

**THE EFFECTIVENESS OF VISUALIZATION
IN READING COMPREHENSION**

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

Submitted by

Tarka Bahadur Thapa Magar

Faculty of Education

Tribhuvan University

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

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DECLARATION

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



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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tarka Bahadur Thapa Magar** has completed his M.Ed. thesis entitled "**The Effectiveness of Visualization in Reading Comprehension**" under my guidance and supervision.

I recommend the thesis for acceptance.



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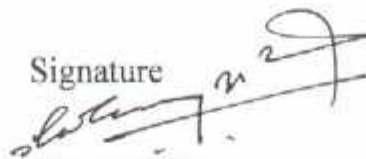
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DEDICATION

Dedicated to

My whole family and lecturers who make me what I am today.

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Date: 2011/10/06

Tarka Bahadur Thapa Magar

ABSTRACT

The thesis entitled 'The Effectiveness of Visualization in Reading Comprehension' is an attempt to find out whether visualization affects in reading comprehension or not. The aim of this research was to find out the significant difference of visualizers and non-visualizers in reading comprehension using visualization techniques. To meet the objective of this research study, sixty students of grade nine from Shree Adarsha Higher Secondary School Ghumnekhali, Dailekh, were selected for research. Twenty-five questions including short answers- question, fill in the blank space, true-false, tick the best alternative and matching items were used to collect the data. Students were also asked to draw pictures, mime, and play drama to check if they visualized or not. Collected data from pretest and post-test were analyzed and tabulated using formula of mean, standard deviation, variance and 't' test. In the pretest, there was no significant difference between two groups but when the researcher administered post-test at the end of research study, the researcher found significant difference between two groups.

This thesis is divided into four chapters: Introduction, Methodology, Analysis and interpretation of the data and Findings and recommendations. The first chapter deals with general background, review of the related literature, objectives of the study significance of the study and definition of the specific terms. The second chapter contains the methodology. It includes source of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of data collected. The final chapter includes findings and recommendations of the study. In this chapter, pedagogical implications have also been recommended for the further study and better improvement for reading comprehension in any level.

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LIST OF ABBREVIATIONS

B.S.	:Bikram Sambat
CG	:Control Group
D	:Difference
D%	:Difference in percentage
e.g.	:For example
EG	:Experimental group
ELT	:English language teaching
etc.	:Etcetera
H.S.S.	:Higher secondary school.
i.e.	:That is
L1	:First language learner or native speaker
L2	:Second language learners
MIT	:Multiple intelligence theory
N.	:Number of students
no.	:Number
NEP	:Nepal Education plan
NESP	:National Education System Plan.
p	:Page
Pos.t	:Post-test
pp	:Pages
Pre.t.	:Pretest

S.N.	:Serial number
SD	:Standard deviation.
Std	:Students
T.U.	:Tribhuvan University
t-test	:Two tailed test
Var.	:Variance
Viz.	:Namely
VRC	:Visualization in reading comprehension