



Chapter-4

Result And Discussion

Chapter-IV

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The interpretation of research data cannot be considered in the abstract. In view of the diversity of the research methods used in education, and the corresponding diversity of the data they seek, the interpretation of such data is best considered within the context of each of the methods. It is the important fact that in all circumstances the data do not interpret themselves, and that it is the investigator who must pass judgement on their meaning from the standpoint of the problem under investigation.

The process of investigation is essentially one of stating what the results (findings) show. What do they mean? What is their significance? What is the answer to the original problem?

In the present study, the students of class VI of Kamla Nehru Higher Secondary School, Bhopal comprised the sample.

The study was conducted in the light of directional hypothesis that the prepared supplementary materials used would increase the learning of English among the students of Class-VI in the areas of articles, determiners, and the prepositions.

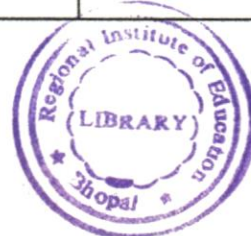
After administering the pre-test for testing the knowledge of the learners in the area of articles, determiners and prepositions, supplementary materials were prepared, by the investigator. The investigator himself used the supplementary materials in teaching learning. Later on a post test parallel to pre-test was administered to know the impact of the supplementary materials on the learning of English, in the areas of articles, determiners and prepositions.



4.1 The scores obtained by the learners in the pre-test and post-test are as under:

Table 01- Showing the Scores of Pre-test and Post-test.

S.No.	Name	Pre-test (out of 30)	Post-test (out of 30)
1.	Ku. Pritee Acharya	22	26
2.	Devendra Kumar Bamhe	13	23
3.	Rohit Chourasia	12	16
4.	Ku. Arpita Shrivastava	15	19
5.	Shailendra Kumar Rathore	12	17
6.	Lokesh Kale	14	15
7.	Yogesh Raj	16	19
8.	Monika Dubey	15	22
9.	Heena Gupta	11	14
10.	Vaibhav Kanojia	10	14
11.	Anoop Kumar Singh	10	16
12.	Suraj Chaturvedi	11	19
13.	Nilesh Kumar Hedao	13	21
14.	Grish Asudavi	16	18
15.	Ankur Rawat	10	20
16.	Anju Gupta	18	20
17.	Teena Nathani	09	19
18.	Shantanu Akhand	13	14
19.	Deepshikha Kubhkar	20	21
20.	Akanksha Shrivastava	16	17
21.	Neha Tiwari	20	27
22.	Ku. Amita Verma	17	22
23.	Dwarika Prasad Sharma	14	15
24.	Prayas Kulshreshtha	14	19
25.	Shivam Jayade	16	18



S.No.	Name	Pre-test (out of 30)	Post-test (out of 30)
26.	Sonal Jadhan	17	21
27.	Deepika Shrivastava	14	20
28.	Apoorva Mabhraya	20	24
29.	Meenal Shrivastava	19	23
30.	Dheeraj Kumar Vyas	16	18
31.	Priyanka Lokhande	17	19
32.	Lokesh Kumbhkar	10	16
33.	Ruchi Hajela	14	19
34.	Shailja Mukhariya	19	21
35.	Rahul Yadav	18	25
36.	Ankita Singh Bundela	14	15
37.	Sonal Bhonsle	12	19
38.	Rajul Sharma	20	22
39.	Ayush Parashar	14	21
40.	Geeta Suryawanshi	13	15

4.2 Statistical Procedure

For the analysis of data following statistical techniques were employed.

Mean (M), standard deviation (SD) and standard error of mean (SE_M).

The mean standard deviation and standard error of means were calculated in case of distribution of scores of pre-test and post-test.

The formula used are as follows :

$$(i) M = \frac{\sum X}{N} \quad \text{Where, } \sum X = \text{of sum of scores}$$

$$N = \text{Total number of scores}$$

$$(ii) SD = \sqrt{\frac{\sum d^2}{N}} \quad \text{Where, } d = X - M \text{ (deviation of score from the mean)}$$



$$(iii) SE_M = \frac{\sigma}{\sqrt{N}} \quad \text{Where, } \sigma \text{ is the standard Deviation (SD)}$$

Correlation between scores of pre-test and post test was calculated by following formula.

$$r = \frac{N\sum XY - \sum X \cdot \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2] [N\sum Y^2 - (\sum Y)^2]}}$$

Where :

r = Correlation between Pre-test and Post-test scores

X = Scores of Pre-test

Y = Scores of Post-test

To know the impact of supplementary materials used in classroom teaching learning process on learning of English the significance of difference between the means was tested by using the SE_D for correlated means, i.e.,

$$SE_D = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2 - 2r_{12} \sigma_{M_1} \sigma_{M_2}}$$

$$\text{and CR} = \frac{D}{SE_D}$$

Where :

σ_{M_1} = Standard error of mean for pre-test.

σ_{M_2} = Standard error of mean for post-test.

CR^2 = Critical Ratio

$D = M_1 - M_2$



4.3 Verification of Hypothesis

Verification of hypothesis stating that the Supplementary materials used would increase the learning of English among the students of class VI, in the areas of articles, determiners and prepositions: The results are presented in table 2.

Table-02 Showing the Significance of Cor-related means between Pre-test and Post-Test

Test	Number of students	Mean	Standard Deviation SD	SE _D stand-ard Error of Mean	r Cor- relation	t Cor- relation	table value at .05 level* & at .01 level**
Pre-Test	40	14.85	3.33	0.526	.672	10.41	1.65* 2.33**
Post Test	40	19.22	3.32	0.524			

The table shows that computed value of the 't' is 10.41, and table value of 't' is 1.65 at .05 level and 2.33 at 0.1 level.

Thus the computed value of 't' is more than table value that is highly significant, hence the hypothesis is accepted. This indicates that the supplementary materials used in class increased the learning of English among the students of class VI in the areas of articles, determiners and prepositions.

4.4 Discussion

Supplementary materials were prepared keeping in view the needs of every individual. The students found the supplementary materials relevant interesting and useful. They felt comfortable in using the supplementary materials because the materials were devoid of linguistic difficulties. Students found supplementary materials more useful and practicable because the materials were prepared in the contexts, with which learners were fully aware.



The investigator not only took the pains, in preparing the materials, but he himself, used the materials systematically and emphatically in the classroom teaching learning process.

The efforts of the investigator, made the differences. The hypothesis that the supplementary materials used would increased the learning of English among the students of Class VI, in the areas of articles, determiners and prepositions, proves to be true and accepted.



Chapter-V

Summary

5.1 Statement of The Problem

'A Study of the Effect of Supplementary Materials on Learning English In Class VI'.

5.2 Objectives of the Study

To find out the impact of supplementary materials on the learning of English in terms of the articles, determiners and preposition.

5.3 Variables :

- The Dependable Variable
- Learning English
- The Independent Variable
- The Supplementary Materials



5.4 Sample

Forty English medium students have been taken from Kamla Nehru Public Higher Secondary School in the city of Bhopal. The students were of Class VI.

5.6 Hypothesis

The supplementary materials used would increase the learning of English among the students of class VI, in the areas of articles, determiners, and prepositions.

5.7 Description of the tool used

The researcher himself developed the test. These tests are referred to as (a) Pre-test, and (b) Post test.

- Further, the success of the use of supplementary materials depends on the proper use of material and hence, the teachers should be fully trained to use the supplementary material effectively.

5.10 Suggestions for Further Research Studies

1. Supplementary materials may be developed and validated in the other areas of the language, such as, structures, voice, narrations, and communicative skills.
2. The relative effectiveness of pictorial, audio-visual and activity forms of supplementary materials may be studied.
3. Studies may be undertaken to know the effectiveness of supplementary materials on achievement levels of the students.
4. Further research may focus on the extent of which supplementary materials would help in using the language in day-to-day life.

