A STUDY THE EFFECTIVENESS OF MUSICAL METHOD FOR TEACHING ENGLISH POETRY

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ABSTRACT

The main objective of this study was to measure the Effectiveness Musical Method for Teaching English Poetry. Matched paired sampling technique was used for selecting the sample. The total sample was that of 60 students in which 30 students were selected in Control group and 30 students were selected in Experimental group. Researcher used Experimental Research method and Pre test–post test equivalent group design in this study. The collected data were analyzed by using the statistical technique of t-test for comparison of groups. Results show that teaching English poetry through musical method is more effective as compared to the traditional method. Musical method for teaching English poetry makes learning more enjoyable, effective, interesting and influential. Boys and Girls have same Opinion about Musical method.
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INTRODUCTION

A global trend obviously is the increasing use of modern scientific and communication Technology in education. The area of curriculum construction, selection of audio-visual material, determination of educational objectives and area of feed-back will become more effective and the process will be faster too with the use of Information Technology. The problems associated with teaching poetry in his research that more than other genres, poetry seems to elicit the most groans from students (Hughes, 2012). Music has no language but it is the language of the world. Music connects heart and mind directly. The use of music and educational technology together would help us to gain expected outcomes in teaching learning process. Teaching means something that is taught (Pearsall, 2013). Poetry is the rhythmical creation of beauty in words

(Poe, 2012). Literature and music have some great connections and particularly poetry form of literature and music has an extra ordinary similarities. Poetry awakens our senses, helps us make connections to others, and leads us to think in synthesizing ways, as required by the use of metaphor. Music is a moral law. It gives a soul to the Universe, wings to the mind, flight to the imagination, a charm to sadness, and a life to everything. Same as poetry, music also awakens our senses, makes connections with heart and mind, and synchronizes our thoughts and actions. Poetry plays a very important role in our lives (Peacock, 1999). Music has great potential to enable language teachers to take advantage of the well documented links between music and language, as well as to make the teaching of English more student-centered.

Objectives

The researcher has conducted the research on the basis of research objectives which are as follows:

1. To compare the mean scores of pre-test of control group and experimental group for teaching English poetry.
2. To compare the mean scores of post-test of control group and experimental group for teaching English poetry.
3. To compare the mean scores of pre-test and post-test of control group for teaching English poetry.
4. To compare the mean scores of pre-test and post-test of experimental group for teaching English poetry.
5. To compare the mean gain scores of control group and experimental group for teaching English poetry.
6. To study the responses of boys and girls of the experimental group for teaching English poetry.

Hypothesis

In the present research, so with a view to prove the above objectives an attempt has been made to formulate the following hypothesis:

1. There will be no significant difference between the mean score of pre-test of control group and experimental group for teaching English poetry.
2. There will be no significant difference between the mean score of post-test of control group and experimental group for teaching English poetry.
3. There will be no significant difference between the mean score of pre-test and post test of control group for teaching English poetry.
4. There will be no significant difference between the mean score of pre-test and post-test of experimental group for teaching English poetry.
5. There will be no significant difference between the mean gain score of control group and experimental group for teaching English poetry.
6. There will be no significant difference between the responses of boys and girls of the experimental group for teaching English poetry.

Population

For the present research, the researcher wanted to develop a musical method of teaching English poetry and to know the effectiveness of the developed method on it. So in this research, the researcher had included all the students of STD 9th who were studying English as a second language in secondary schools of Gujarat Secondary Education Board as the population for the study.

Area   : Gujarat state

Language   : Second language (English)

Educational level : Students of secondary class

Sample

The researcher had chosen convenient sampling technique to select a school for the experiment by which R. S. M. Punawala- Experimental high school had been selected from Surat city. The researcher had used a matched paired sampling technique to select the students as a sample from the secondary class. The researcher had formed two groups.

1. Control Group

2. Experimental Group

The two equivalent groups through matched paired sampling technique were prepared on the basis of their scores they had obtained in First semester exam in English subject. In each group 30 students had been selected. One Group was considered as Control group and other was considered as an Experimental group. There were 15 boys and 15 girls in control group whereas there were 15 boys and 15 girls in experimental group.

Tools

For the collection of data, the researcher had used two types of research tools which are mentioned below:

1. Tools for conducting the experiment.

For the present research, the researcher himself had composed a poem musically and constructed recitation track, musically singing track, and karaoke music track as a tool for the experiment.

2. Tools for data collection

    a. Achievement test

    b. Questionnaire

Research Design

For the present research, experimental research method had been carried out by the researcher. The researcher had selected Pre test–post test equivalent group design as an experimental design.

METHOD OF DATA ANALYSIS

For testing the hypothesis, the collected data had been analyzed statistically using the selected statistical techniques. The researcher had used correlated t-test, uncorrelated t-test and percentage techniques for the analysis of collected data.

FINDINGS

The major findings of the research are as follows:

1. The calculated uncorrelated t- value was found 0.391, which is not significant at 0.05 levels. It indicates that there was no significant difference between the mean score of pre test of control group and experimental group for teaching English poetry. That means, both group were equal at the beginning of the experiment.

2. The calculated uncorrelated t- value was found 3.384, which is significant at 0.01 level. It indicates that there was significant difference between the mean score of pre-test of control group and experimental group for teaching English poetry.

3. The calculated correlated t- value was found 19.420, which is significant at 0.01 level. It indicates that there was significant difference between the mean score of pre-test and post-test of control group and for teaching English poetry.

4. The calculated correlated t- value was found 24.180, which is significant at 0.01level. It means that there was significant difference between the mean score of pre-test and post-test of experimental group for teaching English poetry.

5. The calculated uncorrelated t- value was found 2.605, which is significant at 0.05 level. It indicates that there was significant difference between the mean gain score of control group and experimental group for teaching English poetry.

It had been concluded through data analysis that teaching English poetry through musical method is more effective as compared to the traditional method.

6. From the analysis and interpretations of the responses given by the students for the questionnaire it was concluded that English poem can be taught more effectively through newly introduced and developed musical method. Musical method for teaching English poetry makes learning more enjoyable, effective, interesting and influential. It was also concluded that there was no difference in the responses given by boys and girls.

CONCLUSION

The ultimate goal of any educational research is to make education fit to the recipients. The present research found out that student through the musical background and musical method performed far better than the students taught through the traditional teaching method. Besides, it was also found that for both the girls and boys and students of higher, medium and lower level of IQs, the musical method was equally effective. The just a position of sound engineering and musical method, at the advantages of the modern technological world, help the learner learn well, for it has the potentially to motivate, reinforce, inform, guide, assist in recall, enhance retention etc. Hence, the present research is an eye opener and torch bearer for teachers, educations, planners and policy maker of Indian Education system to get immense insight into the use of music in ESL classrooms and also in schools as a new teaching method. It benefits especially for both teachers and learners, and for society as whole.

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