

The Development of Instructional Packages in English Writing on the Past Tenses for Grade 11 Students

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ABSTRACT

This quasi-experimental study aimed: 1) to develop and determine the efficiency of the instructional packages on the past tenses for grade 11 students based on the criterion set at 75/75; 2) to compare the students' learning achievement before and after learning through instructional packages of English writing on the past tenses for grade 11 students; and 3) to survey the satisfaction of grade 11 students with the instructional packages. The samples in this study were twenty-six grade 11 students who took fundamental English course (E32102) in the second semester of academic year 2010 at Thantongpittayakhom School, Lamplimat District, Buriram Province, selected by simple random sampling technique. The research instruments were instructional packages, lesson plans, an achievement test, an observation form, and a questionnaire. 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 efficiency of instructional packages of English writing on the past tenses was 79.53/76.08 which was higher than the criterion set at 75/75; 2) The average post-test score of the students who learned the past tenses through the instructional packages was significantly higher than that of the pre-test score at the .01 level; and 3) The average level of the students' satisfactions with instructional packages was very high.

Keywords: Instructional packages, writing skill, past tenses

1. Statement of the Problem

English language is widely accepted and used as a second language and international language. It is very important and essential for daily living and business world today. Consequently, it is employed to be an academic and fundamental language to convey information, knowledge, feeling, and thoughts.

Writing is one of the four English skills; listening, speaking, reading, and writing. It is a complex process that allows writers to examine thoughts and concepts, and make them visible and concrete. In Thailand, English is taught as a foreign language. There are various important factors in effective writing. Krashen (2003) notes that direct teaching of grammar results in achievement even for examination or performance. Students often have problems with language using due to a lack of comprehending about parts of speech, structure, or grammar. As a result, grammar is essential basic structure for students.

At present, English instruction encounters diverse problems in aspects of grammar, especially in tense use (Khumyoo. 2000 : 33). A tense, especially the past tenses, is one of the essential grammar. The past tenses knowledge provides effective communication of speaking and writing. In general, there are four kinds of the past tenses: past simple tense, past continuous tense, past perfect tense, and past perfect

continuous tense. Nathong (1984) summarises that the Thai language different forms for past continuous, past perfect, and future continuous tenses; thus problems arise in English learning for Thai learners. This is because all English sentences are composed of verb tenses.

As an 11-year English teaching-experienced teacher, the researcher finds similar problems as mentioned above. At Thantongpittayakhom School, a secondary school; English has been taught as a foreign language. Learning and teaching English are not successful as the results of the O-net test in English for grade 12 students; the average scores are rather low (18.80 from 100) (National Institute of Educational Testing Service. 2010). The main mistakes or problems of grade 11 students at Thantongpittayakhom School are caused by the confusion of tense use, especially the past tense that the researcher encounters when teaching English. Students have insufficient prior knowledge in past tenses, therefore, these problems will be manipulated to enhance English proficiency.

At present, grammar is regularly taught with writing. Learners are more likely to acquire the grammar rules and apply them to their everyday life, if teachers teach grammar with these methods (Dill. 2010). Kornchaurat (1996) finds that learning and teaching in secondary schools cannot be accomplished due to various aspects. They are diverse prior knowledge, bad attitudes toward learning English, too numerous students in a class, workload of the teacher, a traditional teaching method, lack of learner-centredness, and lack of appropriate instructional materials. There are different innovation materials in language instruction, and instructional package is one of them which is composed of many materials and activities for a complete instruction. It has clear learning objectives and motivates students' interest, so they achieve proficient learning. Promwong (1978) points out that four advantages of instructional packages are as follows: 1) encouragement of readiness and confidence for teacher because of complete preparation on contents, activities, tests, and materials in instructional packages; 2) provision of the same direction of learning and teaching process; 3) avoiding problems from teacher's emotion and competency; and 4) learners have a chance to work in group and share ideas or experiences. As we can see, the instructional packages provide many advantages for students and can solve problem of language learning. To cope with the problems more effectively, therefore, the researcher needs to develop instructional packages of English writing for grade 11 students in order to solve grammatical problems about the past tenses use and to improve writing skill of the students.

As a result, current research intents to help grade 11students for improve their writing skill with the past tenses. Hence, this research focuses on the development of the instructional packages of English writing on the past tenses for grade 11students. Moreover, it will increase learners' satisfactions with learning English through instructional packages, and will be significant information to develop the learning management in the future.

2. Purposes of the Study

2.1 To develop and determine the efficiency of the instructional packages on the past tenses for grade 11 students based on the criterion set at 75/75.

2.2 To compare students' learning achievement before and after learning through instructional packages of English writing on the past tenses for grade 11 students.

2.3 To survey the satisfaction of grade 11 students with the instructional packages.

3. Research Questions

3.1 What is the efficiency of the instructional packages on the past tenses?

3.2 Will students who learn the past tenses through instructional packages have higher average score on post-test than that of average pre-test score?

3.3 What is the level of the students' satisfactions with learning English writing on the past tenses by using instructional packages?

4. Research Hypotheses

4.1 The efficiency of instructional packages will be at a high level and meet the criterion set at 75/75 with statistically significant difference at the 0.5 level.

4.2 Students who learn the past tenses through instructional packages will have higher learning achievement of writing skill on average the post-test score than that of the pre-test score with statistically significant difference at the 0.5 level.

5. Population and Samples

The population of this study was two hundred and fifty-one grade 11 students from 8 classes, who took fundamental English course (E32102) in the second semester in academic year 2010 at Thantongpittayakhom School, Lamplaimat District, Buriram Province.

The samples were twenty-six grade 11 students who took fundamental English course (E32102) in the second semester in academic year 2010 at Thantongpittayakhom School, Lamplaimat District, Buriram Province. All of 8 classes were the classes the researcher taught. Class 11/3 was the sample group, selected by simple random sampling technique.

6. Research Instruments

6.1 The instructional packages of English writing on the past tenses for grade 11 students conducted by the researcher, comprising of 4 instructional packages: Instructional Package 1: The Past Simple Tense; Instructional Package 2: The Past Continuous Tense; Instructional Package 3: The Past Perfect Tense; and Instructional Package 4: The Past Perfect Continuous Tense.

6.2 Six lesson plans about past tenses for grade 11 students. There are 6 lesson plans for 15 hours.

6.3 The achievement tests (pre-test and post-test) about past tenses for grade 11 students, including 60 multiple-choice questions.

6.4 The observation form to investigate students' participation in learning.

6.5 The questionnaire was used to survey students' satisfaction with the instructional packages.

7. Data Collection

A pre-test was given to all of samples at the beginning of a class for 1 period. Then the samples were orientated to understand about learning with the instructional packages. Then they were taught English writing by using the instructional packages on the past tenses and did the exercises for 12 periods. After that, a post-test was administered with all of the samples after the class for 1 period. Finally, the samples were asked to fill out the questionnaires focusing on their satisfaction about learning via instructional packages for 1 period.

8. Data Analysis

8.1 The pre-test and post-test were computed to find out the mean (\bar{X}) and standard deviation (S.D.) to evaluate the students' English proficiency.

8.2 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.

8.3 Dependent samples t-test was used to determine whether there was any significant difference between pre-test and post-test scores of English writing skill.

8.4 The data obtained from the observation form in order to evaluate the students' participation in learning through the instructional packages, the scores were calculated to find out the percentage (%), and the mean (\bar{X}). The following criterion was employed for interpretation.

Meaning	Interpretation
3.00 – 6.00means	Fail
0.00 – 2.99means	Pass

8.5 In order to evaluate the students' satisfaction with learning English writing on past tenses via instructional packages, the data from five-rating scales were computed for the mean (\bar{X}) and standard deviation (S.D.). The following criterion was 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

8.6 The qualitative data for the final part of questionnaire obtained by learners' opinions and suggestions were interpreted to find out their satisfaction and reaction with learning English writing on past tenses via instructional packages.

9. Findings

9.1 The efficiency of instructional packages of English writing on the past tenses was 79.53/76.08 which was higher than the criterion set at 75/75.

9.2 The average post-test score of the students who learned the past tenses through the instructional packages was significantly higher than that of the pre-test score at the .01 level.

9.3 The average level of the students' satisfactions with instructional packages was very high.

10. Discussion

10.1 What is the efficiency of the instructional packages on the past tenses?

The results illustrated that the first efficiency of process (E1) were higher than the second efficiency of the outcomes (E2). That meant the students got scores of exercise more than post-test scores. The result may be caused by many factors. They have done repeated exercises; they can revise, do the exercises and check the answers by themselves before doing the post-test. Consequently, they can encourage them to learn through the instructional packages. Moreover, the efficiency of the outcomes was lower than the efficiency of the process since the post-test had more difficulty than the exercises.

The findings of the study could be considered that the researcher reviewed the related literature. Then, the instructional packages were developed appropriately and step by step. Furthermore, the advisors and the experts made suggestion, gave comments, and evaluated the research instruments. Finally, the instructional packages were trial three steps before using with the samples. The researcher conducted the instructional packages followed the theories of many psychologists.

The finding partially confirms the hypothesis in chapter 1 and is consistent with other research studies namely, Yoosabai (1995), Rodsopha (1999), Peungcharoen (2000), Suriyanyong (2001), Chaisri (2003), Sappipattana (2003), Charoensuk (2006), Mongkolwatin (2007), Yanworrapong (2007), Srisaeng (2008), and Ruenreng (2002) who developed the English instructional packages, and the findings of the research revealed that the instructional packages had the efficiency value based on criterion set at 80/80.

10.2 Will students who learn the past tenses through instructional packages have higher average score on post-test than that of average pre-test score?

The findings could be concluded that instructional packages had the efficiency because it could make the students achieve higher learning. It is quite new for the students to learn past tenses through the instructional packages. It can motivate the students to learn and they are interested in the content. This result may be caused by the efficient instructional packages were tried out and assessed the efficiency before using with the samples. Moreover, the instructional packages consist of diverse components, and activities which support self-learning. Therefore, students who learned through the instructional packages had higher proficiency in learning English grammar.

The result confirmed the hypothesis in chapter 1 and is in accordance with the past research works, namely, Suriyanyong (2001), Charoensuk (2006), Mongkolwatin (2007), and Srisaeng (2008) developed the English instructional packages, and the results showed that learners' achievement in the post-test was higher than that of the pre-test with statistically significant difference at .01 level. Additionally, Yanworrapong

(2007) mentioned that the average post-test score of learning achievement of learners through learning-centered instructional packages on the easy tenses was significantly of higher than that the pre-test at the .05 level.

10.3 What is the level of the students' satisfactions with learning English writing on the past tenses by using instructional packages?

The findings showed that the students were satisfied with learning via instructional packages. This could be explained that the instructional packages were evaluated the quality by the experts consequently the instructional packages have high quality, appropriate content, and suitable for the level of students. They support individual learning. They are valuable in education since they endow with a systematized process for conveying self-paced instruction to individual learners. It corresponds with Issarapreeda (2003 : 310) who stated that self-learning enhances students want to learn, and new methods enhance students desire to learn.

The result supports the hypothesis in Chapter 1 and is consistent with past research works, including, Suriyanyong (2001), Mongkolwatin (2007), and Yanworrapong (2007) who investigated the development of instructional packages, and found that learners' satisfaction with instruction via instructional packages was at a high level. In addition, Srisaeng (2008) studied the development of English writing skill through instructional packages on the past simple tense, and the finding of this study showed that the learners' satisfaction with learning via instructional packages on past simple tense was at the highest level.

In addition, the result of the open-ended questions revealed that students were satisfied with learning via instructional packages. They stated that instructional packages were easy, helpful, and convenient to use so they were happy in learning. In contrast, the result indicated that some vocabulary and contents were quite difficult for some students. They wanted to learn other English contents through the instructional packages.

Finally, the result indicated that all of students have participation in learning English writing on the past tenses through instructional packages at pass level. They participated in all activities, attend in learning, and could conclude or summary the lessons.

11. Conclusion

In conclusion, the findings will be as a guideline for teachers and students in developing and improving their writing skills based on the past tenses in the EFL settings. Accordingly, administrators, teachers, and related persons in learning management should apply the lesson plans, and the instructional packages of English writing on past tenses for grade 11 students to develop instruction in other contents or departments.

12. Pedagogical Implications

12.1 Related persons in learning management should apply the lesson plans, and the instructional packages of English writing on past tenses for grade 11 students to develop instruction in other contents or departments.

12.2 Teachers should make suggestions and comment, to the students on the use of instructional packages step by step by focusing on discipline, faithfulness, and patience.

13. Suggestions for Future Research

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

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

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