# DEVELOPING SHORT STORY THROUGH PICTURES

**A Thesis Submitted to the Department of English Education**

**In Partial Fulfilment for the Master of Education in English**

**Submitted by**

**Yubaraj Baruwal**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2011**

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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.

……………………….

**Date:  2068/03/29**                                         **Yubaraj Baruwal**

# RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Yubaraj Baruwal** has prepared this thesis entitled **Developing Short Story Through Pictures** under my guidance and supervision.

I recommend this thesis for acceptance.

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# RECOMMENDATION FOR EVALUATION

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# DEDICATION

Dedicated to

My parents and teachers

# ACKNOWLEDGEMENTS

# ABSTRACT

The present study entitled **Developing Short Story Through Pictures** was conducted with the aim to see the effectiveness of pictures in developing short story in secondary level students. The study was carried out using both primary and secondary sources of data. The primary data were obtained from thirty students of Green Village Secondary School, Kirtipur, which were taken as sample of study. For the secondary sources of data I had used different books and other materials. I administered pre-test, progressive tests, post test as a tools to collect the data. After conducting different tests, the results of all tests were compared and analyzed to determine effectiveness of pictures on developing short story. After analyzing and interpreting the data, the pictures were found to be effective in teaching short story in secondary level students. So, it would be betters to apply picture as a tool to teach writing short story.

This thesis consists of four chapters. The first chapter deals with general background, review of related literature, objectives and significance of the study. The second chapter presents the methodology adopted to carry out the study, sources of data, sampling procedures, tools and process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of data. The fourth chapter presents the findings and recommendations of the study. Finally, references and appendices have been included.

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# SYMBOLS AND ABBREVIATIONS

| | | |
|---|---|---|
| % | - | Percentage |
| Abv. | - | Above |
| Avg. | - | Average |
| CUP | - | Cambridge University Press |
| etc. | - | Etcetera |
| ELT | - | English language teaching |
| FM | - | Full Mark |
| i.e. | - | That is |
| NESP | - | National Education System Plan |
| M.Ed | - | Masters of Education |
| No. | - | Number |
| p. | - | page |
| PM | - | Pass Mark |
| Ss | - | Students |
| T.U. | - | Tribhuvan University |

# CHAPTER ONE

# INTRODUCTION

## 1.1 General Background

Language is species specific property of human being, which separates human beings from animals.  It is the most influential means of communication through which we can express our thoughts, emotions and feelings in our daily life. Language is a system for encoding and decoding   information. As regards this, human language is unique in comparison to other forms of communication, such as those used by other animals, because it allows humans to produce an infinite sets of utterances from a finite set of elements and because the symbols and grammatical rules of any particular language are largely arbitrary, so that the system can only be acquired through social interaction.

Lyons (1981) says "Language is not simply a means of communicating information about whether or any other subjects, it is also a very important means of establishing and maintaining relationships with other people" (p.13). Language is a unique asset and very complex social phenomenon. It is an organized noise used in actual social situation, which does not only convey information but also help to develop social relationship in the society. Similarly, Wardhaugh (2006) says "It is  a knowledge  of  rules and  principles and  of  the ways  of saying and  doing  things  with sounds, words, and sentences rather  than  just  knowledge of specific sounds, words  and sentences (p.2). This definition  states  that  language  is not  only the  knowledge  of sounds, words  and  sentences but also the knowledge of rules  and  principles and ability to  say and  do things with the  help of those sounds, words and sentences. Likewise, Crystal (2008) defines language as "…the concrete act of speaking, writing, or signing in a given situation" (p.265).

Today, English has earned its name as an international language. It has been taken as a lingua franca which connects different people who belong to different speech community.  The English language is used not only to communicate but also for different purposes. Everyone is obliged to learn the English language because English speaking communities are becoming major sources of attraction for anyone in any corner of the world. That is why it has been taught and learnt as a target language in different countries all over the world. Similarly, thousands of books, magazines, commercial names, and names of medicine, names of different technical equipments and manuals and instruction to conduct such equipments are found in The English language. It is also used as a medium of instruction specially for giving education in science and technology. Nowadays English has been used as a medium of instruction mostly in private sector of education in our country. And it is taught as a compulsory subject from class one to diploma level. In this way, The English language has established itself as the most influential global language of communication in different countries around the world.

 The study that I carried out, aimed to test the effectiveness of pictures in developing short stories. Story writing is also one part of creative writing. Until now, there is no tradition to teach creative writing separately. Neither it has been mentioned in the curriculum nor in any article related to creative writing included in the secondary school's curriculum.  The new curriculum of secondary school has included writing section but there is not separate section for creative writing. Actually, teaching creative writing is a difficult task because it is different from general writing. There is no similarity between journalistic writing and creative writing, academic and creative writing, technical and creative writing. To make familiar to students with creative writing, we must teach them about it. But teaching creative writing in The English language in a Non- English environment is a difficult task. Some research studies have been carried out by using pictures in teaching vocabulary. But nobody has tried to see the effectiveness of picture in teaching short story

writing. So, this research study has measured the significance of picture in developing short story writing among young learners by conducting an action research.

### 1.1.1 English Language Teaching in Nepal

English is an international language that is why teaching of the English language is taking place all over the world with various purposes. The history of teaching and learning of the English language in Nepal is not so old. In Nepal teaching of The English language started with the establishment of Darbar High School in 1854 when Junga Bahadur Rana, the then prime minister, returned from his Britain visit. At that time teaching of the English language was confined only within Ranas' family. The door of Darbar high school was opened for common people during the regime of Chandra Shamsher. Consequently as the time passed by many English medium schools were opened according to demand of prestigious and elite people of the society.

The teaching and learning of the English language at the higher level was started only after the establishment of Tri-Chandra College in 1975 B.S. After the implementation of National Education System Plan (NESP) in 1971 (2028 B.S), some radical changes took place in the education system of Nepal. It brought uniformity in education and started provision for teacher training. The commission had suggested launching integrated national curriculum. Later, the purpose of teaching The English language changed after the restoration of democracy in 1990. Government restructured the education system under which schools have been conducting with new curriculum.

In the present context, the English language has been taught as a compulsory subject from grade one to ten in school.  It has also been taught as a compulsory subject from certificate to bachelor level in university. There are different private schools and colleges which are adapting English as a medium of instruction so in that sector The English language situation seems somehow

satisfactory. On the other hand, most of the government aided schools are adopting traditional methods in teaching. Similarly, there is the Lack of trained and qualified manpower in rural area. So, there is vast difference in the proficiency of the students in rural and city area.

Teaching the English language is not an easy task because it includes all the aspects of language and culture as well. To be a good English teacher, one has to master over different skills and techniques. Nowadays, different new techniques, methods and approaches are developing day by day in the field of second language teaching. Thus, in order to handle the new curriculum of the English language, language teachers should cope with such new techniques and methods. Then only the English language teacher can tackle with new contents in the modern changeable context.

## 1.1.2 Language Skills

Language is composed of four skills.  So, it is always recognized in terms of different skills. A skill means to do something expertly and well. To learn language communicatively the learner needs to mastery over all four skills which are as follows:

- listening
- speaking
- reading
- writing

Regarding these skills, Harmer (1991) views, "Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are, therefore, often offered to as receptive skills"(p.25). While  concluding  this definition, broadly  there are two skills  productive  and receptive  under which all four  skills are included .

### 1.1.3 Writing Skill

Writing is a productive skill of language. It is an act of transmitting thoughts, feelings and ideas through visual representation of graphic symbols. Literate human beings can communicate with one another and transmit message by means of writing. It is also regarded as a method of representing language in visual or tactile form. It is perceived as letter or symbols that are written or imprinted on a surface to represent the sounds or words of a language. To sum up, we can say that writing is representation of spoken form of language, written or printed by using visual symbols.

Writing is different from other skills because of its character of permanency. So, it has special importance in language teaching. According to Francis Bacon, "Reading maketh a full man, conference a ready man and writing an exact man" (as cited in Sharma and Phyak, 2009, p.254). ELT curriculum in Nepal focuses on all four language skills. Although 35% weightage is given to writing, but less priority is given to the teaching creative writing.

### 1.1.4 Activities for Developing Writing Skills

For the students of secondary level, the following activities can be used while teaching writing:

i)  Controlled writing
ii)  Guided writing
iii)  Para orthographic text writing
iv)  Free writing

**i)      Controlled Writing**

Controlled writing is that activity, which is carried out under the direct supervision of the teachers e.g. completion items, combining sentences etc.

**ii)     Guided Writing**

Guided writing refers to that type of writing which can bridge gaps between controlled and free writing, where students are given model to follow. In the

guided writing students are given some freedom of selection of their own words.

### iii) Para Orthographic Text Writing

Para orthographic writing is also a form of writing which displays the information more accurately and vividly, such as tables, maps, charts etc.

### iv) Free Writing

In free writing, students are given a topic to write in their own way. It involves the individual selection of vocabularies and structure to express his/her view and there is no restriction of the length of composition. Students are free to think and supply their ideas. Free writing involves the following exercises:

- Writing a letter, novel, story, poem
- Writing paragraphs, essays, daily routines
- Report writing
- Dialogue writing etc.

The broad topic 'free writing' includes creative writing.

## 1.1.5 Creative Writing

Creative writing is any type of writing where the purpose is to express thoughts, feeling and emotions rather than simply to convey the information.

According to Ideas (2010), "Creative writing is considered to be any writing non professional, journalistic, academic and technical form of literature. Works which falls into this category include novel, epic, short stories and poems" (Retrieved from http://en.wikipedia.org/wiki/creativewriting). So, fiction poetry and non-fiction are the example of creative writing. Within poetry, there are many forms such as poetry books, sonnets, haikus, phantoms, etc.

Creative writing can technically be considered any writing of original composition. Witty and Labrant (2010) say,

Creative writing is a composition of any type of writing at any time primarily in service of such needs as the needs for keeping record of significant experience the need for sharing experience with an interested group, and the need for free individual expression which contributes to mental and physical health. (as retrieved from http://en.wikpedia.org/wiki/creativewriting). Similarly, Jones (1972) writes, "creative writing as a piece of spontaneous self-expression involving the writer's thoughts, imagination and feelings"

There is the misconception in the people towards the creative writing. Focusing on those misconceptions, Rai (2008) writes,

There is misconception about creative writing. Firstly, it cannot be taught because creative writing means creating literature, writing poems and novels and students cannot be made poets and novelists. Secondly and more importantly non native speaker of English cannot create literature in English; it is something which only native speakers can do. Thirdly it is believed that neither teachers nor students are likely to become professional writer of fiction, or poets. Particularly institutional contexts time is short, the course book and the examination reign supreme, and if any writing is done at all it is usually for pragmatic purpose (p.102).

To conclude the above mentioned misconception, it is considered that a creative writing cannot be taught and it comes from heart or in other sense it is

considered as creating literature where the students cannot be moulded into writers by teaching in the classroom. Similarly, it is considered as the activity of the native speaker only. These all are misconceptions about creative writing. ELT teachers should remove such type of misconceptions because creative power of the students can be developed by teaching. And it is also found that non native speakers can contribute by writing literature.

## 1.1.6 Creative Writing vs. Technical Writing

Creative writing is written to entertain and also to educate the students. We can take enjoyment by reading novels and stories. Such type of writings are called creative writing. Creative writing has so many genres and sub-genres. It generally follows given set of rules and sometimes breaks those rules too. On the other hand, technical writing is mostly written to inform something but it is not primarily written to entertain to the people. It has its own set of rules or conventions, so that creative writing is different from technical writing. Creative writing is that type of writing which is written mainly to entertain with the creativity of the mind and technical writing is written mainly to inform in a formal manner, e.g. writing manuals, writing advertisement, notice and so on.

Copeland (2007) differentiated creative writing from formal writing. She opines, while teaching formal writing we teach rules, grammar, organization and structure. We must teach, and enforce right and wrong of formal writing. However while teaching creative writing we do not impose rules rather students are provided with freedom of expression.

Similarly, Alan (2006, as cited in Rai, 2008, p.103) gives the difference between creative writing and expository writing as below:

| Expository Writing | Creative Writing |
|---|---|
| Instrumental | Aesthetic |
| Facts | Imagination |
| External control | Internal discipline |
| Convention | Stretching rules |
| Logical | Intuitive |
| Analytical | Associative |
| Impersonal | Personal |
| Thinking mode | Feeling mode (plus thinking ) |
| Appeal to the intellect | Appeal to the senses |
| Avoidance of ambiguity | Creation of multiple meaning |

### 1.1.7  Process of Creative Writing

According to Morley (2010, p.125) there are seven processes of creative writing, which are listed below;

- i)      Preparing
- ii)     Planning
- iii)    Incubation
- iv)    Beginning
- v)     Flowing
- vi)    The silence reservoir
- vii)   Break through and finish lines

**i)      Preparing**

This is the first step of creative process, in which creative writing begins. This is the stage in which we can settle our project or we can decide what we are going to do.

**ii)     Planning**

According to Morley (ibid), planning of this type can include research but can also include other factors, especially acts of premeditation.

**iii)     Incubation**

Planning and preparation overlap with the incubation stage. The writer is always at work in this stage. Incubation creates incoming waves of the subconscious that washes over the pages which we write. It is not time for talking about project but for listening to growing project.

**iv)     Beginning**

At this stage a final work begins. In this stage we can write any sort of rubbish that covers the outlines of what we intend: that plot outline; character sketches etc, but we do not begin with the intended first sentence of prose or first line of poetry at this stage.

**v)     Flowing**

If we keep the habit of daily writing, then continuing will not present many difficulties. In this stage the writer will begin to enjoy the exploration and actively look forward to seeing what happens next. Plot and character can hold writer in a spell of anticipation.

**vi)     The Silence Reservoir**

The writing process is not unidirectional, but a total, an organic process. This is the stage of eloquence, or thinking about writing. This is the stage where writer reserve his language and ideas with in his unconscious mind to replenish.

**vii)     Breakthroughs and Finish Lines**

This is the last stage of process of creative writing. In this stage writer will have the feeling of having completed a stage of development.

### 1.1.8   Genres of Literature

Language and literature are always regarded as two inseparable parts. Literature has a significant place in language teaching. It includes various genres, which are as follows:

⟩ Poetry

⟩ Story

⟩ Drama

⟩ Essay

⟩ Novel etc.

## 1.1.8.1 Short Stories

Wright (1997 as cited by Spiro, 2006) writes stories as, "description of dramatic events in fiction or fact" (p.15). So, story is a description of events which can be real or imaginary. The short story is by its definition, we can understand that it is short in the length. They are short and simple enough by nature. There is not enough space to develop very complex plots. They are the account of invented or imagined events set in a chronological order. The short stories are those that can be categorized under myths, legends, fables, parables, folktales, and so on.

## 1.1.8.2 Types of Short Story

### a) Myth

A myth is a story which is not true and involves supernatural beings or at any rate supra human beings. It is always concerned with creation. It explains how something came to exist. Myth is transferred from one generation to another generation through oral saying.

### b) Legend

It is a short story, which is part of fact and fiction, about the life and deeds of a saint, a folk hero, or a historical figure. Legends are also transmitted orally from one generation to the next generation.

### c) Fable

It is a short and simple story that exemplifies an abstract moral thesis or principle of human behavior. In a fable, animals talk and act like the human being by representing them.

**d)    Parable**

Parable is a kind of short stories that uses familiar events to illustrate a religious or ethnical situation. A parable is a very short narrative about human beings presented so as to stress the tacit analogy, or parallel, with a general lesson that the narrator is trying to bring home to his audience.

**e)    Folk tale**

Folk tale is a short narrative in prose, which is transmitted orally and the author is unknown. Folk tales are found among people everywhere in the world. They include ghost stories, stories of giants and saints devils, and spirits, husband and wife tales, and so on.

**f)    Fairy tale**

A fairy tale belongs to folk literature and is a part of oral tradition. Fairy tale tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine, who has experienced various adventures of a more or less supernatural kind.

## 1.1.8.3 Elements of the Short Stories

Plot, character, dialogue, setting, language styles and theme are the essential elements of a successful short story.

According to Maley et al. (2009, p. 81) there are seven elements of a short story, which are as follows:

    i)      Plot (what happens)

    ii)     Setting (where and when it happens: the background against which it unfolds)

    iii)    Characterization (who are the protagonists in the story)

    iv)    Dialogue (what characters say and how they say it )

    v)     Point of view ( through whose eyes /words do we see/hear the story)

     vi)     Time (the period of time over which the story unfolds, and the sequence of episodes)

     vii)    Titles, beginning, ending

**a. Characteristics of the Short Stories**

Short stories represent the part of human life. The short stories are absolute and spontaneous from of literature. They differ from the novel in their length and the representation of human life. Brevity, singleness of unity and simplicity are the major characteristics features of short stories. Some of the characteristics of short stories are given below:

    i)  Short story has the brevity in the number of characters, their dialogues, selection of words and the detail about them. It can be read at one sitting of from half an hour to two hours.

    ii) It represents only one aspect of human life. Plot, character and setting are less elaborated in the short story.

    iii) It has the use of simple, communicative and effective language.

**1.1.9   Teaching Aids and their Types**

Teaching of English to the students from multilingual speech community is challenging. To cope with this challenge the teacher has to use different types of teaching strategies with different teaching aids. To make teaching and learning environment effective, appropriate teaching materials should be brought in the language class. Teaching materials are most useful things which support teachers and students in successful teaching and learning respectively. According to Corder (1978),

> Everything belonging to or brought into the classroom, animate or
>
> inanimate, is a potential visual aids – teacher, boys, girls, clothes,
>
> objects, etc., everything that any one is seen to do, any movements he/
>
> she makes, any action s/he performs –laughing, crying, working all are
>
> potential visual aids. The whole classroom and its' contents are

instantaneously converted into potential visual aids (as cited in Sharma and Phyak, 2009, p.298).

To sum up the above definition, we can say that everything can be teaching aids if that facilitates in teaching and learning. In other words, teaching materials can be defined as any materials that can be used in the language classroom by the teachers for learners to facilitate their learning. The importance of visual aids can be clear from the old Chinese proverb as well:

I hear I forget.

I see I remember.

I do I understand.

There is no fixed number and types of teaching aids. Stevick (1957) defines it as, "…anything audible or visual which helps your students learn the language more quickly or more accurately is teaching aids"

Hence, we can say that there are two types of teaching aids; audio and visual teaching aids. Those teaching materials which are seen, are visual materials and those which require the sense of hearing are audio materials. Celce-Murcia (1997) classifies teaching aids into technical and non technical aids. Similarly, Rai (1999) has classified aids on the basis of the way the teaching aids are used. The following chart shows different types of teaching aids.

**Teaching Aids**

| Display Devices | Visual Materials | Supplementary Materials |
|---|---|---|
| Black board, white board, flannel board, pocket charts, magnet board, etc. | Realia, flash cards, pictures, OHP, puppets, etc. | Songs, rhymes, games, puzzles, cassettes, etc. |

Likewise, Aggrawal (1996, p. 161) classifies teaching aids into different types. It is clearly shown in the table below:

| Audio Materials | Visual Materials | Audio-Visual Materials |
|---|---|---|
| Language Laboratories, Radio, Sound distribution, System sets, Tape and disco recordings, | Bulletin boards, chalk boards, charts, drawings, exhibits, film strips, flash cards, flannel boards, flip books illustrated books, magnetic books,  maps, models, pictures, posters,  photographs, silent films,  slides | Demonstration Films Printed materials with recorded sounds Sound films strips Study trips Television Videotapes |

(Source Sharma and Phyak 2009, p. 301)

The value or importance of teaching aids in a language classroom can be listed and explained as follows:

i) Teaching aids aid to comprehension by making concrete what is abstract and brings learners into direct contact with objects/ persons/ things and so on.

ii) Teaching aids help to communicate by arousing curiosity and stimulating learner to speak.

iii) Teaching aids are helpful to make teaching effective by creating a lively situation for presentation and practice,

iv) They reduce teacher taking time.

v) Teaching aids increase in the competence and performance of teachers and learners.

vi) Teaching aids brighten up the classroom and bring more variety and interest into the language lessons.

vii) Teaching aids help to increase the students' talking time and foster more students' participation.

## 1.1.9.1 Visual Aids

There are different types of teaching aids. Among them Visual aids play most important role in language classroom .Simply visual aids are those aids that can be seen with our eyes. In other words, it can be said that visual aids are anything that can be seen while the language is being spoken or something that students can look at to help them understand, learn and remember. The teacher may bring them into the classroom. He can ask the pupils about them and give them to describe them. They are stimulating a situation in which language is becomes perfectly natural. There are numbers of visual aids. Among them, the picture is discussed in the following section.

### i) Pictures

Picture is one of the most important visual aids, which is very useful in language classroom. The pictures and photographs are very interesting, motivating and refreshing materials for the young learners. They can stimulate and motivate the students to speak and write also. They can be used in teaching vocabulary, communicative language functions as well in teaching writing. Moreover this, the picture can be the effective tool in developing creative writing. While teaching creative writing the teacher can draw or show pictures in sequence and the students are asked to write short stories, poems etc.

### ii)     The Functions of the Pictures
The functions of the pictures are as follows:

) Pictures play important roles in language classroom which facilitate in teaching and learning process by arousing students' motivation. The functions of pictures as teaching aids can be mentioned below;

) They stimulate to the students to write or speak something.

) They motivate the students toward learning.

)  They can help to provide the situational in which students can develop their creative power to write or say something.

)  They break monotony and mental fatigue upon students in the classroom.

)  They are also helpful to teach aspects of  vocabulary

)  They are also very useful to teach easily of the speaking and writing.

)  They can help in giving information about native culture.

## 1.1.10 Action Research

Kurt Lewin is one of the founding fathers of action research. His work was deliberately intended to change the life chances of disadvantaged groups. Norton, (2009, p.51) classifies action research into two distinct traditions:

i)  A British tradition that links research to improvement of practice and is education oriented.

ii)  An American tradition which links research to bringing about social change

According to Cohen et al. (2010) "Action research is a powerful tool for change and improvement at the local level" (p.297). Today action research is considered as a tool to bridge the gap between the theoretical and the applied research. It is also known as pedagogical research in the sense that it is a classroom investigation which is carried out by practitioner to solve the specific problem.

Kemmis and Mc Taggart (1988) "argue that three defining characteristics of action research, one that is carried out by the practitioner (for our purpose classroom teachers) rather than outside researcher; secondly, that is collaborative; and thirdly, that it is aimed at changing things" (as cited in Nunan 2010) p.17).

In Kemmis and Mc Taggart's opinion an action research is that research, which is mostly carried out by the practitioner i.e. teacher who can take real problem from the class. And it is collaborative in the sense that it is carried out in collaboration of classroom teacher and researcher to bring change in the immediate problems.

Similarly, Ebbutt (1985 as cited by Cohen et al., 2010) regards, "action research as a systematic study that combines action and reflection with the intention of improving practice"(p.297).

Likewise, according to Mc Cutcheon and Jung (1990), "Action research is a systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry" (as retrieved, Dec.10, 2010 from http://www.emtech.net/actionresearch.htm.).

Similar to the previously mentioned definitions, this definition also emphasizes action research as being systematic, collaborative, self reflective form of inquiry. It further emphasizes that an action research should be critical and participatory in nature.

Cohen and Manion (1994) define it as, "a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention" (as quoted in Cohen et al.2010, p.297). Similarly, Cohen and Manion (1985) view, "Action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context" (as quoted in Bhattarai 2005, p.15).

To sum up the above definitions about the action research, we came to the conclusion that the action research is one of those researches, which are carried out by the practitioner with the collaboration of teachers and researcher aiming to solve the current problems in the classroom. In the action research classroom teacher and the researcher has to be the same person. In the action research the practitioner selects the most pressing problems and can conduct the research.

By the immediate action the practitioners become able to improve both his/ her regular practice and students' performance.

Thus, action research is a systematic process in which the participants examine their own activities, reflect on the identified problems, plan to solve them, take action again and again then evaluate the action, and come with the conclusion on the whole process.

### 1.1.10.1 Characteristics of Action Research

Action research has many characteristics. Kember (2000 as quoted in Norton, 2009, pp.54 -56) gives seven major characteristics of action research which are as follows:

i)      Social practice

ii)     Aimed towards improvement

iii)    Cyclical

iv)    Systematic inquiry

v)      Reflective

vi)     Participative

vii)    Determined by the practitioners

Similarly, Hult and et al. (1980 quoted by Cohen et al., 2010) listed the following principles and characteristics of action research.

i)      It is collaborative.

ii)     Seeks to understand particular complex social situation.

iii)    Seeks to understand the process of change with in  social systems

iv)    Makes for practical problem solving as well as expanding scientific knowledge.

v)      Focuses on those problems that are of immediate concern to practitioners.

vi)     It is participatory.

vii)    Includes evaluation and reflection.

viii)   Uses feedback from data in an ongoing cyclical process.

### 1.1.10.2 Process of Action Research

Process of action research refers to the different steps which are used while conducting action research. Different scholars have given different steps as regards the steps to conduct action research. The following table shows the steps given by Nunan (1992), Wallace (1998) and Denscombe (1999).

| Nunan(1992) | Wallace (1998) | Denscombe (1999) |
|---|---|---|
| 1. Initiation | Consider problems/issues | Professional practice |
| 2. Preliminary investigation | Ask questions | Critical reflection identifying problems or evaluating change |
| 3. Hypothesis | Action research | Research (systematic and rigorous inquiry |
| 4. Intervention | Data collection and analysis | Strategic planning ( translation finding into action) |
| 5. Evaluation | Application to professional practice | |
| 6.Dissemination | | Action (instigate change) |
| 7. Follow up | | |

(As cited in Bhattarai, 2005, p.14-19)

## 1.2 Review of Related Literature

Many research studies have been carried out in the field of English language teaching in our country. Similarly, many research studies have been carried out in the effectiveness of teaching aids in teaching different skills of English language. Among many researches, some of them have been conducted to find out the effectiveness of teaching aids in developing writing composition. Only a few researches have been carried out to see the effectiveness of pictures to teach vocabulary. But no one has conducted the research in developing short story through pictures. The related studies are reviewed as follows:

Rai (2003) has carried out research entitled 'Teaching English Writing at Grade Five using Visual Aids'. The main purpose of this research was to find out the

effectiveness of the visual aids in teaching writing skill. He found that visual aids can enhance the students' performance while teaching writing. It shows that the score of the students in the post test (after using visual aids) was increased than it was in the pretest.

Similarly, Neupane (2008) has carried out an experimental research in the development of writing skill. This study also aimed to determine the effectiveness of the teaching aids in the development of writing skill to grade IX students. After experiment, he has derived the finding that the experimental group has shown better result in writing skill by the use of teaching aids than controlled group.

Likewise, Shrestha (2009) has carried out experimental research on 'The Effectiveness of Teaching Materials in developing Writing Skill'. The objective of her study was to find out the effectiveness of the teaching materials in writing in secondary level. The finding shows that, the experimental group has done better in writing skill than controlled group while using supplementary teaching materials.

Thing (2009) has carried out a research on 'The Effectiveness of the Pictures for Teaching Word Meaning'. The aim of this research was to find out the effectiveness of the hand drawn pictures in teaching meaning aspect of vocabulary item. In this research study, the researcher had taught same vocabulary item to both group i.e. experimental and controlled group but he had used different techniques to teach them. At the end the experimental group who was taught using hand drawn pictures secured higher mark than the controlled group.

Another research carried out on the use of pictures was by Pandit (2009) on the title 'Using Pictures in Teaching Vocabulary'. The objective of this research was to find out the effectiveness of pictures in teaching vocabulary. At the end the result showed that using picture technique in teaching vocabulary to the experimental group has relatively brought better impact on learning. It seems that experimental group is better than controlled group in all the test items.

There are some researches which have been carried out in writing skill and a few researches have been carried out using the picture as teaching aid in teaching vocabulary. But no research activity has been carried on the field of creative writing. That's why I have carried out an action research on the topic 'Developing short story through Pictures'

## 1.3 Objectives of the Study

The objectives of the study were as follows:

a) To find out the effectiveness of pictures in developing short story in secondary level students.

b) To provide some pedagogical implications of the study.

## 1.4 Significance of the Study

Nobody has conducted research on this topic **Developing Short Story Through Pictures**. Hence, I had selected this topic for my research work. This study will be significant to those who are interested in language teaching and learning (particularly to the English language teachers) and will be equally significant for curriculum designers, textbook writers, publishers, material producers, students and so on.

# CHAPTER TWO

# METHODOLOGY

Every research work has to follow some stepwise procedures while doing the research. This chapter briefly describes the methods and procedures adopted to carry out this study. The main objectives of this study were to find out the effectiveness of the picture in developing short story in secondary level students. To achieve objectives, I followed the following methodology.

## 2.1 Sources of Data

I used both primary and secondary sources of data in this study.

### 2.1.1 Primary Sources of Data

The primary sources of data for this study were the students of grade 9 studying in Green Village Secondary School, Kathmandu.

### 2.1.2  Secondary Sources of Data

The secondary sources of data for the study were related books such as Wright (1984), Morley (2007), Maley (2009), Norton (2009), teachers' guides, textbooks, journals, articles, other related thesises, different websites etc. which were related to story, creative writing, teaching aid (pictures photographs, drawing etc.) and action research.

## 2.2 Population of the Study

The population of the study was thirty students of the Green Village Secondary School, Kirtipur, Kathmandu.

## 2.3Sampling Procedure

To carry out this research, I selected the students of the grade nine of the Green Village Secondary School of Kirtipur, Kathmandu. Students were selected using purposive sampling procedure and all the students were selected from Grade 9 of the same school. I took 25 classes for this study.

## 2.4  Tools for Data Collection

The tools, I used to collect the data included pre-test, progressive tests and post-test. The pre-test and post-test consisted of the same test items whereas progressive tests consisted of different test items to evaluate the students' progress in short story writing.

## 2.5  Process of Data Collection

I followed the following process while collecting data for this action research.

i)      At first, I visited the concerned authority and asked permission to carry out this study.

ii)     I designed a set of test items to measure the proficiency of students in short story writing and used before and after teaching.

iii)    To know the story writing ability of the students at starting point, a pretest was taken.

iv)    After analyzing the score of the pre test, the real teaching had started by using pictures.

v)     I administered progressive test in the interval of the 5 days.

vi)    Then post test was administered.

vii)   Finally, the score of the pre-test, progressive test and the post-test were analyzed to determine the effectiveness of the pictures in developing short story writing.

Individual scores of each student were analyzed and tabulated on the basis of individual scores, average score was calculated and then difference between the average scores of pre- test and post- test was computed.

## 2.6  Limitations of the Study

The study was limited in the following points:

i)      The sample population of the study was limited to the students of class 9 of Green Village Secondary School, Kirtipur, Kathmandu.

ii)     The study was only confined to 25 days teaching.

iii)     The study was limited in teaching developing short story through pictures.

iv)     The primary data was collected from different written tests.

v)      There are different types of creative writings but this study is concerned only to teaching writing short stories.

# CHAPTER THREE

# ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of data collected from teaching the students of grade nine. The research was conducted on thirty students of Green Village Secondary School, Kirtipur, Kathmandu.

Data collection was initiated in accordance with the objectives of the research, i.e. to find out the effectiveness of pictures in developing writing short story and to provide some pedagogical implications of the study. In this study, initially I administered pre-test to know the students proficiency level. Then, I taught them about writing short story through pictures.

I took three progressive tests in the interval of five days each to assess their progress. Finally, a post test was administered to find out the effectiveness of picture in developing short story. For this purpose, I tabulated and analyzed the data in the following order.

i) Holistic analysis of the pre-test and post-test

ii) Comparative analysis of the pre-test and post-test scores.

iii) Analysis and interpretation of pre-test scores.

iv) Analysis and interpretation of first progressive test scores.

v) Comparative analysis of pre-test and first progressive test scores.

vi) Analysis and interpretation of the second progressive test scores.

vii) Comparative analysis of first and second progressive test scores.

viii) Analysis and interpretation of the third progressive test scores.

iv) Comparative analysis of second and third progressive test scores.

x) Analysis and interpretation of post-test scores.

xi) Comparative analysis of third progressive test and post-test.

**3.1 Analysis and Interpretation of Data Obtained Through Tests**

The analysis and interpretation of this study has been given in the following sub-headings;

**3.1.1 Holistic Comparison between Pre-test and Post-test.**

The holistic comparison of the test scores can be shown as below:

**Table No. 1**

**Holistic Comparison between Pre-test and Post-test**

| Test item | Full marks | Obtained marks | Total percentage |
|---|---|---|---|
| Pre-test | 1200 | 606 | 50.5 |
| Post-test | 1200 | 800 | 66.67 |

This table clearly shows that in the pre-test the students obtained 606 which is the 50.5 percentage of total full marks i.e. 1200. Similarly, in the post-test students obtained 800 marks i.e. 66.67 percentage out of total. This result clearly shows pictures are helpful in developing short story in secondary level students.

**3.1.2 Comparison of the Scores Obtained in Pre-test and Post-test**

This sub-chapter deals with the comparison of the scores of the students obtained in pre-test and post-test. Pre-test was administered before starting any experimental teaching class to measure their proficiency in writing short story. On the other hand, post-test was administered after experimental teaching for 25 days. It was administered at the last after taking three different progressive tests to see their progress in writing short story through pictures. The question items were same for both pre and post-test and full marks of the both tests also

same i.e. 40. The comparison of the both tests has been shown in the following table:

**Table No. 2**

**Comparison of the Scores Obtained in Pre-test and Post-test**

| Pre-test | | | | | Post-test | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Marks | | | No. of Students | | Marks | | | No. of Students | |
| Full Marks | Obtained Marks | Obtained Marks % | No of the Ss | No. of Ss % | Full Marks | Obtained marks | Obtained marks % | No. of the Ss | No. of Ss % |
| 40 | 27 | 67.5 | 1 | 3.33 | 40 | 35 | 87.5 | 1 | 3.33 |
| 40 | 25 | 62.5 | 3 | 10 | 40 | 33 | 82.5 | 2 | 6.67 |
| 40 | 24 | 60 | 3 | 10 | 40 | 31 | 77.5 | 2 | 6.67 |
| 40 | 23 | 57.5 | 3 | 10 | 40 | 30 | 75 | 4 | 13.33 |
| 40 | 22 | 55 | 4 | 13.33 | 40 | 27 | 67.5 | 5 | 16.67 |
| 40 | 21 | 52.5 | 2 | 6.67 | 40 | 26 | 65 | 1 | 3.33 |
| 40 | 20 | 50 | 2 | 6.67 | 40 | 25 | 62.5 | 4 | 13.33 |
| 40 | 19 | 47.5 | 3 | 10 | 40 | 24 | 60 | 4 | 13.33 |
| 40 | 18 | 45 | 3 | 10 | 40 | 22 | 55 | 5 | 16.67 |
| 40 | 15 | 37.5 | 2 | 6.67 | 40 | 21 | 52.5 | 1 | 3.33 |
| 40 | 13 | 32.5 | 4 | 13.33 | 40 | 19 | 47.5 | 1 | 3.33 |
| | | | 30 | | | | | | |
| Average Scores 20.2 | | | | | Average scores 26.33 | | | | |

Regarding the pre-test, the preceding table reveals the scores distributed around the average score of 20.2 with 27 marks as the highest and 13 marks as the lowest score. On the other hand, on the post test the scores were found around the average score 26.33. The average score in the post-test has increased by 6.31 marks. The highest mark in post test is 35 and lowest mark is 19, which are increased by 8 and 6 marks respectively, then in the pre-test 4 (i.e. 13.33%) students have scored 13 (i.e. 32.5%) as the lowest marks but in the post- test only one (i.e. 3.33%) student has scored 19 (i.e. 47.5%) score as the lowest score. This result obviously has demonstrated that the effectiveness of pictures in developing short story.

### 3.1.3 Analysis and Interpretation of Pre-test Scores

Pre test was administered after building rapport with the administration and the students. The full mark of pre-test was 40. Questions with pictures and without pictures both were included in test item of pre-test.

The numbers of students along with their scores have been given in the following table:

**Table No. 3**

**Individual Scores in Pre-test**

| Marks | | | | Number of Students | |
|---|---|---|---|---|---|
| Full Marks | Obtained Marks | Marks in % | Obtained Marks with Frequency | No. of the Student | Students in % |
| 40 | 27 | 67.5 | 27 | 1 | 3.33 |
| 40 | 25 | 62.5 | 75 | 3 | 10 |
| 40 | 24 | 60 | 72 | 3 | 10 |
| 40 | 23 | 57.5 | 69 | 3 | 10 |
| 40 | 22 | 55 | 88 | 4 | 13.33 |
| 40 | 21 | 52.5 | 42 | 2 | 6.66 |
| 40 | 20 | 50 | 40 | 2 | 6.66 |
| 40 | 19 | 47.5 | 57 | 3 | 10 |
| 40 | 18 | 45 | 54 | 3 | 10 |
| 40 | 15 | 37.5 | 30 | 2 | 6.67 |
| 40 | 13 | 32.5 | 52 | 4 | 13.33 |
| Average Marks 20.2 | | | | | |

The above table shows that one (i.e. 3.33 %) student scored 27 marks which is the highest score on the pre-test out of 40 as full marks. Similarly, 4 (i.e. 13.33 %) students scored the lowest marks i.e. 13. The above presented table clearly shows the mark variations as well as the score range. The average score of this pre-test is 20.2. There are only two students who obtained average score. There are 16 students who obtained above average marks and there are 12 students who obtained below the average score.

### 3.1.4 Analysis and Interpretation of the First Progressive Test Scores

First progressive test was taken after teaching five days. I taught them elements of the stories, characteristics of the short stories and I taught them about ' how to describe picture'. I had presented a model story by describing series of pictures. Then I asked them to write story describing the pictures in their own ways. After taking test the score was calculated and recorded which have been shown in the following table:

**Table No. 4**

**Individual Scores in the First Progressive Test**

| Marks | | | | Number of Students | |
|---|---|---|---|---|---|
| Full Marks | Obtained Marks | Marks in % | Obtained Marks with Frequency | No. of the Student | Students in % |
| 10 | 7 | 70 | 7 | 1 | 3.33 |
| 10 | 6.5 | 65 | 13 | 2 | 6.67 |
| 10 | 6 | 60 | 30 | 5 | 16.67 |
| 10 | 5.5 | 55 | 27.5 | 5 | 16.67 |
| 10 | 5 | 50 | 15 | 3 | 10 |
| 10 | 4.5 | 45 | 18 | 4 | 13.33 |
| 10 | 4 | 40 | 24 | 6 | 20 |
| 10 | 3.5 | 35 | 14 | 4 | 13.33 |
| Average score 4.9 | | | | | |

As the above table reveals one (i.e. 3.33 %) student obtained 7 marks out of 10 which is the highest score on the first progressive test. Similarly, 4 (i.e. 13.33 %) students obtained 3.5 marks as the lowest score. Moreover, this table shows that 16 (i.e. above 50%) students have got above average marks (i.e. 4.9).

 In pre-test, the highest score was 27 out of 40 (i.e. 67.5%) but it has increased in first progressive test i.e. 7 (i.e.70%) out of 10. Similarly, the lowest percentage is 35 in the first progressive test which is higher than the lowest percentage of the pre-test (i.e. 32.5%). So, the result shows that the pictures are helpful in improving short story writing skill.

**3.1.5 Comparative Analysis of Pre-test and First Progressive Test Scores**

In this comparison, the scores of pre-test and the progressive test are analyzed, interpreted and compared. The comparison of the scores of the both tests has been shown in the following table:

**Table No. 5**

**Comparison of Pre-test and the First Progressive Test Scores**

| Pre-test | | | | First Progressive Test | | | |
|---|---|---|---|---|---|---|---|
| Full Marks | Obtained Marks | Obtained Marks (%) | No. of the Ss | Full Marks | Obtained Marks | Obtained Marks (%) | No. of the Ss |
| 40 | 27 | 67.5 | 1 | 10 | 7 | 70 | 1 |
| 40 | 25 | 62.5 | 3 | 10 | 6.5 | 65 | 2 |
| 40 | 24 | 60 | 3 | 10 | 6 | 60 | 5 |
| 40 | 23 | 57.5 | 3 | 10 | 5.5 | 55 | 5 |
| 40 | 22 | 55 | 4 | 10 | 5 | 50 | 3 |
| 40 | 21 | 52.5 | 2 | 10 | 4.5 | 45 | 4 |
| 40 | 20 | 50 | 2 | 10 | 4 | 40 | 6 |
| 40 | 19 | 47.5 | 3 | 10 | 3.5 | 35 | 4 |
| 40 | 18 | 45 | 3 | - | - | - | - |
| 40 | 15 | 37.5 | 2 | - | - | - | - |
| 40 | 13 | 32.5 | 4 | - | - | - | - |
| | | | 30 | | | | 30 |
| Average Score 20.2 | | | | Average Score 4.9 | | | |

The above table indicates that the highest score in pre-test was 27 (i.e. 67.5%) but in first progressive test it has increased in 7 (i.e. 70%). Likewise, 13 (i.e. 32.5%) marks was lowest mark out of 40 in pre-test but it also has increased i.e.3.5 or 35% out of ten in first progressive test. So, the difference between the percentages of the two tests proved that students' proficiency on story writing was developing through picture.

### 3.1.6 Analysis and Interpretation of the Second Progressive Test Scores

When the first progressive test was administered and kept record, other five lessons were taught. Different model short stories were taught by using pictures. And after checking their answer sheet of first progressive test again I taught them different elements of story. I brought varieties of pictures into class and asked them to describe. After teaching those five days, on the 6<sup>th</sup> day, second progressive test was administered and record was kept. The record of the second progressive test is shown in the table below:

**Table No. 6**

**Individual Scores in the Second Progressive Test**

| Marks | | | | No. of Students | |
|---|---|---|---|---|---|
| Full Marks | Obtained Marks | Marks in % | Total Marks with Frequency | No. of the Ss | Students in % |
| 10 | 7.5 | 75 | 15 | 2 | 6.67 |
| 10 | 7 | 70 | 14 | 2 | 6.67 |
| 10 | 6.5 | 65 | 26 | 4 | 13.33 |
| 10 | 6 | 60 | 30 | 5 | 16.67 |
| 10 | 5.5 | 55 | 11 | 2 | 6.67 |
| 10 | 5 | 50 | 35 | 7 | 23.33 |
| 10 | 4.5 | 45 | 18 | 4 | 13.33 |
| 10 | 4 | 40 | 16 | 4 | 13.33 |
| Average Score 5.5 | | | | | |

As the above table shows the highest score 7.5 (i.e. 75%) out of 10 has been obtained by 2 (i.e. 6.67%) students on the second progressive test. And the lowest score is 4 (i.e. 40%) which has been obtained by 4 (i.e. 13.33%) students. In this test 22 students have obtained above 50% marks, on the other hand 8 students have obtained below 50 percent marks. Average mark was 4.9 in the first progressive test but it has increased by 0.6 marks (i.e. 5.5) in second progressive test.

## 3.1.7 Comparative Analysis of First Progressive Test and Second Progressive Test Scores

In this comparison, the scores of the first - progressive test and the second progressive test are analyzed and compared. The comparison of the both tests is presented in the following table:

**Table No. 7**

**Comparative Analysis of First Progressive Test and Second Progressive Test Scores**

| First Progressive Test | | | | | Second Progressive Test | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Marks | | | No. of Student | | Marks | | | No. of Student | |
| Full Marks | Obtained Marks | Obtained Marks % | No. of the Ss | Students in % | Full Marks | Obtained Marks | Obtained Marks % | No. of the Ss | Students in % |
| 10 | 4 | 40 | 6 | 20 | 10 | 5 | 50 | 7 | 23.33 |
| 10 | 6 | 60 | 5 | 16.67 | 10 | 6 | 60 | 5 | 16.67 |
| 10 | 5.5 | 55 | 5 | 16.67 | 10 | 4.5 | 45 | 4 | 13.33 |
| 10 | 3.5 | 35 | 4 | 13.33 | 10 | 6.5 | 65 | 4 | 13.33 |
| 10 | 4.5 | 45 | 4 | 13.33 | 10 | 4 | 40 | 4 | 13.33 |
| 10 | 5 | 50 | 3 | 10 | 10 | 7 | 70 | 2 | 6.67 |
| 10 | 6.5 | 65 | 2 | 6.67 | 10 | 5.5 | 55 | 2 | 6.67 |
| 10 | 7 | 70 | 1 | 3.33 | 10 | 7.5 | 75 | 2 | 6.67 |
| | | | 30 | | | | | 30 | |
| Average Score 4.9 | | | | | Average Score 5.5 | | | | |

The above table presents that the highest mark of first progressive test was 7 (i.e.70%) marks out of 10 but it has increased by 5 percentage in second progressive test i.e. 7.5 (or 75%) marks out of 10. The lowest marks in first progressive test was 3.5 marks (i.e. 35%) out of 10 but in second progressive test, it increased by 0.5 marks (or 5%) that is 4 marks out of 10 marks. Similarly, the average mark in first progressive test was 4.9 but it has increased by 0.6 marks (i.e. 5.5) in second progressive test.

The above table clearly shows that 14 students have got below 5 (i.e. 50%) marks in the first progressive test but it has improved in the second progressive

test. In the second progressive test, only 8 students have got below 50 percentage scores.

### 3.1.8 Analysis and Interpretation of Third Progressive Test

When the second progressive test was administered I kept the record of it. Then I taught other five lessons on writing short story through pictures. I brought some cut outs from newspapers and gave to the students to describe. I assisted them while describing those pictures. In those days, I divided the students into different groups and distributed pictures among the groups. Then the students were asked to write a short story by discussing themselves they interacted with each other and wrote the story differently by different groups. At that time, I moved in class and helped those students who needed it. At last on the 6th day I administered the third progressive test assigning 10 as full marks. After that I checked those copies and the scores of the students on that test were recorded. Recorded scores have shown in the table number 6.

**Table No. 8**

**Individual Scores on the Third Progressive Test**

| Marks | | | | No. of the Students | |
|---|---|---|---|---|---|
| Full Marks | Obtained Marks | Marks in % | Total Marks with Frequency | No. of the Ss | Students in % |
| 10 | 8 | 80 | 16 | 2 | 6.67 |
| 10 | 7.5 | 75 | 15 | 3 | 10 |
| 10 | 7 | 70 | 42 | 5 | 16.67 |
| 10 | 6.5 | 65 | 19.5 | 3 | 10 |
| 10 | 6 | 60 | 54 | 9 | 30 |
| 10 | 5 | 50 | 35 | 7 | 23.33 |
| 10 | 4 | 40 | 4 | 1 | 3.33 |
| Average Score 6.18 | | | | | |

As the above table shows, 8 marks out of 10 are scored by 2 (i.e. 6.67 %) of the students, and 4 marks out of 10 is scored by 1 (i.e. 3.33 %) student, where 8

scores out of 10 and 4 out of 10 are the highest and the lowest scores respectively. Above 22 students (i.e. 73%) students have scored above 5 (i.e. 50 %) marks. Similarly, 7 (i.e. 23.33%) students have obtained 5 (i.e. 50%) marks and 1 (i.e. 3.33%) student has obtained below 5 (i.e. 50%) marks i.e. 4 marks. An average mark was 5.5 in the second progressive test but it has increased i.e. 6.18 marks in the third progressive test. In comparison to the second progressive test, the students have shown better in writing story through picture in the third progressive test.

### 3.1.9 Comparative Analysis of Second Progressive Test and the Third Progressive Test

In this sub topic, I have compared and analyzed the scores of the students obtained in the second progressive and the third progressive tests.

The comparison between those two test scores can be clearly shown by the help of following table:

**Table No. 9**
**Comparison Between Second Progressive Test Scores and Third Progressive Test Scores**

| Second Progressive Test | | | | | Third Progressive Test | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Marks | | | No. of the Ss | | Marks | | | No. of the Ss | |
| Full Marks | Obtained Marks | Obtained Marks % | No. of the Ss | students in % | Full Marks | Obtained Marks | Obtained Marks % | No. of the Ss | Students in % |
| 10 | 7.5 | 75 | 2 | 6.67 | 10 | 8 | 80 | 2 | 6.67 |
| 10 | 7 | 70 | 2 | 6.67 | 10 | 7.5 | 75 | 3 | 10 |
| 10 | 6.5 | 65 | 4 | 13.33 | 10 | 7 | 70 | 5 | 16.67 |
| 10 | 6 | 60 | 5 | 16.67 | 10 | 6.5 | 65 | 3 | 10 |
| 10 | 5.5 | 55 | 2 | 6.67 | 10 | 6 | 60 | 9 | 30 |
| 10 | 5 | 50 | 7 | 23.33 | 10 | 5 | 50 | 7 | 23.33 |
| 10 | 4.5 | 45 | 4 | 13.33 | 10 | 4 | 40 | 1 | 3.33 |
| 10 | 4 | 40 | 4 | 13.33 | | | | | |
| Average Score  5.5 | | | | | Average Score 6.18 | | | | |

The above table reveals that the highest score was 7.5 out of 10 but it has increased in the third progressive test i.e. 8 (i.e. 80%) out of 10. Similarly, in second progressive test 4 students have obtained 4 marks as the lowest score but in the third progressive test only one student obtained 4 as the lowest marks. There were 8 (i.e. 26.67%) students who obtained below 5 (i.e. 50%) marks in the second progressive test but in the third progressive test only 1 (i.e. 3.33%) student obtained marks below 5 (i.e. 50%) marks. Likewise, the average mark in the second progressive test was 5.5 but in the third progressive test it has increased in 6.18 marks.

So, all the above comparison shows that students have been improving in writing short story through pictures.

## 3.1.10 Analysis and Interpretation of the Post-test Scores

After the completion of experimental teaching I administered the post test. During experimental teaching period, I administered pre test and three progressive tests on the every 6th day. When the third progressive test was conducted and record was kept then other five lessons were taught on developing short story using pictures. In those five days, I assigned different class work to the students related to story and asked them to present in the class what they had written. Similarly, students were divided into different groups and provided with different pictures to discuss and write a short story. On the 6th day I administered post test to evaluate their progress in writing story with the help of pictures then I checked their copies and recorded their scores.

The scores of the students have been given in the following table:

**Table No. 10**

**Individual Scores on the Post-test**

| Marks | | | | No. of Students | |
|---|---|---|---|---|---|
| Full Marks | Obtained Marks | Marks in % | Total Marks with Frequency | No. of the Ss | Students in % |
| 40 | 35 | 87.5 | 35 | 1 | 3.33 |
| 40 | 33 | 82.5 | 66 | 2 | 6.67 |
| 40 | 31 | 77.5 | 62 | 2 | 6.67 |
| 40 | 30 | 75 | 120 | 4 | 13.33 |
| 40 | 27 | 67.5 | 135 | 5 | 16.67 |
| 40 | 26 | 65 | 26 | 1 | 3.33 |
| 40 | 25 | 62.5 | 100 | 4 | 13.33 |
| 40 | 24 | 60 | 96 | 4 | 13.33 |
| 40 | 22 | 55 | 110 | 5 | 16.67 |
| 40 | 21 | 52.5 | 21 | 1 | 3.33 |
| 40 | 19 | 47.5 | 19 | 1 | 3.33 |
| Average Score 26.33 | | | | | |

As the above table shows that 35 (i.e. 87.5%) marks out of 40 is the highest score secured by 1 (i.e. 3.33%) student and 19 (i.e. 47.5%) marks is the lowest score also secured by 1 (i.e. 3.33%) of the students. The majority of the students which is 23 (i.e. 76.67%) out of the total came up with above 60 percentage marks, in which only 7 (i.e. 23%) students have scored below 60 percent marks. In this test average score is 26.33.

## 3.1.11 Comparative Analysis of the Third Progressive Test and the Post-test Scores

In this comparison, the scores of the third progressive test are analyzed and compared with the scores of the post test. The comparison of these two tests is presented in the following table:

**Table No. 11**

**Comparison of Third Progressive Test Scores and Post-test Scores**

| Third Progressive Test | | | | | Post-test | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Marks | | | No. of Students | | Marks | | | No. of Students | |
| Full Marks | Obtained Marks | Obtained Marks % | No. of the Ss | students in % | Full Marks | Obtained Marks | Obtained Marks % | No. of the Ss | Student in % |
| 10 | 8 | 80 | 2 | 6.67 | 40 | 35 | 87.5 | 1 | 3.33 |
| 10 | 7.5 | 75 | 3 | 13.33 | 40 | 33 | 82.5 | 2 | 6.67 |
| 10 | 7 | 70 | 5 | 16.67 | 40 | 31 | 77.5 | 2 | 6.67 |
| 10 | 6.5 | 65 | 3 | 10 | 40 | 30 | 75 | 4 | 13.33 |
| 10 | 6 | 60 | 9 | 30 | 40 | 27 | 67.5 | 5 | 16.67 |
| 10 | 5 | 50 | 7 | 23.33 | 40 | 26 | 65 | 1 | 3.33 |
| 10 | 4 | 40 | 1 | 3.33 | 40 | 25 | 62.5 | 4 | 13.33 |
| | | | | | 40 | 24 | 60 | 4 | 13.33 |
| | | | | | 40 | 22 | 55 | 5 | 16.67 |
| | | | | | 40 | 21 | 52.5 | 1 | 3.33 |
| | | | | | 40 | 19 | 47.5 | 1 | 3.33 |
| Average Score 6.18 | | | | | Average Score 26.33 | | | | |

The above table shows that 8 (i.e. 80%) was the highest in the third progressive test but it has increased by 7.5 percentage (i.e. 35 marks or 87.5%) in post-test. Similarly, 4 (i.e. 40%) was the lowest score out of 10 in the third progressive test but the lowest score in post-test is 19 (i.e. 47.5%) out of 40. So, it clearly shows that students have improved in writing story in post test. Moreover this, average marks is also increased in post test in comparison to the third progressive test. In the third progressive test 6.18 marks (i.e.61.8%) out of 10 was average marks but 26.33 marks out of 4o (i.e.65.82%) is average marks in post test.

# CHAPTER FOUR

## FINDINGS AND RECOMMENDATIONS

This chapter presents the findings derived from the analysis and interpretation of the data and recommendations for pedagogical purposes.

### 4.1. Findings 39

In order to draw the finding of this study I carried out score analysis of different tests. At each test I found the students showing better performance on writing short stories by the help of pictures. On the basis of analysis of all the tests the following findings have been derived.

### 4.1.1 Findings Related to Pre-test and Post-test 39

While observing the scores of the pre-test and post-test of the students, the following findings have been derived:

a) The scores of the student on pre test were recorded around the average score of 20.2 (i.e. 50.5%) out of 40 as full mark, where as the score of the students on the post-test were recorded around the average score of 26.33 (i.e. 65.82%) out of 40 as full marks.

b) In the post test only 1 (i.e. 3.33 %) students i.e. out of 30 student has scored 19 (i.e. 47.5%) marks out of 40 marks as the lowest score, where as 4 (i.e. 13.33%) students have scored 13 (i.e. 32.5%) marks as lowest score in pre test.

c) In pre test 27 (i.e. 67.5%) marks was the highest score whereas, it has increased by 20 percentage (i.e. 35 or 87.5 %) marks in post test.

### 4.2. Recommendations

a) The student's average score on the first progressive test was 4.9 (i.e. 49 %), in the second progressive test was 5.5 (i.e. 55 %) and in the third progressive test was 6.18 (i.e. 61.8 %). So, the above description clearly shows the students progress in writing short story.

b) In the first progressive test 1 (i.e. 3.33 %) student has obtained 7 marks or (70%) as the highest score. Similarly, in the second progressive test 2 (i.e. 6.67 %) students have obtained 7.5 marks (i.e.75 %) as the highest score. Likewise, in the third progressive test 2 (i.e. 6.67 %) students have obtained 8 marks (i.e.80%) out of 10 as a full marks. Those above scores also have shown the progress of the students in writing short story.

c) Thus, the above findings reveal that the use of pictures seemed to be effective tool in developing short story.

## 4.2. Recommendations

Based on the findings of the study following recommendations have been made for pedagogical purpose:

a) Since the students have shown the progress in different tests (i.e. pre-test, progressive tests, post-test), it can be claimed that the use of pictures is important tools for developing short story. So, it would be better to apply picture as a tool to teach writing story.

b) Pictures can minimize the monotony of the students in the classroom while they involve in different writing activities through pictures.

c) The students get opportunity to develop their creativity. So, we can also use pictures to teach other types of creative writings such as paragraph writing, poems writing, essay writing etc.

d) While teaching writing short story through pictures, students were found to be highly motivated. So this technique should be use to motivate the students in the classroom.

e) The textbook writer should consider the fact that the pictures are important while designing course of writing section in secondary or lower secondary level.

f) From my research experience, use of pictures seems more effective in the context of Nepal because most of the teachers and students feel it very difficult to deal with writing exercises in different levels. So, they can use picture as a tool to develop writing skill.

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<div align="center">**Lesson Plan No. 1**</div>

<div align="right">Date: 2067/10/15</div>

**School:** Green village Secondary School

**Level:** Secondary

**Subject:** English

**Teaching Item:** Elements of the story (Story writing)

**Objective:** On completion of the lesson students will be able;

- to say all the elements of the story.

- to write a short story using all elements of the story

**Teaching learning activities**

**Warming up:** The teacher will show the picture in order to warm up them.

**Presentation and practice:** At first, teacher will explain about different elements of the short story. Then he will also explain the characteristics of short story. After that teacher will present model story using picture. Moreover this, he will ask the students to write all elements of the story from that story, and then he will ask one / two students to read out all elements of the story. At last he will show a picture then students are asked to describe the events happening in the pictures.

**Evaluation:** The teacher will ask one/ two students to describe all elements of the story with the help of pictures.

**Homework:** The teacher will give pictures from their own book to write a short story.

# Appendix -4

## Individual Score of Students in Pre-test, Progressive Tests and Post-test

| S.N. | Name of the students | Pre-test F.M. 40 | 1st Progressive F.M.10 | 2nd Progressive F.M.10 | 3rd Progressive .F.M.10 | Post-test F.M. 40 |
|---|---|---|---|---|---|---|
| 1 | Karuna Basnet | 27 | 7 | 7.5 | 8 | 35 |
| 2 | Pratibha GhimIre | 24 | 6 | 7 | 7.5 | 33 |
| 3 | Sofiya K.C. | 20 | 5 | 5 | 6 | 30 |
| 4 | Salina Adhikari | 21 | 4 | 4.5 | 6 | 26 |
| 5 | Manish Sunawar | 22 | 6 | 6.5 | 7 | 25 |
| 6 | Kirti Basnet | 23 | 5.5 | 6 | 7 | 27 |
| 7 | Sourab Raj Aryal | 20 | 4 | 5 | 6 | 25 |
| 8 | Bibek Basnet | 13 | 3.5 | 4 | 5 | 31 |
| 9 | Muna Basnet | 19 | 4 | 5 | 6 | 25 |
| 10 | Niraj Basnet | 13 | 4 | 4.5 | 5 | 22 |
| 11 | Susan Deula | 13 | 3.5 | 4 | 5 | 22 |
| 12 | Namuna Dhakhal | 24 | 5.5 | 6 | 7 | 30 |
| 13 | Nabin Dhakal | 25 | 6 | 6.5 | 7.5 | 31 |
| 14 | Sumit basnet | 23 | 5.5 | 6 | 6.5 | 27 |
| 15 | Kirti Thapa | 21 | 4.5 | 5 | 6 | 25 |
| 16 | Sumit Bhusal | 19 | 5 | 5.5 | 6 | 27 |
| 17 | Asshiash bista | 18 | 4.5 | 5 | 6 | 24 |
| 18 | Usa gautam | 25 | 6.5 | 7.5 | 8 | 33 |
| 19 | Manish Basnet | 13 | 3.5 | 4 | 4 | 19 |
| 20 | Puja Basnet | 22 | 5.5 | 6 | 6.5 | 27 |
| 21 | Pallawi Ghimire | 22 | 5 | 5.5 | 6 | 24 |
| 22 | Pratima Basnet | 19 | 4.5 | 4.5 | 6 | 24 |
| 23 | Pujan Basnet | 18 | 4 | 4.5 | 5 | 24 |
| 24 | Aashish Buddhathoki | 15 | 4 | 5 | 5 | 22 |
| 25 | Prashant Basnet | 18 | 4.5 | 6.5 | 5 | 22 |
| 26 | Ramesh Gautam | 25 | 6 | 6.5 | 7 | 30 |
| 27 | Amrit Maharjan | 15 | 3.5 | 4 | 5 | 22 |
| 28 | Rachita Basnet | 24 | 6.5 | 7 | 7.5 | 31 |
| 29 | Dipika Maharjan | 22 | 5.5 | 6 | 6.5 | 27 |
| 30 | Manish Thapa | 23 | 6 | 6.5 | 7 | 30 |