

CHAPTER - 5

ANALYSIS OF THE DATA AND INTERPRETATION

5.1. Introduction

The main aim of the present investigation was to study experimentally the effect of Group Work Activities in teaching English on the performance of the students; hence, the tools for the present investigation were developed. The experimental stage was conducted in Shree Sajod Sarvajanic High School, Sajod, Ankleshwar. It was followed by an interpretation of the result obtained.

5.2. Hypothesis Testing

Table: 1 Hypothesis -01

THERE WILL BE NO SIGNIFICANT DIFFERENCE BETWEEN THE MEAN
SCORES OF PRE-TEST AND POST TEST OF THE STUDENTS OF
CONTROL GROUP

Group	Mean	Sd	SEM	't' Value _(cal)	't' Value _(table)
Control Group Post test	16.85	2.42	0.33	0.75	2.67**
Control Group Pre test	17.08	2.31	0.31		

***Significant at 0.01 level*

$$'t'_{cal} 0.75 < 't'_{tab} 2.67$$

The obtained 't' value 0.75 is not significant at 0.01 level of significance.

The first hypothesis for objective 1 was that, *there will be no significant difference between the mean scores of pre-test and post test of the students of control group.*

As the group consisted of the number 53, the required value to be significant at 0.01 level of significance was 2.67. The computed critical ratio of two groups was 0.75. The obtained value is lesser than the required value to be significance at 0.01 level of significance. Therefore, the null hypothesis of no

difference between the mean achievements of total performance of control group is accepted.

Interpretation

On the basis of the analyzed data it can be stated that the mean of the gain score of the performance of the Control group is lesser than that of the t table.

As it is observed that there is no significance difference between the achievements on the controlled group of achievement test, it can be mentioned that the conventional way of teaching method was having no effect on the performance of the students of Control group.

Table:2 Hypothesis -02

THERE WILL BE NO SIGNIFICANT DIFFERENCE BETWEEN THE MEAN
SCORES OF PRE-TEST AND POST TEST OF THE STUDENTS OF
EXPERIMENTAL GROUP.

Group	Mean	Sd	SEM	't' Value _(cal)	't' Value _(table)
Experimental Group Post test	25.94	1.63	0.22	22.13	2.67**
Experimental Group Pre test	16.87	2.40	0.32		

***Significant at 0.01 level*

$$'t'_{cal} 22.13 > 't'_{tab} 2.67$$

The obtained 't' value 22.13 is highly significant at 0.01 level of significance. The second hypothesis for objective 2 was that *there will be no significant difference between the mean scores of post-test of the students of control group and experimental group.*

As the group consisted of the number 53, the required value to be significant at 0.01 level of significance was 2.67. The computed critical ratio of two groups was 22.13. The obtained value is larger than the required value to be

significance at 0.01 level of significance. Therefore, the null hypothesis of no difference between the mean achievements of total performance of Experimental group is not accepted.

Interpretation

On the basis of the analyzed data it can be stated that the mean of the gain score of the performance of the group taught through the Group work activities is grater than that of the group taught through conventional teaching programme.

As it is observed that there is no significance difference between the achievements of Experimental group on achievement test, it can be mentioned that the new teaching programme (teaching through Group work activity) group was having better performance than the conventional teaching group.

Further, we see that the standard deviation was also reducing in Experimental group that shows the better effect of Group Work Activity in teaching English.

Table:3 Hypothesis -03

THERE WILL BE NO SIGNIFICANT DIFFERENCE BETWEEN THE MEAN SCORES OF POST-TEST OF THE STUDENTS OF CONTROL GROUP AND EXPERIMENTAL GROUP.

Group	Mean	Sd	SEM	‘t’ Value_(stat)	‘t’ Value_(table)
Experimental Group	25.94	1.6	0.22	22.18	2.62**
Control Group	17.07	2.4	0.33		

***Significant at 0.01level*

$$‘t’_{cal} 22.18 > ‘t’_{tab} 2.62$$

The obtained ‘t’ value 22.18 is highly significant at 0.01 level of significance. The third hypothesis for objective 3 was that there will be no

significant difference between the mean scores of post-test of the students of control group and experimental group.

As the groups consisted of the number 53 - 53, the required value to be significant at 0.01 level of significance was 2.62. The computed critical ratio of two groups was 22.18. The obtained value is larger than the required value to be significance at 0.01 level of significance. Therefore, the null hypothesis of no difference between the mean achievements of total performance of those groups is not accepted.

Interpretation

On the basis of the analyzed data it can be stated that the mean of the gain score of the performance of the group taught through the Group work activities is grater than that of the group taught through conventional teaching programme.

As it is observed that there is no significance difference between the achievements of two groups on achievement test, it can be mentioned that teaching through Group work activity group was having better performance than the conventional teaching group. Therefore, the teaching English through the group work activity is highly effective.

Further, the standard deviation was also reduced in experimental group than the controlled group. It means teaching English through group work activity is highly effective then the conventional way of teaching English.

5.3. Feedback Form

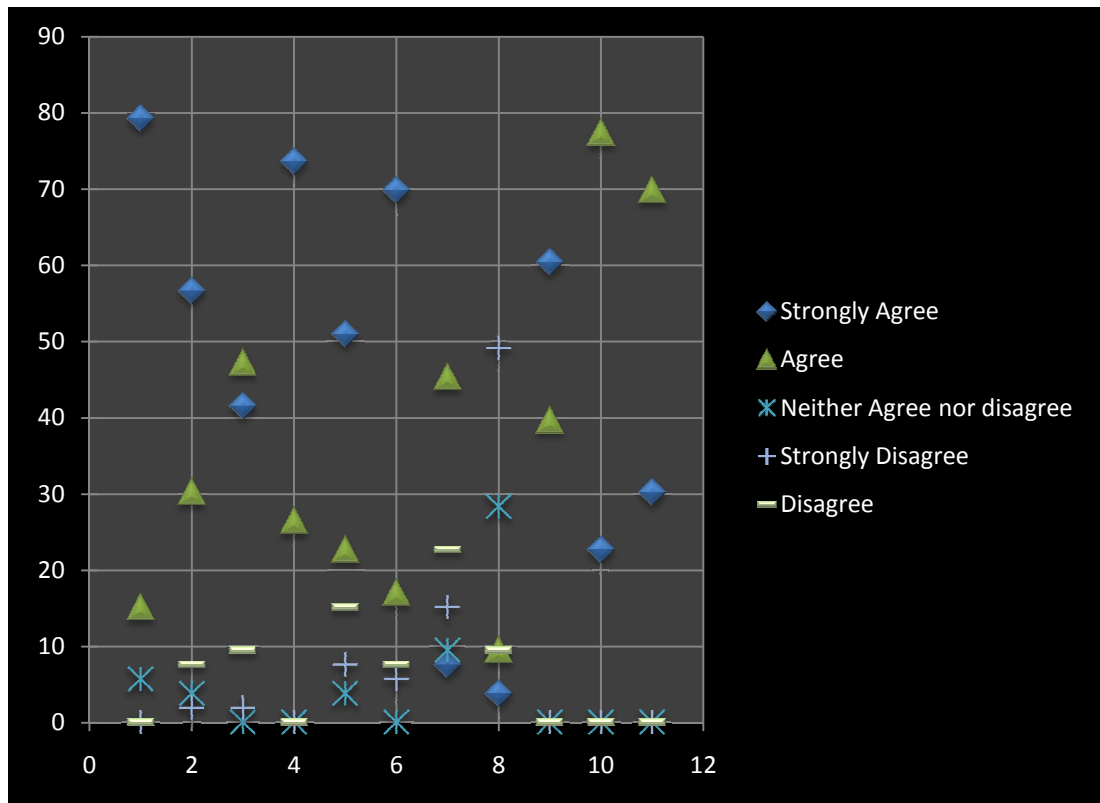
As discuss the present study was at aim to see the effectiveness of Group Work Activities at teaching English. In order to get the data pre-test and post-test was administered to see an effect of Group Work Activities the mean score of pretest and posttest was calculated by t test.

In order to triangulate the data feedback was taken from the students' of the experimental group in the given feedback form that is prepared by the researcher. This feedback form had eleven statements regarding the effectiveness of the given

treatment or the given method that is teaching English through the Group Work Activities.

Table:4 Feedback form Analysis

Sr. No.	Statement	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor disagree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>
1	<i>The class was interesting.</i>	79.25	15.09	5.66	0.00	0.00
2	<i>The class was challenging.</i>	56.60	30.19	3.77	1.89	7.55
3	<i>The assigned tasks were clear.</i>	41.51	47.17	0.00	1.89	9.43
4	<i>The test/quizzes were relevant to the topic covered</i>	73.58	26.42	0.00	0.00	0.00
5	<i>The concept points were clarified properly.</i>	50.94	22.64	3.77	7.55	15.09
6	<i>Learning through Group work activity was joyful.</i>	69.81	16.98	0.00	5.66	7.55
7	<i>Learning of English language became easy through Group work Activity.</i>	7.55	45.28	9.43	15.09	22.64
8	<i>The facilitation of teacher is less required in Group Activity.</i>	3.77	9.43	28.30	49.06	9.43
9	<i>Learning from the classmates was taken place.</i>	60.38	39.62	0.00	0.00	0.00
10	<i>Group Activity exposed to use the functional language.</i>	22.64	77.36	0.00	0.00	0.00
11	<i>Group Activity explain the doubt with others views.</i>	30.19	69.81	0.00	0.00	0.00



On the basis of the analyzed data it can be stated that for the first statement (79.25%) students were strongly agree that *the class was interesting* and (15.09%) students were agree whereas (5.66%) students were neither agree nor disagree and no other student were strongly disagree or disagree.

For the second statement (56.60%) students were strongly agree that *the class was challenging* and (30.19%) students were agree whereas (3.77%) students were neither agree nor disagree and (01.89%) students were strongly disagree or (07.55%) students were disagree .

For the third statement (41.51%) students were strongly agree that *the assigned tasks were clear* and (47.17%) students were agree whereas (00.00%) students were neither agree nor disagree and (01.89%) students were strongly disagree or (09.43%) students were disagree .

For the forth statement (73.58%) students were strongly agree that *the test/quizzes were relevant to the topic covered* and (26.42%) students were agree whereas (00.00%) students were neither agree nor disagree and (00.00%) students were strongly disagree or (00.00%) students were disagree.

For the fifth statement (50.94%) students were strongly agree that *Learning through Group work activity was joyful* and (22.64%) students were agree whereas (3.77%) students were neither agree nor disagree and (07.55%) students were strongly disagree or (15.09%) students were disagree.

For the sixth statement (69.81%) students were strongly agree that *Learning of English language became easy through Group work Activity* and (16.98%) students were agree whereas (00.00%) students were neither agree nor disagree and (05.66%) students were strongly disagree or (07.55%) students were disagree.

For the seventh statement (07.55%) students were strongly agree that *the concept points were clarified properly* and (45.28%) students were agree whereas (09.43%) students were neither agree nor disagree and (15.09%) students were strongly disagree or (22.64%) students were disagree.

For the eighth statement (03.77%) students were strongly agree that *the facilitation of teacher is less required in Group Activity* and (09.43%) students were agree whereas (28.30%) students were neither agree nor disagree and (49.06%) students were strongly disagree or (09.43%) students were disagree.

For the ninth statement (60.38%) students were strongly agree that *Learning from the classmates was taken place* and (39.62%) students were agree whereas (00.00%) students were neither agree nor disagree and (00.00%) students were strongly disagree or (00.00%) students were disagree.

For the tenth statement (22.64%) students were strongly agree that *Group Activity exposed to use the functional language* and (77.36%) students were agree whereas (00.00%) students were neither agree nor disagree and (00.00%) students were strongly disagree or (00.00%) students were disagree.

For the eleventh statement (30.19%) students were strongly agree that *Group Activity explain the doubt with others views* and (69.81%) students were agree whereas (00.00%) students were neither agree nor disagree and (00.00%) students were strongly disagree or (00.00%) students were disagree.

5.4. Conclusion

The specially developed tools of the present study were developed after two suggestions first from the mentor and second one from the expert. Then the experiment was conducted during the month of December-2011 in std IX, of Shree Sajod Sarvajanic High School, Sajod. The obtained data was analyzed and the results were prepared. Results of experimentation indicated that the group work activity was influencing the experimental group and learning was taking place natural course. Results of the pre achievement test scores indicate that the both groups, experimental and controlled, have equal level of knowledge of subject English. Post achievement test scores indicate that group work activity (group method) was influencing more to the experimental group in achievement.

Available gain scores data from pre-test and post-test indicate that students of the experimental group showed better performance than the students of controlled group.

Further, the standard deviation was reducing in experimental group then the controlled group that showed the group work activity was superior effect on the students of experimental group.

To, conclude, it is emphatically stated that group work activity (Group Method) was superior to the conventional teaching programme in achieving the goal.