

Teaching Past Tense by Using Repetition and Substitution Drill to 5th Grade Students

Sumaira Chand*
Rabia Tabassum**

Abstract

The present study was aimed to investigate the effect of repetition and substitution drills method on the academic achievement of elementary school students in subject of English. The objectives of this study were (i) to find out the effectiveness of drill method on the construction of past tense ability, (ii) to find out the effect of substitution drill on the performance of the students, (iii) to investigate the effectiveness of repetition and substitution drills in improving the vocabulary of the students, (iv) To explore the effect of repetition and substitution drills method on the retention level of the students. To achieve the above objectives, the following null hypotheses were tested, (i) there is no significant effect of drill method on construction of past tense ability, (ii) there is no effect of substitution drill on the performance of the students, (iii) there is no effect of repetition and substitution drills in improving the vocabulary of the students, (iv) there is no effect of repetition and substitution drill method on the retention level of the student. All the students of 5th class were population of the study. Seventeen students of grade 5 from a Government Girls Primary School were selected as the sample of the study. These students were taught control group as well as experimental group through Four Cycle Experimental Design. Data was collected through pre-test and post-test, and that data were tabulated and analyzed in the light of objectives of the study by using t-test. The analysis of the collected data revealed the following findings: It was concluded from the results that drill method had significance effect on students' construction of past tense ability. The result of the study showed that substitution drill method had significance impact on performance of the students. Hence it is recommended that teachers should teach English subject at elementary level and government should arranged teacher refresher with drill method. The result of the study showed that substitution drill method had significance impact on performance of the students. Hence it is recommended that teachers should adopt the substitution drill method while teaching at elementary level.

Keywords: Repetition and Substitution Drills Method, Past Tense Ability, Elementary Level.

* MPhil scholar Northern University Nowshehra. summygul2016@gmail.com

**Professor, Faculty of Arts and Social Sciences, Northern University Nowshehra. rabiatabassum227@gmail.com

Introduction

According to Mansour (2017) the primary purpose of language is to allow individuals to interact effectively with one another. It is expected that learning a language will assist students in participating in society. As Mansour (2017) declares that the interpretation of an information delivered through language must be converted into words assembled according to grammatical rules, and then these words must be conveyed through sound. Grammar is also the central component of language, as phonology and semantics, or sound and meaning are connected by grammar.

According to Murad (2017), drills have been proved to be beneficial in foreign language teaching because they allow students to put what they've learned into practice. The technique of drilling is usually useful to practice sentence structure or pronunciation of the learners.

According to Badea (2015) drilling is a technique that many teachers still employ when teaching new language concepts to their learners. Drilling entails repeating what is heard from a model given by the instructor, a tape, or maybe other learner.

The most basic drill for learning language patterns is repetition drill. Students keep repeating whatever the teacher is saying or what the recording device delivers. The instructor says the model (words and phrases) and the learners keep repeating it. Drilling, at its most basic level, entails listening to a teacher-provided model, a tape, or the other student in the school environment and trying to repeat what is noticed. It's a drill where you do the same thing over and over again. This can be used to introduce new words and will be beneficial in pronunciation classes (Lynch, 2022). Drills of repetition are used to quickly familiarise students with something like a particular structure formulaic utterance (Doff, 1990).

Related Research

According to Larsen-Freeman (2000), the teacher is directing and controlling the students' language behavior while also providing a good model for imitation, the teacher's role is similar to that of an orchestra leader. The students imitate the teacher's model or the model of tape recorder. They listen to the teacher and react as efficiently and consistently as possible. Finally, repetition drill allows students in a foreign language learning class to understand the relationship between form and language use, as well as aids in the memorization of phrases and words.

According to Maharida (2014), substitution drilling is a language practice technique used in the classroom. It begins with the teacher modelling a word or a sentence, which the students then repeat. The students then change the message or substitute one or maybe more key words in the sentence given by the teacher.

Larsen-Freeman (2012) declares that a question-and-answer drill, a transformation drill, and a chain drill follow the substitution drills. The teacher moves quickly and only slows down when there is an error. When a student makes a pronunciation error, the teacher suggests a word that is only slightly different from the one they're having trouble with so that they can hear the difference between the familiar sound and the one they're having trouble with.

According to Aitken and Aitken (1992) states that, the past, present, or future tense is any of the forms of a verb that can be used to demonstrate the time of the portion or state expressed by the verb. Past, present (now), and future tenses are classified into three parts. Each section has its own formula and time references. Each section also necessitates extensive rote learning in order to distinguish events that occurred at specific times.

Aitken and Aitken (1992) state that the simple past tense in English language is used to describe an event that occurred in the past or an action that has already been completed. Simple past tense highlights that something has been completed and this tense has special form in order to display that condition by addition of *-ed* or *-d* for the verbs having regular form and for irregular verbs by checking the table. The past tense also has a specific time reference for its recognition likes *in...*, *yesterday*, *last...*, and *...ago*.

Statement of the Problem

The aim purpose of this research was to evaluate the effect of Repetition and Substitution Drill on Teaching Past Tense to the students at elementary level in the subject of English. Most of the schools in public and private sector are practicing traditional teaching methods. A study was made in order to check and implement any shift from the currently used methodology of teaching and learning to those possible within learning framework. The study aimed at Teaching Past Tense by Using Repetition and Substitution Drill to 5th Grade Students.

Objectives

The research study aimed:

- To find out the effectiveness of drill method on the construction of past tense ability.
- To find out the effect of substitution drill on the performance of the students.
- To investigate the effectiveness of repetition and substitution drills in improving the vocabulary of the students.
- To explore the effect of repetition and substitution drills method on the retention level of the students.

Hypotheses

The hypotheses were:

- H₀₁ There is no significant effect of drill method on construction of past tense ability.
- H₀₂ There is no effect of substitution drill on the performance of the students.
- H₀₃ There is no effect of repetition and substitution drills in improving the vocabulary of the students.
- H₀₄ There is no effect of repetition and substitution drill method on the retention level of the student.

Method and Procedure

Population

Population of the study was comprised of 5th Grade girl students of all the government elementary schools of District Nowshera.

Sample

One school was selected through convenient sampling for experimental purpose. Seventeen students of grade 5 from a Government Girls Primary School were selected as the sample of the study.

Research Design

The research was experimental. In this study the research design was single group four cycle pretest-posttest designs. The following was the symbolic representation of research design (Farooq & Tabassum, 2017).

O ₁ T O ₂

O ₃ CO ₄

O ₅ CO ₆

O ₇ T O ₈

Where O₁, O₃, O₅ and O₇ are pretest and O₂, O₄, O₆ and O₈ are post tests. T is treatment and C is control group (Traditional method)

Research Instrument

In order to measure students' academic achievements, pre-test and post-test were used as research instruments.

Pretest and Posttest

Pretest and Posttest were developed for the students of the English subject. The tests consisted of 40 multiple choice questions (items).

Treatment

This research was four cycle experimental design. In which a single group of 17 female students was considered control group as well as experimental group. At the first cycle, the group was considered as experimental group and researcher took pre-test from this experimental group. And after that researcher taught past tense to this group with drill method, in which researcher used repetition drill and substitution drill for teaching regular verbs, nouns, pronouns, use verbs in sentences. Positive sentences, Negative sentences and interrogative sentences of past tense, rearrange the sentences of past tense. And after completion of cycle 1, post-test was given to these experimental group students. Each cycle consisted of two weeks.

In cycle 2, the same group was considered as control group and similarly researcher took pre-test which was consisted of some grammatical items, to the students to know the progress and understanding of the student's mastery in simple past tense. And after taking pre-test, past

tense was taught to control group with traditional method, after completion second cycle post-test was administered to these students.

In cycle 3, the same group was considered as control group. And according to this process pre-test was taken from control group, this test was consisted of some grammatical items of past tense. And after pre-test, researcher taught them irregular verbs, nouns, pronouns, use verbs in sentences. Positive sentences, Negative sentences and interrogative sentences of past tense, rearrange the sentences of past tense with traditional method, and after completing this cycle, post-test was taken from control group.

In cycle 4, the same group was considered as experimental group. Similarly, pre-test was taken from the experimental group. And after this test researcher taught them irregular verbs, change positive sentences into negative and interrogative sentences of past tense, and use irregular verbs in past tense sentences with drill method. And after completion of this cycle, post-test was taken from the experimental group.

Data Collection

The data was collected through pretests (before treatment) and posttests (after treatment) in every cycle from respondents in this study.

Data Analysis and Findings

Data was analyzed through mean, standard deviation and dependent t-test. The mean scores were used to determine the overall performance of the groups, and dependent t-test was used to find out whether there was a significant difference in pretest and posttest scores between the experimental groups in all cycles.

H_{01} There is no significant effect of drill method on construction of past tense ability.

Table 1
Significant effect of drill method on construction of past tense ability

Group	N	Mean	SD	V	df	t-value	Effect	
Experimental	O1	17	4	0.86	0.75	16	4.76	Significant
	O2	17	5	0	0			
Control	O3	17	2.82	0.39	0.154	16	1.76	Not Significant
	O4	17	3.11	0.6	0.36			
Control	O5	17	0	0	0	16	11.09	Significant
	O6	17	2.17	0.8	0.654			
Experimental	O7	17	0	0	0	16	23.34	Significant
	O8	17	4.52	0.79	0.639			

Significance level = 0.05

Table Value = 2.119

Table 1 depicts that calculated t-values 4.76, 11.09 and 23.34 was greater than table value 2.119 and 1.76 was lesser than table value 2.119 but the difference between O₁ (Pre-test) and O₂ (Post-test) as well as O₇ (Pre-test) and O₈ (Post-test) of Experimental group is much larger than the difference between O₃ (Pre-test) and O₄ (Post-test) which were not significant at significance level (0.05) as well as O₅ (Pre-test) and O₆ (Post-test) of Control group which was significant at significance level (0.05); hence the null hypothesis is rejected. It means that drill method significant effect on construction of past tense ability.

H₀₂ There is no significant effect of substitution drill on the performance of the students.

Table 2
Significant effect of substitution drill on the performance of the students

Group	N	Mean	SD	V	df	t-value	Effect
Experimental	O1	17	2.35	1.27	1.617		
						16	7.16
Control	O2	17	4.47	0.62	0.389		
						16	5.05
Control	O3	17	1.58	1.62	2.632		
						16	5.05
Control	O4	17	3.47	1.001	1.014		
						16	3.11
Experimental	O5	17	3.11	1.45	2.11		
						16	3.11
Experimental	O6	17	4	0.86	.75		
						16	11.35
Experimental	O7	17	2.82	0.72	0.529		
						16	11.35
Experimental	O8	17	4.88	0.33	0.110		
						16	11.35

Significance level = 0.05

Table Value = 2.119

Table 2 indicates that calculated t-values 7.16, 5.05, 3.11 and 11.35 were greater than table value 2.119 but the difference between O₁ (Pre-test) and O₂ (Post-test) as well as O₇ (Pre-test) and O₈ (Post-test) of Experimental group is much larger than the difference between O₃ (Pre-test) and O₄ (Post-test) as well as O₅ (Pre-test) and O₆ (Post-test) of Control group which were significant at significance level (0.05); hence the null hypothesis is rejected. It means that substitution drill has significant effect on the performance of the students.

H₀₃ There is no significant effect of substitution and repetition drills in improving the vocabulary of the students.

Table 3

Significant effect of substitution and repetition drills in improving the vocabulary of the students

Group	N	Mean	SD	V	df	t-value	Effect
Experimental	O1	17	3.52	2.09	4.389		
						16	6.94
Control	O2	17	7.58	0.61	0.382		
						16	4.48
Control	O3	17	2.76	1.82	3.316		
						16	0.264
Experimental	O4	17	4.70	1.92	3.720		
						16	7.24
Control	O5	17	3.64	1.27	1.617		
						16	0.264
Experimental	O6	17	3.52	2.26	5.139		
						16	7.24
Control	O7	17	3.70	1.61	2.595		
						16	7.24
Experimental	O8	17	7.82	1.13	1.279		
						16	7.24

Significance level = 0.05

Table Value = 2.119

Table 3 depicts that calculated t-values 6.94, 4.48 and 7.24 was greater than table value 2.119 and 0.264 was lesser than table value 2.119 but the difference between O₁ (Pre-test) and O₂ (Post-test) as well as O₇ (Pre-test) and O₈ (Post-test) of Experimental group is much larger than the difference between O₃ (Pre-test) and O₄ (Post-test) which were significant at

significance level (0.05) as well as O₅ (Pre-test) and O₆ (Post-test) of Control group which was not significant at significance level (0.05); hence the null hypothesis is rejected. It means that substitution and repetition drills in improving the vocabulary of the students.

H₀₄ There is no significant effect of repetition and substitution drill method on the retention level of the students.

Table 4

Significant effect of repetition and substitution drill method on the retention level of the students

Group	N	Mean	SD	V	df	t-value	Effect
Experimental	O1	17	19.88	3.05	9.32		
	O2	17	41.88	2.52	6.36	16	30.50
Control	O3	17	13.14	2.91	8.49		
	O4	17	22.76	4.21	17.75	16	10.20
Control	O5	17	14.88	3.01	9.11		
	O6	17	22.94	4.87	23.80	16	10.54
Experimental	O7	17	16.29	3.94	15.53		
	O8	17	46.52	1.89	3.608	16	27.51

Significance level = 0.05

Table Value = 2.119

Table 4 indicate that calculated t-values 30.50, 10.20, 10.54 and 27.51 was greater than table value 2.119 but the difference between O₁ (Pre-test) and

O₂ (Post-test) as well as O₇ (Pre-test) and O₈ (Post-test) of Experimental group is much larger than the difference between O₃ (Pre-test) and O₄ (Post-test) as well as O₅ (Pre-test) and O₆ (Post-test) of Control group which were significant at significance level (0.05); hence the null hypothesis is rejected. It means that repetition and substitution drill method has significance effect on the retention level of the students.

Discussion

The study was aimed at Teaching Past Tense by Using Repetition and Substitution Drill to 5th Grade Students. According to Badea (2015) drill means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students. The most basic drill for learning language patterns is repetition drill. Students keep repeating whatever the teacher is saying or what the recording device delivers. The instructor says the model (words and phrases) and the learners keep repeating it. Drilling, at its most basic level, entails listening to a teacher-provided model, a tape, or the other student in the school environment and trying to repeat what is noticed. It's a drill where you do the same thing over and over again. This can be used to introduce new words and will be beneficial in pronunciation classes (Lynch, 2022). Drills of repetition are used to quickly familiarise students with something like a particular structure formulaic utterance (Doff, 1990). Learning a foreign language is similar to learning other skills. It's simply a matter of developing the right habits. It is thought that if a learner repeats phrases correctly many times, he or she will master the language. Larsen-Freeman (2000) said: "Learning languages is a habit-forming process. The more you repeat something, the stronger the habit and the more you learn. The acquisition of a native language is the same as learning a foreign language. "The objectives of the study were (i) to find out the effectiveness of drill method on the construction of past tense ability, (ii) to find out the effect of substitution drill on the performance of the students, (iii) to investigate the effectiveness of repetition and substitution drills in improving the vocabulary of the students, (iv) to explore the effect of repetition and substitution drills method on the retention level of the students.

All students of 5th Grade girl students from Government Primary Schools of District Nowshera were the population of this study. This study was delimited to students of 5th Grade girl students at Government Schools

to analyze the effect of drill, substitution and repetition drills method. 17 girl students of 5th Grade from a Government Girls Primary School, District Nowshera constitute the sample of the study by using random sampling technique.

A test was developed for government elementary school students of English subject. There were 8 items in the test. The researcher personally developed and administered the test (pre-test and post-test for four week) to the respondents. The researcher also developed the lesson plans and delivered. Data collected through test (pre-test and post-test) from students was tabulated, analyzed and finally interpreted. For statistical analysis formula of paired t-test was applied.

Conclusions

- It was concluded from the results that drill method had significance effect on students' construction of past tense ability.
- The result of the study showed that substitution drill method had significance impact on performance of the students.
- The results show that after the treatment with substitution and repetition drills method the vocabulary of the students improved.
- The results show that repetition and substitution drill method had significance effect on the retention level of the students.

Recommendations

- It was concluded from the results that drill method had significance effect on students' construction of past tense ability. Hence it is recommended that teachers should teach English subject at elementary level and government should arranged teacher refresher with drill method.
- The result of the study showed that substitution drill method had significance impact on performance of the students. Hence it is recommended that teachers should adopt the substitution drill method while teaching at elementary level.
- The results show that after the treatment with substitution and repetition drills method the vocabulary of the students improved. Hence it is recommended that substitution and repetition drills method should use for vocabulary building of the students.

- The results show that repetition and substitution drill method had significance effect on the retention level of the students. Keeping the benefits of repetition and substitution drill it should be included in the curriculum of teachers training for pre-service courses.

References

- Aitken, R., & Aitken, R. (1992). *Teaching tenses*. Addison Wesley Publishing.
- Badea, M. (2015). English classes and effectiveness of games in higher education. *Educația Plus*, 13(2), 79-85.
- Doff, A. (1990). *Teach English: A Training Course for Teachers*: Cambridge University Press in Association with the British Council.
- Farooq. R. A., & Tabassum. R. (2017). *Understanding research in education'Pakistan Lahore*. Majeed Book Depot.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
- Larsen-Freeman, D. (2012). From unity to diversity: twenty-five years of language-teaching methodology. In *English teaching forum* (Vol. 50, No. 2, pp. 28-38). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Lynch, G. (2022). 11. Back to Odessa, Still Drilling. In *Roughnecks, Drillers, and Tool Pushers* (pp. 124-144). University of Texas Press.
- Maharida, M., (2014). Using substution drill technique to improve students' pronunciation ability. *Exposure*, 3(2), 178-191.
- Mansour, A. S. (2017). Analysis of word order in arabic within the theory of generalized phrase structure grammar. *Journal of Duhok University*, 20(2), 68-75.

Murad, I. H. (2017). Investigating English teachers' awareness of the teaching methods that should be used in teaching the sunrise series in Zakho City, Duhok-Iraq. *Humanities Journal of University of Zakho*, 5(1), 239-249.