



# CHAPTER III

# METHODOLOGY

# **CHAPTER III**

## **METHODOLOGY OF THE RESEARCH**

---

### **3.1 INTRODUCTION;-**

The preceding chapter has given a broad overview of the researches investigating various material developed and to test effectiveness of the remedial measures given on fraction. On the basis of these research findings, certain generalization can be made which provided a rationale of the present study. This chapter presents that methodology of the study.

The purpose of the educational research cannot be completed without detailed design of investigation. Research methodology involves a systematic procedure, which starts from identification of problems to analyzing the obtained data. This chapter deals with...

- a) Method of the study.
- b) Population.
- c) Sample of the study.
- d) Tools used.
- e) Tools description.
- f) Data collection.
- g) Statistical used.

### **3.2 METHOD OF THE STUDY;-**

This is descriptive research, in this study; the survey method was used to find out the effect of study skills on English language acquisition among the 8<sup>th</sup> standard students of Latur city (Maharashtra).

### 3.3 POPULATION:-

All the 8<sup>th</sup> standard students of all schools in Latur city comprise the population of the study. It is infinite population as total number of 100 students of class 8<sup>th</sup> of four different schools makes the population.

### 3.3 SAMPLE:-

Data collection is an important part of the research. Data is collected from a selected sample and the sample is the representative of population.

According to **Borg and Gall (1983)**, “the larger group we wish to learn is called population, where as the smaller group we actually study is called sample”. Thus sample is a portion of the population which represents the population.

A good sample must be as clearly the representative of the entire population as possible and ideally it must provide the whole of the information about the population as from which the sample has been drawn.

Most of the educational phenomena consist of a large number of units. Sampling is the process by which a relatively small number of individuals or measures of individual objects or event is selected and analyzed in order to find out something about the entire population from which it was selected. For selecting a representative sample researcher identified four schools affiliated to Maharashtra board of secondary education, Pune, which were located in Latur city.

For the present study the researcher used stratified random sampling technique. A total number of 100 students in which 50 are girls and 50 are boys, were the subject of the study.

*Detailed of the sample-*

**TABLE NO-3.1**

**DISTRIBUTION OF STUDENTS AND SCHOOL NAME.**

<b>Sr.No.</b>	<b>Name of the school</b>	<b>Total no. of students</b>
1	Primal high school, Latur	25
2	Deshikendra high school, Latur.	25
3	Dayanand high school, Latur.	25
4	Rajmata Jijamata high school, Latur.	25
	<b>Total</b>	<b>100</b>

**3.4 TOOLS USED:-**

A researcher requires many data-gathering tools or techniques. Each tool is suitable for the collection of certain type of information. One has to select from the available tools these which will provide data she seeks for testing hypothesis.

For the study “Study Skills and Acquisition of English as a Second Language among 8<sup>th</sup> standard students”, the achievement test was prepared by researcher himself and Study skills Inventory a standardized tool, administered on students of class 8<sup>th</sup> of the selected schools.

*The tools used for this study were-*

- a) A Study skills inventory developed by Dennis H. Congos.
- b) A self made achievement test, which consist of grammar in use, word power, expression and comprehension part.

**Constructing Achievement Test:-**

In education, the term “achievement test” has been borrowed from medicine, where it is used to find out the root cause of a symptom: fever, pain etc. the achievement is followed by the appropriate treatment. The

evaluation in the form of achievement testing could be both formative and summative evaluation. Achievement test is used to measure the achievement of the learners after duration of the teaching learning process. The purpose of achievement test is to evaluate and accumulate data regarding the finding of the root cause. In education, achievement testing is a multi-dimensional process that requires well planned efforts on the part of the teacher. When conducted in a systematic manner, it could help to identify the root cause of the problem and subsequently remove learning impediments. As a result the learning could turn out to be more meaningful to the learners and satisfying to the teacher. A variety of strategies could be used to diagnose the learning impediments. In this study, the researcher prepared a achievement test for identifying how much students acquire language. For constructing it, the items were framed on the basis of selected content of units.

Before constructing the test, the teachers of English were consulted regarding the types of items that student are familiar.

***The sub topics included in the test are given below:***

- ❖ Grammar in use
- ❖ Expression
- ❖ Word power

The test consisted in 3 types of questions like previous knowledge, application and high order thinking base. These test items covered the above contents of the units. The number, type and marks of test items are shown in the table below:

**TABLE NO-3.2**  
**DISTRIBUTION OF QUESTIONS**

S.No.	Types of questions	No. of questions	Total marks
1.	Previous knowledge	6	24
2.	Application	4	16
3.	High order thinking	2	10
	Total	12	50

**Pilot testing of the tool:-**

To analyze the items in terms of their clarity, time, duration and appropriateness, to find out the discriminating power of the items and difficulty index, the pilot study was under taken; pilot study was conducted in order to establish the reliability, validity and usability of the test items. The achievement test consisting of 12 items was administered to students of class 8<sup>th</sup> of private schools. This school was different from school selected for the main study. The test scores were analyzed to find out questions which could not be adopted by the students. The students took 50 minutes to complete the test was modified as per the analysis with respect to the language. There was no limit of the time in the administration of test.

The test paper was also discussed with the teachers teaching the students of class 8<sup>th</sup> and the subject expert of the college and according to their suggestions; the necessary changes were made in the questions.

**Administration of tools**

After developing the tool, the researcher personally met the principal of the schools and gets acquainted with the teachers' concerned and established rapport with the students. Prior to the administration, the students were supposed to attempt. The significant of the test and

necessary instructions were given to them. The students were made clear that this test is designed to help them and is not for grade and the whole process had nothing to do with their school achievement. After this, researcher administered the test on the students. The study was conducted on both male and female students. They were given question paper and asked to answer the questions which they thought correct. Adequate time was given to the students to complete the test. The students were observed during the test.

The atmosphere created at the beginning and during the test situation and the rapport achieved between taster and taste throughout the examination are of importance in respect to both the quantitative and quantitative results obtained, after completion of the test, the test papers were collected.

### 3.5 TOOLS DESCRIPTION:-

- An achievement test was developed by researcher in order to test the English language acquisition of the students. It consist of three sections as shown in the table below:-

**TABLE NO-3.3  
DESCRIPTION OF TOOLS.**

<b>Sr. No.</b>	<b>Name of the Section</b>	<b>No. of Question</b>	<b>Mark allotted</b>
1	Section I	04	16
2	Section II	06	24
3	Section III	02	10
	<b>Total</b>	<b>12</b>	<b>50</b>

- A study skills inventory by **Dennis H. Congos** was used as a tool measure the study skills of students on the basis of characteristics

of the inventory given in the manual of tool, it was considered suitable for the purpose. Reliability and Validity of this inventory are satisfactory. This inventory measures the study skills of the students in six areas. The total score on these six areas of the inventory represents one's total study skills. It consists of six sections as shown in the table below.

**TABLE NO-3.3**  
**DESCRIPTION OF TOOLS.**

<b>Sr. No.</b>	<b>Name of the section</b>	<b>No. of items</b>	<b>Grade allotted</b>
1	Text-book reading	07	35
2	Note taking	05	25
3	Memory	09	45
4	Test preparation	13	65
5	Concentration	10	50
6	Time management	06	30
	<b>Total</b>	<b>50</b>	<b>250</b>

### **3.6 COLLECTION OF DATA:-**

The data was collected by administering a tool on 100 students of giving appropriate instruction. Each student took one hour to record his/her response for study skills test and one hour for achievement test. After collection of data the scoring was done by following required statistical techniques.

### **3.7 STATISTICAL USED:**

The data so collected was subjected to analysis by using t test. The analysis was done with a view to study the influence of remedial teaching



on student's achievement. For the analysis and interpretations of the data raw scores were classified and tabulated into different categories.

In this study, the researcher tried to study the achievement in English of the students by using achievement test so descriptive statistics like mean, standard deviation and some quantitative analysis like t-test were used. The significance of difference among the categories was determined by calculating t value.