PROBLEMS ENCOUNTERED BY STUDENTS IN ENRICHING VOCABULARY IN ENGLISH AT IX STANDARD STUDENTS

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Abstract

*Language is a distinctive human quality expressed through a system of arbitrary, vocal symbols. This is what makes human unique and distinguishing from other creatures. Language helps people to express their feelings and emotions towards others. Like a prism, language reflects the manifold shades of human thoughts, emotions and actions. 222 IX standard students were selected from Coimbatore by Simple Random Sampling. The samples of the study were selected from three different types of institution. The major findings of the study were **1**.There is no significant difference between the boys and girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students, **2** There is no significant difference between the Rural boys and Rural girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students, **3**.There is no significant difference between the Urban boys and Urban girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.*

Introduction

If language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what must be done remains undone. – **Confucius**

As cited by Confucius, language is like the nucleus of human life around which all other human activities revolves. Language is a distinctive human quality expressed through a system of arbitrary, vocal symbols. This is what makes human unique and distinguishing from other creatures. Language helps people to express their feelings and emotions towards others. Like a prism, language reflects the manifold shades of human thoughts, emotions and actions. The scope of language is as wide as human life itself. Jesperson (2000) defines language as the set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart them to others.It is impossible to imagine human life without language. Human will remain dull and dumb if they are not able to communicate/share their feelings and experiences to/with others. Had language not been invented in both its media, (spoken and written) people's thoughts and experiences could not have come down through generation after generation. In fact,

language is the most wonderful gift of nature which has added essence and spirit to human life and thereby made it colourful and tasteful.

Importance of Vocabulary

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success (Ash, 2003; Becker, 1977). This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Students who don't have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling (Hart & Risley, 2003; Goodman el al, 2000; White, Graves, & Slater, 1990). Because these students don't have sufficient word knowledge to understand what they read, they typically avoid reading.

Need for the Study

According to Graves (2000), teachers cannot possibly directly teach all the words that students need to learn, so students need a repertoire of strategies they can use to learn words on their own, and it may be the responsibility of the teachers and society to provide a conducive environment for improving the vocabulary, particularly in English, of students.

In recent years, there has been an almost worldwide interest in the possibility of making human resources as engines of economic growth. In the production process, human resources in association with other factors of production like land, capital and organization contribute to the wealth and health of the nation. Since the present world demands skilled personalities with English background, the language English has now become a device which helps in modifying the skills and behaviours of an individual to suit to the needs of the present demands.

The National Policy of Education (1986) and the Programme of Action (1992) of the government of India emphasized the national enrollment and the national retention of children and substantial improvement in the quality of education. They have ensured all the facilities such as curriculum enrichment, infrastructure, and other required facilities for quality improvement in learning process. New techniques were introduced in teaching and learning English, particularly to enrich the vocabulary, to suit to the demands raised by the higher education and job market. But unfortunately, students felt it difficult to enrich their vocabulary in English and create aversion over the language. Hence a study is needed to find out the problems encountered by the students in enriching vocabulary in English at high school level.

Scope of the Study

The purpose of any research in education is to suggest better solution for the topic selected. The research topic should be selected in such a way that the results have direct or indirect impact on the classroom teaching-learning process. The present study aims at exploring the problems encountered by the students at school level in enriching vocabulary in English. The exploration of the problems might help the planners in the field of education to refine/redesign the present strategies adopted to enrich the vocabulary in English. Therefore, the present investigation is very vital from the planning point of view.

The result of the study might help the authorities in identifying the lacuna in the present teaching-learning process and take necessary steps to rectify that lacuna by providing better teaching-learning situations, and creating conducive environment for learning vocabulary in English.

The study could elucidate the factors that are the barriers in enriching the vocabulary in English. The result will help the teachers and students to have better awareness on those barriers and help them to evolve a suitable strategy to overcome the obstacles. In short, the research study has implications right from the administrative hierarchy at the state level to the classroom setting at the school level. Therefore, the scope of the study is evident from the broad application aspects which are expected to be highlighted through the analysis.

Objective of the Study

1) To study the problems encountered by students in enriching vocabulary in English at Boys and Girls of IX standard students.
2) To study the significant difference in the problems encountered by students in enriching vocabulary in English at Government, Aided and Private of IX standard students.
3) To study whether there exist any significant difference between the Rural and Urban of IX standard students in their problems encountered by students in enriching vocabulary in English.

Methodology

The investigator used "Survey Method" for this research work.

Sampling Technique

222 IX standard students were selected from Coimbatore by Simple Random Sampling. The samples of the study were selected from three different types of institution.

Statistical Techniques used in the Study

Treatment of data by applying appropriate statistical measure is must to justify the objectives of the study. The investigator followed the appropriate procedure in applying

the proper statistical treatment such as Mean, Standard deviation and t test for the analysis of the data.

Variables

The investigator attempted to study the problems encountered by the students in enriching vocabulary in English. A quite number of variables may contribute for this study. Inclusion of more variables may not be the sole criteria for improving the quality of the research. A researcher must be able to identify variables which have more impact on the dependent variable of the study. Though many variables are commonly used in educational research, the investigator wanted to eliminate the variables which are highly correlated with each other. In this manner, the investigator can spend more time in collecting data for appropriate variables rather than gathering data on all possible variables. In the light of the preliminary inter correlation analysis, the investigator selected the gender of the student (*Boys and Girls*), locality (*Rural, Urban*), type of management of school (*Government, Government Aided, and Private*.

H_O-1: There is no significant difference between the boys and girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 1: Comparison of Problem Encountered by Students based on Gender

Specification	N	M	SD	t-value
Boys	100	94.06	17.34	1.231 NS
Girls	122	91.31	15.88	

NS – Not Significant at 0.05 level

It is evident from the above table, that the calculated t-value 1.231 is less than the table value. No significant difference is observed between the problem encountered values of boys and girls. It implies that though a difference is found in the mean values of students, the difference is not significant statistically.

Therefore the null hypothesis (H_O-1) "There is no significant difference between the problems encountered by students based on gender" is not rejected.

Hence it may be inferred from the analysis that the boys and girls had encountered a similar problem in enriching their vocabulary in English.

H_O-2: There is no significant difference between the Rural boys and Rural girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 2: Comparison of Problem Encountered by Boys and Girls in Rural

Specification	N	M	SD	t-value
Rural boys	55	97.04	17.91	1.251 NS
Rural girls	66	93.02	17.34	

NS – Not Significant at 0.01 level

It is evident from the above table, that the calculated t-value 1.251 is less than the table value. No significant difference is observed between the problem encountered by boys and girls in rural area. It implies that though a difference is found in the mean values of students, the difference is not significant statistically.

Therefore the null hypothesis (H_o-2) "There is no significant difference between the problems encountered by boys and girls in rural area" is not rejected.

Hence it may be inferred from the analysis that the rural boys and rural girls had encountered a similar problem in enriching their vocabulary in English.

H_O-3: There is no significant difference between the Urban boys and Urban girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 3: Comparison of Problem Encountered by Boys and Girls in Urban

Specification	N	M	SD	t-value
Urban boys	45	90.42	16.08	0.376 NS
Urban girls	56	89.3	13.84	

NS – Not Significant at 0.01 level

It is evident from the above table, that the calculated t-value 0.376 is less than the table value. No significant difference is observed between the problem encountered by boys and girls in urban area. It implies that though a difference is found in the mean values of students, the difference is not significant statistically.

Therefore the null hypothesis (H_o-3) "There is no significant difference between the problems encountered by boys and girls in urban area" is not rejected.

Hence it may be inferred from the analysis that the boys and girls in urban area had encountered a similar problem in enriching their vocabulary in English.

H_O-4: There is no significant difference between the Government boys and Aided boys the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 4: Comparison of Problem Encountered by Boys in Government and Aided Schools

Specification	N	M	SD	t-value
Government boys	35	104.1	11.35	1.946 NS
Aided boys	33	98	14.23	

NS – Not Significant at 0.01 level

It is evident from the above table, that the calculated t-value 1.946 is less than the table value. No significant difference is observed between the problem encountered by the boys studying in the government and aided schools. It implies that though a difference is found in the mean values of students, the difference is not statistically significant.

Therefore the null hypothesis (H_o-4) "There is no significant difference between the problems encountered by boys in government and aided schools" is not rejected.

Hence it may be inferred from the analysis that the government boys and aided boys had encountered a similar problem in enriching their vocabulary in English.

H_O-5: There is no significant difference between the Government boys and Private boys the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 5: Comparison of Problem Encountered by Boys in Government and Private Schools

Specification	N	M	SD	t-value
Government boys	35	104.1	11.35	7.496 **
Private boys	32	79.05	15.76	

** – Significant at 0.01 level

It is evident from the table 4.9 that, the calculated t-value 7.496 is greater than the table value. A significant difference at 0.01 level could be noticed between the problem encountered by the boys studying in government and private schools.

Therefore the null hypothesis (H_o-5) "There is no significant difference between the problems encountered by the boys in government and private schools" is rejected.

Hence it may be inferred that the boys studying in government schools (M = 104.1) had encountered significantly more problems than the boys studying in private schools (M = 79.05) in enriching their vocabulary in English.

H_O-6: There is no significant difference between the Aided boys and Private boys the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 6: Comparison of Problem Encountered by Boys in aided and Private Schools

Specification	N	M	SD	t-value
Aided boys	33	98	14.23	5.087 **
Private boys	32	79.06	15.76	

** – Significant at 0.01 level

It is evident from the above table, that the calculated t-value 5.087 is greater than the table value. A significant difference at 0.01 level could be noticed between the problem encountered by boys studying in aided schools and private schools.

Therefore the null hypothesis (H_0-6) "There is no significant difference between the problems encountered by boys in aided and private schools" is rejected.

Hence it may be inferred from the analysis that the boys studying in private schools encountered significantly less problem in enriching their vocabulary in English than the boys studying in aided schools.

H_O-7: There is no significant difference between the Government girls and Aided girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 7: Comparison of Problem Encountered by Girls in Government and Aided Schools

Specification	N	M	SD	t-value
Government girls	40	103	12.2	2.722 **
Aided girls	41	96.27	9.879	

** – Significant at 0.01 level

It is evident from the above table, that the calculated t-value 2.722 is greater than the table value. A significant difference at 0.01 level could be noticed between the problem encountered by girls studying in government schools and girls studying in aided schools.

Therefore the null hypothesis (H_o-7) "There is no significant difference between the problems encountered by girls in government and aided schools" is rejected.

Hence it may be inferred that the girls studying in government schools significantly encountered higher problems than girls in aided schools.

H_O-8: There is no significant difference between the Government girls and Private girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 8: Comparison of Problem Encountered by Girls in Government and Private Schools

Specification	N	M	SD	t-value
Government girls	40	103	12.2	11.66 **
Private girls	41	74.98	9.232	

** – Significant at 0.01 level

It is evident from the above table, that the calculated t-value 11.66 is greater than the table value. A significant difference at 0.01 level could be observed between the problem encountered values of government girls and private girls.

Therefore the null hypothesis (H_o-8) "There is no significant difference between the problems encountered by girls in government and private schools" is rejected.

Hence it may be concluded that girls in private schools (M = 74.98) encountered significantly less problems in enriching the vocabulary than girls in government schools whose mean is 103.

H_O-9: There is no significant difference between the Aided girls and Private girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

Table 9: Comparison of Problem Encountered by Girls in Aided and Private Schools

Specification	N	M	SD	t-value
Aided girls	41	96.27	9.879	10.08 **
Private girls	41	74.98	9.232	

** – Significant at 0.01 level

It is evident from the above table, that the calculated t-value 10.08 is greater than the table value. A significant difference at 0.01 level is observed between the problem encountered by girls in aided and private schools.

Therefore the null hypothesis (H$_o$-9) "There is no significant difference between the problems encountered by girls in aided and private schools" is rejected.

Hence it may be deduced that the aided girls encountered significantly higher problem in enriching their vocabulary in English than the girls studying in private schools.

Findings

1. There is no significant difference between the boys and girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

2. There is no significant difference between the Rural boys and Rural girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

3. There is no significant difference between the Urban boys and Urban girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

4. There is no significant difference between the Government boys and Aided boys the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

5. There is no significant difference between the Government boys and Private boys the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

6. There is no significant difference between the Aided boys and Private boys the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

7. There is no significant difference between the Government girls and Aided girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

8. There is no significant difference between the Government girls and Private girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

9. There is no significant difference between the Aided girls and Private girls the problems encountered by students in enriching vocabulary in English at male and female of IX standard students.

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