Research Article

Efficacy Of Hypermedia-Based Reading On Communicational English; An Experimental Study Based On 'Daily News' E-Paper

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Abstract
The implication of hypermedia-based learning with electronic newspaper; denotes to enable the knowledge with graphics, images, animation, sound and hypertext displays a chief role in the action of the students. This research was led to discover the connection between the hypermedia-based newspaper reading under the speaking subject in the Higher National Diploma in Accountancy syllabus with learning strategies: responsibilities and actions in newspaper place with picture method and the performance in the communicational English in HNDA course of Sri Lanka Institute of Advanced Technological Education as there were no any previous research studies done in the academic field. Ninety students from HNDA – A were engaged as an experimental group and ninety students from HNDA- B were occupied as a controlled group. A pre-test was accompanied for the groups to find the earlier knowledge of the students in the communicational English proficiency and the mean differences were found to be negligible for the groups. Later, the experimental group was used to pursue hypermedia-based newspaper (Sri Lanka Daily News) reading on the strategies; responsibilities and actions in newspaper place with picture method for six months with sixty hours learning while the controlled group was trained without the use of hypermedia-based newspaper reading. After six months a post-test was conducted for the groups.

When it was conducted the mean was somewhat improved for the group - B, and the mean was noticeably developed for the group - A. Therefore, the research findings denote that hyper-media newspaper reading improves communicational English of the learners.

Keywords: Hypermedia, Newspaper Reading Strategies, Communicational English, Newspaper Place, Picture Method.

INTRODUCTION

The student's actions in communicational English through hypermedia-based newspaper reading with appropriate learning strategies; responsibilities and actions in newspaper place with pictures is a theme in today's higher education. Hypermedia combines many kinds of media messages into training and learning practice. Furthermore, hypermedia is typical of the revolution of information production and communication. Hypermedia allows learners to confidently include new knowledge into their original knowledge bases so that learners develop decision-making in information processing with their syllabus contents (Dabaghe, 2014)

It is found that low participation in hypermedia-based newspaper reading without appropriate learning strategies is understood as one of the causes for disappointment in the performance in the communicational English in academic courses (Mahboobe, 2014). During the previous decade, studies that explored the relationship between hypermedia-based newspaper reading and the performance in the communicational English established that a constructive correlation exists between these two variables (Harmer, 2001), and it is to indicate that due to lack of empirical evidence of the impact of newspaper reading on communicational English particularly in the Sri Lankan context, We chose to investigate in this area. As per the gap, along with the direct investigation, this study aims at looking into the impact of the hypermedia-based newspaper reading with selected learning strategies: responsibilities and actions in newspaper place with pictures in the performance in the communicational English using data collected from Higher National Diploma in Accountancy course at SLIATE under the Ministry of Education in Sri Lanka.

The hypermedia-based newspaper reading; principally references to empower the learning practice through the control of graphics, images, and animation, sound, video and other multimedia information with the assistance of hypertext, was understood as one of the utmost vital properties of communication worldwide after the coming of the internet. The learners of English as the Second Language can increase different information regarding solid expressions, resourceful statements, appealing opinions, day-to-day script structure of sentences and so on from the hypermedia. Learners are educated by the hypermedia what is standard on around them and neighbourhood with flavour of expertise and occupational context. And also, hypermedia unlocked ways to learners' lives with many focused supports, examination and valued articles on varied themes worldwide. It is found that learners cannot absorb much about variety, potential situations and indication on positions without a hypermedia (Odeumi, 2019).

METHODOLOGY

The aim of the research was to identify the relationship between the hypermedia-based newspaper-reading with selected learning strategies: responsibilities and actions in newspaper place with picture method and the performance in the communicational English in HNDA course of Sri Lanka Institute of Advanced Technological Education. Students in two groups were randomly taken from HNDA course with the targeted subject communicational English from SLIATE under the Ministry of Education. 90 students from Higher National Diploma in Accountancy - class - A were taken as the experimental group and 90 sample students from Higher National Diploma in Accountancy - class - B were taken as the controlled group.

A pre-test was conducted for both the groups in communicational English and the mean differences were tested. Later, the experimental group was instructed to pursue hypermedia-based newspaper (Sri Lanka Daily News) reading with selected learning strategies: responsibilities and actions in newspaper place with picture to display the related sentence types from the communicational English and picture method to show the sentence structures with figure of speech for six months with sixty hours learning practices and the classes for the controlled group were conducted with usual leaning practices. After six months a post-test was conducted for both the groups in communicational English with the same questions and the data were statistically analysed for comparison of any changes as a result of the introduction of hyper-media into teaching and learning activities.

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Hypothesis

In order to achieve the purpose of this investigation the following hypotheses were developed.

> *Hypothesis $_0$: There is no impact of hyper-media based newspaper reading on the performance in the communicational English.*
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> *Hypothesis $_1$: There is an impact of hyper-media based newspaper reading on the performance in the communicational English.*

RESULTS AND DISCUSSION

1. Literature Review

Communicational English (or simply 'speaking with community' in a natural or professional or academic context) encompasses various topics including reporting, proposing, speaking, dialogue creation, giving ideas, obituary explanations, news story telling, giving opinions, compiling messages (Althaus, 2000). Subramaniam (2003) practically mentions that teaching of topics with speech description to pupil starts with a framework and the watchfulness of approaches and values of the language in the scripts and this supports create solid tracks to disseminate to students writing structures and to reveal their parts. Finally the linguistic ways documented through language-based and stylistic methods may be used to progress attentive reading which can boost the quality of speaking. Serafini (2003) surveys how training explanations and their influences through lecture might increase writing skill at school level and he proposes that an

consideration on the attraction of the words of the target language and on their student-directed training in non-grammatical as well as in grammatical settings, can move forward important and suitable communication of own meanings, in addition to aiming on specific features of structure and syntax.

Nationa (2001) examines the relationship between the e-newspaper reading of students and their professional speaking skills with what is taking place in people by means of 19 e-news items with images beforehand testing and speaking performance beforehand giving the e-news items and afterward giving the e-news stuffs by approaching the pictorial illustration of minor settlers in a model of a native e-newspaper and the study finds that familiarizing pictorial professional speaking with grammar in an English language courses with the usage of e-newspapers, with multimodal writings in the teaching-learning procedure from writings of e-newspapers and enquiring students to assess this kind of writings, links the activities completed in the classroom to mature their language skills with what is taking place in people as per the day today vocabularies in the e-newspapers as per the method.

Alqahtani (2015) assesses the relationship between the authentic news of community simulations using media and the performance of the students of the English language classes with text authenticity, task authenticity, pedagogical authenticity and learner authenticity among the students in the particular classes with the usage of appraisal system with comparison. This study finds that there is a positive relationship between the authentic news of community simulations with media and the performance of the students of the English language classes with text authenticity, task authenticity, pedagogical authenticity and learner authenticity among the students in the particular classes.

Oleg (1999) assesses the relationship between the reading-based integrated skills with hypermedia and the success of the performance of the class conditions with the availability of the framework of hypermedia-based reading habit – knowledge acquisition for the second year students in a university in Russia with pre-stage reading, reading stage and post-stage reading testing. This study finds that the suggested method seems not only realistic but undoubtedly one of the best for reaching wanted outcomes in teaching English where class time is restricted and where the aim is in cooperation to improve students skills for hypermedia-based reading communicational literature and to cultivate the skills of listening speaking and writing in practiced circumstances. This method has certainly recognized its productivity in the real-world involvement of using it at methodical academia.

Clifton (2007) empirically examines the relationship between the newspaper and online version reading habit of the students and knowledge acquisition of the students using the framework of reading habit. This study finds that there is a connection between these two variables as an actual consequence of changes in understanding experience, online news readers were less possible to remember having read national and political news topics that seemed in the *Times* newspaper and more likely to remember business and other news topics.

Hypermedia shows a vital part in the field of education, which essentially denotes to ease the learning process through the control of graphics, images, animation, sound, texts and other multimedia information with the support of hypertext. Hypermedia is a combination of many types of media messages into teaching and learning process. Moreover, hypermedia is typical of innovation of information presentation and writing. Hypermedia permits learners to positively incorporate fresh knowledge into their original knowledge bases so that learners become decision makers in information processing with their syllabus contents. In this line of argument the hypermedia can be effectively used for the development of professional speaking skill of students in higher educational institutions too (Odeumi, 2019).

Furthermore, it is recognized that the students still face the issues in coomunicational speaking English, mainly in situational speaking for professional matters. It becomes problematic for the learners to comprehend the format, because this context is used in institutes. According to the opinion of Kirkgos (2014), he defines that the students' situational speaking in professional maters weakens due to poor topic sentences, poor backup sentences and poor contents. Meanwhile the greatest number of students becomes fatigue to support communicational language. Also, students have negative thoughts and opinion towards speaking in professional places.

To win these problems, it is essential to follow present trends in speaking English, to relate innovations within the lecture halls, to generate speaking atmospheres wherever students will speak easily exploiting their mind set, and to modify students to collect professional speaking skills that they will use throughout their lives (Ibaria, 2003). In this context, to overcome the problem, significant explanations with newspaper composition becomes a valid resource for developing the professional speaking skills among students.

It is methodically found that reduced link in hypermedia-based newspaper reading without suitable learning methods is understood as one of the drives for failure in the performance in the professional speaking in academic courses (Oleg, 1999). During the last decade, studies that investigated the link between hypermedia-based newspaper reading and the performance in the professional writing established that a positive relationship occurs between these two variables (Vadivel, 2021) and it is to state that due to absence of empirical indication of the impact of newspaper reading on professional speaking especially in the Sri Lankan context, it has been selected to do a research in this area. As per the available gap, along with the direct investigation, this study focuses at viewing into the effect of the hypermedia-based newspaper reading with certain learning strategies: responsibilities and actions in newspaper place with pictures in the performance in the communicational English by utilizing of data collected from Higher National Diploma in Accountancy course at SLIATE under the Ministry of Education in Sri Lanka.

2. **Efficacy Of Hypermedia-Based Reading On Communicational English; An Experimental Study Based On 'Daily News' E-Paper**

The data analysis and findings bring out the representation of data which were collected with the marks through pre-test for experimental group, pre-test for controlled group, post-test for experimental group, and post-test for controlled group. In this analysis, significant p value and mean difference were mainly considered with the support of Statistic Package for Social Science – version 23.

At this point, from the pre-test, the Table 1 shows that mean value of the marks of group A was 9.4232 with the standard deviation of 2.03221 and group B took the mean of the marks as 10.3414 with the standard deviation of 3.10031. The mean deference between Group A and B is -0.844 in the independent sample test. The t statistics is -1.116 and associated p value was as 0.064. It means that the value is more than 0.05 and, therefore the null hypotheses H_0 is not rejected and it shows that the mean differences (- 0.84444) were found as to be negligible between both the groups.

Table 1: Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	A	90	9.4232	2.03221	.21706
	B	90	10.3414	3.10031	.32996

Independent Samples Test (Pre-Test)								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
								Lower / Upper
Equal variances assumed	13.28	.000	-1.116	178	.064	-.844	.3949	-1.6238 / -.0650
Equal variances not assumed			-1.128	154	.064	-.8444	.3949	-1.6246 / -.0642

The Table 2 shows paired sample t test of group – B (pre and post). The mean of the marks is as 10.3121 with the standard deviation of 3.13962 in the post-test. The mean of the marks is as 11.2212 with the standard deviation of 3.13932 in the Pre-test. The mean deference between pre and post-test of groups B is - 0.07778 and standard deviation is 3.6338 in the paired sample t test. The t statistics is -0.203 and associated p value was as 0.840. It means that it is more than 0.05 and, therefore the null hypotheses is not rejected and it shows that the mean differences

were found as to be negligible between both the test and expound as there is no considerable improvement in the performance.

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
group – B	PreTest	10.3121	90	3.13962	.32996
	PostTest	11.2212	90	3.13932	.33094

Paired Samples Test								
	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
PreTest – PostTest	-.077	3.638	.3835	-.8399	.6843	-.203	89	.840

The Table 3 shows paired sample t test of group – A (pre and post). The mean of the marks is as 11.6869 with the standard deviation of 2.0792 in the pre-test. The mean of the marks is as 15.3437 with the standard deviation of 1.9165 in the post-test. The mean deference between pre and post-test of groups A is – 2.877 and standard deviation is 1.8712 in the paired sample t test. The t statistics is -14.579 and associated p value was as 0.000. It means that it is less than critical alpha value 0.05 at 95% confidential level. Therefore, the null hypothesis (H $_0$) is rejected and the alternative hypothesis (H $_1$) is not rejected. It means that there is an impact of hypermedia-based reading with learning strategies on the performance in the communicational English.

Table 3: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
group – A	PreTest	11.6869	90	2.07920	.21706
	PostTest	15.3437	90	1.91654	.20223

Paired Samples Test								
	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
PreTest - PostTest	-2.877	1.871	.1972	-3.269	-2.4858	-14.579	89	.000

CONCLUSSION

The students who continued hypermedia-based newspaper reading with appropriate learning strategies; responsibilities and actions in newspaper place with pictures as described in the methodology section for six months with sixty hours of learning practices show a positive impact on the performance in the communicational English. However, the students who followed usual learning practices, described in methodology section do not show an impact on their performance in the communicational English.

This research presents experimental evidence of the relationship of hypermedia-based newspaper reading with appropriate learning strategies; responsibilities and actions in newspaper place with pictures and the performance in the communicational English. The evidence presented in this research will essentially contribute to the body of existing literature, relating to research on hypermedia-based newspaper reading with appropriate learning strategies and the performance in the communicational English. Further, the outcome of the research will make the learners deeply think of the usage of the hypermedia-based newspaper reading in the classroom activities as it supports the learners' thought and will bring the real experience to the learners. When the learners are aware of the usefulness of the hypermedia-based newspaper reading, the receptive skills and the productive skills of the learners will increase with the inclusion of standard level of attending, accepted level of interpretation, established level of communication and recognized level of text.

Along with the direct investigation, the establishment of a correlation between the hypermedia-based newspaper reading with learning strategies and the performance in the communicational English would assist in applying different policies in terms of Accountancy studies in English language in Sri Lanka and it will have a broader result in updating the policy makers in the educational field.

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