

**EFFECTIVENESS OF MOTIVATIONAL TECHNIQUES
IN DEVELOPING READING COMPREHENSION**

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

**Submitted by
Gita Gurung**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Gita Gurung** has prepared this thesis entitled **Effectiveness of Motivational Techniques in Developing Reading Comprehension** under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

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

Date: 2017-03-26

Gita Gurung

DEDICATION

Dedicated

To

My Parents

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Gita Gurung

ABSTRACT

The present study entitled “Effectiveness of Motivational Techniques in Developing Reading Comprehension” is an endeavor to find out the effectiveness of motivational techniques to develop the reading comprehension of the students. To carry out this research, forty students of grade 9 from Reed Model School, Thulo Varyang Shoyambhu Kathmandu were selected through simple random sampling procedures and fishbowl technique was used. The researchers used both primary and secondary sources of data. Students of nine grade were the primary sources of data and other thesis, magazines, books, journal, online resources were the secondary sources of data. After selecting the sample, the researcher divided them into two groups, for the division she numbered them up to 40 and odd numbered are kept under experimental group and even numbered are kept under controlled group after that pre-test was administered to find out the students’ current level of comprehension. Since there was no vast difference between the average score of both groups, I did not make any adjustment. After that experimental group was taught using motivational techniques and another group was taught with lecture method. Then the researcher taught both group for 28 days and post test was administered and obtained results of both groups were tabulated and compared under different headings. The difference between average score, pre-test and post-test was computed. The differences were converted into percentage and the two groups were compared on the basis of percentage. The group which got higher increment percentage was considered to be better than one which got lower percentage. Finally, the motivational technique was found more effective in developing reading comprehension than conventional lecture method.

This thesis comprises five chapters. The first chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational key terms. The second chapter deals with the review of theoretical literature, review of empirical literature, implication of the review of the study and conceptual framework. And the third chapter is summary of method and procedures of the study. It contains method of the study, sources of data, population sample and sample strategy, data collection tools and technique, data

collection procedures, data analysis and interpretation procedures. The fourth chapter deals with the analysis and interpretation of the results and the summary and findings of the study. Similarly, the last chapter deals with the conclusion and the recommendation drawn from the study. References and appendices are presented in the final part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
e.g.	:	For Example
i.e.	:	That is
No.	:	Number
OUP	:	Oxford University Press
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
Mt.	:	Motivational Technique
Mr.	:	Mister
Mrs.	:	Mistress
M.Ed.	:	Master of Education
P.	:	Page
PP.	:	Page-Page
Prof.	:	Professor
at al	:	and other People
Dr.	:	Doctor
SLA	:	Second Language Acquisition
F.M.	:	Full Marks