



ORIGINAL RESEARCH PAPER

Education

ANALYSIS ON ENGLISH SPELLING ABILITY OF MIDDLE SCHOOL STUDENTS

KEY WORDS:

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ABSTRACT

The present study was aimed to study the English spelling ability of middle school students studying at government schools in Cuddalore District of Tamilnadu, India. In the present study the investigator followed the normative survey method. A sample of 300 students had been drawn by stratified random sampling method. The sample consists of both boys and girls of middle school level from VI, VII & VIII standard students studying at Government schools in Cuddalore District of Tamilnadu, India. The major findings of the study are the English spelling ability of middle school students is satisfactory. It was found that 22% of the middle school students are having low level of spelling ability, 65% of the middle school students are having average level of spelling ability and 13% of the middle school students are having high level of spelling ability. There is no significant difference between male and female middle school students in their English Spelling Ability.

1. INTRODUCTION

India is blessed with a number of regional languages and language-based local sub-cultures. This diversification along with many other regional nuances and historical developments has given India its colourful and interesting overall national culture. On lingual side, in addition to its regional languages, India has Hindi as its national language and English as an official language. According to Rahman (2004) normally, having a singular national language would generate a cohesive nation capable of conducting open dialogue on any subject of national importance. Also having a singular official language will open doors of opportunity equally to all regardless of their own regional language. With respect to teaching languages in India, English is taught as a subject and also is a medium of instruction in some disciplines in formal system of education.

2. Need for the study

Spelling is important because it aids in reading. Learning high frequency sight words also has been shown to help with both reading and writing. This is why students learn sight words during their early years. Spelling and reading also have a common factor, proficiency with language. In the learning stages spelling instruction needs to be directly linked to the effective direct systematic phonics program. Without mastery in spelling one cannot move on to learn the basic skills of the language. It is the fact for learning the English language too. Children usually learn language by imitation during their primary level (I-V standard). While entering into the middle school level they should possess good spelling ability so as to develop their language skills. As English is taught as a second language, the middle school students are expected to be good in spelling ability. In this context, the need for the present study was felt by the investigator and intended to study the spelling ability of middle school students spelling ability.

3. Statement of the problem

The problem perceived for the present study is entitled as "Analysis on English Spelling Ability of Middle school students".

4. Objectives of the study

1. To find out the spelling ability of the middle school students.
2. To find out if there is any significant difference in spelling ability test scores between the male and female middle school students.

5. Hypotheses

1. The spelling ability of the middle school students is unsatisfactory.

2. There is no significant difference in spelling ability test scores between male and female middle school students.

6. Tool used in the study

The Spelling Ability Test developed by R. Alavandar - 1992.

7. Method of the study

In the present study the investigator followed the normative survey method. A sample of 300 students had been drawn by stratified random sampling method for the present study. The sample consists of both boys and girls of middle school level from VI, VII & VIII standard students studying in Government schools in Cuddalore District of Tamilnadu, India. The data for the present study is collected from middle school students by administering the spelling ability test. The collected data was subjected to descriptive, percentage count and differential analysis.

8. Scoring procedure

English Spelling Ability test consists of 100 statements each statement set against two alternative responses viz., right or wrong. The scoring to the response given by the students should be like the following response Right-1, Wrong-0. The maximum score for this tool is 100 and minimum is 0.

Interpretation of the spelling ability test scores

One of the important objectives of the present study is to find out level of spelling ability of middle school students. For this purpose the traditional method of $M \pm \sigma$ was followed by the investigator. The mean and standard deviation for the spelling ability was computed for the entire sample and sub samples of the present study. The computed values were given in table- 1.

Table - 1: Mean and standard deviation scores of spelling ability test scores of middle school students for entire sample and its sub-samples

S. No.	Variables	Category	No. of students	Mean	SD
1	Entire Sample		300	56.73	18.32
2	Gender	Male	141	56.60	18.09
		Female	159	56.86	18.57

Hypothesis: The level of spelling ability of the middle school students is low.

From table-1, it is observed that the mean and standard deviation of the spelling ability test scores for the entire sample is found to be 56.73. The mean score lay in between ($M \pm \sigma$) value i.e., 37 to 74, it is said to be average level. Hence, the framed hypothesis (1) is rejected and it is concluded that the level of spelling ability of the middle school students is average.

The frequency and percentage analysis were carried out for the spelling ability test scores and is given in the table -2

Table 4.2: Level of spelling ability of middle school students.

S.No	Level	N	Percentage %
1	Low	66	22%
2	Average	195	65%
3	High	39	13%
	Total	300	100%

From the table, it is observed that 22% of the students are having low level of spelling ability, 65% of the students are having average level of spelling ability and 13% of the students are having high level of spelling ability. Hence, most of the students have got scores in the average range, it is concluded that the English spelling ability of middle school students is satisfactory.

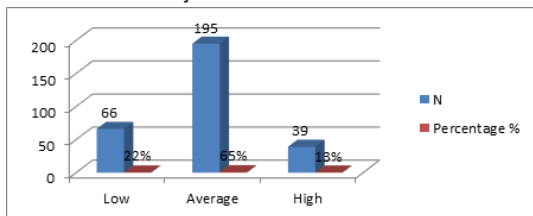


Figure-1: showing the level of spelling ability among the middle school students

Differential analysis for mean spelling ability test scores of middle school students.

Null hypothesis

There is no significant difference between male and female middle school students with respect to their English spelling Ability.

Table - 3 The mean standard deviation and 't' value of middle school students in English Spelling Ability based on Gender

Variable	Gender	N	Mean	Standard Deviation	't' value	Level of significance
Spelling Ability	Male	150	56.09	18.15	0.61	Not Significant
	Female	150	57.38	18.52		

Interpretation:

In order to find out the significance of difference in mean Spelling Ability test scores between male and female students, the 't' value was calculated. The calculated 't' value is found to be 0.61. This is not significant at 0.05 levels. Therefore the null hypothesis is accepted and it is concluded that there is no significant difference between male and female middle school students in their English Spelling Ability.

9. Findings of the study

1. The English spelling ability of middle school students is satisfactory.
2. The English spelling ability of the male middle school students is satisfactory.
3. The English spelling ability of the female middle school students is satisfactory.
4. 22% of the middle school students are having low level of spelling ability.
5. 65% of the middle school students are having average level of spelling ability.
6. 13% of the middle school students are having high level of spelling ability.
7. There is no significant difference between male and female middle school students in their English Spelling Ability.

10. CONCLUSION

The present study was aimed to study the English spelling

ability of middle school students studying at government schools in Cuddalore District of Tamilnadu, India. The major findings of the study are the English spelling ability of middle school students is satisfactory. It was found that 22% of the middle school students are having low level of spelling ability, 65% of the middle school students are having average level of spelling ability and 13% of the middle school students are having high level of spelling ability. It is to be noted that 22% of the students are having low level of spelling ability. To rectify this, teaching of the spelling patterns should be given importance at the primary level, so that the students can able to learn the spelling rules. Adopting phonic method from the initial stages can also help the students to identify the spelling patterns that help less variation in spellings and streamline written communication.

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