



An Action Research of Listening Interesting Short Stories to Improve The Listening Skill Among B.Sc and Diploma in General Nursing and Mid Wifery Year Students of The Year 2020 – 2021 at VMCON, Puducherry

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ABSTRACT

The research project is an action research of listening interesting short stories to improve the listening skill among B.sc and Diploma in general nursing and midwifery 1 year students of the year 2020-2021 at VMCON Puducherry. The main objective of the study is to find out the effectiveness of narrative learning to improve the listening skill. 35 students who scored below 55 percentage of marks in their higher secondary Examination were selected as samples from the population of B.Sc.(N) and Diploma in general Nursing and midwifery 1 year students of VMCON through purposive sampling. The study was quantitatively analyzed from the scores of respondents collected from their work sheets, and qualitatively assessed from the data collected from reflective journals and interview. The study was discussed in terms of its objectives and the study result showed that narration of short stories improved the listening skill by reducing boredom in teaching learning process.

Key words: Listening skill – the ability to interpret effectively

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INTRODUCTION

English is the most widely used second language in the world and it is accepted as the international language due to its supremacy in the fields of economy, culture, politics and technology. It eliminates all communication borders worldwide. This has made each and every one to learn the English language. It is essential for the learner to have command on English, so that it helps the learner to express his/her thought through speech or writing in different contexts. Even the ardent patriot like Raja Ram Mohan Roy was in the vanguard of the Anglicism movement for “dissemination of useful knowledge of science and literature through the medium of the English language.” We had minimum number of English literacy people in India during freedom riots and also a few important philosophers, poets and national leaders also example as well as they are the pioneers of evolution in English language in India [1].

Language acquisition during childhood takes place through a prolonged exposure to a language in a natural way. If a child is exposed in consistent basis to a social setting, it can acquire fluency in any language. Under these circumstances, a child can acquire native fluency naturally in more than one language. It has been proved that this is because of biologically based fundamental difference between children and adults i.e., a critical period of language learning [2,3]. Learning can take place through receptive and productive skills. Receptive and productive skills such as listening, reading and speaking and writing are important factors for learning as well as the acquisition of a language. Spolsky (1989: 46) points out that “receptive skills, listening and reading are stronger than the productive skills, speaking and writing” [4].

Through listening and reading activities additional vocabulary in the new language can be acquired. Reading is visual while listening is auditory. In between difference able to see from the comprehension and words on the page. There is no such separation of words in the unbroken flow of speech, and word identification is further complicated by the variability of phonemes in different environments and that of individual speakers [5]. In second language learning, learning to speak is more difficult than understanding the spoken language. The learner has to make efforts to learn to speak a second language points out that “the speaker communicates an idea by translating it into a train of sound waves; the

hearer, in turn, receives the idea by translating it back from the sound waves.” word recognition occurs during Speech Perception.

MATERIAL AND METHODS

This part of research is sure to help the researcher to get a complete structure of the project and helps to justify whether the selected methods and techniques are fit enough to meet the research objectives. The study adopted mixed approach with the combination of both qualitative and quantitative methods. The research is an action research that follows the model of Kemmis and Mc Taggart that has four essential steps. Plan: Understanding a problem and identifying potential strategies, Action: Executing the strategies, Observation: Noticing outcomes of the strategies and Reflection: Evaluating the outcomes of the strategies. The study was conducted at the I year classrooms of B.Sc. and Diploma in general Nursing and midwifery in VMCON, AVMC&H, Puducherry. 35 students who scored below 55 percentage of marks in English at their higher secondary Examination. The sampling technique adopted for this study was purposive sampling. Data collection was done using interviewing, reflective journal and worksheets.

Inclusion Criteria:

- ✓ Students score below 55 percentage.
- ✓ Students willing to participate.

Exclusion criteria:

- ✓ Students under taking the language training course.
- ✓ Students not available at the time of data collection.

Data Collection Procedure:

The data analysis was done with the qualitative data collected from reflective journals, and interviewing and quantitatively from the data collected through worksheets. After each story i.e story 1, 2 and 3 the data collected from work sheets was evaluated through the inferential statistical method. The total score of each student’s was analyzed by using percentage, mean and standard deviation.

RESULT

Data analysis helps the researcher and the readers to perceive what was derived from the data collected. In this process, the collected data was arranged in some reasonable order, categorized, manipulated, and summarized to obtain answers to research questions. The collected data was then interpreted to help the readers to make sense of numerical data which was collected, analyzed and presented.

In the study we have collected both qualitative and quantitative data. To evaluate the students’ outcome after intervention, the data was collected quantitatively whereas to get into the deep insight of interest and feelings of the samples, data were collected through observation and interviewing and those data were assessed qualitatively. Analysis and interpretation of data are based on the objective of the study.

Table 1: Frequency and percentage wise distribution of listening skills among B.Sc. and Diploma in General Nursing and Midwifery I year students with respect to Story 1. n = 35

Listening Skills	Frequency	Percentage
Poor (≤ 5)	-	-
Good (6 - 7)	19	54.3
Very Good (8 - 9)	15	42.9
Excellent (10)	1	2.9

The table 1 shows that 19(54.3%) students had good listening skill, 15(42.9%) had very good listening skills and 1(2.9%) had excellent listening skills.

Table 2: Frequency and percentage wise distribution of listening skills among B.Sc. and Diploma in General Nursing and Midwifery I year students with respect to Story 2. n = 35

Listening Skills	Frequency	Percentage
Poor (≤ 5)	-	-
Good (6 - 7)	14	40.0
Very Good (8 - 9)	20	57.1
Excellent (10)	1	2.9

The table 2 shows that 20(57.1%) students had very good listening skill, 14(40%) had good listening skills and 1(2.9%) had excellent listening skills.

Table 3: Frequency and percentage wise distribution of listening skills among B.Sc. and Diploma in General Nursing and Midwifery I year students with respect to Story 3. n = 35

Listening Skills	Frequency	Percentage
Poor (≤ 5)	-	-
Good (6 - 7)	7	20.0
Very Good (8 - 9)	22	62.9
Excellent (10)	6	17.1

The table 3 shows that 22(62.9%) students had very good listening skill, 7(20%) had good listening skills and 6(17.1%) had excellent listening skills.

Table 4: Assessment of mean and standard deviation of listening skills among B.Sc. and Diploma in General Nursing and Midwifery I year students with respect to Story 1, Story 2 and Story 3. n = 35

Listening Skills	Minimum	Maximum	Mean	S.D
Story 1	6.0	10.0	7.60	0.85
Story 2	7.0	10.0	7.80	0.80
Story 3	7.0	10.0	8.46	1.01

The table 4 shows that With respect to story 1, the mean score of listening skill among the students was 7.60 ± 0.85 with minimum score of 6.0 and maximum score of 10.0.

With regard to story 2, the mean score of listening skill among the students was 7.80 ± 0.80 with minimum score of 7.0 and maximum score of 10.0.

Regarding story 3, the mean score of listening skill among the students was 8.46 ± 1.01 with minimum score of 7.0 and maximum score of 10.0.

DISCUSSION

Regarding Frequency and percentage wise distribution of listening skills among B.Sc. and Diploma in General Nursing and Midwifery I year students with respect to Story 1, 2.9% had excellent listening skills, 42.9% had very good listening skills 54.3% of students had good listening skill. Looking into Frequency and percentage wise distribution of listening skills among B.Sc. and Diploma in General Nursing and Midwifery I year students with respect to Story 3, 17.1% had excellent listening skills, 62.9% of students had very good listening skill and 20% had good listening skills. With regard to assessment made from reflective journal, the respondents level of involvement improved, when they were exposed to the narration technique. In the assessment made from the interview, Around 10 respondents said that they were familiar with almost 80% of the vocabularies and 20% of vocabularies they could understood from the context whereas 20 respondents said that they were familiar with only 70% of the vocabularies and understood 30% from the context 5 respondents told though they didn't showed much involvement in the I story, and they felt difficult to understand the story, the narration technique enabled them to better comprehend the II and the III stories as they could learn most of the unknown vocabularies from the context.

CONCLUSION

The findings of the study were discussed in terms of its objectives and the study result obtained statistically showed that narration of short stories improved the listening skill by reducing boredom in teaching learning process. When the qualitative assessment done with reflective journal and interview, were correlated with the findings, they too supported the quantitative analyses.

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