

**THE USE OF S – GIW ACTIVITY TO IMPROVE ENGLISH  
GRAMMAR ABILITY OF PRIMARY 6 STUDENTS  
AT JAEKORNWITTAYA SCHOOL**

**การใช้กิจกรรม S – GIW เพื่อพัฒนาความสามารถด้านไวยากรณ์ภาษาอังกฤษ  
ของนักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนแจ้คอนวิทยา**

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**Independent Study Title** The Use of S-GIW Activity to Improve English

Grammar Ability of Primary 6 Students

at Jaekornwitaya School

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## II

**Independent Study Title** : The Use of S–GIW Activity to Improve English  
Grammar Ability of Primary 6 Students  
at Jaekornwittaya School

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### ABSTRACT

The objectives of this study were to investigate the use of S–GIW activity on primary 6 students' achievement and to explore the students' opinions on the use of S–GIW activity. The study was an experimental research with a one–group pretest–posttest design. The population in this research consisted of 30 students who studied in primary 6 at Jaekornwittaya School. The instruments were the pre– posttest, and opinion assessment, the S–GIW activity, and the lesson plans. The data were analyzed for mean, standard deviation, and t–test.

The research results revealed that the posttest mean was significantly higher than that of the pretest with the mean scores of 14.87 and 6.00 respectively. The t–test indicated that there was a significant difference between the pretest and posttest means at the .05 level. From the findings, it can be concluded that S–GIW activity could significantly improve students' achievement of Present Perfect Tense. In addition, the students expressed positive feedback on learning Present Perfect Tense through S–GIW activity at a high level with mean scores of 4.25.

**Keywords:** Present Perfect Tense, Cooperative Learning, Grammar Ability,  
Student Centeredness

### III

**หัวข้อการค้นคว้าอิสระ** : การใช้กิจกรรม S-GIW เพื่อพัฒนาความสามารถด้านไวยากรณ์  
ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6  
โรงเรียนแจ้คอนวิทยา

**ผู้วิจัย** : กานต์พิชชา คำหลู่

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**อาจารย์ที่ปรึกษาการค้นคว้าอิสระ**  
: ผู้ช่วยศาสตราจารย์ ดร.คุณฤ รั้งยิษฐ์ชาวล อาจารย์ที่ปรึกษาการค้นคว้าอิสระ

#### บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์ เพื่อศึกษาการใช้กิจกรรม S-GIW ในการพัฒนาผลสัมฤทธิ์ของนักเรียนชั้นประถมศึกษาปีที่ 6 และเพื่อสำรวจความคิดเห็นของนักเรียนหลังการเรียนรู้กิจกรรม S-GIW การวิจัยในครั้งนี้เป็นการวิจัยทดลองแบบแผนกลุ่มเดียวทดสอบก่อนและหลังเรียน ประชากรที่ใช้เป็นนักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนแจ้คอนวิทยามีจำนวน 30 คน เครื่องมือที่ใช้ในการวิจัยมี 4 ประเภท ได้แก่ แบบทดสอบก่อนเรียน และหลังเรียน แบบสอบถามความคิดเห็น กิจกรรม S-GIW และแผนการจัดการเรียนรู้ จำนวน 12 แผน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที

ผลการวิเคราะห์ข้อมูล พบว่า ค่าเฉลี่ยของคะแนนการทดสอบหลังเรียนสูงกว่าค่าเฉลี่ยการทดสอบก่อนเรียน โดยมีค่าเฉลี่ย 14.87 และ 6.00 ตามลำดับ จากการทดสอบค่าที พบว่าการทดสอบหลังเรียน มีค่าเฉลี่ยที่สูงขึ้นอย่างมีนัยสำคัญ เมื่อเทียบกับการทดสอบก่อนเรียนที่ระดับ .05 จากการศึกษาจึงสามารถสรุปได้ว่า กิจกรรม S-GIW สามารถพัฒนาผลสัมฤทธิ์ในการเรียนเรื่อง Present Perfect Tense อย่างมีนัยสำคัญ นอกจากนี้ นักเรียนยังแสดงความคิดเห็นเชิงบวกต่อกิจกรรม S-GIW ในการเรียนเรื่อง Present Perfect Tense ในระดับสูงมาก โดยมีค่าเฉลี่ยเท่ากับ 4.25

**คำสำคัญ** : Present Perfect Tense, การเรียนแบบร่วมมือ, ความสามารถด้านไวยากรณ์,  
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# CHAPTER 1

## INTRODUCTION

This chapter is divided into four parts. The first part consists of the study's background and rationale. It states the reasons for choosing the topic. The second part deals with the objectives of the study. The third part describes the scope of the research, and the last part defines the terms used in the study.

### **Background and Rationale**

English is used as an international language and has grown to be the most famous language used for communication throughout the world. According to Crystal (2003), English is used as a common language for transmission and is acknowledged as the global language of science, business, and diplomacy. Therefore, learning the rules of grammar structure is important for learning English communication. According to Mart (2013), grammar is an important aspect of powerful communication; on the other hand, it is one of the most difficult factors of learning a foreign language. It can be described as a “system of meaningful structures and patterns that are governed by specific pragmatic constraints” (Larsen–Freeman, 2009, p. 521). Grammar is a sample formation that performs an important function in foreign language acquisition. Thus, if students do not have enough grammatical knowledge, they will not be able to communicate correctly. Grammar is the necessary means for understanding verb tense, part of speech, and sentence structure. Students have been confused with the many rules of tense, sentence structure, and verb form. According to Liamkina and Ryshina–Pankova (2012), to avoid the problems of teaching grammar, the teacher must change the notion of grammar as a structure of rules. Instead, grammar should be considered as a meaningful lesson that promotes communicative goals within a context. Moreover, Liamkina and Ryshina–Pankova (2012) suggest that a purposeful technique to grammar

helps learners become researchers who can discover for themselves that grammar is an empowering resource that has a direct impact on making meaning.

In Thailand, the main problem in learning English is grammar, specifically verb tenses. Although Thai students have studied English for nearly twelve years in school, they frequently make many errors while the usage of tenses. In order to understand and use the proper verb tense, repeated practice is necessary.

According to Ghaith (2003), the dynamics of the Student Teams Achievement Divisions (STAD) can help assist the goal and has had a significant effect on student achievement. According to Ke and Grabowski (2007), the use of Cooperative Teams–Game–Tournament (TGT) has an effect on student knowledge of mathematics. Arslan (2011) investigated the effectiveness of Jigsaw IV (in which learners planned how to learn in a group) and demonstrated that students' regulated score means increased. Servetti (2009) added more information about using Cooperative Learning in the correction and grammar editing technique. It was found significant in this study.

According to the school test, the students in my school had low scores on the Present Perfect Tense. After having been teaching English at Jaekornwittaya school for 5 years, one of the problematic tenses is the Present Perfect Tense. Many students have problems with this tense. They also had no confidence to study by themselves.

In this study, the researcher implemented a form of Cooperative Learning called S–GIW adapted from the notion of Cooperative learning to improve students' grammar tense knowledge. This activity consisted of steps which include S– Set the memory, G– Group setting, I– Input the knowledge, and W– Work in group. All of the steps can assist students in clearly understanding the lesson. It also promoted Cooperative Learning and Active Learning which provided the chance for students to learn and help one another in their groups. Thus, S–GIW activity can help the student to understand lessons better, create a positive atmosphere and reduce stress in learning English. This activity also focused on a student–centeredness approach. Students have opportunities to learn with their team members with various learning capacities.

## **Research Objectives**

The objectives of this study were:

1. To investigate the use of S–GIW activity to improve English grammar ability of primary 6 students, and
2. To explore students’ opinions on the use of S–GIW activity.

## **Expected Results**

1. S–GIW is effective in improving students’ achievement.
2. Students have a positive opinion on S–GIW activity.

## **Research Hypothesis**

There would be a marked improvement in students’ knowledge of the Present Perfect Tense after completing the S–GIW activity.

## **Research Scope**

### **Population and Sample Group**

The population consisted of 30 students enrolled in primary 6 in Jaekornwittaya School. The objectives of this study were to investigate the use of S–GIW activity to improve English grammar ability and explore students’ opinion of S–GIW activity in improving knowledge of the Present Perfect Tense.

The independent variable of this study was the use of S–GIW activities in teaching the Present Perfect Tense that affected students’ learning outcomes. Whereas, the dependent variable of this study was the students’ achievement on the use of the Present Perfect Tense is the effect of using S–GIW activities, and the students’ opinions on the use of S–GIW activities in teaching English.

### **Scope of Content**

This study focused on the students’ English grammar ability. There were 4 topics 1) animals 2) sports 3) foods and 4) places. The students have learned these four topics and these words were chosen from an English book thus, they were appropriate to the students.

### **Scope of Time**

This research was taken place at Jaekornwittaya school in the second semester of the 2020 academic year. The study was conducted from 2020 to 2021 in total.

**Week 1** The pretest was administered to the students.

**Week 2** The first topic, animals, was conducted. There were three plans, the first plan consisted of seven words of animal, six words of verb participle and making affirmative sentence in present perfect tense. The second plan consisted of seven new words of animal, six words of verb participle, and making negative sentences and question sentences in the Present Perfect Tense. The third plan consisted of seven words of verb participle, and making affirmative sentences, negative sentences, and question sentences in the Present Perfect Tense each taking one hour.

**Week 3** The second topic, sports was presented. There were three plans, the first plan consisted of seven words of sports, six words of verb participle, and making affirmative sentences in the Present Perfect Tense. The second plan consisted of seven new words of sports, six words of verb participle, and making negative sentences and question sentences in the Present Perfect Tense. The third plan consisted of seven words of verb participle and making affirmative sentences, negative sentences, and question sentences in the Present Perfect Tense.

**Week 4** The topic for the third week was foods. There were three plans, the first plan consisted of seven words of food, six words of verb participle, and making affirmative sentence, in the Present Perfect Tense. The second plan consisted of seven new words of foods, six words of verb participle, and making negative sentences and question sentences in the Present Perfect Tense. The third plan consisted of seven words of verb participle and making affirmative sentences, negative sentences, and question sentences in the Present Perfect Tense.

**Week 5** In the last topic, places, there were three plans, the first plan consisted of seven words of places, six words of verb participle, and making affirmative sentences the Present Perfect Tense. The second plan consisted of seven new words of places, six words of verb participle, and making negative sentences and question sentences in the Present Perfect Tense. The third plan consisted of seven words of verb participle and making affirmative sentences, negative sentences, and question sentences the Present Perfect Tense.



**Week 6** The posttest and opinion assessments were provided to the students.

### **Scope of Place**

This study took place at Jaekornwittaya School, Thungphueng subdistrict, Jaehom district, Lampang province.

### **Definitions of Terms**

#### **S–GIW activity**

S–GIW activity refers to the use of the activity to improve grammar: the Present Perfect Tense. This activity is adapted from Cooperative Learning. Moreover, focusing on Active Learning and learner-centered. Students learn in small groups, work together on assignments to acquire their goals.

S–GIW is the activity that integrates many steps into one activity. It helps students to understand the lesson more clearly. There were four steps in S–G–I–W:

S	means	Set the memory
G	means	Group setting
I	means	Input the knowledge
W	means	Work in group

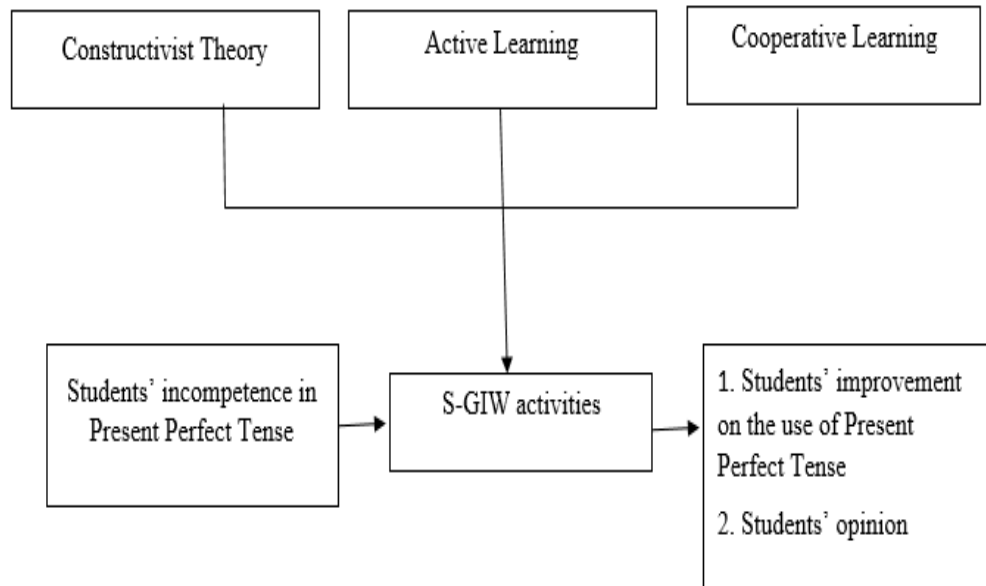
#### **English Grammar Ability**

Students had the ability to use the affirmative sentences, negative and answer the question sentences and question sentences in Present Perfect Tense correctly. Grammar ability was assessed by using the pre-posttest adapted from the curriculum.

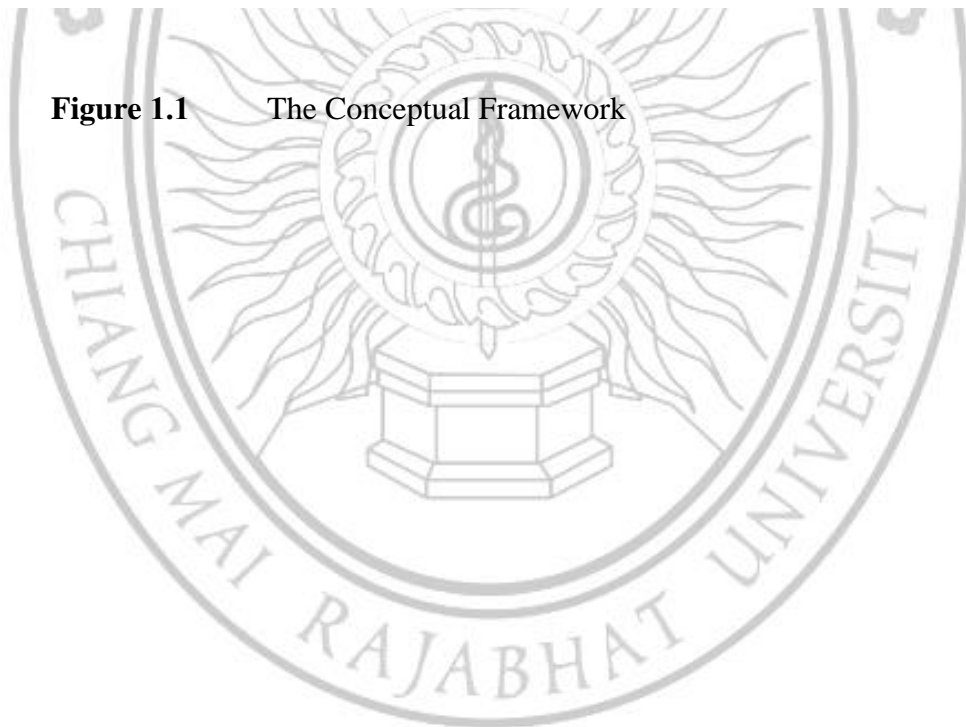
#### **Students**

Students who studied in primary 6 at Jaekornwittaya School. There were 30 students in this study.

### Conceptual Framework



**Figure 1.1** The Conceptual Framework



## **CHAPTER 2**

### **LITERATURE REVIEW**

This part focuses on the use of S-GIW to enhance students' knowledge of the Present Perfect Tense. This chapter will present a review of the literature including a review of previous studies that related to this study and also a review of theoretical studies. It is organized as follows:

1. Basic Education Core Curriculum A.D. 2008
2. Theories of learning
  - 2.1 Constructivist Theory
  - 2.2 Active Learning
  - 2.3 Cooperative Learning
  - 2.4 Language Acquisition Theory
  - 2.5 ZPD (Zone of Proximal Development)
  - 2.6 Scaffolding
3. General Concept of Grammar
  - 3.1 Definition of Grammar
  - 3.2 Technique of Teaching and Learning Grammar
  - 3.3 Problem in Teaching Grammar
  - 3.4 Problem in Teaching Learners' Grammar
4. Grammar Errors
  - 4.1 Over generalization errors
  - 4.2 Ignorance of rule restrictions
  - 4.3 Incomplete application of rules
  - 4.4 False hypothesis
  - 4.5 Grammar Assessment

- 5. Tense
  - 5.1 Definitions of Tense
  - 5.2 Present Perfect Tense
- 6. Jaekornwittaya School Conditions
- 7. Related Research Studies

### **Basic Education Core Curriculum A.D. 2008**

#### **Why it is necessary to learn foreign languages?**

At the present day, learning foreign language is very essential and important to daily life, as a foreign language serve as an important tool for communication, education, and searching for information. Foreign languages enable learners to be aware of the diversity of cultures and viewpoints in the international community. Learners are able to learn and understand differences among languages and cultures. They will be able to use foreign languages for communication as well as for simpler and wider access to bodies of knowledge.

#### **What is learned in foreign languages?**

The learning area for foreign languages is aimed at enabling learners to acquire a favorable attitude toward foreign languages and the ability to use foreign languages for communicating in diverse situations.

**Table 2.1 Strand 1: Language for Communication**

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

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Act in compliance with simple orders heard.	1. Act in compliance with orders and simple requests heard.	1. Act in compliance with orders and requests heard or read.	1. Act in compliance with orders, requests and simple instructions heard or read.	1. Act in compliance with orders, requests and simple instructions heard and read.	1. Act in compliance with orders, requests and instructions heard and read.
2. Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.	2. Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading.	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.	2. Accurately read aloud sentences, texts and short poems by observing the principles of reading.	2. Accurately read aloud texts, tales and short poems by observing the principles of reading.



Table 2.1 (Cont.)

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3. Choose the pictures corresponding to the meanings of words and groups of words heard.	3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.	3. Choose/ specify the images or symbols corresponding to the meanings of groups of words and sentences heard.	3. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read.	3. Specify/ draw the symbols or signs corresponding to the meanings of sentences and short texts heard or read.	3. Choose/ specify the sentences or short texts corresponding to the meanings of symbols or signs read.
4. Answer questions from listening to matters around them.	4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.	4. Answer questions from listening to or reading sentences, dialogues or simple tales.	4. Answer questions from listening to and reading sentences, dialogues and simple tales.	4. Tell the main points and answer questions from listening to and reading dialogues and simple tales or short texts.	4. Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.

**Table 2.2 Strand 1: Language for Communication**

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

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.	1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.	1. Speak in an exchange with short and simple words in inter-personal communication by following the models heard.	1. Speak/write in an exchange in interpersonal communication.	1. Speak/write in an exchange in interpersonal communication.	1. Speak/write in an exchange in interpersonal communication.
2. Use simple orders by following the models heard.	2. Use orders and simple requests by following the models heard.	2. Use orders and simple requests by following the models heard.	2. Use orders, requests and simple requests for permission.	2. Use orders and requests for permission and give simple instructions.	2. Use orders requests and give instructions.

Table 2.2 (Cont.)

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3. Express their own simple needs by following the models heard.	3. Express their own simple needs by following the models heard.	3. Express their own simple needs by following the models heard.	3. Speak/write to express their own needs and to ask for help in simple situations.	3. Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	3. Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.
4. Speak to ask for and give simple data about themselves by following the models heard.	4. Speak to ask for and give simple data about themselves by following the models heard.	4. Speak to ask for and give simple data about themselves and their friends by following the models heard.	4. Speak/write to ask for and give data about themselves, their friends and families.	4. Speak/write to ask for and give data about themselves, their friends, families and matters around them.	4. Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Table 2.2 (Cont.)

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		5. Tell their own feelings about various objects around them or various activities by following the models heard.	5. Speak to express their own feelings about various matters around them and various activities by following the models heard.	5. Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	5. Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications

**Table 2.3 Strand 1: Language for Communication****Standard F1.3:** Ability to present data, information, concepts and views about various matters through speaking and writing.

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak to give data about themselves and matters around them.	1. Speak to give data about themselves and matters around them.	1. Speak to give data about themselves and matters around them.	1. Speak/write to give data about themselves and matters around them.	1. Speak/write to give data about themselves and matters around them.	1. Speak/write to give data about themselves, their friends and the environment around them.
		2. Categorise words into groups according to the types of persons, animals and objects based on what they have heard or read.	2. Speak/draw pictures to show relationships of various objects around them according to what they have heard or read.	2. Draw pictures, plans and charts to show various data heard or read.	2. Draw pictures, plans, charts and tables to show various data heard or read.



Table 2.3 (Cont.)

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
			3. Speak to express simple opinions about matters around them.	3. Speak/write to express opinions about various matters around them.	3. Speak/write to express opinions about various matters around them.

**Table 2.4 Strand 2: Language and Culture**

**Standard F2.1:** Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak and make accompanying gestures in accordance with the culture of native speakers.	1. Speak and make accompanying gestures in accordance with the culture of native speakers.	1. Speak and make accompanying gestures in accordance with social manners/ culture of native speakers.	1. Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers.	1. Use words, tone of voice and polite gestures in accordance with social manners and culture of native speakers.	1. Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers.

Table 2.4 (Cont.)

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2. Tell the names and vocabulary of native speakers' important festivals.	2. Tell the names and vocabulary of native speakers' important festivals.	2. Tell the names and simple vocabulary about the festivals/ important days/ celebrations and lifestyles of native speakers.	2. Answer questions about festivals/ important days/ celebrations and simple lifestyles of native speakers.	2. Answer questions/ tell the importance of festivals/ important days/ celebrations and simple lifestyles of native speakers.	2. Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.
3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities appropriate to their age levels.	3. Participate in language and cultural activities in accordance with their interests.	3. Participate in language and cultural activities in accordance with their interests.

**Table 2.5 Strand 2: Language and Culture**

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

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Specify the alphabet and sounds of the alphabet of foreign languages and Thai language.	1. Specify the alphabet and sounds of the alphabet of foreign languages and Thai language.	1. Tell differences of the sounds of the alphabet, words, groups of words and simple sentences in foreign languages and Thai language.	1. Tell differences of the sounds of the alphabet, words, groups of words, sentences and texts in foreign languages and Thai language.	1. Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	1. Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Table 2.5 (Cont.)

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
			2. Tell the similarities/differences between the festivals and celebrations in the culture of native speakers and those in Thailand.	2. Tell the similarities/differences between the festivals and celebrations of native speakers and those of Thais.	2. Compare the differences/similarities between the festivals, celebrations and traditions of native speakers and those of Thais.

**Table 2.6 Strand 3: Language and Relationship with Other Learning Areas**

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

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Tell the terms related to other learning areas.	1. Tell the terms related to other learning areas.	1. Tell the terms related to other learning areas.	1. Search for and collect the terms related to other learning areas, and present them through speaking/ writing.	1. Search for and collect the terms related to other learning areas, and present them through speaking/ writing.	1. Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

**Table 2.7 Strand 4: Language and Relationship with Community and the World****Standard F4.1:** Ability to use foreign languages in various situations in school, community and society.

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Listen/speak in simple situations in the classroom	1. Listen/speak in simple situations in the classroom.	1. Listen/speak in simple situations in the classroom.	1. Listen and speak in situations in the classroom and in school.	1. Listen, speak and read/write in various situations in the classroom and in school.	1. Use language for communication in various situations in the classroom and in school



**Table 2.8 Strand 4: Language and Relationship with Community and the World**

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

Grade Level Indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Use foreign languages to collect relevant terms around them.	1. Use foreign languages to collect relevant terms around them.	1. Use foreign languages to collect relevant terms around them.	1. Use foreign languages to search for and collect various data.	1. Use foreign languages to search for collect various data.	1. Use foreign languages to search for and collect various data.

## **Theories of Learning**

### **Constructivist Theory**

#### **Definition of Constructivist Theory**

From a constructivist approach, meaningful learning occurs when students are recommended to actively engage in the construction of new knowledge structures through experience (Ng'ambi & Lombe, 2012). According to Hayford (2007), it is the theory of learning with a focus on the inside, such as memory techniques, the brain, and thinking. Owens, (2007), Beck and Kosnik, (2006), and Liu and Mathews, (2005) added more information that offers an opportunity for students to construct their understanding of knowledge. According to Tiangco (2008), the various forms of project-based learning have been effective in English language learning in schools. These include group reading presentations, comic book writing, and the teaching of English to peers. All of these techniques have their application procedures and principles, which are important not only for language instruction but also for that all other subjects.

### **Active Learning**

#### **1. Theories of Active Learning**

Mynard and Sorflaten, (2003, p. 6) said that active learning is learning and teaching. That provides students getting to know greater than listening or writing. It is also called the active lesson that provides processing and discovery and applying information. Active Learning is derived from 1) learning is actively trying, 2) different people use different ways of learning and teaching.

According to Michel, Cater, and Varela (2009), active learning is the model of instruction that lets students be responsible for their studying. The students are active, not passive and they are involved in “doing things and thinking about what they are doing.” Agbatogun (2014), noted that this idea of active learning may be linked to the famous statement “I hear and I forget; I see and I remember; I do and I understand.” This is very important in teaching and gaining knowledge of the procedure. Students practice a given project actively and that helps them to enjoy the lesson. Students do more than simply pay attention to a lecture and sit down passively inside the classroom (Felder & Brent, 2009).

Meyers and Jones (1993) believed Active learning is related to meaningful opportunities for students to listen, speak, read, write, and reflect on the content, ideas, and issues.

Benjamin (1991) stated that active learning has these characteristics: Students are involved in developing skills such as analysis, synthesis, evaluation, and they are engaged in activities that include writing, reading, and discussing.

Sivan (2000) described that active learning consists of three elements: basic elements, learning strategies, and teaching resources. The fundamental elements are cognitive activities that help students to interact and manage, and the knowledge and skill they acquire. There are four language skills: speaking, listening, reading, writing, and reflecting. The other one is a strategy that uses simple skills, along with group work, simulations, and cooperative work.

Gauthama (2008) stated that active learning is based on two assumptions: learning is an active practice and different students learn in different ways. Thus, the method can be improved by the mix of some active learning techniques.

## **2. Definition of Active Learning**

Student active learning or Students centered learning stands in contrast to “the instruction in which teachers do most of the active and the students are only passive.” Bonwell and Eison (2006, p. 2) stated that students centered learning is the activity that involves the students doing things and thinking about the things they are doing. It means that the students should do more than just listen to the teachers; they have to read, write, discuss. Gibbs (2004, p. 1) notes that student-centered learning emphasizes students’ activity rather than passivity. Moreover, Harden and Crosby (2000, p. 334) defined student-centered learning as focusing on the students’ learning and ‘what students do to achieve this, rather than what the teacher does.’

Student-centered learning (SCL) is an academic approach in which students have an impact on content, activities, materials, and learning. This learning model places the student (learner) in the center of the learning process. The teacher provides students with opportunities to learn independently and coaches them in the skills they need to have. Mynard and Sorflaten, (2003, p. 6) said that active learning is learning and teaching. That provides students more learning than listening or writing. It is also called the active lesson that provides processing and discovery and applying

information. Active Learning is derived from 1) learning is actively trying, and 2) different people use different ways in learning and teaching.

According to Michel, Cater, and Varela (2009), active learning is the model of instruction that lets students be responsible for their own learning. The students are active, not passive and they are involved in “doing things and thinking about what they are doing.” Agbatogun (2014), noted that this idea of active learning can be linked to the famous statement “I hear and I forget; I see and I remember; I do and I understand.” This is very important in the teaching and learning process. Students practice a given task actively and that helps them to enjoy the lesson. Students do more than just listen to a lecture and sit passively in the classroom (Felder & Brent, 2009).

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Sivan (2000) described that active learning consists of three factors: basic elements, learning strategies, and teaching resources. The basic elements are cognitive activities that help students to interact and manage, and the knowledge and skill they acquire. These are the four language skills: speaking, listening, reading, writing, and reflecting. The other one is a strategy that uses basic skills, such as group work, simulations, and cooperative work.

Gauthama (2008) stated that active learning is based on two assumptions: learning is an active practice and different students learn in different ways. Thus, the method could be improved by the mix of some active learning techniques.

Ghadah (2014, p. 9) stated that building students' confidence that they “can do it” was the main goal of conducting the workshop. Giving students the first experience to stay, even though it's a struggle, gives them, in the end, satisfaction and a feeling of success because learning is fun. Learning should be fun and enjoyable, not boring and killing the students' innovation and creativity. Learning should encourage students to express their thoughts with their instructors and peers.

In brief, the student-centered method is primarily based on the hypothesis that students ought to receive the freedom to explore areas of their personal interests. Collins and O'Brien (2003, p. 25) mentioned that the SCL method includes such techniques as active learning experiences for lectures, assigning open-ended problems and creative thinking, involving students in position performs, and cooperative (Team-based) learning.

Implemented SCL can increase the motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught. In conclusion, the student-Centered Learning method (SCL) is a method that focuses on the students' activity rather than the teachers. Student-centered learning is also known as learner-centered education; student-centered learning aims to develop learner autonomy and independence. Moreover, it puts students' interests first, acknowledging the student as central to the learning experience. In a student-centered classroom, students choose what they will learn, how they will learn, and how they will verify their own gaining knowledge of

### **3. Cooperative Learning**

#### **3.1 Definition of Cooperative Learning**

This method helps the student understand a lesson better and improve communication skills. According to Stanford, (1993), students can work inside or outside the classroom with their group members and help each other in working on an assignment. In this way, students learn a lesson better when they try to teach their friends. Moreover, Johnson and Johnson (2002) added more information. Cooperative Learning produces positive results in student achievement. Ghaith (2003) reported that Cooperative Learning is useful in learning the rules of a second language.

Cooperative learning provides teachers with structured lessons so that students work together to share goals and help each other. Students are assigned to small groups and instructed to learn the assigned material and to ensure that the other members of the group learn the assigned material (Johnson, Johnson, & Holubec, 1998).

Oakley (2004) advised teachers to follow certain procedures. The students are expected to form groups of mixed abilities, set goals to be achieved, and evaluate the students' progress continuously throughout the course. The teacher

should closely monitor the progress of each group and the individual members in the teaching and learning procedure.

Johnson, Johnson and Holubec (1998) stated that students are expected to work together in sharing goals. Students are assigned to small groups and instructed to learn the assigned task.

### 3.2 Definition of S-GIW activity

S-GIW activity refers to the use of the activity to improve grammar: the Present Perfect Tense. This activity is related to Cooperative Learning. Moreover, it focuses on Active Learning and Learner-Centered. Students learn in teams with members with various abilities by helping each other.

S-GIW is the activity that integrates four steps into one activity. It helps students to understand the lesson more clearly. There are four steps in S-G-I-W:

#### **S-GIW activity**

**S-** Set the memory

In this step, the teacher reviewed the knowledge of the content by listening to the song “We love the Present Perfect Tense” and then had everyone sing the song together.

#### **Cooperative learning activity**

It was conducted and improved from the first step of Teams-Games-Tournaments (TGT) This step was about the teacher reviewed the knowledge and let the student ask the question.

**G-** Group setting

The step that teacher assigned the students to 6 groups (5 in each group; good, average, poor in English).

It was conducted and improved from the second step of Jigsaw, Teams Games-Tournaments (TGT) and Student Teams-Achievement Division (STAD). These activities are involved in grouping the student in various abilities in learning English.

**I- Input the knowledge**

In this step, the teacher taught the students on grammar rules and structure then let the students do the task together.

The researcher conducted and focused

on the students centered.

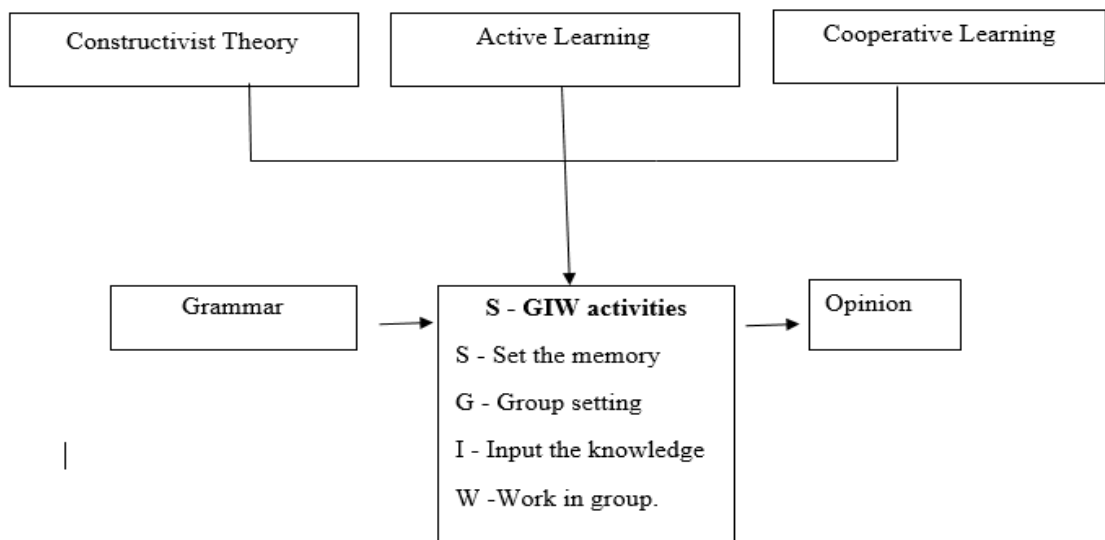
**W- Work in group**

In this step, the teacher let each group do a task together, present their task and the last step gave them the reward.

The researcher conducted and focused

on the students centered and active learning. The teacher provided the chance to the student to practice the rules and present the task. The students get rewards from the teacher.

The researcher proposed the framework of S-GIW activity design, which is illustrated as follows:



**Figure 2.1** Framework of S-GIW Activity Design



#### **4. Language Acquisition Theory**

##### **Definition of Language Acquisition Theory**

According to Vygotsky (1978, p. 86), the definition of the ZPD is ‘the distance between a child’s actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers.’

Clark and Graves (2005, pp. 570 – 572) described scaffolding as assisting children in conditions so they can enhance their skills and knowledge; a teachers’ actions and use of language that allow children to complete cognitively difficult tasks; when the teacher monitors student learning and provides assistance; a temporary support structure the teacher makes to help students in finishing a task that requires expert assistance; assistance a knowledgeable other and support provided by an expert to the learner when that learner can benefit, perhaps cognitively and psychologically.

Krashen (1985) claimed that knowledge learned from formal instruction serves to monitor or edit the output, and even then, only under certain form-focus conditions. Otherwise, second language use, like the L1, ‘received’ the use of subconscious learning mechanism if, and only if, the learners are exposed to comprehensible input.

#### **5. ZPD (Zone of Proximal Development)**

##### **Definition of ZPD (Zone of Proximal Development)**

Vygotsky (1978) said that the ZPD (Zone of Proximal Development) is the area among a child’s developmental degree of unbiased problem fixing and the extent of capacity improvement as problem fixing beneath steering or in collaboration with greater capable peers.

The ZPD concept is that Student peer-interaction in appearing responsibilities in the lecture room results in lively language use and improvement, which then reasons the student to think critically approximately what has blanketed within the study room. Moreover, zone of proximal development (ZPD) means a stage of development kids interact in social conduct.

Several writers believe that ZPD may be implemented to grownup learners inside the context of second language gaining knowledge of and acquisition in the study room. Furthermore, Vygotsky's ZPD idea can allow language teachers to degree the students' understanding level, determine what may be taught to the students at their degree, and the issue of sports for use in the study room. This can assist teachers to understand the students' improvement.

Later and Warford (2011) described zone of proximal teacher development (ZPTD) as the distance between what teaching applicants can do on their own without assistance and a proximal level they might attain through assistance from more capable others.

## **6. Scaffolding**

### **6.1 The Definition of Scaffolding**

Bruner, and Ross (1976) described scaffolding as the process that allows a child to solve a problem, perform a challenge that might be past his unassisted efforts. In addition, scaffolding is an inter-psychological process that rookies understand and system thoughts and ideas via talk and interaction with other learners.

Bruner (1978 cited in Foley, 1994) as describing scaffolding as assistance that enables facilitate learning that is provided to the child through a caregiver, who is generally 'one step ahead of the child'.

Clark and Graves (2005) affirmed that other experts describe scaffolding as supporting children in situations so they can develop their abilities and knowledge; a teachers' actions and use of language that let the children finish tasks; when the teacher monitors student learning and provides contingent assistance; a support structure the teacher makes to help students in completing a task that requires expert assistance; assistance a knowledgeable other. In contrast, scaffolding in SLA has also been identified as support those two learners can give each other in performing activities; this is one definition I feel is of most importance.

According to Tsui (2001), scaffolding is the support given to language learners to enable them to perform tasks and construct communications that are beyond their capability.

Ellis (2008) described those learners are able to work together, discuss language forms, and decide on the most appropriate forms to use as a group,

co-construct language, and use to scaffold each other's learning. In my opinion, scaffolding means delegating power with support to the students and appreciating the chance, and observe students in action.

## **6.2 Using Scaffolding in the Language Classroom**

Scaffolding can be used by the language teacher in the classroom to facilitate effective learning. However, scaffolding and the ZPD are not the same, the ZPD means assisted performance. Scaffolding is what peers or teachers do to assist learners.

### **General Concept of Grammar**

#### **Definition of Grammar**

Chomsky (1965) said that the knowledge of finite system of rules that enables an ideal language user in homogenous speech community to generate and understand on the infinite variety of sentence. Grammar is the system of a language. People sometimes describe grammar as the rules of a language. According to Peters (2004), grammar is a set of rules used to develop listening, speaking, reading, and writing skills. Grammar is described as the way to combine and manage language in order to bring a longer meaning of units (Ur, 1988). The actual word “grammar” comes from “Grammatik” which in Ancient Greek means the “art of writing” (Ezzaher, 2001). Based on the meaning of a word, linguists have come up with several conclusions about grammar's role in writing and speaking.

Jespersen (1974) stated that grammar is essential for language, as well as language teaching and learning. Without grammar, the relation between words is unknown and information and expressions cannot be clearly communicated. Grammar can be said to be an essential skill that can improve speaking, listening, writing, and reading. When grammar is used incorrectly in a sentence, communication may be confused (Savage, 2010). A majority of language arts teachers still feel that way; they also feel that teaching grammar cannot be ignored (Haussamen, 2003).

Thornbury (1999 cited in Mart, 2013) mentioned that grammar is a description of the regulations for forming sentences, including an account of the meanings that these forms convey. According to Larsen–Freeman (2001 cited in Mart, 2013) asserts that grammar is a system of meaningful structures and patterns that are governed by

particular pragmatic constraints. Moreover, Aslani and Heidari (2015), said that learning grammar is not an exciting or easy task, and teaching this important skill is different from teaching other skills.

It can be said that grammar is the set of rules for combining words in certain ways. Hence, it is crucial that grammar be taught in order to develop speaking, listening, reading, and writing skills. This component is also important for the teaching of English to improve knowledge.

### **Technique of Teaching and Learning Grammar**

Traditionally, grammar has been taught by repetition and rule learning. However, these do not necessarily result in the learning of grammar. In learning grammar, students may be able to use all the rules of grammar, and use them correctly. Moreover, students should be able to communicate in English. Catter and Nunan (2001, pp. 34 – 41) Chomsky's transformative grammar posited the existence of a deep structure that determined the semantic interpretation of a sentence and a surface structure that realized the phonetic form of sentences the two were linked by a set of transformative rules. According to Ellis (1997), grammar teaching should focus more on providing new ways to communicate rather than practicing correct usage. According to Byrd (1998), teaching grammar refers to the language teacher taking actions and making decisions in order to help students use their new language both fluently and accurately. After students learn English grammar by using the grammar method, they are expected to be able to write English easily and correctly in every element. According to Saricoban and Metin (2000), in order to make a grammar lesson interesting, effective, and beneficial, the teacher should use teaching techniques that are well-developed in the classroom. Success in language teaching depends on the method used. William (2003) said that grammar should follow principles rather than rules. Students have to start with a basic knowledge of the eight parts of speech and then move on to more functional uses of grammar. Meanwhile, according to Breznak and Scott (2003), the activity focused on puts students into groups to teach and help each other with grammar rules. They became actively engaged, but their focus was still on the rules and practicing them.

In this regard, Baturay and Bay (2010) suggested that effective interaction with multimedia learning stimulates and sustains student motivation and helps them perform better with complex grammatical concepts.

Scrivener (2003) suggested that students have to pass through four stages if they want to succeed in studying grammar. First, students have to notice the item. Secondly, they must begin to understand the terms of form, meaning, and use. Thirdly, they need to practice, so that they can make mistakes and receive support. Finally, they need opportunities to use a new language in different situations. They believed that multimedia activities make learning attractive and learners are motivated when participating in enjoyable activities. Decades ago, the skill and drill, or “drill and kill” was the method of choice as it has come to be known, (Hoffman, 2006). This practice allowed teachers to introduce a topic of grammar or usage and then have students practice the rules until they understood it.

Nunan (2005) stated that teachers must explain to learners the importance of rules as tools, but teachers still need to teach the rules to them.

Allen and Valette (1972) suggested that to make new grammar points more interesting, teachers should present material in specific steps. Teachers should first check knowledge before presenting a new grammar point. Lastly, teachers should present the new grammar point clearly and concisely at the level of the student's language ability. Teachers should also provide instructional grammar books for students to look up when they have questions or problems.

Cele-Murcia and Hiles (1991) proposed four phases for teaching grammar: presentation, focused practice, communicative practice, and provision of feedback and correction. In another case, a good presentation of grammar should be clear, efficient, interesting, and appropriate for the language.

Krashen (1985) said that getting students interested in grammatical contents should continue after the language course ends.

### **Problems in Teaching Grammar**

Learning grammar is considered one of the most important processes in learning a language. Students need to know grammar rules, as well as how to use correct grammar in different situations. However, a large number of grammar rules are not easy

for students to remember. Moreover, if they learn language rules without using them in real situations in daily life, it is not worth the effort.

Nunan (1991) realized that grammar in textbooks is often presented out of context. The exercises are designed to provide students with formal instruction but without context. Unless they provide opportunities for students to explore grammatical structures in context, they make the task of developing the ability to use the language for communication more difficult than it needs to be. In this way, students are denied the opportunity of seeing the relationships among form, meaning, and use. One weak point in teaching grammar is that it requires students to study structures without using them to communicate ideas and feelings. This point makes it difficult for students to use the language confidently.

Jackson (1983) found that putting students through a series of grammar exercises (e.g., tenses, conditional, and active-passive transformations) did not seem to enhance their linguistic competency. This statement suggests that second language students are unable to use what they have learned in their daily communication. Teachers who write grammar rules on the blackboard and then explain their use probably bore their students.

Lakawattana (1980) explained that trained teachers are not well versed in their knowledge of the English language in areas such as context, teaching technique, measurement, and evaluation. In addition, many teachers are not confident in their own language skills and pronunciation because they are not trained to teach language. Furthermore, some language teachers have to teach English grammar in spite of the fact that they do not have knowledge of the subject.

Dlaska (2002) revealed that few teachers use technology in improving and developing their teaching. Moreover, there are not enough instructional media available for studies, especially in the language laboratory. Some of the essential materials like cassette players, and English textbooks are unavailable. In another case, students themselves are not interested in English because they find it is unnecessary to learn. Their levels of intelligence, attitude, and aptitude are different and the teacher is unlikely to attend to each individual.

Hannan (1989) reasoned that there are three factors attributable to the low levels of learning achievement in English; 1) teachers have to teach large numbers of students 2) differences among students in intelligence, needs, and learning style. 3) teachers do not have skills for teaching English.

Noochoochai (1978) studied students' ability in reading and writing. He found that a common problem in reading for Thai students is grammar. Moreover, the problems that are often found in writing are tenses, word orders, agreements, connection, and function.

### **Problem in Teaching Learners' Grammar**

Srichai (2002) mentioned that learners may make errors because they assume that the target language and their native language are similar when, in fact, they are different. Patramongkorn (2005), she found that mother tongue interference is the cause of the errors found in her study. The frequency of word-by-word translation error is high.

### **Grammar Errors**

Richards (1974) stated that there are four major types of errors: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

#### **Overgeneralization Errors**

The learners create a deviant structure on the basis of other structures in the target language.

e.g. She can swims / I am want.

#### **Ignorance of Rule Restrictions**

The learners apply rules to the contexts where they are not appropriate.

e.g. The girl who I saw her.

#### **Incomplete Application of Rules**

The learners fail to use a fully developed structure, i.e., a statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form.

e.g. Teacher: Do you read much?

Student: Yes, I read much.



### **False Hypothesis**

The learners do not fully understand a distinction in the target language. For example, the form “was” may be interpreted as past tense and as a member of present tense.

e.g. He is speaks French / It was happened.

To be brief, types of errors found in second language learners of English can be categorized into interlingual and intralingual, and developmental errors.

According to Bootchuy’s study (2008), three main error types: interlanguage. Errors or interference errors, intralingual errors, and developmental errors as defined by Richards (1974) were adopted. Interlanguage errors refer to “errors which are caused by the interference of the learner's mother tongue.” Intralingual errors refer to “errors which reflect the general characteristics of rule learning.” It can be subdivided into three types which are: over-generalization, ignorance of rule restrictions, and incomplete application of rules. Developmental errors refer to “errors which appear because the learners try to build up hypotheses about the English language from his or her limited experiences of it in the classroom or textbook.”

### **Grammar Assessment**

#### **1. Definition of Assessment**

According to Mundrake (2000) assessment is used to describe all aspects of evaluation and testing. According to Bachman (2004), assessment is used with a variety of different meanings. Indeed, is used in many different ways in the field of language testing and educational measurement.

Brown (2004) defined assessment as the interpreting information of the students’ performance, by collecting through the multitude of practices. Moreover, in the classroom, the assessment considers students’ performances on tasks in a variety of settings and contexts. The assessment is a part of the measurement. It is the process that is assigned quantity related to students’ performance while measuring ability or aptitude in the students’ quality of performance (Bachman, 2004; Nitko, 1996; Airasian, 1994). The assessment can be done by counting how many correct responses a student gives in relation to the total, or by assigning a percentage.

In this study, the assessment is a process of assessing students' achievement on the use of Present Perfect Tense.

### **Methods of collecting assessment data**

Both aspects of assessment were formative assessment and summative assessment.

In the assessment, the teacher sees the process of students' learning or the performance during learning, called formative assessment. Beverley Bell (2000) said that formative assessment involves the teacher gathering information about the students' learning, in order to improve the learning, during the learning. Moreover, Gipps (1994) said that formative assessment is the process of judging or evaluating students' work and using this to improve students' competence.

On the other hand, the teacher assesses the students' achievement on learning by utilizing a test or assignment, called summative assessment. It is a summarizing of learning and it focuses on reporting achievements and should be based on criteria in order to show the learning outcome Gardner, (2012).

In this study, pre-posttest and unit tests were assessed to the students. The students were assessed on both summative and formative assessments.

## **Tense**

### **Definition of Tense**

According to Collin Cobuild, English Grammar (1996), the verb tense is related to the category and action of the verb in the context of time. There are 12 tenses in English, which separate into 4 groups: a simple form, progressive form, perfect form, and perfect progressive.

In addition, the scores of school tests show that 70 % of primary 6 students of Jaekornwitthaya School failed in the Present Perfect Tense.

### **Definition of Present Perfect Tense**

The Present Perfect Tense is used to express the idea of something "happening" in one of the two-time frames: any time in the past (the indefinite past) and from its beginning to the present time. English speakers often use the prepositions "from" and "since" in the construction of a sentence in the present perfect. The present

perfect tense is formed using the auxiliary verb “HAVE” in the present tense (HAVE / HAS) followed by the main verb, which is always the past participle.

Fuchs (2002) discussed that the present perfect tense is used to express the idea of something that started in the past, continues up to the present, and may continue to the future. It uses the verb “have” (have / has) with the past participle. English speakers often use the prepositions “from” and “since”.

Some examples of the Present Perfect Tense are as follows:

1. The formulation of the affirmative (positive):

Subject + have, has + v3

Example: I have studied English since July.  
He has worked in the office since 8 o'clock.  
It has rained for two hours.

2. The formulation of the negative:

Subject + have, has + not + verb 3

Example: I have not studied English since July.  
He has not worked in the office since 8 o'clock.  
It has not rained for two hours.

### **Jaekornwittaya School Conditions**

Jaekornwittaya School is located in the Lampang Primary Educational Service Area Office 3, Thailand. There are two groups of students, Lahu and Thai. In this school, there is a school connection called Ban Huaward. The village is surrounded by mountains and valleys. In my school, most students are Lahu Hill Tribe. They are 65 percent of the students. Lahu Hill Tribe students face challenges in learning education especially English. Thai is not their language at home. They have their own language to communicate, thus English is the third language for them. There are some difficulties that cause them to have problems in learning English. First, some students migrate with their parents to find jobs. Second, some parents cannot understand, nor speak, Thai. Third, Lahu students do not have the confidence to study English by themselves. Fourth, they have different cultures between Lahu students and Thai students. Therefore, learning English in my school faces difficulties and thus the researcher must find a way to improve learning English in class.

### **Related Research Studies**

There are some researchers employing active learning and cooperative learning to solve various kinds of problems in teaching English as follows:

Nair (2015) studied the effects of utilizing the cooperative learning approach. Enhancing students' descriptive writing skills: This study employed an action–research design. The sample consisted of 20 Year 6 students aged between 11 and 12 years. The data for the research was obtained using a pre–test and a post–test, focus group interviews with students, teacher's reflections, and an observation checklist. The findings from the quantitative data indicated that the cooperative learning approach (STAD method) helped to enhance students' descriptive writing skills. The findings from the observation showed that students were actively engaged in the process of writing during group work and their social skills improved as well.

Yumi (2014) studied the effects of cooperative learning on writing activity of English for special purposes in Japanese university students. The participants were the students who studied in major–specific English or English for Special Purposes (ESP).

The results from the questionnaires suggested that cooperative learning had a positive effect on their attitude toward writing ability. Moreover, there are several positive effects in active learning and Cooperative Learning that are suitable for language learning.

Khan (2016) investigated the effectiveness of the cooperative learning method on the teaching of English grammar. The participants were in the 7<sup>th</sup> grade and were under controlled conditions. Some were taught using the whole class traditional method and some were in experimental groups who were taught using the cooperative learning method. The STAD (Student Teams Achievement Divisions) model of cooperative learning was used in this study. The results showed that the STAD model of cooperative learning had a significant effect on student achievement, both male and female, in learning English grammar at the elementary level.

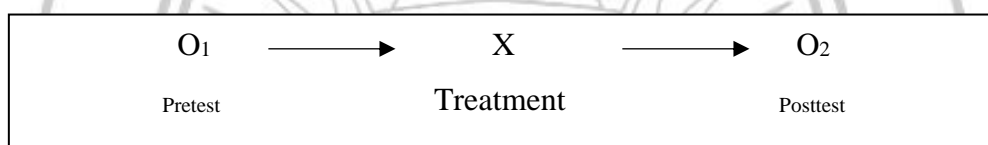
## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter discusses the methods of investigation, which consist of research design, population, research instruments, and data collection.

#### Research Design

The design of this study was one group pretest – posttest and conducted in class time.



**Figure 3.1:** The research design used the study

The symbols above represent the measurements as follows:

O<sub>1</sub> : Pretest

X : The use of S–GIW activities in teaching Present Perfect Tense (Treatment)

O<sub>2</sub> : Posttest

#### Population

The population in this study consisted of 30 primary 6 students at Jaekornwittaya school.

#### Research Instruments

The research instruments used in this research were S–GIW activity, pretest–posttest, lesson plans, and opinion assessment.

**S–GIW activity** – enhance the students to participate in learning the Present Perfect Tense through S–GIW activity for 12 hours over 4 weeks (3 hours per week). S–GIW activity was verified and assessed for the appropriateness of the time, steps, and designs of the activities by three specialists.

There were 4 steps in S–GIW activity: The teacher set the activity and goal of the learning. Prepared the materials and all multimedia that can help the students enjoy learning the present perfect tense.

The process of S–GIW activity

**1. Set the memory (S)**

The teacher reviewed the knowledge of the content by listening to the song “We love Present Perfect Tense” then everyone sings the song together.

**2. Group setting (G)**

The teacher assigned the students into 6 groups (5 in each group; good, average, poor in English). The teacher grouped the students by ability in their grades.

**3. Input the knowledge (I)**

The teacher taught the students on grammar rules and structure then let the students do the task together.

**4. Work in group (W)**

4.1 Teacher assigned the students to practice the rule and structure of the Present Perfect Tense in their groups. Each group should help each other.

4.2 Then, the teacher let them present their assignment. In this step, their friends gave feedback on using the rules and clear work, and score the friends’ presentation, using the criteria that the teacher gave them.

4.3 In the last step, the teacher corrected and added more feedback to the presenter. Then the teacher collected the scores from their friends and included the teacher’s scores. After that, the teacher rewarded the students who received high scores (winner, first runner-up, second runner-up, and good effort.)

**Pretest–Posttest** – twenty test questions were verified and adapted from strands and indicators of curriculum to investigate the use of S–GIW activity on primary 6 students’ achievement. The Item Objective Congruence (IOC) was used to evaluate the items of the questionnaire. Pretest and posttest had assessed by three specialists.

**Lesson Plans** – these were developed to prepare the objective of the study, teaching activity, and assessment. Lesson plans were assessed and verified for language and contents by three specialists.

**Opinion Assessment** – ten statements were conducted to explore the opinion of the students after learning by integrating S–GIW activity in learning present perfect tense. Opinion assessment was assessed for appropriateness questionnaires items by three specialists.

The researcher utilized 4 topics in this study (e.g., animals, sports, foods, and places). It took 4 weeks in this study.

### **Week 1**

The pretest was administered and the first topic, animals, was conducted. There were three plans and each plan took one hour.

**Lesson plan 1 (Animal)** The teacher taught seven words of animal, six words of verb participle, and how to create affirmative sentences in the Present Perfect Tense.

**Lesson plan 2 (Animal)** New seven words of the animal were presented, six words of verb participle, and the teacher provided the knowledge about creating negative sentence and question sentence in the Present Perfect Tense.

**Lesson plan 3 (Verb participle)** Teacher provided new seven words of verb participle and taught students to create affirmative sentences, negative sentences, and question sentences in the Present Perfect Tense.

### **Week 2**

The second topic sports were presented. There were three plans and each plan took one hour.

**Lesson plan 1 (Sport)** Teacher provided seven words of sport, six words of verb participle and taught students to create affirmative sentences in the Present Perfect Tense.

**Lesson plan 2 (Sport)** Teacher taught seven new words of sport, six words of verb participle. Negative sentences and question sentences were presented to the students.



**Lesson plan 3 (Verb participle)** There were seven new words of verb participle and the teacher taught students to create affirmative sentences, negative sentences, and question sentences.

### **Week 3**

The topic for week three was food. There were three plans and each plan took one hour.

**Lesson plan 1 (Food)** There were seven words of food, six words of verb participle and taught students to create affirmative sentences in the Present Perfect Tense.

**Lesson plan 2 (Food)** Teacher provided seven new words of food, six words verb participle and taught students to create negative sentences and question sentences in the Present Perfect Tense.

**Lesson plan 3 (Verb participle)** Teacher taught seven new words of verb participle and taught students to create affirmative sentences, negative sentences and question sentences in the Present Perfect Tense.

### **Week 4**

In the last topic place, there were three plans and each plan took one hour.

**Lesson plan 1 (Place)** Teacher taught seven words of place, six words of verb participle and taught students to create affirmative sentences in the Present Perfect Tense.

**Lesson plan 2 (Place)** teacher taught seven new words of place to the students, six words of verb participle, and taught students to create negative sentences and question sentences in the Present Perfect Tense.

**Lesson plan 3 (Verb participle)** teacher taught seven new words of verb participle, and let the students create affirmative sentences, negative sentences and question sentences in the Present Perfect Tense.

### **Data Collection**

The data collection was divided into 4 parts 1) orientation session 2) pre-experimental session 3) experimental session, and 4) post-experimental session.

1. The orientation session was intended to guide students on how to access the activities. The researcher described the learning intuition to all of the students, e.g., everyone in the group should help one other.

2. Before the experiment, the students took the pretest. The test consisted of 20 multiple-choice questions. They had 30 minutes to finish the test

3. Teacher reviewed the knowledge of the content by listening to the song “We love Present Perfect Tense.” Then, everyone sang the song together. The song can motivate the students moreover the students were relaxed before learning grammar.

4. Teacher assigned the students into 6 groups (5 in each group; good, average, poor in English).

5. Teacher taught the students on grammar rules and structure; then, let the students did the task together.

6. To work in group

6.1 Teacher assigned the students to practice the rules and structure of the Present Perfect Tense in their groups. Each group should help each other.

6.2 Then, the teacher let them presented their assignment. In this step, their friends gave feedbacks on using the rules and clear work and scored the friends’ presentation, using the criteria that the teacher gave them.

6.3 In the last step, the teacher corrected and added more feedback to the presenter. Then, the teacher collected the scores from their friends and included the teacher’s scores. After that, the teacher rewarded the students who received high scores (winner, first runner-up, second runner-up, and good effort.)

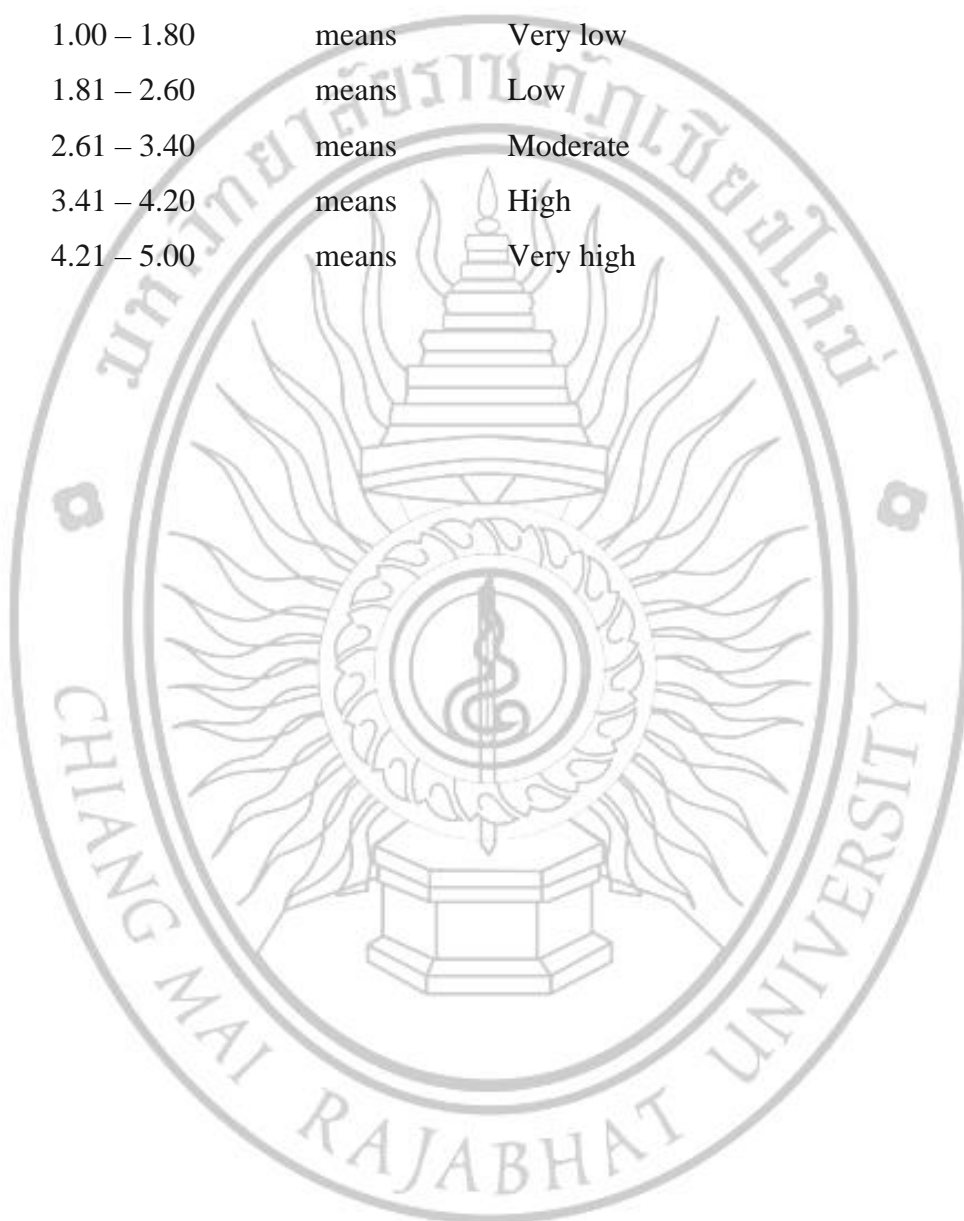
7. Provided the posttest and opinion assessment (The opinion assessment, the researcher conducted to explore the opinion of the students by integrating S-GIW activity in learning present perfect tense.) which can investigate the effectiveness of S-GIW activity and also student’s opinions in learning Present Perfect Tense in their group.

## Data Analysis

The data for analyzing the students’ achievements in English grammar ability through the use of S-GIW activity was calculated from the scores of the pre and posttest for the standard deviations (S.D.), mean ( $\bar{X}$ ) and paired sample t-test. The students’

opinion test was conducted on a 5–point rating Likert scale. Students’ opinion test has explored the level of students’ opinions of learning Present Perfect Tense through S–GIW activity. According to Srisa–ard (2003), the mean score, derived from student responses concerning opinions, by the following range.

1.00 – 1.80	means	Very low
1.81 – 2.60	means	Low
2.61 – 3.40	means	Moderate
3.41 – 4.20	means	High
4.21 – 5.00	means	Very high



## CHAPTER 4

### RESULTS AND DATA ANALYSIS

This chapter presents the findings and the summary tables based on the two research objectives. This study focused on the issue of using S-GIW activity to improve the students' achievement in English grammar knowledge on the Present Perfect Tense. The first section illustrates the students' improvement in English grammar knowledge after the use of S-GIW activity. Next, the second section presents the students' opinion on the use of S-GIW activity in teaching English grammar.

#### **Part 1 Students' understanding Present Perfect Tense before and after learning Present Perfect Tense through S-GIW activity.**

In this part, the paired sample t-test was conducted to compare the students' scores before and after the use of S-GIW Activity. The pre-post tests were identical and their scores were measures to investigate whether the use of S-GIW activity can improve the students' English grammar ability the results of the analysis are shown in table 4.1

**Table 4.1 The different between pretest and posttest mean scores before and after learning Present Perfect Tense through S-GIW activity**

Test type	Mean	SD.	t	Sig.
Pre-test	6.00	2.18	-11.32	.000*
Post-test	14.87	3.61		
Pretest and Posttest comparison	8.87			

\*  $p \leq .05$

From Table 4.1, it was found that there was a significant difference in the scores before and after the use of S-GIW activity in learning English grammar. According to table 1 the pretest and posttest mean scores were 6.00 with the standard deviation of 2.18 and 14.87 with the standard deviation of 3.61. Compared with the differences, respectively the posttest was significantly higher than the pretest. The t-test was statistically different between the pretest and posttest means with the t-test of -11.32. The result indicated that S-GIW activity could improve students' learning achievement in the use of the Present Perfect Tense.

The following part presents the findings in details which were divided into 3 different types of the sentences as follow.

**Table 4.2 Pretest–posttest mean scores of affirmative sentences in Present Perfect Tense**

Pretest–posttest	Mean of correct (N = 6)	% Correct	t	Sig.
<b>Affirmative Sentences</b>				
Pre–test	1.57	26.11	-11.79	.000*
Post–test	4.70	78.33		

Table 4.2 the pre–test and post–test mean scores of the affirmative sentence in Present Perfect Tense were 1.57 and 4.70 respectively. The difference between pretest and posttest mean scores of the affirmative sentences was 3.13. It can be concluded that there was a significant difference between pretest and posttest after the use of S-GIW activity in learning English grammar on affirmative sentences in the Present Perfect Tense.

**Table 4.3 Pretest–posttest mean scores of negative sentences / answer the question in Present Perfect Tense**

Pretest–posttest	Mean of correct (N = 6)	% Correct	t	Sig.
<b>Negative Sentences / Answer the Question</b>				
Pre–test	2.10	35.00	–5.95	.000*
Post–test	4.57	79.11		

According to table 4.3, the pre–test and post–test mean scores of negative sentences / answer the question in Present Perfect Tense were 2.10 and 4.57 respectively. The difference between pretest and posttest mean scores of the negative sentences/ answer the question was 2.47. It can be concluded that there was a significant difference between pretest and posttest after the use of S–GIW activity in learning English grammar on negative sentences/ answer the question in the Present Perfect Tense.

**Table 4.4 Pretest–posttest mean scores of question sentences in Present Perfect Tense**

Pretest–posttest	Mean of correct (N = 8)	% Correct	t	Sig.
<b>Question sentences</b>				
Pre–test	2.33	29.17	–8.15	.000*
Post–test	5.60	70.00		

According to table 4.4, the pre–test and post–test mean scores of question sentences in Present Perfect Tense were 2.33 and 5.60 respectively. The difference between pretest and posttest mean scores of the question sentences was 3.27. It can be concluded that there was a significant difference between pretest and posttest after the use of S–GIW activity in learning English grammar on question sentences in the Present Perfect Tense.

## Part 2 The students' opinion on the use of S-GIW activity in learning English

To explore students' opinions on the use of S-GIW activity, the students were required to complete the questionnaire by rating each item on the five-point rating scale from very low to very high. The data derived from the questionnaire was calculated in terms of mean and interpreted into five levels. The results were presented in Table 4.5

**Table 4.5 The students' opinion on S-GIW activity**

(N = 30)

	Items	Mean	Levels of opinion
1	S-GIW activity can enhance students' understanding of content.	4.43	Very High
2	S-GIW activity is very helpful in students' group learning.	4.07	High
3	S-GIW activity makes learning language enjoyable.	4.73	Very high
4	S-GIW activity has clear steps.	4.03	High
5	S-GIW activity can motivate and make content more interesting.	4.77	Very high
6	S-GIW activity is helpful for learning.	4.13	High
7	Learning with S-GIW activity is appropriate for the time.	3.93	High
8	S-GIW activity can help reduce allotted learning-related stress.	4.47	High
9	S-GIW activity can increase language learning.	4.47	High
10	The step of S-GIW activity can increase group learning.	3.47	High
<b>Overall</b>		<b>4.25</b>	<b>Very High</b>

Table 4.5 illustrates students' opinions on learning the Present Perfect Tense through S-GIW activity. The overall score was 4.25. It can be concluded that the students' opinions expressed positive feedback on learning the Present Perfect Tense

through S–GIW activity. Every item was rated at high and very high. When the items were taken into consideration, the item with the highest rate was item 5(4.77) followed by item 3(4.73), item 1(4.43), item 8(4.47), item 9(4.47), item 6(4.13), item 2(4.07), item 4(4.03), item 7(3.93) and item 10(3.47). Every item was rated at high and very high level, respectively, as I have said, in my school I faced difficulties teaching English to students, especially Lahu Hill Tribe students or Lahu students. The reasons that Lahu students face challenges in their learning English were: 1) English is their second language., Moreover, Thai language is not their mother tongue; at home, they speak and communicate with their Lahu language; and 2) Lahu students do not have the confidence to study English by themselves because of their lack of English knowledge. For these reasons, I was inspired to find a way to improve learning English in class.

I implemented a form of Cooperative Learning called S–GIW. All of the steps of this activity can support students in learning. S–GIW also promotes Cooperative Learning and Active Learning which provides the chance for students to learn and help each other in their groups. There were 4 steps in S–GIW activity: The teacher set the activity and goal of the learning. Prepared the materials and all multimedia that can help the students enjoy learning the Present Perfect Tense.

- S : Set the memory
- G : Group setting
- I : Input the knowledge
- W : Work in group

#### **Set the memory (S)**

Process : The teacher reviewed the knowledge of the content by listening to the song “We love the Present Perfect Tense,” then everyone sang the song together.

Result : In this step, the students enjoyed singing the song and this activity made them relax before learning. They expressed their positive attitude through their faces.

#### **Group setting (G)**

Process : The teacher assigned the students into 6 groups (5 in each group: good, average, poor in English).



**Result :** At first, the students were surprised as to why the teacher grouped them. Each group consisted of students with diverse capacities. The teacher explained the rule to them and also let them have a duty in their group. The learnings from this step were that the students who were good at English were good explainers and proud to be the leader, while the students who were poor at English would do well to pay attention to the teacher.

### **Input the knowledge (I)**

**Process :** The teacher taught the students on grammar rules and structure, then let the students do the task together.

**Result :** Everyone in each group paid more attention to the teacher after the integration of S-GIW activity than before integration because everyone in the group wanted to have high scores. Thus, they should clearly understand the lesson first and then do the tasks and help each other.

### **Work in group (W)**

**Process :** 1) The teacher assigned the students to practice the rules and structure of the Present Perfect Tense in their groups. Group members helped one another.

**Result :** They helped each other, tried to understand the lesson, tried to do the tasks and tried to explain things to their friends.

**Process :** 2) Then, the teacher let them present their assignment. In this step, their friends gave feedback on using the rules and clear work, and scored the friends' presentations, using the criteria provide to them.

**Result :** They had the chance to practice their speaking skill, how to be confident and how to check their friends' tasks.

**Process :** 3) In the last step, the teacher corrected and added more feedback to the presenter. Then, the teacher collected the scores from their friends and included the teacher's scores. After that, the teacher

rewarded the students who received high scores (winner, first runner-up, second runner-up and good effort)

Result : Created a relaxed atmosphere in the classroom by giving rewards to the students. This positive activity gave the students good feelings in learning English and working in a group.

These are the students' opinions on learning the Present Perfect Tense through S-GIW activity.

The results showed that most of the students expressed positive comments after they had learned the Present Perfect Tense with the integration of the S-GIW activity. Their comments are summarized as follows:

Firstly, the students' opinions on the cooperative learning on S-GIW activity revealed that this process was very helpful and interesting for students' learning in a group setting and that such a setting can increase students' language learning in the class because everyone in the group can help one another. Also, S-GIW activity was a good tool to motivate and enhance students' understanding of the contents because of S-GIW activity has clear steps.

Moreover, some of the students mentioned that learning English in a group with various capacities can be a good method for teaching them because in their group they work hard and help one another. Also, learning in a group can reduce their stress and the S-GIW activity can enhance their learning motivation in learning the Present Perfect Tense. S-GIW activity can be used as an option tool for English teachers to create an enjoyable classroom atmosphere.

Secondly, students' opinions on the S-GIW activity revealed that they have more confidence to learn English and do an activity with their group members. The group setting also provided them more chances to speak, to make presentation in front of the class, and to give feedback to friends' presentations. This process can help them to motivate their attitude toward learning English.

Some students offered suggestions to improve learning through S-GIW activity in English class. Some thought that this activity had problems with timing, i.e., students should have more time to complete an activity, to present their tasks, and give feedback to their friends.

## **CHAPTER 5**

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

This chapter presents the conclusion, discussion, limitations of this study, and recommendations for further study as follows:

#### **Conclusions**

This study aimed to 1) to investigate the use of S-GIW activity to improve the students' achievement on Present Perfect Tense of primary 6 students.; and 2) to explore students' opinion on the use of S-GIW activity.

The results of this study were presented based on the research objectives as follows:

1. The posttest was significantly higher than the pretest with the scores with the means of 14.87 and 6.00 respectively. Taking into account, posttest mean scores of affirmative sentences in Present Perfect Tense were significantly different between pre-test with the means of 4.70 and 1.57. Moreover, the posttest means scores of negative sentences / answer the question in Present Perfect Tense were considerably different between pre-test with the means of 4.57 and 2.10 and posttest mean scores of question sentences in Present Perfect Tense were substantially different between pre-test with the means of 5.60 and 2.33. It could be concluded that S-GIW activity significantly improved students' achievement on Present Perfect Tense.

2. The overall score of the students' opinion assessment on S-GIW activity was at the high level with the mean of 4.25. It can be concluded that the students' opinions expressed positive feedback on learning Present Perfect Tense through the S-GIW activity.

## Discussion

The discussion of this study is conducted from the research objectives. The results indicated that S-GIW activity could improve students' learning of the Present Perfect Tense, according to the score of pre-posttest was 6.00/14.87, the pre-posttest of affirmative sentences was 1.57/4.70, the pre-posttest of negative sentences/answer the question was 2.10/4.57 and the pre-posttest of question sentences was 2.33/5.60, which, were higher than the posttest. These results indicated that S-GIW was an efficient activity to improve grammar knowledge on Present Perfect Tense. Because of Cooperative Learning way on S-GIW activity can motivate and enhance students' understanding of contents. Due to S-GIW activity has clear steps. All of the steps can support students in a clear understanding of the lesson. It also promotes Cooperative Learning and Active Learning, which provides students the chance to learn; for group members to help one another, and to learn to be confident in presenting their assignments. Some of the students mentioned that learning English in a group with various capacities can be a good method for teaching them because in their group they can work and help each other, explain content and rules. Also, learning in a group can reduce allotted learning-related stress, thus, students have more confidence to learn English and do an activity with their group members. Being in a group also provides them more of an opportunity to speak, present in front of the class, and give feedback to friends' presentations. This process can help them to motivate their attitude toward learning English. Nair (2015) claimed that the Cooperative Learning approach (STAD method) helped to enhance students' descriptive writing skills and the findings from the observation showed that students were actively engaged in the process of writing during group work and their social skills improved as well. Moreover, Yumi (2014) said that the Cooperative Learning had a positive effect on their attitude toward writing ability. In addition, there were several positive effects in active learning and Cooperative Learning that were suitable for language learning. This was congruent with Khan and Akhtar (2017) claimed that the STAD (Student Teams Achievement Divisions) model of Cooperative Learning was used in this study. The results showed that the STAD model of Cooperative Learning had a significant effect on student achievement, both male and female, in learning English grammar at the elementary level. The findings corresponded with this studies of Ellis (2008) Based on Scaffolding,

Learners are able to work together, discuss language forms, and decide on the most appropriate forms to use as a group, co-construct language, and use to scaffold each other's learning. In my opinion, scaffolding means delegating power with support to the students and appreciating the chance, and observe students in action. Moreover, Clark and Graves (2005) affirmed that other experts describe scaffolding as supporting children in situations so they can advance their skills and knowledge; a teachers' actions and use of language that let the children complete cognitively difficult tasks; when the teacher monitors student learning and provides contingent assistance; a support structure the teacher makes to help students in completing a task that requires expert assistance; assistance a knowledgeable other. In contrast, scaffolding in SLA has also been identified as support those two learners can give each other in performing activities; this is one definition I feel is of most importance. S-GIW activity provided the students the chance to learn; for group members to help one another, and to learn to be confident in presenting their assignments. The teacher's roles were monitors and facilitators students.

To explore students' opinions on the use of S-GIW activity to improve their achievement of Present Perfect Tense, the overall score of students' opinions on S-GIW activity was at a very high level 4.25 and every item was rated at high and very high. It can be concluded that the students' opinions expressed positive feedback on learning the Present Perfect Tense through S-GIW activity. Most of the students expressed positive comments after they had learned the Present Perfect Tense with the integration of the S-GIW activity. Moreover, the students' opinions on the Cooperative Learning way on S-GIW activity revealed that this process was very helpful and interesting for language learning and that this activity can increase their language learning in class because group members helped one another.

In summary, the findings in chapter four are congruent with the research objectives in that S-GIW activity is effective in improving students' achievements learning the Present Perfect Tense. Moreover, all the mean posttest scores after learning through S-GIW activity were higher than before using S-GIW in learning Present Perfect Tense. In addition, the overall student feedback on the S-GIW activity was expressed in a positive attitude in learning the Present Perfect Tense through S-GIW activity.

## **Limitations**

There were two limitations that might have affected the research results.

1. The time limitation was a limitation found in the study. Each period consisted of only three hours. The activities including presentations, and receiving feedback took much time to finish the work in the group' step which was considered as an important factor because the time length could impact the research outputs.

2. Even though the use of S-GIW activity enhances the students' understanding, and reduces stress in the classroom atmosphere, the student is still shy during the feedback session due to a lack of self-confidence. Based on observation, few students attempted to participate volunteer to give feedback to the presenters. This factor could yield different results.

## **Recommendations**

On the basis of this study, the following is recommended for this research:

### **Recommendations from this present research**

Students are required to have confidence in learning English in class. The teacher should support and encourage the students to have a positive attitude in learning English. Moreover, the teacher should provide active learning and student center in the learning process and the role of the teacher should be the facilitator in order to avoid the traditional learning process.

### **Recommendations for further research**

1. Analyzing group setting. The teacher should emphasize the various capacities among group members. For example, one student who was good at English, one student who had average knowledge of English, and three students had poor knowledge of English.

2. Timing, it is very important to follow each of the S-GIW steps. S-GIW activity has clear steps in the process of learning English, but on the last step, every group should present their task and their friend and teacher will give feedback to them. This step took much time. The teacher needs to manage the time well to allow for the completion of this step. Thus, since this step may take much time, the teacher should manage the time carefully.

3. The problem of learning irregular verb forms of verb 3 also needs further study. In this study, the chosen irregular verbs were very limited. Thus, other words need to be studied to find out how much the students understand about transforming the present participle to the past participle thus transforming the Present Perfect Tense to the Past Perfect Tense.



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# **APPENDICE**

## Appendix A


### List of Research Instrument Specialists

#### List of Research Instrument Specialists

1. Assistant Professor Dr. Dusadee Rangseechatchawan  
Department of Western Languages, Faculty of Humanities and Social Sciences,  
Chiang Mai Rajabhat University
2. Assistant Professor Dr. Chalermchai Chaichomphoo  
Department of Western Languages, Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University
3. Assistant Professor Dr. Nutruetai Arunsitrot  
Department of Western Languages, Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University
4. Acting Sub Lieutenant Dr. Kiattichai Saitakham  
Department of Western Languages, Faculty of Humanities and Social Sciences,  
Chiang Mai Rajabhat University
5. Assistant Professor Dr. Kamolnut Pholwan  
The Dean of Graduate School, Chiangmai Rajabhat University
6. Mr. Tawon Ketsana  
The Director of Jaekornwittaya School, Jaehom district,  
Lampang province



## An example Letters for Verifying the Instruments and Collecting Data



ที่ อว. ๐๖๑๒.๑๔.๐๑/๑๔๘๐

บัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่  
๒๐๒ ถนนช้างเผือก อ.เมือง  
จ. เชียงใหม่ ๕๐๓๐๐

๒๙ ธันวาคม ๒๕๖๓

เรื่อง ขออนุญาตเก็บข้อมูลเพื่อทำการค้นคว้าอิสระ

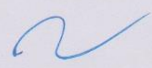
เรียน ผู้อำนวยการโรงเรียนแจ้คอนวิทยา

ด้วยบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ ได้อนุมัติให้ นางสาวกานต์พิชชา คำหลู่ นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา การทำการค้นคว้าอิสระ เรื่อง “การใช้กิจกรรม S-GIW เพื่อพัฒนาความสามารถด้านไวยากรณ์ภาษาอังกฤษ ของนักเรียนชั้นประถมศึกษาปีที่ ๖ โรงเรียนแจ้คอนวิทยา” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ดุขฎิ รังษิ์ชวัล เป็นอาจารย์ที่ปรึกษาการค้นคว้าอิสระ

บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ จึงขออนุญาตให้นักศึกษาเก็บข้อมูล เพื่อทำการค้นคว้าอิสระ ในระหว่างวันที่ ๑ มกราคม - ๑ กุมภาพันธ์ ๒๕๖๔ ส่วนรายละเอียดอื่น ๆ นักศึกษาจะประสานกับท่านโดยตรงต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ



(ผู้ช่วยศาสตราจารย์ ดร.กมลณัฏฐ์ พลวัน)

คณบดีบัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏเชียงใหม่

บัณฑิตวิทยาลัย  
โทรศัพท์ ๐๕๓-๘๘๕๙๙๙  
โทรสาร ๐๕๓-๘๘๕๙๙๙

## Appendix B

### Research Instruments

1. Present Perfect Tense Lesson Plans
2. Present Perfect Tense pretest and posttest
3. Opinion Assessment
4. S-GIW activity

#### Part 1: Present Perfect Tense lesson plans

Unit	Topics / Lesson	Time	Activities	Media
1	<p>Animals (1)</p> <p><b><u>Objectives</u></b></p> <ol style="list-style-type: none"> <li>1. Students will be able to create sentences relevant to animals which put Present Perfect Tense to use.</li> <li>2. Students will be able to present their tasks.</li> </ol> <p><b><u>Vocabulary</u></b></p> <p>elephant, lion, squirrel, turtle, bear, buffalo, dolphin</p>	1	<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b></p> <p>There are 4 steps in S-GIW activity as follows;</p> <ol style="list-style-type: none"> <li>1. Set the memory (S)               <ul style="list-style-type: none"> <li>- Teacher plays the song “We love Present Perfect Tense” in order to begin the lesson of this tense.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Music</li> <li>2. Television</li> <li>3. Handouts about the structures and the past participle form</li> <li>4. Worksheets</li> </ol>

Unit	Topics / Lesson	Time	Activities	Media
	<p><b><u>Past participle</u></b></p> <p>get, have, see, feed, play, adopt</p> <p><b><u>Structure</u></b></p> <p>Subject + have, has + verb 3</p>		<p>2. Group setting (G)</p> <p>- Teacher assigns the students into 5 groups (three in each group; good, average and poor in English) by letting them make a row (good, average, poor in English) and lets them count one – two-three-four-five-six.</p> <p>3. Input the knowledge (I)</p> <p>- Teacher teaches students about the structure of Present Perfect Tense, the past participle form of verbs and animal – related vocabulary items.</p> <p>4. Work in group (W)</p> <p>4.1.) Teacher assigns the students to practice the rule and structure of Present Perfect Tense in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will</p>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>give feedbacks on sentence structure and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b></p> <p>The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	
1	<p>Animals (2)</p> <p><b><u>Objectives</u></b></p> <p>1. Students will be able to use the following Present</p>	1	<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all</p>	<p>1. Music</p> <p>2. Television</p> <p>3. Handouts about the structures and</p>

Unit	Topics / Lesson	Time	Activities	Media
	<p>Perfect Tense structures;</p> <ul style="list-style-type: none"> <li>- S + have, has + verb 3</li> <li>- S + have, has + not + verb 3</li> <li>- Have, Has + S + verb 3?</li> </ul> <p>2. Students will be able to present their tasks.</p> <p><b><u>Vocabulary</u></b> crocodile, chicken, sheep, turkey, goose, donkey, snake</p> <p><b><u>Past participle</u></b> get, have, see, feed, play, adopt</p> <p><b><u>Structure</u></b> :</p> <ul style="list-style-type: none"> <li>- S + have, has + verb 3.</li> <li>- S + have, has + not + verb 3.</li> <li>- Have, Has + S + verb 3?</li> </ul>		<p>multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b> There are 4 steps in S-GIW activity as bellows;</p> <ol style="list-style-type: none"> <li>1. Set the memory (S) <ul style="list-style-type: none"> <li>- Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</li> </ul> </li> <li>2. Group setting (G) <ul style="list-style-type: none"> <li>- Teacher lets the students sit in their group in a circle in order to perform the task together.</li> </ul> </li> <li>3. Input the knowledge (I) <ul style="list-style-type: none"> <li>-Teacher teaches students about structures of Present Perfect Tense (affirmative sentence, negative sentence and interrogative sentence) and the past participle form of verbs.</li> </ul> </li> </ol>	<p>the past participle form</p> <p>4. Worksheet</p>

Unit	Topics / Lesson	Time	Activities	Media
			<p>4. Work in group (W)</p> <p>4.1.) Teacher assigns the students to practice the rules of making affirmative sentence, negative sentence and interrogative sentence in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on the sentence structures and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up,</p>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>second runner-up and good effort.)</p> <p><b>The Closing procedure:</b></p> <p>The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	
1	<p>Animals 3 (past participle 3)</p> <p><b>Objective</b></p> <p>1. Students will be able to use the structures of Present Perfect Tense.</p> <p>2. Students will be able to present their tasks.</p> <p><b>verbs</b></p> <p>improve, become, learn, do, find, meet and break</p> <p><b>Structure</b> :</p> <p>- S + have, has + verb</p> <p>3.</p>	1	<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b></p> <p>There are 4 steps in S-GIW activity as bellows;</p> <p>1. Set the memory (S)</p> <p>- Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</p> <p>2. Group setting (G)</p>	<p>1. Music</p> <p>2. Television</p> <p>3. Handouts about the structures and the past participle form</p> <p>4. Worksheet</p>



Unit	Topics / Lesson	Time	Activities	Media
	<p>- S + have, has + not + verb 3.</p> <p>- Have, Has + S + verb 3?</p>		<p>- Teacher lets the students sit in their group in a circle in order to perform the task together.</p> <p>3. Input the knowledge (I)</p> <p>- Teacher reviews the structures of Present Perfect Tense (affirmative sentence, negative sentence and interrogative sentence) and the past participle form of verbs.</p> <p>4. Work in group (W)</p> <p>4.1.) Teacher assigns the students to practice the rules of making affirmative sentence, negative sentence and interrogative sentence in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by</p>	



Unit	Topics / Lesson	Time	Activities	Media
			<p>using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b> The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	
2	Sports (1) <b><u>Objective</u></b> 1. Students will be able to create sentences relevant to sports which put	1	<b>The opening procedure:</b> Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the	1. Music 2. Television 3. Handouts about the structures and the past participle form

Unit	Topics / Lesson	Time	Activities	Media
	<p>Present Perfect Tense into use.</p> <p>2. Students will be able to present their tasks.</p> <p><b><u>Vocabulary</u></b> badminton, football, basketball, bicycle, boxing, swimming, tae kwon do.</p> <p><b><u>Past participle</u></b> study, begin, teach, like, know, shop practice</p> <p><b><u>Structure</u></b> Subject + have, has + verb 3</p>		<p>activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b> There are 4 steps in S-GIW activity as follows;</p> <ol style="list-style-type: none"> <li>1. Set the memory (S) - Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</li> <li>2. Group setting (G) - Teacher lets the students sit in their group in a circle in order to perform task together.</li> <li>3. Input the knowledge (I) - Teacher teaches students about the structures of Present Perfect Tense, the past participle form of verbs and sports names.</li> <li>4. Work in group (W) 4.1.) Teacher assigns the students to practice the rules and structures of present perfect tense in their groups. Group</li> </ol>	4. Worksheet

Unit	Topics / Lesson	Time	Activities	Media
			<p>members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structures and score their friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b></p> <p>The teacher gives the opportunity to the students to clarify unclear aspects,</p>	

Unit	Topics / Lesson	Time	Activities	Media
			and summarizes the lesson.	
2	<p>Sports (2)</p> <p><b><u>Objective</u></b></p> <p>Students will be able to use the following Present Perfect Tense structures;</p> <ul style="list-style-type: none"> <li>- S + have, has + verb 3</li> <li>- S + have, has + not + verb 3</li> <li>- Have, Has + S + verb 3?</li> </ul> <p>2. Students will be able to present their tasks.</p> <p><b><u>Vocabulary</u></b></p> <p>karate, golf, volleyball, baseball, handball, ice skating, table tennis.</p> <p><b><u>Past participle</u></b></p> <p>study, begin, teach, like, know, shop, practice, shop, practice</p>	1	<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b></p> <p>There are 4 steps in S-GIW activity as follows;</p> <ol style="list-style-type: none"> <li>1. Set the memory (S) <ul style="list-style-type: none"> <li>- Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</li> </ul> </li> <li>2. Group setting (G) <ul style="list-style-type: none"> <li>- Teacher lets the students sit in their group in a circle in order to perform task together.</li> </ul> </li> <li>3. Input the knowledge (I) <ul style="list-style-type: none"> <li>- Teacher teaches students the structures (affirmative sentence,</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Music</li> <li>2. Television</li> <li>3. Handouts about the structures and the past participle form</li> <li>4. Worksheet</li> </ol>

Unit	Topics / Lesson	Time	Activities	Media
	<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>- S + have, has + verb 3.</li> <li>- S + have, has + not + verb 3.</li> <li>- Have, Has + S + verb 3?</li> </ul>		<p>negative sentence and interrogative sentence) and the past participle form of verbs.</p> <p>4. Work in group (W)</p> <p>4.1.) Teacher assigns the students to practice the rules and structures of Present Perfect Tense in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who</p>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b> The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	
2	<p>Sports 3 (past participle 3)</p> <p><b><u>Objective</u></b></p> <p>1. Students will be able to use the structures of Present Perfect Tense.</p> <p>2. Students will be able to present their tasks.</p> <p><b><u>Verbs</u></b> be, write, drink, swim, visit, learn, fly</p> <p><b><u>Structure</u></b></p>	1	<p><b>The opening procedure:</b> Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b> There are 4 steps in S- GIW activity as follows; 1. Set the memory (S) - Teacher plays the song “ We love Present Perfect Tense” in order to review the knowledge of this tense.</p>	<p>1. Music 2. Television 3. Handouts about the structures and the past participle form 4. Worksheet</p>

Unit	Topics / Lesson	Time	Activities	Media
	<ul style="list-style-type: none"> <li>- S + have, has + verb 3.</li> <li>- S + have, has + not + verb 3.</li> <li>- Have, Has + S + verb 3?</li> </ul>		<p>2. Group setting (G)</p> <ul style="list-style-type: none"> <li>- Teacher lets the students sit in their group in a circle in order to perform task together.</li> </ul> <p>3. Input the knowledge (I)</p> <ul style="list-style-type: none"> <li>- Teacher reviews the structures of Present Perfect Tense (affirmative sentence, negative sentence and interrogative sentence) and the past participle form of verbs to the students.</li> </ul> <p>4. Work in group (W)</p> <p>4.1.) Teacher assigns the students to practice the rules of making affirmative sentence, negative sentence and interrogative sentence in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will</p>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>give feedbacks on sentence structures and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b></p> <p>The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	
3	Food (1)  <u><b>Objective</b></u> 1. Students will be able to create	1	<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all</p>	1. Music 2. Television 3. Handouts about the structures and



Unit	Topics / Lesson	Time	Activities	Media
	<p>sentences relevant to foods which put Present Perfect Tense into use.</p> <p>2. Students will be able to present their tasks.</p> <p><b><u>Vocabulary</u></b> bacon, toast, boiled egg, scramble eggs, fried egg, ham, sandwich</p> <p><b><u>Past participle</u></b> eat, buy, sell, make, cook, serve, pay</p> <p><b><u>Structure</u></b> Subject + have , has + verb 3</p>		<p>multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure</b> There are 4 steps in S-GIW activity as follows;</p> <ol style="list-style-type: none"> <li>1. Set the memory (S) - Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</li> <li>2. Group setting (G) - Teacher lets the students sit in their group in a circle in order to perform task together.</li> <li>3. Input the knowledge (I) - Teacher teaches students about the structures of Present Perfect Tense, the past participle form of verbs and food names.</li> <li>4. Work in group (W) 4.1.) Teacher assigns the students to practice the rules and</li> </ol>	<p>the past participle form</p> <p>4. Worksheet</p>

Unit	Topics / Lesson	Time	Activities	Media
			<p>structures of present perfect tense in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p>	

Unit	Topics / Lesson	Time	Activities	Media
			<b>The Closing procedure:</b> The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.	
3	Food (2)  <b><u>Objective</u></b> 1. Students will be able to use the following Present Perfect Tense structures;  - S + have, has + verb 3 - S + have, has + not + verb 3 - Have, Has + S + verb 3?  2. Students will be able to present their tasks.  <b><u>Vocabulary</u></b> pancakes, salad, hot dog, hamburger, fried chicken, pizza, steak	1	<b>The opening procedure:</b> Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.  <b>The Core procedure:</b> There are 4 steps in S-GIW activity as follows; 1. Set the memory (S) - Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense. 2. Group setting (G) - Teacher lets the students sit in their group in a circle in order to perform task together.	1. Music 2. Television 3. Handouts about the structures and the past participle form 4. Worksheet

Unit	Topics / Lesson	Time	Activities	Media
	<p><b><u>Past participle</u></b> eat, buy, sell, make, cook, serve, pay</p> <p><b><u>Structure</u></b> - S + have, has + verb 3. - S + have, has + not + verb 3. - Have, Has + S + verb 3?</p>		<p>3. Input the knowledge (I) - Teacher teaches students about the structures of Present Perfect Tense (affirmative sentence, negative sentence and interrogative sentence) and the past participle form of verbs.</p> <p>4. Work in group (W) 4.1.) Teacher assigns the students to practice the rules and structures of Present Perfect Tense in their groups. Group members are required to help one another. 4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by using the criteria provided to them. 4.3.) In the last step, the teacher corrects and adds more feedbacks to</p>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b></p> <p>The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	
3	<p>Foods 3 (past participle 3)</p> <p><b><u>Objective</u></b></p> <p>1. Students will be able to use the structures of Present Perfect Tense.</p> <p>2. Students will be able to present their tasks.</p>		<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b></p> <p>There are 4 steps in S-GIW activity as follows;</p>	<p>1. Music</p> <p>2. Television</p> <p>3. Handouts about the structure and the past participle form</p> <p>4. Worksheet</p>

Unit	Topics / Lesson	Time	Activities	Media
	<p><b><u>Verbs</u></b> take, work, wait, built, send, clean, paint</p> <p><b><u>Structure</u></b> - S + have, has + verb 3. - S + have, has + not + verb 3. - Have, Has + S + verb 3?</p>		<p>1. Set the memory (S) - Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</p> <p>2. Group setting (G) - Teacher lets the students sit in their group in a circle in order to perform task together.</p> <p>3. Input the knowledge (I) - Teacher reviews the structures of Present Perfect Tense (affirmative sentence, negative sentence and interrogative sentence) and the past participle form of verbs to the students.</p> <p>4. Work in group (W) 4.1.) Teacher assigns the students to practice the rules of making affirmative sentence, negative sentence and interrogative sentence in their groups. Group members are required to help one another.</p>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure</b></p> <p>The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	

Unit	Topics / Lesson	Time	Activities	Media
4	<p>Places (1)</p> <p><b><u>Objective</u></b></p> <p>1. Students will be able to create sentences relevant to places which put Present Perfect Tense into use.</p> <p>2. Students will be able to present their tasks.</p> <p><b><u>Vocabulary</u></b></p> <p>market, train station, palace, beach, amusement park, temple, post office</p> <p><b><u>Past participle</u></b></p> <p>go, live, visit, arrive, stay, travel, walk</p> <p><b><u>Structure</u></b></p> <p>Subject + have , has + verb 3</p>	1	<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b></p> <p>There are 4 steps in S-GIW activity as follows;</p> <p>1. Set the memory (S)</p> <p>- Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</p> <p>2. Group setting (G)</p> <p>- Teacher lets the students sit in their group in a circle in order to perform task together.</p> <p>3. Input the knowledge (I)</p> <p>- Teacher teaches students about the structures of Present Perfect Tense, the past</p>	<p>1. Music</p> <p>2. Television</p> <p>3. Handouts about the structures and the past participle form</p> <p>4. Worksheet</p>



Unit	Topics / Lesson	Time	Activities	Media
			<p>participle form of verbs and place names.</p> <p>4. Work in group (W)</p> <p>4.1.) Teacher assigns the students to practice the rules and structures of Present Perfect Tense in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up,</p>	

Unit	Topics / Lesson	Time	Activities	Media
			second runner-up and good effort.)  <b>The Closing procedure:</b> The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.	
4	Places (2) <b><u>Objective</u></b> 1. Students will be able to use the following Present Perfect Tense structures; - S + have, has + verb 3 - S + have, has + not + verb 3 - Have, Has + S + verb 3 2. Students will be able to present their tasks.  <b><u>Vocabulary</u></b> pharmacy, police station, restaurant,		<b>The opening procedure:</b> Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.  <b>The Core procedure:</b> There are 4 steps in S-GIW activity as follows; 1. Set the memory (S) - Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.	1. Music 2. Television 3. Handouts about the structures and the past participle form 4. Worksheet

Unit	Topics / Lesson	Time	Activities	Media
	<p>theater, sports center, museum, hospital</p> <p><b><u>Past participle</u></b></p> <p>shop, live, visit, arrive, stay, travel, walk</p> <p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>- S + have, has + verb 3.</li> <li>- S + have, has + not + verb 3.</li> <li>- Have, Has + S + verb 3?</li> </ul>		<p>2. Group setting (G)</p> <ul style="list-style-type: none"> <li>- Teacher lets the students sit in their group in a circle in order to perform task together.</li> </ul> <p>3. Input the knowledge (I)</p> <ul style="list-style-type: none"> <li>- Teacher teaches students about the structures of Present Perfect Tense (affirmative sentence, negative sentence and interrogative sentence) and the past participle form of verbs.</li> </ul> <p>4. Work in group (W)</p> <ul style="list-style-type: none"> <li>4.1.) Teacher assigns the students to practice the rules and structures of Present Perfect Tense in their groups. Group members are required to help one another.</li> <li>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by</li> </ul>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b></p> <p>The teacher gives the opportunity to the students to clarify unclear aspects, and summarizes the lesson.</p>	
4	<p>Places 3 (past participle 3)</p> <p><b><u>Objective</u></b></p> <p>1. Students will be able to use the structures of Present Perfect Tense.</p>	1	<p><b>The opening procedure:</b></p> <p>Teacher sets the activity and the goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the</p>	<p>1. Music</p> <p>2. Television</p> <p>3. Handouts about the structures and the past participle form</p> <p>4. Worksheet</p>

Unit	Topics / Lesson	Time	Activities	Media
	<p>2. Students will be able to present their tasks.</p> <p><b><u>Verbs</u></b> wash, swim, be, drive, understand, wear, carry</p> <p><b><u>Structure</u></b> - S + have, has + verb 3. - S + have, has + not + verb 3. - Have, Has + S + verb 3?</p>		<p>activities by focusing on Present Perfect Tense.</p> <p><b>The Core procedure:</b> There are 4 steps in S-GIW activity as follows;</p> <ol style="list-style-type: none"> <li>1. Set the memory (S) <ul style="list-style-type: none"> <li>- Teacher plays the song “We love Present Perfect Tense” in order to review the knowledge of this tense.</li> </ul> </li> <li>2. Group setting (G) <ul style="list-style-type: none"> <li>- Teacher lets the students sit in their group in a circle in order to do task together</li> </ul> </li> <li>3. Input the knowledge (I) <ul style="list-style-type: none"> <li>- Teacher teaches students about the structures of Present Perfect Tense (affirmative sentence, negative sentence and interrogative sentence) and the past participle form of verbs.</li> </ul> </li> <li>4. Work in group (W) <ul style="list-style-type: none"> <li>4.1.) Teacher assigns the students to practice the rules and structures of</li> </ul> </li> </ol>	

Unit	Topics / Lesson	Time	Activities	Media
			<p>Present Perfect Tense in their groups. Group members are required to help one another.</p> <p>4.2.) Then the teacher lets them present their assignment. In this step, their friends will give feedbacks on sentence structure and score the friends' presentation by using the criteria provided to them.</p> <p>4.3.) In the last step, the teacher corrects and adds more feedbacks to the presenters. Then, the teacher collects the scores from their friends and adds the teacher's scores. After that the teacher rewards the students who receive high scores (winner, first runner-up, second runner-up and good effort.)</p> <p><b>The Closing procedure:</b></p> <p>The teacher gives the opportunity to the</p>	

### Part 2: Present Perfect Tense pretest and posttest

**Choose the correct answer by crossing the letter (a, b, c, or d)**

### **A: Affirmative sentences**

- I ..... (verb to have) been to Safari World.  
a. have  
b. has  
c. had  
d. was
- She ..... (verb to have) written a letter to a pen pal.  
a. have  
b. has  
c. had  
d. verb to have
- Marry and Jane have..... (choose) the ticket.  
a. choose  
b. chose  
c. chosen  
d. chooses
- The students have ..... ( drink) milk.  
a. drink  
b. drank  
c. drunk  
d. drinks
- He has swum in the sea ..... one hour.  
a. for  
b. since  
c. between  
d. near
- They have worked here..... 1990  
a. for  
b. since  
c. between  
d. near

**B: Negative Sentences/ Answer the question**

7. **John:** Have you ever been to Sukhothai?

**Marry:** Yes, .....

- |             |                 |
|-------------|-----------------|
| a. I have   | b. I have not   |
| c. you have | d. you have not |

8. **John:** Have you ever visited Laos?

**Marry:** No, .....

- |             |                 |
|-------------|-----------------|
| a. I have   | b. I have not   |
| c. you have | d. you have not |

9. **John:** Has Marry ever bought the car?

**Marry:** Yes, .....

- |            |                |
|------------|----------------|
| a. he has  | b. he has not  |
| c. she has | d. she has not |

10. **John:** Have John and Susan ever learned Japanese?

**Marry:** No, .....

- |                |                  |
|----------------|------------------|
| a. I have not  | b. you have not  |
| c. We have not | d. They have not |

11. **John:** Have you ever seen a panda?

**Marry:** yes, .....

- |             |                 |
|-------------|-----------------|
| a. I have   | b. I have not   |
| c. you have | d. you have not |

12. **John:** Have you ever eaten fried noodles?

**Marry:** No, .....

- |             |                 |
|-------------|-----------------|
| a. I have   | b. I have not   |
| c. you have | d. you have not |



### C: Question sentences

- 13.....you ever .....(be) to Chiangmai?
- a. Have, been                      b. Has, be  
c. Have, are                        d. Has, being
- 14.....she ever .....(study) Chinese?
- a. Have, study                      b. Has, study  
c. Have, studied                  d. Has, studied
- 15.....Jane and Marry ever .....(fly) a kite?
- a. Have, fly                         b. Has, fly  
c. Have, flown                      d. Has, flew
- 16.....it ever.....(eat) fish?
- a. Have, eat                         b. Has, eat  
c. Has, ate                          d. Has, eaten
17. How many book .....(have) you .....(read) this week?
- a. have, read                        b. has, read  
c. has, reads                        d. had, read
18. How many times .....(have) he..... (visit) Bangkok?
- a. has, visit                         b. has, visited  
c. have, visit                        d. have, visited
19. ....have you .....(do) today?
- a. What, do                         b. What, done  
c. What, did                         d. What, doing
- 20.....long has she .....(live) in Lampang ?
- a. How, live                         b. How, lived  
c. How, lives                        d. How, living

### Part 3: Opinion Assessment

#### The students' opinion on S-GIW activity in English language learning on Present Perfect Tense

**Directions:** This opinion assessment is designed to gather information about your attitudes towards S-GIW activity. Please read each statement carefully and mark (/) the response which best describes your opinion on S – GIW activity in English language learning on Present Perfect Tense.

5 = Strongly agree 4 = Agree 3 = Uncertain 2 = Disagree 1 = Strongly disagree

No.	Your opinion on S-GIW activity in English Language Learning on Present Perfect Tense	5	4	3	2	1
1	S – GIW activity can enhance students' understanding of the content.					
2	S – GIW activity is very helpful in students' group learning.					
3	S – GIW activity makes learning language enjoyable.					
4	S – GIW activity has clear steps.					
5	S – GIW activity can motivate and make the content more interesting.					
6	S – GIW activity is helpful for students' learning.					
7	Learning with S – GIW activity are appropriate for the time.					
8	S – GIW activity can help you to reduce allotted learning-related stress.					
9	S – GIW activity can increase students' language learning.					
10	The steps of S – GIW activity can increase group learning.					

**แบบบันทึกความคิดเห็นเกี่ยวกับกิจกรรม S – GIW  
ที่ใช้ในการเรียนบทเรียน Present Perfect Tense**

**คำชี้แจง:** แบบบันทึกความคิดเห็นนี้ได้ออกแบบมาเพื่อเก็บข้อมูลที่นักเรียนแสดงความคิดเห็นเกี่ยวกับกิจกรรม S-GIW ให้นักเรียนอ่าน ข้อความดังต่อไปนี้ และทำเครื่องหมาย ( / ) เกี่ยวกับกิจกรรม S-GIW ตามความคิดเห็นของนักเรียน

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = เห็นด้วยปานกลาง 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ลำดับที่	ความคิดเห็นเกี่ยวกับกิจกรรม S-GIW ที่ใช้ในการเรียน เรื่อง Present Perfect Tense	5	4	3	2	1
1	กิจกรรม S – GIW ช่วยให้เข้าใจในเนื้อหามากขึ้น					
2	กิจกรรม S – GIW เป็นกิจกรรมที่เป็นประโยชน์อย่างมากในการเรียนแบบกลุ่ม					
3	กิจกรรม S – GIW ช่วยสร้างการเรียนรู้ทางด้านภาษาได้อย่างสนุกสนาน					
4	กิจกรรม S – GIW มีขั้นตอนในการจัดการเรียนในรูปแบบที่ชัดเจน					
5	กิจกรรม S – GIW สามารถสร้างแรงบันดาลใจ และทำให้เนื้อหาน่าสนใจมากยิ่งขึ้น					
6	การจัดการเรียนรู้แบบกิจกรรม S – GIW เป็นประโยชน์ในการเรียนรู้					
7	การจัดการเรียนรู้แบบกิจกรรม S – GIW ใช้เวลาได้เหมาะสม					
8	การจัดการเรียนรู้แบบกิจกรรม S – GIW ช่วยให้นักเรียนลดภาวะตึงเครียด					
9	การจัดการเรียนรู้แบบกิจกรรม S – GIW สามารถสร้างการเรียนรู้ในด้านภาษาได้					
10	ขั้นตอนของกิจกรรมการเรียนรู้แบบ S – GIW สามารถสร้างการเรียนรู้แบบกลุ่มได้					

#### **Part 4: S – GIW activity**

S – GIW activity refers to the use of the activity to improve grammar: the Present Perfect Tense. This activity is related to cooperative learning. Moreover, it focuses on active learning and learner-centeredness. Students will learn in teams with members with various capacities by helping one another.

#### **Research Instruments**

The research instruments for data collection include: S – GIW activity, pre – test, post – test, lesson plans and opinion assessment.

S – GIW activity – the students will participate in learning the Present Perfect Tense through SGIW activity for 12 hours over 4 weeks (3 hours per week).

S means Set the memory

G means Group setting

I means Input the knowledge

W means Work in group

There are 4 steps in S – GIW activity: Teacher sets the activity and goal of the learning. Teacher prepares the materials and all multimedia to help the students enjoy the activities by focusing on Present Perfect Tense.

- Set the memory (S) – Teacher reviews the knowledge of the content by having students listen to the song “We love Present Perfect Tense”, then everyone sings the song together.

- Group setting (G) – Teacher assigns the students into 6 groups (5 in each group; good, average, poor in English).

- Input the knowledge (I) – Teacher teaches the students grammar rules and structure on the tense, and then lets the students do the task together.

- Work in group (W)

1. Teacher assigns the students to practice the rules and structure of the Present Perfect Tense in their groups. Group members will help one another.

2. Then, the teacher lets them present their assignment. In this step, their friends will give feedback on using the rules and clear work, and score the friends’ presentation, using the criteria provide to them.

3. In the last step, the teacher corrects and adds more feedback to the presenter. Then the teacher collects the scores from their friends and includes teacher's scores. After that, the teacher rewards the students who receive high scores (winner, first runner – up, second runner-up and good effort).

### **Scope of time**

The researcher will utilize 4 topics in this study (e.g., animals, sports, foods and places). It will take 6 weeks in this study.

#### **Week 1**

The pretest was administered to the students.

#### **Week 2**

The first topic, animals, was conducted. There were three plans, each taking one hour.

#### **Week 3**

The second topic, sports was presented. There were three plans, each taking one hour.

#### **Week 4**

The topic for the third week was about foods. There were three plans, each taking one hour.

#### **Week 5**

The last topic was places, There were three plans, each taking one hour.

#### **Week 6**

The posttest and opinion assessments were provided to the students.

## Appendix C

### Practice Works

#### Part 1 Unit 1: Animals (1)

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	get	
2	verb to have	
3	buy	
4	see	
5	feed	
6	play	
7	adopt	

**B: Change the given verbs into the Present Perfect Tense Structure.**

**Example:**

We \_\_\_\_\_ (learnt) English since 1999.

We have learnt English since 1999.

He \_\_\_\_\_ (finish) the Thai test.

He has finished the Thai test.

1. Peter\_\_\_\_\_ (feed) the dolphin.

= \_\_\_\_\_

2. I \_\_\_\_\_ (see) a buffalo.

= \_\_\_\_\_

3. They \_\_\_\_\_ (play) with that elephant.

= \_\_\_\_\_

4. She \_\_\_\_\_ (adopt) the turtle since 1989.

= \_\_\_\_\_

5. John \_\_\_\_\_ (buy) a bear doll.

= \_\_\_\_\_

6. You \_\_\_\_\_ (get) a squirrel under the tree.

= \_\_\_\_\_

7. The zoo \_\_\_\_\_ ( have) two lions.

= \_\_\_\_\_

**Part 2** Unit 1: Animals (2)

**A: Change the following sentences into the negative and interrogative forms.**

**For example,**

He has done Thai tests.

**Negative form:** He has not done Thai tests.

He has done Thai tests

**Interrogative form:** Has he done Thai tests?

1. Peter has fed the chicken.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

2. I have seen the snake.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

3. They have played with the sheep.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

4. She has adopted the turkey.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

5. John has bought a crocodile doll.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_



6. You have gotten a goose at the farm.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

7. The farm has had five donkeys.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

**Part 3**      Unit 1: Past participle 3

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	improve	
2	become	
3	learn	
4	do	
5	find	
6	meet	
7	break	

**B: Change the given verbs into the Present Perfect Tense Structure.**

**For example,**

We \_\_\_\_\_ (play) football since 1999.

We have played football since 1999.

He \_\_\_\_\_ (bake) the chicken for an hour.

He has baked the chicken for an hour.

1. The workers \_\_\_\_\_ (improve) their job.

= \_\_\_\_\_

2. He \_\_\_\_\_ (become) really smart.

= \_\_\_\_\_

3. They \_\_\_\_\_ (learn) to cook.

= \_\_\_\_\_

4. She \_\_\_\_\_ (do) three tests this week.

= \_\_\_\_\_

5. John \_\_\_\_\_ (find) a dog under the tree.

= \_\_\_\_\_

6. You \_\_\_\_\_ (meet) Jane recently.

= \_\_\_\_\_

7. Jake \_\_\_\_\_ (break) his leg.

= \_\_\_\_\_

**Part 4****Unit 2: Sports (1)**

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	study	
2	begin	
3	teach	
4	like	
5	know	
6	shop	
7	practice	

**B: Change the given verbs into the Present Perfect Tense Structure.**

**For example,**

I \_\_\_\_\_ (feed) my dog since 1998

I have fed my dog since 1998

He \_\_\_\_\_ (see) a bird

He has seen a bird

1. You \_\_\_\_\_ (practice) badminton for three years.

= \_\_\_\_\_

2. I \_\_\_\_\_ (know) how to play football since 1998.

= \_\_\_\_\_

3. Laura \_\_\_\_\_ (begin) her basketball lesson.

= \_\_\_\_\_

4. They \_\_\_\_\_ (study) how to ride the bicycle for one month.

= \_\_\_\_\_

5. Mike \_\_\_\_\_ (teach) boxing to his students.

= \_\_\_\_\_

6. You \_\_\_\_\_ (shop) for the swimming suit in the mall.

= \_\_\_\_\_

7. You \_\_\_\_\_ (watch) Tae Kwon Do for two years.

= \_\_\_\_\_

**Part 5** Unit: 2 Sports (2)

**A: Change the following sentences into the negative and interrogative forms.**

**For example,**

You have not played volleyball for two hours.

**Negative form:** You have not played volleyball for two hours.

Have you played volleyball for two hours?

**Interrogative form:** Have you played volleyball for two hours?

1. You have practiced karate for three years.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

2. I have learned how to play golf since 1998.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

3. Laura has begun her volleyball lesson.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

4. They have studied baseball class for one month.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

5. Mike has taught handball to his students.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

6. You have shopped for the ice skating shoes in the mall.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

7. Jane has watched table tennis on TV for two hours.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

**Part 6**      Unit 2: Past participle 3

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	be	
2	write	
3	drink	
4	swim	
5	visit	
6	learn	
7	fly	

**B: Change the given verbs into the Present Perfect Tense Structure form.**

**For example,**

We \_\_\_\_\_ (play) football since 1999.

We have played football since 1999.

He \_\_\_\_\_ (bake) the chicken for an hour.

He has baked the chicken for an hour.

1. The mosquito \_\_\_\_\_ (fly) into my room.

= \_\_\_\_\_

2. She \_\_\_\_\_ (swim) at the pool for one hour.

= \_\_\_\_\_

3. They \_\_\_\_\_ (be) sick since last week.

= \_\_\_\_\_

4. She \_\_\_\_\_ (write) the letter to her family.

= \_\_\_\_\_

5. John \_\_\_\_\_ (drink) two cups of coffee.

= \_\_\_\_\_

6. You \_\_\_\_\_ (visit) the temple since 2005.

= \_\_\_\_\_

7. Jake \_\_\_\_\_ (learn) English for one year.

= \_\_\_\_\_

**Part 7** Unit 3: Food (1)

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	eat	
2	set	
3	sell	
4	make	
5	cook	
6	serve	
7	start	

**B: Change the given verbs into the Present Perfect Tense Structure.**

**For example,**

I \_\_\_\_\_ (begin) basketball lesson.

I have begun basketball lesson.

He \_\_\_\_\_ (watch) cartoon for one hour.

He has watched cartoon for one hour.

1. Peter \_\_\_\_\_ (start) to cook steak for ten minutes.

= \_\_\_\_\_

2. I \_\_\_\_\_ (eat) the scramble egg.

= \_\_\_\_\_

3. They \_\_\_\_\_ (sell) bacon for ten years.

= \_\_\_\_\_

4. She \_\_\_\_\_ (set) the breakfast for five minutes.

= \_\_\_\_\_

5. John \_\_\_\_\_ (serve) fried eggs to his customers.

= \_\_\_\_\_

6. You \_\_\_\_\_ (make) a sandwich for your sister.

= \_\_\_\_\_

7. Alice and Mickey \_\_\_\_\_ (prepare) a ham salad.

= \_\_\_\_\_

**Part 8** Unit: 3 Food (2)

**A: Change the following sentences into the negative and interrogative forms.**

**For example,**

She has watched cartoon for one hour.

**Negative form:** She has not watched cartoon for one hour.

She has watched cartoon for one hour.

**Interrogative form:** Has she watched cartoon for one hour?

1. Peter has started to cook pancake for ten minutes.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_



2. I have eaten salad.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

3. They have sold hot dogs for ten years.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

4. She has set the breakfast for five minutes.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

5. John has served hamburgers to his customers.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

6. You have made a pizza for your parents.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

7. Alice and Mickey have cooked steak.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

**Part 9**      Unit 3: Past participle 3

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	take	
2	work	
3	wait	
4	built	
5	send	
6	clean	
7	paint	

**B: Change the given verbs into the Present Perfect Tense Structure.**

**For example,**

I \_\_\_\_\_(begin) basketball lesson.

I have begun basketball lesson.

He \_\_\_\_\_(watch) cartoon for one hour.

He has watched cartoon for one hour.

1. The passenger \_\_\_\_\_(wait ) for the bus for three hours.  
= \_\_\_\_\_
2. He \_\_\_\_\_(built) the house for two years.  
= \_\_\_\_\_
3. Jane \_\_\_\_\_(send) the gift to her friend for two days.  
= \_\_\_\_\_
4. She \_\_\_\_\_(clean) the house.  
= \_\_\_\_\_
5. John \_\_\_\_\_(paint) a picture for four months.  
= \_\_\_\_\_
6. You \_\_\_\_\_(work) at the hospital since 1989.  
= \_\_\_\_\_
7. Jake \_\_\_\_\_(take) the letter from my office since 1989.  
= \_\_\_\_\_

**Part 10**

Unit: 4 Places (1)

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	go	
2	live	
3	visit	
4	arrive	
5	stay	
6	travel	
7	walk	

**B: Change the given verbs into the Present Perfect Tense Structure.****For example,**

We \_\_\_\_\_ (learn) English since 1999.

We have learnt English since 1999.

He \_\_\_\_\_ (finish) Thai tests.

He has finished Thai tests.

1. Peter \_\_\_\_\_ (walk) to the market for ten minutes.

= \_\_\_\_\_

2. I \_\_\_\_\_ (go) to the train station.

= \_\_\_\_\_

3. They \_\_\_\_\_ (live) with my friends.

= \_\_\_\_\_

4. She \_\_\_\_\_ (visit) the palace since 1989.

= \_\_\_\_\_

5. John \_\_\_\_\_ (arrive) at the amusement park since eleven o'clock.

= \_\_\_\_\_

6. The monk \_\_\_\_\_ (stay) at the temple for five years.

= \_\_\_\_\_

7. I \_\_\_\_\_ (travel) around the world since 1999.

= \_\_\_\_\_

**Part 11** Unit: 4 Places (2)**A: Change the following sentences into the negative and interrogative forms.****For example,**

He has eaten banana.

**Negative form:** He has not eaten banana.

He has eaten banana.

**Interrogative form:** Has he eaten banana?

1. Mike has walked to the theater for ten minutes.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

2. She has shopped at a pharmacy for an hour.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

3. They have lived on the First Road for 20 years.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

4. She has visited the museum since 2005.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

5. John has arrived at the sports center since three o'clock.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

6. The police have worked at the police station.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

7. He has traveled around the world since 1999.

**Negative sentence**

= \_\_\_\_\_

**Interrogative sentence**

= \_\_\_\_\_

**Part 12** Unit: 4 Past participle 3

**A: Change the following verbs into the correct past participle form.**

No.	Verb 1	Past participle (v3)
1	wash	
2	bake	
3	talk	
4	drive	
5	understand	
6	wear	
7	carry	

**B: Change the given verbs into the Present Perfect Tense Structure.**

**For example,**

We \_\_\_\_\_(play) football since 1999.

We have played football since 1999.

He \_\_\_\_\_(do) his homework.

He has did his homework.

1. The workers \_\_\_\_\_(carry) woods for ten minutes.

= \_\_\_\_\_

2. She \_\_\_\_\_(wear) this dress.

= \_\_\_\_\_

3. They \_\_\_\_\_(bake) the cake for an hour.

= \_\_\_\_\_

4. She \_\_\_\_\_(talk) three topics.

= \_\_\_\_\_

5. John \_\_\_\_\_(drive) a dog under the tree.

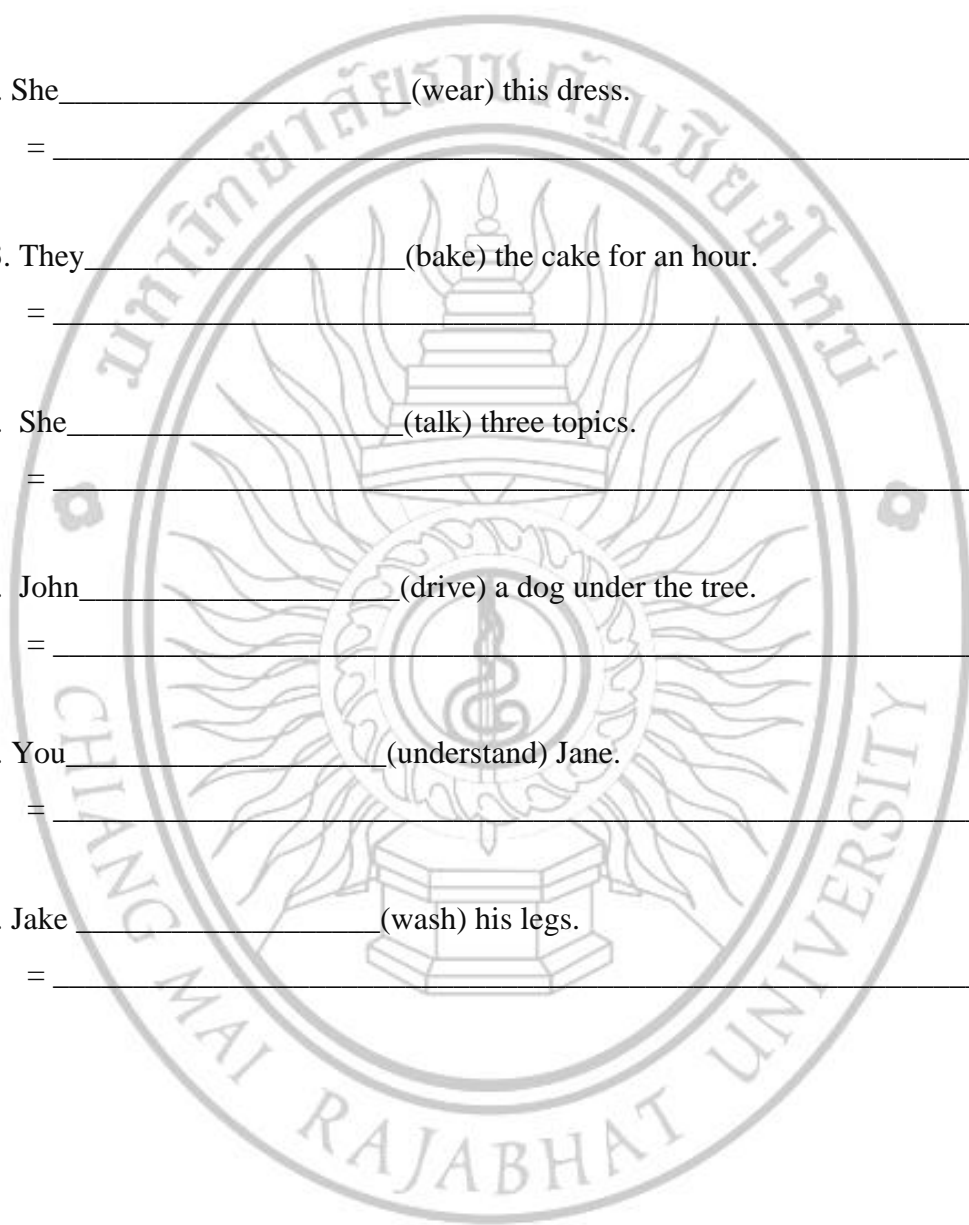
= \_\_\_\_\_

6. You \_\_\_\_\_(understand) Jane.

= \_\_\_\_\_

7. Jake \_\_\_\_\_(wash) his legs.

= \_\_\_\_\_



## Appendix D

### IOC Form

1. IOC of the Present Perfect Tense Lesson Plans
2. IOC of the pretest and posttest
3. IOC of the opinion assessment
4. IOC of the S-GIW activity

#### IOC of the Lesson Plan

**The Use of S-GIW activity to Improve English Grammar of Primary 6 students  
at Jaekornwittaya School**

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

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

-1 = incongruent      0 = questionable or unclear      1 = congruent

Lesson Plan	IOC Values			Comments
	-1	0	1	
1. The objectives of the lesson plan are clear.				
2. The materials are useful and appropriate.				
3. Collaborative process appears in each step.				
4. Learning activities provide students opportunities to practice using English (Present Perfect Tense).				
5. The activities are appropriate for the time.				
6. The opening procedure helps students to prepare themselves for the S-GIW activity.				



Lesson Plan	IOC Values			Comments
	-1	0	1	
7. The core procedure allows students to learn present perfect tense in group and individually.				
8. The closing procedure gives the opportunity to the teacher and students to clarify unclear aspects, and prepare for the next learning period.				
9. The evaluations are congruent with the objectives.				
10. The overall format of the lesson plan focuses on students - centeredness.				

### Suggestion

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Signature .....

(.....)

**IOC of the Present Perfect Tense Pre – test and Post – test**  
**The Use of S – GIW activity to Improve English Grammar of Primary 6 students**  
**at Jaekornwittaya School**

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

**Instruction:** Please rate the following elements of the present perfect tense pre – test and post – test, according to the degree of index of item-objective congruence.

-1 = incongruent      0 = questionable or unclear      1 = congruent

Present Perfect Tense Pre – test and Post – test	IOC Values			Comments
	-1	0	1	
Affirmative sentences				
Item 1				
Item 2				
Item 3				
Item 4				
Item 5				
Item 6				
Negative Sentences/ Answer the question				
Item 7				
Item 8				
Item 9				
Item 10				
Item 11				
Item 12				
Question sentences				
Item 13				
Item 14				
Item 15				
Item 16				

Present Perfect Tense Pre – test and Post – test	IOC Values			Comments
	-1	0	1	
Item 17				
Item 18				
Item 19				
Item 20				
1. The pre – test and post – test are appropriate to examine the effectiveness of the present perfect tense pre – test and post – test using S – GIW activity to improve the problematic English Grammar of primary 6 students.				
2. The pre – test and post – test are clear and relevant.				
3. The pre – test and post – test are correct and reliable.				
4. The number of the present perfect tense pre – test and post – test are appropriate.				
5. The present perfect tense pre-test and post – test are congruence with the lessons.				

### Suggestion

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Signature .....

(.....)

### IOC of the Opinion Assessment

#### The Use of S – GIW activity to Improve English Grammar of Primary 6 students at Jaekornwittaya School

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

**Instruction:** Please rate the following items of the opinion assessment, according to the degree of index of item-objective congruence.

-1 = incongruent      0 = questionable or unclear      1 = congruent

Opinion Assessment	IOC Values			Comments
	-1	0	1	
1. S – GIW activity can enhance students' understanding of the content.				
2. S – GIW activity is very helpful in students' group learning.				
3. S – GIW activity makes learning language enjoyable.				
4. S – GIW activity has clear steps.				
5. S – GIW activity can motivate and make the content more interesting.				
6. S – GIW activity is helpful for students' learning.				
7. Learning with S – GIW activity is appropriate for the time.				
8. S – GIW activity can help you to reduce allotted learning-related stress.				
9. S – GIW activity can increase students' language learning.				
10. The steps of S – GIW activity can increase group learning.				

Overall Test	IOC Values			Comments
	-1	0	1	
1. The opinion checklist is appropriate for exploring students' satisfaction with the use of S – GIW activity in improving the problematic English grammar.				
2. The opinion checklist is clear and relevant.				
3. The opinion checklist is reliable.				
Opinion Assessment	IOC Values			Comments
	-1	0	1	
4. The number of the opinion checklist is appropriate.				

### Suggestion

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.....

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Signature .....

(.....)

### IOC of the S-GIW activity

#### The Use of S-GIW activity to Improve English Grammar of Primary 6 students at Jaekornwittaya School (Activity and Process)

**Expert's name:**

.....

**Instruction:** Please rate the following elements of the S-GIW activity, according to the following criteria:

-1 = incongruent      0 = questionable or unclear      1 = congruent

Evaluation lists	IOC Values			Comments
	-1	0	1	
Activity and process				
1. Increasing group learning				
2. Appropriateness of activity				
3. Enhancing understanding of the content				
4. Enjoyable activity				
5. Providing clear steps				
6. Length of each activity				
7. Overall design				

**Suggestions**

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 .....  
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 .....

Signature .....

(.....)

## Appendix E

**Table E-1 Evaluation of the Lesson Plan using the index of item – objective congruence (IOC)**

Lesson Plan		Expert 1	Expert 2	Expert 3	$\bar{x}$	Remarks
1	The objectives of the lesson plan are clear.	1	1	1	1	Accepted
2	The materials are useful and appropriate.	1	1	1	1	Accepted
3	Collaborative process appears in each step.	1	1	1	1	Accepted
4	Learning activities provide students opportunities to practice using English (Present Perfect Tense).	1	1	1	1	Accepted
5	The activities are appropriate for the time.	1	1	1	1	Accepted
6	The opening procedure helps students to prepare themselves for the S-GIW activity.	1	1	1	1	Accepted
7	The core procedure allows students to learn present perfect tense in group and individually.	1	1	1	1	Accepted
8	The closing procedure gives the opportunity to	1	1	1	1	Accepted

Lesson Plan		Expert 1	Expert 2	Expert 3	$\bar{x}$	Remarks
	the teacher and students to clarify unclear aspects, and prepare for the next learning period.					
9	The evaluations are congruent with the objectives.	1	1	1	1	Accepted
10	The overall format of the lesson plan focuses on students – centeredness.	1	1	1	1	Accepted

According to Table E-1, all items in the Lesson Plan received the index of item – objective congruence (IOC) scores higher than 0.50 which indicated that they were accepted.

**Table E-2 Evaluation of the Pretest and Posttest using the index of item – objective congruence (IOC)**

Pretest and Posttest	Expert 1	Expert 2	Expert 3	$\bar{x}$	Remarks
<b>Affirmative sentences</b>					
Item 1	1	1	1	1	Accepted
Item 2	1	1	1	1	Accepted
Item 3	1	1	1	1	Accepted
Item 4	1	1	1	1	Accepted
Item 5	1	1	1	1	Accepted
Item 6	1	1	1	1	Accepted
<b>Negative Sentences/ Answer the question</b>					
Item 7	1	1	1	1	Accepted



<b>Pretest and Posttest</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	$\bar{x}$	<b>Remarks</b>
Item 8	1	1	1	1	Accepted
Item 9	1	1	1	1	Accepted
Item 10	1	1	1	1	Accepted
Item 11	1	1	1	1	Accepted
Item 12	1	1	1	1	Accepted
<b>Question sentences</b>					
Item 13	1	1	1	1	Accepted
Item 14	1	1	1	1	Accepted
Item 15	1	1	1	1	Accepted
Item 16	1	1	1	1	Accepted
Item 17	1	1	1	1	Accepted
Item 18	1	1	1	1	Accepted
Item 19	1	1	1	1	Accepted
Item 20	1	1	1	1	Accepted
<b>Overall Tests</b>					
1. The pre–test and post–test are appropriate to examine the effectiveness of the present perfect tense pre–test and post–test using S–GIW activity to improve the problematic English Grammar of primary 6 students.	1	1	1	1	Accepted
2. The pre–test and post–test are clear and relevant.	1	1	1	1	Accepted
3. The pre–test and post–test are correct and reliable.	1	1	1	1	Accepted

<b>Pretest and Posttest</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	$\bar{x}$	<b>Remarks</b>
4. The number of the present perfect tense pre-test and post-test are appropriate.	1	1	1	1	Accepted
5. The present perfect tense pre-test and post-test are congruence with the lessons.	1	1	1	1	Accepted

According to Table E-2, all items in the Pretest and Posttest received the index of item – objective congruence (IOC) scores higher than 0.50 which showed that they were accepted.

**Table E-3 Evaluation of the Opinion Assessment using the index of item – objective congruence (IOC)**

<b>Opinion Assessment</b>		<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	$\bar{x}$	<b>Remarks</b>
1	S-GIW activity can enhance students' understanding of the content.	1	1	1	1	Accepted
2	S-GIW activity is very helpful in students' group learning.	1	1	1	1	Accepted
3	S-GIW activity makes learning language enjoyable.	1	1	1	1	Accepted
4	S-GIW activity has clear steps.	1	1	1	1	Accepted

Opinion Assessment		Expert 1	Expert 2	Expert 3	$\bar{x}$	Remarks
5	S-GIW activity can motivate and make the content more interesting.	1	1	1	1	Accepted
6	S-GIW activity is helpful for students' learning.	1	1	1	1	Accepted
7	Learning with S-GIW activity is appropriate for the time.	1	1	1	1	Accepted
8	S-GIW activity can help you to reduce allotted learning-related stress.	1	1	1	1	Accepted
9	S-GIW activity can increase students' language learning.	1	1	1	1	Accepted
10	The steps of S-GIW activity can increase group learning.	1	1	1	1	Accepted
<b>Overall Test</b>						
1	The opinion checklist is appropriate for exploring students' satisfaction with the use of S-GIW activity in improving the problematic English grammar.	1	1	1	1	Accepted
2	The opinion checklist is clear and relevant.	1	0	1	0.67	Accepted

Opinion Assessment		Expert 1	Expert 2	Expert 3	$\bar{x}$	Remarks
3	The opinion checklist is reliable.	1	1	1	1	Accepted
4	The number of the opinion checklist is appropriate.	1	0	1	0.67	Accepted

According to Table E-3, almost items in the Opinion Assessment received the index of item – objective congruence (IOC) scores higher than criteria which showed that they were accepted, Therefore, they could be applied as the research instrument for this study.

**Table E-4 Evaluation of the S-GIW activity using the index of item-objective congruence (IOC)**

S-GIW activity		Expert 1	Expert 2	Expert 3	$\bar{x}$	Remarks
<b>Activity and process</b>						
1	Increasing group learning	1	1	1	1	Accepted
2	Appropriateness of activity	1	1	1	1	Accepted
3	Enhancing understanding of the content	1	0	1	0.67	Accepted
4	Enjoyable activity	1	0	1	0.67	Accepted
5	Providing clear steps	1	0	1	0.67	Accepted
6	Length of each activity	1	1	1	1	Accepted
7	Overall design	1	0	1	0.67	Accepted

According to Table E-4, all items in the S-GIW activity received the index of item – objective congruence (IOC) scores higher than criteria which illustrated that they were accepted, Therefore, they could be applied as the research instrument for gathering the data on this study.



## Appendix F

The achievement scores of pre – test and post – test

Students No.	Pre – test (20)	Post – test (20)
1	8	14
2	7	20
3	11	15
4	10	14
5	9	15
6	6	14
7	5	15
8	3	11
9	10	17
10	3	16
11	8	11
12	2	15
13	4	18
14	7	12
15	5	11
16	5	10
17	8	17
18	4	17
19	8	16
20	5	18
21	9	18
22	5	14
23	7	18
24	5	19
25	4	16
26	2	14
27	5	15
28	8	17
29	6	16
30	4	11
Total	183	454
$\bar{X}$	6.1	15.13
S.D.	2.43	2.62

## Appendix G

### S – GIW Activity

S – GIW activity – the students are participated in learning the Present Perfect Tense through S– GIW activity for 12 hours over 6 weeks (3 hours per week).

S means Set the memory

G means Group setting

I means Input the knowledge

W means Work in group

There are 4 steps in S – GIW activity: Teacher sets the activity and goal of the learning. Prepares the materials and all multimedia that can help the students enjoy learning the present perfect tense.

– Set the memory (S) – Teacher reviews the knowledge of the content by listening to the song “We love Present Perfect Tense” then everyone sings the song together.

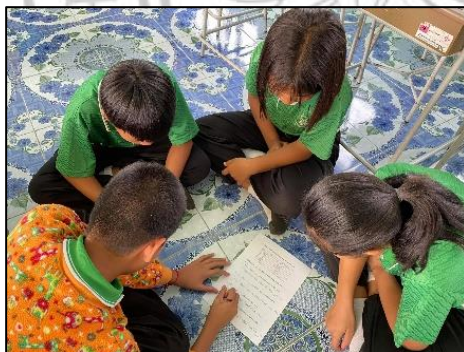




- Group setting (G) – Teacher assigns the students into 6 groups (5 in each group; good, average, poor in English).



- Input the knowledge (I) – Teacher teaches the students on grammar rules and structure then lets the students do the task together.





– Work in group (W)

1. Teacher assigns the students to practice the rule and structure of the present perfect tense in their groups. Each group will help each other.

2. Then, the teacher lets them present their assignment. In this step, their friends will give feedback on using the rules and clear work, and score the friends' presentation, using the criteria that the teacher gave them.



3. In the last step, the teacher corrects and adds more feedback to the presenter. Then the teacher collects the scores from their friends and includes teacher's scores. After that, the teacher rewards the students who receive high scores (winner, first runner – up, second runner – up and good effort.)

The researcher utilized 4 topics in this study (e.g., animals, sports, foods and places) It took 6 weeks in this study.

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