. When.....the scholarship?

- |               |               |
|---------------|---------------|
| 1. did he get | 2. did he got |
| 3. got he     | 4. he got     |

12. Pan.....home yesterday.

- |                |             |
|----------------|-------------|
| 1. didn't went | 2. not go   |
| 3. didn't go   | 4. went not |

13. ....buy this T-shirt last two days?

- |                 |                |
|-----------------|----------------|
| 1. Does you buy | 2. Did buy you |
| 3. Did you buy  | 4. Do you buy  |

14. Where.....with Jim last month?

- |                |              |
|----------------|--------------|
| 1. did go he   | 2. did he go |
| 3. did he went | 4. he did go |

15. Emma.....back home with her children yesterday.

- |                 |                |
|-----------------|----------------|
| 1. comed        | 2. came        |
| 3. didn't comed | 4. didn't came |

16. John.....his sunglasses at this desk last Sunday.

- |              |           |
|--------------|-----------|
| 1. did puted | 2. putted |
| 3. put       | 4. puted  |

17.....shopping at Singapore last month?

- |               |              |
|---------------|--------------|
| 1. Did you go | 2. Went you  |
| 3. Where went | 4. Do you go |

18. Our parents.....a trip to Japan last week.

- |          |               |
|----------|---------------|
| 1. taked | 2. did tooked |
| 3. took  | 4. does take  |

19. I.....that car three months ago.

- |          |           |
|----------|-----------|
| 1. buy   | 2. buyed  |
| 3. buied | 4. bought |

20. She .....cook dinner last evening.

- |           |             |
|-----------|-------------|
| 1. didn't | 2. did      |
| 3. do not | 4. does not |

21. Peter: What time do you get up?

Jane:.....

- |                           |                            |
|---------------------------|----------------------------|
| 1. I never get up.        | 2. I get up at 6 o'clock.  |
| 3. I got up at 6 o'clock. | 4. I gets up at 6 o'clock. |

22. Jame: .....

Joes: I chat with Jane.

- |                            |                                |
|----------------------------|--------------------------------|
| 1. Why do you chat?        | 2. When do you chat with Jane? |
| 3. Who does you chat with? | 4. Who do you chat with?       |

23. Manee: Where does Weera play football every day?

Choojai: .....

- |  |  |
|--|--|
| 1. I always play football at the park. | 2. I always play football four times a week. |
| 3. He always plays football at school. | 4. He plays football with John every day.    |

24. Deejai: Do you have breakfast every day?

Jingjai: .....

- |                 |                |
|-----------------|----------------|
| 1. Yes, I do.   | 2. No, I do.   |
| 3. Yes, I does. | 4. No, I does. |

25. Tarn: .....

Ao: Yes, I do. They are lovely pets.

- |                        |                       |
|------------------------|-----------------------|
| 1. Does you like cats? | 2. Do you like cats?  |
| 3. You like cats?      | 4. Are you like cats? |

26. Situation: You have a date with your boyfriend, but he comes to see you late.

When he comes to see you, you ask him.....

1. What do you do?
2. Why do you come late?
3. Where do you go?
4. How do you come?

27. Situation: Your friend has an extra class on the weekend. You want to know about his class **on Sunday**, so you ask him.....

1. Where do you study on Sunday?
2. How do you go to study on Sunday?
3. What do you study on Sunday?
4. When do you study on Sunday?

Look at the chart of Panya's activities, and answer the question item 28-30

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
read the books	✓	✓	✓	✓	✓	✓	✓
cook						✓	✓
play badminton					✓		
have an extra class	✓	✓	✓				
chat online					✓	✓	
go to bed early	✓	✓	✓	✓	✓		

28. What sport does she play on Friday?

1. She plays football on Friday.
2. She plays badminton on Friday.
3. She play football on Friday.
4. She play badminton on Friday.

29. When does she cook?

1. She cooks on the weekdays.
2. She cooks on the weekend.
3. She cook on the weekdays.
4. She cook on the weekend.

30. What does she do every day?

1. She goes to bed early every day.
2. She has an extra class every day.
3. She cooks every day.
4. She reads the books every day.

31. Khemmik : Where did you go last night?

Pisang: .....

- |                                 |  |
|---------------------------------|--|
| 1. I go to school last night.   | 2. I went to my friend's birthday party. |
| 3. I gone to school last night. | 4. I goed to my friend's birthday party. |

32. Tawan: .....

Muth: I bought a new skirt yesterday.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. What did you buy yesterday? | 2. Where did you buy yesterday? |
| 3. When did you buy yesterday? | 4. Did you buy yesterday?       |

33. Rut: Did you play the violin last night?

Rasa: .....

- |               |                |
|---------------|----------------|
| 1. No, I did. | 2. Yes, I did. |
| 3. No, I do   | 4. Yes, I do.  |

34. Nam: Why did you come to school late yesterday?

Moo: .....

- |                              |                               |
|------------------------------|-------------------------------|
| 1. I gets up late yesterday. | 2. I gots up late yesterday.  |
| 3. I got up late yesterday.  | 4. I geted up late yesterday. |

35. Koong: .....

Kae: I went back home at 5:00 a.m. yesterday.

- |                                |  |
|--------------------------------|--|
| 1. How did you go back home?   | 2. When did you went back home yesterday?    |
| 3. How did you went back home? | 4. What time did you go back home yesterday? |

36. Siritwat: .....

Raiwinpapha: Yes, I did.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. Did you cookd yesterday? | 2. Do you cook yesterday?   |
| 3. Did you cook yesterday?  | 4. Do you cooked yesterday? |



## Items 37-40

Nadech: .....37.....

Yaya: It was my day off, .....38.....  
My supervisor had a report that was on my disc.

Nadech: .....39.....

Yaya: I worked on that report for six hours.

Nadech: .....40.....

Yaya: No, I didn't.

Nadech: That was terrible.

37.

1. What did you do yesterday?
2. Do you go to work yesterday?
3. How did you do yesterday?
4. Did you work yesterday?

38.

1. but I didn't do anything.
2. but I had to go to work.
3. Did you work?
4. Why did I have to work?

39.

1. How many times did you do it?
2. How far did you do it?
3. How often did you take to do it?
4. How long did you take it?

40.

1. Did you get paid overtime?
2. Do you get paid overtime?
3. How did you get paid overtime?
4. When did you get paid overtime?

### Achievement Test Answer Key

**Topic: Communicative English Tenses**  
**Grade 9 Students**

**Fundamental English (EN23101)**  
**Foreign Languages Department**

Items	Answer	Items	Answer
1.	4	21.	2
2.	3	22.	4
3.	1	23.	3
4.	2	24.	1
5.	1	25.	2
6.	1	26.	2
7.	4	27.	3
8.	4	28.	2
9.	3	29.	2
10.	4	30.	4
11.	1	31.	2
12.	3	32.	1
13.	3	33.	2
14.	2	34.	3
15.	2	35.	4
16.	3	36.	3
17.	1	37.	1
18.	3	38.	2
19.	4	39.	4
20.	1	40.	1

## APPENDIX H

### Questionnaire of Learners' Satisfaction

#### Toward Instructional Packages in Communicative English Tenses for Grade 9 Students

.....  
This questionnaire is designed to gather information about learners' satisfaction towards instructional packages in communicative English tenses for grade 9 students.

**Directions:** Read each statement in the questionnaire, then put  $\checkmark$  in the space corresponding to your opinion.

5 = The most satisfactory

4 = Very satisfactory

3 = Average satisfactory

2 = Less satisfactory

1 = The least satisfactory

No.	statement	Level of Opinion				
		5	4	3	2	1
1	Learning communicative English tenses through instructional packages enhances your knowledge about present simple tense and past simple tense.					
2	Learning communicative English tenses through instructional packages gives you a chance to practice communicative skill.					
3	Learning communicative English tenses through instructional packages improves your English to use for communication in everyday life.					
4	Learning communicative English tenses through instructional packages helps you understand the contents well.					
5	Learning communicative English tenses through instructional packages is useful.					
6	Learning communicative English tenses through instructional packages makes you get more interested in learning English.					
7	The contents and activities are relevant and appropriate.					
8	You enjoy activities provided in the instructional packages.					
9	You always feel motivated when learning English by doing and practicing with instructional packages.					
10	You gain more knowledge from instructional package.					

Thank you very much for your cooperation

**APPENDIX I**

**The Evaluation of Correctness and Appropriation of the Statement in  
Questionnaire of Learners' Satisfaction towards Instructional Packages  
in Communicative English Tenses for Grade 9 Students  
by the Experts**

Items	Statements	Experts' Opinion (Appropriation)			X	S.D.	Level of Appropriation
		1	2	3			
1	Learning communicative English tenses through instructional packages enhances your knowledge about present simple tense and past simple tense.	4	5	4	4.33	0.58	More Appropriate
2	Learning communicative English tenses through instructional packages gives you a chance to practice communicative skill.	4	4	4	4.00	0.00	More Appropriate
3	Learning communicative English tenses through instructional packages improves your English to use for communication in everyday life.	4	4	4	4.00	0.00	More Appropriate
4	Learning communicative English tenses through instructional packages helps you understand the contents well.	4	5	4	4.33	0.58	More Appropriate
5	Learning communicative English tenses through instructional packages is useful.	4	5	4	4.33	0.58	More Appropriate
6	Learning communicative English tenses through instructional packages makes you get more interested in learning English.	4	5	4	4.33	0.58	More Appropriate
7	The contents and activities are relevant and appropriate.	4	4	4	4.00	0.00	More Appropriate
8	You enjoy activities provided in the instructional packages.	4	4	4	4.00	0.00	More Appropriate

Items	Statements	Experts' Opinion (Appropriation)			X	S.D.	Level of Appropriation
		1	2	3			
9	You always feel motivated when learning English by doing and practicing with instructional packages.	4	5	4	4.33	0.58	More Appropriate
10	You gain more knowledge from instructional package.	4	5	4	4.33	0.58	More Appropriate
<b>Total</b>					4.20	0.35	More Appropriate

## APPENDIX J

### The Item-total Correlation for Each Item of Five Point Rating Scale Questionnaire

Item No.	$R_{xy}$	Sig.	Remark
1	0.61	.05	
2	0.62	.05	
3	0.61	.05	
4	0.68	.05	
5	0.61	.05	
6	0.62	.05	
7	0.69	.05	
8	0.71	.05	
9	0.71	.05	
10	0.71	.05	

Critical values for Pearson  $r \geq 0.2792$  ( $df = N-2 = 30-2 = 28$ )

The reliability coefficient (Coefficient Alpha of Cronbach)

Number of students = 30

Number of Items = 10

$\alpha$ -Coefficient = 0.8969

## APPENDIX K

### The Formal Letter

#### The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ 262

Buriram Rajabhat University  
Jira Road, Amphoer Mueng,  
Buriram 31000, THAILAND

April 29, 2013

Dear Mrs. Khanokwan Usawai,

**Subject: Requesting to be the Expert for the Research Instruments**

Buriram Rajabhat University (BRU) presents its complement to Mrs. Khanokwan Usawai, the English lecturer at English Program of Faculty of Humanities and Social Sciences at Rambhai Barni Rajabhat University to be the expert for the research instruments. I would like to inform you that Mrs. Raiwinpapha Phatharawisetphan, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Effects of the Instructional Packages on Communicative English Tenses for Grade 9 Students,**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,



(Assistant Professor Dr. Narumon Somkuna)  
Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858



**The Letter Requesting to be the Expert for the Research Instruments**



No. 0545.11/ 262

Buriram Rajabhat University  
Jira Road, Amphoer Mueng,  
Buriram 31000, THAILAND

April 29, 2013

Dear Associate Professor Dr. Tuanjai Pinkoed,

**Subject: Requesting to be the Expert for the Research Instruments**

Buriram Rajabhat University (BRU) presents its complement to Associate Professor Dr. Tuanjai Pinkoed, the Professors at English Program of Faculty of Humanities and Social Sciences at Rambhai Barni Rajabhat University to be the expert for the research instruments. I would like to inform you that Mrs. Raiwinpapha Phatharawisetphan, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Effects of the Instructional Packages on Communicative English Tenses for Grade 9 Students,**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'N. Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)  
Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858

**The Letter Requesting to be the Expert for the Research Instruments**



No. 0545.11/262

Buriram Rajabhat University  
Jira Road, Amphoer Mueng,  
Buriram 31000, THAILAND

April 29, 2013

Dear Mrs. Sumittra Panbodee,

**Subject: Requesting to be the Expert for the Research Instruments**

Buriram Rajabhat University (BRU) presents its complement to Mrs. Sumittra Panbodee, the English lecturer at English Program of Faculty of Humanities and Social Sciences at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Mrs. Raiwinpapha Phatharawisetphan, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Effects of the Instructional Packages on Communicative English Tenses for Grade 9 Students,**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'N. Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)  
Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858

**The Letter Asking Permission to Try-out the Research Instruments**



No. 0545.11/333

Buriram Rajabhat University  
Jira Road, Amphoer Mueng,  
Buriram 31000, THAILAND

June 20, 2013

Dear Mr. Director of Muangphochaipittayakhom School:

**Subject: Asking Permission to Try-out the Research Instruments**

Buriram Rajabhat University (BRU) presents this letter to the Director of Muangphochaipittayakhom School to asking permission to try-out the research instruments. I wish to inform you that Mrs. Raiwinpapha Phatharawisetphan, a student studying Master of Arts Program in English at BRU, is conducting the research entitled "**The Effects of the Instructional Packages on Communicative English Tenses for Grade 9 Students,**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. School Director to allow her to try-out the research instruments from the tenth grade students at Muangphochaipittayakhom School by responding to her research methodologies in July 2013.

Please accept, Mr. School Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N. Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)  
Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School  
Tel. 0 4461 1221, 0 446 1616 ext. 3806  
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## The Letter Asking Permission to Collect the Research Data



No. 0545.11/360

Buriram Rajabhat University  
Jira Road, Amphoer Mueng,  
Buriram 31000, THAILAND

July 18, 2013

Dear Mr. Director of Muangphochaipittayakhom School:

**Subject: Asking Permission to Collect the Research Data**

Buriram Rajabhat University (BRU) presents this letter to the Director of Muangphochaipittayakhom School to asking permission to collect the research data. I wish to inform you that Mrs. Raiwinpapha Phatharawisetphan, a student studying Master of Arts Program in English at BRU, is conducting the research entitled "**The Effects of the Instructional Packages on Communicative English Tenses for Grade 9 Students,**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. School Director to allow her to collect the research data from the ninth grade students at Muangphochaipittayakhom School by responding to her research methodologies in August-September 2013.

Please accept, Mr. School Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'N. Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)  
Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

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## CURRUCULUM VITAE

**Name :** Raiwinpapha Phatharawisetphan

**Date of Birth :** May 22, 1985

**Place of Birth :** Ban Lahansai, Lahansai Sub-district,  
Lahansai District, Buriram Province, Kingdom of Thailand

**Address :** 103 Moo. 1 Ban Loongkhinoo, Thaphochai Sub-district,  
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**Education :** 1992-1997 Primary School Level from Sueksasongkor Loie School,  
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Loei Province, Kingdom of Thailand

1998-2003 High School Level from Lahansai Ratchadapisek School,  
Lahansai District, Buriram Province, Kingdom of Thailand

2004-2009 Bachelor of Education in English Major, Rambhai Barni  
Rajabhat University, Chantaburi Province, Kingdom of  
Thailand

2010-2015 Master of Arts in English, Buriram Rajabhat University,  
Buriram Province, Kingdom of Thailand

**Workplace:** 2009-2014 English Teacher at Muangphochaipittayakom School,  
Buriram Province, Kingdom of Thailand  
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2014-2015 English Teacher at Pakchong School, Buriram Province,  
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