



A STUDY OF ENGLISH SPEAKING SKILL OF STD. 5TH STUDENTS OF ENGLISH MEDIUM SCHOOL

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Introduction -

English is the one of the major languages spoken in most of the parts of the world. It occupies a unique position and is rooted deep into the Indian soil. It is a global language and knowledge of English is very imperative for getting access to modern scientific and also technological knowledge.

Language is human verbal and systematic symbolism, a means of transmitting information, a form of social behavior with the highest degree of conviction. It is the system used to communicate ideas and feeling, using sound gestures signs and marks. Language is learned through use and practice. It is believed that language can be learnt by memorizing the rule of grammar. According to modern linguistic the study of language means acquiring the skills of language learning. Grammar occupies an important place in teaching and learning English Language.

Need and Importance of Study -

Generally, students are better in English writing, good in speaking. They are not so strong in speaking as they are in writing, because English is not their mother tongue and its not vernacular language. So students need purposive exposure and systematic feedback for improvement. In the regular evaluation system, oral exam are conducted to evaluate student's speaking skill. The marks are given and overall result is communicated only. Such kind of evaluation is unable to point out the weakness of a student in particular aspect of speaking skill. Weaker area cannot be targeted and such students remain weaker in the particular area and pulled out from inclusion. If systematic study is done as the study advocates, the weaker area can be treated and students can be saved from inclusion. The

spoken English skill and other basic skills of language learning should be divided in to sub skills and learning should be evaluated as per the sub skill set to improve it.

The present study has been conducted as one step to make systematic analysis if the speaking skill which would be useful for better learning. The study has been provided a systematic approach to English subject teachers to feedback students sub skills wise rather than cumulative marks.

Objectives of the study -

- A) To find out the weaker areas in speaking English skill of the students of Std.V.
- B) To classify the weaker areas in speaking English skill of the students of Std.V
- C) To find out common weaker area of the class in speaking English skill.
- D) To find out the overall performance of the class in speaking English skill.

Operational Definition –

i) English – The English subject learnt as a first subject at the primary level, as per state curriculum of Maharashtra state.

ii) Speaking Skill – The speaking skill including ten sub skills Vocabulary i.e. Intonation, Clarity, Fluency, Tenses, Framing of sentences, Pronunciation, Audibility, Expression and Confidence

iii) Std. 5th – fifth class from std 1st in primary level as per Maharashtra state board.

iv) English Medium School – School following state board of Maharashtra curriculum adapted English medium for transaction having 5th Std.

Scope of the study -

The result of the study is applicable to English Medium students of std. V studying English subject as a first language of State Board syllabus in Pune City.

Delimitations

- 1) The study is delimited to the English Medium students of std. V.
- 2) The study is delimited to the speaking skill of English.
- 3) The study is delimited to the students of S.S. Agrawal School.
- 4) The study is delimited to the students of State Board curriculum.

Limitations -

- 1) The sample for the research has been selected from single school.
- 2) Purposive method was used for sampling.
- 3) The tool of data collection is teacher made rating scale.
- 4) Age, previous knowledge, interest and socio-economic status of the students were not controlled by the researcher.

Methodology of the Research -

Area - The area of research is English Education.

Research Method:- The survey research method has been adopted for the study.

Population-V std. students of English Medium school following the State Board curriculum.

Sample – There were 32 students of STD 5th from S. S. Agrawal English Medium School, Pune in the sample for the study.

Sampling-Sample was selected by purposive sampling method.

Tool of Data Collection -

Tools used for the research was the Rating scale giving on 0 to 4 scale of marks.

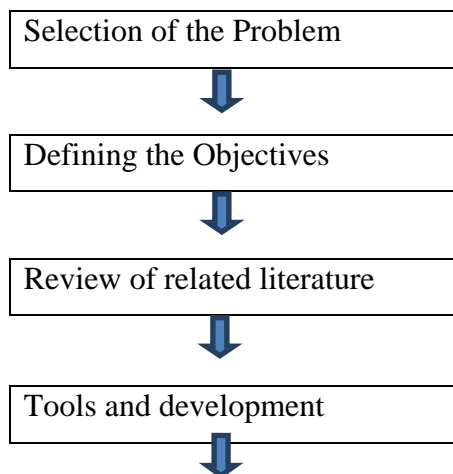
0 = Very Poor , 1 = Average , 2 = Satisfactory , 3 = Very Good, 4 = Excellent

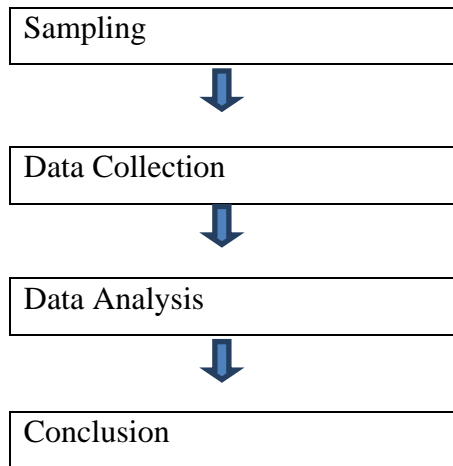
The rating scale consists of total ten criteria to find out the weaker areas of speaking skills by referring various English Pedagogy books. They are being judged accordingly. There were following ten drawn as a sub-skills of English speaking skill -

- 1) Vocabulary
- 2) Intonation
- 3) Clarity
- 4) Fluency
- 5) Tenses
- 6) Framing of sentences
- 7) Pronunciation
- 8) Audibility
- 9) Expression
- 10) Confidence

Procedure -

The researcher followed following procedure for the study.





The researcher finalized the objectives and reviewed related literature. Then the researcher developed data collection tool with establishing content validity of it. Then she collected the data and findings were drawn.

Data Collection -

The researcher first took the permission from the Principal of S. S. Agrawal School, Pune to conduct the research. The researcher got 32 students of STD V to conduct the research. The research was conducted on 21/12/2016 and 22/12/2016 within 4 periods. The researcher gave 3 topics to the students.

- 1) *My Family*
- 2) *My School*
- 3) *My Favorite Teacher.*

The topics were given to each student roll no. wise and told to speak and duration given was for **3 minutes** to every student. The researcher observed the speaking skill of students through observation on rating scale. The speaking activity was recorded in smart phone which was used to rectify rating.

Data Analysis :

Rating Scale 0 = Very Poor , 1 = Average , 2 = Satisfactory , 3 = Very Good , 4 = Excellent

Roll No.	Vocabulary	Intonation	Clarity	Fluency	Tenses	Sentence Framing	Pronunciation	Audibility	Expression	Confidence	Total
1	4	4	4	3	3	3	4	4	3	3	35
2	3	3	4	3	3	3	2	3	3	3	30
3	4	4	4	4	3	3	4	3	3	3	35
4	4	4	4	4	4	4	4	4	4	4	40
5	4	4	4	3	3	3	4	3	3	3	30
6	3	3	3	3	3	3	3	3	3	3	30

7	3	3	3	3	3	3	3	2	2	2	27
8	4	4	4	4	3	4	4	4	3	3	37
9	3	3	3	3	3	3	3	2	3	3	29
10	3	2	3	2	2	2	3	2	2	2	23
11	2	2	2	3	2	3	3	2	2	2	23
12	1	1	1	1	1	2	1	1	1	1	11
13	3	3	4	3	3	4	3	4	3	4	35
14	3	3	3	3	3	4	4	4	3	4	34
15	4	4	4	4	3	3	3	4	3	3	35
16	3	3	3	3	2	3	3	3	3	4	30
17	2	2	2	2	1	1	2	2	1	2	17
18	2	2	3	1	1	1	1	2	1	3	17
19	2	2	2	2	1	1	2	2	1	2	17
20	2	1	2	1	1	1	1	2	1	2	14
21	2	1	2	1	1	1	2	1	1	1	13
22	2	2	1	1	1	1	1	1	1	1	12
23	2	1	1	1	2	2	1	1	1	1	13
24	1	1	1	1	2	1	1	2	1	1	14
25	1	2	2	2	2	1	2	1	1	1	15
26	2	2	3	3	2	2	2	4	3	3	26
27	2	2	2	1	1	1	2	3	1	2	17
28	1	1	1	1	1	1	1	1	1	2	11
29	2	1	1	1	1	1	1	1	1	2	12
30	1	1	2	1	1	1	1	1	1	2	12
31	1	1	1	1	1	1	1	1	1	1	10
32	1	1	1	1	2	2	1	2	1	2	14
Total	77	73	80	70	65	69	73	75	62	75	<u>718</u> 1280

											Class Aver age
	60%	57 %	63 %	55%	49%	51%	57%	59%	48%	59%	56%

Findings :-

The conclusions are made on the basis of data analysis. The qualitative remarks and the marks are related as follows -

Sr. No.	Marks	Qualitative Remarks
1	0 – 34%	Dissatisfactory
2	35 – 49%	Average
3	50 – 74%	Good
4	75 – 100%	Excellent

- i) Majority of the students are good in Vocabulary.
- ii) Majority of the students are good in Intonation.
- iii) Majority of the students are good in Clarity.
- iv) Majority of the students are good in Fluency.
- v) Majority of the students are average in use of Tense.
- vi) Majority of the students are good in Framing of Sentences.
- vii) Majority of the students are good in Pronunciation.
- viii) Majority of the students are good in Audibility.
- ix) Majority of the students are average in their Expression.
- x) Majority of the students are good in Confidence.

Conclusion of the study :-

Majority of the students are good in overall English speaking skill.

Contribution of Research:-

The study will be useful for the teachers for regular teaching as well as for English language teachers. The study is intended to find out the **slow learners** in English speaking skill. Overall marks in the oral cannot explain the weakness of a student. It just indicates overall learning of speaking. As the analysis is done vertically i.e. Criterion wise, will be useful to locate the area of weakness and can be catered by the teacher through remedial teaching. The study has been provided a systematic approach to English subject teachers to feedback students sub skills wise rather than cumulative marks.

So it will be also useful for remedial teaching. Also, it will be useful to develop English teaching strategies & models. Lastly, it will be helpful to improve English

Speaking skill.

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