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A TOOL TO MEASURE THE KNOWLEDGE OF DICTIONARY AMONG THE HIGHER SECONDARY SCHOOL STUDENTS.

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ABSTRACT

The purpose of this paper is to determine the Knowledge of Dictionary among the Higher Secondary School Students. To access the knowledge of dictionary, a well-structured questionnaire was indeed. Hence the researcher constructed a questionnaire with thirty statements and standardized as per the norms.

KEYWORDS: *Knowledge of Dictionary ,educationalists , classroom activities.*

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INTRODUCTION

Present generation of learners seem to establish a great effort to the digital media and its counter parts resulting in loss of their precious time while at their higher secondary tenure. A research which supports from the backend to study their reference habits is indeed. So that the educationalists could alter classroom activities to enhance students interest towards studies. Hence the researcher aimed to Construct and Validate a Tool to measure Knowledge of Dictionary.

REVIEW OF RELATED STUDIES

Xia, Lixin (2015) has conducted a study on "Corpora and Collocations in Chinese-English Dictionaries for Chinese Users" and identified the major problems of the Chinese-English dictionary in representing collocational data after a broad study of nine word references well known among Chinese clients. It is found that the Chinese-English word reference just gives the collocation sorts of "v+n" and "v+n," yet totally overlooks those of "v+adv," "adj+n" and "adv+adj." And as a typical practice, this sort of dictio-nary doesn't give diverse assembles of synonymous counterparts. Additionally, it provi-des collocational data on the premise of the headword, however not the counterparts. This prompts to the proposals for another method for speaking to collocational data in Chinese-English word references. The most critical thing is that the Chinese-English word reference ought to give collocational data about the reciprocals rather than the headword. All the five sorts of collocation are given a similar status in a word reference. In addition, with corpus information, the particular limitations of the English reciprocals in implications, recurrence and semantic

prosody ought to be expressly spoken to word reference clients by gleams, illustrative cases, collocation sections, and so forth. It is contended that thusly, the word reference will better address the issues of the clients.

Marckwardt, Albert H (2012) has led a review on "Getting the Most out of the Lexicon". The helpfulness of the lexicon as a solid wellspring of data for word implications, spelling, and articulation is broadly perceived. However, even in these undeniable matters, the data that the word reference brings to the table is not generally precisely deciphered. Regarding articulation there appear to be two general pitfalls: (1) the translation of whatever proclaiming key the word reference utilizes; and (2) the assumed unrivaled validity of the "primary" elocution.

Nist and Olejnik (1995) has led a review on "The Part of Setting and Lexicon Definitions on Shifting Levels of Word Knowledge"Studied 186 U.S college understudies who were given 20 minutes to study 10 manufactured words displayed in short settings of two or three sentences took after by word reference definitions. The nature of the specific situations and definitions was controlled to make solid and feeble conditions. Members were tried on open and gainful vocabulary measures. The essential finding was that understudies performed fundamentally better when they were presented to solid definitions paying little mind to whether they were presented to the word in solid or feeble settings. This proposes more will be found out from a word reference with great definitions than from setting alone.

MAIN OBJECTIVE

To Construct and Validate a Tool to measure Knowledge of Dictionary.

KEY DEFINITION

Dictionary

A book that gives a list of the words of a language in alphabetical order and explains what they mean, or gives a word for them in a foreign language

Knowledge of Dictionary

Holistic usage of the dictionary for academic and non-academic purpose with comprehension in meaning of words and symbols.

Description of the Tool

The tool which measures Knowledge of Dictionary is a “Multiple Choice Questionnaire” with thirty statements posing to assess. Each right response carries one mark and the maximum feasible score is thirty and minimum is zero.

METHODOLOGY

Inception of the construction began with the advice of field experts and through reading of the related literature. Considering the advice of field experts’ researcher initially constructed a “Multiple Choice Format” questionnaire with 30 statements. As per the advice of the research guide and field experts the questionnaire was modified in terms of usage of words and area of questioning. Before administering the questionnaire, examiner should ascertain that all the questions are answered if more number of unanswered questions then the questionnaire is supposed to be rejected from the procedure. There are no positive or Negative statements; the questionnaire is framed with “Multiple Choice Questions” hence only one answer is right. Every right answer carries one mark and the maximum possible score is 30 and minimum is 0. After collection of data through pilot process the questionnaire was treated with statistical techniques like Difficulty Value and Discrimination Index and selection was based on that. The questionnaires was scored and assembled in descending order so that the highest scorer reaches the top position and low reaches the least position. The highest 27% of the score group and lowest 27% score group was only considered for the statistical treatment. The item which secured the highest and lowest 27% of the subject was chosen for the final study. The item which secures the difficulty value ranging between 0.26 and 0.75 was selected. Item discrimination index was used and the items which secures

above 0.40 level alone selected. Considering the two statistical treatments the questionnaire was finalized with thirty statements with no statement was sacked out.

Item No	Difficulty Value	Discrimination Index	Selected Items
1	0.7135	0.9485	Selected
2	0.7258	0.6535	Selected
3	0.3085	0.6334	Selected
4	0.7465	0.4073	Selected
5	0.7039	0.5928	Selected
6	0.2990	0.6973	Selected
7	0.7400	0.4810	Selected
8	0.6703	0.4591	Selected
9	0.6516	0.4966	Selected
10	0.3845	0.8705	Selected
11	0.7363	0.4073	Selected
12	0.5114	0.7738	Selected
13	0.4866	0.8960	Selected
14	0.6814	0.5182	Selected
15	0.7035	0.4115	Selected
16	0.7225	0.6293	Selected
17	0.7030	0.5920	Selected
18	0.3093	0.4700	Selected
19	0.6855	0.4695	Selected
20	0.6116	0.6295	Selected
21	0.3734	0.7382	Selected
22	0.5963	0.6595	Selected
23	0.6486	0.7039	Selected
24	0.6295	0.6668	Selected
25	0.2956	0.8826	Selected
26	0.5928	0.5921	Selected
27	0.7496	0.4070	Selected
28	0.7036	0.5928	Selected
29	0.2925	0.6556	Selected
30	0.7337	0.4635	Selected

RELIABILITY AND VALIDITY

After constructing the tool the researcher approached the field experts for the opinion and the tool was edited as per their suggestion. Thus legitimacy was accomplished. Cronbach's alpha is a record of unwavering quality connected with the variety represented by the genuine score of the "basic develop." Build is the theoretical variable that is being measured (Hatcher, 1994). Alpha coefficient extends in esteem from 0 to 1 and might be utilized to portray the unwavering quality of variables separated from dichotomous (that is, inquiries with two conceivable answers) as well as multi-point organized surveys or scales (i.e., rating scale: 1 = poor, 5 = phenomenal). The higher the score, the more solid the produced scale is. Nunnaly (1978) has demonstrated 0.7 to be an adequate unwavering quality coefficient however bring down edges are in some cases utilized as a part of the writing.

Internal consistency reliability was established by using Cronbach's Alpha test, the alpha value of the

tool was .849 which indicates a high level of internal consistency of the scale.

Educational Implication:

The tool is very useful in the school education arena to measure the Knowledge of Dictionary among the students, also serve to modify and fabricate the essential changes in every or any sphere of education.

RECOMMENDATION:

The present tool concentrates only on Higher Secondary School Students, so the researcher recommends that the tool can be modified to access the knowledge of Dictionaries among High School Students or even it may also be enhanced to access Higher Education Students.

CONCLUSION

The tool to measure the knowledge of dictionary will be useful for the present scenario and will also serve the school education field in terms of assessing the dictionary knowledge and to make necessary changes in the curriculum if needed.

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