

## EFFECT OF MULTIMEDIA PRESENTATION ON ACHIEVEMENT IN ENGLISH GRAMMAR AMONG IX GRADE STUDENTS

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### ABSTRACT

*The present study was conducted to assess the Effect of Multimedia Presentation on Achievement in English Grammar Among IX Grade Students. As the present study intended to see the effectiveness of multimedia approach in teaching English Grammar, so the investigator had to conduct an Experiment. For the purpose of present study the investigator selected parallel group procedure. A sample consisting of 100 students of 9th grade was selected. Out of 100 students, 50 students were boys and 50 were girls selected for the purpose of the study in order to confine the study to a specific age and educational level. Traditional method (Lecture method) of teaching was used to teach the controlled group. The selected topics were taught in the same sequence. While experimental group was taught with multimedia approach. 't'-Test and standard deviation were used to compare groups on mean gain scores. Thus we conclude that girls taught through multimedia approach showed better results than the girls taught through traditional method.*

### INTRODUCTION

The world in which we live is changing rapidly and the field of the education also experiencing changes. Every branch of learning is oriented in such a way to produce individuals who would fit in the present world scenario. This scientific and technological temper is giving an investigate nature to all of us. Educational Technology has become a corner stone in the educational efforts of Government specifically in teaching learning process to improve the performance of the learners. Media and Technology have been introduced into educational institutions because it is believed that they have positive effect on teaching and learning process.

Technology of Education is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning and may be measured in how and why individuals behave. Education technology relies on a broad definition of the word "technology". Technology can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization and techniques. Some modern tools include but are not limited to overhead projectors, laptop, computers and calculators.

An appropriate Education Technology in the hands of competent teachers can ensure better teaching-learning. At present the role of teachers in educating the children has gain paramount importance. The classrooms are overcrowded with heavy amount of syllabus. The people are expected to gain knowledge to improve the level of understanding, develop the interest of pupils, enrich the meaningful development of independent study habit and create purposeful development of self confidence. In learning an alternative process of teaching has to be adopted moreover, in the fast developing world, where knowledge explosion is taking place in every sphere, it is unreasonable to expect the spoken or written world alone to convey the volume of relevant information to the learner.

Teaching-learning process including the outcomes of interaction among teacher, student and educational environment in accompany with technology make the process of learning more effective. For successful teaching, it requires the knowledge of the subject content, method, technique and teaching aids. The selection of teaching methods and techniques depend upon the nature of the test, learning objectives on the one side and entering behaviour on the other. Traditional teaching in English is one way

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teaching in which the teachers are more active and the students are merely passive listeners. Traditional teaching can be considered as sub-part of lecture method of teaching in which there is no use of technique except chalkboard.

In the traditional teaching learning relationship, the relation between the teacher and the student is formal. But slowly over the next decade more innovative approaches appear and teachers noticed that children are becoming more motivated and interested with the use of different teaching methods. Discovery learning, slides, computer-aided instruction, multimedia, internet these all are parts of the innovative approach or modern methods of teaching. One of most important method among modern methods of teaching is Multimedia.

#### **PLACE OF ENGLISH GRAMMAR IN EDUCATION**

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to impress ourselves and communicate to others. In general, the most popular language is English. In this computer age, English is the only language that anyone can understand. So to say, it has become as an ideal language for expressing our feeling.

The next step is learning the grammar of the language. It is quite simple and very systematic as compared with other languages. There are certain rules and regulation for each and every topic in Grammar of this language. Grammar is very important to learn a better language which involves structure, a part of speech tenses etc. Now a days or at present the traditional method such as lecture method with inductive and deductive approach are being followed. But these are incomplete as a result the rural learners are facing a lot of problems in learning English grammar.

Kittson in his book language teaching says "The nation that the grammatical mistakes made by a learner are all due to the lack of grammatical knowledge". So the investigator is expected to diagnose the errors in learning of grammar by using Multimedia presentation.

#### **CONCEPT OF MULTIMEDIA PRESENTATION**

Multimedia means multi+media where media means to describe and represent the Information media includes the tests, graphic pictures, voice and sound. Multimedia means computer aided instruction (CAI) that combines text, graphics, video and audio and may include interactivity options. Multimedia is a combination of several medias to transport information in several forms from one point to another. Technology has enabled us to arrange that those points could be situated with in one room with in a city or country or located anywhere on the globe. The transport media could be copper or fibre, radio or optical waves. The form of information could be text audio or video (still or moving) and the terminal could be fixed or mobile, projection screen or TV tube, notebook, computer or PC.

Multimedia presentation may be viewed by person on stage, projected, transmitted or played locally with a media player. A live multimedia presentation may allow interactivity via interaction with the presenter or performer. It helps in advancing student's involvement. Thus this approach is a combination of a variety of instructional material and techniques for providing series of learning experiences related to any subject.

With the proper handling of multimedia, it can help for the teacher to meet the needs of the learners. Hence the present study was conducted with the main purpose of integrating Indian research on the, effectiveness of multimedia (M.M) and traditional methods (T.M) of teaching and classifying the students on different variables.

#### **EMERGENCE OF THE PROBLEM**

Concept of Multimedia is not a new one in developed countries. Multimedia have been changing with a change in hardware technology and advancement in software development. Therefore, effectiveness of CAI has been improving gradually through an evolutionary process. To date, however, these tools have had minimal impact on education because they have not been widely used in schools at any level. Reasons for this are many, including a lack of funds for equipment and applications and a lack

of knowledge by most teachers. If multimedia is to meet its potential as an educational technology, teachers must learn how to effectively use it as a teaching and learning tool.

Now-a-days on at present for teaching English Grammar the traditional method such as lecture method with Inductive and deductive approach are being followed. But these are incomplete as a result of problem in learning English Grammar. Due to which the student loose interest towards learning English Grammar.

Hence there is a need of alternative method based on ICT which can reach mass level is Multimedia Presentation. By using this tool of technology the components of English Grammar which involves complex ideas and concepts can be taught. So the Investigator is expected to diagnose the errors in learning of grammar by using Multimedia Presentation or also popularly known as Power Point Presentation. The Purpose of the study is to develop a Multimedia Presentation for teaching grammar for the students studying in IX standard. The Present study is being an experimental study with valuable like Multimedia Presentation and learning English Grammar. Research evidence indicates that the Multimedia Presentation can improve student's performance, therefore Multimedia Presentation being an innovative approach to teaching-learning process endless drill and practice without repetition, and provides immediate feedback to the learner or his/her progress. Thus the study assumes its significance and relevance in the present content.

#### **STATEMENT OF THE PROBLEM**

Effect of multimedia presentation of achievement in English grammar among IX grade students.

#### **DELIMITATION OF THE PROBLEM**

1. The present study is delimited to Amritsar City only.
2. This study is delimited to CBSE Private School.

#### **OBJECTIVES OF THE STUDY**

1. To develop multimedia presentation for selected topic of English Grammar.
2. To develop lesson plan based on traditional method of teaching for selected topics of English Grammar.
3. To develop achievement test for selected topics of English Grammar.
4. To compare the mean gain scores of achievement in English Grammar of groups taught through multimedia presentation and traditional method of teaching.
5. To compare the mean gain scores of boys and girls of experimental group.
6. To compare the mean gain scores of achievement of boys in English Grammar taught through multimedia presentation and traditional method.
7. To compare the mean gain scores of achievement of girls in English Grammar taught through multimedia presentation and traditional method.

#### **HYPOTHESES**

1. There will be no significant difference in the mean gain scores of achievement of group taught through multimedia and group taught through traditional method of teaching.
2. There will be no significant difference in the mean gain scores of achievement of boy and girl adolescents taught through multimedia presentation.
3. There will be no significant difference in the mean gain scores of achievement of boys in English Grammar taught through multimedia presentation and traditional method.
4. There will no significant difference in the mean gain scores of achievement of girls in English Grammar taught through multimedia presentation and traditional method.

#### **METHOD AND PROCEDURE DESIGN**

Hence, this study falls in the domain of experimental research. Experimental research can be conducted under the framework of experimental designs. For the purpose of present

study the investigator selected parallel group procedure. In it two or more groups as nearly equivalent as possible, are employed at the same time. Under controlled conditions as carefully as possible only a single factor or variable is manipulated or changed, the experimental factor is varied for one group (the experimental group) while the parallel group serves as the controlled one for comparative purposes, undergoing customary (usual) or non-experimental conditions. Two groups are equated by employing randomized group technique.

**SAMPLE**

A sample consisting of 100 students of 9th grade from Shri Guru Harkrishan International School, Amritsar was selected. Out of 100 students, 50 students were boys and 50 were girls selected for the purpose of the study in order to confine the study to a specific age and educational level.

**TOOLS**

1. Intelligence test developed by J.C. Raven, J.H. Court and J. Raven (Standard Progressive Matrices) to test intelligence level of an individual.
2. The topics were selected from the prescribed syllabus of 9th grade. It was assumed that the difficulty level of the topics were according to their grade level. A list of the topics selected for the purpose of study is as under - Present Tense and its types

**STATISTICAL TECHNIQUES**

An appropriate statistical techniques are employed to present a concise picture a whole data. that it can be easily comprehended. Descriptive statistics such as mean, S.D were used to compare groups on mean gain scores.

**Results and Discussion  
HYPOTHESIS I**

There will be no significant difference in the mean gain scores of achievement of group taught through multimedia presentation and group taught through traditional method of teaching.

**TABLE 1  
SHOWING 'T' VALUE OF MEAN GAIN SCORES OF EXPERIMENTAL AND CONTROLLED GROUPS IN ENGLISH GRAMMAR**

Groups	N	Mean	S.D.	t-value	Remarks
Experimental	50	8.44	1.198	30.470	Insignificant at 0.01 level
Controlled	50	1.20	1.178		

Table 1 shows that mean gain scores of experimental and controlled groups are 8.44 and 1.20 respectively. The obtained 't' value (30.470) is significant at 0.01 level. Thus the first hypothesis namely "there will be no significant difference in the mean gain scores of achievement of group taught through multimedia presentation and group taught through traditional method of teaching" is rejected.

It shows that there is significant difference in achievement of students in English Grammar of experimental and controlled groups.

**HYPOTHESIS II**

There will be no significant difference in the mean gain scores of boy and girl adolescents taught through multimedia presentation.

**TABLE 2  
SHOWING 'T' VALUE OF MEAN GAIN SCORES OF BOYS AND GIRLS OF EXPERIMENTAL GROUP**

Groups	N	Mean	S.D.	t-value	Remarks
Boys	25	8.16	1.143	1.683	Insignificant at 0.01 level
Girls	50	8.72	1.208		

Table 2 shows that mean gain scores of girls and boys are 8.16 and 8.72 respectively calculated 't' value (t=1.683) is insignificant at .01 level. Therefore, the second hypothesis that "There will be no significant difference in the mean gain scores of achievement of boy and girl adolescents taught through multimedia presentation" is not rejected.

It clearly shows that boys and girls do not differ from each other in their mean gain scores when taught through multimedia approach.

**HYPOTHESIS III**

There will be no significant difference in the mean gain scores of achievement of boys in English Grammar taught through multimedia presentation and traditional method.

**TABLE 3**  
**SHOWING 'T' VALUE OF MEAN GAIN SCORES OF BOYS OF EXPERIMENTAL AND CONTROLLED GROUPS**

Groups	N	Mean	S.D.	t-value	Remarks
Experimental boys	25	8.16	1.143	17.517	Significant at 0.01 level
Control boys	25	1.64	1.469		

Table 3 shows that mean gain scores of boys of experimental and control groups are 8.16 and 1.64 respectively. The obtained 't' value ( $t=17.517$ ) is significant at .01 level. Thus hypothesis namely "There will no significant difference in the mean gain scores of achievement of boys in English Grammar taught through multimedia presentation and traditional method" is rejected.

It shows that there exists significant difference in mean gain scores of boys of experimental and controlled group.

**HYPOTHESIS IV**

There will be no significant difference in the mean gain scores of achievement of girls in English Grammar taught through multimedia presentation and traditional method.

**TABLE 4**  
**SHOWING 't' VALUE OF MEAN GAIN SCORES OF GIRLS OF EXPERIMENTAL AND CONTROLLED GROUPS**

Groups	N	Mean	S.D.	t-value	Remarks
Experimental girls	25	8.72	1.208	30.230	Significant at 0.01 level
Control girls	25	0.76	0.523		

Table 4 shows that mean gain scores of girls of experimental and control groups are 8.72 and 0.76 respectively. The obtained 't' value ( $t=30.230$ ) is significant at .01 level. Thus hypothesis namely "There will be no significant difference in the mean gain scores of

achievement of girls in English Grammar taught through multimedia presentation and traditional method is rejected.

It shows that there exist significant difference in mean gain scores of girls of experimental and control group.

**FINDINGS**

Thus we conclude that girls taught through multimedia approach showed better results than the girls taught through traditional method.

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