

**A Study on the Difficulty Faced in Speaking English by Secondary School Students
in South Tripura District**

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Abstract

English is a world language. English language has been introduced in most of the countries in the world. Although all Countries have a state language, despite this the use of English language in all countries is increasing day by day. All the educated people and youth of the world who left the native language and their mother tongue try to bring the English language to interact or communicate. Students in the school, college are interested in using English language in their conversation. Since English is our second language and our official language, it is very important for school student to speak English. With the change of era the use of English language demand is increasing, but the in government schools, no extra provision are seen from the government goal. In many cases we are forced to use only English language. English has occupied an important place in our educational system and life of our country. Knowing the importance of English language, and difficulty faced by students of South Tripura in speaking English, it was felt to study “The Difficulty Faced in Speaking English by Secondary School Students in South Tripura District”. For this purpose Descriptive survey method of research was used. A sample of 220 secondary school students were selected randomly from seventeen schools located in South Tripura district. The methodology includes ‘t’ test.

Keywords: English language, Conversation, Communication, Mother Tongue, Speaking Difficulties.

Introduction

A language is a means of conventional vocal signs by means of which human beings interact with one another. People of two communities learn each other's language to communicate with each other. To learn a language first we do not need to know the grammar of the language. And English is such a language which is universally accepted as a way of interaction in all parts of the world. But there is no special method used by the teacher to teach English Language to the students. Student doesn't get any opportunity and facilities to communication in English language. If the students get opportunity to talk in English, only then they can learn English easily. In the present article this attention is focused on the picture of English speaking and difficulties faced by the students of secondary schools in South Tripura.

English is a world language. English language has been introduced in most of the countries in the world. Although all Countries have a state language, despite this the use of English language in all countries is increasing day by day. All the educated people and youth of the world who left the native language and their mother tongue try to bring the English language to interact or communicate. Because the one who left their mother land immediately leave their mother tongue. The people of another country do not understand the language of other country. This way everyone is leaving their native language behind. From childhood we have mixed some words from English language in our mother tongue. We borrowed one and more English words while speaking. Such as the cup, chair, table, mobile phone, computer, printer, etc. Students in the school, college are interested in using English language in their conversation, as a fashion and to reflect their identity. In this way many

people are using English language instead of their mother tongue to satisfy their own purpose. In many cases we are forced to use only English language. If we were to write an official letter or fill up any official form we are in need of English language. And English language occupies separate position in higher and technological education. With the change of era the use of English language demand is increasing.

English language has occupied an important place in our educational system and life of our country. It is the language that continues to dominate the nation. And India is a third largest English speaking country. In India English is being perceived as a “must know” language. English has now become a ladder for upper social mobility and “a window to the world”. Since English is our second language and our official language, it is very important for school student to speak English. Through the conversation we learn any language very easily, but school students of South Tripura are found to struggle in speaking English which plays a bridge in communication.

Students are not finding any opportunity and facilities to communicate in English language. Observing this investigator decided to study the status of difficulty faced in speaking English by tenth class students in south Tripura district.

Objectives:

1. To assess the level of difficulty in speaking English by secondary school students.
2. To find out the influence of following variables on difficulty faced in speaking English by secondary school students.

a) Gender

b) Locality

c) Medium of school

d) Type of school

Hypothesis of the study

1. Secondary school students are not possessing high level of difficulty in speaking English.

2. There is no significant difference in difficulty faced by boys and girls in speaking English.
3. There is no significant difference in difficulty faced by rural and urban secondary school students in speaking English.
4. There is no significant difference in difficulty faced by English medium and Bengali medium school students in speaking English.
5. There is no significant difference in difficulty faced by Private and Government school students in speaking English

Design and Methodology:

Descriptive survey method of research is been employed for the present study. A sample of 220 secondary school students was selected through stratified sampling method from private and government schools of South Tripura district. Sample consists of boys and girls of urban and rural areas.

Sample Design

Sl.No.	School Name	No of Students
1	Joshmura High School	18
2	Belonia Vidyapith High School	13
3	Belonia English Medium School	11
4	Swami Vivekananda English Medium School	12
5	Holy Spirit English Medium School	10
6	Barpathari English Medium School	11
7	Gobinbari High School	8
8	Kalachara High School	14
9	Ekalavya Model Residential School	11
10	Santir Bazar English Medium High School	10

11	Sun Shine English Medium School	14
12	Holy Cross High School	16
13	South Hichachara High School	16
14	Sahid Dhananjoy Tripura Smriti High School	12
15	Subroom English Medium Higher Secondary School	15
16	S.F.S. Residential School	15
17	New Era English Medium School	14

Tool used in the study

Problems Encountered in English Teaching and Learning Survey, which was developed by Ergüder (2005) was used as the data collection tool in the study, adapted by being protected largely and finalized by being received on expert opinions.

Statistical Analysis

The data was analyzed using Mean, SD, and 't' test.

Result and Interpretation**Hypothesis - 1**

Secondary school students are not possessing high level of difficulty in speaking English.

To test the validity of the above hypothesis, the mean value, Standard deviation, Skewness and Kurtosis are calculated which is given in the table below.

Table 1: Level of difficulty in speaking English possessed by the Whole Sample

Sample size	Mean	S.D	Skewness	Kurtosis
220	120. 71	70.71	-0.5	-0.25

As indicated from the above table, level of speaking problems in English by the whole sample was found to be average. As per the standard deviation value, the scores in the units are dispersed to a high degree. The value of skewness and kurtosis *shows that the distribution is slight negatively skewed and platykurtic, and of course it approaches normal form.*

The hypothesis that the secondary school students are not possessing high level of difficulty in speaking English can be accepted, as the students are found with average level of speaking problems in English.

Hypothesis -2

There is no significant difference in difficulty faced by boys and girls in speaking English.

Table 2: Comparison of boys and girls facing difficulty in speaking English

Variable	N	Mean	S.D	't' value
Boys	113	113.91	20.25	1.70 ^{NS}
Girls	107	118.58	20.12	

df= 218

P at 0.05 Level is 1.97

Not significant at 0.05

According to Table 2, there is no significant difference found between the boys and girls of secondary schools in facing difficulty in speaking English. It can also be seen from the mean score, that the boys are facing little more difficulty in speaking English when compared to that of girls. Thus hypothesis is accepted. There is no significant difference in difficulty faced by boys and girls in speaking English.

Hypothesis – 3

There is no significant difference in difficulty faced by rural and urban secondary school students in speaking English.

Table 3: Comparison of rural and urban students facing difficulty in speaking English

Variable	N	Mean	S.D	't' Value
Rural	103	109.70	20.60	3.28 ^{\$}
Urban	117	121.89	18.22	

$d_f = 218$

Significant at 0.05

It is clearly evident from table 3 that the difference is significant, and rural school students are facing more difficulty in speaking English language when compared to urban secondary school students.

Thus hypothesis is rejected. There is significant difference in difficulty faced by rural and urban secondary school students in speaking English.

Hypothesis -4

There is no significant difference in difficulty faced by English medium and Bengali medium school students in speaking English.

Table 4: Comparison of English medium and Bengali medium school students facing difficulty in speaking English

Variable	N	Mean	S.D	't' value
Eng	139	121.17	13.86	4.35 ^{\$}
Ben	81	107.58	25.99	

$d_f = 218$

Significant at 0.05

According to Table 4, it can be seen that there is significant difference, and Bengali medium school students are facing more difficulty in speaking English when compared to English medium secondary school students. The hypothesis is rejected, as there is significant difference in difficulty faced by English medium and Bengali medium school students in speaking English.

Hypothesis – 5

There is no significant difference in difficulty faced by Private and Government school students in speaking English.

Table 5

Mean, S.D, and ‘t’ value of private and government school students facing difficulty in speaking English

Variable	N	Mean	S.D	‘t’ Value
Private	81	116.95	13	0.5 ^{NS}
Govt	139	115.71	23.28	

$d_f = 218$

Not significant at 0.05

According to table 5 it is seen that there is no significant difference found between private and government school students in facing difficulty in speaking English. According to the above table, mean score indicates that government school students face little more difficulty in speaking English than private school students.

The hypothesis is accepted. There is no significant difference in difficulty faced by Private and Government school students in speaking English.

Findings

From the present study it is observed that the students studying in secondary schools hold average level of speaking problems in English. No significant difference was found between the boys and girls of secondary schools in facing difficulty in speaking English. There was significant difference in difficulty faced by rural and urban; and English medium and Bengali medium secondary school students in speaking English. No significant difference was found between private and government school students in facing difficulty in speaking English.

Suggestions

The students' English speaking ability should be improved by motivating the students to participate in English speaking activities. They should be made to interact with real life activities. Like how to interact each other, talk with family every day, etc., which also helps them to learn English content. And through speaking, fluency appears to develop with increased exposure to second language input. Conversation in class & practice are more essential to develop English language, so they have to practice regularly. Individual difficulties should be identified and remedial measures should be implemented especially in rural areas. As students of rural areas are away from the updates, they must be given awareness of importance of English. Students must be involved in basic conversation in classroom situation.

Suggestions for the further Research

1. The present study is limited IX class only; studies can be taken up at different levels.
2. A comparative study can be taken by the students studying in state and central schools.
3. Studies on difficulty in speaking English in relation to the socio economic background of students.

4. A study can be conducted to identify the impact of student's achievement in relation to their attitude towards English language.
5. A study can be done to identify the influence of educated and uneducated parents on the scientific attitude, interest and achievement of the students

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