

Multimedia Builds up the Erudition of English Syntax

E .Mageswari @ Ramalakshmi II-M.Ed, Dr.S.R.Sundaravalli
 Department of Education
 Manonmaniam Sundaranar University
 Tirunelveli-627 012

Abstract:- This study shows the level of effectiveness of multimedia package and to find out the level of students achievement in English. Multimedia is group of text books, animation, graphics, video and audio. The techniques help to getting better achievement in English language skills. Compare to the first language the second language is difficult to learn. So this Multimedia and Technology helps to overcome their learning barriers. The investigator chooses the experimental method. The sample is VIII standard students in Tirunelveli district. She divided the students into two groups. Statistical techniques were used paired sample ‘t’ test and percentile analysis. In result there is improvement in students’ academic.

Keywords:- Multimedia, Learning, Technology, English Grammar.

I. INTRODUCTION

We are live in Modern Era. The students are the future leaders of our country. When we are use the technology the teaching and learning will be very easy. The students get interest to learn new things. Multimedia is support the teacher in the time of teaching. As a teacher we want to equip ourselves. We are only made the future of our country. Teachers have more responsibilities and duties. We are the second parents for the students.

II. SIGNIFICANCE OF THE STUDY

Multimedia is more important now a days, because we are live in 21st century. It is full of technology. In education also it helps more. In English language is derived from other country. So we are struggling to learn it. We are only well in Tamil. In secondary level students mostly neglected the English, particularly grammar. So through this multimedia teaching is help to improve their language knowledge. Through Multimedia package the teaching and learning is improve extremely.

➤ Objectives

- To discover the students achievement level.
- To determine the students achievement who is highest/lowest

➤ Hypothesis

- There is no significant difference between control and experimental group students in their gain scores.
- There is no significance different between control group students in the gain scores with respect to gender.
- There is no significance different between experimental group students in the gain scores with respect to gender.
- There is no implication different between two group students in the gain scores with respect to locality.
- There is no implication between scores and father’s occupation.

III. METHODOLOGY

The investigator adopted the experimental method.

➤ Tools

- IQ test - Raven's Progressive Matrices.
- Self made Achievement pre-test in English.
- Self made Achievement post-test in English.

➤ Sample selected for the study

A sample 50 students was selected from VIII standard of Matriculation Higher secondary school in Tirunelveli district.

➤ Statistical techniques used

Paired samples-‘t’ test and percentile analysis statistical techniques were used by the investigator.

➤ Objective -1

To discover out the level of achieve scores of control and experimental group students.

Group	Low		Moderate		High	
	N	%	N	%	N	%
Control group(N=25)	5	20	14	56	6	24
Experimental group(N=25)	3	12	17	68	5	20

Table 1:- Level of gain scores of control and experimental group students

It is inferred from the above table that 20%of the control group students have low level,56% of them have moderate level,24% of them have the high level of gain scores. Among the experimental group12% of the students

have low level, 68% have of them moderate and 20 %of them have high level of gain scores.

➤ *Objective -2*

To discover the score level in gender wise.

N=25 Group	Male						Female					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Control group	3	30.0	5	50.0	2	20.0	2	13.3	9	60.0	4	26.7
Experimental group	1	7.7	8	61.5	4	30.8	2	16.7	9	75.0	1	8.3

Table 2:- Level of gain scores of control and experimental group students

Control group boys 30.0% have low level, 50.0% of them have moderate level, 20.0% of them have the high level of gain scores. Regarding the control group girls, 13.3% of them have low level, 60.0% of them have moderate level, 26.7% of them have high level gain scores. It can be observed from the above table 7.7% of the experimental group boys have low level, 61.5% of them have moderate level, and 30.8% of them have high level of gain scores. Regarding the experimental group girls, 16.7%

of them have low level, 75.0% of them have moderate level, 8.3% of them have high level gain scores.

IV. HYPOTHESIS TESTING

➤ *Null Hypothesis*

There is no significant difference between control and experimental group students in their gain scores

Group N=25	Mean	S.D	Calculated 't' value	Remarks at 5% level
Control group	1.48	.510	1.962	Significant
Experimental Group	1.60	.500		

Table 3:- Difference between control and experimental group students in their gain scores

The calculated value of t (1.962) is greater than the table value (1.96). Hence the null hypothesis is rejected. So, there is a significant difference between control and experimental group students in their gain scores. That is the experimental group are better than the control group

students in their gain scores. Hence the multimedia package learning is effective for the VIII standard students. There is no significance different between control group students in the gain scores with respect to gender.

Control group N=25	Boys		Girls		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
	13.80	3.190	17.07	2.219	3.029	Significant

Table 4:- Difference between gain scores of control group students with respect to gender

The calculated value of t (3.029) is greater than the table value (1.96). Hence the null hypothesis is rejected. Therefore there is significant difference between control

group students in the gain scores with respect to gender. There is no implication different between experimental group students in the gain scores with respect to gender.

Experimental group N=25	Boys		Girls		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
	19.46	2.504	18.25	2.800	1.142	Non Significant

Table 5:- Test of significance difference between gain scores of experimental group students with respect to gender (At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of t (1.142) is lesser than the table value(1.96).Hence the null hypothesis is accepted. Therefore there is significant difference between experimental group students in the gain

scores with respect to gender. There is no significance different between father’s qualification and gain scores of experimental group students.

Father’s qualification	Low		Moderate		High		Total	df	Calculated Value of Chi-square	Remarks 5% level
	N	%	N	%	N	%				
Illiterate	1	25.0	2	50.0	1	25.0	4	12	14.33	considerable
School Education	1	7.7	9	69.2	3	23.1	13			
College Education	1	12.5	6	75.0	1	12.5	8			

Table 6:- Association between father’s qualification and gain scores of experimental group students. (At 5% level of significance the table value of ‘X²’ for df 4 is 9.488)

The calculated value of chi-square (14.33) is greater than the table value (9.488) for df 12, at 0.05 level of significance. Hence the null hypothesis is rejected. Therefore, there is a considerable association between

father’s qualification and gain scores. There is no significance different between father’s qualification and gain scores of experimental group students.

Father’s qualification	Low		Moderate		High		Total	Df	Calculated Value of Chi-square	Remarks 5% level
	N	%	N	%	N	%				
Illiterate	0	0	1	100.0	0	0	1	18	20.000 ^a	significant
School Education	2	16.7	6	50.0	4	33.3	12			
College Education	3	25.0	7	58.3	2	16.7	12			

Table 7:- Association between father’s qualification and gain scores of control group students. (At 5% level of significance the table value of ‘X²’ for df 4 is 9.488)

From the above value (20.000^a) is greater than the table value (9.488) for df 18, at 0.05 level of significance. Hence the null hypothesis is rejected. Therefore, there is a significant association between father’s qualification and gain scores of control group.

- The parents should allow the child to use the media. They must know about the boon and bane about the technology.
- Students should know the value of multimedia in learning.
- In modern classroom should have all the requirements .It must be fulfill the student needs.

➤ Major Findings

- There is a significant difference between control and experimental group students in their gain scores.
- There is a significant different between control group students in the gain scores with respect to gender.
- There is no significance different between experimental group students in the gain scores with respect to gender.
- There is a significant different between father’s qualification and gain scores of investigational group students.
- There is a significant different between father’s qualification and gain scores of control group students.

➤ Recommendations

- Our education system must give the importance for the technology and virtual classroom.
- Teacher should equip their knowledge regard to technology.

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