

**THE EFFECTS OF UTILIZING THE MULTIMEDIA PROGRAM  
TO DEVELOP ENGLISH LEARNING ACHIEVEMENT IN  
PRESENT SIMPLE TENSE AND PAST SIMPLE  
TENSE OF PRATHOM SUKSA 6 STUDENTS  
AT BAN SRIBOONRUENG SCHOOL**

ผลการใช้โปรแกรมสื่อผสมเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ  
เรื่อง ปัจจุบันกาลและอดีตกาล ของนักเรียนชั้นประถมศึกษาปีที่ 6  
โรงเรียนบ้านศรีบุญเรือง

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**Independent Study Title**      The Effects of Utilizing Multimedia Program to Develop  
English Learning Achievement in Present Simple Tense  
and Past Simple Tense of Prathom Suksa 6 Students at  
Ban Sriboonrueng School

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**Program**                             English Language Studies

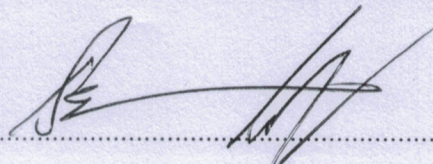
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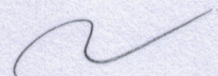
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**Thesis Title** : The Effects of Utilizing the Multimedia Program to Develop English Learning Achievement in Present Simple Tense and Past Simple Tense of Prathom Sukka 6 Students at Ban Sriboonrueng School

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### **ABSTRACT**

The objectives of this study were to investigate the effects of the multimedia program on the use of Present Simple tense and Past Simple tense based on the 75/75 standard criteria, to compare the students' learning achievements after the implementation of the multimedia program, and to explore the students' satisfaction towards the use of the multimedia program. The participants were 27 Prathom Suksa 6 students at Ban Sriboonrueng School selected by adopting the purposive sampling method. The lessons were designed for the students by incorporating the multimedia program which was based on the Adobe Captivate 2019. The instruments comprised the multimedia program, the pretest and posttest, the questionnaire, six lesson plans, and the semi-structured interview. The pretest was administered before the experiment. After the experiment, the posttest was administered to examine their English learning achievement. Then, all students were asked to complete the questionnaire and five students were randomly selected for the interview to explore their satisfaction. The data were statistically analyzed for mean, percentage, standard deviation, and t-test level.

The findings revealed that the efficiency of the multimedia program ( $E_1/E_2$ ) was at 75.06/80.55, which was higher than the standard criteria of 75/75. Furthermore, the students' English learning achievement was improved significantly as there was a significant difference in the mean scores before and after the implementation at the

0.01. The satisfaction of the students about learning through the multimedia were at the highest level with the mean scores of 4.54.

**Keywords :** Teaching and learning, Multimedia Program,  
English Language Achievement, Satisfaction,  
Prathom Suksa 6 Students





**หัวข้อค้นคว้าอิสระ** : ผลการใช้โปรแกรมสื่อผสมเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียน  
ภาษาอังกฤษ เรื่องปัจจุบันกาลและอดีตกาล ของนักเรียน  
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### บทคัดย่อ

งานวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของบทเรียนโปรแกรมมัลติมีเดีย เรื่องปัจจุบันกาลและอดีตกาลตามเกณฑ์มาตรฐาน 75/75 เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียน ก่อนกับหลังการเรียนของนักเรียนที่เรียนด้วยบทเรียนโปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีต กาล และเพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อบทเรียน โปรแกรมมัลติมีเดีย กลุ่มตัวอย่างคือ นักเรียนชั้นประถมศึกษาปีที่ 6 ที่กำลังเรียนวิชาภาษาอังกฤษ ภาคเรียนที่ 2 ปีการศึกษา 2563 โรงเรียนบ้านศรีบุญเรือง จำนวน 27 คน เครื่องมือที่ใช้ในการวิจัยคือ โปรแกรมมัลติมีเดีย แบบทดสอบก่อนเรียนและหลังเรียน แบบสอบถาม แผนการสอน และแบบสัมภาษณ์ หลังจาก นักเรียนทำแบบทดสอบก่อนเรียนแล้ว นักเรียนได้เรียนผ่าน โปรแกรมมัลติมีเดียเรื่องปัจจุบันกาล และอดีตกาล ที่สร้างจากโปรแกรม Adobe Captivate 2019 จากนั้นนักเรียนทำแบบทดสอบหลัง เรียน ตามด้วยแบบสัมภาษณ์และทำแบบสอบถามความคิดเห็นที่มีต่อบทเรียน วิเคราะห์ข้อมูลด้วย สถิติพื้นฐาน ได้แก่ ค่าเฉลี่ย ค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที

ผลการวิจัยพบว่า การสอนผ่านบทเรียน โปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีต กาลที่สร้างขึ้นมีค่าประสิทธิภาพ 75.06/80.55 คะแนนที่ได้จากการสอบหลังเรียนผ่านบทเรียน โปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีตกาลสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 และความคิดเห็นของนักเรียนที่มีต่อการสอนผ่าน โปรแกรมมัลติมีเดียอยู่ในระดับดีที่สุด โดยมี คะแนนค่าเฉลี่ยเท่ากับ 4.54

คำสำคัญ : การเรียนและการสอน, โปรแกรมมัลติมีเดีย, ผลสัมฤทธิ์ทางการเรียนนักเรียนชั้น,  
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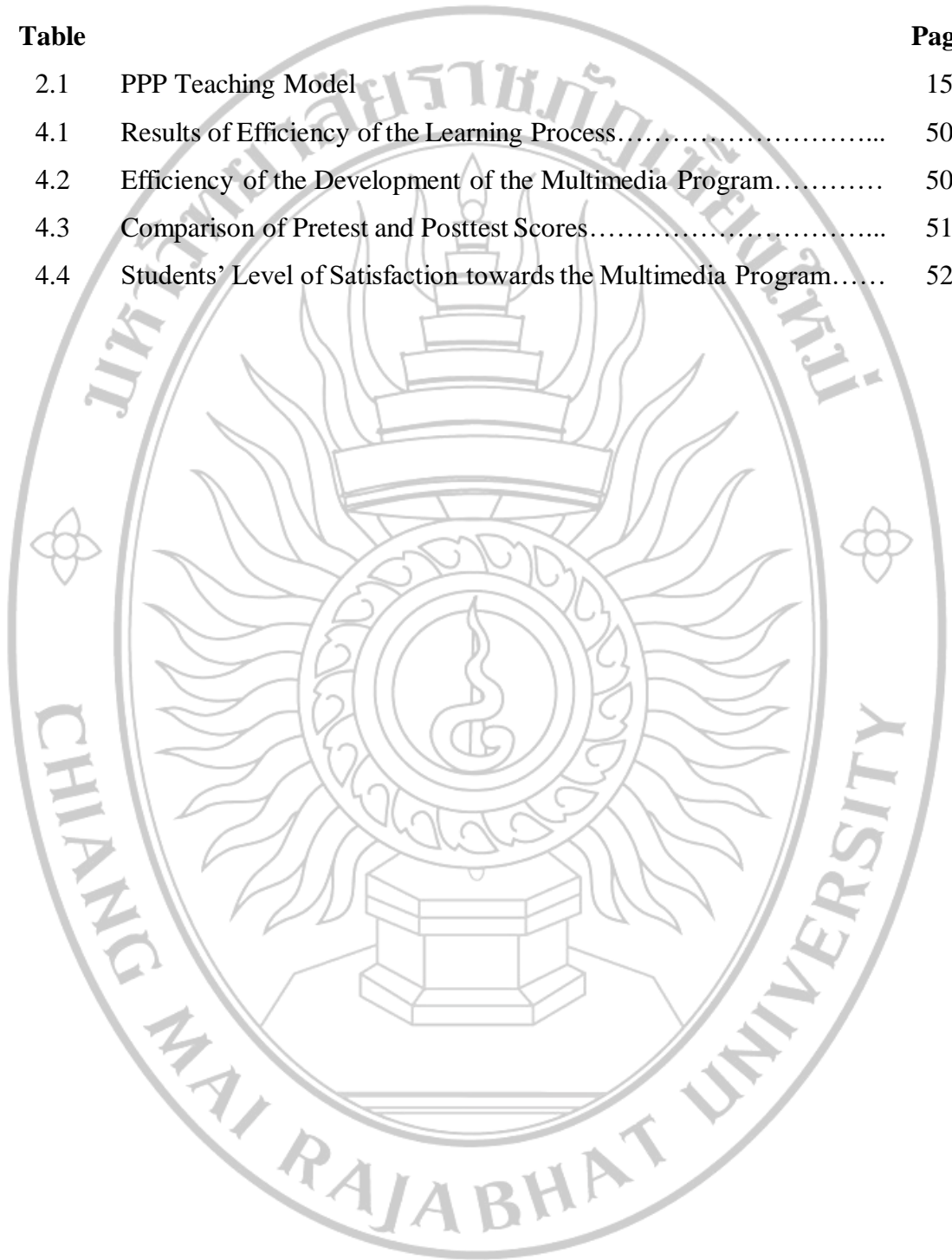


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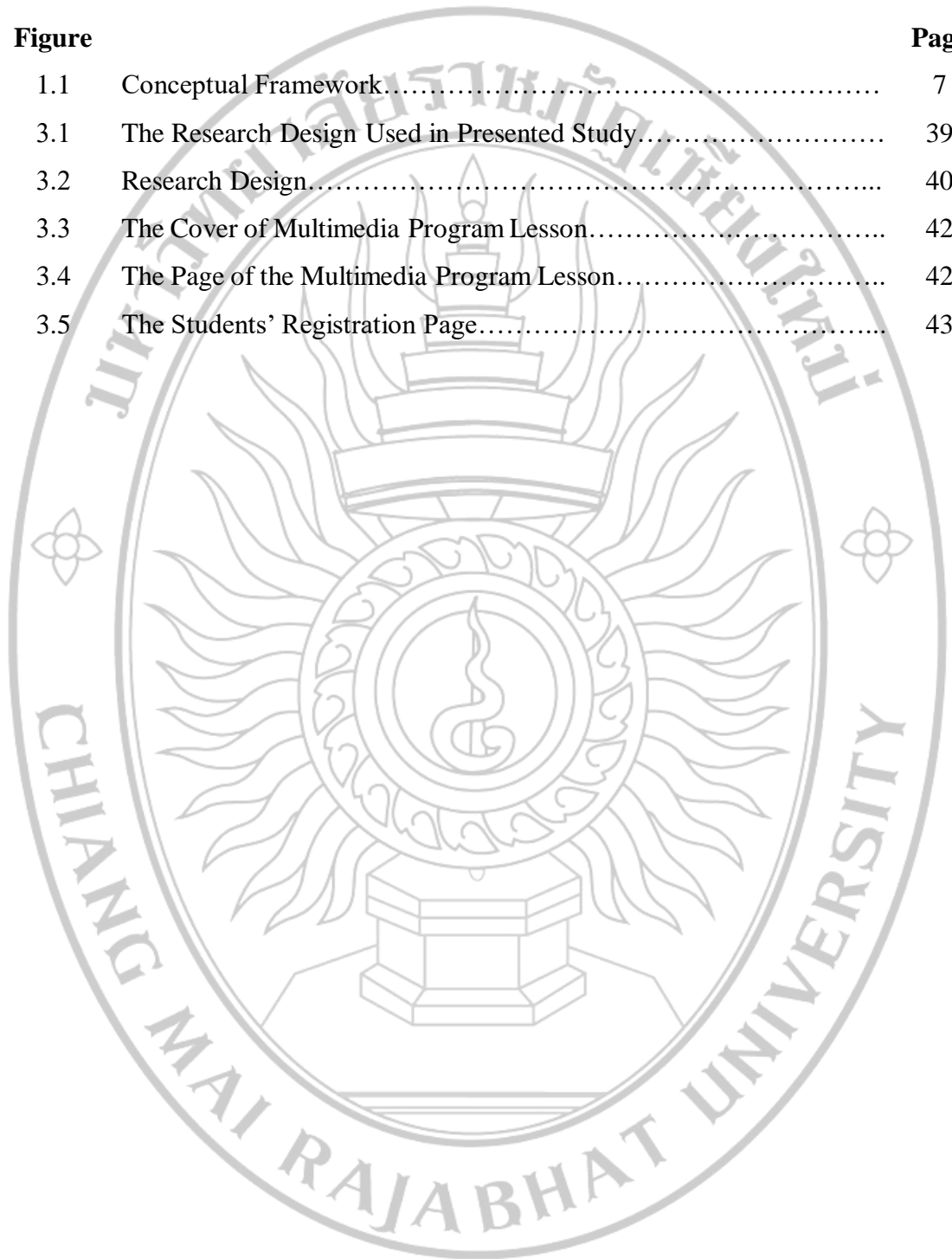
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# CHAPTER 1

## INTRODUCTION

### Background and Rationale

One important subject studied in all Thai schools is English grammar due to the fact that it has an important function in all English skills. Grammar makes those four English skills meaningful and comprehensible. It was said that to master English is to master its grammar. However, learning grammar is not easy as we think. It requires not only effective methods to make learners motivated and active in learning but also application of grammar in real life. Mart (2013) points out that one important key in foreign language acquisition is to understand grammar. To be in line with this, Tomakin (2014) states that nobody can master a language without learning its grammar inasmuch as grammar helps them to build meaningful words or sentences. According to the 2019 report by the National Institute of Educational Testing Service (NIETs), Ministry of Education, it was revealed that the average English test scores of sixth grade Thai students in ordinary national educational test (O-NET) at the primary school level from 2017 to 2019 were below the standard at approximately 28.73, 35.47, 30.86 out of 100, respectively (NIETS, O-NET report, 2017-2019). For Prathom Suksa 6 students at Ban Sriboonrueng School, the average mean scores in the same period were 27.50, 36.73, 26.55 respectively, which were considered well below the national standard. The report revealed that Thai students, especially Prathom Suksa 6 students, were below the standard in English as well as other subjects. This is primarily because most Thai students use little English in daily life, and they worry about grammar; therefore, they do not attain enough exposure to a variety of learning experiences through practice. Furthermore, they have very little time to practice English outside of class. Another obstacle is the limitation of motivation to learn English, which is one of the obstacles in their English learning development.



Though, they have learned English for longer than six years, their English skills have still not been well developed. From personal experience as an English teacher, grammar is one of the most difficult problems that teachers have encountered so far. Last semester, a grammar test containing 30 multiple-choice items was administered at my school in order to test the students' grammar ability. It was found that only 11 of 41 students could pass the grammar test. When the results were examined in detail, it was revealed that Present Simple tense gained the lowest scores of all, followed by Past Simple tense consecutively. The test included simple present tense, simple past tense, punctuation, preposition, adjective, adverb, subject and verb agreement, and capitalization respectively. Present Simple and Past Simple Tenses are ones of the essential skills that should be mastered by the students due to the fact that they are the basis of other tenses. The skills deal with how to form sentences and how to use them in an appropriate and correct way. In teaching and learning the simple present tense, the students are often confused about the rules: consequently, they sometimes get bored in the teaching and learning process employed by the teacher, resulting in low scores on English caused by the teaching failure. Likewise, when the teacher asked them to write a sentence in past tense, they always put a base form of verb in the sentence. Besides that, the students admitted that they got confused in composing simple past tense sentences as well as putting the correct verb in a sentence, and they were not able to write a text in past tense. This problem happened when the teacher asked them to write a narrative to tell about his/her birthday. They did not know how to write it and could not differentiate the phrases *do not* and *did not*. Furthermore, they also could not put the words *was* and *were* in a sentence correctly. Those things obstructed them to gain good writing ability in a narrative. Presently, it is seen that computer technology plays an important role in the English language classroom. This is useful not only for teachers but also for students. Since the 1980's, it is obvious that the computer has had a great potential in language learning (Nazir, 1996). Therefore, computers have been used in language learning and have become a valuable tool for language teaching and learning activities. They enable teachers to implement new methods with the integration of culture, grammar, and real language use. Higgins (1993) stated that computers provided teachers with new methods of incorporating culture, grammar, and real language use in the classroom while students gained access to audio, visual, and textual

information about language. Technology, in general, and computers in particular, are used in both the English as a second language (ESL) and native speakers (NSs) classrooms for both teachers and learners to facilitate the language learning process and to make it more interesting and exciting for the learners, especially those who have little motivation and have at last found a remedy (Pagnucci, 1998). Furthermore, teachers can handle a range of activities and perform the functions at remarkable speed. They can check exercises each time they are done, and move students along from easier to more difficult exercises according to their levels and abilities. Studies had revealed that using computers or multimedia in language classroom has been more effective and efficient than conventional teaching methods. Khodabandeh & Soleimni, (2018) investigated the effect of CALL-Based Tasks on EFL students' grammar learning. The participants were categorized into the experimental and control groups of 30 participants equally. After the treatment, it was revealed that the two groups had significant progress in grammar learning (control group's mean = 15.60, experimental group's mean = 17.43). Furthermore, based on the posttest group's results, it was revealed that the participants in the experimental group (CALL-Based Task group) had better results than the control group. Additionally, students' satisfaction of the experimental group with CALL-Based Tasks was at a high level. It was helpful in term of students' learning and motivation. It also provided the participants an opportunity to present various tasks eagerly, which led to increased practice opportunities. On the other hand, it was revealed that the photocopied questions as a kind of the task were not as effective inasmuch as they did not stimulate students' satisfaction and motivation. In another study, Getkham (2004) examined the vocabulary development of two groups of students: one group used computer program and the other used traditional printed texts. The finding showed that both groups enriched their vocabulary knowledge after implementing vocabulary practice. Nonetheless, the amount of forgetting of vocabulary in the group using the printed text was more than that of the group using the multimedia. The research implied that computer programs could help maintain vocabulary items in students' memory longer. To be successful learners, there are requirements not only for the four English language skill practice, but also those for grammar. The study and practice of the rules of grammar help learners know how words change and how they are put together to construct sentences. There are several kinds of grammatical rules of

English, but the most common mistakes of Prathom Suksa 6 students at Ban Sriboonrueng School are the confusion of tense use, especially the Present Simple tense and the Past Simple tense. Although, there have been many research studies incorporated the multimedia program in teaching and learning English language, there have been some research conducted with younger learners especially in Prathom Suksa level. And the focus has been only on one area of grammar. Moreover, most of Prathom Suksa 6 students at Ban Sriboonrueng School are ethnic minority groups, such as, Shan, Lahu, and Hmong who use English as their third language. This research focuses on developing a multimedia program for Prathom Suksa 6 students in order to solve grammar problems on the use of the Present Simple Tense and the Past Simple Tense and to use technology to enhance language learning to achieve this proficiency. Therefore, this study includes an exploration of the development of a multimedia program to teach English grammar especially in these two areas for Prathom Suksa 6 students at Sriboonrueng School.

### **Research Objectives**

1. To investigate the effects of the multimedia program on the use of Present Simple tense and Past Simple tense based on the 75/75 standard criteria,
2. To compare the students' learning achievements after the implementation of the multimedia program on the use of Present Simple tense and Past Simple tense, and
3. To explore students' satisfaction towards the use of the multimedia program to improve their use of Present Simple tense and Past Simple tense

### **Expected Results**

1. The constructed multimedia program is effective in improving the students' grammar ability in using the Present Simple tense and Past Simple tense.
2. Students' learning achievements on the topics can improve significantly.
3. The constructed multimedia program can be applied to other subjects.



### **Research Hypotheses**

1. The efficiency of the multimedia program on Present Simple tense and Past Simple tense is able to meet the 75/75 standard criteria.
2. After implementing the multimedia program, students' posttest achievement is higher than that of their pretest achievement.
3. Students' satisfaction towards the use of multimedia program are Significantly positive.

### **Research Scope**

#### **Population and Sample Group**

The population in this current study was Prathom Suksa 6 students at Ban Sriboonrueng School, who were studying the ENG 16101 Main Course in the 2020 academic year. The participants were composed of 27 Prathom Suksa 6 students.

#### **Scope of Content**

This study investigated the effects of utilizing the multimedia program on Present Simple tense and Past Simple tense by using the constructed program, the lesson plans, the pretest and posttest, the questionnaire, and the semi-structured interview as the instruments of this study.

#### **Scope of Duration Time**

The study was conducted for six weeks at two units per week and each unit lasted two hours in the second semester of the 2020 academic year.

#### **Scope of Place**

The study was conducted at Ban Sriboonrueng School, Papai Sub-district, Sansai District, Chiangmai Province, Thailand.

### **Definitions**

**Teaching and learning** of the Present and Past Simple tenses with incorporation with the multimedia program was an adoption of PPP teaching approach, being underlying a communicative language teaching. This PPP teaching stage included presentation, practice and production which were applied to construct the lesson plan.

**Multimedia Program** referred to a constructed instructional multimedia program based on the Adobe Captivate 2019 program in an attempt to improve students' ability to master the Present Simple tense and Past Simple tense. The program included demonstration, drill and practice, tutorial, and instructional games. The constructed program comprised 6 units: TV Program, TV Program Highlights, TV Program Survey, Where were you yesterday? Ann's diary and Visiting Hong Kong.

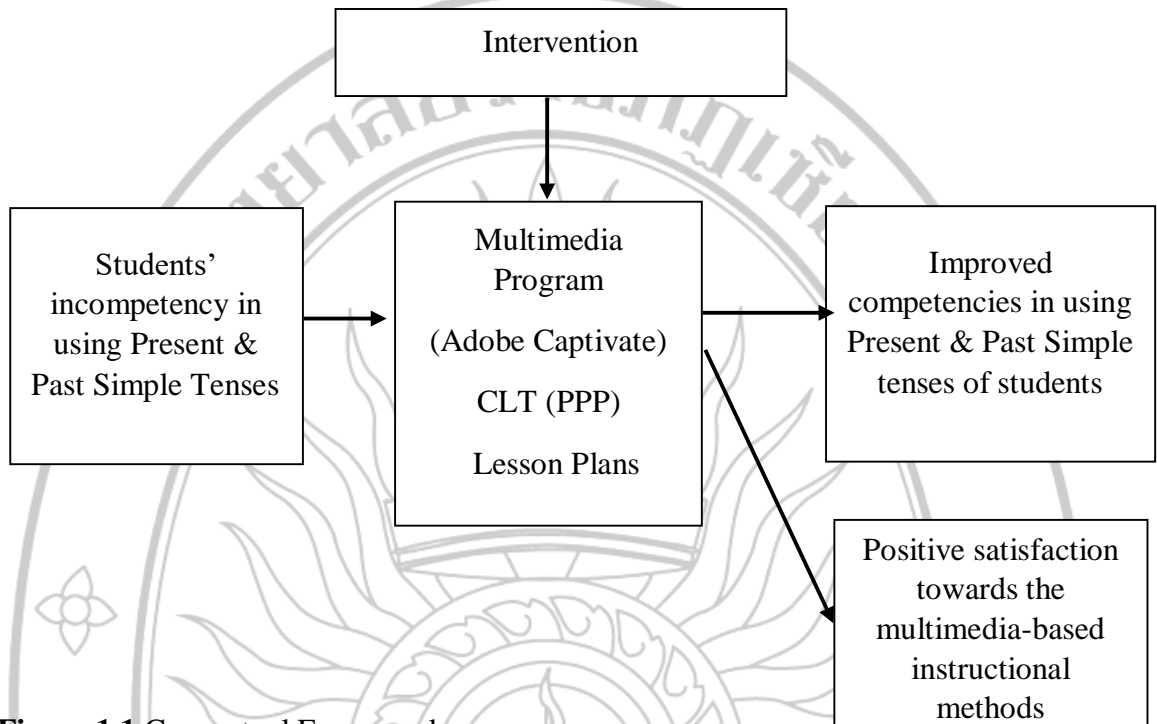
**English Language Achievement** referred to the students' pretest and posttest scores on the Present and Past Simple tenses after the intervention of the multimedia program.

**Satisfaction** referred to the satisfaction of Prathom Suksa 6 students at Ban Sriboonrueng School towards the implementation of the multimedia program on Present and Past Simple tenses, which were derived from administering the questionnaire at the end of the intervention period.

**Prathom Suksa 6 Students** referred to the students who were taking ENG 16101 course at Ban Sriboonrueng School. There were 27 students involved in this current study.

## Conceptual Framework

The conceptual framework of this study is illustrated in the following diagram.



**Figure 1.1** Conceptual Framework



## **CHAPTER 2**

### **LITERATURE REVIEW**

In this chapter, related literatures and previous research studies concerning using multimedia program and grammar concept were presented to provide relevant information necessary for this research. This chapter was divided into five sections as follows.

#### **1. Communicative Language Teaching**

- 1.1 Definitions of Communicative Language Teaching
- 1.2 Communicative Competence
- 1.3 Presentation, Practice, Production (PPP) model
- 1.4 Three Main Parts of PPP Method
- 1.5 Evaluation on English Language Teaching

#### **2. Multimedia Application**

- 2.1 Definition of Multimedia
- 2.2 Multimedia Play
- 2.3 Types of Educational Applications
- 2.4 Multimedia Authoring Software
- 2.5 Interactive Multimedia Applications
- 2.6 Multimedia in the Classroom

#### **3. Grammar Concept**

- 3.1 Definition of Grammar
- 3.2 Grammatical Problems among Thai Students
- 3.3 Types of Errors

#### **4. The Theory of Simple Present and Past Simple tenses**

- 4.1 Simple Present Tense
- 4.2 Simple Past Tense

## **5. Related Research Studies**

5.1 Research on Multimedia Technology in EFL Classroom in Thailand

5.2 Research on Present Simple tense and Past Simple tense

## **6. Younger EFL Learners and Ethnic Students**

### **Communicative Language Teaching**

#### **1. Definitions of communicative language teaching**

Nowadays, the Communicative Language Teaching Approach (CLT) is a famous theoretical model in English language teaching. CLT is one of the most effective teaching approaches to English language learning and teaching. In the early 1970s, CLT served as a major source of influence on language teaching practice around the world. There have been several definitions related to communicative language teaching (CLT) which of those are explained as follows.

According to Littlewood (1981), it was stated that CLT combines systemic and functional aspects of language. It emphasized language use rather than the structure of language itself.

Richards & Rodgers (2001), defined CLT as an approach which referred to a various set of principles that promoted a communicative view of language and language learning.

Savignon (2001) stated that communicative language teaching (CLT) referred to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching was communicative competence, a term introduced into discussions of language use and second or foreign language learning.

Richard (2006) indicated that CLT in other words was a language teaching approach emphasizing on communication of meaning rather than grammatical form practice in isolation. Its aim was to develop language learner's cognition and essential skills in order to use language appropriately in different communicative context.

Moreover, Brown (2007) stated that CLT was an approach to language teaching that focuses on authenticity, interaction, student-centered learning, task-based activities, and communication for the real world and meaningful purposes. Brown also listed four characteristics of CLT as follows:

- 1) Communicative competence is the prior goal meanwhile

grammatical or linguistic competence is the minor goal;

2) Language structure is not mainly emphasized; nonetheless, it is one of the language aspects enabling the learner to meet communicative competence;

3) Fluency and accuracy are equivalent important based on complimentary principles despite the fact that fluency may have more important role than the latter so as to develop meaningful language use;

4) Students lastly have to produce the language effectively without rehearsed contexts.

Therefore, communicative competence of students was the aim of CLT rather than grammatical competence. It can be concluded that the ultimate goal of CLT is to develop learners' communicative competence.

## **2. Communicative competence**

Communicative competence includes four language aspects of competence; grammatical, socio-cultural, strategic and discourse. Grammatical competence is student's knowledge of language and features, and of how to compose vocabulary, word and sentence formations, and spelling. Sociolinguistic competence refers to student's ability to use spoken and written language appropriately. Strategic competence refers to student's ability in using communication strategies to deal with communication problems. Discourse competence refers to the interpretation of individual message components connecting with their interconnectedness, and of how meaning is represented in relationship to the total discourse and text (Canale, 1983).

Sauvignon (2001) described that all four aspects of the competence are equally significant and must be promoted together so as to develop a strong communicative competence. Four core concerns are described as follows:

1) Appropriateness: the situations of language use must be appropriate for the needs of learners or the goal of the communication; for instance, formal together with informal styles of speaking may be implemented for learnings.

2) Message focus: learners need to know how to create and understand messages containing real meaning to them.

3) Psycholinguistic process: learners should be provided an engagement with CLT activities which connect cognitive process, and should be received an opportunity for second language acquisition.



4) Risk taking: making guess and learning from errors encourage learners by going beyond what they have been taught and employ various sub-skills rather than practicing individual skills one at a time.

Some related studies on CLT have been defined and characterized by many authors in various ways. Major characteristics of CLT are described as follows:

1) Primarily, concerning with an importance of the use or function of the language, CLT also gives an importance to its structure or form; accordingly, students can apply knowledge involved with the linguistic form, meaning and function spontaneously (Larsen & Freeman, 1986).

2) Fluency and accuracy are supplementary elements which are the skills underlying communicative techniques; nonetheless, at times fluency may have more importance than accuracy regarding being initial goal of fluency and acceptable language.

3) Language teaching techniques are dependent on engaging learners in pragmatic, authentic, functional use of language for meaningful purposes. Learners should have an opportunity to rehearsal of real-life situation and real communication in the classroom. Apart from repetition and drills, activated activities like games, dramas, simulations and projects are major activities which encourage learners to spontaneity and improvisation.

4) Authentic material use is another trait in classroom process due to the fact that students feel pleasing when they are given the opportunity to develop the strategies for understanding language. In the classroom, everything is completed with communicative intent. Information gap, choice and feedback are taught to be communicative activities (Johnson & Morrow, 1981).

5) Grammar can be taught in traditional ways parallel to innovative approaches.

6) Communicative approach emphasizes not only oral skills but also highlights on reading and writing skills in order to encourage learners' confidence in the four skill areas. The four skills must be initially implemented to learners from the beginning because activities provided must relate to reading, speaking, listening, and also writing (Celce & Murcia, 2001).

7) Cooperative working environment such as in groups and pairs is essential for learners to shift meaning in contexts where one has information while another is deficiency. Problem-solving learning should be provided in order to extend the time allotted to each student for learning to negotiate meaning.

8) Errors can happen as ordinary outcomes regarding the development of communication skills and are therefore acceptable. Errors are easily to happen spontaneously because learners attempt their best to use language creatively and naturally.

9) In terms of fluency and accuracy evaluation, learners, being the best communicators, do not necessarily control of the structures and vocabularies. A teacher may use formal evaluation, and he/she is likely to use a communicative test which has a real communicative function;

10) The learners learn via these classroom management exchanges and realize that the target language is a means for communication. No matter what cases may be, the teacher should be able to use the target language fluently and appropriately. (Celce & Murcia, 2001).

11) The teacher's roles include as the facilitator of students' learning, mentor of classroom activities, advisor during classroom activities and a co-communicator engaged in the communicative activity together with the students (Littlewood, 1981).

### **3. Presentation, Practice, Production (PPP) Model**

Relevant previous studies related to PPP model will be discussed as follows.

The Presentation-Practice-Production model of activity ordering (PPP) is the traditional activity sequencing pattern on which several foreign language teaching (FLT) coursebook have relied, and its presence can still be appreciated today. As a result, this pattern is even identified as the main distinctive trait of the mainstream EFL style, which has been in trend for the last thirty years or even longer (Crook, 2008).

Hedge (2008) stated that PPP model is a widely general approach to the teaching of grammar, developed in the 1970s and 1980s and still popular among many teachers. PPP approach is comprised of three steps; 1) presenting grammatical structure to learners, 2) asking them to practice it in controlled activities which emphasize

accurate reproduction of the structure, and 3) then setting up freer activities in which students produce the target form.

According to Nassaji (2011), the PPP is what several teachers comprehend of as a basic lesson structure in the second language classroom.

To be in line with Hermy, (1991) Presentation, Practice, and Production, or PPP model, is the methods for teaching structure (grammar or vocabulary) in foreign language.

Willis (2007) defined Presentaion-Practice-Production (PPP) as a kind of instructional sequence and systematic structure. This systemized structure can help both students and pre-service teacher understand it easily. It is a good place to start in terms of applying good communicative language teaching in the classroom. It has been criticized for its characteristic that makes it the easiest method for pre-service teachers.

According to Nassaji and Fotos (2004), Presentation, Practice, Production (PPP), being a popular form of grammar-based approach still used in many L2 classroom, is a model of language instruction. This approach is so widely accepted, forming the basis of many teacher training courses. Various versions of PPP model can be seen in diverse language teaching and teacher training textbooks for foreign and second language teachers.

In addition, Crook (2008) defined PPP as a language instruction paradigm that many teachers conceive of as a basis lesson structure in many current L2 classroom.

To conclude, PPP is a framework of reasoning in language teaching rather than a pedagogical strategy, method or approach. It depends on the idea that a rule or linguistic feature of some kind should be declared early in the teaching process, followed by different ways to practice and apply this rule or feature in different environments.

#### **4. Three main parts of PPP method**

Criado (2013) summarized the main points of PPP, which consists of the following three phrases:

Phrase 1: Presentation phrase (P1) in which the teacher highly controls the learning and teaching process. The materials used in this phrase are composed of all the targeted linguistic items and structure in the unit. Deductive and inductive modes can be used in this phrase. Previously, the teachers/ textbooks have an important role to



model the target structure or lexical items and to offer the explanation behind the construction of such structures or the meaning of the words. Presently, also known as discovery learning, students are provided by the teacher, materials with sample structures and vocabulary contextualized in aural or written texts.

Phrase 2: Practice phrase (P2) in which the teacher still highly controls in the sense that he/she checks his/her students' correct understanding of the items presented in the first stage. The objective of these activities is to achieve accuracy of forms so that fluency can be later achieved in the production stage.

Phrase 3: Production phrase (3) which aims at fluent increase in linguistic use, precisely through self-determined and more creative activities. The strategies for reaching the goal are based on a freer use of the target structures. The kind of activities in the production stage may contain discussion, debate, role-plays, problem-solving activities, opinion and information gaps, etc.

Boonchuay (2012) implied that most of the PPP principles involved are also important to lessons. It is crucial to understand how they work in combination with creation of effective communicative language learning. Most teachers become familiar with the PPP prototype during the pre-service teacher training course where PPP lessons would proceed in the following manner.

Presentation is an introduction to a new subject or lesson. The teacher exhibits an item of language clearly in order to get across its meaning and begins the lesson by setting up a text, a situation building, etc. Both eliciting and modeling some language are utilized in the presentation stage.

Practice stage is the stage that the learners practice the new language in a controlled practice which they were asked to complete a controlled practice stage where choral and individual drillings are used as a means of repeating target items. This practice encourages learners use the language accuracy and makes them become more comfortable with it. After practicing adequately, the learners transfer into some kind of productive activities where language can be used naturally without correction or control.

Production stage is the last point of PPP cycle where learner has become a user of the language. A role play or simulation activities are provided to the learners as

the communication tasks. Moreover, learners are expected to format the target language in sentences on their own and use any other languages they have already learnt suitably.

According to Shehadeh (2005), the theory of PPP method includes three main components. The first one, presentation, involves presenting the grammar item, which can be the form of a rule, function, pattern etc. Presenting the grammar item at the beginning of the learning process is consequently an essential part of the PPP approach. It is also the method that is generally teacher controlled, which is most explicitly in the first stage.

The second stage in PPP is practice. the aim of this stage is to apply the new information that the learners have learned from the previous stage. This is the stage where the learners are assumed to embrace what the teacher has presented.

The last stage of PPP is production. Repeating and applying the language item correctly after learners have been presented to in the first stage and from repeating it in the stage two is an important idea. There is a component of individuality in this third stage, to produce language freely. The learners can produce the languages for themselves, and express what they learned to say rather than what the teacher has directed them to say (Carless, 2009).

In conclusion, PPP model includes: presentation is the first stage that is highly controlled by the teacher. Teachers and textbooks have an important role in this phrase. Practice is the second step. The learners are asked to repeatedly apply language item they have learned from the first step. The last step of PPP models is production that the learner has an opportunity to produce new language freely without teacher's direction.

In this table, Tricia Hedge's PPP model will be adopted to construct the lesson plan. It will be explained clearly the purposes of each stage in PPP models and the teacher roles in every stage as below.

**Table 2.1** PPP Teaching Model

| Stage        | Purpose   | Teacher's role              |
|--------------|---|-----------------------------|
| Presentation | * To present new language in context so that meaning is clear | * Instructor<br>* Corrector |

**Table 2.1 (Con.)**

| Stage        | Purpose   | Teacher's role  |
|--------------|---|---|
| Presentation | <ul style="list-style-type: none"> <li>* To present the new form in natural spoken or written text so that students can see its issue in discourse</li> <li>* To link the new form to what students already know</li> <li>* To check comprehension</li> <li>* To elicit the form from students where possible and exploit their existing knowledge.</li> </ul>  | <ul style="list-style-type: none"> <li>* Instructor</li> <li>* Corrector</li> </ul> |
| Practice     | <ul style="list-style-type: none"> <li>* To help students memorize the form</li> <li>* To help students produce the word order</li> <li>* To give intensive practice through repetition</li> <li>* To provide opportunities for feedback and error correction</li> <li>* To give practice in pronouncing new forms</li> <li>* To develop confidence.</li> </ul> |   |
| Production   | <ul style="list-style-type: none"> <li>* To reduce control and encourage students to find out what they can do</li> <li>* To encourage students to use the forms in expressing their own content</li> <li>* to help students see usefulness of what they have learned</li> <li>* To check what has been learned and diagnose problems.</li> </ul>               |   |

**Source:** Hedge, 2008

In conclusion, at the presentation stage, students were taught by using the multimedia program connected with the internet. The multimedia program had an

important role to model the target structure and lexical items and offer the explanation behind the construction of such structures and the meaning of the words. The multimedia program also had an important role at the practice stage where the students practiced the new language items in a controlled practice individually. They were to apply the new information they learned from the previous stage through drill practices. At the production stage, the multimedia program still had an important role. This stage aimed at a fluent increase in linguistic use, through self-determined and more creative activities. The students could produce the language through writing and speaking tasks and express what they have learned freely. After that, the students were administered the unit test after finishing this stage.

## **5. Evaluation on English Language Teaching**

### **5.1 Definition of evaluation**

According to Airasian (2000) stated an evaluation involves making judgments about the quality of student's performance or a possible cause of action. In order to make the judgement, teachers have to be involved in assessing, measuring, appraising and grading, which enable the evaluation procedure to be more practical, systematic and reliable.

In addition, Singh (2017) stated an evaluation involves judging the value of something. As Hanna and Dettmer (2004) pointed out, the root word in evaluation is value when the value is judged and evaluation occurs.

For this research, the key term evaluation is defined as a process of assessing student's English learning achievement on the use of Present and Past Simple tenses.

### **5.2 Importance of evaluation**

Evaluation is an important part of teaching and learning. Students should be assessed on what they have learned, and evaluation will be involved. Data collected from the students' assessment will be concrete evidence of students' performance in order to evaluate and lead to a process of grading. So, the judgement that the teachers judge will have an impact on student (Airasian, 2000)

Additionally, evaluation is not only important for the students, but also for the teachers. As stated above, the results of evaluation indicate the students' achievement, and then it reflects effectiveness of teacher teaching. This is very



important for the teachers in order to develop or apply their teaching methodology. Moreover, data from the evaluation procedure can lead to evaluation in other dimensions. For instance, teaching methodologies, materials, and curriculum (Airasian 2000).

Evaluation process also influences language learning and teaching in a positive and/ or negative way. This is called the washback effect. Brown (2000) explains washback as the influence of testing on teaching and learning. In addition, Shohamy (1992) added that washback also refers to consequences too. For example, one positive aspect of washback is that if a test or an exam requires students to write, they will pay more attention to the improvement of writing skills. On the other hand, testing can be a cause of negative washback. For example, in Thailand, examination has an influence on students who want to get into a famous school because many students and parents believe that being students of famous schools will give the students more chance to get a better job in the future.

### **5.3 Methods of collecting evaluation data**

In order to be able to evaluate students, teachers have to select the methods of accessing evaluation data in terms of purposes, uses, as well as advantages and disadvantages of each method. There are many methods of assessment and each method can be used to measure students' learning in different aspects, depending on what aspects the teachers want to assess, for example, knowledge of content, comprehension, competencies, or attitudes,

Generally, students will be evaluated from either their product or process. There are two terms which usually refer to both aspects of assessment, namely, summative assessment and formative assessment.

Normally, teachers assess their students' whole achievement by using tests and examination at the end of units or a course. This is called a summative assessment. Airasian (2000) stated that the purpose of a summative assessment is to judge the success of a process at its completion. Then, the teacher can see the students' perceptions, understanding or application of what they have learned through those methods by comparing assessment results with objectives of the course or units.

On the other hand, a formative assessment, or a continuous assessment, can help teachers see student's ongoing process of learning which illustrates through

their performances. Moreover, the teachers may be able to know students' attitudes, problems, and efforts. According to Gronlund (1981), a purpose of the formative assessment is to provide continuous feedback to both pupils and teachers concerning learning successes and failures. To do this, the teachers can use some methods of assessment, for example; homework, portfolios, to find out the students' improvement or development.

Summative and formative assessment seems to have different ways of assessment. However, both aspects have the same purpose, which is to gather information for evaluating students' learning. The teachers may use any methods of assessment depending on objectives of teaching. Moreover, selecting appropriate and effective methods which enable teachers to assess what they want is important. To sum up, both kinds of assessment have different characteristics as seen from their advantages and disadvantages. Summative assessment focuses on student's product of learning, in other words, what students have learned from a course. However, formative assessment emphasizes on students' process of learning which shows how they have learned during a course.

In this study, students are assessed on both summative and formative assessments. Pretest and posttest, unit test, homework, etc. are some methods which are used to gather the data for further analysis.

## **Multimedia**

### **1. Definition of Multimedia**

Multimedia is a term often heard and discussed among educational technology today. Nonetheless clearly defined, the term can mean either a proper mix of different mass media for example; audio, print and video or it might mean the development of computer-based hardware and software packages created on a heap scale and yet permit personalized use and learning. In basis, multimedia combines multiples levels of learning into an educational method that permits a variety in curricula presentation. Multimedia is the stimulating cooperation of computer hardware and software that lets you to merge video, animation, audio, graphics and test resources to strengthen effective presentations on an affordable desktop computer (Fenrich,1997). Multimedia

is organized by the utilization of texts, pictures, sounds, animations, and video; some of which are formed into some coherent program (Phillips, 2005).

Multimedia can be defined as a digital setting which contains visual, audio or visual-audio characteristics that are attractive to a person's auditory and visual sense shown in a combined way. It is also described as an environment which emerges from the combination of visual and auditory materials such as video, movies and animation (Akkoyunlu & Yimaz, 2015)

In conclusion, multimedia can be defined as an integration of multiple media elements (audios, videos, graphics, texts, animations etc.) into on synergetic and symbiotic platform that results in more benefits for the end user than any one of the media elements can provide individually.

## **2. Multimedia Play**

Media play a number of roles in education that have to do with communication and instrumentation. These roles can be classified into three categories: (1) the delivery of instruction, in which media are used to transform specific contents, (2) the construction of mediated environments, in which media help students explore and construct understanding of a body of knowledge, and (3) the development of cognitive skills, where media are used to model, engender, or extend mental skills. Three types of theories support these roles of media. Semiotic theories are concerned with how media represent what they refer to. Cognitive theories account for how students decode and learn from the message media convey (Pangaribuan, Sinaga & Sipayung, 2017). The educational strength of multimedia is that it uses the natural information processing ability that we definitely possess as humans. Our eyes and ears, together with our brain, come together to form a formidable system for completely changing meaningless sense data into information. The old saying that "a picture is worth a thousand words" usually understates the case especially with regard to moving images as our eyes are highly adapted by evolution to detecting and interpreting movements. For the student, one greater chance of multimedia courseware over the text-based variety is that the application looks better. If the computer courseware contains only a few images it at least gives relief from the screen of text and becomes stimulating the eyes, although the images have a little pedagogical value to the application, for instance, a piece of computer courseware explaining a dig at an archeological site would be more valuable

to the student, if it included images of site, for example utilized aerial images indicating features like old field boundaries, or diagrams illuminating the digging and scanning took place. In this respect, utilizing the text only, even in a creative way, has distinctly limitations as compared to the use of both texts and pictures.

In conclusion multimedia technology can be applied to create a wide variety of different interactive learning environments. These environments are highly designed in such a way that the learning process are learners controlled, participative, and highly motivational.

### **3. Types of Educational Applications**

Computer platform transfers instructions directly to learners by leading them to interact with lessons which were constructed into the computer system, this is referred as Computer Assisted Instruction (CAI). The diversity of instructional methods that the computer can simplify most effectively are drill-and – practice, tutorial, games, simulation, discovery learning, and problem solving.

#### **3.1 Drill and Practice Method**

The learners are guided by the instructional program step by step through a set of examples to promote effectiveness and fluency in skills. The computer will not proceed ahead if learners do not show enough mastery in each part. Drill and practice are outstandingly used for vocabulary building exercises, foreign language translating practice and the like. A diversity of questions with various forms is provided by drill and practice program. After having tried several attempts, students could reach their advanced scores on the computer screen as well as see the correct answers. Moreover, drill and practice also attain several levels of difficult blocks, positive and negative feedbacks as well as reinforcement.

#### **3.2 Tutorial Method**

In terms of tutorial role, the computer definitely plays an important role instead of teachers due to being interactive between only computers and learners. Problem-Solving is one of tutorial method examples, which direct the learners through the applications of three strategies; providing instruction, practice, and feedback based on the responses. Students are motivated to presume the right answer, and the program will give feedback without penalty from their presuming.



### 3.3 Teaching Through Games

Sometimes, game activities might be either simulation elements or not. In addition, the games might not be an instructional approach. Nonetheless, it depends on whether or not the skills practiced in the games are academic or training one, which are connected to specific instructional objectives.

Presently, recreational games can provide as not only in terms of useful purposes but can provide as enjoyable purposes. However, the utmost academic outcomes of useful learning must be kept in mind. Teachers who specialize in computer use, recommend rationing purely recreational game use as a reward for completing other assignments

### 3.4 Simulation Method

In the term of simulation method, learners encounter a scaled-down approximation of a real-life situation. Realistic practice is integrated with simulation method without expense or risk otherwise involved. For example, a lot of people and soldiers' occupations involve the cure or maintenance of complicated equipment such as aircrafts, manufacturing machines, weapons systems, nuclear power plants, and oil rigs with the assistance of computer simulation.

Some of open-ended simulations that do not have indicated objectives are available. Objectives should be indicated or determined by teachers or learners before implementing simulation method. Likewise, some of the simulations may not include any instructions in the program since teachers must add this information in before the simulation. On the other hand, the teachers may let the learners discover the effects of changing certain variables for themselves. In brief, there is a variety of simulations that are suited for the need of the instructional situation.

### 3.5 Discovery Method

Discover method can be described as activities using an inductive approach presenting problems which learners solve through inspecting errors or systematic approaches. It is equivalent to laboratory learning outside the classroom.

In this step, learners are engaged in the strategy of information retrieval from a database. For instance, salesman interested in learning about competitors' products can select from a set of critical product features, show them on the computer, and draw conclusions about comparisons of the products.

### 3.6 Problem-Solving Method

Problem solving can be divided into two categories; 1) those the learners write and 2) those the computer writes to help learners solve problems. Problem solving focusing on this type of computer training, thinking, decision rules are set be considered by the learners. Points are awarded or weighted to each of the criteria such as math. (Wahyuni, 2016)

### 4. Multimedia Authoring Software

Any software, or collection of software components that authors can use to create or modify multimedia contents for use by other people is a multimedia authoring tools (Sethi, 2005). Vaughan (2011) defined authoring tools as software tools designed to manage individual multimedia elements and provide user interaction. In the development of educational software, an authoring system is a program that allows a non-programmer to easily create software with programming features. The programming features are built in but hidden behind buttons and other tools, so the author does not need to know how to program. Generally authoring systems provide lots of graphics, interaction, and other tools educational software needs. Sethi (2005) classified the programming features into three categories based on the metaphor used for sequencing or organizing multimedia elements and events:

1. Card or page-based tools
2. Icon base, event driven tools
3. Time base and presentation tools

Depending on the educational multimedia application which is to be developed, what information is to be conveyed, who the audience will be, and how much interaction there will be between the application and the user, an appropriate tool can be chosen. Educational multimedia applications can be subdivided into four typical educational multimedia application areas:

1. Text-Based applications
2. Interactive applications
- 3 Web applications
- 4 Mobile (Smart) phones applications

In brief, multimedia authoring applications are software packages that allow users to present interactive information through different media. They usually allow the

integration of diverse elements such as text, audio, video, and animated graphics, as well as the distribution of these elements in a variety of formats.

### **5. Interactive Multimedia Applications**

The majority of educational multimedia applications fall into the category of interactive, graphical applications. These applications are fully capable multimedia tools which can handle all media formats, as well as providing interactivity with the user. It is also offering a very high-level language or interpreted scripting environment for navigation control and for enabling user inputs. This is often desirable in an education setting as it provides the ability to allow specific feedback to a user, keep track of results, and customize the application to a specific user as a function of responses. Although most applications provide these capabilities, some are better suited to complicated, interactive applications than others. Authoring tools, which cater to this type of application generally, include programming future, commands and functions provided in the scripting language.

In this study, eLearning software named Adobe Captivate version 2019 is applied to create the multimedia program. Adobe Captivate is an authoring tool that is used for creating E-Learning (electronic learning software) contents such as software demonstrations, software simulations, branched scenarios, and randomized quizzes in small web formats. Adobe Captivate provides the ability to create interactive training courses or videos. Likewise, Adobe Captivate has a faster and easier way to combine assets. Moreover, a teacher can also upgrade to include additional templates, pictures, and fonts beyond what is included. One of the unique features of Adobe Captivate is the green screen feature where you can put in your own background. In addition, Adobe Captivate is a full-featured authoring tool, offering users a wide range of interactive and educational tools. On the other hand, Adobe Captivate is less suited for rapid eLearning development. If you are looking for a solution to build more traditional eLearning such as click-through presentations with some interactivity and the ability to include multimedia elements, then another solution may be more appropriate. So, Adobe Captivate is a great tool for more advanced developers.

However, using the constructed program needs to connect with the internet in order to link to games and online tests which are dealt with an online website.

Therefore, students are provided to learn in the school's computer classroom in order to eliminate student's limitation in terms of having high speed internet.

## **6. Multimedia in the Classroom**

Implementation on the multimedia in the classroom is globally utilized in teaching and learning process. This topic presents the previous relevant studies using multimedia in classroom.

Using information and communication technology (ICT) in the teaching and learning process is unavoidable. Using technology in class will motivate a positive impact on students' attitude. It also has effective impacts on learning and can make the learning process enjoyable (Clark, 1994). In learning languages, computer technologies can be used in different ways. Many computer facilities contribute to improving grammar development. Multimedia is one of the computer facilities referred to as computer-based systems that make use of varying types of contents, for instance, text, audio, video, graphics, animation, and interactivity (Akhalaghi & Zarein, 2015). To be in line with this, Dewan and Sripetpun (2014) indicated that after learning new words by CAVL package, the students' knowledge of learned vocabulary grew significantly. Moreover, Abu Bakar & Nosrafirad (2013) stated that computer games were beneficial in sustaining language learning, especially, in providing space to learn independently, were a tool for self-study and created an independent learning environment, and provided the learners with a stress-free learning environment. There are some studies focusing on the use of multimedia in EFL education in Thailand, Nakkee (2014) conducted a study to investigate the achievement of pronunciation and writing skills before and after using multimedia. The target group consisted of 13 Prathomsuksa 4 students. The finding revealed that after using multimedia in class, students achieved high points in pronunciation and writing skills of Thai vocabulary. To be in line with, Chamnannarong (2013) conducted a study to investigate students' English grammar achievement on the Present and Past Simple tenses. Two-group pre and posttest were used this study. The findings revealed that the students who were instructed by the package multimedia had higher scores than the students who were instructed by the traditional methods.

To summarize, using technology in the classroom can change the ways of teachers and students for think about the teaching and learning processes. Due to the



fact that technology can allow teachers to make the transition from teacher-directed learning to learner-centered learning, a change will often draw in even hard-to-reach kids. Furthermore, society expects educators to incorporate educational computer and technology into their classrooms. Therefore, this research implements technology into the classroom in order to solve student's problematic grammar use of the Present Simple tense and the Past Simple tense.

## **Grammar Concept**

### **1. Definition of Grammar**

There are several educators and researchers who have incorporate studies related to grammars. These are the definitions of grammar presented as follows.

Grammar has been vastly defined by different authors. Ur (2009) stated that grammar may be roughly described as the way language manipulates and combines words (or bits of words) in order to form longer units of meaning. Another definition of grammar by Nunan (2005) states that grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Harmer (2007) defined grammar as the way in which words change themselves and group together to make sentences. Grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentence. Weaver (2006) defined grammar based on its meanings: (1) grammar as a description of syntactic structure; (2) grammar as prescriptions for how to use structures and words; (3) grammar as rhetorically effective use of syntactic structures; and (4) grammar as the functional command of sentence structure that enables us to comprehend and produce language.

In short, grammar can be defined as the study or the use of the rules about how words change their forms and combine with other words to make sentences

### **2. Grammatical problems among Thai students**

The previous study of Nonkukhetkhong (2013) about the errors made by English major students in their English essays revealed that the most frequent errors were general grammatical errors (47.41%), which contained similar details to the morphological errors in this study. The top three of the most frequently found errors in

the present study were singular/plural errors (30.43%), followed by article errors (21.51%), and preposition errors (5.23%). It meant that the students needed to focus much more on the use of grammatical rules when writing English.

Khumphee & Yodkamlue (2017) investigated common types of grammatical errors based on their frequency of occurrence in English essay writing of Thai EFL undergraduate students. The study examined errors in a corpus of 180 final exam papers. It was revealed that the tense errors were identified and classified into 13 types. The two most common error types found were the use of Past Simple instead of Present Simple (50.75%) and the use of Present Simple instead of Past Simple (22.39%).

Promsupa (2017) investigated grammatical error types and analyzed sources of the errors in English writing. The research findings revealed that 2,218 grammatical errors were found in both of two main types: morphological errors (81.97%) and syntactic errors (18.03%). Of all two main types, there were 32 error sub-types. The three most frequently found errors were singular/plural errors (30.43%), article errors (21.51%), and preposition errors (5.23%) respectively. With regard to the sources of the errors, both of the interlanguage errors and the intralingual and developmental errors had influences on the errors made in the writing. The interlanguage errors occurred when the students attempted to use their existing knowledge of L1 structures to acquire the target language, but differences between the two languages caused them to apply the structures incorrectly.

### **3. Types of Errors**

Corder (2008) distinguished errors from mistakes. Errors arise because of gaps in the learner's knowledge; mistakes occur because of the difficulty of processing forms that are not yet fully mastered. Ellis and Barkhuizen (2005) suggested that instructors analyze samples of learner language as a test to determine if the learner is making an error or a mistake. If the learner alternates between the erroneous form and the correct target-language form, then that can be identified as a mistake. These authors also indicated that the best way to determine if a deviant form is a mistake is to consult the learner. If the learner can self-correct the erroneous form, it can be classified as a mistake. In addition, in the case of written language, Thornbury (1999) classified errors

into three categories: lexical errors, grammar errors and discourse errors. Lexical errors include mistakes in the way words are combined.

In conclusion, grammar errors are concerned with mistakes in subject-verb agreement, verb tenses, verb forms, adverb misplacement, order of adjectives, use of articles, and plural formation, among others. Discourse errors relate to the way sentences are organized and linked in order to make whole texts.

## **The Theory of Present Simple tense and Past Simple tense**

### **1. Present Simple tense**

#### **1.1 Definition of the Present Simple tense**

Werner and Spaventa (2002) stated that simple present tense often refers to actions or situations that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact.

Werner and Spaventa (2002) also stated that the simple present tense is used for expressing facts, opinions, or actions repeatedly. Thus, from the definitions above, it can be concluded that simple present tense is a tense used to describe habits or daily life activities.

Azar (2006) also explained that Simple present tense is used to state the usual activities. Based on the explanations above, it can be concluded that simple present tense is a tense that is used to express the general truth and daily activities.

Furthermore, Baehaqi (2015) indicated the Present Simple tense as the regular activity that happens in this period. Moreover, this tense is used to express a general fact or truth and daily activities. The time signal of Present Simple tense is signified by adverbs; *usually, generally, always, sometimes*, etc.

#### **1.2 Present Simple Tense Form and Usage**

Verbs in English provide information about whether they are happening in the past, present and future. Hence, in English, tense is marked on all verb forms. A verb with the 3sg -s as in (a) is always finite (White, 2003). According to O'Grady (2006), English verbal agreement is normally described as easy, simple, transparent, and straightforward. The following example explicates this:

The simple present expresses daily habit or usual activities, as in (a) and (b), and expresses general statement of fact as in (c), (d), and (e).

Example:

- 1) John takes medicine every day.
- 2) They usually work in the field.
- 3) The earth revolves around the sun.
- 4) A square has four equal sides.
- 5) The boy is very handsome.

We use the Present Simple tense for a present state, e. g a feeling, an opinion, or the fact that something belongs to someone. We also use Present Simple tense for the repeated action such as routines, habits, jobs, hobbies, and things that always happen. Simple present tense uses verb 1 to show the action in verbal sentence and to be (is, are, am) in nominal sentence. The patterns of simple sentences are:

#### I. Structure verbal sentence

Positive: S +verb 1(-s/-es) +O

- He goes to school every day.

Negative: S +do/does + not + verb 1+ O

- He does not go to school every day.

Interrogative: Do/Does + S + verb 1+ O?

- Does he go to school every day?
- What does your father do?

Negative question: Do/Does + not + s + verb 1+O?

- Doesn't he go to school every day?

#### II. Structure nominal sentence

Positive: S + to be + non-verb

- We are students.

Negative: S + to be + not + non-verb

- He is not a teacher.

Interrogative: to be + S + non-verb?

- Am I a spider man?
- What is your father?

Negative question: to be + not + S + non-verb?

- Isn't she a good student?



In English, simple present tense verbs after of third personal pronoun subject will have an addition of s/es. Typical time expressions with the simple present are *always, often, usually, sometimes, ever/never, every day, every week, once, twice, on Friday, in the morning, at ten o'clock, etc.*

## **2. Past Simple tense**

### **2.1 Concept of Past Simple tense**

One of the topics of English grammar that Thai students in grade 6 have to study is Past Simple tense. Normally, the past simple is the ordinary tense used to convey about events that took place and finished before now. This tense is already employed with a term or expression of finished time. (Omar, 2019). The concept of time of past simple can be divided as follows:

2.1.1 It refers to the action that began and was completed in the past. The speaker may not mention the specific time to keep the sentence short, but their minds have one specific time.

2.1.2 It refers to sequencing the series of events or actions which were finished in the past.

2.1.3 It is used to describe the habit that constantly happened in the past but stopped already

2.1.4 It is used to mention the duration of action or event in the past that was ended before now.

2.1.5 It refers to the fact which was true in the past, but it is no longer in the present. (Dikkin & Tortora, 2005)

Usually, the past simple form of a sentence is set by placing -ed or -d after regular verbs, whereas there are a few hundred irregular verbs which are not transformed by adding -ed or -d. These probably confuse students between regular and irregular verbs. Nonetheless, this study is intended to assess the effectiveness of the multimedia used for teaching the two tenses.

### **2.2 The Usage of Past Simple tense**

The Past Simple tense is used to state something that was true once, but is now past and gone. A: Study the Past Simple tense in the following sentence.

2.2.1 We lived in Bangkok two years ago.

2.2.2 We arrived at Hua Hin early in the afternoon.

2.2.3. My party consisted of three young men.

2.2.4. The train started off at its regular time.

2.2.5. People wanted to spend their holidays out of town.

### Note 1

The Past Simple tense of regular verbs is formed by adding -d or -ed to the base form of a verb.

| Present simple | + Ending | = | Past simple |
|----------------|----------|---|-------------|
| live           | + d      | = | lived       |
| consist        | + ed     | = | consisted   |
| pass           | + ed     | = | passed      |
| cry            | + ied    | = | cried       |
| stop (p)       | + ed     | = | stopped     |
| plan (n)       | + ed     | = | planned     |

### Note 2

The past simple and past participle of regular verbs are the same.

| Base Form | Past simple | Past participle |
|-----------|-------------|-----------------|
| live      | lived       | lived           |
| want      | wanted      | wanted          |
| cry       | cried       | cried           |

B: Study the Past Simple tense in the following sentence.

1. We caught the train at Thonburi station.
2. We went in the second-class carriage.
3. It rose up and down in the distance.
  1. We began to get the sea breeze.
  2. I felt very excited.

### Note 1

Irregular verbs do not form the Past Simple tense by adding -d or -ed to the base form of a verb.

**Note 2**

Certain irregular verbs have the same form for the base form, past simple, and past participle.

| Base form | Past simple | Past participle |
|-----------|-------------|-----------------|
| cut       | cut         | cut             |
| let       | let         | let             |
| spread    | spread      | spread          |

**Note 3**

Certain irregular verbs have the same form for the past simple and past participle.

| Base form | Past simple | Past participle |
|-----------|-------------|-----------------|
| catch     | caught      | caught          |
| stand     | stood       | stood           |
| tell      | told        | told            |

**Note 4**

Certain irregular verbs have the three forms (Base form, Past simple, and Past participle) entirely different.

| Base form | Past simple | Past participle |
|-----------|-------------|-----------------|
| go        | went        | gone            |
| rise      | rose        | risen           |
| take      | took        | taken           |

(Bhaopichitr,1960)

**Related Research Studies****1. Research on Multimedia Technology in EFL Classroom in Thailand**

This topic includes the relevant studies on the implementation of the multimedia technology in English as a Foreign Language classroom in Thailand.

Chun and Plass, (1996) found that L2 learners of German recalled 24-27% of words, while Laufer and Hill (2000) found that Israel EFL learners recalled 33% of words and Hong Kong students recalled 60% of words. Utilizing multimedia annotations did enhance foreign language learners' ability to recall words.

To be in line with Gasigijtamrong, (2013) who investigated the effects of using multimedia annotations on EFL readers' word recall and text recall, the results revealed that Thai EFL learners recalled about 42% of words after utilizing multimedia vocabulary annotations. This recall was significantly higher than their pretest scores. This result is in congruence with the results from other studies conducted with learners of other foreign languages.

In accordance with the affordances of 21<sup>st</sup> century learning skills (Phillips, 2005) and in consistence with Brown (2003) and West & Vosloo (2013), they believed that mobile devices could make learners more creative, increase their communication and collaboration with teachers and other students, enhance their technology skills, and improve their general learning. Students with the lowest level of agreement (though still positive) indicated that the use of mobile devices in EFL classes could increase their excitement to attend classes and to learn. This may be indicative of how mobile devices have been accepted as effective learning aids.

Howlett (2019) examined the extent to which English as a Foreign Language (EFL) high-school students believed that mobile devices increase learning and learner satisfaction in the Thai school/classroom context. The findings revealed that students were in agreement with every aspect regarding the advantageous ways mobile devices could help them study English in the EFL classroom or school setting.

## **2. Research on Present Simple tense and Past Simple tense**

The following previous domestic studies related to the implementation on the multimedia computer assisted instruction program on the use of Present Simple tense and Past Simple tense are summarized as follows.

Khunlert (1999) developed a computer program in teaching English on the topic of Past Simple tense for 23 Prathom Suksa 6 students in Chiangmai and studied their learning achievement through the use of the computer program. The results revealed that after being taught on the topic of Past Simple tense through the computer program, the students demonstrated satisfactory higher performance in listening, speaking, reading, and writing. When compared the achievement of the pretest and posttest, it was found that the difference of their average scores was 12.35. Furthermore, 39.13% of the students passed the 50-percent criterion. Moreover, most students viewed that they were highly interested in and satisfied with the computer program because it



made the lessons fun and provided them an opportunity to practice those four English skills.

Junlapong (1999) created a computer assisted instruction program in teaching Past Simple tense for 23 Prathom Suksa 3 students, and investigated the students' learning achievement by using the CAI. The findings revealed that the program was effective and the students' achievement was higher at 87 percent.

Jingjai & Rattanaich (2000) studied about the production of a computer assisted instruction program for teaching tenses in English for Thai EFL students. The findings showed that the efficiency of the program was at 85.43/84.00, with the effectiveness index of .66, which showed that it was a suitable tool for teaching and learning of the English tenses.

Sa-ard (2004) developed and applied a computer assisted instruction program on Present Simple tense for Prathom Suksa six students. The purposes of this study were to determine the efficiency of the courseware and to compare the achievement between control group and the experimental group. The results showed that the efficiency of the program was 83.65/80.65, and the English learning achievement of students in the experimental group was higher than that of the control group. Moreover, the students' attitude towards learning via the program was positive.

Moungsong (2004) constructed an instruction program to compare the achievement in English about Past Simple tense of 30 Mathayom Suksa 2 students. After implementing the program, the posttest was then administered for the experimental group. The results of this study were that the efficiency of the program was 83.02/84.85 respectively and the students' achievement after implementing the program was significantly higher than before implementing it at the 0.5 level.

Saengkham (2009) studied the effectiveness of teaching Past Simple tense by using the computer assisted language learning lessons and investigated the students' attitude toward the CALL lessons for 30 Mathayom Suksa 3 students in Roi-Et. The study showed the learning achievement of the students through the CALL lessons between the pre-test and post-test was significantly different at 0.5 level and the students had a high level of satisfaction with the learning activities though the CALL lessons.

Chancharoen (2007) constructed and evaluated the efficiency of the multimedia computer assisted instruction program and surveyed the students' attitude towards the lessons after they were taught by using the multimedia computer assisted instruction program. Twenty Mathayom Sukka 2 students in Nakhon Phanom were used as the sample group. The study revealed that the multimedia-based lessons had obtained its efficiency according to the fixed criteria. It contained very high level of efficiency in terms of its contents. Regarding the quality of teaching aid, it also gained its efficiency at a high level.

Yingyuen (2007) studied the effectiveness of a courseware in helping students to develop their grammatical knowledge on Past Simple tense and aimed to find out the students' attitude towards the courseware for 30 Mathayom Suksa 4 students in Khon Kaen. The result of this study was that the courseware on Past Simple tense had the effectiveness in that the students' achievement was higher than the set criteria of 70 percent. Furthermore, it could help the students improve their grammatical knowledge. Lastly, the students had positive attitudes towards the courseware.

Sutthirad (2009) constructed a computer assisted instruction program on Present and Past Simple tenses for 45 Mathayom Suksa 1 students in order to study the academic achievement of the students in both the control and the experimental groups before and after implementing the program. Moreover, the level of satisfaction of students taught by the program was studied. The findings revealed that the program achieved the standard criteria level of 83.33/90.74. The percentage of student's progress in the computer assisted instruction class was 86 percent. The students' level of satisfaction with the computer assisted instruction class was fairly high.

Kaiyarach (2010) conducted a study for Mathayom Suksa 2 students by applying the web-based instruction (WBI) on the topic of Present Simple tense. The results of this study showed that WBI allowed students to practice a variety of grammatical items and language features presented to them in the interactive learning activities. Consequently, WBI enhanced students' ability to notice certain grammatical items in the presented contexts. This also offered incorporated multimedia grammar contents with clarifications on grammar structures which were accessible for students to learn and practice grammar independently.

Inchai (2011) studied the effectiveness of e-books applied in teaching grammar in order to facilitate students' learning. The findings of this study showed that the students enjoyed learning through the e-books. This was because of its visual and audio elements facilitated learning grammar and made it more enjoyable.

In summary, the implementation of the computer assisted instruction Program in teaching grammar is another field of investigation in EFL research. These previous studies indicated the effectiveness of using the multimedia program for grammar instruction. Technology ranging from computer assisted instruction, web-based lessons, programed instruction, courseware, and e-books, permitted interactions with the learners through giving feedback and explanations of some grammatical elements which made such technology tools effective in teaching grammar. In addition, technology could provide students greater flexibility for practice and increase students' motivation in learning grammar.

The following are previous international studies related to the implementation of the multimedia computer assisted instruction programs on the use of Present Simple tense and Past Simple tense.

Ai-Qumoul (2005) conducted a study to investigate the effect of an instructional software program of English language functions on tenth graders' achievement. The study revealed that the students who studied the English language functions through CAI lessons performed better than those who learnt by the traditional method.

Nugroho (2006) conducted a study to find out whether there was a significant difference of the simple present tense and present progressive tense achievement of the students taught with computer and those taught without computer. The first-grade students of this study showed that the students taught using computer obtained better scores than those taught without computer.

Corbeil (2007) conducted a study to examine the difference in learning outcomes between two groups of students, one of which used the French Tutor, and multimedia program, whereas the other used a textbook to learn the formation and use of two past tense verbs: the perfect and imperfect. Except the textbook group, the visual effects, intelligent feedback, drag-and-drop exercises, a variety of exercises, and the games were included in the French Tutor. The findings of this study showed that the

French Tutor group performed significantly better than the text book group. Moreover, the French Tutor software could help them to acquire a better understanding of those two tenses according to students' acknowledgement.

Bataineh & Baniabdelrahman (2011) conducted a study to examine the potential effect of a computerized instructional program on Jordanian sixth grade students' achievement in English. The findings showed that students' achievement was significantly affected by the medium of instruction, as marked difference was found between the achievements of traditional and computerized instruction in favor of the latter.

Murdianti (2014) conducted a study to overcome the problems in mastering simple past tense at the first-grade students of SMA Islam Hasyim Asyari Batu using task-based instruction method. The findings of this study showed that task-based instruction could improve the students' mastery in simple past tense. Students' achievement resulted in the with average scores of 88.33, and 89% students in the class passed the criteria of success.

Pirasteh (2014) conducted a study to investigate the effects of the computer assisted language learning (CALL) for 52 students in Iran divided into the experimental and control groups. The results of the data analysis showed that the experimental group outperformed the control group. Additionally, the result of the study could have pedagogical implications for language teachers, in that they can use e-mail as a useful way of teaching large numbers of grammar points.

Ali-Abujarad (2016) conducted a study to investigate the impact of utilizing language lab on developing the use of English tenses by first-year EFL students in Gaza University. The result of the posttest showed some progress of the level of English tense uses in favor of the experimental group.

Khodabandeh & Soleimani, (2018) conducted a study to investigate the effect of Mobile Assisted Language Learning tasks (MALL) on participants' English grammar learning. It was revealed that the MALL-based-task group achieved better results than the control group.

Lestariningsih, Tedjasuksmana & Teopilus (2019) conducted a study to develop the computer-based timeline media to teach English for 251 secondary students in Indonesia. The results of the data analysis showed that there was a significant



increase from the average of the subjects' pretest and posttest scores. In addition, the results of the users' questionnaires also gave positive responses to the developed timeline media. This implied that the computer-based timeline media developed in this research helped the students to comprehend the English tenses better.

Badroeni, Nasrulloh & Zakaria (2020) conducted a study to identify the needs of grammar learning media according to teachers and students, to identify learning models that had been carried out in schools, to know the principle of developing instructional media based on theoretical studies, and to design learning media based on the results of learning analysis. The results indicated that the mean of the pretest was 27.4 and the mean of the posttest was 60.65; consequently, it could be concluded that tense master application can enhance the students' grammar competence and practice.

In conclusion, the implementation of the computer-assisted instruction, multimedia program, mobile phone, courseware, and web-based learning in order to develop and enhance students' grammar learning achievement has significant effects. Furthermore, it also helps students to have more positive responses toward using the computer program.

### **Younger EFL Learners and Ethnic Students**

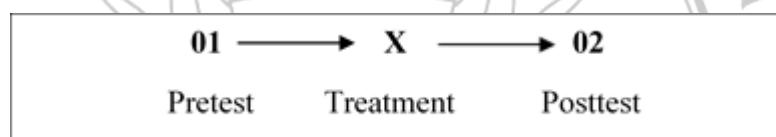
Ban Sriboonreung, located in Papai Sub-district, Sansai District, Chiangmai Province, is an educational opportunity expansion school which offers educational services from kindergarten 2 to Matthayom Suksa 3. There are currently approximately 260 students. Almost 90 percent of the students are of ethnic minority groups and the rest about 10 percent is Thai students. Their ethnicity includes Shan, Lahu and Hmong with 60, 20, 10 percent respectively. The Thai language is used as their second language as a medium of instruction and English language is used as the third language. They have started learning English in Kindergarten 2 together with Thai language. Most of them accompanied their parents from the neighboring country. Their parents work in agricultural sectors and or are employed working in the construction sites.

## CHAPTER 3

### RESEARCH METHODOLOGY

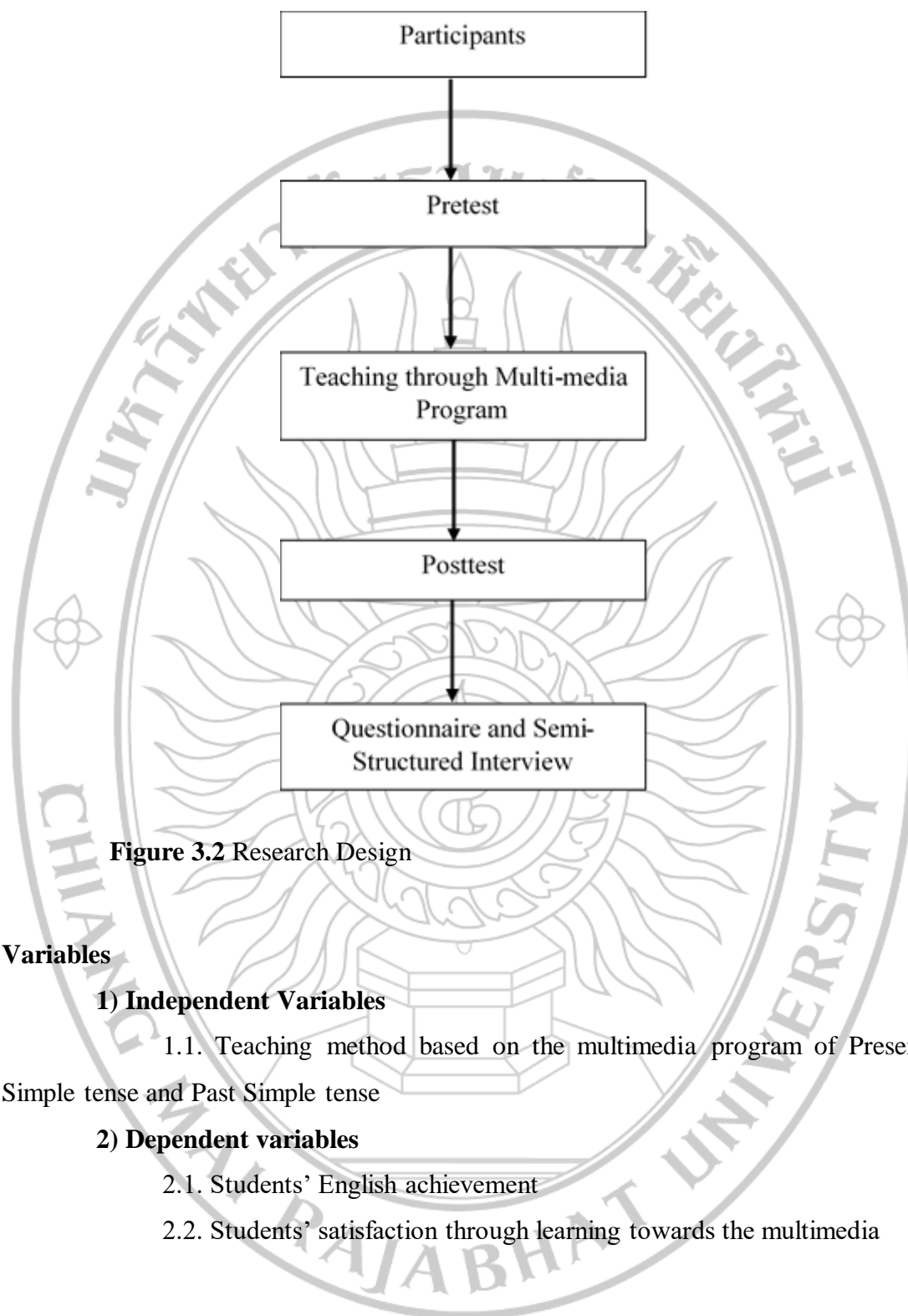
#### Research Design

This chapter described the research methodology used in this study. The topics included research design, population and sample, research instruments, data collection, and data analysis.



**Figure 3.1** The research design used in this presented study

The participants were taught by incorporating the multimedia program on Present Simple tense and Past Simple tense at the school's computer room. They were trained how to use the constructed program for 2 hours before the experiment in order to adjust their computer experiences. After that the questionnaire regarding the students' opinions on learning through the multimedia program was administered and the semi-structured interview was conducted with five students.



**Figure 3.2** Research Design

### **Variables**

#### **1) Independent Variables**

1.1. Teaching method based on the multimedia program of Present Simple tense and Past Simple tense

#### **2) Dependent variables**

2.1. Students' English achievement

2.2. Students' satisfaction through learning towards the multimedia

## **Population and Sample Group**

### **Population**

The participants consisted of 27 Prathom Suksa 6 students studying in the second semester in the 2020 academic year at Ban Sriboonrueng School. There was only one class in Prathom Suksa 6, therefore, every student was purposively selected as the participants in this study.

### **Research Instruments**

The instruments used in this study included the multimedia program, the pretest and posttest, the questionnaire, six lesson plans, and the semi-structured interview.

1. The pre and posttest was used for measuring the students' English achievement before and after the implementation of the multimedia program. The test contained 20 multiple-choice questions. Three specialists were asked to assess the content validity and reliability of the test before it was administered.
2. The questionnaire was designed to gather the data from the participants in this study. It was composed of three parts. The first part was about background information, the second part was about students' experience in using computer, and the last was about their opinions on the multimedia program.
3. The lesson plans on the Present and Past Simple tenses were based on the Communicative Language Teaching (CLT), which contained three stages, namely, Presentation, Practice, and Production (3P)..
4. The semi-structured interview was used with five students who were purposively selected from the class.

### **1. Construction and Efficiency of the Instruments**

The instruments were constructed and validated for their efficiency as follows:

1.1 The multimedia program entitled Present Simple tense and Past Simple tenses was designed and constructed as follows:

1.1.1 English Grammar for Prathom Suksa 6 students was examined.





**Figure 3.3** The cover of the multimedia program lesson

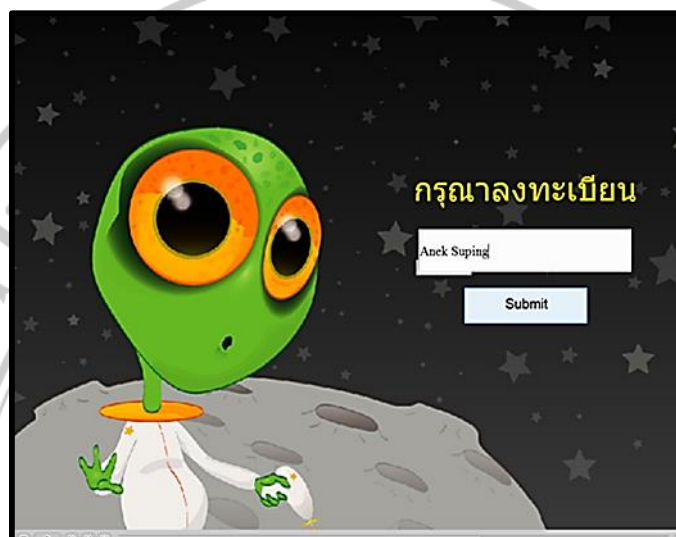
1.1.2 The Adobe Captivate Version 2019 Program was used to design and construct the multimedia program. In the first page of the constructed program, it contained program usage, lesson plans and objectives on the left of the screen whereas six contents were shown on the right of the screen. The first page of the constructed program was displayed below.



**Figure 3.4** The first page of the multimedia program lesson

1.1.3. Present Simple tense and Past Simple tense lessons were adapted from two textbooks, *New Express* and *English Smile 6*, and other related websites. After that, the contents were synthesized and divided into 6 units as follows. “Present Simple tense” was composed of 3 units as follows; (1) TV Program (2) TV

Program Highlights (3) TV Program Survey “Past Simple tense” was composed 3 units that included; (1) Where were you yesterday? (2) Ann’s diary (3) Visiting Hong Kong



**Figure 3.5** The students’ registration page

1.1.4 The multimedia program was verified and assessed for the appropriateness and accuracy of contents, language, designs, and presentations by three specialists. The mean scores of the quality of the multimedia program lesson on the use of Present and Past Simple tenses were 4.835.

1.1.5 The multimedia program was tried out for its quality after it had been assessed by the specialists. To find out the efficiency of the program, the following formulas were used.

Formula 1

$$1. E_1 = \frac{\bar{x}}{A} \times 100$$

$E_1$  = Efficiency of the process

$\bar{x}$  = Average scores students obtain from the exercises

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

$$2. E_2 = \frac{\bar{x}}{B} \times 100$$

$E_2$  = Efficiency of the outcomes

$\bar{x}$  = Average scores students obtain from the post-test

B = Total scores of the post-test

For the field study tryout, the improved program was tried out with 30 Pathom Suksa 6 students from another school, who were not the sample group. They were categorized into three groups: ten good students, ten fair students and ten poor students. The results of the tryout were used to improve the program, so that the efficiency of the program was 75.33/77.33 which met the 75/75 standard criteria.

### 1.2 The Lesson Plans

The lesson plans covered contents of how to construct the forms and how to use the Present Simple tense and the Past Simple tense. They comprised 6 units, including TV Program, TV Program Highlights, TV Program Survey, Where Were You Yesterday? Visiting Hongkong, and My Best Holidays. The PPP teaching methods were adopted to construct the lesson plans. The multimedia program was incorporated in the Presentation, Practice and Production stages via the internet-connected computers. Each unit lasted 2 hours with 6 weeks in total. After that, three specialists were asked to examine the lesson plans for their appropriateness and reliability. The mean score of the evaluation of the lesson plans using the index of item-objective congruence (IOC) was 0.93 which was at acceptable level.

The six units of Present Simple tense and Past Simple tense were divided as follows.

|        |                           |   |                      |
|--------|---------------------------|---|----------------------|
| Unit 1 | TV Program                | } | Present Simple tense |
| Unit 2 | TV Program Highlights     |   |                      |
| Unit 3 | TV Program Survey         |   |                      |
| Unit 4 | Where Were You Yesterday? | } | Past Simple tense    |
| Unit 5 | Visiting Hong Kong        |   |                      |
| Unit 6 | My Best Holidays          |   |                      |

Unit 1 to 3 were composed of how to add *-s* in verb ending, and how to construct sentences in the Present Simple tense (interrogative, positive, and negative sentences). On the other hand, Unit 4-6 included how to add *-ed* in verb

ending, and how to construct sentences in the Past Simple tense (interrogative, positive, and negative sentences). At the presentation stage, the students were taught by using the multimedia program connected with the internet. The multimedia had an important role to model the target structure and lexical items and offer the explanation behind the construction of such structures and the meaning of the words. The multimedia program also had an important role at the practice stage, where the students were practiced the new language items in a controlled practice individually. There were to apply the new information they learned from the previous stage through drill practices. At the production stage, the multimedia program still had an important role. This stage aimed at a fluent increase in linguistic use, through self-determined and more creative activities. The students were required to produce the language through writing and speaking tasks and express what they have learned freely. After that, the students were administered the unit test after finishing this stage.

### **1.3 The pre and posttest**

The pretest and posttest were constructed, and it consisted of the same 20 multiple choice questions. The steps of constructing the test were as the follows.

1.3.1 The contents of English grammar emphasizing on the Present and Past Simple tenses for Prathom Suksa 6 students were studied.

1.3.2 Twenty test questions for each tense were initially constructed with four alternatives for each question.

1.3.3 Three specialists were asked to assess the correctness and appropriateness of the test items. The mean scores of Present Simple Tense and Past Simple Tense Pretest and Posttest using the index of item-objective congruence (IOC) was 0.95.

1.3.4 Thirty Prathom Suksa 6 students from another school were asked to take the test as a pilot study. The results from the pilot study were analyzed in order to examine the level of difficulty (p) and discrimination power (r) by using Brennan's Index or (B-Index). The criteria used to select the test items were  $0.2 < P = > 0.8$ , and (r) was equal or more than 0.2. The item analysis results of difficulty level (p) was at 0.63 which was acceptable value, and the discrimination index (r) was 0.33 which was acceptable value.

1.3.5 After that, twenty test items were selected to incorporate in the



pre and posttest. The Kuder-Richardson's formula was used to assess the reliability of the test. The accepted value should be at  $KR-20 \geq 0.7$ . The K.R. 20's formulas are displayed below. The KR-20 value was at 0.79 which was higher than  $\geq 0.7$ .

$$B = \frac{f_p}{n_p} - \frac{f_F}{n_F}$$

B = Discrimination index of Brennan

$f_p$  = Number of students who correctly answered in the pass group

$f_F$  = Number of students who incorrectly answered in the fail group

$n_p$  = Number of students in the pass group

$n_F$  = Number of students in the fail group

$$KR20 = \left[ \frac{K}{K-1} \right] \left[ 1 - \frac{\sum p_i q_i}{s_t^2} \right]$$

K = Numbers of questions

$p_i$  = The portion of students who correctly answered each question

$q_i$  = The portion of students who incorrectly answered each question

$$= 1 - P_i$$

$s_t^2$  = Variance of the total scores

#### **1.4 Questionnaire on Students' Satisfaction towards Learning English Grammar on Present Simple tense and Past Simple tense through the Multimedia program.**

The questionnaire was designed and constructed regarding the students' satisfaction towards learning with the integration of the multimedia program. The questionnaire was composed of three parts: students' background information, students' experience in using computer, and their opinions on the multimedia program. The second part of the questionnaire was a 5-point rating scale intended to examine the students' satisfaction towards learning with the integration of the multimedia program. The scales were based on Preedy (2010) and they were interpreted as follows.

|   |   |          |
|---|---|----------|
| 5 | = | highest  |
| 4 | = | high     |
| 3 | = | moderate |
| 2 | = | low      |
| 1 | = | lowest   |

The questionnaire was designed and developed step-by-step as follows:

1.4.1 Likert's method was examined on how to develop the opinion questionnaire. After that, the problems related to the learning through the multimedia program were collected.

1.4.2 Twenty statements were constructed, based on the problems collected from learning through the multimedia program on the Present and Past Simple tenses. The statements comprised 10 positive statements and 10 negative statements.

1.4.3 Three specialists were asked to assess the appropriateness of the questionnaire items by means of index of item-objective congruence (IOC). The mean score of the evaluation results of the questions for students' questionnaire was 0.95. The t-test for each item was .865. The item with the value between 0.05-1 was accepted.

1.4.4 The Cronbach's Alpha Coefficient was used to calculate the reliability coefficient value. The Cronbach's Alpha Coefficient value was 0.941 which was greater than 0.07. The following formula was applied.

$$\alpha = \frac{n}{n-1} \left( 1 - \frac{\sum V_i}{V_{test}} \right)$$

$n$  = Number of questions

$V_i$  = Variance of scores on each question

$V_{test}$  = Total variance of overall scores (not %'s on the entire test)

### 1.5 Semi-Structured Interview

The semi-structured interview was designed to investigate the students' satisfaction towards the lessons with the integration of the multimedia program. The interview contained five questions related to the use of the program. After that, three specialists were asked to assess the interview questions for their appropriateness by means of the index of item-objective congruence (IOC). Five students were randomly selected for the interview.

### Data Collection

The data collection involves the following steps:

1. The pretest was administered to the participants.
2. The participants were taught with the incorporation the multimedia program on the Present Simple tense and Past Simple tense.

3. The participants were asked to take the posttest after the implementation. Then, they were asked to complete the questionnaire in the last session.

4. Five students were randomly selected for the interview about their satisfaction towards learning with the incorporation of the multimedia program.

### Data Analysis

The data from the study results were divided and analyzed as follows.

#### 1. Quantitative Data

The quantitative data from the pretest and posttest was statistically analyzed for mean, percentage, and standard deviation. For the questionnaire to elicit the students' satisfaction towards the use of the multimedia program, the data was statistically analyzed for mean by using the following criteria.

| Means ( $\bar{x}$ ) | Interpretation |
|---------------------|----------------|
| 4.50 – 5.00         | Highest        |
| 3.50 – 4.49         | High           |
| 2.50 – 3.49         | Moderate       |
| 1.50 – 2.49         | Low            |
| 1.00 - 1.49         | Lowest         |

#### 2. Qualitative Data

For the qualitative data derived from the interview, the content analysis was adopted, and the results were presented descriptively.

## **CHAPTER 4**

### **RESULTS AND DATA ANALYSIS**

This chapter presents the results of the research analysis according to the objectives of this investigation as follows:

1. to investigate the effects of the multimedia program on the use of Present Simple tense and Past Simple tense based on the 75/75 standard criteria,
2. to compare the students' learning achievements after the implementation of the multimedia program on the use of Present Simple Tense and Past Simple tense, and
3. to explore students' satisfaction towards the use of the multimedia program to improve their use of Present Simple tense and Past Simple tense

The findings are presented in three main parts. The first part illustrates the effects of the multimedia program on the use of Present Simple tense and Past Simple tense. The second part is concerned with the statistical comparison of the students' learning achievements between their pretest and posttest scores. The last part is about the students' opinions on learning through the multimedia program.



### Part 1 Effects of the multimedia program on the use of Present Simple tense and Past Simple tense

To investigate the effects of the multimedia program on the use of Present Simple tense and Past Simple tense, the 27 students were asked to use the multimedia program to assist their learning and to perform the exercises according to the lessons. Table 4.1 illustrates the results of the efficiency of the learning process.

**Table 4.1 Results of the efficiency of the learning process**

| Learning Unit | No. of Learners | Total Scores | Scores during Learning | $\bar{X}$    | Efficiency Value |
|---------------|-----------------|--------------|------------------------|--------------|------------------|
| 1             | 27              | 10           | 167                    | 6.15         | 61.5             |
| 2             | 27              | 10           | 180                    | 6.67         | 66.7             |
| 3             | 27              | 10           | 202                    | 7.48         | 74.8             |
| 4             | 27              | 10           | 209                    | 7.74         | 77.4             |
| 5             | 27              | 10           | 226                    | 8.37         | 83.7             |
| 6             | 27              | 10           | 233                    | 8.63         | 86.3             |
| <b>Total</b>  | <b>27</b>       | <b>60</b>    | <b>1217</b>            | <b>45.04</b> | <b>75.06</b>     |

As seen from table 4.1, the results of the efficiency of the learning process revealed that the efficiency index of the multimedia program on the use of Present Simple tense and Past Simple tense was 75.06, which met the pre-determined criteria.

**Table 4.2 Efficiency of the development of the multimedia program according to the criteria of the 75/75 standard efficiency**

| Scores                                       | No. of Learners | $\bar{X}$ | Efficiency Value ( $E_1/E_2$ ) |
|--|-----------------|-----------|--------------------------------|
| Efficiency of process<br>(Total scores = 60) | 27              | 45.04     | $E_1 = 75.07$                  |
| Efficiency of results<br>(Total scores = 20) | 27              | 16.11     | $E_2 = 80.55$                  |

Table 4.2 shows the results of the process effects using the multimedia program on the use of Present Simple tense and Past Simple tense. Efficiency of the lessons during the learning process ( $E_1$ ) was equal to 75.06 and that of the results ( $E_2$ ) was equal to 80.55. The efficiency analysis results indicated that both the process scores and the posttest scores met the 75/75 efficiency criterion. Consequently, it can be implied that the developed Present Simple tense and Past Simple tense lessons with the incorporation of the multimedia program was efficient and can be applied in the teaching and learning of the English grammar.

## Part 2 Students' learning achievement

In this part, a paired-sample t-test was conducted to compare the students' learning achievement scores before and after the implementation of the multimedia program on the use of Present and Past Simple tenses. The scores were used to analyze the learning achievements. Both the pretest and posttest was composed of twenty multiple choice items with each item containing four alternatives. The test covered affirmative, negative, and interrogative sentences. The analysis results are shown in Table 4.3 below.

**Table 4.3 Comparison of pretest and posttest scores**

| Score    | N  | Total score | Min | Max | Mean  | S.D.  | t       | sig (2-tailed) |
|----------|----|-------------|-----|-----|-------|-------|---------|----------------|
| Pretest  | 27 | 20          | 4   | 18  | 7.15  | 2.612 | -19.077 | 0.00           |
| Posttest | 27 | 20          | 11  | 20  | 16.11 | 1.739 |         |                |

\* significant at the 0.01 level

According to Table 4.3, the students' scores in the pretest and posttest were compared. It was found that there was a significant difference in the scores before and after the implementation of the multimedia program on the use of Present and Past Simple tenses. For the pretest, most students could not perform correctly in terms of using correct grammatical forms. however, after the implementation, their grammatical ability was improved significantly. As presented in the table, with the total scores of twenty, the mean score of the pretest was 7.15 with the standard deviation of 2.612,

while that of the posttest increased to 16.11 with the standard deviation of 1.739. The t-value was -19.077, which indicated a statistically significant difference between the pretest and posttest mean scores at the 0.01 level. The minimum scores of the students rose from 4 in the pretest to become 11 in the posttest, while the maximum scores rose from 18 in the pretest to become 20 in the posttest. These results suggested that the multimedia program was able to help the students improve their English grammar. Moreover, this finding supports the hypothesis that the students' posttest achievement was higher than that of their pretest achievement.

### **Part 3 Students' satisfaction towards the use of the multimedia program**

In order to find out the opinions of the students on using the multimedia program, the three -part questionnaire was used for collecting the data. The first part of the questionnaire comprised the students' background information, the second part was about the students' experiences in using computer and the last part was the five-point rating scale about their opinions on learning through the multimedia program. In developing the questionnaire for this study, the customized questions were reviewed and assessed by three specialists in the field of questionnaire design and English contents. Then thirty Prathom Suksa 6 students from another school were purposively selected to take the test as a pilot study and the results from the pilot study were analyzed in order to examine the level of difficulty and discrimination. After that the questionnaire was translated into Thai.

The data collected from the first part revealed that 76 percent of the students were boys and 78 percent of them were from ten to twelve years old. For their GPA of the last semester, it was found that 23 percent of them got grade 3-4, and 41 percent of them had computer with the internet access at home. The data about their experiences in using computer also indicated that 52 percent of them used computer for 4-6 hours per day. The genres of work that the students were involved while using computer with the highest percentage, 75, were games and internet respectively.

To explore the students' satisfaction towards the use of the multimedia program to improve their use of Present and Past Simple tenses, the students were required to complete the questionnaire by rating each item on the five-point rating scale from highest, high, moderate, low to lowest. Their scores from the questionnaire were

analyzed and calculated for the mean and standard deviation and were interpreted into five levels. The results are shown Table 4.4.

**Table 4.4 Students' levels of satisfaction on the use of the multimedia program**

| Description   | Satisfaction levels |       |                |
|---|---------------------|-------|----------------|
|   | $\bar{x}$           | S.D.  | Interpretation |
| 1. The multimedia program can improve your understanding of English lessons.  | 4.70                | 0.465 | Highest        |
| 2. The multimedia program is very beneficial in your English learning.  | 4.63                | 0.492 | Highest        |
| 3. The multimedia program makes English language learning interesting and enjoyable.                                | 4.89                | 0.320 | Highest        |
| 4. The multimedia program is easy and convenient to use.  | 4.26                | 0.764 | High           |
| 5. The multimedia program promotes your useful experience.  | 4.78                | 0.424 | Highest        |
| 6. The multimedia program's interactive nature can motivate you and lead you to find the contents more interesting. | 4.56                | 0.517 | Highest        |
| 7. The multimedia program is not useful in English language learning.   | 4.33                | 0.679 | High           |
| 8. The multimedia program does not help increase your English language learning ability.                            | 4.63                | 0.492 | Highest        |



**Table 4.4** (Con.)

| Description  | Satisfaction levels |              |                |
|--|---------------------|--------------|----------------|
|  | $\bar{x}$           | S.D.         | Interpretation |
| 9. It takes a lot of time to operate the multimedia.                       | 4.33                | 0.679        | High           |
| 10. The multimedia program's contents do not make the lessons interesting. | 4.30                | 0.724        | High           |
| <b>Total</b>   | <b>4.54</b>         | <b>0.175</b> | <b>Highest</b> |

Table 4.4 shows that the students' overall satisfaction of the students with the multimedia program was at the highest level ( $\bar{x} = 4.54$ ). when the items were taken into consideration, it was revealed that the students perceived the highest level of satisfaction on the multimedia program making English learning interesting and enjoyable ( $\bar{x} = 4.89$ , S.D. = 0.320), followed by the multimedia program promoting useful experience ( $\bar{x} = 4.78$ , S.D. = 0.424) and the multimedia being able to improve their understanding of the English lessons ( $\bar{x} = 4.70$ , S.D. = 0.465). The lowest level of satisfaction was on the multimedia program being easy and convenient to use ( $\bar{x} = 4.26$ , S.D. = 0.764).

After the experimentation, an in-depth interview was conducted with five students who were purposively selected. This semi-structured interview contained five question items, and the results of the interview are summarized and presented descriptively as follows.

Firstly, all the interviewees perceived that learning the Present and Past Simple tenses via the multimedia program was interesting and enjoyable, as the contents and exercises were colorful with well-designed pictures and icons, making navigation easy, convenient, and friendly.

Secondly, they also felt that they preferred learning with the multimedia program because it was exciting and new for them. All of them claimed that they were excited to use it because this was their first time using this type of technology in the English class. Besides, they also claimed that they felt comfortable in learning at their own pace. They could repeat the lessons as often as they wanted whenever they did not

understand the lessons.

Thirdly, most of the interviewees responded that there were some problems while they were learning through the multimedia program despite the program being easy and convenient to use. Nonetheless, it was hard to understand the lessons. This might be because they lacked comprehension about the learning contents as well as concentration in reading and listening skills.

Lastly, all of them felt that learning the Present Simple tense and Past Simple tense via the multimedia program was convenient to use because they could manage their learning pace due to the flexibility of the multimedia program lessons. Moreover, it enabled the hard-to-reach children to have more confidence in learning. This was proven that was attracted the students' attention and motivated them to learn more along with enabling them to master the lessons better.

From the findings from the questionnaire and interview, it can be summarized that the students were satisfied with the Present Simple tense and Past Simple tense lessons through the multimedia program. Most students thought their learning was better after they was implemented with the multimedia program. They were motivated, encouraged, and interested in the lessons enriched by the multimedia program. Besides, they felt more confident of their ability to form the correct grammar sentences.

It is concluded that the multimedia lesson program is an efficient tool which could significantly help the students improve their English grammar learning regarding the Present Simple tense and Past Simple tense.

## **CHAPTER 5**

### **CONCLUSION, DISCUSSION, LIMITATIONS AND RECOMMENDATIONS**

#### **Conclusions**

The objectives of this study were to investigate the effects of the multimedia program on the use of Present Simple tense and Past Simple tense based on the 75/75 standard criteria, to compare the students' learning achievements after the implementation of the multimedia program, and to explore the students' satisfaction towards the use of the multimedia program. The participants were 27 Prathom Suksa 6 students at Ban Sriboonrueng school selected by adopting the purposive sampling method. In order to have them adjust their computer experience, the students were prepared for the training on how to use the computer program for two hours beforehand. The Present Simple tense and Past Simple tense lessons were designed for the students by incorporating the multimedia program which was based on the Adobe Captivate 2019. The experiment was conducted for twelve hours within one and a half months. The instruments for collecting the data were composed of the multimedia program, the pretest and posttest, the questionnaire, six lesson plans, and the semi-structured interview. Firstly, the English grammar pretest was administered to the students before the experiment. After the experiment, the English grammar posttest which was the same as the pretest was administered to examine their English learning achievement. Then, all students were asked to complete the questionnaire and five students were randomly selected for the interview to explore their satisfaction with the lessons with the integration of the multimedia program. The data were statistically analyzed for mean, percentage, and standard deviation, and t-test.

The findings revealed that the efficiency of the multimedia program ( $E_1/E_2$ ) was at 75.06/80.55, which was higher than the standard criteria of the 75/75. Furthermore, the students' English learning achievement was improved significantly as

there was a significant difference in the mean scores before and after the implementation the multimedia program at the 0.01 level.

Therefore, it can be concluded that the multimedia program was able to help the students improve their use of the Present and Past Simple tenses. Moreover, the students' overall satisfaction towards the multimedia program was at a high level. From the in-depth interview with the five students, it was revealed that the students responded favorably to this multimedia program. They enjoyed learning with it because they liked colorful pictures and interesting exercises. It had various functions that enabled them to engage the lessons better, such as sound, videos, graphics, and other functions. Moreover, all of them said that they felt excited to get involved with this tool because this was the first time using this type of technology. However, there were some limitations, which included internet connection and technical problems. To summarize, the students agreed that the multimedia program was efficient in assisting their English grammar learning. They also recommended that the program be used as a part of the learning process.

## **Discussions**

The discussion of the research findings is conducted according to the research objectives as follows. The efficiency of the multimedia program on Present Simple tense and Past Simple tense was 75.06/80.55, which was higher than the 75/75 pre-determined standard criteria. This indicated that the multimedia program was an efficient tool to assist English grammar teaching and learning on the topics. This was because the program contained visual-audio characteristics such as graphics, video and animation that were attractive to students' auditory and visual sense shown in a combined way. The students were guided by the program step by step through a set of examples to promote effectiveness and fluency in skills. In this study, Adobe Captivate version 2019 was applied to create the multimedia program. Adobe Captivate is an authoring tool that is used for creating contents such as demonstrations, randomized quizzes, and simulations. One of the unique features of Adobe Captivate was the green screen feature which can be put in the background. In addition, Adobe Captivate is a full-featured authoring tool, offering users a wide range of interactive tools which can attract to students' attention. Drill and practice method are intensively used for



vocabulary building exercises, and language translation practice. The multimedia program did not proceed ahead if the students did not perform enough to master in each part. After having tried several attempts, they could reach their advanced scores on the screens as well as see the correct answer. Moreover, the multimedia definitely played an important role in place of teachers due to being interactive between only the computers and the students. The students had an opportunity to make consideration on their thinking, and decision. Additionally, they were motivated to pursue the right answers, and the program gave answers without penalty from their presuming. Furthermore, games were provided as not only useful but also enjoyable. Teacher used games as a reward for completing other assignments. Moreover, the program was verified and assessed by the specialists in terms of appropriateness and accuracy of the contents, language, designs, and presentations. Then a two-hour preparation on using the computer program was carried out in order to familiarize with the use of the program. During the experiment, the students' scores had increased gradually, because they might have more opportunity to practice the exercises repeatedly. Furthermore, while they were learning, they could revise, do the exercises and check the answers by themselves, which resulted in them getting the higher scores in the posttest. This could motivate and encourage them to learn language through the multimedia program. Nakkee (2014) and Chamnannarong (2013) claimed that multimedia program could stimulate and attract learners. It also helped them to enhance the autonomous skills and provide them more opportunities to gain direct experiences. This was congruent with Howlett (2019), suggesting that utilizing multimedia programs in the classroom could change the ways of teachers and students for considering the teaching and learning processes. It is factual that technology enables teachers to make the transition from teacher-directed learning to learner-centered learning; a change that would often draw in even hard-to-reach children.

To compare the students' learning achievement after the implementation of the multimedia program on the use of Present Simple tense and Past Simple tense, the results indicated that there was a statistically significant difference between the pretest and the posttest scores at the 0.01 level. It can be concluded that the multimedia program was efficient and effective because it could make the students' achievement scores higher. It also offered the incorporated multimedia contents with clarifications

on the grammar structures, which were accessible for them to learn and practice. Additionally, it was quite new for the students to learn language through courseware. This encouraged them to learn and make them interested in the lessons more than they were used to. The findings corresponded with the studies of Khunlert (1999), Junlapong (1999), and Sa-ard (2004), indicating that a computer assisted instruction program could help students improve their learning achievement through the use of multimedia programs. It proved that after being taught by the multimedia program the students' performance in listening, speaking, reading, and writing was higher. Kaiyarach (2010) and Inchai (2011), also confirmed that the multimedia program allowed students to practice various grammar items and language features in interactive learning activities. Consequently, it enhanced students' ability to grasp certain grammatical items in the presented contexts. Furthermore, the Communicative Learning Teaching approach (CLT) was incorporated into the multimedia program lessons which focused on interactions and student-centered learning. Students' knowledge of language regarding their grammatical competence was increased in terms of language and features, and of how to compose vocabulary, word and sentence formations, and spelling. The Presentation, Practice, Production (PPP) model was adopted to incorporate into the multimedia program lessons with well-designed sequences and systematic structures. This systemized structures could help students understand the lessons easily. This was congruent with Boonchuay (2012), Carless (2009,) and Shehadeh (2005), implying that most of the PPP principles involved are also important to lessons. PPP methods were more effective in direct grammar instructions. These methods enabled language learners to produce grammatical language chunks through excessive pattern practice and repetition drills. It is crucial to understand how they work in combination with creation of effective communicative language learning. According to this study, the teacher's role in the PPP stages was only as a facilitator who guided them when they had problems during their performances. As a result, the students felt motivated and challenged to deal with the obstacles.

In addition, the students were assessed on both summative and formative assessments. The summative assessment was used to assess the students' achievement by using the unit tests at the end of the units and the posttest at the end of the course. The students could see their progress in what they had learned through the multimedia

program lessons. On the other hand, the formative assessment was used to assess the students' performances. The students could know their learning problems and efforts. Feedbacks from each lesson were an example of formative assessment.

To explore students' satisfaction towards the use of the multimedia program to improve their use of the Present Simple tense and Past Simple tense, the results showed that the students' overall satisfaction with the multimedia program was at the highest level ( $\bar{x} = 4.54$ ). They perceived the highest level of satisfaction on the multimedia program making English learning interesting and enjoyable, followed by the multimedia program promoting useful experience and the multimedia being able to improve their understanding of the English lessons. This is because learning the two tenses through the multimedia program was interesting and enjoyable, inasmuch as the contents and exercises were colorful with well-designed pictures and icons, making navigation easy, convenient and friendly. They also stated that learning with the multimedia program was exciting and new for them. Besides, they also claimed that they felt comfortable in learning at their own pace. They could repeat the lessons as often as they wanted whenever they did not understand the lessons.

### **Limitations**

This study revealed that the multimedia program was proven to be an efficient tool in helping the Prathom Suksa 6 students at Ban Sriboonrueng School to improve their understanding in and knowledge about Present Simple tense and Past Simple tense. However, there were two limitations that might affect the research results.

1. There was a limited timeframe for this study. The experiment of this study lasted only two hours a week within one and a half months. It was important to extend the period of time to allow students to learn language autonomously. Time should not be limited because students were diverse in their learning abilities and knowledge background.

2. There was only an immediate posttest of the data collected in the study. The posttest took place shortly after the end of the experiment. It would be better if there was a delayed posttest assessment in order to verify whether the results were due to the developed lessons enriched by the courseware or its novelty effect.

## **Recommendations**

Based on the results of this study, the recommendations for this research and further studies are discussed as follows.

### **Pedagogical recommendations**

1. Students are required to have computer background knowledge and computer usage experience. The teachers should orient and comment with the tips on how to use the multimedia program gradually.

2. Multimedia program can be utilized as an effective method for language learning not only in classroom but also for remote learning. It can be adapted by other schools via school websites.

3. This constructed multimedia program can be adopted in other schools provided that learning and teaching contexts are similar; otherwise it is recommended that careful implementation be taken into consideration regarding learners' levels of proficiency, availability of instructional resources, and local environment.

4. With more advanced mobile phone features and higher internet connection speeds, this multimedia program could be installed onto mobile phones, which would be greatly beneficial to learners as learning activities would not be confined only in the classroom.

### **Recommendations for further studies**

1. Research on language learning through multimedia should be experimented in other grammar contents or on other skills.

2. Research on language learning through multimedia should be adopted with other groups of participants with longer experiment periods.

3. The current research adopted a one-group pretest, posttest design. It might be questionable whether the implementation of students' learning achievement was actually due to the treatment or the novelty effect. Thereby, further empirical studies should be conducted in both control and experimental groups.



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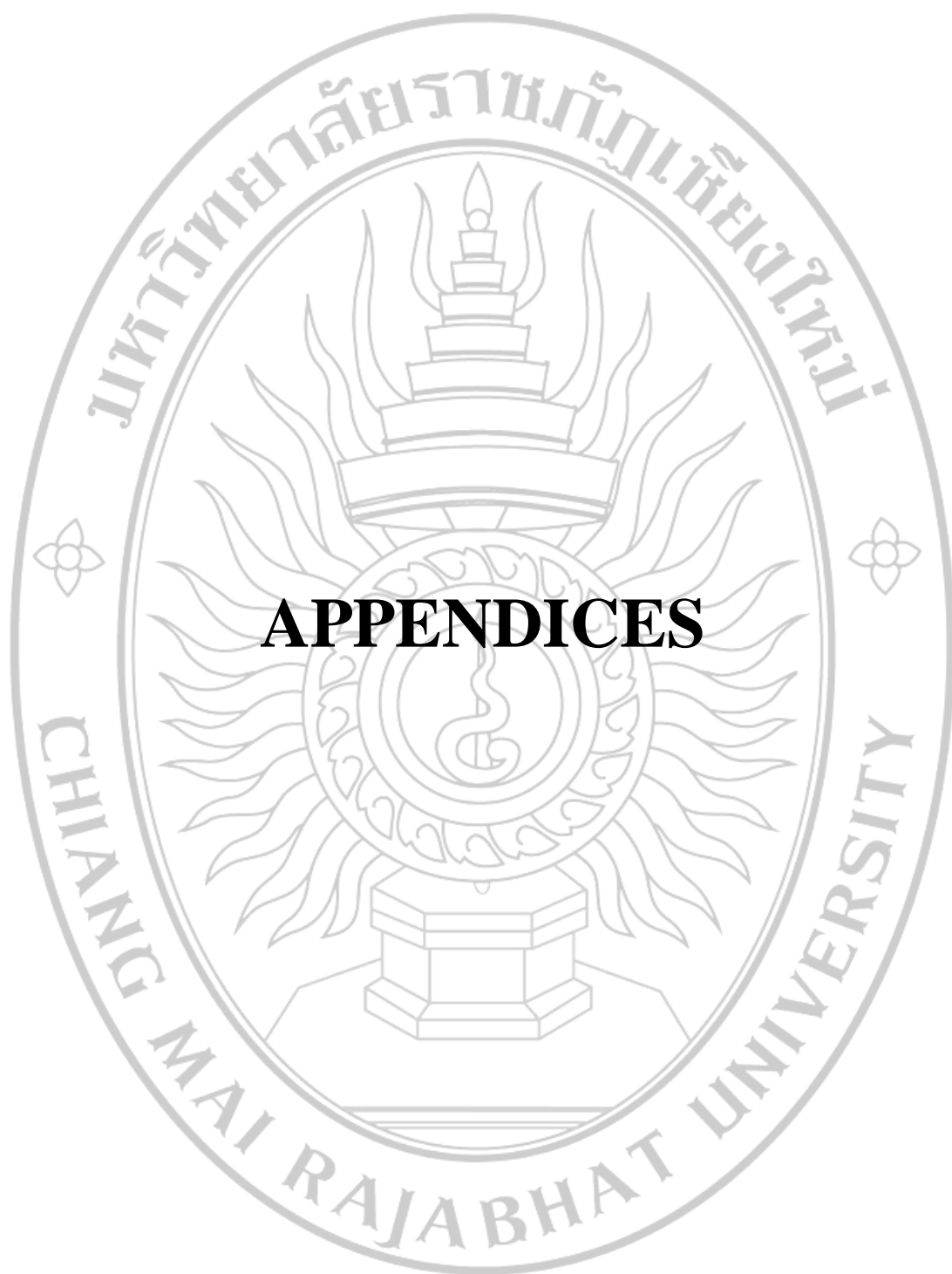
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# **APPENDICES**


## Appendix A

### List of Research Instrument Specialists

- 1. List of Research Instrument Specialists**
- 2. An example of Invitation Letters for Verifying the Instruments and Collecting Data**
- 3. An example of Invitation Letters for Trying out the Instruments and Collecting Data**

1. Lecturer Jarunee Pattharawongthana  
Department of Information Technology, Faculty of Science and Technology,  
Far Eastern University
2. Assistant Professor Dr. Dusadee Rangseechatchawan  
Department of Western Language, Faculty of Humanities and Social Sciences,  
Chiangmai Rajabhat University
3. Assistant Professor Dr. Nutruetai Arunsitrot  
Department of Western Language, Faculty of Humanities and Social Sciences,  
Chiangmai Rajabhat University
4. Senior Supervisor Mr. Suphap Boriboon  
Chiangmai Primary Educational Service Area Office 2
5. Professional Supervisor Mr. Autch Keattrakoonmetha  
Chiangmai Primary Educational Service Area Office 2

## An Example of Invitation Letters for Verifying the Instruments



ที่ อว. ๐๖๑๒.๑๔.๐๑/ว.๐๐๘

บัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่  
๒๐๒ ถนนช้างเผือก อ.เมือง  
จ.เชียงใหม่ ๕๐๓๐๐

๕ กุมภาพันธ์ ๒๕๖๔

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการทำการค้นคว้าอิสระ

เรียน ผู้ช่วยศาสตราจารย์ ดร.ณัฐฤทัย อรุณศิริโรจน์


สิ่งที่ส่งมาด้วย เครื่องมือในการทำการค้นคว้าอิสระ จำนวน ๑ ชุด

ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นายเอนก สุขพิงค์ นักศึกษาระดับปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระเรื่อง “ผลการใช้โปรแกรมสื่อผสมเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ เรื่อง PRESENT SIMPLE TENSE และ PAST SIMPLE TENSE ของนักเรียนชั้นประถมศึกษาปีที่ ๖ โรงเรียนบ้านศรีบุญเรือง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.เฉลิมชัย ไชยชมภู เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บัณฑิตวิทยาลัย เห็นว่าท่านเป็นผู้มีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี โดยนักศึกษาได้ประสานกับท่านแล้ว บัณฑิตวิทยาลัย จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจและให้ความเห็นเกี่ยวกับเครื่องมือในการทำการค้นคว้าอิสระดังเอกสารที่แนบมาพร้อมนี้

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ




(ผู้ช่วยศาสตราจารย์ ดร.กมลณัฐ พลวัน)

คณบดีบัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย  
โทรศัพท์. ๐๕๓-๘๘๕๙๙๙  
โทรสาร. ๐๕๓-๘๘๕๙๙๙

## An Example of Invitation Letters for Verifying the Instruments



ที่ อว. ๐๖๑๒.๑๔.๐๑/ว.๕๔๙

บัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่  
๒๐๒ ถนนช้างเผือก อ.เมือง  
จ.เชียงใหม่ ๕๐๓๐๐

๕ กุมภาพันธ์ ๒๕๖๔

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการทำการค้นคว้าอิสระ

เรียน นายอัทธ์ เกียรติตระกูลเมธา  
ศึกษานิเทศก์


สิ่งที่ส่งมาด้วย เครื่องมือในการทำการค้นคว้าอิสระ จำนวน ๑ ชุด

ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นายเอนก สุขพิงค์ นักศึกษาระดับปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระเรื่อง “ผลการใช้โปรแกรมสื่อผสมเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ เรื่อง PRESENT SIMPLE TENSE และ PAST SIMPLE TENSE ของนักเรียนชั้นประถมศึกษาปีที่ ๖ โรงเรียนบ้านศรีบุญเรือง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.เฉลิมชัย ไชยชมภู เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บัณฑิตวิทยาลัย เห็นว่าท่านเป็นผู้มีประสบการณ์เกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี โดยนักศึกษาได้ประสานกับท่านแล้ว บัณฑิตวิทยาลัย จึงใคร่ขอความอนุเคราะห์จากท่านในการตรวจและให้ความเห็นเกี่ยวกับเครื่องมือในการทำการค้นคว้าอิสระดังเอกสารที่แนบมาพร้อมนี้

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ




(ผู้ช่วยศาสตราจารย์ ดร.กมลนุช พลวัน)  
คณบดีบัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย  
โทรศัพท์. ๐๕๓-๘๘๕๙๙๙  
โทรสาร. ๐๕๓-๘๘๕๙๙๙



### An Example of Invitation Letters for Collecting Data



ที่ อว. ๐๖๑๒.๑๔.๐๑/๖.๐๖๐

บัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่  
๒๐๒ ถนนช้างเผือก อ.เมือง  
จ. เชียงใหม่ ๕๐๓๐๐

๕ กุมภาพันธ์ ๒๕๖๓

เรื่อง ขออนุญาตทดลองใช้เครื่องมือเพื่อทำการค้นคว้าอิสระ


เรียน ผู้อำนวยการโรงเรียนบ้านศรีบุญเรือง

ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นายเอนก สุขพิงค์ นักศึกษาระดับปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระเรื่อง “ผลการใช้โปรแกรมสื่อผสมเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ เรื่อง PRESENT SIMPLE TENSE และ PAST SIMPLE TENSE ของนักเรียนชั้นประถมศึกษาปีที่ ๖ โรงเรียนบ้านศรีบุญเรือง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.เฉลิมชัย ไชยชมภู เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ จึงขออนุญาตให้นักศึกษาทดลองใช้เครื่องมือเพื่อทำการค้นคว้าอิสระ โดยกำหนดทดลองใช้เครื่องมือในระหว่างวันที่ ๑๑ กุมภาพันธ์ - ๕ มีนาคม ๒๕๖๔ ส่วนรายละเอียดอื่น ๆ นักศึกษาจะประสานกับท่านโดยตรงต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ



(ผู้ช่วยศาสตราจารย์ ดร.กมลณัฐ พลวัน)

คณบดีบัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย  
โทร. ๐๕๓-๔๔๕๙๙๙  
โทรสาร. ๐๕๓-๔๔๕๙๙๙

## An example of Invitation Letters for Trying out the Instrument and Collecting Data



ที่ บว. ๐๖๑๒.๑๔.๐๑/๑๐๖๐

บัณฑิตวิทยาลัย

มหาวิทยาลัยราชภัฏเชียงใหม่

๒๐๒ ถนนช้างเผือก อ.เมือง

จ. เชียงใหม่ ๕๐๓๐๐

๕ กุมภาพันธ์ ๒๕๖๓

เรื่อง ขออนุญาตทดลองใช้เครื่องมือเพื่อทำการค้นคว้าอิสระ

เรียน ผู้อำนวยการโรงเรียนวัดแม่แก้วน้อย

ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นายเอนก สุขพิงค์ นักศึกษาระดับปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระ เรื่อง “ผลการใช้โปรแกรมสื่อผสมเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ เรื่อง PRESENT SIMPLE TENSE และ PAST SIMPLE TENSE ของนักเรียนชั้นประถมศึกษาปีที่ ๖ โรงเรียนบ้านศรีบุญเรือง” โดยมี ผู้ช่วยศาสตราจารย์ ดร.เฉลิมชัย ไชยชมภู เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ จึงขออนุญาตให้นักศึกษาทดลองใช้เครื่องมือเพื่อทำการค้นคว้าอิสระ โดยกำหนดทดลองใช้เครื่องมือในระหว่างวันที่ ๑๑ กุมภาพันธ์ - ๕ มีนาคม ๒๕๖๔ ส่วนรายละเอียดอื่น ๆ นักศึกษาจะประสานกับท่านโดยตรงต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.กมลนัฐ พลวัน)

คณบดีบัณฑิตวิทยาลัย

มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย

โทร. ๐๕๓-๘๘๕๙๙๙

โทรสาร. ๐๕๓-๘๘๕๙๙๙

## Appendix B

### Research Instruments

1. Lesson Plans
2. Pretest and Posttest
3. Questionnaire
4. Semi-Structured Interview

**Table B-1: Present and Past Simple tenses Lesson Plans**

| Unit     | Topic  | Time                    | Activity  | Media  |
|----------|--|-------------------------|---|--|
| <u>1</u> | <u><i>TV Programs</i></u><br><u><i>Objectives</i></u><br>1. By the end of the lesson, students are able to pronounce and tell the meaning of the words related to genre of TV programs.<br>2. By the end of the lesson, students are able to match the words to the correct pictures after listening to the dialogues.<br>3. By the end of the lesson, students are able to choose the | <u>2</u><br><u>hrs.</u> | <u><i>Step 1: Lead in</i></u><br>1. Introduce the lesson.<br>Introduce the first activity, a ‘live listening’: tell students about teacher’s favorite TV programs. Students response their answer via Poll Everywhere.<br>2. Get Students to check answer on their screen.<br>3. Elicit answer. Praise and give them extra points.<br><u><i>Step 2: Presentation</i></u><br>4. Students listen to the dialogue about what and where the man and the women are doing. Students choose the right answer they hear. If they cannot catch up, | <u><i>Materials</i></u><br>1. Multimedia program |



|  |   |  |  |
|--|---|--|--|
|  | <p>correct answers in accordance with their meanings.</p> <p><b><u>Vocabularies</u></b></p> <ul style="list-style-type: none"> <li>○ band</li> <li>○ film</li> <li>○ news</li> <li>○ cinema</li> <li>○ drum</li> <li>○ cartoon</li> <li>○ documentary</li> <li>○ sports program</li> <li>○ game show</li> </ul> <p><b><u>Present Simple Tense</u></b></p> <ul style="list-style-type: none"> <li>- Affirmative sentences</li> <li>- Adverbs of frequency</li> <li>- Adjectives of feeling</li> </ul> <p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>○ What type of TV programs do you like?</li> <li>○ I like cartoons.</li> </ul> | <p>they can go back and listen again. In this stage the earphone is needed.</p> <p>5. Students listen to the audio, practice pronouncing and try to guess the meanings of those words from the pictures, for examples; film, documentary, sport, game, news and soap.</p> <p>6. Students are asked some questions using prompts. Students reply what TV program, they like. Students who reply with accurateness and fluency are praised and got an extra point.</p> <p><b><u>Step 3: Practice</u></b></p> <p>7. After finish practicing pronouncing and recognizing the meanings they are assigned to listen and complete the passage in the title TV Program. They have a chance practicing listening and writing skills.</p> <p>8. Students match the TV programs to the correct people regarding the conversation. Students then</p> |  |
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|--|---|---|--|
|  | <ul style="list-style-type: none"> <li>○ My favorite program is cartoons.</li> <li>○ Why do you like them?</li> <li>○ Because I think they're funny.</li> <li>○ How often do you watch TV?</li> <li>○ I always watch TV.</li> </ul> | <p>click bottom to submit and check their answers.</p> <p>9. Students read 'The Simons' TV program and answer the questions by typing the answers in the blank provided before submitting the answers.</p> <p><b><u>Step 4: Production</u></b></p> <p>10. Students compose the sentences related to the TV Program they like.</p> <p><b><u>Step 5 Evaluation</u></b></p> <p>1. Unit 1 Test 10 multiple choices<br/>(Present Simple tense)</p> |  |
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| Unit     | Topic   | Time          | Activity  | Media   |
|----------|---|---------------|---|---|
| <u>2</u> | <p><b><u>TV Program</u></b></p> <p><b><u>Highlights</u></b></p> <p>1. By the end of the lesson, students are able to use adverbs of frequency to compose sentences correctly.</p> <p>2. By the end of the lesson, students are able to complete the passage correctly after reading</p> | <u>2 hrs.</u> | <p><b><u>Step 1: Lead in</u></b></p> <p>1. Have students listen to each kind of TV programs from the previous lesson and practice pronouncing.</p> <p>2. Have students see the video link of Hua Hin Music Festival and find out what they know about the festival on Youtube via their computer screens.</p> | <p><b><u>Materials</u></b></p> <p>1. Multimedia program</p> |

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| <p>‘American Cartoon Story’.</p> <p><b><u>Vocabularies</u></b></p> <ul style="list-style-type: none"> <li>○ concert</li> <li>○ rock</li> <li>○ hip-hop</li> <li>○ classical music</li> <li>○ country music</li> <li>○ drum</li> <li>○ once a week</li> <li>○ twice a week</li> <li>○ twice a month</li> <li>○ once a year</li> <li>○ twice a year</li> <li>○ seldom</li> <li>○ rarely</li> <li>○ never</li> <li>○</li> </ul> <p><b><u>Present Simple Tense</u></b></p> <ul style="list-style-type: none"> <li>- Affirmative sentences</li> <li>- Negative sentences</li> <li>- Interrogative sentences</li> <li>- Wh-questions</li> <li>- Adverbs of time</li> </ul> | <p><b><u>Step 2: Presentation</u></b></p> <p>3. Students do Activity 1<br/>‘How often do you go to the concert?’ ask and answer on the computer.</p> <p>4. Students do Activity 2<br/>‘Listen, say, read and then complete.’</p> <p>5. Students do Activity 3<br/>‘Read the story about Famous Superstars and answer the questions.’</p> <p><b><u>Step 3: Practice</u></b></p> <p>6. Students do Activity 4<br/>‘Read Ricky Martin’s story and complete the fact file’.</p> <p>7. Students do Activity 5<br/>‘Read and write about Jennifer Lopez’</p> <p>8. Students do Activity 6 ‘Put the dialogues in the correct orders.’</p> <p><b><u>Step 4: Production</u></b></p> <p>9. Read and answer the questions (Television Program Highlight)</p> <p><b><u>Step 5: Evaluation</u></b></p> <p>1. Unit 2 Test 10 multiple choices<br/>(Present Simple Tense)</p> |  |
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|  | - Time expressions<br><br><u><b>Structures</b></u><br>* How often do you watch the news?<br>I watch the news every day/ twice a week.<br>* What do you do in your free time?<br>I watch TV.<br>* What type of TV programs do you like?<br>I like cartoons.<br>* When are they on?<br>At six o'clock. |  |  |  |
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| Unit            | Topic  | Time                                  | Activity   | Media  |
|-----------------|--|---------------------------------------|--|--|
| <b><u>3</u></b> | <b><u>TV Program Survey</u></b><br><br><b><u>Learning objectives</u></b><br>1 By the end of the lesson, students are able to complete the fact file after they have read 'Ricky Martin Story'.<br>2 By the end of the lesson, students are able to write the | <b><u>2</u></b><br><b><u>hrs.</u></b> | <b><u>Step 1: Lead in</u></b><br>1. Students play Crossword game; finding ten words about entertainment.<br><br><b><u>Step 2: Presentation</u></b><br>2. Students do Activity 1; Listen and complete 'Favorite TV program.'<br>3. Students do Activity 2; Read Today's Television and complete the TV guide. | <b><u>Materials</u></b><br>1. Multimedia program |

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| <p>sentences in present simple tense function correctly.</p> <p>3 By the end of the lesson, students are able to choose the correct answer (Present Simple Test Test).</p> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>○ job</li> <li>○ wildlife</li> <li>○ jungle</li> <li>○ died</li> <li>○ interesting</li> <li>○ fact</li> <li>○ album</li> <li>○ join</li> <li>○ raise</li> <li>○ release</li> <li>○ stare</li> </ul> <p><b><u>Present Simple Tense</u></b></p> <ul style="list-style-type: none"> <li>- Affirmative sentences</li> <li>- Negative sentences</li> <li>- Interrogative sentences</li> </ul> | <p>4. Students do Activity 3;</p> <p>Crossword game: Find ten words about genres of music.</p> <p><b><u>Step 3: Practice</u></b></p> <p>5. Students do Activity 4: Complete the dialogues in the correct orders.</p> <p>6. Students do Activity 5; Tick and answer how often they do these activities and write the sentences.</p> <p>7. Students do Activity 6; Read and answer the questions (Johnny Depp)</p> <p><b><u>Step 4: Production</u></b></p> <p>8. Students tick correct mark your answers and write the sentences.</p> <p>9. Students take the test consisting 10 multiple choice with 4 alternatives.</p> <p><b><u>Step 5: Evaluation</u></b></p> <p>1. Unit 3 Test 10 multiple choices (Present Simple Tense)</p> |  |
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|  | <p><b><u>Structure</u></b></p> <p>What time does it start?</p> <p>At half past seven.</p> <p>What's on at the Lido this evening?</p> <p>There's Harry Potter film on?</p> <p>Who is our favorite singer?</p> <p>My favorite singer is Celine Dion.</p> <p>Why do you like her?</p> <p>Because she has a wonderful voice.</p> |  |  |  |
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| Unit            | Topic   | Time   | Activity   | Media   |
|-----------------|---|--|--|---|
| <b><u>4</u></b> | <p><b><u>Where were you yesterday?</u></b></p> <p><b><u>Learning objectives</u></b></p> <p>1. By the end of the lesson, students are able to match the words with the correct pictures by listening to dialogues.</p> | <p><b><u>2</u></b></p> <p><b><u>hrs.</u></b></p> | <p><b><u>Step 1: Lead in</u></b></p> <p>1. Teacher shows pictures of the famous places like London Bridge, Eiffel Tower and Statue of Liberty on the PowerPoint.</p> <p>2. Ask students whether they have ever been there or not and where those places are located.</p> | <p><b><u>Materials</u></b></p> <p>1. Multimedia program</p> |

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|  | <p>2. By the end of the lesson, students are able to answer the questions after they have read the passage, titled 'Anna Dairy'.</p> <p>3. By the end of the lesson, students are able to complete the blanks correctly after they have listened to the passage in titled 'Places in London'.</p> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>○ passport</li> <li>○ ticket</li> <li>○ suitcase</li> <li>○ diary</li> <li>○ kangaroo</li> <li>○ Opera House</li> <li>○ Eiffel Tower</li> </ul> <p><b><u>Past Simple Tense</u></b></p> <p>- Affirmative sentences</p> <p>- Interrogative sentences</p> <p>- Wh-questions</p> | <p><b><u>Step 2: Presentation</u></b></p> <p>3. Students listen to the track and identify each picture they have heard.</p> <p>4. Students listen to the track again and answer the questions.</p> <p>5. Students listen to the dialogue in the passage titled 'Where was Peter on 24th February?'.</p> <p>6. Students listen to the conversation and check the correctness 'What did he/she do?'.</p> <p><b><u>Step 3: Practice stage</u></b></p> <p>7. Students listen to the conversation again and complete the conversation.</p> <p>8. Students read Ann's Dairy and answer the questions.</p> <p>9. Students listen to the dialogue about 'Famous Places' in the world.</p> <p>10. Students listen to the dialogue then order the picture.</p> <p>11. Students listen again, then complete the passage.</p> |  |
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| <p><b><u>Structure</u></b></p> <p>Where did you go?<br/>I went to London.<br/>How did you get there?<br/>I get there by plane.<br/>What did you take?<br/>I took my passport, a ticket, and a suitcase.<br/>What did you see?<br/>I saw the mountains.<br/>How was your trip on the plane?<br/>It was great.</p> | <p><b><u>Step 4 Production</u></b></p> <p>12. Students write their own diaries by using the word given.</p> <p><b><u>Step 5: Evaluation</u></b></p> <p>1. Unit 4 test 10 multiple choices<br/>(Past Simple Tense)</p> |  |
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| Unit     | Topic  | Time                                      | Activity  | Media   |
|----------|--|---|---|---|
| <u>5</u> | <p><b><u>Visiting Hong Kong</u></b></p> <p><b><u>Objectives</u></b></p> <p>1. By the end of the lesson, students are able to match the word with the picture appropriately after they have listened to the conversation.</p> <p>2. By the end of the lesson, students are able to change</p> | <p><u>2</u></p> <p><b><u>hrs.</u></b></p> | <p><b><u>Step 1: Lead in</u></b></p> <p>1. Have students see the attractive places around the world via PowerPoint screen and ask them “What are these places? and where are they located?”</p> <ul style="list-style-type: none"> <li>- British Museum</li> <li>- Disney Land</li> <li>- Mount Fuji</li> </ul> <p>3. Students each discuss about what those places are and where they are located by</p> | <p><b><u>Materials</u></b></p> <p>4. Multimedia program</p> |

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|  | <p>present tense form into the past tense form correctly.</p> <p>3. By the end of the lesson, students are able to response to an e-mail about what they did on their vacation.</p> <p><b><u>Vocabularies</u></b></p> <ul style="list-style-type: none"> <li>○ travelled by plane</li> <li>○ went to Hong Kong</li> <li>○ stayed in a hotel</li> <li>○ bought a t-shirt</li> <li>○ ate hamburger</li> <li>○ saw a play</li> <li>○ loved</li> <li>○ warm and sunny</li> </ul> <p><b><u>Past Simple Tense</u></b></p> <ul style="list-style-type: none"> <li>- Affirmative Sentences</li> <li>- Negative sentences</li> <li>- Phrasal verbs</li> </ul> | <p>looking at the pictures e.g. ‘I think it is the Disney Land and it is located in England.</p> <p>- Elicit ideas and vocabulary from the class.</p> <p>4. Write any they know on their computer.</p> <p><b><u>Step 2: Presentation</u></b></p> <p>5. Students listen to the dialogue and match the correct sentences with the famous places they have visited.</p> <p>6. Students change the present tense verbs into the past tense verbs.</p> <p><b><u>Step 3: Practice</u></b></p> <p>7. Students format the correct questions above each answer.</p> <p>8. Students read ‘Kathy’s Postcard’ and answer the questions.</p> <p>9. Students write a postcard about their holidays.</p> <p><b><u>Step 4: Production</u></b></p> <p>10. Students imagine they are on holiday and write an e-mail to a friend.</p> <p><b><u>Step 5: Evaluation</u></b></p> <p>1. Unit 5 Test 10 multiple choices</p> |  |
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|  | <p><b><u>Structure</u></b></p> <p>Where did you go on holiday?</p> <p>I went to the mountains.</p> <p>What did you do there?</p> <p>I went cycling.</p> <p>What was the weather like?</p> <p>I was warm and sunny.</p> <p>Did you have a good time?</p> <p>Yes, I did.</p> | (Past Simple Tense) |  |
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| Unit            | Topic   | Time   | Activity   | Media   |
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| <b><u>6</u></b> | <p><b><u>My best holiday</u></b></p> <p><b><u>Objectives</u></b></p> <p>1. By the end of the lesson, students are able to response to an e-mail about what they did on their vacation.</p> <p>2. By the end of the lesson, students are able to write and illustrate the texts by using clued pictures.</p> | <p><b><u>2</u></b></p> <p><b><u>hrs.</u></b></p> | <p><b><u>Step 1: Lead in</u></b></p> <p>1. Teacher tells them about teacher's latest trip to Japan. Let them listen and note down places they have heard on their computer screen.</p> <p>2. Get students to check answer individually.</p> <p>3. Elicit answer. Praise.</p> <p><b><u>Step 2: Presentation</u></b></p> <p>4. Students put the dialogue in the correct order.</p> <p>5. Students read Mary's diary on holiday with her family</p> | <p><b><u>Materials</u></b></p> <p>1. Multimedia program</p> |

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|  | <p>3. By the end of the lesson, students are able to answer the questions after they have read the story titled 'Peter's Diary'.</p> <p><b><u>Vocabularies</u></b></p> <ul style="list-style-type: none"> <li>○ took some photos</li> <li>○ went cycling</li> <li>○ went surfing</li> <li>○ played volleyball</li> <li>○ chatted with friends</li> <li>○ had dinner</li> <li>○ played a computer game</li> </ul> <p><b><u>Past Simple Tense</u></b></p> <ul style="list-style-type: none"> <li>○ Affirmative sentence</li> <li>○ Negative sentence</li> <li>○ Interrogative sentence</li> </ul> <p><b><u>Structure</u></b></p> <p>Wh-questions</p> |  | <p>and put the sentences in the correct order.</p> <p>6. Students complete an e-mail with the correct form of past simple verb.</p> <p><b><u>Step 3: Practice</u></b></p> <p>7. Students write an e-mail about what they did that day using the outline provided.</p> <p>8. Students answer the questions provided about their best holiday.</p> <p>9. Students write and illustrate the texts by using clues pictures.</p> <p>10. Students read Peter's diary and answer the questions.</p> <p><b><u>Step 4: Production</u></b></p> <p>11. Students write their diaries.</p> <p><b><u>Step 5: Evaluation</u></b></p> <p>1. Unit 6 test 10 multiple choices<br/>(Past Simple Tense)</p> |  |
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|  | <ul style="list-style-type: none"> <li>○ Where did you go?</li> <li>○ What did you take?</li> <li>○ How did you travel?</li> <li>○ What did you do?</li> <li>○ What was the weather like?</li> </ul> |  |  |  |
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**Pretest and Posttest**

**The Effect of Utilizing Multimedia Program to Develop English Learning  
Achievement in Present and Past Simple Tenses of Prathom Suksa 6 Students at  
Ban Sriboonreung School**

**Directions: Choose the best answer for each item.**

1. We \_\_\_\_\_ science books twice a week.

1. read
2. reads
3. is reading
4. are reading

2. Our office \_\_\_\_\_ at 7:00 p.m. everyday.

1. close
2. closes
3. closed
4. is closing

3. Pornpen \_\_\_\_\_ an international school.

1. attend
2. attending
3. attends
4. attended

4. An astronaut \_\_\_\_\_ a lot of time.

1. don't have
2. doesn't have
3. didn't have
4. hasn't have

5. The teachers \_\_\_\_\_ all day on Saturday.

1. doesn't work
2. don't work
3. didn't work
4. aren't working



6. She \_\_\_\_\_ for her job.

1. doesn't travel
2. don't travel
3. hasn't travelled
4. didn't travel

7. A: \_\_\_\_\_ a doctor \_\_\_\_\_ the same schedule every day?

B: No, he doesn't.

1. Does / have
2. Do / have
3. Have / have
4. Has / have

8. A: \_\_\_\_\_ you work in an office?

B: Yes, I do.

1. Does
2. Are
3. Do
4. Is

9. A: How does Ploy \_\_\_\_\_ to school?

B: She \_\_\_\_\_ to school on foot.

1. go / go
2. goes / goes
3. go / goes
4. goes / go

10. A: When \_\_\_\_\_ you \_\_\_\_\_ working?

B: I \_\_\_\_\_ working at 8:00 a.m.

1. do - start / start
2. do - starts / start
3. does - start / start
4. does - starts / start

11. She \_\_\_\_\_ the toilet but she \_\_\_\_\_ it dirty.

1. was used / leave
2. was used / was left

3. used / left
4. using / is leaving
12. Thomas \_\_\_\_\_ the control of his car and \_\_\_\_\_ the wall.
1. loses / hit
  2. lost / hit
  3. was lost / was hit
  4. was lose / was hit
13. The teacher \_\_\_\_\_ the students about the last school trip.
1. tells
  2. is telling
  3. told
  4. was telling
14. It \_\_\_\_\_ this winter. The weather is hotter than last year.
1. hasn't snowed
  2. wasn't snowing
  3. isn't snowing
  4. didn't snow
15. Somchai \_\_\_\_\_ a lot of mistakes in the exam so he \_\_\_\_\_ pass the class.
1. made / didn't
  2. made / don't
  3. make / wasn't
  4. was make / wasn't
16. He \_\_\_\_\_ very tired so he \_\_\_\_\_ the dishes.
1. feels / didn't wash
  2. feel / didn't washed
  3. felt / didn't wash
  4. felt / didn't washed
17. A: \_\_\_\_\_ it rainy yesterday?
- B: No, it wasn't.

A: Why \_\_\_\_\_ Somsri \_\_\_\_\_ an umbrella with her?

B: I don't know.

1. Was / did / bring
2. Was / did / brought
3. Did / did / bring
4. Did / did / brought

18. A: Did he \_\_\_\_\_ to school by his car?

B: No, he didn't. He \_\_\_\_\_ to school on foot.

1. get / get
2. got / got
3. got / get
4. get / got

19. A: How \_\_\_\_\_ the weather last week?

B: It \_\_\_\_\_ nice so I \_\_\_\_\_ my kids to the zoo.

1. was / was / take
2. were / did / took
3. was / was / took
4. did / did / took

20. A: What did Tom usually \_\_\_\_\_ last year?

B: He usually \_\_\_\_\_ swimming.

A: Who did he \_\_\_\_\_ swimming with?

B: He went with Tom

1. do / went / go
2. did / went / go
3. do / go / go
4. did / go / go

## Questionnaire

### The Effect of Utilizing Multimedia Program to Develop English Learning Achievement in Present and Past Simple Tenses of Prathom Suksa 6 Students at Ban Sriboonreung School

#### Part I: Background Information

**Directions:** This questionnaire is created to gain information. Put a tick ( / ) in the box provided.

1. Your gender ☐ Male ☐ Female
2. Your age ☐ 10-12 ☐ 13-15
3. GPA of English Proficiency in Prathom Suksa 5  
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
4. Do you have a computer with the Internet at home?  
☐ Yes ☐ No

#### Part II: Your experience on using computer

**Directions:** Put a tick ( / ) in the box provided.

1. How many hours do you use computer per a day?  
☐ 1-3 hours ☐ 4-6 hours ☐ 7-10 hours  
☐ more than 10 hours
2. What type of work do you use with computer?  
☐ Internet ☐ Graphic ☐ Games  
☐ E-mail ☐ Other.....



**Part: III: The Opinions on Using the Multimedia in English Language Study on Present Simple Tense and Past Simple Tense.**

**Directions:** This questionnaire is created to gain information about your opinions on the multimedia program. You must read the statements carefully and mark ( / ) in response to your opinions on the multimedia on the Present Simple Tense and Past Simple Tense.

5 = Highest

4 = High

3. = Moderate

2 = Low

1 = Lowest

| Attitudes towards using the<br>Multimedia program in English<br>Language Learning                                   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. The Multimedia program can improve your understanding of English lessons.  |   |   |   |   |   |
| 2. The Multimedia program is very beneficial in your English learning.  |   |   |   |   |   |
| 3. The Multimedia program makes English language learning interesting and enjoyable.                                |   |   |   |   |   |
| 4. The Multimedia program is easy and convenient to use.  |   |   |   |   |   |
| 5. The Multimedia program promotes your useful experience.  |   |   |   |   |   |
| 6. The Multimedia program's interactive nature can motivate you and lead you to find the contents more interesting. |   |   |   |   |   |
| 7. The Multimedia program is not useful in English language learning.   |   |   |   |   |   |

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| 8. The Multimedia program does not help increase your English language learning ability. |  |  |  |  |  |
| 9. It takes a lot of time to operate the Multimedia.                                     |  |  |  |  |  |
| 10. The Multimedia program's contents do not make the lessons interesting.               |  |  |  |  |  |



### **Semi-Structured Interview**

#### **The Effect of Utilizing Multimedia Program to Develop English Learning Achievement in Present and Past Simple Tenses of Prathom Suksa 6 Students at Ban Sriboonreung School**

**1. Do you like learning English through the Multimedia program? Why?**

.....

.....

.....

**2. How do you feel about using the Multimedia program in learning the present simple and past simple tenses?**

.....

.....

.....

**3. Do you have any issues while learning English through the Multimedia program? If yes, what are they?**

.....

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.....

**4. Are the directions in the Multimedia program easy to understand?**

.....

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**5. Is learning English through the Multimedia program convenient to use?**

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.....

## Appendix C

### Evaluation Form and IOC Form

#### 1. Evaluation Form of the Multimedia Program

##### 1.1 Content and Language Use Evaluation

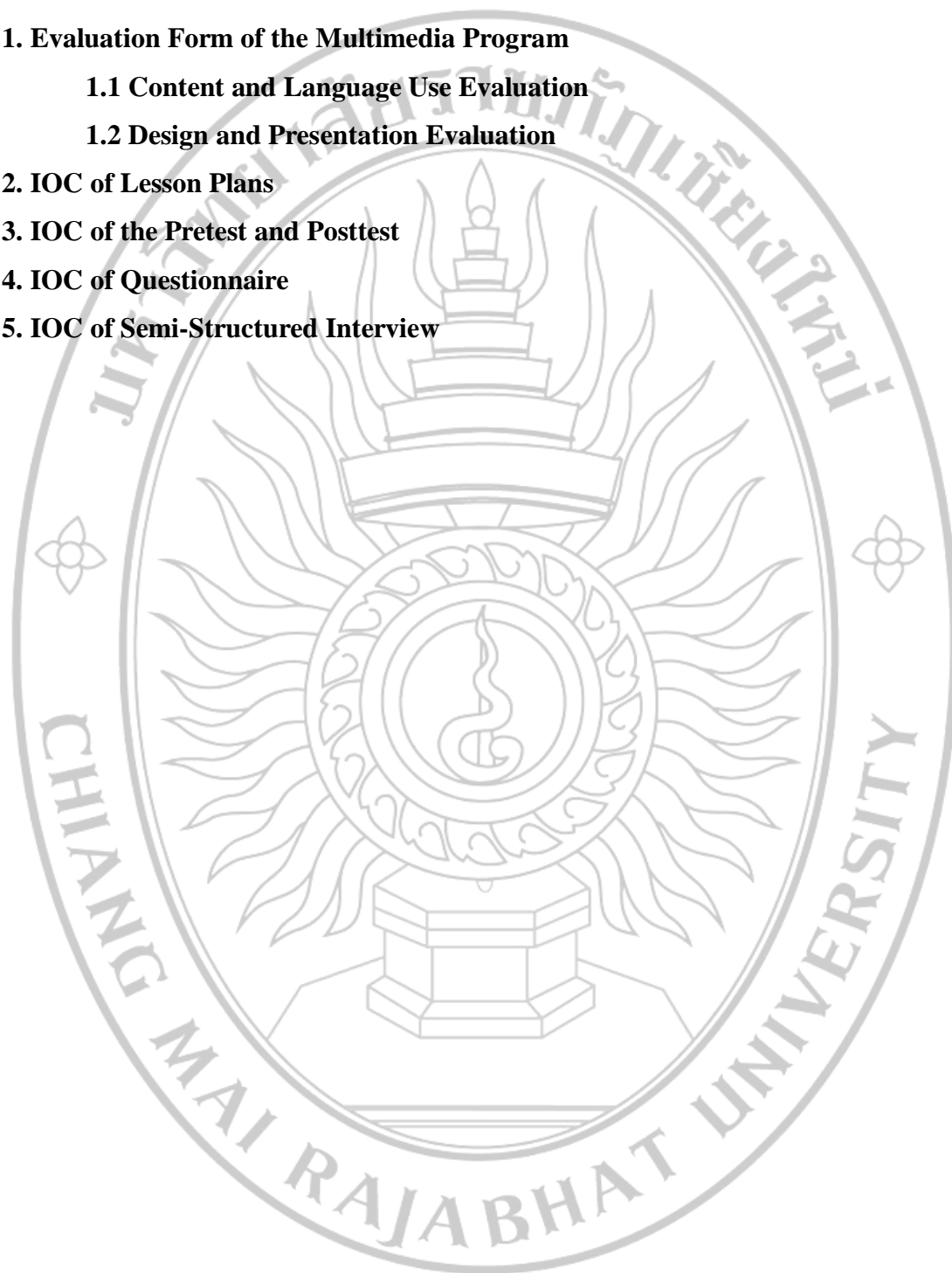
##### 1.2 Design and Presentation Evaluation

#### 2. IOC of Lesson Plans

#### 3. IOC of the Pretest and Posttest

#### 4. IOC of Questionnaire

#### 5. IOC of Semi-Structured Interview





**Evaluation Form of the Effects of Utilizing Multimedia Program to Develop  
English Learning Achievement in Present Simple Tense and Past Simple Tense  
of Prathom Suksa Six Students (Content and Language Evaluation)**

**Expert's name:** .....

**Instructions:** Please rate the following elements of learning English grammar on the present simple tense and past simple tense through the Multimedia program. Levels of the criteria are defined as follows:

Excellent = 5  
Good = 4  
Fair = 3  
Poor = 2  
Very Poor = 1

| <b>Evaluation Entities</b>               | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| <b>Content</b>                           |          |          |          |          |          |
| 1. Congruence of contents and objectives |          |          |          |          |          |
| 2. Subdivision of contents               |          |          |          |          |          |
| 3. Sequence of contents                  |          |          |          |          |          |
| 4. Continuity of contents                |          |          |          |          |          |
| 5. Correctness of contents               |          |          |          |          |          |
| 6. Appropriateness of contents           |          |          |          |          |          |
| 7. Interestedness of contents            |          |          |          |          |          |
| <b>Language Use</b>                      |          |          |          |          |          |
| 1. Appropriate and correct language use  |          |          |          |          |          |
| 2. Clarity of language                   |          |          |          |          |          |

**Suggestions**

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**Evaluation Form of the Effects of Utilizing Multimedia Program to Develop  
English Learning Achievement in Present Simple Tense and Past Simple Tense  
of Prathom Suksa Six Students (Design, and Presentation Evaluation)**

**Expert's name:** .....

**Instructions:** Please rate the following elements of the Multimedia program,  
according to the following criteria.

Excellent = 5  
Good = 4  
Fair = 3  
Poor = 2  
Very Poor = 1

| <b>Evaluation Entities</b>                         | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| <b>Design, and Presentation</b>                    |          |          |          |          |          |
| 1. Beauty and interestedness of the presentation   |          |          |          |          |          |
| 2. Appropriateness of pictures, videos, and sounds |          |          |          |          |          |
| 3. Correctness and clarity of sounds               |          |          |          |          |          |
| 4. Background music                                |          |          |          |          |          |
| 5. Text and background colors                      |          |          |          |          |          |
| 6. Place of buttons and signs                      |          |          |          |          |          |
| 7. Length of each lesson                           |          |          |          |          |          |
| 8. User-friendly organization of the lessons       |          |          |          |          |          |
| 9. Easy navigation                                 |          |          |          |          |          |
| 10. Overall design                                 |          |          |          |          |          |

**Suggestions**

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### IOC of the Lesson Plan

#### The Effects of Utilizing Multimedia Program to Develop English Learning Achievement in Present Simple Tense and Past Simple Tense of Prathom Suksa

##### Six Students

**Expert's name:** .....

**Instructions:** Please rate the following elements of the lesson plan, according to the degree of index of item-objective congruence.

- +1                      congruent  
0                        questionable or unclear  
-1                        incongruent

| Lesson Plan  | IOC Values |   |    | Comments |
|--|------------|---|----|----------|
|  | +1         | 0 | -1 |          |
| 1. The overall format of the lesson plan contains sufficient elements of learning.                 |            |   |    |          |
| 2. The objectives of the lesson plan reflect learning outcomes and are clearly stated.             |            |   |    |          |
| 3. The opening procedure helps students to prepare themselves for the lessons and tasks.           |            |   |    |          |
| 4. The core procedure and creative activities allows students to improve their English grammar.    |            |   |    |          |
| 5. The learning materials are appropriate and sufficient.  |            |   |    |          |
| Overall Lesson Plan  | IOC Values |   |    | Comments |
|  | +1         | 0 | -1 |          |
| 1. The overall contents and activities of the lesson plans are appropriate for the time allocated. |            |   |    |          |
| 2. The lesson plans are correct and reliable.  |            |   |    |          |

|  |  |  |  |  |
|--|--|--|--|--|
| 3.The lessons provide the appropriate use of multimedia.                       |  |  |  |  |
| 4. The evaluation methods are appropriate and coherent with the objectives.    |  |  |  |  |
| 5. The length of each lesson is appropriate for the allocation time (2 hours). |  |  |  |  |

### Suggestions

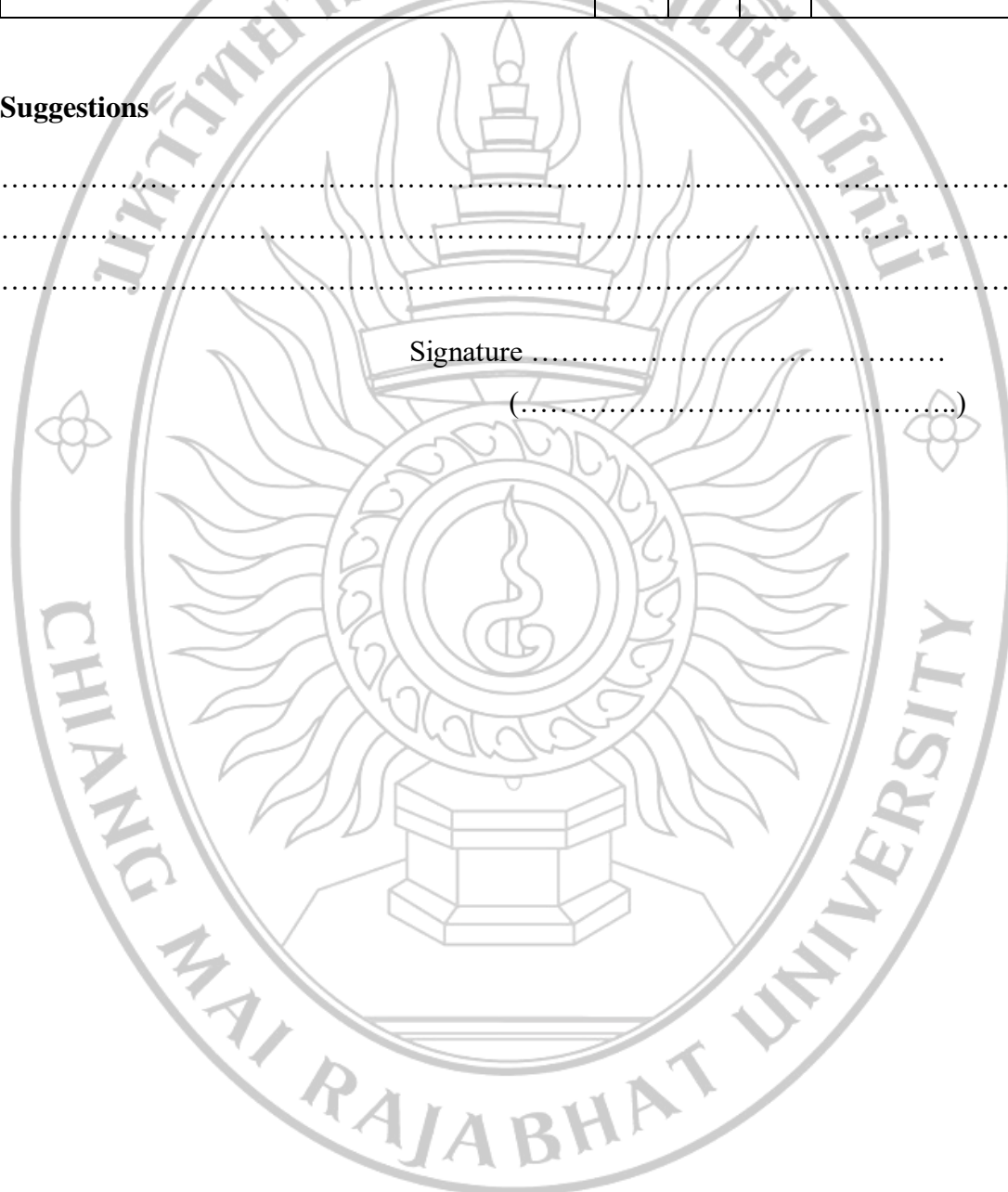
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**IOC of the Present Simple Tense and Past Simple Tense Pre-test and Post-test  
The Effects of Utilizing Multi-Media Program to Develop Student's Learning  
Achievement in the Use of Present Simple Tense and Past Simple Tense of  
Prathom Suksa Six Students**

**Expert's name:**

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**Instructions:** Please rate the following elements of the present simple tense and past simple tense pre-test and post-test according to the degree of index of item-objective congruence.

+1                      congruent  
0                        questionable or unclear  
-1                        incongruent

| Present Simple Tense and Past Simple<br>Tense<br>Pre-test and Post-test | IOC Values                 |   |    | Comments |
|---|----------------------------|---|----|----------|
|   | +1                         | 0 | -1 |          |
|   | Correctness and Difficulty |   |    |          |
| 1. Item 1   |                            |   |    |          |
| 2. Item 2   |                            |   |    |          |
| 3. Item 3   |                            |   |    |          |
| 4. Item 4   |                            |   |    |          |
| 5. Item 5   |                            |   |    |          |
| 6. Item 6   |                            |   |    |          |
| 7. Item 7   |                            |   |    |          |
| 8. Item 8   |                            |   |    |          |
| 9. Item 9   |                            |   |    |          |
| 10. Item 10   |                            |   |    |          |
| 11. Item 11   |                            |   |    |          |
| 12. Item 12   |                            |   |    |          |
| 13. Item 13   |                            |   |    |          |

|             |  |  |  |  |
|-------------|--|--|--|--|
| 14. Item 14 |  |  |  |  |
| 15. Item 15 |  |  |  |  |
| 16. Item 16 |  |  |  |  |
| 17. Item 17 |  |  |  |  |
| 18. Item 18 |  |  |  |  |
| 19. Item 19 |  |  |  |  |
| 20. Item 20 |  |  |  |  |

### Suggestions

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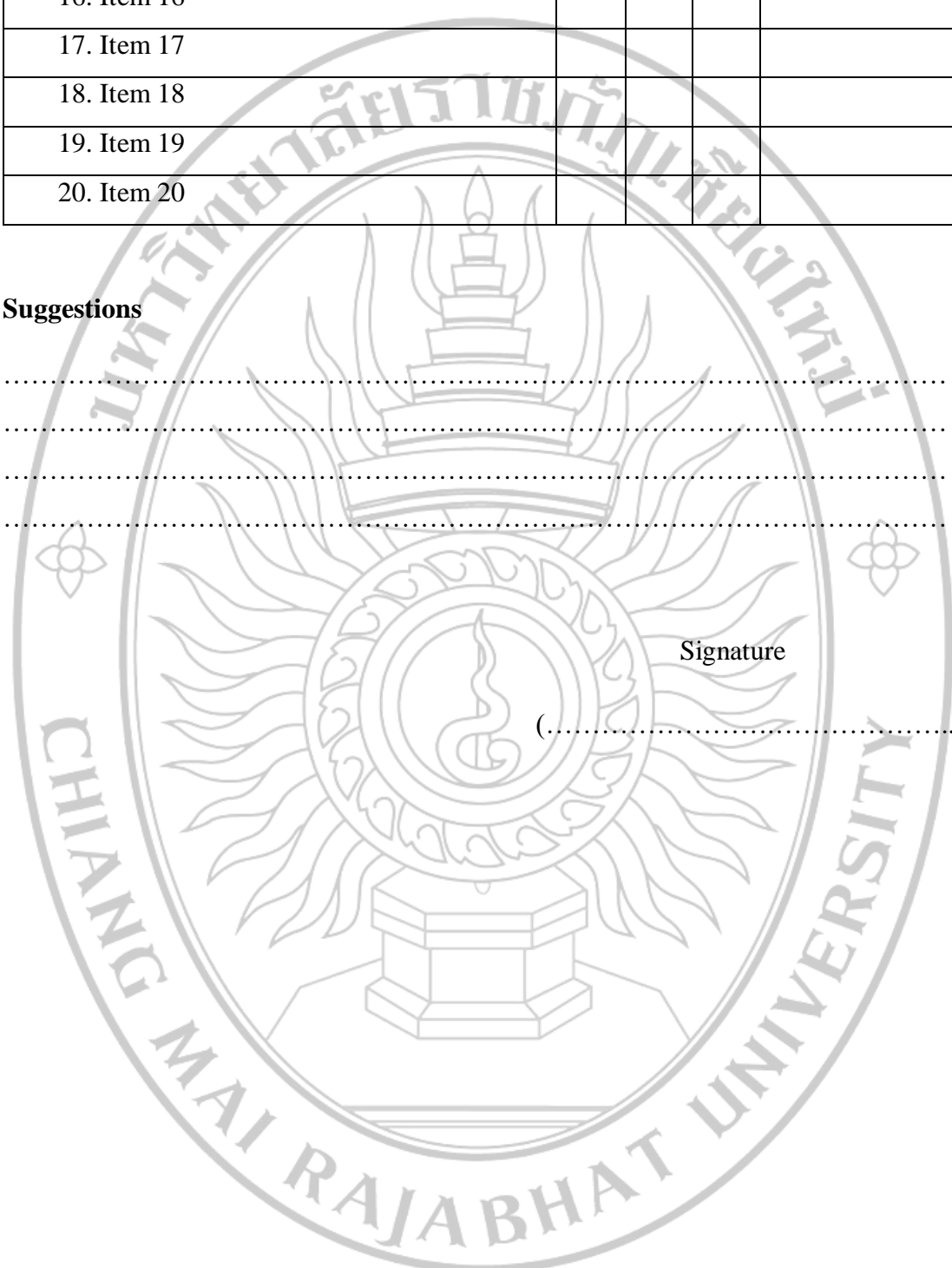
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### IOC of Questionnaire

#### The Effects of Utilizing Multimedia Program to Develop English Learning Achievement in Present Simple Tense and Past Simple Tense of Prathom Suksa Six Students

Expert's name: .....

**Instructions:** Please rate the following elements of the questionnaire, according to the degree of index of item-objective congruence.

+1                      congruent  
0                        questionable or unclear  
-1                        incongruent

| Questionnaire   | IOC Values |   |    | Comments |
|---|------------|---|----|----------|
|   | +1         | 0 | -1 |          |
| 1. The Multimedia program can improve your understanding of English lessons.  |            |   |    |          |
| 2. The Multimedia program is very beneficial in your English learning.  |            |   |    |          |
| 3. The Multimedia program makes English language learning interesting and enjoyable.                                |            |   |    |          |
| 4. The Multimedia program is easy and convenient to use.  |            |   |    |          |
| 5. The Multimedia program promotes your useful experience.  |            |   |    |          |
| 6. The Multimedia program's interactive nature can motivate you and lead you to find the contents more interesting. |            |   |    |          |
| 7. The Multimedia program is not useful in English language learning.   |            |   |    |          |
| 8. The Multimedia program does not help increase your English language learning ability.                            |            |   |    |          |

| 9. It takes a lot of time to operate the Multimedia.   |            |   |    |          |
|--|------------|---|----|----------|
| 10. The Multimedia program's contents do not make the lessons interesting.   |            |   |    |          |
| Overall Questionnaire  | IOC Values |   |    | Comments |
|  | +1         | 0 | -1 |          |
| 1.The questionnaire is appropriate for exploring students' satisfaction with the use of the Multimedia program to develop student's learning achievement in the use of present simple tense and past simple tense. |            |   |    |          |
| 2. The statements in questionnaire are clear and relevant.   |            |   |    |          |
| 3. Number of the questionnaire items are appropriate.  |            |   |    |          |

### Suggestions

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### IOC of the Interview Questions

#### The Effects of Utilizing Multimedia Program to Develop English Learning Achievement in Present Simple Tense and Past Simple Tense of Prathom Suksa

##### Six Students

**Expert's name:** .....

**Instructions:** Please rate the following elements of the interview questions, according to the degree of index of item-objective congruence.

|    |                         |
|----|-------------------------|
| +1 | congruent               |
| 0  | questionable or unclear |
| -1 | incongruent             |

| Interview Questions   | IOC Values |   |    | Comments |
|---|------------|---|----|----------|
|   | +1         | 0 | -1 |          |
| 1. How do you like learning English through the Multimedia program? Why?  |            |   |    |          |
| 2. How do you feel about using the Multimedia program in learning the present simple and past simple tenses?                                |            |   |    |          |
| 3. Do you have difficulties or problems while learning English through the Multimedia program? If yes, what are they?                       |            |   |    |          |
| 4. Are the directions in the Multimedia program easy to understand?   |            |   |    |          |
| 5. Is learning English through the Multimedia program practical?  |            |   |    |          |
| Overall Questionnaire   | IOC Values |   |    | Comments |
|   | +1         | 0 | -1 |          |
| 1. The interview questions are appropriate for exploring students' satisfaction with the use of the Multimedia program to develop student's |            |   |    |          |

|  |  |  |  |  |
|--|--|--|--|--|
| learning achievement in the use of present simple tense and past simple tense. |  |  |  |  |
| 2. The interview questions are clear and relevant.                             |  |  |  |  |
| 3. The interview questions are reliable.                                       |  |  |  |  |
| 4. The number of the interview questions are appropriate.                      |  |  |  |  |

### Suggestions

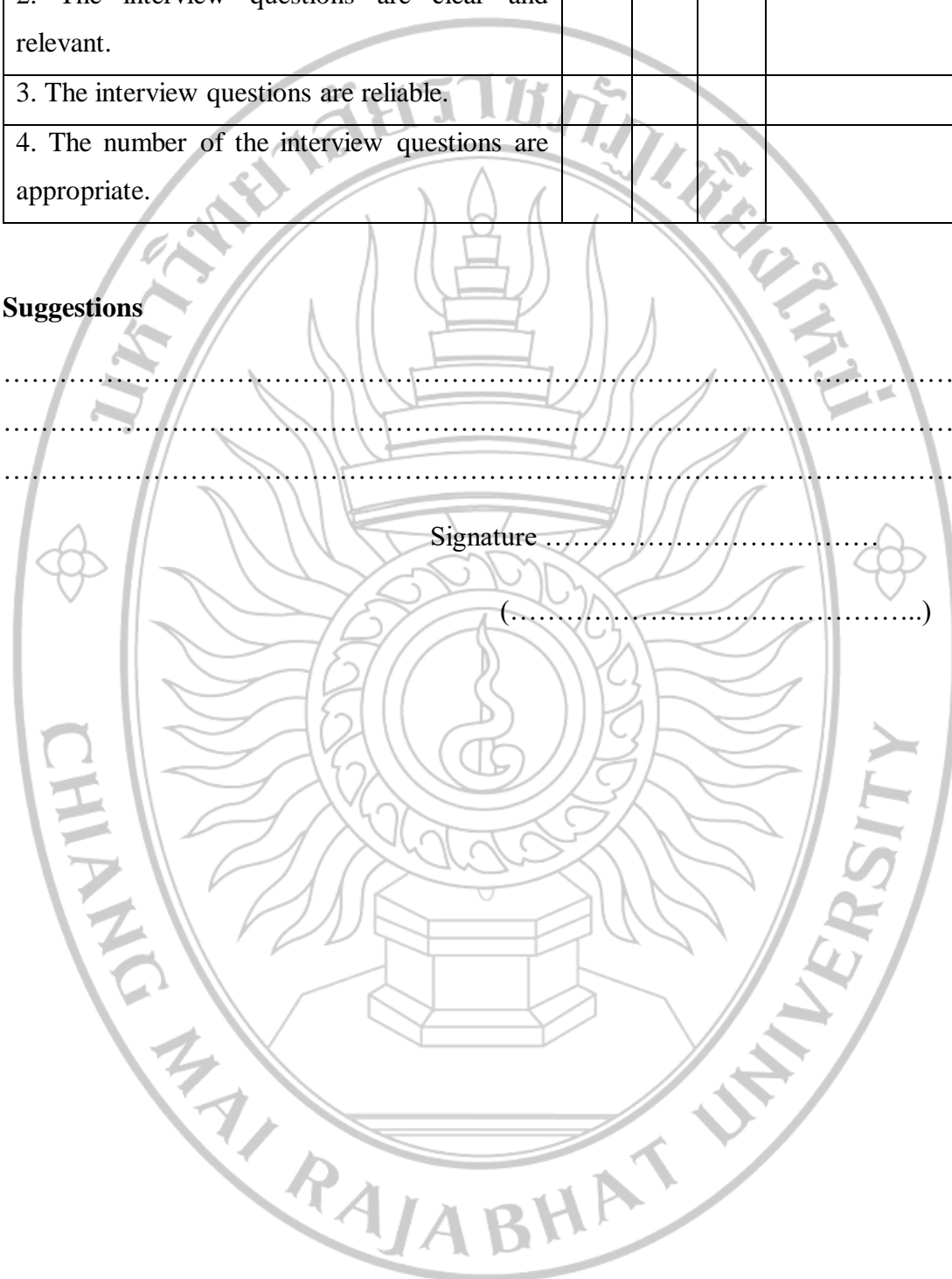
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## **Appendix D**

### **Evaluation Results**

#### **1. Evaluation Results of the Multimedia Program Lesson**

##### **1.1 Content and Language Use Evaluation**

##### **1.2 Design and Presentation Evaluation**

#### **2. Evaluation Results of Lesson Plans**

#### **3. Evaluation Results of the Pretest and Posttest**

#### **4. Evaluation Results of Questionnaire**

#### **5. Evaluation Results of Semi-Structured Interview**



**Table D-1.1 : Quality of the Multimedia Program Lesson on the Use of Present and Past Simple Tenses (Content and Language Evaluation)**

| <b>Evaluation Entities</b>               | <b>Expert<br/>1</b> | <b>Expert<br/>2</b> | <b>Expert<br/>3</b> | <b><math>\bar{X}</math></b> | <b>Results</b>   |
|--|---------------------|---------------------|---------------------|-----------------------------|------------------|
| <b>Content</b>                           |                     |                     |                     |                             |                  |
| 1. Congruence of contents and objectives | 5                   | 5                   | 5                   | 5                           | Excellent        |
| 2. Subdivision of contents               | 5                   | 5                   | 5                   | 5                           | Excellent        |
| 3. Sequence of contents                  | 5                   | 5                   | 4                   | 4.67                        | Excellent        |
| 4. Continuity of contents                | 5                   | 5                   | 5                   | 5                           | Excellent        |
| 5. Correctness of contents               | 5                   | 4                   | 5                   | 4.67                        | Excellent        |
| 6. Appropriateness of contents           | 5                   | 5                   | 4                   | 4.67                        | Excellent        |
| 7. Interestedness of contents            | 5                   | 5                   | 5                   | 5                           | Excellent        |
| <b>Language Use</b>                      |                     |                     |                     |                             |                  |
| 8. Appropriate and correct language use  | 5                   | 5                   | 4                   | 4.67                        | Excellent        |
| 9. Clarity of language                   | 5                   | 5                   | 5                   | 5                           | Excellent        |
| <b>Total</b>                             | <b>5.00</b>         | <b>4.88</b>         | <b>4.63</b>         | <b>4.84</b>                 | <b>Excellent</b> |



**Table D- 1.2: Quality of the Multimedia Program Lesson on the Use of Present and Past Simple Tenses (Design and Presentation Evaluation)**

| Evaluation Entities                                | Expert<br>1 | Expert<br>2 | Expert<br>3 | $\bar{X}$   | Results          |
|--|-------------|-------------|-------------|-------------|------------------|
| <b>Design, and Presentation</b>                    |             |             |             |             |                  |
| 1. Beauty and interestedness of the presentation   | 4           | 5           | 5           | 4.67        | Excellent        |
| 2. Appropriateness of pictures, videos, and sounds | 5           | 5           | 4           | 4.67        | Excellent        |
| 3. Correctness and clarity of sounds               | 4           | 5           | 5           | 4.67        | Excellent        |
| 4. Background music                                | 5           | 4           | 5           | 4.67        | Excellent        |
| 5. Text and background colors                      | 5           | 5           | 5           | 5.00        | Excellent        |
| 6. Place of buttons and signs                      | 5           | 5           | 4           | 4.67        | Excellent        |
| 7. Length of each lesson                           | 5           | 5           | 5           | 5.00        | Excellent        |
| 8. User-friendly organization of the lessons       | 5           | 5           | 5           | 5.00        | Excellent        |
| 9. Easy navigation                                 | 5           | 5           | 5           | 5.00        | Excellent        |
| 10. Overall design                                 | 5           | 5           | 5           | 5.00        | Excellent        |
| <b>Total</b>                                       | <b>4.80</b> | <b>4.90</b> | <b>4.80</b> | <b>4.83</b> | <b>Excellent</b> |

**Table D- 2: Evaluation Results of the Lesson Plan Using the Index of Item-Objective Congruence (IOC)**

| Lesson Plan  | Expert<br>1 | Expert<br>2 | Expert<br>3 | $\bar{x}$ | Remarks  |
|--|-------------|-------------|-------------|-----------|----------|
| 1. The overall format of the lesson plan contains sufficient elements of learning.                 | 1           | 1           | 1           | 1         | Accepted |
| 2. The objectives of the lesson plan reflect learning outcomes and are clearly stated.             | 1           | 0           | 1           | 0.67      | Accepted |
| 3. The opening procedure helps students to prepare themselves for the lessons and tasks.           | 1           | 1           | 1           | 1         | Accepted |
| 4. The core procedure and creative activities allows students to improve their English grammar.    | 1           | 1           | 1           | 1         | Accepted |
| 5. The learning materials are appropriate and sufficient.  | 1           | 1           | 1           | 1         | Accepted |
| <b>Overall Lesson Plan</b>   |             |             |             |           |          |
| 1. The overall contents and activities of the lesson plans are appropriate for the time allocated. | 1           | 1           | 1           | 1         | Accepted |
| 2. The lesson plans are correct and reliable.  | 1           | 1           | 1           | 1         | Accepted |
| 3. The lessons provide the appropriate use of multimedia.  | 1           | 0           | 1           | 0.67      | Accepted |
| 4. The evaluation methods are appropriate and coherent with the objectives.                        | 1           | 1           | 1           | 1         | Accepted |

|  |          |             |          |             |                 |
|--|----------|-------------|----------|-------------|-----------------|
| 5. The length of each lesson is appropriate for the allocation time (2 hours). | 1        | 1           | 1        | 1           | Accepted        |
| <b>Total</b>   | <b>1</b> | <b>0.80</b> | <b>1</b> | <b>0.93</b> | <b>Accepted</b> |



**Table D – 3 : Present Simple Tense and Past Simple Tense Pretest and Posttest using the index of item-objective congruence (IOC)**

| <b>Present Simple Tense<br/>and Past Simple Tense<br/>Pretest and Posttest</b> | <b>Expert<br/>1</b> | <b>Expert<br/>2</b> | <b>Expert<br/>3</b> | <b><math>\bar{x}</math></b> | <b>Remarks</b>  |
|--|---------------------|---------------------|---------------------|-----------------------------|-----------------|
| <b>Correctness and Difficulty</b>  |                     |                     |                     |                             |                 |
| 21. Item 1   | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 22. Item 2   | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 23. Item 3   | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 24. Item 4   | 1                   | 0                   | 1                   | 0.67                        | Accepted        |
| 25. Item 5   | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 26. Item 6   | 1                   | 0                   | 1                   | 0.67                        | Accepted        |
| 27. Item 7   | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 28. Item 8   | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 29. Item 9   | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 30. Item 10  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 31. Item 11  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 32. Item 12  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 33. Item 13  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 34. Item 14  | 1                   | 0                   | 1                   | 0.67                        | Accepted        |
| 35. Item 15  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 36. Item 16  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 37. Item 17  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 38. Item 18  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 39. Item 19  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| 40. Item 20  | 1                   | 1                   | 1                   | 1                           | Accepted        |
| <b>Total</b>   | <b>1</b>            | <b>0.85</b>         | <b>1</b>            | <b>0.95</b>                 | <b>Accepted</b> |



**Table D-4: Evaluation Results of the Questions for Students' Questionnaire  
Using the Index of Item-Objective Congruence (IOC)**

| Questionnaire   | Expert<br>1 | Expert<br>2 | Expert<br>3 | $\bar{x}$ | Remarks  |
|---|-------------|-------------|-------------|-----------|----------|
| 1. The Multimedia program can improve your understanding of English lessons.  | 1           | 0           | 1           | 0.67      | Accepted |
| 2. The Multimedia program is very beneficial in your English learning.  | 1           | 1           | 1           | 1         | Accepted |
| 3. The Multimedia program makes English language learning interesting and enjoyable.                                | 1           | 1           | 1           | 1         | Accepted |
| 4. The Multimedia program is easy and convenient to use.  | 1           | 1           | 1           | 1         | Accepted |
| 5. The Multimedia program promotes your useful experience.  | 1           | 0           | 1           | 0.67      | Accepted |
| 6. The Multimedia program's interactive nature can motivate you and lead you to find the contents more interesting. | 1           | 1           | 1           | 1         | Accepted |
| 7. The Multimedia program is not useful in English language learning.   | 1           | 1           | 1           | 1         | Accepted |
| 8. The Multimedia program does not help increase your English language learning ability.                            | 1           | 1           | 1           | 1         | Accepted |
| 9. It takes a lot of time to operate the Multimedia.  | 1           | 1           | 1           | 1         | Accepted |

|   |          |             |          |             |                 |
|---|----------|-------------|----------|-------------|-----------------|
| 10. The Multimedia program's contents do not make the lessons interesting.  | 1        | 1           | 1        | 1           | Accepted        |
| <b>Overall Questionnaire</b>  |          |             |          |             |                 |
| 1. The questionnaire is appropriate for exploring students' satisfaction with the use of the Multimedia program to develop student's learning achievement in the use of present simple tense and past simple tense. | 1        | 1           | 1        | 1           | Accepted        |
| 2. The statements in questionnaire are clear and relevant.  | 1        | 1           | 1        | 1           | Accepted        |
| 3. Number of the questionnaire items are appropriate.   | 1        | 1           | 1        | 1           | Accepted        |
| <b>Total</b>  | <b>1</b> | <b>0.85</b> | <b>1</b> | <b>0.95</b> | <b>Accepted</b> |

**Table D-5: Evaluation Results of the Interview Questions Using the Index of Item-Objective Congruence (IOC)**

| Interview Questions   | Expert<br>1 | Expert<br>2 | Expert<br>3 | $\bar{x}$ | Remarks  |
|---|-------------|-------------|-------------|-----------|----------|
| 1. Do you like learning English through the Multimedia program? Why?  | 1           | 1           | 1           | 1         | Accepted |
| 2. How do you feel about using the Multimedia program in learning the present simple and past simple tenses?  | 1           | 1           | 1           | 1         | Accepted |
| 3. Do you have any issues while learning English through the Multimedia program? If yes, what are they?   | 1           | 1           | 1           | 1         | Accepted |
| 4. Are the directions in the Multimedia program easy to understand?   | 1           | 1           | 1           | 1         | Accepted |
| 5. Is learning English through the Multimedia program convenient to use?  | 1           | 1           | 1           | 1         | Accepted |
| <b>Overall Questionnaire</b>  |             |             |             |           |          |
| 1.The interview questions are appropriate for exploring students' satisfaction with the use of the Multimedia program to develop student's learning achievement in the use of present simple tense and past simple tense. | 1           | 1           | 1           | 1         | Accepted |

|   |          |          |          |          |                 |
|---|----------|----------|----------|----------|-----------------|
| 2. The interview questions are clear and relevant.    | 1        | 1        | 1        | 1        | Accepted        |
| 3. The interview questions are reliable.              | 1        | 1        | 1        | 1        | Accepted        |
| 4. Number of the interview questions are appropriate. | 1        | 1        | 1        | 1        | Accepted        |
| <b>Total</b>  | <b>1</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>Accepted</b> |





## Appendix E

### Achievement Scores of the Efficiency of the Multimedia Program, the Item Analysis, the t-test for Questionnaire

**Table E-1: The Field Trail for Effectiveness Evaluation of the Multimedia Program on the Use of Present Simple Tense and Past Simple Tense**

| Student Number | Pretest score (20 points) | Exercise score (20 points) | Posttest Score (20 points) | E1 | E2 |
|----------------|---------------------------|----------------------------|----------------------------|----|----|
| 1              | 9                         | 14                         | 16                         |    |    |
| 2              | 13                        | 14                         | 17                         |    |    |
| 3              | 6                         | 16                         | 16                         |    |    |
| 4              | 14                        | 16                         | 17                         |    |    |
| 5              | 8                         | 12                         | 15                         |    |    |
| 6              | 7                         | 13                         | 14                         |    |    |
| 7              | 11                        | 17                         | 16                         |    |    |
| 8              | 16                        | 18                         | 17                         |    |    |
| 9              | 13                        | 16                         | 16                         |    |    |
| 10             | 12                        | 15                         | 17                         |    |    |
| 11             | 9                         | 17                         | 15                         |    |    |
| 12             | 5                         | 10                         | 11                         |    |    |
| 13             | 14                        | 17                         | 16                         |    |    |
| 14             | 10                        | 15                         | 16                         |    |    |
| 15             | 12                        | 16                         | 14                         |    |    |
| 16             | 11                        | 15                         | 13                         |    |    |
| 17             | 10                        | 17                         | 17                         |    |    |
| 18             | 9                         | 16                         | 15                         |    |    |
| 19             | 11                        | 15                         | 17                         |    |    |
| 20             | 12                        | 16                         | 15                         |    |    |

|                    |              |              |              |              |              |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| 21                 | 14           | 17           | 16           |              |              |
| 22                 | 6            | 15           | 18           |              |              |
| 23                 | 11           | 14           | 16           |              |              |
| 24                 | 10           | 15           | 14           |              |              |
| 25                 | 8            | 13           | 15           |              |              |
| 26                 | 10           | 13           | 15           |              |              |
| 27                 | 10           | 14           | 17           |              |              |
| 28                 | 12           | 17           | 13           |              |              |
| 29                 | 9            | 14           | 14           |              |              |
| 30                 | 8            | 15           | 16           |              |              |
| <b>Total score</b> | <b>310</b>   | <b>452</b>   | <b>464</b>   |              |              |
| <b>Mean score</b>  | <b>10.33</b> | <b>15.07</b> | <b>15.47</b> |              |              |
| <b>percentages</b> | <b>51.67</b> | <b>75.33</b> | <b>77.33</b> | <b>75.33</b> | <b>77.33</b> |

**Table E-2: The Item Analysis Results Showing the Level of Difficulty (p), the Discrimination Index (r), and the Reliability (KR-20) of the Pretest and Posttest on Present Simple Tense and Past Simple Tense**

| Item | (P)  | (r)  |
|------|------|------|
| 1    | 0.57 | 0.60 |
| 2    | 0.70 | 0.47 |
| 3    | 0.70 | 0.33 |
| 4    | 0.50 | 0.47 |
| 5    | 0.60 | 0.53 |
| 6    | 0.60 | 0.53 |
| 7    | 0.60 | 0.40 |
| 8    | 0.67 | 0.40 |
| 9    | 0.67 | 0.40 |
| 10   | 0.37 | 0.33 |
| 11   | 0.60 | 0.27 |
| 12   | 0.73 | 0.40 |
| 13   | 0.73 | 0.27 |
| 14   | 0.63 | 0.33 |
| 15   | 0.70 | 0.33 |
| 16   | 0.70 | 0.47 |
| 17   | 0.63 | 0.60 |
| 18   | 0.70 | 0.33 |
| 19   | 0.63 | 0.47 |
| 20   | 0.63 | 0.33 |

CKR20 = .79

**Table E-3: The Effectiveness Evaluation of the Multimedia Program on the Use of Present Simple Tense and Past Simple Tense**

| <b>Student Number</b> | <b>Pretest score (20 points)</b> | <b>Exercise score (60 points)</b> | <b>Posttest Score (20 points)</b> |
|-----------------------|----------------------------------|-----------------------------------|-----------------------------------|
| 1                     | 8                                | 45                                | 17                                |
| 2                     | 7                                | 35                                | 11                                |
| 3                     | 6                                | 48                                | 16                                |
| 4                     | 9                                | 46                                | 16                                |
| 5                     | 9                                | 49                                | 19                                |
| 6                     | 7                                | 46                                | 16                                |
| 7                     | 5                                | 44                                | 16                                |
| 8                     | 4                                | 49                                | 18                                |
| 9                     | 7                                | 43                                | 15                                |
| 10                    | 5                                | 43                                | 17                                |
| 11                    | 6                                | 47                                | 13                                |
| 12                    | 7                                | 40                                | 14                                |
| 13                    | 7                                | 39                                | 16                                |
| 14                    | 7                                | 42                                | 17                                |
| 15                    | 4                                | 46                                | 15                                |
| 16                    | 8                                | 38                                | 16                                |
| 17                    | 10                               | 46                                | 16                                |
| 18                    | 5                                | 48                                | 16                                |
| 19                    | 8                                | 42                                | 16                                |
| 20                    | 18                               | 46                                | 20                                |
| 21                    | 7                                | 59                                | 16                                |
| 22                    | 7                                | 48                                | 17                                |
| 23                    | 6                                | 50                                | 16                                |
| 24                    | 5                                | 42                                | 15                                |
| 25                    | 7                                | 40                                | 16                                |
| 26                    | 7                                | 45                                | 17                                |



|                    |              |              |              |
|--------------------|--------------|--------------|--------------|
| 27                 | 7            | 46           | 18           |
| <b>Total score</b> | <b>193</b>   | <b>1217</b>  | <b>435</b>   |
| <b>Mean score</b>  | <b>7.148</b> | <b>45.04</b> | <b>16.11</b> |



**Table E-4: The t - test for Each Item of Five-Point Rating Scale Questionnaire**

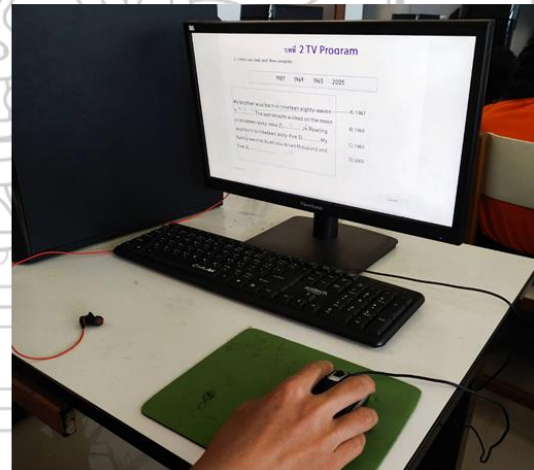
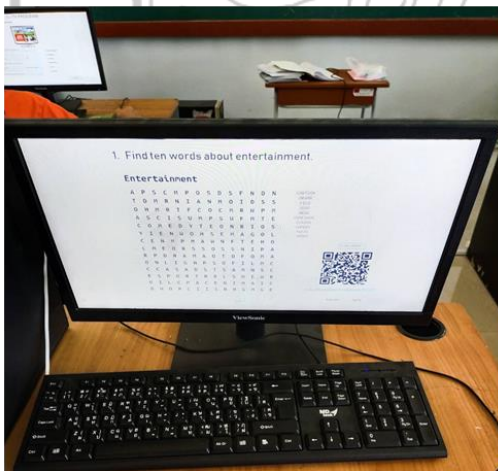
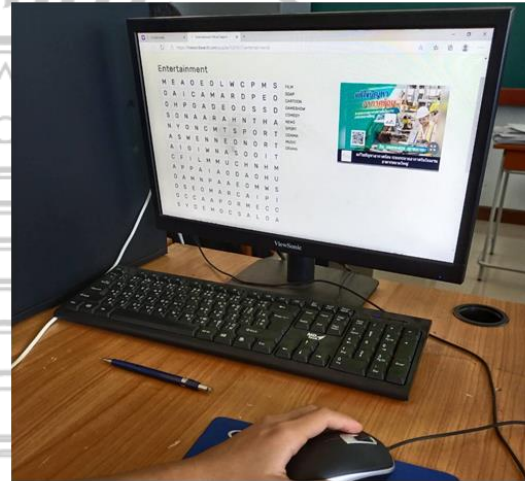
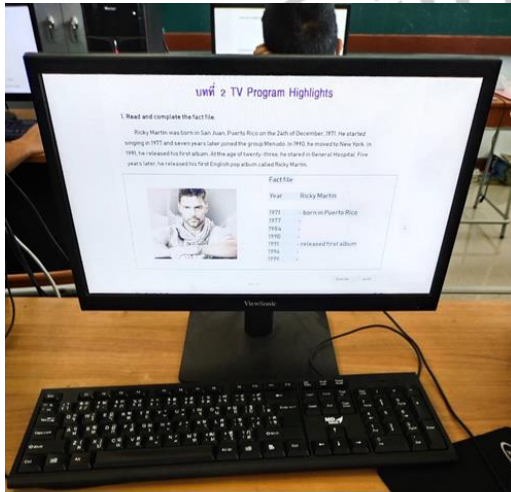
| Item Number | Mean | t    | Statement |
|-------------|------|------|-----------|
| 1           | 4.07 | .879 | Positive  |
| 2           | 4.10 | .736 | Positive  |
| 3           | 4.27 | .822 | Positive  |
| 4           | 4.23 | .677 | Positive  |
| 5           | 4.30 | .586 | Positive  |
| 6           | 4.33 | .361 | Positive  |
| 7           | 4.13 | .949 | Negative  |
| 8           | 4.10 | .810 | Negative  |
| 9           | 4.13 | .949 | Negative  |
| 10          | 4.13 | .865 | Negative  |

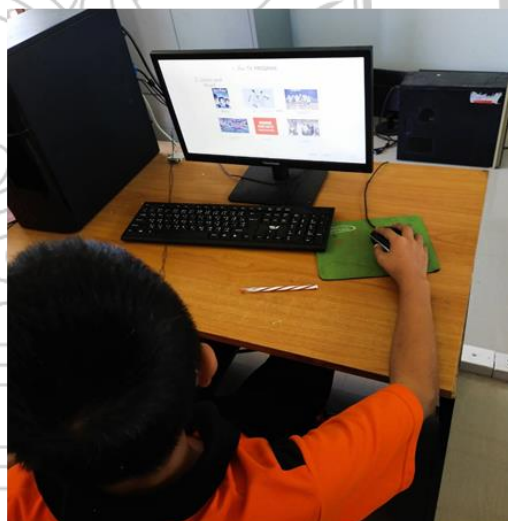
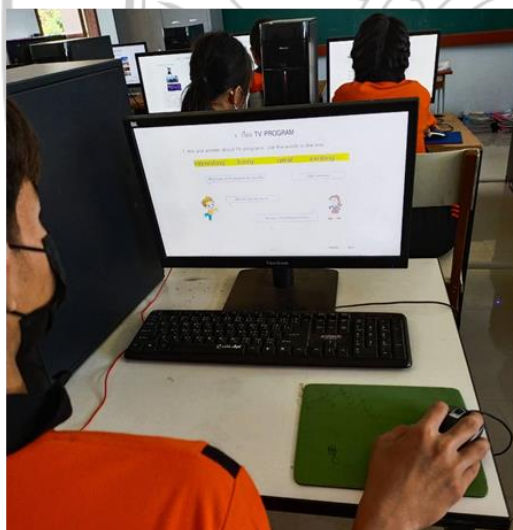
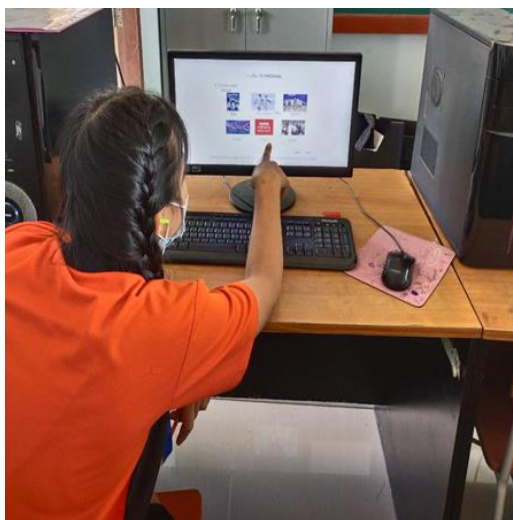
Cronbach's Alpha = .941



## Appendix F

### Integration of the Multimedia Program in this study









## บทเรียนที่ 1 เรื่อง TV PROGRAM

### 1. The objectives of the lesson 1: TV Program

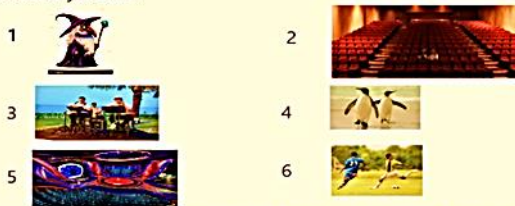
By the end of Lesson, students should be able to:

- 1.1 To pronounce words and tell their meanings related to genres of TV programs.
- 1.2 To match the words to the correct pictures after listening to the dialogues.
- 1.3 To use adverb of frequency to compose sentence correctly.
- 1.4 To complete the passage correctly after reading 'American Cartoon Story'.

กลับสู่หน้าหลัก เข้าชมบทเรียน

### 1. เรื่อง TV PROGRAM

1 What can you see?



[https://docs.google.com/forms/d/1fNQsR5b1F4NxcBA3jm\\_EiEpZC7ajw](https://docs.google.com/forms/d/1fNQsR5b1F4NxcBA3jm_EiEpZC7ajw)

2. Look, listen and answer:

1. cinema / school
2. horse / penguin
3. playing sport / playing musical instrument
4. documentary / geography
5. game show / news

[https://docs.google.com/forms/d/1CF\\_8UCbdaQMdbMx6hk7FqkK1AAde-1huTeKOzMF-1V/edit?usp=sharing](https://docs.google.com/forms/d/1CF_8UCbdaQMdbMx6hk7FqkK1AAde-1huTeKOzMF-1V/edit?usp=sharing)

forward

กลับสู่หน้าหลัก

### 1. เรื่อง TV PROGRAM

2. Listen and Word



film



documentary



sport



game



news




soap

หน้า 3

กลับสู่หน้าหลัก

1. เรื่อง TV PROGRAM

Listen and complete the passage



Lisa always watches TV at the 1) \_\_\_\_\_  
 She watches 2) \_\_\_\_\_  
 programs and 3) \_\_\_\_\_  
 documentaries. She sometimes  
 watches the 4) \_\_\_\_\_ but she never  
 watches 5) \_\_\_\_\_ because she thinks they are 6) \_\_\_\_\_

1. sports program  
 2. weekend  
 3. animal  
 4. soap opera  
 5. news  
 6. boring

Question 2 of 4

Submit

1. เรื่อง TV PROGRAM

3. What type of TV program do they like? Listen and match

Column 1

Column 2

1. 

2. 

3. 

4. 

Question 1 of 4

Submit

1. เรื่อง TV PROGRAM

1. Ask and answer about TV programs. Use the words in the box.

interesting funny great exciting

What type of TV program do you like?

I like cartoons.

Why do you like them?

Because I think they're funny.

หน้า 3

Forward

## 1. เรื่อง TV PROGRAM

## 2. Read and answer

My favorite program is The Simons. It's an American cartoon. It is about an American family. They live in Bloomington, USA. The main character is Kevin. He is ten years old. He has got one sister. He does many funny things because he does not obey the rules. It is on every Sunday. I never miss it!

1. What type of television program is The Simons? \_\_\_\_\_
2. Where does the Simons family live? \_\_\_\_\_
3. Who is Kevin? \_\_\_\_\_
4. How many sisters has Kevin got? \_\_\_\_\_
5. When is the program on? \_\_\_\_\_

ตอบคำถามได้  
<https://docs.google.com/forms/d/1C5DVB8R2RKTcMvKdK8g1Hfzw37P6SKY0AAuOrAqVNY/edit?usp=sharing>

ส่งกลับ    เสร็จ

## 1. เรื่อง TV PROGRAM

## 3. Write about a TV program you like.

My favorite TV program is

ตอบคำถาม  
<https://docs.google.com/forms/d/1-Vi2gp7hyCshwvQwIGSQZILu3dmyUvWbWbOtaqDmqM/edit?usp=sharing>

Question 3 of 4

Submit

## 1. เรื่อง TV PROGRAM

## 4. Word box



concert



rock



hip-hop



classical music



country music



drum

ส่งกลับ    เสร็จ



1. เรื่อง TV PROGRAM

**5. Listen and match**

| Names   | Types of music | Why?                       |
|---------|----------------|----------------------------|
| Melissa | Hip-hop        | He loves dancing.          |
| Gordon  | Dance          | He likes loud music.       |
| Jane    | Pop            | The words are interesting. |
| Bob     | Rock           | The songs are about love.  |

<https://docs.google.com/forms/d/19ciPXiWoihZkIus3nTHPqzUABbpan3OGQzqx1tDM/edit?usp=sharing>

Submit

1. เรื่อง TV PROGRAM

**6. Listen and answer. What type of music does he play?**




Listen again and match.

- How often does Paul practice?
- How often does he give interviews?
- How often does he travel to other countries?

- Once a week.
- Twice a year.
- Every day.

[https://docs.google.com/forms/d/1Xl75O7M8mywUaHu6fCjle7bN\\_bojczcxZ\\_MeHLiMUVQ/edit?usp=sharing](https://docs.google.com/forms/d/1Xl75O7M8mywUaHu6fCjle7bN_bojczcxZ_MeHLiMUVQ/edit?usp=sharing)

Submit



[คลิกเพื่อดูคำตอบ](#)

บทเรียนที่ 4  
Where were you yesterday ?



ย้อนกลับ ฟลอป

บทเรียนที่ 4 Where were you yesterday ?

4. The objectives of the lesson 4: Where Were You Yesterday?

By the end of Lesson, students should be able to able:

- 4.1 To pronounce words and tell their meanings correctly.
- 4.2 To match the words with the correct pictures by listening to dialogues.
- 4.3 To answer the questions after they have read 'Anna Dairy'.
- 4.4 To fill in the blanks correctly after they have listened to the passage, 'Places in London'.

กลับสู่หน้าหลัก เข้าสู่บทเรียน

1. What can you see?



หน้า 1

ย้อนกลับ ฟลอป

### 2. Look, listen and answer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

คลิกเพื่อดูแบบ  
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หน้า 2

### 3. Listen, point and repeat.



Passport



Ticket



Suitcase



Diary



Kangaroo



Opera House



Eiffel Tower

หน้า 3

### 3. Listen and point.

24<sup>th</sup> February



Now answer the questions.

1. Where was Peter on 24th February?  
 .....
2. Where was he on 25th February?  
 .....

คลิกเพื่อดูแบบ  
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หน้า 4

#### 4. Listen and check



Laura



Nancy



Thomas

Did you...?

Yes, I did.

No, I didn't.

go to the

bench?

swim?

go to

Canada?

see the

mountains?

go to the

mountains?

see the

tigers?

คลิกเพื่อดูแบบ  
<https://docs.google.com/forms/d/110VgJh9q8uac0259blycr38c9c936f156gkzPKC0rC3gjs/edit?usp=sharing>

หน้า 5

#### Listen and match. Then complete the sentences.

1. Peter



2. Catherine



3. Mary



4. Paul



1. A: Did Peter take two suitcases?
2. B: Yes, he did. He took two suitcases.
3. A: Did Catherine go to China?
4. B: (1) \_\_\_\_\_, she (2) \_\_\_\_\_. She (3) \_\_\_\_\_ to Japan.
5. A: Did Mary see the mountains?
6. B: (4) \_\_\_\_\_, she (5) \_\_\_\_\_. She (6) \_\_\_\_\_ the mountains.
7. A: Did Paul travel by train?
8. B: (7) \_\_\_\_\_, he (8) \_\_\_\_\_. He (9) \_\_\_\_\_ by plane.

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หน้า 6

#### Read Ann's diary and answer.

Dear Diary,

Yesterday I was on the plane to London. I took my passport, my ticket and a suitcase. My suitcase was very heavy. I saw the mountains from the window of the plane. I took some photos. The trip on the plane was great! I had a great time.



1. Where did Ann go?
2. How did she get there?
3. What did she take?
4. What did she see?
5. How was Ann's trip on the plane?

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หน้า 7



Write your own travel diary. Use the words in the box.

Japan plane two suitcases exciting  
Mt. Fuji photos last week

Dear Diary,  
Last week, I was on the plane to Japan.

.....

.....

.....

บันทึกข้อความ  
[https://docs.google.com/forms/d/1mYTh7PYxksWFOtY7jowHlUD3glb2\\_wlg5mabvZZU/cdltrusp=sharing](https://docs.google.com/forms/d/1mYTh7PYxksWFOtY7jowHlUD3glb2_wlg5mabvZZU/cdltrusp=sharing)

หน้า 8

ดูเฉลย ส่งไป

Listen, point and repeat.



museum



Disney Land



camp



farm



crowded

หน้า 9

ดูเฉลย ส่งไป

4. Listen and order the picture.

กรุณาเลือก



▼

▼

▼

Question 1 of 1

Submit

5. Listen again and complete the passage.

crowded    went    museum    camping    farm

I'm visiting London with my family. Yesterday morning I  
 (1) \_\_\_\_\_ to the British Museum. It was very (2) \_\_\_\_\_.  
 It took a long time to walk around the (3) \_\_\_\_\_. In the  
 afternoon we drove to my uncle's (4) \_\_\_\_\_. We had dinner  
 with him. Tomorrow I'm going (5) \_\_\_\_\_ with my cousins.  
 I'm going to have lots of fun.

คลิกเพื่อดูแบบ  
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หน้า 11

ย้อนกลับ

ต่อไป

คลิกเพื่อดูแบบ

## CURRICULUM VITAE

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### **Educational Background**

2005-2010                  Bachelor of Education  
Major English  
Chiangmai Rajabhat University

### **Work Experience**

2014 – present            Government Teacher  
Ban Sriboonreung School  
Chiangmai / Thailand

2010 – 2013              Private School Teacher  
The Prince Royal's College  
Chiangmai Thailand