
CHAPTER 5

ANALYSIS AND INTERPRETATION OF THE DATA

5.1 Introduction

This chapter presents data analysis and interpretation. The researcher has presented the statistical techniques used in data analysis and interpreted it according to the objectives.

5.2 Hypothesis Testing

The researcher for her study selected the Null Hypothesis

*“THERE WILL BE NO SIGNIFICANT DIFFERENCE BETWEEN THE MEAN
SCORES OF PRE-TEST AND POST-TEST OF THE STUDENTS IN SPOKEN
COMPETENCE”*

5.3 Data Analysis of Pre-Test & Post-Test

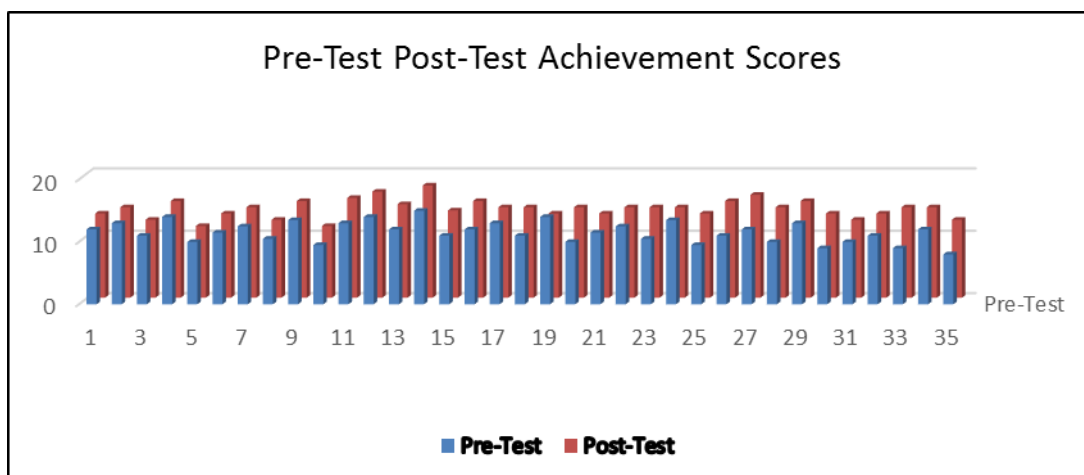
Pre-Test:

The main objective of the study was to test effectiveness of language games to enhance spoken competence of Std. VIII students. For this the researcher checked the spoken competence of the students through pre-test. Their responses were also **audio recorded** and afterwards evaluated according to evaluation rubrics.

Post-Test:

After teaching the students through language games for 10 days, the researcher again conducted the post-test and **audio recorded** the responses of the students. This was again evaluated by the researcher on the basis of the evaluation rubrics.

Figure No: 5.1 Pre-Test Post-Test Achievement Score Graph



The researcher calculated mean, S.D., S.E of the mean, Pearson's' Product Moment Co-relation and t-test. This is presented in the following table.

Table No: 5.1 Result of the Experiment

Experimental Group	Mean	S.D	SEM	't' Value _(cal)	't' Value _(table)
Pre-Test	11.57	1.74	0.29	13.05	2.72**
Post-Test	14.31	1.41	0.24		

****Significant at 0.01 level**

$$'t'_{cal} 13.05 < 't'_{tab} 2.72$$

Interpretation:

As the table indicates the value of mean of the pre-test was **11.57** and post-test was **14.31**, S.D. of pre-test was **1.74** and S.D. of post-test was **1.41** the t value was **13.05** and this t value is found significant at **0.01** level. It means the null hypothesis formed by the researcher "There will be no significant difference between the mean scores of pre-test and post-test of the students in spoken competence" is rejected. It means teaching of English through language games helped in developing spoken competence of the students.

5.4 Analysis of the Feedback form:

The researcher took pre-test and post-test to check the effectiveness of the teaching through language games. Value of *t* was calculated on that basis. In order to **triangulate** the data, the researcher also took feedback from the students. The purpose of this was to know students' opinion about the teaching. The researcher wanted to know about student's perception about the Language Games used by the researcher, activities done by the researcher and whether they found the teaching fun and were motivated to use more language confidently.

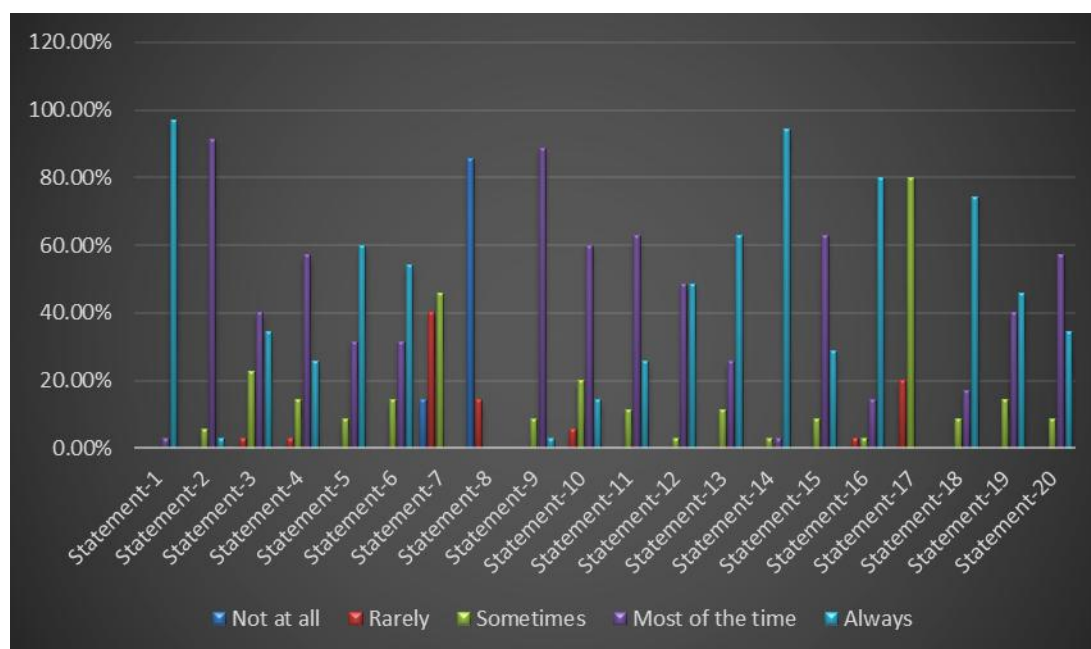
The table containing statements for feedback and the 5 point scale is presented below.

Table No: 5.2 Feedback Form Analysis

No.	Statements	Not at all	Rarely	Sometimes	Most of the time	Always
1	<i>The language game used by teacher during the session helped me to develop my confidence level.</i>	0.00%	0.00%	0.00%	2.86%	97.14%
2	<i>During the language game I was able to understand the grammatical components of speaking English.</i>	0.00%	0.00%	5.71%	91.43%	2.86%
3	<i>The language game on constructing meaningful sentences was helped me to frame sentences.</i>	0.00%	2.86%	22.86%	40.00%	34.28%
4	<i>I can now frame appropriate sentences in English.</i>	0.00%	2.86%	14.29%	57.14%	25.71%
5	<i>The sessions and guidance by teacher helped me to improve my oral / speaking skill.</i>	0.00%	0.00%	8.57%	31.43%	60.00%
6	<i>All the language games used by the teacher were developed my oral / speaking skill.</i>	0.00%	0.00%	14.28%	31.43%	54.29%
7	<i>I failed to understand the language spoken by the teacher.</i>	14.29%	40.00%	45.71%	0.00%	0.00%

8	<i>I disliked the language games given by the teacher.</i>	85.71%	14.29%	0.00%	0.00%	0.00%
9	<i>The language games used by the teacher were appropriate and the instructions given by the teacher were appropriate.</i>	0.00%	0.00%	8.57%	88.57%	2.86%
10	<i>The language games of guess the action helped me to prepare and speak in English.</i>	0.00%	5.71%	20.00%	60.00%	14.28%
11	<i>The pictures used by the teacher inspired me to speak in English.</i>	0.00%	0.00%	11.43%	62.86%	25.71%
12	<i>The pictures used for the language games were appropriate and interesting.</i>	0.00%	0.00%	2.86%	48.57%	48.57%
13	<i>The language games of describing people, places and things helped me in improving my speaking skill.</i>	0.00%	0.00%	11.43%	25.71%	62.86%
14	<i>I enjoyed all the game used by the teacher.</i>	0.00%	0.00%	2.86%	2.86%	94.28%
15	<i>I enjoyed the word puzzle which helped me to construct sentence properly.</i>	0.00%	0.00%	8.57%	62.86%	28.57%
16	<i>The language games were useful to improve the oral / speaking skill.</i>	0.00%	2.86%	2.86%	14.28%	80.00%
17	<i>I failed to speak full sentences.</i>	0.00%	20.00%	80.00%	0.00%	0.00%
18	<i>Language games helped me to improve my memory.</i>	0.00%	0.00%	8.57%	17.14%	74.29%
19	<i>I learn to speak the sentences in full form and in correct manner.</i>	0.00%	0.00%	14.29%	40.00%	45.71%
20	<i>Now I'm able to speak English more confidently and fluently.</i>	0.00%	0.00%	8.57%	57.14%	34.29%

Figure No: 5.2 Graph showing Feedback of Students



Interpretation

On the basis of the analysed data it can be stated that for the first statement **2.86%** students gave the feedback that the language game used by the teacher during the session helped them to develop their confidence level **most of the time** whereas **97.14%** students gave the feedback that the language game used by the teacher during the session help them to develop their confidence level **always**.

For the second statement **5.71%** students gave feedback that during the session they were able to understands the grammatical components of speaking English **sometimes** whereas **91.43%** students gave feedback that during the session they were able to understands the grammatical components of speaking English **most of the time** and **2.86%** students gave feedback that during the session they were able to understands the grammatical components of speaking English **always**.

For the third statement **2.86%** students gave feedback that the language game on constructing meaningful sentences was helping them to frame sentences **rarely** whereas **22.86%** students gave feedback that the language game on constructing meaningful sentences was helping them to frame sentences **sometimes** and **40.00%** students gave feedback that the language game on constructing meaningful sentences

was helping them to frame sentences **most of the time** and **34.28%** students gave feedback that the language game on constructing meaningful sentences was helping them to frame sentences **always**.

For the fourth statement **2.86%** students gave feedback that they could frame appropriate sentences in English **rarely** whereas **14.29%** students gave feedback that they can frame appropriate sentences in English **sometimes** and **15.14%** students gave feedback that they could frame appropriate sentences in English most of the time and **25.71%** students gave feedback that they could frame appropriate sentences in English **always**.

For the fifth statement **8.57%** students gave feedback that the sessions and guidance by the teacher helped them to improve their oral/speaking skill **sometimes** whereas **31.43%** students gave feedback that the sessions and guidance by teacher helped them to improve their oral/speaking skill **most of the time** and **60.00%** students gave feedback that the sessions and guidance by teacher helped them to improve their oral/speaking skill **always**.

For the sixth statement **14.28%** students gave feedback that all the language game used by the teacher were developing their oral/speaking skill **sometimes** whereas **31.43%** students gave feedback that all the language game used by the teacher were developing their oral/speaking skill **most of the time** and **54.29%** students gave feedback that all the language game used by the teacher were developing their oral/speaking skill **always**.

For the seventh statement **14.29%** students gave feedback that they **not at all** failed to understand the language spoken by the teacher whereas **40.00%** students gave feedback that they failed to understand the language spoken by the teacher **rarely** and **45.71%** students gave feedback that they failed to understand the language spoken by the teacher sometimes.

For the eighth statement **85.71%** students gave feedback that they **not at all** dislike the language games given by the teacher whereas **14.29%** students gave feedback that

they **rarely** disliked the language games given by the teacher.

For the ninth statement **8.57%** students gave feedback that the language games used by the teacher were appropriate and the instruction given by the teacher were appropriate **sometimes** whereas **88.57%** % students gave feedback that the language games given by the teacher were appropriate and the instruction given by the teacher were appropriate **most of the time** and **2.86%** students gave feedback that the language games given by the teacher were appropriate and the instruction given by the teacher were appropriate **always**.

For the tenth statement **5.71%** students gave feedback that the language game of guess the action helped them to prepare and speak in English **rarely** whereas **20.00%** students gave feedback that the language game of guessing game helped them to prepare and speak in English **sometimes** and **60.00%** students gave feedback that the language game of guessing game helped them to prepare and speak in English **most of the time** and **14.28%** students gave feedback that the language game of guessing helped them to prepare and speak in English **always**.

For the eleventh statement **11.43%** students gave feedback that the pictures used by the teacher inspired them to speak in English **sometimes** whereas **62.86%** students gave feedback that the pictures used the teacher inspired by them to speak in English **most of the time** and **25.71%** students gave feedback that the pictures used by the teacher inspired them to speak in English **always**.

For the twelfth statement **2.86%** students gave feedback that the pictures used for the language games were appropriate and interesting **sometimes** whereas **48.57%** students gave feedback that the pictures used for the language games were appropriate and interesting **most of the time** and **48.57%** students gave feedback that the pictures used for the language games were appropriate and interesting **always**.

For the thirteenth statement **11.43%** students gave feedback that the language games of describing people helped them in improving their speaking skill **sometimes** whereas **25.71%** students gave feedback that the language games of describing people

helped them in improving their speaking skill **most of the time** and **62.86%** students gave feedback that the language games of describing people helped them in improving their speaking skill **always**.

For the fourteenth statement **2.86%** students gave feedback that they enjoyed all the games used by the teacher **sometimes** whereas **2.86%** students gave feedback that they enjoyed all the games used by the teacher **most of the time** and **94.28%** students gave feedback that they enjoyed all the games used by the teacher **always**.

For the fifteenth statement **8.57%** students gave feedback that they enjoyed word puzzle which helped them to construct sentence properly **sometimes** whereas **62.86%** students gave feedback that they enjoyed word puzzle which helped them to construct sentence properly **most of the time** and **28.57%** students gave feedback that they enjoyed word puzzle which help them to construct sentence properly **always**.

For the sixteenth statement **2.86%** students gave feedback that the language games were useful to improve the oral/speaking skill **rarely** whereas **2.86%** students gave feedback that the language games were useful to improve the oral/speaking skill **sometimes** and **14.28%** students gave feedback that the language games were useful to improve the oral/speaking skill **most of the time** and **80.00%** students gave feedback that the language games were useful to improve the oral/speaking skill **always**.

For the seventeenth statement **20.00%** students gave feedback that they failed to speak full sentences **rarely** whereas **80.00%** students gave feedback that they failed to speak full sentences **sometimes**.

For the eighteenth statement **8.57%** students gave feedback that language games helped them to improve their memory level **sometimes** whereas **17.14%** students gave feedback that language games helped them to improve their memory level **most of the time** and **74.29%** students gave feedback that language games helped them to improve their memory level **always**.

For the nineteenth statement **14.29%** students gave feedback that they learn to speak the sentences in full form and in correct manner **sometimes** whereas **40.00%** students gave feedback that they learn to speak the sentences in full form and in correct manner **most of the time** and **45.71%** students gave feedback that they learn to speak the sentences in full form and in correct manner **always**.

For the twentieth statement **8.57%** students gave feedback that now they are able to speak English more confidently and fluently **sometimes** whereas **57.14%** students gave feedback that now they are able to speak English more confidently and fluently **most of the time** and **34.29%** students gave feedback that now they are able to speak English more confidently and fluently **always**.

5.5 Conclusion:

Thus this chapter presented data analysis of the data collected through pre-test, post-test and feedback form. Value of t calculated on the basis of the mean and S.D. of both achievement tests indicated that the teaching through language games was successful in enhancing spoken competence. Analysis of the feedback form also proved that students like the language games. This chapter is followed by the next chapter that is conclusion.