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**Effectiveness Of Activity Based Method on
Students' Achievement in English Subject at
Secondary Level in Kahuta District AJ&K**

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Abstract

Quality of education basically depends on the method of teaching adopted by the teachers in the classroom. Generally, child centered and participatory approach should be followed in the classroom for teaching. Teaching through activities thus yields good results among the students in teaching-learning process. The research was an experimental study aimed to evaluate the effectiveness of activity-based method vs. traditional method. The objectives were to compare the learning effects of group with traditional method and activity-based method. The study was delimited to 50 students of grade 9th student at Kahuta District. The research was true experimental. The research design followed by researcher is the pre-test post-test group design. Initially pre-test was administered in control group and experimental group. Post-test was taken after the completion of the experiment. This implies that the experimental group taught English using Activity-Based method achieved significantly higher scores than the control group taught the same concepts using the Lecture teaching strategy.

Key words: Activity based method, Effectiveness, English 9th grade

INTRODUCTION

ACTIVITY BASED LEARNING

Activity-Based Learning is a procedure where students actively engage in the lesson rather than just sitting, listening, and absorbing the lesson. Çelik (2018) has stated that activity-based learning refers to learning where students physically and mentally explore a subject by simulation of the work environment, manipulation of tools and materials associated with the world of work, or performance of a real work task.

LECTURE METHOD

A lecture method is a teacher-centered approach whereby the teacher takes part as an active participant and students are at the receiving end most of the time.

English language being a universal language has attained its place in every aspect of life and education sector. Inclusion of English language as a compulsory subject in school education vividly illustrate the importance of the English language for man which will later enable them to

cope with life challenges. With regards to this, English should be taught as a core subject to all students at primary and secondary school level in order to give a sound basis for language development and prepare them for the next level of education. The significance of English language does not only lie in its contributions to reflective thinking but also in its utility in day-today interactions (Lijanporna, 2017). Current education system, has reinforced the vibrant position of English language day by day with the advent of modern communication systems and the concept of globalization gaining ground in the recent past. Existing learning theories such as behaviorism, cognitive, and constructivism, has been in vogue before technology like computer and internet had come now. Teacher plays a role of a facilitator in this concept. Advanced methods are employed to make learning more interesting. Maintain an effective teaching and learning environment in the classroom is a vibrant aspect in the development of students' intelligence. Hence, the teachers are required to be adaptive to the changing classroom and student needs' such that the students enjoy the course and establish goals. One such method is Activity Based Learning (ABL), which is defined as a learning process in which students are constantly engaged (Helena, 2010). Activity Based Learning is defined as a setup where students actively participate in the learning experience rather than sit as passive listeners. The child being the focus of the education, today's teacher makes a much greater effort to assure that the subject-matter is appreciative to the capacity of his students. Hence, less limelight is to sing-songs, recital of text-book material and unmotivated drills that comparatively less effective. Today's teacher emphasis the learner he looks to the students as the starting point for planning learning experiences. The teacher today is fully an educator, vitally interested in developing all the capacities of the child (Amuthavalli, 2018). Hence, the impact the primary class teacher has on his/her children is endless. The teaching methodologies employed by the teacher could direct and design the future of a child. Therefore, the greater focus should be on the teaching methods employed by the teachers. Activity method is technique adopted by a teacher to teach through activity in which the students participate thoroughly and bring about efficient learning experiences. It is a method in which the child is actively involved both mentally and physically. Activity based learning or ABL gives a range of pedagogical approaches to teaching. Its core premise involves the requirement that learning should be depending upon doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children learn actively rather than passive recipients of information. They are active participants ("Activity Based Learning in India,"2011).

The National Knowledge Commission (NKC, 2009) recommends that teaching of English as a language should be introduced from class I in school. It requires pedagogical changes to contextualize language learning. ABL suits the situation. The basic skills in English are the base of English language learning. The objectives of teaching learning of English language are the same. These skills are gateways of further English language proficiency. So, the researcher has picked up the idea to develop activity-based learning program. The ABL will provide various task-based activities to the students of IX standard to enhance their language skills. Activity based method of teaching provides learner with hope in tackling the practical problems by

using their own resources. Activity based method of teaching helps a teacher to win the interest and attention of the pupils. It motivates the students to physical and mental activity. It saves time and makes learning effective and durable. Studies have shown that pupils retain the knowledge through activities; for a much longer time as compared to the subject-matter learnt in the absence of such activities. It helps the pupils to get first-hand experience by looking at concrete things, living specimens and actual demonstrations, handling the apparatus and performing the practical themselves. By adopting Activity based method of teaching these criteria are used to observe students' improvement in academics. 1.increased understanding of the topic. 2. Improved interpersonal skills. 3. Willingness to participate in group activities. 4. Ability to relate the topic to real life examples. Day by day activity-based method of teaching is gaining its momentum due to its divergent utility in secondary schools. After going through various research work in the field of effectiveness of instructional strategy and other related literature, it was found by researcher that many researches have been conducted in the field of effectiveness of activity-based learning, over traditional method of teaching but very less work is done in the field of using different strategies together to teach English. There are some abstract concepts in English which need special attention while teaching. By considering all regards, the present research to develop and to check the effectiveness of Activity based teaching to teach units, 'Grammar' and 'poem' in English. This research was experimental.

OBJECTIVES OF THE STUDY

1. To know about activity-based method.
2. To know about lecture method.
3. To find out the effect of Activity based method on students' achievement in English subject. at secondary level.

RESEARCH HYPOTHESES

H1: There is significant difference in the mean scores of student's achievements in English between experimental and traditional group.

H2: Students achievement in English is better in experimental group than traditional group.

NULL HYPOTHESES

Ho1: There is no significant difference in the mean score of Students achievement in English between experimental and traditional group.

Ho2: Students achievement in English is not better in experimental group than traditional group.

RATIONALE OF THE STUDY

English is taught as compulsory subject valued its educational and cultural significance. By looking at the present scenario Activity based teaching has been expected as good strategy for English education as students actively participated in class. The learning environment would not be effective for students unless a teacher devised a good strategy of teaching. At secondary level teacher only use one method to teach English i.e. traditional method or GTM method. When we change our teaching method the student would be learn more effectively. Activity based method enhances creative aspect of experience. It gives reality for learning varied experience to the students to facilitate the acquisition of knowledge, experience, skill and value.

Activity based is a learning method in which students are engage in the learning process. There is a need to use Activity based method as compared to traditional method at the level of secondary because where we use this method the student learn effectively and environment of the class would be conductive. So, the problem statement of the current study is following.

PROBLEM STATEMENT

Effectiveness of Activity based method on Students achievement in English at secondary level in Kahuta district.

SIGNIFICANCE OF THE STUDY

This study is very significant for both student and teacher. It will help in making a student an independent learner. This study is very helpful to use new teaching method i.e. Activity method that is improve the teaching method. It will help to improve the students to actively participate in the class. This study will help to improve the communication skill. This study also tells the interest of the students' increase. It will also help the environment of the class would be interesting.

RESEARCH METHODOLOY

RESEARCH DESIGN

The researcher used pre-test, post-test control Group design for the study which involves Two groups Experimental and control. In this design both randomly formed groups (Control and Experimental) are pre-tested and after treatment, post- tested. Pre-test and post-test are same for both the groups.

POPULATION OF THE STUDY

The population of the study consisted of all the secondary students of grade 9th in the public school of government high school Haveli Kahuta AJK for the academic year 2023.

SAMPLE OF THE STUDY

50 students of class 9th were selected randomly from Govt. Girls High School Kahuta.

PROCEDURE FOR DATA COLLECTION

Pre-test and post-test were made from first five chapters of English class 9th. Out of hundred questions 52 were based on knowledge domain, 26 of comprehension, 8 of application, 7 of analysis, and 7 of synthesis were made. The circulation of questions was same for every domain in the pre-test and post-test. Hundred items were included in pretest and in post- test.

DATA ANALYSIS

ANALYSIS AND INTERPRETATION OF THE DATA

TABLE#1. PRETEST BETWEEN EXPERIMENTAL AND CONTROL GROUP

Test	Groups	N	Mean	SD	t	df	Sig
Pretest	Experimental	25	43.72	6.48	1.414	24	.170
	Control	25	41.44	7.25			

Above table shows that the *mean* score of pretest of experimental group is 43.72 with *SD* 6.48, and score of pretest of control group is 41.44 with *SD* 7.250.

TABLE#2. POSTTEST BETWEEN EXPERIMENTAL AND CONTROL GROUP

Test	Groups	N	Mean	SD	t	df	Sig
Experimental	Pretest	25	43.72	6.48	9.06	24	.000
	Posttest	25	58.28	12.25			

Above table shows that the *mean* score of posttest of Experimental group is 58.84 with *SD* 12.25, and *mean* score of posttest of control group is 46.43 with *SD* 8.01.

TABLE#3. PRETEST AND POSTTEST OF EXPERIMENTAL GROUP

Test	Groups	N	Mean	SD	t	df	Sig
Experimental	Pretest	25	43.72	6.48	9.06	24	.000
	Posttest	25	58.28	12.25			

Above table shows that the *mean* score of pretest of Experimental group is 43.72with *SD* 6.48, and mean of posttest of Experimental group is 58.28 with *SD* 12.25.

TABLE#4. PRETEST AND POSTTEST OF CONTROL GROUP

Test	Groups	N	Mean	SD	t	df	Sig
Control	Pretest	25	41.44	7.25	4.04	24	.000
	Posttest	25	46.43	8.01			

Above table shows that the *mean* score of pretest of control group is 41.44 with *SD* 7.25 and mean score of posttest of control group of 46.43 with *SD* 8.01.

FINDINGS

1. There is no significance difference between Experimental and Control in pretest. (Table 4.1)
2. There is a significance difference between posttest of Experimental and control group. (Table 4.2)
3. There is no significance difference between pre and posttest of Experimental group. (Table 4.3)
4. There is a significance difference between pretest and posttest of Control group. (Table 4.4)

CONCLUSIONS

1. It is concluded that at the time of pretest there was minor difference in achievement test of both control and experimental group.
2. It is concluded that at the time of posttest there was a difference between achievement test of Control and experimental group.
3. It is concluded that at the time of pretest and posttest there was a minor difference in achievement test of control group.
4. It is concluded that at the time of pretest and posttest there was a difference in achievement test of experimental group

RECOMMENDATIONS

Based on the results of the study, the following recommendations is as follows:

1. In order to develop higher thinking skills, it is important to conduct the class with activity-based instruction.

2. Activity-based teacher training programs can also be conducted by educational institutions to improve the teaching skills of teacher.
3. Additional studies can be carried out in all disciplines at different levels in order to validate the result of this study.
4. To increase the teaching in the class teacher use different methods to enhance the teaching Learning process.
5. Similar studies are conducted on different teaching-education levels and with different Subjects and fields.

DISCUSSIONS

The findings of this present study supported the research hypothesis that revealed that there was a significant difference in the English performance posttest mean scores of the students taught with the activity-based method (experimental) and students taught with lecture method (control) groups after controlling for the effect of the pre-test on English scores, and a noticeable difference was found to be in favor of the experiment group students in terms of the posttest English academic success scores. Study conducted by Noreen and Rana (2019) is in line with the current study results as it found that students taught through activity-based method performed better in the posttest than students taught through lecture method. In a similar study, Gürbüz, et al., (2010) compared activity-based learning and traditional learning in terms of their effects on students' performance and found activity method more effective than traditional method of teaching. Moreover, current study results also supported the research hypothesis that the experiment group students were academically more successful in comparison to the control group students. In the experimental study, it was determined the activity-based learning affected the teaching of probability concepts positively. Therefore, the activity-based teaching method in English teaching may increase the academic success of the students in comparison to the lecture method. The reason for this may be that activities in English classes provide opportunities to work with tangible materials and increase the motivation and interest of the students. Additionally, it may be considered that the presentation and content of the activities made it easier to learn the subject and relate it to daily life.

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