



## OPINION OF TEACHERS ON ACTIVITY-BASED TEACHING ON READING COMPREHENSION IN THE GUJARATI LANGUAGE

**Lataben A. Patel**

M.A., M.Ed., M.Phil. Ph.D. Scholar, Indian Institute of Teacher Education, Gandhinagar

**Dr. Viral B. Jadav**

Education Dean, & Director Centre of Research, Indian Institute of Teacher Education, Gandhinagar.

### ABSTRACT

Language skills are required to achieve high achievement in language. The researcher has done the research keeping in mind the language skills. In the present research, the researcher has studied the opinion of teachers on activity-based teaching on reading comprehension in The Gujarati language. In which the researcher used a self-made questionnaire as a tool. It had 25 questions. These questions were to be answered either in “yes” or “no”. The researcher selected 100 teachers of Gujarati subject from Gujarati medium primary schools of Gujarat state by random sampling method. Data was collected through Google form and the percentage of data was calculated. The findings of the research were that 88% of the teachers gave a positive opinion about Activity-based teaching, while 12% of teachers gave a negative opinion. Hence we can say that the effectiveness of activity-oriented teaching in reading comprehension in Gujarati language has been seen, therefore activity-based teaching should be given for more effective reading comprehension.

### KEYWORDS : Reading Comprehension, Activity-based Teaching

#### INTRODUCTION:

Knowledge of language is essential to achieve high achievement in language. Knowledge of basic language skills is imparted from the primary school itself. In primary school, teachers teach students reading, writing, listening, and counting. Comprehension comes first in language learning followed by listening, speaking, reading and writing skills. Learning any language starts with listening and speaking, but it is of no use if there is no understanding. Then if a student acquires good reading skills he can learn and absorb anything well. A good reading and comprehension ability of students has a great impact on their achievement in other subjects. For children, literacy opens the door to new creativity and opportunities. At the same time, the child's expression, perception, logical thinking, understanding and practical application are important. Language can develop only if the child is given scope for expression, reasoning and logical thinking.

#### Statement Of The Problem:

The development of students' reading comprehension skills is very important at any level of education. Reading and interpretation is a complex process of associating ideas with symbols, which is an indispensable source of knowledge for an individual.

Four skills should be developed for language teaching.

1) Listening 2) Counting 3) Writing 4) Reading

Reading comprehension is the most important skill to learn any language. There are many ways to improve reading comprehension. Teachers use different ways to improve reading comprehension. Therefore the researcher selected the following problem for research.

#### “Opinion of Teachers on Activity-Based Teaching on Reading Comprehension in the Gujarati Language”

#### Definition Of Reading Comprehension:

According to Robert Carlin,

“The most important factor responsible for variation in reading comprehension is simple instruction. Comprehension is concerned with the ease of understanding of given information and ideas, including the relationships between words and ideas. “

According to Marilyn Adams,

Reading is just the beginning of studying not the end of it. “If you want children to read well, they must read a lot. If you want children to read a lot, they must read well.”

So in short Comprehension means .....

- To identify time, place, sequence of events and stages.
- To make inferences.
- Anticipating results.
- Understanding the instructions given.
- Determining the intent of the writer's feelings and thoughts based on the motives, moods and emotions expressed in the text.

#### Review Of Related Literature:

Studies by Lee, Park, & Kim (2019) this study found no significant improvement in reading comprehension skills among students who received Activity-based instruction compared to students who received traditional instruction. Johnson, Anderson, & Thompson (2017) some studies show positive effects while others show negative effects. The Researcher says that the effectiveness of activity-based learning can depend on various factors. Emanuel (2012) and Macwan (2013) found that Activity-based packages help students develop language competency.

Nelson and Yohanes (2017) found that the class improved in their reading comprehension. In addition, there is a significant use of Directed Reading Thinking Activity Strategy. Belet Boyaci, S. Dilek; Güner, Mediha (2018) Study findings demonstrated that the use of authentic task-based authentic material in the Turkish language course improved the reading comprehension, writing skills and writing motivation of 4<sup>th</sup>-grade primary school students. Furthermore, it was found that students who participated in the study had positive views on the Turkish language course instructed with authentic task-based authentic material. Hijril Ismail, Aceng Rahmat, Emzir (2020) Thus, learning using the Moodle e-learning material on EFL reading comprehension is effective in improving student learning outcomes. Juniarta, Dewi, Mahendrayana, and Swandana (2019) the students had generally positive perceptions toward the implementation of the MALL-based learning strategy. In short, the student's reading comprehension in II D class could be improved by applying the MALL-based learning strategy through the Quizizz application. Olifia, Endry, and Suparman (2020) during the learning process, students also looked happy and enthusiastic about learning Indonesian. Learning Indonesian through blended learning was shown to improve the reading comprehension skills of foreign students. Akyol, Çakiroğlu & Kuruyur (2017) Enrichment reading programs are effective in developing students' reading skills. Sinta Frestisia, Ratmanida (2021) as a result, the researcher found that there are some problems in student's linguistics competence; it influences their process of comprehending a text. It also found that students have many problems in linguistics caused by some factors.

The above mentioned researches are conducted through Activity-based, quizzes, module programs, blended learning, enrichment programs etc. These studies are done in languages like English, Turkish, and Indonesian. But reading comprehension in the Gujarati language has not been researched. Hence the researcher has studied the opinion of teachers on activity-based teaching on reading comprehension in Gujarati Language.

#### OBJECTIVES:

1. Designing a questionnaire to examine the opinion of Activity-based teaching on reading comprehension in Gujarati language.
2. To obtain the opinions of primary school teachers about Activity-based teaching on reading comprehension in Gujarati language.

**Research Question:**

1. What are the opinions of primary school teachers about activity-based teaching on reading comprehension in Gujarati language?

**Type Of Research:**

- To do research work it is necessary to know about its types. There are three main types of research.
- Classical research
- Applied research
- Action research

In the present research, the researcher studied the opinion of primary school teachers about the Activity-based teaching in reading comprehension in Gujarati language. Thus, the present research is an applied type of research as the findings can be used in practice.

**Research Method:**

Research methods have been divided into three main categories by research scholars.

- Historical method
- Descriptive method
- Experimental method

In the present research, the researcher has used the descriptive survey research method.

**Population And Sample:**

In the present research, Gujarati subject teachers of Gujarati medium government primary schools of Gujarat state are Population. The researcher selected 100 Gujarati subject teachers from government primary schools using a random sampling method.

**Research Tool:**

The researcher designed a self-administered questionnaire to find out the opinion of teachers on activity-based teaching on reading comprehension in Gujarati Language. After designing the questionnaire, it was checked by experts. A total of 25 questions questionnaire was prepared after modifications suggested by the experts. To answer the questions, either yes or no was to be selected. In the questionnaire, separate boxes were provided for answering each question.

**Procedure Of Data Collection:**

The researcher collected data through a self-administered questionnaire to find out the opinion of teachers about activity-based teaching on reading comprehension in Gujarati language. The questionnaire was filled out through Google Forms from 100 primary school Gujarati subject teachers.

**Analysis And Interpretation:**

After the data collection, the marks were separated for the number of people who answered yes and no to each question. Each question had one mark. Thus the simple percentage of opinions answered with "yes" and the simple percentage of opinions answered with "no" were calculated separately.

**Opinion of teachers towards Activity-Based Teaching on Reading Comprehension in Gujarati Language**

Sr. No.	Question	Yes%	No%
1	Activity-Based Teaching provides a free environment for learning.	98	2
2	Students learn to express their thoughts and feelings.	97	3
3	Confidence increases among students.	100	0
4	The fear and panic of students can be removed.	98	2
5	Students interact with each other.	100	0
6	Students engage in participatory learning.	99	1
7	Content is consolidated.	95	5
8	Students' vocabulary increases.	93	7
9	Students are willing to participate in co-curricular activities.	99	1
10	Latent strengths of students are brought out.	97	3
11	Connections can be established with various subjects.	96	4
12	Reading mistakes of students can be removed.	81	19
13	All four skills of students can be developed.	82	18

14	Originality of students can be developed.	95	5
15	Creative thinking ability can be developed among students.	100	0
16	Students can learn the content faster.	98	2
17	Students can be motivated to participate in the activity.	98	2
18	Students can learn grammar easily.	85	15
19	Students Critical thinking ability can be developed.	97	3
20	Students can learn language effectively through games.	90	10
21	Students cannot be encouraged for group work.	50	50
22	Activity-based Teaching is more expensive.	49	51
23	Activity-based teaching does not have a set time frame.	76	24
24	The syllabus cannot be completed on time.	58	42
25	Not all students can become active participants in activities.	66	34
Average percentage		87.88	12.12

**Findings:**

In the present research, the researcher has studied the teachers' opinions about Activity-based teaching on reading comprehension in Gujarati language. At the end of this study, it was found that 88% of the teachers gave a positive opinion, while 12% of the teachers gave a negative opinion.

Based on the above observations, the findings can be summarized as follows:

**Activity-Based Teaching:** The majority of respondents (98%) agreed that activity-based teaching provides a free environment for learning, helps students express their thoughts and feelings, and increases confidence among students. It also has the potential to remove fear and panic among students.

**Student Interaction and Engagement:** All respondents (100%) agreed that students interact with each other and engage in participatory learning, which suggests that activity-based teaching encourages student collaboration and active participation in the learning process.

**Content Consolidation and Skill Development:** While the majority of respondents (95% and 93%) indicated that content is consolidated and students' vocabulary increases, only a moderate percentage (82% and 81%) agreed that all four skills of students can be developed and reading mistakes can be removed. This suggests that further attention may be required to enhance these aspects of activity-based teaching.

**Originality and Critical Thinking:** A significant percentage of respondents (95% and 97%) agreed that activity-based teaching can develop students' originality and critical thinking abilities. This indicates that such teaching methods encourage students to think creatively and critically.

**Learning Effectiveness:** A considerable number of respondents (98% and 90%) believed that students can learn the content faster and language effectively through games. This suggests that activity-based teaching can be an effective approach to enhance learning speed and language proficiency.

**Challenges and Limitations:** Approximately half of the respondents (50% and 49%) felt that students cannot be encouraged for group work, and activity-based teaching can be more expensive. Additionally, a moderate percentage of respondents (58% and 66%) indicated that the syllabus cannot be completed on time, and not all students can actively participate in activities. These findings highlight some challenges and limitations associated with activity-based teaching.

Overall, the findings indicate that activity-based teaching has several positive outcomes, such as creating a free learning environment, promoting student expression, increasing confidence, and developing originality and critical thinking abilities. However, there are areas that may require further attention, such as skill development, addressing challenges in group work, cost considerations, timely syllabus completion, and promoting inclusive participation of all students.

**DISCUSSION AND IMPLICATIONS:**

In previous research, the researcher has studied the research on reading comprehension based on activity-based learning, blended learning, module method learning, enrichment programs, learning through

questioning, etc., which have found positive effects on reading comprehension. While the effect of instruction on activity-based learning on reading comprehension and students' linguistic problems on reading comprehension, these three studies found negative effects.

From the finding of present research, we can say that Activity-based Teaching is supported by teachers. Teachers and curriculum planners should be encouraged to incorporate activity-based teaching methods into reading comprehension because Activity-based teaching methods have the potential to enhance students' reading comprehension skills.

Effective implementation of Activity-based teaching methods requires proper training and professional preparation of teachers. Implementing Activity-based Teaching methods can pose challenges in terms of time, money, classroom management, and instructional management.

## CONCLUSION:

The findings of this research indicate that teachers have received positive attitudes toward activity-based teaching methods as a means of enhancing students' reading comprehension skills. These positive views have significant implications for educational practices and curriculum development. However, successful implementation requires teachers to have adequate support, resources and professional development opportunities.

In short, teachers' positive attitude toward activity-based teaching methods offers a promising approach to improving reading comprehension skills. By taking teachers' perspectives into account, supporting their professional development, and addressing potential challenges, teachers can create engaging learning environments that promote students' Comprehension abilities and promote lifelong learning.

## REFERENCES:

### Journal article from a database:

1. Akyol, H., Çakıroğlu, A., & Kuruyer, H. G. (2017). A study on the development of reading skills of the students having difficulty in reading: Enrichment reading program. *International Electronic Journal of Elementary Education*, 6(2), 199–212. <https://iejee.com/index.php/IEJEE/article/view/41>
2. Belet Boyaci, S. Dilek; Güner, Mediha (2018). The Impact of Authentic Material Use on Development of the Reading Comprehension, Writing Skills and Motivation in Language Course. *International Journal of Instruction*. VOL 11, NO 2, 351-368. ISSN-1694-609X
3. Emanuel, S. (2012). Developing Oral Communication Skill in English among Students of Gujarati Medium Schools. *ELT Quarterly*. 13(3, 4), 0975-0258.
4. Hijril Ismail, Aceng Rahmat, Emzir (2020). The Effect of Moodle E-Learning Material on EFL Reading Comprehension. *International Journal of Multicultural and Multireligious Understanding*. ISSN-2364-5369 [https://ijmmu.com/public/journals/1/pageHeaderTitleImage\\_en\\_US.png](https://ijmmu.com/public/journals/1/pageHeaderTitleImage_en_US.png)
5. Jhonson, R., Anderson, K., Thompson, S. (2017). The Impact of Activity-Based Instruction on Reading Comprehension: A Critical Review. *Journal of Educational Psychology*.
6. Lee, H., Park, S., Kim, J., (2019). Examining the Effects of Activity-Based Instruction on Reading Comprehension: A Replication Study. *Journal of Reading Education*.
7. Nelson Balisar, Yohanes Luluando ( ) The Use of Directed Reading Thinking Activity Strategy to Enhance Students' Reading Comprehension. 7th International Scholars Conference Proceeding. ISSN- 2476-9606 <https://journal.unai.edu/index.php/isc/issue/view/103https://doi.org/10.35974/isc.v7i1.1045>
8. Olifia Rombot, Endry Boeriswati, M. Atwi Suparman (2020). Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning. *AL IBTIDA: JURNAL PENDIDIKAN GURU MI*. ISSN- 2527-7227 [https://www.syekhnurjati.ac.id/jurnal/public/journals/8/pageHeaderTitleImage\\_en\\_US.jpg](https://www.syekhnurjati.ac.id/jurnal/public/journals/8/pageHeaderTitleImage_en_US.jpg)
9. P. Juniarta, K. Dewi, G. Mahendrayana, I. Swandana (2019). The Analysis on the Implementation of Mobile-Assisted Language Learning Strategy Through Quizizz Application to Improve Student's Reading Comprehension at Undiksha Singaraja. 3rd International Conference on Innovative Research across Disciplines. (ICIRAD 2019). *Advances in Social Science, Education and Humanities Research*, VOL 394, 323-327. <https://www.atlantispress.com/proceedings/series/assehr>
10. Sinta F., Ratmanida (2021). Students' Linguistics Problem in Reading Comprehension. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)* <https://www.atlantispress.com/proceedings/series/assehr>. <https://doi.org/10.2991/assehr.k.210325.042>
11. Andhariya, R. and 'et.al'. (2015-16) *Reading and Reflecting on Texts*. Ahmedabad: Educational Publications, pp. 1-41.
12. Mulvani, R. and 'et.al'. (2019-20) *Bhashadeep. Gandhinagar: Samagra Shiksha*.
13. Parekh, D. A. And Trivedi, M. D. (1994) *Statistics in education*. Ahmedabad: University Bibliography Board.
14. Richard, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge University Press.
15. Shukla, S. S. (2016). *Research-Introduction and Methodology*. Ahmedabad: Rishit Publication.
16. Uchat, D.A. (2006). *Specific methods of research*. Rajkot: Saurashtra University.