



STUDY OF READING COMPREHENSION SKILL IN ENGLISH AMONG 8TH GRADE STUDENTS

Saroj Sobti

Abstract

The present study is designed to find out the development of reading comprehension in English among 8th Grade students. The sample of the study comprised of 200 students selected randomly from four schools of Karnal City. Reading comprehension Test in English, standardized by Dr. Promila Ahuja & Dr. G.C. Ahuja. The results revealed that there exists significant difference between Reading comprehension skill of private school and government school students of 8th Grade. It is also found that the private school students are better in reading comprehension skill than Government school.

Key words: Reading skill, comprehension, communication etc.

INTRODUCTION

Reading is an important aspect of language teaching and learning. Reading in foreign language is a bit more difficult than reading in mother tongue. The reason behind it is the atmosphere in which he first speaks. The child first goes through the process of oral speech in his mother tongue. As the basis order in learning English language in listening, speaking, reading and writing learning to read in itself goes through a number of stages – preparatory reading, reading symbols, getting to know books learning to read the printed material and free reading for enjoyment. Thus reading consists of these elements, (written) the spoken symbol and sense. According to A.W. Frisby, “Reading for those who have been guide to appreciate it, is one of the most important activities of life to bring to

us not only a pleasant way of spending the time, but a way of entering in to the life of the world and helping us to contemplate spiritual matters. Many of those who do not approach reading in this life have probably not received encouragement.” Effective reading includes not only the ability to see longer bits of language at once but also the ability to comprehend the matter read. Since a reader with a longer eye-span can have a better Gestalt view of the matter, comprehension becomes easier for him. This implies the apparent paradox that a fast reader understands better than a slow reader. Good Man defines reading as receiving communication making discriminative response to graphic symbols and decoding graphic symbols to speech. Whereas Betts defines reading ‘as a thinking process’. According to Tenkinson, “Reading as the act of responding to printed symbols so that meaning is created.” The process of comprehension moves in this manner. Comprehension may also be seen a some kind of a comparison skill. It is facility of word recognition combined with one’s width of experience for the purposes of understanding symbols of language. Comprehension may thus appear to be a complex function of the human mind. William S. Gray defines “Comprehension as ability to read the lines to read between the lines and to read beyond the lines.”

In simple words, Reading Comprehension means the total grasp of the material read. It implies understanding the over- all meaning contained in the material, grasp of new words, phrases and idioms in their context and grasp of new structures and other grammatical peculiarities. Reading Comprehension says if at the finish of the

reading material, one knows the new words, understands the use of new structure and gets at the general meaning, hidden behind the material, the comprehension of which is desired. Reading Comprehension involves the ability to understand words in context to select the meaning that fits the content, to acquire word meanings to select and understand the main ideas, to understand the author's or writer's point of view, inner thoughts etc. and to follow directions.

But reading without comprehension is labour lost. Reading comprehension plays an important part in our learning and writing. Each reader brings unique competencies that effect comprehension. Comprehension builds upon the reader's speech and accuracy of decoding, reading fluency, vocabulary size, general word knowledge, and specific comprehension strategies. In the present study, the researcher tried to find out the development of reading comprehension skill in English among 8th Grade students. The aim of the researcher is to find out the difficulties faced by students to comprehend the material in English and to suggest some techniques to develop reading skill among the students in English language.

OBJECTIVES OF THE STUDY

The study was carried out with the following objectives:

- To study the Reading Comprehension in English among the 8th Grade students.
- To compare the difference between Reading Comprehension in English of 8th Grade students of government and private schools.
- To compare the difference between Reading Comprehension in English of 8th Grade boys and girls of government schools.
- To compare the difference between Reading Comprehension in English of 8th Grade Boys and Girls of Private schools.

HYPOTHESES: -

To achieve the objectives of the study, following hypotheses were formulated:

- There is a significant difference between Reading Comprehension in English of 8th Grade students of Government and Private Schools.
- There is a significant difference between Reading Comprehension in English of 8th Grade Boys and Girls of Government Schools.
- There is a significant difference between Reading Comprehension in English of 8th Grade Boys and Girls of Private schools.

RESEARCH METHODOLOGY

In the present study, descriptive survey method was used to study the relationship between social skills and level of school adjustment of secondary school students of Chandigarh.

The present study is descriptive survey method was used to collect data for the study of Reading Comprehension in English of 8th grade students studying in Government and Private schools of Karnal city..

SAMPLE

The sample of the study comprised of 200 students selected randomly. 8th Grade students of Karnal District constituted the population of the study. 200 students from four schools selected (2 Private and 2 Government school) as initial strength of the sample for the present study.

TOOLS USED

In the present study 'Reading comprehension Test in English' (2010) standardized by Dr. Promila Ahuja, Dr. G.C. Ahuja was used to collect the data.

DATA COLLECTION

In the present study, data was collected from 200 8th Grade students (2 Private and 2 Government schools) of Karnal. Before collection of data, permission of the head of the school was sought by explaining him/her the purpose of the study. After getting the permission, tools were administered to the students. Students were provided proper

instructions regarding the objectives of the study. Data regarding reading comprehension skill was collected with the help of ‘**Reading comprehension Test in English**’ (2010) standardized by Dr. Promila Ahuja & Dr. G.C. Ahuja. The collected data was analyzed by using appropriate statistical techniques.

ANALYSIS & INTERPRETATION OF DATA

The data of the present study was analyzed and interpreted in the following sections:

Section I:

There is a significant difference between Reading Comprehension in English of 8th Grade students of Government and Private Schools.

Section II:

There is a significant difference between Reading Comprehension in English of 8th Grade Boys and Girls of Government Schools.

Section III:

There is a significant difference between Reading Comprehension in English of 8th Grade Boys and Girls of Private schools.

Section I:

There is a significant difference between Reading Comprehension in English of 8th Grade students of Government and Private Schools.

TABLE - I
Difference between Reading Comprehension in English” of 8th Grade students of Government and Private schools.

Group	N (student)	Mean	S.D.	S.E.D	t-ratio	Significant
Private school	100	42.6	6.54	1.21	14.95	Significant
Govt. School	100	24.5	10.28			

The table I shows that the mean scores of Reading Comprehension in English of Private school and Government school 8th Grade students are 42.6 and 24.5 respectively and S.D is 6.54 and 10.28 respectively. The t-ratio between the mean scores of two groups comes out to be 14.95 that is found to be significant at 0.05 level as well as 0.01 level of significant. Hence, the hypothesis that there is significant

difference between the reading comprehension in English of 8th Grade students of Government and Private Schools.

Section II:

There is a significant difference between Reading Comprehension in English of 8th Grade Boys and Girls of Government Schools.

TABLE- II
Difference between “Reading Comprehension Test in English” of 8th Grade Boys and Girls of Government schools.

Group (Govt. Students)	N (Students)	Mean	S.D.	S.E.D	t-ratio	Significant
Boys	50	24.3	11.22	4.21	0.14	Not Significant
Girls	50	24.8	9.24			

INTERPRETATION

The table II shows that the mean scores of 8th Grade Boys and Girls of Government School are 24.3 and 24.8 and S.D is 11.22 and 9.24 respectively. The t-ratio between the mean scores of two groups comes out to be 0.14 that is found to be insignificant at 0.05 levels as well as 0.01 levels. Hence, the hypothesis that there is significant

difference between the reading comprehension in English of 8th Grade students of Government and Private school is rejected.

Section III:

There is a significant difference between Reading Comprehension in English of 8th Grade Boys and Girls of Private schools.

TABLE- III

Difference between Reading Comprehension in English of 8th Grade Boys and Girls of Private school.

Group (Private school)	N (Students)	Mean	S.D.	S.E.D	t-ratio	Significant
Boys	50	41.7	4.33	0.78	2.30	Significant
Girls	50	43.5	3.60			

The table- III shows that the mean scores of Reading comprehension of 8th Grade Boys and Girls of Private school students are 41.7 & 43.5 and S.D is 4.33 & 3.60 respectively. The t-ratio between the mean scores of two groups comes out to be 2.30 that is found to be significant at 0.05 level as well as 0.01 level. Hence, the hypothesis that there is significant difference between the reading comprehension in English of 8th grade students of Government and Private school is accepted.

EDUCATIONAL IMPLICATIONS

The results of the study show that there is significant difference between Reading comprehension skill of private school and government school students. It is found that the private school students have better in reading comprehension skill than Government school students. In the light of results the researcher suggested that different methods to teach comprehension make the learning more interesting and motivate the students to learn. With the help of proper and effective comprehension methods desired improvement in quality of teaching comprehension process can be achieved. Teacher's efforts and proper

teaching and aids can increase the student's participation in class-room while teaching comprehension. **Gupta (1996)** studied that 64% teacher were not able to provide knowledge of composition. Through achievement motivation students can achieve more and more ability to learn comprehension. **Ramamoorthy, V. (1992)** found that techniques such as oral drill, intensive writing practice, dramatizations, correlation, mimicry, picture and flash cards and phonetic methods, was found effective in teaching of spellings. **Behra (2011)** suggested that joyful teaching learning strategies arouse interest among the learners towards reading to a great extent. Pair work and group work stimulate the learner to actively involve in the programme. Suitable selection of the text and its presentation in an activity based approach song, drama and role-play facilitate easy group of contents. **Rajendra (2012)** said that children of primary schools like storytelling through audio lesson. It helps students in enhancing reading comprehension and increasing vocabulary development of primary school children.

References:

- Best, John and Khan, James (1992) *Research in Education*. New Delhi: Prentice-Hall of India Private Limited.
- Close, R.A. (New Edition 1975) *English as a Foreign Language*. London: Allen & Unwin, Boston Sydney Wellington.
- David, Bindu and Samod, S. (2011) *Reading Comprehension in English in relation to Achievement Motivation*. Eductracks (Vol. No. 10, No.9) New Delhi: Neel Kamal Publications Pvt. Ltd.
- D' Souza, Prescilla (2012) *Developing the Skills of Reading Aloud*. Eductracks (Vol. No.11, No.8) New Delhi: Neel Kamal Publications Pvt. Ltd.
- Ghoshal, Jayati (2011) *Teaching of English*. New Delhi: Arya Book Depot, Karol Bagh.
- Mowla (2005) *Techniques of Teaching English*. Hyderabad: NeelKamal publications Pvt. Ltd.
- Nanda, Kamala (1989) *Developing English Comprehension*. New Delhi: Anmol Sterling Publishers Private Ltd.
- Pardosh, Kumar Pati, Kartikeswar Behra (2011) *Activity Based Learning (ABL) Approach Developing Competency*. Eductrack (Vol. No.10, No.8) New Delhi: NeelKamal Publications. Pvt. Ltd.
- Rajpal, Neeru (2006-2007). *A Study on a Competitive Study on Common Errors Committed by 8th Grade Students of Government and Private School in English*. Kurukshetra University. M.Ed. Dissertation.
- Rao, K. Venugopal (2005) *Methods of Teaching English*. Hyderabad: NeelKamal Publications. Pvt. Ltd.
- Sastri, R.T. (1985) *Teaching of English. (Made Easy)* Delhi: Doaba House, Booksellers and Publishers.
- Savita (2006-2007) *A Critical Study of the Methods of Teaching English Composition in Secondary of Karnal*. District Karnal, Dissertation M.Ed.
- Singh, M.K. (2007) *Teaching of English*. Merrut: Anmol Publication International Publishing House.
- Sinha, Prasad Surendra (1978) *English In India*. Patna: Janki Prakashan, Ashok Rajpath, Chauhatta.
- Sreeja, K.R. (2006) *A Study on Reading Comprehension Ability and Achievement in English among the Pupils of Standard Eight of Malayalam Medium Schools of Ernakulum District*. M.G. University Kottayam. In Published M.Ed Dissertation.