

# Effect of study-skills on the reading comprehension of research any school students: An Experiential study

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## Abstract

The teacher formally in the classroom demonstrate himself/herself self before the students by making reading of the text. The teacher emphasis upon correct pronunciation. Correct spelling and identifying the difficult words and using these difficult words in sentence other than in that text. A teacher tired to read a text within a prescribed time period. As this study has to reveal he effect of use of study by the students of their reading comprehension. So an experimental research was carried out. It was decided to conduct the research by experimental method finally sample constructed of 54 students comprising of 34 boys and 20 girls students. Thus employing of study skills students reading comprehension can be improved to a significant level up to 99% students. It will certainly improve students reading- comprehension particularly in English subject.

**Key-words:-** Teacher, Students, Pronunciation, Comprehension reading.

## Introduction

Use all experience that language is basis for social interaction. Language act as the foundation for our thinking, learning and communication. Through language one becomes able to express his/her thoughts in the meaningful way. The linguistic ability is an acquired ability. In acquiring this ability the teachers, after on is parents, play a remarkable role. The teacher formally in the classroom demonstrate himself/herself before the students by making reading of the text. In this reading text, the teacher emphasis upon correct pronunciation, correct spelling and identifying the difficult words and using these difficult words in sentences other than in that, text, A teacher tried to read a text within a prescribed time-period. A teacher's the above mentioned tasks can be armed as study-skills. New- a days, every school desires that the students be made more sensitive to English language. In this respect acquiring, the ability of reading comprehension appears important one, This ability of students can be improved of their study skills are meaningfully applied. Normally a teacher instructs the students in a class to read a passage of text book attentional and he/she tests the students on their reading comprehension. But many times students performance is not observed satisfactory so the teacher makes alternative efforts in this context. The researches of this paper, decided to make a research study of investigating the effect of use of study-skills on the reading

comprehension of secondary class students. As this study has to reveal the effect of use of study-skills by the students on their reading comprehension. So an experimental research was carried out.

### **Statement of the problem**

***“Effect of use of study-skills on the reading comprehension of secondary school student: An Experimental study”***

### **Definitions of the terms used**

**Study-skills:** Searching from dictionary word spelling, pronunciation and meaning correctly.

**Reading Comprehension:** Ability of pronouncing the word correctly, use the words in own sentences, spending time period in reading the selected passage.

**Effect:** In terms of mean, SD and t-value at significant level of 0.05.

### **Objectives of the study:-**

1. To distribute the students into two sub-groups:
  - (i) Controlled
  - (ii) experimental
2. To compare the controlled group and experimental group on statistical values with respect to correct pronunciation, words' use in own students, spending time in reading and in to be reading comprehension.

### **Hypotheses:**

There is no significant difference between the controlled and experimental groups on correct pronunciation, words use in sentences, proper time spending and reading comprehension in to be.

**Data Collection Tools:-** A passage of 100 difficult words was selected from the English text-book of class-IXth. Researcher with the help of English class-teacher under lined difficult words. Four English-Hindi Bhargava dictionary were selected, stop watch for observing time spent were sorted.

### **Methodology of Research:**

First of all the researchers visited a goat Intermediate college (a co-educational), located in Bulandshahr town of U.P.. They met the principal and English subject-teacher and discussed with them about their research-work, It was decided to conduct the research by experimental method.

Sample: The researchers selected class-IX students as it was a bigger class having to enrolled student. However on the day of the visit there were 64 student present. After pre-test, finally sample constructed of 54 students comprising of 34 boys and 20 girls students.

## Procedure of research:

**Pre-testing:-** The researchers prepared a test of 100 difficult words. The students were instructed to write their correct pronunciation and write one sentence for each word by using that word. Thus they had to write 10 sentences on score was provided to every correct response. As such out of 20 marks a score sheet of the students were prepared. It was observed 02 students could not response completely and 08 students scored here than 08 marks so these 02+08=10 students were not selected and 54 students out of 64 were selected for this research work, By using lottery method. The students were divided in two subgroups:

- (a) Controlled gp (17 Boys+10 Girls)
- (b) Experimental gp (17 Boys+10 Girls)

One researcher started to teach English passage of 100 words to controlled group in the meaning very first as zero period by employing traditional method. The some researcher started to teach the experimental group in the last period of the day. The passage was displayed before the students.

They were instructed to use-dictionary put in that class-room for knowing their correct pronunciation and meaning and they to try to use these words in their own sentences.

Thus 15 such English-passages were taught separately its both groups of students on 16<sup>th</sup> day, a test was performed comprising

- (a) 20 words' correct pronunciation
- (b) 40 students formation by writing two sentences for each word use.
- (c) Total of time-spent by each students.

**Scoring:-** One score was awarded to every correct response to both group students and data were collected.

**Variables:-** Study-skills- Independent variable Reading comprehension-Dependent variable

## Analysis of Data and Interpretation:

The collected data were tabularized and were compared of controlled and experimental group students on the here dimensions of reading comprehension. These are compared in terms of mean, S.D. And t-values.

Dimensions of Reading Comprehension	Controlled group				Experimental group				t-value		Signify Total
	N1 Boys (17) Mean	SD	N2 Girls (10) Mean	SD	N3 Boys (17) Mean	SD	N4 Girls (10) Mean	SD	Boys	Girls	
(a) Correct Pronunciation of 20 words	15	0.83	14	1.14	18	1.23	18.50	1.15	23.20	8.82	.01
(b) Correct use of words in 40 sentences	28.65	1.86	29.50	2.10	30.80	2.20	31.85	2.34	3.08	4.01	.01
(c) Time spent upto 12 minutes	11.00	1.20	10.90	1.30	10.75	1.20	9.20	1.35	2.02	2.00	.05
Reading Comprehension in total	18.22	7.26	17.83	8.64	19.65	8.65	19.85	10.14	0.50 (NS)	0.91 (NS)	NS

(a) **In case of correct pronunciation of 20 words:** The boys as well as the girls students of experimental group obtained more mean values than those of controlled groups. The difference between their respective mean-values was observed to be significant to 0.01 level in terms of t-values. However, the standard deviation (SD) values were also found to be more of experimental group students than those of controlled group. It indicated among more than 99% students of experimental group performed better correct pronunciation (of 20 words) than those of controlled group. But there existed more variation in their performance among experimental group students in comparison to controlled group students.

(b) **In Case of correct use of 20 words in their own 40 sentences:**

On analyzing their sentence formation ability, the experimental group students are found better in terms of mean-values than those of controlled group. The difference between their respective mean-values was observed to be significant at 0.01 level in terms of t-values. However the experimental group students were observed to be more varied than those of controlled group students in terms of 50 values in their ability of using words in their own sentences.

(c) **Spend of Time spent:-** The students of experimental group took less time-duration in performing 'a' and 'b' tasks than those of controlled group in terms of mean-values. The difference between their respective mean-values was observed to be significant at 0.05 level, it indicates that upto 95%. The experimental group students take less time than to those of controlled group in doing correct pronunciation of difficult words and in using these words in own sentences.

Thus it can be inferred that by employing study skills the sampled group students under experimental subgroup practiced more in searching word meaning and their correct pronunciation from dictionaries and made their more interaction with other students of the same subgroup for making use of difficult words in their own sentences. This might be happened due to use of dictionaries properly for knowing the correct spelling, pronunciation and meaning in simple words. These all activities improved their degree of overall reading comprehension. On comparing the effect of study-skills on boys and girls of experimental group than we find that girls have got more effect of study-skills than to boys on their outcome in terms of reading comprehension which is obvious from the mean values of girls and boys. As such the Framed null-hypothesis stands to be rejected with respect to correct pronunciations, words use in own sentences, spending duration of time and overall reading comprehension.

### **Conclusions:-**

(a) The use of study-skills makes learning them in reaching the spelling, pronunciation and meaning of difficult words correctly. They may be motivated to have practicing habits. In this task they also make interaction with other classmates which strengthens their understanding of meaning and using in own sentences, Thus employing of study-skills students reading comprehension can be improved to a significant level upto 99% students.

(b) The girls employ better degree of study-skills than to boys in improving the degree of reading comprehension.

Hence, it can be concluded that effect of study-skills on reading comprehension is observed upto 99% cases to students of secondary schools.

So, it can suggested to teachers to adopt use of study-skills in their class-reading by providing opportunities to students of dictionary-consult and making interaction with their classmate. It will certainly, improve students reading comprehension, particularly in English subject.

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