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THE DEVELOPMENT OF TEACHING AND LEARNING ON THE GRAMMARTICAL STRUCTURE OF BOTH ACTIVE AND PASSIVE USING NEW RECOGNITION MODEL

Research article

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Abstract

The research objectives of this study were 1) to develop teaching and learning about tense grammatical structure both active and passive using a new recognition model 2) to determine the effectiveness of the lessons on the active and passive tense grammatical structure and 3) to compare the achievement of tense grammatical structure both active and passive using the new recognition model with the traditional one. The population and sample were the students of Rajamangala University of Technology Tawan-ok Bangpra Campus using Z-test statistics with a comparative test of academic achievement on the active and passive tense grammatical structure of the experimental group and control group. The findings resulted in a descriptive form or model that could be used in teaching about the tense grammatical structure both active and passive with the new recognition model. The result of the experimental group's findings on the tense grammatical structure both active and passive was 80.07/82.34 which is higher than the threshold set in the assumption, 80/80. Moreover, the results of the comparison of academic achievement on the active and passive tense grammatical structure of the new recognition model with the traditional one showed that the experimental group had an average test score of 41.17, while the control group was 38.79. When testing the difference between the mean values, there was a statistically significant difference in student achievement in the experimental group and the control group at a level of 0.05. It had higher average of test scores than the control group.

Keywords: Active voice, passive voice, teaching and learning

1. Introduction

The teaching of English as a foreign language in the 21st century is aimed to provide teaching and learning to be more consistent and appropriate to the current social conditions. It also aims to enable 21st century learners to apply their skills and knowledge effectively in their daily lives (Meteevorakij, T.Chaisuwan, Nubetchploy, & Tanwong, 2020). Communicating effectively and successfully in English requires a grammatical understanding because grammar is the rule of language. Learners will have good English language skills if they start learning the effective grammar leading to successful communication. As Long and Richards (1987) states that grammar is the heart or core of English language instruction. Second and foreign language learners are necessary to learn about the structure of grammar because grammar is the infrastructure of English teaching and is the center of language learning. Therefore, learners of second and foreign languages need to learn about the grammatical structure, which is the basis of language learning. Thornbury (1999) advocates for the teaching of grammar in seven ways: 1) grammar is a tool used to create sentences because grammar is a description of the

state of language and gives learners the tools to create sentences, 2) grammar is what makes the meaning of language development over time, 3) grammar helps adjust the meaning, 4) grammar is a prepare, 5) grammar helps to learn a language in subunits by organizing the language and combinations into categories. 6) grammar is the rule of instruction and 7) grammar is the expectation of the learner. As Morelli (2003) and Ellis (2003) say that to teach English effectively, instructors need to know how to teach and teach it in a variety of teaching methods with learners in mind to support, promote and create a learning environment for students to be truly interested in learning English grammar. Therefore, learning the language structure is a support for the ability to apply the language correctly according to the normative rules of the language. That is to say, if language learners have a good level of grammar knowledge or ability, they will be able to use English in both listening and speaking skills, and reading and writing skills are good as well (Nunan, 2004). As Markley (2004) adds that teaching behavior is also an element that affects language learning and language learning success.

In higher education where reading and writing are focused on academic lessons, there are many passive sentences written and found because passive voice instruction is classified as a group of grammar teaching classes which taught in Thailand. Students need to show passive voice, but many Thai students are not able to use passive voice properly. Thai students' English learning skills need to be improved (Rungrudee & Sucharat, 2022).

Therefore, it is essential to improve their English language knowledge by starting to strengthen their basic knowledge of grammar as English grammar is an important part of learning English (Chatchaloemkit, 2020). Swan (1995) states that knowing how to use correct English grammar helps speakers communicate successfully since English rules and grammar are fundamental to create correct sentences that stem from an understanding of the functions of words and then speakers can create words in phrases and clauses. This is partly in support of the researcher's idea to develop a learning management plan used to develop instruction on the grammatical structure using a new recognition model to help students of Rajamangala University of Technology Tawan-ok Bangpra Campus achieve better academic achievement on tense grammatical structure both active and passive. Moreover, they can be able to communicate using grammar correctly. In addition, teaching with a new recognition model has led to new approaches or alternatives for application in the teaching of English grammar of Rajamangala University of Technology Tawan-ok Bangpra campus. As well as other educational institutions can be effectively applied to teaching and learning. In addition, according to a literature survey, there is not much research related to the method of teaching grammar on the active and passive (Grammar strategies) (Lee & Oxford, 2008).

1.1 Research objectives

1. To develop teaching and learning about tense grammatical structure both active and passive using a new recognition model
2. To determine the effectiveness of the lessons on the active and passive tense grammatical structure
3. To compare the achievement of tense grammatical structure both active and passive of the new recognition model with the traditional one



1.2 Conceptual framework for research

Based on the concept and theory of Swan (1995), which states that knowing how to use correct English grammar helps speakers communicate successfully since English rules and grammar are the basis for creating correct sentences that stem from an understanding of the function of words and being able to form words in phrases and clauses. However, understanding the correct English structure results in listening and speaking English fluently. Markley (2004) says that teaching behavior of teachers is also an element that affects language learning and language learning success. The usage of language teaching practices and teaching materials can indicate and correlate with the learner's learning, perspective or attitude towards language learning and affect their language learning. Therefore, understanding grammar is the core of other communication skills. Teaching and encouraging English language learners to develop their language structure is therefore of great importance. For this research, the researchers integrated the concepts and theories mentioned above to improve teaching and learning about tense grammatical structure both active and passive using a new recognition model. As a result, the achievement of tense grammatical structure both active and passive has improved performance as shown in Figure 1

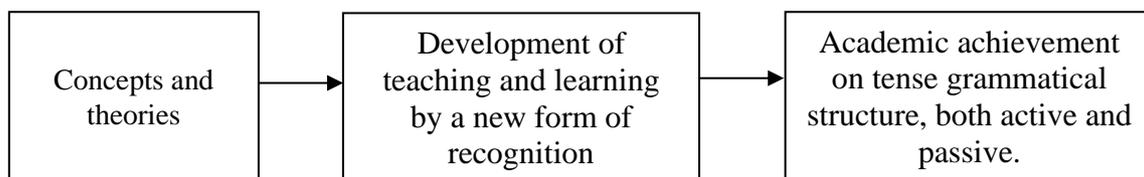


Figure 1. Research Conceptual Framework

1.3 Research hypotheses

1. Lessons on the active and passive tense grammatical structure of the experimental group are effective 80/80.
2. Academic achievement on the active and passive tense grammatical structure of the new recognition model is higher than that used in the traditional one from students of Rajamangala University of Technology Tawan-ok Bangpra Campus

2. Method

2.1 Study Group

This research is an experimental research (Experimental design) by dividing the study sample into 2 groups; the experimental group and the control group that were taught differently about the grammatical structure of tense both active and passive. Grouping was based on the English language proficiency test on voice scores from the 30-item multiple-choice voice test, 1 point each with a total score of 30. Each group will have a mix of scores on the test, and both groups must have a similar average score. After that, they were taught about the grammatical structure of both active and passive according to the prescribed model; the experimental group was with a new recognition model and the control group used the original model. Then learning achievement was measured with the English grammatical structure of tense both active and passive by grammatical proficiency test both active and passive with tenses to compare the effectiveness of the new recognition model used in the experimental group with using the original in the control group. It consisted of 20 subjective questions, 30 multiple-choice

questions, 1 point each with a total score of 50. The statistics used were Z-test as shown in Figure 2.

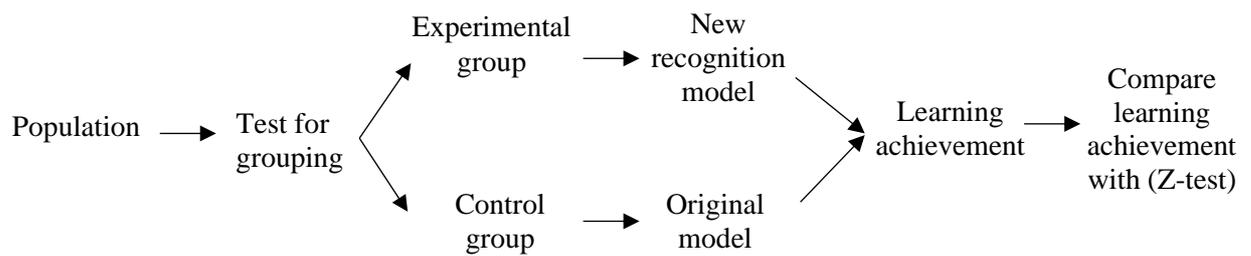


Figure II. Research Methodology

2.2 Data Collection

2.2.1 The instruments used in this research consisted of:

1. Lesson on grammatical structure on both active and passive tense
2. Methods for teaching grammatical structure of tense both active and passive using a new recognition model invented by the researcher
3. Methods of teaching grammatical structure on both active and passive tense using the original model according to the method described in the textbook English Grammar in Use with Answers and Interactive eBook: Self-Study Reference and Practice Book for Intermediate Learners of English (Murphy, 2015)

4. English language proficiency test on voice

5. Grammatical proficiency test both active and passive with tenses

2.2.2 The creation and development of research tools

1. The concepts and theories of creating English language lessons were studied.
2. The researcher created a lesson on grammatical structure and brought them to 3 experts to review and improve.
3. The researcher took the improved lessons on grammatical structure to try out with students who are similar to the sample group to find the effectiveness of the lessons to meet the standards.

4. A lesson on effective grammatical structure according to the criteria was put into practice with a sample of 115 people both the experimental and the control group.

2.2.3 How to teach active and passive using a new recognition model

1. Explain the structure and techniques of memorizing the structure of 12 tenses, including how to use them and key words that the learner can recognize and remember. This will enable students to use each tense correctly.

2. Provide specific structure, memorization methods, methods of separating active and passive sentences, and explain the usage and significance of passive sentences.

3. Draw a grid of 12 active tenses combinations to form a passive image for easy recognition, resulting in a new form of memorization.

4. Adopt a new recognition model used in teaching for an experimental group of 58 people to develop teaching and learning about tenses on both active and passive.

2.2.4 How to teach active and passive using the original model

According to the method described in *English Grammar in Use with Answers and Interactive eBook: Self-Study Reference and Practice Book for Intermediate Learners of English* (Murphy, 2015) textbook, the following methods were:

1. Explain the meaning of passive and the structure of passive in different tenses
2. Only passive sentences in each tense given without using any techniques to help memorize
3. The original model used in teaching for a control group of 57 people

2.3 Data Analysis

1. The sample group was students from all faculties of Rajamangala University of Technology Tawan-ok, Bangpra Campus, 1st year, academic year 2022, semester 1, enrolled in all courses in the English category taught by the researcher. A total of 115 students were from the voice test with 30 multiple-choice questions, 1 point each with a total score of 30 points within 40 minutes, then scored and recorded scores of each student.

2. The sample group was divided into two groups; an experimental group was 58 and a control group was 57. The group was determined based on the English language proficiency test scores from the voice test which each group was mixed with. The test scores of both groups must have a similar average. The students who were the sample group did not know whether they were in the experimental group or the control group.

3. The researcher conducted lessons on tense grammatical structure both active and passive using the new recognition model in the experimental group. For the control group, the same teaching method, content, exercises and learning objectives were used, but used different teaching techniques.

4. The sample did exercises during classes and scored.

5. When teaching has been completed within the specified time, they were measured tense grammatical abilities both active and passive, with the grammatical proficiency test both active and passive with tenses.

6. The data were analyzed to find the effectiveness of the lesson on both active and passive tense grammatical structure according to the 80/80 criteria. The statistic used is the Z-test statistic. Summary of the experimental procedure and data collection is shown in Figure 3

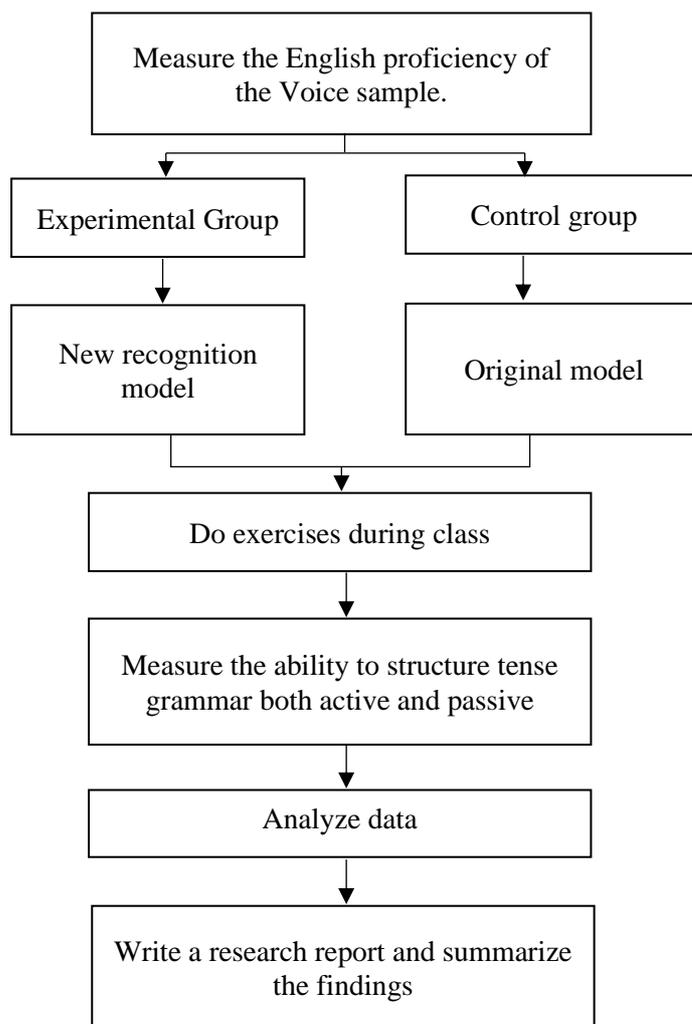


Figure III. Summary of the experimental procedure and data collection

3. Research result

The results of the development of teaching on tense grammatical structure both active and passive are presented according to the objectives of the research, divided into 3 parts following the objectives.

Part 1: The development of teaching on the grammatical structure of tense both active and passive using a new recognition model

The results of the development of teaching on the grammatical structure of tense both active and passive using a new recognition model that the researchers integrated a variety of concepts and theories, they were including: Textbook English Grammar in Use with Answers and Interactive eBook: Self-Study Reference and Practice Book for Intermediate Learners of English (Murphy, 2015). They were also GRAMMAR AND MECHANICS Active and Passive Voice (M. Rockowitz & Rockowitz, n.d.) , Textbook Interchange Of Active And Passive Voice: Patterns And Examples (Joshi, 2013) , Textbook Grammar and Techniques of the English Language Revised Edition (Kesorncam, 2017). In addition, there were Textbook Grammar Sense 4: Advanced Grammar and Writing.(Bland, 2007) and Textbook The Handbook of English Linguistics (Aarts, McMahon, & Hinrichs, 2021).

The result of the above principles made it possible to obtain a form of explanation or a model that can be used to teach about the tense grammatical structure of both active and passive using a new recognition model. The new recognition model is shown in Table 1.

Table I. The results of the development of teaching and learning about the grammatical structure of tense, both active and passive using a new recognition model

Tense	Present (Active)	Past (Active)	Future (Active)
	Present (Passive) (be + V.3)	Past (Passive)	Future (Passive)
Simple (No structure)	(Present is V.1) S. + <u>V.1</u> + <u>be</u> + V.3 S. + <u>is, am, are</u> + V.3	(Past is V.2) S. + <u>V.2</u> + <u>be</u> + V.3 S. + <u>was, were</u> + V.3	(Future is will) The letter "will" not be conjugated. S. + will + <u>V.base</u> + <u>be</u> + V.3 S. + will + <u>be</u> + V.3
Continuous (Structure) <u>be</u> + <u>ing</u>	S. + <u>be</u> + V.ing + <u>be</u> + V.3 V.1 is am are S. + <u>is, am, are</u> + <u>being</u> + V.3	S. + <u>be</u> + V.ing + <u>be</u> + V.3 was were S. + <u>was, were</u> + <u>being</u> + V.3	S. + will + <u>be</u> + V.ing + <u>be</u> + V.3 S. + will + <u>be</u> + <u>being</u> + V.3
Perfect (Structure) <u>have</u> + <u>3</u>	S. + <u>have</u> + V.3 + <u>be</u> + V.3 v.1 have has S. + <u>have, has</u> + <u>been</u> + V.3	S. + <u>have</u> + V.3 + <u>be</u> + V.3 v.2 had S. + <u>had</u> + <u>been</u> + V.3	S. + will + <u>have</u> + V.3 + <u>be</u> + V.3 S. + will + <u>have</u> + <u>been</u> + V.3
(Structure: merge) Perfect Continuous have + <u>3</u> + <u>be</u> + <u>ing</u> have + <u>been</u> + <u>ing</u>	S. + <u>have</u> + <u>been</u> + V.ing + <u>be</u> + V.3 v.1 have has S. + <u>have, has</u> + <u>been</u> + <u>being</u> + V.3	S. + <u>have</u> + <u>been</u> + V.ing + <u>be</u> + V.3 v.2 had S. + <u>had</u> + <u>been</u> + <u>being</u> + V.3	S. + will + <u>have</u> + <u>been</u> + V.ing + <u>be</u> + V.3 S. + will + <u>have</u> + <u>been</u> + <u>being</u> + V.3

Part 2: The finding of effectiveness of lessons on tense grammatical structure both active and passive

Results of performance findings on improved grammatical structure of experimental groups were based on the 80/80 threshold. It was determined by the percentage of the average score of the exercises during lessons of the entire sample (E1) to the percentage of the average score of the post-study achievement test on the grammatical structure (grammatical proficiency test both active and passive with tenses) of the entire sample (E2) (Promwong, Netprasert, & Sinsakul, 1977). The results are shown in Table 2.



Table II. *Determining the effectiveness of tense grammatical structure lessons in both active and passive*

	Full Score	Average Score	Percentage
Exercises during class(E1)	30	24.02	80.07
Post-test score(E2)	50	41.17	82.34

From Table 2, the results of the tense grammatical structure lessons were found to be both active and passive in the experimental group. It was 80.07/82.34 (E1/E2) which was higher than the threshold set in the hypothesis, 80/80.

Part 3: The achievement comparisons of tense grammatical structure both active and passive of the new recognition model with the traditional one from students of Rajamangala University of Technology Tawan-ok Bangpra Campus

The results of the comparison of the achievements on tense grammatical structure both active and passive of the new recognition model with those used in the traditional one are shown in Table 3.

Table III. *The achievements on tense syntax structure, both active and passive were then compared between the experimental and control groups with Z – test statistics*

Group	Number	Average	S.D.	Z	p
Experimental group	58	41.17	2.94	3.78	0.000
Control group	57	38.79	3.32		

From Table 3, the experimental group found to be in the average test score was 41.17 and the control group had an average of 38.79. When testing the differences between the averages, it was found that the achievement of students in the experimental and control groups was statistically significantly different at 0.05. The average test score was higher than that of the control group.

4. Conclusion and Recommendation

This research developed instruction on tense grammatical structure both active and passive using a new recognition model. It was invented by the integration from many textbooks. They were English Grammar in Use with Answers and Interactive eBook: Self-Study Reference and Practice Book for Intermediate Learners of English (Murphy, 2015), GRAMMAR AND MECHANICS Active and Passive Voice (M. Rockowitz & Rockowitz, n.d.). They were also Textbook Interchange of Active and Passive Voice: Patterns and Examples (Joshi, 2013), Textbook Grammar and Techniques of the English Language Revised Edition (Kesorncam, 2017). In addition, there were Textbook Grammar Sense 4: Advanced Grammar and Writing (Bland, 2007) and Textbook The Handbook of English Linguistics (Aarts et al., 2021). Then lessons on tense grammatical structure both active and passive were created as instructional materials and the effectiveness of the lessons was determined according to the 80/80 criteria.



Then compare the achievements of tense grammatical structure both active and passive of the new recognition model with those used in the traditional ones from students of Rajamangala University of Technology Tawan-ok Bangpra Campus with Z – test statistics.

4.1 Summary of findings

The results of the experimental group's determination of the effectiveness of the lessons created on the tense grammatical structure used as instructional materials were 80.07/82.34. This was higher than the 80/80 threshold, which was based on the first research hypothesis. As a result of the development of teaching and learning about tense grammatical structures both active and passive, there was a model used for learning or used for teaching tense grammatical structure in an effective new recognition model. It improved understanding, usage of grammar more accurately and good academic achievement. The achievement of students of Rajamangala University of Technology Tawan-ok Bangpra Campus, both groups showed a statistically significant difference in test scores at a level of 0.05. The experimental group had a higher average test score than the traditional group. This was based on the second research hypothesis.

Based on the findings, it can be concluded that the use of both active and passive techniques for teaching tense grammatical structure using the new recognition model is more effective than traditional model.

4.2 Discussion the findings

Student achievement with a new recognition model in terms of tense grammatical structure both active and passive achieved higher academic achievement than those who used traditional model. 80/80 showed that teaching about tense grammatical structure both active and passive using the teaching materials created, coupled with the use of teaching techniques that use a new recognition model led students to achieve higher academic achievement than traditional one.

However, when looking for passive voice, it was found that the student had a desire to use passive , but they couldn't find the right words and also they couldn't find out the choice of tense to suit the time and the diversion of the verbs. This met Chumthong (2009) which examined the English passive voice of Maejo University students. The study was found that the results were based on data collected from class observations and note writing. Students were interested in using active or passive. However, there was a reason for not having the right time and diversion of the verbs. This was counted as one of the issues for Thai students to learn passive voice.

4.3 Research-based recommendation

1. Active and passive voice teaching and learning should be promoted along with structural, tense and vocabulary skills.
2. New teaching innovations should always be encouraged.
3. Learning should be conducted with active and passive voice exercises to write sentences continuously, as well as practical use outside the classroom.
4. Reinforcement such as compliments will give learners more encouragement to improve themselves.

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