



Sebha University - Faculty of Languages

English department

A research submitted to obtain a bachelor's degree in English language entitled

**The impacts of English Language Teaching Methods on
The Achievements of Students at Secondary School Level**

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HOLY QUR'AN

﴿ يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ
وَإِذَا قِيلَ انشُزُوا فَانشُزُوا يَرَفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴾

سورة المجادلة: (11)

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

Surah Al-Mujadala verse 11

Dedication

As a symbol of devotion and sincerity, as a symbol of strength and inspiration that fate did not allow, she passed away. May Allah have mercy on her.

To my beloved mother,

The author of the fragrant biography and the enlightened thought had the first credit

To my beloved father, may Allah prolong his life.

To those who made a significant contribution to many obstacles and difficulties.

To my dear brothers and sisters:

To all those who stood by me and helped me with everything they had.

My family, colleagues, and friends

To all my honorable professors who did not hesitate to help me, the two researchers

To all those mentioned by the heart and not mentioned by the tongue

To everyone who serves science for Allah Almighty, I dedicate my effort to you.

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Our beloved Messenger, may Allah bless him and grant him peace, says: "He who does not thank people does not thank God Allah."

And success is only with Allah, who honored me and facilitated this research

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May Allah grant him prosperity, health, and wellness?

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CHAPTER ONE

1.2.Introduction

English is a compulsory subject for students at school. It is important for the students to learn English because the students are able to communicate with foreigners.

To teach English, the teachers should use various teaching methods teaching method is a strategy or tactic in carrying out learning and teaching activities in the classroom which are applied by the teaching staff so that the specified teaching objectives can be achieved properly.

The type of teaching method that is usually used is the lecture method, which is a method that has been used long ago that emphasizes the teaching process for teachers only. Students only accept material without searching. The question and answer method is the teacher giving questions then students answer or students who ask questions and the teacher will answer them through two-way interactions.

. This can be said that the learning method is a tool to achieve teaching goals. in teaching English students are still lacking Teaching methods are educational facilities that have the aim to deliver teaching materials so that they are well absorbed by students, such as lack of vocabulary, so students cannot speak good English and students cannot write well, because of these deficiencies students assume that teaching English is difficult. In teaching English the teacher must use many methods to teach English so that students do not get bored in

Teaching English. Sometimes teachers only rely on printed books when teaching English without explaining how to write and speak well. Teacher must be able to apply the right methods in teaching and learning activities, according to the character of his students, so that the teaching process becomes more enjoyable and students can absorb lessons easily..

CHAPTER TWO

Literature review

2.1. Introduction

Teaching Method is defined as instructional method used for delivering the content to students. Many researches may be referred to investigate the impact of teaching methods on students' achievement scores in different countries (Asikis 2010; Barneka 2012; Guloba, Wokadala, & Bategeka, 2010; Haas 2002; Njoroge et al., 2014; Sajjad 2011). Teaching methods depend on the skills and information a teacher wants to convey his or her students. Many studies have shown that teachers' teaching methods had an impact on students' achievement and to handle real life situations (Chetty, et al., 2014; Nye, et al., 2004). There is variety of teaching and instructional methods on the basis of their validity, authenticity and worth among learners. It should be noted that all teaching methods did not have the same value but depend on the content and students' needs. The classroom learning environment should support real interaction of multiple activities with pupils' scholastic achievement (Grosman, et al., 2013; Kane, et al., 2013). Sometimes, different teaching methods may be used at the same time and an eclectic approach will be more useful than a single one. Teaching methods used by teachers improve the knowledge and skills among students that lead to desired learning experiences (Ndirangu, 2007). These lesson of unique teaching method is affected by multiple factors like content that taught, objectives, teachers' preparation for lecture, learning resources and willingness and motivation of teachers make students able to apply those methods to solve every day problems (Ndirangu, 2007).

The teaching methods may vary from situation or country depending upon information and skills being taught and enthusiasm and motivation of students. In the point of view of Asikhia (2010), teachers' qualification and students' 'environmental factors did not affect students' poor performance but teaching methods of teachers responsible for poor achievement score.

The situations where English is used as medium of instructions should have more interactive than that of passive (Pillar & Skilling, 2005). The teacher should know the needs of learners in English classroom (Thompson, 2004). The developing countries has common teaching methods like lectures being teacher- centered due to lack of instructional resources (Guloba, Wokodola, & Bategeka, 2010). Modern countries had adopted new and interactive teaching methods to impart the knowledge. Life-long teaching methods have gained the popularity in educational institutions to promote the learning process (Teo & Wong, 2000). Many studies have focused to explore the impact of teaching methods at secondary level on students' achievement, The effectiveness of teachers' teaching methods is reflected in achievement of teaching learning method to improve marks and grades (Whalen, 2012). Two main approaches of teaching method are prevalent in literature, teacher centered and learner centered (Oigara, 2011; Visockiene). The lecture method can easily adapt in specific situations, audience, material, and classrooms (Cvilikaite, 2013).

CHAPTER THREE

Teaching Methodology Definition of Teaching Method

According Rodgers (1999) state that teaching method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods¹². According Wikipedia (2019) state that teaching method is comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about... In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity. (Richards & Rogers, Approaches & Methods in Language Teaching:

Preparing the Terrain. 1999 page 28, 13

3.1. Objectives

1. To explore the teaching methods used by the teachers.
2. To investigate the impact of teaching methods on the achievement scores of students.
3. To find out difference in students 'achievement scores with respect to gender.

3.2. Research Questions

1. What are the teaching methods used by the teachers?
2. What is the impact of teaching methods on the achievement scores of students?

3.3. Definition of Teaching

Teaching can be viewed from two different methods, the old paradigm of teaching and the new paradigm. The old methods focuses on keeping students on the teacher's toes (cox, 2012) in which students are explored with a set of strict instruction³. Edwards, et.al (2007) also adds that that the old teaching habits consider the teacher as the expert. He or she is a center of knowledge who can make a list of desirable communication behaviors and responsible for the primary communication to the students⁴. Richard and Farrell (2005) teaching is complex cognitive activity and focuses on the nature of teachers' belief and thinking and how this influence their teaching and learning. Here, the teacher should engage the students splendidly in the whole of teaching process.

Language teachers: strategies for Teacher Learning. New York: Cambridge University press.

Based on the explanation above, nowadays teaching should enable the teacher to help students by providing opportunities of learning to gain knowledge in a set of activities through effective communication.

3.4. The Concept of Teaching English

Brown (1987:38) state “we have all observed children acquiring their first language easy and well, yet the learning of a foreign language often meets with great difficulty and sometimes failure”. From this statement it can be seen that it is more difficult to learn a new language, his or her first language will interfere with new language and this will hinder the success of the new language learning process. Somad and Tati (1996:74) states that teaching English to students with hearing impairment, the teacher has to consider and adapt the material with the characteristics of students with hearing impairment.⁹ Daniela (2004:2) states that teaching English to hearing-impaired

3.5. Factors Influence Teaching Method

According to Rahimi, Riazi, and Saif (2004: 35) there are some affect in language learning strategies choice.¹⁵

a. Level of Language Proficiency

There were some studies which have examined the relationship between level of language proficiency and strategy use. A high level of proficiency has been associated with an increased use of both direct and indirect strategies

(Language Learning Strategies) used by beginning and intermediate high school L2 learners. The result revealed that while both groups used more cognitive than metacognitive strategies, intermediate students used more metacognitive strategies than beginners.

b. Audio Lingual Method

The audio-lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method.

c. Direct Method

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method

d. Communicative Language Teaching Method

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations

3.6. Research Design

This research used qualitative research. Creswell (2012) state that qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data.

3.7. Population

The population of this research was the teachers' methods in teaching English at the eleventh grade students of Libya - Sebha .There are 2 teachers and 10 students of basic schools

3.8. Instrument of the Research

The researcher applied qualitative research through the instrument of the research are, (1) observation to observe the activity of applying the lecturers' strategy in teaching writing. It is important to know the result of lecturers' strategies that is done in the classroom (2) interview, to find out the students' perception about applying the Teacher's Method in Teaching English at The basic provident of research result like us the camera to take picture. There are five questions for lecturer and seven questions for students.

3.9. Procedure of Collecting Data

The researcher used some technique in collecting data, namely using interview, observation and documentation:

1. Interview

Interview were a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

2. Observation

Observation is the basic from all knowledge. Marshall (1995) states that through observation the researcher learn about behavior and the meaning attached to those behaviors.

Based on the some explanation above it can be understood that observation was very important to apply in research. Therefore the researcher in collecting data interests to conduct the observation the teachers' strategies in teaching writing. He attended in the classroom. He participated in the situation observed.

CHAPTER FOUR

Result and Interpretation

4.1. Descriptive statistics: From the table above the average percentage of the student positive relationship between the effectiveness of different teaching method in his academic performance is 75%. The average percentage of the students who said teaching methods have no effect on academic performance is 23.5% while the average of the undecided students is 1.5%. This showed that the students' perception on teaching methods have great effects on their academic performance and is further clarified in the pie chart Table

1. Table 1. Frequency counts and percentages of students' perception on the effect of teaching methods on students' academic performance.

S\N	Items	YES		NO		UNDECIDDED	
		F	%	F	%	F	%
1	Different teaching Methods have effect on my academic performance	48	80	10	17	2	3
2	Do you prefer any Teaching method?	42	70	18	30	0	0
Average total			75		23.5		1.5

Table 2: Shows the relationship between discussion method and students' academic performance.

Response	Observed (OB)	Expected (EXP)	OB-EXP	<u>(OB-EXP)EXP</u>
Yes	47	20	27	36.45
No	10	20	-10	5
Undecided	3	20	-17	14.45
Total	60	60		55.9

Table 3. Shows significant relationship between demonstration method and students' academic performance.

Response	Observed (OB)	Expected (EXP)	OB-EXP	<u>(OB-EXP) EXP</u>
Yes	45	20	25	31.25
NO	9	20	-11	6.05
Undecided	6	20	-14	9.8
Total	60			47.1

4.2. Research Hypothesis

Hypothesis one: There is significant relationship between discussion method and students' academic performance. The data obtained in Table 2 revealed that there was a positive significant relationship between discussion method and students' academic performance ($\chi^2 = 55.92, p = 5.991$). The null hypothesis is therefore rejected. Therefore, there is a significant relationship between discussion method and students' academic performance.

Hypothesis two: There is no significant relationship between demonstration method and students' academic performance. Table 3 presents summary of Chi – square report on the effect of demonstration method on students' academic performance. The table reveals that $\chi^2 = 47.12$ with the level of significance of 0.05 and degree of freedom of 2, the chi – square $\chi^2 = 47.12, p = 5.991$. The chi – square statistics was also found to be significant. The null hypothesis of no significant relationship between demonstration method and students' academic performance was therefore rejected.

This result is in line with Daluba (2013) who opined that for better performance of students, the use of activity stimulating and student-centered approach like demonstration method instead of depending on the conventional approach like lecture method need to be embraced. Hence, relationship between demonstration method and students' academic performance was statistically significant.

4.3. Discussion of the findings:

From the findings, it was revealed that a significant relationship exist between discussion method and students' academic performance ($\chi^2 = 55.92, p = 5.991$). This result is in agreement with Wiggins (1987) who reported that interaction between the teacher and students during the teaching and learning process encourages the students to search for knowledge rather than the lecturer/teacher monopolizing the transmission of information to learners. This shows that there was a significant relationship between method and students' academic performance. In addition, the findings show that a significant relationship exist between demonstration method and students' academic performance in table 3 ($\chi^2 = 47.12, p = 5.991$). This result agrees with Daluba (2013) who averred that for better performance of students, the use of activity

stimulating and student-centered approach like demonstration method instead of depending on the conventional approach like lecture method need to be embraced. This is in line with Mundi (2006) that opined that demonstration teaching method is advantageous in the following ways: it saves time and facilitates material economy; is an attention inducer and a powerful motivator in lesson delivery; students receive feedback immediately through their own products; it gives a real-life situation of course of study as students acquire skills in real-life situations using tools and materials; it help to motivate students when carried out by skilled teachers and it is good in showing the appropriate ways of doing things. This result revealed that the demonstration method has great effect on students' academic performance.

CHAPTER FIVE

Conclusion and recommendations

5.1. Conclusion

Education is the process of imparting or acquiring knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectually for the future and the method used in the process greatly determines the extent at which the aim will be achieved. Based on the result obtained in the study, teaching method has a great effect on students' academic performance and the analysis shows that the discussion and demonstration teaching methods greatly improve the students' academic performance than the lecture method which was passive and teacher centered. Teaching methods are patterns of teacher behavior that occur either simultaneously or in sequence in a verified way. The conventional or traditional approach has been widely used from year to year as a primary method of transmitting information to students (Ekwueme, Popola & Orin, 2012). The approach includes the lecture or expository method, discussion method, demonstration method and so on. In the conventional method, the teacher communicates ideas to learners by direct verbal discourse sometimes called talk and chalk method. The approach is teacher centered, encourages rote learning and fails to motivate the students' interest and achievement in their academics. Choosing specific teaching methods that best achieves course objectives is one of the most important decisions a teacher faces. Knowing what methods are available and what objectives each method is best suited for, help

Teachers make this decision more easily. It should be noted that discussion and demonstration methods help teachers plan more, talk less and students learn more while interacting with groups. The result also proves that, discussion and demonstration methods promote learners' participation and build the required level of reasoning among students.

5.2. Recommendation

Research evidence from previous studies indicates that, a student-centered learning environment seems to produce higher-level learning outcomes more efficiently than a traditional teacher-centered environment (Tynjala, 1998). Based on the outcomes of this study, the following recommendations were made. Teaching would be highly effective if the teacher starts to use

innovative teaching techniques like the discussion and the demonstration method. Teachers should therefore learn how to use two or more techniques together during a learning experience so as to achieve the desired objective.

- Teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences.
- Teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process.

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