

# INTERACTIVE MULTIMEDIA PACKAGE IN AMELIORATING COMMUNICATIVE SKILL IN ENGLISH

By

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## **ABSTRACT**

*The study enlightens the effectiveness of Interactive-Multimedia Package in developing communicative skill in English at standard VI. Present methods of developing communicative skill are ineffective to the students in improving their communicative competencies in English. Challenging interactive Multimedia Package helps to enhance the communicative competency for the suitable communicative transactions of oral as well as written in English. The researcher endeavoured to prepare a Multimedia Package for enriching application oriented and life-long utilisation in English for the students of standard VI. The main objectives of the study are (i). To prepare a Multimedia Package for developing the communicative skill in English.(ii). To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group.(iii). To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.(iv). To find out the impact of Multimedia Package in improving communicative skill in English. The methodology adopted in the study was Quasi Experimental method. The Sample was Eighty Students of standard VI from Govt Higher Secondary school, Kalveeranpalayam selected for the study. Forty two students were considered as Controlled group and thirty eight students were considered as Experimental group. The Tool used for the study was Researcher's self-made achievement test. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the split-half method. Statistical technique:'t' test was used to analyse the study. Findings of the study show that Multimedia Package is more effective than traditional methods in developing communicative skill in English at standard VI. Finally it concludes that the study can be implemented for improving communicative skill for other standards also.*

*Keywords: Interactive, Multimedia Package, Communicative Skill.*

## **INTRODUCTION**

Communication is a complex interactive process, involving shared assumptions and unspoken agreement between individuals. Understandably, there are frequent errors and misunderstanding in communication. Several types of barriers prevent the learners to transmitting their ideas properly. Effective communication is needed for developing the competency of the learners as well standing on the platform of globalization. It is an inevitable competency for acquiring a job and understanding the different cultures. Present curriculum of the language is framed for ameliorating oral communicative skill and written communicative skill. Language fluency is depended upon the experience of the learners in interaction of the society. Maximum learners fail to get the chance to develop the communicative skills in their homes

and limited opportunities are given in schools. Maximum students face the problems to speak in English effectively due to interference of mother tongue. Some students are able to expose their ideas with some mistakes and maximum students struggle to describe anything in written communication without error. Such errors can be eliminated by using multimedia package in learning communicative skill in English. Multimedia is used to produce Computer Based Learning which allows the user to go through a series of presentation, text about a particular topic and associated illustrations in various information formats.

## **Significance of the Study**

Communicative skill in English is necessary for ameliorating any subject matter and comprehending the different disciplines. It should be developed from the beginning

level of the learners. Conventional methods of teaching communicative English are not fruitful to the learners at upper primary level. Conventional methods did not allow the learners to practice in their own pace. Hence the investigator prepared an Interactive Multimedia Package in learning communicative skill in English. It creates the interest of the learners like video games.

## Review Related Literature

The following studies substantiate the importance of the study:

Heimann, Mikael (1995) investigates that the increasing of Reading and Communication Skills in Children with Autism through an Interactive Multimedia Computer Program. Heflin, Virginia and et.al (1968) conducted the study for the following purposes: (i) to evaluate the materials and techniques of a new beginning reading program, Listen Look Learn (LLL) Multi-Media Communication Skills System, in order to make revisions where necessary and (ii) to compare the LLL system in its formative stage with that of basal reader programs. Questionnaires and continuous feedback cards supplied to the teachers provided a detailed subjective evaluation of the materials and techniques. An objective evaluation was carried out during the second year by administering standardized tests to 570 pupils in 21 experimental classes taught reading by the LLL system and 627 pupils in 25 control classes which used the basal reader. Metropolitan Readiness Testing in September, 1966, showed no significant difference between the two groups. When the Metropolitan Achievement Tests, Primary I Battery, were administered in the spring of 1967, there was a significant difference favoring the experimental group on all subtests. Children with higher intelligence and greater readiness for reading were challenged by the LLL system and made greater achievement than similar children in the basal program. Karemaker, Arjette; Pitchford, Nicola J.; O'Malley, Claire(2010) examined the effectiveness of a reading intervention using the whole-word multimedia software "Oxford Reading Tree (ORT) for Clicker" was compared to a reading intervention using traditional ORT Big Books. Developing literacy skills and attitudes towards learning to read were assessed in a group of 17 struggling beginner readers aged 5-6 years. This study examined the

extent to which multimedia features of typical literacy learning software provide added benefits for developing literacy skills compared with typical whole-class teaching methods. Raja Soundara P. (2005).examined the study of the development of Communicative Strategy and its Effectiveness in Learning Communicative Skills in English at the College Level. Objectives of the study: (i) To find out the significant difference between the pre-test and the post-test mean score in Communicative Skills in English; (ii) To find out the significance difference between the pre-test and the post-test mean score in conventional method..

## Method

Total sample size 100, using probability sampling techniques in the present study. The data were collected through achievement test.

## Findings

It showed the effectiveness of conversation of texts to teach English communication skills to the students at college level, using video programmes. Role play was effective to improve communicative study. The orientation aims at teaching different language function in spoken and written English. Orientation course is necessary for the teachers. It can be made to assess the attitude of teacher at collegiate level. The study cites one hundred and fifty references.

## Objectives

- To prepare a Multimedia Package for developing communicative skill in English.
- To find out the significant difference in achievement mean score between the pre-test of control group and the post-test of control group.
- To find out the significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group.
- To find out the impact of Multimedia Package in improving communicative skill in English.

## Hypotheses

- There will be no significant difference in achievement mean score between the pre-test of control group and the post-test of control group.
- There will be no significant difference in achievement

mean score between the pre-test of Experimental group and the post test of Experimental group.

- Interactive- Multimedia Package is more effective than conventional methods in improving communicative skill in English.

### Delimitations

- The study was administered only for the students of standard VI from Govt Higher Secondary school, Kalveeranpalayam.
- Communicative skill was only taken for the study.

### Methodology

Quasi- experimental method was adopted for the study, (pre-test and post-test to the control group and experimental group). Eighty students were taken for the study. At the beginning, 42 students were considered as control group and another 38 students were considered as Experimental group. Pre test was administered to the both groups, traditional methods of teaching was used to the learners of control group and interactive-multimedia package was used to the learners of Experimental group. The same achievement test was used for the Pre-test and Post-test which was prepared on the basis of blue print. Equal weight age was maintained in the question paper. Hence the Quasi-experimental method and quantitative approaches were adopted in the study.

### Subject

Eighty Students of standard VI from Govt Higher Secondary school, Kalveeranpalayam were selected as sample for the study. Forty two students were considered as Controlled group and thirty eight students were considered as Experimental group

### Subject selected for the pilot study

All the students were selected based on their scoring marks in the quarterly examinations.

### Instrumentation

Researcher's self-made achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the split-half method.

### Tools selected for the study

Researcher self made achievement tests was prepared on the basis of blue print of the scheme of examination. One tool was used for the pre-test and post-test. The test is consisted of 40 marks.

Oral test = 20 marks

Written test = 20 marks

### Reliability of the tool

Test-retest method was used for the study. The co-efficient correlation was found 0.85 in the tool through test-retest method.

### Validity of the tool

Content validity was established for the achievement tests through expert suggestions.

Hence reliability and validity were properly established for the study.

### Statistical Technique

Percentage, mean, SD and t-test were adopted in the study for analyzing the tabulated data.

### Phases Adopted in the Study

The following were adopted phases of the study.

- Finding the learning impediments of the learners in communicative skill of English in existing conventional methods.
- Preparing the instrument and consulting with eminent professors.
- Establishing validity and reliability of the tool.
- Administering pre test to the selected sample.
- Finding the problems through pre-test.
- Planning and script writing for preparation of Multimedia package.
- Preparation of an interactive multimedia package for learning communicative skill.
- Administering post-test by an achievement test.
- Analysing the results.
- Finding the impact of Interactive Multimedia Package in learning communicative skill in English.

## Activities

The following treatments were given to the students:

- Teacher taught the operating system of the Interactive –Multimedia Package.
- Students were stimulated to operate the package.
- Problems of the learners to use the package were explained at the spot.
- A package was given to the students to learn the content in their own.
- Self-monitoring of the students was the liberated strategy used in it.
- Self-evaluation done by the learners themselves.

## Data Analysis

The average mean scores of the pre-test and post-test results were calculated and tabulated as given below. Table 1 clarifies the percentage of scores in conventional method and innovative method as follows in Fluency in response, Narrating a story, Skill of questioning, Describe a picture, Letter writing, Reporting, Essay writing and Using appropriate words

## Hypotheses Testing

### Hypothesis 1

There will be no significant difference in mean

Units No	Tested skills	Conventional method percentage score	Interactive Multimedia Package percentage score
1	Fluency in response	6.24	18.18
2	Narrating a story	7.14	21.26
3	Skill of questioning	8.08	24.55
4	Describe a picture	6.02	18.09
5	Letter writing	6.52	18.92
6	Reporting	3.20	10.23
7	Essay writing	7.23	21.36
8	Using appropriate words	2.45	8.36

Table 1. Scores difference between pre-test and post-test

So. No	Group	Number of the Samples size	Mean	SD	t-Value	Significant Level
1	Pre test control group	42	9.43	3.80	0.15	P<0.05
2	Post test control group	42	9.95	3.89		

Table 2. Pre-test of control group and the post-test of Control group in using conventional method

achievement score between pre test of control group and Post of test of control group in improving communicative skill in English.

In Table 2, calculated t-value (0.15) is lower than table value (1.96). The null-hypothesis is accepted at 0.05 level. It proves that there is no significant difference in achievement mean score between the pre-test of control group and the post-test of control group in improving communicative skill in English. It shows that developing communicative skill in English through the conventional method is ineffective. Hence it is concluded that there is no significant difference in achievement mean score between pre-test of control group and post-test of control group in improving communicative skill in English

### Hypothesis 2

There is no significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.

The calculated value is (8.42) greater than table value(2.00). Hence null hypothesis is rejected at 0.05 level. It shows that there is a significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group.

### Hypothesis 3

Interactive-Multimedia Package is more effective than conventional methods in improving communicative skill in English.

Table 4 indicates the impact of Interactive Multimedia Package in effective use of communicative skill in English. Seven Students were able to use the communicative skill in

Experimental groups	N	Mean	S.D	t	Result
Pre-test	38	6.81	3.71	8.42	Significant at 0.05 level
Post-test	38	15.62	4.08		

Table 3. Mean score between the pre-test of Experimental group and the post-test of Experimental group.

Strategies	Involved students in the study	Number of students able to effectively use the both skills	Number of students face the problems in using communicative skill
Conventional	42	7 students	35 students
Interactive-Multimedia Package	38	32 students	6 students

Table 4. Difference between pre-test and post-test

English effectively in conventional method and other thirty five students were unable to use the communicative skill in English effectively in conventional method. Thirty two students were able to use the communicative skill in English effectively through Interactive-Multimedia Package and other six students were unable to use the communicative skill in English effectively in the same method. Hence Interactive-Multimedia Package is more effective than traditional method in improving communicative skill in English.

## Findings

- There is no significant difference in achievement mean score between the pre-test of control group and the post-test of control group.
- There is significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group.
- Interactive-Multimedia Package is more effective than conventional methods in improving communicative skill in English.

## Educational Implications

- The study can be extended to other schools.
- Interactive-Multimedia Package may be prepared for other subjects also.
- Interactive-Multimedia Package can be introduced in teaching grammar.
- It may be used to encourage and activate the gifted learners.
- Interactive-Multimedia Package paves way to ameliorate the creativity of the learners.

## Epilogue

The researcher conducted the study towards the students of standard six to find out the impact of Interactive –Multimedia Package in improving Communicative skill in English. The students had monotony in the conventional method but the Interactive–Multimedia Package increased the enthusiasm of the learners. Conventional methods displeased the learners to learn effectively and the score of the learners appeared very low. Finding innovative methods like Interactive–Multimedia Package may promote the interest of the learners and it eliminates the problems of the learners and increases the scoring ability of all learners. Hence Interactive–Multimedia Package is more effective in improving Communicative skill in English. Fatigues of the students were refreshed by the Computer Based learning environment of using Interactive –Multimedia Package in communicative English class room transactions.

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