

**ENHANCING VOCABULARY OF YOUNG CHILDREN THROUGH THE  
USE OF MATCHSTICK FIGURES AND PICTURES**

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

**Submitted by  
Swostika Dhamala**

**Janta Multiple Campus, Itahari, Sunsari,  
Tribhuvan University**

**2023/2080**

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**Submitted by:**

**Swostika Dhamala**

**Roll No: 2180048 (2016/2073)**

**T.U. Regd. No:9-2-737-0039-2011**

**Janta Multiple Campus, Itahari, Sunsari,**

**Faculty of Education**

**Tribhuvan University**

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**DECLARATION**

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

**Date: 16/02/2080**

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**May.30,2023Swostika Dhamala**

**RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Swostika Dhamala** has completed her M.Ed. thesis entitled **Enhancing Vocabulary of Young Children Through the Use of Matchstick Figures and Pictures** under my guidance and supervision.

I recommended this thesis for approval and acceptance.

Date: 13/02/2023

**(Supervisor)**

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**Gobinda Puri, MPhil**

Asst. Lecturer

Department of English Education

**DEDICATION**

Dedicated to

To my parents, husband, and teachers - your unwavering love, guidance, and support have been the foundation of my success. Thank you for inspiring me to pursue my dreams and for being my constant source of strength.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the following people who have supported me in various ways: First and foremost, I am deeply grateful to my thesis supervisor, Gobinda Puri, and the Head of Department, Kamal Dahal, who have been my mentors and role models throughout my academic journey. Their guidance, expertise, and inspiration have helped me to develop my critical thinking and analytical skills and to become a better scholar and researcher.

I would also like to extend my heartfelt appreciation to my dear parents, who have always been my pillars of strength and motivation. Their unwavering love, encouragement, and support have given me the confidence and determination to pursue my dreams and goals.

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## ABSTRACT

This quasi-experimental thesis aimed to investigate the effectiveness of teaching vocabulary to young children using matchstick figures and pictures. The study involved 40 students from Shree Jaganath Dedraj Janta Secondary School in Sunsari district, Nepal, who were in grade 3. A pre-test was given to determine the students' proficiency level in vocabulary before dividing them into two groups. One group was taught vocabulary using traditional methods, while the other group was taught using matchstick figures and pictures. A post-test was administered to both groups, and the results were compared to determine the effectiveness of the two teaching methods.

The study's background provides an overview of Nepal's educational system and highlights the significance of English as a global language. Additionally, it emphasizes the importance of acquiring a wide range of vocabulary to attain proficiency in the English language. The statement of the problem highlights the difficulty in teaching vocabulary in Nepalese government schools, and the study aims to find out if teaching new words in a new and entertaining way will increase students' learning ability. The methodology of the study involved teaching class 3 students in a community school in Barahkshetra municipality of Sunsari district using pictures and matchstick figures to teach vocabulary. The findings of the study suggest that using these methods can help students learn new words better and increase their vocabulary retention. The implications of the study are that teachers should adopt new and interesting strategies to teach vocabulary to make learners active and engaged.

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## **CHAPTER-I**

### **INTRODUCTION**

This study was conducted under the title of enhancing vocabulary of young children through the use of pictures and matchstick figures in Jagannath Dedraj Janata Secondary School Sunsari of Barakhshetra municipality. Especially in the course of teaching, even when the teacher teaches the students through different means, it is seen that the students are finding it difficult to learn new words. Considering this situation, learning differently and excitingly can increase the student's learning rate, so this study aims to see that they will be able to learn new words through pictures and matchstick figures. This study is done using the quasi-experimental method. This study showed impressive results in learning new words through pictures and matchstick figures. This study will not only help the researchers in this field in the future but also help make policy rules and plans for Nepal's school education.

#### **Background of the Study**

According to the Constitution of Nepal 2072, every citizen has the fundamental right to access basic education. This right encompasses various aspects of education, including compulsory and free education up to the basic level, as well as free education up to the secondary level. Additionally, the constitution recognizes the rights of disabled and economically disadvantaged citizens to access free higher education as regulated by law. Furthermore, it ensures that every Nepali community living within Nepal has the right to receive education in their mother tongue, subject to legal provisions.

In line with the constitutional framework, the Education Act of 2028 outlines the structure of the education system in Nepal, primarily classifying schools into two categories: community schools and institutional (private) schools. Community schools

refer to those that receive regular permission and approval from the Government of Nepal and typically operate with government subsidies, while institutional schools do not receive such subsidies.

The Education Act 2028 further distinguishes three types of community school education systems: general secondary education, Sanskrit secondary education, and technical and vocational secondary education. These categories help diversify the educational offerings available to students.

As of the academic session of 2078, the Centre for Education and Human Resource Development reported a total of 34,368 schools in Nepal. Among these, there were 26,454 community schools, 6,760 institutional schools, and 1,154 religious' schools. These numbers reflect the diverse landscape of educational institutions in the country.

To provide a specific example, within Barakhshetra municipality of Sunsari district, there are 52 community schools serving a total of 15,655 students. In this context, the study was conducted at Jagannath Dedraj Janata Secondary School, one of the community schools in the municipality, with a total student population of 1,982. The focus of the study was on students in the third grade.

While English is indeed recognized as a global language and an international lingua franca with widespread use in various sectors such as international trade, technology, education, entertainment, and more, it's important to note that the effectiveness of English education in government-aided schools can vary. One notable challenge is that some of these schools may not adequately emphasize vocabulary teaching, which can lead to issues with comprehension and communication.

Efforts to improve English language education in government-aided schools should consider enhancing vocabulary instruction to ensure that students develop a strong foundation in the language. This is crucial in a world where English proficiency is increasingly valued and demanded across different professional fields and social contexts. Therefore, it is essential for educational authorities and institutions to prioritize comprehensive English language instruction to equip students with the necessary skills for success in an interconnected global environment.

According to Rao Parupalli Srinivas 2019 People's lives have changed dramatically in the twenty-first century. Change is unavoidable, and these changes help people advance in their particular industries. To properly employ these technologies and apply their ideas, there is a need for a common language to interact with people from other regions and countries throughout the world. English, being an international language, appears to be a good instrument for communication in bridging this divide. This paper explores the significance of the English language, its applications in numerous disciplines, and the benefits that people derive from it in the present era.

The English language is a window to look through the world. Nowadays, it has become an essential need for people, like air and water. The English language already has a greater impact on the Nepalese education system, trade, and commerce. English is now attached to our daily activities. The way we communicate with people uses the internet; education, research, tourism, and trade are all linked to the English language. For the reasons mentioned above, it is a passport to go around the world.

When the English language is about to be established as a global language, it is necessary to learn the language in the classroom to achieve competency in it. The word is the most fundamental and crucial component of oral communication. Teaching

vocabulary is crucial because it helps students understand what they read and hear and helps them express themselves clearly in their writing and speaking.

### **Statement of the Problem**

Vocabulary is one of the most important elements in language teaching and learning. In the Nepalese context, mostly in government schools, students feel difficulty grasping the vocabulary. While I was teaching, I had to face various problems while teaching vocabulary. I started this study based on my experience. When I was teaching students vocabulary, the students would pretend to have learned that vocabulary in the classroom, but the next day, when I tried to make them remember the same things in the classroom, the students would forget them. Sometimes I feel the difficulty of forgetting that students are struggling with learning new words.

Somehow, because of all this, we teach new languages in a conventional style in our practice; therefore, students seem to be inactive throughout the learning process, and no learning occurs.

Especially in the course of teaching, even when the teacher teaches the students through different means, it is seen that the students lack the competency to learn new words. If we teach new words in a new and entertaining way, will the students' learning ability increase? This is the main issue in this study.

### **The Rationale of the Study**

The demand for the English language is growing because it helps every individual communicate in English, which is an international lingua franca. Or we can say English is the passport to going around the world. The use of English is everywhere, i.e., in trade, commerce, education, and business. For this reason, we need to master the English language. But it is only possible when learners take active

participants in vocabulary learning. Teachers must present new and interesting strategies while teaching vocabulary like pictures and matchstick figures.

However, teaching vocabulary is one of the most challenging jobs. New vocabulary may hinder learning; one can't understand the text if he or she doesn't understand the meaning of the words; there is no comprehension. The research was conducted in Sunsari district, where there is sociocultural diversity. Students come from different ethnic backgrounds and have different intellectual interests. Through this research, I attempt to establish effective ways of teaching vocabulary by making learners active.

### **Research Question**

How do the pictures and matchstick figures (pin men) help students for developing vocabulary?

### **Significance of the Study**

This study aims to provide theoretical background, characteristics, and ideas for using picture and matchstick figures (pin men) in the English classroom. Although this study seems like a small task, it will certainly deserve great importance in the field of ELT in Nepal. That's why this study is significant for those who are directly and indirectly involved in English language teaching. Likewise, it aims at establishing the degree of effectiveness of picture and matchstick figures in teaching English vocabulary by specifying the importance, use, and effectiveness of these materials.

Similarly, this study arouses a new interest among experts, curriculum developers, practitioners, teachers, and even university students who are going to pursue a career in teaching. It will also be helpful for the researcher who wants to carry out further research in this area. Furthermore, it would be a helpful measure in the field of vocabulary teaching.

**Delimitation of the Study**

The study was limited to teaching vocabulary. The usefulness of pictures and matchstick figures was the main focus of the investigation. The primary and secondary sources from which the data was gathered. The information was limited to Barahakshetra-5 Sunsai's Shree Jagannath Dedraj Janta Secondary School. Only 28 days of teaching were included in the study. Only forty third-grade students from the same school who were enrolled in only elementary levels were chosen as the sample population. The study only included the researcher and 40 students, who were split into two groups: the experimental group and the controlled group. Even though there are numerous vocabulary teaching methods, the study only uses picture and matchstick figures.

## **Chapter: II**

### **LITERATURE REVIEW**

This chapter presents a review of theoretical, empirical, and conceptual frameworks related to vocabulary teaching, which is presented below:

#### **Theoretical Review**

Vocabulary is a building block for language teaching. It helps us to have effective communication with others. The greater our vocabulary, the greater our ability to communicate. McCarthy (1990) says that most language teachers believe that vocabulary is the single most important component of any language teaching. No matter how perfectly the learner learns grammar or how proficiently the sounds of the L2 are mastered, communicating in an L2 is impossible without words to express a wide range of meanings. To put it another way, language is incomplete without vocabulary. Without vocabulary, a language is like an oarless boat in the water. As a result, vocabulary is an important aspect of foreign language instruction.

#### **Aspects of Vocabulary**

When it comes to reading, writing, listening, and speaking with both native and non-native speakers, vocabulary knowledge is likely the most crucial aspect. Learning vocabulary means being able to recognize and produce language in both spoken and written form, as well as comprehending its meaning and using it effectively and appropriately. It requires understanding a word's meaning as well as its syntactic structure. According to Harmer (2001), there are several aspects of vocabulary, which are presented below:

## **Word Meaning**

The first thing to keep in mind concerning language is that it usually has several meanings. In one sense, the word 'bank' refers to a place where we hold money; in another, it refers to the 'coastal area of a river.' When we observe a man pulling out his checkbook and saying, "I'm heading to the bank," the term "bank" comes to mind. Refers to a 'financial institution,' yet when a guy on a boat says, 'I'm heading to the bank,' he is referring to the river's beach area. As a result, when teaching the term 'bank,' the instructor should demonstrate how the word 'bank' is used to convey various meanings in various contexts. We figure out what a word means by looking at the context in which it's used and how it's related to other words. Thus, to teach the term 'bank,' the instructor should demonstrate how the word 'bank' is used in various contexts to convey diverse meanings.

The sense relation is the next crucial feature of word meaning. The numerous ways in which the meanings of words may be connected are known as sense relationships. The relationship might be one of sameness or resemblance of meaning, in which case it is termed a synonym, or it could be of opposite meaning, in which case it is called an antonym, and so on.

Hyponymy is a relationship between two lexical units in which the first's meaning is incorporated into the second. Mango and apple, for example, are hyponyms of fruit since they are both fruits. As a result, the terms mango and apple are both hyponyms, and they are co-hyponyms when used together, i.e., the link between the meanings of mango and apple is called co-hyponymy.

Connotation, also known as secondary meaning or associated meaning, refers to the meaning that is connected to the core meaning of a word. The connotations are more personal and cultural, for example, while terms like father or home have

a positive connotation for most people, they may have a negative connotation for someone who had a very miserable childhood. A word's denotation refers to its conceptual meaning, the most important component of a word's meaning that is related to objects and things in the world.

Polysemy refers to the various meanings of a single word, such as 'neck,' which can refer to parts of the body, a bottle, a narrow strip of land, and so on.

### **Word Use**

According to Harmer (2001), words may be stretched and bent to fit multiple contexts and applications, not merely because they have diverse meanings. We don't truly describe color when we say someone is in a dark mood or someone is in a yellow mood. In such situations, the colors black and yellow have a detrimental meaning.

Richard & Schmidt (2010, P. 362) state that a metaphor is distinguished from a simile. While a simile expresses that two things are similar (the man is as strong as a lion), a metaphor implies that the two are equivalent (the man is a lion). Each language has its own unique metaphors that have developed over time and that second language and foreign language learners need to acquire. Metaphors are significant ways that words carry both semantic and cultural connotations. Similarly, collocation, or which words go with which other words, influences word meaning. For example, the word "bad" is interchangeable with the word "boy," but not with the words "eggs," "curd," and so on. A "headache," "stomachache," or "earache" can be felt, but not a "throatache" or a "legache." As a result, it's another piece of information on a new object that may be useful to teach.

## Word Combination

Yule (1985) talks about word formation in different ways. Coinage is the process of creating a new word, either intentionally or unintentionally, without using any of the other word creation processes, and frequently from essentially nothing. The following list of terms, for example, contains some frequent coinages prevalent in ordinary English: escalator, aspirin, Kleenex

A compound is generated when two words are combined to form a new meaning. Compound words can be written in one of three ways: as open compounds (two words united to make a single word, such as ice cream), closed compounds (joined to form a single word, such as doorknob), or hyphenated compounds (two words joined by a hyphen, e.g., long-term).

Some new words are created by combining the first letters of many previous words. These acronyms are frequently capitalized, such as NATO, NASA, or UNESCO. Hotel + motor = motel; breakfast + launch = brunch is an example of two words that may be combined to produce a new word. It's a blending method for making words. Backformation is the process of creating a new word by removing an affix from an existing word. For example, you may televise from television, edit from an editor, and donate from a donation.

The most popular procedure for creating new English words is derivation. A huge number of little chunks of language called affixes are added to other words during derivation.

Un-, mis-, dis-, pre-, -less, -ment, -ful, -ism, -ish, for example, are prefixes added to terms like inability, misunderstanding, demonstrate precision, helpless, arrangement, baleful, heroic, childish, and so on.

Knowing how words are written and pronounced, as well as the fact that they may change forms, is what word formation includes. As a result, when teaching vocabulary items, students must be made aware of all of these phenomena.

### **Word Grammar**

Word grammar is another key part of word learning. If a new item's grammar is not covered by basic grammatical principles, it will need to be taught. An item's form may change unexpectedly in particular grammatical settings, or it may have some unusual manner of linking with other words in phrases. It is critical to offer this knowledge to learners at the same time as we teach the basic form. When teaching a new verb, we may include its past form, whether it is regular or irregular, and if it is transitive or intransitive. Similarly, while teaching a noun, we may want to offer its plural form (mouse, mice) or bring learners' attention to the fact that it has no plural (advice, information). We can present verbs like desire and pleasure with the verb that comes after them (want to, enjoy-ing, or adjectives or verbs combined) with their following preposition.

We may conclude from the above explanation that knowing a word entails more than just understanding its meaning; it also means understanding its usage, formation, and grammar. As a result, while teaching words, the teacher should concentrate on teaching all elements of vocabulary items.

### **Role of teaching aids in the classroom**

The most beneficial aspects of the classroom are teaching aids. The many types of equipment accessible in the classroom influence the process of teaching and learning activities. Teaching aids are items used by the teacher to help students understand the subject she is presenting during the lesson. It encourages students. to

learn more quickly, and it has a direct impact on instructional learning activities.

Teaching aids are vital because they help students in the classroom feel more engaged. It aids in improving student achievement in the classroom.

To put it another way, teaching aids are anything that can be employed in a classroom setting to aid learning. Visual resources, such as realia, photographs, matchstick figures, flash cards, picture cards, magazine cutouts, and additional materials, such as songs and rhymes, games, and puzzles, are examples of teaching aids.

### **Importance of matchstick and picture figure in language learning.**

There is one popular saying in English that one picture speaks more than 1000 words. Pictures are found everywhere, and with the help of a picture teacher, you can create an effective as well as interesting environment in the classroom. Students become curious and grab more than usual. They can be drawn either on the blackboard, chart paper, or even cut-outs. Through pictures, learners can be shown people, places, and things from outside their own experiences. Susanto (2017) stated that there are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. Additionally, pictures can show the future or sights from ancient history. We will support this statement if we realize that every time we see pictures, there must be something we want to say about the pictures. Pictures have the ability to establish a sense of familiarity with the real world, even for individuals who have never actually witnessed something in person. This is exemplified by the countless number of people across the globe who have never had the opportunity to see an ocean but can still rely on pictures to aid in their comprehension and visualization of the ocean's

characteristics. Thus, pictures can be an advantageous resource for broadening one's insight and appreciation of the world.

"Matchstick figures" are drawings of people made entirely of thin lines for the arms and legs and a circle for the head. In word teaching, matchstick figures are the most effective. This material can be used to create a lively environment in the classroom. It is effective and motivating in the classroom for vocabulary teaching.

Matchstick figures on the white board or in the paper cutouts help to build the shape or image of each word, so there is no chance of forgetting. This rapid, lively drawing will get pupils highly involved in class activities. If each sentence can be represented as a picture or action figure, it helps to demonstrate them, and learning becomes lifelong.

A matchstick figure is a kind of medium. It is made by teachers on a blackboard or white board related to materials and themes that will be taught in the classroom. The teacher can make a stick figure by determining the character of the picture that is drawn. For example, if the teacher makes or draws a smile face or an angry face, they must be different from their characters. Arsyad (2014, P.114) says stick figures are simple drawings that are like sketches. For example, drawing about something running and something sitting have different characters.

Mastersen (1986) states that "the pin-men drawings are meant to make the material clear and memorable. They are not art and need not be judged by artistic standards. Even a bad drawing makes a more lasting impression than none." He indicates that the teacher draws pin-men images to help students remember the content of the class. Drawing pin men or figure does not require the skills of an artist,

and if judged by artistic standards, even a sloppy sketch leaves a stronger impact than none.

### **Empirical Review**

Several research activities and studies have been carried out in the field of the effectiveness of vocabulary teaching. I reviewed some books related to my research and browsed different websites. Different researchers have found out different things in their respective research work. The following paragraphs present a review of the studies done by different researchers in the field of the effectiveness of vocabulary teaching in the language classroom.

Babajanova (2022), in her research journal “The Importance of Teaching Vocabulary,” revealed that according to language teaching theory, specific vocabulary items should be taught separately. When looking for successful approaches to increasing specific vocabulary, it has been discovered that specific vocabulary items should be contextualized and taught through interactive activities.

Brooks et al. (2021), in their research “studies in second language learning and teaching,” concluded that participants were rated on four factors (word decoding skills, reading fluency, and general linguistic ability) that influenced their reading comprehension in the Japanese context. They concluded that differences in vocabulary knowledge accounted for more variance in reading comprehension scores than in other factors, indicating the importance of vocabulary knowledge for reading comprehension. Priority is given.

Octaberlina and Anggarini's (2020) qualitative study of teaching vocabulary through picture cards in Islamic elementary schools in the context of Thailand revealed that pictures and cards were effective in teaching vocabulary to young

children. In the same way, Sahrin and Hasan's (2019) action research in the context of Indonesia shows that mastery cards improve students' vocabulary acquisition for intermediate-level students.

Khatri (2000) studied the students' vocabulary achievement in grade eight in his master's thesis through the experimental method and reported that he tried to compare the expansion of the vocabulary of nouns with the development of verbs. According to his research results, the English vocabulary level of 8th-grade students was generally considered satisfactory. He also found that the fulfillment of nouns was better than the fulfillment of verbs.

Similarly, Singh (2010) studied "Effectiveness of Drill for Vocabulary Teaching" in his master's thesis through the experimental method and indicates that, while teaching vocabulary through drill, the teacher may face various problems. If drills are not chosen according to the level of students, they may lose interest. This indicates that using the drill technique in teaching vocabulary has a relatively better overall impact.

In the same way, Siswanto and Asmasari (2023) in their classroom action research aimed to improve students' vocabulary mastery through the use of pictures. It was conducted using classroom action research with 19 grade VIIB students as subjects. The study was conducted in two cycles using qualitative and quantitative data collection methods, with results showing an improvement in students' vocabulary mastery. The study demonstrated an increase in favourable student reactions and engagement during vocabulary instruction utilizing pictures as a teaching tool.

Moreover, Limbu (2002) studied students' effects of animated films on the development of spoken fluency' in his master's thesis through the experimental

method and found out the effects of animated films on developing speaking fluency in English. The result of the experimental group was comparatively far better than that of the controlled group. It was found that animated films on the development of spoken fluency in young children are so effective.

In the same way, Gurung (2016), on her master's thesis "Effectiveness of Animated Films for Developing Vocabulary and Language Function," She discovered an alternative to such audio-visual resources and discovered how successful an animated video is in building language in young children using the experimental technique. The results of the data analysis and interpretation reveal that TV shows, cartoons, and films stimulate students to study languages in a more exciting and pleasurable way.

Likely, Khatiwada (2013), in her research entitled "Effectiveness of Teaching Vocabulary Through Games," found that the effectiveness of two different strategies in vocabulary teaching, i.e., game technique and traditional classroom technique, compelled him to conclude that game technique can be more successful than traditional classroom techniques in various ways.

Based on the literature review, it is evident that vocabulary plays a crucial role in language learning, especially in areas such as reading comprehension and spoken fluency. The studies suggest that specific vocabulary items should be taught separately and contextualized through interactive activities. Using visual aids like picture cards and animated films can also be an effective approach to teaching vocabulary to young learners. Additionally, game techniques can be more successful in teaching vocabulary than traditional classroom techniques.

This research is unlike any other that has been done using vocabulary education. This research is restricted to 40 pupils from Barahakshetra Municipality in the Sunsari district. Many studies have been done in this sector, but this one is unique in that it is undertaken in a community that is both geographically, socioeconomically, and socioculturally varied. As a result, this research is crucial in the field of teaching vocabulary.

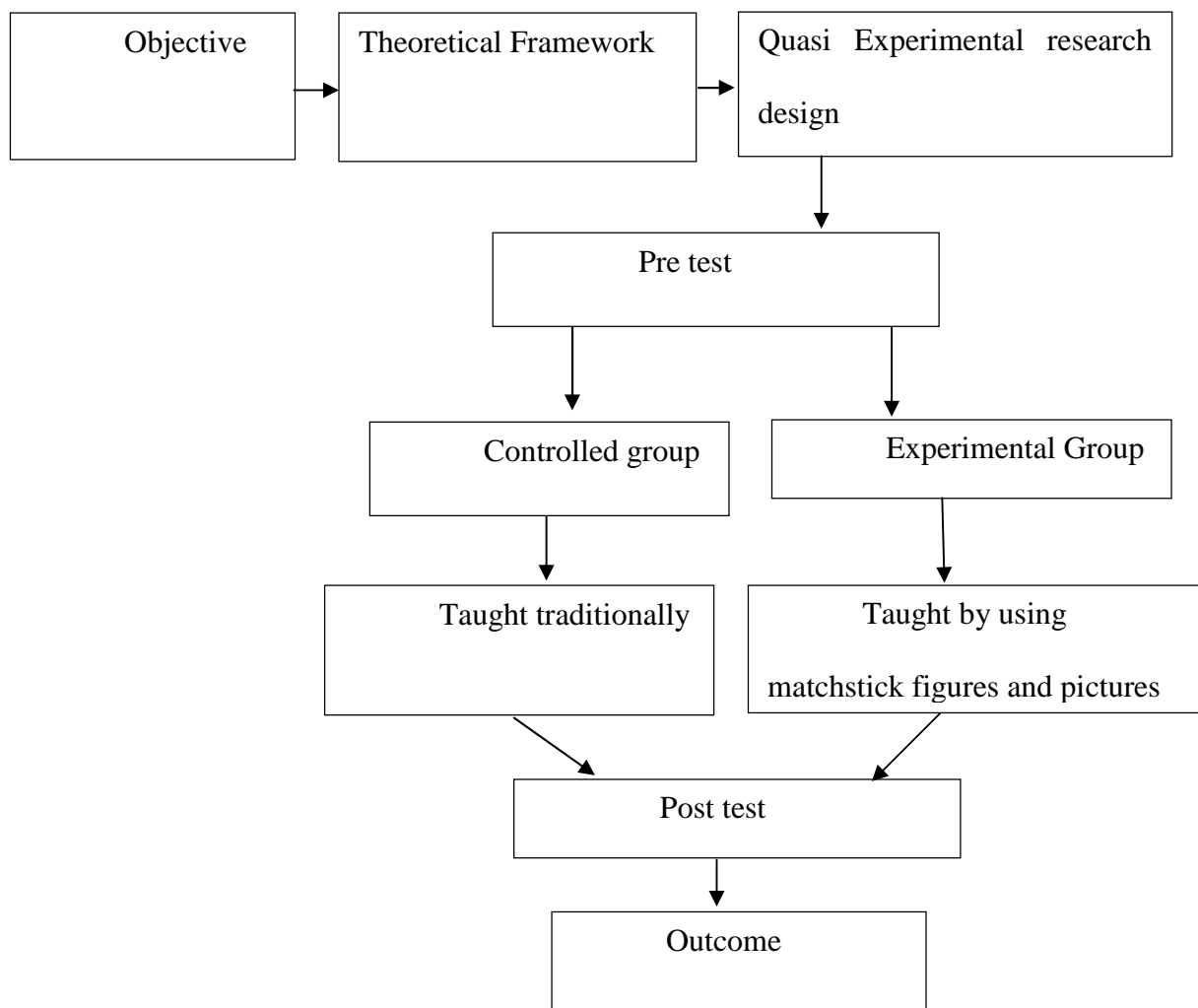
### **Implication of the Reviewed Literature**

The review of different studies over related to the effectiveness of teaching vocabulary in language teaching and learning. This research is useful to the study in many ways. I adopted different methodologies, tools for data collection, observation and even for the presentation and analysis of data.

## Conceptual Framework

The study of vocabulary teaching through picture and matchstick figure was based on the following conceptual framework. The title of this study is enhancing vocabulary of young children through the use of matchstick figures and pictures.

How do the pictures and matchstick figures (pin men) help students for developing vocabulary?



## **CHAPTER-III**

### **METHOD AND PROCEDURES OF THE STUDY**

In this section, the researchers gave a detailed account of the steps taken towards conducting the study. Therefore, design, source of data, population sample, tools for data collection, sampling procedure, and data analysis were explained, respectively.

#### **Design of the Study**

Thomas (2021) asserts that a quasi-experimental design, like a true experiment, aims to establish a cause-and-effect relationship between an independent and dependent variable. However, unlike a true experiment, a quasi-experiment does not rely on random assignment. Instead, subjects are assigned to groups based on non-random criteria. Quasi-experimental design is a useful tool in situations where true experiments cannot be used for ethical or practical reasons. Quasi-experiments are studies that aim to evaluate interventions but do not use randomization. Like randomized trials, quasi-experiments aim to demonstrate causality between an intervention and an outcome. This study used a quasi-experimental design, in which pre- and post-tests were conducted in two groups. I conducted the task by dividing the class into two groups: one experimental group and another control group. These groups are chosen from class three at Shree Jaganath Dedraj Janta Secondary School, Barahakshetra-5, Sunsari. The students having odd numbers were in the experimental group (e.g., experimental group 1, 3, 5, 7, etc.), and the students having even numbers were in the control group (e.g., 2, 4, 6, 8, etc.).

The experimental group was taught using picture and matchstick figure designs by the researcher, and the control group was taught traditionally as usual in the classroom. Both groups were pre-tested and post-tested by using a picture and a matchstick figure. For that, the researcher designed 28 lesson plans for the experimental group. (See Appendix A.)

The average marks in all terms in the pre-test and post-test were tabulated and calculated to find out the effectiveness of the picture and matchstick figure. The average score of the students was calculated to find out the difference between the pre-test and post-test scores.

The choice of a quasi-experimental research design for this thesis is rooted in several practical and ethical considerations that align with the research objectives and constraints of this study. This justification outlines the rationale behind the selection of this design:

**Ethical Considerations:** One of the foremost reasons for opting for a quasi-experimental design is ethical concern. In this study, we are examining the effects of a specific educational intervention on a group of students. Randomly assigning students to different treatment conditions would be ethically problematic, as it may deprive some students of potentially beneficial interventions. By using a quasi-experimental design, we can work within an ethical framework and respect the well-being of the participants.

**Naturalistic Setting:** The study seeks to investigate the real-world effectiveness of the educational intervention in a typical classroom environment. True experimental designs often require controlled laboratory settings, which may not

accurately capture the complexities of a classroom. A quasi-experimental design allows us to assess the intervention's impact in a more naturalistic context.

**Comparative Analysis:** Our research question involves comparing the academic performance of students who received the educational intervention with those who did not. Random assignment of students to these groups is neither practical nor feasible. By utilizing a quasi-experimental approach, we can make meaningful comparisons between the existing groups and evaluate the intervention's effects within this constraint.

**Resource Constraints:** Given the resource limitations inherent in this research, such as time and budget constraints, a quasi-experimental design offers a more feasible and cost-effective approach. It allows us to conduct rigorous research without the need for extensive resources that true experimental designs often demand.

**Practical Application:** The findings of this research are intended to inform educational policy and practice. A quasi-experimental design aligns with the real-world application of the study results, as it mirrors the conditions under which educational interventions are typically implemented.

**External Validity:** By conducting this research in actual classrooms and with existing groups of students, we aim to enhance the external validity of our findings. The results are more likely to generalize to similar educational settings, contributing to the broader body of knowledge in the field of education.

In conclusion, the selection of a quasi-experimental research design for this thesis is underpinned by a thoughtful consideration of ethical, practical, and contextual factors. This design enables us to conduct rigorous research while

respecting ethical guidelines, reflecting real-world conditions, and addressing resource constraints. It is the most suitable approach to achieve our research objectives and contribute meaningfully to the field of education.

### **Source of Data**

I used both primary and secondary sources of data. The sources are presented below.

#### **Primary Source**

The primary source of data for the study were 40 students of grade three from the government aided school, Shree Jagannath Dedraj Janta Secondary School in Sunsari District, Nepal, (see appendixC). The data was collected by administering a pre-test and post-test.

#### **Secondary Source**

I consulted various book, journals, reports, and thesis related to the study. Some of them are Harmer (2001), Gurung (2016), Yule (1985), Education Act (2028), Siswanto&Asmasari (2023) and previous related studies as secondary sources.

### **Participants of the Study**

I purposively sample forty students from Shree Jagannath Dedraj Janta Secondary School for this study. The population consists of 17 boys and 23 girls from grade three. I have given pseudonym for all the students. (See appendixC)

### **Tools for Data Collection**

In this research, I have used survey questionnaires and tests (pre-test and posttest) the different vocabularies from the textbook of Grade 3 were collected and a set of test items was prepared. And it was used as the main tool for data collection. The test items carried out 100 marks. I used pre-test and posttest respectively to elicit the required information.

### **Procedure for Data Collection**

I visited the selected school to collect the data for the research. I informed to the authority person as well as the English teacher at the school about the purpose of the study and asked permission to conduct the research using the following procedure: At first, I visited the selected school to collect data for the research.

I began by building a strong relationship with the school principal, seeking their permission to conduct my research within the school premises. Following this, I collaborated with the grade three subject teacher, seeking their invaluable help and support throughout the research process.

To enhance the students' vocabulary, I meticulously selected challenging words from their textbook, creating a comprehensive list of over 100 words. These words were taught in a contextual manner, using visual aids such as pictures and matchstick figures (see Appendix B). Subsequently, I divided the students into two groups and administered a written pre-test to assess their initial vocabulary proficiency. Over the next 28 days, both groups received instruction, with the experimental group benefiting from the use of pictures and matchstick figures, while the control group followed the traditional teaching method. During this intensive period, I developed and executed 28 lesson plans, aiming to shed light on the effectiveness of visual aids in vocabulary instruction. At last, I analyzed and interpreted the collected data and reported the findings.

To maintain trustworthiness in this research, I employed several measures. Firstly, I have used a quasi-experimental design to study the effectiveness of using picture and matchstick figure design in teaching vocabulary to grade three students. The study used pre- and post-tests to measure the difference in the vocabulary

proficiency of the experimental and control groups. I took measures to ensure that the groups were chosen based on non-random criteria and the two groups were taught side by side for 28 days.

Based on the information provided, the reliability of the thesis seems to be strong. I have used a quasi-experimental design to study the effectiveness of using picture and matchstick figure design in teaching vocabulary to grade three students. The study used pre- and post-tests to measure the difference in the vocabulary proficiency of the experimental and control groups. I took measures to ensure that the groups were chosen based on non-random criteria and the two groups were taught side by side for 28 days.

I used a set of test items to collect data and conducted the pre-test and post-test multiple times to ensure consistency in the results. The study used primary and secondary sources of data, and the researcher took measures to establish rapport with the school and obtain permission to conduct the research. This helped to ensure that the study was conducted in a suitable and supportive environment.

The validity of this thesis is supported by the use of a quasi-experimental design, pre-test and post-test, and the collection of primary and secondary data sources. The research design used in this study is appropriate for measuring the effectiveness of teaching vocabulary to grade three students using picture and matchstick figures. The use of a control group and an experimental group ensures that any observed differences in scores between the two groups can be attributed to the intervention being tested. The data collected from both groups was analyzed using appropriate statistical methods, and the results indicate a significant improvement in vocabulary scores for the experimental group. Therefore, this thesis is valid in

measuring the thing that has to be tested, which is the effectiveness of using picture and matchstick figures in teaching vocabulary to grade three students.

To maintain ethicality in the research, I followed several ethical principles and standards. Firstly, I obtained informed consent from the parents/guardians of the students who participated in the study. I also explained the purpose and nature of the study to the students in an age-appropriate manner, and ensured that their participation was voluntary. Secondly, I ensured that the data collected was kept confidential and anonymous, and only used for the purpose of the study. I also ensured that the data was stored securely and was not accessible to unauthorized individuals. Lastly, I adhered to the ethical principles of integrity, honesty, and transparency throughout the research process. The validity of this thesis is supported by the use of a quasi-experimental design, pre-test and post-test, and the collection of primary and secondary data sources. The research design used in this study is appropriate for measuring the effectiveness of teaching vocabulary to grade three students using picture and matchstick figures. The use of a control group and an experimental group ensures that any observed differences in scores between the two groups can be attributed to the intervention being tested. The data collected from both groups was analyzed using appropriate statistical methods, and the results indicate a significant improvement in vocabulary scores for the experimental group. Therefore, this thesis is valid in measuring the thing that has to be tested, which is the effectiveness of using picture and matchstick figures in teaching vocabulary to grade three students.

In conclusion, to maintain reliability and validity in this research, I employed several measures such as using appropriate study design and data collection tools, obtaining permission and support from the school authority, obtaining informed

consent, ensuring confidentiality and anonymity, and adhering to ethical principles of integrity, honesty, and transparency. These measures helped to ensure that the research was conducted in a trustworthy and ethical manner.

### **Analysis and Interpretation of Data**

A study was conducted at the Jagannath Dedraj Janta Secondary School in the Sunsari district of Nepal, using a quasi-experimental design. The sample size was 40 students and they were divided into two groups: an experimental group and a control group using a random sampling procedure. The study lasted for 28 days. The experimental group was taught using the picture and matchstick figures as teaching materials, while the control group was taught using traditional methods. Pre-test and post-test data were collected and analyzed. The test items related to vocabulary were administered as pre-test and post-test. The score from both the pre-test and post-test by using pictures and matchstick figures were converted into mean scores.

The data collected from the pre-test and post-test of the students were organized by groups, and then the averages of the scores were calculated. By subtracting the average score of the pre-test from the average score of the post-test, the differences were determined. These differences were then converted into a percentage to indicate the progress made by the students. If the percentage is positive, it demonstrates an improvement in their performance.

## CHAPTER-IV

### FINDINGS AND DISCUSSION

This section focuses on examining and understanding the information obtained from the test items and questionnaires. The scores received by the students on the test items were calculated and organized to evaluate the effectiveness of using pictures and matchstick figures to teach vocabulary. (See appendix-D, E) Both the pre-test and post-test scores were considered when analyzing the data. Additionally, the answers provided by the students on the questionnaires were calculated and tabulated to evaluate the effectiveness of teaching vocabulary through pictures and matchstick figures. The findings are presented below.

**Table No. 1**

*The average score in the Holistic comparison*

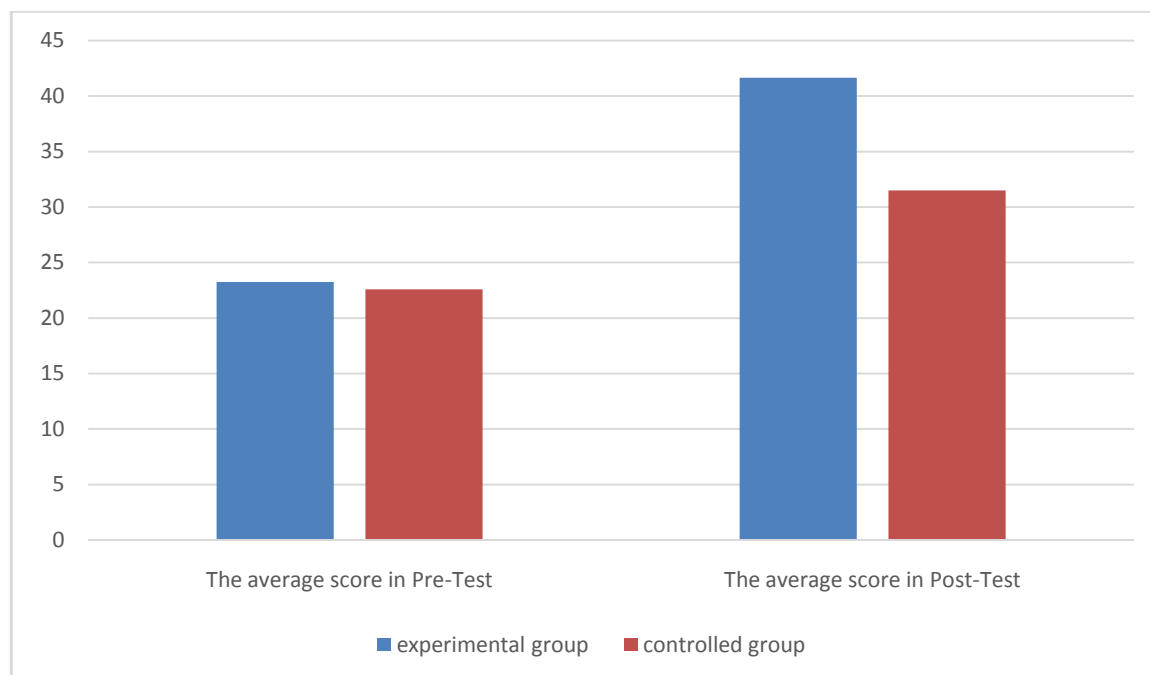
<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>
<b>Experimental (A)</b>	<b>23.25</b>	<b>41.65</b>	<b>18.4</b>
<b>Controlled (B)</b>	<b>22.6</b>	<b>31.5</b>	<b>8.9</b>

The table shows the results of a holistic comparison study, with two groups: the experimental group (labeled as A) and the controlled group (labeled as B). The experimental group had a pre-test average score of 23.25 and a post-test average score of 41.65 with a difference of 18.4. The controlled group had a pre-test average score of 22.6 and a post-test average score of 31.5 with a difference of 8.9. It's important to notice that the results of the table show that the experimental group had a higher

improvement in their scores compared to the controlled group. The table and graph below further illustrate this difference in improvement between the two groups.

**Table No. 2**

*Improvements in the students' achievement*



The graph illustrates that there was a notable improvement in the performance of the groups that underwent the experimental treatment.

### **Item-wise Comparison**

The information is organized under various categories such as matching the picture with words, completing blanks using matchstick figures, Rearrange the words correctly by looking at the picture, providing antonyms with the help of picture, filling in a puzzle using clues, answering questions using images and matchstick figures, practicing pronunciation of words with the assistance of a teacher and matchstick figures, making sentences with provided words, and write the meaning of given words. the topics being mentioned will be discussed in separate sections or paragraphs.

### The result of matching the picture with words

This category includes 5 items, each worth 2 marks.

**Table No. 3**

*The result of matching the picture with words*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>3.1</b>	<b>5.1</b>	<b>2</b>	<b>20%</b>
<b>Controlled (B)</b>	<b>3.15</b>	<b>4.55</b>	<b>1.4</b>	<b>14%</b>

In the result of matching the picture with words, the "Experimental" group has a higher average score in the post-test than in the pre-test with an increase of 2 in the post-test score and a 20% increase from the pre-test score. The "Controlled" group also has a higher average score in the post-test than in the pre-test with an increase of 1.4 in the post-test score and a 14% increase from the pre-test score. The experimental group has a higher increase in scores than the control group.

**Table No. 4**

*The result of completing blanks using matchstick figures.*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>2.55</b>	<b>5.05</b>	<b>2.5</b>	<b>25%</b>
<b>Controlled (B)</b>	<b>2.6</b>	<b>3.3</b>	<b>1.4</b>	<b>14%</b>

The table shows the results of a study comparing the average scores on a Pre-Test and a Post-Test for two groups, labeled as Experimental (A) and Controlled (B). The Experimental group had an average score of 2.55 on the Pre-Test and an average score of 5.05 on the Post-Test, resulting in a difference of 2.5 and a change of 25%. The Controlled group had an average score of 2.6 on the Pre-Test and an average score of 3.3 on the Post-Test, resulting in a difference of 1.4 and a change of 14%. This suggests that the experimental group may have had a more effective method of learning or instruction than the control group.

**Table No. 5**

*The result of Rearranging the words correctly.*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>2.65</b>	<b>4.2</b>	<b>1.55</b>	<b>15.5%</b>
<b>Controlled (B)</b>	<b>2.7</b>	<b>3.05</b>	<b>0.35</b>	<b>3.5%</b>

According to the table, it can be seen that the pre-test and post-test results of two groups, experimental (A) and controlled (B), are being compared. The experimental group's average score improved from 2.65 in the pre-test to 4.2 in the post-test, indicating a difference of 1.55 and an increase of 15.5%. On the other hand, the controlled group's average score improved from 2.7 in the pre-test to 3.05 in the post-test, indicating a difference of 0.35 and an increase of 3.5%. The results imply that the experimental group's scores improved to a greater extent in comparison to the controlled group.

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>3.25</b>	<b>4.05</b>	<b>0.8</b>	<b>8%</b>
<b>Controlled (B)</b>	<b>3.15</b>	<b>3.65</b>	<b>0.5</b>	<b>5%</b>

**Table No. 6**

*The result of providing antonyms with the help of picture*

The table presents the outcome of a study that compares the performance of two groups, labelled as the "Experimental" group (A) and the "Controlled" group (B) in a pre-test and post-test scenario. The table provides the average score of the groups in the pre-test and post-test, the difference between the two scores, and the percentage change in scores between the pre-test and post-test. The experimental group (A) scored an average of 3.25 in the pre-test and 4.05 in the post-test, showing an increase of 0.8 in the average score and an 8% change in scores. The controlled group (B) scored an average of 3.15 in the pre-test and 3.65 in the post-test, showing an increase of 0.5 in the average score and a 5% change in scores. This suggests that the experimental group had a more significant change in scores as a result of the intervention than the controlled group.

**Table No.7**

*The result of making sentences with provided words*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>5.15</b>	<b>8.9</b>	<b>3.75</b>	<b>18.75%</b>
<b>Controlled (B)</b>	<b>5.05</b>	<b>6.25</b>	<b>1.2</b>	<b>6%</b>

The study found that the Experimental group (A) had a greater improvement in their sentence-making abilities compared to the Controlled group (B). The Experimental group's average score increased by 18.75% and had a 3.75-point difference between pre-test and post-test scores, while the Controlled group's average score increased by 6% and had a 1.2-point difference between pre-test and post-test scores. This indicates that the intervention had a more significant effect on the Experimental group.

**Table No. 8**

*The result of filling in a puzzle using clues*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>1.9</b>	<b>3.7</b>	<b>1.8</b>	<b>18%</b>
<b>Controlled (B)</b>	<b>1.4</b>	<b>2.8</b>	<b>1.4</b>	<b>14%</b>

The result of filling in a puzzle using clues is the completed puzzle. The table provided shows the average scores of two groups, Experimental (A) and Controlled (B), in a Pre-Test and a Post-Test. The table also shows the difference in scores between the Pre-Test and Post-Test, as well as the change in scores as a percentage. In the experimental group (A), the average score increased from 1.9 to 3.7, resulting in a difference of 1.8 and a change of 18%. Similarly, in the controlled group (B), the

average score increased from 1.4 to 2.8, resulting in a difference of 1.4 and a change of 14%. It can be inferred that the intervention had a greater effect on the scores of the experimental group in comparison to the controlled group, as the difference in the scores and the change in scores between pre-test and post-test are larger in the experimental group.

**Table No. 9**

*The result of answering questions using images and matchstick figures*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>2.6</b>	<b>4.4</b>	<b>1.8</b>	<b>18%</b>
<b>Controlled (B)</b>	<b>3.05</b>	<b>4.15</b>	<b>1.1</b>	<b>11%</b>

This data shows that the experimental group (A) had an average pre-test score of 2.6 and an average post-test score of 4.4, resulting in a difference of 1.8 and a change of 18%. The controlled group (B) had an average pre-test score of 3.05 and an average post-test score of 4.15, resulting in a difference of 1.1 and a change of 11%. It can be inferred that the intervention had a greater effect on the scores of the experimental group in comparison to the controlled group, as the difference in the scores and the change in scores between pre-test and post-test are larger in the experimental group.

**Table No. 10**

*The result of practicing pronunciation of words with the assistance of a teacher and matchstick figures*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>1.55</b>	<b>3.85</b>	<b>2.3</b>	<b>23%</b>
<b>Controlled (B)</b>	<b>1.8</b>	<b>2.9</b>	<b>1.1</b>	<b>11%</b>

Based on the data, the experimental group (A) had a higher improvement in their scores, with an average pre-test score of 1.55 and an average post-test score of 3.85, resulting in a difference of 2.3 and an increase of 23%. On the other hand, the controlled group (B) showed a lower improvement with an average pre-test score of 1.8 and an average post-test score of 2.9, resulting in a difference of 1.1 and an increase of 11%. This implies that the intervention had a greater impact on the scores of the experimental group compared to the controlled group.

**Table No. 11**

*The result of write the meaning of given words*

<b>Group</b>	<b>The average score in Pre-Test</b>	<b>The average score in Post-Test</b>	<b>Difference</b>	<b>Change</b>
<b>Experimental (A)</b>	<b>0.5</b>	<b>3.95</b>	<b>3.45</b>	<b>34.5%</b>
<b>Controlled (B)</b>	<b>0.4</b>	<b>3.3</b>	<b>2.9</b>	<b>29%</b>

The data presented indicates that the experimental group (A) had a larger improvement in scores, with an average pre-test score of 0.5 and an average post-test score of 3.95, resulting in a difference of 3.45 and an increase of 34.5%. On the other hand, the controlled group (B) had a lower improvement with an average pre-test score of 0.4 and an average post-test score of 3.3, resulting in a difference of 2.9 and an increase of 29%. This implies that the intervention had a greater impact on the

scores of the experimental group in comparison to the controlled group, as the difference in scores and the change in scores between pre-test and post-test are larger in the experimental group.

In this study, these are nine different test items that can be used to assess the vocabulary power of students. They include matching pictures with words to test vocabulary recognition (spelling). Rearranging words correctly by looking at the picture to test vocabulary recognition (spelling). Completing blanks using matchstick figures to test vocabulary in context. Providing synonyms of given words to test vocabulary understanding. Filling in a puzzle using clues to test vocabulary in context. Answering questions using images and matchstick figures to test vocabulary understanding.

Practicing pronunciation of words with the assistance of a teacher and matchstick figures to test vocabulary production (pronunciation). Making sentences with provided words to test vocabulary in context (grammar). Writing the meaning of given words to test vocabulary understanding (meaning).

All of these test items are designed to assess the students' understanding and use of vocabulary in different contexts, which can help to determine their vocabulary proficiency level. It is a good way to evaluate the knowledge of the students and also help to identify the areas in which they need to improve. These exercises can be used to evaluate the vocabulary knowledge of students at different levels of education.

Comparing these findings with my own research, it is clear that my study aligns with the existing literature. I also found that interactive activities and games were effective in teaching vocabulary to my participants. However, my research focused specifically on the use of picture and matchstick figures as a tool for vocabulary acquisition, which has not been explored in-depth in the literature

reviewed. My findings add to the existing literature by highlighting the effectiveness of using picture and matchstick figures as a means of vocabulary acquisition.

Overall, the literature review and my research findings suggest that a variety of methods and techniques can be used to teach vocabulary effectively, and educators should consider using a combination of approaches that best suit their learners' needs and preferences.

## **CHAPTER -V**

### **SUMMARY, CONCLUSION AND IMPLICATIONS**

#### **Summary**

The research aimed to determine the effectiveness of using picture and matchstick figures in vocabulary teaching. In this study, a quasi-experimental design was used to establish a cause-and-effect relationship between the use of picture and matchstick figures as teaching materials and the improvement of vocabulary proficiency in grade three students. The sample size consisted of 40 students from Shree Jagannath Dedraj Janta Secondary School in Sunsari District, Nepal, who were divided into an experimental group and a control group. The experimental group was taught using the picture and matchstick figures as teaching materials, while the control group was taught using traditional methods. Pre-test and post-test data were collected and analyzed to determine the effectiveness of the teaching method. The study lasted for 28 days and the average scores of the pre-test and post-test were calculated to determine the difference in performance between the two groups. The data collected was then interpreted and analyzed to determine the effectiveness of the teaching method. The results of the study will be used to determine if the use of picture and matchstick figures as teaching materials is effective in improving the vocabulary proficiency of grade three students.

As indicated in Table 1, the results of the holistic comparison study reveal that the performance of two groups, the experimental group (labeled as A) and the controlled group (labeled as B), using pre-test and post-test scores. The results show that the experimental group, which was taught using picture and matchstick figures, had a higher improvement in scores with a difference of 19.95, compared to the controlled group with a difference of 10.65. The graph further illustrates that the experimental group had a notable improvement in performance.

The objective of the item no -1 was to evaluate the students' proficiency in linking pictures with words by giving them pictures and asking them to match the relevant vocabulary found that the experimental group, taught with picture and matchstick figures, had a higher improvement in vocabulary scores compared to the control group. The experimental group had a 20% increase in scores, while the control group had a 14% increase.

Item no- 2 was to evaluate the students' proficiency in selecting appropriate words to fill in blanks based on matchstick figures. Difference of 0.7 and a change of 8%. The results indicate that the Experimental group had a higher improvement in their scores compared to the Controlled group.

The aim of item no-3 was to assess the students' ability to correctly rearrange words. The experimental group's average score increased by 15.5%, while the controlled group's average score increased by 3.5%. The experimental group showed a greater improvement in comparison to the controlled group.

Item no-4 identifying the opposite meanings of words by using pictures was intended to evaluate the students' ability to provide accurate antonyms. Experimental group (A) had a greater increase in average score (8%) and improvement than the controlled group (B) (5%) as a result of the intervention.

In the result of making sentences with provided words the Experimental group (A) had a greater improvement in their sentence-making abilities compared to the Controlled group (B), with an average increase of 18.75% in the Experimental group and 6% in the Controlled group. The intervention had a more significant effect on the Experimental group.

In the result of filling in a puzzle using clues the experimental group's average score increased by 18% on the other hand the controlled group's average score increased by 14%. The group that received the experimental treatment had a larger increase in performance compared to the group that served as a control.

In item no- 7, it was found that using images and matchstick figures to examine vocabulary understanding led to an 18% improvement in the experimental group (A) compared to an 11% improvement in the control group (B). This suggests that the intervention was more effective for group A.

Practicing pronunciation of words with the assistance of a teacher and matchstick figures led to a 23% improvement in the experimental group (A) vs. 11% in the control group (B), indicating a greater impact on group A's scores. This implies that the method used in the experimental group had a more significant impact on their scores compared to the controlled group.

Item no -9 in the result of write the meaning of given words the experimental group (A) had a larger improvement in scores than the controlled group (B) with an average increase of 34.5% and 29% respectively. This indicates that the experimental group benefited more from the intervention than the controlled group.

Through the comparison of test results within the groups, I discovered that the Experimental Group performed better in most of the test items compared to the Control Group in the post-test, despite having similar results in the pre-test.

The post-test results indicated that the Experimental Group performed better than the Control Group, achieving higher scores on most of the test items.

### **Conclusion**

This research aimed to investigate the use of pictures and matchstick figures as a method for teaching vocabulary in English language teaching. It was conducted to determine the effectiveness of this approach in improving vocabulary skills. The findings of this study are useful for both researchers and primary level students.

The study's conclusions are based on the performance of groups rather than individual students. Both groups received the same instruction, using the same amount of time and number of classes, but with different teaching techniques. The results of the post-test showed that both groups improved. However, the group taught using picture and matchstick figures (the experimental group) performed better in all areas, indicating that this method may be more effective for developing vocabulary skills than traditional methods.

Based on the findings of the study, it can be concluded that the use of picture and matchstick figures in teaching vocabulary leads to faster and more effective learning for students. The use of visual aids such as pictures, diagrams, charts, mime, gestures, and posters make learning more motivating for students, resulting in longer attention spans in the classroom. As a result, students' performance improves significantly in all aspects of vocabulary learning. The use of visual aids like picture and matchstick figures makes vocabulary learning more enjoyable and interesting, and motivates students to pay attention and actively participate in learning. This leads to a more active and engaging classroom environment, which increases students' curiosity in learning new vocabulary. Additionally, picture and matchstick figures,

provide concrete images for learning new words, phrases, and sentences, creating a lively environment that has a greater impact on vocabulary teaching.

### **Implications**

The study has several implications for policy-level decisions regarding vocabulary teaching in primary level education.

Firstly, the study suggests that incorporating visual aids such as pictures and matchstick figures in vocabulary teaching can lead to faster and more intensive learning of vocabulary items in students. This suggests that policy-makers should consider investing in resources such as picture and matchstick figures to improve vocabulary teaching in primary level education.

Secondly, the study also suggests that visual aids can make vocabulary learning more enjoyable and interesting, which may lead to increased motivation and engagement in learning among students. Policy-makers should consider incorporating strategies to make vocabulary learning more interactive and engaging in the curriculum.

Thirdly, the study indicates that visual aids can provide a concrete image for the learning of new words, phrases, and sentences, which can create a lively environment that attracts students' curiosity in learning new vocabulary. Policy-makers should consider providing training and support for teachers to effectively use visual aids in the classroom.

Finally, the study highlights the importance of providing resources and support to teachers in order to implement effective vocabulary teaching practices. Policy-makers should consider providing necessary resources and support for teachers to effectively use visual aids in the classroom.

The study suggests that using picture and matchstick figures in teaching vocabulary can lead to faster and more intensive learning of vocabulary items for students. As such, this study has implications for practice level in several ways:

Teachers can use visual aids such as pictures and matchstick figures in their vocabulary instruction to make the learning process more engaging and enjoyable for students, which can lead to improved performance.

Teachers can incorporate visual aids in their vocabulary instruction to create a more active and livelier classroom environment, which can attract students' curiosity and engagement in learning new vocabulary.

Teachers can use visual aids to provide concrete images for the learning of new words, phrases, and sentences, which can facilitate students' understanding and retention of new vocabulary.

The study provides evidence that visual aids have a greater impact on vocabulary teaching, and so teachers can consider using visual aids in their instruction to improve students' vocabulary learning.

It may be beneficial for teacher training programs to include instruction on the use of visual aids in vocabulary teaching, so that new teachers are equipped with this effective teaching strategy.

The implications of the above study in further research could include:

Conducting similar studies with larger sample sizes and different age groups to further validate the effectiveness of using picture and matchstick figures in vocabulary teaching. Investigating the long-term effects of using visual aids on vocabulary retention and recall. Comparing the effectiveness of different types of visual aids, such as pictures, diagrams, and charts, in vocabulary teaching.

Conducting research on the use of technology such as interactivewhiteboards and digital flashcards to enhance vocabulary learning with visual aids. Exploring the use of visual aids in second language learning and comparing it to their effectiveness in primary language instruction. Examining the relationship between students' learning styles and the use of visual aids in vocabulary instruction.

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**(Appendix A)**

## Lesson Plan:1

Topic: My Lovely Family Period: 4th Duration: 45 minutes

Class: Three

Group -Experimental  
1

Unite -

## Objective:

- ) To spell words correctly for family members (Daddy, Mummy, Grandpa, Grandmother, Kind, Slim, Parents) using the teaching materials (picture and matchstick figures)

## Materials:

- ) Picture of a family
- ) Matchstick figures of family members (Daddy, Mummy, Grandpa, Grandmother)
- ) Spelling worksheets with words (Daddy, Mummy, Grandpa, Grandmother, Kind, Slim, Parents)

## Procedure:

1. Introduction (5 minutes):
  - ) Greet the students and introduce the topic of the lesson, "My Lovely Family."
  - ) Show the picture of a family and ask the students to identify the different members of the family and ask them to spell the family members name correctly.
2. Vocabulary Building (10 minutes):
  - ) Introduce new vocabulary related to family members (Daddy, Mummy, Grandpa, Grandmother, Kind, Slim, Parents) using the matchstick figures and pictures.
  - ) Ask the students to spell the vocabulary words correctly.
3. Guided Practice (15 minutes):
  - ) Provide the students with worksheets that have pictures of different family members and ask them to match the pictures with the correct spelling of the vocabulary words.
  - ) Divide the class into small groups, and provide each group with a set of matchstick figures. Ask them to create sentences using the new vocabulary words and spell them correctly.
4. Independent Practice (10 minutes):

- ) Provide the students with a list of vocabulary words related to family members (Daddy, Mummy, Grandpa, Grandmother, Kind, Slim, Parents)
- ) Ask the students to spell the words correctly on their own and write a short paragraph about their family using the new vocabulary words.

5. Evaluation (5 minutes):

- ) Collect the students' worksheets and evaluate their spelling accuracy.
- ) Give feedback and correct any mistakes.

6. Conclusion (5 minutes):

- ) Summarize the key points of the lesson.
- ) Provide an assignment or homework related to the topic.

Lesson Plan:

Title: My Lovely Family Grade: 3 Subject: English Period: 4th Time: 45 minutes  
Group - Controlled

Objective:

- ) Students will be able to spell words related to family members correctly (daddy, mummy, grandpa, grandmother, kind, slim, parents)

Materials:

- ) Whiteboard and marker

Introduction (5 minutes):

- ) Introduce the topic of the lesson, "My Lovely Family"
- ) Ask students to share the names of their family members and write them on the board.
- ) Encourage them to share something interesting about their family.

Direct Instruction (15 minutes):

- ) Teach the spelling of the key vocabulary words (daddy, mummy, grandpa, grandmother, kind, slim, parents)
- ) Write the words on the board and ask the students to repeat after you.
- ) Write the words in different colors and ask the students to identify them.

Guided Practice (10 minutes):

- ) Write the words on the board and ask the students to spell them correctly.
- ) Provide feedback and correct any errors.

Independent Practice (10 minutes):

- ) Provide worksheets with the vocabulary words for the students to practice.
- ) Monitor the students as they work and provide assistance if needed.

Closure (5 minutes):

- ) Review the key vocabulary words and ask the students to spell them correctly.
- ) Encourage the students to use the vocabulary words in a sentence.
- ) Summarize the main points of the lesson and assign homework.

Title: I'm From Nepal Grade: 3 Subject: English Period: 4th Duration: 45 minutes  
Group -experimental

Objective:

- ) Students will be able to pronounce the names of different countries correctly (Nepal, Japan, China, India, Canada, America)

Materials:

- ) Pictures of different countries and matchstick figures
- ) Worksheet with the names of the countries

Introduction (5 minutes):

- ) Introduce the topic of the lesson, "I'm From Nepal"
- ) Show the students a picture of Nepal and ask them to identify the country.
- ) Ask the students to share if they know any other countries and write them on the board.

Direct Instruction (15 minutes):

- ) Teach the correct pronunciation of the key vocabulary countries (Nepal, Japan, China, India, Canada, America)
- ) Show the pictures of the countries and matchstick figures to the students and ask them to repeat the name of the countries after you.
- ) Write the names of the countries on the board and ask the students to repeat after you.

Guided Practice (10 minutes):

- ) Divide the class into small groups and provide each group with a worksheet containing the names of the countries.
- ) Ask the students to match the names of the countries with their corresponding pictures and matchstick figures.
- ) Monitor the groups and provide feedback and correct any errors.

Independent Practice (10 minutes):

- ) Provide worksheets with the names of the countries for the students to practice.
- ) Monitor the students as they work and provide assistance if needed.

Closure (5 minutes):

- ) Review the key vocabulary countries and ask the students to pronounce them correctly.
- ) Encourage the students to use the vocabulary words in a sentence.
- ) Summarize the main points of the lesson and assign homework.

Lesson Plan:

Topic: "I'm from Nepal" Group: Controlled

Class: 3 Subject: English

Period: 4<sup>th</sup> Duration: 45 minutes

Objective:

- ) Students will be able to pronounce the names of different countries correctly (Nepal, Japan, China, India, Canada, America)
- ) Teaching materials:  
Marker and whiteboard

Steps:

1. Introduction: Begin the lesson by explaining the topic and objective to the students.
2. Modeling: Show the students how to correctly pronounce the names of the countries mentioned in the objective.
3. Practice: Have the students practice pronouncing the names of the countries individually and as a group.
4. Evaluation: Check for student understanding by having them pronounce the names of the countries again and providing feedback.
5. Conclusion: Summarize the lesson and provide any additional practice materials for students to use outside of class.

**(Appendix B)**

Daddy, Mummy, Grandpa, Grandmother, Kind, Slim, Parents, mountain, house, dancing, planting paddy, rhododendron, country Volleyball, pizza, birthday, funny garbage, wash, farm, make, sweep, small look, dance, ride, eat, read, write, enjoy, cook, prepare, fry, cry gift,

prepare, family, mother, boy, children, brush, wash, share, behave, area, chat, weekend, competition, toy, zoo, monsoon, attractive, amazing, experience, sow, observe. sunrise, busy, holding, monsoon, plough, amazing, garden, delicious, pushes, catches, searches, finishes, punishes, wishes, washes, brushes, watches, reaches, teaches, touches, trunk, sign, tired, magic garden, house, river, forest, hill, sweater, scarf, fireplace, heater, globe, triangle, crayons, compass, pencil case, map, stapler, clip, scissors, ruler, calendar, bookshelf, eraser, glue, pen, book, calculator, sharpener, abacus, paint, brush, blackboard, schoolbag, computer Nepal, Japan, China, India, Canada, America.

(Appendix C)

S.N	STUDENTSPSEUDONYM NAME	S.N	STUDENTS PSEUDONYM NAME
1	ARJUN RAI	21	NARDEEP THUMBAPO
2	PREETY BANIYA	22	KARUNA BUDATHOKI
3	SUSMITA KARKI	23	DIKSHYA PARAJULI
4	RADIKA KARKI	24	RADIKA MAGAR

5	GAURAV SHRESTHA	25	KRISHALA KHATRI
6	SUDIP BUDATHOKI	26	UNISHA MAGAR
7	DIPIKA THAPA	27	SUSHANT KHADKA
8	ALISHA KATWAL	28	PRASHANNA GHIMIRE
9	MELINA RAI	29	YUGESH MAJHI
10	ARUNA KARKI	30	RENISHA ROKKA MAGAR
11	AASHIK SHRESTHA	31	BINDU GIRI
12	DEV THAPA	32	ROJINA KATWAL
13	MAYUSH SHAH	33	TILAK GIRI
14	ROSHAN TIWARI	34	AFSAL KARKI
15	SMRITI RAYA	35	ARPITA B.K
16	ANOMAL GURUNG	36	LUCKY KATWAL
17	SAIMAN BK	37	RESHAR RAJ DHAMI
18	NIRMALA THAPA	38	SUDIP POUDEL
19	UPASHANA KARKI	39	BHUMIKA KHADKA
20	SASHI RAI	40	ROSHNI BASNET

**(Appendix D)**

Marks obtain by students.

Experimental group				
S.N	STUDENTS NAME	Pre test	Post test	Difference
1	ARJUN RAI	25	40	15
2	PREETY BANIYA	21	43	22

3	SUSMITA KARKI	23	38	15
4	RADIKA KARKI	16	36	20
5	GAURAV SHRESTHA	19	42	23
6	SUDIP BUDATHOKI	27	43	16
7	DIPIKA THAPA	18	36	18
8	ALISHA KATWAL	26	38	12
9	MELINA RAI	28	41	13
10	ARUNA KARKI	27	46	19
11	AASHIK SHRESTHA	26	42	16
12	DEV THAPA	28	45	17
13	MAYUSH SHAH	20	43	23
14	ROSHAN TIWARI	32	45	13
15	SMRITI RAYA	28	43	15
16	ANOMAL GURUNG	20	38	18
17	SAIMAN BK	21	47	26
18	NIRMALA THAPA	18	37	19
19	UPASHANA KARKI	17	47	30
20	SASHI RAI	25	43	18
	TOTAL	465	833	368
	Av marks	23.25	41.65	18.4

**(Appendix E)**

Controlled group				
S.N	STUDENTS NAME	Pre test	Post test	Difference
1	NARDEEP THUMBAPO	24	32	8
2	KARUNA BUDATHOKI	19	32	13
3	DIKSHYA PARAJULI	20	37	17

4	RADIKA MAGAR	20	33	13
5	KRISHALA KHATRI	24	32	8
6	UNISHA MAGAR	24	31	7
7	SUSHANT KHADKA	24	30	6
8	PRASHANNA GHIMIRE	22	33	11
9	YUGESH MAJHI	26	36	10
10	RENISHA ROKKA MAGAR	27	32	5
11	BINDU GIRI	22	30	8
12	ROJINA KATWAL	28	36	8
13	TILAK GIRI	15	23	8
14	AFSAL KARKI	25	31	6
15	ARPITA B.K	27	35	8
16	LUCKY KATWAL	20	28	8
17	RESHAR RAJ DHAMI	17	27	10
18	SUDIP POUDEL	26	33	7
19	BHUMIKA KHADKA	26	28	2
20	ROSHNI BASNET	16	31	15
	TOTAL	452	630	178
	Av marks	22.6	31.5	8.9