CHAPTER ONE
INTRODUCTION

This chapter deals with general background, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Language, the sole property of all and only human beings, is means of human communication through which human beings exchange their ideas, feeling, thoughts, desires, emotions and so on. It consists the vocal noises made by human beings, vocal sounds such as sneezing, coughing, snoring etc. can communicate some meanings but cannot be considered as language because these sounds are not deliberately used for the purpose of communication. These are involuntary sounds. Thus language can be defined as voluntary vocal system of human communication. So, the term language refers only to the voluntary vocal sound which speaker uses deliberately for the purpose of communication. It is a means which helps us to think, interpret, perceive and express about the real world.

Richards et al. (1999:196) define language as "the system of human communication which consists of the structured arrangement of sounds for their written representation into larger units e.g. morphemes, words, sentences etc." In the process of communication one perceives the clear pictures of the whole world through the language. similarly Crystal (2002:255) defines language as "an abstract system of underlying the collective totality of the speech/writing behaviour of a community or knowledge of this system by an individual".

As we know that language is species specific to mankind i.e. only human beings can have the capacity to speak language and their mind is genetically equipped with it. No other animal can acquire language because of its complex structures and their physical inadequacies. Human

mind is especially equipped with a special type of capacity to acquire language that Chomsky calls language Acquisition Device (LAD) Hockett, 1970 (cited in Bhattari 2005:51) explains "Man is the only living species can reasonably be presumed to have had the power at some earlier time and to have lost it. The appearance of language in this universe at least in our planet is thus exactly as recent as the appearance of man itself".

Language has two basic purposes: general and specific. Language as a general purpose is defined for communication of everyday activities. On the other hand, specific purpose of language is defined to a definite purpose e.g. instrumental, connective, argumentative, etc. The prime concern of this study goes to the English language which is used in Nepal as a foreign language.

Various linguists and scholars have tried their best to define language from their own perspective, however language cannot be defined absolutely in linguistic theory. No firm boundary can necessarily be drown between one language and another and one language may contain vast differences in pronunciation, grammar and vocabulary from other. However they come to the same conclusion that language is a human phenomenon especially meant for communicating purpose which has its own system and produced voluntarily through vocal apparatus.

1.1.1 Language Skills

The choice of language may depend upon the channel of communication. Language is a system of sounds and words used by human to communicate their thoughts and feelings. Learning a language is not a single activity but a combination of different activities. The different activities are called language skills. To get mastery over

language well, one needs to develop all the four skills of it. The four skills of language are:

i.   Listening

ii.   Speaking

iii. Reading

iv.   Writing

The above mentioned skills are in a natural order of development of language skills and this order of presenting language skills is natural and psychological. These four skills can be classified into two types. They are:

i.   Receptive skills

ii.   Productive skills

Among the four language skills, listening and reading are often known as receptive skills. These skills are involved in receiving message where as speaking and writing are involved in the production of language for conveying message, therefore, they are often referred to as productive skills. These skills are related to one another. In language acquisition receptive skills precede productive ones. Theses four are integrated not only while teaching and learning but also in real life situation while using languages for various purposes.

1.1.2 The Reading Skill

Reading is one of the receptive skills in language learning which opens the gate of knowledge. It can be defined in many ways. Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" form of culture and students learn to read a

language by studying its vocabulary, grammar and sentence structures not by actually reading it.

Reading, obviously is an active receptive skill that can be defined as the amalgamation of visual and non visual experience and behaviour. It is decoding print or understanding, interpreting and making sense of a given text. In reading process the reader receives information encoded in the graphic features by the writer. It is the total understanding of a message or a message in a text. The more we read, the more we gain it. People can enjoy reading any text (of book or a magazine or newspaper) they like for getting pleasure and information. The more interesting text the learners read, the more information they can get. So the creation of interest depends upon the nature of the reading text.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. Reading is decoding print or understanding and making sense of a given text. It refers to gathering information and increasing one's professional knowledge from the graphic symbols. Grellet (1981, as cited in Khaniya, 2005:139) expresses that reading comprehension is interpreted as extracting the required information from the written text as efficiently as possible.

Reading is basically and entirely necessary for increasing one's own professional knowledge and keeping oneself update with the things happen around him/her. 'Reading' may mean many things and it takes one different meanings in different contexts. Simply a reader reads in order to obtain information which is presented in written form, but the nature of the information so obtained requires a more explicit definition. Information means the content which is cognitive (intellectual) or

referential (factual) or affective or emotional. Reading is carried out for a purpose other than reading the language itself. Just as we read the message in order to be able to do something else, so the students who are learning a foreign language should be less concerned with the language than with the message it is used to communicate. So the materials that we use depend on the purpose of our reading and we would learn that 'how we read' depends on 'why' and 'what' we read.

In reading, a variety of skills are involved which can and should be developed through continuous and systematic reading practice. The true meaning of reading skill resembles the recognition of the script of a language, the deduction of meaning and use of information, lexical items, understanding conceptual meaning, understanding relations between parts of a text through lexical cohesive devices.

1.1.3 Reading Comprehension

Every reader reads to grasp information from the graphic representation of language. The term 'reading' and 'reading comprehension' are sometimes, treated to refer to the same thing or process but they are different. Reading comprehension is one of the most complex forms of cognition which means complete understanding of a text. It is the result of information from visual, auditory, semantic, conceptual and linguistic sources combining instantly to provide a rendition of each sentence or fragment. Reading comprehension also involves understanding the value of the text. Similarly Grellet (1981 as cited in Khaniya, 2005:139) expresses that reading comprehension is interpreted as extracting the required information from the written text as efficiently as possible.

Reading comprehension is entirely needed for the students of the higher and advanced level and general intelligence, interest in particular subject, previous knowledge of the subject help a lot in reading comprehension. In fact reading comprehension is the process of extracting three levels of meaning. They are lexical meaning, grammatical/structural meaning and socio-cultural meaning.

Reading comprehension is one of the complex processes of reading because so many factors need to be considered. Some of which are given below:

a.   Background Knowledge

For Barntiz (1986), the reader's knowledge of cultural schemata, routines and conventions and the knowledge of discovered structures used in that cultural tradition significantly predict the level of reading attained.

b.   Syntactic Knowledge

Reading comprehension requires some level of grammatical analysis of the written text. Typically syntactic information is processed automatically and not even noticed by the reader when reading in a first language. These syntactic processes may need to become more visible for reading in a second language. Especially two aspects of syntax will be important in determining the extent to which a reader will be successful in comprehending a second language; the degree to which the reader has mastered the syntax of the second language and the similarity between syntactic functions in the two languages.

c.   Vocabulary

This possibility of a universal device cannot explain the word identification skills that readers need to establish in order to read in a

second language. Simple knowledge of vocabulary and semantics is needed to interpret the text.

d.   The Role of Orthography

The issue of whether the first language reading skill transfers to the foreign language barely arises if the two languages are written in a different script. Different kinds of scripts are read most efficiently with different reading strategies and comprehension is the direct result of efficiently and skillfully the reading is carried out. Henderson (1984, cited in The International Encyclopedia of Education Vol. 8: 4938) lists three types of scripts, each with different implications for reading: logographic, syllabographic, and alphabetic.

e.   Implications for Instruction

The variations in emphasis on either top down or bottom up processing that characterizes second language reading has direct implication for instruction. To facilitate top down processing, a foreign languages reader would need to become familiar with the content that was being read and with cultural conventions of the text. Conversely to facilitate bottom up processing, the reader would need to establish elaborate grapheme, lexical and syntactic resources for the new language since reading comprehension was built out of these.

It seems clear that complete comprehension of the text cannot be attained without some measure of information from both these directions of processing.

Reading comprehension is an adaptive and dynamic process where the readers apply different cognitive strategies according to both their aims and given situational context, cognitive strategies are of mental

programme which influence the selection and seducing of different mental operations. They are applied by the reader in order to facilitate or improve comprehension, acquisition, vocal and application of knowledge.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or inorder to critique a writer's ideas or writing style. The purpose for reading guides the reader's selection of texts and also determines the appropriate approach to reading comprehension. Research shows that good readers read extensively and integrate information in the text with existing knowledge. They have the flexible reading style, depending on what they are reading. The specific skills involved in reading can be defined as "the ability to understand relation between parts of a text through both lexical devices and grammatical cohesive devices, especially anaphoric and cataphoric reference and connectives" (Heaton, 1988:105). He concludes that comprehension depends on the ability of the reader how s/he generalizes and draws conclusion while doing reading. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are ap33propriate for the type of text and understands how to apply them to accomplish the reading purpose.

Hughes (1989:116) identifies two such skills of reading. They are (a). Macro skill (b). Micro skills

a.   Underlying sub-skills under macro skills
-       scanning text to locate specific information
-       skimming text to obtain the gist.
-       identifying stages of an argument
-       identifying examples presented in support of an argument

b.   Underlying sub-skills under micro skills.

-   identifying referents of pronouns.

-   using context to guess the meaning of unfamiliar words

-   understanding relations between parts of text by recognizing indicators in discourse especially for the introduction development, transition and conclusion of ideas.

Munby (1979 as cited in Sharma and Phyak, 2006:232) notes the following variety of skills in reading.

-   Recognizing the script of language.

-   Deducing the meaning and use of unfamiliar lexical items.

-   Understanding explicitly stated information.

-   Understanding information when it is not explicitly stated.

-   Understanding conceptual meaning.

-   Understanding communicative value (function) of sentences and utterances.

-   Understanding relations with in the sentences.

-   Understanding relations between the parts of a text through lexical cohesion devices.

-   Understanding cohesion between parts of text through grammatical cohesion devices.

-   Interpretation 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.)

-   Selecting extraction of relevant points from a text.

-   Basic reference skills.

- Skimming

- Scanning to locate specifically required information.

- Transcoding information to diagrammatic display.

On the whole, reading involves the recognition of important elements of meaning in their essential relation, including accuracy and thoroughness in comprehension. It involves the association of the written word with spoken sound and of spoken sound with meaning. Reading is the most important skill to gain more knowledge. The more one reads, the more s/he gains. That is why we can say that the most pleasant and efficient way to learn language or the only of truly mastering any language is reading.

1.1.4 Types of Reading

We do not go through the text unless we have some purpose in mind. We may have different purposes like reading for pleasure, reading for information etc. Based on the purpose of reading and the level of the readers involved, there are different types of reading which are as follows:

a.   Silent Reading

Silent reading refers to the understanding the message from graphic symbols by eyes. Good silent reader does not allow moving the lips. S/he perceives the ideas from their mental process. Silent reading not only enhances speed, it also fosters better comprehension. It is useful for self study reading, library reading, sometime even for classroom reading.

b.   Loud Reading

Loud reading is also called oral reading which involves both mental and physical process. This is the process of vocalization of printed

matters into an audible speech sound. It is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. This type of reading is useful to test pupil's knowledge of English words and phrase and whether s/he knows how to pronounce them.

c.   Intensive Reading

Intensive reading is a detail study. It means students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. It is generally at a slower speed and requires a higher degree of understanding. It's also called study reading which is done under the guidance of the teacher. Intensive reading aims at assimilation of language skills including the study of words, phrases, sentence patterns and other related aspects. It encourages the students to comprehend the text, its sense and meaning. Students do not get only the literal meaning of the text but also extract the contextual meaning.

d.   Extensive Reading

Extensive reading is also known as independent reading. It is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher. It is done for pleasure. In this type of reading students feel free and comfortable from the text. The aim of this reading is to get the learners reading for enjoyment. This type of reading is associated with supplementary reading that includes reading short stories, novels, magazine and newspaper, articles. Students emphasize in their understanding message and getting pleasure rather than learning of words and structures. Extensive reading can provide comprehensible input and helps to build confidence with extended texts.

e.   Skimming

Skimming is making a rapid survey of text, passage, articles and books to find out what they mainly consist of. It is a rapid type of reading. The reader's eye in skimming runs quickly over the texts to find out what it is about, to locate facts or comment on a particular subject or to obtain the main idea/gist expressed in the text. Skimming is done at a speed three to four times faster than normal reading. A reader often skims when s/he has lots of materials to read in a limited amount of time. This technique is useful when a reader is seeking specific information rather than for comprehension. It works well to find dates, names and places.

f.   Scanning

Scanning is a type of speed-reading which is used when the reader wants to locate a particular piece of information, key words or ideas without necessarily understanding the rest of the text or page. It involves moving the eyes quickly down the page seeking specific words and phrases. It is also used when the reader first finds a resource to determine whether it will answer her/his questions. Scanning is also useful in locating statements, definitions, formulas etc. which the reader must remember completely and precisely.

g.   Slow Reading

The slow reading refers to the slow speed of reading. Generally slow reading occurs in the first stage of reading. If the reader is reading a difficult passage and to understand the texts in depth and learning about the language system, the slow reading occurs automatically.

h.   Fast Reading/Rapid Reading

It is a special habit of reading with comprehension within a reasonable time span. Such type of reading, generally occurs while

reading by experts, native speakers, reading simple text, reading silently and so on. Faster/rapid reading is always silent because reading aloud checks or interrupts speed of it.

1.1.5 Role of Techniques in Language Teaching

The terms approach, method and technique are very commonly used and are the overlapping terms used in language pedagogy. Technique refers to what actually takes place in a classroom while teaching learning activities are going on. A technique is a particular contrivance used to achieve the immediate objective of teaching - learning activities. It is the implementationl aspect of the method and an approach and is a classroom activity, a pedagogical device, a part of total classroom procedure. In Anthony's words (1963: 63-97 as cited in Richards and Rodgers, 2001) "... a technique is implementation - that actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistence with a method, and therefore in harmony with an approach as well". Thus a technique is actually applied in classroom while teaching learning activities are going on; so it is called implementational. The appropriate selection of technique is determined on the basis of the subject matter, teacher's individual artistry, composition of the class, availability of the teaching materials and so on.

In conclusion, a technique is only of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives. Actually, different kinds of classroom activities are techniques, e.g. drills, role plays, group work, strip story, lecture, explanation, drama, etc.

There are mainly two types of techniques. They are
a.   Teacher - centred techniques
b.   Learner - centred techniques

a.   Teacher - Centred Techniques

In teacher - Centred Techniques, the teacher plays the dominant role. S/he is the authority in the classrooms. The teacher is active and the time talking by the teacher is greater than the student talking time. Teaching and reading activities are closely managed and controlled by the teacher. This technique emphasizes the product rather than the process. Some of the teacher - centred techniques are lecture, explanation, illustration, demonstration etc.

b.   Learner - Centred Technique

Learner - Centred technique emphasizes the students and his/her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. Learner - centred techniques are more psychological which emphasizes process rather than product. Students are active participants in using language where they get greater time. Rogers (1983b : 188 as cited in http://www.aishe.org/) identified the important precondition for student-centred learning as the need for: '... a leader or a person who is perceived as an authority figure in the situation, is sufficiently secure within herself (himself) and her/his relationship to others that s/he experiences an essential trust in the capacity of others to think for themselves, to learn for themselves'. It is more challenging techniques for the teacher since it may create many problems regarding management of classroom, subject matter and level of the learners. It emphasizes on learning by doing so the learners are motivated to do the activities by participating themselves in learning activities. The teacher functions as a facilitator or guide. He also acts as an advisor answering students' questions and monitoring their performance.

Learner - centered techniques are more developed than teacher - cantered techniques. Harden and Crosby (2000:335 as cited in http://

www.aishe.org/readings/) describe teacher - centred learning strategies as the focus on the teacher transmitting knowledge, from the expert to the novice. In contrast, they describe student - centred learning as focusing on the students' learning and 'what students do to achieve this, rather than what the teacher does.' This definition emphasizes the concept of the student doing. There are various learner - centered techniques such as: individual work, group work, pair work, project work, strip story, role play, discovery technique etc.

1.1.6 Strip Story

Strip story is one of the learner centred technique of language teaching and learning especially developed in an activity for developing reading skill. The particular activity called strip story and was introduced by Robert E. Gibson in 1975 in "The strip story: A Catalyst for Communication". While it initially created to help foreign students deals with the problems of oral communication in real situation, it has another benefit in writing classroom for either first or second language writer. In a strip story activity, Gibson (1975:149 as cited in http://www. jstor.org/jstor/gifcvtdir/) states that the learners are each given a sentence to memorize from a paragraph. They then must tell their sentences to each other and decide whose sentence is first, second, and so on. No writing is allowed. Because the learners must memorize their sentences, they then have to retrieve them each time they relay them to the rest of the group. Memorization thus ensures a form of retrieval. In other words, It is a kind of learning procedure to help students to gain communicative abilities. It appears to overcome many of difficulties in creating real communicative ability among the students. It allows the students freedom to communicate but at the same time exercises some control on them while using the language. Thus, it helps to develop the communicative ability with freedom and control.

a.   Strip Story as a Technique in Language Teaching

Strip story is a kind of learning procedure which helps the students to gain communicative abilities. It is a technique of presenting a story part wise on small strips of paper called strips. Using strip story students "share information or work together to arrive at the solution which gives students practice in negotiating meaning" (Freeman, 1986:134). This is a modified version of scrambled sentence technique. In this technique, a whole story is cut into different parts (small pieces), sometime represented through picture (picture strip story). Then each student is given one sentence of the story where s/he reads and memorizes but s/he doesnot know the proper sequence of the story or whole story. Then the students are asked to unscramble the pieces (pieces of sentences) to make a whole story. They do it by asking each other through verbal interaction in the class. If they are unable to arrange the sentences to make a whole story, the teacher helps them as like feedback. Thus the teacher's role is as facilitator of the students, if necessary. The teacher comes forward only when the students declare that they have reproduced the whole story, and listen to them. Information gap, choice and feedback are the main features of it.

When the students get the strips, they are asked to predict about the story. They have a choice on to what their prediction will be and they receive feedback too. It generates a lot of reading, asking and answering among the students which give them opportunity to talk in the target language. This technique can be used for individual work, pair work or group work.

It is needless to say that communicative approach to language teaching and learning demands active participation of the learners in teaching learning activities. Unless the learners are given enough

opportunities to be involved themselves in teaching - learning activities, no learning takes place. The use of strip story in any language classroom demands the active participation of the learner, so it has been assumed to be useful technique in language teaching. A strip story is a series of drawings and sentences which tells a story. It is modified version of the scrambled sentence used as an exercise.

b.   Scrambled Sentences

Here, the students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the supracentential level through formal linguistic devices as pronouns, which make a text cohesive, and semantic propositions, which unify a text and make it coherent.

In addition to written passage, students might also be asked to unscramble the lines of a mixed-up dialogue. Or they might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures.

c.   Picture Strip Story

Picture strip story as a technique used in language teaching is an interesting game in which students take part actively. In this technique, the teacher has the students divided into groups. On of each group is given a piece of strip story. There are certain number of pictures in a raw on a piece of paper, but no words. The pictures tell a story. The student with the story shows the first picture to the other members of his group, while covering the remaining pictures. The other students try to predict

what they think will happen in the second picture. The first student tells them whether they are correct or not. He then shows them the second picture and asks them to predict what the third picture will look like. After the entire series of the pictures has been shown, the group gets a new strip story and they change roles giving the first student opportunity to work with a partner in making predictions.

d. **Advantages of Using Strip Story in Language Classroom**

A strip story is a short dialogue or story with each line typed on to a separate strip of paper. Strip stories present opportunities for practice with everything from speech acts to transition. It appears to overcome many difficulties in creating real communicative ability among the students. It allows students freedom to communicate but at the same time exercises same control on them while using the language. The usefulness that strip story, may posses can be noted as below:

i.   Each student can take part in it.

ii.   It develops communicative ability of the students.

iii.   This technique helps the students to organize ideas in order to make sense of the words.

iv.   Students creative thinking gets strengthened.

v.   It is suitable in any level.

vi.   It offers freedom to interact with each other.

vii.   Students will be habitual to be motivated to learning.

viii.   All the language skills are developed through it.

ix.   It gives opportunity to work on negotiating meaning as they learn about the cohesion and coherence properties of language.

1.2   Review of Related Literature

A number of research have been carried out in connection with effectiveness of different methods and techniques in the Department of English Education T.U., They are as follows:

Khanal (1997) carried out a study on "Effectiveness of Cloze test over Conventional Test in Testing Reading Comprehension". He found out the private school students did better in both close and objective tests compared to the government school students. He also found out that private school students did better in Non-text materials.

Sharma (2002) conducted a research on "Effectiveness of Role Play in Teaching Communicative Functions: A Practical Study" and found that the role play had significance role in teaching communicative function of language.

Pattel (2003) carried out a research on "Reading Comprehension Ability of the Students of Grade 'X". He found out that the average proficiency of Grade X students of Rautahat and Makawanpur in comprehending written texts is 56.78 percent, students proficiency in comprehending written text in seen texts is higher (62.19%) than that in unseen texts (51.38%).

Gyanwali (2004) carried out research entitled "A Study On Vocabulary: Teaching Through Direct and Indirect Technique". Since it was the experimental research, data was analyzed descriptively with the help of statistical tool and came to the conclusion that the students who have been taught with indirect technique has excelled the students who have been taught with direct technique by 5.2 percent.

Pandey (2004) carried out a study entitled "Effectiveness of Language Game in Teaching Grammar". It has been carried out practically and comparatively. This study shows that experimental group performed relatively better in every category of grammar than the controlled group.

Pant (2004) carried out a study entitled "Effectiveness of Discovery Technique in Teaching Subject-verb Agreement in English". The data

have been analyzed and interpreted mainly in terms of three criteria: verb based category, subject based category and holistic comparison.

He found that the students who have been taught through discovery technique have done relatively better in comparison to those taught through explanation technique.

Adhikari (2005) conducted a research entitled "The Effectiveness of Strip Story in Developing Writing Skill". It was found that both the group (experimental and control) were benefited, but comparatively the group taught by using strip story technique was found to perform better in all the case. His research also showed that using of strip story for the purpose of developing writing skill is more effective than teaching with usual classroom technique.

Joshi (2006) carried out a study entitled "Effectiveness of Signpost Approach in Teaching Reading Comprehension" and found that teaching reading comprehension with signpost approach is effective than without signpost approach.

Humagain (2006) carried a research entitled "Effectiveness of Language Games in Teaching Reading Comprehension". His experiment was based on experimental research in both the groups (control and experimental) and found that the group taught using games (Group A) was better in all of the cases than control group (Group B).

Ghimire (2007) conducted a research entitled "Effectiveness of Authentic Materials in Teaching Reading Comprehension". It was found that both the groups (control and experimental) were benefited, but comparatively the group taught by using authentic materials (newspaper) was found to perform better in all the cases.

Although a number of attempts have been carried out to find out the effectiveness of different methods and techniques, none of the studies

deals with the effectiveness of strip-story in teaching reading comprehension. Therefore, the present study attempts to assess the effectiveness of strip story in teaching reading comprehension. This research explores new prospect of teaching technique.

1.3   Objectives of the Study

The objectives of the research were:

a.   to find out the effectiveness of strip story in teaching reading comprehension.

b.   to analyze item wise comprehension.

c.   to put forward some pedagogical implications of the findings of the study.

1.4   Significance of the Study

This study is useful for those who are in the field of language teaching in general and ELT in particular. This study provides information about applying strip story technique in teaching reading comprehension in a classroom situation. It will be also very important for teachers, students, researchers, textbook writers, language planners, syllabus designers' and methodologists. It will also show the effectiveness of students' environment in teaching/learning activities. So, this study will have a global significance.

CHAPTER TWO
METHODOLOGY

This chapter deals with the methodology applied during the study. For the fulfilment of the study, the researcher adopted the following methodology.

2.1   Sources of Data

The researcher used both the primary and secondary sources for data. The sources are as follows:

2.1.1 Primary Sources

The study is based mostly on the primary sources of data. The primary sources of data for this research were the students of grade nine studying at New Vision Public High School, Sau - Pharsatikar - 1, of Rupandehi district and the data were collected by administering pre-test and post-test.

2.1.2 Secondary Sources

The secondary sources for this research were the related books e.g. Heaton (1988), Larsen-Freeman (1986), Journals (NELTA 11th Volume), Kumar (1999), articles and theses approved in the Department of English Education, T.U. and different web-sites.

2.2   Population of the Study

The total population of this study were the students of New Vision Public High School, Sau-Pharsatikar-1, Rupandehi.

2.3   Sampling Procedure

The researcher selected New Vision Public High School of Rupandehi district by using non-random judgemental sampling

procedure. The same procedure was used to select grade nine students also. Thirty-two students of grade nine were taken for the study. These students were divided into two groups; experimental and control groups using systematic random sampling procedure (odd and even). The researcher tried to maintain equal reading proficiency level of both the groups.

2.4 Tools for Data Collection

The main tool for data collection was a test paper. The test items were administered to assess the reading comprehension ability of the students. Five different passages (three seen and two unseen passages) were selected. Each passage included both objective and subjective type of questions carrying 100 marks. The subjective test items included short answer questions and objective test items included multiple choice, true and false, fill in the blank, .. (Appendix I)

The same test items were used for both pre-test and post-test. Lesson plans and teaching materials were other supporting tools (Appendix II).

2.5 Procedure of Data Collection

The researcher applied the following procedures for the collection of the data from the primary sources. He prepared the test items for both pre-test and post-test. A pre-test was administered to identify the level of proficiency in reading comprehension before the experiment. Students were given three hours to attempt the questions. Then the students were ranked on the basis of their proficiency level based on the pre - test.

The students were divided into two groups in such away that both the groups had equal proficiency on reading comprehension. The students were ranked from the first to the last position on the basis of the result of

the pre-test. The total students were divided into two groups. 'A' and 'B' on the basis of the odd and even number. The group division was as follows:

Group 'A'	Group 'B'
Even	Odd

Here, group 'A' referred to the experimental group and group 'B' referred to the control group.

The students were divided into two groups and were taught the same reading texts. Then, the students of group 'A' were taught using strip story technique and group 'B' were taught through usual classroom technique i.e. without using strip story.

The medium of teaching was English. Each group was taught six days in a week, one period in a day and each period lasted for 45 minutes. Each group was taught for about one month i.e. 22 classes in 22 days and 22 lesson plans were designed for both groups separately. The same set of questions was used for the post - test. Then the results of the two tests were compared to determine the effectiveness of the strip-story for teaching reading comprehension.

2.6   Limitations of the Study

This study had the following limitations:

i.   This study was limited within New Vision Public High School, Sau-Pharasatikar - 1, Rupandehi.

ii.   Only the students of grade nine were taught only 22 classes.

iii.   There were 32 students in the study.

iv.   It concerned with only private school.

v.   The primary data for this study were collected from the written test.

vi.   The researcher assessed only reading comprehension.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. It deals with the analysis and interpretation of data obtained from the due effort of the experimental study and field survey i.e. pre test and post-test from the experimental and control groups.

The data obtained from the students have been grouped under main categories and are analyzed separately.

i.   Holistic comparison

ii.   Objective test-item based comparison

iii.   Subjective - test - item based comparison

Holistic comparison consists of a table where the results of group 'A' and group 'B' for six types of test items are presented. The last two headings are divided into other subheadings. Objective test-item based comparison consists of true or false , multiple choice, matching, gap - filling, and jumble sentence ordering. Subjective test item based comparison consists of open-ended short answer question. For analyzing the data, the individual scores of both tests (pre-test and post test) on objective and subjective test items have been taken and tabulated groups - wise (Appendix III). For the purpose of comparison and finding the comparative effectiveness of both the groups, the average scores of two tests are computed out of the individual scores tabulated (Appendix IV).The difference between the average scores of the two tests is determined. The result is also converted into percentage. The result of two groups have been compared on the basis of the average and percentage of the scores that the students obtained. The marks of each students in the pre-test were subtracted from the marks of post test to find out the difference between them.

The group which has got higher average marks and the percentage is thought to be better than the one which got a lower average marks and percentage. To claim whether the different is significant t-test was also calculated.

The analysis and interpretation of the study is given below.

3.1   Holistic Comparison

In this comparison, the result of group 'A' and the group 'B' for six type of test items as discussed above under separate headings is shown in a single table. This deals with the performance of group 'A' and 'B' in both subjective and objective test items as a whole.

Table 1

Difference in Average Percentage

S.N.	Type of Test Item	Group 'A'	Group 'B'	Difference
1	True or false	11.67	7.56	4.11
2	Multiple choice	1.67	10.62	-8.95
3	Matching	19.05	3.13	15.92
4	Gap-filling	10.61	1.39	9.22
5	Jumble sentence ordering	24.11	10.11	14.00
6	Open-ended short answer question	25.41	8.08	17.33
	Average	15.42	6.81	8.61

The above table shows that group 'A' has made significant progress in open - ended short answer question, true or false, matching, gap - filling and jumbled sentence ordering since the difference in percentage is 17.33, 4.11 15.92, 9.22, 14.00 respectively where as in multiple choice test item the found difference is not so significant i.e. (-8.95). That is to say in this test item group 'B' has got better performance.

Thus, in all the test items except multiple choice item group 'A' has excelled group 'B' because of which group 'A' as a whole has got the average increased percentage of 15.42 against group B's only 6.81 and, therefore group 'A' has won group 'B' securing 8.61 more average increased percentage. This proves that teaching reading thought strip story (technique) has been more effective than conventional way of teaching.

Figure 1

Comparison of Difference as a Whole in Average Percentage
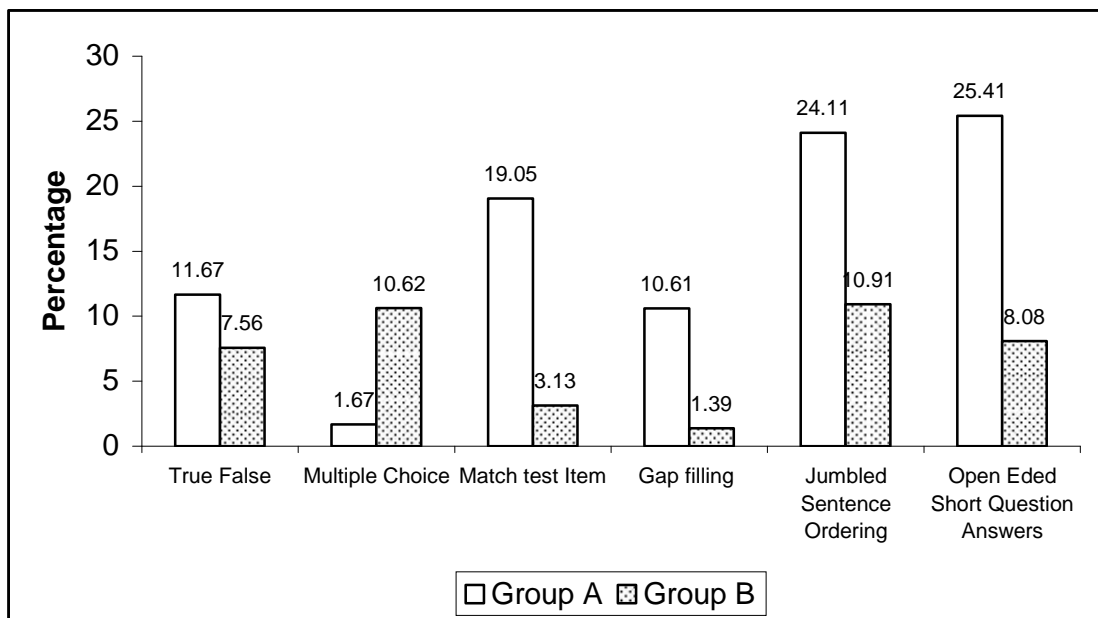
3.2   Objective Test - Item Based Comparison

Objective test item consists of true or false, multiple choice, matching item, gap - filling, jumbled sentence ordering carrying 50 full marks.

3.2.1 True or False - Item Based Comparison

This test item consists of 10 items carrying 10 full marks. This item was designed in two different texts out of five texts.

Table 2

Average Scores in True or False Test - Items

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	7.5	8.38	0.88	11.67
B	7.44	8	0.56	7.56

The table shows that Group 'A' has got 7.5 average score in pre-test and 8.38 in the post-test. This group has increased its average marks by 0.88 or 11.67 percent.

However the average marks obtained by group 'B' in the pre-test is 7.44 and in the post test is 8. The group has increased average mark by 0.56 or 7.56 percentage.

It reveals that the group 'A' has achieved progress in this area than group 'B' leading with 4.11 average percent.

Note: Group 'A' is experimental and Group 'B' is controlled.

3.2.2 Multiple Choice Test-Item Based Comparison

This category of test item consists of 10 items carrying 10 full marks. This item was designed in two texts out of five texts.

Table 3

Average Score in Multiple Choice Test - Item

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	7.5	7.38	0.13	1.67
B	7.06	7.81	0.75	10.62

The above table shows that group 'A' has got 7.5 average score in the pre-test and 7.38 in the post-test. This group has decreased its average mark by 0.13 or 1.67 percent.

However, the average mark obtained by group 'B' in the pre-test is 7.06 and in the post test is 7.81. The group has increased its average marks by 0.75 or 10.62 percent.

It shows the fact that group 'B' has achieved progress in this area than group A. Thus Teaching reading comprehension through strip study is not significant in this test item.

3.2.3 Matching Test-Item Based Comparison

This test item consists of 10 items carrying 10 full marks. Matching test items contained matching words with their meaning. This text item was deigned only in two texts out of five.

Table 4

Average Scores in matching Test Items

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	7.88	9.38	1.50	19.05
B	8	8.25	0.25	3.13

This table shows that group 'A' has got 7.88 average scores in pre-test and 9.38 in the post test. This group has increased its average mark by 1.50 or 19.05 percent.

On the contrary group 'B' has obtained 8 average score in the pre-test and 8.25 in the post test. This group has increased its average marks by 0.25 or 3.13 percentage. This data displays that group 'A' has got better achievement then group 'B' in this test item.

3.2.4 Gap Filling Test Item Based Comparison

This test item consists of 10 items carrying 10 full marks. This text item was only constructed in two texts out of five.

Table 5

Average Scores in Gap Filling Test-Item

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	8.25	9.13	0.88	10.61
B	8.88	9	0.13	1.39

This table shows that group 'A' has got 8.25 and 9.13 average in the pre-test and post-test respectively. This group has increased average marks by 0.88 or 10.61 percent. On the contrary group 'B' has obtained 8.88 average score in pre-test and 9 in post - test respectively. This group has increased its average marks by 0.13 or 1.39 percentage.

From this table we can draw the conclusion that Group 'A' has excelled group 'B' in the post-test because the former has got 0.88 average difference or 10.61 percentage.

3.2.5 Jumbled Sentence Ordering Test-Item Based Comparison

This test item consists of 10 items having 10 full marks. It was only designed in two texts out of five.

Table 6

Average Scores in Jumble Sentence Ordering Test-items.

| Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	7	8.69	1.69	24.11
B	6.88	7.63	0.75	10.91

This table shows that group 'A' has got 7 and 8.69 average score in pre-test and post-test respectively. This group has increased 1.69 average marks or 24.11 percentage.

Similarly, group 'B' has got 6.88 and 7.63 in pre-test and post-test respectively. This group has increased 0.75 average marks or 10.91.

By this comparison, we can draw the conclusion that group 'A' has got better performance than group 'B' in jumbled sentence ordering test-item.

Figure 2

Average Level of Performance in Objective Type Test- Item
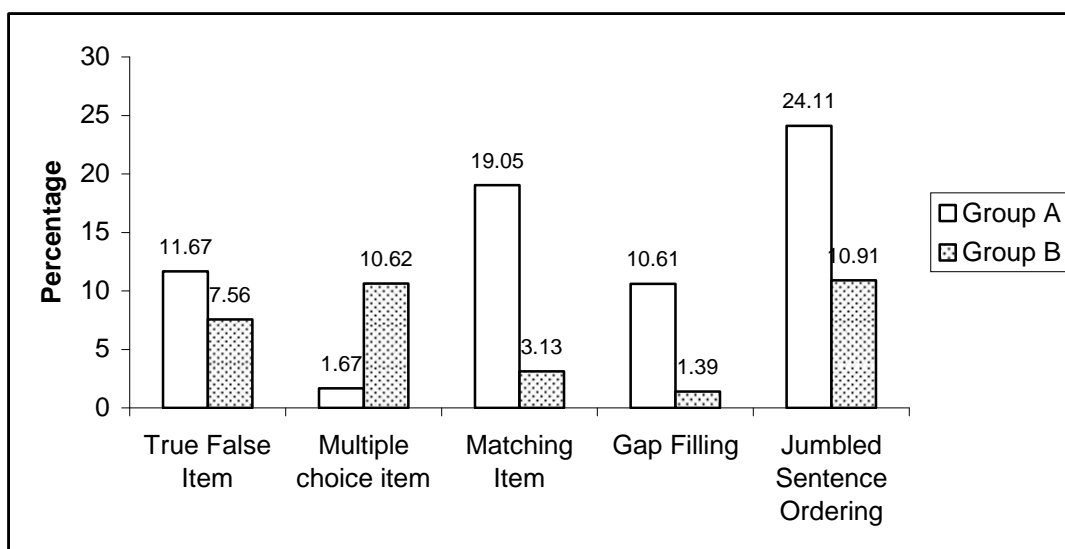
3.3 Subjective Test Item Based Comparison

Subjective test consists of short answer questions carrying 50 full marks.

3.3.1 Short Answer - Question Test item Based Comparison

This test consists of 25 items carrying 50 full marks. This item was constructed in every text i.e. five texts.

Table 7

Average Scores in Open - Ended Short Answer Questions Test - Items

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	23.13	29	5.88	25.41
B	24.75	26.75	2	8.08

The above table shows that group 'A' has scored 23.13 and 29 in the pre-test and post-test respectively. This group has increased its average mark 5.88 or 25.41 percentage.

The average marks obtained by group 'B' is 24.75 and 26.75 in the pre-test and post-test respectively. This group has increased it's average marks by 2 or 8.08 percentage.

This data displays that group 'A' has got better achievement than group 'B' in this test item leading with 17.33 average percentage. The performance of group 'A' in the pre-test and post-test shows that using strip story technique in teaching reading comprehension is effectively significant.

3.3.2 Average Level of Performance in Subjective Type Test Item

Figure 3

Average Level of Performance in Subjective Type Test Item
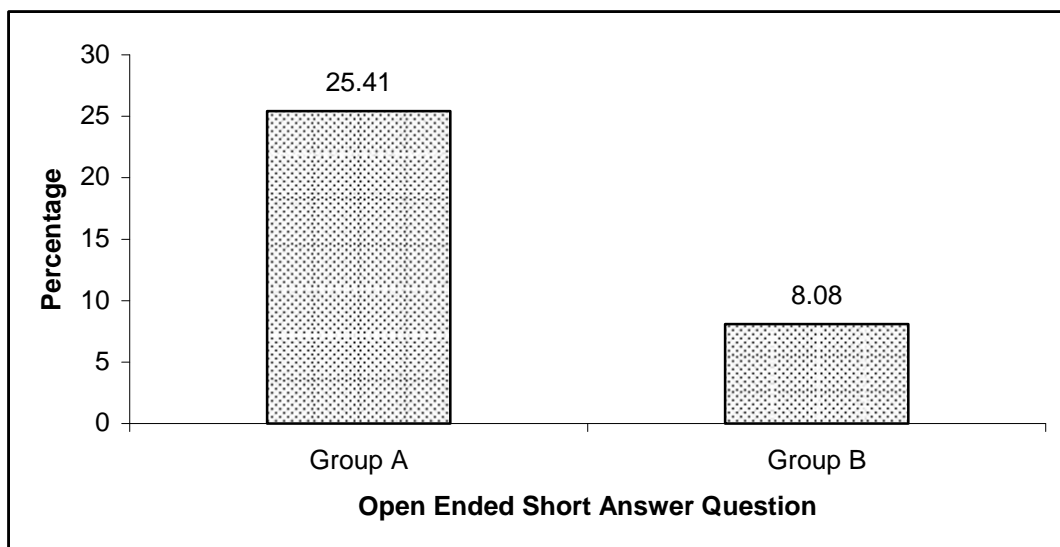
3.4　Testing Statistical Significance

To claim the findings that teaching reading comprehension through strip story technique is more effective than usual way (with textbook) of teaching, it is necessary to apply 't' test which is the test of significance of difference between two means.

$$t = \frac{(\overline{X}_1 - X_2)}{\sqrt{S^2 \left(\dfrac{1}{n_1} + \dfrac{1}{n_2} \right)}}$$

Where,

$\overline{X}_1$ = mean of experimental sample

X_2 = mean of the control sample.

n_1 = number of cases in experimental sample

n_2 = number of cases in control sample

$S_1{}^2$ = variance of experimental sample

$S_2{}^2$ = variance of control sample

S_2 = common population variance.

If t-value equals or exceeds 1.697, we may conclude that the difference between mean is significant at the 5 percent level i.e. we can reject null hypothesis (H_0) but if 't' value is greater than calculated value we may conclude that the difference between mean is not significant.

3.4.1　Testing statistical Significance as a whole

$H_o : \mu_1 = \mu_2$ there is no significance difference between group 'A' and 'B'.

$H_1 : \mu_1 > \mu_2$ there is significant difference between group 'A' and 'B'.

Calculation of means and variance

S.N.	X_1	$(X_1-\overline{X}_1)^2$	S.N.	X_2	$(X_2-\overline{X}_2)^2$
2	-4	221.4144	1	-1	29.5936
4	15	16.9744	3	3	2.0736
6	7	15.0544	5	3	2.0736
8	11	0.0144	7	6	2.4336
10	7	15.0544	9	-6	108.9936
12	6	23.8144	11	5	0.3136
14	9	3.5344	13	9	20.7936
16	3	62.0944	15	-1	29.5936
18	12	1.2544	17	-1	29.5936
20	4	47.3344	19	12	57.1536
22	11	0.0144	21	-8	154.7536
24	7	15.0544	23	6	2.436
26	23	146.8944	25	7	6.5536
28	17	37.4544	27	18	183.8736
30	14	9.7344	29	2	5.9536
32	29	328.3344-	31	17	157.7536
$\Sigma X_1 = 174$		$\Sigma(X_1 - \overline{X}_1)^2 = 944.0304$	$\Sigma X_2 = 71$		$\Sigma(X_2 - \overline{X}2)^2 = 793.9376$

$$\overline{X}_1 = \frac{\Sigma X_1}{n_1} = \frac{174}{16} = 10.88 \qquad \overline{X}_2 = \frac{\Sigma X_2}{n_2} = \frac{71}{16} = 4.44$$

$$S_1^{\,2} = \frac{\Sigma (X_1 - \overline{X}_1)}{n-1} = \frac{944.0304}{15} = 62.9354 \qquad S_2^{\,2}\,\frac{\Sigma (X_2 - \overline{X}2)}{n-1} = \frac{793.9376}{15} = 52.9329$$

$$S^2 = \frac{(n_1 - 1)S_1^{\,2} + (n_2 - 1)\,S^2}{n_1 + n_2 - 2}$$

$$= \frac{15 \times 62.9354 + 15 \times 52.9329}{30} = 29.9342$$

Now we have test statistics

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{S^2 \left(\dfrac{1}{n_1} + \dfrac{1}{n_2} \right)}}$$

$$= \frac{10.88 - 4.44}{\sqrt{29.3942 \text{ x} \left(\dfrac{1}{16} + \dfrac{1}{16} \right)}} = \frac{6.44}{\sqrt{29.3942 \text{ x } 0.125}} = \frac{6.44}{1.9168} = 3.3598$$

Critical value : the tabulated value at 5% level of significance for one tailed test and ($n_1 + n_2$ - 2) 30 degree of freedom is 1.697.

Decision : Since the calculated value > tabulated value i.e. H_0 is rejected, we can conclude that there is significance difference between group 'A' and 'B'.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present research is an effort to find out the effectiveness of teaching reading comprehension through strip story. Twenty one classes were taken to conduct an experiment in New Vision Public High School, Pharastikar Rupandehi. Thirty two students studying in grade nine were sampled for the study, sixteen in each of the groups. Group 'A' represented experimental group and group 'B' represented control group. On the basis of analysis and interpretation of the primary data the findings derived are as follows:

i. Teaching reading comprehension through strip - story technique was found better since group 'A' had better performance with 8.61 (Table no. 1) more average percentage than group 'B'. So, it can be said that it is more effective to teach reading comprehension through strip - story since calculated value of 't' (3.3598) is greater than tabulated value of 't' (1.697).

ii. While teaching reading comprehension through strip story technique, the students were found highly motivated so that there was active participation of all students whereas group 'B' was found a bit passive. It was observed that the students of group 'A' had more long lasting retention than those of group 'B' because the former ones learnt by technique (strip story). However, the researcher had to face the selection of the materials on the basis of their level and related to content.

iii. In 'true -false test item', group 'A' has performed better (11.67%) than group 'B' (7.56%). Thus, the difference in percentage shows that teaching reading through strip - story technique is effective

than usual way of teaching. Since the average increment difference is 4.11 percentage.

iv.   In 'multiple -choice test item' group 'B' performed better (10.62%) than group 'A' (1.67%). Thus, the difference shows that teaching reading through strip-story technique is not significant since group 'B' has excelled group 'A' with 8.95 average increment percentage.

v.   In 'matching test item' group 'A' performed better (19.05%) than group 'B' (3.13%). Thus the difference in percentage shows that teaching reading through strip story seems to be more effective since the average increment difference is 15.92 percentage.

vi.   In 'gap - filling test item', group 'A' performed better (10.61%) than group 'B' (1.39). Thus, the above increment percent shows that teaching reading through strip story technique has better impact on the result since the average increment difference is 9.22 percentage.

vii.   In 'jumbled - sentence ordering test item' group 'A' performed better (24.11%) than group 'B' (10.11%). Thus, the above increment percentage shows that teaching reading through strip story technique has better impact on the result since the average increment difference is 14.00 percentage.

viii.   The test item 'short-answer question' was designed to asses their ability to answer the questions. In this test item, group 'A' has progressed a lot securing 25.41 percentage in comparison to group 'B' i.e. this group has 8.08 percentage. Thus, the above difference shows that teaching reading comprehension through strip - story technique is effective since group 'A' has led group 'B' with 17.33 average percentage.

The findings of this study have been identified on the basis of results of the group rather than the responses of the individual students.

So, this study reveals that teaching reading comprehension through strip story technique is more effective than usual way of classroom teaching since the result of post-test depicts that both the groups were benefited.

4.2   Recommendations

The researcher having carried the experiment in two different ways of teaching (strip story - technique and usual way of teaching) in teaching reading comprehension came to conclude that teaching with strip story can be really more effective and significant than usual ways of teaching from several perspective which have already been discussed in the preceding chapters.

Following recommendations are presented on the basis of findings from teaching and achievement in reading text.

i.   Group 'A' has got better results compared to group 'B'. From this, we can say that teaching reading comprehension through strip story technique is better than usual way of teaching. So, it should be applied in teaching reading comprehension for better results.

ii.   We can use certainly strip story technique in teaching reading comprehension by using both subjective and objectives types of test - items since it is effective and significant.

iii.   The researcher would like to suggest that if all the English teachers involved in teaching English in secondary level throughout the country apply strip story technique in their teaching, the whole English language teaching in general and teaching of reading will be qualitative.

iv.   The syllabus designers, methodologists and textbook writers should design the texts which encourage students reading for pleasure.

v.   The teacher should be trained to apply this technique as per our need, requirement and context.

vi.   Strip story technique can be used with almost all levels, ages, and ability of the students.

vii.   In order to make the students more active and motivating in the classroom, strip story technique should be applied in teaching reading comprehension. In this study, students of group 'A' who were taught using strip story technique were found more active and motivating in the classroom in comparison to the students of group 'B'.

viii.   To deal with strip story technique, special preparation for teacher is required. So, sufficient time should be managed.

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