
ORIGINAL ARTICLE



**EFFECTIVENESS OF MULTIMEDIA INSTRUCTIONAL PACKAGE IN ON READING
COMPREHENSION IN ENGLISH AT UPPER PRIMARY LEVEL OF DAVANGERE CITY**

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1. INTRODUCTION:

English language plays an important role in education as well as to succeed in our life. English language is a foreign language which needs much effort for nonnative English learners to comprehend the language. In India, English is included as a compulsory subject in our school curriculum. Even though it is included as a compulsory subject the level of comprehension is found to be low. It is clear from many studies that the level of reading comprehension is very low for our students. This shed light on the fact that making anything compulsory doesn't raise the standard of achievement. Our curriculum should cater the needs of students and thereby we can create wonders in learning of English.

With the advent of technology, we witnessed many changes in many sectors including educational field. Now our classrooms turned to be smart and teaching methods are incorporated with technology assisted instructional materials. These are all peripheral changes in our educational environment but the real change should have to be reflected in our students. To achieve this goal more and more teaching methods should be framed for instructs the students to arrive at the target.

2. NEED AND SIGNIFICANCE OF THE STUDY:

Many studies conducted in India revealed the importance of teaching English with technology in improving the language proficiency of our students. English is skill based subject and the skills are mainly divided into four- listening, speaking reading and writing. All these skills have many components and sub component It is a difficult job for a teacher to teach these skills merely by chalk and talk method Previous research studies established the effectiveness of attaining many skills

English through multimedia instruction packages. Hence the researcher turned towards multimedia instructional package in achieving the target. Here the research examined the influence of certain demographic variables which possibly affect the teaching learning process. The present study aimed on the influence of certain demographic variables on the effectiveness of multimedia instructional packagedeveloping vocabulary acquisition are reading comprehension in English at upper primary level. The demographic variables chosen for the study

are locale, parental educational status and parental income.

Hence the study is entitled as "Influence of certain demographic variables on the effectiveness of multimedia instructional package in developing reading comprehension in English at upper primary level,"

3. OBJECTIVES:

- 1) To know the difference in reading comprehension scores of students of class Six with regard to the demographic variables- locale, parental educational status and parental income.
- 2) To prepare a multimedia package to develop reading comprehension in English at upper primary level of Davangere city

4. HYPOTHESES:

- 1) There is no significant difference in the reading comprehension scores of students of class Six with regard to the demographic variable-locale.
- 2) There is no significant difference in the reading comprehension scores of students of class Six with regard to the demographic variable-parental income.
- 3) There is no significant difference in the reading comprehension scores of students of class Six with regard to the demographic variable-parental educational status.

5. Methodology

5.1.Method:

Experimental method is chosen for the study.

5.2.Sample:

The sample consists of forty students of class Six from a Government school in Davangere city.

5.3. Tools:

- 1) Personal data sheet prepared by the investigator.
- 2) A multimedia instructional package was prepared by the investigator for one lesson to develop reading comprehension in English.
- 3) A reading comprehension test in English prepared by the investigator.

6. Experimental Procedure

The research design adopted for the study was nonequivalent group posttest only design. The package was implemented in the classroom with the permission of the concerned officials of the school. The personal data sheet was distributed among the students to collect the demographic details. After the implementation of the package a reading comprehension test was conducted. The data was analyzed statistically to arrive at conclusions.

7. Analysis and Interpretation of Data:

The obtained data was statistically analyzed in this section based on the stated hypotheses.

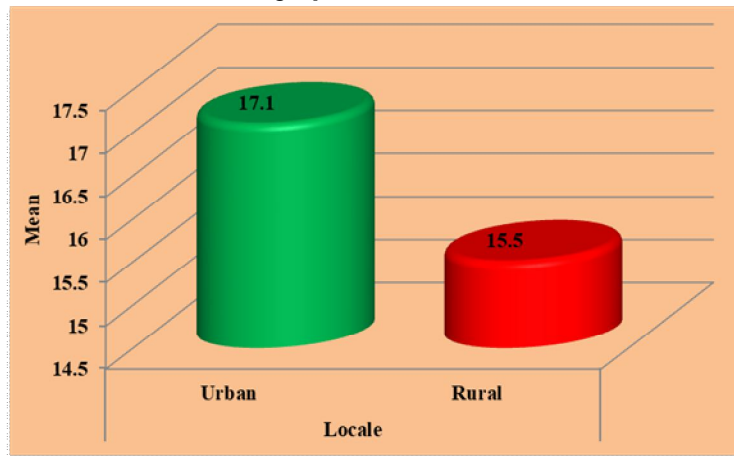
1) Difference in reading comprehension scores of students regarding the demographic variable- locale is given in table – 1.

Table-1
Difference in reading comprehension scores of students regarding the demographic variable- locale

Variable	Category	No	Mean	SD	CR	Level of Significance
Locale	Urban	24	17.1	9.0	0.64	NS
	Rural	26	15.5	10.9		

It is evident from table 1 that the 't' value is less than the table value (CR 0.64; $p > 0.05$).The null hypothesis of the study- There is no significant difference in the reading comprehension scores of students of class Six with regard to the demographic variable- locale accepted.

Graph-1: The Comparison of scores of students regarding the demographic variable- locale



2) Difference in reading comprehension scores of students regarding the demographic variable- parental income is given in table 2.

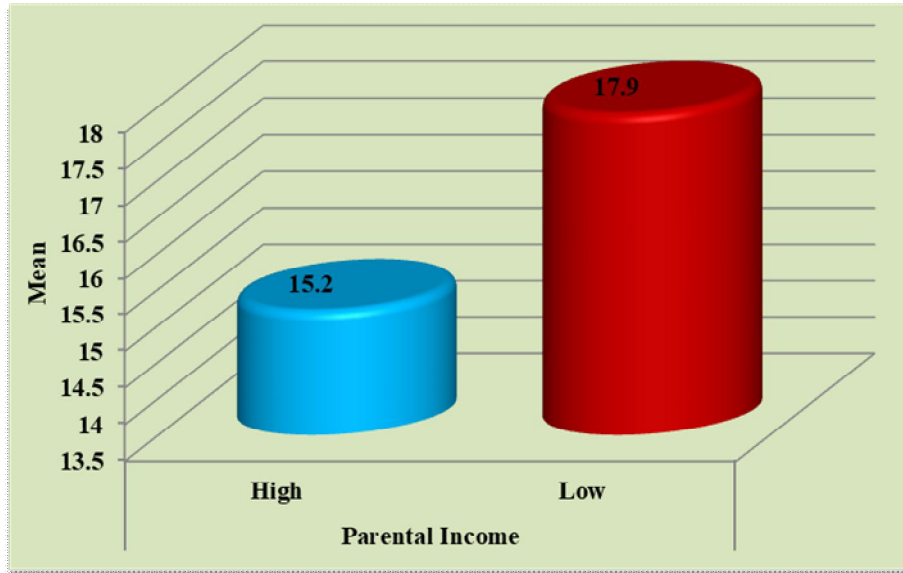
Table-2
Difference in reading comprehension scores of students regarding the demographic variable- parental income

Variable	Category	N	Mean	SD	CR	Level of Significance
Parental Income	High	32	15.2	11.3	2.63	NS
	Low	18	17.9	9.7		

It is evident from table 2 that the 't' value is less than the table value (CR =2.63; $p > 0.05$).The null hypothesis of the study-There is no significant difference in the reading comprehension scores of students of class Six with regard to the demographic variable- parental

income is accepted.

Graph-2: The Comparison of scores of students regarding the demographic variable- parental income



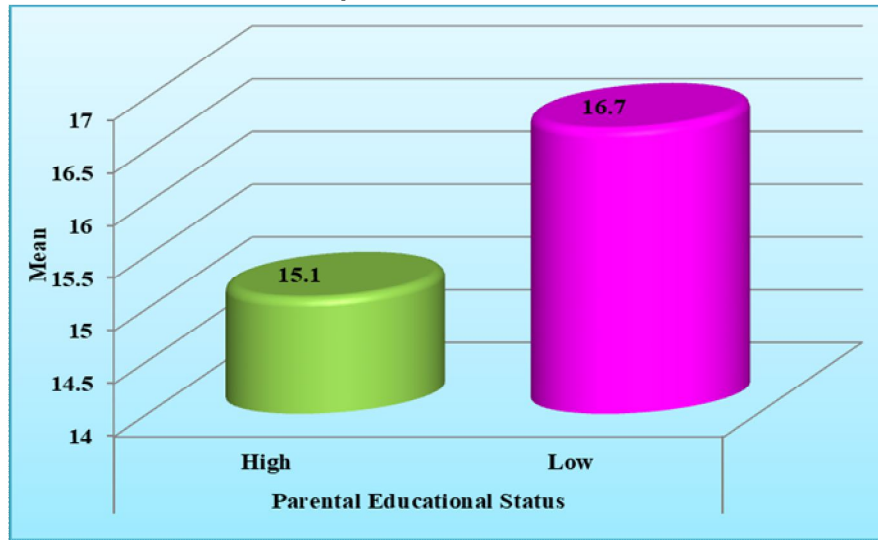
3) Difference in reading comprehension scores of students regarding the demographic variable- parent educational status is given in table 3.

Table-3
 Difference in reading comprehension scores of students regarding the demographic variable- parental educational status

Variable	Category	N	Mean	SD	CR	Level of Significance
Parental Educational Status	High	15	15.1	7.4	0.64	NS
	Low	35	16.7	10.8		

It is evident from table 3 that the 't' value is less than the table value (CR = 0.64; $p > 0.05$). The null hypothesis of the study- 'there is no significant difference in the reading comprehension scores of students of class Six with regard to the demographic variable- parent educational status is accepted.

Graph-3: The Comparison of scores of students regarding the demographic variable- parental educational status



8. FINDINGS:

The findings revealed that the select demographic variables do not show any significant difference in developing reading comprehension in English through multimedia instructional package.

9. EDUCATIONAL IMPLICATIONS:

- ❖ Multimedia teaching motivates students to learn.
- ❖ Multimedia teaching increases memory level of students.
- ❖ Technology assisted instructional materials can be used in schools irrespective of locale, educational status and parental income.

10. CONCLUSION:

The results arrived at a conclusion of using multimedia instructional package in developing reading comprehension of students irrespective of locale, parental educational status and parental income. This motivated the researcher to develop more simple and interesting multimedia packages for further areas in the teaching of English. A teacher should always find innovative methods to teach the students to attain the desired learning outcome.

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