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## THE EFFECT OF PRINT MEDIA ON WRITING SKILL

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### ABSTRACT:

Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. In the present day world, we find that communication skills are demanded for employment purposes all over the world. Skills in Communication viz., speaking and writing are basic to social mobility and economic success. Writing involves a different kind of mental process where more time is needed to think, reflect, prepare, and to find alternative and better solutions. Effective writing therefore depends on one's ability to structure and organize words and sentences into a meaningful whole. Most of the students are reluctant to write as their writing skill ability has not been developed in a proper way due to lack of efficient teachers, proper teaching methods and relevant texts. Print media is one such source that can be blended with education as it bridges the gap between the classroom and the real world. The Experimental method with the Pre-test-Post-test Non-equivalent Groups Design was used to conduct the study on a sample of 64 Secondary School Students. A Test on Writing Skill was employed for gathering data.

**KEYWORDS:** English Language, Print Media, Writing Skill.

### INTRODUCTION

Man alone in creation is bestowed with the power of using language. Language is the most remarkable tool that man has ever invented and this is the one tool that made all others possible. Very few languages have won the distinction of being and becoming the language of culture, trade, commerce, science and technology in the international arena. Of them English occupies the pride of place. Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. In the present-day world, we find that communication skills are demanded for employment purposes all over the world. Skills in Communication viz., speaking and writing are basic to social mobility and economic success. Writing has always been accorded a high prestige in our educational system. It is an individual effort where an individual composes his or her thoughts often in privacy and then decode it in the form of written language using the strict conventions followed in the language. There are many mediums through which one can enrich his or her writing skill and Print media is one such powerful medium.

### NEED AND SIGNIFICANCE OF THE STUDY

Writing involves a different kind of mental process where more time is needed to think, reflect, prepare, and to find alternative and better solutions. Effective writing therefore depends on one's ability to structure and organize words and sentences into a meaningful whole. Now-a-days most people do very little writing.

Purposeful writing is needed for the present day demands in various fields. Students having good education may not be even able to write a good application letter. Most of the students are reluctant to write as their writing skill ability has not been developed in a proper way due to lack of efficient teachers, proper teaching methods and relevant texts. Print media is one such source that can be blended with education as it bridges the gap between the classroom and the real world. Hence the study is an attempt to find out the effectiveness of Print Media on the Writing Skill of Secondary School Students.

### OBJECTIVE OF THE STUDY

- To find out the effectiveness of Print Media in developing the Writing Skill of Secondary School Students.

### HYPOTHESIS OF THE STUDY

- Print Media will significantly develop the Writing Skill of Secondary School Students.

### METHODOLOGY

- The sample comprised 64 Standard IX Students.
- Experimental method with the Pre-test-Post-test Non-equivalent Groups Design was used to conduct the study.
- A Test on Writing Skill was employed for gathering data.
- The data was tabulated and analysed using the statistical measures like Mean, SD, Critical Ratio (t-test), ANOVA, and Analysis of Covariance (ANCOVA).

### ANALYSIS OF DATA

The Arithmetic Mean and Standard Deviation of the Gain Scores on the Writing Skill of the Experimental and Control Groups were computed. The data and results are given in Table-1.

**Table 1: Data and Results of Test of Significance of Gain Scores of Experimental and Control Groups on Writing Skill**

Scores	Groups	N	Mean	SD	t-value	P
Gain	Experimental	32	8.69	1.94	11.05	P<0.01
	Control	32	3.91	1.49		
Result: t-value is significant at 0.01 level						

From Table-1, it can be seen that the Gain Scores of Students in the Experimental and Control Groups differ significantly at 0.01 level ('t'= 11.05). From the Mean Gain scores of the Experimental (8.69) and Control (3.91) Groups, it can be seen that the Experimental Group far excels the Control Group in their scores on Writing Skill.

The Analysis of Variance for the Pre-test Scores (X) and Post-test Scores (Y) of the students in the Experimental and Control Group is presented in Table-2.

**Table 2: Summary of Analysis of Variance of Pre-test (X) and Post-test (Y) Scores of Experimental and Control Groups for the Total Sample**

Source of Variation	df	SS <sub>X</sub>	SS <sub>Y</sub>	MS <sub>X</sub>	MS <sub>Y</sub>	F <sub>X</sub>	F <sub>Y</sub>
Among Means	1	4.52	284.8	4.52	284.77	1.31	32.43
Within Groups	62	213.22	544.3	3.44	8.78		
Total	63	217.73	829.1	-	-		
Result: F <sub>X</sub> value is not significant; F <sub>Y</sub> value is significant at 0.01 level							

Table-2 shows that the F<sub>X</sub> value obtained is 1.31, which is less than the Table value and hence not significant. This indicates that there is no significant difference between the Pre-test scores of Secondary School Students in the Experimental and Control Groups.

Table-2 also reveals that the F<sub>Y</sub> value obtained is 32.43, which is greater than the Table value and hence is significant at 0.01 level. The significant F<sub>Y</sub> value indicates that both the Experimental and Control Groups differ significantly in their Post-test scores.

The Total Sum of Squares and Adjusted Mean Square Variance for Post-test scores are computed and the results of the Analysis of Covariance are presented in Table-3.

**Table 3: Summary of Analysis of Covariance of Pre-test (X) and Post-test (Y) Scores of Experimental and Control Groups for the Total Sample**

Source of Variation	df	SS <sub>X</sub>	SS <sub>Y</sub>	SS <sub>XY</sub>	SS <sub>YX</sub>	MS <sub>YX</sub>	SD <sub>YX</sub>	F <sub>YX</sub>
Among Means	1	4.52	284.77	-35.86	380.79	380.79	1.63	143.11
Within Groups	61	213.22	544.3	380.8	162.31	2.66		
Total	62	217.73	829.11	344.93	543.10	-		
Result: F <sub>YX</sub> value is significant at 0.01 level								

From Table-3, it can be seen that since the F<sub>YX</sub> ratio (137.44) is greater than the Table value, it is significant at 0.01 level. This significant F-ratio for the Adjusted Post-test scores shows that the final Mean scores of Students in the Experimental and Control Groups differ significantly after they are Adjusted for the Difference in the Pre-test scores.

The Adjusted Means for the Post-test scores (Y Means) of students in the Experimental and Control Groups were computed. The data and results are shown in Table-4.

**Table 4: Data for Adjusted Means of Post-test Scores of Experimental and Control Groups for the Total Sample**

Groups	N	M <sub>X</sub>	M <sub>Y</sub>	M <sub>YX</sub> (adjusted)	t-value	P
Experimental	32	3.59	12.30	12.76	12.67	P<0.01
Control	32	4.13	8.10	7.59		
General Means	64	3.86	10.17	-		
Result: t-value is significant at 0.01 level						

From Table-4, it can be seen that the difference in Adjusted Means for the Post-test scores of the

Experimental and Control Groups was tested for significance and t-value (12.67) was found to be significant at 0.01 level. This point to the fact that the Writing Skill of Students in the Experimental Group is far better than that of the Students in the Control Group. It may therefore be concluded that the Students exposed to the Print Media have developed their Writing Skill as compared to those exposed to Activity Method.

### TENABILITY OF HYPOTHESIS

- The formulated Hypothesis is accepted based on the findings in this regard.

### CONCLUSION

From the findings of the study it can thus be inferred that Print Media is effective in developing the Writing Skill of Secondary School Students.

### IMPLICATIONS OF THE STUDY

- The study revealed that teaching based on Print Media is significant in developing the Writing Skill. Hence Print Media must be used in the language classroom.
- Print Media enriches the vocabulary of students. So, teachers should incorporate Print Media in the teaching learning process.
- Print Media makes the Students eager to receive the content and helps in holding the attention of Students. Therefore, Teachers should be given orientation in this method of teaching through in-service trainings so that they can apply it effectively in the class room.

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