

## TEACHING PAST PARTICIPLE THROUGH DRILLING TECHNIQUE

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### *ABSTRACT*

This study was conducted at The Mushlih Institute (TMI) English Development Centre in Surabaya. *The objective of this study was to find out whether or not the drilling technique influenced TOEFL Preparation Takers' structure and written expression comprehension. This study was focused on teaching past participle in the students' practice. This study included sixty students in the TOEFL Preparation class from international undergraduate and postgraduate programs. Twelve students were chosen as experimental group's sample and twelve students as control group. Cluster random sampling was used to collect the sample. The writer employed the match t-test to analyze the data while carrying out the study. The finding of this study has proved that the drilling strategy is influential and productive for teaching TOEFL Paper-based Test Structure: Past Participle to TOEFL Preparation Test Takers at TMI English Development Centre Surabaya.*

**Keywords:** *Teaching, Drilling Technique, and TOEFL PBT Structure: the Past Participle.*

### INTRODUCTION

TOEFL (Test of English as a Foreign Language) is one of the educational testing service (ETS) examinations. The TOEFL aims to examine the English language skills and knowledge of a non-native English speaker in the English language. There are four varieties of TOEFL tests, including CBT (computer-based exam), IBT (Internet-based test), PBT (Paper Based Test), TOEFL Like, and TOEFL ITP (Institutional testing program).

Hinkel and Eli (2004) stated that the competency of non-native English speakers is stated numerically (score). Taking the TOEFL test provides the score. ETS and/or any institutions certified by ETS handle the exam itself, as well as any activities linked to the TOEFL test. On the other hand, the ETS does not specify the scores required for admission to certain institutions, colleges, schools, or departments. Individual educational institutions make the decisions.<sup>1</sup>

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<sup>1</sup>Hinkel, Eli. 2004. TOEFL Test Strategies. New York: Barron's Educational Series, Inc

The Paper-Based TOEFL (PBT) is a paper-and-pencil exam. It includes using paper as a medium and pencils as a tool for writing. Questionnaire sheets are paper-based, and the takers may use pencils to answer the questions by checking out and/or darkening the multiple-choice responses on the answer page. It is similar to the written examinations used in schools, notably in Indonesia. Kadiatmaja (2021)<sup>2</sup> stated that in the TOEFL Test, especially in the Structure and Written Expression Part, the learners asked to demonstrate their ability to recognize grammatically correct English must choose the correct way to complete sentences or find errors in sentences.

Takers frequently encounter countless problems when taking TOEFL tests. Students only absorb English at school or in courses because the Indonesian educational system needs English as a foreign language rather than a second language. They seldom get it in everyday speech or natural circumstances. As a result, learners do not have enough exposure to comprehend English inside out.

English grammar mastery is one of the requirements for understanding TOEFL structure; students must also grasp the vocabulary used, the semantic meaning, and English syntax. When people talk about the past participle, people also discuss many other parts of speech. For example, the past participle designed as a particular *verb* and *adjective* needs daily practice.

The past participle is a word that is derived from a verb, is either as an adjective or a construction of the verb tense, and most frequently end with *-ed*, *-d*, *-t*, *-en*, or *-n*. One of the sentence components influencing the kind of participle is the verb. Verbs in English are a delicate concept for students to understand. It changes according to the situation, the speakers, and the meanings they want to express. The past participle is the form of the verb that comes with the words *have* or *be* and usually ends in *-ed*, although English has a lot of irregular past participle.

The complexity of the *past participle* is one of the issues TOEFL takers have, mainly when comprehending the structure and written expression. The usage of past participle could be usually applied (1) in the *perfect tenses (both present perfect and past perfect tense)*, (2) as an *adjective*, (3) in the *participle phrases* and (4) in the *passive voice*. Related to the passive voice, Kadiatmaja (2021)<sup>3</sup> classified the usage of passive into four categories: passive in *common tenses*, passive with *infinitive*, passive with *gerunds*, and *stative passive*. In addition, the use of past participle might also be found in *Subjunctive* and *Causative* with '*have*' and '*get*'. The past participle may lead to misunderstanding in the structure question on the TOEFL exam because it may be either an adjective or a verb component. Therefore, the study was concerned with teaching past participle related to the structure and written expression as part of TOEFL Preparation.

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<sup>2</sup>Agung Pranoto Kadiatmaja, "An Analysis Of Students' Sentences With Inverted Subjects And Verbs Error Found In Tmi's Toefl Preparation Class," *Jurnal Al-Fawa'id : Jurnal Agama dan Bahasa* 11, no. 2 (September 30, 2021): 67–78.

<sup>3</sup>Agung Pranoto Kadiatmaja, "Error Analysis in Students' Writing Composition," *Jurnal Al-Fawa'id : Jurnal Agama dan Bahasa* 11, no. 1 (October 4, 2021): 59–71.

Consequently, TOEFL instructors should establish a method covering a range of activities dealing with the usage of verb types, particularly past participle. And the approach should fit the demands of the participants to get maximum awareness through the use of repetitive exercises. They should carry out the teacher's role in as natural a setting as conceivable.

Drilling is one of the approaches which have several benefits for both the instructor and the learners. The benefits of drilling for teachers are, first and foremost, that courses give several possibilities for the instructor to experiment with various sorts of activities that allow students to learn in a natural setting. Second, the tasks enable learners to utilize English spontaneously. Nonetheless, drills also encourage participants to respond appropriately to the stimulus provided by the instructor to increase the students' intelligence in understanding English via repetitive exercises. According to Richards et al. (1992: 117)<sup>4</sup>, the drill is often employed in language training to rehearse sounds or sentence patterns in a language through directed repetition or practice.

Regarding past participle, the TOEFL structure drills with their functions and procedures may help students improve their past participle mastery. Suffice it to say, various tasks can help them overcome their challenges in memorizing the past participle. The activities also assist students in determining the proper grammar rules for the past participle, knowing when to use it, understanding how to use it, and being good at identifying its grammatical errors.

There are two related previous studies. They are the use of the past participle in passive voice and the past participle in TOEFL structure. The first one is the study which was conducted by Kadiatmaja (2021) entitled "Error Analysis in Students' Writing Composition." The study was written to recognize the students' Passive Voice complexity. That study found errors in Students' writing composition of Passive Voice: (1) omission that occurred 24 times or 51,06% of all, (2) addition that occurred 15 times or 31,96% of all, (3) misordering that occurred 5 times or 10,64% of all, and (4) misformation that occurred 3 times or 6,38% of all. The findings of the study showed the most common sort of passive voice error is omission. According to the description above, the writer is interested in the same grammar topic of the discussion, which is closely linked to the past participle in passive voice, but the data of the study is different.

The second one is the study which was also conducted by Kadiatmaja (2021) entitled "An Analysis of Students' Sentences with Inverted Subjects and Verbs Error Found in TMI's TOEFL Preparation Class." The study was conducted to find out the complexities of the students' sentences with inverted subject and verbs at TMI English Development Centre. According to the study findings, the most dominant type of sentences with inverted subjects and verbs error is omission. From the explanation above, the writer has the similar study participants and setting as

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<sup>4</sup>Ibid. Richards, et al. 1992. Longman Dictionary of Language Teaching and Applied Linguistics. Longman, inc.

at TMI English Language Development and the equal grammatical limitation of the study on TOEFL structure, but the data analysis is different.

The review of the two previous studies inspired the writer to study the efficacy of the drilling technique in terms of TOEFL takers' structure and written expression proficiency, particularly in the past participle. The writer wished to perform a study titled "Teaching the Past Participle through Drilling Technique."

Based on the background of the problem, the primary study question was evolved: "Is response drilling technique effective for teaching past participle to TOEFL takers in the TOEFL Class at THE MUSHLIH INSTITUTE (TMI) English Development Centre?"

## METHOD

### Method of Study

The experimental approach employed in this study was pre-experimental. The author used one design for the pre-experimental method, which is the pre-test and post-test one-group design.

The experimental method's design signifies that there were no comparisons between the use of response drills and other teaching techniques in this study. It just attempted to determine the efficacy of the response drill's implementation. According to Sugiyono (2000)<sup>5</sup>, the investigation appeared by comparing the learners' performance before and after treatment. The writer employed a match t-test to analyze the data while doing the study.

### Population and Sample

The population of this study included all TOEFL takers from both the international undergraduate program (IUP) and the post-graduate program at THE MUSHLIH INSTITUTE English Development Centre Surabaya. There were 60 learners in all. The writer determined that twelve learners were the experimental group's sample, and twelve were from the control group. The writer made a selection by using random cluster sampling.

### Data Collecting Technique

Related to the study question, the writer used the pre-test and post-test to collect the data. The data collection is from the TOEFL Takers' Structure and Written Expression Test, also known as the written skills test. The writer employed the *paired t*-test to analyze the data while conducting the investigation. The study investigates the data collection of the teaching of the past participle.

## CONCEPTUAL FRAMEWORK

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<sup>5</sup>Sugiyono. 2000. Metode Penelitian Pendidikan Pendekatan kuantitatif, kualitatif, dan R & D. Bandung: Alfabeta

## The Concept of Drilling Technique

The drill is an Audio Lingual Method established in the 1950s in the United States of America. Drills provided one central concept from the audio-lingual method: language is a speech and a series of habits. According to Richards et al. (1992: 117)<sup>6</sup>, the drill is often employed in language training to rehearse sounds or sentence patterns in a language through directed repetition or practice. Pattern practice is an exercise that involves the practical components of grammar on sentence production.

According to the related webpage<sup>7</sup>, drilling is a long-established method in foreign language classrooms. It was an attractive element of audio-lingual language acquisition techniques that emphasized the repetition of structural properties through grammar teaching.

Richards and Rodgers (1986 in Aldaria: 2004)<sup>8</sup> classify pattern drills as follows:

### 1) Drill for Repetition

This drill is the most basic exercise used in linguistic pattern acquisition. The instructor introduced it at the start of the first language class. Language learners repeat what their teacher says. The drill might introduce new vocabulary and would be beneficial in a pronunciation class.

### 2) Drill of Substitution

Language learners must substitute one language for another. They may substitute a pronoun, a number, or gender for a word in the sample phrase and make other necessary adjustments.

### 3) Transformation Drill

Depending on the teacher's instruction, language learners should convert phrases from negative to affirmative, affirmative to interrogative or simple present tense to simple past tense.

### 4) Replacement Drill.

Language learners interchange one word in an utterance with another.

### 5) Response Drill

Language learners respond to someone else's sentence. In this exercise, the answers follow the questions in a pattern. This drill may include *WH* questions or *yes/no* questions.

### 6) Cued Response Drill

<sup>6</sup>Ibid. Richards, et al. 1992. Longman Dictionary of Language Teaching and Applied Linguistics. Longman, inc.

<sup>7</sup><http://www.teachingenglish.org.uk> (accessed at: 4.10pm GMT +7—02/17/2022)

<sup>8</sup>Aldaria, Dina. 2004. Improving the Year Students' Mastery in the Use of Irregular Verbs through Drill Technique at SMA Negeri 3 Bandar Lampung. Unpublished Theses for Sarjana Degree, Faculty of Teacher Training and Education, University Lampung

Language learners in this practice are given a tip before or after the questions.

7) Rejoinder Drill

It is analogous to the cued response drill. Language learners must follow the instructions on how to respond to this practice.

8) Restatement

Language learners modify an utterance and address it to someone else based on the statement's content.

9) Completion Drill

Language learners must fill in the blanks in a phrase or statement.

10) Expansion Drill

Language learners construct a statement by adding a word or phrase.

11) Contraction Drill

Language learners substitute a phrase or sentence with a single word or shorter phrases.

12) Integration Drill

Language learners mix two different statements.

13) Translation Drill

Language learners translate a text from their native language (first language) into the target language.

These various drill techniques mentioned above will benefit teachers when applied to an appropriate specific subject area. The subject itself could be a verb form across many English tenses. For simple and continuous tenses, infinitive verbs are necessary. Furthermore, learners must apply past and perfect verbs to the past and perfect tenses.

One of the grammatical components in TOEFL construction is associated with the use of the participle. There are two types of participle in English: present participle (a verb with an *-ing* form) and past participle (the third type of the verb). Referring to the writer's focus on applying the past participle in some contextual features, it can help learners recognize English grammar and connect with the TOEFL structure and written expression. Thus, implementing drill patterns to teach past participle strengthens learners' intelligence to understand their mastery.

The writer chose Response Drills as his strategy for teaching past participle because the drilling technique included various adjustments in instruction and significantly accelerated his teaching.

Based on the ideas presented above, it is possible to infer that the drilling technique is a strategy that allows learners to be engaged and activate previous information to predict what they will learn.

## The Concept of the Past Participle

Participle usage is one of the grammatical components of the TOEFL design. The participle is a term derived from a verb used as an adjective and a verb component. The participle needs a separate speech component from verbs, yet it resembles the verbs it derives. For example, the verb "cram" can be transformed into the participle "crammed" and "cramming." So, the learners will automatically realize that those two words appear to be the past and present tense. And they would be correct. As previously stated, participle frequently resembles verbs. However, participle may do various tasks that verbs cannot and can assist a verb in expressing more complex functions.

One of the sentence components influencing the kind of participle is the verb. Verbs in English are a delicate concept for students to understand. It changes according to the situation, the speakers, and the meanings they want to express.

Here are some common examples of the past participle (in the highlights) in the four principles of English verbs:

Table 1: Four Principles of English Verbs and Their Instances

Base form	Past Tense	<i>Past Participle</i> (Regular Verbs)	Present Participle
(to) cook	cooked	<i>cooked</i>	Cooking
(to) cram	crammed	<i>crammed</i>	Cramming
Base form	Past Tense	<i>Past Participle</i> (Irregular verbs)	Present Participle
(to) be	was/were	<i>been</i>	Being
(to) write	wrote	<i>written</i>	Writing
(to) know	knew	<i>known</i>	Knowing
(to) build	built	<i>built</i>	Building
(to) bind	bound	<i>bound</i>	Binding
(to) come	came	<i>come</i>	Coming
(to) beat	beat	<i>beaten</i>	Beating
(to) read /ri:d/	read /red/	<i>read /red/</i>	Reading
(to) burst	burst	<i>burst</i>	Bursting

Related to the participle, there are two kinds of participle in English: present participle (a verb with an *-ing* form) and past participle (the third principal part of a verb). Most grammar materials distinguish between participles: present participle and past participle. The perfect

participle, a third "type" of the participle, combines one specific present participle and a past participle.

#### MEANING AND FORM OF THE PAST PARTICIPLE

The past participle is a word that is derived from a verb, is either as an adjective or a construction of the verb tense, and most frequently end with *-ed, -d, -t, -en, or -n*. According to Deborah Philips (2001)<sup>9</sup>, the past participle can be either an adjective or a part of a verb. The past participle is the form of the verb that comes with the words *have* or *be* and usually ends in *-ed*, although English has a lot of irregular past participle. In addition, according to Vincent Hopper (2010)<sup>10</sup> in "Essentials of English: A Practical Handbook Covering All the Rules of English Grammar and Writing Style," the past participle can signify past, present, and future meanings. It also contains perfect and progressive forms, as in the examples:

*"Thus misled, she will be furious.* [Both actions are in the future.]"

*"Bewildered by his attitude, the waitress cannot help him.* [Both actions are in the present.]"

*"Bewildered by his attitude, the waitress could not help him.* [Both actions are in the past.]"

The participle functions as an appositive in the first sentence, renaming the subject "she." The two events occur entirely in the future: she will be misled and (will be) furious. Take note of how the past participle incorporates an implicit form of a "to be" verb: will be.

Bewildered is still a past participle in the second sentence, but the action will have begun and ended totally in the present. Because the past participle includes an inferred auxiliary verb (having been), the whole sentence would be: "Having been bewildered by his attitude, the waitress cannot help him." The action of being bewildered begins and ends totally in the present, as does the non-action of not helping.

Similarly, the third sentence begins with a past participle, reflecting an activity that ended totally in the past. The past participle can also be used as an appositive adjective to describe the pronoun (and the sentence's subject). The whole statement would read, "Having been bewildered by his attitude, the waitress could not help him." In the second part of the phrase, the subjunctive mood defines an action—could not help—that occurred (or, in this case, did not occur) entirely in the past. Here are the principal parts of the past participle the writer states as follows:

#### THE PRINCIPAL PART OF THE PAST PARTICIPLE

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<sup>9</sup>Philips, Deborah. *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test*. N.Y.: Pearson Education Company, 2001

<sup>10</sup>Hopper, Vincent F., et al. *Essentials of English: A Practical Handbook Covering All the Rules of English Grammar and Writing Style*. 6th, ed., Barron's Educational Series, 2010.



### (1) The Past Participle in the *Perfect Tenses*

The past participle is commonly used with an auxiliary (or helping) verb—has, have, or had—to indicate the perfect aspect. This verb form describes past events related to a later period, usually the present.

The instances of the past participle (in highlighted expression) are applied to generate the six perfect verb tenses. The perfect tenses contain the helping verb "have" and a past participle, while the perfect continuous tenses additionally use the past participle of the verb "be" (been).

- a. Present perfect tense—*the translators **have provided** clear and straightforward explanations of terms that are not clear or intelligible to the target reader.*
- b. Past perfect tense—*the translators **had provided** clear and straightforward explanations of terms that are not clear or intelligible to the target reader.*
- c. Future perfect tense—*the translators **will have provided** clear and straightforward explanations of terms that are not clear or intelligible to the target reader.*
- d. Present perfect continuous tense—*the translators **have been** providing clear and straightforward explanations of terms that are not clear or intelligible to the target reader.*
- e. Past perfect continuous tense—*the translators **had been** providing clear and straightforward explanations of terms that are not clear or intelligible to the target reader.*
- f. Future perfect continuous tense—*the translators **will have been** providing clear and straightforward explanations of terms that are not clear or intelligible to the target reader.*

### (2) The Past Participle as an *Adjective*

Fundamentally, the adjective modifies a noun or pronoun. Adjectives appear before a noun—*some assiduous students crammed for an exam*(the adjective "assiduous" describes some students and appears before the noun students)or after a stative verb, such as "to be"—*it could be painstaking to graduate with a medical and law degree in the same time* (the adjective "painstaking" is placed after the "to be" verb and describes what it is like to graduate). Furthermore, adjectives in English do not have a plural form. Adjectives are in the same way for singular and plural nouns"—*a loaded poet (correct); some different opinions (correct); some ~~different~~s opinions (incorrect).*

Referring to the study, the past participle might be used as an adjective to modify a noun. The past participle is highlighted in the following sample sentences:

- She looked into the **received** goods.
- The boy is looking for the **lost** children wandering the neighbourhood.
- My dad always tries to fix the **broken** train.

### (3) The Past Participle in the *participle phrases*

A participle phrase is a lengthy adjectival phrase that modifies a noun with a participle and other elements of speech. TOEFL takers might use a past participle in a sentence to provide more information. These participial phrases are derived from relative clauses that have a passive sense. In the following examples, the past participle is highlighted, while the whole relative phrase is italicized:

- The concepts **offered** during the conference are critical to note. (The concepts *that were offered* during the conference are critical to note.)
- The beverages **served** at that restaurant are scrumptious. (The cocktails *that are served* at that restaurant are scrumptious.)
- The notebook **purchased** yesterday was not cheap. (The notebook *that are purchased* yesterday was not cheap)
- **Taken** by surprise, Amy hugged her long-lost buddy. (Amy, *who was surprised*, hugged her long-lost buddy.)

### (4) The Past Participle in the *passive voice*.

The past participle comes after the "be" auxiliary in the passive voice. To get more detailed information on the passive voice, every TOEFL taker can read the article entitled "Error Analysis in Students' Writing Composition" on using the passive voice correctly in scholarly writing. It is available in *Jurnal Al-Fawa'id: Jurnal Agama dan Bahasa* 11, no. 1 (October 4, 2021): 59–71. Kadiatmaja (2021)<sup>11</sup> categorized passive usage into four categories: passive in common tenses, passive with an infinitive, passive with gerunds, and *stative* passive. Likewise, the past participle appears in the use of the subjunctive and in the causative with "have" and "get."

In the following examples, the auxiliary "be" is italicized, and the past participle is highlighted:

- Syaikh Muhammad Ibn ‘Abdul-Wahhâb *was* **born** in Al-‘Uyaynah near Riyadh in 1115 A.H. [in the "Concise Commentary on the book of Tawhid"]

<sup>11</sup>Kadiatmaja, "Error Analysis in Students' Writing Composition."

- Concise Commentary on the book of Tawhid *was written* by Dr. Sâlih Al-Fawzân.
- With integrity as the primary goal, translators could *be motivated* not to insert their ideas into the text.

## RESULT AND DISCUSSION

The average pre-test score of the students was 63.91667, demonstrating that their overall skills were adequate. The learners' post-test score was 79.91667, indicating exceptional intermediate proficiency.

Based on the students' pre-test and post-test scores, the writer computed the *paired t*-test. It showed whether or not the response drill was significantly effective in teaching the past participle to TOEFL takers in comprehending the TOEFL skills and strategies because of its part of the structure and written expression at THE MUSHLIH INSTITUTE English Development Program. The writer demonstrated the cluster random sampling data below.

Table 2: The Cluster Random Sampling of Teaching the Past Participle

Data Sample	Pre-Test	Post-Test
TOEFL Taker 1	67	80
TOEFL Taker 2	66	87
TOEFL Taker 3	55	76
TOEFL Taker 4	57	80
TOEFL Taker 5	76	79
TOEFL Taker 6	78	80
TOEFL Taker 7	65	78
TOEFL Taker 8	63	75
TOEFL Taker 9	61	78
TOEFL Taker 10	55	78
TOEFL Taker 11	67	82
TOEFL Taker 12	57	86
MEAN	63,91667	79,91667

The writer employed the students' pre-test and post-test scores. The *P-value* and statistical significance demonstrated that the two-tailed *P-value* is less than 0.0001. According to conventional criteria, the difference is very statistically significant. In addition, the *confidence interval* shows the mean of the pre-test minus the post-test equals -16.00. Furthermore, the writer presented the intermediate values used in the calculations:  $t = 6.8603$ ;  $df = 11$ ; and standard of

difference = 2.332. The writer demonstrated with a brief review of the data below.

Table 3: The Review of the *Paired t-Test*

Group	Pre-Test	Post-Test
Mean	63.92	79.92
SD	7.59	3.60
SEM	2.19	1.04
N	12	12

The assessment determined that the result of the *paired t-test* for the entire class was 6.8603. On the contrary, the *t-critical value* for the 95 percent (0.05) significance threshold in a two-tailed test was 2.332. It indicated that the obtained "t" (6.860) is more than the t-critical value (2.332). The final result showed the pre-test and post-test comparative scores.

The t-value obtained from the *paired t-test* was 6.8603. It indicates that the obtained "t" was more than the critical value. Hence, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. The response drill was significantly effective in teaching the past participle to TOEFL takers in comprehending the TOEFL skills and strategies because it was part of the structure and written expression at THE MUSHLIH INSTITUTE English Development Program.

## CONCLUSION

Based on the result and discussion, the writer may infer that response drills are among the most effective techniques for teaching the past participle. The test results and the difference between the two means of scores in the pre-test and post-test can reveal this.

The TOEFL takers' average pre-test score was 6.3916, showing that their intermediate TOEFL structure and written expression proficiency was adequate. The TOEFL takers' average post-test score was 7.9916, implying that their average skill was exemplary.

The writer employed a paired t-test to examine the differences in pre-test and post-test scores. As previously stated, the writer discovered that the alternative hypothesis (Ha) is accepted. The null hypothesis (Ho) was rejected since the paired t-test calculation was higher than the critical value. The average score was 6.860. In contrast, it was higher than 2.332. Furthermore, the writer may infer that teaching the past participle to TOEFL takers from the international undergraduate program (IUP) and the post-graduate program at THE MUSHLIH INSTITUTE English Development Centre Surabaya was influential and productive.

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