



**EFFECT OF ACTIVITY BASED LEARNING (ABL) APPROACH ON READING
COMPREHENSION AMONG GOVERNMENT SCHOOL STUDENTS**

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Abstract

The ABL approach is unique and effective to attract elementary school students. In teaching-learning process, two things play the vital roles; one is the delivering capacity of the teacher and the other one is the receiving capacity of the students. Theory with practice on some of the teaching topics, may enable the students to understand the concept easily. This study investigated the educational experiences and attainment of learning outcomes of students who have gone through the ABL methodology. Taking 50 students of class V, an experiment study was undertaken to find out the effect of Activity- Based Learning (ABL) approach on reading comprehension among Government School Students. It was found that Activity Based Approach is more effective for teaching Reading comprehension of English language. Reason for this effectiveness may be students pay more attention while teacher teach with activity based learning approach.

In today's global world, the importance of English can not be denied and ignored since it is the only language which is spoken by most of the countries of the world. It holds a very important place because it is only link language of the world. India is a land of diversity and this diversity is also visible with respect to language. In various regions of India, people use different language as their mother tongue. These people whose mother tongue is other than English, find very difficult to speak English.

In Punjab state also, the condition is not so different. Most of the people face difficulty in using English language. Student of the public schools feel less difficulty in using this language but the condition of the government school students is quite pathetic. There are so many underlying reason for this situation. Only teachers are in active mode while teaching this language and students act as mere passive listeners and due to this they are not able to grasp the roots of this language, moreover teaching-learning process needs continuous overhauling. A good teacher does not teach the same thing in the same way year after year.

He should always on the look out for introducing new things in new ways. Language and its learning is not as difficult as we have made it for the students. If we use innovative methods like activity based learning we will definitely help the students in getting this international language.

The perusal of studies, under review reflects that: (i) Activity Based method is superior than traditional method (Rao and Rao,1997) while few are of the view that both traditional and activity based method are useful (Reddy,1997) (ii) Achievement of students increases with activity based method (Mehapatra,2008; Jadal,2002; Mishra, 2013). (iii)Children show more interest in learning with activity based approach (Lakshmi,2005; Pati and Behera,2011; Rana,2012). As there is no unamity among researchers to say conclusively about the effectiveness of activity based learning approach and hence it was thought worthwhile to study the effect of activity based learning approach in improving reading comprehension of the students of governments school.

OBJECTIVES

- To develop activity based strategies to improve reading comprehension among students in English language.
- To investigate the effect of activity based learning approach on improving the competencies of reading comprehension among the students in English language.
- To study the significant gender differences with respect to the achievement in reading comprehension in English after treatment.

HYPOTHESES

- There will be no significant difference between mean score of pre-test and post test in activity based learning approach in reading comprehension among the learners of govt. school.
- There will be no significant gender differences with respect to the achievement of reading comprehension in English after treatment.

DELIMITATION OF THE STUDY

The study was delimited to the following:

- Activity based strategies of reading comprehension will be developed on the selected topics of class Vth in English language.
- The study will be delimited to govt. primary school, Kothe Ghurala and Thanewal, Gurdaspur Distt. Affiliated to PSEB

METHOD

Experimental research design was used in the conduct of the study.

Sample

For present study, 50 students of Government Schools of Gurdaspur district affiliated to P.S.E.B. were selected through random sampling technique for teaching reading comprehension.

Design of the study

There was a single group pre test- post test design. Before new treatment, a pre-test was administered and score was assessed. After this, Activity Based Learning (ABL) treatment was given to the students for two weeks. Then post-test was administered and achievement was taken.

Tools used

- Text materials for teaching Reading Comprehension had been chosen from the children's magazine, daily newspaper and prescribed textbooks of class V.

- Two Achievement tests were used. Major items included in the test of language comprehensibility were as-One word answer, Fill ups, True/ false.

Different Stages of the Experiment

Stage I: Preliminary step for developing competencies in reading comprehension in

English was based on pre- test which was administered to the 50 students.

Stage II: By using word method, alphabetic method and sentence method, reading skills

of the students were improved.

Sub-Skills of Reading: The learner should be able to:

- ❖ Recognise and read words and phrases
- ❖ Develop desirable speed reading habits
- ❖ Acquire reasonable speed in reading
- ❖ Read aloud with correct pronunciation and proper information
- ❖ Read with comprehension

Stage III: Investigator delivered the selected topics of English to class V in an appropriate manner to improve their reading comprehension.

Stage IV: Investigator administered the post- test to check the effect of activity based learning approach.

- **Pre- test:** The purpose of this test was to know the pupil's initial achievement in English. For this a paragraph from the syllabus of English of Vth class was selected. There were 10 objective type questions. Each question carried 2 marks for correct answer and 0 mark for wrong answer. While administering the test, the students were providing with comfortable seat and peaceful atmosphere.
- **Post test:** Post- test was prepared from selected topic for Vth grade students to know the achievements of students after teaching them with activity based learning. The questions which were included in the post- test were different from pre- test but difficulty level was same for both the tests. There were 10 items in aggregate. The

maximum marks of the test were 20 and minimum marks were 0 and duration of the test was 20 minutes.

RESULTS AND DISCUSSION

The mean scores and standard deviations of achievement of pretest and post test of government school students given in Table-I

Table-I: Mean and Standard Deviations of Achievement of Pre Test and Post Test of Government School Students

Group	N	Mean	S.D	t-value
Pre-test	50	6.32	2.99	5.25
Post-test	50	8.78	1.44	

* Significant at 0.01 level.

The Table-I reveals that the value of mean score and standard deviations of Pre-test is 6.32 and 2.99 respectively and value mean score and S.D. of post- test is 8.78 and 1.44 respectively. The t-value testing the significance of mean difference between pre-test score and post-test score came out to be 5.25 which is significant at 0.01 level. Thus it shows that there exist a significant difference between mean of pre-test and post-test.

The mean scores and standard deviations of achievement of boys and girls of post test are given in Table-II

Table-II: Mean and Standard Deviations of Achievement of Boys and Girls of Post Test of Government School Students

Groups	N	Mean	S.D	t-value
Boys	25	6.2	3.28	2.18
Girls	25	6.9	3.28	

* Insignificant at 0.01 level

From Table-II it may be noted that the value of mean score and standard deviation of boys is 6.2 and 3.28 respectively and value mean score and standard deviation of girls is 6.9 and 3.28 respectively. The t-value testing the significance of mean difference between boys and girls score came out to be 2.18 which is insignificant at 0.01 level. It is clear from the data that both the genders benefitted equally in terms of achievement after teaching through activity based learning.

CONCLUSIONS AND EDUCATIONAL IMPLICATIONS

- Activity based approach is more effective for teaching Reading Comprehension of English language. Reason for this effectiveness may be students pay more attention during the teaching with Activity Based Learning Approach. It may also help in bringing change in routine classroom teaching.
- The achievement of boys and girls through activity based learning approach remains the same. It shows that this approach is equally effective for both the genders.

The present study has some practical aspects and implementation for the educational system as activity based approach provides pleasure and interest in the classroom situation. It can develop subject performance of the students effectively. Activity based approach can develop academic performance of the students effectively. By activity based approach teacher can develop good study atmosphere, good method in teaching and different activities related to the content. By this one can develop creative abilities of the students in teaching learning process. This study may prove beneficial in suggesting teachers, the more effective method for teaching any subject. Activity based approach may be used as supplementary learning tool to teaching students with low I.Q.

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