

**THE EFFECTIVENESS OF SUPPLEMENTARY MATERIALS  
IN DEVELOPING READING COMPREHENSION**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

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I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of the research degree to any university.

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## **ABSTRACT**

The thesis entitled "Effectiveness of Supplementary Materials in Developing Reading Comprehension" is an attempt to find out the effectiveness of supplementary materials in the development of reading comprehension. To carry out this research, thirty two students of grade-X from the government aided school Shree Bhanu Bhakta Higher Secondary School, Manglabare Ilam were selected as sample. A test consisting of five different test items was used as the main tool for data collection. For experiment, students were divided into two groups by simple random sampling procedure and a pre-test was administered before starting the treatment .After that, both groups were taught the same teaching items. The only difference between experimental group and controlled group was the use of supplementary materials for experimental group. After the completion of teaching of four weeks, a post-test was administered. Then, the results of both pre-test and post-test were compared to determine the role of supplementary materials in teaching reading. The main finding of this study is that use of supplementary materials is more effective in teaching reading skill than teaching just the prescribed textbook.

This thesis is divided into five chapters each chapter is divided into different subheadings. The first chapter deals with general background, statement of the problems, rationale of the study, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with review of related literature and conceptual framework. It encompasses review of related literature, implication of the review for the study, theoretical as well as conceptual framework. The third chapter introduces methods and procedures of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. The chapter four discusses the results of the collected data. Chapter five deals with the summary, conclusions and implications have been recommended. At the policy level, practice level and for further research. This chapter is followed by references and appendices.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

DOE	-	Department of Education
ELT	-	English Language Teaching
MOE	-	Ministry of Education
OHP	-	Over Head Projector
SQ3R	-	Survey, Question and Read, Recite and Review
TU	-	Tribhuvan University

# CHAPTER ONE

## INTRODUCTION

The present study on “Effectiveness of Supplementary Materials in Developing Reading Comprehension” consists of general background, statement of the problem, rationale of the study, objectives of the study, research question, significance of the study, delimitations of the study and operational definition of the key terms under introduction.

### 1.9. Background of the Study

Language is the means of human communication. In order to share feelings, thoughts, and ideas one requires a language. Regarding the language, Richards and Rodgers (1986, p.67) state “Language is the system of human communication by means of a structured arrangement of sound”. More than thousand languages are spoken in the world. Among them, English is one. It is also called global language because it works as a lingua franca all over the world. The term ‘lingua franca’ refers to the language which is spoken by the people who are from the different mother tongues background. The speakers of the English language are increasing day by day because it is the cry of the day. The people who do not know the English language face different challenges to survive in the world. If people know English, they can easily survive everywhere in the world. So, teaching and learning English is very important task of the every country. Regarding the state of English language, Harmer (2007, p.4) writes:

... by the end of the twentieth century English was already well on its way to becoming genuine lingua franca , that is a language used widely for communication between people who do not share the same first language.

English is also; of course a mother tongue for many people in the world, as well as see such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication.

There are number of factors which have insured the wide spread use of English.

They are: a colonial history, economic, information exchange, travel, and popular culture.

Because of the wide spread of English, we must teach and learn English appropriately and effectively in appropriate time. English in Nepal is largely treated as an academic subject in all the educational institutions. In other respects, most of the fields such as civil aviation, foreign trade, tourism and international relation require a high level of English proficiency. Thus, English is undoubtedly of vital importance for the acceleration of modernization process of Nepal.

#### **1.10. Statement of the Problem**

Language teaching and learning indicates the development of communicative competence in the part of the learner. Communicative competence here means the ability to use the language appropriately. English language is a widely used international language. So, Nepal has included it from nursery to bachelor level as a compulsory subject. For this, different concerned bodies have prescribed syllabus and on the basis of prescribed syllabuses textbooks are written. Moreover, teachers and students use the textbook as the main tools for teaching and learning the English language.

The main problem of current educational system is not to get intended achievement in the part of learner. There are many reasons behind it and one of them is to use only the textbook as a teaching learning material. We are used to teach and learn the contents which are presented inside the textbook. It is difficult to revise the written textbook regularly with in short span of time. However, the language changes day by day. So, textbook could not include the changed day to day real life like language. For this, supplementary materials can be one of the sources to visualize real life like language.

Moreover, Nepali learners of the English language may not get sufficient exposure to use English. We know that the more exposure the better learning. So, supplementary materials (newspaper and magazine cut outs) may provide exposure. Envisioning this

concept, it is necessary to find out the effect of supplementary materials for language learning. So, this study tries to find out the effectiveness of supplementary materials in language learning in general and developing reading comprehension in particular. Reading comprehension is ability to understand an exercise that trains students to understand a reading text. Reading is important for learners in many respects. Reading texts provide learners with grammatical, lexical, as well as discourse resources that may help them to process and produce the well-formed second language utterances and texts. So, I selected such types of reading text.

### **1.11. Rationale of the Study**

The government of Nepal, the ministry of education (MOE), department of education (DOE), district education office and even the parents are investing both materials and immaterial resources in the name of providing good, qualitative and scientific education for their children but quality of education has not been raised as expected. If we do not become aware in this regard, then we have to face so many challenges and problematic situation in the near future. There might be many causes behind not achieving the objectives of education. Among them using only text book as the ultimate source of the teaching learning activities is one. Only textbook is not enough for English language learning because it does not address the real life like communication. So, we have to use other supportive materials while teaching the English language. The main rational of this study is therefore, to provide the insight for all the English language teachers and concerned bodies regarding the use and importance of supplementary materials.

### **1.12. Objectives of the Study**

The present study had the following objectives:

- i) To find out the effectiveness of supplementary materials in teaching reading comprehension.
- ii) To suggest some pedagogical implications.

### **1.13. Research Questions**

The following is the research question of this study.

I. Do the supplementary materials affect in developing vocabulary?

#### 1.14. **Significance of the Study**

This study will be significant for curriculum designer and course book designer in the sense that after having the importance of supplementary materials in reading comprehension, they will be suggested to use locally available and other materials in the classroom to teach the learners along with text book. In the same way it will be equally helpful to teachers, students, language trainers, planners as well as the other people who are involved in the process of designing materials.

#### 1.15. **Delimitations of the Study**

This study had the following delimitations.

- i) This study was limited to only one school, Shree Bhanu Bhakta Higher Secondary School, Mangalbare, Ilam.
- ii) Only the thirty two students of class ten were involved in the study and they were taught for one month duration.
- iii) I used only magazine and newspaper cut outs as supplementary materials.
- iv) This study was limited to only on teaching reading skill.

### 1.16. Operational Definition of the Key Terms

**Supplementary material**= support material, which is prepared for other purpose not in teaching learning purpose but it enhances the teaching learning activities.

**Comprehension** = ability to understand, or an exercise that trains students to understand alanguage.

**Control group** = the group, which is taught as it is in the past.

**Experimental group** = the group in which researcher introduces the new variable, intervening previous one.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

The present chapter explains the existing literature and research related to the present study for the purpose of finding out what had already been studied. The relevant literature and thesis related to effectiveness of different kinds of materials in developing reading comprehension have been reviewed as follows:

#### **2.1 Review of Related Theoretical Literature**

In order to conduct the research work we need the knowledge regarding the theoretical concept of the research topic that we are going to conduct. Therefore, in this section I have mentioned some topics related to my research work.

##### **2.1.1 Teaching English in Nepal**

The development of English education in Nepal is closely associated with the rise of Prime Minister Janga Bahadur Rana. After his visit to England, realizing the importance of English, he established Durbar High School in 1910 B.S. It was the first school to teach the English language as well as to initiate the formal education in Nepal. Since then, English has been included in the curriculum right from grade one to master level.

Regarding the English education in Nepal, Phyak and Sharma (2006, p.2) write:

In Nepal, English has been used as a means of interaction and medium of writing by the people from educated and elite circle since Rana regime. Although the standard and value of the English persists all around the world, we cannot say whether teaching of English should take place in a native-like environment or not.

English teaching situation is built upon different historical facts and the way the nation responds to them. Though, Nepal had not been politically colonized under the

British colony, psychologically shared the Indian experience of being colonized for the English language. For years English has occupied a prominent place in the Nepalese syllabuses. For years the teaching and learning of it was accomplished through literary genres and methods being unquestionably grammar translation and direct.

From the very beginning English has been taught from the primary to the graduate level as a compulsory subject. People with English background feel more comfortable in learning English though English medium institutions cost more. English language has been perceived as a diving and promoting instrument in case of Nepal.

### **2.1.2 Language Skills and Aspects**

The use of a language in various modes and manners simply is known as language skill. There are four types of language skills. They are: listening, speaking, reading, writing. Language is chiefly defined as a means of communication. So, the purpose of teaching a language is to enable students to communicate that language. Although listening and speaking skills are enough for communication, a person needs to possess all the four skills to be a full-fledged communicator in a society. One can use all the four skills well when he has mastery over the sound system, vocabulary and structure of that language.

Like language skills, language aspects play the vital role in developing language proficiency. There are three aspects of language. They are: vocabulary, grammar and pronunciation.

Among the four language skills, listening and reading come under the category of receptive skills and speaking and writing fall under the productive skills which require a type of production on the part of learner. Listening and speaking skills are considered to be prerequisite for reading skill. In natural order, listening skill comes first. One cannot acquire language if he cannot listen or perceive sound segments of that language. Likewise, speaking is the result of listening and comprehension of sounds, vocabulary and structure of target language. Reading skill comes under

receptive which involves relation between print and speech and there by involves pronunciation. The last skill of language is writing skill.

### **2.1.3 Reading Skill**

Reading is understanding the message from a text. It is a mental process of securing and reacting to an author's message represented by written and printed symbols. To read, one must recognize words, know the meaning of words, and understand the ideas expressed by the author's sense, mood and the tone of selection and evaluate the accuracy of the ideas and apply them.

Specifying the combination of different sub skills, Grellet (1992, p.8) writes "Reading is an active skill, it constantly involves guessing, predicting, checking and asking oneself question." Reading involves different information processing mechanisms. Both top down and bottom up techniques can be used in reading. In top down processing, the reader draws on his/her intelligence and experience. We might compare this technique to an eagle's eye view of the landscape. In bottom up processing, the reader builds up the meaning from the black marks on the page recognizing letters and words, working out sentence structures. It can be compared to scientist examining ecology with a magnifying glass.

Teaching reading does not mean excluding speaking, listening and writing. It is a matter of concern. Some lessons concentrate on teaching reading skill others do not. The other skills are always needed to provide variety; to enable the students to learn effectively or to give feedback. So we do not keep language skills in separate boxes. Activities that integrate them reflect our use of language in real life. The text will be used as a starting point for work on the other skills, just as it always has been. Reading is the focus of attention. It is the most vital skill and provides the most spin-offs for general language learning.

The major point to be noted when practicing reading in the classroom is that it is a silent activity. Therefore, silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. Reading is a difficult exercise. However, the way of reading depends upon the level of readers. For

instances the beginners in learning a language cannot read silently, instead they need to verbalize the words.

While teaching reading comprehension in the classroom a teacher should keep in mind that a text is a succession of separate sentences thematically related and that it is necessary to deal with the structure and the meaning of the sentences, if reading is to be effective, the structure of longer units such as the paragraph or the whole text must be understood. It is not meaningful studying a text as though it is a series of independent units. For this, one should start with global understanding and more towards detailed understanding rather than working the other way round. That means, the task given to the students should begin with a global kind in the competence of the learners. Gradually, as they read more fluently and get the gist of a text more easily, a deeper and more detailed understanding of the text can be worked towards. If the activities are of global type the student's confidence may be built up when faced with authentic texts and the students will not get completely lost. To develop the student's skills of inference, anticipation and deduction, we can start with longer texts accompanied by photographs, diagrams and a number of paragraphs etc.

Ur (1991, p. 144) points out that teaching reading comprehension activity may be characterized as:

- a. Question given before the text (passage)
  - i. It may provide the learners with a purpose in reading and make the whole activity more interesting and effective.
  - ii. We need to know how well our learners are reading and we can get this information conveniently through looking at the results of comprehension task.

- b. Passage following questions.

Students read the passage silently and then they answer the question given below the passage.

Among these types of teaching reading comprehension activities, 'question given before the text' activity was done in my study because various activities cannot be done in limited time.

#### 2.1.4 Types of Reading

A reader may read for different purposes like, reading for pleasure, reading for information. Types of reading can be referred as the categorization of reading or strategies of reading. According to Sharma (2012) reading can be categorized on the basis of various factors. They are as follows:

a. On the basis of speed

There are three types of reading on the basis of speed. They are:

- i. Slow reading: It refers to the slow speed of reading. Generally slow reading occurs in the starting phase of reading. If the reader is reading a difficult passage and wants to understand the text in depth, the slow reading occurs automatically.
- ii. Normal reading: It refers to that reading which is neither slow nor fast. This type of reading is useful while teaching reading skill.
- iii. Fast reading: It refers to relatively faster reading. Such type of reading occurs while reading a simple text silently by expert native speakers.

b. On the basis of noise

There are two types of reading on the basis of noise. They are:

- i. Silent reading: It refers to the understanding the message through the graphic symbols by our eyes without making any noise. It is the mental process of receiving message. Silent reading is useful for library reading, self - study etc.
- ii. Loud reading: It refers to the reading a text by producing sounds. It involves both mental and physical processes. Loud reading is useful for the beginners to improve spelling and pronunciation.

c. On the basis of the focus of attention

There are two types of reading on the basis of the focus of attention during the reading. They are:

- i. Skimming: The reading in which the reader quickly runs his eyes over a text to get the gist is known as skimming. It is a type of rapid reading.

- ii. Scanning: The reading in which the reader quickly goes through a text to find a particular piece of information. To find the date of birth from the text is an example of scanning.
- d. On the basis of general purpose
- There are two types of reading on the basis of general purpose of reading. They are:
- i. Extensive reading: Reading longer text, usually for one's own pleasure is known as extensive reading. This is a fluent activity mainly involving global understanding. "The purpose of the extensive reading program will be to train the students to read directly and fluently in the foreign language for his enjoyment, without the aid of the teacher." (Rivers, 1968, p.228)
  - ii. Intensive reading: Reading shorter texts, to extract specific information is known as intensive reading. This is more an accuracy activity involving reading for detail. It plays a vital role to further progress in language under the teacher's guidance.

Among these types of reading, while conducting my research work, intensive, scanning, skimming and silent readings were focused.

### **2.1.5 Stages of Teaching Reading Comprehension**

To develop reading comprehension, in the past the SQ3R technique (survey, question and read, recite and review) was in use. This was accepted as a useful technique for understanding difficult materials and remembering the learnt materials over a long period of time. But these days, this is out dated. The stages of teaching reading comprehension recently in use are: pre-reading, while-reading and post-reading. The technique for pre-reading stage may not be suitable for other stages. But it does not mean that one technique is used for only one stage the same technique may be used for other stages too.

a. Pre-reading stage

It is the first stage of teaching reading. It is also known as preparatory stage. At this stage, the teacher prepares the students to read purpose fully. It ensures their comprehension by asking appropriate question and giving appropriate tasks. The main purpose of this stage is to arouse interest to read the text and to take the students in the right direction in the right mood and make them fell interested in reading the text. So it creates interest and motivates the students.

Regarding this stage, Nuttal (1996, p.154) suggests the following activities:

- Providing a reason for reading.
- Introducing the text.
- Setting a top-down task.
- Dealing with new language.
- Asking signpost questions.

b. While-reading stage

At this stage, the students actually read the text silently and find out the answer of specific questions, gist of the text. The teacher is required to watch students and evaluate their activities. The teacher also helps them step by step. Different techniques like elicitation and discussion are also used to deal with different language items in the group or class mode. Each student works on his own activities for much of the time because the reading process is in essence private. The group work can be done while reading because much of the guidance comes from fellow students. The students read silently and scan the specific information. They read to skim for the general idea of the text. It is the stage of detailed work and global understanding.

Thus while reading stage is a main body of the reading lesson which involves reading the text and demonstrating the detail comprehension of it answering the question and performing tasks of various types.

c. Post-reading stage

This is the final stage of the reading comprehension. At this stage, some comprehension questions for evaluation and personal response are asked to find whether the learners have understood the text or not. The teacher can use discussion technique. They are allowed to discuss the topic or the text or questions related to the text. He, if necessary, can ask students to revise the text by reading it silently. He can also ask them to write the reports, notes, summary, literary critical appreciation and collect the essential information.

Among these reading stages, in post reading stage I will use supplementary materials.

### **2.1.6 Supplementary Materials**

Supplementary materials are materials which do not exist in the book/s which we are currently using with a group of learners. They are free standing and they are here to make the teacher's life easier and learner's a bit more interesting.

..... In the teaching and learning process, we have original material and also supplementary materials. Here I'd like to discuss supplementary material for teaching and learning process and its characteristics that make them different from original material. What actually means by supplementary materials? There are some definitions given by some experts. In the web dictionary it is said that supplementary materials are substantial additional work which appends, incorporates, is appended to or is incorporated into the original material but which has some capacity to entertain or inform independent of the original material. Supplementary material is a part of a work, physically separate from the basic bibliographic unit and frequently in a different medium. e.g., maps inside a pocket

inside a book cover, an answer book accompanying a text book or a pamphlet accompanying an audio disc. Actually, now we can take a conclusion that supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic unit and frequently in a different medium.

The characteristics of supplementary materials:

- Related to, intended to or incorporated into the original material
- Has capacity to inform or to entertain independently from original material
- Physically separate from the basic bibliography unit
- Frequently in a different medium

Source: <http://www.shvoong.com/social-sciences>

There is an immense role of supplementary materials like game, puzzles, computers, books, OHPs, posters, pictures etc. in language teaching. We cannot minimize the role of these materials in language classroom in any cost rather we as a qualified, trained and good teachers have to use such types of materials in a greater extent. If we use such materials in the classroom to teach the learners then obviously teaching learning process will become more interesting, effective, interactive and concrete. Moreover, it makes the classroom live. In this regard Ur, (1991, p. 189) writes “Most language teaching course books probably need supplementing to some extent, if only in order to tailor them to the needs of a particular class or to offer richer options.”

Supplementary materials may be of various types. A song, an authentic film, cut-out from magazine or newspaper, a poem, a game, a project etc. may become extra tools in the hands of the trained teacher who wishes to teach effectively and professionally.

### 2.1.7 Types of Supplementary Materials

There are various types of supplementary materials which are used in ELT classroom. According to Phyak and Sharma (2006) some of the commonly used supplementary materials in ELT classroom are described in brief as follows:

- i) Songs
- ii) Rhymes
- iii) Games
- iv) Newspaper and magazine cut outs
- v) Puzzles

#### i) Songs

One of the most commonly used supplementary materials in ELT classroom to make the teaching learning activities interesting, interactive and live is the song. We cannot find the people who do not prefer the song. So is the case with learner. In some cases learner cannot pay their attention in the subject matter. If we use common methodology to present the lesson at that time to motivate students or learners towards subject matter is through the use of songs as a teaching technique. The use of song is a common way to enrich the motivation of our learners towards teaching learning activities. The importance of using songs in ELT classroom can be listed as follows:

- i. Songs are highly memorable by everyone.
- ii. Songs are part of everyday life.
- iii. Songs offer the natural opportunity for meaningful repetition.
- iv. Songs provide examples of everyday language.
- v. Songs are easy to find.
- vi. Songs bring in variety to the lesson.
- vii. Songs aid relaxation and group dynamics.
- viii. Songs may be exploited like any other text type.

## ii) Rhymes

Alike the song, rhyme is also another important and commonly used supplementary material to make the teaching learning activities more effective. Rhymes in general are short and depend on the melodic use of the voice to recite the text that includes rhyming words, and the repetition of sounds and words in attractive pattern.

From the time young children begin to talk, many enjoy playing and experimenting with sounds by themselves a precursor to later enjoyment of rhymes. Most seem to have skills and a built in drive that enable them to imitate the sounds and pick up the language and special rhythms of rhymes. Picking up and repeating the particular language of rhymes is another form play for young children. They learn rhymes unconsciously and effortlessly; it is not the laborious task and it is also useful for some adults.

By playing with the short texts of rhymes, children explore the mechanics of the English language. They find out how language works and become familiar with the relationship between the 44 sounds of English and the 26 alphabet letters information which helps them when they begin reading to decode the sounds that make up words.

## iii) Games

A game is an activity with rules, a goal and an element of fun. Regarding the game, Phyak and Sharma (2006) state language games can supply a reasonably realistic environment for communication and they can give plenty of practice and in speaking. If we divide up our class in to small group, games also give the shy pupil the chance to participate gradually more and more alongside his/her more extrovert and self-confident fellow pupils.

The use of game is a common way to enrich the motivation of our learners towards teaching learning activities. The importance of using games in ELT classroom can be listed as follows:

- a) Through games children experiment, discover and interact with their environment.
  - b) Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.
  - c) The game context makes the foreign language immediately useful to the children. It brings the target language to life
  - d) Games encourage the students to communicate in target language with their peer.
  - e) Through playing games, students can learn English the way they learn their mother tongue without being away they are studying ; thus without stress, they can learn a lot.
  - f) Even shy students can participate positively.
- iv) Newspaper and magazine cut outs

Newspaper and magazine are useful tools in the EFL classroom for improving reading skills and enhancing student's knowledge of current affairs. If used in a more inspiring way, newspaper and magazine can help students to develop not only reading skills but also writing, grammar, vocabulary, and speaking skills.

- v) Puzzles

Puzzles are games that the students have to think about carefully in order to answer them or do them. They provide a good mental exercise for the children.

Regarding the puzzles Sharma and Phyak (2006, p.354) state.

.....puzzles can be in the form of crossword puzzles and puzzle

stories. Crossword puzzles are an excellent vehicle for co-operative

learning. Working with a classmate, students can share their knowledge

of English in solving the various vocabulary or grammatical questions

posed in the puzzle. After students have completed the puzzle, the teacher should discuss the class as a whole. The teacher can give the students example of sentence in which some of the new words are used and ask them to write sentences of their own. Puzzle stories are ‘thinking games’ that get students to think about what they are listening to or reading. In using puzzle stories for listening comprehension/speaking practice teacher should direct their students to ask a series of yes/no questions as a means of discovering the solution.

Among these types of supplementary materials, magazine cut out and newspaper cutouts were used in my study because using various types of supplementary materials within one month duration may be difficult in practice.

## **2.2 Review of Related Empirical Literature**

Some research works have been conducted regarding the impact of methods and materials in the development of reading comprehension in the Department of English Education. The researches reviewed have been given as follows:

Subedi, (2000) conducted research on “Reading Comprehension of Grade IX Students of Kathmandu and Jhapa Districts.” The objective of the study was to compare reading comprehension in newspaper and magazines of secondary level students. He used test as a tool of data collection. The sample of his study was 20 students of Shree Suryodaya Higher Secondary Mechinagar Jhapa and the same number students of Arunodaya Secondary School Aarubari Kathmandu. After conducting the research, he found that the students of Kathmandu district are more competent than Jhapa in comprehending newspaper and magazines.

Ghimire, (2001) carried out a research entitled “A Comparative Study on Effectiveness of Grammar Translation Method and Communicative Approach”. The objective of his research was to find out the effectiveness of grammar translation

method and communicative approach. He used test to collect the data. He conducted his research in a lower secondary school of Lamjung district at grade seven. The sample population of his study were 36 students of grade seven. Finally, his finding showed that communicative approach is comparatively better than grammar translation method.

Adhikari, (2007) conducted research on “Effectiveness of Communicative Method in Teaching Reading Comprehension”. The objective of his study was to find out the effectiveness of communicative method in teaching reading comprehension. He used test as a tool for data collection. The sample of his study was forty students of Shree Narayani Vidhya Mandir Higher Secondary School, Chitawan. He taught experimental group by using communicative method for one month. His research findings was communicative method is relatively more effective than the conventional method in teaching reading comprehension.

Adhikari, (2009) carried out research on “Effectiveness of Folktales in Teaching Reading Comprehension”. Objective of his study was to find out the effectiveness of folktales in teaching reading comprehension. He used test as a tool for data collection. The sample of his study was forty students of grade nine. He used folktales as teaching materials for experimental group for one month. Finally, he found that folktales as teaching materials have relatively better impact in teaching reading comprehension.

### **2.3 Implication of the Review for the Study**

Altogether, I reviewed studies which are conducted under the department of English education T.U. Kirtipur. These research works are to some extent similar to my research work i.e. “Effectiveness of Supplementary Materials in Developing Reading Comprehension”. I got more ideas regarding the process of conducting experimental research and various components, types, sub skills, techniques etc. of teaching reading after reviewing their research works.

To be more specific, Subedi, (2000) conducted research on the reading comprehension of grade nine students of Kathmandu and Jhapa districts. After reviewing this research

work I got lots of ideas regarding reading comprehension. In the same way, Ghimire, (2001) carried out a research titled “A Comparative Study of Effectiveness Grammar Translation Method and Communicative Approach”. He followed the experimental research design to conduct that research. Therefore, after reviewing that research I got chance to enlarge my knowledge regarding the process of conducting experimental research.

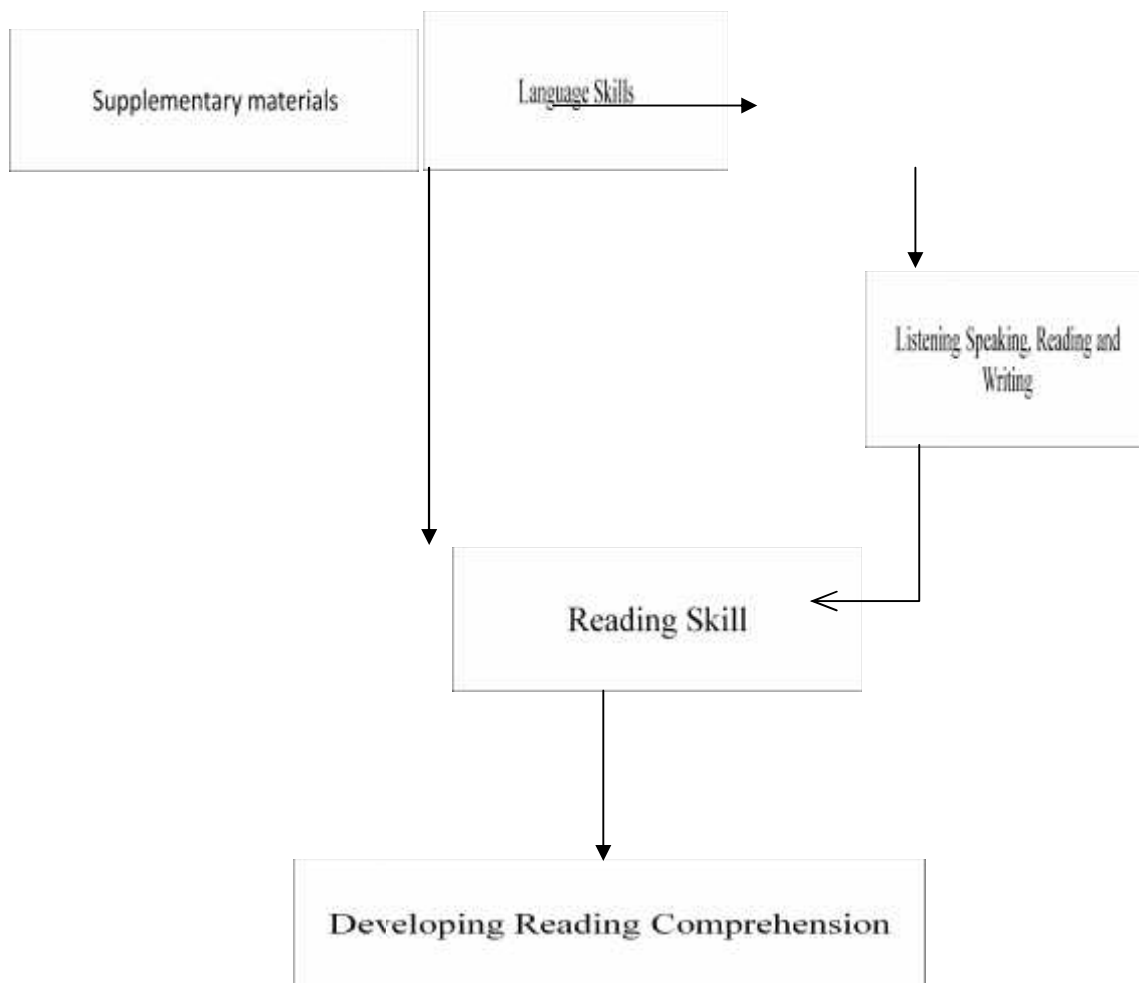
Likewise, after reviewing the research works of Adhikari, (2007) and Adhikari, (2009) I got more information regarding the process of conducting experimental research and getting ideas on reading comprehension.

Aforementioned research works are to some extent similar to the study that I have conducted in the sense that they had conducted the research to compare reading comprehension in newspaper and magazines of secondary level students; find out the effectiveness of grammar translation method and communicative approach; find out the effectiveness of communicative method in teaching reading comprehension and find out the effectiveness of folktales in teaching reading comprehension. On the other hand, my research work is different from their studies in the sense that I conducted the research to find out effectiveness of supplementary materials in developing reading comprehension.

## 2.4 Conceptual Framework

The study on “Effectiveness of Supplementary Materials in Developing Reading Comprehension” has been based on following conceptual framework:

**Fig. 1 framework of this research**



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

In order to conduct this research I adopted the following methodologies:

#### **3.7. Study Design**

I adopted experimental research to carry out this study. Experimental research falls under the research of physical science in which generally non-human beings are studied. This research is objective in nature because only available or visualized behavior is studied in this research. This research is carried out in an artificial situation by manipulating or controlling all variables. Experimental research is conducted in order to find out the cause-effect relationship between two or more than two variables.

According to Best and Kahn, (1993, p.146) “Experimental research is a systematic and logical method for answering the research questions. It tests/verifies the hypothesis and discovers the truth being based on the collected data. It is a blueprint of the procedures that enables the researcher to test hypothesis by reaching valid conclusion about relationship between independent and dependent variables.”

Similarly, Kumar, (1999, p. 100)

.....An experimental study can be carried out in either a ‘controlled’ or ‘natural’ environment. For an experiment in a controlled environment, the researcher introduces the intervention or stimulus to study its effects. The study population is in a ‘controlled’ situation such as a room. For an experiment in a ‘natural’ environment the study population is exposed to an intervention in its own environment.

This research is also termed as hypothetico deductive because hypothesis is already determined before conducting the research or before collecting the data and research is

carried out to strengthen or falsify the hypothesis. Therefore, we can say that hypothesis testing is another characteristic of this research.

The four essential characteristics of experimental research in Koul's (2001, p.467) view is as follows:

- i) Control
- ii) Manipulation
- iii) Observation and
- iv) Replication

There are various types of experimental designs. According to Koul, (2001, p.483) there are eight types of experimental research design. They are:

Design 1: One group pre-test post-text Design

Design 2: Two groups, static Design

Design 3: Two groups, randomized subjects, post-test-only Design

Design 4: Two groups, randomized matched subjects, post-test only Design

Design 5: Randomized groups, pre-test post-test Design

Design 6: The randomized Solomon three groups Design

Design 7: The randomized Solomon four groups Design

Design 8: Simple factorial Design of 2 by 2 (2x2)

Among these aforementioned research designs, I have conducted my research applying the 'Randomized Groups, pre-test post-test Design.' This design is also called as 'Randomized control group pre-test post-test Design.' I have selected this design because in this design we are free to divide the existing group into two. Subjects are assigned to the experimental and control groups by random procedures and a pre-test is administered, a measure of the dependent variable. The experimenter introduces the treatment only to the experimental group for a specified period of time. At the end of the experiment, the experimental and control groups are administered the post-test as the measure of dependent variable. The difference between means of pre-test post-test

is found for each group and these mean of difference scores are compared with the help of an appropriate statistical tool in order to ascertain whether the experimental treatment produced a significant effect than the control condition.

Following figure makes us more clear about this research design.

**Fig. 2** Figure of experimental research design

R	O1	x	O2
R	O3	C	O4

Here, R= Random sampling

O1, O3 =pre-test

X = Experimental group

C = Control group

O2, O4 = Post test

Shindu (2001, p. 204) presents following steps of experimental research:

- i. Identifying, defining and delimiting the problem:  
First stage of any experimental research is to locate the problems and define it.
- ii. Reviewing the literature:  
After selecting the problem, the related literature should be reviewed.
- iii. Formulating hypothesis and deducing their consequences:  
Researcher should state the hypothesis of his research in this stage.
- iv. Drawing up the Experimental Design:  
Researcher should select appropriate design for his study. Duration of the study, tools and sources should be fixed.

- v. Defining the Population:  
The researchers should define the population of his study and he also have has to specify the sample in which he is going to carried out the research
- vi. Carrying out the Study:  
This is real stage of the study in which the researcher carried out his study.
- vii. Measuring the outcomes:  
After the completion of the study the researcher measures the outcomes and find out the effect of the treatment.
- viii. Analyzing and Interpreting the outcomes:  
Researcher analyzes and interprets the data by using different statistical means.
- ix. Drawing up the conclusions:  
From the analysis s/he derived the conclusion.
- x. Reporting the Results:

Finally, the finding is reported in the form of comprehensible report.

The aforementioned process of conducting experimental research is provided by Shindu (2001). Among these processes I followed I, II, IV, VI, VII, VIII, IX and X.

### **3.8. Population and Sample**

All Grade X students of Ilam district were the population of this study and among them thirty two students of class ten of Shree BhanuBhakta Higher Secondary School Mangalbarellam were the sample of this study.

### 3.9. Sampling Procedure

I used purposive non random sampling procedure to select the school and students. I used simple random sampling procedure to divide the students into two groups.

### 3.10. Data Collection Tools

Test is a main tool for data collection. I used pre-test and post-test to collect the data. I adopted the test from the SLC question paper of English 2013. The test items were objective and subjective in nature. The test items were 6 in number (appendix-2). It was allocated 50 full marks. The marks were distributed differently i.e. one mark for one question (synonym, /antonym, true/false), eight marks for four questions, containing two for each (fill in the blanks, matching). In the same way, twelve marks for three questions are containing four for each question and sixteen marks for four questions containing four for each (Question answers).

The test items and distribution of marks are categorized as follows:

**Table: 1**

**Test items and their marks asked in the tests**

S.N.	Nature of the test items	Types of test items	Numbers of test items	Allocated marks
Q. No. 1				
A.	Objective	Antonyms/synonyms	4	4
B.	Objective	True/false	4	4
C.	Subjective	Question answers	3	12
Q. No. 2				
A.	Objective	Matching	4	8
B.	Objective	Fill in the blanks	3	6
C.	Subjective	Question answers	4	16
<b>Total</b>			<b>22</b>	<b>50</b>

### **3.11. Data Collection Procedure**

I used the following procedure to collect data from the primary sources.

Before going to the field I developed the test items for pre-test and post-test and some lesson plans for teaching. Then reaching the field I established the rapport with the authority and subjects. Students were divided into two groups by applying simple random sampling procedure. I have brought a minor change to establish equal level of proficiency of both the groups by administering pre test and calculating the scores. After that I taught experimental group with supplementary materials (newspaper and magazine cut outs) and text book and control group with the help of textbook only without using supplementary materials. After about one month (26 classes) of treatment, I gave post-test and calculated the raw score and found the mean. Then I compared results of both groups.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data have been presented, analyzed and interpreted statistically and descriptively.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

This chapter deals with the results and discussion of the collected data. The main concern of this research work was to find out the effectiveness of supplementary materials in teaching reading comprehension

In order to collect data regarding the effectiveness of supplementary materials in reading comprehension, I divided students of class ten into two groups using simple random sampling procedure, treated the experimental group by using supplementary materials. The data obtained from the students have been presented, analyzed and discussed under the following two main headings.

#### 4.1 Results

This chapter deals with the marks that the students obtained. I administrated a pre-test and taught with supplementary materials i.e. newspaper and magazine cutouts in experimental group and taught without supplementary materials in controlled group. The sample of the study were asked to solve the five test items i.e. synonyms/antonyms fill in the blanks, true or false, matching and short answer questions. After collecting the data following results have been derived.

In Experimental Group, difference of pre-test score and post-test score is 8.3. On the other hand, in Controlled Group difference of pre-test score and post -test score is 5.11 that is less than the difference of pre-test score and post-test score of Experimental Group. So, Experimental Group is better progressed than Controlled Group.

- a. The result of synonyms/antonyms test items shows that the average score in pre test was 2.06 and 2.96 in post test of experimental group and 2.13 in pre-test and 2.44 in post test of controlled group. The experimental group increased its average marks by 0.9 and controlled group increased its average marks by 0, 31.
- b. The result of true or false test item was found that the average score in pre-test was 1.9 and 3.34 in post test of experimental group and 1.81 in pre-test and

- 3.09 in post test of controlled group. The experimental group increased its average marks by 1.44 and controlled group increased its average marks by 1.28.
- c. The result of matching test item was found that the average score in pre test was 4.25 and 4.06 in post test of experimental group and 3.25 in pre-test and post-test of controlled group. The experimental group has decreased its average marks by 0.19 and controlled group neither increased nor decreased their average marks.
  - d. The result of fill in the blanks test item was found that the average score in pre-test was 2.44 and 4.94 in post test of experimental group and 3.18 in pre-test and 3.63 in post test of controlled group. The experimental group increased its average marks by 2.5 and controlled group increased its average marks by 0.45.
  - e. Similarly, it was found that the average score of short answer questions in pre-test was 12.03 and 16.12 in post test of experimental group and 12.5 in pre-test and 15.9 in post-test of controlled group. The experimental group increased its average mark by 4.09 where as controlled group has increased its average marks by 3.4.
  - f. In analyzing the pre-test result of controlled group, it was found that the highest score was 38 and the lowest score was 13 and the average score was 23.12 and it was found that the highest score was 38 and lowest score was 14 and average score was 23.12.
  - g. When the data of post test was looked at, it was found the highest score was 37 and the lowest was 24 and average score was 31.43 of experimental group and highest score was 37 and the lowest was 22 and average was 28.23 of controlled group. Thus, increase in average score showed that using supplementary materials was really effective.

## 4.2 Discussions

The data obtained from the students have been discussed under the holistic and categorical discussion:

### 4.2.1 Holistic Discussion

For the holistic discussion, the result of experimental and controlled group of pre-test and post test was compared. The comparison is shown as follows:

**Table No: 2**

Experimental Group					Control Group				
Total score of pre-test	Average score of pre-test	Total score of post-test	Average score of post-test	Difference	Total score of pre-test	Average score of pre-test	Total score of post-test	Average score of post-test	Difference
370	23.12	503	31.42	8.3	370	23.12	452	28.23	5.11

The above table shows that the Experimental Group has the total score of 370 in pre-test and 503 in post-test and 23.12 Average score in pre-test and post-test. Similarly, Control Group has the total score of 370 in pre-test but 452 in the post-test that is less than the total score of post-test of Experimental Group. Control Group has average score of 23.12 in pre-test and 28.23 in post-test.

To be more clear about the discussion, the following comparison have been given as follows:

**Table No. 3**

**Performance of experimental group in the pre-test and post-test**

	<b>Pre-test</b>	<b>Post-test</b>
<b>Average</b>	23.12	31.42
<b>Above Average</b>	6 students	8 students
<b>Below Average</b>	10 students	8 students
<b>Highest Score</b>	38 marks	37 marks
<b>Lowest Score</b>	14 marks	24 marks

The above table indicates that the experimental group has the average score of 23.125 in pre-test and 31.42 in post-test. And 6 students got marks above average score in pre test and 8 students got marks above average score in post test. Ten students got marks below the average score in pre test and 8 students got marks below the average score in post test. The students got 38 marks as the highest score in pre test and 37 in post test. Similarly the students got 14 marks as the lowest score in pre test and 24 marks as the lowest score in post test.

**Table No: 4**

**Performance of controlled group in the pre-test and post-test**

	<b>Pre-test</b>	<b>Post-test</b>
<b>Average</b>	23.12	28.23
<b>Above Average</b>	7 students	6 students
<b>Below Average</b>	9 students	10 students
<b>Highest Score</b>	38 marks	37 marks
<b>Lowest Score</b>	13 marks	22 marks

The above table indicates that controlled group has the 23.12 average score in pre test and 28.23 in post test. And 7 students got marks above average score in pre test and 6 students got marks above average score in post test. Nine students got marks below the average score in pre test and 10 students got marks below the average score in post

test. The students got 38 marks as the highest score in pre test and 37 in post test. Similarly the students got 13 marks as the lowest score in pre test and 22 marks as the lowest score in post test.

Experimental group has increased its average marks by 8.295 and hand, controlled group has the average score of 23.125 in pre-test and 28.23 in post test. This group has increased its average marks by 5.105. This comparison has proved that experimental group has learnt more effectively than controlled group. The differences in average score of experimental group is 8.295 and 5.10 in controlled group between two tests. So, as a whole experimental group has progressed by 3.19 average score than controlled group.

The result of group A and group B for five different test items are shown under separate heading in a single table.

**Table No: 5**

**Difference in average marks of two groups**

<b>S.N.</b>	<b>Type of test item</b>	<b>Group A</b>	<b>Group B</b>	<b>Difference</b>
1	Synonyms/antonyms	2.97	2.43	0.54
2	True or false	3.34	3.09	0.25
3	Matching	4.06	3.25	0.81
4	Fill in the blanks	4.93	3.62	1.31
5	Short answer questions	16.12	15.84	1.28
<b>Total</b>		31.42	28.23	3.19

The above table shows that the group A has got 31.4 average marks as a whole in five test items, whereas group B has 28.23. It shows that group B has less average marks than that of the group A. So it proves that group A has learnt to read better than group

B. In the short answer question and true false test items difference is not so significant than synonyms/antonyms, fill in the blanks and matching. The table on the whole, points out that all five test items have the significant on the average marks. Due to this fact also using supplementary materials as a whole is effective in developing reading comprehension.

Thus, in the entire test items group A has done better than group B. In pre-test both group scored 23.125 marks in average but in post-test, group A scored 31.42 marks and group B scored 28.23 marks in average. It has proved that developing reading comprehension using supplementary materials has been effective over without using supplementary materials.

#### **4.2.2 Categorical Discussion**

For the categorical discussion, average score in synonyms/antonyms, true or false, matching, fill in the blanks and short answer question test items of experimental and controlled group of pre test and post test have been compared.

##### **4.2.2.1 Discussion of synonyms/antonyms test-items**

This category of test item consists of 4 questions carrying 4 full marks. This item was used in the both tests.

**Table No:6**

**Average score in synonym/antonym test item**

<b>Group</b>	<b>Av.Score in pre-test</b>	<b>AV. score in post-test</b>	<b>D</b>
<b>A</b>	2.06	2.96	0.9
<b>B</b>	2.13	2.44	0.31

The above table shows that group A has got 2.06 average score in the pre-test and 2.96 in the post test. This group has increased the average marks by 0.9. On the contrary,

group B has obtained 2.13 average score in the pre-test and 2.44 in the post-test. This group has increased its average marks by 0.31.

The data shows that group A has better achievement than group B in synonyms/antonyms test-items. The result of group A in the pre-test and post-test shows that using supplementary materials is effective in developing reading comprehension.

#### **4.2.2.2 Discussion of true or false test-items**

This category of test item consists of 4 items carrying 4 full marks. This is also designed in both tests

**Table No: 7**  
**Average score in true or false Test-item**

<b>Group</b>	<b>Av. Score in pre-test</b>	<b>Av. Score in post test</b>	<b>Differences</b>
<b>A</b>	1.9	3.34	1.44
<b>B</b>	1.81	3.09	1.28

The above table shows that group A has got 1.9 average score in the pre-test and 3.34 in the post test. This group has increased the average marks by 1.44.

The average marks obtained by group B is 1.81 in the pre-test and 3.09 in the post test. This group has increased the average mark by 1.28. In this item also using supplementary materials in teaching reading is better than conventional system.

#### **4.2.2.3 Discussion of matching test-items**

Matching test items consists of 4 items carrying 8 full marks. It contained matching words with their explanation. It was also designed in both tests.

**Table No: 8**

**Average score in matching test items**

<b>Group</b>	<b>Av.Score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>
<b>A</b>	4.25	4.06	-0.19
<b>B</b>	3.25	3.25	0

The above table shows that group A has got 4.25 average score in pre-test and 4.06 in post-test. This group has decreased the average marks by 0.19.

Similarly, group B obtained 3.25 average score in pre-test and 3.25 also in post test. This group has neither increased nor decreased the average marks. It seems that the difference is not significant of experimental group in matching test item.

**4.2.2.4 Discussion of fill in the blanks test item**

This category of test item consists of 6 full marks. This item was also used in both tests.

**Table No: 9**

**Average score in fill in the blanks test-item**

<b>Group</b>	<b>AV score in pre-test</b>	<b>AV score in post test</b>	<b>D</b>
<b>A</b>	2.44	4.94	2.5
<b>B</b>	3.18	3.63	0.45

The above table shows that group A has got 2.44 average score in pre-test and 4.94 in post-test. This group has increased the average marks by 2.5. Similarly, group B has obtained 3.18 average score in the pre-test and 3.63 in post-test. This group has increased its average marks by 0.45. It seems that the difference is significant of experimental group. So, using supplementary materials in teaching reading is effective.

#### 4.2.2.5 Discussion of short answer question test items

This test item consists of 8 questions carrying 28 marks. It was also designed in both tests.

**Table No: 10**

#### **Average score in short answer question test-items**

<b>Group</b>	<b>AV score in pre-test</b>	<b>AV score in post test</b>	<b>D</b>
<b>A</b>	12.03	16.12	4.09
<b>B</b>	12.5	15.9	3.4

The above table shows that group A has got 12.03 average score in pre-test and 16.12 in post-test. This group has increased 4.09 average marks. Similarly, group B obtained 12.5 average score in pre-test and 15.9 in post-test. This group has increased by 3.4 average score. It reveals that group A has got better achievement than group B in short answer questions test-item which shows that using supplementary materials developing reading comprehension.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### 5.1 Summary

English in Nepal is largely treated as an academic subject in all the educational institution. In other respect most of the fields, such as civil aviation, foreign trade, tourism, and international relation require a high level of English proficiency. The English language teachers should get the knowledge about teaching language skills and aspect. Reading skill is one of the important skill for teaching and learning language. It is the receptive and secondary skill. There are various purposes of teaching and learning language among them one is, to develop reading comprehension. But in our context, the text book is used as the main tools for teaching and learning materials. We used to teach and learn the contents which are presented inside the text book. It is difficult to revise the written text regularly, within the short span of time. However, the languages changes day by day so text book could not include the changed day to day real life like language. For this supplementary materials can be one of the sources to visualize real life like language. So the main purpose of this study was to find out the effectiveness of supplementary materials in teaching reading comprehension and from the findings of this study to suggest some pedagogical implications. Do the supplementary materials enhance reading comprehension? Is there any importance of supplementary materials in silent and skimming reading? are the main concerns of this study. Curriculum designer, course book designer, teachers, students, language trainers, planners, as well as the other people who have involved in the process of designing materials will be benefited from this study.

The development of English education in Nepal is closely associated with the rise of prime minister Janga Bahadur Rana. The use of language in various modes and manners is simply known as language skills. Language skills can be categorized into four types: they are listening, speaking, reading and writing. Among them reading skill falls under the receptive and secondary skill. Supplementary materials are that

sort of materials which do not exist in the text book which are currently used with the group of learners. Different theoretical literatures were reviewed for the sake of more knowledge of supplementary materials and teaching reading. Similarly four empirical literatures were also reviewed. These empirical literatures were beneficial for providing more ideas regarding research design, conducting test, experimental research and so on. For this literature the conceptual frame work of the study was derived.

This research is an experimental research design. 26 classes were taken to conduct an experiment in Shree Bhanu Bhakta H.S. School Mangalbare Ilam.32 students of class 10 were sampled for this study. Where 16 students were grouped in experimental group and other 16 were grouped in controlled group with the help of simple random sampling procedure. Pre test and post test were administered in order to collect the required data.

After collecting required data, I analyzed them. According to discussion of this data following results have been derived.

In Experimental Group, difference of pre-test score and post-test score is 8.3. On the other hand, in Controlled Group difference of pre-test score and post -test score is 5.11 that is less than the difference of pre-test score and post-test score of Experimental Group. So, Experimental Group is better progressed than Controlled Group.

- a. The result of synonyms/antonyms test items was found that the average score in pre test was 2.06 and 2.96 in post test of experimental group and 2.13 in pre-test and 2.44 in post test of controlled group. The experimental group increased its average marks by 0.9 and controlled group increased its average marks by 0, 31.
- b. The result of true or false test item was found that the average score in pre-test was 1.9 and 3.34 in post test of experimental group and 1.81 in pre-test and 3.09 in post test of controlled group. The experimental group increased its average marks by 1.44 and controlled group increased its average marks by 1.28.

- c. The result of matching test item was found that the average score in pre test was 4.25 and 4.06 in post test of experimental group and 3.25 in pre-test and post-test of controlled group. the experimental group has decreased its average marks by 0.19 and controlled group neither increased nor decreased their average marks.
- d. The result of fill in the blanks test item was found that the average score in pre-test was 2.44 and 4.94 in post test of experimental group and 3.18 in pre-test and 3.63 in post test of controlled group. The experimental group increased its average marks by 2.5 and controlled group increased its average marks by 0.45.
- e. Similarly, it was found that the average score of short answer questions in pre-test was 12.03 and 16.12 in post test of experimental group and 12.5 in pre-test and 15.9 in post-test of controlled group. The experimental group increased its average mark by 4.09 where as controlled group has increased its average marks by 3.4.
- f. In analyzing the pre-test result of controlled group, it was found that the highest score was 38 and the lowest score was 13 and the average score was 23.12 and it was found that the highest score was 38 and lowest score was 14 and average score was 23.12.
- g. When the data of post test was looked at, it was found the highest score was 37 and the lowest was 24 and average score was 31.43 of experimental group and highest score was 37 and the lowest was 22 and average was 28.23 of controlled group. Thus, increase in average score showed that using supplementary materials was really effective.

## **5.2 Conclusion**

The present study investigates the effectiveness of supplementary materials in developing reading comprehension which was especially evaluated through true or false, matching, synonyms/ antonyms, sentence completion and short answer question test items. For this I selected 32 students of class ten of Shree Bhanu Bhakta Higher Secondary School Manglabare, Ilam. To collect the data, I have divided the student into two groups, administered a pre-test treatment was introduced in the experimental group for about one month and a post-test was given.

The findings of this study have been identified on the basis of the result of the whole group. Both groups were taught the same items. Only the difference was in the use of supplementary materials in the experimental group. The result of post-test reveals that both groups have increased their average score than pre test but comparatively experimental group was found better performer as a whole. So, it can be stated that using supplementary materials (newspaper and magazine cutouts) in teaching reading skill has relatively better impact on developing reading comprehension.

## **5.3 Implications**

Based on the major results of the present study the following suggestions and implications for different levels are proposed.

### **5.3.1 Policy level**

- a) In designing syllabus the scope for supplementary reading materials has to be increased.
- b) Importance of supplementary reading materials needs to be highlighted in different teacher training programmes.

### **5.3.2 Practice level**

- a) English teachers' have to be encouraged to teach reading skill by using supplementary materials i.e. news paper and magazine cutouts.
- b) Teacher should give priority to use supplementary materials because it is useful to make the class student centered and help to reduce the teacher talking time.
- c) With the help of supplementary materials teacher can motivate students towards learning.

### **5.3.3 Further Research**

This study was limited only to 32 students of grade-10 from Shree Bhanu Bhakta Higher Secondary School, Manglabare. I cannot claim that it is complete in itself. This is the very broad and complicated area. For further research in the here, I have tried to provide some suggestions and related areas.

First, in my research work, I have included only the newspaper and magazine cutouts as the supplementary materials. So, it is suggested that the future researchers pay attention to other types of supplementary materials such as: songs, rhymes, puzzles etc.

Second, it is suggested that the future researchers can conduct research to find out the effectiveness of supplementary materials in developing writing, listening and speaking ability. In the same way, similar types of research can be also carried out in different level in different schools of the country.

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