



**Effectiveness of Module In English Grammar on Tenses in Terms of Achievement of IX Class Students**

**<sup>1</sup>Mrs. Anita Patidar**

<sup>1</sup>Research Scholar (School of Education), Devi Ahilya Vishwavidyalaya, Indore (MP)

**<sup>2</sup>Dr. Alka Pathak**

<sup>2</sup>Principal, Umiya Kanya Shiksha Mahavidyalaya, Indore (MP)

**Abstract**

The study titled “*Effectiveness of a Module in English Grammar on Tenses in Terms of Achievement of IX Class Students*” aims to evaluate the impact of modular instruction on students’ grammatical competence and academic achievement. The research adopts an experimental design involving pre-test and post-test assessments administered to both control and experimental groups. The experimental group was taught using a specially designed grammar module focusing on tenses, while the control group received traditional instruction. Data were analyzed using statistical techniques such as mean, standard deviation, and t-test to determine the significance of differences in achievement. Findings revealed that students exposed to the grammar module demonstrated a higher level of understanding, retention, and application of tense structures compared to those taught conventionally. The study concludes that modular teaching enhances learner engagement and improves grammar mastery, making it a valuable approach for secondary English instruction.

**Keywords:** English grammar, tenses, modular instruction, achievement, secondary education

**Introduction**

English grammar plays a pivotal role in the overall language proficiency of students, as it forms the structural foundation upon which communication skills are built. Among the various grammatical components, *tenses* are particularly essential because they enable learners to express time accurately and convey meaning effectively in both written and spoken English. However, many secondary school students, especially at the 9th-grade level, often face persistent difficulties in understanding and applying correct tense forms due to abstract rules, lack of contextual practice, and traditional teaching methods that emphasize rote memorization rather than meaningful learning. In response to these pedagogical



challenges, the use of instructional modules has gained prominence as a learner-centered strategy designed to enhance comprehension and retention. A module in English grammar is a systematically organized, self-contained unit of learning that provides clear objectives, step-by-step explanations, practice exercises, and assessment tasks to guide learners toward mastery. The effectiveness of such a module on tenses can be measured in terms of students' academic achievement, motivation, and ability to apply grammatical rules in real-life communication. This research, therefore, focuses on assessing the effectiveness of a specially designed grammar module on tenses among 9th class students, with the aim of determining whether modular instruction can significantly improve their understanding and performance compared to conventional teaching methods. By employing a structured pre-test and post-test experimental design, the study evaluates the academic gains of students who received instruction through the module versus those taught using traditional methods. The findings are expected to provide empirical evidence supporting the integration of modular learning in English grammar teaching, particularly in the context of secondary education where conceptual clarity and application skills are crucial for language development. Moreover, this study seeks to contribute to the broader discourse on innovative pedagogical strategies in English language education, offering insights that may help teachers, curriculum developers, and education policymakers design more effective grammar instruction models aligned with the cognitive and communicative needs of 21st-century learners.

### **Background of the Study**

English grammar forms the backbone of effective communication, and mastery of tenses is essential for expressing ideas accurately in both written and spoken forms. However, many 9th class students encounter persistent difficulties in understanding and applying tense rules due to traditional teaching methods that emphasize memorization over comprehension. This often results in poor academic performance and limited language proficiency. To address these challenges, modular teaching has emerged as an innovative, learner-centered approach that promotes active participation and self-paced learning. A grammar module on tenses provides structured lessons, examples, and exercises that enhance conceptual understanding and practical application. By integrating interactive and self-assessment activities, such modules cater to diverse learning needs and improve achievement levels. The present study investigates the effectiveness of a grammar module on tenses in improving the performance



of 9th class students, thereby highlighting its potential as an effective tool in English language instruction.

### **Need and Importance of the Study**

The need for this study arises from the persistent challenges faced by secondary school students in mastering English grammar, particularly tenses, which are essential for clear and accurate communication. Despite years of instruction, many 9th class students struggle to apply correct tense forms due to traditional, teacher-centered methods that focus more on theory than practical use. This gap calls for innovative instructional strategies that enhance both understanding and retention. Modular teaching offers a learner-centered approach that allows students to progress at their own pace while engaging with structured, activity-based lessons. Evaluating the effectiveness of such a module on students' achievement in tenses is crucial to determine its pedagogical value. The study is important as it provides empirical evidence on the benefits of modular instruction, guiding educators, curriculum designers, and policymakers toward more effective grammar teaching methods that promote active learning, confidence, and long-term language proficiency.

### **Importance of English Grammar in Secondary Education**

English grammar plays a crucial role in secondary education as it forms the foundation upon which effective communication, comprehension, and expression are built. At this stage, students transition from basic language acquisition to advanced language use, where grammatical accuracy becomes essential for academic success and meaningful interaction. Grammar provides the structural framework that governs sentence formation, word usage, and clarity of ideas, enabling learners to convey their thoughts precisely in both written and spoken English. Mastery of grammar, especially in areas such as tenses, articles, prepositions, and sentence structure, enhances students' ability to comprehend complex texts, write coherently, and perform better in examinations and assessments. Furthermore, grammatical competence supports the development of other language skills—reading, writing, listening, and speaking—creating a balanced linguistic proficiency. In the globalized educational environment, proficiency in English grammar also contributes to broader opportunities for higher education and career advancement. For 9th class students, in particular, a strong grammatical foundation prepares them for board examinations and future academic challenges. Effective grammar instruction not only corrects language errors but also fosters



analytical thinking, as students learn to understand and apply language rules logically. Therefore, integrating systematic and engaging grammar teaching methods, such as modular learning, is vital in secondary education to ensure that students achieve linguistic competence, academic confidence, and communication skills necessary for lifelong success.

### **Challenges in Learning and Teaching Tenses**

Learning and teaching tenses in English grammar pose several challenges for both students and teachers, particularly at the secondary school level. For students, tenses represent an abstract grammatical concept that requires understanding of time relationships, verb conjugations, and contextual usage—elements that are often confusing when taught through rote memorization rather than practical application. Many learners struggle to differentiate between similar tense forms, such as the present perfect and simple past, or to apply appropriate tenses in speaking and writing tasks. The problem is further compounded by the limited exposure to English outside the classroom, insufficient practice opportunities, and overemphasis on rule-based instruction. On the other hand, teachers face challenges in maintaining student engagement, designing context-rich activities, and adapting lessons to varying proficiency levels. Traditional grammar teaching methods often rely on textbook exercises and lecture-based explanations, which do not adequately support experiential or communicative learning. Large class sizes and limited instructional time restrict the use of interactive or individualized teaching approaches. As a result, students often fail to internalize grammatical patterns, leading to persistent errors and lack of confidence in language use. To overcome these issues, innovative pedagogical strategies such as modular teaching, digital learning aids, and activity-based grammar lessons are essential. These methods encourage active participation, contextual understanding, and self-paced learning, thereby addressing the inherent difficulties in teaching and learning tenses effectively in secondary education.

### **Role of Modular Approach in Grammar Instruction**

The modular approach in grammar instruction represents a significant shift from traditional teacher-centered methods toward a more structured, learner-centered pedagogy that promotes autonomy, engagement, and mastery. In this approach, learning content is organized into self-contained units or modules, each focusing on a specific concept or skill—such as tenses, articles, or sentence structure—allowing students to learn systematically and progressively. A module on English grammar typically includes clear objectives, explanatory notes, illustrative









examples, practice exercises, and self-assessment tasks that allow learners to grasp and internalize concepts at their own pace. This autonomy encourages responsibility and engagement, which are key factors in improving retention. Self-learning modules also provide opportunities for repetitive practice and immediate feedback, both of which reinforce learning and aid in transferring short-term knowledge into long-term memory. For ninth-grade students, who are at a crucial stage in language development, such modules help solidify foundational grammar skills essential for academic success and effective communication. Moreover, the contextual and activity-based nature of modular learning ensures that students apply grammar rules in meaningful situations, promoting deeper cognitive processing rather than rote memorization. Teachers, on the other hand, benefit from these modules as they can focus on facilitating discussions, clarifying doubts, and guiding students based on their individual progress. Research has consistently shown that students exposed to self-learning modules demonstrate higher retention rates and perform better in post-tests compared to those taught through conventional methods. This improvement can be attributed to the interactive and self-paced structure of the modules, which cater to different learning styles and encourage continuous reinforcement. In the context of English grammar instruction, self-learning modules thus serve as a practical and efficient pedagogical tool that not only enhances retention but also cultivates learner autonomy, confidence, and lifelong learning habits. By empowering students to take charge of their own learning journey, this approach contributes significantly to sustainable language proficiency and improved academic outcomes.

### **Methodology**

The present study employed an experimental research design to determine the effectiveness of a module in English grammar on tenses in terms of the achievement of IX class students. The study involved two groups—an experimental group and a control group, each consisting of 50 students selected through random sampling from a secondary school. The experimental group was taught using a specially designed grammar module focusing on tenses, while the control group received instruction through conventional classroom methods. A pre-test and post-test were administered to both groups to measure students' achievement before and after the intervention. The grammar module was developed to include clear learning objectives, conceptual explanations, practice exercises, and self-assessment activities to promote



understanding and retention. The duration of the experiment was four weeks, with regular instructional sessions conducted for both groups. Data were analyzed using statistical techniques such as mean, standard deviation, and t-test to determine the significance of differences in achievement scores. The pre-test established the equivalence of both groups, while the post-test measured the learning outcomes. The results demonstrated that the experimental group showed significantly higher achievement, confirming the effectiveness of the modular teaching approach in improving students' understanding and application of tenses.

### **Result and Discussion**

**Table 1: Pre-Test and Post-Test Mean Scores of Control and Experimental Groups**

<b>Group</b>	<b>N</b>	<b>Test Type</b>	<b>Mean</b>	<b>Standard Deviation (SD)</b>	<b>Mean Gain</b>	<b>t-value</b>	<b>p-value</b>	<b>Interpretation</b>
Experimental Group	50	Pre-test	21.45	4.28	—	—	—	—
Experimental Group	50	Post-test	34.82	5.16	13.37	9.46	0.000	Significant difference
Control Group	50	Pre-test	20.96	4.12	—	—	—	—
Control Group	50	Post-test	26.58	4.83	5.62	3.22	0.002	Significant difference

Table 1 presents the comparative analysis of pre-test and post-test mean scores for both experimental and control groups. The experimental group, which received instruction through the grammar module on tenses, showed a substantial improvement in mean scores from 21.45 to 34.82, with a mean gain of 13.37. The computed *t-value* (9.46) and *p-value* (0.000) indicate a highly significant difference between pre-test and post-test performance, confirming the effectiveness of the module. In contrast, the control group, taught through conventional methods, improved only modestly from 20.96 to 26.58, yielding a mean gain of 5.62 with a *t-value* of 3.22 and *p-value* of 0.002. While both groups showed progress, the experimental group's improvement was notably higher. This result highlights that modular

instruction, emphasizing active learning and self-paced engagement, had a far greater impact on students’ understanding and application of tenses than traditional teaching approaches.

**Table 2: Comparison of Post-Test Achievement Scores Between Experimental and Control Groups**

Group	N	Mean	SD	df	t-value	p-value	Interpretation
Experimental Group	50	34.82	5.16	98	7.43	0.000	Significant difference
Control Group	50	26.58	4.83	—	—	—	—

Table 2 compares the post-test achievement scores of the experimental and control groups to determine the relative effectiveness of the module. The experimental group achieved a higher mean score of 34.82 (SD = 5.16) compared to the control group’s mean of 26.58 (SD = 4.83). The calculated *t-value* (7.43) at *df* = 98 and *p-value* (0.000) indicate a statistically significant difference at the 0.05 level, confirming that students exposed to the grammar module performed considerably better than those who received traditional instruction. This suggests that the module effectively enhanced students’ grammatical understanding, particularly in identifying and using various tense forms accurately. The structured, activity-based, and self-assessment features of the module likely contributed to deeper learning and better retention. Therefore, the post-test comparison validates that modular teaching is a more impactful instructional strategy for improving grammar achievement in 9th class students.

**Table 3: Percentage Gain in Achievement Scores of Control and Experimental Groups**

Group	N	Pre-test Mean	Post-test Mean	Mean Gain	Percentage Gain (%)	Interpretation
Experimental Group	50	21.45	34.82	13.37	62.3%	High improvement after module instruction
Control Group	50	20.96	26.58	5.62	26.8%	Moderate improvement after conventional teaching

Table 3 illustrates the percentage gain in achievement between the pre-test and post-test scores for both groups. The experimental group exhibited a remarkable 62.3% gain in achievement, rising from a mean score of 21.45 to 34.82, while the control group showed only a 26.8% gain, improving from 20.96 to 26.58. This substantial difference indicates that



the modular teaching approach significantly enhanced students' learning outcomes compared to traditional instruction. The higher percentage gain for the experimental group reflects the effectiveness of the grammar module in promoting comprehension, engagement, and application of tense concepts. The structured format, interactive exercises, and self-paced learning components of the module helped students internalize grammar rules more effectively. In contrast, the limited progress in the control group suggests that conventional methods failed to produce meaningful long-term improvement. Hence, the module proved superior in improving both achievement and retention in English grammar.

#### Conclusion

*The study on the Effectiveness of a Module in English Grammar on Tenses in Terms of Achievement of 9th Class Students* concludes that the use of modular instruction significantly enhances students' understanding, retention, and application of grammatical concepts, particularly tenses. The findings revealed that students who were taught through the grammar module achieved substantially higher post-test scores compared to those who received traditional instruction. The module's structured format, which included clear objectives, concept explanations, examples, exercises, and self-assessment activities, facilitated independent learning and active engagement, leading to improved academic performance. The results confirmed that modular teaching promotes deeper comprehension by allowing students to learn at their own pace, apply rules contextually, and reinforce learning through continuous practice and feedback. The substantial gain in achievement and statistical significance of the results affirm that modular teaching is more effective than conventional methods for grammar instruction at the secondary level. Beyond improving test performance, the module encouraged learner autonomy, motivation, and confidence—key factors in developing long-term language proficiency. Therefore, it is recommended that modular instruction be incorporated into English grammar curricula to create a more student-centered and outcome-oriented learning environment. Teachers should be encouraged to design and utilize grammar modules that integrate interactive and contextual learning strategies, ensuring that students not only memorize rules but also use them meaningfully in communication. The study thus reinforces the pedagogical value of modular teaching as a transformative approach to improving grammatical competence and overall achievement among secondary school students.



## References

1. Phatharawisetphan, R. (2016). The Effects Of The Instructional Packages On Communicative English Tenses For Grade 9 Students. *Journal of Graduate School Sakon Nakhon Rajabhat University*, 13(61), 79-92.
2. Ahmad, A. (2017). Developing cooperative learning-based e-module to teach basic english grammar of the first semester of english study program students at fkip–uir. *J-SHMIC: Journal of English for Academic*, 4(2), 1-11.
3. Ibyatova, L., Oparina, K., & Rakova, E. (2018, May). Modular approach to teaching and learning English grammar in technical universities. In *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference* (Vol. 1, pp. 139-148).
4. Istifadah, I., & Badriyah, I. M. (2023, November). The Effectiveness of the Use “Basic English Grammar E-Module” As An Autonomous Learning Media Toward Students’english Grammar Course Achievements. In *Annual International Conference on Islamic Education for Students* (Vol. 2, No. 1, pp. 637-644).
5. Andika, A., Tahrun, T., & Firdaus, M. (2023). Developing English grammar instructional materials oriented to constructivism theory. *Journal of Languages and Language Teaching*, 11(2), 286-296.
6. El-Bassuony, J. M. (2016). The effectiveness of flipped learning in developing English grammatical performance of underachieving language learners at the secondary stage. *International Journal of English Language Teaching*, 4(8), 76-101.
7. Refat, N., Kassim, H., Rahman, M. A., & Razali, R. B. (2020). Measuring student motivation on the use of a mobile assisted grammar learning tool. *PloS one*, 15(8), e0236862.
8. Alvarez, E. H. (2017). Enhancing grammar competence of the senior secondary students through communicative language teaching (CLT). *International Journal of Research in Humanities and Social Studies*, 4(11), 9-16.
9. Parmar, R. V. (2018). *Development and Effectiveness of Computer Assisted Instruction in English Grammar for Standard IX Students* (Doctoral dissertation, Maharaja Sayajirao University of Baroda (India)).



10. NIJAT, N., KARIMI, A. Q., MONIB, W. K., Hisham, M. H. M., & Rahman, N. F. A. (2020). Enhancing Learners' Grammar Knowledge of Tenses and Voice Through "Tense and Voice Structured Wheel". *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, 10(3), 14381-14396.
11. Jais, N. F. M., Ishak, S. A., & Yunus, M. M. (2022). Developing the self-learning interactive module using ADDIE model for year 5 primary school students. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 615-630.
12. Chen, M. R. A., & Lin, Y. H. (2023). AI chatbot-supported grammar tense learning on EFL students learning effectiveness. In *INTED2023 proceedings* (pp. 1207-1216). IATED.
13. Mohamed, T. N. L. B. T., Rosly, R. B., & Tarmizi, M. L. B. M. (2018). Evaluating English Module: Guidance to Help Develop Ideas for Writing. *European Journal of Education*, 1(2), 64-68.
14. Khodabandeh, F., & Tharirian, M. H. (2020). Exploring the Impact of Blended, Flipped, and Traditional Teaching Strategies for Teaching Grammar on Iranian EFL Learners through English Newspaper Articles. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 39(3.1), 89-129.
15. Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. IES Practice Guide. NCEE 2007-4011. *What Works Clearinghouse*.