# THE EFFECTIVENESS OF DRILL TECHNIQUES IN TEACHING VOCABULARY AT GRADE VIII

**A Thesis Submitted to the Department of English Education**
**In Partial Fulfilment for the Master of Education in English**

**Submitted by**
**Soni Kumari**

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**Kirtipur, Kathmandu, Nepal**
**2012**

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**Thesis Proposal: 2068/08/16**
**Date of Submission of Thesis: 06/04/2012**

# DECLARATION

I hereby declare that to best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068/12/30

_____

Soni Kumari

# RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mrs. Soni Kumari has prepared the thesis entitled **"The Effectiveness of Drill Techniques in Teaching Vocabulary at Grade VIII"** under my guidance and supervision. I recommend the thesis for acceptance.

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# DEDICATION

**This Thesis is Dedicated**

**To**

**My Late Father Ashok Kumar Sah**

# ACKNOWLEDGEMENTS

First of all I would like to express my sincere and heartly gratitude to my teacher as well as thesis supervisor **Mrs. Madhu Neupane,** Lecturer of the Department of English Education, T.U. who guided me throughout the study. Her invaluable guidance, constructive suggestions, friendly, co-operative, insightful comments and encouragement made me present this research work in this form.

I would also like to express my sincere gratitude to my respected guru **Dr. Chandreshwar Mishra,** Professor and Head, Department of English Education, T.U., Kirtipur for his invaluable suggestions and encouragement.

I am equally indebted to **Dr. Anjana Bhattarai,** Reader, Department of English Education, for her enlightening ideas, constrictive suggestions and guidance which I remember throughout my life.

Similarly I would like to express my sincere acknowledgement to **Prof. Dr. Gobinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Dr. Laxmi Bahadur Maharjan, Mr. Vishnu Singh Rai, Dr. Bal Mukunda Bhandari, Mrs. Sarswati Dawadi, Mrs. Hima Rawal, Mr. Bhesh Raj Pokhrel, Mr. Prem Phyak** and other teachers and staff of the department for giving valuable suggestions and academic support.

I am also thankful to **Mr. Hari Narayan Tiwari,** the Headmaster of Shree Nrisingh Higher Secondary School, Pipra Math, Birgunj, Parsa and **Mr. Shyam Chaudhari,** the English teacher of grade VIII and specially to the eighth grader students for their kind help and mutual cooperation in the collection of the data for this research work.

Furthermore, I would like to express my thanks to my brother **Bir Sah** who always helped me in my study. My special thanks also go to my husband **Ram Krishna Sah** who always assisted me to complete my study and this thesis. Thanks also go to **Ramesh Maharjan** of Dynamic Computer and Photocopy Service for excellent computer work and my all well-wishers who directly and indirectly helped me to complete this research work.

Soni Kumari

# ABSTRACT

This research study entitled **The Effectiveness of Drill Technique in Teaching Vocabulary at Grade VIII** aims to find out the effectiveness of drill in teaching vocabulary in terms of spelling, pronunciation, meaning and grammar. To fulfill this objectives one secondary level school Shree Nrisingh Higher Secondary School, Pipra Math, Birgunj, Parsa was sampled through purposive non-random sampling procedure. The research was mainly based on primary sources of data. The sample size of the study consisted of 46 students of eighth grade. As it was an experimental research the students were divided into experimental group and control group. The required data were collected by giving pre-test and post-test item. The same test items were used for both the tests. Arrange the jumbled words meaningfully etc. Both groups were taught the same subject matter. The only difference was the experimental group was taught using drill technique whereas controlled group was taught without using drill. From this study it was found that the experimental group did better progress than the controlled group. So it clarifies that teaching vocabulary applying drill technique is more effective than teaching vocabulary without using drill.

This study has been divided into four chapters. The first chapter deals with the general background of vocabulary and drill technique. It also consists objectives of the study, significance of the study and limitations of the study. Second chapter deals with the methodology, sources of data, population sampling procedure, tools of data collection and the process of data collection. The third chapter deals with the analysis and interpretation of the collected data and chapter four reveals findings and recommendations of the research work. Some necessary references and appendices are mentioned at the end.

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# LIST OF SYMBOLS AND ABBREVIATIONS

| | | |
|---|---|---|
| D | : | Difference between the scores of the pre-test and post-test |
| D% | : | Difference between the scores of pre-test and post-test in percentage |
| TI | : | Test Item |
| No. | : | Number |
| R | : | Range |
| R%: | : | Range percentage |
| Av | : | Average |
| Sc | : | Score |
| $P_1$ | : | Pre-test |
| $P_2$ | : | Post-test |
| i.e. | : | that is |
| F.M. | : | Full marks |
| e.g. | : | for example |
| etc. | : | etcetera |
| ed. | : | edition |
| B.S. | : | Bikram Sambat |
| A.D. | : | Anno Domini |
| NELTA | : | Nepal English Language Teachers' Association |
| T.Sc. | : | Total score |
| A.Sc. | : | Average score |
| T.U. | : | Tribhuvan University |
| H.M. | : | Highest Mark |
| L.M. | : | Lowest Mark |
| R.N. | : | Rank |
| S.N. | : | Serial Number |