

EFFECTIVENESS OF DIRECT METHOD OF TEACHING ENGLISH FOR IMPROVING WRITING SKILL AT SECONDARY LEVEL

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ABSTRACT

The main objectives of the study were: to examine the comparative effectiveness of direct teaching method and traditional method of teaching English i.e., grammar translation method with respect to academic achievement of students in English at secondary level, to determine whether the direct method is more effective than traditional method in enhancing writing skills of students at secondary level. Experimental method was used. Teacher made pre-test was administered to determine the level of each student before treatment and to equalize the students of two groups. Experimental group was taught by direct method while the Control group will be taught by traditional method for a period of 08 weeks. Direct method of teaching English for improvement of writing skills of students at secondary level was found to be equally effective for both low achievers and high achievers. Following recommendations were made. Study revealed that Direct method is effective than GTM. So, teachers teaching English at secondary level should adopt Direct method rather than GTM. English teachers are not properly trained. They require training in use of Direct Method. There should be provision of the language laboratories in schools. Refresher courses may be arranged accordingly for the proper training of direct teaching. Majority of textbooks at secondary are written for direct method of teaching but majority of teachers use traditional method. So, it is recommended to motivate the teachers to teach English through direct method of teaching. This study was conducted at secondary level. Future studies may be undertaken at higher secondary, bachelor, and elementary level in Pakistan. This study focused on writing skill, further studies may be conducted on speaking, reading and listening skills.

INTRODUCTION

Progress and advancement of the countries of the world are always related with the kind of education they offer to their people. Generally, education is the concern of Government and public in democratic countries Pakistan is a democratic country and democracy cannot function without education (Tanveer, 2012). In short, the knowledge of English language is most important because of above-mentioned facts. It is the currency of our time (Wyld, 2014).

Learning a foreign language/second language is a complex process, as language is not just an act of putting meaningful words together (Graff, 2015). Successful language learning involves an interrelationship of cognitive, affective and physical processes (Strong, 2011). English is one of the most common languages of the world. It is at the same time, the easiest and the most difficult language in comprehension (Larik, 2006). Pakistan is Urdu, the official language but English, the official language in all of the private sector and government is English officials.

1.1 STATEMENT OF PROBLEM

It is important to study English in era of globalization. English is the communication between the different countries is the most important language. In India, people of different countries and have their own language. English has come to us as a connecting link between the various states of India. Government ought to take some solid measure to enhance English language teaching. For instance, talking in English must be made obligatory. Actually, even an arrangement of forcing an ostensible fine on any individual who does not talk in the language ought to be presented. This study aimed at to explore “the comparative effectiveness of direct method (DM) and traditional method (GTM) in teaching of English at secondary level by using the group for experiment method of research”.

1.2 OBJECTIVES OF STUDY

1: To examine the comparative effectiveness of direct teaching method and traditional method of teaching English i.e. grammar translation method with respect to academic achievement of students in English at secondary level.

2: To determine whether the direct method is more effective than traditional method in enhancing writing skills of students at secondary level.

3: To compare students’ achievement taught through grammar translation method with students’ achievement taught through direct method on pre-test and as well as on post test.

1.3 HYPOTHESES OF STUDY

To achieve the above-mentioned objectives, following main null hypotheses were tested:

Ho 1: There is no significant difference between the performance of control and experimental groups on pre-test.

Ho 2: There is no significant difference between the performance of high achievers of the control and experimental groups on pre-test.

Ho 3: There is no significant difference between the performance of low achievers of the control and experimental groups on pre-test.

Ho 4: There is no significant difference between the performance of the control and experimental groups on post-test.

1.4 SIGNIFICANCE OF THE STUDY

English has always been rated high in Pakistan. In past, it was treated as compulsory subject from class 6th to onwards in public school system. Education is a nation building activity and it unlocks the door to modernization. The quality of education depends upon ability and efficiency of the teachers. This necessities better and more elaborate mental equipment to enable a person to participate in civilized activities. This study focused on comparativeness effectiveness of two methods of teaching English. This will serve as a great treasure for students, teachers, policy makers, curriculum developers.

REVIEW OF LITERATURE

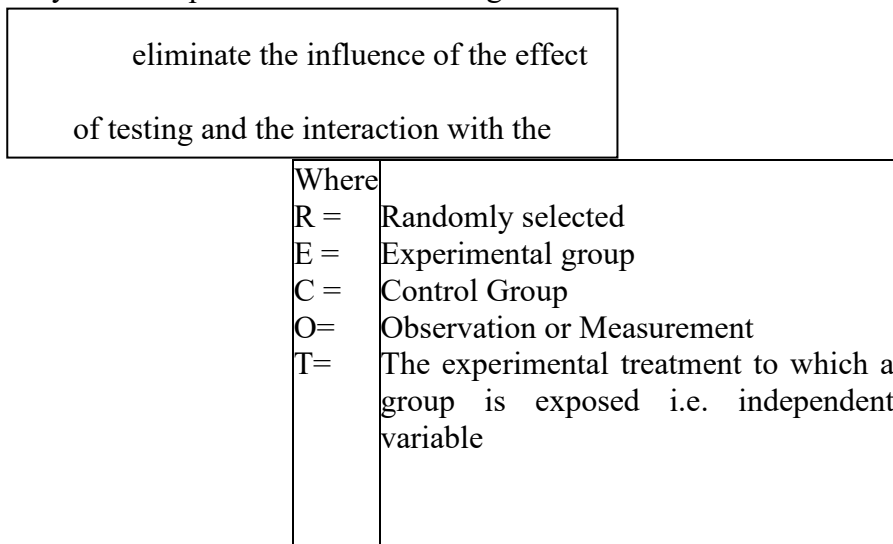
English is a compulsory subject from class one to degree level. Yet the students are very poor in this subject and this weakness increases with passage of time. The reason is that teaching material and teaching methodology is not suitable (Matthews, 2012). Teaching learning process has been as one to people since antiquated time. Pioneers of human thought have embraced noteworthy words about instruction, information and learning. At present teachers are to discover creative courses in teaching writing. Teachers need pedagogical learning and subject information. They additionally need to build up their capability of inventiveness and have the capacity to build up the same capacity in youthful learners. The innovative contribution and inspiration assumes indispensable part in creating inventive capacity. The learner's full of feeling association assumes key part in creating creativity (Maik, 2012).

A deliberately sorted out method of contact by the utilization of images or sounds which include the thought meanings (Mackery, 2010). Language is an instrument of correspondence among the individuals. So private is the association between a tongue and the all inclusive community who talk it that the two can scarcely be viewed as separated (Laddo, 2012).

At first glance, the focus is the direct leadership, to attract readers, it seems to be a practical and useful. Initially applied research and product unnecessarily concentrated form. Decisive response and writing opinion, it is confusing, it becomes complicated and learned to lie writing education, topic sentences, outline, word choice, and the accuracy of the relationship between syntax and grammar confusion. The basic purpose of education writing, we should write only what is taken from the need to find missing students: These further confusion, basically, for example, it gave birth to some of the more hypothetical confusion, which is part of the abovem(Haider, 2012).

MATERIALS AND METHODS

The purpose of this study was to examine “Comparative Effectiveness of Direct Method of Teaching English for Improving Writing Skill at Secondary Level in Mianwali City” by using experimental method of research. “The pretest-posttest equivalent group design” was considered to be the most useful design for this study (Gay, 2008). Following is the symbolic representation of the design:



This is the strong experimental design, but there may be the possibility of the influence of the effect of testing and the interaction with the experimental variable. However, in order to and the control groups. Immediately after the treatment was over, a teacher made post-test approved by the supervisor was administered to subjects of both the experimental and the control groups.

The table of specification is as follows:

Content	Kno wled ge	Com preh ensi on	Ap plic atio n	Anal ysis
Unit:1 Hazrat Asma RA	5	3	2	1

Unit:2 Sultan Ahmad Mosque	5	4	2	2
Unit:3 Daffodils	5	4	1	2
Unit:4 The Saviour of Mankind	5	5	1	1
Unit-5 Quaid's Vision and Pakistan	5	4	2	2
Unit-6 Patriotism	5	4	1	2
Unit-7 Active Voice and Passive Voice	5	5	2	2
Unit-8 Application for leave for urgent task	5	3	3	2

3.6 DATA ANALYSIS

Raw scores which were obtained from pretest, posttest and retention test was presented in tabulated form for the purpose of interpretation. For the manipulation of data, the means, standard deviations, and differences of means was computed for each group. Significance of difference between the mean scores of both the experimental and control groups on the variable of pretest scores, posttest scores were tested at 0.05 level by applying t-test. The researcher used t-test and ANOVA by using SPSS (version 16).

RESULTS AND DISCUSSION

4.1 EXPERIMENT

The significance of difference between the mean scores of control group and experimental group on pre-test scores was found out by applying t-test. The summary of results is presented in Table 1.

Ho 1: There is no significant difference between the performance of control and experimental groups on pre-test.

Table 1 indicates that the mean score of the pre-test in English test of the control group was 41.50 and that of the experimental group was 41.55. The difference between the two means was not statistically significant at 0.05 level. Hence, the null hypothesis "There is no significant difference between the performance of control and experimental groups on pre-test" is accepted therefore, both the groups could be treated as equal on the variable of pre-test scores in English test.

Ho 2: There is no significant difference between the performance of high achievers of the control and experimental groups on pre-test.

It appears from Table 2 that the mean score on retention test of the control group is 43.25 and of the experimental group is 43.25. Table 2 reflects that there was no significant difference between the mean scores of high achievers of control and experimental groups on pre-test. Hence, the null hypothesis "There is no significant difference between the performance of high achievers of control and experimental groups on pre-test" is accepted.

Therefore, high achievers of both groups could be treated as equal.

Ho 3: There is no significant difference between the performance of low achievers of the control and experimental groups on pre-test.

It appears from table 3 that the mean score on the post-test of the control group was 37.75 and of the experimental group was 37.60. Table 3 shows that there was no significant difference between the mean scores of low achievers of control and experimental groups on pre-test. Hence, the null hypothesis "There is no significant difference between the performance of low achievers of control and experimental groups on pre-test" is accepted and low achievers of both groups could be treated as equal.

Ho 4: There is no significant difference between the performance of the control and experimental groups on post-test.

It appears from table 4 that the mean score on the post-test of the control group was 74.47 and of the experimental group was 89.65. The difference between the two means was found significant at 0.05 level in favour of the experimental group. Hence, the null hypothesis "There is no significant difference between the performance of control and experimental groups on post-test" is rejected. Therefore, the performance of the experimental group could be treated as better due to the independent variable.

Table 1: Significance of difference between the mean scores on pre-test of control and experimental groups

Group	N	Df	Mean	SD	SE _D	t -value
Control Group	40	39	41.50	3.11	0.69	0.09*
Experimental group	40	39	41.55	3.02		

Non Significant at 0.05 level

t-value at 0.05 = 2.021

Table 2: Significance of difference between the mean scores of high achievers of the control and experimental groups on pre-test.

Group	N	Df	Mean	SD	SE _D	t -value
Control Group	20	19	43.25	1.07	0.43	0*
Experimental Group	20	19	43.25	1.07		

Non Significant at 0.05 level

t-value at 0.05 = 2.068

Table 3: Significance of difference between the mean scores of low achievers of control and experimental groups on pre-test

Group	N	Df	Mean	SD	SE _D	t -value
Control Group	20	19	37.75	1.37	0.81	0.17*
Experimental Group	20	19	37.60	1.37		

Non Significant at 0.05 level

t-value at 0.05 = 2.068

Table 4: Significance of difference between the mean scores on post-test of control group and experimental group.

Group	N	Df	Mean	SD	SE _D	t -value
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Control Group	40	39	74.47	2.77	1.27	11.26*
Experimental Group	40	39	89.65	4.24		

Significant at 0.05 level

t-value at 0.05 = 2.021

The key findings of the study can be summarized as follow:

- (1) Firstly, learners in the control group which was taught through Grammar Translation Method made some progress in enhancing writing skills in experiment.
- (2) Secondly, learners in the experimental group which was taught through Direct Method made very significant progress in enhancing writing skills in experiment.
- (3) It was found that the Direct Method is more effective in improving learners' writing skill because it promotes learning confidence, and motivation than the Grammar Translation Method.

DISCUSSION

There are many methods that are used by teachers to teach foreign language. Two, which are mostly used in Pakistan at secondary level, are One of Grammar Translation Method and Direct Method. The study investigated the method which is comparatively better whether direct method (DM) or Grammar Translation Method (GTM) for secondary class in teaching English to enhance writing skills. The researcher used experimental method of research. In the nineteenth century, the Classical Method came to be known as the Grammar Translation Method. Grammar-Translation Method began in Germany, or more accurately, Prussia, at the end of the eighteenth century and established an almost impregnable position as the favoured methodology of the Prussia Gymnasien after their expansion in the early years of the nineteenth century. The origins of the method do not lie in an attempt to teach languages by grammar and translation, these were taken for granted anyway. The original motivation was reformist, the traditional scholastic approach among individual learners in the eighteenth century had been to acquire learners a reading knowledge of foreign languages by studying a grammar and applying this knowledge to the interpretation of texts with the use of a dictionary. Most of them were highly educated men and women who were trained in classical grammar and knew how to apply the familiar categories to new languages. However scholastic methods of this kind were not well suited to the capabilities of younger school pupils and, moreover, they were self-study methods which were inappropriate for group teaching in the classroom.

Ho 1: Both the control and experimental groups were compared on the variable of pre-test score. The results obtained from the statistical analysis showed that no significant difference existed between the two groups with respect to pre-test scores in biology, as t-value obtained was not statistically significant at 0.05 level. Therefore, the null hypothesis. "There is no significant difference between the performance of control group and experimental group on pre-test" was accepted and both groups could be treated as equal.

Ho 2: There was no significant difference between the performance of high achievers of control and experimental groups on pre-test as t value obtained was not statistically significant at 0.05 level. Therefore, "the null hypothesis there is no significant difference between the performance of high achievers of the control and experimental groups on pre-test" was accepted. Therefore, high achievers of both groups could be treated as equal.

Ho 3: The performance of low achievers of control and experimental groups on pre- test was not statistically significant at 0.05 level. Therefore. the null hypothesis "There is no significant difference between the performance of low achievers of the control and experimental groups on pre-test" was accepted and the low achievers of both groups could be treated as equal.

Ho 4: The performance of the experimental group was significantly different from that of the

control group on post-test. The difference between the two means was statistically significant at 0.05 level. Thus the null hypothesis "There is no significant difference between the performance of the control and experimental groups on post-test" was rejected at 0.05 level in favour of experimental group.

CONCLUSIONS

On the basis of results of the study, following conclusions were drawn:

OBJECTIVE 1: To examine the comparative effectiveness of direct teaching method and traditional method of teaching English i.e. grammar translation method with respect to academic achievement of students in English at secondary level.

CONCLUSION 1: The application of direct method of teaching English for improvement of writing skills of students at secondary level was found to be more effective because the direct method increase the attention, interest and enhance the motivation level of the students.

OBJECTIVE 2: To determine whether the direct method is more effective than traditional method in enhancing writing skills of students at secondary level.

CONCLUSION 2: During the treatment, the students of the experimental group which was taught by direct method were found to be more attentive and motivated because the concepts were being explained with the help of just use of English language. Thus direct method played more effective role in teaching learning process of English with respect to improvement of writing skills.

OBJECTIVE 3: To compare students' achievement taught through grammar translation method with students' achievement taught through direct method on pre-test and as well as on post tests.

CONCLUSION 3: It is concluded that pre-test results of both groups were found to be equal but in results of post test, Direct method of teaching English for improvement of writing skills of students at secondary level was found to be effective.

OBJECTIVE 4: To compare high achievers of grammar translation method and direct method on pre-test and as well as on post test.

CONCLUSION 4: In pre-test results both groups were found to be equal whereas in results of post test, Direct method of teaching English for improvement of writing skills of students at secondary level was found to be effective for high achievers.

RECOMMENDATIONS

In the light of conclusions of the study following recommendations were suggested:

1. Study exhibited that Direct method is effective than GTM. So teachers teaching English at secondary level should adopt Direct method rather than GTM.
2. English teachers are not properly trained. They require training in use of Direct Method. There should be provision of the language laboratories in schools. Refresher courses may be arranged accordingly for the proper training of direct teaching.
3. Majority of textbooks at secondary are written for direct method of teaching but majority of teachers use traditional method. So, it is recommended to motivate the teachers to teach English through direct method of teaching.
4. This study was conducted at secondary level. Future studies may be undertaken at higher secondary, bachelor, and elementary level in Pakistan.
5. This study focused on writing skill, further studies may be conducted on speaking, reading and listening skills.

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