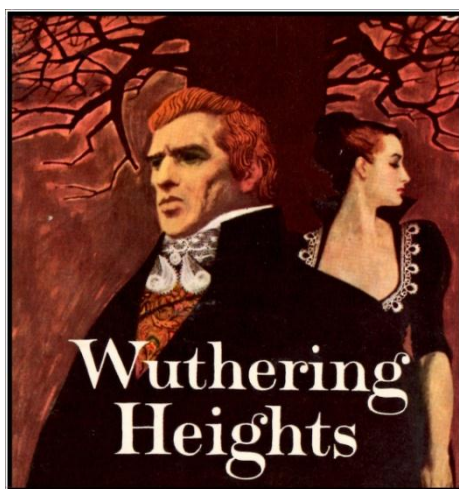


“Effectiveness of CD in Successful Communication of Emily Bronte’s novel ‘Wuthering Heights’.”



Satpute Arun Dnyaneshwar,

Dept. of English, Adv. M. N. Deshmukh , Arts, Science and
Commerce college, Rajur. Tal – Akole, Dist – Ahmednagar

ABSTRACT

The study was undertaken to analyse the effectiveness of CD as a supporting material to communicate Emily Bronte’s novel ‘Wuthering Heights’ successfully and effectively to T.Y.B.A. (English Special) students of ‘Single Group’. The researcher selected 25 students who are regular in the class from the English department of two different colleges and formed ‘Single Group’. He aimed at showing the difference in comprehension of students by ‘Self-study’ and using CD as a supporting material in teaching the novel. For the purpose, he developed an informative, pictorial CD. It could easily draw the attention of the students. The results, which are remarkable, show that when the researcher taught the novel by using CD as a supporting material, there is a better comprehension by the students and they could retain for longer time what was learnt. He prepared multiple choice questionnaires. He also conducted Pre-Test, Past Test and administered a Retention Test after two weeks. The results drawn were remarkable.

Keywords – Self-study, ‘Single Group’, supporting material, models, comprehension.

Introduction –

The paper highlights the effectiveness of CD as a supporting material in successful communication of Emily Bronte’s novel ‘Wuthering Heights’. Teaching - learning process involves numerous methods. ‘Self-study’ is one of them. But it has some limitations and shortcomings. To overcome them, the researcher determined to develop a CD so as to result in maximum comprehension of the novel. The major principle of education or learning is to have versatile development of students' personality. Personality development has three main streams or domains. They are – Cognitive Domain, Affective Domain and Psychomotor Domain. In order to achieve all these three objectives, it is necessary to provide the students with an opportunity to have active participation in teaching-learning

process. It is essential to think of individual's ability, skill, speed, capacity and intellect so as to create a learning background or atmosphere to achieve these educational objectives.

Development of CD as a supporting material is one of the simple, easy and effective ways of achieving these educational objectives.

Objectives –

The researcher has determined the following objectives for the present research work-

- To develop a CD as a supporting material.
- To use the CD in effective and successful communication of the novel.

Assumptions –

- Supporting material i.e. a CD is a simplified form.
- CD performs the role of facilitator or guide in the process of learning and better comprehension of the novel.
- The students can retain for longer time what was learnt.

Hypotheses –

Null Hypothesis (H_0)

‘There is no difference in achievement of students' comprehension by ‘self-study’ and teaching by using CD.’

Alternative Hypothesis (H_1)

‘There is much more difference in achievement of students comprehension by ‘self-study’ and teaching by using CD.

Sample –

The researcher selected 25 students who are regular in the class from two colleges i.e. Adv. M. N. Deshmukh Arts, Science and Commerce College, Rajur, Tal – Akole, Dist – Ahmednagar and Akole Education Society's Arts, Commerce and D. R. Science College, Akole, Tal – Akole, Dist- Ahmednagar. He formed a ‘Single Group’ of them.

Tools –

The researcher prepared the following tools to assess the effectiveness of CD in communicating the novel successfully.

- Pre - Test
- Post – Test
- Retention Test

Pre – Test

The researcher provided the students of ‘Single Group’ with the novel for ‘self-study’. After they studied it, he conducted a Pre-Test. The test was designed to measure the amount of knowledge or understanding of the students by self-learning.

Post – Test

Afterwards, the researcher taught the novel by using CD as a supporting material to the same students. Then he conducted a Post Test to measure the difference in understanding. He noticed an increase in comprehension.

Retention Test

The test was administered after two weeks for the same students. The researcher wanted to know how much the students retained what was learnt. He realized that when CD was used as a supporting material in teaching the novel, the students retained for longer time what was learnt.

Preparation of Question Bank –

Researcher used multiple choice questionnaires having four alternatives to each question, for Pre – Test, Post – Test and Retention Test. Students were given explanation and instruction regarding the research and its purpose. Boxes were provided against each alternative and the students were asked to choose the right alternative.

Validation –

While preparing the questionnaires, the researcher paid attention to question sequence. The questions that were easiest to answer were put at the beginning and relatively difficult questions were relegated towards the end of the questionnaire.

CD was examined by the honourable guide. The questionnaires were checked by the honourable guide and two senior lecturers having more than twenty years experience of teaching. Considering all the suggestions from the experts, finally question bank was suitably modified.

Experimental Procedure –

Having arrived at the research stage, the students were given explanation and instruction regarding the research and its purpose. The data were collected with different tools (tests) prepared by the researcher. Researcher approached the Principals of two colleges and respective HODs for seeking their permission to take up the research work.

Step I

The researcher selected 25 students who are regular in the class of T.Y.B.A. (English Special) studying during the academic year 2011-12 from two different colleges. He formed 'Single Group' of them. He provided the students with novel and asked them to read it on their own i.e. self-study. Then he conducted Pre-Test based on the novel.

Step II

Afterwards, he taught the novel by using CD as a supporting material to the students of 'Single Group'; so as to communicate it effectively. Then he conducted a Post-Test to measure the difference in achievement of students.

Finally, a Retentions Test was administered after two weeks for the same students. The researcher wanted to know how longer the students retained what was learnt.

Besides, the above steps, the researcher used different models in his work. They are Aristotle's model, Schram's model, Shanon and Weaver's model and Lasswell's model. A model is an abstract representation of reality.

Explanation of Lasswell's model

The model was applied to the present research work as follows-

Who ----- the researcher,

Says what -----Emily Bronte's novel 'Wuthering Heights,' its plot, theme, narrative technique, structure, etc.

Which channel ----- CD

The researcher developed a CD for effective communication.

To whom -----T.Y.B.A. (English) students of the 'Single

Group' from two colleges studying during the academic year 2011– 12

With what effect ----- majority of the receivers responded enthusiastically while teaching the novel with help of CD and answered the questions in the written form.

Computation of Statistical Results

The analysis was carried out for comparison of-

- Pre – Test and Post – Test
- Post Test and Retention Test of 'Single-Group'.

- Pre-Test, Post Test and Retention Test of 'Single – Group'.

The goal of this research work is to compare the difference in the performance of students by 'self-study' of the novel and using CD as a supporting material to teach it to the same students. To establish the effectiveness of CD in teaching-learning process, the data collected through various tools i.e. tests were processed, statistically analysed and graphically presented using excel software.

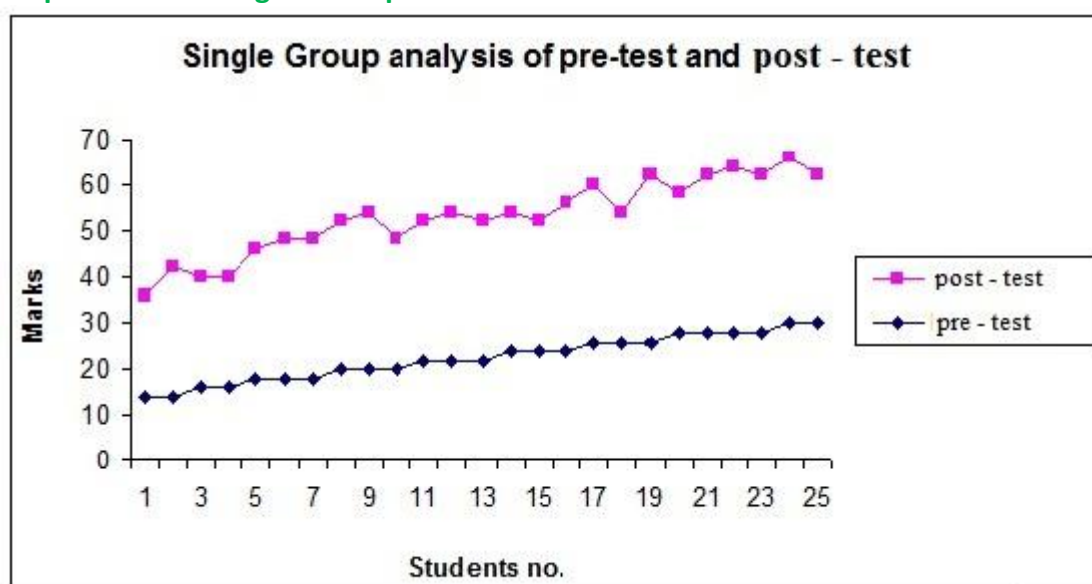
Single Group Analysis

Analysis between Pre-test and Post test

Table no. 1 showing the comparison of means of Pre-test and Post test

Test	no. of students	Mean	Standard Deviation	t- Value
Pre	25	22.48	4.942334	7.34
Post	25	32.24	4.215843	

Graph no. 1 showing the comparison of means of Pre-test and Post test



Above data is about self-study of the novel by T.Y.B.A (English) students of the single group. The researcher conducted a pre-test after the self-study of the novel of which the total is X=552 and average is 22.48. Then he taught the novel by using CD as a supporting material to the same students. He conducted a post test, the total is Y= 806 and average 32.24. He noticed that there is much difference between the two totals and averages.

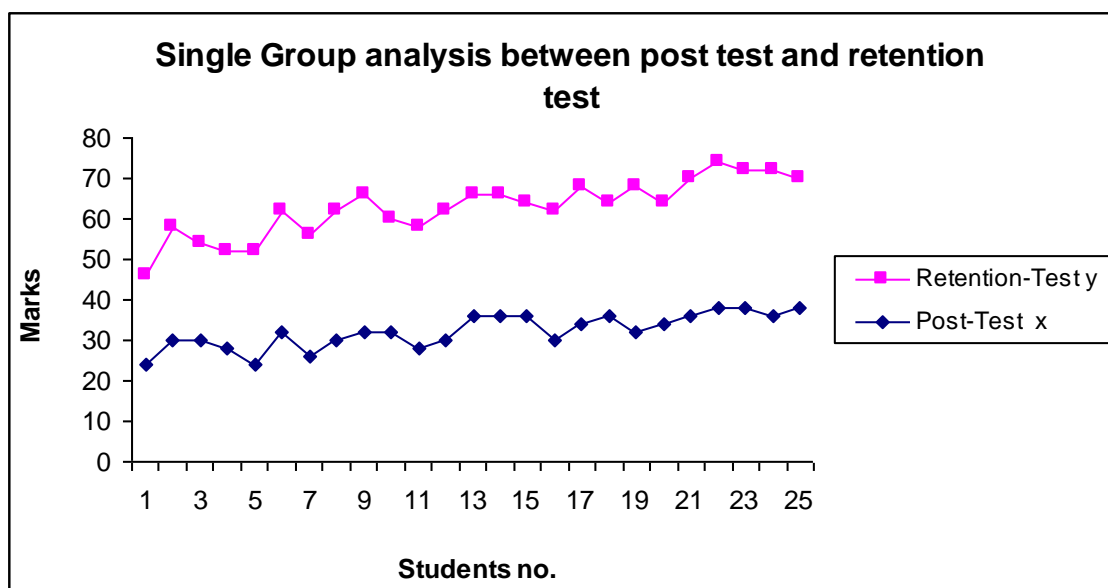
Single Group Analysis

Analysis between Pre-test and Post test

Table no.2 showing the comparison of means of Post test and Retention test

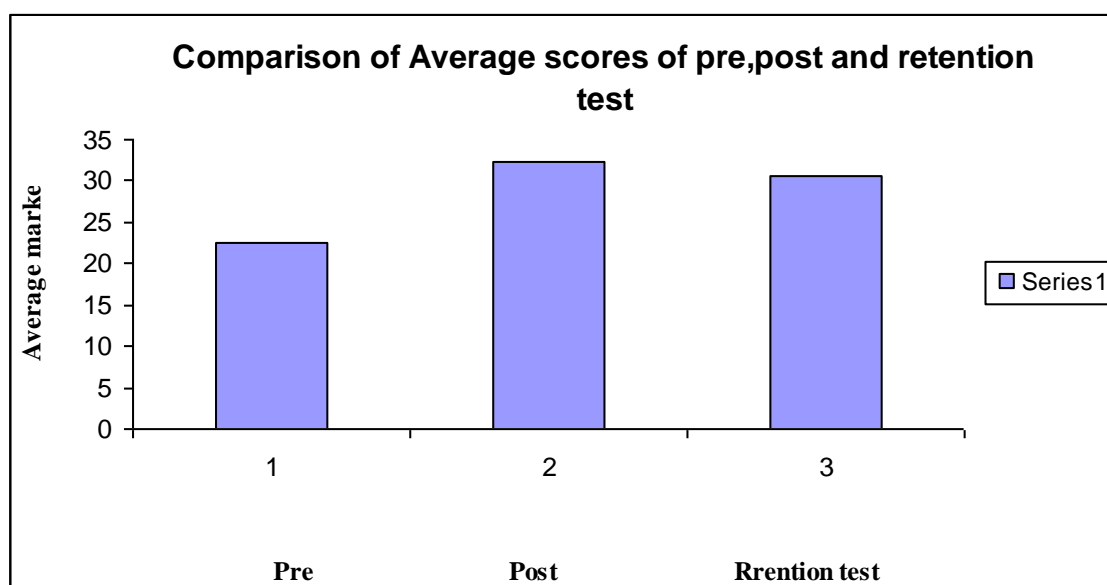
Test	no. of students	Mean	Standard Deviation	t- Value
Post-S-x	25	32.24	4.215843	1.53
Retention-S-y	25	30.48	3.754109	

Graph no. 2 showing the comparison of means of Post test and Retention test



Above data is about teaching the novel to T.Y.B.A (English) students of the single group by using CD as a supporting material. The researcher conducted a post-test after the teaching the novel of which the total is $X=806$ and average is 32.24. The researcher administered a retention test, the total is 762 and average is 30.48. He noticed that there is much difference between the two totals and averages.

Graph no. 3 showing the comparison of average scores of pre, post and retention test.



Conclusion –

From the above research work, the researcher has drawn the following conclusions – ‘Self-Study’ is useful in reading just the story of the novel. The students can read the novel on their own using their ability, speed, etc. But analysis of different aspects of the novel such as plot, theme, narrative technique, structure , etc. is a difficult job. The structure of this novel is complex. The students couldn’t understand it just by ‘self-study’. The above made points could be simplified and explained in detail with the help of CD. The narrative technique employed in this novel is one of its important aspects. Instead of one narrator, there are two narrators in the novel. The opening of the novel is not the real beginning of the story. The novel opens towards of the end of the story. Besides, the novelist has employed different ‘Narrative Modes’ – Reporting, Description, Dialogic and Epistolary Mode in the novel. They could be easily explained by using CD. It is realized from the responses given by the students in Post Test questionnaire. Simplified supporting material is one of the needs of the students. Development of CD and its use in teaching – learning process is a better solution.

During the research work, the researcher realized that CD is of great importance in effective communication of the novel. CD is a pictorial presentation. So, it can easily arrest the attention of the students. The students concentrate on its content keenly. It is proved from the performance of the students in Post Test. When CD is used as a supporting material in teaching-learning process, the students can retain for longer time what is learnt. It is proved from the performance of the students in retention test. There is not much difference in total marks and average means of post test and that of retention test.

From the above discussion and findings, the researcher concluded that CD is very useful in effective communication of the novel.

References –

1. Barr, D, (1989). ‘A solution in search problem. The role of technology in educational reforms. Journal for education of Gifted.’ Vol. 14, Issue I, pp 79-95

2. Kothari, C. R. (1989), 'Research Methodology, Methods and techniques, Vishwa Prakashan.
3. Dance, Frank , 'The Concept of Communication, Journal of Communication, pp. 200 to 202
4. Furlong N, Lovelace E and Lovelace K, 'Research Methods and Statistics,' Thompson Wadsworth, 2000.
5. Lasswell Harold D, 'The Structure and Function of Communication in Society.' The Communication of Ideas, ed. Lyman Bryson, 1948, p. 77
6. Wilkinson and Bhandarkar, 'Methodology and Techniques of Social Research,' Himalaya Publishing House.
7. Shanon Claude E, 'A Mathematical Theory of Communication,' Part I, Bell Systems Technical Journal, 27, pp. 379 – 423.
8. 'Sample Research Journal' by Director, Academic Services Division, Y.C.M.O.U. Nashik.
9. MacMillan, 'The Encyclopedia of Social Science, Vol. IX.
10. Thorat S. K., 'Communication of Basic Concepts in Physics at F.Y.B.sc. Students throw Powerpoint Presentation.' : Golden Research Thought (Aug. 2012)