# EFFECTIVENESS OF TEACHING ENGLISH THROUGH MIND MAPPING ON ACHIEVEMENT

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**Abstract**

*The present study intended to find out the level of Effectiveness of Teaching English through Mind Mapping on Achievement among the Students of Standard VIII. The present study belongs to the Single Group Experimental Method and the size of the sample was 40 Students of VIII Standard Students from Government Higher Secondary School, Erumapatti who were selected through Purposive Single Group Sampling Technique. The Statistical techniques used in this study were Mean, Standard Deviation and 't'-test to analyze the data. The major findings of the study were Male and Female students are having similar level of Post-Test scores of Achievement in English through Mind Map. The rural and urban students are having similar level of Post-Test scores of Achievement in English through Mind Map.*

## Introduction

According to Tony Buzan (2000), Mind mapping is an application that gives us the meaningful information to understand in a simple way. Mind Mapping Technique prepares the mind in a way that information can be used in logical and imaginary way to make an image in the brain. In Mind Mapping Technique first main idea is specified and then the linear view is explained. It is also useful for self and group in which it can have more effect than written review. This technique is suitable for teachers and

students for the recurrence and easy to understand the hard topics. In addition, it also promotes student's knowledge. This technique increases the creative power in new concepts and help to increase your motivation to study the students.

Mind maps are the ideal tool to enhance the learning experience by easily connecting ideas and making connections. Mind maps are widely recognized as an effective method to improve understanding and memory through the visual representation of information. Mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the centre of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. Mind maps can be drawn by hand, either as "rough notes" during a lecture, meeting or planning session.

Mind maps can be used to generate, visualize, structure, and classify ideas, and as an aid for studying and organizing information, problem solving, making decisions, and writing. Mind maps are commonly used for note making, creative thinking, report writing and decision making

## Need and Significance of the Study

English can be made interesting, if the whole chapter is presented in a single diagram. Mind map makes it possible. At present, majority of English teachers follow the traditional methods of instruction in schools. What is required is learner centred-approach to enable them to work on their own with little support from the teachers. When teachers carry out instructional process in the classroom, learner tends to be more passive listeners. No lesson can be effective unless there is effective pupil participation in it. In order to enable the learners to participate in the instructional process, there is an imperative need to adopt some kind of learner-centred new approaches in the classroom. Mind map begins with a central image; branches out organically and utilizes color, images, codes, symbols and key words in a hierarchical manner. Mind maps are a great way to introduce an overall topic, increase student involvement and get thoughts down quickly. Mind map is a skill that cuts cross ability level and encompasses all subject matters. It can accommodate creative thinking while still adapting to linear tasks such as note making, planning and organizing. It will help students make better platform for synthesis. Hence the investigators have selected the topic as "Effectiveness of Teaching English through Mind Mapping on Achievement"

## Objectives of the Study

The Objectives of the study are as follow
- To find out the level of Effectiveness of Teaching English through Mind Mapping on Achievement among the Students of Standard VIII.

- To find out the significant difference among Pre-test and Post test Achievement scores on the students with respect to their background variables such as Gender and Students Residence.

## Hypotheses of the Study

The hypotheses of the study framed based on the objectives are as follow

- The level of Effectiveness of Teaching English through Mind Mapping on Achievement among the Students on Standard VIII is high.
- There is no significant difference between among the Pre-test and Post-test achievement scores on the students with respect to their Gender.
- There is no significant difference between among the Pre-test and Post-test achievement scores on the students with respect to their Students Residence.

## Methodology of the Study

The present study belongs to the Single Group Experimental Method. The background variables used in the study are Gender, Students Residence. The Academic Achievement Test was developed by the Investigators. Purposive Single Group Sampling Technique was adopted and the data were collected from the Government Higher Secondary School Erumapatti

### 1. Selection and Size of the Sample

The investigators have selected a sample of 40 Students of Standard VIII (Students from Government Higher Secondary School, Erumapatti).

### 2. Data analysis

Statistical Techniques used to analyze the collected data were Mean, Standard Deviation and 't'-test.

### 3. Tool Development

The investigators used a tool namely "Achievement Test in English" (ATIE) which consists of 50 multiple choice items on the selected topics in English. The investigators have followed the procedure to standardize the tool.

**Table-1 Mean and SD Scores on the Level of Effectiveness of Teaching English through Mind Mapping on Achievement among the Students of Standard VIII in Total**

| S. No. | Variables | | N | Pre-test | | Post -test | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Mean | SD | Mean | SD |
| 01. | Total | | 40 | 33.15 | 4.54 | 47.15 | 0.97 |
| 02. | Gender | Male | 26 | 34.31 | 4.37 | 47.00 | 1.05 |
| | | Female | 14 | 31.00 | 4.20 | 47.43 | 0.75 |
| 03. | Students Residence | Rural | 38 | 32.89 | 4.52 | 47.13 | 0.99 |
| | | Urban | 2 | 38.00 | 0.00 | 47.50 | 0.70 |

Table-1 shows it is the obtained pre and post test mean and standards deviation scores of Effectiveness of Teaching English through Mind Mapping on Achievement among the Students of Standard VIII scores are 33.15 and 4.54, 47.15 and 0.97. It shows that the level of Effectiveness of Teaching English through Mind Mapping on Achievement among the Students on Standard VIII is below average.

**Table-2 't' values between Pre-test and Post test Achievement Scores of English through Mind Mapping at Students of Standard VIII with respect to their Gender**

| S. No | Variables | | N | Mean | SD | 't' value |
|---|---|---|---|---|---|---|
| 1 | Male | Pre test | 26 | 34.31 | 4.37 | 14.40* |
| | | Post test | 26 | 47.00 | 1.05 | |
| 2 | Female | Pre test | 14 | 31.00 | 4.20 | 6.84* |
| | | Post test | 14 | 47.43 | 0.75 | |

*-Significant at 0.05 level

From the above table-2 it is seen that the 't' values 14.40 and 6.84 are Significant at 0.05 level. It is understood from the results that there is a significant difference between among the pre-test and post-test achievement scores in English with respect to their gender. The male students are having higher level of Post-test scores on Achievement in English through mind mapping than the pre-test. At the same time female students are having higher level of Post-test scores on Achievement in English through Mind Mapping than the Pre-test. Hence, the null hypothesis is found to be rejected.

**Table-3 't' Values between Pre-test and Post test Achievement Scores of English through Mind Mapping at Students of Standard VIII with respect to their students Residence**

| S. No | Variables | | N | Mean | SD | 't' value |
|---|---|---|---|---|---|---|
| 1 | Rural | Pre test | 38 | 32.89 | 4.52 | 11.05* |
| | | Post test | 38 | 47.13 | 0.99 | |
| 2 | Urban | Pre test | 2 | 38.00 | 0.00 | 19.19* |
| | | Post test | 2 | 47.50 | 0.70 | |

*-Significant at 0.05 level

From the above table-3 it is seen that the 't' values 11.05 and 19.19 are Significant at 0.05 level. It is understood from the results that there is a significant difference between among the pre-test and post-test achievement scores in English with respect to their Students Residence. The rural students are having higher level of Post-test scores on Achievement in English through mind mapping than the pre-test. At the same time urban students are having higher level of Post-test scores on Achievement in English through Mind Mapping than the Pre-test. Hence, the null hypothesis is found to be rejected.

**Table-4 't' value between Post test Achievement Scores of English through Mind Mapping at Students of Standard VIII with respect to their Gender**

| S. No | Test | Gender | N | Mean | SD | 't' value |
|-------|------|--------|---|------|-----|-----------|
| 1 | Post-Test Analysis | Male | 26 | 47.00 | 1.05 | 1.49** |
| | | Female | 14 | 47.43 | 0.75 | |

** Not Significant at 0.05 levels

From the above table-4 it is seen that the 't' value 1.49 is not Significant at 0.05 level. It is understood from the results that there is no significant difference between among the post-test achievement scores in English with respect to their Gender. The male and female students are having similar level of Post-Test scores on Achievement in English through Mind Map. Hence, the null hypothesis is found to be accepted.

**Table-5 't' value between Post test Achievement Scores of English through Mind Mapping at Students of Standard VIII with respect to their Student Residence**

| S.No | Test | Student Residence | N | Mean | SD | 't' |
|------|------|-------------------|---|------|-----|-----|
| 1 | Post-Test Analysis | Rural | 38 | 47.13 | 0.99 | 0.71** |
| | | Urban | 2 | 47.50 | 0.70 | |

**Not Significant at 0.05 level

From the above table-5 it is seen that the 't' value 0.71is not Significant at 0.05 level. It is understood from the results that there is no significant difference between among the post-test achievement scores in English with respect to their Students Residence. The rural and urban students are having similar level of Post-Test scores on Achievement in English through Mind Map. Hence, the null hypothesis is found to be accepted.

**Findings of the Study**
1. The level of Effectiveness of Teaching English through Mind Mapping on Achievement among the Students of Standard VIII is below average.
2. The male and female students are having higher level of Post-test scores on Achievement in English through mind mapping than the Pre-test.
3. The rural and urban students are having higher level of Post-test scores on Achievement in English through mind mapping than the pre-test.
4. The male and female students are having similar level of Post-Test scores on Achievement in English through Mind Map.
5. Likewise, the rural and urban students are having similar level of Post-Test scores on Achievement in English through Mind Map.

## Conclusion

It is understood from the above findings that mind mapping technique had helped the learners to improve their achievement in English. The advancement on achievement may be due to the fact that it had strengthened the recalling ability, easy understanding, and good remembering and so on. The findings also revealed that the achievement did not make any difference due to the variables like gender and locality of the students. It can be assumed that the mind mapping technique has influenced the achievement similarly irrespective of the different variables.

Hence the teachers may teach the concepts by using mind mapping technique in English and even other subjects in both rural and urban students. It has been reported that teaching through mind mapping technique has increased students learning experience by easily connecting ideas, involvement and get thoughts down quickly. Further it was stated that it accommodates creative thinking and increase the synthesis ability. Hence the teachers are expected to use mind mapping technique in English and other subjects too.

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