

“Reading Ability of Primary School Students in Odia Language”

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Abstract

Listening, speaking, reading and writing are clearly vital both in expressing oneself and in communicating with others. The skill of speaking and writing are called productive skill where as listening and readings are known as receptive skill of communication. Out of four language skill, reading is the most important skill to be developed among the children. Reading is a process of looking at written or printed symbols and translating them in to their spoken symbols. Reading consists of mainly 3 elements such as: - Symbol, spoken symbol, and the sense. Reading is a means of communication in which printed symbols are used to convey the thought of a writer. The real purpose of reading is to get meaning. It is a getaway to learning. It is reading which gives the children full control over the words and patterns which they first come across during the process of speaking. Reading is the ability to extract from the printed page the thoughts, facts, information that it has to give to the reader. In the present situation of education, reading plays the vital position.

KEYWORDS: Reading ability, Primary School, Odia Language, Odisha.

INTRODUCTION

It is assumed that every living being has its own language but all of them cannot communicate like human being. The language of human being has certain characteristics which give a definite meaning to their communication. We can talk about the past, the present and the future with the help of language.

Language is a divine gift of God on man. It is the most effective means of communication of thoughts, ideas and feelings. We communicate our ideas and feelings to others by talking and writing. Hence, language has two forms- the written and the spoken form. The spoken form of language has no doubt a greater advantage over its written form in the social field. But in the academic field both the forms are of equal importance. Language is not only helps us to communicate our thoughts and feelings but also helps us to understand what other means and how they feel by listening and reading.

Language is the birth privileged of human being. It is so natural that it seems to be innate human tendency like respiration or blood circulation. The mental development of the child takes place in accordance with his knowledge of language.

Language is the mirror of culture and criticism of life. It is the worded expression of the growth and development of human society. Language reflects both personality of the individual and culture of the society and its term help in shaping personality and culture. Language makes possible growth and transmission of culture, the continuity of societies and the effective functioning and control of social groups. The inter change of meaning among people occurs mainly through language.

REVIEW OF RELATED LITERATURE

The survey of related literature is an essential aspect of a research report. It helps the investigator to have a clear idea of general trends and the subject of general study in all aspects and implications. Review of Related Literature serves as a guide post not only with regard to the quantum of work done in the field but also enables to perceive the gas and

fissures in the concerned field of research.

The present portion reviews the related work done at the primary level. The researcher reviewed several literatures for the present purpose. It is found that a lot of studies have been done on the problems relating to reading ability.

Mishra, R. (1968) conducted a research work on, "A study on the Problem and Difficulties Faced by Teacher in Language Teaching at Secondary Level".

The objectives of the study were -

- (i) To understand the importance of language in all round development of children.
- (ii) To understand and identify the practical difficulties faced by teacher in language teaching.
- (iii) To suggest means for improvement of the standard of language used by student.

Major findings of the study were -

- (1) Teaching poetry is more difficult particularly while developing appreciation of the students.
- (2) Some teacher emphasized pronunciation aspect in teaching language.
- (3) Language syllabi were lengthy.

Patel, M. M. (1981) conducted a research work on, "Developing and Trying out the Scheme of Improving the Expression of Thought in Mother Tongue for Standard VIII".

The objectives of the study were -

- (i) To study the position of teaching technique of written expression reference and the technique of evaluating them.
- (ii) To make clear that the two concepts namely co reaction of written expression and improvement of written expression.

Major findings of the study were -

- (1) The existing scheme of improvement of written expression was meant only for the correction of errors and not for improvement.
- (2) Language teacher was proportionately more than that of other subject teacher.
- (3) The teacher had no scheme for developing original thought in written expression.

Desi, K.G.(1986) conducted a research work on," Diagnosis of Defects in Language Ability of Children Studying in Standard-IV and Try Out of a Remedial Programme for their Correction".

The objective of the study were the project was under taken to diagnose the defects in language learning of pupils of Grade-IV based on their earning during the first three years and to try out a remedial programme to correct the defects.

Major findings of the study were -

- (1) Most of the defects in language learnt during the first three years of the primary school comprised errors of spelling, missing letter while writing bad hand writing, faulty pronunciation, wrong forms of the tense in verbs and of participle and lack of knowledge of how to transform sentences.

- (2) It was observed that weak teaching or total neglect of teaching in some schools by teachers was the main cause of wrong learning added to this was the apathy of parents towards their words education, particularly in municipal schools.

Valsamma, Korah. (1994) conducted a research work on, “An Investigation in to the Structure of Reading Ability of Indian Students in English”.

The objectives of the study were -

- (i) To secure or to construct reading ability test to form a reading ability test battery.
- (ii) To test the reading ability of children by administering this battery of reading ability tests.
- (iii) To identify different factors of reading ability through multivariate analysis of the data secured from the tests and
- (iv) To test the differentiation hypothesis of reading ability by administering the tests upon the students of the IX and XI grade of public school of Delhi.

Major findings of the study were -

- (1) It was found that in case of Group-I, reading ability did not emerge as a differentiated ability, rather it emerged as a single unitary trait.
- (2) In case of Group-II, reading ability emerged as a differentiated ability. Here two factors of reading ability were identified. They were vocabulary factor and verbal comprehension factor.
- (3) It was found that the differentiation of abilities took place as children grew older.
- (4) The mental operations involved revealed that even if children did not achieve a high level of word knowledge, they could comprehend the given passage.

Panda, L. (1996) made a research work on “ A Study on the Problems of Tribal Children in Learning Standard Odia in Primary Level”.

The objective of the study were -

- (i) To identify the types of language learning difficulties faced by the tribal children.
- (ii) To identify the factors responsible for the language learning difficulties of the tribal children.
- (iii) To study the mode of linguistic interaction between the teacher and the tribal children.
- (iv) To suggest measures to overcome the language learning difficulties of the tribal children.

Major findings of the study were -

- (1) Tribal students’ ability to speak, read and write Odia language is very poor.
- (2) Tribal students commit errors in grammar, spelling and use of punctuation marks.
- (3) Majority of tribal children use the tribal language in conversation with their peers.
- (4) The tribal students can’t understand the subject without the assistance of the teachers.

Khadanga, U.P.(1998) conducted a research work on “ A Critical

Study of the Problems of Language Learning among the Tribal of Kalahandi District at the Primary Level.”

The objective of the study were -

- (i) To assess the existing minimum levels of language development among the tribal children of Kalahandi District.
- (ii) To compare the levels of language development between the tribal and non tribal children of the district.
- (iii) To compare the levels of language development among the three major tribal groups namely the Gond, the Kondh and the Savaras.
- (iv) To critically examine the factors coming in the way of learning the regional language among the tribal children.
- (v) To examine the factors contributing to the learning of regional language.
- (vi) To study the relationship between the development of language skill and not manipulate variables such as sex, and socio economic status of the parents.
- (vii) To study the mode of interaction and teaching strategies adopted by language teachers in language class.
- (viii) To suggest measures to promote language learning.

The major findings of the study were -

- (1) Tribal students were more seriously deficient in language development than the general student. The percentage of tribal students achieving mastery in language is horribly very poor and is remarkably far below their non tribal counterpart.
- (2) Tribal students were found to be weaker in language competencies in comparison to the general students.
- (3) The teachers and pupils in Sebashram schools used to interact more with the local dialects than the book language.
- (4) The teaching strategies adopted by the language teachers of Sebashram schools were also not deliberate and purposive to develop the linguistic abilities among the pupils.

Bariha, Benudhar (2003) made a research on an Investigation in to the Causes of Failure in Odia.

The objectives of the study were -

- (i) To find out the factors responsible for failure in Odia as perceived by students.
- (ii) To find out the factors responsible for failure in Odia as perceived by teacher..
- (iii) To study remedial measures for the improvement of the standard of Odia language.

Major findings of the study were -

- (1) Students were of less knowledge in Odia especially in grammar.
- (2) Students were no regular reading habits in Odia.
- (3) Student had poor understanding in Odia.

Ekka, Anil. (2005) made a research on “ An Investigation in to the Communication Problems of Secondary School Tribal Students in Odia

Language”.

The objectives of the study were -

- (i) To identify the errors in reading.
- (ii) To identify the errors in writing.
- (iii) To study the opinion of teachers regarding the communication problems of tribal students.
- (iv) To provide suggestion to eradicate the problem.

Major findings of the study were -

- (1) Tribal students lack the ability of correct reading.
- (2) Majority of students are incorrectly pronouncing the word having Matras and Yuktakshyars.
- (3) They do not know the use of punctuation mark while writing.
- (4) Majority of teachers expressed that tribal students have more difficulties in pronunciation.

The Review of Related Literature revealed that many studies were conducted on learning of language. Most of the studies were conducted on learning of language. Most of the studies were conducted language problems of tribal students. The objectives of the studies were related to all aspects of language learning like writing, reading, speaking etc. The results of the study indicated that majority of the tribal students lack reading ability. They were incorrect in their writing. As a whole, tribal student’s reading, speaking and writing language is very poor. The poor language ability was caused by their use of mother tongue (tribal language) in communication. The teachers were taking any remedial measures to improve the competency of students in language. Thus, no such has been conducted on reading ability of primary school children of Gajapati district.

In Gajapati district, two types of children were reading in school -

- One category were speaking Odia as their mother tongue.
- Another category were speaking Telegu as their mother tongue.

The investigator conducted study on a specific area like reading ability of primary children.

NEED OF THE STUDY

The investigator has selected this topic, because

- (1) Primary reading is needed to learn a language. The development of language in a primary school is essential for developing the understanding ability.
- (2) The investigator has observed that most of the people are not speaking Odia language fluently, because of bilingualism. Gajapati is a district where there is a mixture of two languages, i.e., Telugu and Odia. Thus, the investigator is interested to study the reading ability of primary school children and know about their pronunciation and fluency in Odia language.

STATEMENT OF THE PROBLEM

The statement of the problem is “**READING ABILITY OF PRIMARY SCHOOL STUDENTS IN ODIA LANGUAGE**”.

OPERATIONAL DEFINITION OF THE TERM USED

Reading Ability refers to the ability to acquire the mastery over reading mechanics. These mechanics includes pronunciation skill, fluency in reading and correct reading ability.

OBJECTIVES OF THE STUDY

The main objectives of the study are -

- (1) To study the pronunciation skill of Class-V student in Odia language.
- (2) To study the fluency of Class-V students in reading Odia language.
- (3) To identify errors committed by pupils in Odia language.
- (4) To examine the view of teachers on pupil's reading ability
- (5) To provide suggestion for improving the reading ability of students in Odia language.

DELIMITATION OF THE STUDY

- (1) The study was delimited to Class-V students only.

The study was delimited to primary schools of Paralakhemundi town.

DESIGN OF THE STUDY

Method of the Study

The investigator adopted descriptive survey method for conducting the present study.

Population

The population of the study constituted all the Class-V students of Paralakhemundi town.

Sample

The investigator had selected 80 class-V students from 10 primary schools of Paralakhemundi town on the basis of purposive sampling Procedure.

Tools

The investigator used the following tools for conducting the present study.

- Questionnaire for teachers
- Observation Schedule for students
- Reading passages from Odia text book and story book.

DATA COLLECTION PROCEDURE

The required data were collected from the sample through the tools.

STATISTICAL TECHNIQUES USED TO ANALYSE DATA

The researcher used simple percentage to analyse the data.

ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the statistical analysis and interpretation of data. The data were collected from the selected sample. However valid, reliable and adequate the data may be it does not serve the research purposes unless it is carefully edited, systematically analysed and intelligently interpreted. In order to study the reading ability of Class-V students in Odia, the researcher administered reading of Odia text book and story

book and secondly one questionnaire was administered on the teachers teaching them Odia.

The investigator collected data from 80 primary students of class-V and 15 odia teachers of primary schools of Paralakhemundi Town that were tabulated and analyzed by means of simple percentage.

ANALYSIS OF THE READING ERROR

TABLE 4.1
PRONCIATION OF MATRA OF STORY BOOK

Correct word of story book	Pronounced by the students	Total no. of students	Pronounced incorrectly	Pronounced correctly
ଆକ୍ରମଣ	ଆକୃମଣ	80	6(7.5%)	74(92.5%)
ଘୁଷୁରୀ	ଗୁଷୁରୀ	80	45(56.25%)	55(43.75%)
ଅନ୍ୟାନ୍ୟ	ଅନ୍ୟ	80	10(12.5%)	70(87.5%)

It is observed in the table no. 3 that the student while reading the story book pronounced the word (ଆକ୍ରମଣ) as (ଆକୃମଣ) 7.5% of students were pronounced incorrectly where as 92.5% of students pronounced the word correctly.

In Telugu language, the alphabate (N) is pronounced as (M) and they pronounced the word (ଘୁଷୁରୀ) as (ଗୁଷୁରୀ). 43.75% of students pronounced correctly and 56.25% of students were pronounced incorrectly.

The word (ଅନ୍ୟାନ୍ୟ) is wrongly pronounced by 12.5% of students as (ଅନ୍ୟ). At the same time, 87.5% of students pronounced the word correctly.

TABLE 4.2
WORDS PRONOUNCED BY THE STUDENTS DURING LOUD READING

Sl. No.	Correct word of text book and story book	What they pronounced	Total no. of students	Pronounced correctly	Pronounced incorrectly
1	ତଳର	ତଲର	80	27(33.75%)	53(66.25%)
2	ଏରୁଭିଙ୍ଗ	ଏରୋଭିଙ୍ଗ	80	29(36.25%)	51(63.75%)
3	ତତ୍କାଳୀନ	ତତ୍କାଳୀନ	80	15(18.75%)	65(81.25%)
4	ଘୋର	ଘର	80	70(87.5%)	10(12.5%)
5	ଅକ୍ଷରେ	ଅକ୍ଷରରେ	80	10(12.5%)	70(87.5%)
6	ଚୋବାଇବାକୁ	ଚୋବେଇବାକୁ	80	37(46.26%)	43(53.74%)

It is observed from the Table no.5 that 66.25% of student pronounced the word (ତଳର) incorrectly and pronounced as (ତଲର). Only 33.75% of student pronounced correctly while reading.

Similarly the word (ଏରୁଭିଙ୍ଗ) is pronounced incorrectly as (ଏରୋଭିଙ୍ଗ) by 63.75% of student where as 36.25% of student pronounced correctly this word (ଏରୁଭିଙ୍ଗ).

Only 18.75% of student correctly pronounced the word (ତତ୍କାଳୀନ). Rest of the

81.25% of students pronounced incorrectly the word (ତତ୍କାଳୀନ). They pronounced the alphabet (k) as (f).

12.5% of students were unable to read the word (ଘୋର). They pronounced this word as (Ne). 87.5% of student correctly pronounced the word (ଘୋର).

87.5% of student pronounced the word (ଅକ୍ଷର) as (ଅକ୍ଷରରେ). Only 12.5% of students were able to pronounced the word correctly.

46.26% of students were able to read or pronounced the word correctly (ଚୋବାଇବାକୁ) where as 53.74% of students were unable to read the word and they pronounced it as (ଚୋବେଇବାକୁ).

TABLE 4.3

PRONUNCIATION OF YUKTAKHYARA

Sl. No.	Correct word in text book	What they pronounced	No. of students	No. of students Pronounced correctly	No. of students pronounced incorrectly
1	ବ୍ୟଙ୍ଗାମ୍ବକ	ବ୍ୟଙ୍ଗାମକ	80	53(66.25%)	27(33.75%)
2	ଅପରିଷ୍ଠତ	ଅପରିକୃତ	80	28(35%)	72(65%)
3	ମାଜିଷ୍ଟ୍ରେଟ	ମେଜିଟେଟ	80	69(86.25%)	21(26.25%)
4	ବହିଷ୍କାର	ବହିକାର	80	28(35%)	52(65%)
5	ବହିଷ୍ଠତ	ଝୁହିକୃତ	80	17(21.25%)	63(78.75%)
6	ବାଧାବିଘ୍ନ	ବାଦାବିଘନ୍	80	50(62.5%)	30(37.5%)
7	ସମ୍ମୁଖୀନ	ସମୁଖୀନ	80	13(16.25%)	67(83.25%)
8	ନିର୍ଦ୍ଦେଶ	ନିର୍ଦ୍ଦେଶ	80	60(75%)	20(25%)

It is observed from the Table No. 6 that 66% students pronounced the word (ବ୍ୟଙ୍ଗାମ୍ବକ) correctly where as 33.75% were not able to pronounced correctly and they pronounced it as (ବ୍ୟଙ୍ଗାମକ).

65% students were unable to pronounce correctly the word (ଅପରିଷ୍ଠତ). They were not able to pronounce Yuktakhyara that (ଷ୍ଠ). Only 35% of students were able to pronounce the word correctly.

86.25% of students pronounced the word (ମାଜିଷ୍ଟ୍ରେଟ) as (ମେଜିଟେଟ). The Yuktakhyara and the Matra like (ଷ୍ଠ) and () was difficult for them to pronounce. Only 26.25% of students were able to pronounce in a correct manner.

Similarly 65% of students correctly pronounce the word (ବହିଷ୍କାର) where as 35% of students were not able to pronounced the alphabate or yuktakhyara (କ୍ଷ) and they pronounced it as (ବହିକାର).

78.75% of students pronounced the word (ବହିଷ୍ଠତ) correctly and at the same time, 21.25 % of students pronounced incorrectly and they pronounced it as (ଝୁହିକୃତ).

37.5% of students pronounced the word (ବାଧାବିନ୍ଦୁ) as (ବାଦାବିନ୍ଦୁ), because in Telugu alphabate (ଧ) pronounced as (ଦ). Only 62.5% percents of students were pronounced correctly.

The word (ସମ୍ମୁଖୀନ) is correctly pronounced by 83.25% of students where as 16.25% of students incorrectly pronounced the word as (ସମୁଖୀନ). Here the Yuktakhyara (କ୍ଷ) was pronounced as (କ).

Only 25% of students unable to pronounce correctly the word (ନିର୍ଦ୍ଦେଶ) and they pronounced it as (ନିର୍ଦ୍ଦେଶ). 75% of students pronounced this word correctly

TABLE 4.4
PRONUNCIATION OF MATRA (TEXT BOOK)

Sl. No.	Correct word in the Text book	Pronounced by the students	Total no. of students reading	Pronounced incorrectly	Pronounced correctly
1	ଆବର୍ଜନାପୂର୍ଣ୍ଣ	ଆବଜ୍ଜନାପୂର୍ଣ୍ଣ	80	41(51.25%)	39(48.75%)
2	ଲକ୍ଷ୍ୟ	ଲକ୍ଷ	80	37(46.25%)	43(53.75%)
3	ଶାସନକର୍ତ୍ତା	ଶାସନକ୍ରତା	80	18(22.5%)	62(77.5%)
4	ପ୍ରତିକ୍ରିୟା	ପତିକିଆ	80	47(58.75%)	33(41.25%)
5	ଦୃଢ	ଦୃତ	80	56(70%)	24(30%)
6	ପ୍ରାର୍ଥନା	ପାର୍ଥନା	80	08(10%)	72(90%)
7	ଅର୍ଥାତ	ଓଥାତ୍	80	3(3.75%)	77(96.25%)
8	ପତ୍ରିକା	ପତିକା	80	66(82.5%)	14(17.5%)
9	ଆଚାର୍ଯ୍ୟ	ଆଚାୟ	80	35(43.75%)	45(56.25%)
10	ପ୍ୟାରିମୋହନ	ପାରିମୋହନ	80	19(23.75%)	61(76.25%)

From Table no. 7, it has been observed that 51.25% of students pronounced the word (ଆବର୍ଜନାପୂର୍ଣ୍ଣ) incorrectly, i.e., (ଆବଜ୍ଜନାପୂର୍ଣ୍ଣ) where as 48.75% of students pronounced correctly.

53.75% of students pronounced the word (ଲକ୍ଷ୍ୟ) correctly and 46.25% of students were not pronounced correctly and pronounced as (ଲକ୍ଷ).

The word (ଶାସନକର୍ତ୍ତା) as pronounced correctly by 77,51% where as 22.5% of students incorrectly pronounced like (ଶାସନକ୍ରତା). The Matra (୍) was not properly pronounced by them.

58.75% of students incorrectly pronounced the word (ପ୍ରତିକ୍ରିୟା) as (ପତିକିୟା) where as 41.25% of students pronounced correctly.

In the word (ଦୃଢ) the students become confused about (X) and (Z). Thus, 70% of students pronounced this word incorrectly as (ଦୃତ). Only 30% of students correctly pronounced the word.

The word (ପ୍ରାର୍ଥନା) was pronounced correctly by 70% of students where as only

30% of students incorrectly pronounced as (ପାର୍ଶ୍ୱା). The matra like (_) and (^) was omitted.

90% of students pronounced the word (ଅର୍ଥାତ୍) correctly where as only 10% of students pronounced incorrectly as (ଓର୍ଥାତ୍). Because in Telugu language, the alphabate (ଅ) is pronounced as (ଓ).

Only 3.75% of students wrongly pronounced the word (ପଢ଼ିକା) as (ପଢ଼ିକା) and 96.25% of students pronounced correctly.

Similarly the word (ଆଚାର୍ଯ୍ୟ) was rightly pronounced by 76.25% where as 23.75% of students incorrectly pronounced.

43.75% of students incorrectly pronounced the word (ପ୍ୟାରିମୋହନ) as (ପାରିମୋହନ) and 56.25% of students pronounced the word correctly.

ANALYSIS OF THE TEACHER'S OPINION

The investigator collected the opinion of 15 teacher through a self-made questionnaire. Out of 15 teachers 9 teachers are female and 6 teachers are male. 10 teachers possesses +2(I.A), C.T qualification. The questionnaire was consisting of data regarding the identification of teachers, opinion of odia teachers regarding the pronunciation, fluency of telugu and odia speaking students and also the suggestion of the teacher

TABLE 4.5
PERCEPTION OF TEACHERS ON PRONOUNCING ABILITY OF STUDENTS

Sl. No	Perception of teachers on pronouncing ability of Student	Total no. of teachers	No. of positive response	No. of negative response
1	Do the students facing problems in pronouncing the words while reading?	13	12 (92.3%)	1 (7.69%)
2	Generally which of the following words are seems to be difficult to the students?	13		
	a. Word having Mantra b. Words having Yuktakhyara c. All type of words	13 (100%)		
4	Are the students of Telugu speaking faces trouble in pronouncing the word having Mantra and Yuktakhyara?	13	13 (100%)	
	Please mention the reason given below?	7		
	a) Their mother tongue is Telugu	7 (53.84%)		
	b) They are always interacting in their (Telugu) language in their locality	6		
	c) They are not interested to speak Odia language?	6 (46.15%)		

It is observed from the table that 92.30% of teacher expressed their students are facing problems in pronouncing the word while reading, where as only one or 7.69% of teachers viewed that their students were not facing problem in pronouncing the word while

reading.

It is quite interesting that particularly Yuktakhyaras are seems to be difficult for the students than Matra and other type of word and it was supported by 100% of teachers.

100% of teachers revealed their opinion that only Telugu speaking students face trouble in pronouncing the word having Matras and Yuktakhyaras.

53.84% of teachers gave the reason that their mother tongue is Telugu. At the same time, 46.15% of teachers gave another reason that students were always interacting in their (Telugu) language in their locality.

TABLE 4.6

PERCEPTION OF TEACHERS ON CORRECT READING OF THE STUDENTS

Sl No	Perception of teachers on correct reading of the student	Total No. of teachers	No. of positive response	No. of negative response
1	Do you conduct loud reading by the student?	13	13 (100%)	-
2	Are all students able to read the book?	13	11 (84.61%)	2 (15.38%)
3	Are all the students able to correctly read the book?	13	4 (30.76%)	9 (69.23%)
4	Which of the following group of student face problem while reading?	13		
	a) Odia student			
	b) Andhra/ Telugu student		10 (76.92%)	
	c) Both students		3 (23.076%)	
5	Do the Odia student facing problems in correct reading?	13	11 (84.61%)	2 (15.38%)
6	Please mention the reason given below;	13		
	a) They have no interest in their language			
	b) They have no habit of reading odia book		12 (92.30%)	
	c) No importance has been given to correct reading of Odia		1 (7.69%)	

The above table revealed that all 100% of the teacher practiced loud reading by the students in the class.

84.61% teachers expressed that all the students were able to read books where as 15.38% teachers denied the fact.

69.23% teachers gave their opinion that all students were not able to read book correctly, where as 30.76% of teacher gave positive opinion that all students were read book

correctly.

It was interesting to note that only 3 out of 13 teachers (23.076%) revealed that both group of students face problems while reading where as 10(76.92%) teachers were expressed that Andhra students face problem while reading.

Out of 13 teachers, 02(15.38%) of teacher gave negative response that Odia student facing problems in correct reading where as 11(84.61%) of teachers gave positive response that the odia students were not facing problems in correct reading.

92.30% of teachers gave the reason that they have no habit of reading odia book where as only 7.69% or 1 teacher gave the reason that they give no importance to correct reading.

FINDINGS AND DISCUSSION

The present chapter contains findings of the study after analysis of the data. It also contains suggestions and discussion part of the research work.

It has been interrupted that majority of students facing problem in pronouncing the word while reading. 100% of the teachers are of the opinion that words having Yuktakhyara are seems to be difficult for students. Almost all the students of Telugu speaking faces trouble in pronouncing the word having matra and Yuktakhyara, the reason behind this problem is that their mother tongue is Telugu.

It was interpreted from the analysis that majority of students having no reading habits. So they were facing problems in correct reading. It was of the opinion of majority of teachers that Andhra students were facing problems in reading, because their mother tongue is Telugu. The students having no habit of reading story book other than the text book. Thus it is conducted that correct habit of reading depends upon reading of different Odia books through which the child can develop his fluency in reading. The Andhra students were more habituated with Telugu as their mother tongue. So they are also not fluent in correct reading.

It has been interrupted that majority of students were pronounced correctly the words having matra while reading the story book. Very few students were unable to pronounce the word. The reason is they pronounced the alphabet (ଘ) as (ଗ) and the matra like (_) as (ୁ), (ଘ) as (ଘ). There were mere reading problem with words having matras.

So far words of the text books are concerned, majority of students lack correct reading ability. Some students were not able to pronounce words with (କ୍ଷ)kara, (କ) kara. They were also not attentive while reading some student pronounced (k) as (f).

It was observed from the analysis and interpretation that most of the students were not able to pronounce the simple word correctly. Some students were not also able to pronounced the word having Yuktakhyara and matra correctly. Thus all the students of Class-V were not fluent in their reading ability. Though majority of students read clearly but they were also not correct in pronouncing all types of words of text book and other books.

It also has been interrupted that majority of students were facing problems while reading the word having Yuktakhyara like (ଘ) as (ଘ), (ଘ) as (ଘ), (ଘ) as (ଘ), (ଘ) as (ଘ). It was concluded that the students were not habituated with Yuktakhyara. So they did not possess fluent reading ability.

70% to 80% of students were able to read words of text book, having matras where as rest 20% to 30% of students were not able to pronounce the word with matras.

MAJOR FINDINGS

- Majority of students are facing problem in pronouncing the word while reading.

- Particularly “Yuktakhyara” are seems to be difficult for the students.
- Only Telugu speaking students are facing trouble in pronouncing the word having mantra and yuktakhyara.
- Majority of teachers give the reason that their mother tongue is Telugu.
- 100% of teachers practicing loud reading by the students in the class.
- **FINDINGS RELATED TO READING OF PASSAGES**
- Majority of students are able to read words having Mantras.
- Onl few students are unable to read/ pronounce the word having mantra like “kra” as “Kru” ()
- Majority of students lack correct reading ability. They are nt able to pronounce the simple word correctly.
- All the students of Class-V are not fluent in their reading ability.
- 81.25% students pronounce the simple word correctly.
- Majority of students pronounce “la” and “Lla”. They pronounce the word “Tatkalina” as “Tatkallina”.
- Majority of students were facing problems while reading the words having “Yuktakhyara”, like
- 65% of students are unable to pronounce correctly the word . They pronounce it as
- Same students are not able o read even a word of text. They are completely unable to read.
- All students have no idea regarding the use of punctuation mark. Even if very few students have correct reading ability but they do not use punctuation mark.

FINDINGS RELATING TO OPINION OF TEACHERS

- All teachers encourage loud reading of the student.
- Majority of teachers expressed that students are facing problems in pronouncing the word while reading.
- All teachers are of the opinion that Yuktakhyara are seems to be difficult for the students that Matra and other type of words
- All the teachers opined that only Telugu speaking students face trouble in pronouncing the word having Matra and Yuktakhyaras.
- Majority of teachers gave the reason that their mother tongue is Telugu.
- Majority of teachers expressed that all students are able to read books but all are not read correctly.
- Majority of teachers gave positive response that the Odia speaking students are not facing problem in correct reading.
- Majority of the teachers are of the opinion that the students have no habit of reading Odia book. So they are not fluent in Reading.

SUGGESTION OF ODIA TEACHERS

The last part of the questionnaire was designed to collect the suggestions from odia teachers for the development of incorrect reading in odia language. The odia teachers

have given the following suggestions.

- (i) The teacher should give importance to teach 'Matras', 'yuktakhyaras', 'Barna', 'number writing' and Punctuation etc.
- (ii) Reading of difficult words again and again is helpful for correct pronunciation.
- (iii) AT the time of loud reading by the students the teacher must concern about the minor mistakes committed by the students.
- (iv) First the teacher should read loudly with correct and clear pronunciation then he should ask the students to read and the teacher should rectify the faults of the students.
- (v) The teacher should give importance particularly to the Telugu students during their reading.
- (vi) Parents should be careful and take necessary steps for the children's correct reading.
- (vii) Parents should use correct odia language in their conversation at home so that their children develop odia speaking power.
- (viii) Students should be asked to tell different short stories in correct odia at primary stage so that they can able to apply their language knowledge at various situation.
- (ix) Students' will power ,determination, concentration and labor for developing correct reading habit in odia which can be brought by the concerned teacher only.
- (x) Teacher should emphasized on reading of magazine, story book, news paper etc.
- (xi) Teacher should directed the words having Matras and Yuktakhyaras regularly.
- (xii) Teacher should attend refresher courses in odia for their professional growth.

RECOMMENDATION FOR FURTHER STUDIES

The investigator recommended the following studies on which further research can be conducted.

- (i) An investigation into the problems in linguistic ability in odia language.
- (ii) Writing ability of students at elementary level.
- (iii) Reading and writing ability of secondary school students.
- (iv) Comparative study on reading ability of Sambalpuri and Odia speaking students.
- (v) Case study on reading ability of Odia and English medium school.

CONCLUSION

Odia is the medium of instruction in all the government schools of Odisha. Thus all the students from primary to secondary level should have fluency in linguistic skills of mother tongue. They should read, write and speak fluently and correctly. Reading plays a greater role in developing linguistic ability of student. The result of the present study reveals that all the class-V students of paralakhemundi town are able to read text books and other book. They posses reading ability but they are not correct in reading books. They lack correct pronunciation ability, fluency in reading and committed more mistakes while reading matras and yuktakhyara. So, the teacher should develop strategies for correct reading ability of primary school children. Proper care should be taken to correct the pronunciation of matras and yuktakhyaras. Students should be encouraged to read more books in odia.

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