



Effectiveness of Hybrid Learning In English Oral Communication Skill Among VI Standard Students In Vellakovil Block

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ABSTRACT

In modern trends, we live with Technology level of development in future. At present students want to learn more technology wise knowledge within their atmosphere. Our Tamil Nadu state gave more importance to the education field because of people's awareness of their achievement. Different types of school students studied the same method but they are like technological based learning in their school structure. Here this research mention about VI standard student oral communication skill improves through Hybrid Learning in English Language. Hybrid Learning methods involve simple logic level technology with guidance of the teacher's knowledge. In the present study systematic random sampling technique was adopted to select a sample of 60 students of VI standard students from PUMS, Theethampalayam in Tirupur District. In that thirty students were considered as the Control group and thirty students were considered as Experimental group. In the control group, the subject was taught through the conventional method and in the experimental group, the subject was exposed through the Hybrid learning method. These two research tools are used for the study and found that there is a significant mean score of difference between pre-test and post-test effectiveness through Hybrid Learning in English oral communication skill among VI standard students. Hybrid learning methods are more effective than conventional methods in the light of research findings; it is a clear effect of hybrid learning in English Language.

Keywords: English Language, Oral communication skill and Hybrid Learning

I.INTRODUCTION

The present study is an evidence and good proof for effectiveness through hybrid learning in English Oral communication skill among VI standard students. These are very food effective to speak with boldness in English Language. Technology is an important role in hybrid learning and then teachers also another one important role in this method, they want motivation for language skills for encouraging communicating with boldness in their atmosphere. Students will be good in their school atmosphere. They have different types of family atmosphere within the situations in the society. Students want to learn their teacher's knowledge with in the technology ethics in the education field. Here good effectiveness through hybrid learning in English Oral communication skill among the students of standard VI. This effectiveness provides good opportunity to practice well for improving fluent communication skill in their atmosphere with technology, likewise audio, video, storytelling, drama, role play, conversation, dialogues, pronunciation practice, debate, group discussion, voice modulation, singing, dance, music creation with their situations...etc.,

II. IMPORTANCE OF HYBRID LEARNING IN ENGLISH LANGUAGE

Technology based learning always motivates in English language. his is an important piece of oral

communication skill and students learn very easily. Students mind adequate chronological level so this hybrid learning creates interest, mottos, awareness and available opportunities known in their society. "A sound mind in a sound body" it is good to be followed up through technology based Hybrid Learning in oral communication skill in English Language. Students' empowerment will be increased in English language through hybrid learning methods.

III. LITERATURE REVIEW

Alaa Alkhaleel (2020) investigated the advantages of using blended learning in teaching English as a foreign language. The researcher applied questionnaire survey was divided into four parts and qualitative research used the SPSS program to analyze the data elicited data. The samples of the study consisted of 60 Medical Faculty female students (Ist PYP- second semester) at the university of Tabuk in Saudi Arabia. The results of the study of blended learning in teaching EFL at a university of Tabuk is very advantageous. The students improved 84% language proficiency skills through hybrid learning better than normal method.

Najeh Rajeh Alsalhi, Mohd Elmagzoub Eltahir, Semi Sulieman Al-Qatawneh(2019) investigated the effect of blended learning on the achievement of ninth grade students in science and their attitudes towards its use. There search applied Quasi-experimental design case study and divided two groups of experimental and control. Sample consisted 112 students 61 for experiment and another 61 for control groups. The researcher constructed an achievement test and a questionnaire was designed for student's validity and reliability. The results in favor of the experimental group and these groups' attitudes were also ore positive towards the use of blended learning.

Clarice, M. Moran (2018) studied perceptions of flipping a technology-mediated English language arts unit. Objectives to assess student engagement during the flipped model of instruction in two seventh-grade English language arts classrooms. A hybrid embedded design and case study interviews were used to assess students' cognitive, emotional, and behavioral engagement and the researcher designed a case study in mixed methods approach, with qualitative data and quantitative data collection. Sampling conducted through Case study interviews were six students, tools as MSLQ was designed to measure the motivate on all and self-regulated components of individual students in a classroom. Items survey featured Linker-type questions that were divided into two sections likewise student's motivation; cognitive strategy use; meta cognitive strategy use; and management to effort; these Components generally are believed to reflect a student's motivation and success in an academic environment.

Saovapa, Wichadee (2017) investigated the development of the Hybrid learning model using démodé for maximizing student's oral proficiency and motivation. Aimed to develop a Hybrid learning model using démodé as a learning tool in language learning and examine the effectiveness of the model implemented in an English and research design conducted a quasi-experimental method. The samples were from two classes, each of which contained 42 students from second-year students and this study has implications for English language instructors, encouraging them to see how technology can facilitate learning and help learners produce better academic performance to be improved and useful through Hybrid learning methods.

IV. RATIONAL OF THE STUDY

At present days the learning process will be improved through technological ways, but not important for normal methods of teaching because of trends developed in the education department. In this new field performance traditional method is not suitable and then teaches technical equipment in their school. Short period students understood well and created their own creativity to speak with boldly everywhere. Students like and learn interestingly through hybrid learning in English oral communication skill for their future secure.

V. STATEMENT OF THE PROBLEM

Seeking this problem mention second level language influence for mother tongue influence students want to learn English language. Here students studied well but they can't speak without hesitation, boldly and shyly. They lost many opportunities without fluent English oral communication skills in the world. Make fear for writing, reading, listening and also speaking in English Language because of, use to get marks for pass and avoid the necessity to speak in Tamil Nadu. Students learn and speak well, get job and settle quickly financially in any country. This is an employment purpose of the selected statement of the problem "Effectiveness through Hybrid Learning in English oral communication skill among students of standard

VI. OPERATIONAL DEFINITION

A. Effectiveness: Effectiveness refers to the quality of being effective or the quality of being able to bring about an effect. As far as the present study, effectiveness was the achievement of the desired level of change in the learner's oral communication skill in English language.

B. Hybrid Learning Method: Hybrid learning method involves the process of speaking like identify, planning, and self-regulation, evaluation and in these processes oral communication skill is improved. In the present study, it refers to improving the gaining of oral communication skills in English language.

VII. OBJECTIVES OF THE STUDY

1. To find out the significance difference between through Hybrid Learning in English oral communication skill in experimental group and control group at pre-test.
2. To find out the significance difference between through Hybrid Learning in English oral communication skill in experimental group and control group at post-test.

VIII. HYPOTHESIS

1. There is no significant difference between through Hybrid Learning in English oral communication skill in experimental group and control group at pre-test.
2. There is no significant difference between through Hybrid Learning in English oral communication skill in experimental group and control group at post-test.

IX. SAMPLE

This study covered VI standard students from Tirupur district in Tamil Nadu as a sample for the study and selected one and only Government school namely PUMS, Theethampalaym in Tirupur district. The investigator selected a random sample of 60 students from the school. The students can divide two type so groups that are Control group and Experimental group per 30 students in each group.

X. METHODOLOGY

The study determined the effectiveness through Hybrid Learning in English oral communication skill, it is necessary to compare the outcome with the result of the experimental group and control group. So the investigator has chosen an experimental method for the present study.

1. Instrumentation for the study

1. Achievement test: Objective type test pre-test and post-test were conducted to assess performance of interview level.
2. In this investigator developed and created Hybrid Learning technology for VI standard students (Audio, Videos, Pictures, Modules, Conversation, and Drama within traditional classroom) and effectiveness through Hybrid Learning in English Language.

2. Validity and Reliability of the instrumentation

The purpose of this tool is to find out the achievement test level of the students. The set tools used to pre and post tests for Hybrid Learning in English oral communication skills among VI standard students. The tool contains 50 objective type questions with interviews in English language. The tool validity is 0.87

3. Statistical techniques used for the study

This research finds effectiveness through Hybrid Learning in English oral communication skill among VI standard students. It is important to find out whether there were any significant differences between the two groups. Tests of significance of difference between the means and t-test were calculated for statistical analysis.

XI. RESULTS ANALYSIS AND INTERPRETATION

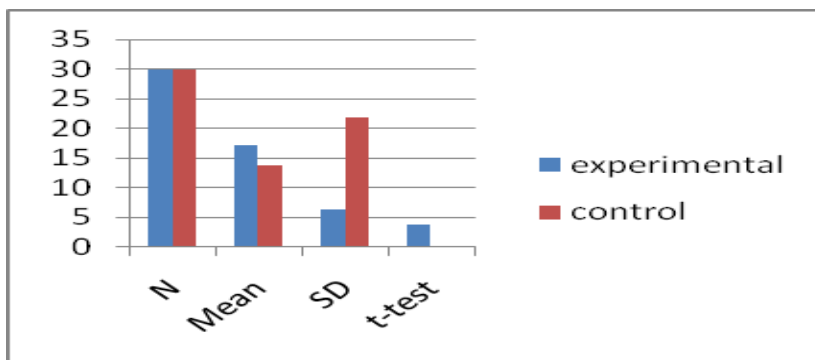
1. Hypothesis

1. **There is no significant difference between through Hybrid Learning in English oral communication skill in experimental group and control group at pre-test.**

Table No: 1

Pre-Test	N	Mean	SD	t-test
Experimental	30	17.16	6.28	3.86
Control	30	13.70	21.90	3.76

Table 1 shows the mean scores of pre-test in the experimental group & control group. The calculated - value 3.86 is greater than the table value 2.00. It is significant at 5% level. Therefore, the two groups do differ in their initial performance. Therefore, the hypothesis is not accepted. It means that the two groups were more or less of the same ability in English oral communication skill in pre-test.

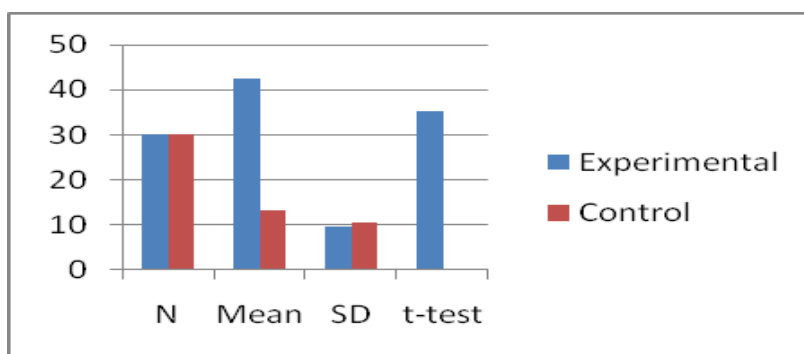


2. **There is no significant difference between through Hybrid Learning in English oral communication skill in experimental group and control group at post-test.**

Table No: 2

Post-Test	N	Mean	SD	t-test
Experimental	30	42.6	9.63	35.11
Control	30	13.2	10.47	

Table 2 is clear that the calculated - value 35.11 is greater than the table value 2.00. It is significant at 5% level. These show that there is a significant difference between the mean so the post-tests core effectiveness through Hybrid learning in English oral communication skill in the experimental group and control groups. Therefore the two groups differ in their performance. The mean score show that the experimental group is greater than control group, i.e. $42.6 > 13.2$ so it can be concluded that the hybrid learning method has more impact than the traditional method.



XII. FINDINGS OF THE STUDY

1. There was a significant difference in Hybrid Learning in English oral communication skill in the Experimental group and Control group at pre-test.
2. There was a significant difference in Hybrid Learning in English oral communication skill in the Experimental group and Control group at post-test.

XIII. CONCLUSION

In the present trends, the Education department has to be good. Traditional methods of teaching are not suitable. Make an arrangement reinforcement activity of oral communicative skills in English language. These technologies based hybrid learning is more effective within a quick period in their traditional classroom. In this research to motivate students oral communication without hesitation, shyness and confidently done their career through English language. Make a good awareness, get jobs and settle in their individual life. Students are achieving more and more within their modern society in the world. Hybrid learning method was very effective for oral communication skill among VI standard students in Tirupur District.

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