# EFFECTIVENESS OF MULTIMEDIA E-CONTENT MODULE IN ENHANCING ACHIEVEMENT IN ENGLISH AMONG STANDARD IX BOYS

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### Abstract

Multimedia-based instructional tools developed by ICT, are often more practical and extremely helpful compared to different sources of learning within the learners' environment. These multimedia system e-content platforms through odds and ends of assorted audio, video, texts, sounds, images, and motion graphics square measure difficult the norms of the normal teaching ways and rote-learning. Multimedia system has overcome instructional barriers such as time, and locality and provides proof to be accepted as an anytime and anyplace tool for educating multi-disciplinary lots. Multimedia system learning modules are serving multimedia-based learners to learn and retain information additional expeditiously. The English language has occupied a vital place within the education system of the Republic of India. English is the language of administration, a required subject at schools and colleges, and also the medium of instruction for the school to college level. The present study goes to analyze the boys of standard IX in the experimental group and the control group in academic achievement in English.

**Keywords**: multimedia e-content, experimental group, control group, and academic achievement in English.

### I. INTRODUCTION

Multimedia system will facilitate to enhance the learners' fluency of language usages significantly in their second language and learning outcomes. Animation and digital multimedia systems facilitate to come up with a period instructional e-content that provides additional charming the interest of scholars. Econtent will increase the interaction and communication among peers, teachers, and educators through its reception and feedback facility while conjointly empowering students to become self-assured and accountable for their education. The technology of education is rising interest among students and has progressed quickly within the past few years.

Trendy multimedia within the education sector has accelerated in current years. multimedia permits students to specialize in facilitating learning with individual students. multimedia resources build a reality, permitting students to individual and team learning while not ever effort the room. ICT has provided improved access to each lecturer and student in whereabouts that area unit long-distance areas, expedited individual and cluster learning, helped to manage and administer the classroom activities. ICT is just maybe a method of desegregation technology into education to make higher teaching and learning experiences that end in higher learning outcomes. The present study is an effort to show English prose, poetry, and English grammar with the

assistance of a multimedia e-content module and measure the attitudes towards English learning of standard IX students.

#### 2. Statement of the Problem

The problem of the investigation has been selected and entitled as,

"EFFECTIVENESS OF MULTIMEDIA E-CONTENT MODULE IN ENHANCING ACHIEVEMENT IN ENGLISH AMONG STANDARD IX BOYS".

### **3. Need and Importance of Multimedia E-Content in Education**

Multimedia plays a prominent role in education, especially in e-content and the process of teaching and learning. Due to advancements in science and information technology during this century a large number of inventions were made and these have also influenced the education system as a whole, particularly in teaching. In this process, the instructor controls the instructional process and provides the lecture content meanwhile the learners remain as passive receivers. Students have much knowledge and skills of using this advancement technological of learning. Interactive multimedia affords an alternate medium of instruction to different types of learners. This type of multimedia supports a student-centered approach to learning. Econtent is one of the most potent tools of education of the twenty-first century. It is very useful to the students, helping the teachers, and also valuable to the entire educational society. It is the newest method of instruction that has drawn the attention and made interest attractively among the learners.

Nowadays students are completely different from the students of previous generations. They do not only differ in the way of accessing, thinking, absorbing, and processing knowledge and information but also differ in the way of using and interacting with diverse technologies. Digital tools make it possible for authors to construct multi-dimensional contents that are conveyed through combination of а hyperlinked, multi-dimensional words, images, videos, motions, and audio. The concentration of students fades off after 15-20 minutes. A creative teacher applies her knowledge and abilities appropriately to create learning interesting and assures the teaching contents are very well understood by every learner. Designing e-contents are one way to make increase student engagement and onus particularly learners who do not respond to traditional academic chalk and talk teaching method. Properly designed with clear rubrics, storyboards assignments are every bit as academically rigorous. Therefore, multimedia is a very important tool in the teaching-learning process for arousing with maintaining internet and also to equalize the competencies in this century.

Cairneross and Mannion (2001) and Driscoll (1994), pointed out "Multimedia has potential to create a high-quality learning environment. The key elements of multimedia user control the delivery of information, the interactivity can be used to enhance the learning process, creating an integrated learning environment."

### 4. Objectives of the Study

The following objective has been framed by the researcher in the present study:

1. To discover whether there is any significant difference between boys in the experimental group and boys in the control group in academic achievement in English among standard IX students.

### 5. Hypotheses of the Study

Based on the objectives of the present study the investigator framed the following hypotheses:

1. There is no significant difference between boys in the experimental group and boys in the control group in academic achievement in English among standard IX students. 1. There is no significant difference between the pre-test scores of boys in the experimental group and boys in the control group in academic achievement in English among standard IX students.

2. There is no significant difference between the post-test scores of boys in the experimental group and boys in the control group in academic achievement in English among standard IX students.

3. There is no significant difference between the pre-test and the post-test scores of boys in the experimental group in academic achievement in English among standard IX students.

4. There is no significant difference between the pre-test and the post-test scores of boys in the control group in academic achievement in English among standard IX students.

### 6. Sample of the Study

For the present study, the researcher selected 35 boys from "Government High School, Velappanchavadi, Thiruvallur district, Chennai-77, Tamil Nadu State".

### 7. Methodology

The present study is experimental. To achieve the objectives, the researcher has chosen a Parallel group experimental design. In this design, the achievement of students in English was measured after the experimentation. A similar procedure was followed for the control group. The experimental and the control groups were made equivalent based on the randomized group technique. In the experimental and the control group, there were 17 and 18 students respectively. The students of the control group were taught by the traditional lecture method which includes verbal discourse, charts, flashcards, chalk, and talk with text. The students of the experimental group were taught through multimedia e-content.

8. Design of the Investigation

The experimental study involves a comparison of the effects of a particular treatment with that of a different treatment. The experimental design is the blueprint of the procedures that enable the investigator to test the hypotheses and reach valid conclusions about independent variables and dependent variables. For the present experimental study, the researcher has chosen the parallel group experimental design.

Groups	Pre-Test	Treatment	Post-Test	Average Gain Scores	Statistically Compare the Differences
G1	Ex	Ex	Ex	Ex	Ex
G2	С	С	С	С	С

TABLE -1 PARALLEL GROUP EXPERIMENTAL DESIGN

In this design,

- Subjects are randomly selected to the two groups (G1 and G2).
- > The experimental group and Control group receives the pre-test (Ex and C).
- > The experimental group receives the experimental treatment (Ex).
- > The Control group receives the controlled treatment (C).
- > The experimental group and Control group receives the post-test (Ex and C).
- > Calculate the average gain scores of the Experimental group and Control group (Ex and C).

The average gain scores of the experimental group and control group were statistically compared and found out the differences.

### 8.1. Tools used for the Study

The investigator has constructed four tools for this study with the consultation of the research supervisor and the experts' panel of the field of education and English. The following tools and materials were used in the present study.

□ Multimedia E-content Module on English from IX standard reduced syllabus of Tamilnadu Government.

□ Criterion-Referenced Test on English for two units for IX standard students was the tool used to measure the pre-test and post-test.

#### 8.2 Conducting the Experiment

The pre and post were administered to both the experimental group and control group and data had collected. The scores of the pre-test and had analyzed statistically. The experimental treatment which was teaching through e-content had given to the experimental group, similarly, traditional methods of teaching English had been given to the control group by the investigator. After the completion of the treatments, both the experimental group and control group were administered the post-test. The post-test data were collected and analyzed statistically.

### 9. Hypotheses Testing

Hypothesis – 1: There is no significant difference between boys in the experimental group and boys in the control group in academic achievement in English among standard IX students.

Hypothesis - 1.1

There is no significant difference between the pre-test scores of boys in the experimental group and boys in the control group in academic achievement in English among standard IX students. TABLE – 2 shows a significant mean difference between pre-test scores of the experimental group's boys and the control group's boys in academic achievement in English

Variable	Group	Ν	Mean	S.D	t-	P-value
					value	
Academic	Experim	17	26.35	7.682		
Achievement	ental				5.443	<0.001**
In English	group's					
-	boys					
	Control	18	37.61	5.847		
	group's					
	boys					

\*\* Significant at 0.01 level

It is inferred from the values presented in the above table that there is a significant difference between the pre-test scores of the experimental group's boys and the control group's boys in academic achievement in English which is significant at 0.01 level. It is observed that the control group's boys have higher mean scores than the experimental group's boys in academic achievement in English. Hence, the formulated null hypothesis that there is no significant difference between the pre-test scores of boys in the experimental group and boys in the control group in academic achievement in English among standard IX students is rejected.

Hypothesis - 1.2

There is no significant difference between the post-test scores of boys in the experimental group and boys in the control group in academic achievement in English among standard IX students.

TABLE – 3 shows a significant mean difference between the post-test scores of the experimental group's boys and control group's in academic achievement in English

Variable	Group	Ν	Mean	S.D	t-	Р-
					value	value
Academic	Experimental	17	61.06	20.786		
Achievement	group's boys				2.630	0.13
In English	Control	18	45.67	13.213		
	group's boys					

It is inferred from the values presented in the above table, that there exists a significant

difference between the post-test scores of boys in the experimental group and the control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that experimental group students have higher mean scores than control group students which shows that the intervention strategy given to experimental group students

was more effective. Hence, the formulated null

hypothesis There is no significant difference

between the post-test scores of boys in the experimental group and boys in the control group in academic achievement in English among standard IX students is rejected.

#### Hypothesis - 1.3

There is no significant difference between the pre-test and the post-test scores of boys in the experimental group in academic achievement in English among standard IX students.

TABLE – 4 shows a significant mean difference between pre-test and post-test scores of experimental group's boys in academic achievement in English

Variable	Group	Ν	Mean	S.D	t-value	<b>P-value</b>
Academic	Experimental	17	26.35	6.937		
Achievement	group's boys'				8.606	<0.001**
In English	pre-test					
	Experimental	17	61.06	20.786		
	group's boys'					
	post-test					

\*\* Significant at 0.01 level

It is inferred from the values presented in the above table, that there is a significant difference between pre-test and post-test scores of boys in the experimental group in academic achievement in English which is significant at 0.01 level. It is also observed that post-test scores were higher than pre-test scores of the experimental group's boys students which shows the effectiveness of module presentation in English. Hence, the formulated null hypothesis that there is no significant difference between the pre-test and the post-test scores of boys in the experimental group in academic achievement in English among standard IX students is rejected.

Hypothesis-1.4

There is no significant difference between the pre-test and the post-test scores of boys in the control group in academic achievement in English among standard IX students

TABLE – 5 shows a significant mean difference between pre-test and post-test scores of a boy in the control group in academic achievement in English

Variable	Group	Ν	Mean	S.D	t-value	P-value
Academic	Control group's	18	37.61	5.226		
Achievement	boys' pre-test				3.113	.006
In English	Control group's	18	45.67	13.213		
1	boys' post-test					

It is inferred from the values presented in the above table that there is a significant difference between pre-test and post-test scores of boys in the control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that post-test scores were higher when compared to pre-test scores of the control group in academic achievement in English. Hence, the formulated null hypothesis there is no significant difference between the pre-test and the post-test scores of boys in the control group in academic achievement in English among standard IX students is rejected.

### 10. Findings of the Study

The major findings of the study are as follows:

 $\Box$  It is evident from the findings, that there is a significant difference between the pre-test scores of the experimental group's boys and the control group's boys in academic achievement in English which is significant at 0.01 level. It is observed that the control group's boys have higher mean scores than the experimental group's boys in academic achievement in English.

 $\Box$  It is proved from the findings, that there exists a significant difference between the post-test scores of boys in the experimental group and the control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that experimental group students have higher mean scores than control group students which shows that the intervention strategy given to experimental group students was more effective.

□ It is evident from the findings, that there is a significant difference between pretest and post-test scores of boys in the experimental group in academic achievement in English which is significant at 0.01 level. It is also observed that post-test scores were higher than pre-test scores of the experimental group's boys students which shows the effectiveness of module presentation in English.

□ It is proved from the findings, that there is a significant difference between pretest and post-test scores of boys in the control group in academic achievement in English which is significant at 0.01 level. It is observed from the mean scores that post-test scores were higher when compared to pre-test scores of the control group in academic achievement in English. It implies that traditional teaching also affects IX standard boys' learning in English.

### II. Conclusion

The IX standard boys in the experimental group had excelled multimedia e-content in English than control groups which had gone through English in the traditional method in both. The findings of the study have provided details about how the multimedia e-content module could be used to keep students encouraged to learn English. Based on the post-test, the results have shown there was a significant difference between the experimental group and the control group. It may be concluded that the use of multimedia E-Content way of teaching has a significant impact on enhancing the achievement in English among the IX standard boys.

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