

ผลการใช้โปรแกรมสื่อผสมเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ เรื่อง ปัจจุบันกาล  
และอดีตกาล ของนักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนบ้านศรีบุญเรือง  
The Effects of Utilizing Multimedia Program to Develop English Learning  
Achievement in the Present Simple Tense and the Past Simple Tense of  
Prathom Suksa 6 Students at Ban Sriboonrueng School

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### บทคัดย่อ

งานวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของบทเรียนโปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีตกาลตามเกณฑ์มาตรฐาน 75/75 เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนก่อนและหลังการเรียน

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ของนักเรียนที่เรียนด้วยบทเรียนโปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีตกาล และเพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อบทเรียนโปรแกรมมัลติมีเดีย กลุ่มตัวอย่างคือนักเรียนชั้นประถมศึกษาปีที่ 6 ที่กำลังเรียนวิชาภาษาอังกฤษ ภาคเรียนที่ 2 ปีการศึกษา 2563 โรงเรียนบ้านศรีบุญเรือง จำนวน 27 คน เครื่องมือที่ใช้ในการวิจัยคือ โปรแกรมมัลติมีเดีย แบบทดสอบก่อนเรียนและหลังเรียน แบบสอบถาม แผนการสอน และแบบสัมภาษณ์ หลังจากนักเรียนทำแบบทดสอบก่อนเรียนแล้ว นักเรียนได้เรียนผ่านโปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีตกาล ที่สร้างจากโปรแกรม Adobe Captivate 2019 จากนั้นนักเรียนทำแบบทดสอบหลังเรียน ตามด้วยแบบสอบถามและแบบสัมภาษณ์ การวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าร้อยละ และส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่า การสอนผ่านบทเรียนโปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีตกาลที่สร้างขึ้นมีค่าประสิทธิภาพ 75.06/80.55 คะแนนที่ได้จากการสอบหลังเรียนผ่านบทเรียนโปรแกรมมัลติมีเดียเรื่องปัจจุบันกาลและอดีตกาลสูงกว่าก่อนเรียนมีนัยสำคัญทางสถิติที่ระดับ 0.01 และความคิดเห็นของนักเรียนที่มีต่อการสอนผ่านโปรแกรมมัลติมีเดียอยู่ในระดับสูงสุดโดยมีคะแนนค่าเฉลี่ยเท่ากับ 4.54

### คำสำคัญ

โปรแกรมมัลติมีเดีย นักเรียนชั้นประถมศึกษาปีที่ 6 ผลสัมฤทธิ์ทางการเรียน ปัจจุบันกาล อดีตกาล

### Abstract

The objectives of this study were to investigate the effects of the multimedia program on the use of the Present Simple tense and the Past Simple tense based on the 75/75 standard criteria, to compare the students' learning achievements after the implementation of the multimedia program, and to explore the students' satisfaction towards the use of the multimedia program. The participants were 27 Prathom Suksa 6 students at Ban Sriboonrueng School selected by adopting the purposive sampling method. The lessons were designed for the students by incorporating the multimedia program which was based on the Adobe Captivate 2019. The instruments comprised the multimedia program, the pretest and posttest, the questionnaire, six lesson plans, and the semi-structured interview. The pretest was administered before the experiment. After the experiment, the posttest was administered to examine their English learning achievement. Then, all students were asked to complete the questionnaire and five students were randomly selected for the interview to explore their satisfaction. The data were statistically analyzed for mean, percentage, and standard deviation. The findings revealed that the efficiency of the multimedia program ( $E_1/E_2$ ) was at 75.06/80.55, which was higher than the standard criteria of 75/75. Furthermore, the students' English learning achievement was improved significantly as there was a significant difference in the

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

### Keywords

Multimedia Program, Prathom Suksa 6 Students, English Language Achievement, Present Simple Tense, Past Simple Tense

### Introduction

One important subject studied in all Thai schools is English grammar due to the fact that it has an important function in all English skills. Grammar makes those four English skills meaningful and comprehensible. It was said that to master English is to master its grammar. However, learning grammar is not easy as we think. It requires not only effective methods to make learners motivated and active in learning but also application of grammar in real life. Mart (2013, 125-129) pointed out that one important key in foreign language acquisition is to understand grammar. To be in line with this, Tomakin (2014, 120) stated that nobody can master a language without learning its grammar inasmuch as grammar helps them to build meaningful words or sentences. According to the 2019 report by the National Institute of Educational Testing Service (NIETS), Ministry of Education, it was revealed that the average English test scores of sixth grade Thai students in ordinary national educational test (O-NET) at the primary school level from 2017 to 2019 were below the standard at approximately 36.34, 39.24, 34.42 out of 100, respectively (NIETS, O-NET report, 2017-2019). For Prathom Suksa 6 at Ban Sriboonrueng School, the average mean scores in the same period were 27.50, 36.73, 26.55 respectively, which were considered well below the national standard. The report revealed that Thai students, especially Prathom Suksa 6 students, were below the standard in English as well as other subjects. This is primarily because most Thai students use little English in daily life, and they worry about grammar; therefore, they do not attain enough exposure to a variety of learning experiences through practice. Furthermore, they have very little time to practice English outside of class. Another obstacle is the limitation of motivation to learn English, which is one of the obstacles in their English learning development. Though, they have learned English for longer than six years, their English skills have still not been well developed.

From personal experience as an English teacher, grammar is one of the most difficult problems that teachers have encountered so far. Last semester, a grammar test containing 30 multiple-choice items was administered at my school in order to test the students' grammar ability. It was found that only 11 of 41 students could pass the grammar test. When the results were examined in detail, it was revealed that Present Simple tense gained the lowest scores of all, followed by Past Simple tense consecutively. The test included present simple tense, past simple tense, punctuation, preposition, adjective, adverb, subject and verb agreement, and capitalization respectively. Present Simple and Past Simple Tenses are ones of the essential skills that should be mastered by the students due to the fact that they are the basis of other tenses. The skills deal with how to form sentences and how to use them in an appropriate and correct way. In teaching and learning the Present and Past Simple tenses, the students are often confused about the rules: consequently, they sometimes get bored in the teaching and learning process employed by the teacher, resulting in low scores on English caused by the teaching failure.

Presently, it is seen that computer technology plays an important role in the English language classroom. This is useful not only for teachers but also for students. Since the 1980's, it is obvious that the computer has had a great potential in language learning (Nazir, 1999, 202). Therefore, computers have been used in language learning and have become a valuable tool for language teaching and learning activities. They enable teachers to implement new methods with the integration of culture, grammar, and real language use. To be successful learners, there are requirements not only for the four English language skill practice, but also those for grammar. The study and practice of the rules of grammar help learners know how words change and how they are put together to construct sentences. There are several kinds of grammatical rules of English, but the most common mistakes of Prathom Suksa 6 students at Ban Sriboonrueng School are the confusion of tense use, especially the Present Simple tense and the Past Simple tense.

This research focused on developing a multimedia program for Prathom Suksa 6 students in order to solve grammar problems on the use of the Present Simple Tense and the Present Simple Tense and to use technology to enhance language learning to achieve this proficiency. Therefore, this study included an exploration of the development of the multimedia program to teach English grammar especially in these two areas for Prathom Suksa 6 students at Ban Sriboonrueng School.

## Research Objectives

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

## Literature Review

Media play a number of roles in education that have to do with communication and instrumentation. These roles can be classified into three categories: (1) the delivery of instruction, in which media are used to transform specific contents, (2) the construction of mediated environments, in which media help students explore and construct understanding of a body of knowledge, and (3) the development of cognitive skills, where media are used to model, engender, or extend mental skills. Three types of theories support these roles of media. Semiotic theories are concerned with how media represent what they refer to. Cognitive theories account for how students decode and learn from the message media convey (Pangaribuan, Sinaga & Sipayung, 2017, 213). The educational strength of multimedia is that it uses the natural information processing ability that we definitely possess as humans. Our eyes and ears, together with our brain, come together to form a formidable system for completely changing meaningless sense data into information (Fenrich, 1997). In conclusion multimedia technology can be applied to create a wide variety of different interactive learning environments. These environments are highly designed in such a way that the learning process is in a manner that learners are in control, participative, and continuously motivated.

Implementation of multimedia in the classroom is globally practiced in teaching and learning process. This part presents the previous relevant studies using multimedia in classroom. Using information and communication technology (ICT) in the teaching and learning process is unavoidable in this age. Using technology in class will motivate a positive impact on students' attitude. It also has effective impacts on learning and can make the learning process enjoyable (Clark, 1994, 24-25). In learning languages, computer technologies can be used in different ways. Many computer facilities contribute to improving grammar

development. Multimedia is one of the computer facilities referred to as computer-based systems that make use of varying types of contents, for instance, text, audio, video, graphics, animation, and interactivity (Akhlaghi & Zareian, 2015, 164). To be in line with this, Dewan and Sripetpub (2014, 30) indicated that after learning new words by CAVL package, the students' knowledge of learned vocabulary grew significantly. Moreover, Abu Bakar and Nosratirad (2013, 235) stated that computer games were beneficial in sustaining language learning, especially, in providing space to learn independently, were a tool for self-study and created an independent learning environment, and provided the learners with a stress-free learning environment.

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

This part includes the relevant studies on the implementation of the multimedia technology in English as a Foreign Language classroom in Thailand. Gasigijtamrong (2013, 48) who investigated the effects of using multimedia annotations on EFL readers' word recall and text recall, revealed that Thai EFL learners recalled about 42% of words after utilizing multimedia vocabulary annotations. This recall was significantly higher than their pretest scores. In accordance with the affordances of 21<sup>th</sup> century learning skills, Larson and Miller (2011, 121-122) in consistence with Brown (2003, 4) and West & Vosloo (2013, 38), who believed that mobile devices could make learners more creative, increase their communication and collaboration with teachers and other students, enhance their technology skills, and improve their general learning. Students with the lowest level of agreement (though still positive) indicated that the use of mobile devices in EFL classes could increase their excitement to attend classes and to learn. This may be indicative of how mobile devices have been accepted as effective learning aids. Howlett & Waemusa (2019, 75) examined the extent to which English as a Foreign Language (EFL) high-school students believed that mobile devices increase learning and learners' satisfaction in the Thai school/classroom context. The findings

revealed that students were in agreement with every aspect regarding the advantageous ways mobile devices could help them study English in the EFL classroom or school setting.

For the implementation of the multimedia computer assisted instruction program on the use of the Present Simple tense and the Past Simple tense, it was revealed that the students learning the two tenses via multimedia programs had achieved higher scores in their posttest. Additionally, the efficiency values of the teaching and learning instruments and learning progress were higher than the pre-determined standard criteria. Furthermore, satisfaction of the students was found to be at the high to highest levels in these previous studies. Moreover, the students found that learning English through the multimedia programs were exciting, enjoyable and motivational, and it was also convenient to get access to and review the contents as often as they could (Sutthirad, 2009, 74-75; Kaiyarach, 2010, 81; Inchai, 2011, 72)

Efficiency criteria are the criteria used to ensure that the content contained in the media or in teaching is appropriate and understandable. The criteria of efficiency is divided into two types: efficiency of process ( $E_1$ ) and efficiency of product ( $E_2$ ), when evaluation the student's behavior. Efficiency of process assessment is a transitional behavior consisting of partial student behaviors called "process". Projects, reports, group work, and individual reports are examples of tasks assigned to students as transitional behaviors. On the other hand, product efficiency is a final behavior, such as the unit test or the final exam.

In this study, the efficiency of the process and product was used to evaluate the multimedia-incorporated lessons and the posttest. The criteria of efficiency are composed of the efficiency of the process ( $E_1$ ) and the efficiency of the product ( $E_2$ ). The efficiency of the process is derived from the exercises in the lessons, while the efficiency of the product is derived from the posttest after the implementation of the multimedia-incorporated lessons. The average score of the exercises and the posttest was set at  $E_1/E_2 = 75/75$ . To find out the efficiency of the lessons and the posttest, the following formulas were applied.

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

$E_1$  = Efficiency of the process

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

A = Total scores of the exercises in the lessons

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

$E_2$  = Efficiency of the outcomes

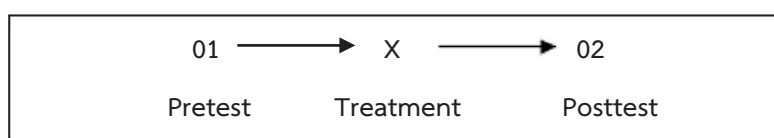
$\bar{x}$  = Average scores students obtain from the posttest

$B$  = Total scores of the posttest

## Methodology

### 1. Research Design

This study employed quasi-experimental research with a one-group-pretest-posttest design as illustrated in the following diagram.



**Figure 1:** The research design used in this study

### 2. Population and Sample Group

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

### 3. Variables

Variables comprised the independent variable and the dependent variables. The independent variable was the teaching method based on the multimedia program on the Present and Past Simple tenses while the dependent variables were composed of the students' English achievement and students' satisfaction towards the multimedia program lessons.

### 4. Research Hypotheses

Hypotheses were composed of (1) the efficiency of the multimedia program on Present Simple tense and Past Simple tense was able to meet the 75/75 standard criteria, (2) after implementing the multimedia program, students' posttest achievement was significantly



higher than that of their pretest achievement at the .01 level, and (3) the students' satisfaction towards the use of multimedia program were significantly positive.

## 5. Construction and Efficiency of the Instruments

**5.1 The Multimedia Program** entitled the Present and Past Simple tenses was designed and constructed as follows; (1) English Grammar for Prathom Suksa 6 students was studied, (2) The Adobe Captivate version 2019 was used to design and construct the multimedia program, (3) The multimedia program was verified and assessed by three specialists. The mean score of the quality of the multimedia program were 4.835, (4) The multimedia program lessons were tried out with 30 Prathom Suksa 6 from another school. They were categorized into three groups: ten good students, ten fair students and ten poor students. The results of the tryout were used to improve the program, so that the efficiency of the program was 75.33/77.33 which met the 75/75 standard criteria, and (5) The results of the tryout were analyzed and used to improve the lessons.

**5.2 The Lesson Plans** covered contents of how to construct the forms and how to use the Present and Past Simple tenses. They comprised 6 units, including TV Program, TV Program Highlights, TV Program Surveys, Where were you yesterday, Visiting Hongkong, and My Best Holidays. The PPP teaching methods were adopted to construct the lesson plans. Each unit lasted 2 hours within one and a half months. After that, three specialists were asked to examine the lesson plans. The mean score of the item-objective congruence (IOC) index rating of the lesson plans was 0.93, which is at an acceptable level.

**5.3 The Pretest and Posttest** was constructed and it consisted of the same 20 multiple choice questions. Firstly, the contents emphasizing the Present and Past Simple tenses were studied. After that, 40 test questions from each tense were initially constructed with four alternatives for each question. Secondly, three specialists were asked to assess the correctness and appropriateness of the test items. The mean of the pretest and posttest for the Present and Past Simple Tense using the index of item objective congruence (IOC) was 0.95. Thirdly, 30 Prathom Suksa 6 students from another school were asked to take the test as a pilot study. The results from the pilot study were analyzed to examine the level of difficulty and discrimination power. The item analysis results for difficulty (p) were 0.63, which was an acceptable value, and the discrimination index (r) was 0.33, which was an acceptable value and The KR-20 value was at 0.79 which was higher than  $\geq 0.7$ . Finally, twenty test items were selected to incorporate in the pretest and posttest.

**5.4 The Questionnaire** was designed and developed step-by-step as follows. Firstly, Likert's method was examined on how to develop the satisfaction questionnaire. After that, the problems related to the learning through the multimedia program were collected. Secondly, twenty statements were constructed. They comprised 10 positive and 10 negative statements. Thirdly, three specialists were asked to assess the appropriateness of questionnaire items by means of IOC. The mean of the evaluation scores of the questions for the students' questionnaire was 0.95. The t-test for each item was .865. The item with the value between 0.05-1 was accepted. Alpha Coefficient was used to calculate the reliability coefficient value. The value of Cronbach's Alpha Coefficient was .941 which was greater than .07.

**5.5 The Semi-Structured Interview** was designed to investigate the students' satisfaction through the lessons with the integration of the multimedia program. It contained five questions related to the use of the program. After that, three specialists were asked to assess the interview questions for their appropriateness by means of IOC.

## **6. Data Collection**

The data collection involves the following steps; (1) the pretest was administered to the participants, (2) the participants were taught with the incorporation of the multimedia program on the Present Simple tense and the Past Simple tense, (3) the participants were asked to take the posttest after the implementation, and complete the questionnaire in the last session, and (4) five students were randomly selected for the interview about their satisfaction through learning with the incorporation of the multimedia program.

## **7. Data Analysis**

The data from the study results were divided and analyzed as follows. The quantitative data from the pretest and posttest was statistically analyzed for mean, percentage, and standard deviation. For the qualitative data derived from the interview, the content analysis was adopted and the results were presented descriptively. For the questionnaire to elicit the students' satisfaction through the use of the multimedia program, the data was statistically analyzed for mean by using the following criteria.

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

Meanwhile, the data analysis for the mean in items 7-10 was in the negative statement, so the reversed score was used to be interpreted as follows.

1.00 – 1.49	Highest
1.50 – 2.49	High
2.50 – 3.49	Moderate
3.50 – 4.49	Low
4.50 – 5.00	Lowest

## Results

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

**Table 1**

Results of the Efficiency of the Learning Process

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

As seen from Table 1, the results of the efficiency of the learning process revealed that the efficiency index of the multimedia program on the use of the Present Simple tense and the Past Simple tense was 75.06, which met the pre-determined criteria.

**Table 2**

Efficiency of the Development of the Multimedia Program according to the criteria of the 75/75 standard efficiency

Scores	No. of Learners	$\bar{X}$	Efficiency Value ( $E_1/E_2$ )
Efficiency of process (Total score = 60)	27	45.04	$E_1 = 75.06$
Efficiency of results (Total score = 20)	27	16.11	$E_2 = 80.55$

Table 2 shows the results of the process effects using the multimedia program on the use of the Present Simple tense and the Past Simple tense. Efficiency of the practices during the learning process ( $E_1$ ) was equal to 75.06 and that of the results ( $E_2$ ) was equal to 80.55. The efficiency analysis results indicated that both the process scores and the posttest scores met the 75/75 efficiency criteria.

**Table 3**

Comparison of the pretest and posttest scores

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

\*  $p < 0.01$

According to Table 3, the students' scores in the pretest and posttest were compared. It was found that there was a significant difference in the scores before and after the implementation of the multimedia program on the use of the Present and Past Simple tenses. For the pretest, most students could not perform correctly in terms of using correct grammatical forms. However, after the implementation, their grammatical ability was improved significantly. As presented in the table, with the total scores of twenty, the mean score of the pretest was 7.15 with the standard deviation of 2.612, while that of the posttest increased to

16.11 with the standard deviation of 1.739. The t-value was -19.077, which indicated a statistically significant difference between the pretest and posttest mean scores at the 0.01 level.

**Table 4**

Students' levels of satisfaction on the use of the multimedia program

Description	Satisfaction levels		
	$\bar{x}$	S.D.	Interpretation
1. The multimedia program can improve your understanding of English lessons.	4.70	0.465	Highest
2. The multimedia program is very beneficial in your English learning.	4.63	0.492	Highest
3. The multimedia program makes English language learning interesting and enjoyable.	4.89	0.320	Highest
4. The multimedia program is easy and convenient to use.	4.26	0.764	High
5. The multimedia program promotes your useful experience.	4.78	0.424	Highest
6. The multimedia program's interactive nature can motivate you and lead you to find the contents more interesting.	4.56	0.517	Highest
7. The multimedia program is not useful in English language learning.	4.33	0.679	High
8. The multimedia program does not help increase your English language learning ability.	4.63	0.492	Highest
9. It takes a lot of time to operate the multimedia.	4.33	0.679	High
10. The multimedia program's contents do not make the lessons interesting.	4.30	0.724	High
<b>Total</b>	<b>4.54</b>	<b>0.175</b>	<b>Highest</b>

Table 4 shows that the overall satisfaction of the students with the multimedia program was at the highest level (4.54). When the items were taken into consideration, it was revealed that the students perceived the highest level of satisfaction on the multimedia program making English learning interesting and enjoyable ( $\bar{x} = 4.89$ , S.D. = 0.320), followed by the multimedia program promoting useful experience ( $\bar{x} = 4.78$ , S.D. = 0.424) and the

multimedia being able to improve their understanding of the English lessons ( $\bar{x}$  = 4.70, S.D. = 0.465). The lowest level of satisfaction was on the multimedia program being easy and convenient to use ( $\bar{x}$  = 4.26, S.D. = 0.764).

After the experimentation, an in-depth interview was conducted with five students who were randomly selected. This semi-structured interview contained five question items, and the results of the interview are summarized and presented descriptively as follows. All the interviewees perceived that learning the Present and Past Simple tenses via the multimedia program was interesting and enjoyable, as the contents and exercises were colorful with well-designed pictures and icons, making navigation easy, convenient, and friendly. From the findings from the questionnaire and interview, it can be summarized that the students were satisfied with the Present Simple tense and the Past Simple tense lessons through the multimedia program. Most students thought their learning was better after they learned through the multimedia program. They were motivated, encouraged, and interested in the lessons enriched by the multimedia program. Furthermore, they felt more confident of their ability to form the correct grammar sentences.

## Discussion

The discussion of the research findings was conducted according to the research hypotheses as follows. The efficiency of the multimedia program on the Present Simple tense and the Past Simple tense was 75.06/80.55, which was higher than the 75/75 pre-determined standard criteria. This indicated that the multimedia program was an efficient tool to assist English grammar teaching and learning on the topics. This was because the program was verified and assessed by the specialists in terms of appropriateness and accuracy of the contents, language, designs, and presentations. Then a two-hour preparation on using the computer program was carried out in order to familiarize students with the use of the program. During the experiment, the students' scores had increased gradually, because they might have more opportunity to practice the exercises repeatedly. Furthermore, while they were learning, they could revise, do the exercises and check the answers by themselves, which resulted in them getting the higher scores in the posttest.

This could motivate and encourage them to learn language through the multimedia program. Nakkee (2014, 66-67) and Chamnannarong (2013, 67) claimed that multimedia programs could stimulate and attract learners. It also helped them to enhance the

autonomous skills and provide them more opportunities to gain direct experiences. This was congruent with Howlett and Waemusa (2019, 80) who suggested that utilizing multimedia programs in the classroom could change the ways of teachers and students for considering the teaching and learning processes. It is factual that technology enables teachers to make the transition from teacher-directed learning to learner-centered learning; a change that would often draw in even hard-to-reach children.

To compare the students' learning achievement after the implementation of the multimedia program on the use of the Present Simple tense and the Past Simple tense, the results indicated that there was a statistically significant difference between the pretest and the posttest scores at the 0.01 level. It can be concluded that the multimedia program was efficient and effective, because it could make the students' achievement scores higher. It also offered the incorporated multimedia contents with clarifications on the grammar structures, which were accessible for them to learn and practice. Additionally, it was quite new for the students to learn language through courseware. This encouraged them to learn and make them interested in the lessons more than they were used to. The findings corresponded with the studies of Khunlert (1999, 49) and Sa-ard (2004, 81), indicating that a computer assisted instruction program could help students improve their learning achievement through the use of multimedia programs. It proved that after being taught by the multimedia program the students' performance in listening, speaking, reading and writing was higher. Kaiyarach (2010, 87-88) and Inchai (2011, 72-73), also confirmed that the multimedia program allowed students to practice various grammar items and language features in interactive learning activities. Consequently, it enhanced students' ability to grasp certain grammatical items in these contexts.

## Conclusion

The findings revealed that the efficiency of the multimedia program ( $E_1/E_2$ ) was at 75.06/80.55, which was higher than the standard criteria of 75/75. Furthermore, the students' English learning achievement was improved significantly as there was a significant difference in the mean scores before and after the implementation the multimedia program at the 0.01 level.

Therefore, it can be concluded that the multimedia program was able to help the students improve their use of the Present and Past Simple tenses. Moreover, the students'

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

Based on the results of this study, the recommendations for further studies were discussed as follows; More research on language learning through multimedia should be adopted with other groups of participants with longer experiment periods. The current research adopted a one-group pretest, posttest design. It might be questionable whether the students' learning achievement was actually due to the treatment or the novelty effect. Thereby, further empirical studies should be conducted in both control and experimental groups.

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