

**TEACHING SPEAKING SKILL THROUGH PICTURE DESCRIPTION
METHOD AT GRADE NINE**

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

Submitted by

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Faculty of Education

Tribhuvan University

Janta Multiple Campus

Itahari, Sunsari, Nepal

2081/2024

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DECLARATION

I hereby declare that to the best of my ideas and knowledge that this thesis is original; no its original part and pieces was previously submitted for the candidature of research degree to any university.

Date: 2081-03-03

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.....
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प.सं.
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मिति:

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Tek Bahadur Basnet has prepared this thesis entitled, "Teaching speaking skills through picture description method" under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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Gobinda Puri, MPhil (Supervisor)
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EVALUATION AND APPROVAL

The thesis entitled **Teaching Speaking Skill through Picture Description Method at Grade Nine** by **Tek Bahadur Basnet** has been evaluated and approved by the following Thesis Evaluation Committee.

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DEDICATION

Dedicated
To
My Parents, Teachers and Students.

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Tek Bahadur Basnet

ABSTRACT

The research entitled, “Teaching Speaking Skill through Picture description Method” in grade nine students is way to help students in speaking skills who were comparatively weak than the other skills. In order to carry out this study, I selected 13 students from grade Nine form Laxmi Secondary School Jantedhunga Rural Municipality, Khotang district. In the adequate availability of numbers of teaching speaking techniques, I chose the picture description method considering the ease of students and relevancy of teaching materials to use in the teaching learning processes. In the variation of student’s interest, level, and different social background, I found my students are comparatively weak in speaking skills and I planned to make them speak more than before by carrying out this action research type study. For this purpose of achieving this objective, I taught them for 19 days in extra class except from the usual one. While taking classes I also took three different tests i.e. pre, progressive and post test in order to test their progress than the prior one. Teaching and learning speaking in second language through picture description remained motivating since picture can encourage them from the root level of learning and exploring new ideas and information.

In this thesis, there are altogether 5 different chapters, the first chapter deals with background of the study, statement of the problem, objectives of the problem, research question, significance of the study. Similarly the second chapter deals with review of related theoretical literature and conceptual framework. The third chapter deals with the research design, sources of data, population and sample procedure and method of analysis of data. The fourth chapter deals with results and discussion. And the last fifth chapter deals with conclusion and recommendations.

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LIST OF ACRONYMS AND ABBREVIATIONS

CDC	:	Curriculum development center
Dr.	:	Doctor
ELT	:	English Language Teaching
i.e.	:	Id Est
L2	:	Language Second
M Ed.	:	Master in Education
N	:	Number
NELTA	:	Nepal English Language Teachers' Association
p	:	Page
Prof	:	Professor
Reg	:	Registration
RM	:	Rural Municipality
SLA	:	Second Language Acquisition
SLL	:	Second Language Learners
SN	:	Serial Number
USA	:	United State of America

Chapter One

Introduction

Background of the Study

The English Language has been teaching and learning in Nepal as a second language since very beginning period of Rana regime. If we go back to the history of English language, we have to see the period of English language spreading and teaching in India by British Government. The popularity and spread of English language became covering in many part of Nepal in Shah dynasty.

The development of English language in Nepal generally starts around in pre 1951 and started to teach in private sector especially for elite classes and for official uses. Accordingly, it started to implement in Tribhuvan University as a compulsory subject in all the faculties.

Despite these developments, English language teaching in Nepal still faces challenges, including lack of qualified teachers, inadequate infrastructure and limited resources. Efforts are being made to address these challenges through teacher training programme, the establishment of language center and the developments of English Language teaching materials especially designed for Nepali students (Sapkota, 2020)

Language is primary and compulsory means of human communication. At the same time, language is a voluntary vocal system of human communication. According to Jespersen, (1994,p.4), “Language is not an end itself, it is a way of connection between soul , means of communication through which people share their ideas , feeling , thoughts and emotion.” There are numbers of language in the world in existence. People can't learn all the language, so they need to learn particular language which is needed to them.

Language skill refers to combination of different four skills i.e. listening, speaking, reading and writing. Out of four language skill, listening and reading are again split under receptive skills and speaking and writing are termed as productive skill.

It is also important aspect of language learning because language is speech primarily .In general, what we can say is that, speaking skill is the ability to build and share meaning through the use of verbal and non verbal symbol in a variety of context. In other way, it is a way of comprehending, regarding the concept of language teaching, Ellis, (2003,p.19) says, “communicative language teaching has been designed to provide learners with opportunities

for communicating in the second language.” Similarly, Wallace, (2004,p.1) says, “Late twentieth century is an era of communication.” Then English has become the lingua franca of the world. Accordingly speaking English has been given more emphasis in language teaching since it is for communication. It is broadly known that Speaking is one of the most important and essential skills and must be practiced to communicate orally.

In the very beginning of the English language learning classroom, only traditional and monotonous type methods were in practiced like question answer based on the definite structure and pattern which can't address the dynamic and exploring type of learners and their curiosity in this changeable and globalizing world.

Listening and reading are the receptive skills of language in the sense that we receive information from someone's speech. Likely, reading also come under the same division since we get more information when we pronounce and make sound by looking on the graphic form both through eyes and brain together. In this way these two skills are interrelated in each other. Unlike, reading and writing are kept under the productive skills of language. Speaking means processes of exchanging messages between two in communication. Human being want to express and share new ideas and information to other in order to establish proper and required socialization which is necessary in daily use and academic formal purpose as well.

Regarding the use of language purpose, English language is taught and learnt as a second language. Learning speaking skill is a must aspect to all the human being. It is also a way of sharing different ideas, emotions, knowledge and opinions. We pronouncing and practicing different aspect of English to be fluent and accurate such as in vocabulary, grammar.

As we know, that English language is our second language, so it has become most difficult to all the Nepali English language learners because they have totally habituated in using Nepali language even in the English learning class. It has become most complex and complicated though it is the only one basic aspect of sharing and exchanging feeling, ideas and information both in teaching learning class and in daily life running process. So, teaching speaking skill in English language seeks more considerable attention and time as per requirement of the particular curriculum. Especially, in teaching English language in Nepali environment based classroom situation has become the issues and the subject to take in consideration as a research topic. Since the main aim of teaching speaking skills is to make

students able to communicate as per the objective fixed by curriculum development center. In teaching English Language as L2 does not only involve the teaching segmental sounds but also the teaching of connected speech and supra segmental features of the language such as pitch, tone, stress and other qualities of other spoken language. A good speaker also can interact by using different gesture, posture and facial expression. Linguistic knowledge is not enough for successful communication. It also requires interactional, sociolinguistic, pragmatic, strategic and discourse skills too. “While Ur (1996,p.56) said that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibility, reasonability ,accurately and without undue hesitation.”

Chiefly, teaching speaking skills in public school in Nepali language dominated environment has a critical and considerable topic to do action oriented research. It means, this research is focused in treating student’s difficulties in learning speaking skills and enhancing students teaching achievements. “Action research offers a greatly needed forum at of growing recognition around the world engagements between researchers and practitioners are central for both new knowledge and innovation in practice relevant to many critical problem.” L, David Brown. Action Research description. Harvard University USA. Similarly, According to Nunan (1992) action research is becoming increasingly significant in language education as it addresses the immediately practical problems. But it should be able to identify and solve the problems in specific situation, only if, it is initiated by questions is supported by data, interpretation and carried out by practitioner investigating aspect of his or her owns context or situation.

English Language Teaching in Nepal

As we know that English language is international language and it is spoken all over the world. In Nepal it has been teaching as a second language and as a means of interaction and the medium of writing by the people from educated and elite group of people both in academic and nonacademic field. The importance of English language persists all over the world, its significance has also increased in Nepal not only in academic field but also in daily life communication. Considering its importance Nepal government has managed teaching English language from beginning school level to university level as a compulsory subject. Though there are four different language skills in English language namely listening, speaking, reading and writing. In majority of the Nepali government school, the important emphasis is only given to reading and writing skills. Since, most of the teacher has been habituated in using traditional method like grammar translational method. Which technique

often uses Nepali language for clarifying the meaning as translating the English language in to Nepali. So, this method could not address the real proficiency and necessity of the learners as a result it has pushed to change and modify in the techniques considering the learners strong and reliable learning style and level. Giving equal emphasis in all the four language skills and keeping the learners learning ability in center. National Education Commission 2049 had to be shifted the place of grammar translational method considering the necessity of the learners and the demand of time.

In English language teaching and learning sector different methods and techniques has been started to exist in the Education system of Nepal slowly. Communicative approach, audio lingual approach and OSS approach and several other techniques has been taken the place of traditional technique and changed the style of teaching and learning strategies as a result the outcome of the teaching and learning has been uplifted and shown some theoretical development and still can not free from practical problem.

Statement of the Problem

Teaching English language is really big challenging task for the teachers and learners who do not have English as their mother tongue. Teaching and learning process is only possible when the learners are motivated and facilitated properly and provided situation like SLA by the teachers. In real teaching and learning class in Nepali Government school teaching English has become bigger obstacle and uneasy since they spent their most of the time in speaking in their mother tongue Nepali. Even in English language class, most of the teacher prefer to use Nepali language because teacher also do not have sound knowledge of English language .Sometime teachers themselves do not tent to use English language by their negligence. In the case of student low or no participation in speaking skills, they have mainly problem in domination of Nepali language and feeling of hesitation. So, this study tries to diagnose the possible reason and treat them accordingly so that they can improve their speaking skills thoroughly. For this, appropriate and useable techniques should be applied among these varieties of methods and techniques considering students level, interest, environment and availability of materials.

Language Skills

Language skill is such skill of communication when a child gets birth at this world then he or she comes to expose of environment of learning language. Listening is the first language of a human being then he or she acquires the idea of speaking at the age of around

3/4 years accordingly. The more he or she listen the faster and more clearly and fluently speaks the language. After the age of 5, they go to school or learn to read and write informally as well.

Language is system of communication in which we express our thoughts having different kinds of aspect like sound, words and grammar. According to Sapir (1921) language can be defined as a system of communication consisting of sound, words and grammar, used by group of people to express thoughts, ideas and feeling. It allows individual to communicate with one another, express their belief and value and transmit their cultural knowledge.

Language skill refers to the ability to exchange ideas and feelings of language effectively for communication purposes. This includes various aspects such as reading, writing listening and speaking. Language skill is essential for effective communication and are develops from practice and exposure to the language (council of Europe, 2001).

Teaching Speaking Skills

Teaching speaking skills is one of the main and necessary language teaching skill, since it is commonly needed in daily life living process without which we cannot do any communication properly. According to (Acker, 2018). speaking skill is the ability to convey ideas and information effectively through spoken language, using appropriate vocabulary, grammar, pronunciation and intonation. It involves not only the use of verbal communication but also the use of non verbal communication such as body language, facial expression, and gestures.

Aspect of Speaking Skill

Speaking skills is one of the important skills of language and it is often termed as productive skills because it involves the production of speech sound and information. Teaching speaking skill means enabling the learners to communicate in real life situation. In order to make the learners make them able to engage in different types of activities. Teaching speaking skills include different kinds of sub skills of language without which language can't be completed in itself. According to Alquahtani and Al –Shehri (2021), the aspects of teaching speaking skills:

- a. Pronunciation; ability to produce sound, stress, rhythm and intonation pattern correctly.
- b. Fluency; ability to speak smoothly and appropriately with pacing without undue hesitation or pausing.

- c. Vocabulary: ability to use a wide range of words and expression accurately and appropriately in context.
- d. Grammar; ability to use grammatical structure correctly and appropriately in context.
- e. Discourse markers; ability to use appropriate markers to signal structure, organization and coherence.
- f. Communication strategies; ability use strategies such as paraphrasing, clarification and repair to overcome communication breakdowns.
- g. Connected speech
- h. Phatic communication
- i. Social components

Techniques of Teaching Speaking Skills

There are numbers of techniques in teaching speaking skills based on the teaching situation, level, interest, and need of the learners, here are main techniques listed below:

- a. Picture description: Structure conversation in which students engage in a group discussion on a particular situation.
- b. Discussion
- c. Role Play
- d. Picture description
- e. Dramatization
- f. Technologies mediated conversation
- g. Debate

Common Problems of Teaching Speaking Skill

Teaching English language in Nepalese government school has critical and social background related problem especially in teaching speaking skills. Students are frequently habituated in Nepali language since their mother tongue is mainly different. Here are some main problems listed below:

- i. Common grammar mistakes while speaking English language
- ii. Lack of confidence in speaking language
- iii. Shyness in speaking English language
- iv. Fear of making mistakes when speaking English language

v. Nervous in speaking English language in public

Ur. (1996, P.121) stated the following types of problems of the teaching speaking.

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to audience. Learners are often inhibited about trying to say things in the foreign language in the classroom: worried about making mistake, fearful of the criticism or losing face or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they can not think of anything to say: they have no motive to say themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Anyone participation can talk at a time if he she to be heard: this problem is impounded by the tendency of some learners to dominate while others speak very little or not at all.

d. Mother tongue use

In classes where all or number of students share the same mother tongue they may tend to use it because it is easier, because it feels unnatural to speak to an another in foreign language because they feel . If they are talking in small group it can be quite difficult to get some classes – particularly less disciplined or motivated ones to keep to the target language.

Solution to the Problem

The provable solution of the problem can be varied according to the number of students, level of students, situation, cultural and religious background of the students etc.

According to the Kayi (2006, p.28) gives the following suggestions for English language teachers while teaching oral language:

- a. Provide maximum opportunity to the students to speak the target language by providing a reach environment that contains collaborative work, authentic materials and task and share knowledge.
- b. Try to involve each students in every speaking activity; for this aim, practice different ways of students participation.
- c. Reduce teachers speaking time in class while increasing student's speaking time. Step back and observe students.
- d. Indicate positive sign when commencing on student's response.
- e. Ask eliciting questions such as, "What do you mean?, How did you that conclude?" in order to prompts students to speak more.

- f. Involve speaking activity not only in class but also out of class; contact parents and other people who can help.

Activities for Teaching Speaking Skills

Basically, we learn to speak English language by communicating in daily life activities and collaborative learning. For this purpose, creating situation is the core things in speaking environment where students have real life communication, authentic activities and meaningful task that promote oral learning.

In the same regard Littlewood (1981, as cited in Bygate1997, p.67) presents four different kinds of activities.

- a. Sharing information with restricted co operation
 - ii. Identifying one picture from asset
 - iii. Discovering identical pairs
 - iv. Discovering sequences or locations
 - v. Discovering missing information
 - vi. Discovering missing features
 - vii. Discovering secrets
- b. Sharing information with unrestricted co-operation
 - ix. Communicating patterns and pictures
 - x. Communicating models
 - xi. Discovering differences
 - xii. Following directions
- c. Sharing and processing information
 - xiv. Reconstructing story sequences
 - xv. Polling information to solve a problem
- d. Processing information
 - xvii. Problem solving tasks

Rationale of the Problem

The present research entitled, “Teaching speaking skills through picture description method” is carried out to improve grade nine students’ speaking skills and improve their learning achievement as stated by curriculum and related topic based objective. The rationale of the study is to make sure the effectiveness of methods and activities in the classroom as aimed by the researcher in his or her study. The main problem of teaching speaking skills in grade nine is not to intent to speak, as a result the outcome and objectives remain incomplete. Students also seem psychologically and socially inferior since they also feel that are not good as they really want. So, in order to make them comfortable and make them speak more in the class as directed by the CDC, this study certainly will be fruitful and applicable in teaching speaking skills in English language classroom. As the problem occurs in each and every language teaching learning processes both in the classroom setting or out of classroom setting some suitable and applicable measurement of solving problem is its integral part of the system. A teacher in the classroom as a practitioner or as a planner needs to be practiced and make some progressive changes in order to address the problems of students and teaching learning system and promote students language learning skill.

Objective of the Problem

To improve students speaking skills through picture description at grade nine in Sarswati Secondary School.

Research Questions

The researcher had tried to find out the following research related questions.

- a. How can picture description method support students speaking skill?
- b. What difficulties are the students facing in speaking skill?

Significance of the Study

The significance of the studies lies in the necessity and present condition of the students and their potentiality of improvement in long run after the teaching learning process. Teaching with the different selected methods and their suitable activities in the class room certainly can motivate and inspire them to talk more in according classes. The ultimate and only one objective of this study is also to make them speak in related to course and situation. Then, the progress seen in their speaking skills can also contribute in other teaching language

skill automatically The finding of the study also will be useful to the other ELT teachers in similar area and subject of the teaching learning speaking skill.

Delimitation of the Study

The delimitation of the study are given below;

- a. This research was limited to only grade nine students of Sarswati Secondary School Jantedhunga R.M. Khotang , where 13 students were in the class.
- b. This research was limited only to improve students speaking skills.
- c. This study is limited only to the students of Sarswati secondary school as the population for the study.
- d. The study is confined in the number of 13 students only.
- e. The numbers of using language function is restricted only within comparison, stating the purpose, describing pictures.
- f. The primary data for the study was collected only from oral test i.e. pre, progressive and post test.

Chapter Two

Review of Related Literature and Conceptual Framework

In this chapter, the review of related literature such as article, note, textbook, previously carried out research, journals etc has been made to get clear concept and ideas in this present research “teaching speaking skill through picture description method.” This chapter also recalls previously done different theories and studies written by various scholars in different part of the world. It mainly tries to draw the gist and ways of carrying different research in related field. Its main target is to find established finding and receive similar ways in the study and also to continue to have targeted objective in the field.

Review of the Related Theoretical Literature

Under this section, some theoretical reviews of related literature are mentioned. After the detail study and observation of various approaches, techniques, issues and different concept, a concrete and successful study can be carried out like this action research. Different strategies and theories done in related field in different part of the world in ELT sector is becoming good and reliable sources and support to give the completion of latest research. I have gone through different study in teaching speaking skills which has given a real and base platform to complete this research. Here are some definitions of speaking skills.

According to Bailey in Puspitasari (2011), “speaking is productive aural/oral skill consists of producing systematic verbal utterances to convey meaning.”

“Speaking is the process of conveying message through the use of oral language which can involve various aspects such as pronunciation, intonation, stress and rhythm” (Brown,2007).

“Speaking is a complex cognitive and linguistic process that involves the coordination of multiple skills such as selecting vocabularies organizing ideas and using appropriate syntax, grammar and discourse makers to communicate effectively.”(Bachman & palmer, 2010).

“Speaking is the process of verbal communication between individuals. It is a part of human interactions and involves the use of language to convey ideas, thoughts and emotions.” (Language Learning Base, 2020).

Review of Empirical Literature

Here, I have tried to include those some resources and researchers about teaching speaking skills while teaching language in the following sequences.

Sen (2016) conducted a research in titled, “Techniques used in teaching speaking skills at secondary level”. This research targeted to find the effectiveness of techniques in teaching speaking skills and to have the related teachers opinion about the usefulness and effectiveness of student centered and also the effectiveness of teacher centered techniques and also to suggest some applicable suggestions to the teachers from Mugu district. While collecting data, the researchers used different tools of research such as questionnaire, checklist and observations that could able to give the accurate and fact intended result of the research.

Koirala (2014) carried out a research on “Listening English news for language development” in order to develop students overall development of English language .He had used listening English news in grade nine of sacred heart private school in Itahari Sunsari. The study was done using both qualitative and quantitative research since it used observation and questionnaire using non purposive sampling. After the conduction of different classes, analysis of different data and going through data analysis procedures all the students could be able to sharpen their listening skill with the help of listening news to develop language development.

Katwal (2023) in “Techniques of teaching speaking skills used by secondary level English teachers” studied different speaking techniques applied by private and government school in secondary school. She went to 10 different school to observe and study the reality of secondary teacher in teaching speaking skills. Its main purpose of conducting study was to find out the effectiveness of method used by the different secondary level teachers and diagnose the problem of secondary teachers and suggest ideas to ease them in their teaching learning process.

Taha Mohamed (2022) also conducted a case study on title, “ Obstacle faced by students in speaking English language” This was a case study carried out in Saudi Arabia in order to support students who often feel difficult in speaking English language. In Saudi, English is also spoken and learnt as a foreign language. Students start to learn since their school age to higher school up to 16 years old but that could not be enough to speak fluently especially for foreign purpose in permanently. So, this study is to support and find out the

actual reason behind their disability. Eventually, students could correct the occurred obstacles and seemed comparatively in better learning achievement than the previous level.

Adihikari (2011) wrote an article on the topic of, “Teaching speaking in the Nepalese context: problem and ways to overcoming them.” He studied the overall situation of Nepalese school and their overall environment, students’ attitude, teachers’ attitudes and different affecting factor and he also pointed that the main reason of low or no participation of students and teachers difficulty in teaching their students was not proper pre preparation before going in the classroom that kept some interval to gain the targeted objective in the related curriculum.

Implication of Literature Review

Though, there were numbers of different researches in related to teaching English speaking skills that I went through before I carried this research. But no research were could solve my problem occurred in my classroom. Which are completely unique and different than the other research than I studied. Anyway I found and concluded that these all the research can be beneficial throughout my research since the techniques like picture description and the used research tools; pre test, while test and post test taken will be surely supportive to make my research purposeful and to get objective as targeted.

Conceptual Framework

The present research, I have attempted to make my students able to speak in English language at grade 9 as expected by CDC. In English language, there are four different language skills they are speaking, listening, reading and writing. Here, I have tried to study over the speaking problems. Though the learners initially learn to listen then only they learn to speak, learners often feel tough and hesitate since they are learning SL. According to CDC time allocation 40% is fixed for reading 35% is for writing and 16% is for listening and speaking equally. Overall study is done following the following steps in the model of action research. The steps of teaching speaking skill is presented below both in figure and

Stages of Teaching Speaking Skill

- | | |
|---------------------------------------|-------------------|
| a. Presentation (early stage) | Presentation |
| | ↓ |
| b. Practice (Controlled conversation) | Practice |
| | ↓ |
| c. Free conversation(production) | Free conversation |
- a. Presentation: Here, I had created the situation, sometime class room context and sometime in outside context. At this stage, students get the intention and gist of the

speaking in both form and function. They are also introduced the new language and new language are set with the scene. Then they are taken in the elementary discussion and description as group division and necessary instruction like displaying picture, making explanation and presenting model, examples dialogues etc.

- b. Practice: It is another step of teaching speaking skills. After the presentation of the teaching speaking skills, I had led them to their own practice in both group and pairs. This practice stages enable them to internalize the newly learnt language item to get mastery over the forms of language. Here they should be contained both manipulated and communicative activities. Students are seen more active than the first presentation stage since they are comparatively come on autonomously active. The teacher stands as a facilitator and guide and students play the real role given by the teacher. Students try to perform more accurately as the teacher had given the linguistic and non linguistic suggestions. They go on further practice following more support and less creativity.
- c. Production: Since, it is the last and more creative stage students involve in free communicative activities. Here, students try to show their fluency rather than accuracy. Teacher is fully facilitator and guide and the students are viewed as active participants in the teaching speaking skills. Finally, it supports to establish a link between class room learning and real life situation.

Action Research

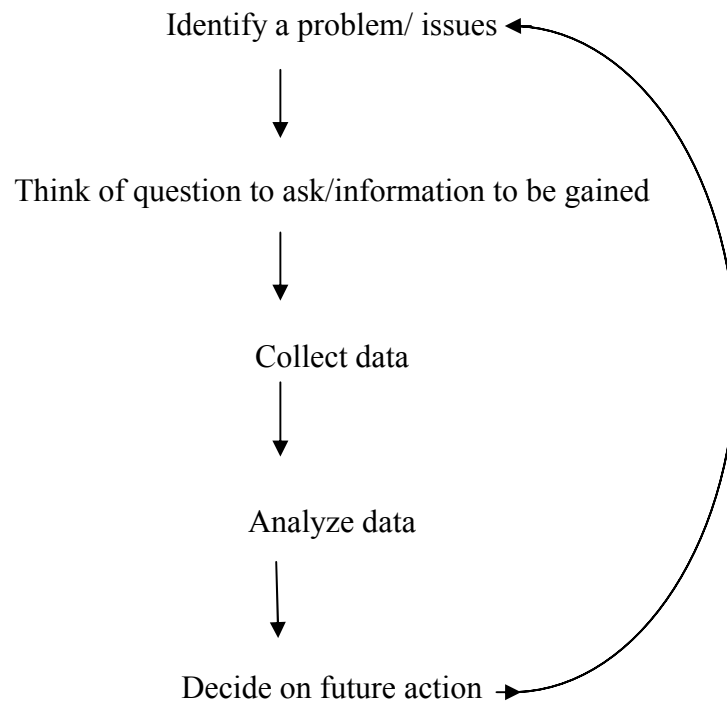
The term 'Action research' was first coined by Kurt Lewin in 1996 to improve the practical aspect of certain discipline. He defined it as, "a comparative research on the condition and effect of various forms of social action that uses a spiral of steps, each of which composed a circle of planning, acting and fact finding about the result of action"

As its name suggest that it is the research to carryout to find and to solve some specific classroom problem and help students and the teaching learning processes. Here, I have carried out this action research to reduce the problems occurred at grade nine students in learning speaking skill

Steps for Action Research

In order to carry out an action research, the research has to follow some process one by another. But we can't see accurate process by different scholar

Harmer (200, p345) suggests the following stages of action research



Similarly, Nuan, (1992, p.19) speaks of the process of the action research in terms of seven steps, which are termed on the steps in the action research cycle. They are as follows;

Step 1- initiation

In the first steps, the research is initiated by practitioner and is derived from a real problem in the class, which needs to be confronted.

Steps2-Preleminary Investigation

In this stage, the researcher spends some time collecting baseline data through observing and recording classroom interaction.

Step 3- hypothesis

After collecting baseline data or reviewing the initial data, the researchers formulates, but it is optional. The teacher may be in a position to draw out hypothesis or predication what is likely to occur.

Step 4-intervention

The teacher will devise a numbers of strategies for encouraging the students to relate the content of the lesson to their own background and interest. These includes increasing the numbers or referential over display question.

Step 5-Evaluation

After several weeks, the class will be recorded again. There will be much greater involvement of the students, and complexity of their language and student- led interaction will be enhanced.

Steps 6- Dissemination

The teacher will run a workshop for colleagues and present a paper at a language conference.

Step 7-Follow up

Finally, the teacher will investigate alternatives method of motivating students.

Chapter Three

Methodology of the Study

In this research methodology chapter, the researcher has attempted to choose the better way of conducting research in order to attain the intended target. The following methodology and procedures has been adapted by the researchers to accomplish the objectives.

Research Design

It is the area of collection and analysis of data in a research study to guide and analyze the data. Mainly it involves decision about the research questions, data collection methods, data analysis techniques and ethical aspects. Its design helps to make the study valid and reliable. In order to achieve the objective, the researcher has adapted the action research. Considering the students ability to use the English language I went through different stages of action research in the cyclical processes so that my students could improve themselves. The stage of conducting research was carried out in the following sequences:

1. Planning

In the planning phase, I made all the plans that I should prepare the class to deliver to the students very successfully and purposefully. In the beginning I prepared different lesson plan to present in front of students with objectives, different teaching learning materials, activities to be done in the class. Following the plan then I forwarded to the action in real in the classroom.

2. Acting

As I planned before I entered in the class with different teaching learning materials and other necessary devices so that I could make the class interesting and live by activating all my students for engaging in the class room interaction and description of pictures.

3. Observation

After the action where I really did in the classroom then I had to see whether it worked well or not. Observing the real situation of the classroom environment of real class teaching and learning took place. I found that all those activities I along with my students

participated in the activities such as picture description, stating purpose and comparing the pictures very well.

4. Reflection

After the observation of the real classes I also tried to reflect the real finding and good noted point in the upcoming classes. Students' activeness, usefulness, relevancy of using different teaching learning materials and objectivity of the study in overall teaching learning processes and to similar like other classes related teaching speaking skill.

5. Re planning

It is the phase of going to the beginning if the intended objective can not be attained. As my objectives were achieved in the first cycle I did not have to go again in the cyclical processes.

As the explanation stated that, the research is action research in nature because of the following reason;

- a. It is a kind of classroom investigation carried out to find out and solve the problem seen in the teaching learning activities.
- b. It is initiated by question and is supported by data, interpretation and is carried out by a practitioner investigating own situation and context.
- c. It is specially for improving current state of affair within the educational context.
- d. It also equally emphasizes to teachers professional development.
- e. It finally focuses on implementation of the finding appropriately derived from the investigation.

Sources of Data

The present research has used only one type of source of data; primary sources of data. Though, I have consulted other recitation in order to make my study reliable primarily I have taken primary sources of data which are given in the following order. The sources are as follows;

Primary Sources of Data

This study is mainly based on primary sources of data. The primary sources of data for this study were grade nine students of Sarswati Secondary School. There were 13 students altogether.

Participants

The total participants of the research were 13 grade nine students of Sarswati secondary school Jantedhunga Rural Municipality 3 Khotang by using purposive sampling techniques.

Sampling Procedure

I had selected grade nine students from Sarswati Secondary School Jantedhunga R.M. 3 Kahule Khotang district by using non random sampling procedures.

Tools for Data Collection

The different kinds of tools that I used to have data are pre test, progressive test and post test. These different kinds of tests were taken from teacher prepared context based item and text book based from grade nine from Sarswati Secondary School .All these test three tests included same item. Whereas progressive test item were based on the student progress in the speaking skills. The test item was only one oral test having 50 full marks. These tests were constructed by researchers and taken from grade nine, Our English Book. As a whole five different test were taken consisting describing, comparing, discussing and informing language function. (see Appendix II)

Data Collection Procedures

In order to collect the required data, the researcher followed the following procedures.

- a. In the beginning I explained my objectives and intention why I want to conduct research in grade nine student to the head teacher and authority and request him to help in need.
- b. As I was the class teacher of the same grade I just convince them to be prepare mentally to stay 40 minute earlier to the school than usual time.
- c. For the facilitation to students I requested their parents to send them earlier as I told them.
- d. Then I conducted the pre test in the beginning without preparing lesson plan and teaching class and identified their real level of competence in speaking skills.
- e. After getting the real score and level of students I prepared lesson plan for further classes.
- f. I taught 19 lesson to the students using the picture description method relevant to teaching speaking skills both prepared myself and given in the textbook.
- g. I also conducted one another progressive text to students after a week of starting teaching speaking skills.
- h. Lastly, I conducted a post test having the similar nature of pre test item to find new data.

Methods of Analysis of Data

This topic, methods of analysis of data refers to techniques used to interpret the collected data and make it meaningful to understand easily. Here, I have used both qualitative and quantitative components. Being an action research I have interpreted data using both in visually form in table and in descriptive manner.

Since, it is an action research it primarily aims to improve student's current level of teaching learning outcome especially in speaking skills. Its details are interpreted in different four steps in progressive sequence.

Ethical Considerations

Ethical consideration refers to its moral ethics and value that should be kept in consideration while making interpretation. For this section I tried to stay only within the legal ways and processes until I come over the research. I asked my students to be sure that the study does not affect you in any perspective. I took their permission and made them assurance that the every things done in the class is only for their improvement. Even I used the assumed name instead of student's real name. I tried to maintain the overall research purity ,accuracy, appropriateness, relevancy and simplicity, what happened in my real research and I also tried to draw the same finding. I just took different sources of related materials and guidance as need of my research.

Chapter Four

Results and Discussion

On the next of collecting data and keeping them in the sequence, the researchers are required to organize and scrutinize the data to arrive at conclusion in natural way. The researchers tried to analyze data as per the objective and types of research. In this section, the researcher has used different numerical and descriptive analysis of data presented from primary sources of data obtained from the test of the grade nine students in the research processes.

Results

The following are the lists of study's findings, which were attained through the data analysis and interpretation:

- a. All of the participants were really inspired and motivated in further learning and speaking English.
- b. Out of 13 students, four pairs of student's mark is comparatively good that is 54 to 58% percent.
- c. Other two pairs of students secured mark is comparatively low that is below than 53% percent.
- d. Though the participation of the students was not 100% since the classroom teaching and learning was managed in extra time before government time than the usual time, the activation was really good. They show their performance in progressive steps. It was 36.7% percent in pre test in total and it was increased in progressive test and reached to 46% percent.
- e. The students' progress in the post test was seen in more progressive way in the comparison of progressive test. It was 46% in progressive test and it was 55% percent in post test.
- f. Overall low performer students also secured better results than the previous result in both tests.

Discussion

The collected data were discussed and interpreted as follows:

- a. Excitement and curiosity of students towards the lesson.

As I was really in the beginning of starting new classes with the uses of picture description to teach them speaking classes, they looked a bit enthusiastic that they were going to be good in speaking skill. The students were in the mood of listening more to me and looked like to response. I also asked them they could speak easily if the students tried and obeyed the instruction given by the teacher. Picture presentation and description really attracted them. They were willing to say some curiosity like;

Student: Excuse me! What is bird eating?

Teacher: Yes, the bird is sucking flower's sweet juice.

Then they repeat, The bird is sucking flower's sweet juice.

b. Effectiveness of pictures;

When the real classroom teaching started then the differences in students also could see in their activities and in their facial expression. They listened to me very carefully and attentively, no any unnecessary noise was there instead they practiced to speak as the guiding question asked them to response. Students seemed to ask more related questions such as 'What is the door made of? Then I inspired them to response themselves starting the beginning of the reply. 'The door is made of

Students: The door is made of iron.

Teacher: Absolutely correct.

Then they were asked to describe the picture in the similar manner. They tried too.

c. Gradual improvement of students' speaking skill.

As the different classes were conducted in different days' classes, students' overall progress could be measured and felt to see in the class.

Comparing the very beginning of classes before plan they were weaker and would not like to speak even they had the idea. They were shy and mostly unknown.

After the teaching of starting six days classes before pre test they superficially became able to ask questions and simply describe the picture to some extent having some clues. With the help of teachers' guidance and support, the students became to speak in guiding format. The second step was the classes after the period of pre test time practice they were more confident and more motivated to speak following the certain structure and pattern both in pairs or in individual description. Out of the 19 classes conducted during the planned duration, after test of while test students became more autonomous and better to speak in the given topic freely expect some of the complex topic and some higher level of

vocabulary and sentences formation. For example; they speak like in the following sample:

Description of white board: This is the picture of white board. It is made of rubber, furniture, silicon etc. The whit board is in front of the classroom. The colour of the white board is white .The size of the board is $\frac{3}{4}$.and so on.

d. Challenges of using picture description

Though, the effectiveness of picture description method can not be underestimated in teaching and learning speaking skill, sometime the students did not have enough ideas to describe the pictures in details because of the vagueness of picture and by the lack of the ideas of explaining. At the same time, construction of the pictures could be difficult because of lack of extra materials and no good ideas of preparing pictures. The techniques of presentation and way of making the description easy going to the students made students shrink in describing pictures. Consequently, the learning level of the students remained slow as shown in the following in the in table and its interpretation.

e. Lack of adequate language materials

No sufficient language materials in the teaching learning activities affect the learning outcome of the teaching topic. In my class room setting as well sometimes there were not adequate quantity of teaching learning materials which could not make the learners more active and attentive as it would be. So the learning outcome of the classroom remained limited than the expectation.

f. Encouragement and positive inspiration for students' learning achievement

Psychological and emotional highness in learning something can be very much influencing factor. In all of classes I praised my students attempt and gave them positive feedback and inspirational words which made them really motivated and self activated as result the result of the test and the classroom activities looked comparatively better than the previous class. For example; well done!

Very good!

Good attempt!

Excellent!

You are doing better.etc

g. Interferences of mother tongue

While involving in speaking processes especially in the previous classes they had some difficulties of students' mother tongues domination. Because of their

continuous using trend of mother tongues, they became freezing to response in English. They had sometime vacuum to say in the situation. In spite of students difficulties, when I eased by adding some remaining part or the sentences they completed themselves. Such difficulties were seen especially in the beginning of the classes. The previously drawn techniques and continuous attempts to ease them to speak fluently. The drawn gist was that after the teaching of different classes following the picture description in progressive way. The presented table of result also showed the students' real achievement.

Test is a task of getting and knowing the ideas, fact and knowledge under specific genre in order to classify and categorize the participator.

Comparison of Pre Test and Post Test

Here I have included comparison of pre test, post test, analysis and interpretation of the acquired data through test results and comparative analysis of the data.

In the field of language teaching, teaching and testing go altogether hand by hand. It is a quite natural that a teacher always wants to evaluate his or her students as Ingram in Allen and Davies (1977: 11) states "As long as there have been teachers they wanted to know how much their students have learned?"

The comparison between pre and post test is seen considerably different in students result. The mark attained in pre test was below than 38%. After teaching and conducting different picture related activities in the classroom for 19 days. The post test result was in satisfactory. The total percentage in post test is 55% . While conducting different activities in order to take pre and post test were picture describing in the whole class, and in the group, in pair and in individual as well. Mainly describing, comparing, and giving purposes were practiced in both tests.

Table 1

Comparison of the Results of the Pre test and the Post test

Test	No of the Students	Obtained marks	Percentage	Differences	Differences in percentages
Pre test	13	113	37.6	52	17.4
Post test	13	165	55		

Analysis and Interpretation of Pre- Test

Before I started the real teaching with pre plan, I took a set of test item which is known as pre test to be sure about the present level of learning on students speaking proficiency. I have constructed tests altogether 50 full marks having different language functions like describing, comparing, telling purposes. In which, describing, comparing and telling purpose carries 50 full mark in combined.

This test was taken before practicing the real study of the content in order to evaluate the real level of students in speaking skill proficiency. From the overall test and evaluation of the students in the very beginning it is found that students were comparatively weak. Observation and diagnosis of the common poor potential condition of the students are the root and causes of conducting research. Lack of English like environment, no use of proper methods and teaching learning materials or less confidence level are the visible problem of students.

Noted to the point, classroom observation and result analysis of the pre test were the key for further planning to attain the objective. The score of the students in pre test is presented in the following table.

Table 2

Students Score on the Pre- test

S.N.	Num of Students (in pair)	Full Marks	Obtained marks in frequency	Percentage
1	01	50	20	40
2	01	50	22	44
3	01	50	18	36
4	01	50	19	38
5	01	50	17	34
6	01.5	50	17	34
Total	13	300	113	37.6
Average Score			18.83	

According to given chart, the total full mark of the pre test is 300. The total obtained marks is 113 it means it is only 37.6 percent. At the same time, the average mark of the test is 18.83. And the highest score in the test is 22 which is 44 percent obtained by a pair of students and similarly the lowest score is 17 obtained by two pairs of students and it is only 34 in percent. Overall, all of the score is seen lower than in average. So, what can we say is that the result of the pre test is seen unsatisfactory.

Analysis and Interpretation of Progressive Test

At the last of the six different classes I took progressive test using picture description method in order to develop students speaking proficiency. Students had to express their thoughts and purpose in their conversation and in description.

The teacher created the environment of interaction and discussion among the students. For the purpose of making students able to speak, the teacher presented pictures and made them curious and interested and asked them to describe and express the purpose of using some shown materials.

Teacher's facilitation remained more important and meaningful to make them speak more by encouraging, supporting and correcting if their speech is serious. After finishing the class I again conducted test as progressive test. The students same score I have tried to display with the help of given table.

Table 3

Students Score of the Progressive Test

S.N.	No. of Students (in pair)	Full Marks	Obtained Marks in Frequency	Percentage
1	01	50	23	46
2	01	50	25	50
3	01	50	23	46
4	01	50	22	44
5	01	50	23	46
6	01.5	50	22	44
Total	13	300	138	46
	Average Score			21.23

The above chart shows that the total full mark of the test is 300. Out of 300 full marks, the obtained mark is 138 it is 46 percent. At the same time the average mark of the students is 21.23. The highest score is 25 out of 50 it is 25percent, 46 is the average score of the students which is secured by four pairs similarly the lowest score is 22 it is secured by two pairs it is 44 in percent. Here, the highest score is secured by only one student, mid score is secured by four students and the lowest score is secured by two students.

Analysis and Interpretation of the Post Test

After the completion of progressive test, I interpreted and kept its record. Then again I taught other six lessons to develop their more proficiency than in the progressive test with the method of describing pictures. These language functions were related to language function similar to pre and progressive test.

With the help of the different pictures to describe its physical structure comparing and also for suggesting people, the teachers asked his students to describe in chorus, group, in pair and in individual. The teacher stayed closing to them and encouraged and facilitated them to speak more.

The score of the students of the post test is displayed in the following table.

Table 4

Score of the Post Test

S.N.	No of students in pair	Full marks	Obtained marks in frequency	Percentage
1	01	50	27	54
2	01	50	29	58
3	01	50	26	52
4	01	50	27	54
5	01	50	28	56
6	01.5	50	28	56
Total		300	165	55
Average			25.38	

As the above table shows that the total marks of the post test is 300. Out of 300 hundred the total secured score is 165, i.e.55 percent. At the same time, the average score of this post test is 25.38. The highest score of this test is 29 i.e.58 percent it is secured by only one pair and the lowest score of this test is 27 i.e. it is 52 percent and secured by two pairs of students. Here, all of the students have secured higher than average score that is 25.38.

From the above displayed analysis and interpretation of test result, it has been proved that the post test has been improved than the pre test result and progressive test. So we can strongly say that the post test result has been better and slightly better progressed as expected.

Comparative Analysis of the Data Obtained Through Test Results

Here in this section of research, all the test viz. pre, progressive and post test are compared and analyzed in each other.

Teaching in the very beginning of this period, teacher tested in normal situation without any pre plan and especial classroom teaching in order to test pre level and knowledge of students. The result was achieved very poorly as it would be. It was below than 38% in average. So, in the response of the poor performances of the students, the teachers planned lesson to teach with various picture description related teaching learning materials. Consequently, the result of the progressive test was comparatively better. In the progress of the student in progressive test, students were asked to describe different picture and to state the purpose and to give the suggestion to do the given the action using the structure of giving advice and suggestion such as, ‘ You had better to + verb1’

In the beginning of analysis, the result of pre test is analyzed and compared with the result of the progressive test. While testing the as pre test, there was not any special types of teaching and learning classroom activities. It was taken just evaluating students pre knowledge and learning level. The average score of the student was comparatively low since they can't speak more clearly and fluently basically due to mother tongue influence, feeling of hesitation, in the lack of student oriented teaching learning methods and so on .Comparing the pre test the score of the progressive test was better. In order to improve the proficiency of the student, the teacher conducted different activities like describing picture in question answer form, stating purposes and giving suggestion in dialogue and monologue form. The comparative score of the pre and progressive test is presented in the following table:

Table 5

Comparison of the Pre –test and Progressive Test

Test	No. of the Students	Obtained marks	Percentage	Difference	Differences in%
Pre test	13	113	37.6		
Progressive test		138	46	25	8.4

The analysis and interpretation of the above table shows that the total score of the pre –test is 113 i.e.37.6 percent and the total score of the progressive test is 138 i.e.46 percent %. From this comparison, the increased mark of the progressive test is 25 i.e.8.4 percent.

So , the differences between the two tests' percentage shows that the proficiency of grade nine students in speaking skills was comparatively improved in different language functions through use of describing picture.

Comparative Analysis of Progressive and Post test

The researcher teacher took six different classes before testing progressive test so that the learners could improve their learning than the pre test result. These different classes were taken with the participation of all the students. In the real classes students were asked to response looking on the shown pictures for describing physical building, stating purposes and for comparing the pictures. After attaining the result of progressive test, the teacher again taught other six lesson hoping to improve a bit more than the progressive test result for achieving the similar objective of describing comparing suggesting and for stating purposes. The use of live materials and pictures created the situation truly student centered.

The score of the progressive and post test are analyzed and compared in the following table.

Table 6

Comparison of the Progressive and Post test

Test	No. of the students	Obtained Marks	Percentage	Difference	Differences in%
Pre test	13	113	37.6		
Post test	13	165	55	52	17.4

As the above table shows that the total score of the pre test is 113, i.e. 37.6 percent where as the total score of the post test is 165 i.e. 55 percent. As a whole the total incensement in the post test is by 52 i.e.17.4% which is comparatively higher than the pre test. So, the overall incensement of students' marks in the post test is satisfactory as I expected before beginning research. It proved that the use of picture description certainly helped in improving students speaking skills.

Major Finding of the Study

The major finding of the study is pinpointed as follows:

- a. Picture description is the main easy and students preferred methods in teaching speaking skills.
- b. From the analysis and interpretation of the pre test, progressive test and post test was in improved order and the result of the three test were comparatively different.
- c. From the detail analyzing of pre test result, it was found that the total mark of all the students was 113 i.e.37.6.The highest score of the pre test was22 i.e. 44 percent and the lowest mark is 17 i.e. 37.6 percent and the average score is 18.83. In this way the result of the pre test is not satisfactory.
- d. While interpreting the result of the progressive test it was found that the total mark is 138 that is 46%. And the average score of the test is 21.23. Whereas the highest score of the test is 25 i.e. 50%. And the lowest score of the test is 22 that is 44 percent.
- e. When the post test was analyzed interpreted, it was found that the total score of the post test was 165 that is 55%. The highest score was 29 i.e. 58%, similarly the average percent is 25.38. So the real outcome of the study with the use of picture describing seemed good in teaching speaking skills.

- f. The total percentage of the pre test is 37.6, the total percentage of the progressive test is 46 or it is increased by 8.3 percent. Thus it is proved that the percentage of the progressive test is increased than that of pre test.
- g. The total percentage and the total score increasement is seen in progressive way in the comparison of pre and progressive, and overall increasement is by 17.4. It means it proved that the expected result is seen in students speaking proficiency.

After acquiring result of all the test and conducted classes for 19 days, students were entirely active and motivated towards the methods of teaching and with the strategies and materials implemented in the real classroom situation. They really looked satisfied and replied that they felt easier and comfortable to speak with the help of picture than the without picture and concrete object.

Chapter Five

Summary, Conclusion and Implication

This is the last chapter of research. It includes the conclusion and recommendation of the study which are drawn on the basis of results and discussion of the collected data.

Summary

The main aim of this present research study entitled, "Teaching speaking skills through picture description method" is to help learners to make them able to speak fluently. Though, there are four different skills in teaching English language, speaking skills is very much important language skills. Students from grade nine seemed comparatively weak, they could not make proper communication and also they can not acquire the intended teaching learning achievement. As a result, the action research has been done. While teaching speaking skills we have varieties of methods as real teaching learning strategies, out of which I have selected picture describing method in which students felt comfortable and I also found the relevant and accessible way of teaching and learning to both students and teachers. The uses of pictures description ultimately can boost up and make them comparatively better than the previous level and situation.

The study uses way of action research carrying both qualitative and quantitative analysis. The theme and finding of this research is to improve students speaking skills and make them proficient in daily life processes and academic purposes. It also makes the teachers self confidence in his or her professional career. On the basis of drawn finding and conclusion, they will be further competent in all the other three skills as well.

Conclusion

The present research entitled, "Teaching speaking skills through picture description method in grade nine" aimed to improve students speaking skills in grade nine students of Sarswati Secondary School. Despite the fact that, there are numbers of different students and teachers centered methods. According to the ease and practicality for the present situation and purposefulness of study, picture description methods could bring some considerable improvements. Such as before the beginning of teaching the overall result of the students is 37.6% and the ratio went on higher after teaching with plan and special ways of uses of methods. It is 44 and lastly reached up to 55percent. It was concluded that the use of picture

describing methods assisted students to communicate and speak more fluently. There were other methods of teaching speaking skill, among these varieties it is proved that picture describing methods could address student's current difficulties and occurred situation in course of teaching speaking learning processes. As a result the aim of carrying out research has been fulfilled and teaching learning activities and its simplicity has become meaningful and purposeful.

Implication

The present study, "Teaching Speaking Skills Through Picture Description Method at Grade Nine" has mainly practical outcomes which are primarily helpful to grade nine students and also for all the teachers and others students who are curious to speak English language under the CDC curriculum. The following consequences of the finding from the present research was further described in the three different aspects; in policy level, practice level and in further research level.

Policy Level

In this level of research, some action can be done in order to minimize the classroom problem in speaking as a result of the research findings.

- a. Policy makers and curriculum designers should entirely see the student's interest and need in their level of policy making.
- b. Different text book writer also should produce required materials and extra referential materials based on the student's level, demand of the time and addressing all the learners overall psychological and physical need.
- c. All the authoritative agency and related different academic institution like language oriented means such NELTA should follow and implement the appropriate findings from the present research in course of teaching learning processes aiming to make the related task purposeful keeping the learners in centre.

Practice Level

In practice level, real implementation of the findings have been tried to apply in student's classroom teachers preparation and other related field.

- a. In the action research nature based research, teaching speaking skills through picture description method can ease to implement for both students and teachers.

- b. Different affecting factor in making students learning processes effective such as school environment , home environment ,their prior knowledge, home's economic condition previously achieved score etc.
- c. If the students can practice and do more and more emphasis on the drawn ideas and conclusion, they build strong basis and progressive learning in speaking skills.
- d. While presenting the classroom activities, the teacher should be fully equipped with various strategies of teaching methods even within picture descriptions so that every student can be motivated.
- e. Even the weaker and shyness nature students can be benefited since they get free and relaxing environment to practice in the teacher absence.
- f. In further learning processes, the students can autonomously learn as they get adequate ideas and way to sharp skills and theoretical knowledge.

Further Research Level

This is the fact that nothing in the world is entirely and ultimately completed in any way, so some other interested and situation demanded further study are itself carried by a study in ELT processes. On the basis of previously carried out study some related and large scale and quantitative and qualitative studies are needed to do in order to meet the need of time and situation. So, this present study can give a good platform to guide and give the suitable completion with the following drawn suggestions

- a. Out of various methods of teaching, picture describing is one which is comparatively easier and suitable to continue to speak more because they need not find any extra topic to speak. There are unlimited objects to talk about. From which following researchers can conduct many remaining activities in teaching and learning field.
- b. Since, language is speech primarily everybody who is interested to learn and teach English language should learn speaking skills. In such a situation picture description method and its various sub strategy can be definitely beneficial and helpful.
- c. A large numbers data based research can be carried out by stepping on this small numbers population data samplings in teaching speaking skills.

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APPENDIX I
(CLASSROOM TEACHING LESSON PLAN)

Lesson Plan No.1

School: Shree Laxmi Secondary School

Date: 2081/01/13

Grade -9

Time: 30 minute

Teaching item: Teaching speaking skills

Topic: describing location

1. Specific Objective: on the completion of this lesson, the students will be able to:

- Describe different location looking maps using preposition:

2. Teaching Learning Materials:

- a. .Word card containing preposition b. daily used materials

3. Teaching learning activities:

i. Presentation

- I will start my class asking some question related to shown materials along with word card containing preposition.
- Then, I will myself say some sentences for explaining location of shown map.

ii. Practice

- I will explain more about the map and its located places in each other .
- I will make some more sentences using preposition such as below, above, in front of, between etc.

iii. Production

- I will ask some initial question for requiring location of places shown in the map.
- I will make them all my students self active and engage in group and pair work in my guidance.

4. Evaluation

- Where is the pharmacy?
- Where is the post office?
- Where the is stadium?
- Is school between the pharmacy and the bus station?

Lesson Plan No.2

School: Laxmi secondary school

Date: 2081/01/14

Class: 9

Period: 30 minute

Teaching item: Teaching speaking skills

Topic: Describing picture

1. Specific objective :On the completion of this lesson, the students will be able to:

- Tell the sentences looking at the picture using present continuous tense

2. Teaching learning materials

- a. picture card with people engaging in some task
- b. daily used material

3. Teaching learning activities

i. presentation

- In the very beginning, I will motivate students by saying some lines of explaining what is happening in the classroom.
- I will ask some similar types of questions containing present continuous tense to make them sensed.

ii. Practice

- I will show a picture card of people doing and engaging in some task and ask them to say.
- When they have difficulties in saying the answer I myself will ask them to follow statements and make them more habitual.
- Again, I will ask some sets of question based on the given picture and inspire them to speak more.

iii. Production

- The students will be engaged in fully questioning and answering process in group and in pairs.
- I will let them completely discuss about the given picture and more related picture having something going on action.

4. Evaluation

- What are the children doing in the picture?
- What are they holding in their hands?
- Where is an aeroplane flying?
- What is mother doing?

Lesson Plan No.3

School: Laxmi Secondary School

Date: 2081/01/16

Grade: 9

Time: 30 minute

Subject: English

Teaching item: Teaching speaking skill

Topic: Describing location

1. Specific Objective: On the completion of this lesson, the students will be able to:

- Describe the location looking at the map

2. Teaching learning materials

- a. A map of place
- b. daily used material

3. Teaching learning activities

ii. Presentation

- In the very beginning, I will ask some location related questions to the students.
- If they feel difficulties in reply I will myself help to complete the lines.
- Secondly, I will show the map and ask them to tell the given places using the preposition in front of, behind, above etc.

iv. Practice

- After students many attempt, I myself explain the details of the maps with appropriate sentences.
- On the next, I will ask some more questions containing location inquiry.

v. Production

- Then, I will engage them self activation in questioning and answering about location of the map.
- While their practice going, I myself guide and facilitate in their appropriate conversation.

4. Evaluation

- Where is the hospital?
- Where is the school?
- Where is the funpark?
- Where is the bank?

APPENDIX II (STUDENT TEST)

Laxmi Secondary School

Pre Test

Speaking Test

Date: 2081/01/18

Grade -9

Full marks: 50

Pre test question

A. Each question carries 10 marks ($5 \times 10 = 50$)

Q.N.1. Describe your room using appropriate preposition of location.

Q.N.2. Describe your school building using appropriate preposition of location.

Q.N.3. Describe the classroom in details.

Q.N.4. Make the conversation between two about your personal matter.

Q.N.5. Describe the weather looking at the two different pictures.

Progressive Test

School: Laxmi Secondary School

Grade- 9

Date: 2081/02/27

Full marks-50

A. Each marks carries 10 marks($5 \times 10 = 50$)

Q.N.1. Look at the picture and suggest your friend suitable advice.

Q.N.2. Describe the given picture expressing the purpose of this picture.

Q.N.3. Describe your friend's physical structure.

Q.N.4. Express your ability and disability looking at the shown picture.

Q.N.5. Suggest your friend to do the action given in the picture.

Post Test

School: Laxmi Secondary School

Grade: 9

Date: 2081/02/09

Full marks: 50

A. Each question carries 10 marks ($5 \times 10 = 50$)

Q.N.1. Imagine the shown picture shows your childhood activities. Describe your habitual activities.

Q.N.2. Describe our computer lab in ten sentences.

Q.N.3. Describe the shown National Luminaries of Nepal looking on the chart.

Q.N.4. Describe your abilities and disabilities looking on the shown figure.

Q.N.5. Give the ten different suggestions in the condition shown in the pictures.