



EFFECTIVENESS OF USING VIDEOS OF TEACHING AND ACHIEVEMENT IN ENGLISH LANGUAGE OF STANDARD NINE STUDENTS

Mrs. Nalinilatha¹ and V. M. Jinosh²

¹M.Sc.,M.Ed.,M. Phil.,NET, SLET,

Assistant professor in pedagogy of biological science, RVS College of Education, Sulur, India

²M.Ed.scholar, RVS College of Education, Sulur, Coimbatore.

ABSTRACT

Through using video in teaching English language, the students become interested in learning. As far as this study is concerned the videos constitute all types of educational videos to facilitate English language learning. The study aimed to examine the effectiveness of using videos and achievement in English language of standard nine student at Coimbatore district. The investigators adopted Experimental method to study effectiveness of using videos and achievement in English language of standard nine students. For this study a sample of 50 ninth standard school students from in Coimbatore district in Tamil Nadu were selected by the investigators using stratified random sampling technique. The findings reveal that that there is a significant mean score difference between Control group and Experimental Group on the achievement in English language among Standard ninth students.



KEYWORDS : Communication, Video, English, Students &Experimental Method.

INTRODUCTION

Video is medium of communication which contains some information. The information is in the form of picture, image, and action. All of them can be discussed in classroom. McDonald, et al. (2003: 323) state the schools that are equipped with compressed video systems can bring live, fully interactive instruction from one location to the next or have distant guest speakers visit the classroom without having travel. The only requirement is to have the appropriate equipment at both locations. Video is defined as the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Furthermore, Cooper (1991: 11) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. In other words, video is the combination of electronic pictures and audio.

OBJECTIVES:

The objectives of the study are:

- To find out the effectiveness of using videos of teaching and achievement in English language of standard nine students.
- To develop and standardize tool on effectiveness of using videos in teaching and achievement English language of standard nine students.

METHOD:

The investigators adopted experimental method to study the effectiveness of using video method of teaching and achievement in learning English language among standard nine students at Coimbatore district. For this study, samples of 50 ninth std students from RVS Matric Hr. Sec. school in Coimbatore district were selected by the investigators using stratified random sampling technique. The sample was divided into two equal groups. The control group was taught English using traditional method and the experimental group was taught using video method. Research tools were developed by the investigator. Criterion Referenced Test (CRT) was constructed and validated for pre- test and post-test of the students by the investigator. T-test is used as the inferential statistical technique to find out the effectiveness of using video method of teaching and achievement in English language of student ix standard.

HYPOTHESES:

- There is no significant mean score difference between pre-test and post-test of the Control group on using video method of teaching and achievement in English language among Standard ninth students.
- There is no significant mean score difference between pre-test and post-test of the experimental group on using video method of teaching and achievement in English language among Standard ninth students.
- There is no significant mean score difference between Control group gain score and Experimental Group gain scores.

TESTING HYPOTHESES:**HYPOTHESIS: 1**

There is no significant mean score difference between pre-test and post-test of the Control group on using video method of teaching and achievement in English language among Standard ninth students.

TABLE 1

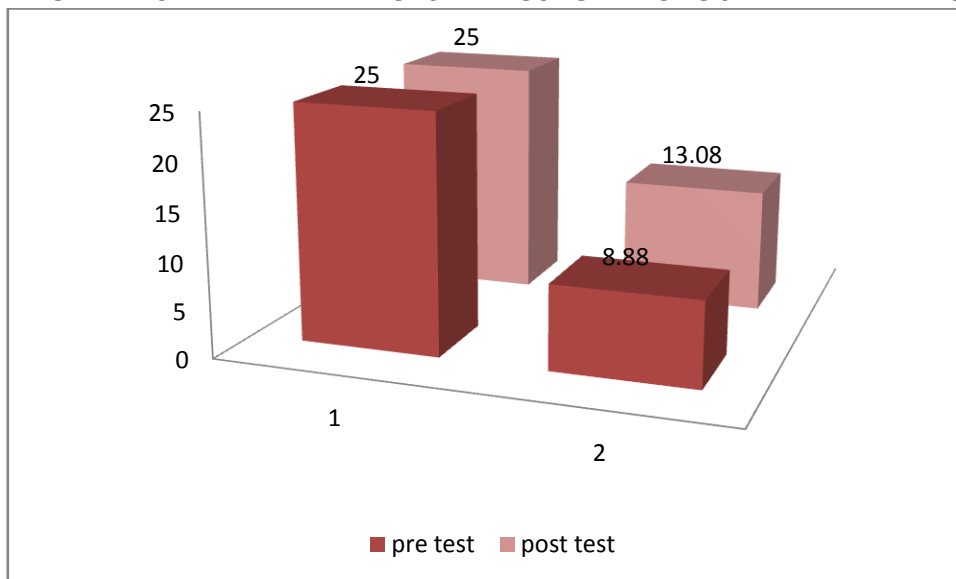
Significant mean score difference pre-test and post-test of the Control group on using video method of teaching and achievement in English language among Standard ninth students.

CONTROL GROUP	N	MEAN	STANDARD DEVIATION	DF	T-VALUE	P-VALUE	SIGNIFICANCE LEVEL
PRE TEST	25	8.88	5.262	24	1.97	0.00	S
POST TEST	25	13.08	4.202				

Significant at P=0.05 Level

The calculated t value (1.97) is higher than the table value (1.96) at 5% level of significance. Therefore, there is a significant difference between pre-test and post-test of the Control group on the achievement in English language among Standard ninth students. Hence the null hypothesis "There is no significant mean score difference between pre-test and post-test of the Control group on the achievement in English language among Standard ninth students" is rejected.

CHART: 1
MEAN SCORE DIFFERENCE PRE-TEST AND POST-TEST OF THE CONTROL GROUP ON USING VIDEO METHOD OF TEACHING AND ACHIEVEMENT IN ENGLISH LANGUAGE AMONG STANDARD NINTH STUDENTS



HYPOTHESIS : 2

There is no significant mean score difference between pre-test and post-test of the experimental group on using video method of teaching and achievement in English language among Standard ninth students.

TABLE 2

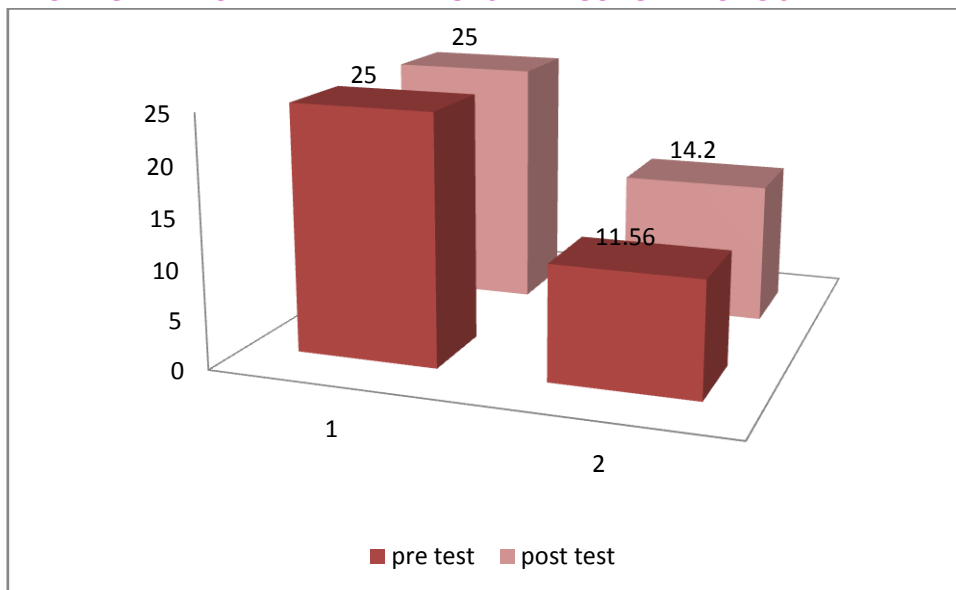
Significant mean score difference pre-test and post-test of the experimental group on using video method of teaching and achievement in English language among Standard ninth students.

EXPERIMENTAL GROUP	N	MEAN	STANDARD DEVIATION	Df	T-VALUE	P-VALUE	SIGNIFICANCE LEVEL
PRE TEST	25	11.56	4.445	24	13.004	0.00	S
POST TEST	25	14.20	4.041				

Significant at P=0.05 Level

The calculated t value (13.004) is higher than the table value (1.96) at 5% level of significance. Therefore, there is significant difference between pre-test and post-test of the experimental group on the achievement in English language among Standard ninth students. . Hence the null hypothesis “There is no significant mean score difference between pre-test and post-test of the experimental group on the achievement in English language among Standard ninth students.” Is rejected.

CHART: 2
MEAN SCORE DIFFERENCE PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUP ON USING VIDEO METHOD OF TEACHING AND ACHIEVEMENT IN ENGLISH LANGUAGE AMONG STANDARD NINTH STUDENTS



HYPOTHESIS :3

There is no significant mean score difference between Control group gain score and Experimental Group gain scores.

TABLE 3

Significant mean score difference between Control group gain score and Experimental Group of gain scores on using video method of teaching and achievement in English language among Standard ninth students.

GROUP	N	MEAN	SD	DF	T-VALUE	P-VALUE	SIGNIFICANCE LEVEL
CONTROL GROUP GAIN SCORE	25	3.92	3.718	24	5.271	0.00	s
EXPERIMENTAL GROUP GAIN SCORE	25	2.40	2.958				

Significant at P=0.05 Level

The calculated t value (5.271) is higher than the table value (1.96) at 5% level of significance. Therefore, there is significant difference between Control group gain score and Experimental Group gain scores on the achievement in English language among Standard ninth students. Hence the null hypothesis "There is no significant mean score difference between Control group gain score and Experimental Group gain scores on the achievement in English language among Standard ninth students." Is rejected.

FINDINGS AND DISCUSSION:

In Table 1 the calculated t value (1.97) is higher than the table value (1.96) at 5% level of significance. Therefore, there is a significant difference between pre-test and post-test of the Control group on using video method of teaching and achievement in English language among Standard ninth students.

In Table 1 the calculated t value (13.004) is higher than the table value (1.96) at 5% level of significance. Therefore, there is significant difference between pre-test and post-test of the experimental group on using video method of teaching and achievement in English language among Standard ninth students.

In Table 1 the calculated t value (5.271) is higher than the table value (1.96) at 5% level of significance. Therefore, there is significant difference between Control group gain score and Experimental Group gain scores on using video method of teaching and achievement in English language among Standard ninth students.

CONCLUSION:

In the present study the gain score of experimental group is higher than that of the control group, the difference is significant. It implies that the effectiveness of video method is better when compared to the conventional method. So, teachers can use this method of teaching frequently as one of the methods to make the teaching learning process more interesting and effective.

BIBLIOGRAPHY:

- Berk, R. (2009) Multimedia Teaching with Video Clips: TV, You tube, Movies, mtv in College Classroom. International Journal of Technology and Learning. The Johns Hopkins University, Baltimore, Maryland, USA. Retrieved: June 21, 2011.
- Cash, P. (2010) An Investigation to Determine the Use of Online Video Clips as a Teaching Resource in Second Level School. Digital Media Development in Education, Published Master Thesis, University of Limerick, Limerick, Ireland. Retrieved: February 10, 2011. <http://ulir.ul.ie/bitstream/10344/453/3/PTCmthesis.pdf>.
- Golden, S. A. R. (2017). Attitude of Students and Teachers towards E-Learning-An Analysis. *Recent Research in Social Science & Humanities*, 1, 5-10.
- Golden, S. A. R., & Regi, S. B. Mobile Learning: A Transformative Tool for Learning and Education.
- Liu, Y. (2005). A Case Study on Using English Language Movies in Teaching English as Foreign Language Experiences. In P. Kommers& G. Richards (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2005 (pp. 52-58). Chesapeake, VA: AACE.