

# A Development of Grammar Achievement by Using Grammar Exercises with Macro Model Learning for Grade 8 Students Thunghothalepittaya School

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## Abstract

This article aimed to (1) develop and assess the effectiveness of grammar exercises for grade 8 students (2) compare students' learning achievement before and after using grammar exercises with Macro Model learning for grade 8 students (3) study students' satisfaction towards the grammar exercises with Macro Model learning for grade 8 students. The samples were 30 students from grade 8 at Thunghothalepittaya school. They were selected by cluster random sampling. The research instruments consisted of grammar exercises for grade 8 students, lesson plans with Macro Model learning, English grammar learning achievement test with 4 multiple choices and satisfaction questionnaires. The quantitative data were analyzed using mean, standard deviation, E1/E2 and t-test dependent. The research results were found as follows; 1. The results of the appropriateness assessment of the grammar exercises by experts were at the highest level ( $\bar{x} = 4.64$ , S.D. = 0.35) and the effectiveness of grammar exercises for grade 8 students was 83.56/84.33. 2. The students' learning achievement for grade 8 after using grammar exercises with macro model learning were significantly higher than before at the .05 level. 3. The result of studying students' satisfaction toward the grammar exercises with Macro Model learning was at the highest level ( $\bar{x} = 4.54$ , S.D. = 0.57).

**Keywords:** Grammar Exercises; Macro Model learning; Learning Achievement

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## Introduction

Language is the most important and commonly used communication tool for people in the same or different societies. It is a medium that makes social structures neat and complete. In particular, English is the common language used for communication and the scope of the use of English covers the whole world. The Ministry of Education has foreseen the need for learning English and has provided English language instruction in educational institutions with a policy to improve the quality of teaching English. Therefore, the students must be trained in all 4 language skills: listening, speaking, reading and writing, which aims to give learners the skills to help them use the language to communicate. as appropriate for the age of the learners (Ministry of Education, 2008).

To learn English effectively, the students need to have knowledge of grammar as a foundation because having a good knowledge of English grammar is essential. It leads to the ability to further develop skills in various areas of learning English, such as listening skills, speaking skills, reading skills and writing skills effectively. Teaching grammar enhances learners' understanding and knowledge of language structures, vocabulary (Anchunda & Kaewurai, 2022). According to Kumduang (2019), grammar has long been central to language instruction. Although the concept of communicative language teaching affects the teaching of grammar, second and foreign language learners need to learn about the grammatical structures that form the basis of language learning. Grammar can help learners to improve their language ability as well as their ability to communicate. Grammar is an important part of learning English. According to Dickin & Woods, (1988) grammar is an integral part of language. When does a language occur, the grammar happened then and when using any language, it means that you already have knowledge of grammar.

From the above-mentioned importance of studying grammar is an important fundamental component of learning English because grammar helps to communicate successfully. From the observations in the English class of students in grade 8 found that most of English grammar learning achievements were quite low. In particular, the basic prerequisite is Tenses because most students do not have a good foundation in English. does not understand the basic structure of English grammar. Moreover, a learning management process that teachers use is not clear. There is no mental stimulation or comprehension for the students and there is no summation of knowledge or new ideas gained from each session. In addition, most of the students

were not involved in the teacher's learning management. As a result, students are bored with learning and lack knowledge and understanding of learning grammar.

The researcher sought ways to solve problems and improve learning achievements in English grammar by using grammar exercises. The use of exercises will allow students to practice themselves more. Exercises means a tool in the form of a document prepared or created to practice skills, abilities or potential in any field so that learners have more skills, abilities and potential according to the objectives of learning. Also, exercises are important part that helps students to increase achievement or skills. Although teaching grammar using grammar exercises made learners have higher learning achievements, the researcher saw that teaching grammar at present, teachers only focus on learning to memorize. That makes students are bored when studying in grammar lesson. Therefore, the researcher has come up with a way of learning management that is suitable for the students and is in line with learning for the 21<sup>st</sup> century, which can make the students get more achievement in grammar learning than using only grammar exercises. The researcher is interested in learning management for the 21<sup>st</sup> century in the form of MACRO Model, which is a learning management based on the concept teach less, learn more. MACRO model is divided into 5 steps as follows: 1.M means Motivation 2. A means Active Learning 3. C means Conclusion 4. R means Reporting 5. O means Obtain. All of these can be regarded as a teaching approach based on the MACRO Model, a teaching that is consistent with the development of education in the 21st century (Wannasean, 2017).

### Research Objectives

1. To develop and assess the effectiveness of grammar exercises for grade 8 students
2. To compare students' learning achievement before and after using grammar exercises with Macro Model learning for grade 8 students.
3. To study students' satisfaction with the grammar exercises with Macro Model learning for grade 8 students.

### Research Methodology

The study was conducted using three research and development steps as follows:

**Step 1:** The development and assessment of the effectiveness of grammar exercises for grade 8 students had the following steps:

1. Study documents, theories, principles and related research related to creating grammar exercises and study of content about English grammar on Present Simple Tense, Present Continuous tense, Past Simple Tense and Future Simple Tense.

2. Create English grammar exercises on 4 sets: Present Simple Tense, Present Continuous Tense, Past Simple Tense and Future Simple Tense. Within each set of grammar exercises consisted of an analysis of learning standards and indicators of grade 8 students, learning Objectives, instructions for teachers, instructions for using exercises for students, knowledge sheets and grammar exercises.

3. Validity and appropriateness are checked by experts using a 5-level rating scale.

4. The effectiveness and reliability check by conducting a pilot study with an individual testing (1:1) and small group testing (1:10).

**Step 2:** The comparison of students' learning achievement before and after using grammar exercises with Macro Model learning for grade 8 students consisted of 3 steps as follows:

1. English grammar learning instructional using grammar exercises with MACRO model learning for grade 8 students consisted of 4 lesson plans, totally 12 hours by using MACRO Model steps which are Motivation, Active Learning, Conclusion, Reporting and Obtain. Validity and appropriateness are checked by experts using a 5-level rating scale.

2. This study employed one – group pretest – posttest design.

3. A grammar achievement pre and post – test was multiple-choice type with 4 options, 30 questions. The tests had been checked by experts for relevance, understandability and validity. The test items were validated based on the Index of Item-Objective Congruence (IOC), and five experts were asked to assess the items. Each item was rated on a 3-point scale: +1=congruent, 0=not sure and -1 = Incongruent. The quality of the test was analyzed individually by considering the difficulty (p) and considering the discriminant.

**Step 3:** Studying students' satisfaction with grammar exercises with Macro Model learning for grade 8 students was done using a questionnaire. The questionnaire consisting of 12 items was used to assess students' satisfaction with

grammar exercises with Macro Model learning for grade 8. Participants were asked to rate their personal satisfaction level using a 1-5 level Likert rating scale ranging from strongly disagree to strongly agree.

### **Participants**

The participants were 30 students from grade 8 in the second semester of 2019 academic year at Thungphothalepittaya school. They were selected by cluster random sampling.

### **Research instruments**

The research instruments included: English grammar exercises with 6 components (an analysis of learning standards and indicators of grade 8 students, learning Objectives, instructions for teachers, instructions for using exercises for students, knowledge sheets and grammar exercises), evaluation forms (English grammar exercises evaluation form and lesson plan evaluation form), Macro Model learning lesson plans, a grammar achievement pre and post – test and students' satisfaction questionnaire.

### **Data analysis**

1. The English grammar exercises were analyzed using an  $E_1/E_2$  to find efficiency.
2. The t-test dependable was used to compare students' score of a grammar achievement between pre-and post-test.
3. The students' satisfaction questionnaire was analyzed by descriptive statistics (mean and standard deviation).

### **Research Findings**

The results from the study were;

#### **1. The result of the development and efficiency of English grammar exercises for grade 8 students**

The result of English grammar exercises development revealed that the researcher has created 4 English grammar exercises on tenses, consisting of Present Simple Tense, Present Continuous Tense, Past Simple Tense and Future Simple Tense. All these exercises had 6 components which are analysis of learning standards and indicators of grade 8 students, learning objectives, instructions for teachers, instructions for using exercises for students, knowledge sheets and grammar

exercises. The results of the appropriateness assessment of the English grammar exercises by 3 experts were at the highest level ( $\bar{X} = 4.56$ , S.D. = 0.43).

**Table 1** The effectiveness of English grammar exercises for grade 8

English grammar exercises	Percentage of mean scores during the use of English grammar exercises ( $E_1$ )	Percentage of the average score of the post-test ( $E_2$ )
1. Present Simple Tense	83.75	84.67
2. Present Continuous Tense	84.75	
3. Past Simple Tense	81.51	
4. Future Simple Tense	84.25	
Average	<b>83.56</b>	
E1/E2	<b>83.56/84.67</b>	

Table 1 shows the effectiveness of English grammar exercises for grade 8 students was 83.56/84.67. The percentage of mean scores during the use of English grammar exercises ( $E_1$ ) was 83.56 and the percentage of the average score of the post-test ( $E_2$ ) was 84.67.

## 2. The result of students' learning achievement before and after using grammar exercises with Macro Model learning for grade 8 students

**Table 2** Comparison of students' learning achievement before and after using grammar exercises with Macro Model learning for grade 8 students

Learning Achievement	Total	$\bar{X}$	S.D.	$\bar{D}$	t	Sig.
Pre-test	30	14.97	3.25	8.10	15.66*	0.0000
Post-test	30	23.07	3.27			

From Table 2 the result of students' learning achievement revealed that the students' learning achievement for grade 8 after using grammar exercises with Macro model learning were significantly higher than before at the .05 level.

### 3. The result of studying students' satisfaction toward the grammar exercises with Macro Model learning for grade 8 students

**Table 3** Students' satisfaction toward the grammar exercises with Macro Model learning for grade 8 students

Statements	$\bar{X}$	S.D.	Result
1. Teacher clearly states the learning objectives.	4.50	0.51	highest
2. Teacher gives students opportunities to ask questions and participate in activities.	4.77	0.43	highest
3. Teacher uses language that is clear and easy to understand.	4.57	0.63	highest
4. Teaching activities are consistent. appropriate to the content and appropriate to the time.	4.30	0.65	high
5. Teaching activities encourage students to become more interested in learning grammar.	4.63	0.56	highest
6. Teaching activities are diverse and allow students to do independently.	4.33	0.66	high
Statements	$\bar{X}$	S.D.	Result
7. Teaching activities can respond to the learning needs of students.	4.40	0.67	high
8. The activities in the grammar exercises encourage students to gain more knowledge and understanding.	4.60	0.56	highest
9. The contents in the grammar exercises are appropriate to the knowledge and abilities of the students.	4.53	0.63	highest
10. The grammar exercises are continuously sequenced, easy to understand.	4.67	0.48	highest

11. The achievement test corresponds to the content studied.	4.70	0.47	highest
12. The students improve their English grammar.	4.50	0.63	highest
<b>Average total</b>	<b>4.54</b>	<b>0.57</b>	<b>highest</b>

As shown in Table 3, the evaluation of using the grammar exercises with Macro Model learning monitors the progress towards the achievement of stated research objectives. The result of studying students' satisfaction toward the grammar exercises with Macro Model learning was at the highest level ( $\bar{x} = 4.54$ , S.D. = 0.57).

## Research Discussion

### 1. The result of the development and efficiency of English grammar exercises for grade 8 students

The results of the appropriateness assessment of the English grammar exercises by experts were at the highest level ( $\bar{x} = 4.64$ , S.D. = 0.35) and the effectiveness of grammar exercises for grade 8 students was 83.56/84.67, which was higher than the standard criterion of 80 /80 has been set. It shows that the researcher's systematic grammar exercises are effective that can be used to improve students' grammar learning achievement because the creation of this grammar exercises has gone through a process, development stage, the study of principles, the related documents and experts evaluate the suitability of the exercises to be used. In addition, the exercises were used to determine the effectiveness before being used with the sample. Moreover, the researcher analyzed the learning content, standards and indicators of the grade 8 in which grammar exercises helped teachers convey the content in the lesson. Grammar exercises also help students to review knowledge and understanding of the content they have learned and increase the skills. According to Soinak (2014) indicated that the exercises are easy to learn can make the students learn and understand the contents, gain more skills and be able to completely link previous knowledge with new knowledge. Furthermore, good exercises are important for teachers because it can help teachers manage their class well. The results were consistent with Satha (2018) on the topic "A comparison of learning achievements in English learned by using the English grammar exercises on Grammar in Context and normal teaching methods of grade 9 students" which



revealed the efficiency of English grammar exercises named “Grammar in Context” got 81.89/81.75 which was above the criteria 80/80.

## **2. The result of students’ learning achievement before and after using grammar exercises with Macro Model learning for grade 8 students**

The result of students’ learning achievement revealed that the students’ learning achievement for grade 8 after using grammar exercises with Macro model learning were significantly higher than before at the .05 level. It was according to the assumptions set. It was shown that when students were managed to learn grammar by using grammar exercises with MACRO model learning, resulting in higher grammar learning achievement because the use of English grammar exercises could help students learn easier and increase the interest of the learners. The results were consistent with Wongsawat (2022) on the topic “The development of learning achievement with English exercises on the use of Present Perfect Tense by using active learning activities (Active Learning)” which revealed the efficiency of English grammar exercises named “Present Perfect Tense” by using Active Learning got 84.86/84.44 and the students' achievement scores for using the Present Perfect Tense after learning were significantly higher than before at the .05 level. In addition, the use of Macro Model learning combined with teaching using grammar exercises, it can encourage students to be more interested in learning. This shows that Macro Model learning management is a study that emphasizes learning management by focusing on the student and encourage learners to create new knowledge based on their interests, abilities and aptitudes. It also encourages students to learn and create knowledge by themselves that follows the 21<sup>st</sup> century learning model that focuses on students learning through thinking processes. This was consistent with Intarakosum (2021) on the topic “Development of literature achievement Klon Dok Sroy Rumpueng Nai PaachaBy MACRO model Learning and Group Processing forMatthayomsuksa 2 Students” which revealed the post-test of learning achievement of a literature work Klon Dok Sroy Rumpueng Nai Paacha was higher than pre-test achievement with statistical significance of .05 level.

## **3. The result of studying students’ satisfaction toward the grammar exercises with Macro Model learning for grade 8 students**

The result of studying students’ satisfaction toward the grammar exercises with Macro Model learning was at the highest level ( $\bar{x}$  = 4.54, S.D. = 0.57 because teaching by using grammar exercises with MACRO model learning allows students to

understand more in learning grammar as teaching activities are diverse. Additionally, it allows students to do independently and respond to their learning needs. Moreover, the students were satisfied about the teachers giving students the opportunity to ask questions and participate in activities. This was consistent with Intarakosum (2021) on the topic “Development of literature achievement Klon Dok Sroy Rumpueng Nai PaachaBy MACRO model Learning and Group Processing forMatthayomsuksa 2 Students” which revealed the students’ satisfaction towards MACRO model learning and group process-based learning management was at the high level.

## Research Recommendations

### Recommendations for Application

1. The teachers should study the principles and procedures for organizing the Macro Model learning activities in detail in order to effectively develop the learning management.
2. Teaching by using exercises with Macro Model learning has some steps that take some time. As a result, the teachers should explain and clarify in detail for students to understand and encourage students during activities when students are found to be lacking in interest or non-cooperation.

### Recommendations for Future Research

1. Using Macro Model learning processes should be used with other learning activities in order to develop skills, abilities and learning achievement in English.
2. Teaching using exercises and Macro Model learning should be used to develop other skills in English and other levels in order to encourage students to have knowledge and competencies that are consistent with learning in the 21<sup>st</sup> century.

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