

Strengthening University Students' English Grammatical Skills through the Situational Teaching Approach

Wadinlada Thuratham,¹ Sureerat Talapngoen^{2*}

Article History:

Received: 08/05/2026

Revised : 08/06/2026

Accepted: 18/06/2026

Available Online: 28/06/2026


Keywords:


EFL students, Grammatical knowledge, Situational language teaching, Tenses

ABSTRACT

The situational teaching approach (STA) has been applied in EFL instruction for language development in several studies. However, few studies have emphasized English grammatical skills related to verb tenses. To explore the impact of STA on language development, this study aims to 1) examine how STA affects university students' accuracy in using English verb tenses, and 2) survey students' perceptions toward the implementation of STA to determine its effectiveness in developing their grammatical skills. The participants in this study were 28 English major students at a public university in eastern Thailand. Data was collected using two instruments: a language achievement test and a questionnaire. The jamovi computer program was employed to analyze the data for mean scores and standard deviations. The results from a paired-sample t-test indicated statistically significant differences between the pre-test and post-test scores of language achievement at the .05 confidence level. This suggests that the STA activities strengthened students' English grammatical skills across all verb tenses, particularly the present perfect tense, followed by the future simple tense, the present simple tense, the present continuous tense, and the past simple tense, respectively. Furthermore, the questionnaire's results indicated that students held positive attitudes towards the implementation of STA. Therefore, STA activities can be regarded as effective teaching methods for enhancing students' proficiency in English verb tenses. Moreover, students perceived the benefits of STA by gaining confidence, increasing vocabulary, promoting interactions, motivating classroom participation, and improving their understanding of English conversations.

¹ Rajamangala University of Technology Tawan-ok, Thailand. Email: wadinlada_th@rmutto.ac.th

 <https://orcid.org/0000-0001-7281-3818>

² Nakhon Planom University, Thailand. Email: toeytalapngoen@npu.ac.th  <https://orcid.org/0009-0004-4774-5496> *Corresponding author

INTRODUCTION

The situational teaching approach (STA) has been applied in EFL classrooms to facilitate students' language development in various contexts (Suthipiyapathra, 2022; Yunus et al., 2020). STA provides students with opportunities to practise and use authentic language in real-life situations. This encourages active and effective communication. Additionally, this approach puts a lot of emphasis on students, which makes them more interested in learning and better at English. It also encourages them to work together and participate more. greater participation and collaboration among them (Zhi, 2023). On the other hand, teachers act as facilitators in STA activities to support students in language learning. In other words, teachers make classrooms that are full of interesting and create positive learning environments, where students can practise using language indifferent social situations. As a result, students' language proficiency, especially in communication, can be enhanced effectively (Huang, 2023).

Most studies implement STA to facilitate students' language development. However, before students can communicate in English, they need to have a fundamental knowledge of English grammar. In other words, students must understand the language's grammatical rules, especially those pertaining to verb tense, in order to correctly construct sentences that represent the past, present, and future. By doing so, students will be able to use their lexical and grammatical knowledge and abilities to build sentences that are appropriate for everyday communication (Thuratham, 2022). It can be mentioned that language cannot be used successfully without proper grammar (Saengboon et al., 2022). Regarding daily communication, the five most commonly used tenses include the present simple, present continuous, present perfect, past simple, and future simple tenses (Gingseng, 2022). If students do not have a clear understanding of tense structures, they will be incapable of communicating effectively because the use of tenses influences the meanings that are communicated.

EFL students have long struggled with English grammatical issues, as identified by numerous studies (Damaiyanti, 2021; Fitrawati & Safitri, 2021; Muradi & Amarkhil, 2024). These difficulties prevent them from successfully constructing English sentences for everyday communication. One major issue that makes students feel less confident when trying to communicate in English is their ignorance of grammar. To enhance their grammatical proficiency, the STA has been introduced in classrooms to examine whether it can effectively address students' problems with English verb tenses. Despite the fact that this method has been shown to support language development in numerous studies, the majority have placed more emphasis on speaking abilities (Luqyana et al., 2023; Zhong, 2023) than linguistic knowledge, particularly with regard to English verb tenses. Therefore, this study employs STA by allowing students to practice and apply their understanding of English verb tenses in a variety of real-world situations. As a result, their grammatical knowledge should develop effectively. With this method, students should be able to naturally internalize the proper use of English verb tenses. Thus, the research questions of this study are presented as follows:

1. How does the STA affect university students' accuracy in using English verb tenses?
2. What are university students' perceptions towards the implementation of the STA for enhancing their English grammatical skills related to verb tenses?

This study focuses on the implementation of the STA to enhance students' English grammatical skills, specifically targeting five verb tenses: present simple, present continuous, present perfect, past simple, and future simple. These tenses are predominantly used in spoken English (Ginseng, 2022) and are essential for successful communication in daily life situations. The STA activities in the study were organized into five distinct situations, each of which corresponded to the targeted verb tenses. Examples of these STA activities are described in Table 1.

Table 1
The Details of the STA Activities

STA Activities	Situations	Features	Types of activities
1	Talking about jobs	Present simple tense <i>For example:</i> A: What do you do? B: I'm an accountant. I work for a shipping company.	Pair & Group
2	Asking about and responding to news	Past simple tense <i>For example:</i> A: Did you pass the driving test yesterday? B: No, I didn't. I failed.	Pair & Group
3	Offering and asking for help	Present continuous tense <i>For example:</i> A: Would you like a hand? B: No, it's OK. My mother is helping me.	Pair & Group
4	Talking about experiences	Present perfect tense <i>For example:</i> A: Have you ever taken a double-decker bus? B: No, I haven't.	Pair & Group
5	Making decisions and predictions	Future simple tense <i>For example:</i> A: I think I will eat noodles today. B: Interesting!	Pair & Group

To shed light on how to implement the STA activities in the classroom, the procedure for their application is illustrated in Figure 1.

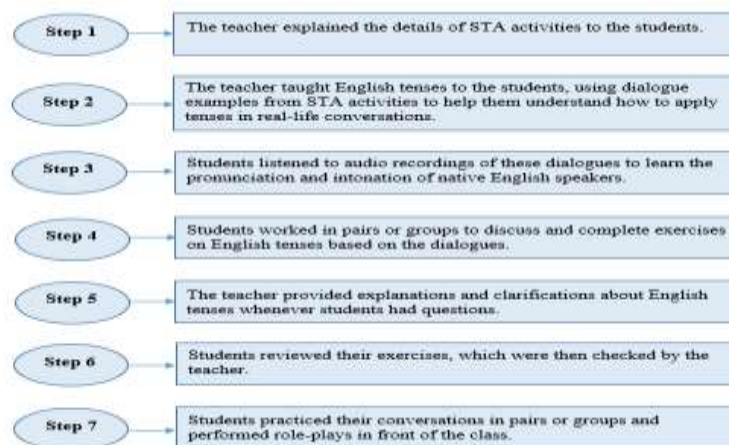


Figure 1. The Implementation Procedure for STA Activities

LITERATURE REVIEW

2.1 Situational Teaching Approach

The situational teaching approach (STA) is based on the principles of the communicative language teaching (CLT) framework, which focuses on learning a language through

interaction and communication rather than memorizing various elements of the language system (Toro et al., 2019). Thus, it is a teaching strategy that transforms academic settings into practical scenarios, offering effective language learning experiences. In other words, STA allows students to incorporate their own knowledge and skills into learning situations (Suthipiyapathra, 2022). Moreover, the core principles of this theory involve constructivist learning situated in authentic contexts, with an emphasis on the role of social interaction (Bell, Maeng & Binns, 2013; Orgill, 2007; Schell & Black, 1997 as cited in Green et al., 2018) as illustrated in Figure 2 below.



Figure 2. The Situational Teaching Approach (Green et al., 2018)

Therefore, STA has been extensively applied in EFL classrooms to develop students' language skills (Suthipiyapathra, 2022; Yunus et al., 2020). Moreover, students exhibited positive attitudes toward learning English, as STA activities inspired them, reduced their hesitation to participate, and promoted engagement and support among students. Moreover, a study by Suthipiyapathra (2022) revealed that STA strengthened students' writing abilities in various types of sentence structures. STA enhanced students' skills in sentence completion, helped them express complete thoughts, and improved word use, grammar, and punctuation. Students' opinions on STA were positive overall, particularly in terms of sentence writing improvement, which was the most beneficial aspect. Additionally, students' interest in English could be greatly increased by using the situational approach (Zhi, 2023; Zhong, 2023). It boosts students' learning effectiveness in addition to their level of engagement. Similarly, Yunus, Abdollah, and Hudriati (2020) acknowledged that STA is more effective compared to traditional teacher-centered or lecture methods, as this method encourages students to be more involved and take part, with teachers mainly acting as facilitators in the learning process.

Grammatical Difficulties in Language Learning

English grammar is fundamental knowledge for language teaching as it concerns the rules of language use. EFL students often struggle with grammar because they find it challenging to recognize its rules, making effective communication in English difficult for them (Muradi & Amarkhil, 2024). Therefore, students who possess a solid understanding of grammar will be able to effectively employ vocabulary and construct sentences for successful communication (Thuratham, 2022). However, grammatical problems have been found in various contexts (Damaiyanti, 2021; Fitrawati & Safitri, 2021; Muradi & Amarkhil, 2024). A study by Fitrawati and Safitri (2021) found that EFL students made numerous grammatical errors in essay writing, with the most common errors related to verb usage. These errors were attributed to a lack of understanding and confusion about grammatical rules, influenced

by their first language. Moreover, a study by Damaiyanti (2021) revealed that students frequently commit grammatical errors when speaking English, often misusing or misplacing parts of speech. These errors are attributed to internal factors such as anxiety, insufficient linguistic resources, and a lack of motivation, as well as external factors including an unsupportive environment and a stressful teaching and learning process. Similarly, Muradi and Amarkhil (2024) identified four main challenges EFL students face when speaking English: grammatical issues, difficulties with pronunciation, limited vocabulary, and low confidence, all of which affect their ability to speak English fluently and comfortably. Therefore, EFL students need to learn the basics of English grammar, which is necessary for communicating well in everyday life.

In conversations, people use various types of tenses to communicate in daily life, relating to periods of time: past, present, and future. According to Ginseng (2020), the five commonly used verb tenses in English are the present simple, present continuous, present perfect, past simple, and future simple tenses. If students have a clear understanding of verb tenses, they will be able to create sentences to communicate successfully with interlocutors, as these tenses can affect the meanings of communication. However, EFL students still face problems with the use of tenses in English (Jubran & Khrais, 2023; Choemue & Bram, 2020; Mohammed, 2019; Wahyuningtyas & Bram, 2018). A study by Jubran and Khrais (2023) revealed that students faced more difficulty with the present perfect tense compared to the simple past tense in writing. Students misunderstood the present perfect tense because they were not familiar with its function. Additionally, Choemue and Bram (2020) discovered that students frequently misused verb forms in their reflective writing, particularly within four specific tenses: present simple, past simple, present continuous, and present perfect. Notably, the present perfect tense was the most error-prone among them. Similarly, Mohammed (2019) revealed that students struggled with using the present perfect tense and failed to master it even after four years of education at the university level. Moreover, a study by Wahyuningtyas and Bram (2018) indicated that students struggled with three verb tenses: the present continuous tense, present perfect, and present perfect continuous tense. These difficulties are caused by remembering the structures of each tense, as students admitted that they did not regularly review these tenses, which affected their comprehension of grammar.

Therefore, this study aims to implement the STA to facilitate students' learning of English grammar, particularly the five commonly used verb tenses in everyday conversations, which are essential for clear communication.

METHODS

Research Design

The study utilized a convergent mixed-methods design (Creswell, 2012). Thus, both quantitative and qualitative data were collected concurrently in one phase. The two datasets were then analyzed separately and subsequently compared and integrated to provide a comprehensive interpretation of the findings, which consist of a single-group pre- and post-test design to evaluate students' proficiency in English grammatical skills, with a focus on verb tenses. The assessment was conducted before and after implementing the STA. Following the intervention, students' perceptions of the use of STA were explored to find out how effective it is at helping students improve their English grammar skills.

Participants

In this study, 28 first-year university students majoring in English for International Communication were recruited. They are enrolled in the Faculty of Humanities and Social Sciences at a public university in eastern Thailand. These students were taking a compulsory

course entitled "English for Undergraduate Students" in the first semester of the 2023 academic year. As this course emphasizes English grammar skills, students must have strong foundation in English grammar (Thuratham, 2024), especially in verb tenses, which will facilitate their learning in subsequent years. The inclusion criteria comprised both male and female students who willingly participated and completed all activities in this study. Students who were unable to finish all activities or who volunteered to participate but did not complete the activities were excluded from the study. Moreover, students who were not first-year students or those who decided to withdraw from the study were also excluded. Moreover, students who were not first-year students or those who decided to withdraw from the study were also excluded. On June 23, 2023, Rajamangala University of Technology Tawan-ok, Thailand's Research Ethics Review Committee for Research Involving Human Research Subjects accepted this study (COA No. 021, RMUTTO REC No. 022/2023).

Instruments

The research instruments employed in this study consisted of pre- and post-tests assessing language achievement in English grammatical skills, specifically with emphasis on verb tenses, and a questionnaire reflecting students' perceptions towards the use of STA after the intervention, to assess how well it improve students' grammatical proficiency in English. For clarity, the details of these two instruments are explained below.

The Language Achievement Test

The language achievement test was administered to students before and after implementing the STA. The test focuses on English grammatical knowledge of verb tenses. Its content was adapted from the book *English for Life: Pre-intermediate*, published by Oxford University Press (Hutchinson, 2012). The test covers five different topics: talking about jobs, offering and asking for help, asking about and responding to news, talking about experiences, and making decisions and predictions. Five English verb tenses are used in these topics: present simple, present continuous, present perfect, past simple, and future simple. The test consists of 50 multiple-choice items. Students are required to read dialogues with blanks and choose the most appropriate answer to complete each bla

Questionnaire

A questionnaire was designed to investigate students' perceptions towards the implementation of the STA and whether this approach could strengthen students' English grammatical skills in five verb tenses: present simple, present continuous, present perfect, past simple, and future simple. The questionnaire was divided into four parts: general information, English verb tenses, students' perceptions towards the STA, and open-ended questions. To obtain detailed information, two open-ended questions were included to explore which verb tenses students improved the most, which verb tenses they improved the least, and the difficulties they encountered after learning through the STA. The results from the questionnaire reflected the effectiveness of the STA in increasing students' English grammatical skills in verb tenses.

After the language achievement test and questionnaire were designed, it was reviewed by three experts in the field of English to evaluate the content using the Index of Item-Objective Congruence (IOC) form to guarantee the reliability and validity of both research instruments. The result of the IOC values ranged above 0.50 for all items, which demonstrate acceptable content validity, and the reliability coefficient was 0.75, which indicates acceptable internal consistency.

Data Collection

The data were collected using two instruments: a language achievement test for evaluating students' English grammatical errors on verb tenses and a questionnaire surveying student attitude toward the use of the STA for improving their English grammatical skills on verb tenses.

Students participated in this study for a total of 20 hours over 10 weeks. The research procedure for data collection was divided into four phases. First, the students took a pre-test to determine their current English grammatical abilities regarding verb tenses (Phase 1). Next, the STA was implemented as a treatment in the study to assess its effectiveness in improving students' English grammatical skills on verb tenses (Phase 2). After the intervention, the students completed a post-test to compare the results with those of the pre-test (Phase 3). Finally, a questionnaire was distributed to gather students' perceptions towards the STA (Phase 4). The procedure is illustrated in Figure 3 below.

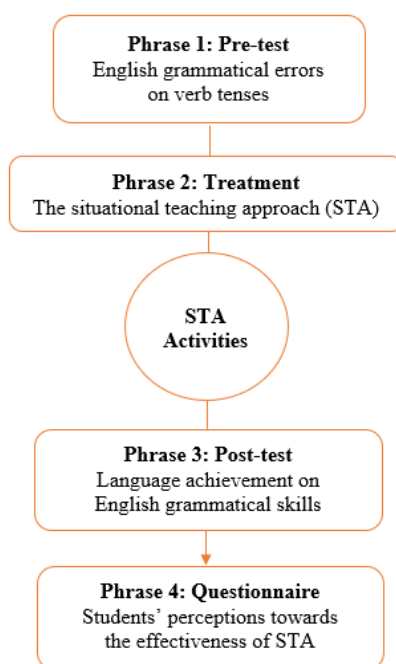


Figure 3. The Procedure for Data Collection

Data Analysis

In this study, the researcher employed the jamovi program and a paired t-test to analyze the data. The paired t-test was used to analyze the pre- and post-test data on language achievement regarding English grammatical errors in verb tenses, in order to identify any significant differences. In other words, after implementing the STA as the treatment, the results of both tests were compared to evaluate the effectiveness of STA activities in facilitating students' improvement in English grammatical skills.

In addition to a questionnaire, the study consists of two parts: closed-ended questions and open-ended questions. For the analysis of closed-ended questions, the Jamovi computer program was utilized to determine the mean and standard deviation (The Jamovi Project, 2022). Students' perceptions towards the implementation of STA were evaluated using a 6-point Likert scale. This scale includes six levels: strongly agree, agree, slightly agree, slightly disagree, disagree, and strongly disagree (Daskalovska et al., 2023). For open-ended

questions, the researcher employed a coding process to analyze the data, which enables researchers to pinpoint particular data elements related to their research questions. As a result, researchers are better equipped to understand the core concepts and ideas (Fereday & Muir-Cochrane, 2006, as cited in Naeem et al., 2023).

FINDINGS AND DISCUSSION

This research presents two primary results of the study: the grammatical errors in verb tenses made by students in the pre- and post-tests of language achievement, and the students' perceptions towards the implementation of the STA to enhance their grammatical skills in verb tenses, as assessed by a questionnaire. The results of the study are detailed below.

The Effect of STA on University Students' Accuracy in Using English Verb Tenses

After students completed the pre-test, they participated in EFL instruction focused on English verb tenses using the STA with activities as the treatment for the study. Once the instruction concluded, students were assigned to take the post-test assessing language achievement again. Subsequently, the results of both tests were compared to determine whether the STA activities could improve students' English grammatical skills in verb tenses. The results can be illustrated in Figure 4 as follows.

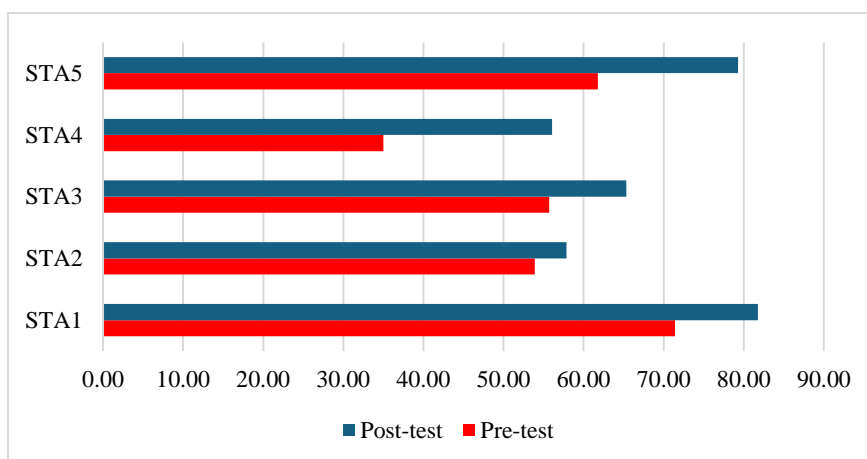


Figure 4. The Pre- and Post- Test Results of Language Achievement in English Verb Tenses

The results presented in Figure 4 indicate that the STA activities helped students get better at using English verb tenses correctly, as measured by their pre- and post-test scores in language achievement. Specifically, students demonstrated improvement in their grammatical proficiency across all verb tenses after participating in STA activities in EFL instruction. This improvement is shown by the fact that all activities had higher scores on the post-test than on the pre-test. Notably, 20 out of 28 students passed the post-test of language achievement, a significant increase from the pre-test results. The highest post-test score was for STA1 at 81.79%, followed by STA5 at 79.29%, STA3 at 65.36%, STA2 at 57.86%, and STA4 at 56.07%. In other words, the most improved verb tense was the present simple, followed by the future simple, present continuous, past simple, and present perfect tenses, respectively.

However, a closer look at the post-test results reveals that students performed well only in STA1 and STA5, with scores exceeding 70%. This indicates that students' grammatical proficiency enhanced markedly in the present simple and future simple tenses. Meanwhile,

only slight gains were observed in the post-test results for STA3, STA2, and STA4 compared to the pre-test results as the students' pre-test scores were less than 70%. This implies that even though STA activities had a big impact on students' overall grammatical skills in verb tenses, they still experienced difficulties with certain tenses, specifically present perfect, past simple, and present continuous, resulting in only minor improvements in these areas. The difficulties may stem from the use of the present perfect tense. This is supported by Mohammed (2019), who found that university students encountered challenges when constructing sentences, even though they could recall the tense's structure. Moreover, interference from the students' native language and their misunderstanding of its meaning may contribute to their confusion when using this tense in the appropriate context (Jubran, 2021). Additionally, the past simple tense is considered one of the most difficult verb tenses for students to master. This difficulty may arise from its structure, which requires changing main verbs from their base forms to past simple forms to denote events in the past. Also, the first language (L1) of the students can have an effect. For example, in Thai, verbs do not change forms to show that something happened in the past. Time adverbs are used to talk about things that happened in the past instead (Chelong, 2019). Moreover, the challenges associated with the present continuous tense arise from its complicated structure (Wahyuningtyas & Bram, 2018). Specifically, it comprises two types of verbs: main verbs and auxiliary verbs. These verbs serve different functions: the auxiliary verb "to be" and the main verb ending in "-ing." Students must differentiate between these functions and accurately change the forms of the verbs. Therefore, English-speaking environments, where students can practice using various verb tenses, should be promoted and integrated into real-life contexts (Ali, 2021).

To demonstrate the effectiveness of STA activities on students' development in English grammatical skills related to verb tenses, a paired sample t-test was utilized to systematically compare the scores of both pre-tests and post-tests, as shown in Table 2 below.

Table 2
The Pre- and Post- Test Results of Language Achievement

Pair	Pre-test and Post-test	N	\bar{X}	Std. Error Mean	Paired Differences		t	df	p
					95% Confidence Interval Lower	95% Confidence Interval Upper			
Pair 1	Pre-total and Post-total	28	-6.250	1.220	-8.75	-3.747	-5.123	27	.001
Pair 2	Pre-STA1 and Post-STA1	28	-1.036	0.383	-1.82	-0.250	-2.703	27	.012
Pair 3	Pre-STA2 and Post-STA2	28	-0.393	0.543	-1.51	0.721	-0.724	27	.475
Pair 4	Pre-STA3 and Post-STA3	28	-0.964	0.397	-1.78	-0.150	-2.431	27	.022
Pair 5	Pre-STA4 and Post-STA4	28	-2.107	0.455	-3.04	-1.173	-4.629	27	.001
Pair 6	Pre-STA5 and Post-STA5	28	-1.750	0.565	-2.91	-0.591	-3.098	27	.005

*p < .05

The results from a paired sample t-test, as presented in Table 2, indicate statistically significant differences between the pre-test and post-test scores overall at the .05 confidence level (t = -5.123, df = 27, p < .05). When analyzing each STA activity individually, it is evident that all STA activities enhanced students' English grammatical skills in all verb tenses.

The most significant improvement was observed in the present perfect tense in STA4 ($\bar{X} = -2.107$, $t = -4.629$, $p < .05$), followed by the future simple tense in STA5 ($\bar{X} = -1.750$, $t = -3.098$, $p < .05$), the present simple tense in STA1 ($\bar{X} = -1.036$, $t = -2.703$, $p < .05$), and the present continuous tense in STA3 ($\bar{X} = -0.964$, $t = -2.431$, $p < .05$). However, STA2, which focused on 'asking about and responding to news' in the past simple tense, was the only activity where the difference between pre-test and post-test scores was not statistically significant ($\bar{X} = -0.393$, $t = -0.724$, $p > .05$). Therefore, it can be inferred that students showed the least improvement in the past simple tense, despite passing the test.

When considering the pre-test results, it is evident that the present perfect tense was the most problematic for students, as they failed only in the STA4 activity related to "talking about experiences" and received the lowest scores compared to other tenses. However, the results from a paired sample t-test reveal that students achieved the highest improvement in using the present perfect tense in STA4. Thus, it can be acknowledged that STA activities can greatly assist students in overcoming their difficulties with the present perfect tense. Moreover, the results from a paired sample t-test showed the second highest improvement in the future simple tense, as students did not achieve high scores in the pre-test. Interestingly, even though the pre-test results show that the past simple tense in STA2 was the second most problematic for students, the results from a paired sample t-test reveal that there is no significant difference in this activity. This suggests that the STA did not significantly affect students' improvement in the past simple tense in the situation "asking about and responding to news." Additionally, although the present continuous tense was found to be the third most problematic verb tense in the pre-test, the results from a paired sample t-test show that students improved their skills in this tense in the last order. This indicates that the STA activity with the situation "offering and asking for help" encouraged students to improve their skills in the present continuous tense, though less than in other tenses. Therefore, it can be affirmed that STA activities could be used as effective teaching methods for facilitating students' English grammatical skills in all verb tenses. The students developed a better understanding of the five most commonly used verb tenses, with their skills being especially enhanced in the most problematic present perfect tense. This is similar to a study by Yunus, Abdollah, and Hudriati (2020), which revealed that STA facilitated students' learning of basic English grammar. Active learning was fostered by giving the students the chance to participate in activities that enhanced their language proficiency and encouraged peer communication. Moreover, through bridging the gap between theory and practice and enabling, STA helps students apply the language they have learned in class to a variety of situations, allowing them to use their knowledge in novel contexts (Suthipiyapathra, 2022). Thus, STA activities focusing on linguistic knowledge facilitate students' comprehension of grammar concepts more effectively (Luqyana et al., 2023).

The University Students' Perceptions towards the Implementation of the STA

In this study, a 6-point Likert scale was employed to analyze the data on students' perceptions towards the implementation of the STA and its effectiveness as a supportive method for strengthening students' English grammatical skills in verb tenses. The students' opinions were interpreted from the scale, ranging from strongly agree to strongly disagree, as displayed in Table 3 below.

Table 3
The Students' Perceptions towards the Implementation of the STA

No.	Statements	\bar{X}	Std.	Interpretation
1	Present simple tense			
1.1	STA helps me better understand the structure of the present simple tense.	5.00	0.877	Agree
1.2	STA assists me in correcting my grammatical errors related to the present simple tense.	5.00	0.877	Agree
1.3	STA helps me write English dialogues using the present simple tense correctly.	4.96	0.898	Agree
1.4	STA enables me to use the present simple tense accurately in English conversations.	4.96	0.854	Agree
1.5	STA increases my confidence when using the present simple tense in English conversations.	5.07	0.917	Agree
2	Past simple tense			
2.1	STA helps me better understand the structure of the past simple tense.	4.89	0.847	Agree
2.2	STA assists me in correcting my grammatical errors related to the past simple tense.	4.81	0.962	Agree
2.3	STA helps me write English dialogues using the past simple tense correctly.	4.85	0.818	Agree
2.4	STA enables me to use the past simple tense accurately in English conversations.	4.78	0.974	Agree
2.5	STA increases my confidence when using the past simple tense in English conversations.	4.96	0.808	Agree
3	Present continuous tense			
3.1	STA helps me increase my understanding of the structure of the present continuous tense.	5.00	0.961	Agree
3.2	STA assists me in correcting my grammatical errors related to the present continuous tense.	5.00	0.832	Agree
3.3	STA helps me write English dialogues using the present continuous tense correctly.	5.00	0.920	Agree
3.4	STA enables me to use the present continuous tense accurately in English conversations.	5.11	0.847	Agree
3.5	STA increases my confidence when using the present continuous tense in English conversations.	4.89	0.934	Agree
4	Present perfect tense			
4.1	STA helps me increase my understanding of the structure of the present perfect tense.	4.78	0.801	Agree
4.2	STA assists me in correcting my grammatical errors related to the present perfect tense.	4.85	0.989	Agree
4.3	STA helps me write English dialogues using the present perfect tense correctly.	4.74	0.944	Agree
4.4	STA enables me to use the present perfect tense accurately in English conversations.	4.70	0.869	Agree
4.5	STA increases my confidence when using the present perfect tense in English conversations.	4.63	0.884	Agree
5	Future simple tense			
5.1	STA helps me increase my understanding of the structure of the future simple tense.	4.81	0.834	Agree
5.2	STA assists me in correcting my grammatical errors related to the future simple tense.	4.81	0.834	Agree
5.3	STA helps me write English dialogues using the future simple tense correctly.	4.81	0.879	Agree
5.4	STA enables me to use the future simple tense accurately in English conversations.	4.85	0.949	Agree
5.5	STA increases my confidence when using the future simple tense in English conversations.	4.85	0.864	Agree

From Table 3, the results indicate that the mean scores of all STA activities ranged from 3.42 to 5.17, categorizing the scale as high and interpreted as 'agree' opinions. Regarding the present simple tense (STA1), the results show that students agreed with all statements. The highest mean score was 5.07 for item 1.5, indicating that students believed STA increased their confidence in using the present simple tense in English conversations. As for the past simple tense (STA2), the highest mean score was for item 2.5 at 4.96. Similarly, students believed that STA increased their confidence when using the past simple tense in English conversations. In addition to the present continuous tense (STA3), item 3.4 had the highest mean score of 5.11. Students acknowledged that STA helped them use the present continuous tense correctly in English conversations. According to the present perfect tense (STA4), students believed that STA could help them correct their errors in the present perfect tense, as this item had the highest mean score of 4.85 (item 4.2). With respect to the future simple tense (STA5), students acknowledged that STA could foster their skills to use the future simple tense accurately in English conversation (item 5.4), with a mean score of 4.85. This score is equal to the mean score of item 5.5, where students insisted that STA increased their confidence in using the future simple tense in English conversations. These two items had the highest mean scores.

When considering each verb tense, the results from the questionnaire demonstrate that students believed the STA activities facilitated their skills in the present continuous tense the most, followed by the present simple tense, past simple tense, future simple tense, and present perfect tense, respectively. This differs from the results of the paired t-test, which showed students' actual improvements from the post-test results, indicating that they improved their skills in the present perfect tense the most, followed by the future simple tense, present simple tense, present continuous tense, and past simple tense, respectively. Therefore, the results from students' actual performance and their perceptions towards the implementation of STA activities should be considered in parallel. Consequently, it can be summarized that the situational approach (STA) integrated with activities could support and strengthen students' English grammatical skills across all verb tenses, as students agreed with all statements of the questionnaire. Moreover, students felt comfortable speaking English in various contexts, as STA is essential to increasing students' confidence in the classroom (Luqyana et al., 2023).

To determine students' perceptions towards the implementation of STA activities in other aspects, five questions were surveyed, and the results are described in Table 4 below.

Table 4
The Results of the Students' Perceptions towards Other Aspects of the STA

No.	Statements	\bar{X}	Std.	Interpretation
1	STA motivates me to participate in classroom activities.	4.96	0.940	Agree
2	STA promotes teacher-student interaction.	4.96	0.854	Agree
3	STA fosters peer interaction.	5.00	0.877	Agree
4	STA helps me increase my vocabulary.	4.81	0.834	Agree
5	STA improves my understanding of English conversation.	5.00	0.877	Agree

From Table 4, the results reveal that students had positive attitudes towards the implementation of STA in EFL classrooms for enhancing their English grammatical skills in all verb tenses. This is evident from the mean scores ranging from 4.81 to 5.00, which show a

high degree of agreement, interpreted as 'agree' opinions. Regarding all aspects, items 3 and 5 had an equal mean score of 5.00, the highest score among the five aspects. Students believed that STA fostered peer interaction (item 3) as they had opportunities to work with partners and in group activities. Additionally, students admitted that STA could help them better understand English conversations and the messages they convey (item 5). The following items, 1 and 2, had equal mean scores of 4.96. Students acknowledged that STA motivated them to take part in class activities (item 1). Furthermore, this approach promoted teacher-student interaction (item 2) as the teacher acted as a facilitator in STA activities. In other words, the teacher closely provided comments and suggestions to students when they encountered difficulties in correcting errors in English verb tenses during STA activities. This was followed by item 4, with a mean score of 4.81. Students believed that STA could assist them in expanding their vocabulary as they engaged in conversations in variety of contexts.

Therefore, the STA can be an effective method for enhancing students' English grammatical skills, particularly in verb tenses frequently used in English conversations: present simple, past simple, present continuous, present perfect, and future simple. Additionally, STA activities support language learning and development by encouraging students' participation in class activities, promoting peer and teacher-student interactions, increasing vocabulary, and enhancing comprehension of communication in a variety of contexts. Furthermore, students actively engage in group work, supporting each other in the communication process. Similarly, Zhong (2023) notes that STA enriches students' learning experiences and interest in English by emphasizing practicality, enhancing English proficiency, especially in listening and speaking, and fostering autonomous learning abilities.

To obtain more information and understand students' insights regarding English verb tenses, the data from students' responses to the open-ended questions were gathered and summarized into two aspects. The results are reported in Table 5 below.

Table 5
An Overview of the Responses to the Open-Ended Questions

No.	Aspects	Students' Insights
1	The most improved verb tenses	<ul style="list-style-type: none"> ▪ Past simple tense ▪ Present simple tense ▪ Present continuous tense ▪ Present perfect tense
2	Difficulties students encountered after learning through the STA	<ul style="list-style-type: none"> ▪ Memorizing tense structures ▪ Needing significant time to review, practice and improve skills ▪ Confusion regarding tense structures ▪ Problems with writing sentences

From Table 5, the results of the open-ended questions indicate that students recognized a number of areas in which they needed to improve their grammatical knowledge of English, focusing particularly on four verb tenses: past simple, present simple, present continuous, and present perfect. Interestingly, there was no mention of the future simple tense, perhaps due to its perceived simplicity in structure. Additionally, students highlighted four major difficulties they encountered after learning through STA. Firstly, students mentioned difficulty in memorizing all the tenses due to their different structures. Secondly, they found the comprehensive information regarding verb tenses required considerable time

to review, practice, and master, crucial for everyday communication. Furthermore, students acknowledged the complexity of tense structures and occasionally expressed confusion with them. Lastly, they struggled with sentence construction due to their basic understanding of English patterns, which affected their use of tenses.

CONCLUSION

This study aimed to examine the effectiveness of the STA integrated with activities in improving EFL students' English grammatical skills, specifically in verb tenses. This approach is based on behaviorist theory and aims to enhance students' speaking abilities through the use of particular situations and contexts created by teachers (Luqyana et al., 2023). The research employed two instruments: pre- and post-tests of language achievement and a questionnaire to assess students' perceptions toward the implementation of STA as a treatment in the study. The results indicated that STA activities facilitated the enhancement of students' English grammatical skills across all verb tenses, though the degree of improvement varied among students. Notably, the present perfect tense, which was identified as the most problematic for students in the pre-test, showed the most significant improvement. This suggests that STA activities were particularly successful in helping students in removing grammatical errors in this tense. Following the present perfect tense, improvements were observed in the future simple tense, the present simple tense, and the present continuous tense. However, the past simple tense showed the least improvement, despite students passing both the pre- and post-tests. Consequently, students demonstrated considerable progress in their grammatical skills throughout the study. The results from the questionnaire also showed that students had positive attitudes towards the implementation of STA, as they agreed with all statements, emphasizing the effectiveness of STA in EFL classrooms.

Therefore, it can be mentioned that the STA activities could be utilized as effective teaching methods that could improve students' proficiency in English verb tenses. Additionally, students perceived the benefits of STA by gaining confidence, increasing vocabulary, promoting interactions, motivating classroom participation, and improving their understanding of English conversations. In other words, the STA increased students' confidence when speaking English, as they felt confident in their abilities to use verb tenses accurately and gained more vocabulary for conversations. It also promoted interactions between teachers and students, as well as among peers, since the STA activities provided opportunities for pair and group work, motivating students to participate. This approach supported student-centered learning, with the teacher acting as a facilitator to help students overcome their obstacles in language learning. Consequently, it could help students gain a better understanding of English conversations.

ACKNOWLEDGMENTS

The authors would like to express their sincere appreciation to three English language experts for their kind assistance in evaluating the research instruments. Special thanks are also extended to the participants for their cooperation throughout the study.

REFERENCES

- Ali, S. (2021). Difficulties in the applications of tenses faced by ESL learners. *Research Journal of Social Sciences & Economics Review*, 2(1), 428-435.
[https://doi.org/10.36902/rjsser-vol2-iss1-2021\(428-435\)](https://doi.org/10.36902/rjsser-vol2-iss1-2021(428-435))
- Chelong, M. (2019). *English language error analysis of Thai students* [Master's thesis, Muhammadiyah University of Jember]. Perpustakaan Universitas Muhammadiyah Jember. <http://repository.unmuhjember.ac.id/6814/>

- Choemue, S., & Bram, B. (2020). Part of speech mastery of Thai students of Xavier Learning Community. *Voices of English Language Education Society*, 4(2), 222-231. <http://dx.doi.org/10.29408/veles.v4i2.2540>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Ed.). Boston, MA: Pearson.
- Damaiyanti, S. (2021). Grammatical errors made by students in speaking English. *Journal of English Language Teaching and Learning*, 2(2), 23-33. <http://dx.doi.org/10.18860/jetle.v2i2.11945>
- Daskalovska, N., Hadzi-Nikolova, A., & Alogjovska, N. J. (2023). The use of metacognitive strategies by English language learners. *European Journal of English Language Teaching*, 8(1), 19-33. <http://dx.doi.org/10.46827/ejel.v8i1.4648>
- Fitrawati, F., & Safitri, D. (2021). Students' grammatical errors in essay writing: A pedagogical grammar reflection. *International Journal of Language Education*, 5(2), 74-88. <https://doi.org/10.26858/ijole.v5i2.15241>
- Gingseng. (2022). *Most common English verb tenses*. Retrieved from <https://ginsengenglish.com/blog/english-verb-tense-frequency>
- Green, C., Eady, M., & Andersen, P. (2018). Preparing quality teachers: Bridging the gap between tertiary experiences and classroom realities. *Teaching and Learning Inquiry*, 6(1), 104-125. <https://doi.org/10.20343/teachlearningu.6.1.10>
- Hutchinson, T. (2012). *English for Life: Pre-intermediate*. Oxford University Press
- Jubran, S., & Khrais, S. M. (2023). The dilemma of utilizing the present perfect tense in English writing by Arab English learners. *Journal of Language Teaching and Research*, 14(5), 1430-1437. <http://dx.doi.org/10.17507/jltr.1405.32>
- Jubran, S. M. (2021). The familiar challenge of present perfect versus past tenses in teaching Arab students paragraph writing. *Multicultural Education*, 7(4), 156-161. <http://dx.doi.org/10.5281/zenodo.4699762>
- Luqyana, N., Inayah, N., & Burhansyah, B. (2023). The effectiveness of using situational language teaching in teaching speaking skills for Junior High School. *Research in English and Education*, 8(4), 181-197. <https://jim.usk.ac.id/READ/article/view/28787>
- Mohammed, W. M. (2019). Iraqi EFL university students' recognition and production of present perfect tense. *International Journal of Innovation, Creativity and Change*, 9(2), 95-110.
- Muradi, A., & Amarkhil, A. M. (2024). The difficulties of EFL students in speaking English at Sar-e-Pul Higher Education Institute. *Journal of Natural Language and Linguistics*, 2(1), 1-7. <http://dx.doi.org/10.54536/jnll.v2i1.2331>
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069231205789>
- Saengboon, S., Panyaatisim, K., & Toomaneejinda, A. (2022). The roles of grammar in English language teaching: Local viewpoints. *PASAA*, 63, 179-204.
- Suthipiyapathra, S. (2022). Effects of situation-based learning on sentence writing ability of EFL students in Thailand. *Universal Journal of Educational Research*, 10(6), 397-407. <http://dx.doi.org/10.13189/ujer.2022.100604>
- The jamovi project (2022). *jamovi*. (Version 2.3) [Computer Software]. Retrieved from <https://www.jamovi.org/>
- Thuratham, W. (2022). Individual, pair and group EFL activities for aviation students at a Thai university: A closer look at language achievement and attitudes. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 892-921. <https://doi.org/10.33736/ils.5712.2024>

- Thuratham, W. (2024). Enhancing English conditional sentences among EFL undergraduates through scaffolding techniques. *Issues in Language Studies*, 13(1), 145-165. <http://dx.doi.org/10.33736/ils.5712.2024>
- Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2019). The use of the communicative language teaching approach to improve students' oral skills. *English Language Teaching*, 12(1), 110-118. <https://doi.org/10.5539/elt.v12n1p110>
- Wahyuningtyas, E. W., & Bram, B. (2018). Basic tense problems of the first semester students of English language education study program. *International Journal of Indonesian Education and Teaching*, 2(2), 147-153. <https://doi.org/10.24071/ijiet.v2i2.1509>
- Yunus, M., Abdollah, A., & Hudriati, A. (2020). Development of basic English grammar teaching materials based on situational approach in English Language Education Study Program of Universitas Muslim Indonesia. *ELT Worldwide*, 7(2), 162-171. <https://doi.org/10.26858/eltww.v7i2.15390>
- Zhi, R. (2023). A brief discussion on the application of situational language teaching under the three Noval backgrounds. *Frontiers in Sustainable Development*, 3(11), 77-83. <http://dx.doi.org/10.54691/fsd.v3i11.5730>
- Zhong, C. (2023). The influence of situational teaching on English learning experience and outcomes of primary and middle school students. *Journal of Education, Humanities and Social Sciences*, 22, 28-33. <http://dx.doi.org/10.54097/ehss.v22i.12273>