THE LEARNING ACHIEVEMENT IN ENGLISH VOCABULARY OF THE PRE-PRIMARY PUPILS USING PRESENTATIONAL MULTIMEDIA AT DECHENCHOLING MIDDLE SECONDARY SCHOOL IN THIMPHU, BHUTAN

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The objective of this study was to compare the learning achievement in English vocabulary of the pre-primary (PP) pupils using presentational multimedia and normal media instructions at Dechencholing Middle Secondary School in Thimphu, Bhutan. This experimental research study used posttest-only control group design, on experimental and control group of PP pupils. Two randomized groups consisted of 51 pupils each. The English vocabulary test on alphabet and phonics details and the classroom engagement walk-through checklist were used for comparing the learning achievement of pupils.

Assuming the equality of variance between the groups, the results from the two research instruments supported the earlier findings that the learning achievement in English vocabulary was significant. First, the English vocabulary posttest results showed significant difference \( p=0.04 \) between the experimental and the control groups on English vocabulary independent samples t-test scores. Second, t-test results classroom engagement walk-through checklist scores of the two groups of pre-primary pupils showed significant differences \( p=0.003 \). The use of presentational multimedia in teaching English vocabulary helped pre-primary pupils achieve higher scores in the learning achievement in English vocabulary.

In the light of the findings of this study, it was recommended that the use of multimedia in teaching English vocabulary and phonic details to pre-primary (PP) pupils in Dechencholing Middle Secondary School was safe, meaningful and engaging.