

# A Study on Problems in Learning English among the Secondary School Students in Devakottai Educational District

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## Abstract

*The investigator establishes that Knowledge of English is unconditionally necessary if one wants to come up in life. This is more so in the opinion of the circumstance that the advanced countries have opened their doors for recruiting technically qualified people from the third world countries. A language is for correspondence. An individual speaking with others effectively in the language. For establishing the reliability of the tool, the researcher has used the test and retest method. For this, the draft tool was administered to 100 students of a government and a private school, respectively for studying any problem. The calculated 't' value is lesser than the table value (1.96) at a 5% level of significance for the problems in learning English. There is no significant difference between urban and rural secondary school students in problems in learning English. Hence, the null-hypothesis is accepted. The study has helped to know the exact causes which affect the students in learning English.*

**Keywords:** Learning english, Secondary school students, etc.

## Introduction

Knowledge of English is fundamental in the event that one needs to come up throughout everyday life. This is all the more so, taking into account how the propelled nations have opened their entryways for enlisting qualified individuals from the underdeveloped nations. Just the individuals who have an order over the English language other than intensive information on the specialized subject are given occupations. With the mushrooming of call focus in each niche and corner of our nation, a register with great communicational abilities in English is given an occupation. At the same time, graduates or even postgraduates who are bad at English are dismissed. In the expressions of a similar creator, the English language is the window that opens up the tremendous possibility of human accomplishment and coaxes to new skylines past. The more successful our grip of English in the entirety of its decent varieties of discourse, jargon, structure, and importance, the more we will profit separately and add to the development of our nation as a cutting edge country on the edge of the 21st century.

## Review of Related Literature

Huy, N. T., (2015). Issues influencing picking up composing abilities of evaluation 11 at Thong Linh secondary school. Making is one out of the most critical capacities in considering English because notwithstanding the way that composing is academic mastery. Yet, it is moreover a huge fitness that changes over into any livelihood fields. In any case, various understudies at auxiliary school don't seem aware of the essentialness of forming aptitude and the amount of optional school understudies that are productive in getting the hang of making is close to nothing. In like manner, there is a ton of mistakes in understudies' created works, this begins from the less obsession with making skill in most of the understudies. This article generally revolves around the issues understudies as often as possible have in getting the hang of making mastery and the central reasons lead to these issues.

Souriyavongsa, T., et al. (2013), Components cause understudies low English language learning: A contextual analysis at the National University of Laos. It has been ordinarily striking that by far, most stood up to a couple of issues in learning English as a second or obscure vernacular in non-English talking countries; for example, in the Lao People Democratic Republic. This paper has an essential motivation to research understudies educators' deficiencies towards English language learning as an obscure vernacular of a Continuing Summer Program for a Bachelor's degree in Teacher Education in English at the Faculty of Education, the National University of Laos in Lao. An assessment revolves around the reasons that influence their powerless English execution. Data were drawn from the request "Why Lao understudies weak in English?". This request was controlled to 30 English understudies instructors to respond with their points of view. Each respondent recorded ten reasons that referenced why understudies are poor in English language execution. Considering the disclosures of this investigation, the essential driver has been consolidated to be explicit: first, the vast majority of the understudies communicated that the English teachers are not all around arranged; for instance, they use the Lao language while instructing, so they can't perform well to pull considering a genuine worry for the understudy.

Moreover, understudies the nonappearance of English foundation establishment. Third, understudies' nonattendance of assurance to use English since they dread slip-ups and modest tendency. Fourth, the instructive program isn't right for helping understudies to improve their English capacity. To wrap things up, the English language is difficult to learn given understudies that are not all around prodded, stimulated, and got the learning procedure. Additionally, understudies don't deal with conveying in English with English neighborhood speakers, and the class condition is stuffed and riotous that isn't happy with training educating techniques.

## Significance of the Study

English is the bit of understudy's huge and powerful nearness on the planet today. There has been an extending need and enthusiasm for English. The mushroom improvement of "Foundations for conveyed in English" any place in our state focuses on the previously mentioned - referenced truth. This also doubtlessly shows that our understudies are not sure enough to use the English Language fittingly much ensuing to experiencing more than ten years in schools. English is a second language in schools and colleges. A language is for correspondence. An individual has taken in a language that infers he ought to talk with others successfully in the language. Most of the understudies in schools can create English anyway. Two or three understudies can pass on orally. It is said that there is, moreover a minor rising in the standards of conveying in English. A couple of understudies, it is watched, can give in talk and create. Along these lines, to know the current status of the understudies' expertise in the English Language – Spoken Competence and forming capacity, the Investigator has taken up this current assessment. This assessment will completely help the examiner understand the difficulties of the understudies in their spoken and made English other than the educators of the English language. The English coursebook columnists in like manner will benefit from this. In particular, it will emphasize the necessity for grasping moved systems in indicating the English Language.

### Statement of the Problem

The area of the study selected by the investigator is “A Study on Problems in Learning English among the Secondary School Students in Devakottai Educational District.”

### Definition of the Terms

#### Problem(s):

The word ‘Issue’ signifies “Something hard to manage or comprehend” (A.S.Hornby 1989). “In Psychological terms, an issue, as indicated by Mangal SK, is an obstacle that upsets the congruity of procedure inside the individual or in a gathering”. Here, by ‘issues’ the specialist implies felt the troubles of the understudy in their investigation.

#### Learning:

As per Gardner Murphy (1968), “The term learning covers each alteration in conduct to meet ecological prerequisites”. The term learning covers conduct change that happened through the investigation of trade to meet the natural necessities. (Mangal SK, 1977)

### Objectives of the Study

To find out the level of problems in learning English among secondary school students.

### Hypotheses of the study

1. There is no significant difference between male and female secondary school students in problems in learning English.
2. There is no significant difference between Government and private secondary school students in problems in learning English.
3. There is no significant difference between urban and rural secondary school students in problems in learning English.

### Method for this Study

The researcher has chosen a survey method to study the problems in learning English among secondary school students.

### The validity of the Tool

An apparatus has legitimacy to the degree that it estimates what it professes to gauge. To check the legitimacy of the device to be utilized for this

investigation, it has been submitted to a board of specialists in instructors of secondary schools. A few things are adjusted and some are changed based on the specialists’ proposal. Along these lines, the substance legitimacy of the instrument has been built up.

### Reliability of the Tool

An apparatus ought to be dependable. A device is dependable to the degree that it gauges precisely and reliably, starting with one time then onto the next. For building up the dependability of the apparatus, the analyst has utilized the test and retest technique. For this, the draft instrument was controlled on 100 understudies of an administration and a tuition-based school separately. Following 15 days, a similar instrument was regulated on a similar arrangement of understudies. Both reactions were painstakingly organized. The reactions of the understudies on the two events were looked at and the reactions were indistinguishable. In this manner, the unwavering quality of the instrument has been set up.

### Sample

For studying any problem, it is difficult to study the whole population or universe. It is, therefore convenient to pick up a sample out of the universe proposed to be covered by the study.

### Testing the Hypothesis

#### Hypothesis 1

There is no significant difference between male and female secondary school students in problems in learning English.

**Table 1: Difference Between Male and Female Secondary School Students in Problems in Learning English**

No	N	Mean	S.D	Calculated ‘t’ Value	Remarks at 5% Level
1	150	23.02	2.43	4.35	S
2	150	23.87	2.29		

(At 5 % level of significance, the table value of ‘t’ is 1.96)

It is inferred from the above table that the calculated ‘t’ value is higher than the table value (1.96) at a 1% level of significance for the problems in learning English. There is a significant difference between male and female secondary school students

in learning English and its dimensions. Hence, the null-hypothesis is rejected.

### Hypothesis 2

There is no significant difference between Government and private secondary school students in problems in learning English.

**Table 2: Difference between Government and Private Secondary School Students in Problems in Learning English**

No	N	Mean	S.D	Calculated 't' Value	Remarks at 5% Level
1	165	23.42	2.21	0.15	NS
2	135	23.47	2.60		

(At 5 % level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) at a 5% level of significance for the problems in learning English. There is no significant difference between Government and private secondary school students in problems in learning English. Hence, the null-hypothesis is accepted.

### Hypothesis 3

There is no significant difference between urban and rural secondary school students in problems in learning English.

**Table 3: Difference between Urban and Rural Secondary School Students in Problems in Learning English**

No	N	Mean	S.D	Calculated 't' Value	Remarks at 5% Level
1	135	23.78	1.74	0.96	NS
2	165	23.98	1.79		

(At 5 % level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) at a 5% level of significance for the problems in learning English. There is no significant difference between urban and rural secondary school students in problems in learning English. Hence, the null-hypothesis is accepted.

## Results and Findings

It is inferred from the above table that the calculated 't' value is higher than the table value (1.96) at a 5% level of significance for the problems in learning English. There is a significant difference between male and female secondary school students in learning English and its dimensions. Hence, the null-hypothesis is rejected.

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) at a 5% level of significance for the problems in learning English. There is no significant difference between Government and private secondary school students in problems in learning English. Hence, the null-hypothesis is accepted.

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) at a 5% level of significance for the problems in learning English. There is no significant difference between urban and rural secondary school students in problems in learning English. Hence, the null-hypothesis is accepted.

## Conclusion

The Teacher should encourage the students to learn english. Teachers should help the students to explore and develop an interest in English by integrating curricular and co-curricular activities. Teachers should arrange a discussion, debates etc., among students regarding a particular topic in English, organize language lectures and hold conferences periodically. Adequate steps should be taken to improve facilities in secondary Schools by providing laboratories, libraries and internet facilities. Students will learn the subjects with almost interest if modern techniques like computer, projector multimedia etc, are used in the teaching-learning process..

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