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## Flash-card Method & Traditional Method of Repetition on Unit Achievement and its Retention by Students of Standard IX in English Subject

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### Abstract

Repetition is the technique through which we can remember the content material easily and for long time. There are some methods of repetition like flash-card method, CAL programme, SQ3R method, traditional method. The investigator has decided to check out the effect of Flash-card method and for that he had decided following statement for his research work: "Flash-card method & Traditional method of Repetition on Unit Achievement and its Retention by Students of Standard IX in English Subject" Some basic objectives of the study were as follow: (1) To check out the effect of Flash-card method & Traditional method of repetition on unit achievement of girl students of standard IX in English subject. (2) To check out the effect of Flash-card method & Traditional method of repetition on unit retention of girl students of standard IX in English subject. (3) To check out the effect of Flash-card method & Traditional method of repetition on unit achievement of boy students of standard IX in English subject. (4) To check out the effect of Flash-card method & Traditional method of repetition on unit retention of boy students of standard IX in English subject.

According to objectives of the study 60 girls from Smt. R.S.V.G. Girls School, Dhansura and 60 boys from Shri J.S.Mehta High School, Dhansura studying in standard IX were selected as sample. In each group 30 students were given flash-card treatment of repetition and rest group of 30 were treated by applying traditional method of repetition. Experimental design considered two equivalent group designs, the post test only. Data was analyzed by using statistical techniques like mean, SD and t-test. The major findings of the study were as under: (1) There was significant difference in unit achievement scores of girl students gained on the post-test after treatment through flash-card method and traditional method of repetition. So null hypothesis was rejected. (2) There was significant difference in unit retention scores of girl students gained on the post-test after treatment through flash-card method and traditional method of repetition. So null hypothesis was rejected. (3) There was significant difference in unit achievement scores of boy students gained on the post-test after treatment through flash-card method and traditional method of repetition. So null hypothesis was rejected. (4) There was significant difference in unit retention scores of boy students gained on the post-test after treatment through flash-card method and traditional method of repetition. So null hypothesis was rejected.

**Keywords:** Flash-card method of Repetition, Traditional method of Repetition, Unit Achievement, Unit Retention

### 1. Introduction

We usually listen the complaint from the students about the subject matter what they have learnt is forgotten normally. Each and every parent, teacher and investigator think that the given knowledge should retain in the mind of students forever and for fulfilling that desire, repetition is the most essential factor. The knowledge retains easily in the mind of learner, if it is repeated properly. But most of the teachers do not care for repetition since their main target is to complete the syllabus in time. Sometime some teachers use repetition method but in a way that it becomes monotonous and uninteresting for students. But systematic repetition is required to make the learning experiences interesting and simple for its retention in mind.

The main tool of measuring the progress of students is examination. In this competitive era, if student wants to make and consists his own place he has to use proper techniques of learning. What the students learn, learn by soul and can use it where and when needed is a true knowledge and for that repetition is more profitable. Some of the more usable methods of repetition are Flash-card method, Group discussion method, SQ3R method etc.

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**2. Statement of the Problem**

In the present research, Investigator has tried to check out the effect of Flash-card method and Traditional method of repetition on unit achievement and its retention by students of standard IX in English subject. The problem was put in the statement form in the following way:

Flash-card Method & Traditional Method of Repetition on Unit Achievement and its Retention by Students of Standard IX in English Subject

**3. Objectives of the Study**

The objectives of the present study were as follow:

1. To check out the effect of Flash-card method & Traditional method of repetition on unit achievement of girl students of standard IX in English subject.
2. To check out the effect of Flash-card method & Traditional method of repetition on unit retention of girl students of standard IX in English subject.
3. To check out the effect of Flash-card method & Traditional method of repetition on unit achievement of boy students of standard IX in English subject.
4. To check out the effect of Flash-card method & Traditional method of repetition on unit retention of boy students of standard IX in English subject.

**4. Hypotheses of the Study**

The hypotheses of the present study were as follow:

1. There will be no significant difference between mean scores of unit achievement of girl students gained by using Flash-card method and traditional method of repetition.
2. There will be no significant difference between mean scores of unit retention of girl students gained by using Flash-card method and traditional method of repetition.
3. There will be no significant difference between mean scores of unit achievement of boy students gained by using Flash-card method and traditional method of repetition.
4. There will be no significant difference between mean scores of unit retention of boy students gained by using Flash-card method and traditional method of repetition.

**5. Variables**

In the present research the following variables were included:

1. Independent Variables: Flash-card method of repetition  
Traditional method of repetition
2. Dependent Variables: Unit achievement of students  
Unit retention of students
3. Controlled variable: Standard, Area, Subject,  
Content, Medium
4. Moderator Variable: Gender (Girls and Boys)

**6. Area of Research**

The present research affects the area of Psychology of Education.

**7. Type of Research**

The research was practical and quantitative. This was applied research and true-experimental design was used for this research work.

**8. Population and Sample**

In the present research work, the students of standard IX of all the Secondary schools of Dhansura Taluka in the academic year 2014-15 were selected as population.

According to objectives of the study 60 girls from Smt. R.S.V.G. Girls High School, Dhansura and 60 boys from Shri J.S. Mehta High School, Dhansura studying in standard IX were selected as sample. In each school 30 students were given Flash-card treatment of repetition and rest group of 30 were treated by applying traditional method of repetition.

True experimental design was used in two steps:

Experiment 1: Effect of Flash-card method and traditional method of repetition on girls.

Experiment 2: Effect of Flash-card method and traditional method of repetition on boys.

**Table 1:** The detail of selected sample

Group	Method of Repetition	Number of Sample	
		Experiment-1 (Girls)	Experiment-2 (Boys)
1	Flash-card Method	30	30
2	Traditional Method	30	30

**9. Tool**

Post test comprising of 25 marks and it was made for the unit no. 8 ‘Reduce Waste’ of English subject from the text book board of Gujarat for the student of standard IX by researcher to view the effect of Flash-card method and traditional method of repetition.

**10. Experimental Design of the Study**

Two groups from two different schools were selected randomly to check out the effect of Flash-card method and traditional method of repetition. Pre-test was not given to both these group since it was two equivalent group designs, the post-test only. The design used in the study was as following in table-2

**Table 2:** Two Equivalent Group Design, the Post Test Only

Group	Pre-test	Independent Variable	Post-test
Experimental Group-1 ER	-	X1	T2E
Controlled Group-2 CR	-	X2	T2C

Where ER= The group who has used Flash-card method of repetition

CR= The group who has used traditional method of repetition

X1= Flash-card method of repetition

X2= Traditional method of repetition

T2E= Post test given to experimental group

T2C= Post test given to controlled group

**11. Data Collection**

Data was collected from the 60 girl students of Smt. R.S.V.G. Girls High School, Dhansura and 60 boys from Shri J.S.Mehta High School, Dhansura studying in standard IX by providing them post test containing 25 marks and 30 minutes were allotted for that test. Before that 6 period teaching work in a week was done by using Flash-card method and traditional method of repetition at different days. After fifteen days of the post test, retention of that particular topic was measured by providing them the same test.

**12. Data Analysis**

Data was analyzed by using statistical techniques like mean, SD and t-test.

**13. Testing of Hypotheses**

Testing of hypotheses at 0.05 and 0.01 levels is shown in below tables

**Ho1** There will be no significant difference between mean scores of unit achievement of girl students gained by using Flash-card method and traditional method of repetition.

**Table 3:** Mean, S.D. and t-value of unit achievement of girls gaining scores on post-test

Sr. No.	Group	N	Mean	S.D.	t-value	Significant Level
1	ER	30	19.60	3.32	2.47	0.05 Level
2	CR	30	17.04	3.96		

Significant level 0.05 level= 2.063  
0.01 level= 2.797

The result obtained revealed that there was significant difference in unit achievement of girl students taught by two different methods of repetition. So null hypothesis was rejected.

**Ho2** There will be no significant difference between mean scores of unit retention of girl students gained by using Flash-card method and traditional method of repetition.

**Table 4:** Mean, S.D. and t-value of unit retention of girls gaining scores on the same test after 15 days of post-test

Sr. No.	Group	N	Mean	S.D.	t-value	Significant Level
1	ER	30	17.96	3.26	6.033	Sig. at both level (0.05 & 0.01 Level)
2	CR	30	12.44	3.08		

Significant level 0.05 level= 2.063  
0.02 level= 2.797

The result obtained revealed that there was significant difference in unit retention of girl students taught by two different methods of repetition. So null hypothesis was rejected.

**Ho3** There is no significant difference between mean scores of unit achievement of boy students gained by using Flash-card method and traditional method of repetition.

**Table 5:** Mean, S.D. and t-value of unit achievement of boys gaining scores on post-test

Sr. No.	Group	N	Mean	S.D.	t-value	Significant Level
1	ER	30	18.08	3.83	4.43	Sig. at both level (0.05 & 0.01 Level)
2	CR	30	15.52	4.37		

Significant level 0.05 level= 2.063  
0.03 level= 2.797

The result obtained revealed that there was significant difference in unit achievement of boy students taught by two different methods of repetition. So null hypothesis was rejected.

**Ho4** There will be no significant difference between mean scores of unit retention of boy students gained by using Flash-card method and traditional method of repetition.

**Table 6:** Mean, S.D. and t-value of unit retention of boys gaining scores on the same test after 15 days of post-test

Sr. No.	Group	N	Mean	S.D.	t-value	Significant Level
1	ER	30	16.16	3.62	4.43	Sig. at both level (0.05 & 0.01 Level)
2	CR	30	11.60	3.73		

Significant level 0.05 level= 2.063  
0.04. level= 2.797

The result obtained revealed that there was significant difference in unit retention of boy students taught by two different methods of repetition. So null hypothesis was rejected.

**14. Major findings of the Study**

The major findings of the study were as under:

1. There was significant difference in unit achievement scores of girl students gained on the post-test after treatment through Flash-card method and traditional method of repetition. So null hypothesis was rejected.
2. There was significant difference in unit retention scores of girl students gained on the post-test after treatment through Flash-card method and traditional method of repetition. So null hypothesis was rejected.
3. There was significant difference in unit achievement scores of boy students gained on the post-test after treatment through Flash-card method and traditional method of repetition. So null hypothesis was rejected.
4. There was significant difference in unit retention scores of boy students gained on the post-test after treatment through Flash-card method and traditional method of repetition. So null hypothesis was rejected.

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