

THE EFFECTIVENESS OF MULTIMEDIA PACKAGE IN LEARNING TENSE FORMS IN ENGLISH AMONG THE STUDENTS OF IX

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Abstract

This study examined the effect of multimedia package teaching strategy on student's achievement in achievement in English to Standard IX students.. It also examined the differential effect in achievement among IX standard students. The study used two groups pretest-posttest equivalent-groups design, 50 students for adopting for the present research. English tense forms (ETF) Test developed by the researcher and validated by experts was used for the present study. Students taught using multimedia package strategy achieved higher scores and significantly better than those taught using conventional (lecture) method. The study recommended among other things that since multimedia package is found to be an effective strategy and enhanced achievement among IX standard students, teachers of this subject should accept it as one of the strategies they can use in English classroom.



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Introduction

Multimedia learning experiences represent a natural way for learning to take place. Learning pace can be accelerated by involving maximum number of senses. Sensory experiences forms the foundation of intellectual activity within any formal school situation, learners differ in the effectiveness of their sense reception. Multimedia learning experiences have the advantage of appealing to the individual, the learners pace, interest and readiness.

Besides, cognition, and conceptualization depend of a chain of events, which begin with the learners perception of stimuli, be they auditory, visual tactile and of factory. It is important that these initial learning experiences be accurate, dependable and understandable. Unless the learner initial sensory impressions are accurate, it will be impossible for them to have reliable conceptualization and understanding. With the existing numerous kinds of aids,

carefully organized presentation, through a variety of media should occupy the learners conscious attention to living stimuli.

Need and Significance of the Study

The native speakers of Tamil students face many problems in communication of English and tense formation due to the syntactical variation between Tamil and English. So they are not able to learn English language in all levels of second language acquisition. Further their mother/fathers social background, educational background and economical status play a very important variable which has determining the capacity of the learning in students at English. The primary problem in students they do not have the background knowledge of English language because of they are not really native speaker in English. The English language has transferred from British people during the period of colonial administration of British who ruled in India. The students of India still their learning English and speaking English moderately with using proper grammar structure and not using proper grammar respectively. The teachers are teaching English in school translating into their mother tongue (Tamil) what he/she taking in their class room. These are the primary reasons are considered for lacking the students in English behind of this the investigator has made an attempt to find out the effectiveness of multimedia based teaching for improvement of tense knowledge among the students.

The term grammar covers the proper use of words and word forms as well as the grammatical structure of phrases clauses and sentences grammatical categories that are marked by English inflectional morphology are tense, person, number, gender, case and comparison. Tense is a category that locates a situation in time, to indicate when the situation takes place. Tense is the grammaticalisation of time reference, often using three basic categories of “ before now” , ie the past; “ now” , ie the present, after now ie the future. In consideration of all together formation of tense in English is more essential rather than speaking fluently in English because one who is speaking fluently in English without proper formation of tenses there is no proper meaning at all. If anyone properly uses the tenses which will give the proper direction to understand the communication effectively for others. Especially in school students English language and formation of tense must be strengthened from the school climate because it provides real practical sharing of communication skill between their classmates it will ensure the proper communication ability and formation of tense at school level. For teaching the formation of tense is more difficult for school students hence teacher has developed multimedia package with combination of communication

knowledge and formation of tense which will ensure their real understanding of the same with observation of multimedia package based audio video combination. Moreover multimedia package provides more physical attention to receive the concept with attentive stimuli which will create real improvement in formation of tense in English. In order to fulfill the objectives of the study the investigator has developed multimedia package for school students for learning English and formation of tense in English. Therefore the present study is considered need and significance one of the present context.

Statement of the Problem

In India school education to higher education system the English language has been emerged for long time because, it is considered as globally accepted language and easiest language in the world. The students are right now wants to have in-depth understanding for learning English and formation of tense to move one step to another step for their education and carrier etc. Therefore the students learning must be strengthened in school premises which will ensure their quality for obtaining school education to college. Moreover all the education has combination with English language without the knowledge of English the school students may not have the strongest future in the world so the English has globally connected with all dimensions such as education to carrier and etc. In respect of improving the English language, formation of tense and it is benefits among school students the investigator has rationally stated the problems entitled **The Effectiveness of Multimedia Package in Learning Tense Forms in English among the Students of Ix**

3.4 Operational Definitions of the Key Terms

Effectiveness

According to oxford Advanced Learner' s Dictionary (1999), Effectiveness defines having the desired effect and producing the intended result. This study measures the effectiveness in terms of the achievement scores of the students using multimedia in teaching English Grammar.

Multimedia

Multimedia is the combination of text, graphic, sound, animation and video elements delivered by computer.

Teaching

Giving systematic information, instruction or training to a person.

- *Oxford advanced learners dictionary*

Teaching as, an interactive process, primarily involving classroom talk which takes place between teacher and the pupil and occurs during certain definable activities” .

- **Edmud Amidson (1967)**

English Grammar

The rules in a language for changing the form of words and combining them in to sentences. The present study. That is, Tense Forms with 'yes' or ' no'type questions and answers.

Objectives

1. To find out the significant difference in the mean scores control group and experimental group in the pre test.
2. To find out the significant difference in the mean scores of the control group and the experimental group in the post test.
3. To study the gain ratio of IXth standard students in English Grammar ' Tenses' after the treatment between control and experimental groups.

Hypotheses

1. There is no significant difference between the mean scores of control group and experimental group in the pre test.
2. There is no significant difference between the mean scores of the control group and the experimental group in the post test.
3. There is no significant difference between the control group and the experimental group in the gain ratio in Grammar ' Tenses' .

Methodology

Experimental design is the blue print of the procedures that enable the researcher to test hypotheses by reaching vivid conclusions about relationships between independent and dependent variables. In this experimental research, the investigator has chosen the two groups pretest-posttest equivalent-groups design for her study.

The pretest-posttest equivalent groups design is

$$R \ O_1 \ X \ O_2 \quad X \text{ gain} = O_2 - O_1 \quad O_1 \ O_3 - \text{Pre tests}$$

$$R \ O_3 \ C \ O_4 \quad C \text{ gain} = O_4 - O_3 \quad O_2 \ O_4 - \text{Posttests}$$

In this experimental method two groups of subjects are selected. One of the equivalent groups serves as the control group in which the subjects are taught by traditional method. The other group serves as the experimental group in which the subjects are taught using Concept Mapping Strategy. Both the groups had same number of students and they

were given equal time for each session. The treatment was given for 20 days with a schedule of one hour per day for each group and no students were absent on those days. The treatment was given without any disturbances.

Tool Used

A research instrument which was validated by experts in English subject, measurement and evaluation was used for this study namely English tense form (ETF). The ETF was made of thirty items drawn from the difficult tense form concepts. The instrument reliability was found to be 0.83.

Sample

The sample for the present study constitutes 50 IX standard Students of contains, Alpha Matriculation Higher Secondary School, Pondicherry. As per the scoring of a general test in English. 25 students were chosen as control group and 25 students were chosen as experimental group. Both groups were equated on the basis of their pretest scores (intelligence test)

Statistical Techniques Used

Statistical techniques serve the fundamental purpose of description and inferential analysis. The following statistical techniques were used in the study.

- ❖ Mean (M) and standard deviations (SD)
- ❖ 't' test for determining the significance of difference between the means of the two sub-groups.

Annalysis of Data

Hypothesis: 1 There is no significant difference between the mean scores of control group and experimental group in the pre test.

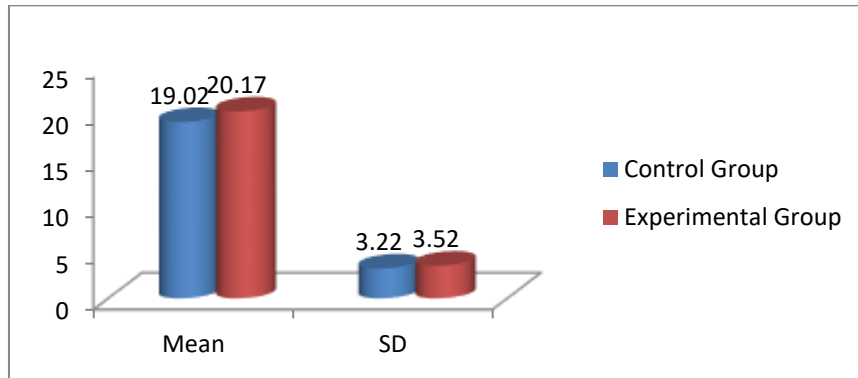
Table 4.1: The Mean, SD and 'T' Value of Control Group and Experimental Group in Terms of Pre Test

Group	N	Mean	SD	't'	Sig.
Control Group	25	19.02	3.22	1.39	Not significant P > 0.05
Experimental Group	25	20.17	3.52		

(At 5% level of significance, the table value of 't' is 3.76)

From the table 4.1 the obtained 't' value (1.39) is less than the critical value at both levels of significance 0.05 and 0.01, and hence, the null hypothesis that there is no significant difference between the mean scores of the control group and the experimental group in the pre test is accepted, hence, it is interpreted here that both the groups performed equally.

Figure 4.1: The Mean, SD and 'T' Value of Control Group and Experimental Group in Terms of Pre Test



Hypothesis: 2 There is no significant difference between the mean scores of the control group and the experimental group in the post test.

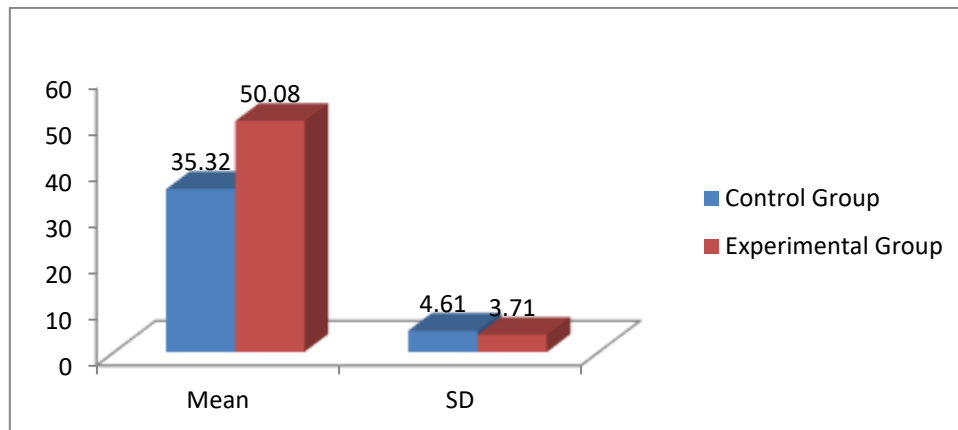
Table 4.14: The Mean, SD and 'T' Value of Control Group and Experimental Group in Terms of Post Test

Group	N	Mean	SD	't'	Sig.
Control group	25	15.32	4.61	4.54	Significant P < 0.05
Experimental group	25	20.08	3.71		

(At 5% level of significance, the table value of 't' is 3.76)

From the table 4.4 it is observed that the obtained 't' value (4.54) is more than the critical value at both level of significance (0.05 and 0.01 level). Hence the null hypothesis that there is no significant difference between the control group and the experimental group in the post test is rejected, further it can be interpreted here that the experimental group performed better than the control group in the whole post test.

Figure 4.4: The Mean, SD and 'T' Value of Control Group and Experimental Group in Terms of Whole Post Test



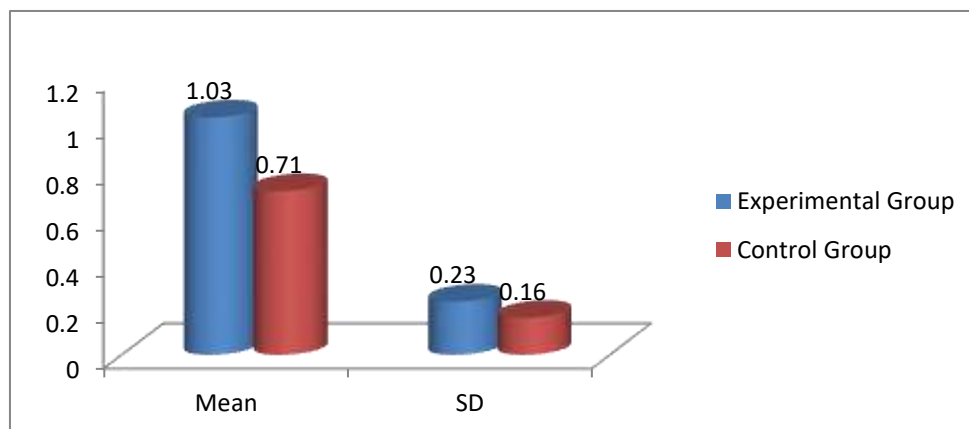
3. There is no significant difference between the control group and the experimental group in the gain ratio in Grammar 'Tenses' .

Table 4.24: The Mean, SD of Gain Ratio Scores Between Experimental and Control Group

Variable	Group	N	Mean	SD	't'	P
Gain Ratio	Experimental	25	6.93	0.23	4.78	Significant P < 0.01
	Control	25	2.71	0.16		

From the table 4.17 it is further evident that there is significant difference between the experimental and control group in the Gain Ratio Scores since, the obtained 't' value (4.78) is more than the critical value at both 0.01 and 0.05 level of significance at 48 df. It is decided that the difference between control group and experimental group in gain ratio is highly significant, hence, it was concluded that the teaching through blended learning modules have a positive effect on learning English among STD IX English students .

Figure 4.10: The Mean, SD of Gain Ratio Scores Between Experimental and Control Group



The result shows that the experimental group students are better than the control group students in attainment of knowledge, understanding and application level objectives in their gain scores. This may be due to the effectiveness of the multimedia package which has motivated the students to understand the aspects of English grammar. Students attention in learning the subject contents using pictures, power point presentations and sound effects have been enhanced them to a great extent.

In general, as the multimedia package was presented in a logical manner, students were highly motivated in learning the aspects of grammar easily. Thus this multimedia package is effective in learning English grammar among the students of Std IX .

Recommendations

- Teaching through multimedia method can be applied in all schools.
- Chalk & Talk method of teaching English should be avoided and new instructional teachings using multimedia package can be introduced.
- In this electronics world multimedia is a boon to all educational institutions at all levels. This resource therefore has to be utilized fully for maximizing the learning processes.
- Multimedia package can be used to enhance both the theoretical and practical knowledge.
- Teachers and lecturers can be trained to produce multimedia package at various levels. In service training and orientation courses, it can be provided through multimedia.
- In the multimedia package, the content can be further simplified as it is split up into small frames.
- In the multimedia package, the content may be presented in a more structural and systematic way.
- Without any prior exposure to the computer, computer software or any other educational software, any pupil can reap the benefits of multimedia package. So more packages may be developed.

Conclusion

This study clearly indicates that the multimedia package developed in teaching English Grammar for STD IX students was effective. The effectiveness was found in terms of posttest of the students of experimental group taught through multimedia. Multimedia no

doubt is a new information technology product and also is a new thrust area for the professionals to develop user friendly multimedia system. Computer is the primary tool used in the multimedia system. Multimedia has changed the way of information gathering, repackaging and distributing to fellow professionals with its sound and visual capabilities. The technologists are trying to overcome the problems and are working progressively for different applications. Certainly multimedia will occupy a prominent place in the information centre as a modern tool in the 21st Century.

The new technology will pave the way to new opportunities and a paradigm shift. Multimedia will play a vital role in the educational field by developing self learning educational materials, computer aided instructional course materials, etc. The different author ware will help in developing, designing and production of multimedia information sources. It is the right time for the realization of new technology and the multimedia system.

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