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AN ANALYSIS OF ENGLISH READING SKILLS OF CLASS FIVE STUDENTS AT GOVERNMENT PRIMARY SCHOOLS IN DISTRICT KECH

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ABSTRACT

Language is human speech, either spoken or written and is the most common system of communication. The purpose of the study was to identify the ability of English reading skill of class five students at Government primary schools in District Kech. It also intended to identify the common errors committed by the students and the English teachers' thinking about teaching their students' reading skills. To achieve these purposes 125 students and 20 teachers were chosen from 5 Government primary schools at District Kech. A test containing a single subject paragraph was taken from the English course of Balochistan Textbook Board Quetta and a questionnaire was developed to find out the teachers' thinking about teaching reading skills. While reading comprehension a key score list containing reading errors was applied to check students reading ability. The test score of student and item-wise score, as well as responses to the questionnaire, were analyzed using statistical devices like percentage and frequency. The students' average score of marks is 8.95%. In the reading test, only 1 student got the full marks, 1 student made a single error and 1 student made two errors. The situation of independent reading is satisfactory, but the overall amount of errors indicates the students' inefficiency of reading skills in English. Not known word errors occupied the highest position which is 73.88%. In this circumstance, the teachers are putting their effort into improving students' reading skills, but they have barriers in most of the cases. Though the teachers are trying to develop their students' reading skills but they are developing very slowly.

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Keywords: Digraph, Trigraph, Common Errors, NIPS, NCTB, Punctuation, Statistical device.

INTRODUCTION

Balochistan is the largest province by area and least populated province of Pakistan. Results of the 1998 census show that Balochistan

had 6.8 million populations approximately. Based on NIPS projections, it is estimated that the population increased to over 11.257 million in 2015. With a major increase in population, the condition of education in Baluchistan is not satisfactory and the position of girl education is lower than boys. It presents the lowest literacy rate with 46%. Among them 61.5% are male and only 24.2% are female (Statistics Survey of Pakistan, 2013-14).

In the current scenario of teaching and learning practices and challenges in writing skills at government primary schools is a very frequent thing to happen. There is a benefit of a blended learning approach to literacy instruction for a diverse cross-section of students, particularly when beginning instruction in the early grades. A large share of children in low-income countries complete their primary education lacking even basic reading, writing, and arithmetic skills Students who underperform in Reading, would generally underperform in other parts of their studies, may that be writing, speaking and listening. A bad reader would have language proficiency, generally. Effective interventions for primary school pupils with poor reading skills are needed, so that they may improve their English language and learning. English reading comprehension may improve significantly with intervention, practice, and hard work.

In the current era, no one can deny the importance of the English language. Learning English is the biggest problem in developing countries. Almost Pakistan is also counted as a developing country. The English language is also taught as a second language in Pakistani schools, but the present situation of learning English at the primary level shows the depressive picture. English becomes a compulsory subject in grade one and onward in (National Education Policy, 2009). The pupils of primary grade in Balochistan are accustomed to memorize the composition and write that memorized composition on an exam script (Hussain, 2006). Moreover, the situation of government primary school in Teaching English is needed to be studied. As the primary level is the foundation of improving English Language skills. Learning English is seen as a condition of language skills like listening, speaking reading, and writing. Different types of steps are being taken to help pupils to develop the four learning skills (Listening, Speaking Reading, & Writing) in the English language from the very early stages of their academic career (Dike, 2009).

Among them, reading is one of the most important skills. The learners learn more gradually by reading.

The learners are evaluated by their reading in English in the education system of Balochistan. So, English reading skill is needed to be studied and practiced as a part of their curriculum. By that process, the English reading Skill of Class Five Students at Government Primary Schools in District Kech is very essential to study which will give them a clear conception of reading ability and for improving reading skills. Different private primary schools at District Kech have taken steps for developing English reading skills. But in government primary school, reading skills of English below than average (ASER, 2014). It is also absorbed that teaching practice has only little consideration by the teachers and higher authority. So, it was significant to study English reading Skill of Class Five Students at Government Primary Schools in District Kech.

IMPORTANCE OF READING

Every stage of life we are familiar with reading and without reading ability nobody can lead a compact life as a civil citizen. On the other hand, in an education system reading is the basic mean of learning (Begum, 2005). Indicates the importance of reading to communicate something to someone in the spoken medium and written transcript (Chapman, 2000).

CHARACTERISTICS OF READING

The reading contains some characteristics and this mentions the nature, elements, and basis of reading. The characteristics of reading are presented here from the book of (Begum, 2005):

- Reading is a construction skill. We learn something over reading.
- It is a phonology procedure because it is connected to language.
- It is the basic source of communication. This communiqué is occurred between writers and readers by passages.
- It is connected to literacy. Deprived of reading literacy is not conceivable.
- It is a productive process. Because somebody can build up an opinion through reading.
- Reading is a combining or mixture of many features. So, it is a complex process.

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- It is a spoken appearance of our opinions.
- It is an action and this action is both physical and mental.
- It is a logical order, well-organized, and arrangement of words.
- Reading is purposive. Everybody reads something having a clear purpose in mind.

RESEARCH OBJECTIVES
1. To evaluate the English reading skills of class 5th students in District Kech.
2. To identify the common errors in reading English made by students at grade five in Public schools.
3. To review the teaching practice of teachers while teaching English at primary grade.

LITERATURE REVIEW

Various researches have been conducted to find out the reading skills of the learners. Hall (2009), states that the grasping definition of reading helps teachers to build up a dynamic assessment system that is supportive for students. NCREL (2012) mentioned that reading is well-defined as phonating of words. Pronouncing is not only come up but knows the identification of patterns and sounds of letters. Additionally, (Wrightslaw, 2009) urged that the definition of reading in America refers to 'deriving meaning from print' it presents the product, not the process. Chuunga (2013) mentioned as Gough and Tunmer 1986 defined reading as 'the product of decoding and comprehension' and the R = D + C equation was formed for it.

Reading is a continuous process in life. Adigun, M., & Oyelude, A., (2003) pointed out that skills in reading not only support students in arranging their thoughts and pinning down authentic facts during reading but also understand the whole text. Adewole (2001) stated that the objective of a reading program is to place a strong foundation that can benefit learners in their lives in an academic session. Bantu (2012) described that pupils' progress in education as an EFL context is attained sever attention of Asian countries making English instruction compulsory from growing age. Additionally, English is mostly considered an essential skill in the academic field for the second language learner. Lyon (2003) directed a reading test in Samaru Zaria and found the reading issues in the given areas; mispronunciation,

omission, nervousness, sight, slow reading, vocabulary, reversal, not up to grade level, substitution, and weak comprehension.

READING

Reading has various definitions as a term. In the same regard (Hall, 2009) defined that definition might help the instructor to build up a dynamic assessment procedure that is suitable for each child.

NCREL (2012) states three definitions of reading, the first definition is, learning to read means learning to pronounce the words, the second definition is, get their meanings and the third definition is, built self-ideas about a passage.

Firstly, reading is as distinct as saying or pronouncing words. Pronunciation does not only originate about something but also it has something to do with the correctness of letter sounds and sounding them out. On the other hand, 2nd and 3rd definitions, the whole word tactic appears to be incidental, whereby students start to comprehend words their selves and get meanings slightly. Such definitions may be defined as presentation as they do not go under the superficial to display the courses complicated in learning to read as such they might not be proper for usage in teaching reading.

Likewise, America's No Child Left Behind Act stretches a research-based definition of reading as "........deriving meaning from print......." (Wrightslaw, 2009). Even though this description looks extremely favored as former researchers look to approve it (Torgesen, 2002), (Cline, 2006), it does not display the procedure rather it appears the invention. It endorsed the means of how a reader brings out the meaning from a printed word. Those who yield reading as originating meaning from the script might have their explanations for teaching reading.

Reading problems may be recognized for various reasons, many amongst them are reading disability, counting environmental influences; such as inadequate reading teaching or absence of experience to reading supplies, impairments such as cognitive, linguistic or hearing; terminal disease, and psychosocial problems (Hamilton, 2012 and Lyster, 2001). Consequently, examining that how teachers practice the teaching of reading might support this group of beginners denoted to as taking reading difficulty. It may ensure thorough research in the future and probably more precise studies in

reading disability and/or dyslexia. Hence, the term "reading difficulties" in this paper will be applied roughly to comprise both students who could not read at the probable rate due to inadequate teaching from the educator as well as apprentices who have reading problems due to other influences such as linguistic problems. Through terms and definitions, it might be quite difficult at times as they (terms) have dissimilar meanings from one society to another.

RESEARCH METHODOLOGY

The study is concerned with the English reading skill of class five students at Government primary schools in District Kech. To fulfill the purpose of the study data have been collected from the students and teachers using a combination of different data-generating instruments and strategies. It includes reading Tests for students and Questionnaires for teachers. This study is mainly quantitative as the test of students was evaluated by the percentage and frequency. Moreover, the questionnaire was evaluated quantitatively. All the students of class five and English teachers of Government Primary schools at District Kech are the populations of this study. As the population is very wide, the researcher decreased the area of the population to conduct the study in a short time (Christenson, L., Johnson, B., 2008). 125 students and 20 teachers were taken from five schools (25 students and 04 teachers from each school) as a sample of the study. In the case of students nearly equal number of boys and girls were chosen. The researcher adopted a purposive sampling technique to select the sample of the total population. With the help of a class teacher, 25 students were selected purposively for reading test, and the teachers who teach English was requested to give a valuable opinion in the questionnaire. The samples were selected from Government Primary school at District Kech.

READING TEST FOR STUDENTS

The researcher adopted a reading test item (Mule, 2004). A paragraph was selected from the English course book of class five developed by Balochistan Text Book Board Quetta. The Paragraph containing a single subject with digraph and trigraph words. Students were called one by one in a sequence to read the paragraph. A scoring key list was developed with the help of an honorable supervisor to check students' capability in reading. Different symbols were applied

to marks mistakes; such as {x} mark was used when a student could not read a word, {©} mark used when a student omitted a word, {−} a line was drawn below the word when a student mispronounces a word, and the {√} mark was used when a student read a word wrongly and soon after corrected it. The reading test was containing 49 words in total and each word was considered 1 mark. The test was taken until the last student finished reading. It took two periods of time and each period was of 35 minutes.

PRESENTATION AND ANALYSIS OF DATA

Introduction: This chapter presents the collected data, processing of data, and the analysis of the outcome of the study. The test score of students was classified into test marks range and item wise marks, the common errors found in the scripts were classified into 6 categories. Responses to the Questionnaire are also shown here. All these have been analyzed with their frequency and percentage.

DATA ANALYSIS OF STUDENT'S READING TEST

TABLE-3
STUDENTS' SCORE IN ENGLISH READING

Range of Score in Marks	Number of Students	Percentage (%)
0	83	66.4
1-10	8	6.4
11-20	4	3.2
21-30	10	8
31-40	15	12
41-45	2	1.6
46-48	3	2.4
Total	125	100

The table above shows that the overall frequency of students' capability in reading. The range of scores starts in 0 marks (It was supposed that students could not read a single word). The total students were 125 and the frequency is 100. It also shows that on reading test 0 score range student rate is 66.4%. It is the highest range of the students which identifies that 83 students among 125 could not read a single word. From 1 to 10 score range student rate is 6.4%, from

11 to 20 score range student rate is 3.2%, from 21 to 30 score range student rate is 8%, from 31 to 40 it is 12% which is the highest range among those students who could read the passage partially, from 41 to 45 score range student rate is 1.6%, from 46 to 49 the score range student rate is 2.4% which shows that only 3 students could read the entire passage with one to three mistaken words.

TABLE-2
ANALYSIS OF COMMON ERRORS MADE BY STUDENTS

No. of Item	Type of Error	No. of Error	Percentage (%)	Total corrected words	Average errors (%)
1	Not Know	4525	73.88		36.2
2	Pause	14	0.23		0.11
3	Omit	255	4.16		2.04
4	Mispronounce	145	2.37		1.16
5	Self-corrected	67	1.09		0.53
6	Corrected Words		18.27	1119 (8.95%)	
Total	6125	5006	100		40.04

The table above shows that the total number of words is 6125. It also shows that the total number of errors is 5006.The average number of errors per student is 40.04. The error of not known or not read words is the highest position in terms of errors and that is 4525 and the percentage is73.88. The total number of students is 125 and the error in word order committed by the students is 5 times greater than the corrected words, in that case, the average level per student is 8.95. The table also shows the frequency of error separately.

Types of Common Errors Committed by the Students
The findings show all the types of common errors committed by the students along with their percentage. It is vivid from the figure that not known or not read score is the highest with 73.88% of total errors each followed by word order with 36.2% of total errors. Pause errors occupy0.23% of the total error. The next percentage 4.16% of errors is found omitted words. Wrong or Mispronounce words (2.37%) is also noticeable errors. The self-corrected words are in 1.09% and 0nly 8.95% words were read correctly by the students.

Type wise Average Number of errors per Student

The results visualize the average number of errors committed by students according to types of common errors. It shows that not known or not read word error is the highest and in this case, the average number of errors per student is 36.2%. The mean of omitted words error is the second position and the average number of errors is 2.04%. Mispronunciation error occupies the third place in this regard (1.16%). The average number of self-corrected words error is 0.53. The next position is pause word and it is 0.11.

Data Analysis of Teacher's Questionnaire

The questionnaire contains13questions and it was developed with Likert scale five responses, which are; A=always, B=often, C=sometimes, D=rarely, E=never. In that case, collected data from the teachers were arranged by the sequence of frequency and percentage of the given answer, though the number of teachers is twenty.

TABLE3
PERCEPTIONS OF TEACHERS ABOUT TEACHING SKILLS OF ENGLISH LANGUAGE

No. of Item	Items	Always %	Often %	Sometimes %	Rarely %	Never %
1	I make understand the student that follows left in the right direction for the English language	10	10	15	20	45
2	I used to teach print script	10	5	5	0	80
3	I clear words' sound to the students	20	0	5	0	75
4	I teach recognizing letters and words	15	5	5	10	65
5	I clearly teach consonant digraphs (ch, ph, sh, wh, ck, ng)	15	0	5	0	80
6	I indicate the beginning and end of a sentence	20	5	5	10	60
7	I strictly follow pronunciation, rhythm, and intonation when reading text	15	5	0	5	75

8	I help the students to recognize known words in an unfamiliar text	15	5	10	10	60
9	I teach noun	5	5	5	5	75
10	I teach personal pronoun	20	5	15	5	55
11	I teach (adjective, adverbs, conjunction)	15	5	5	0	75
12	I clarify verbs in sentences; (forms of verb; I, II, III, ing)	10	10	5	5	70
13	I develop the use of simple dictionaries	5	0	5	0	90

The above table and figure show that 45% of English Teachers never emphasize following left in the right direction for the English language. 80% of teachers never teach print script. 75% of teachers do not clear the sound of the words. 65% of teachers do not teach recognizing words and letters. 80% of teachers never emphasize the teaching of consonant digraphs. 60% of teachers do not clear students about the beginning and end of the sentence. 75% of teachers do not mark out or identify nouns to the students in a text. 55% of teachers do not clear the personal pronoun. 75% of teachers do not teach the parts of speech like an adverb, adjective, and conjunction. 70% of teachers do not teach different forms of verbs like a verb, past, past participle, and the present participle, in other words first form, second form, a third form, and an ing form of the verb. 90% of teachers never motivate students to use a simple dictionary for searching meanings of difficult words.

MAJOR FINDINGS

This study tried to identify the ability, common errors of the students and teachers' perception about the teaching of English language of class five at Government Primary Schools in District Kech. The following findings can be summarized in this study.

FINDINGS FROM THE STUDENTS' READING TEST
1) By analyzing students" reading comprehension test, it has been found that 83(66.4%) students could not read a single word of English.

2) While reading test of students were keeping pause on those words which are unfamiliar to the students. 9 (7.2%) students were stuck on such words and were not able to read further.

3) Some of the students inhabit leaving words in a text. 31 (24.8%) students were found that they omitted those words which were difficult for them. And some students were trying to read fast which cause their eye movement could not catch the word and left behind.

4) 29 (23.2%) Students were faced with mispronouncing the words. It is caused by linguistic skills. For example, students' native language was Balochi and learning English as a second language, and both are having different syllables.

5) 22 (17.6%) Students read words wrong and self-corrected them soon after.

6) Only 1(0.8%) student read the entire passage without any error. Additionally, 1(0.8%) student made 1 error and 1(0.8%) student read the passage with two errors. In conclusion only 3(2.4%) students were able to read a familiar text.

FINDINGS FROM THE QUESTIONNAIRE

1) 45% English Teachers never make understand the students about the English language follow left in the right direction. Only 10% of teachers said that they always make an understanding of it whenever it is needed.

2) 80% of teachers teach students without clearing the print script of the English language. And 5% of teachers follow a print script when teaching English. The print script is the fundamental source of learning a language. A different language has a different print script.

3) 75% of teachers do not observe and clear sounds of words while 20% of teachers always clear the sound of words.

4) 65% of teachers never teach recognizing letters and words and only 15% of teachers always do this.

5) 80% of teachers never teach consonant digraphs; digraphs are those letters which have two consonants give one sound. In this regard, only 15% of teachers teach consonant digraphs.

6) 60% of teachers never indicate the beginning and end of the sentence. The first letter of a sentence is always capital and it

ends with a full stop or with particular punctuation. Only 20% of teachers indicate or teach the beginning and end of a sentence.

7) 75% of teachers do not follow pronunciation, rhythm, and intonation when reading the text while 15% of teachers follow these linguistic skills.

8) 60% of teachers help the students to recognize known words in an unfamiliar text. And 15% of teachers do this job.

9) 75% of teachers never teach nouns while 5% of teachers always teach. The teaching of parts of speech of language is the main rule.

10) 55% of teachers do not teach personal pronouns (I, WE, HE, SHE, THEY, YOU). In this regard, only 20% of teachers teach personal pronouns.

11) 75% of teachers never teach adjective, adverb, conjunction. Only 15% of teachers teach.

12) 70% of teachers do not clarify verbs and forms of verb (present, past, past participle, present participle) in other words these forms are called the first form of the verb, second form of the verb, the third form of the verb, and ing form of the verb. Only 10% of teachers always teach verbs and forms of the verb.

13) 90% of teachers never develop the use of a simple dictionary. Using a simple dictionary builds the vocabulary power of students and as well clears the meaning, pronunciation, and using a word. Only 5% of teachers develop the use of a simple dictionary.

DISCUSSION

Based on the findings of the study it can be said that the students of class five at government primary school have not still reached the average level in their English reading skills. They are not skilled in general reading because of many barriers. These barriers may be lack of practice, lack of encouragement for reading, teachers' endeavor, parents' economic status, the unfavorable environment of learning, lack of consciousness about reading English. Nevertheless, students are trying to improve. In our country, English is regarded as a subject of study, not as a foreign language. The students are not trending to read English. That is why they memorize the English Paragraph or composition without understanding and read these only. The teachers

think much for the development of the students in making a good result in the examination. So they give time in teaching selective items for examination and they try to prepare their students to sit for examination not for improving reading skills. The students have not any grammar book. So, they are depending on only the textbook which is not fully suitable for the present evaluation system of the Balochistan Board.

By analyzing the outcome of the study it is said that the English reading skill should be given importance in teaching English at the primary level so that the students can reduce the number of errors in their reading and can be able to read freely and with intonation in their sentences.

RECOMMENDATIONS

It has been seen in the study that students of class five are not accustomed to reading. Though their ability in general reading is very low, their ability in the taught text is not satisfactory which has been shown in data analysis. Moreover, students make different types of common errors in their English reading. The teachers are thinking to develop their reading skills, but they face different barriers. In that case, the students should learn how to develop error-free English reading. In their real-life they will have to read something in English, they need to practice reading error-free sentences. However, based on findings of the study some pedagogical suggestions to reduce the number of errors committed by the students in their spoken English as well as to improve English reading skills. The recommendations are given below:

1) To improve the quality of English as well as reading at the primary level all the English teachers should be given training in English language teaching.
2) To make the teaching-learning process interesting, the teachers of English should use various kinds of teaching aids.
3) Students should be properly motivated in the class room so that they try to learn the skills of English (Begum, 2005).
4) An ideal language class size should be smaller. The ratio of teacher and student should be 1:25.
5) The teacher should apply modern approaches to teaching instead of traditional approaches.

6) The supply of teachers' guide by the NCTB should be ensured.
7) Regular supervision of language classroom activities by the head of the institute to make certain that the teachers follow the modern techniques instead of traditional lecture method.
8) For developing reading skills, the activities mentioned in the "review of related literature" can be followed in the classroom.
9) Parents should be more careful about students reading practice.
10) Free reading with the help of the class teacher should be ensured.
11) Encourage descriptive reading by focusing on the sounds of words.
12) Give students a chance to read an audience for a real purpose.
13) Establish a dialogue between students from different schools who are reading the same book.
14) For improving grammar skills, a supplementary book of grammar can be enlisted as text course or book.
15) Finally, the Government should take extra care to the ordinary Government Primary School, because without the development of this large number of students, it is very impossible to bring development in the field of the education sector of Balochistan.

CONCLUSION

The research concludes with the below conclusion. It has been observed in the study that students of class five are not accustomed to reading. Though their ability in general reading is very low, their ability in the taught text is not satisfactory which has been shown in data analysis. Moreover, students make different types of common errors in their English reading. The students have not any grammar book. So, they are depending on only the textbook which is not fully suitable for the present evaluation system of the Balochistan Board. The teachers are thinking to develop their reading skills, but they face different barriers. In that case, the students should learn how to develop error-free English reading. In their real-life they will have to read something in English, they need to practice reading error-free sentences.

However, based on findings of the study some pedagogical suggestions to reduce the number of errors committed by the students in their spoken English as well as to improve English reading skills.

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