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[Author: Vandana S. Pandey][Subject: Education]

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Effectiveness of group discussion strategy for developing vocabulary in Hindi language

DR. HARSHABEN PATEL
Guide

VANDANA S. PANDEY
Research Scholar

Abstract:
Hindi is the most spoken language in India after English. Hindi language is most important to communicate with people of different states. In present study the researcher had studied the effect of group discussion strategy to develop Hindi language vocabulary of the students of standard 9. For this, the researcher had constructed group discussion strategy to develop Hindi language vocabulary for students of standard 9. The researcher had chosen 76 students from Thakkarbapa Vidyamandir of Ahmedabad city to perform this study.

1. Introduction

In any language, one of the biggest challenges is to acquire good vocabulary. The common definition of vocabulary is "all the words known and used by a particular person." The words that are used in a language are known as vocabulary. Sometimes the word vocabulary is abbreviated as "vocab." The words that are used in any language are known as vocabulary.

Vocabulary is vital to communicating with others and understanding what one is reading. Many words have several different meanings; one must study the meanings of the words and the part of speech, the words in context etc. Apply what you learn by writing sentences with your words. If one's vocabulary is very strong, it will help the person to write accurately and speak fluently. It is very important and vital while communicating with others. In present study, the researcher has used Group discussion strategy to develop vocabulary in Hindi language of students of standard 9.

2. Definitions of vocabulary

"A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined."
"A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge."
"A supply of expressive techniques or devices."

3. Objectives

Objectives of the present study are as follows:
  1. To construct group discussion strategy for development of vocabulary in Hindi language.
  2. To study the effect of group discussion strategy on development of Hindi language vocabulary of students of standard 9.
  3. To study the effect of group discussion strategy on development of Hindi language vocabulary of students of standard 9 in context of gender.
  4. To study the effect of group discussion strategy on development of Hindi language vocabulary of students of standard 9.

4. Hypotheses

Hypotheses of present research are as follows:

H_{O1} There is no significant difference between mean scores obtained in post-test of students of experimental group and controlled group.

H_{O2} There is no significant difference between mean scores obtained in post-test of boys of experimental group and controlled group.

H_{O3} There is no significant difference between mean scores obtained in post-test of girls of experimental group and controlled group.

5. Limitations of the study
1. The present study was conducted in Thakkarbapa Vidyamandir of Ahmedabad city.
2. The present study was performed on students of standard 9.

6. Importance of the study
5. The present study will help teachers to understand the effect of group discussion strategy to develop Hindi language vocabulary.
6. The students will prepare themselves to take part in group discussion actively.
7. The students can improve their language vocabulary using such types of different strategies.
8. The teachers can develop their own strategies to improve language vocabulary.
9. The teachers will inspire to use other than traditional teaching methods to improve quality of teaching.
10. Group discussion is cheapest method which doesn't need any expensive equipment.
11. Classroom learning can be interesting using such non-traditional methods.

7. Research method
In present study the researcher had to check the effectiveness of group discussion strategy to develop Hindi language vocabulary of students of standard 9. This strategy was compared with the tradition strategy. For this, the researcher has divided sample in to two different groups: experimental and controlled. In such way, the researcher had used experimental research method.
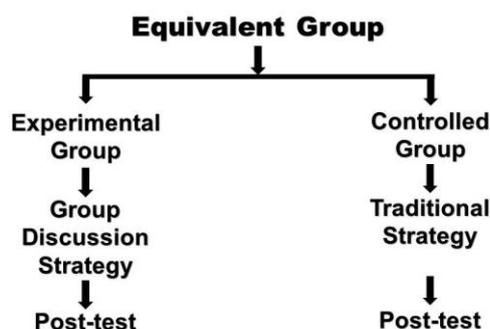
8. Experimental design

Figure 1: Experimental design

9. Sample of the study
In present study the researcher had chosen 72 students from Thakkarbapa Vidyamandir, Ahmedabad as sample. These students were divided in two different equivalent group: experimental group and controlled group. In each group 36 students were there out of which 18 were boys and 18 were girls.

10. Research tool
The researcher had used two different research tools for present study, teaching tool and data collection tool.
- As teaching tool, group discussion strategy to develop Hindi language vocabulary for the students of standard 9 was constructed.
- For data collection, the researcher had constructed post test in Hindi language vocabulary.

11. Data collection
The researcher had constructed a post test for Hindi language vocabulary of 50 marks. In this test different types of vocabulary based items were comprised. The test was provided to students of experimental group and controlled group at the same time. The students were provided 1 hour and 30 minutes to complete the test. The answer sheets were collected properly and did further process of classification, tabulation and analysis.

12. Data analysis and interpretation

To study the effect of group discussion strategy, the researchers had constructed hypotheses. The hypotheses were tested using obtained data. The data was first classified, tabulated and analyzed. Mean, standard deviation, standard error of deviation and critical ration were found and interpreted using table t values at 0.05 and 0.01 levels.

H_{O1}There is no significant difference between mean scores obtained in post-test of students of experimental group and controlled group.

Table 1: Results of students of experimental group and controlled group

Group	N	Mean	SD	SED	t	Significance
Exp	36	39.94	6.06	1.62	3.39	0.01
Cont	36	34.47	7.58			

df	0.05	0.01
70	1.99	2.65

From above table it is seen that the mean scores of students of experimental group and controlled group are 39.94 and 34.47 respectively. Standard deviations are 6.06 and 7.58 and standard error of deviation is 1.62. Calculated t value is 3.39. Table t value for df=70 are 1.99 and 2.65 at 0.05 and 0.01 levels respectively. Calculated t value is higher than table t value at both the levels. Therefore, it is said that hypothesis is rejected at 0.01 level and there is a significant difference between mean scores of post test of students of experimental group and controlled group. Mean score of students of experimental group is higher than the mean score of students of controlled group. Therefore, group discussion strategy is more effective than traditional strategy.

H_{O2}: There is no significant difference between mean scores obtained in post-test of boys of experimental group and controlled group.

Table 2: Results of boys of experimental group and controlled group

Boys	N	Mean	SD	SED	t	Significance
Exp	18	38.50	6.39	2.08	2.24	0.05
Cont	18	33.83	6.11			

df	0.05	0.01
34	2.03	2.73

Mean of boys of experimental group and controlled group are 38.50 and 33.83 respectively, standard deviation of boys of experimental group and controlled group are 6.39 and 6.11 and standard error of deviation is 2.08. Calculated t-value is 2.24. For df=44, table t-values are 2.03 and 2.73 at 0.05 level and 0.01 level respectively. Calculated t-value is more than table t-value at 0.05 level. Therefore, hypothesis is rejected and there is a significant difference between mean scores of boys of experimental group and controlled group. Moreover, mean score of the boys of experimental group is more than that of boys of controlled group. Therefore, it is said that group discussion strategy is more effective than traditional strategy on Hindi language vocabulary.

H_{O3}There is no significant difference between mean scores obtained in post-test of girls of experimental group and controlled group.

Table 3: Results of girls of experimental group and controlled group

Girls	N	Mean	SD	SED	t	Significance
Exp	18	41.39	5.50	2.47	2.54	0.05
Cont	18	35.11	8.94			

df	0.05	0.01
34	2.03	2.73

Above table shows that mean of girls of experimental group and controlled group are 41.39 and 35.11 respectively, standard deviation of girls of experimental group and controlled group are 5.50 and 8.94 and standard error of deviation is 2.47. Calculated t-value is 2.54. For df=34

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table t-values are 2.03 and 2.73 at 0.05 level and 0.01 level respectively. Calculated t-value is more than table t-value at 0.05 level. Therefore, hypothesis is rejected and there is a significant difference between mean scores of post-test of girls of experimental group and controlled group. Moreover, mean score of the girls of experimental group is more than the girls of controlled group. Therefore, it is said group discussion strategy is more effective on Hindi language vocabulary of girls than traditional strategy.

13. Findings

1. It was found that group discussion strategy is more effective on development of Hindi language vocabulary of students of standard 9.
2. It was revealed that group discussion strategy is more effective on development of Hindi language vocabulary of boys of standard 9.
3. It was also found that group discussion strategy is also effective on development of Hindi language vocabulary of girls of standard 9.

14. Conclusion

Hindi language is the most spoken Indian language in India. After English it is common language which can communicate between peoples of different states of India. Vocabulary of Hindi language makes easy to communicate with the people of other state. In India Hindi language is taught as a part of syllabus since elementary education. Thus, in present research, the researcher wishes to study the effect of non-traditional strategy to develop Hindi language vocabulary. In present research, the researcher had studied the effectiveness of group discussion strategy on development of Hindi language vocabulary of students of standard 9.

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