International Journal of Research Publication and Reviews

Secondary Students Using Capital Letters in the Middle of the Sentence

¹ Kumari. Sabiha Banu Basha Shaikh, ²Dr. Raghavendra. V. Madalli.

¹Student, Shri Kumareshwar College of Education, Hangal.
²Assistant Professor, Shri Kumareshwar College of Education, Hangal.

ABSTRACT:

Capitalization errors among 8th-standard students, particularly the occurrence of capital letters in the middle of a sentence, pose a significant challenge in the realm of language learning and writing proficiency. This abstract outlines a study aimed at understanding the root causes and potential solutions to this prevalent issue. The research methodology employs a mixed method approach, combining quantitative analysis of written text with quality insights from interviews and surveys, conducted among students and educators. Initial findings reveal serial contributing factors to this phenomenon, including incomplete understanding of grammar rules, lack of attention to detail etc. Further, the study delves into the pedagogical strategies currently employed in the classroom to address capitalization errors and assess their effectiveness. Ultimately, this result contributes to the ongoing discourse on language education by shedding light on specific aspects of writing proficiency among adolescent learners. By identifying effective strategies for mitigating capitalization errors, educators can better support students in developing strong foundational skills essential for academic success and effective communication in diverse contexts.

Key Words: English, Mean, Median, Mode Quartile Deviation ETC.

Introduction:

Action research is a methodical approach used by researchers, educators and practitioners to address real-world problems within their environments. It involves a cyclical process of planning, acting, observing and deflecting often in collaborating with stakeholders. The aim is to generate practical solutions, improve practices and enhance understanding through iterative cyclical inquiry and action.

The problem of the 8th standard students using capital letters in the middle of the sentence is often rooted in a misunderstanding of proper grammar rules. This habit can affect their written communication skill and overall clarity of expression. Addressing this issue involves teaching and reinforcing the correct usage of capitalization rules through interactive lessons, exercises and feedback. Additionally, providing examples and explaining the importance of consistency in writing can help students understand the significance of proper capitalization.

Addressing this problem is crucial not only for enhancing students' written communication skills but also for fostering their overall linguistic competence. But by tackling this issue early on educators can equip students with the essential knowledge and tools to communicate effectively in various contexts. Implementing targeted educational strategies, providing ample practice opportunities and offering constructive feedback are

Need:

- For developing interest in the subject of English.

- To enhance the student's knowledge of sentence construction

- For making sentences of students free from errors.

- To develop a scientific attitude among students.

- To bring improvement in the presentation style.

- To improve the student's performance in English.

- To make the students familiar with capital letters using rules.

- To foster collaboration among teachers and students.

- It leads to beautiful handwriting.

- It improves the perceptional capacities.

- Students will know the importance of grammar rules in English subjects.

Objectives:

- To assist students in improving efficiency in the English language.

- To improve the handwriting of students in English.

- To improve English teaching strategy.

- To assist the students, identify the difference between capital letters and small letters.

- To educate students about the importance of English.

- To make learners the best writer in English.

- To help learners read and understand simple words, sentences, and passages.

- To assist in writing neatly and legibly with reasonable speed.

- To suggest measures to improve the achievement of students in English.

- To identify causes for lack of interest and understanding in English among the students.

Causes:

- Negligence of students towards study.
- Due to learning disability (dyslexia, dysphasia, dysgraphia)
- Poor teaching methods of teachers.
- Problems in paying attention.
- Negligence or illiteracy of parents.
- Anxiety in the English language.
- Lack of support by parents.
- Lack of confidence of students.
- Availability of limited resources.

Methodology:

At first, a pretest was conducted on a total number of students present in the classroom to find out how many students had proper knowledge of capitalization rules. In the examination questioning technique used, 12 students scored less than 10 among 50. These 12 students are provided with remedial classes through various feedback activities. Later posttest was conducted. In this test, students show development. Student's learning is enhanced due to special training and instructions.

Data collection of students scored in the pretest are:

Si no	Name of the students	Total marks	Obtained marks
1	Hazarath M G	25	7
2	Nitin R K	25	6
3	Shivani v d	25	4
4	Hema P	25	10
5	Laxmi D	25	7
6	Sultan Yalgar	25	5
7	Deepak G k	25	3

8	Udaykumar	25	8
9	Anusha banu	25	2
10	Bhavana k	25	6
11	Ananya N B	25	9
12	Chandrakala M k	25	3

 Marks obtained by students in pretest are as follows

2,3,3,4,5,6,6,7,7,8,9,10   N=12

For these marks mean, median, and mode is found

- ❖   Range = High score – Low score

$$10 - 2$$

> Range =   8

- ❖   Number of class intervals = $\dfrac{\text{Range} + 1}{I}$

$= \dfrac{8}{2}$ +1   = 4+1   = 5

> Number of class interval(L) = 5

- ❖   Calculations of mean by group data

CI	f	x	fx
0-2	2	1	2
2-4	2	3	6
4-6	5	5	25
6-8	2	7	14
8-10	1	9	9
	N=12		∑FX=56

Mean = $\sum fx/N$

= 56/12

Mean = 4.66

- ❖   Calculation of median by group data

N/2   = 12/2   = 6

Median= $l + \left[\dfrac{\frac{n}{2}-cf}{fm}\right] i$ l =4

= $4 + \left[\dfrac{6-4}{5}\right] 2$ cf =4

= 4+ [2/5]2   fm =5

= 4+0.8   i =2

> Median = 4.80

- ❖   Calculation of mode

Mode = 3median -2mean

=   3(4.80)- 2(4.60)

= 14.4-9.32

Mode = 5.08

petest
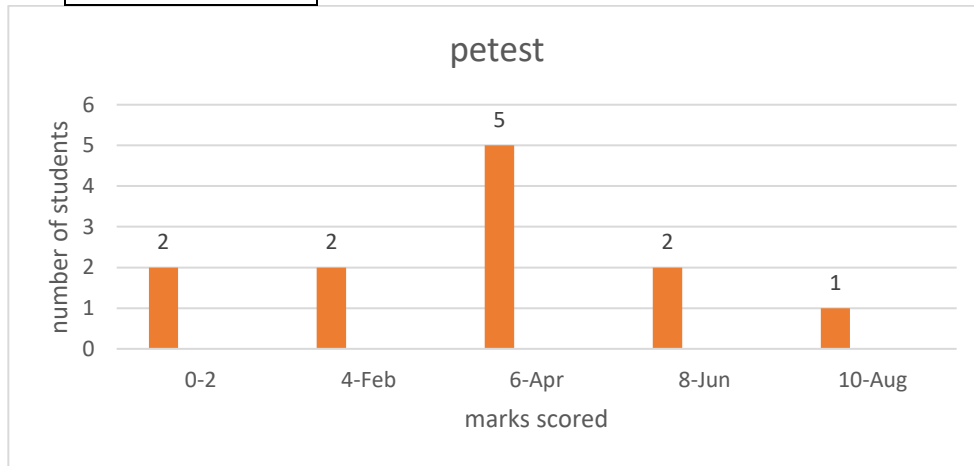
❖ Calculation of standard deviation

CI	f	x	fx	d=x-m	d²	Fd²
0-2	2	1	2	-3.66	13.39	26.78
2-4	2	3	6	-1.66	2.75	5.5
4-6	5	5	25	0.34	0.11	0.55
6-8	2	7	14	2.34	5.47	10.94
8-10	1	9	9	4.34	18.83	18.83
	N=12		∑FX=56			∑fd²=62.6

Mean = ∑fx/N   SD = $\sqrt{\frac{\sum fd2}{N}}$

= 56/12   = $\sqrt{62.6/12}$

Mean = 4.66   =$\sqrt{5.21}$

SD = 2.28

❖ Calculation of quartile deviation:

CI	f	cf
0-2	2	2
2-4	2	4
4-6	5	9
6-8	2	11
8-10	1	12
	N=12	

N/4 =12/4 = 3

3N/4 = 3(3) = 9

L_1 = 2   fm =2   cf =2   i =2

L_3 = 4   fm =5   cf =4   i =2

Calculation of Q1   calculation of Q3

$Q_1 = l_1 + [\frac{\frac{N}{4}-CF}{fm}]$ i   Q3 $= l3 + [\frac{\frac{N}{4}-CF}{fm}]$ i

= 2+ [3-2/2]2   = 4+ [9-4/5] 2

$= 2 + [1/2]2$ $= 4 + [5/5]2$

$= 2 + 1$ $= 4 + 2$

Q1 = 3   Q3 = 6

❖ Calculation of quartile deviation

$QD = \dfrac{Q3 - Q1}{2}$

$= \dfrac{6-3}{2}$

$= \dfrac{3}{2}$

QD = 1.5

Data collection of students scored in pretest are:

Si no	Name of the student	Total marks	Obtained marks
1	Hazarath M G	25	4
2	Nitin R K	25	6
3	Shivani v d	25	9
4	Hema P	25	14
5	Laxmi D	25	20
6	Sultan Yalgar	25	11
7	Deepak G k	25	9
88	Udaykumar	25	8
9	Anusha banu	25	15
10	Bhavana k	25	9
11	Ananya N B	25	7
12	Chandrakala M k	25	18

Marks scored by students in posttest are as follows

4,6,7,8,9,9,911,14,15,18,20   N=12

For this scores mean, median and mode is found

❖ Range = higher score- low score

= 20-4

Range = 16

❖ Number of class intervals $= \dfrac{Range}{i} + 1$

$= \dfrac{16}{4} + 1$ $= 4 + 1$ $= 5$

Number of class intervals=L = 5

❖ Calculation of mean by group data

CI	f	x	fx
01-04	1	2.5	2.5

05-08	3	6.5	19.5
09-12	5	10.5	52.5
13-16	2	14.5	29.0
17-20	1	18.5	18.5
	N=12		$\sum$FX=122

$$\text{Mean} = \frac{\sum fx}{N}$$

$$= \frac{122}{12}$$

$$= 10.1$$

Mean = 10.1

❖ Calculation of median by group data

CI	f	cf
01-04	1	1
05-08	3	4
09-12	5	9
13-16	2	11
17-20	1	12
	N=12	

$$\frac{N}{2} = \frac{12}{2} = 6$$

$$\text{Median} = l + \left[\frac{\frac{N}{2}-cf}{fm}\right] I \qquad l = 8.5$$

$$= 8.5 + [6-4/5]4 \qquad i = 4$$

$$= 8.5 + [2/5]4 \qquad cf = 4$$

$$= 8.5 + 1.6 \qquad fm = 5$$

Median = 10.1

❖ calculation of mode

Mode= 3Median- 2Mean

$$= 3(10.1) - 2(10.1)$$

$$= 30.3 - 20.3$$

Mode=10.1

Post test
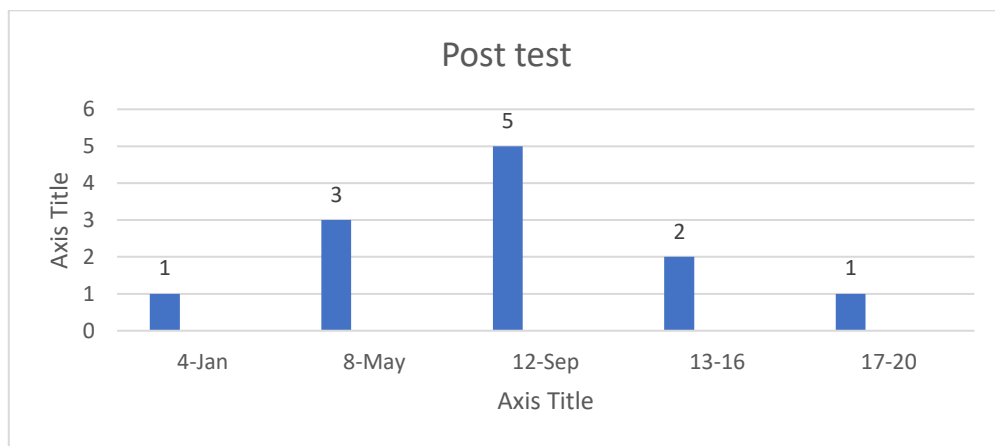
❖ Calculation of standard deviation

CI	f	x	fx	d=x-m	d^2	Fd^2
01-04	1	2.5	2.5	-7.6	57.76	57.76

05-08	3	6.5	19.5	-3.6	12.96	38.88
09-12	5	10.5	52.5	0.4	0.16	0.8
13-16	2	14.5	29.0	4.4	19.36	38.72
17-20	1	18.5	18.5	8.4	70.56	70.56
	N=12		∑FX=122			∑fd^2=206.72

Mean $= \frac{\Sigma fx}{N}$

$= 122/12$

Mean = 10.1

SD $= \sqrt{\frac{\Sigma fd2}{N}}$

$= \sqrt{206.72/12}$

$= \sqrt{17.22}$

SD = 4.14

❖ Calculation of Quartile deviation

CI	f	cf
01-04	1	1
05-08	3	4
09-12	5	9
13-16	2	11
17-20	1	12
	N=12	

N/4 = 12/4 = 3

3N/4 = 3(3) = 9

L_1= 4.5   cf= 1   fm=3 i=4

L_3= 8.5   cf=4   fm=5 i=4

Calculation of Q1:

$Q1 = l + [\frac{\frac{n}{4} - cf}{fm}]$ i

$= 4.5 + [\frac{3-1}{3}]4$

$= 4.5 + [2/3]4$

$= 4.5 + 2.66$

Q1 = 7.16

calculation of Q3

$Q1 = l + [\frac{\frac{3N}{4} - cf}{fm}]$ i

$= 8.5 + [\frac{9-4}{5}]$ 4

$= 8.5 + [5/5]$ 4

$= 8.5 + 4$

Q3 = 12.5

❖ Calculation of Quartile deviation

QD $= \frac{Q3 - Q1}{2}$

$= \frac{12.5 - 7.16}{2}$

$= 5.34/2$

QD = 2.67

• Interpretation of data

Pretest analysis   posttest analysis

Mean =4.66   Mean = 10.1

Median = 4.80   Median = 10.1

Mode = 5.08   Mode = 10.1
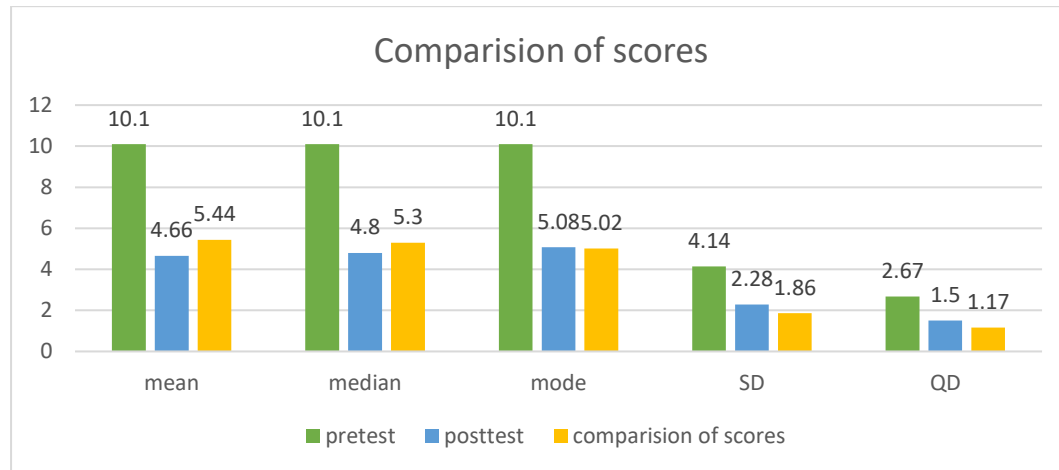
Analysis = mean-medain≤1   Analysis = Mean-Median≤1

=4.66-4.80   = 10.1-10.1

=-0.14≤1   = 0≤1

Comparision of scores

	pretest	posttest	comparision of scores
mean	10.1	4.66	5.44
median	10.1	4.8	5.3
mode	10.1	5.08	5.02
SD	4.14	2.28	1.86
QD	2.67	1.5	1.17

Findings

- ✓ It shows that students are paying attention to individual letters and their placement within words, which can be beneficial for developing spelling and grammar skill.

- ✓ It demonstrates critical thinking skill among students.

- ✓ It indicates an interest in exploring language rules and structures, demonstrating curiosity and engagement with language learning proves.

- ✓ It suggested the measures to improve the achievement of students in learning.

- ✓ It enhanced the logical thinking and scientific attitude among students.

- ✓ Students shows improvement through the special training.

Suggestions:

- Make the students attend the class regularly.

- Make effective and interesting learning environment.

- Teach the subject with suitable examples and learning materials.

- Repeat the concept over and over again in classroom.

- Reduce punishment level in the class.

- Giving and checking homework regularly.

- Motivate students from time to time.

- Appreciate the students at their best work.

- Try to avoid infirmity complex among the students.

- Eradicate anxiety among students in English language.

Conclusion

Trough action research, the challenge of improper capitalization within sentence was addressed through pretest and posttest evaluation. Utilizing

mean median and mode calculation, invention was assessed for effectiveness. Result revealed a substantial reduction in the occurrence of miss-sentence capitalization indicating success of the target strategy. By systematically analyzing data before and after intervention action research provide valuable insight into improving communication skill, ultimately empowering individual to convey their ideas more effectively and coherently in written form.

Reference materials:

- 'anders DJ', "Action research", 3rd edition, Deakin university press, Victoria 1966.

- 'Argyris chris', "inner contraction of regrous research", academic press, New York 1980.

- 'Kemmis S and MC taggort R', "Participatory action research", communicative action and public sphere, sage publication 2005.

- 'MC Niff J AND White Head J', "All you need to know about action research", sage 2016.

- 'Mills G E ', "Action research – a guide for teacher researchers" pearson,2014.

- 'O Brien R (ED)', An introduction to action research in psychology", psychology press 2014.

- 'Stinger E T', "Action research", sage publication 2013.

- https://arnawebsite.org/

- https://www.actionresearch.net/

- https://usm.maine.edu/edad/action-research-education

- https://www.degruytes.com/journal/key/JJAR/html.