

**Effectiveness of Small Group Discussion in Teaching Reading Comprehension of  
Secondary Level English Classroom**

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

**Submitted by  
Dayakrishna Joshi**

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

**2023**

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### **Recommendation for Acceptance**

This is to certify that **Mr.Dayakrishna Joshi** has prepared the thesis entitled “Effectiveness of Small Group Discussion in Teaching Reading Comprehension of Secondary Level English Classroom” under my supervision and guidance.

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### **Declaration**

I hereby, declare that according to my knowledge and experience, this thesis is original. No part of this thesis was earlier submitted for the research degree of any university.

Date: 27-07-2023

.....  
**Dayakrishna Joshi**

**Dedication**

Dedicated

To

My parents

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**Dayakrishna Joshi**



## Abstract

The entitled study ‘Effectiveness of Small Group Discussion in Teaching Reading Comprehension of Secondary Level English Classroom’ attempts to find the effectiveness of small group discussion (SGD) in teaching reading. To meet this objectives, thirty students of grade ten from a private school in Kathmandu metropolitan city were selected by applying the non-random sampling method. Pre-test and post-test that comprising matching items, short question answer items, finding synonym and true/false items were used to collect data. The pre-test was administered before the actual teaching in the classroom and the post-test was administered immediately after the completion of twenty eight days classroom teaching. The researcher himself was involved in the experimental teaching in the English language classroom. The score derived from the pre-test and post-test, data were tabulated and analyzed by using simple statistics and generated the research findings. During the experimental phase, the researcher applied the traditional method to group A (controlled group) and SGD method to another group, group B (experimental group). The test was administered to both groups and findings were derived by comparing the test score of both groups. The analysis on the basis of average scores, the study shows that teaching reading comprehension through the application of SGD is more effective than that of traditional method.

This study consists of five chapters. The first chapter consists of introduction of the study, background of the study, statement of problem, objective of the study, research question, significance of the study, limitations of the study and definitions of the key terms. Chapter two includes the review of related literature, implications of study and conceptual framework. Chapter three deals with the research method, sampling procedures, tools for data collection and process of data collection. The fourth chapter deals with the analysis and interpretation of the data finally the fifth chapter deals with the findings, conclusion and recommendation of the study. The report also includes the references and appendix.

## Table of contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for acceptance</i>	<i>ii</i>
<i>Recommendation for evaluation</i>	<i>iii</i>
<i>Evaluation and approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgement</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of contents</i>	<i>viii</i>
<i>Abbreviations</i>	<i>x</i>
<b>Chapter 1: Introduction</b>	<b>1</b>
Background of study	1
Statements of problem	3
Objectives of study	4
Research Question	4
Significance of the study	4
Delimitation of the study	5
Definition of key terms	5
<b>Chapter 2: Review of related literature and conceptual framework</b>	<b>6</b>
Theoretical Literature	6
Reading Comprehension.	6
Levels of Reading Comprehension	8
Basic Reading Skills	9
Types of Readings.	10
Stages of Teaching Reading	11
Group Work in Reading Comprehension	13
Small Group Discussion	14
Small Group Teaching Learning Strategies.	14
Types of Group for the Engagement in Learning	15
Group Formation.	17
Advantages of Group Work	18
Disadvantages of Group Work	18
Empirical Literature	19
Implications of the study	22

Conceptual Framework of the Study	22
<b>Chapter 3 : Research Methods and Procedures</b>	<b>24</b>
Research Design	24
The Pre-test, Post-test groups Design	24
Sources of data	25
Primary sources of data	25
Secondary sources of data	25
Population, Sample and sampling strategy	25
Data collection tools and Techniques	25
Data collection Procedures	26
<b>Chapter 4 : Analysis of Data and Interpretation of the results</b>	<b>27</b>
Holistic Comparison	27
Overall Comparison of Both Groups.	30
Group Wise Comparison	30
Item wise comparison.	31
<b>Chapter 5: Finding, Conclusion and Recommendation</b>	<b>34</b>
Finding	34
Conclusion	35
Recommendation	36
Policy Level	36
Practice Level	36
Further Research Level	36
<b>Reference</b>	
<b>Appendix</b>	

**Abbreviations**

CDC	=	Curriculum Development Center
CG	=	Controlled group
EG	=	Experimental group
FM	=	Full marks
SGD	=	Small Group discussion
T.U.	=	Tribhuvan University

## **Chapter1: Introduction**

The study entitled on "Effectiveness of Small Group discussion in teaching Reading Comprehension Of secondary level English Classroom" was carried out to explore the effectiveness of small group discussion for teaching reading comprehension in secondary level English class. The introduction part includes background of the study, statement of problem, objective of the study, research question, significance of the study, delimitations of study and definition of key terms.

### **Background of the Study**

Reading comprehension is one among the reading skills that demand the reader to go through the text, interpret and draw the meaning and communicate the through the text. It is the fundamental skill that one is support to learn for promoting his /her knowledge and skill of using language for communication. Various methods and techniques were used to promote the reading comprehension skill of the students. The methods such as pair work, group work and lecture method is also use as part of group discussion. However, small group discussion(SGD) here after) is the onethat is specifically designed so that the learners get engaged in discussion in small number. This promotes students skill of deriving meaning of the reading texts, making interpretation and sharing it to their peers and audience. This implies that when a teacher engages the students in SDG, they go through the text individually and draw the ideas from the text in their discussion. Thus, it develops the mind and vocabulary power of students, the mind is a muscle it needs exercise .Understanding the written word is one way the mind grows its ability.

A small group discussion facilitated by a teacher and involvement of learner should be learner centered. Group discussion method helps them to develop different type of sub skills like critical thinking, analyzing and communicating skill. Student can do task effectively they can make team work better, respect others views and appreciate others opinion too. Teacher must motivates and provide opportunity to them to learn something by doing.

Different scholars have different views regarding group discussion method like,MC Crorie (2006) stated that small group is a group where three to six members

can work in collaboration. Brown (2011,P.177) has stated that “Small group discussion is a method which consists of six or fewer number of students who are assigned a task that involves collaboration”. Teaching reading helps students to read and pronounce word correctly and receive correct information from the text. In this current time teacher centered techniques are considered to be less effective so the emphasis is given on child centered techniques. A lot of strategies are to be applied like discussion, group work, pair work, and student interaction. Here, I tried finding out the role of group work in reading comprehension and its effectiveness on English classroom.

According to (Richards and Rodgers 2001,P.5) Group discussion method makes. "To know everything about something rather than the thing itself". So in current days, the application of different student centered method came as a movement to reform different type of traditional method .So, teachers are using this method widely in their teaching learning.

William (1991p.2) defines reading as. “A process where one looks at and understands what has been written.” It means reader extracts required information from written document and understand message written on it. Reading is a process in which involves to recognizing symbols, graphs, vocalizing and receive the message which writer has expressed. According to Gillet (1981), “building knowledge is the phase of reading and finding out so, reading can helps us to get a lot of information to expand our knowledge”. Learners should involve themselves in collaborative learning because such of the techniques like project based, group work, pair work are prioritized in today time “how to increase the number of students and quality of achievements in teaching learning activities to enhance capability in reading ,for this it is important to apply of innovative method in teaching learning activities. The SGD technique has positive impact in the field of teaching English and learning language. Therefore, the visualization and imagination of different event, narrate the story in English language teaching, So that the group discussion teaching method was founded as new method.

## **Statement of the Problem**

This study is mainly concerned about the effectiveness of small group discussion for secondary level English language teaching particularly focusing on reading comprehension. The English education of Nepal is facing many problems such as the lack of qualified and trained teacher, multilingual classroom, large classroom and lack of teaching materials and techniques, lack of good implementation of teaching methods and techniques. The traditional method in teaching lacks to enhance skills and makes less representation of student in classroom activities. Teaching English through traditional method doesn't emphasize on creative, imaginative and reasoning power of students.

Reading comprehension is one of the most difficult language aspect that both teachers and students experience difficulty in their classroom context. The difficulty exist in different ways. First, student experience difficulty in greeting. Second, it is also difficult to get the detail information of the text. Third, students have small number of vocabulary so that they find themselves the poor in comprehending the text. In English, there are different words which may have different meanings, as per the context no matter they have similar pronunciation and orthography. For teaching reading comprehension teachers mostly use different traditional techniques, but those techniques may not be effective enough in promoting their students reading comprehension. This leads the students not to comprehend the text and explain in their own words. In different competitive exams including IELTS and TOEFL, they do not perform well. Thus, recently introduced communicative approaches and techniques should be used in promoting students reading comprehension. Otherwise, students in ELT classes hardly learn better reading skill. As I have observed in Nepali ELT classroom, students have poor ability of reading comprehension. Teachers need to use student centered techniques appropriately to promote their reading comprehension. In this context this research has investigated the effectiveness of SGD in teaching reading comprehension in ELT classroom in Nepal.

## **Objectives of the study**

The following were the main objectives of the study:

- ) To compare student achievement taught through small group discussion methods and taught through traditional method.
- ) To identify the ways that SGD enhances student's reading comprehension while teaching English at secondary level.

## **Research Questions**

- ) How effective is the SGD in teaching reading comprehension to the students of secondary level in the community school in Nepal?
- ) What are the different ways that SGD enhances students reading comprehension ability?

## **Significance of the Study**

This study is significant for several ways. First, the research finding it brings will be important for the teacher who are involved in teaching and learning English language. Reading comprehension is particularly dominant area of language teaching. Students and teachers often think that it is easy. However, as found in the research the students seem poor in grasping the meaning given in the text. The research shows that material producers are important for their related field because they give right information about issues.

This research was based on using small group discussion for teaching reading comprehension in secondary level English classroom, but existing curriculum is silent about the use of this method in teaching and learning English at secondary level. Hence this study has following significant features.

- ) This study will be helpful for policy maker in ministry of education of Nepal.
- ) Reference for new researcher.
- ) This study will be helpful for curriculum developer to innovate thought in teaching learning at secondary level.



- ) Result of the study is helpful to educational planners to conceptualize a policy for integration of SGD in English teaching and learning from basic level to higher level.
- ) The teachers can use SGD method as alternative method in teaching English.
- ) Students, teachers, learners and researchers will get benefit.

### **Delimitations of the Study**

The following were the delimitations of the study.

- ) This study was based on experimental design only.
- ) The study was limited to find out the achievement of 30 student taught by applying small group discussion of grade ten only.
- ) The study was conducted on only one private school of Kathmandu district only.
- ) Pre-test and post-test was applied in real classroom teaching.
- ) Total time period of research was about four weeks.
- ) This study covered with teaching reading of the entirely English curriculum of grade ten.

### **Definition of Key Terms**

**Discussion:** It is interaction among learners about certain topic to make it effective.

**Discussion based teaching:** It refers to using discussion method for teaching and learning English.

**Achievement:** Achievement in this study is defined in terms of score obtained by the students in English test which is prepared by researcher himself.

**Traditional methods:** It is a teaching strategy in which teacher uses lecture method most of time and it is also teacher centered method.

**Controlled group:** This is Group of students who are being taught by applying traditional method which is different from experimental.

**Experimental group:** A group of students who are taught by using discussion method in English classroom situation with innovative idea.

## **Chapter 2: Review of Related Literature and Conceptual Framework**

Literature review includes current knowledge and experience of scholarly paper which provides necessary information about certain subject matter. It is very important for new research because it provides the information to the present study so that researcher reviewed some related literature as below.

### **Theoretical Literature**

This study is based on constructive approach which is based on scientific study it says that how people understand and construct their knowledge and how they can make proper understanding. Constructivist theory regards learning as an internalize process in which learner construct knowledge. Nunan,(1998) stated that “reading is a process of decoding written symbols ,working from a smaller unit (from individual letters to larger words clauses, and sentences)” by analyzing definition above ,we can say that reading is a advanced process to construct ideas, accurate meaning and intended information of written text ,symbolically represented as printed/ written form.

Reading is a constructive and active process where teacher can sharpen their horizon of knowledge. Jin and Campbel (2019), views that reading is thinking about text and understanding about its intended information. Some linguists say that reading is linguistic, psycholinguistic and sociolinguistic process at all.

**Teaching Reading Comprehension.** Reading refers to understanding required information from written text. "Reading is an active skill which makes reader involving in guessing, predicting, checking and asking question oneself.(Grellet1981, p.8-9) views, that meaning is actually created by the reader by the interaction with the text. This means meaning is not merely lying in the text it depends on readers that how he/she absorbed. Thus, reading comprehension is a cognitive process of decoding symbols for the purpose of deriving meaning and constructing meaning. In other words, it is the process of understanding intent message of writers from that given text.

The ability to understand information presented in written form is called reading comprehension. It is the ability to process text and understand its meaning. According to Duke(2003), “reading comprehension is a process in which reader finds accurate meaning by interaction with text through the combination of prior knowledge and previous experience, information in the text, and the views of reader related to text.”Similarly, Kinthcs (1998) defines reading comprehension is the process of creating meaning from text. The purpose of comprehension is a detail understanding of the text rather than to acquire meaning from individual word or sentence.

Reading is one of the receptive skills of language among four language Skills, there are variety of sub-skills. Alderson (2000, pp.10-11), present some of the sub skills of reading: Recognizing the script of language, notice the meaning and use of unfamiliar letters to form sentence, recognize stated information explicitly, understanding conceptual meaning, understanding the conceptual value of sentences and to find relations within the sentences, understanding relation between parts of a text through lexical cohesion and coherence , reader can interpret text by making familiar with his /her life, identifying the main point or important information in a piece of discourse, distinguishing the main idea from supporting details, Extracting salient points to summarize the text, Skimming, Scanning to get required information.

Reading is useful for language acquisition .Students more or less understand what they exactly read. It also has a positive effect on student vocabulary, knowledge on their spelling and on their writing. According to Adams (1980) reading is an activity which can be seen as a complex task which depends on a multiplicity of perceptual, linguistic and cognitive processes. It is an interactive process involving linguistic, psycholinguistic, pragmatic information that a reader has on time and strategic process in the sense that understanding of a passage can be achieved if the reading involves purpose, motivation and the real efforts of the reader.

Understanding the writer's intended meaning is not only reading but solving all the comprehensive task given in the text is also reading. It is the conclusion of ideas which reader associates currently or reader had already. In other words, it is an interaction between the meanings derives from the passage and his/her purpose of reading. In the process of reading, he associates these two types of ideas and modifies them. Comprehension covers different thinks like: To gain all the content, their

understanding the culture, reading focuses semantic and syntactic ability in the passage. So, successful reading requires the reader to extract the semantic gist from the given text. Nuttal (1982, p. 31) states that the main purpose of reading is to provide amusement to the student in the foreign language learning. In reading we can say that meaning or gist of text is central but while reading text, reader can improve his /her language too.

In nutshell reading comprehension is to enable the learners to obtain intended meaning from passage or text with certain purpose .skimming, scanning, working out with the meaning of the words from context ,to get the central idea of the text are skills or ways of reading.

**Levels of Reading Comprehension.** People prefer their views that the act of reading is only focuses on pronouncing words to form sentence. They don't think that getting meaning and comprehend the task is also very important. Such people think, Concentrating only on pronouncing words rather than comprehending the gist of the passage is a waste of valuable time while reading. By analyzing above ideas, the basic comprehension skills teacher need to have while reading areas follows.

According to Burns ET.AL(1984: p.177) ,there are four levels of comprehension.

***Literal Reading.*** Literal reading or reading for literal comprehension involves acquiring information that directly stated in a section for higher level understanding .At this level the readers are able to comprehend what the author has said in the text. It is the process in which we understand, remember, or recall the information explicitly contained in a text.

***Interpretive Reading.*** Interpretive reading means reading between the lines or making inference, it is the process of deriving ideas that are implied rather than directly stated at this level, the readers are able to understand what the author means. It is the process in which we find information which is not explicitly shared in a text, using the reader's experiences and intuition and inferring.

***Critical Reading.*** Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusion

about their accuracy, appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important. It is the process in which we read a text in order to compare information in a passage with the reader's own knowledge and values.

***Creative Reading.*** Creative reading involves going beyond the material presented by the author. It requires thinking as they read, just as critical reading does, and it also requires them to use their imagination. In teaching reading, a teacher must teach the four levels of comprehension. First, use a discussion or questioning technique that brings out just what the author said or in other words, in pre-reading, a teacher asks questions related to the topic before he starts reading. It is probably more effective to develop a desire to read the article and help them arrive at a literal understanding of the piece to be read.

It can be concluded that reading is not an easy process; it is necessary to get required information after reading any text which can be presented in a written or printed form. Comprehension means that recognition of text. In reading there must be an interaction between the author and the reader, the author expresses his/her ideas in the form of written language and the reader has to understand the meaning of the text intended by the author to be able to achieve the purposes of reading comprehension.

### **Basic Reading Skills**

***Previewing.*** In this skill readers can review titles, section headings, and photos to get a sense of the structure and content of reading selection. When students preview text, they tap into what they already know that will help them to understand the text that they read. It provides a certain framework for any new information they read. Learners relate with their personal connection something with their own life.

***Predicting.*** In this skill readers are able to gain meaning from text by making guesses. A successful reader may apply this to make their existing knowledge to new information from text to obtain meaning from what they read in text. It is the way of using knowledge of the subject matter to make predictions about content and vocabulary and check comprehensions, using knowledge of the text type and purpose to make predictions about discourse structure using knowledge about the author to make predictions about writing style, vocabulary and content.

***Making inferences.*** It is the process of using prior knowledge of the subject and logical conclusion based on an analysis of object that seems likely in light of what is known. An inference is a statement about the unknown made based on what we know. It is an assumption that we make about something that we see, read or experience. Guessing pictures, brainstorming, shared reading, guided reading questions etc are the activities that we can apply for developing making inference skill.

***Visualizing.*** Readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that reader perceives a text. Visualization is very important while reader reading narrative text that they can easily understand what is happening by visualizing the place, personalities or plan or plot. Readers visualize steps in a process or stages or forming image that helps reader to recall ideas.

***Summarizing.*** Summarizing is an important strategy that allows readers to reduce a text for its main idea and necessary information. It helps them to understand and learn important information and keys ideas. Reader combines information in a text to elaborate their own words what the text is about. It helps to remember text rapidly and comprehend the given task. In which readers can apply information into daily life in relation to the study, and develop creative writing too.

**Types of Reading.** Types of reading refer to the strategies or ways of reading to get gist of the text. Reading can be categorized on the basis of various factors like: face, speed, noise, focus and purpose. Aslam (2003, pp. 78-79) defines four types of reading. They are scanning, skimming, extensive and intensive.

***Scanning.*** It is the process of reading any written task to look for specific piece of information. Scanning is the reading process in which we glance through the text to find out specific piece of information which we really need. Scanning, therefore, is mainly carried out when a reader wants a particular piece of information without necessarily understanding the rest of the text.

***Skimming.*** It is a process to get the gist of the text by reading whole text rapidly. It is a technique in which we give a quick glance through the text in order to understand its general contextual purpose but not for specific information.

**Extensive.** It is a process of reading for amusement, in which we read for pleasure as well as we get information along with it. According to Grellet (1981, p.14) “extensive reading is the main way of “reading longer text, usually for one’s own pleasure”. An extensive reading is a supplementary task like reading some romantic stories, some of the novels if we are reading just for amusement that is called extensive reading. We can apply this method if we are reading in mass and for our self study.

**Intensive.** Intensive reading is the another important way or skill of reading in which we get detail information of that written document to get A to Z information reader can make intensive reading the topic itself suggest that it is the wanted reading. We follow this techniques to do different exercises. It is detailed study, every word need to teach. The students have to learn all the words, and their meaning and pronunciation.

**Reading Aloud.** Reading aloud is the reading process in which we read for conveying the information to someone else. It is used for the sake of improving students’ pronouncing skill to correct articulation. It can follow in junior classes and teacher can make loud reading to develop fluency and accuracy among students.

**Silent Reading.** Silent reading is the process of uttering sound without making vocalization. In past it was thought to be impossible to read without noise but nowadays this reading is considered a very good way of reading especially in senior classes. Now a day most of the senior class students are following this method to develop their creativity and deep understanding.

**Stages of Teaching Reading.** Reader can get intended meaning or information from the text if there is meaningful reading. Generally there are three stages of reading text but scholar has to define differently. According to Doff, (1988) and Harmer, (2008) have given the following three stages of reading:

**Pre-reading stage.** It is the first and important stage of reading known as actual reading. Before student actually read the text, some activities are done in this phase which is given below. The purpose of pre reading text is to prepare the learners for reading and to arouse their motivation towards learning. It makes student easier for understanding the texts and helps them by focusing their attention on the text as they

read it. Some of the activities of these stages are: guessing the topic and content through headlines, guessing theme, predicting the text giving a brief introduction etc. Some of the activities that can be done in this stage are as below.

- ) Giving background information to the text.
- ) Asking questions related to the text.
- ) Asking students to guess about something.
- ) Displaying map, pictures, etc.
- ) Discussing and associating ideas with the topic.
- ) Telling the purpose of reading and introducing some vocabulary.

**While Reading Stage.** It is the second stage of reading, in this stage, the actual reading takes place. Students read the text to find the answers to some specific questions or to get the gist of it. As students read the text and do the tasks, the teacher has to move around the class and help them whenever they need help. Some of the activities of these stages are: scanning the text, answering the text, performing task, completing the tasks, making lists, matching task etc. The following activities can be done in this stage.

- ) Read and match.
- ) Read and draw.
- ) Read and answer.
- ) Read and tick the best answer
- ) Read and complete.
- ) Read and find.

**Post Reading.** It is the last stages of reading known as evaluation stage. At this stage, some additional tasks are given to the students for evaluation. Reading skills can be practiced in the combination with speaking or writing for analyzing their performance in teaching learning process. Students' assessment for their reading ability can be done at this stage. The following activities can be done in this stage.

- ) Problem solving
- ) Decision making
- ) Relating similar experience to their life.



- ) Extending notes.
- ) Writing a similar text
- ) Producing a brief report and summarizing

**Group Work in Reading Comprehension.** In teaching reading comprehension, many techniques can be adopted like project work, group work, and individual work but group work in reading comprehension is prioritized for effective learning.

As we know that reading comprehension is the process of extracting information from the text also known as complete understanding of a text. Grasping idea through individual is vast different than collaboration. Reading through group work enhances learning through fun and entertainment. In order to complete the task working together through group motivates learners.

Group work is one of the current techniques of reading comprehension which helps students to learn from one another than they are capable to perform the task better which may have been positive result. Group discussion also involves collaborative learning hence collaborative learning is very much supportive for reading skills. As we know that collaborative learning brings better result, regardless of their performance level. (Ur, 2013, p.278) says two or more students are likely to enable to think or remember more items than a single individual meaning that through groups learning can be more memorable through mutual participation. In reading skill, group work becomes scaffolding and also motivates them to learn through collaboration. In order to make text easy and convenient, one should use group work as it motivates learners. Through members of group they share their idea and experiences. Teaching reading is one of vast tasks for acquiring any language because reading can't be gained without collaboration and equal participation." The application of group in education and in particular co-operation is necessary to enlarge knowledge.

In a teacher fronted class, students get less opportunity to work with their colleges but in group work based classroom pupils will get a huge amount of opportunity to use and read collaboratively. Hence, it might be fruitful for all the participant. Group work in reading comprehension automatically improves

proficiency levels of students. Through group work they share their idea, experience and related problem which may be helpful for them to solve occurring a problems. It recognizes the old maxim that "two heads are better than one" meaning that two or more than two participant might learn easily rather than one individual. It creates relax able and friendly place to learn. Group work is rich in reading skill because it promotes deep understanding, allows teacher to teach reading before and during the reading process. In group work students help one another of getting higher marks in comparisons to other group. Harmer (1991, p.245) "Group work is more dynamic than pair work. There are more people to react with and against in a group and therefore there is a greater possibility of discussion". But what is important in the group work is that the instructions provided by the teacher should always be clear so that students will not be misled. Group members discuss how well they are achieving their goals and maintaining effective working relationships. For this, students must be given appropriate time in their groups so that they can focus on the way the group is working and engage in problem solving to enhance the group's productivity. It helps students acquire the necessary social skills, give and receive feedback and allow students multiple opportunities to enhance their group work skills. Student explains whether actions were helpful or not. Actions take place when the students assess their efforts as a group and pin point the areas of improvement in their social skills. Teacher can make engagement of students in group to avoid their competitive thinking and tries to develop co-operative thinking it helps to make fruitful leaning environment in classroom.

**Small Group Discussion.** Students work together in four or more than four member's team for reading comprehension. This means that small group teaching learning or cooperative learning is one kind of learning model in which the learning system and working small groups of four to six people are collaborative for some understanding and achievement. It is one kind of learning strategy in which students manages to work together to meet objectives. So that it is called co-operative learning which can apply inside the classroom to fulfill the goal of curriculum and develop reading skill

**Small Group Teaching Learning Strategies.** Division of students in different group depends on the expertise of teacher. Different strategies are applicable to teach

in group. Almost in teaching the students of group of four to six is considered better. Teacher can make division of group first then ask question and give enough amount of time for their discussion. Group division is different according to the nature of course content and expertise to the teacher.

**Types of Group for the Engagement in Learning.** Group work depends on the physical features of classroom like size of the class, total area and length of the class, the nature of the group task. Salvin (1995) has given different types group work:

**Buzz Group.** According to (Brookfield and Preskill, 1999). It is the one types of group in which the student interacts to each other in informal discussion session. Students can make turn to their neighbors to discuss about any difficult task and making questions too. While discussing in class they can produce slow sound like buzz sound so it is called the buzz group. Teacher can apply this type of group in lecturer method applying classes or larger classes.

**Think-pair Share.** This is one of the co-operative types of group work in which teacher can apply three strategies to teach his/her students. First, teacher can give topic individually. After they can choose their pair for discussion and got chance to share their opinion in front of class to make necessary solution of any problem. It is helpful for introvert students. He/she can share with friend if got opportunity to share.

**Circle of Voices.** This is one important technique to form group to comprehend task. In which teacher gives any topic to the students, give them upto three minute to speak and ask other students to listen carefully. Teacher gave them opportunity one by one and second they have to say others about the subject matter which they recently heard from other. It is very beneficial for long memory and for listening skills.

**Snow Ball Group:** Snowball is a type of group in which students can work in three different phases. They can work alone first, than in pairs and at last four students can take participation in group task to make effective result. Some time there may be high chance of getting bore because students have to work in different time with different members. After discussing in a four there conclusion can derived for solution. This method can be used as playing purpose for eg teacher makes certain questions. He/she can write on white board students through ball to their fellow in the

class. Inside the ball question number of question is mentioned and who get the ball, he/she has to give answer of that questions .so this method can be used in teaching dictation and reading passage. Sometime classroom became spot for informal discussion. Students may unable to answer each and every type of question in that situation teacher should increase discussion time and phase.

**Jigsaw.** Teacher can divide any topic in different constitutive parts and ask them to make arrangement of those parts to develop any text or develop readable story. This method is applicable for story teaching or important for guided writing. Teacher distributes each constitutive part to each student and gives sometimes to read deeply. After reading students can join in his/her separated group and they can arrange constitutive part for whole. The group who became fast was the winner. Different group among them can rotate here and there to saw other group arrangement. During the session they can support other groups too if they have done fast already. However it has some limitations that each student has expertise in single topic other may lack. So, while sharing incidents it makes problem in co-ordination.

**Fishbowl.** In this type of group work two teams are involved for discussion. Teacher formed two circle of group. One is inner circle and another one is outer circle. The group member of inner circle can take active participation in different activities. On the other hand outer group can supervised their all of the activities and care about their time and mistake too. Outer group makes necessary supervision of all whether they are working well or not. Outer group at last can provide necessary feedback and correction but sometime they may fell bore if inner group member do not perform their action in interactive manner. According to the condition teacher can make participation of outer group in discussion.

**Learning Teams.** Group formation is always challenging in class it consumes time to form group and while forming group students get ample opportunity to talk to each other or make classroom noisy. To minimize such problem it is necessary to make one learning team in the class. That type of team can be said as long learning team. Teacher directs such team to do project work and other task too. If teacher has less time but it needed to complete task through group in that time such learning team can work effectively. In the absence of teacher they can perform their action with active participation among all.

From the abovementioned types of group, the researcher chooses think pair share type of group of work. In this type, the one group member think first, observe and share with others and make collaborative learning.

**Group Formation.** There are plenty of ways to divide a class into different groups. The single way of formation might not be applicable in every class. According to Mark Leary (1995):“Human needs to belong pervasive drive to form and maintain at least a minimum quantity of lasting, positive and interpersonal relationship.”The groups can choose their own leaders or the teacher can divide them, in the early stages of such work; but ultimately, the aim should be to give a chance to every boy or girl to lead the group to convey responsibilities.

While forming groups in the class for group work, the following elements to be kept in mind (Harmer 199,P. 245-247).

**Size of the Group.** It is very necessary to maintain group of three to six students to conduct group work effectively. Teacher make group of at least three to six members if more than six students involves in group it may be ineffective and not properly manageable for reading but five members are suitable and remarkable for any type of task and any type of class. Small group is regarded scientific rather the large group.

**Selection of Group Members.** Students should be selected either randomly to assigned groups or selected so that each group has an equal distribution of talents. Teacher need to show his/her expertise while selecting students for group work. Some of the following techniques can follow.

**Sociogram group.** Inside the class some students are popular and some may not. They are popular among their fellows because of leadership quality they have. In this technique teacher gives full authority to students to choose their fellow students whom they like most .By reviewing their choices teacher can make popular student as a leader of group include other as member .It is the scientific way to make group.

**Mixed-Ability group.** Students are different in nature and ability to do task. Some are strong in learning and some are in playing. Nobody is perfect at all the activities. For better performance of class it is very vital if weak and strong ability

students work together. They can get benefit from their fellows because ability is diverse among them. This can develop brotherhood among all they can complete task in co-operative way.

*Similar Ability Group Selection.* In this type of group selection techniques teacher select and categorized differently and form group of talent and weak students separately. This type of group may not work properly because all the talent students are not needed to do task because few can complete it on time.

*Flexible Group Selection.* In this techniques student form group themselves and ask other member to choose groups and they can take turn taking process or they join together to complete task and they can reform their group again and again by themselves.

### **Advantages of Group Work**

- ) The learners sharing and collaborative habit can cultivate.
- ) Anxiety can be reduced.
- ) Motivation can increase among students and eliminates boring environment
- ) Independency in learning can increase.
- ) It helps to encourages students to be more concentrate on that certain topic.
- ) It helps to share experiences and makes students active.
- ) Weak and shy students learn more as they can talk or speak with their friends.
- ) Excitement and enjoyment can achieve.

### **Disadvantages of Group Work**

- ) High chance of noise in classroom.
- ) Group work in a large class will be unmanageable.
- ) Students may take advantages and involve in gossip.
- ) The teacher lacks to control classroom properly.
- ) It takes much time to format group.

- ) This is a problem of classroom management if the size of the classroom is small.
- ) It may be problematic to seek student attention because students may focus to their teacher rather than their friends.
- ) It needs trained teacher with having sufficient authentic materials.

### **Empirical Literature**

The empirical literature is an interdisciplinary field of research which includes information about the place, sample population, design tools, objectives finding etc. of the study so here I have some reviewed literature related with my study.

Raut(2000)conducted an experimental research on “A study on the effectiveness of inductive-deductive teaching learning approach in secondary school” with the aim to compare the achievement of students taught by inductive-deductive approach. A pretest-post-test equivalent group design was adopted to conduct the experiment in the content equation and inequality for grade nine for eight weeks. An achievement test of 30 items was administered and f-test,t-test,correlation coefficient analysis were used to find effectiveness of inductive-deductive approach.

Neupane (2001) has carried out research on “the effectiveness of play way method in English teaching at primary level. The sample size of his study was thirty students of two schools. He assigned the thirty students into experimental group and controlled group through non-random sampling. He used test items i.e pre- test, t-test and post – test as research tools. He found that using play way method is effective in teaching at primary level .From above researches, it is concluded that the use of group discussion method for teaching and learning English is helpful for better achievement and it has positive effect on student achievement therefore Group discussion based teaching ore play way is better than the traditional teaching learning and understanding in English classroom situation.

Umayati (2011) studied on “the effectiveness of teaching reading of seventh grade students. The sample size of his study was students of one of the governmental school. He assigned students into experimental group and controlled group through random sampling. He used test items i.e pre- test and post – test as research tools. He

found that small group technique in teaching reading has relatively better impact on student achievement of experimental group.

Thapa (2012) has carried out research on “the effectiveness of songs and rhymes in teaching pronunciation ‘to find out the effectiveness of songs and rhyme in teaching pronunciation. The sample size of his study was twenty nine students of one of the governmental school. He assigned the thirty nine students into experimental group and controlled group through random sampling. He used test items. Pre- test and post – test as research tools. He found that using songs and rhymes technique in teaching pronunciation has relatively better impact on teaching pronunciation.

Cecep (2013) carried study about the effectiveness of small group discussion method in teaching reading at second grade students ‘of one of public junior high school to find out students responses towards the use of small group discussion method in teaching reading which indicates that small group discussion method effectively improved students ‘reading skill in addition data obtained from questionnaire shows that most students’ agreed that small group discussion can improve their motivation in learning, reading, increase their participation in the class and build up their responsibility to finish the takes given by teacher.

Similarly, Eu and Thambi (2013) studied on "effect of student's achievement in fraction using group discussion method" the main objectives of the study is to find the effect of sGD on student's achievement in fraction." The researcher selected the total hundred student of public school were involved in this study in experimental and students are in control group. After one week experiment researcher gathered data from the English test. It is concluded that the using SGD based teaching method is better than traditional method.

Subedi (2015) conducted research to find out the effectiveness of discussion technique in teaching speaking. In this study thirty students were selected. Researcher used pre test and post test as data collection tools. He has concluded that discussion technique is useful to develop speaking ability.

Wali (2015) studied entitled “The effectiveness of discussion technique in teaching poetry to explore the impact of SGD. In this study he selected 30 students of grade ten of one private school, kapan by administrating pre- test and post- test. He



has concluded that effective method for teaching poetry was group work .In this way ‘above mentioned research, works are somehow related with this study.

By reviewing all above mentioned study I examined and met target of the findings. So many research works have been conducted on the area of small group discussion method in reading comprehension of secondary level English. However no any research has been conducted in Kathmandu valley by applying this method in this field. So, my research will be new in the area of small group discussion method.

Budha (2017) investigated on “Strategies used by the students of grade 10 to develop their reading comprehension. The main objectives of the study were this study to find out the strategy that grade ten students has to develop their reading comprehension and to compare the strategies adopted by boys and girls. The research was based on survey. Researcher has selected forty students of one school by using purposive sampling. Data collection tools were close ended questionnaire. The main finding was majority of the students set the purpose of reading before actual reading the text in real extent.

Giri (2019), carried study on the effectiveness of pair work in teaching reading comprehension. Main motto of her study was to find effectiveness of group work in reading comprehension and implement pair work for improving reading comprehension. Selection of students was random sampling procedures and research design was action research. Pre-test and post-test were tools for data collection. Main finding of this study was that most of the students improve their learning after application of pair work method in teaching.

Chaudhary(2023),studied on effectiveness of games and pictures in teaching vocabulary. Main objectives of his study were to find utility of games and pictures in vocabulary teaching. Selection of students was random sampling of grade three of any government school. Research design of this study was experimental research design. Pre-test and post-test in class through questionnaire were used as major tools for data collection. The main finding was that games and pictures are more useful and effective for learning.

## **Implications of the study**

Review of theoretical literature and after reviewing of research different articles, I have got enough theoretical concept about small group work and reading skills and reading comprehension strategy. Similarly, I have got ideas about levels of reading, formation of group, types of group, strategy to teach through small group work, merits and demerits of group work.

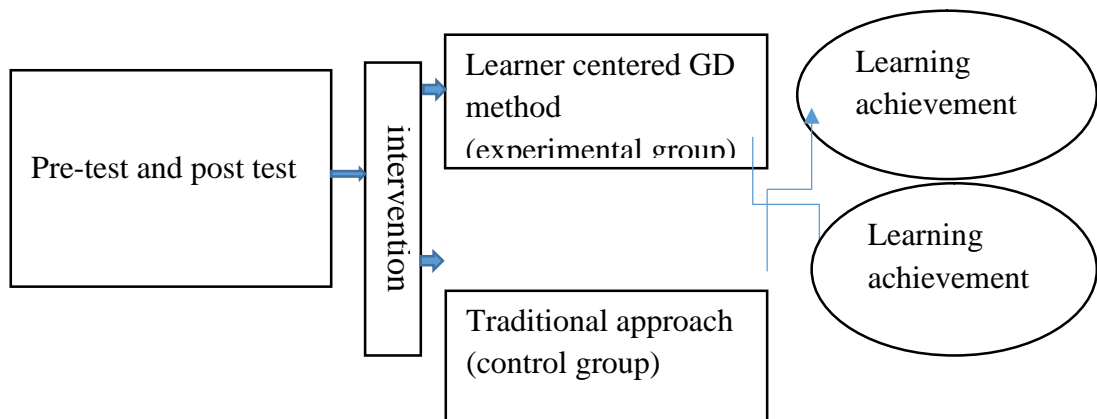
I have got an idea about experimental research design after reviewing the above mentioned thesis and empirical literature. It helped me to obtain explicit data and pragmatic knowledge from the previous research .I have taken lots of ideas information and guidelines about effectiveness and functions of group work by consulting books, research report thesis proposal journal article etc.

Neupane (2001),studied regarding play way method to compare student of experimental and controlled group by applying test in first and final, and found significant improvement by using play way method.

Regmi(2011), tries to explore how to write background of the study. Subedi(2015), has found that discussion techniques in speaking plays important role and helps improves pronunciation of students. Cecep(2013), studied on “the effectiveness of small group discussion method in teaching second grade students”. After reading and critically analyzing I found that how to make active participation and interest of student to learn through this method and get knowledge about pre-test and post-test.

## **Conceptual Framework of the Study**

The conceptual framework is the researcher's understanding, how the particular study connected with each other. This study will be based on constructivism approach to investigate the effect of small group discussion method in teaching reading at secondary level and find effectiveness of current method towards the use of discussion method. To meet objective of the research, the researcher will use the following conceptual Framework.

**Figure 1: Conceptual Framework**

### Chapter3: Research Methods and Procedures

This chapter includes the design, sources of data, population, sample and sampling procedures of the study.

#### Research Design

This study was based on experimental research design and classroom teaching and observation is used to find out qualitative achievement of students. Researcher took experiment on experimental and controlled group. Small group discussion method was used to teach in experimental and traditional method was used to teach controlled group and researcher used pre-test and post-test in both group to obtain data in classroom and researcher conducted test on the both groups and collect information .After taking post-test researcher analyzed data. Experimental research is logical and systematic method to verifying knowledge. It comprises of both pre- test and post-tests and random assignment of subject.

Thus, the researcher introduces some sorts of intervention in a controlled study but the natural study goes on without any disturbances. Since experimental research is oriented to study the effect of intervention in both group.

Best and Kahn (2006, p. 166) distinguishing experimental and control groups say, "The experimental group is exposed to the influence of the factor under consideration: the control group is not." Here, experimental group receives special teaching but control group does not receive it. To capture the initial distinction between the groups, pre-test is administered before starting teaching. After twenty-eight days post-test will be administered to both groups and the effectiveness of special teaching is measured by observing the differences between experimental and control groups. Although there are many designs but this current study was related to the following design.

**The pre-test and post-test design.** This design randomly selected students were assigned to take pre-test of both group. A pre-test was administered to find out initial diversification. After the intervention, researcher take post-test and the score is compared with that of the pre-test by subtracting  $x_2 - x_1$  (pre-test) and  $x_4 - x_3$  (post-test) from post test after teaching .so, that it was easily ascertained whether or not the

treatment has a differential effect on the groups. This is also known as the classical two-group experimental design which comes under experimental research design.

### **Sources of data**

**Primary sources of data:** Thirty grade ten students, selected as sample of one private schools of Kathmandu valley were primary sources of population.

**Secondary sources of data** .Different research related book like Hedge (2003),Harmer(2008), different theses like Regmi(2011), writing background of the study. Bhatt(2015),techniques to implement group work techniques in classroom, different research proposal, Journals and unpublished thesis etc.

### **Population, Sampling and Sampling Strategy**

Secondary level students of Kathmandu valley were population of the study.

Sample of this study were thirty Students of class ten of one of the private school of Kathmandu.

Researcher followed non random sampling procedure in selection of students and divide them in two groups as controlled and experimental and took pre-test and post test in both groups for data collection.

### **Data Collection Tools and Techniques**

Questionnaire of pre-test and post-test item were tools for data collection. Question answer, true/false, find the synonyms, matching items which carried twenty marks. Each items carried five marks.

S.N.	Test items	Marks allocated
1	Question answer	5
2	True false	5
3	Find the synonyms	5
4	Matching	5
	Total	20

## Data Collection Procedures

Researcher followed following procedures to collect data.

- ) Firstly, one of the private school of Kathmandu was selected for the purpose of the study.
- ) After that, 30 students of grade 10 were selected.
- ) Researcher make division of group and each group had 15 students. One group was called controlled and the other group was called Experimental.
- ) A pre-test was administered to both groups without experiment them.
- ) Then, the researcher taught both group for twenty eight days where by applying SDG and traditional method in each.
- ) Later, experimental teaching post test was conducted and result was analyzed.

## Chapter 4: Analysis of Data and Interpretation of Result

The data were collected through tests before and after the implementation of the SGD and traditional method in both groups along with the average score between controlled and experimental group. Researcher analyzes obtained data and results of both groups to interpret it. The data were compared as following three different headings. They are as follows:

- i. Holistic comparison
- ii. Group wise comparison
- iii. Item wise comparison

The above mentioned three subsections were analyzed according to average score. The individual obtained were taken and tabulated as group-wise. The obtained marks in both tests were listed and pre-test marks were subtracted from post-test to know outcome of those different applied methods. Then, the result is converted into average marks and through average marks groups have been compared on.

After comparing both groups, the group which has higher average score is considered as better method then others.

**Holistic Comparison.** In this comparison, the average marks obtained in both group along with their progresses were presented and compared in the following table.

***Test Scores obtained by Controlled Group (A).*** The final scores and differences of pre-test and post-test.

S.N.	Students' Name	Pre-test (Marks)	Post-test (marks)	D
1	A	15	17	2
2	B	14	17	3
3	C	17	18	1
4	D	14	19	5
5	E	16	18	2
6	F	14	16	2
7	G	16	18	2
8	H	16	19	3
9	I	15	16	1
10	J	18	19	1
11	K	16	19	3
12	L	13	17	4
13	M	17	18	1
14	N	16	18	2
15	O	15	19	4
	Total	232	269	37
	Average score	15.46	17.93	2.47

The presented data and obtained scores shows that 15.46 is the average score of group A in pre-test and 17.93 average score in post-test respectively. 2.47 average score was increased. It means experimental group is better than controlled group.



***Test Scores obtained of Experimental Group (B).*** The final scores and differences of experimental Group in both pre-test and post-test are presented below

S.N.	Students' Name	Pre-test (Marks)	Post-test (Marks)	D
16	I	17	19	2
17	Ii	17	19	2
18	Iii	17	18	1
19	Iv	16	19	3
20	V	17	18	1
21	Vi	16	19	3
22	Vii	15	18	3
23	Viii	17	18	1
24	Ix	14	18	4
25	X	12	18	6
26	Xi	16	18	2
27	Xii	15	18	3
28	Xiii	15	19	4
29	Xiv	12	16	4
30	Xv	17	18	1
	Total	233	273	40
	Average score	15.53	18.2	2.67

By analyzing data it found that Group 'B' has got 15.53 average score in pre-test and 18.2 in post-test. 2.67 average score was increased in post-test. After experimenting it shows group has increased result then group A. The average score difference of Group 'A' is 2.47 and Group 'B' is 2.67 .After reducing marks of group A from group B .Average mark difference was 0.2.

**Overall comparison of group A and Group B.** The overall comparison between controlled Group (group A) and experimental Group(group B) is presented below:

**Comparison of both groups as overall**

S.N.	Test items	Average score difference in group A	Average score difference of Group B	Average score difference of Group A & B
1	Matching	0	0.13	0.13
2	Question answer	0.26	0	-0.26
3	Find Synonyms	2.13	2.2	0.07
4	True/false	0.13	0.34	0.21
	Total score	2.52	2.67	0.15

By viewing data above it shows that average score of group A is 2.52 and average score of Group B is 2.67. Group 'A' got low score than Group 'B'. 0.15 is the difference between average score in both groups. So, Group B has got better result than group A. It means Experimental group is better than controlled.

**Group Wise Comparison.** In this type of comparison, the total score and average score obtained by students in both test of both groups are computed, tabulated and presented in the following table.

**Group wise comparison**

Both groups	Overall score in pre test	Average score in pre-test	Overall score in post-test	Average score in post test	Average score difference
A	232	15.46	269	17.93	2.47
B	233	15.53	273	18.2	2.67

The above table shows that Group 'A' has got 15.46 in pre-test and 17.93 in post. It has increased by 2.47 average score and group B has got 15.53 in pre-test as average score and 18.2 in post-test. 2.67 average score has been increased by group B.

It shows that Group 'B' has increased by 0.2 more than Group 'A'. So, it shows teaching with SGD in the classroom is more effective than traditional technique.

**Item wise comparison.** For the purpose of data collection, for different test items were administered and analyzed according to the obtained scores by the students. The different test items were tabulated and analyzed as follows.

**Matching item .**In this item, there were five questions carrying five marks in each column like group A and group B for matching. The students had to choose appropriate answer from next group. The total score and average scores obtained by two groups in both pre and post-test are tabulated on the following table in the following table.

Both group	S core in pre-test(total)	Average score in pre-test	score in post-test (total)	Average score in post-test	Difference in total score	Difference average score
A	75	5	75	5	0	0
B	73	4.87	75	5	2	0.13

By reviewing data 5 is the average scores in pre-test and post-test of group. Thus, result remains constant. On the other hand, group 'B' has obtained 4.87 average score in pre-test and 5 in post-test. 0.13 is increased score of group B. It shows progressive result of group B.

From the above data, it reveals that, Group 'B' made better improvement than Group 'A' in learning.

**Find synonyms.** In this item, there were five questions which carried five marks. Students had to find similar meaning from the comprehensive text. The total score and average score obtained in both tests by both groups are tabulated as below.

Both groups	Score in pre-test (total)	Average marks in pre-test	Score in post-test (total)	Average score in post-test	Difference in total score	Difference average score
A	21	1.4	53	3.53	32	2.13
B	23	1.53	56	3.73	33	2.2

The tabulated data mentioned in table presents that average score of group A is 1.4 and 3.53 in post- test .similarly group b has 1.53 average score in pre-test and 3.73

in post-test. It shows the betterment of group B than Group A. In find the synonym item experimental group was better than controlled group.

**Answer question.** In this item, students had to answer those questions of comprehensive text. Each questions contained one marks. The total score and average score obtained by Group A and Group B.

Both groups	Score in pre-test (total)	pre-test average score	Score in post-test (total)	post-test average score	Difference in total score	Difference average score
A	66	4.4	70	4.66	4	0.26
B	69	4.6	69	4.6	0	0

In answer question items group A has increased its average score by 0.26 and group B remains same. By reviewing data it shows group A has got 4.4 and 4.66 respectively in pre-test and post-test. Similarly group B has got 4.6 same score in both pre and post-test.

The above table shows that group 'A' which was taught applying traditional method in teaching reading comprehension showed better performance than the group 'B' which was taught applying communicative method remains constant but overall achievement of group B was better than group A.

**True/False Item.** In this item, there were five questions which carried five marks. The total score and average score obtained controlled group and experimental group in both tests are tabulated as below.

#### **Scores Achieved in the True/False Item**

Both groups	Score in pre-test (total)	Pre-test average score	Score in post -test (total)	Post-test average score	Difference in total score	Difference average score
A	70	4.6	71	4.73	1	0.13
B	68	4.53	73	4.87	5	0.34

The obtained data presented in above table shows that average score of group A in true/false item is 4.6 and 4.73 respectively in pre-test and post-test. Likewise, score of group B is 4.53 and 4.87 seven in pre-test and post-test. Difference in average score

of group A is 0.13 and group B is 0.34. It shows group B has large difference in both test and has positive progress too. After analyzing overall data above we can say that experimental group has got better result than the controlled group which means SGD is effective method for teaching reading comprehension

## Chapter 5: Findings, Conclusion and Recommendation

### Findings

This study was analyzed on the basis of collected data from one of the private schools of Kathmandu. Researcher has done experiment on two groups after real teaching of twenty eight days. The researcher taught to the students 28 days regularly by using small group discussion technique in Group 'B and traditional techniques in group B'. After completing teaching, the students were administered by post-test

The result was recorded of both groups. After computing and analyzing their gaining score I found that the controlled group where I apply traditional techniques has weakness than that of experimental group. Researcher also found that students had high motivation towards the subject matter. Finding of this study were presented as three different headings as below.

**Finding on the basis of Holistic comparison.** Small group discussion seemed significant compared to traditional technique. SDG applied students seemed to better then lecture method applied students in both test. So, it proved that the students could learn better while using SDG in the classroom. Thus, the use of group work technique was found to be more effective in teaching reading comprehension.

**Findings Based on the Group Wise Comparison.** Average score difference in Group 'A' is 2.47 and 2.67 in Group 'B respectively'. It shows that the Group 'B' had got better results in comparison to Group 'A'. In reading comprehension SDG has positive impact on student achievement.

**Findings Based on the Item-Wise Comparison.** After analysis and interpretation of Item-Wise Comparison, the following findings are drawn out.

- ) The effectiveness of SGD is significant in the matching item items. The average score difference of Group 'A' is 0 and Group 'B' is 0.13. The difference average score of both groups is 0.13. This result proved that the SGD is the more effective in teaching than traditional technique.
- ) SGD seemed significant in Question answer. The difference average of Group 'A' is 0.26 and 0 in Group 'B'. Group 'B' has higher difference

average score than Group 'A'. The difference average score is 0.26 So, SGD is effective in comparison to lecturer method.

- ) In find the synonym, the difference average score in Group 'A' is 2.13 and 2.2 in Group 'B'. The latter group has higher average score than the former one. It shows that the SGD seemed more significant than traditional technique, i.e. explanation technique.
- ) So far as True/False item, average score difference is 0.13 and 0.34 in Group 'A' and Group 'B' respectively. Group 'B' has achieved better result than Group 'A'. It reveals that Group 'B' performed better than the Group 'A' in teaching reading So, SGD seemed significant in this test item.

### **Conclusion**

The researcher found out that the learning is meaningful and effective when the students are actively participated in the classroom. It means the teaching learning activities are organized according to the students' level, age, interest, etc. where they are performed their tasks in a group. He found out the SGD is more effective than traditional technique.

In Group 'A', It was found that the students were slightly demotivated in learning. They felt boring and hence the result was not satisfactory. When the researcher administered the post-test after completing teaching in Group 'A' the students secured better average marks in comparison to pre-test.

In Group 'B' It was found that the students were highly motivated in the learning. They were actively participate in every tasks conducted in and outside the classroom.

In conclusion, the students performed better while using SDG. So, student-centered technique i.e. Small group discussion was much effective than traditional technique.

## **Recommendation**

The researcher concluded the following recommendation.

**Policy Level.** The textbook writers, syllabus designers, methodologists and curriculum designer should give priority to the Small group discussion. Police maker should determine that particular sort of trainings are required for developing professional competency among teachers. CDC should develop the efficient teaching materials to conduct the learning activities effectively. All the policy maker and stakeholder should apply small group discussion method to obtain fruitful result.

**Practice Level.** Teachers should be trained to apply student centered technique. They should practice students in model and loud reading in drama, play or short stories. They should relate text to the real life event to relate them with this community. Reader should summarize that particular text. Every student should be given equal opportunity to conduct the task so it will develop wide space to exchange the students' ideas in the classroom. SGD requires much time. So, time should be extended while using SDG. Group work is effective task for developing confidence, co-operative and decrease unhealthy competition and shyness of the learners. Therefore, it should be used by all teachers of English. All language teachers are suggested to teach comprehension text through SDG.

**Further Research Level.** The further researchers can experiment much on teaching reading comprehension in days to come. I suggest all to conduct research on small group discussion technique.

Researcher should take research on teaching materials used by teachers in teaching reading comprehension of secondary English class. Researcher should undertake research on techniques applied by teacher to correct errors in teaching reading comprehension.



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## Appendix

Name .....

School's Name:.....

Class:..... Full marks: 20

Read the following passage and do the activities given below

Aunt Jane is now well over 70, but she is still a great cinema-goer. The cinema in our town closed down years ago and sometimes she has to travel twenty miles or more to see a good film. And once a month at least she goes up to London to see the latest foreign films. Of course she could see most of these films on television, but the idea does not attract her. "It isn't the same," she says. "For one thing, the screen's too small. Besides, I like going to the cinema!" One thing has always puzzled us.

Although Aunt Jane has lots of friends and enjoys company, she always goes to the cinema alone. We discovered the reason for this only recently from mother. "It may surprise you to learn that Aunt Jane wanted to be an actress when she was young," she told us. "She used to wait outside film studios all day, just to appear in crowd scenes. Your aunt has probably appeared in dozens of films - as a face in the crowd at a railway station or in the street! Sometimes she did not even know the name of the film they were making, so she couldn't go to see herself at the cinema! "All the time, of course, she was looking for a small part in a film. Her big chance came when they started to make a film in our town. Jane managed to meet the director at a party, and he offered her a role as a shopkeeper. It really was a very small part - she only had a few lines to say - but it was an important moment for Jane. Before the great event, she rehearsed for days. In fact, she turned the sitting room into a shop! We all had to help, going in and out of the shop until she was word perfect. And on the actual day she was marvelous. The director congratulated her. Jane thought that this was the beginning of her film career. "Unfortunately, in the end, they did not include the shop scene in the film. But, nobody told Jane! When the film first appeared in London, she took all her friends to see it. And of course she wasn't in it. It was a terrible blow! She stopped going to film studios and gave up the idea of becoming an actress. She still loves the cinema, as you all know, but from that day, she has always gone alone

- A. Match the meanings in column 'A' with the words in column 'B': 5×1=5
- | A                       | B             |
|-------------------------|---------------|
| a. much more than       | i. role       |
| b. being with people    | ii. well over |
| c. where films are made | iv .company   |
| d. part in film or play | iv studio     |
| e. Practiced            | v. Rehearsed  |
- B. Answer the following questions: 5×1=5
- a. How often does Jane go to London to see the films?
  - b. Why does Jane not watch the films on television?
  - c. Why did she use to stay outside film studios?
  - d. How did she get a role in the film?
  - e. Why did she turn her sitting room into a shop?
- C. Find the synonym of the following words from the above text. 5×1=5
- a. bewildered=
  - b. apparently =
  - c. awful=
  - d. fascinate=
  - e. latterly=
- D. Write T for true and F for false statement. 5×1=5
- a. Twice a month Jane goes up to London. [ ]
  - b. She always goes to the cinema with company. [ ]
  - c. they did not include her role in film. [ ]
  - d. The director scolded her. [ ]
  - e. she practiced so many days for her role. [ ]

### Test Scores of controlled Group

The final scores and differences of group A are presented below.

#### Group A(pre and post test)'

S.N.	Name of students	Pre test (Marks)	Post-test (marks)	D
1	A	15	17	2
2	B	14	17	3
3	C	17	18	1
4	D	14	19	5
5	E	16	18	2
6	F	14	16	2
7	G	16	18	2
8	H	16	19	3
9	I	15	16	1
10	J	18	19	1
11	K	16	19	3
12	L	13	17	4
13	M	17	18	1
14	N	16	18	2
15	O	15	19	4
	Total	232	269	37
	Average score	15.46	17.93	2.47

### Test Scores of Experimental Group

The final scores and differences of Experimental Group in pre-test and post test are presented below.

#### Pre and post test of group B

S.N.	Name of students	Pre-test (Marks)	Post-test (Marks)	D
16	I	17	19	2
17	Ii	17	19	2
18	Iii	17	18	1
19	Iv	16	19	3
20	V	17	18	1
21	Vi	16	19	3
22	Vii	15	18	3
23	Viii	17	18	1
24	Ix	14	18	4
25	X	12	18	6
26	Xi	16	18	2
27	Xii	15	18	3
28	Xiii	15	19	4
29	Xiv	12	16	4
30	Xv	17	18	1
	Total	233	273	40
	Average score	15.53	18.2	2.67

**Item wise Test- Based Tables for Group 'A' : (Pre- test)**

S.N.	Name	Matching	Short question answer	Find synonyms	True/False	Total
1	A	5	5	0	5	15
2	B	5	4	1	4	14
3	C	5	5	2	5	17
4	D	5	4	1	4	14
5	E	5	4	2	5	16
6	F	5	4	1	4	14
7	G	5	4	2	5	16
8	H	5	5	1	5	16
9	I	5	4	1	5	15
10	J	5	5	3	5	18
11	K	5	3	3	5	16
12	L	5	5	0	3	13
13	M	5	5	2	5	17
14	N	5	5	1	5	16
15	O	5	4	1	5	15
Total marks		75	66	21	70	232
Average marks		5	4.4	1.4	4.66	15.46



**Group 'A' : (Post test)**

S.N.	Name	Matching	Short question answer	Find synonyms	True/False	Total
1	A	5	3	4	5	17
2	B	5	5	3	4	17
3	C	5	5	3	5	18
4	D	5	5	4	5	19
5	E	5	5	3	5	18
6	F	5	4	3	4	16
7	G	5	5	3	5	18
8	H	5	5	4	5	19
9	I	3	5	3	5	16
10	J	5	5	4	5	19
11	K	5	5	4	5	19
12	L	5	5	4	3	17
13	M	5	4	3	5	17
14	N	5	4	4	5	18
15	O	5	5	4	5	19
Total marks		75	70	53	71	269
Average marks		5	4.66	3.53	4.73	17.93

**Group 'B' : (Pre test)**

S.N.	Name	Matching	Short question answer	Find synonyms	True/False	Total
16	I	5	5	2	5	17
17	Ii	5	4	3	5	17
18	Iii	5	5	2	5	17
19	Iv	5	4	3	4	16
20	V	5	5	2	5	17
21	Vi	5	5	1	5	16
22	Vii	5	4	2	4	15
23	Viii	5	5	2	5	17
24	Ix	3	4	2	5	14
25	X	5	5	0	2	12
26	Xi	5	4	2	5	16
27	Xii	5	5	0	5	15
28	Xiii	5	5	0	5	15
29	xiv	5	4	0	3	12
30	xv	5	5	2	5	17
Total marks		73	69	23	68	233
Average marks		4.87	4.6	1.53	4.53	15.53

**Group 'B' : (post test)**

S.N.	Name	Matching	Short question answer	Find synonyms	True/False	Total
16	i	5	5	4	5	19
17	ii	5	5	4	5	19
18	Iii	5	5	3	5	18
19	Iv	5	5	4	5	19
20	V	5	5	3	5	18
21	Vi	5	5	4	5	19
22	Vii	5	4	4	5	18
23	Viii	5	5	3	5	18
24	ix	5	4	4	5	18
25	X	5	4	4	5	18
26	Xi	5	4	4	5	18
27	Xii	5	4	4	5	18
28	Xiii	5	5	4	5	19
29	Xiv	5	4	4	3	16
30	Xv	5	5	3	5	18
Total marks		75	69	56	73	273
Average marks		5	4.6	3.73	4.87	18.2

**Lesson Plan No. 1( controlled group)**

School's Name: Shree Reliance co-ed Secondary School Date: 2079

Teacher's Name: Dayakrishna Joshi

Class: Ten

Subject: English

Period: II<sup>nd</sup>

Time: 45 min

Teaching item. Teaching reading comprehension

**Specific objectives:**

At the end of this lesson the students will be able to.

- a. Read fluently the given passage .
- b. Find the meaning of word

**Instructional materials**

Daily used materials, Unseen passage for reading

**Teaching learning activities:**

Firstly teacher asks some previous questions to make student attentive towards teaching. Teacher will read that given passage are asks student to make drilling with him and told them to find out some words based on reading passage if they are unable to do so teacher tells the answer.

**Evaluation**

Read the passage for two times and find the similar meaning of those words from the text.

- a. assumption      b. harmful      c. honest      d. responsibility

.....

Signature of class teacher

.....

Signature of Headmaster

## **Lesson Plan No. 1( Experimental group)**

School's Name: Shree Reliance co-ed Secondary School Date: 2079

Teacher's Name: Dayakrishna Joshi

Class: Ten

Subject: English

Period: II<sup>nd</sup>

Time: 45 min

Teaching item: Teaching reading comprehension

### **Specific objectives**

At the end of this lesson the students will be able to:

- a. Read fluently the given passage.
- b. Find the meaning of similar word.

### **Instructional materials**

Daily used materials, Unseen passage for reading, word card with similar meaning ,pictures related to passage

### **Teaching activities:**

#### **Pre reading stage**

Teacher can motivate students by showing pictures and asks them to guess about passage.

#### **While reading stage.**

Teacher will divide students in group based on friendship. They will have read first in their group and to find out some similar words based on charts. If they fell confusion Then, teacher will give some instruction and clues same time and help to find meanings of words by showing related pictures they can share their ideas in group And able to find out meanings

#### **Post reading stage**

I will ask group of students to share their ideas with another.

One member help another to grasp ideas on the basis of meanings chart because one group create one meanings charts and they will share to other.

### **Evaluation**

Read the passage for two times and find the similar meaning of those words from the text.

- a. assumption
- b. harmful
- c. honest
- d. responsibility