

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is sole property of human beings, that is to say, no other creatures except human uses language in their daily life. Language is very natural phenomena for human beings. Every normal human acquires language as he learns to walk and breathe as he grows. The basic purpose of language is communication but the value of language is not limited only to communication. The use of language reflects personality of its users; it is a matter of politics and even an issue of conflict in some countries of the world. Hence to give a single definition of language including all these aspects seems quite difficult.

Chomsky (1968, p. 28) says "The knowledge of language is internalized system of rule'. His view indicates that acquiring language is a very natural process for human beings. Every normal human being internalizes language as s/he grows". His definition also implies that language is governed by systematic rules. Todd (1987, p. 6) also explains systematicness of language in more comprehensive way. She defines language as "A set of signals by which we communicate". She explains language into two levels viz. in concrete level and in abstract level. On the first level, language is an abstract phenomena, it is rule governed and contains abstractly in our mind. However, the media, i.e. speech and writing change it into concrete form. Thus, language is not only vocal system. It has two systems: speech and writing.

The view of sociolinguists is a bit different. They define language in terms of its use but not in term of merely its usage. They do not regard language just as a means of communication. According to Wardhaugh (2000, p. 1) "...a language is what the member of particular society speak," He further adds,

"...a language is not just some kind of abstract object of study. It is also something that people use". In fact, it is true that since language is used in a society, its explanation without reference to its user is not adequate.

In conclusion, language is a means of communication naturally used by human beings. It is a system of rules. Although the main purpose of language is communication, it has many sociological functions. Language is not only vocal system. It has also written system.

There are many languages used in the world. Among them, English is most widely used around the world. English belongs to the Indo-European family of language, and "natively spoken in Britain, Ireland, North American, Australian and some other countries" (Hornby, 2000, p. 416). It has been used as *lingua franca* and serves as a medium of instruction in most part of the world.

"Although, it is natively spoken by the little portion of population. The English language is recognized as an official language in India, Singapore, the Philippines and Papua New Guinea" (Wardhaugh, 2000, p. 348).

In Nepal also, the English language has been regarded as an international language. It has been taught as a compulsory subject in school level (from grade one to twelve) and in campus level i.e. from the Intermediate to Bachelor level. Some private schools in the urban areas are providing education through English medium.

1.1.1 Language Teaching

Teaching of any subject includes knowledge of the same subject and knowledge of educational pedagogy. On the basis of the knowledge from these different subjects, we design methods of teaching and we apply the methods into classroom in the form of techniques. In language teaching also we bring together the knowledge from linguistics, psychology, and educational

pedagogy. Then we prepare methods of language teaching. These methods are applied into language classroom as in the form of different techniques.

The methods and techniques of language teaching are not constant for all items. In other words the fundamental assumptions of language teaching have also been changing from time to time. Richards et al. (2001, p.1) explains the change in language teaching as follows:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought develop principles and procedures for the design of teaching method and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language-teaching ideologies.

Language teaching includes teaching of language aspects. According to Stern (1983, p.130), there are five aspects of language viz. speech sounds, words, sentences, meaning and text. He further adds that the speech sounds are studied in phonetics and phonology; words are studied in lexicology; semantics and morphology. Sentences are studied in syntax. Meaning is studied in semantics and text is studied in discourse. Thus, language teaching should include

teaching of Phonetics and Phonology, lexicology, syntax, semantics and discourse.

Similarly, language teaching includes teaching of language skills. There are four language skills viz. listening, speaking, reading and writing. On the basis of code used in communication, these language skills are categorized into oral skills and written skills. Oral skills use code of sound. Listening and speaking fall under oral skills. Written skills include written code. Reading and writing are categorized under written skills. On the basis of flow of message in communication, language skills are categorized into receptive and productive language skills. In receptive language skills, we receive message from our interlocutor, listening and reading are categorized under this category. In productive skills, we provide message (information) to our interlocutor. Speaking and writing are categorized under productive skills.

1.1.2 Reading and Reading Comprehension

Reading is the skill of understanding meaning from written or printed work. Understanding printed work implies making sense from the written work. According to Khaniya (2005, p.139)"In a usual way reading is handled as reading comprehension." Thus, reading with out comprehending text is not possible. Ur (1996, p.138), for example says the comment of a foreign language learner that he can read (vocalize) the printed words but he does not know the meaning is not reading in true sense. Reading is decoding printed text or deciphering the printed text. In order to decipher the meaning of the text one should perceive and decode the letters/ alphabets but Ur (ibid, p. 140) views that only in primary stage pupil try to decode each alphabet. However, when we are accustomed to reading, we do not need to recognize each alphabet. Thus, we can conclude that reading activities should probably stress reading for understanding rather than exact decoding of letters. Similarly, readers should extract sound information from the text. If there is difference between intention

of the writer and impression of the reader, there is no proper understanding of the text. So, in order to comprehend the text reader should grasp the intention of the writer.

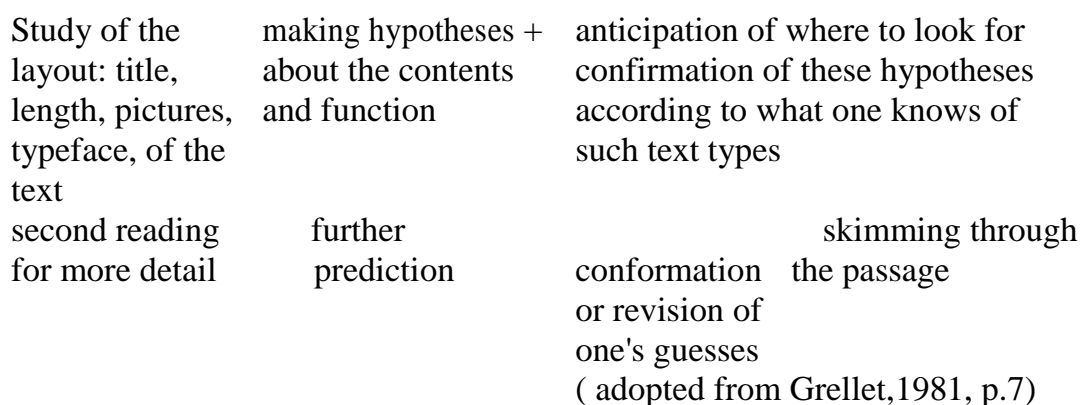
Understanding a text implies the total comprehension of the text or understanding a specific message of the text. If we read a novel, understanding implies getting general picture of the novel or understanding the main incidents of the novel. On the other hand, if we are asked to find out address of a particular place from the text, we thoroughly go the text without caring detail information. In this very case, the 'understanding' implies partial or specific understanding.

The way of reading varies according to the purpose of the reader. In general, reading is done for two purposes: information and pleasure. However, there is no water-tight distinction between the two types of reading. Harmer (1991, p. 182) explains the first type of reading as "...people generally read to something because they want to and because they have a purpose in doing so." The examples of reading for pleasure are reading a manual to operate camera, reading a menu to find out price of a particular food item, reading a dictionary to find out word meaning etc. He explains second type of reading as "Very often we read to something because it interests or at least we think it will entertain us." We read newspaper because we want to get updated with word's current affair. We read novel to entertain or to relief from monotony. These are examples of second type of reading.

A: Reading as Productive Skills

In 1.1.1, we categorised reading under receptive skill. Here we view reading as productive skill. Reading as productive skill is closely related to top down view of reading. While reading, first of all reader studies the lay out, title and length of the text and on the basis of preliminary study, he forms hypothesis about the

content of the text. For confirmation of his/ her hypothesis, he/ she skims through the text. Then the reader revises his/ her hypothesis from the first reading and makes further prediction about the text. Then the reader reads the text second time for further conformation. This can be expressed in the following diagram:



B: Reading Materials

The reading skill is very important nowadays. It is important in education; we do not find any educational system which can be completed without reading. Similarly, reading has its importance in work, in leisure time and in our daily life. However, the reading materials are not same in all these situations. It might be a very challenging job to list all the reading materials since the form and number of reading materials are highly increasing because of technological and social advancement. Grellet (1981, p. 3) provides following main text types are usually comes across:

-) Novels, short stories, tales: other literary texts and passages (e.g. essays, diaries, anecdotes, biographies).
-) Plays
-) Poems, limericks, nursery rhymes
-) Letters, postcards, telegrams, notes

-) Newspaper and magazines(headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/TV, theatre programmes)
-) Specialized articles, reports, reviews, essays, business letter, summaries, précis. accounts, pamphlets (political and other)
-) Handbooks textbooks, guidebooks
-) Recipes
-) Advertisements, travels brochures, catalogues
-) Puzzles, problems, rules for games
-) Instructions(e.g. warnings) directions(e.g. How to use ...), notices, rules and regulations, posters, signs (e.g. road signs), forms(e.g. applications forms, landing cards), graffiti, menus, price lists, tickets
-) Comic strips, cartoons and caricatures, legends(of maps and pictures)
-) Statistics, diagrams, flow/ pie chards, time tables, maps
-) Telephone directories, dictionaries, phrasebooks

C: Sub skills Involved in Reading

Sub skills refer to the micro skills that are involved to complete the macro skill. Khaniya (2005,p.145) says "... it seems logical to deal with reading comprehension by accepting it as an activity which involves several other sub skills as skimming, scanning, working out the meaning of words from context, making inferences etc." Grant (1988, p. 61) also claims that reading comprehension is not the unitary skill, but also complex multi skill process. He further adds that there are three basic comprehension skills viz. plain sense-reading skills, deductive reading skill and projective reading skill. The plain

sense reading skill is the ability to understand the direct sense of what is stated in the text. The deductive reading skill involves drawing inference from the information from the text. Last but not the least, projective reading skill refers to assimilation of the text; the ability to relate the reading text to real life.

Mumby (1978) presents more comprehensive list of sub skills involved in reading:

-) Recognizing the script of a language
-) Deducing meaning and unfamiliar lexical items
-) Understanding explicitly stated information
-) Understanding information that is not explicitly stated
-) Understanding conceptual meaning
-) Understanding communicative value of sentences and utterances
-) Understanding relation with the sentence
-) Understanding relation between the parts of a text through lexical cohesion devices
-) Understanding cohesion between the parts of text through grammatical devices
-) Interpreting text by going outside it
-) Recognizing indicators in discourse
-) 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, an idea etc.)
-) Selective extraction of relevant points from a text

-) Basic inference skills
-) Skimming
-) Scanning to locate specifically required information
-) Transcoding information to diagrammatic display (as cited in Grillet, 1981, p.4)

In conclusion, we can say that reading skill can be decomposed into several sub skills. For pedagogical purpose, if any action or sub- skill is accountable for reading comprehension, that should be incorporated in language classroom.

1.1.3 Illustration

The term illustration can be seen from two broad perspectives viz. pedagogical and pictorial. From pedagogical point of view, it implies classroom procedure where teacher facilitates the students to understand ideas by using different aids. According to Aggrawal (1996,p.113) "In education the term illustration implies the use of those aids which make ideas clear to children and help them to acquire correct knowledge and understanding ..." The presentation of varieties of aids help the students to generalize the idea by observing themselves. In language classroom also, it is an effective technique to teach conversation, pronunciation, vocabulary, physical gestures that accompany with verbal utterances and so on.

From pedagogical perspective, illustrations are categorized into two types viz. concrete and verbal illustration. Concrete illustration includes two-dimensional and three-dimensional realia. Concrete illustration is appropriate in lower levels. In language classroom, graphs, charts, pictures, models, radio, TV can be used in illustration. To quote Aggrawal (1996, p. 116) "Verbal illustration must remain the most important means of arousing appropriate mental imaginary for learning". Thus, verbal illustration is not appropriate for lower

level; it should be used only in higher level. Verbal illustration includes comparison, contrasts, proverbs, short stories, similes and so on.

From pictorial point of view an illustration refers to 'A drawing or picture in a book or magazine etc. especially one that explains something '(Hornby, 2005, p. 646). The research work itself is related to pictorial view of illustration.

A. Historical Perspective of Illustration

The concept of illustration is not new. Izvolsky(1964,p.390) asserts "Since man first discovered how to convey his thought to others by means of writing, he seems to have felt the want of some method of illustration." However, at that time use of illustration was not widespread as today. The tradition of illustration at that time was limited to holy books only. According to WBE (1966, p.348), "In Middle Ages the Celtic monks of Ireland and Britain made a highly kind of illustration...Some copies of the Koran (Muslim holy book) were also illustrated." However, at that period printing was not invented, so the illustrations were hand written.

Izvolsky (1964, p.391) states that printed illustration appeared only at the end of the 15th century. At that time wood engravings were used to print both illustration and text. WBE (1966, p.345) states "In these early books the illustrations were printed on only one side of the paper. The blank sheets were then fastened together so that the books gave the effect of continuous illustration." At that time metal engraving was also gained popularity to print illustration. At the end of 18th century lithography appeared as an influential means to produce illustration. To quote Izvolsky (ibid)" the invention of lithography in 1798 being much cheaper than steel (metal), gradually tended to supersede that process for book purpose, its special adaptability for colored works giving it advantages over its rival."

In modern era, because of technological advancement as printing press and computer, illustration has become more complex and colorful. Nowadays most of the written texts accompany illustrations. Without illustrations textbooks, magazines, journals are hardly found.

B. The Purpose and Importance of Illustration

The main purpose of illustration is to help the readers to understand the written text. After viewing illustration, readers are motivated to read the text. Hence, the next purpose of illustration is to create motivation to readers. Illustration is not included just for motivation; it should express information which is hidden in the text. The following definition explains the importance and purpose of illustration.

An illustration is picture that adds and explains interest to the written part of a printed work such as book. There are many kinds of illustration and they may be produced by many processes. An illustration may be a painting, a drawing or a photograph or a work done by a graphic process as engraving. It may be done in black and white, in color or in combination of both. An illustration may serve only to decorate or draw attention to the story or text but it should help the reader to understand the writing (WEB, 1966, p.345).

Thus, because of illustration, students can easily visualize the theme or plot of the text and one can make accurately and more effectively than the printed text alone. Bellow (1977, p.138) discusses the purpose and importance of illustration in the following way.

Pictures/ illustrations printed on textbook especially, if they are well drawn and brightly coloured can contribute enormously to the attraction of textbook and can set each lesson in its appropriate visual setting. They can remind pupil, when he/she is revising of incident and sense that she/he associates with the lesson but pictures/illustrations in textbook are never appropriate for teaching materials.

Thus, the purpose of illustration on textbook is not to facilitate the teacher; the purpose of illustration is not to make the teacher lazy and not to demonstrate the tiny sized illustration in front of the large group of students in the classroom. The sole purpose of illustration is to help the students understand the text more effectively. Wight (1986, p.34) also gives a reason to illustrate text when he says:

"Illustration and text are often used together for the visualization of the reality or theme of the text. The use of pictures and photographs help to give meaning of the text, to add more information not given in the text and to give a sense of reality to the situation."

Because of visualization of the text, students can perceive information from two ways: from the written text and from the illustration. Then, from general inference, we can think that information from two media is more than information perceived from single medium.

In conclusion, we can say that illustration in reading text is motivating for students and if they are coloured, they can provide sense of reality for students. Because of the variety of illustration, students also realize that reading foreign language is a matter of enjoyment rather than being merely a formal task to be done.

1.2 Review of the Related Literature

Works carried out in the past by different researchers in the Department of English Education are primarily based on use of English language teaching. These works are carried out in broad topics as language skill, language material, teaching methods and techniques, teaching English literature, error analysis, and comparative study and so on. There are some research works partially related to this study. These works include reading speed of the students, proficiency on reading, comparative study on reading ability of different group of students, comparison between the reading skill with other language skills, effectiveness of authentic reading material over non- authentic reading materials, testing of reading comprehension etc.

Khanal (1997) carried out an experimental research on the effectiveness of cloze test over conventional test on testing reading comprehension. The researcher found that the private school student performed better both in cloze and objective test in comparison to the government school students. The researcher also found out that private school students performed better in non-textual materials.

Subedi (2000) conducted research on the reading comprehension of grade nine students of Kathmandu and Jhapa districts. The objective of the study was to compare reading comprehension in newspaper and magazines of secondary level students. The finding out of the study was that the students of Kathmandu

district were more competent than those of Jhapa in comprehending newspaper and magazines.

G.C. (2002) carried out a study on reading comprehension ability of PCL 1st year students and found that average reading comprehension ability of the study population was 64.11 percent. Indo – Aryan native speakers could comprehend better than the Tibeto-Barman speakers could.

Ghimire (2007) conducted an experimental study on effectiveness of authentic material in teaching reading comprehension. The researcher's main objective was to find out the effectiveness of authentic material in teaching reading comprehension. The finding of the research revealed that the effectiveness of authentic materials was significant. The experimental group performed better than the non-experimental group.

Sharma (2007) carried out an experimental research on the effectiveness of teacher's guide of grade nine English in teaching reading comprehension. The main objective of the study was to find out the effectiveness of teacher's guide in teaching reading comprehension especially in advertisements, newspaper articles, poems, essays and short stories of grade nine English textbook. The finding of the study showed that the experimental group excelled non-experimental group with 20 percent.

Adhikari (2008) carried out a research work entitled "the effectiveness of communicative method in teaching reading comprehension". The researcher's main objective was to find out the effectiveness of communicative method in teaching reading comprehension. The finding of the research revealed that the effect of communicative method in teaching was significant because the experimental group had performed better than controlled group in most of the objective test items.

These studies are partially related to the present research. Hence, they provided some insight for this study. However, none of these studies is directly related to the role of illustration in reading comprehension. Hence, this research is quite different from the reviewed ones.

1.3 Objectives of the study

The study had the following objectives:

- a) To find out the role of illustration on :
 - understanding vocabulary,
 - understanding coherence of the text and,
 - extracting required information from the text.
- b) To suggest some pedagogical implications based on the study.

1.4 Significance of the Study

The present study 'Role of Illustration on Reading Comprehension' sought to find out whether presence of illustration affects the performance (understanding) of readers. Hence, the study has pedagogical and academic significance. Thus, the findings of the research are significant primarily for language teachers. On the basis of findings of the research, teachers know the value of illustration and they can decide whether to use illustrated texts in teaching reading. Similarly, the textbook designers will know the value of illustration and they can decide how to illustrate the reading text on the textbooks. The present research has also academic significance. The present research is a venture of the study in the Department of English Education. Similarly, the present study provides a platform for further researchers to carryout research on different aspects of illustration and reading.

1.5 Definitions of Specific Terms

For the purpose of this study, some of the specific terms that have been used in the report, have been defined as follows:

- a. **Comprehension:** Comprehension refers to the degree of understanding. In this study, the term refers to comprehension in reading.
- b. **Ninth Graders :** The phrase ninth graders refers to all the students who are studying in grade nine.
- c. **Performance :** The ability of students in understanding the texts.
- d. **Total Full Mark:** This phrase refers to the summation of full mark of whole group.
- e. **Total Obtained Mark:** This phrase refers to the summation of obtained mark by the group in each item.
- f. **Illustrated Reading Text (IRT) :** The phrase means the reading text which was illustrated.
- g. **Non-illustrated Reading Text:** The phrase refers to the reading text only (without any illustration)
- h. **Average :** This is statistical jargon and it implies the value found by adding together all the numbers in a group, and dividing the total by the number of members. (in formula $\frac{\sum X}{N}$).

CHAPTER TWO

METHODOLOGY

This chapter deals with description of sources of data, sample population, sampling procedure, tools for data collection, process of data collection and limitation of the study. To achieve the stated objectives of the study, the researcher adopted the following methodology.

2.1 Sources of Data

Both primary and secondary sources of data were used to conduct the research. However, primary source of data was basic for the study.

2.1.1 Primary Source of Data

The research was mainly based on the data collected from primary source. The performance of ninth grade students of ' Cardinal International Boarding High School (CIBHS)' and 'Nagarjuna Academy (NA)' on administered test items was the primary source of data.

2.1.2 Secondary Source of Data

A number of books, journals, previous theses were used as secondary source of data for theoretical insight, the facilitation and systematization of the study. The main secondary source were Todd(1991), Grant(1988), Kumar(1999), Ur (1996), Bajracharya (2000) and Richards et al. (2001). The researcher and heavily used these sources to prepare general background and to analyse and interpret the data.

2.2 The Sample and Sampling Procedure

There are eighty students from two schools in the sample. The schools were selected by purposive sampling design (i.e. required number of students in class nine). First of all the researcher visited NA where there were 18 students

in the school. Then he searched another school and found CIBHS which had 52 students in class 9. Then all the students of class nine of selected schools were selected as sampling unit.

2.3 Tools of Data Collection

The test items were main tool for data collection. The test items and text for all the students were same. But on the basis of presence of illustration there were two types of test, i.e. one test contained text with illustration and another test contained text without illustration. Two texts were included in the each test. There were 6 main test items and 26 sub-items on the test. Both texts were illustrated for group A and both texts were without illustration for group B. The total full mark of each test was 34. Both subjective and objective items were included in the test. Eight sub-items containing 16 full marks were subjective items. 18 sub items, containing 18 full marks were objective items.

2.4 Procedure of Data Collection

In order to collect required data, after preparing tools of data collection, the researcher visited the selected schools and contacted with authorities of these schools. He asked for permission to carryout research in their school explaining the purpose and process of researchers. After approval of the authorities to conduct the test, the researcher contacted with the English teacher of grade nine, and asked his help to conduct the test. Then the students were divided into group A and group B. The groups were formed in such a way that their average rank would be same (see appendices iv and v). Then the researcher contacted with the students and requested them to participate on the test by explaining the purpose of the test. Then with the help of the teacher, the researcher administered the test to both groups simultaneously. The time for both groups was also same. After completion of the test, researcher collected the answer sheet of both group separately. Then he thanked the authorities, teachers and

students for their help. The raw data as provided by the participants (students) are included in Appendices.

2.5 Limitations of the study

The research work had following limitations.

- (i) The research was conducted only in two schools.
- (ii) The sample consisted eighty students of grade nine.
- (iii) Test included only two reading texts.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter involves presentation, analysis and interpretation of collected data. Statistical tools of percentage, mean and table followed by the subsequent description are used to accomplish the very task.

The test items designed to collect data consisted three types of questions i.e. questions related to vocabulary, questions related to coherence of text and questions related to extracting correct information. So the data obtained from the students were also categorised into three main headings viz. performance of students in vocabulary, performance of students in coherence and performance of students in extracting correct information. Since the purpose of the study was to find out the role of illustration on performance of students in the above mentioned headings, the comparison between two groups of students was presented on table. The comparison was done between the group that received Illustrated Reading Text (IRT) and the group that received 'Non-illustrated Reading Text (NIRT)'. The first group was referred to as group 'A' and the second group as group B. The data were collected from two schools, so the performance of students in two schools was also presented separately on the table. The total item-wise performance of students was tabulated on appendix 'I and II' and personal performance of each participant was presented on appendix 'IV' so these appendices are frequently mentioned in this chapter.

3.1 Total Average Performance of Students in IRT and NIRT

Full mark of the test items was 34. The total average score obtained by the students in IRT and NIRT is presented in the table below.

Table 1

Total Average Performance of Students in IRT and NIRT

S.N.	Name of School	Group A		Group B	
		Average Mark	Percentage	Average Mark	Percentage
1	CIBHS	22.8	67%	19.4	57.1%
2	NA	29	85.3%	24.6	72.5%
Total Average		25.9	76.2%	22	64.8%

The above table shows that the total average score of group A (the group that received IRT) was 25.9 or 76.2% and the total average score of group B (the group that received NIRT) was 22 or 64.8%. Thus, Group 'A' obtained 39 score or 11.4% more mark than group B.

The students of NA were more benefitted from IRT than the students of CIBHS. Group B of NA obtained 29 score 85.3% in average but groups of the same school obtained 24.6 score or 72.5% in average. In this way, the difference of average performance of group A and group B of NA was 4.4 score or 12.8%. Similarly, group 'A' of CIBHS obtained 22.8 score or 67% in average but, group B of same school obtained 19.4 score or 57% in average. In CIBHS group 'A' obtained 3.4 score or 9.9% more mark than group B in average.

3.2 Performance of Students in Understanding Vocabulary in IRT and NIRT

To find out the role of illustration in understanding vocabulary, eight test items were designed Item 1 (a-e) and 2II of text A, and item no 2 (I and II) were designed to test understanding vocabulary. The total full mark for these items was eight and the questions were matching items, and multiple choice items.

3.2.1 Performance of Students in Item 1 of the Text 'A'

This item was designed in matching items form. Full mark for this item was 5 and there were five sub items (a-e) under the main item. The performance of students is presented in the table below.

Table 2

Performance of Students in Item no. 1 of the Text 'A'.

Name of School	Sub item	Group				Group B		
		TOM	TFM	Percentage	Average	TOM	Percentage	Average
CIBHS	a	4	26	15.4%	31.5%	1	3.8%	37%
	b	20	26	76.9%		17	65.3%	
	c	2	26	7.7%		4	15.4%	
	d	8	26	30.8%		17	65.3%	
	e	7	26	26.9%		10	38.5%	
NA	a	10	14	71.4%	80%	6	42.4%	64.3%
	b	12	14	85.7%		12	85.7%	
	c	10	14	71.4%		6	42.4%	
	d	12	14	85.7%		11	78.6%	
	e	12	14	85.7%		10	71.4%	
Total Average					55.8%	Total Average		50.7%

This table shows that group A obtained 55.8% mark in total average in the item no. 1 but group 'B' obtained 50.7% score in the same item. Hence, group 'A' performed 5.1% better than the group 'B'.

The high influence of illustration can be seen in NA. In sub-item a and c group A obtained 4 score or 28.5% more than group B. In sub item b group A obtained equal mark to group B. In sub item d group A obtained score or 7.1% more than group B. In sub item e group A obtained 2 score or 14.3% more than group B. In average group 'A' of NA performed 15.7% better than group B.

In CIBHS group A did not excel group B. In average group 'A' obtained 4 score or 15.4% mark in this item but group B obtained only 1 score or 3.8% mark on the same item. In sub-item b group 'A' obtained 20 score or 76.9% but group 'A' obtained 20 score or 76.9% mark but group B obtained 17 score or 65.3% mark. So group A performed better than group B only in two sub-items.

3.2.2 Performance of Students in Item no. 2 of the Text 'A'

This test item was designed in multiple choice form. In this item, there was not any influence of illustration to understand vocabulary. The average performance of student is presented in the table below.

Table 3

Performance of Students in Item no. 3 Text 'A'

SN	School	Item sub	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	II	26	17	65.3%	16	61.2
2	NA	II	14	12	85.7%	13	92.4
Average					75.5%		77%

The group 'A' of CIBHS obtained 17 score or 65.3 and group B obtained 16 score or 61.2%. Hence, group A performed better than group 'B' in that school. In NA group 'A' obtained only 12 score or 85.7% but group B obtained 13 score or 92.9%. As a result, there was no effect of illustration in this test item in whole group.

3.2.3 Performance of Students in Item 2 of the Text B.

Two sub items of item 2 was designed to test students' understanding on vocabulary. The full mark of the item was two and questions were designed in multiple choice form. The performance of student is presented in the table below.

Table 4
Performance of Students in Item no. 2 of the Text B.

SN	Name of School	Sub item	TFM	Group			Group B		
				TOM	Percentage	Average	TOM	Percentage	Average
1	CIBHS	I	26	26	100%	98.1%	23	88.5%	88.5%
		II	26	25	96.2%		23	88.5%	
2	NA	I	14	13	92.9%	96.5%	14	100%	96.5%
		II	14	14	100%		13	92.4%	
Total Average						97.3%	Total Average		92.5%

The above table vividly shows that the average performance of group A was 97.3% and average performance of group B was 92.5%. Thus, the performance of group A excelled, the performance of group B with 4.8%. So, the effect of illustrations was not significant.

Group A of CIBHS obtained 100% mark in sub item A. In other words, all students responded correctly in this sub-item but group B of CIBHS obtained

23 score or 88.5% mark in the same sub-item. Similarly, group A of CIBHS obtained 25 score or 96.2% mark in sub item II but group B obtained 23 score or 88.5% mark in the same item. In average there was 9.6% difference in the performance of group A and group B.

There was no any difference in the average performance of the students of NA between group A and B group. The performance of both group was 96.5% in total average. This analysis of the performance of the students shows that group A of CIBHS was more benefited from illustration than group A of NA in item 2 of text B.

3.2.4 The Total Average Performance of Students in Understanding Vocabulary.

The test items were analyzed separately in table, 1,2,3 and 4. To find out average performance of group A and group B in understanding vocabulary all the average performances of students in each item is presented in the following table (See table 1, 2, 3 and 4).

Table 5

The Total Average Performance of Students in Understanding Vocabulary

Text	Item No.	Average performance of Group A	Average performance of Group B
A	1	55.8%	50.7%
B	2	97.3%	92.5%
Total Average		76.2%	73.4%

The above table reveals that the total average performance of group A in understanding vocabulary was 76.2% and performance of group B was 73.4%.

The difference of performance between group A and group B was 2.8%, hence, the effect was not significant.

3.3 Performance of Students in Understanding Coherence

To find out the role of illustration in understanding coherence of the text, seven sub-items were designed. These items were jumbled sentences and students were asked to put the sentences in correct order. The full mark for these items was 7. The performance of student in these items are presented in the table on the next page.

Table 6
Performance of Students in Understanding Coherence

Name of School	Sub item	TFM	Group A				Group B			
			TOM	Percentage	Average	Range	TOM	Percentage	Average	Range
CIBHS	a	26	20	76.5%	79.2%	38%	25	96.2%	65.3%	65.4%
	b	26	25	96.2%			20	76.5%		
	c	26	19	73%			20	76.5%		
	d	26	18	62%			8	30.8%		
	e	26	18	62%			9	34.6%		
	f	26	22	84.6%			14	53.8%		
	g	26	26	100%			23	88.5%		
NA	a	14	12	85.7%	90.8%	14.3%	13	92.9%	84.7%	28.6%
	b	14	13	92.9%			13	92.9%		
	c	14	12	85.7%			13	92.9%		
	d	14	12	85.7%			10	71.4%		
	e	14	12	85.7%			9	64.3%		
	f	14	14	100%			12	85.7%		
	g	14	14	100%			13	92.9%		
Total Average					85%		Total Average		75%	

The table above shows that group A obtained 85% mark in total average and group B obtained 75% mark in total average. So group A excelled group B with 10% score in total average.

Group A of CIBHS obtained higher score in sub items b, d, e, f and g than group B but there was not any effect of illustration in item a and c. In total average, group 'A' obtained 79.2% mark and group B obtained 65.3% mark or we can say group A excelled group B with 13.9% mark. The range of the score of group A was 38% but the range of the score of group A was 65.4%. Thus the average score of group A was more representative than the average score of group B. The lowest score of group A was 62% (in sub item 'd' and 'e'). It implies that 62% students of the group was able to understand the whole coherence of the text. On the other hand, the lowest score of group B was 30.8% (in sub-item d), which implies that only 30.8% students of group B was able to understand the whole coherence of text. This reveals that A was able to understand coherence more accurately than group B.

Group A of NA excelled group B in sub-item d, e, f and g. In sub item 'b', the performance of both groups was equal. In average group A of NA obtained 90.8% mark and group B obtained 84.7% mark, that is to say group A excelled group B with 6.1% mark in average. Similarly, the range of mark of group A was 14.3% but the range of mark of group B was 28.6%, So the average of group A was more representative than the average mark of group B. 85.7% students (i.e. lowest score) of group A was able to find out whole coherence of the text. On the other hand, only 71.4% students (lowest score) of group B was able to find whole coherence of the text. Thus, in NA also group A excelled group B in understanding coherence of the text.

3.4 Performance of Students in Extracting Information

Since reading comprehension includes extracting information from the text; eleven test items were designed to test students' ability to extract information

from the text. Both objective and subjective items were designed for the very purpose. Full mark of each subjective item was 2 and full mark of each objective item was 1. While scoring subjective items full mark was provided for appropriate and complete answer, 1 mark was provided for partially correct answer (i.e. incomplete answer) and no mark was provided for inappropriate answers. The performance of group A and group B on subjective test is presented in appendix I and appendix II. Performance of students on objective items is presented in appendix IV. Item-wise performance of students in extracting information is given below.

3.4.1 Performance of Students in Item 2 of the Text A.

Two sub items of item 2 of text A was designed to test students' performance in extracting information. The performance of students on this test item was as follows.

Table 7

Performance of Students in Item 2 of the Text A

Name of School	Sub item	TFM	Group A			Group B		
			TOM	Percentage	Average	TOM	Percentage	Average
CIBHS	I	26	18	69.2%	51.9%	16	61.5%	46.1%
	II	26	9	34.6%		8	30.8%	
NA	I	14	12	85.7%	75%	13	92.9%	60.7%
	II	14	9	64.3%		4	28.6%	
Total Average					63.4%	Total Average		53.4%

The above table shows that group A of CIBHS obtained more score on both sub-items, so in average group A excelled group B with 5.8% score. The group

A of NA excelled group B only in sub item II with 35.7% score. In average, group A of NA excelled group B of same school with 14.3% mark.

The total average performance of group A was 63.4% and total average performance of group B is 53.4%. So there was difference of 10% between the performance of group A and group B.

3.4.2 Performance of Students in Item 3a of the Text A.

The following table shows that there was difference of 23.1% mark in the performance of students between group A and group B.

Table 8

Performance of Students in Item 3a of the Text A.

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3a	52	28	53.8%	17	32.7%
2	NA	3a	28	26	92.9%	19	67.9%
Average					73.4%	Average	50.3%

Group A of both CIBHS and NA excelled their respective group B. Group A of NA excelled group B of same school with 25% mark and group A of CIBHS excelled group B of the same school with 21.1% score. This comparison shows that the performance of group 'A' of NA got influenced more than the performance of group A of CIBHS.

3.4.3 Performance of Students in Item 3b of the Text A.

The table below shows difference of 33.7% average score between group A and group B.

Table 9

Performance of Students it Item 3b of the Text A.

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3b	52	18	34.6%	9	17.3%
2	NA	3b	28	23	82%	9	32.1%
Average					58.4%	Average	24.7%

Group A of CIBHS obtained 17.3% more score than group B of same school. Group A of NA obtained 50% more mark than group B of same school. The comparison reveals that group A of both schools got benefitted from the IRT.

3.4.4 Performance of Students in Item 3c of the Text A

The table below shows group A performed better than group B in average performance of item 3c of text A.

Table 10

Performance of Students in Item 3c of the Text A

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3c	52	7	13.5%	1	1.9
2	NA	3c	28	10	35.7%	7	25%
Average					24.6%		13.5%

Group A of CIBHS obtained 13.5% score but group B obtained only 1.9% score on item 3c of text A. Similarly, group A of NA obtained 35.7% score and

group B obtained only 25% score in the same item. In average group A excelled group with 11.1%.

3.4.5 Average Performance of Students in Item 3 of the Text A

Performance of students in sub-items a, b and c of item 3 has been presented in table 8.9 and 10. The average performance of students in these sub-items is presented in the following table.

Table 11
Average Performance of Students in Item 3 of the Text A

SN	Sub item	Group A		Group B	
		Score (x)	Average (\bar{x})	Score (x)	Average (\bar{x})
1.	a	63.4%	65%	53.4%	42.8%
2.	b	73.4%		50.3%	
3.	c	58.4%		24.7%	
		$\phi x = 195.2\%$		$\phi x = 128.4\%$	

The above table shows that group 'A' excelled group with 22.2% score in average in item 3 of text A.

3.4.6 Performance of Students in Item 2I of the Text B

The table below shows difference of 2.2% score between group A and group B in their average score.

Table 12
Performance of Students in Item 2I of the Text B

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	2I	26	26	100%	23	88.5%
2	NA	2I	14	13	92.9%	14	100%
Average					96.5%	Average	94.3%

Group A of CIBHS obtained 100% mark in 2I but group B obtained 11.5% less mark or 88.5% mark in the same item. Unlike group A of CIBHS, group A of NA did not excel group B of NA: group A of NA obtained 7.1% less mark than group B of the same school.

3.4.7 Performance of Students In item 3a of the Text B

The table below shows group A performed better in average percentage. Group A obtained 13.8% more mark in average than group B.

Table 13

Performance of Students in Item 3a of the Text B

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3a	52	44	84.6%	37	71.2%
2	NA	3a	28	27	96.4%	23	82.2%
Average					90.5%	Average	76.7%

Group A of CIBHS obtained 13.4% more mark than group B of same school. Group A of NA obtained 14.2% more mark than group B of same school. This revealed group A of both schools performed better than their respective group B.

3.4.8 Performance of Students in Item 3b of the Text B

The table below reveals the average performance of group A was 19.4% more than average performance of group B.

Table 14

Performance of Students in Item 3b of the Text B

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3b	52	48	92.3%	39	75%
2	NA	3b	28	23	96.4%	21	75%
Average					94.4%	Average	75%

Group A of CIBHS obtained 17.3% more score than group B of the same school. Similarly, group A of NA obtained 21.4% more score than group B of NA. In overall, group A of both schools performed better than B of same school.

3.4.9 Performance of Students in Item 3c of the Text B

The table below shows equal performance of both groups of students.

Table 15

Performance of Students in Item 3c of the Text B

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3c	52	45	86.5%	49	94.2%
2	NA	3c	28	27	96.4%	25	89.3%
Average					91.5%	Average	91.7%

Group A of CIBHS did not excel group B. On the other hand group of NA obtained 7% more score thought group B of same school. So, in average the performance of both groups was same.

3.4.10 Performance of Students in Item 3d of the Text B

The table below shows the average performance of group A was 9.2% more than average performance of group B.

Table 16
Performance of Students in Item 3d of the Text B.

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3d	52	46	88.5%	42	80.8%
2	NA	3d	28	26	92.9%	23	82.1%
Average					90.7%	Average	81.5%

Group A of CIBHS obtained 7.7% more mark than group B of the same school. Similarly group A of NA obtained 10.8% more mark than group B of the same school. So in average, the performance of group A was better than performance of group B.

3.4.11 Performance of Students in Item 3e of the Text B

The table below shows average performance of group A was 21.3% more than average performance of group B in item 3e.

Table 17
Performance of Students in Item 3e of the Text B

SN	School	Item	TFM	Group A		Group B	
				TOM	Percentage	TOM	Percentage
1	CIBHS	3e	52	47	90.3%	36	69.2%
2	NA	3e	28	26	92.9%	20	71.4%
Average					91.6%	Average	70.3%

Group A of CIBHS obtained 90.3% mark in this test item but group B obtained 69.2% mark. Similarly, group A of NA obtained 92.9% mark in the item but group B obtained 71.4% mark in the same item. Thus in average, performance of group A was better than performance of group B.

3.4.12 The Total Average Performance and Students in Item 3 of the Test B

The average performance of students in sub items of item 3 is presented in table 13,14,15,16 and 17. To find out the total average performance of group A and group B, the average performance of these sub items is presented in the table below.

Table 18

The Total Average Performance of Students in Items 3 of the Text B

Sub Item	Average performance of group A	Average performance of group B
a	90.5%	76.7%
b	94.4%	75%
c	91.5%	91.7%
d	90.7%	81.5%
e	91.6%	70.3%
Total Average	91.7%	79%

The total average performance of group A was 91.7% and total average performance group B was 79%. In total average group A obtained 12.7% more mark than group B.

3.4.13 Total Average Performance of Students in Extracting Information

The item-wise performance of students in 'extracting information' is presented in table 7-18. To summarise the item-wise performance the average score, each items is tabulated in the table on the next page.

Table 19

Total Average Performance of Students in Extracting Information

Text	Item	Average performance of group A	Average performance of group B
A	2	63.4	53.4
	3	65.5	42.8
B	2	96.5	94.3
	3	91.7	79
Total Average		79.3	67.4

The table shows that the total average performance of group A on extracting information was 79.3% and of group B was 67.4%. Thus group A performed better than group B in extracting information.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

To find out the role of illustration in reading comprehension, test items were designed with variable (illustration) and without variable (illustration). Group 'A', i.e. that got test items with variable was controlled group and group B i.e. that got test items without variable was experimental group. The performance of students in their previous test i.e. administered by school was taken as the basis of group division. Analysis of data by using different statistical approaches revealed various information about the role of illustration on reading comprehension. On the basis of analysis and interpretation of the primary data the following findings have been listed.

4.1 Findings

1. On the whole, illustration of the reading text helped the readers to understand the text more effectively.
2. In total, average controlled group (group A) obtained 76.2% mark and experimental (group B) obtained 64.8% mark. Hence the difference of the performance between the two groups was 11.4%.
3. In item-wise analysis, group A of CIBHS excelled group B of the same school in 20 sub-items but group B excelled group A only in 6 sub-items. Group A of NA excelled group B of the same school in 18 sub-items but group B excelled group A only in 8 sub items.
4. The highest influence of illustration was in extracting information. In this category group A performed 11.9% better than group B.
5. In understanding coherence of the text group A performed 10% better than group B.

6. The least influence of illustration was in understanding vocabulary where group A performed 2.8% better than group B.
7. In school wise performance, group A of NA excelled group B of same school with 13% mark and group A of CIBHS excelled group B of same school with 10% mark.
8. Both group A and group B of NA performed better than those of CIBHS in their average performance.

4.2 Recommendations

The term understanding is an abstract term. To measure or record the abstract phenomenon, we use several other concrete means. We can not exactly say how much someone has understood the text just after completion of the reading. To measure the level of understanding, we construct some test items. The test items might be written or oral. In this study also several items were designed to measure the comprehension of the text and influence of illustration on comprehending the text. This study would be helpful following ways.

1. The performance of the group A was better than group B. It means that illustrations help students in understanding text. So, language teacher should use illustrated reading text in teaching reading.
2. Authentic materials contain varieties of illustration. If the teachers brought them it to classroom teaching, it helps the students to develop their reading skill.
3. In elementary level colored illustration should be emphasized since it brings a sense of reality. However, in higher level, it is not always necessary to use colorful illustrations.
4. Textbook designers should especially be aware of illustrating a textbook. They should appropriately illustrate the text. They should

understand and interpret the intention of the text and appropriately include the pictures. Similarly, there should be varieties of illustration and appropriate number of illustrations.

5. In our real life we mostly find illustrated reading text. Thus, in examination also if we provide illustrated text it provides a sense of reality to the students.
6. Illustrations are very influential if they are included in story, poem conversation, drama etc.
7. Because of the illustration students easily get the theme of text so it works as motivating factor. So other measures of motivation is not required, if we use illustrated reading text.

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