

Chapter IV

ANALYSIS, RESULTS AND INTERPRETATION

4.1. Introduction

Raw data is worthless without analysis. However valid, reliable and adequate the data may be it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated scientifically analyzed, systematically interpreted and rationally concluded. Good research is characterized by what care was taken in the analysis and interpretation of data after careful and depth answer to the research question of decision making and information were.

Analysis of data means studying the tabulated material in order to determine inherent facts or factors in simple parts and putting the parts together inn new arrangements for the purpose of interpretation. Interpretation of data refers to that important part of the investigator, which is associated with the drawing inferences from the collected facts after an analytic study.

Keeping the objective of the study in view, the data was collected and interpreted one by one. This chapter includes the analysis and interpretation of data collected for the study from the K.V. No. 2 Vadodara, Gujrat.

4.2. Data Presentation, Analysis and Interpretation

This part of the study deals with the analysis, presentation and interpretation of data since the study's main objective is to find out is there a significance difference in achievement in English of class VII students by teaching through traditional method and by teaching through H5P. The investigator for deriving conclusions does quantitative analysis of data by making use of Microsoft Excel.

The investigator collected data from the self-made achievement test. The collected data / obtained data is presented, analyzed and interpreted according to the objectives of the study as follows:

Objective 1: To develop an e-content for class VII students.

The investigator has developed an e-content by making use of content collaboration framework (H5P) for the lesson "*Three Questions*".

Objective 2: To identify is there any significant difference in achievement of experimental group (VII-A) and control group (VII-B).

H₀: There is no significant difference in achievement in English by teaching traditional method and H5P method.

An achievement test of 10 marks was developed and administered to test this hypothesis. The items were based on testing knowledge, understanding and application level of the students.

Table. Indicates count, mean, standard deviation and standard error of mean for experimental and control group.

CLASS	N	Mean	Standard deviation	df	t
<i>Control Group</i>	25	6.84	2.05	48	1.50
<i>Experimental Group</i>	25	7.64	1.70		

Analysis and Interpretation: From above table, it is evident that the t value is 1.50. For df = 48, the table value for 0.05 level of significance is 2.02. If we have to reject the null hypothesis then our calculated t value must be equal or greater than the table value. In present case, our calculated t value (1.50) is less than the table value for 0.05 level (2.02). Therefore, the null hypothesis is accepted at 0.05 level of significance. However, the difference is visible in the means of experimental and control group but it is not enough to be significant.

The mean of experimental group (7.64) is greater than the mean of control group (6.84). It means, teaching through H5P method is influential as compared to traditional method. However, the difference between the means is not significant. It may be due to less content and less time while conducting the study. If enough content and enough time is used then significant difference can be obtained.

Conclusion: There is no significant difference in achievement in English by teaching traditional method and H5P method.