

# **ACTION RESEARCH ANALYSIS REPORT**

**(Session: 2019-20)**

## **Investigators:**

**Mrs. Sansita Gogoi**

**Mr. Durgeswar Saikia**

**Mr. Chandra Kr. Dahal**

## **Published by:**

**District Institute of Education and Training  
(DIET) Tinsukia,  
Tingrai Habi, Assam-786145**

# Action Research Analysis Report

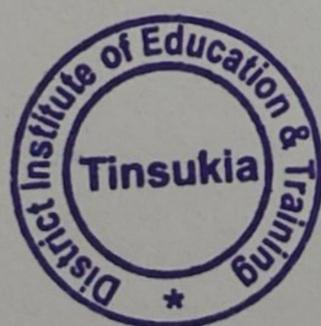
(Session: 2019-2020)

## Investigators

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# **ACTION RESEARCH ANALYSIS REPORT (Session: 2019)**

## **TITLE OF THE STUDY**

*“A study on the problem of proper way to use of shading with the help of wooden pencil.”*

## **Investigator**

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## 1. Introduction :

Art education allows the children to develop their own free expression of what they are and how they feel and also it allows them to learn in a more creative way than the structured lessons.

## 2. Problem Area:

Generally problems found in art education subject in school are as follows:-

- a) Unable to draw proper drawing.
- b) Unable to draw proper shapes and forms.
- c) Unable to proper way of doing light and shadow on objects.

Out of all these problems mentioned here I have selected the problem mentioned in (c) that is "Unable to proper way of doing light and shadow on objects."

## 3. Probable cause of the problem:

- There is no art teacher from fine art background in primary education.
- Parents and other teachers don't show keen interest in the art education.
- Lacking of books in art education.

## 4. Statement of the problem:

A study on the problem of proper way to use of shading with the help of wooden pencil.

## 5. Objectives of Action Research:

- i) Students will be introduced by different types of pencil and their characters.
- ii) Students will be availed art materials according to their needs of art lessons.
- iii) Scientific ways of teaching to the students according to their age and interests.
- iv) Students will be taught accordingly to their talent and intellectuality.

## 6. Action hypothesis:

- i) There is no art teacher form fine art background in Primary education.
- ii) Parents and other teachers don't show keen interest in the art education.
- iii) Lacking of books in art education.

## 7. Methodology: Tools

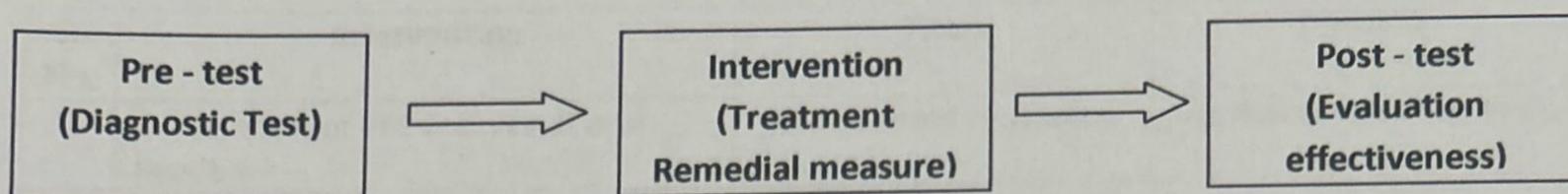
Pre-test, Observation, making question paper, demonstration, class, workshop, provided drawing materials, using blackboard, repeated practices, home works, feedback achievement test, collection of data, report writing and submission.

### Research design:

- i) Survey design
- ii) Experimental design
- iii) Quasi-experimental design

Out of these commonly used methods I have selected the Quasi-experimental design to carry out the research study.

The block diagram of the Quasi-experimental design is given below:



#### DATA ANALYSIS:

The collected data were analyzed in the following forms.

- i) Tabulation of data
- ii) Graphical analysis

### 8. Action details and Time chart:

Sl. No.	Name of Action	Tools	Method	No. of days
1	Preparation of Pre-test	Test items	Analysis and Synthesis	6
2	Pre- Test	Test items	Drawing test	1
3	Analysis of Pre-test	Checking drawing and recording	Analysis	5
4	Preparation of strategies for intervention	Wooden Pencil, Art paper, Drawing book, TLM, Black board	Analysis and Systematization	6
5	Intervention	Demonstration, Home work, Freehand drawing, Practice and repeated practice	Demonstration and drawing activity, Freehand drawing practice	30
6	Recapitulation	Intervention points	Discussion and Feedback	5
7	Post-test	Test items	Drawing test	1
8	Analysis of Post-test; Comparison and graphical representation of data; Report making	Analysis using rating scale, writing data compilation and comparison DTP, etc.	Analysis simple statistical method	6
<b>Total no. of days:</b>				<b>60</b>

### 9. Procedure of Intervention:

#### Pre-test :

A drawing test was conducted among the sample students of Class V with a very easy pencil drawing of a simple flower or fruit and told them to do pencil shading on it. As a result students of Class-V could not draw proper drawing of a simple flower or fruit and most of the students were not able to do shading as well. To test the previous knowledge investigator conducted an oral test about shading and found that students were not able to answer the basic concept of the shading.

### Intervention:

Sl. No.	Intervention	Tools	Method
1	Declaration of Pre-test result and Feedback	Result sheet recording	Discussion with teachers
2	Demonstration Feedback	Black board and drawing book, shading pencils	Activity method
3	Free hand drawing of circle	Do	Do
4	Outline drawing of different fruit	Do	Do
5	Outline drawing of different flower	Do	Do
6	Outline drawing of different leaf	Do	Do
7	Freehand drawing of circle, triangle, square etc.	Do	Do
8	Shading on fruits	Shading pencil	Do
9	Shading of flowers	Do	Do
10	Shading on leaves	Do	Do
11	Recapitulation	Intervention	Do

However, home works of drill and practice also were done by the students to improve the concerned skill.

### Post - test:

After intervention the investigator conducted a post-test among the sample students. As a subject of post-test to draw a mango or a sunflower with shading.

## 10. Data Analysis:

Data analysis was done with the help of percentage, tabulation, bar diagram and circle are used to make a clear picture of the research results.

On the basis of the pre-test the following data were received -

**Table 1: Analysis of data of Pre-Test.**

Sl. No.	Code name of students	Q 1 (5)	Q 2 (5)	Q 3 (10)	Total Marks (20)	% of marks	Parameters
1	A	2	1	6	9	45	Average
2	B	1	1	4	6	30	Below average
3	C	0	1	3	4	20	"
4	D	0	1	3	4	20	"
5	E	0	0	3	3	15	"
6	F	1	1	4	6	30	"
7	G	1	1	4	6	30	"
8	H	2	1	3	6	30	"
9	I	1	2	6	9	45	Average
10	J	1	1	4	6	30	Below average
11	K	0	1	3	4	20	"
12	L	0	0	2	2	10	"
13	M	2	1	6	9	45	Average
14	N	1	1	4	6	30	Below average
15	O	1	1	4	6	30	"
16	P	1	1	3	5	25	"
17	Q	0	1	3	4	20	"
18	R	2	2	5	9	45	Average
19	S	0	1	3	4	20	Below average
20	T	1	1	3	5	25	"

Q. No. 1 and Q. No. 2 are Oral Questions.

On the basis of the post-test the following data were received -

**Table 2: Analysis of data of Post-Test.**

Sl. No.	Code name of students	Q 1 (5)	Q 2 (5)	Q 3 (10)	Total Marks (20)	% of marks	Parameters
1	A	3	4	8	15	75	V. Good
2	B	4	4	8	16	80	"
3	C	3	3	7	13	65	Good
4	D	3	3	7	13	65	"
5	E	3	3	7	13	65	"
6	F	4	4	8	16	80	V. Good
7	G	4	4	8	16	80	"
8	H	4	4	8	16	80	"
9	I	3	3	7	13	65	Good
10	J	4	4	8	16	80	V. Good
11	K	3	3	7	13	65	Good
12	L	3	2	6	11	55	Average
13	M	3	3	7	13	65	Good
14	N	4	4	8	16	80	V. Good
15	O	4	4	8	16	80	"
16	P	3	4	7	14	70	Good
17	Q	3	3	6	12	60	"
18	R	3	3	7	13	65	"
19	S	3	4	8	15	75	V. Good
20	T	4	4	8	16	80	"

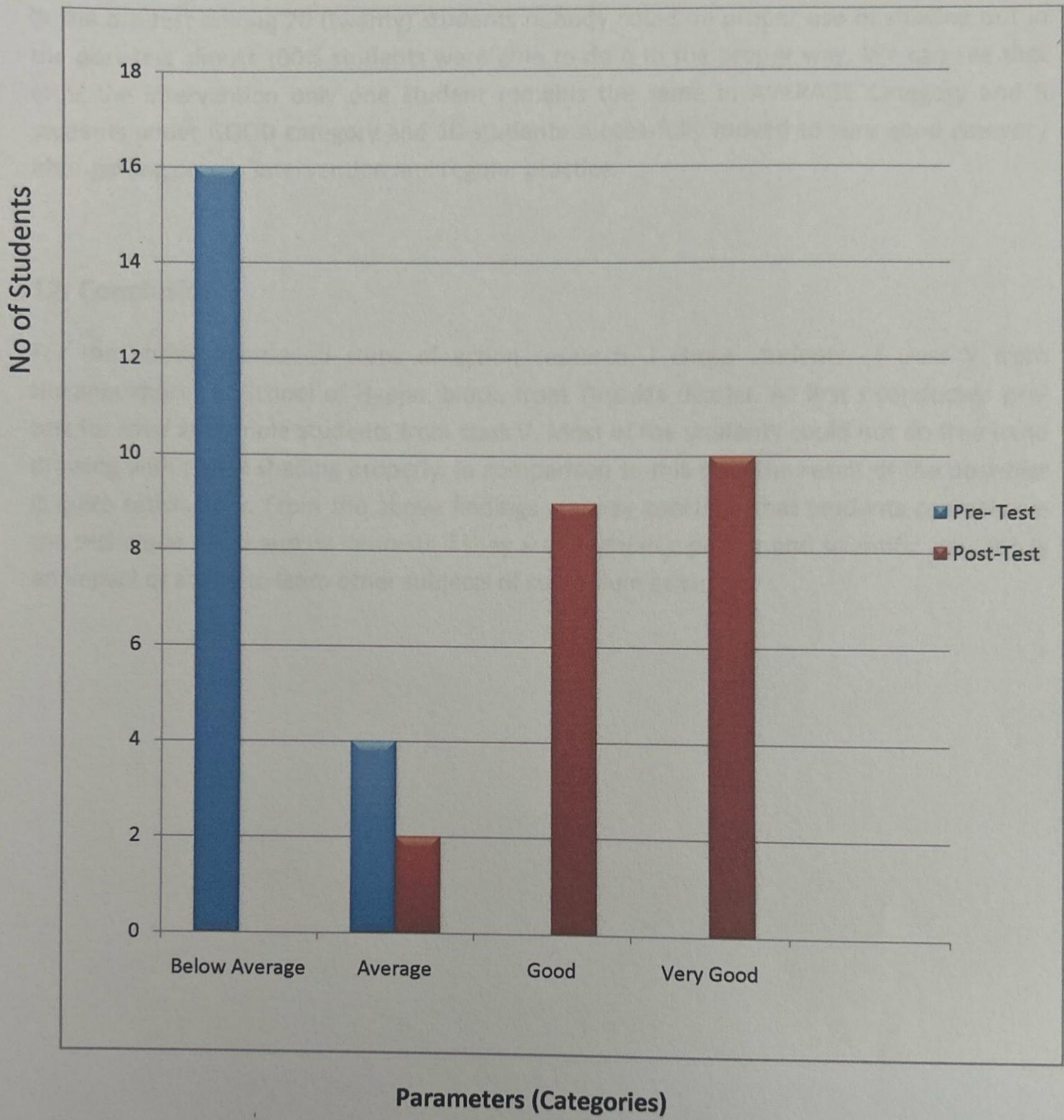
**Q. No. 1 and Q. No. 2 are Oral Questions:**

Rating Scale				
Below Average/Poor (Below 40%)	Average (Above 40 - 55 %)	Good (Above 55 - 70 %)	V. Good (Above 70 - 85 %)	Excellent (Above 85 %)

**Table 3: Table for compilation of Data.**

Sl. No.	Parameters (categories)	Pre - test results	Post - test results	Remarks
1	Below Average / Poor	16	0	Better performance
2	Average	4	1	"
3	Good	0	9	"
4	Very Good	0	10	"
5	Excellent	0	0	X
Total students		20	20	

**TABLE 4: Graphical Representation of Results**



## **11. Findings:**

In the pre-test among 20 (twenty) students nobody could be proper use of shading but in the post-test almost 100% students were able to do it in the proper way. We can see that after the intervention only one student remains the same in AVERAGE Category and 9 students under GOOD category and 10 students successfully moved to very good category after getting proper intervention and regular practice.

## **12. Conclusion:**

For the above mentioned steps of action research, I chose students of class V from Hukanpukhuri L.P. School of Hapjan block, from Tinsukia district. At first I conducted pre-test for total 20 sample students from class V. Most of the students could not do free hand drawing with pencil shading properly. In comparison to this test, the result of the post-test is quite satisfactory. From the above findings we may conclude that students can achieve the technique of art and its interests if they are taught in a proper and scientific way. It has an impact of ability to learn other subjects of curriculum as well.

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING,  
TINSUKIA**

**Action research Report**

**Title of the Action Research Study:**

**“A study on improvement of English handwriting of class  
IV & V students of Silikhaguri LP School.”**

(The study was carried out under D.I.E.T., Tinsukia as an initiative for qualitative improvement in language Learning.)

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It gives me immense pleasure in expressing respected gratitude to my honorable supervisor Mrs. Anju Borthakur, Principal i/c, DIET, Tinsukia for her benevolent guidance. I am highly obliged to her for providing 'valuable space' and 'freedom' to express my views. It is impossible for me to visualize this work without her continuous support and guidance.

I am also acknowledging my gratitude to Headmistress and teachers of Silikhaguri L.P.School, Silikhaguri, Tinsukia, for their cooperation by giving me much needed information and help for the study.

My special thanks to office staff of DIET, Tinsukia for their cooperation and official help in the study.

Durgeswar Saikia  
Lecturer, DIET, Tinsukia

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## **1. Introduction**

The National Curriculum Frame Work(NCF)2005,brought out by NCERT,has outlined a new structure of English language teaching curriculum in lower primary classes as ‘Marigold’ textbook series .Mostly the language teaching in elementary level through rhythms, song , conversation, games, practices, activities have been used by the teacher. The English language teaching as a second language teaching, the method is used with the help of MIL or Assamese language teaching in Assam so the pupil get difficult to learn English. The English language teaching starts parallely with MIL from class-I onwards and children become confused due to using same method of teaching for both the languages together by the teacher. To abolish this confusion the basic stages of language learning activities may be used since English is completely new for the learners because they never learn this language before. Out of four skills i.e. listening, speaking, reading and writing, the writing skill is the learning of step by step process. The first step of learning is to develop the mechanics of writing .But due to lack of proper idea of English teaching technique, one teacher alone has to teach different subjects in different classes at a time or lack of proper training of English language teaching English language become difficult to learn for the young children. In Assam from 2011 the NCERT “Marigold” books are introduce as text book for English language teaching. Due to lack of proper training on the new technique of teaching learning of English language teachers of lower primary faced some problems as a result of this the children could not achieve their minimum level of learning.

### **1. 2. Operational Definition:**

English Handwriting – For children good handwriting is extremely important. In this study it is to find out the proper tips for good English handwriting of capital letters, small letters and cursive writing for children. It means a simple way of mastering the art of good English handwriting.

### **1.3. Introduction of problem Area:**

During the visit to the Silikhaguri LPS for academic support, it was found that the English handwriting of class IV and V children need some improvement and they need the basic idea of English handwriting skill as well as cursive writing. To find out the solution and to make interesting of English language learning by giving special importance to improve the handwriting skill, it is decided to do a

study in Silikhaguri LP School, Silikhaguri of Hapjan Block under Tinsukia district. Since the school graded as C in both the Gunotsav phase I & II and the School is under Mission Uttaran of DIET, Tinsukia.

#### **1.4. Probable causes of the problem:**

- a) Learners are not able to understand the basics handwriting technique of english.
- b) Students find difficulty to understand the English capital alphabets small alphabets and its different writing principle.
- c) Students unable to read and write the English alphabets and words.
- d) Students unable to write the English cursive writing.
- e) Giving less importance in English handwriting practice.

#### **1.5. Statement of the problem:**

Among the above mentioned problems the investigator was selected the following problem as the title of the study-

“A study on improvement of English handwriting of class IV & V students of Silikhaguri LP School.”

#### **1.6. Significance of the study:**

- a) The research is needed for English language specially handwriting of class IV & V
- b) It will give the idea of philosophy of teaching English as second language.
- c) Teacher will get the idea for the improvement of hand writing skills of English language.
- d) Student will acquire the mechanics of handwriting skill of English language
- e) It will develop the English hand writing skills of the student of class –IV & V

## **2. Delimitations of the study:**

1. The study was limited to only class-IV & V children of Silikhaguri LP School
2. The English language handwriting skill was the subject of the study
3. Achievement test and observation were mode of evaluation in class room transaction
4. Only class-IV & V student was tested

## **3. Objectives of the study:**

- a) To identify the most probable causes of student's difficulty in English handwriting.
- b) To design appropriate method for the improvement of English handwriting among the students
- c) To make interested in English handwriting practice among the students.

### **3.1. Action hypothesis:**

“If the students practice daily with appropriate technique of English handwriting than the students will show better performance.”

## **4. Methodology**

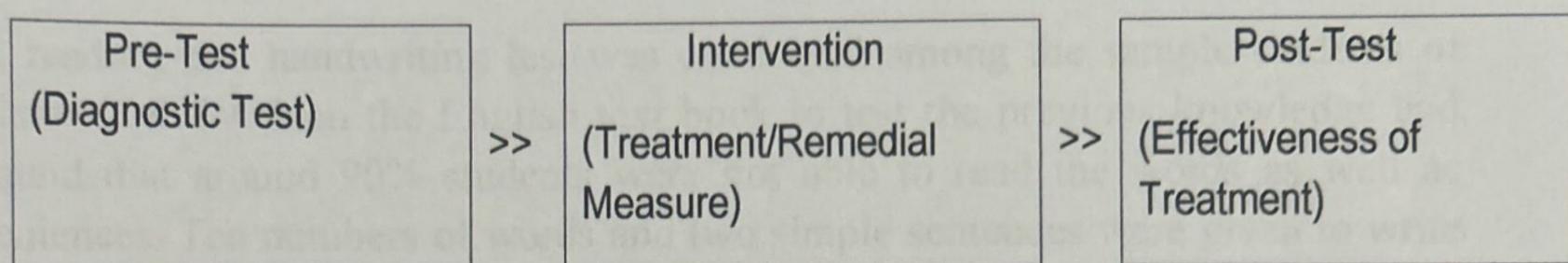
### **4.1. Selection of samples:**

10 Nos. students are selected as sample among the class III & IV standard of Silikhaguri L.P. School, Silikhaguri, Tinsukia by using random sampling technique from the total population of class III & IV.

### **4.2. Selection of research design:**

For the study, the Survey design and Quasi-experimental design was selected.

### Block diagram of Quasi-Experimental design



4.3. Sources of baseline data: “Gunotsav” data, Pre-Test and Post Test data

4.4. Selection of tool (for data collection):

Observation Schedule, Rating Scale, Test-items for Pre-test and Post- test

### 5. The study was done as per following timeline:

Sl.No.	Activities	Duration	Dates
01	Sharing with teachers and students of the target school.	1 - Day	1 <sup>st</sup> week of September 2019
02	Holding of Pre-test (diagnostic test)	1 - Day	2 <sup>nd</sup> week of September 2019
03	Preparation of TLM and transaction plan and techniques of handwriting in association with teachers and students (also grouping of students)	10 - Days	3 <sup>rd</sup> and 4 <sup>th</sup> week of September 2019
04	Class Transaction and practice of English alphabets and handwriting practice (use of innovative approach/ method/ technique/ skill etc. as a part of intervention strategy)	20 – Days	1 <sup>st</sup> October to 20 <sup>th</sup> October 2019
05	Holding of post-test	1 - Day	last week of October 2019
06	Data analysis and writing of research report.	5 - Days	1 <sup>st</sup> week of November 2019

## 6. Pre-Test-I

A reading and handwriting test was conducted among the sample students of class-III & IV from the English text book to test the previous knowledge and found that around 90% students were not able to read the words as well as sentences. Ten numbers of words and two simple sentences were given to write from the text book and found that the 90% students of sample students could not write the words and sentences in proper way of English handwriting.

## 7. Intervention

The investigator conducted two days class demonstration by using the flash card where alphabets were shown in proper way of writing by using arrow sign. Students were distributed the four lines copy for writing practice. With the help of teachers on the blackboard by drawing four lines some of the words wrote and shown the proper way of writing both the capital and small letters. Student were tried to write the words in their four lines copy according to the words writing on the black board. The writing in four lines copy some of the words were practicing for fifteen days. An extra period was allotted in the daily routine for handwriting practice. Cursive writing book were distributed among the sample students for practice at home and the practice book was checked by the teacher every day. The following steps were followed for English handwriting practices.

- i) Paper positioning – When writing, the paper ideally placed at a 45-degree angle towards the dominant writing hand.
- ii) Pencil position – Holding pencil in the tripod grip ( with the first two fingers and thumb).
- iii) Start with straight lines of varying lengths, both “up and down” and “side to side”
- iv) Movement on to diagonal lines.
- v) Introduction of curve and tunnel shapes.
- vi) Finish by drawing patterns.
- vii) Introduced letters in similar groups in common writing motions
  - > Counterclockwise – a c d g q e o f s
  - > Clockwise – b h m n p r
  - > Vertical line – i j k l t
  - > Catch-all category – u v w x y z

On the basis of above steps under the guidance of teachers the student were given to do the handwriting practice in the four lines copy as well as blank copy. The sessions were made a part of fun activity by showing some of the shapes, pictures of letters, story and activities like making letters by paper cutting etc. Frequent hand writing test were taken and feedback were given for practice of writing.

## 8. Post-Test

After the intervention, handwriting practice step by step continued by the teachers of the school, the investigator conducted a post test among the sample students. The test items were mostly English word writing, sentence writing in four line copy and blank copy without any guidance.

## 9. Data Analysis

### 9.1. Data analysis of Pre-Test (English handwriting Test)

The investigator conducted a handwriting test among the sample students to find out the performance and skill of the students in English handwriting without any prior guidance. The performance in the test was as below. (Table – 1)

Table-1

Performance of sample students in Pre-Test

Sl.No.	Performance in handwriting test	No. of students	% of students
01	A (Very good)	0	0
02	B (Good)	1	10
03	C (Poor)	3	30
04	D (Need improvement)	6	60
	Total	10	100

Grade A = Very good

Grade B = Good

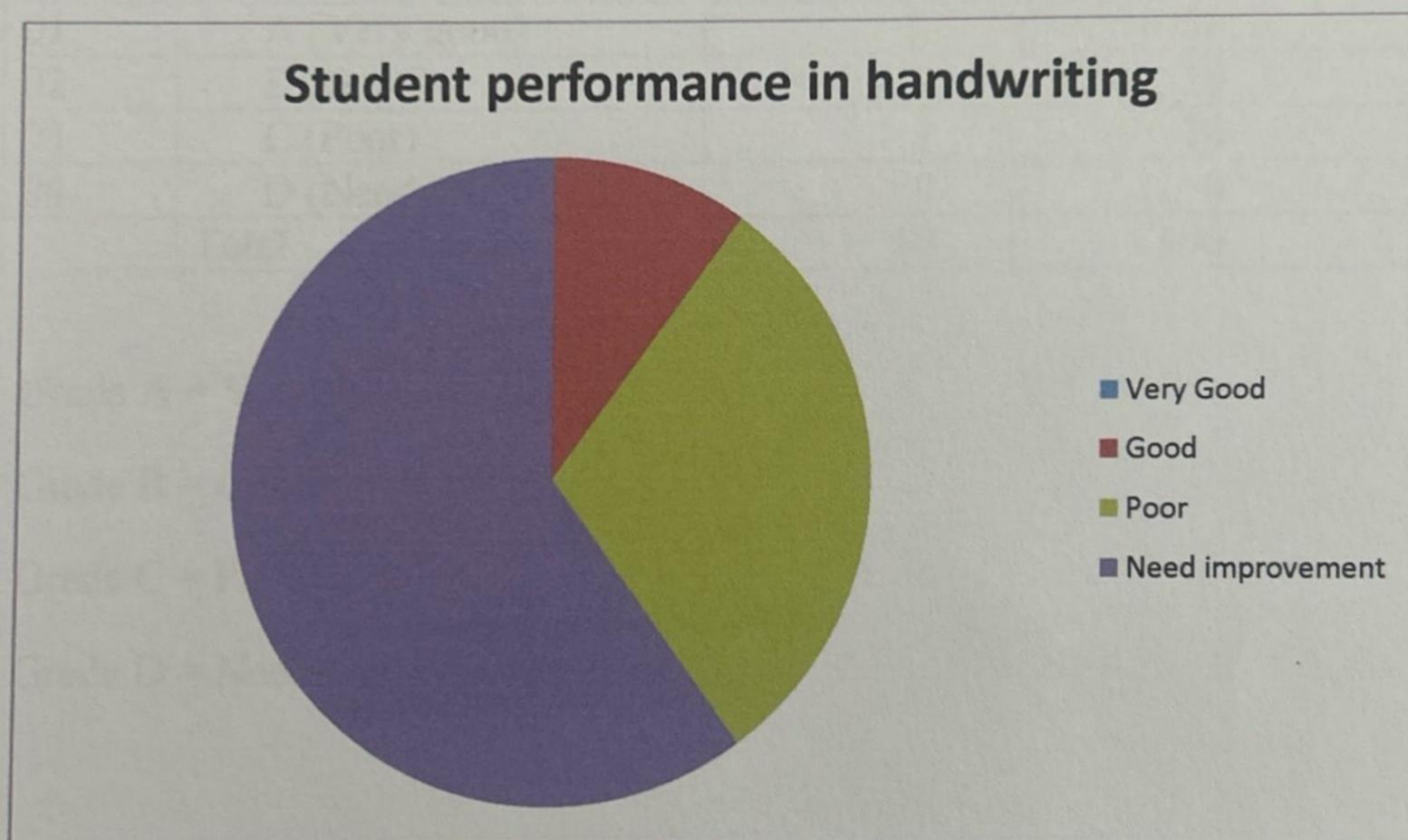
Grade C = Poor

Grade D = Need improvement

On the basis of the above table-1 the data can be represent in a pie diagram to make it more clear understanding for the analysis.

Figure – 1

Performance of sample students in Pre-Test



From the above table-I and Figure – 1, it has been seen that the handwriting performance of students in grade A (Very good) 0%, grade B (good) only 10%, Grade C (Poor) 30% and most of the students scored grade D (Need improvement) i.e., 60%. Before the test the teachers were continued the handwriting practice in traditional method.

## 9.2. Data Analysis of Post Test (English Handwriting Test)

The investigator conducted handwriting test among the sample students to find out the performance of the students after the intervention. The performance in the test was as below. (Table – II)

Table-II

Performance of students in post test after the intervention

Sl. No.	Performance in handwriting test	No. of students	Percentage of students
01	A (Very good)	7	70
02	B (Good)	2	20
03	C (Poor)	1	10
04	D (Need improvement)	0	0
	Total	10	100

Grade A = Very good

Grade B = Good

Grade C = Poor

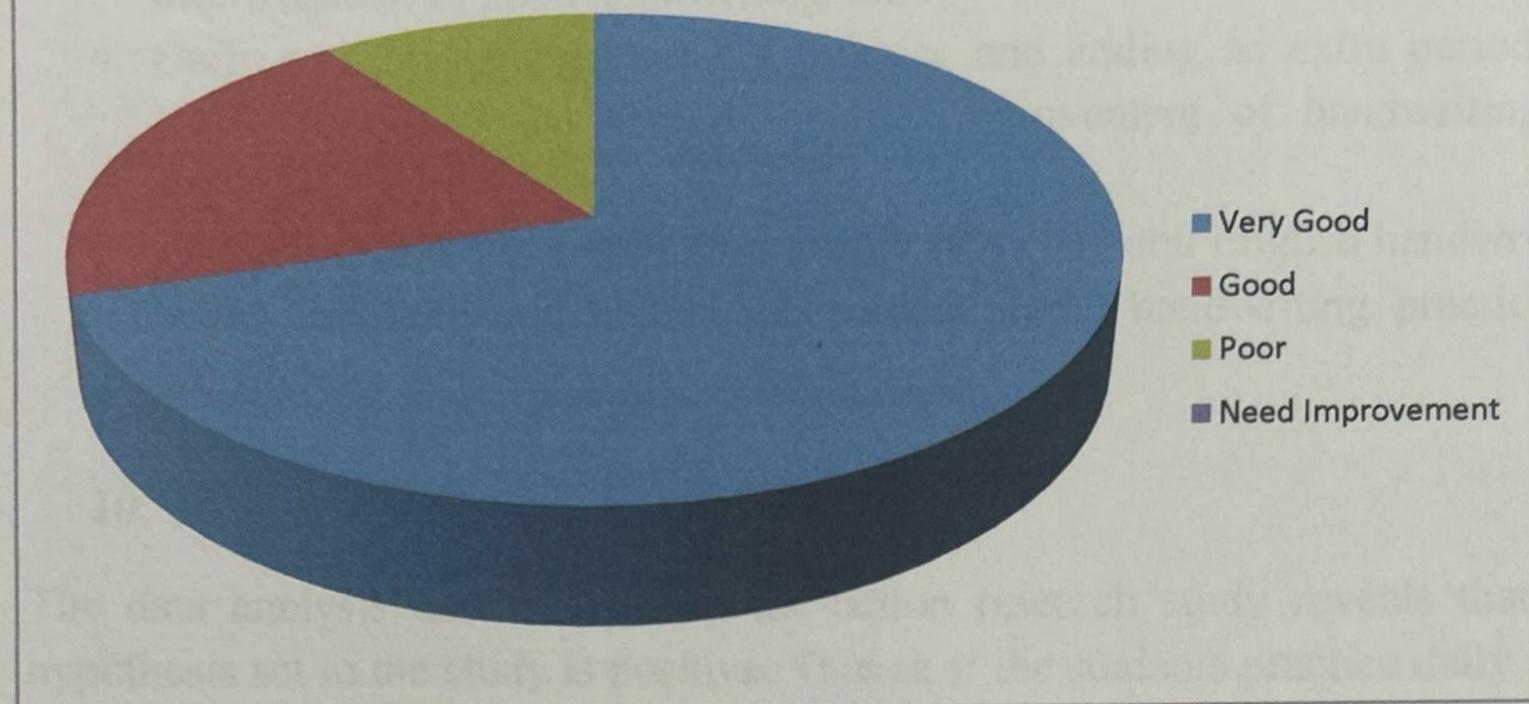
Grade D = Need improvement

On the basis of the above table-II the data can be represent in a pie diagram to make it more clear understanding for the analysis.

Figure – 2

Performance of sample students in Post-Test

## Student performance in handwriting test2



From the above table-II and Figure – 2, it has been seen that the performance in handwriting of sample students in grade A (Very good) is 70% and the students scored grade B (Good) is 20%, Grade C (Poor) scored only 10% and nobody scored grade D ( Need improvement) . This performance was shown by the sample students in the test after the intervention.

### 10. Findings

From the study and after the analysis the data the following are the findings to fulfill the objectives of the study.

1. It has been seen that after the intervention 70 percent sample student performed very good in English hand writing.
2. As per students feedback and observation schedule most of the student improved their handwriting after the practice by using four line copy with proper way of writing.

3. It was found that the practices of proper way of writing style like Paper positioning and pencil positioning (holding pencil) is important for the improvement of good handwriting skill.
4. Daily step-by-step handwriting practice and adding an extra period for handwriting practice helped for the improvement of handwriting of students.
5. It was seen that the distribution of four line copy and English handwriting book motivated and helped the student to do handwriting practice in proper way.

#### **10. Test of Hypothesis**

The data analysis and findings of the action research study reveals that the hypothesis set in the study is positive. That is, if the students practice daily with appropriate technique of English handwriting than the students will show better performance.

#### **11. Suggestions and recommendations**

1. The practices of proper way of writing style like Paper positioning and pencil positioning (holding pencil) is important for the improvement of good handwriting skill.
2. Daily step-by-step handwriting practice and adding an extra period for handwriting practice will help for the improvement of handwriting of students.
3. The distribution of four line copy and English handwriting book among the students will motivate and help the student to do handwriting practice in proper way.
4. The handwriting practice should make fun by using different pictures related to letters.
5. Some of the video can be shown to the student regarding handwriting practice by using ICT.
6. Focus on letter-like shapes before introducing actual letters.

## 12. Conclusion

Even in a world of computers and smart phones, handwriting is an essential skill on its own merits. It is also a learning tool that improves overall academic success. Teaching handwriting can be challenging but also it is very interesting. If the teachers give importance on development of handwriting skill step by step with proper method. Reading and handwriting skill is integral part of language learning of students. We should adopt students' skills and we should not expect perfection from students. Each student may not have the motor skills for handwriting, so we meet them where they are and slowly introduce the particulars of ideal paper and pencil positioning and make practice of writing of letters in proper way and then words, sentences with the help of four line copy and on blank copy. Once handwriting skill develops the student get interesting. In this study the English handwriting skill was developed by using the interesting methods and step by step the students learnt the English words and its proper way of writing. If we follow the scientific method of handwriting then the English handwriting skill of the students' will be developed. Since, the study was done among very limited students of Tinsukia district of Assam; there is wider scope on it to study for better findings and implementation.

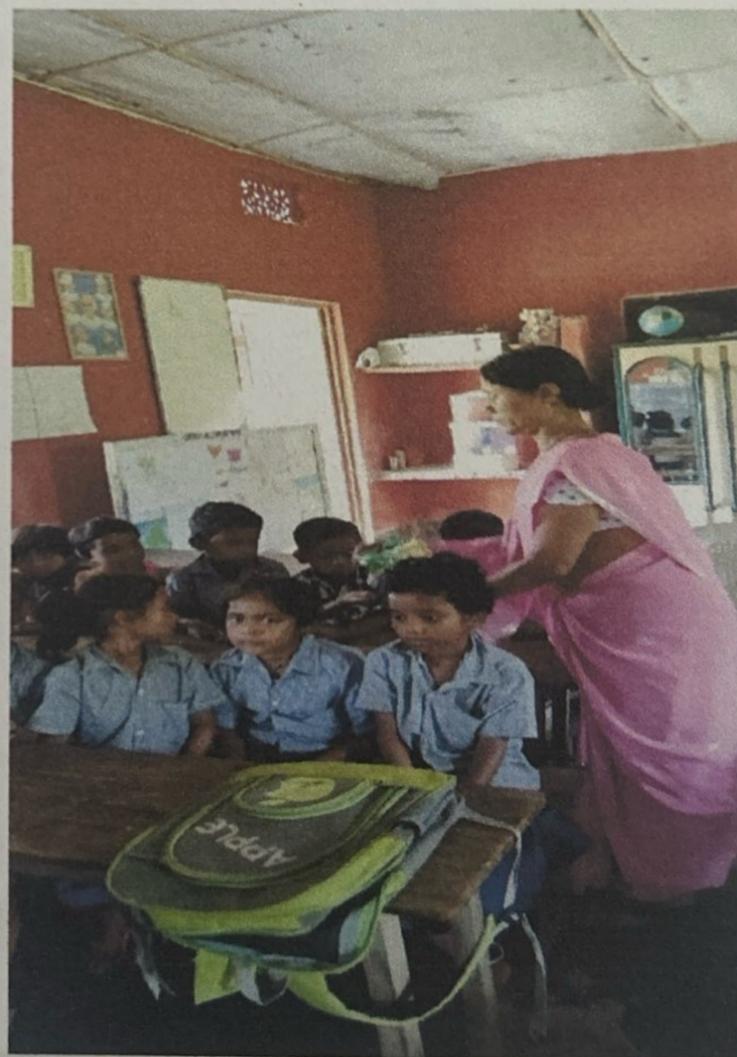
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APPENDIX – I

Photographs of Action Research Study Activities





## **TITLE OF THE STUDY:**

**A study on improvement of reading skill through innovative technique in English Language among the students of class Vii in Hindi High School, Makum**

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## 1. INTRODUCTION

Tinsukia district is located in the eastern most part in the state of Assam. The river Lohit physically bifurcates the Sadiya sub division from the rest of the district. The southern and the northern boundary is connected by the inner state boundary of Assam and Arunachal Pradesh.

### **Boundaries:**

East – Arunachal Pradesh

North –Arunachal Pradesh and Dhemaji district

South – Arunachal Pradesh and Dibrugarh district

West – Dibrugarh district

The district is a home of almost all the linguistic and religious group of Assam. The chief components of the population are The Ahom, Moran, Muttak, Tea tribes ,Deori, Missing, Kachari, Chutia, Bodo, Chingpho, Taiphake, Bengali,Punjabi, Nepali, Marowari, Bhojpuri etc. Hence it has a combination of all culture belonging to these communities. Accordingly it bears the multi Lingual quality of these tribes.

## 2. NEED OF THE STUDY

English is taught in most of the government schools of Assam as second language. Students who study English as 2<sup>nd</sup> Language mostly lack in coping the skills because of poor guidance at home and a phobia developed towards the language. It is a universal truth that without acquiring the basic language skills, i.e. listening, speaking, reading and writing one cannot convey even a simple message in an expected way. Though psychologists say language skill in children starts getting developed right from the birth but formal language start developing when they start using it as medium of communication in the social platform.

Primary schooling period of children's life is considered to be the most crucial because, from this age children start using official form of language. From this period they start coding and decoding the language in an official fashion. From my recent visits in the Makum Hindi High School I could reveal that children even in class 7 could not read the simple sentences in 2<sup>nd</sup> Language (English) from their text books. Keeping this scenario in mind we have decided to carry out our action research upon the students of class vii in the Makum Hindi High School of Hapjan Education Block, Tinsukia District.

## 3. PROBLEM AREA-

During my visits in the schools I have come across with the following issues towards learning the 2<sup>nd</sup> Language ( English) -

- a) Unable to identify basic alphabets and simple words
- b) Unable to read simple sentences correctly
- c) Unable to read with correct pronunciation and intonation
- d) Lack of skill in writing a simple sentence
- e) In ability in replying any question in a simple sentence
- f) Inability in finding out a answer to a question put up from the text book

Out of all these problems mentioned above we have selected the problem mentioned in a) Unable to identify basic alphabets and simple words and b) Unable to read simple sentences correctly.

#### 4. STATEMENT OF THE PROBLEM-

A study on improvement of reading skill through innovative technique in English Language among the students of class Vii.

Effectiveness of drill and practice on improvement of simple sentence reading skill in 2<sup>nd</sup> language (english)

#### 5. OBJECTIVES OF STUDY-

- (i) To identify the causes of the problem of students inability towards reading a simple sentence in 2<sup>nd</sup> Language (English)
- ii) To find out innovative techniques as remedial measures to the problem being identified (Intervention step)
- iii) To evaluate the effectiveness of innovative strategy applied during intervention.

#### 6. HYPOTHESIS-

If the teacher adopts appropriate drill and practice strategy towards betterment of language adaptability by simple and easy skills, it will enable the learners to perform better in developing reading in 2<sup>nd</sup> Language (English)

#### 7. DELIMITATION OF THE STUDY

The study is meant for the class 7 level students of Makum Hindi High School of Tinsukia district, hence it will cover the 2<sup>nd</sup> Language (English) reading related issues of the district.

#### 8. PROCEDURE-

- a) Selection of sample – the class 7 students of Makum Hindi High School of Tinsukia district will be selected as sample group of survey. A total of 20 students will be selected on random sampling
- b) Tools of Data collection-
  - i) Pre-test Questionnaire
  - ii) Post-test Questionnaire
  - iii) Observation Schedule
  - iv) Rating scales

Initially a pre-test was conducted to identify the capability of the students through a questionnaire contained with following items-

- (i) Reading Vowels and consonants separately
- (ii) Reading simple words
- (iii) Reading simple sentences
- (iv) Reading complex sentences and paragraphs

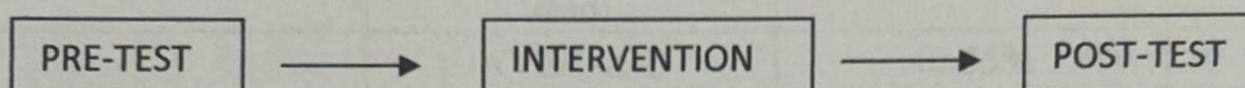
## 9. METHODS-

Methodology undertaken during the course of study is very important. It gives a pathway towards smooth conducting a study. The methods largely used in educational research are-

- i) Survey Design
- ii) Experimental
- iii) Quassi experimental Design

Out of these commonly used methods I have selected the Quassi experimental Design to carry out our survey.

This will include following ways of intervention-



## 10. DATA ANALYSIS-

- a) Tabulation of data
  - b) Graphical presentation
- i) Comparison of Pre-test and Post-test

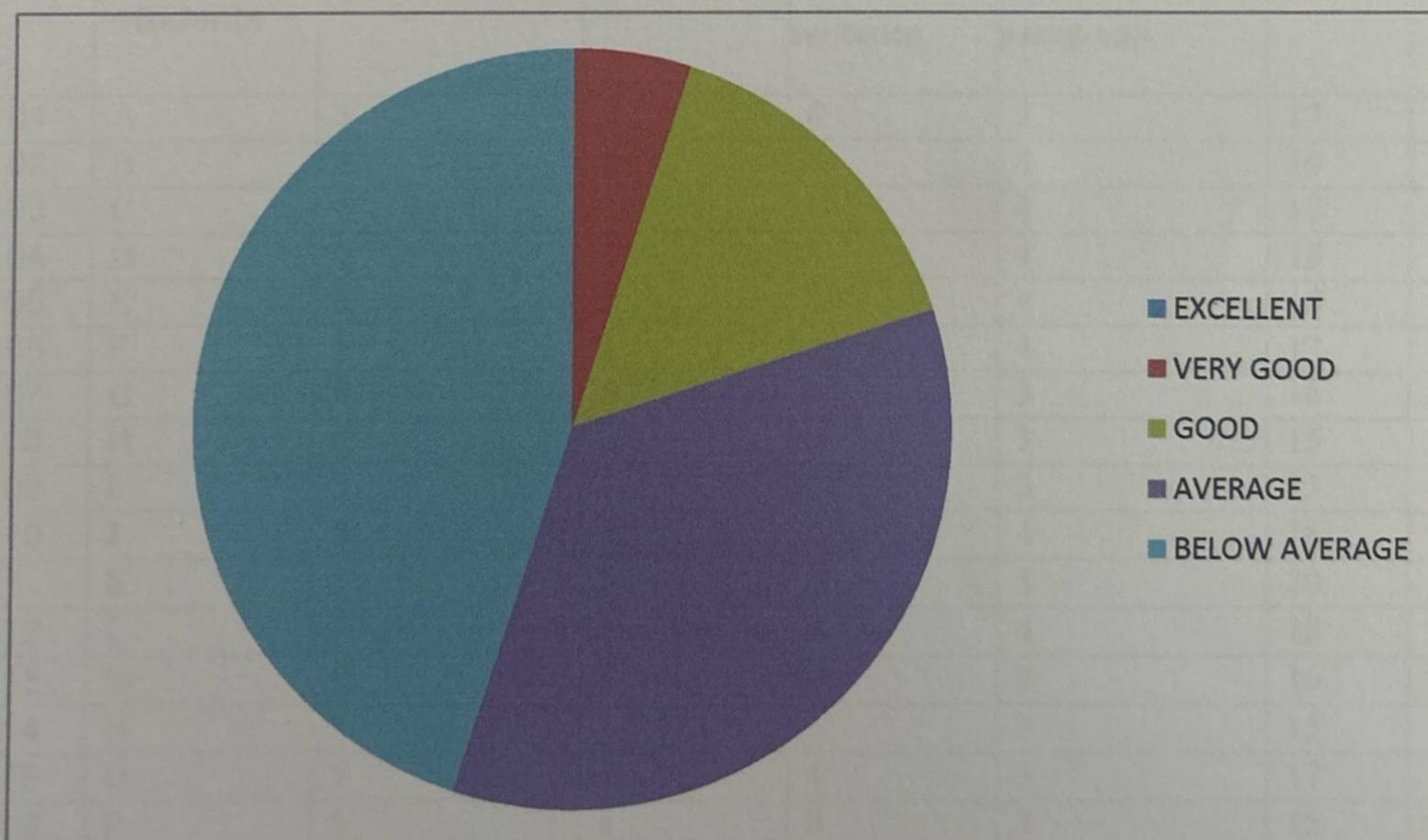
**Mark-sheet of Pre-test (Action Research :)**

SL NO	NAME OF THE STUDENT	Identification of Alphabets	Reading simple words	Reading Simple sentence	Reading complex sentence and paragraph	Total	Percentage%
1	A	3	2	1	0	6	30
2	B	5	3	2	2	12	60
3	C	3	2	1	1	7	35
4	D	4	2	1	1	8	40
5	E	5	3	3	2	13	65
6	F	4	3	2	2	11	55
7	G	3	3	2	1	9	45
8	H	3	2	1	1	7	35
9	I	2	2	1	0	5	25
10	J	3	2	1	1	7	35
11	K	5	4	3	3	15	75
12	L	4	3	2	1	10	50
13	M	3	2	2	1	8	40
14	N	3	2	1	0	6	30
15	O	4	3	2	1	10	50
16	P	3	2	2	1	8	40
17	Q	2	1	0	0	3	15
18	R	2	1	0	0	3	15
19	S	3	2	1	0	6	30
20	T	2	1	0	0	3	15

ii) Analysis of Pre-test Data-

SL. NO.	GRADE	SCALE	NO. OF STUDENTS
1	EXCELLENT (Who could read and write all the items being given)	85% >	0
2	VERY GOOD (Who could read most of the items)	70-85%	1
3	GOOD (Who could read some of the items given to read)	55-70%	3
4	AVERAGE (who could utter a few items given to read)	40-55%	7
5	BELOW AVERAGE (Who couldn't utter a single alphabet)	<40%	9

iii) Graphical presentation of Pre-Test Data



iv) OBSERVATIONS-

While going through the data it is found that there is no child who could score in excellent range. There is only one child in the very good range, 3 in good range and 7 in average range, The matter which worries most is the 9 students in the below average range, therefore there is an urgent need of reviewing the issues and problems behind such poor performance in 2<sup>nd</sup> Language(English) by the students. After discovering the causes behind this type of performance there needs to initiate

well planned intervention strategies to address the issues. The commonly found issues behind poor performance are-

- i) Lack of planned methodologies in teaching the in 2<sup>nd</sup> Language (English)
- ii) Need of proper attention by the parents (90% of these children are first generation learners)
- iii) Absenteeism in the schools
- iv) Learning gap because of absenteeism in the school

**INTERVENTION:**

Intervention is considered to be the most effective tool in changing learning behavior of the students. It is said that a planned and systematic intervention strategy can do miracles towards removing the existing learning barriers and finding a pathway to explore the new one.

The Intervention strategy adopted are-

- (i) Using flash cards towards identifying syllables/words
- (ii) Using pocket boards in practicing words
- (iii) Breaking big word into small one
- (iv) Breaking a long sentence into small one
- (v) Rigorous drill and practice
- (vi) Identifying slow learners and taking remedial measures

**v) Mark-sheet of Post-test (Action Research:)**

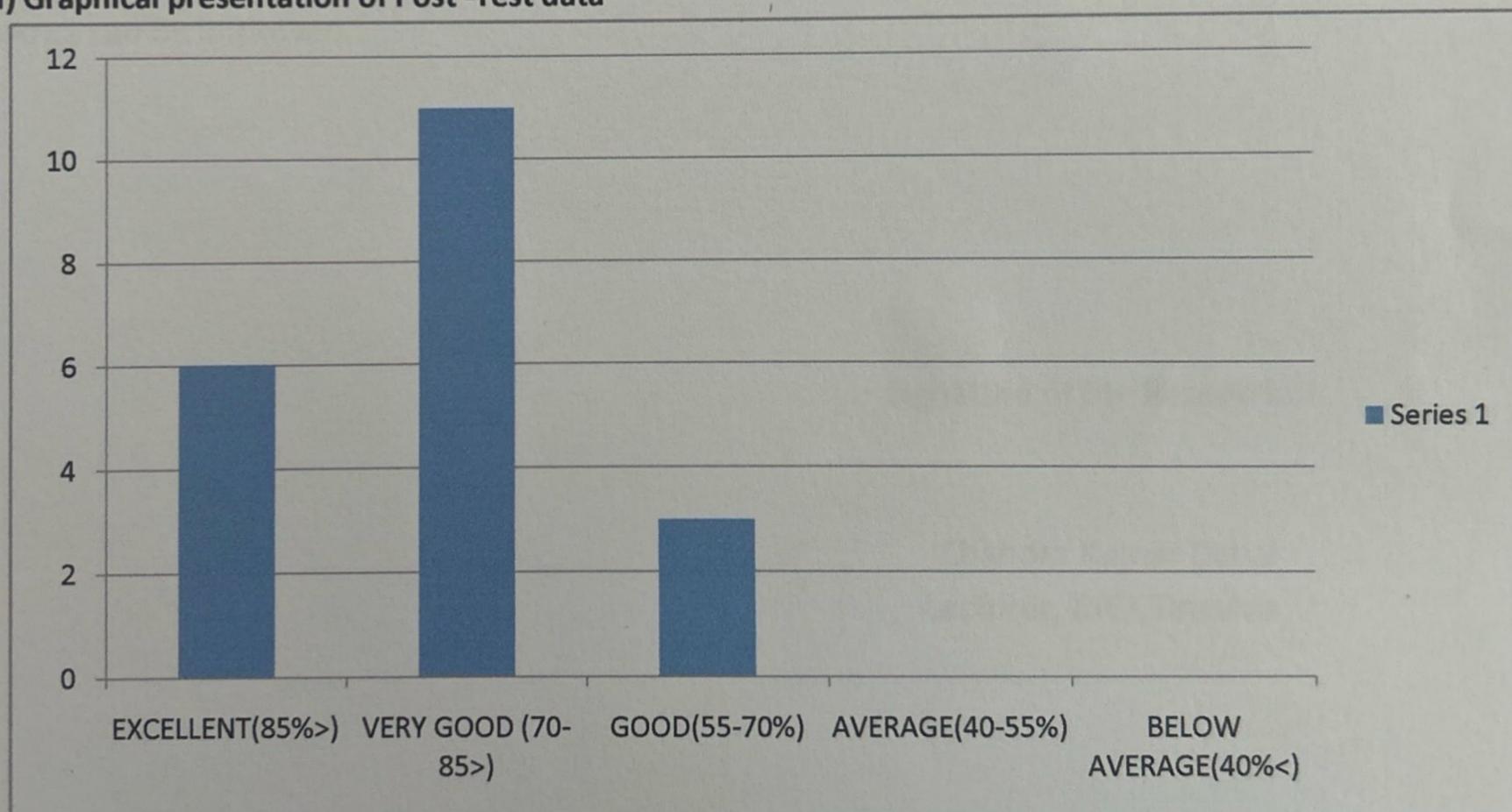
After taking the above mentioned intervention a post test was conducted which has improved students performance towards an expected standard. The score card is displayed and analyzed here-

Sl.No.	Code name of students	Identification of Alphabets	Reading simple words	Reading Simple sentence	Reading complex sentence and paragraph	Total	Percentage %
01	A	5	5	4	3	17	85
02	B	5	5	5	4	19	95
03	C	5	4	4	4	17	85
04	D	5	5	4	4	18	90
05	E	5	5	4	4	18	90
06	F	5	4	4	4	17	85
07	G	5	4	4	3	16	80
08	H	5	4	3	3	15	75
09	I	5	4	3	3	15	60
10	J	5	5	4	4	18	90
11	K	5	5	5	5	20	100
12	L	5	5	4	4	18	90
13	M	5	4	4	3	16	80
14	N	5	4	3	3	15	75
15	O	5	5	4	3	17	85
16	P	5	4	3	3	15	60
17	Q	5	4	3	3	15	75
18	R	5	4	4	3	16	80
19	S	5	4	3	2	14	70
20	T	5	4	3	3	15	75

vi) Analysis of Post-test Data-

SL. NO.	GRADE	SCALE	NO. OF STUDENTS
1	EXCELLENT (Who could read and write all the items being given)	85% >	6
2	VERY GOOD (Who could read most of the items)	70-85%	11
3	GOOD (Who could read some of the items given to read)	55-70%	3
4	AVERAGE (who could utter a few items given to read)	40-55%	Nil
5	BELOW AVERAGE (Who couldn't utter a single alphabet)	<40%	Nil

vii) Graphical presentation of Post -Test data



iii) OBSERVATIONS-

The Post-test data are much encouraging than the pre-test. The results of the intervention strategy are very well reflected in the post-test data. There are 6 nos of students stand in excellent range whereas in the pretest it was nil. It indicates that there is 30% jump in the excellent category in compare to pre-test results. In the very good category there was only one child in pre-test but now there are 11 students placed in this category. If we convert this in terms of percentage in pretest it was 5% but now it is in 55% after post-test. The good category was 7 in pre-test and it remained 3 in the post test. Of course, in the

post test this category came from the average or below average category. The students who were in good category range earlier have now climbed upto very good or excellent category. In average category there stands no child. Percentage wise increase in this category is 35%. Another most significant aspect of this study is absence of even a single child in below average category; whereas it was 45% in the pretest.

## 11. Conclusion:

Thus, from the facts and figures mentioned above it became obvious that there are numbers of issues related to teaching – learning of 2<sup>nd</sup> Language(English) in Tinsukia district. The causes and problems related to this field were analyzed well and proper intervention strategies were adapted to deal with this issue. Infact, there is an urgent need to look into the aspects of teaching of 2nd Language (English) of the children in Tinsukia district. The causes behind this issue are –

- i) Multilingual character of the district
- ii) Most of the cases the difference between home language, school language and 2<sup>nd</sup> Language
- iii) Lack of proper planning to deal with the multilingual character of the students
- iv) Unavailability of proper ICT tools to teach
- v) Lack of proper training for the teachers to teach 2<sup>nd</sup> Language
- vi) Lack of well planned remedial measures

At the end if proper intervention is given the 2nd language learning scenario in Tinsukia District can be improved.

Signature of the Researcher

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**-THANK YOU-**