CONSTRUCTION AND VALIDATION OF INTEREST IN LEARNING ENGLISH THROUGH ONLINE MODE SCALE (ILETOMS)

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Abstract

Online learning is becoming more and more popular than traditional learning, and the need to investigate its influence within the framework of instruction and learning domains is in today's emerging trend. Currently, the implementation of technology in learning is a good way to help students understand the learning material. Through an interesting strategy, it will encourage students to improve their understanding related to the implementation of learning. This paper aims to standardize and research instrument on the interest in English digital learning platform used by students. The digital learning platforms that are used are very diverse, such as Padlet, YouTube, Canva, Kahoot, Quizizz and so on. Hence the investigators decided to construct and validate a research instrument measure the interest in learning English through online mode.

Key words: Students' Interest, digital learning platform, Interest in learning English and Online Mode.

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INTRODUCTION

Currently, information and communication technology has developed so rapidly and most frequently encountered in everyday life. Some technologies are very helpful in making it easy to carry out human activities and work, one of which is technology in learning. The emergence of technology in the field of learning is a very good and interesting thing to discuss. Basically technology arises due of continuous learning and trials. Therefore, when talking about technology, it cannot be separated from education. Furthermore, the development of technology in the world of education is a step that is very extraordinary to be found and implemented to make it easier for students and teachers to carry out learning so that when a class implements learning through technology it can be interpreted that the learning has followed the development and progress of communication and information technology. Here, it is necessary to note that the emergence of various learning applications was triggered by the coved pandemic, when the world was hit by a deadly virus attack, many schools and educational institutions stopped carrying out face-to-face learning. Researchers and technology developers are competing to create applications that can continue to help students in implementing learning even though it is carried out online, so that at this time it can be felt that there is a large presence of this technology that can be used in learning.

ONLINE LEARNING

The emergence of this technology must still be utilized by students to continue to adapt to online learning patterns so that they can be able to use technology in their daily lives even though it is no longer during a pandemic. So that when learning is carried out it can encourage students to be more active in understanding and getting the right material. Teachers need to build a more enjoyable learning atmosphere with gamification learning so that students can become more interested in participating in learning in English classes. However, sometimes there are conditions where students cannot actively participate in class learning properly. Students are still often found with delays in understanding and carrying out learning activities and there are also several conditions where students are still not encouraged to be actively involved in learning activities in the classroom. This kind of thing is one of the inhibiting factors in achieving learning objectives.

The main objective of the investigators has to conduct and validate an research instrument viz., interest in learning English through online mode scale, As the first step 48 statements were framed according with the response, To validate this scale a pilot study has been conducted with a sample of 100 higher secondary students studying in Tiruvannamalai district of Tamilnadu, India, selected through Random sampling technique. Each statement has been assigned under a 5-point scale having the response as i.e., 1 = True, 2 = Usually not true, 3 = Somewhat true, 4 = Usually true of me and 5= Always true of me. An individual score is sum of all the scores of the 48 items. Therefore, one can get maximum score of 240 and a minimum score of 48.

ITEM ANALYSIS

Next step in the validation of interest in learning English through online mode scale after the pilot study is to find out "t" value of each statement which forms the basis for item

selection in order to build up the final scale. Interest in learning English through online mode scale scores for all the 100 students were found out and they were arranged in descending order i.e., from the highest to the lowest scores, Then 25 % of the subjects (upper group) with the highest total scores and 25 % of the subjects (lower group) with the lowest total scores were sorted out for the purpose of item selection. Each statement was taken individually and the number of students who responded from "True" to "Always true of me" was found out in both the high and the low groups separately. A separate work sheet was prepared for each statement for the calculation of "t" values. The value of "t" is a measure of the extent to which a given statement differentiates between the high and low groups. If the "t", value is equal to or greater than 1.75, it indicates that the average response of the high and low groups to a statement differs significantly (Edwards, 1957). As many as 32 statements having the "t" value greater than or equal to 1.75 were chosen in order to form the final scale.

Thus the 't' values for all 48 statements were calculated. (Table – 1)

TABLE 1

RANK ORDER OF ITEMS IN THE INTEREST IN LEARNING ENGLISH THROUGH ONLINE MODE SCALE BASED ON 't' VALUES

STATEMENT NUMBER	"t" VALUE	ITEM SELECTED
1	2.11	Selected
2	1.86	Selected
3	**1.71**	**Not Selected**
4	**0.57**	**Not Selected**
5	1.86	Selected
6	2.74	Selected
7	1.89	Selected
8	1.85	Selected

9	2.02	Selected
10	2.74	Selected
11	**0.93**	**Not Selected**
12	2.01	Selected
13	2.91	Selected
14	**1.04**	**Not Selected**
15	**1.51**	**Not Selected**
16	3.31	Selected
17	**0.76**	**Not Selected**
18	**1.47**	**Not Selected**
19	2.58	Selected
20	**1.26**	**Not Selected**
21	2.02	Selected
22	**1.65**	**Not selected**
23	2.62	Not selected
24	3.56	Selected
25	2.79	Selected
26	2.87	Selected
27	2.41	Selected
28	3.18	Selected
29	3.21	Selected
30	**1.61**	**Not Selected**
31	1.87	Selected
32	3.05	Selected
33	**1.09**	**Not Selected**
34	2.23	Selected
35	2.61	Selected
36	**0.35**	**Not selected**
37	**0.68**	**Not Selected**
38	2.07	Selected
39	2.51	Selected

40	2.54	Selected
41	2.55	Selected
42	**0.43**	**Not Selected**
43	3.11	Selected
44	3.32	Selected
45	3.41	Selected
46	**0.63**	**Not Selected**
47	**0.97**	**Not Selected**
48	2.08	Selected

The value of 't' is a measure of the extent to which a given statement differentiates between the high and low groups. If the 't' value is equal to or greater than 1.75 it indicates that the average response of the high and low groups to statement differs significantly, provided there are 21 (or) more subjects in the high group and also in the low group (Edwards,1957). In the present study, there are 25 subjects each in the high and low groups. The total number of subjects involved in the pilot study being 100. As many as 32 statements, having the highest 't' value were chosen in order to form the final scale. An individual score ranges from 32 to 160 the maximum score that one can get in this is 160.

The maximum marks for the interest in learning English through online mode scale is 160. One who scores upto 40 said to have low level of Interest in learning English through online mode, one scores above 40 upto 120 said to have an average level of Interest in learning English through online mode, one scores above 120 said to have high level of Interest in learning English through online mode.

RELIABILITY AND VALIDITY OF THE SCALE

The learning English through online mode scale has construct validity as the items were selected having the 't' value of more than 1.75 (Edwards,1957). Its intrinsic validity was

found to be 0.75. The reliability of this scale by test retest method has been found to be 0.86. Thus, the Interest in learning English through online mode scale has validity and reliability.

CONCLUSION

Thus, the investigators constructed and validated a scale for the learning Interest in English through online mode and contributed it to the field of education.

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