

**CHAPTER-III**  
**METHODOLOGY**

# CHAPTER - III

## METHODOLOGY

### 3.0.0 INTRODUCTION

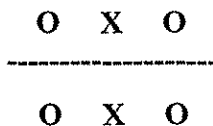
This section deals with the presentation of all the methods implemented to gather data and how the actual research has been done. In this chapter, the methodology steps such as selection of sample, variables of the study, design of the study, administration of the tool, and statistical techniques used for analysis have been discussed. On the basis of research findings, certain generalization can be made which will provide insight towards the study "*The Effect of Collaborative Learning on Achievement in English Grammar Of Class VII Students*". This chapter deals with the methodology to achieve the objectives of the study mentioned in the present chapter.

### 3.1.0 Methodology

In the present study experimental method was employed. There were two groups, i.e., experimental and the control group. The experimental group was taught through the collaborative Learning and the control group was taught through the traditional method of teaching.

### 3.2.0 Design of the Study

The present study is quasi experimental in nature. Non-equivalent control group design was employed for the study. Intact class of VII was considered as experimental and control group. The treatment in the study had two levels. i.e., teaching through collaborative Learning and through traditional method. The group that received the treatment through collaborative Learning was considered as experimental group whereas the control group was taught in the traditional way. The design can be graphically represented as follows:



### 3.3.0 Variables

The study intends to observe the effect of independent variable on the dependent variable.

**Independent variable:** The independent variable in the present study is teaching technique which has two levels. One is the traditional method and the other is through the usage of collaborative Learning.

**Dependent variable:** The dependent variable in the present study is Achievement in English Grammar (focus of written form of Grammar).

### 3.4.0 Sampling

A sample of 54 students was selected from the population purposively. There were two sections of class VII namely VII A and VII B with 27 number of students in each section. Since it was not possible to employ randomization which would have disturbed the school schedule, the class as a whole was taken as the group. Further one of the section was treated as control group and the other as experimental group.

**Table – 3.1: Gender-wise and Group-wise Distribution of Sample**

Group	Boys	Girls	Total
Control	15	12	27
Experimental	17	10	27
Total	32	22	54

### 3.5.0 Tools

For the collection of data in the present investigation, following tools were used. Tool-wise descriptions are given in the following captions.

#### 3.5.1 Achievement Test

The tool administered for the study is an achievement test based on basic grammar i.e., Tense. The tool was self-developed and focused mainly on the written form of grammar. Although the test carried some weightage of knowledge understanding, application and skills but the major focused part was basic structural and written form of Grammar. It was prepared according to the level and prescribed syllabus from the NCERT syllabus of class VII.

The tool was used as pretest and posttest in the study. The pretest and posttest were similar in the difficulty level and content analysis was done so as to establish the maximum reliability.

**Table 3.2 Tool Description ( AchievementTest on Tense)**

S.No	Name of the section	No of Questions	Marks allotted
1	Fill Ups	4	2
2	Find the error	3	3
3	Rearrangement of sentences	3	3
4	Change the Sentences	5	5
5	Make the sentences by using given verb	5	5
6	Change the verb	4	2
7	Matching	5	5
<b>Total</b>		29	25

**Table 3.3 Weightage to the objective of the Achievement Test ( Tense)**

S. No	Objectives	No.of Question	Marks	Percentage of Marks
1	<b>Knowledge</b>	9	7	28
2	<b>Understanding</b>	7	5	20
3	<b>Application</b>	5	5	20
4	<b>Skills</b>	8	8	32
<b>Total</b>		29	25	100

### 3.6.0. Data Collection Procedure

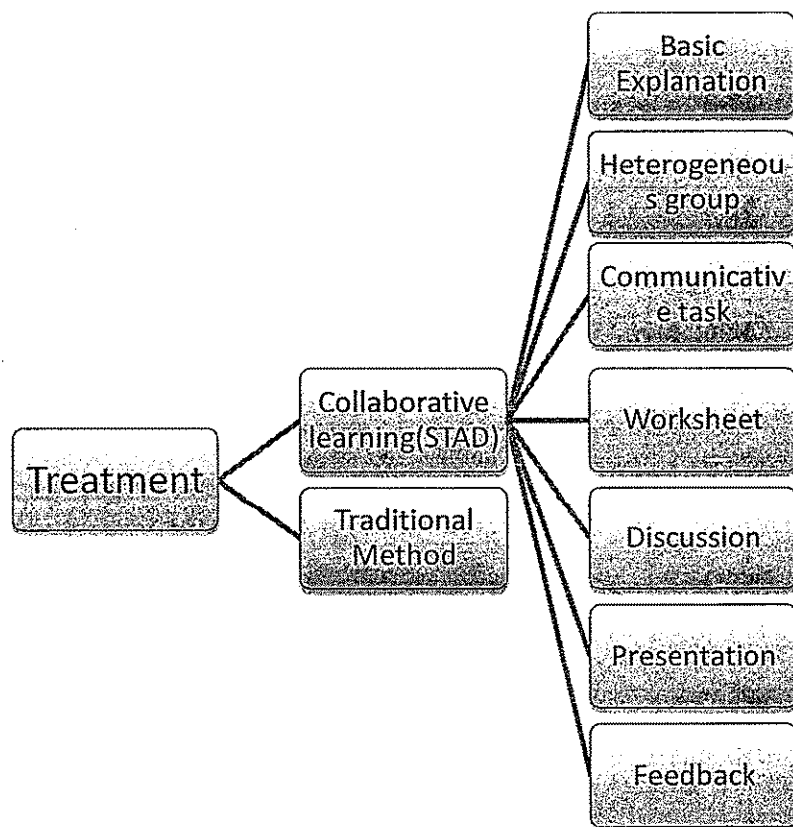
**3.6.1 Obtaining permission:** For the experimental research there was a requirement of ten days of treatment and it was impossible without the consent

of the school authority. So, permission was taken from the headmaster of the school well before the research by providing all the necessary details.

**3.6.2 Decision for the experimental and control group:** The study being an experimental research required the division of the sample into two equal groups. A purposive sample of 54 VII class students was taken. Since it was not possible to employ randomization which would have disturbed the school schedule, the class as a whole was taken as the group. Further VIIA was treated as control group and VII B as experimental group.

**3.6.3 Pretest:** To test the previous understanding and knowledge about the written form of the grammar about Tense pretest was administered to both the groups at the beginning of the experiment .The pretest was of 25 marks carrying a greater emphasis on written form of Grammar on the topic Tense.

#### **The Schematic Representation of the Experiment**



A treatment of 8 days was given to the subjects. In which the experimental group was taught through collaborative learning using STAD as Collaborative Learning Method. The control group was taught using the traditional method

of teaching which was comprised of lecture cum discussion, also teaching aids were used in this method. Here the researcher followed the method that was followed by the school teacher in the daily routine.

Basic information about the students like gender, socio-economic status of the students and scores of pre-test is collected to make heterogeneous group for Collaborative learning.

**3.6.5 *Posttest:*** After a treatment of ten days a 25 marks posttest was administered to the experimental and the control groups. Thereby ,checking the effect of both the ways of teaching on the written form of Grammar. The posttest was of similar difficulty level as of the pretest.

### **3.7.0 Statistical Techniques Used for the Analysis of Data**

The posttest scores obtained from the control and the experimental group of the students was subjected to ANCOVA so as to find out the significance of difference between the means of both the groups. Pretest scores were taken as covariate.