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DEVELOPMENT OF STUDETNS' VOCABULARY THROUGH READING SKILL OF CLASS VI AT PRIMARY LEVEL: A STUDY

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Abstract:

The study aims at developing of students' vocabulary through reading skills of class VI at primary level using certain tools. For this study the researcher used purposive sampling method selecting a group of 20 students studying in class VI from a single CBSE school from different vernacular background. The researcher applied the special treatment by conducting a loud reading, an intensive reading, flash cards of selected words and activity based on their pronunciation and motivated them to pronounce the words repeatedly through reading of the passage of 20-25lines from the lesson named 'The Miserable Monday Morning' written by 'Mark Twain' from the text of class VI. The reading was conducted with the 'speed of reading words per minute' and 'the mistakes made by the students'. The research papers presents the significant results of pre-test and post test and suggests certain recommendations which can be applied to other schools of different mediums and boards.

Keywords: *Science Vocabulary, Loud Reading, Intensive Reading, Flash Cards, Speed, First Language Learning, etc.*

Introduction:

To understand any language, the vocabulary or words play an important role in language. Without knowing the 'content word' or 'key word' a reader can't understand the meaning of the sentence or a particular concept. There we can find active and passive vocabulary which helps the reader understand the text. Vocabulary can be enhanced in many ways such as listening, speaking reading, writing through various activities. Learner must understand the word and its different shades of meanings like parts of speech (noun, pronouns, adjective, verb, adverb, prepositions, conduction and interjection), word formations, phonetics of words, meaning of words like semantic, pragmatic, syntactic, cultural, etc. According to Thornbury, **"**If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say anything with words" (Thornbury, 25).

Review of the Related Literature:

For the present study the researcher collected the reviews of vocabulary development and reading skills. Most of the research found based on reading comprehension, difficulties in reading, enrichment of reading through vocabulary, improving reading skills through different strategies and methods, improving vocabulary by reading news papers and text books, enhancing reading skills and vocabulary though Text Structure Reading Strategy (TSRS) Call program, etc. it is also found that many researchers have used different kinds techniques and methods to enhance the vocabulary through reading comprehension. They also achieved the significant result after using the various strategies and techniques.

Objectives of the Study:

- To make students understand different shades of words and meanings through reading.
- To develop the vocabulary through pronunciation in reading.
- To enhance the vocabulary using flash cards through reading.
- To help the students enrich their colloquial words through reading.
- To make the students identify 'a parts of speech' through reading.

Methodology:

The researcher adopted an 'Action Research Method' which involves the steps like: (1) Observing individuals or groups (2) Using structure (3) Taking notes in the classroom (4) Using analysis (5) Distributing survey or questionnaire.

Design:

The researcher took a single group design by applying pre-test and post-test

Population:

The researcher selected the students of class VI of CBSE School as a population for the study.

Sample:

For the study, the researcher chose the purposive sampling of 20 students studying in class VI from the school affiliated to CBSE.

Data Collection:

For collecting the data, the researcher selected a particular class VI from the school affiliated to CBSE. The programme was conducted based on the 'Word Recognition' test as well as 'Achievement Test' for enhancing vocabulary of the students of class VI through reading skills.
In the pre-test researcher has focused on the following things

- To find the difficulties in reading vocabulary, students were given a Text Passage from class VI of 20-25 lines and conducted a loud reading.

- Researcher decided to count the mistakes of vocabulary and calculated the times. During the passage reading students made a lot of mistakes in identifying various shades of vocabulary and meaning.

- Researcher collected 110 words from the passage which was mostly mispronounced and unaware of the different type vocabulary by the students.

- In pre-test and post-test, the researcher checked students' mistakes out of 110 words and time in reading vocabulary from the passage individually.

The number of mistakes in reading vocabulary and reading speed in pre-test and post-test:

ACHIEVEMENT TEST				
No. of Students	**PRE-TEST**		**POST-TEST**	
	No. of Mistakes out of (110 words)	**Reading Speed in Min.**	**No. of Mistakes out of (110 words)**	**Reading Speed in Min.**
1	29	5:45	7	4:41
2	73	7:50	25	7:58
3	50	8:00	13	5:38
4	51	8:57	20	6:25
5	47	5:56	4	3:55
6	79	10:35	22	8:06
7	26	6:15	9	3:20
8	94	13:15	50	10:35
9	49	6:50	20	5:08
10	19	8:49	5	6:05
11	71	16:04	21	8:11
12	40	9:44	12	6:29
13	43	5:28	13	5:05
14	62	8:04	22	5:58
15	48	7:30	16	5:17
16	74	11:11	29	8:58
17	68	12:35	33	8:28
18	70	8:38	25	6:28
19	83	11:14	34	9:38
20	78	7:10	23	5:38
TOTAL	1154	179:50	403	132:01
MEAN $M = \dfrac{\sum X}{N}$	57.70	8:59	20.15	6:36
PERCENTAGE	52.45	42.95	18.32	31.80

Overall Difference between Pre-Test and Post-Test:

	No. of Students	Pre-Test		Post-Test	
		No. of Mistakes out of (110 words)	Reading Speed in Min.	No. of Mistakes out of (110 words)	Reading Speed in Min.
Total	20	1154	179:50	403	132:01
Mean	$M=\dfrac{\sum X}{N}$	57.70	8:59	20.15	6:36
Percentage		52.45	42.95	18.32	31.80

Data Analysis and Interpretation:

There is a significant difference between Pre-Test and Post-Test. In the pre-test, the 20 students have made total 1154 mistakes in reading vocabulary and they took time almost 3 hours i.e. 179 minutes and 50 seconds to understand the different types of vocabulary while in the post- test the same 20 students made total 403 mistakes in reading vocabulary and time was 132 minutes 01 second which was less compared to the pre-test.

The average of mistakes in reading vocabulary in pre-test was 57.70 and Percentage was 52.45 while in the post-test the average of mistakes in reading vocabulary was 20.15 and percentage was 18.32 which was less than pre-test.

It proved that by giving the special treatment, the students were able to reduce their total 751 mistakes in reading vocabulary and the percentage was 34.13.

Findings:

In this study, there was a 'word recognition test' and 'achievement test' was used. The achievement test containing total 110 words, which was conducted as a pre-test and post-test. Though the students were different background but took effort to enhance their vocabulary through reading with the help of remedial classes of loud, silent and intensive reading using creative flash cards.

The average of mistakes in reading vocabulary in pre-test was 57.70 and Percentage was 52.45 while in the post-test the average of mistakes in reading vocabulary was 20.15 and percentage was 18.32 which was less than pre-test.

It is clear that by giving the special treatment, the students were able to reduce their total 751 mistakes and 34.13%. It is also found that during the remedial programme students have taken interest in reading the text and finding out a new vocabulary.

They also helped each other to share the correct pronunciation and different shades of words and meanings like parts of speech, prefixes, suffixes, phrases, idioms, etc.

Conclusion:

The study was conducted in CBSE School among the students of Std. VI to assess their ability and difficulties to enhance the vocabulary through reading. The plan was made to test their abilities and to judge their vocabulary enhancing skills through reading. In pre-test the researcher found the difficulties and poor performance of students in vocabulary. The researcher developed the programme

for 10 days before conducting the post-test and he found the significant difference in pre-test and post-test in the development of vocabulary of the students through reading skills. So it is concluded that the English reading programme for enhancing vocabulary was effective to through reading skills using loud, silent and intensive reading, creative flash cards and remedial teaching.

Recommendation:

It recommends that the study will be useful to all the mediums of all the boards to develop the vocabulary skills of the students. Teacher should conduct different types of reading and use creative flash cards. He can also focus on the pronunciation and the different shades of meaning in developing vocabulary. Teacher can also use several techniques and strategies like- demonstration, real objects, audio-visual aids, activity, games with reading to enhance students' vocabulary.

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To Cite the Article: Patil, Pandurang, Patil, Anil. "*Development of Students' Vocabulary through Reading Skill of Class VI at Primary Level: A Study*". Literary Cognizance, IV - 4 (March, 2024): 93-98. Web.