

THE EFFECTIVENESS OF VISUAL MATERIALS IN DEVELOPING READING SKILL

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

Submitted by

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Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2011

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DECLARATION

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

Date: - 2068/08/25

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This is to certify that **Mr. Yam Prasad Gautam** has prepared this thesis entitled "The Effectiveness of Visual Materials in Developing Reading Skill" under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

to

All my family members and teachers who have spent a lot of their time to make me what I am today. My Parents (Mr. Indra Prasad Gautam and Mrs.Nanda Kumari Gautam)

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ABSTRACT

This study attempts to find out “**The Effectiveness of Visual Materials in Developing Reading skill**”. Thirty students of grade eight studying at Shree Rastriya Taudaha Higher Secondary School are the sampled population of this study. The researcher himself was involved in experimental teaching for the purpose of carrying out the research. The tests (pre-test and post tests) were major tools for data collection. A pre- test was administered before actual classroom teaching and post-test was administered after teaching. The students were ranked on the basis of result of the pre-test. They were divided into two groups on the basis of odd even ranking of individual scores. Then, one group (group A) was taught with visual materials whereas another group (group B) was taught without visual materials. Each group attended twenty four lessons. Then, post-test was given. After that the results of these two tests were compared to determine the effectiveness of visual materials which was found to be effective and motivating technique in teaching English language classroom in developing reading skill.

This thesis comprises four chapters. The first chapter consists of brief introduction of related areas of the study. It includes general background, objectives of the study and significance of the study. The second Chapter deals with methodology adopted during the study. The third Chapter consists of analysis and interpretation of data on the basis of the average score obtained in the pre-test and post-test between two groups. Similarly, the forth Chapter presents findings and recommendations drawn on the basis of analysis and interpretation of the data. References and appendices are added to the fourth chapter.

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LIST OF ABBREVIATIONS AND SYMBOLS

CUP	:	Cambridge University Press
EFL	:	English as a Foreign Language
e.g.	:	for example
ELT	:	English Language Teaching
etc.	:	et cetera
FM	:	Full Marks
HSS	:	Higher Secondary School
i.e.	:	That is
M Ed	:	Master of Education
NELTA	:	Nepal English Language Teachers Association
OM	:	Obtained Marks
TU	:	Tribhuvan University
UN	:	United Nations
UNESCO	:	United Nations Educational Scientific and Cultural Organization
USA	:	United States of America
%	:	Percentage

CHAPTER: ONE

INTRODUCTION

This is the research work entitled "Effectiveness of Visual Materials in Developing Reading Skill". This introduction part deals with general background, review of related literature, objectives of the study and finally the significance of the study in brief, are also part of this chapter.

1.1 General background

In Nepal, many supporting materials have been devised and used to stress the teaching of the English language; the results have not been very satisfactory even trained teachers on the basis of psychology of the students, nature of class, linguistic level of students and so on. English language was started formally in schools and colleges, various types of visual materials help to motivate students towards learning and make teaching learning process more effective.

Visual materials are on which words and or picture are printed for reading comprehension, consolidating vocabulary, practicing structure and word order for variety of games. They are simple and effective, but they also require careful thought and preparation in advance. They should be big enough to be seen clearly by every student in the class. There are published sets of visual materials in the market, it is

also not difficult to make the visual materials either as drawing or with cut out pictures from magazines.

Visual materials are generally defined as any materials that can be used in the classroom to facilitate learning. Visual materials are teaching devices such as charts, drawing, pictures etc. to enhance and promote teaching learning process. Visual materials can be helpful to the teachers to do his job better. Araby (1974, p.2) says, 'Teaching aids, however are designed to help the teachers, save time and effort. Many of them can be effectively used in large classes. Some of them receive the teacher from many routine works. All of them make the class more lively and more interesting for the teachers and students'.

Stevick (1976) concludes, "... anything audible or visible which helps your students learn the language more quickly or more accurately ... " (as cited in Sharma and phyak 2009, p. 300).

In this context, Burton (193) says, visual materials are those sensory objects or images which initiates as stimulate and reinforce learning." (as cited in Aggrawal, 1997, p. 134)

Similarly, Heaton (1979) includes teacher, students, blackboard, textbook and classroom as time basic visual materials. (as cited in Sharma and Phyak, 2009).

Based on the aforementioned statements, it can be concluded that visual materials are useful for presenting practicing and revising vocabulary or as prompts for other activities. For example, to illustrate the characters in a dialogue and to help students improve their reading comprehension. Language teacher can easily arouse interest of students by using visual materials. Teachers can express their ideas clearly if they make good use of visual materials. These visual materials allow the students to learn quickly and easily.

1.1.1 Teaching Materials in ELT

The term 'teaching material' or 'teaching aids suggest in the first instance, things brought into the classroom like wall, charts, slides, films and something extra, which help the teacher to do his/her job better, but in language teaching the sense of 'extra' materials. For Corder in Byron (1980) states: "anything which can be seen while the language is being spoken may be visual aids." Everything belonging to or brought into the classroom animate or inanimate is a potential visual aid. Teachers, boys, girls, pets plants clothes, furniture, materials, objects, everything that anyone is seen to do any movement she /he makes any action she/he performs laughing, crying smiling, working, acting, misbehaving attending or not attending all are potential visual aids, are teaching materials.

1.1.1.1 Importance of Teaching Materials

Teaching materials help teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable him/her to make learning more concrete, effective, interesting, inspirational meaningful and vivid.

Thus, importance of teaching materials can be clear from the old Chinese proverb as;

I hear I forget.

I see I remember.

I do I understand.

Importance of teaching materials can be briefly listed in the following way:

1. Teaching materials can brighten up the classroom and bring more variety and interest into the language lessons.
2. Visual aids in particular can help to provide the situations which light up the meaning of the utterance used.
3. Use of the teaching materials enables the teacher to follow the maxims of teaching like 'concrete to abstract,' "known to unknown" and 'learning by doing'.
4. Use of teaching materials helps in the learning of other concepts, principles and solving the real problems of life by making possible

the appropriate and positive transfer of learning and training received in the classroom

5. Teaching materials can help the teacher to improve his own English and to prepare more effective lessons.
6. Both aural and visual aids can stimulate children to speak English as well as read and write it.
7. They can help in giving information of one kind or another about the background of literature, culture and about life in English speaking countries.
8. They reduce the teacher talking time and increase the student talking time. This develops more students' participation.
9. Even the abstract ideas of sound, temperature, motion, speed, size, distance, mass, depth weight, colour, taste, feel, colour and time can be taught with visual aids.
10. Materials help the teacher meet individual differences some are ear-oriented; some can be helped through visual demonstration, while others learn better by doing.

(Sharma, B.K. and P.Phyak, 2009, p. 299)

1.1.1.2 Different Types of Teaching Materials

There is no uniformity in the number and types of teaching aids. Stevick (1976) defines it as... “anything audible or visible which helps your student learn the language more quickly or more accurately... is teaching aid.” The definition clearly says that teaching aids could be

of two types- audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus, pictures, blackboard OHP. Fall under visual aids whereas tape recorder, language lab, radio will come under audio aids.

We have another way of classifying teaching aids. Celce Murcia (1999) calls them technical and non technical teaching aids. The first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them; the second kind refers to these which do not require this. If we follow this classification, television, tape recorder, video are technical aids whereas flash cards, white board, pictures are included into non technical aids.

Following table shows different types of teaching materials.

Teaching materials

(Adapted from Rai, 1999)

1.1.2 Importance of Visual Materials

Visual materials have great importance in teaching learning process.

Teaching learning process without using visual materials will be meaningless. Lee and Coppen (1964, P. 1) say that visual and aural materials can be helpful to English teacher in a number of different ways:

- i. They can brighten up the classroom and bring more varieties and interests into language lessons.
- ii. Visual materials in particular can help to provide the situations (contexts) which light up the meaning of the utterances used.
- iii. Visual materials can stimulate children to speak English as well as to read and write it.

- iv. They can help in giving information of one kind or another about the background of literature and about life in English speaking countries.

1.1.2.1 Types of Visual Materials

Visual materials can be divided into different ways. Wright (1976, P. 1) says that many media and many styles of visual presentations are useful to the language learner. There is no general rule to which, medium and style are appropriate at one time. He further mentions different types of visual materials for languages teacher (P. 63). Some of them are as follows:

- a) Flash cards
- b) Wall charts, wall posters/wall pictures
- c) Realia
- d) Sides and filmstrips

1.1.3 Visual Materials for Teaching Reading

Visual materials help to motivate students towards learning and make teaching learning process more effective. These materials are also equally important for consolidating vocabulary, practicing vocabulary, practicing structure, word order, for a variety of games. Visual materials are generally defined as only materials that can be used in the classroom to facilitate learning. Visual materials are teaching devices such as OHP, multimedia, projectors, films, T.V.

video, cut outs, flash cards, pictures and so on. Araby 1974 (p.9), include the following types of teaching visual materials:

- a) Realia
- b) Flash cards
- c) Pictures
- d) Puppets

1.1.4 Teaching of Reading

Teaching of Reading is an important aspect of teaching/learning a foreign language. Reading opens the gate of knowledge. Reading has been defined in many ways, reading generally means the understanding of a message in a text. This means the meaning is not merely lying in the text written to be passively absorbed. The reader will have to be actively involved and will have to work to get the meaning out.

1.1.4.1 Reading Comprehension

Reading comprehension simply stands for reading and understanding the materials. It is receptive language and involves the process of decoding i.e. converting language into message (Grellet 1981) states:

Understanding written texts means extracting the required information from reading and reading comprehension are

words in the text materials. Understanding the text results in a mental representation on the state of affairs the text describes. (P. 7)

We read either of pleasure or in order to find out the required information. The readers can predict what they are going to read. They response what will happen next. We can extract detail information by reading a text. Reading helps the readers to deduce the meaning of unfamiliar words from contexts. Similarly, the readers recognize the device for cohesion. Finally, we can get a general picture of text by reading it.

Grellet (1981) states "A competent reading will quickly reject irrelevant information and find out what is looking". Reading comprehension involves making meaning of words phrases, clauses, sentences and the text. The reader needs to interpret the total organization of the text to comprehend it.

According to Munby, as mentioned in Grellet (1981, p.29-32) the following are some of the major activities in developing reading skills:

-) Recognizing the script of a language.
-) Deducing the meaning and use of unfamiliar lexical items.
-) Understanding explicitly stated information.
-) Understanding information when it is not explicit.
-) Understanding conceptual meaning.
-) Understanding the communicative value of sentence and utterances.

-) Understanding relations with the sentences.
-) Understanding relation between the parts of a text though lexical cohesion devices.
-) Interpreting text by going outside it.
-) Recognizing indicators in discourse.
-) Identifying the main points if important in piece of discourse.
-) Extracting salient points or summarizes (the text, and – idea etc)
-) Selective extraction or relevant points from a text.
-) Basic reference skills.
-) Skimming
-) Scanning relocate specially required information.
-) Transcending information to diagrammatic display.

Along with the above mentioned varieties of skill in reading, people come across a number of varieties of a detailed comprehension. Grellet (1981) presents the following text type that usually comes across. Like novel, short stories, tasks, other related to and passage (e.g. essay, diaries, anecdote and biographies)

-) Plays.
-) Poems, limericks, nursery rhymes.
-) Letters, postcards, telegrams, notes.
-) News papers and magazines.
-) Specialized articles, reports, reviews, business letters.
-) Summaries, précis, accounts, pamphlets.

-) Textbook, guidebooks handbooks.
-) Recipes.
-) Advertisement, novel brochures catalogues.
-) Puzzles, problems, rules for games.
-) Instruction (e.g. warning), direction, posturing etc)
-) Comic strips, cartoons and caricatures legends.
-) Satire, diagrams, Flow/piechart, time table.
-) Telephone direction, dictionaries, phrase book etc.

1.1.4.2 Types of Reading

The readers do not go through a text unless they have some purposes in mind. Based on the purpose of reading and the level of the readers involved we can identify different types of reading.

a) Reading aloud

This type of reading is also known as oral reading. This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. Moreover, it is aimed to enable the students to read with due expressions and to understand the meaning of the read words and sentences.

This type of reading is also useful to test pupil's knowledge of English words and phrases and whether she/he knows how to pronounce them, how to phrase words and how to enunciate clearly. Thus reading aloud is a test as well as practice.

b) Silent reading

Silent reading is the higher faculty in the art of reading. Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. Silent reading is "Perceiving a written text in order to understand its content" (Richards et al. 2003)

Silent reading facilitates the mastering of language and encourages the students to make use of dictionary. One of the most important objectives of silent reading is to develop in students the way to enjoy and recreate themselves. The aims of silent reading, therefore, are pleasure and profit to be able to read for interest and to act information.

c) Rapid reading

Rapid is also known as speed or faster reading. Rapid reading consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. Readers are usually trained to use more effective eye movements when reading and to use better ways of understanding words and meaning in

written texts. Due to the following purposes, the readers go through rapid reading.

- i) perspective
- ii) Evaluation
- iii) Review

d) Intensive reading

Intensive reading is a kind of detailed study. In intensive reading, students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions.

Intensive reading is generally at a slower speed and requires a higher degree of understanding than extensive reading. Through intensive reading students do not only get the literal meaning of the text but also extract the contextual meaning.

e) Extensive reading

Extensive reading is done for pleasure. Extensive reading is primarily carried out to train the students to read directly and fluently in the foreign language for their enjoyment. Extensive reading is reading in quantity and in order to gain a general understanding of what is said. It is intended to develop good reading habits, to build confidence in language to build knowledge of vocabulary and structure.

Extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as whole without necessarily understanding each word and structure without the help of the teacher. In this reading skill, students focus their attention on main ideas. Extensive reading develops the value of reading in the minds of the students.

f) Skimming

Skimming is one of the specific reading techniques necessary for quick and efficient reading. In this skill, readers go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer (Grellet, 1981:19)

Thus, skimming is a type of speed reading in which the readers make a rapid survey of texts of grasp the general theme or central idea of the text being read.

g) Scanning

This type of reading, readers mainly try to locate particular place of information and often they do not even follow the linearity of the passage to do so. It is mainly carried out when the readers want to locate a particular piece of information, without necessarily understanding the rest of a text or passage.

Scanning is for more limited since it only means retrieving what information is relevant to our purpose rejecting irrelevant information. For example, we go through a novel to find out when someone was killed, survey a newspaper to locate a particular advertisement or scan a phone directory to pick up a specific phone number.

1.1.5 Experimental Research

Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. It comprises of both the pre and posttests and random assignment of subjects. Kumar (1999, P. 100) says, "In an experimental study the independent variable can be observed, introduced or manipulated by the researcher whereas in non experimental study this can not happen as the assumed case has already occurred. " on the basis of the definitions mentioned above we can clearly say that an experimental research is a research in which research introduces on intervention and studies the effects of intervention.

There are two types of groups in any experimental research: experimental group and control group. Best and Kahn, (2006, p. 166) distinguishing experimental and control groups say, "The experimental group is exposed the influence of the factor under consideration the control group is not." The result from the

experimental research is drawn by observing differences between experimental and control groups.

1.1.5.1 Designs of Experimental Research

There are many designs of experimental research. Various scholars have given various experimental designs. They are as follows:

a) Pre- experimental Design

In this design there is either control group or no way of equality the groups that are used.

b) True experimental design

In this research the group is divided into two parts, that is experimental group and control group. Sampling population is divided by using random sampling procedure.

c) Quasi-experimental design

When the sampling population is large in this situation quasi-experimental design is used because there is not possibility for randomization.

1.1.5.2 True Experimental Research

It is one of the strongest designs. We normally understand experimental research as a true experimental research as a true experimental design. In this design the sampling population is divided into control

group and experimental group by using simple random sampling procedure. One group, that is experimental group, receives special treatment other does not receive special treatment. Best and Kahn (2006, P 179) say, "in a true experiment the equivalence of the experimental and control group is provided by random assignment of subject to experimental and control treatment." There are three other designs of true experimental design. They are as follows:

a) The posttest only, equivalent Groups Design

R	X	O ₁
R	C	O ₂

This is design where two groups i.e. experimental and control are equated by random assignment. In this design the researcher first divides the sampling population into two groups by random assignment. Both the groups should be of equal level. Out of two groups one group receives special treatment whereas another does not. After treatment a post-test is administered to both the groups and effectiveness of the special treatment is measured.

b) The pre test-post test Equivalent Group Design

R	O ₁	X	O ₂	O ₁	O ₃	= Pretest
R	O ₃	C	O ₄	O ₂	O ₄	= Post test

In this design the researcher divides the population into two groups and administers the pretest to both before the treatment. After pretest one group is taught with special treatment while another is not. After treatment posttest is administered to the subject.

c) The Solomon four group Design

R	O ₁	X	O ₂
R	O ₃	C	O ₄
		X	O ₅
		C	O ₆

The subjects are randomly assigned into four groups in this design. Out of four two groups receives special treatment but two do not. Pre-test is administered to one control and one experimental group whereas post- test is administered to all the groups. This design is the combination of the designs mentioned above.

1.2 Review of the Related Literature

Literature review, the central of research work that provides the information about the research works and other related literature of my research work. It is critique of research relating to a particular issue or question. It reflects the fact that what has already done and what is remaining to be done in this section.

Numbers of research studies have been carried out to find out the effectiveness of different methods and technique in language teaching in the department of English Education, T.U. next a single research has been carried out to find out the effectiveness of visual materials in developing reading skill some of the related research studies are given below:

Chapagain (1999), conducted the study entitled "Use of Teaching Materials and Its Impact in English Language Learning". The main purpose of the study was to find out the use of teaching materials and its impact in English language learning. The primary sources of data were from the grade 6. The researcher used stratified random sampling materials was better than without use of teaching materials. Teaching materials are integral part of English language teaching and they have highly impact of language teaching.

In the same way, Timilsina (2000), carried out a study entitled "the Effectiveness of Recorded Materials over Conventional Teaching Listening." The main purpose of the study was to find out the effectiveness of recorded materials over conventional teaching listening comprehension. The primary sources of data were forty students of grade 7. He used simple random sampling procedure. The study showed that recorded materials are far more better than the conventional teaching in listening comprehension.

Acharya (2001), carried out this study entitled "The Effectiveness of Recorded Materials and Live Materials in Teaching Listening." The main objective of this study was to find out the effectiveness of recorded materials and live materials in teaching listening. The primary sources of data were 30 students of B. Ed. second year. The researcher used random sampling procedure. The study showed that the effectiveness of recorded materials and live materials was significant. The experimental group performed better than the control group.

Humagain (2006), carried out this study entitled "The Effectiveness of Language Teaching Through Games." The main objective of this study was to find out the effectiveness of Language teaching through games. They were twenty students of grade eleven. They were selected by using simple random sampling procedure. Students were divided into two groups i.e. experimental group and control group. It was found that there was the obvious of language teaching through games better in comparison to other techniques.

Similarly, Sapkota (2006), carried out this research on "The Effectiveness of Live Presentation and Recorded Materials in Teaching Listening Comprehension." The main purpose of this study was to find out the effectiveness of live presentation and recorded materials in teaching listening materials. The primary sources of data were forty students of grade eight. The researcher used simple random sampling procedure. It was found that there was the obvious live

and recorded materials are far better than the other materials in teaching listening comprehension. Students in listening were found better than the other materials.

Ghimire (2007), carried out his research on the "Effectiveness of Visual Aids in Teaching Vocabulary." The main purpose of the study was to find out the effectiveness of visual aids in teaching vocabulary. The primary sources of data were from the grade 12 students in science, education and commerce. The researcher used stratified random sampling procedure. It was found that there was the obvious effectiveness of visual aids in teaching vocabulary. Students who were taught by using visual aids found better than without using visual aids in teaching vocabulary.

Some of the research mentioned above are related to this research in the sense that they try to find out the effectiveness of teaching materials of the purpose of teaching and learning language. They are also similar to another because all of them carried out practically. However, all of them differ from one another since they are concerned with separate technique used in the field of language teaching and learning. I have come to point that no research studies have yet been done on the effectiveness of visual material in developing reading skill at grade eight.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the effectiveness of visual materials in developing reading skill.
- b. To list some pedagogical implications for the improvement based on the findings of the study.

1.4. Significance of the study

This study provides the information about the effectiveness of visual materials in developing reading skill. Visual material plays significant role in teaching reading skill. It helps students to make sharp their mind. If the teacher implements teaching materials in the classroom regularly, the students develop the reading skill in advanced.

This study will be beneficial to those who are in the field of language teaching especially in ELT. It plays the central role for teachers, supervisors, students, researcher and the person who are interested in the field of language teaching to develop the teaching materials and text books. The teacher can devise an appropriate method to gear up the speed of progress of the students.

Realizing this fact, the researcher attempts to conduct this research to determine the effectiveness of visual materials in developing reading skill.

CHAPTER: TWO

METHODOLOGY

The researcher used the following methodology to obtain the objectives of the study:

2.1 Sources of Data

Both primary and secondary sources were used to collect the data.

2.1.1 Primary Sources of Data

The primary data of this study were collected by administering a pre-test and post test to the students of grade eight in school of Kathmandu district name of Shree Rastriya Taudaha Higher Secondary School. The pre-test was given before starting actual teaching and post test was given after teaching. So, the primary sources were the students of grade eight.

2.1.2 Secondary Sources of Data

Secondary sources of data the written documents. Different books related to this study were consulted for constructing test and teaching materials. Some of them are:

Harmer (2008), Best and Kahn (2006), Kumar (1999), Nunan (1993), Grellet (1981), Davis (1999), Thornbury (1999), Wright (1976), Sealy (2010), Crystal (2003) and Araby (1974). Journals, reports, articles,

research studies, Internet related to the topic were also used as secondary sources of data.

2.2 Population of the Study

The population of the study was the students of grade eight studying at the selected school.

2.3 Sampling Procedure

The whole population was difficult to use while collecting the data. So, the study was conducted by using following sampling procedure.

Researcher purposively selected Shree Rastriya Taudaha Higher Secondary School, Kathmandu as a research area of the study. He used simple random sampling procedure to select the students of grade eight and thirty were taken for the study. These students were divided into two group viz., experimental group and controlled group using simple random sampling procedure. The researcher tried to maintain equal level of proficiency of the both groups.

2.4 Tools for Data Collection

The pretest and post-test were taken as main tools for the collection of primary data. It consisted of five different test items which carried all together 30 marks.

The following types of test items were used for the collection of primary data.

S.N.	Types of test items	Marks allocated
1	Answer to the question	10
2	Fill in the blanks	5
3	Tick the best answer	5
4	Find out the similar	5
5	Supply the correct word	5
Total		30

2.5 Process of Data Collection

The primary data of the study were collected by conducting the pre-test and post-test while conducting the pre-test and post-test, the following steps were followed for the collection of data:

- i. First of all, I visited the selected school and requested the concerned authority for granting the permission to carry out the research.
- ii. Then, I established the friendly rapport with subject teacher as well as students and explained the purpose and processes of the research.
- iii. Then, I selected 30 student of grade eight by using simple random sampling procedure and a pre-test was administered to find out their existing level of proficiency. The test paper was of 30 marks and the time given to them to solve the paper was 30 minutes too.

- iv. A written pretest was administered to determine the proficiency level of the students.
- v. The students were divided into two groups 'A' and 'B' as odd and even on the basis of merit list prepared in the accordance with the score obtained.

pre-test rank	group 'A'	group 'B'
1-10	even	Odd
11-20	Even	odd
21-30	Even	odd

- vi. Teaching items were the same for the both groups but methods were different. One group was taught using visual materials. Another group was taught by without visual materials.
- vii. Each group was taught six days per week and total periods of teaching were four weeks. At the end of the teaching, the post-test was compared to determined the effectiveness of visual materials in developing reading skills.

2.6 Limitations of the Study

- a) The study was limited to Shree Rastriya Taudaha Higher secondary School.
- b) The teaching/learning activities were limited only four weeks.
- c) It was limited to only thirty students of class eight.
- d) The study was limited to the reading area only.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary source. The main objective of this study was to find out the effectiveness of visual materials in developing reading skill. The primary source of this research was the students of grade eight of Shree Rastriya Taudaha Higher Secondary School. The data were collected through the test items. The pre-test and post-test were administered to both the groups (i.e. experimental and controlled). The techniques, subject and time were used while teaching both the groups, but materials were different. The only difference in teaching was that the experimental group was taught using visual materials, B was taught without visual materials. The record of students' performance is tabulated and analyzed from various angles to find out the effectiveness of visual materials in developing reading skill. The data have been categorized under the following headings:

-) Holistic Comparison
-) Items wise Comparison
 - The result in Answer to the question item
 - The result in Find out similar meaning item
 - The result in True False item
 - The result in Fill in the blanks item

- The result in supply the correct words for the picture item

3.1 Holistic Comparison

In holistic comparison, the average marks obtained by the students of both the group in all the test items are compared. The average marks and percentage in all the test items is shown in the given table.

Table No. 1

Comparison of Average Scores of Group A and B

S.N.	Test Item s	Group A			Group B		
		Pretest	Posttest	D	Pretest	Posttest	D
1	Answer qu es tio n ite m	4	6.85	2.85	3.93	6.57	2.64

2	Similar Meaning Item	2.73	3.57	0.84	2.93	4	1.07
3	True False Item	2.6	3.71	1.11	2.53	3.85	1.32
4	Fill in the blanks	2.6	4	1.40	2.86	4.14	1.28
5	Supply the Correct	2.13	3.42	1.29	2.2	3.78	1.58

	t W o r d I t e m						
Total		14.06	21.55	8.49	14.45	22.34	7.89

The above table shows that the difference in all the test items of group A is 8.49 whereas the difference of group B is 7.89. Group B obtained less score than group A. The difference between A and B shows that the experimental group learned better than the controlled group. So, the effectiveness of visual materials in developing reading is proved.

3.2 Item Wise Comparison

In this comparison, all the test items are compared separately. The average score of the pre-test obtained by the students in each test items are compared and analyzed. There were five test items in the question paper. The analysis of each of them is presented separately below.

3.2.1 The Result in Answer Question Item

This test item consisted of 5 different questions for testing the reading skill. The full mark of this test item was 10. The average score in this test item is presented in the given table.

Table No. 2

The Result in Answer Question Item

Group	Average Score in Pretest	Average Score in Posttest	D	D%
A	4	6.85	2.8	57
B	3.93	6.57	2.6	52.

The above table shows that group A has average score of 4 in pre-test and 6.85 in post-test. The increment in average score of group B is 2.64 (52.8 %). This result shows that the experimental group (group A) has made a bit more progress than the controlled group (group B).

3.2.2 The Result in Find out Similar Meaning Item

This test item also consisted of 5 different questions for testing reading skill. The total marks of this test item were 5. The average score and increment in this item is presented below.

Table No. 3

The Result in Finding Similar Meaning Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	2.93	4	1.0	21.
B	2.73	3.57	0.8	16.

The above table shows that group A has average score of 2.93 in pre-test and 4 in post-test. The difference between the scores in pre-test and post-test is 1.07 (i.e. 21.4%). Similarly, group B has average score of 2.73 in pre-test and 3.57 in post-test. The difference between the score is 0.84 (i.e.16.8%). This result shows the group A made more progress than the group B.

3.2.3 The Result in True False Item

This test item also consisted of 5 different true false items. They carried the full marks 5. The average score obtained by the students in this test item is presented below.

Table No. 4

The Result in True False Item

Group	Average Score in Pre-test	Average Score in post-test	D	D%
A	2.6	3.71	1.32	26.4
B	2.53	3.85	1.11	22.2

The above table shows that the average score of group A is 2.6 in pre-test and 3.71 in post-test. This group has increased its marks by 1.32 in post-test. This group has increased its marks by 1.32 or 26.4%. Similarly, the average score of group B is 2.53 in pre-test and 3.85 in post-test. This group has increased its marks by 1.11. So less than group A.

3.2.4 The Result in Fill in the Blanks Item

This test item consisted of 5 questions. The questions were prepared to get correct word. Each question was of two marks. The average score obtained by the students in this item is presented below.

Table No. 5

The Result in Fill in the Blanks Item

Group	Average Score in Pre-test	Average Score in Pos-test	D	D%
A	2.6	4	1.4	28
B	2.86	4.14	1.28	25.6

The above table shows that the average score of group A is 2.6 in pre-test and 4 in post-test. This group has increased its marks by 1.4 or 28%. Similarly, the average score of B is 2.86 in pre-test and 4.14 in post-test. This group has increased its marks by 1.28 or 25.6%. This result shows that group A has made better progress than group B in this test item.

3.2.5 The Result in Picture Item

This test item consisted of visual materials picture of full marks 5.

Students were required to write the correct word for the picture.

The average score obtained by the students in this test item is presented below.

Table No. 6

The Result in Picture Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	2.2	3.78	1.58	31.6
B	2.13	3.42	1.29	25.8

The above table shows that group A has average score of 2.2 in pre-test and 3.78 in post-test. This increment in average marks is 1.58 (i.e. 31.6%). Similarly, group B has average score of 2.13 in pre-test and 3.42 in post-test. The increment in average marks is 1.29 (i.e. 25.8%). The result in this test item shows that group A has done more progress than group B.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

The main aim of this study was to find out the effectiveness of visual materials in developing reading skill. For this purpose, I selected a government-aided school of Kathmandu district named Taudaha Higher Secondary School. Thirty students of grade eight were selected for the research. The pre-test was administered to the students and they were divided into two groups on the basis of obtained marks. Both the groups were taught separately for four weeks. The only difference in teaching was one group (i.e. Group A) was taught using visual materials but another was not. After four weeks teaching, post-test was administered and the findings of the study were drawn comparing the result of pre-test and post-test of both the groups.

4.1 Findings

After analyzing and interpreting the data obtained, the following findings have been drawn:

1. Using visual materials in developing reading has been effective. The experimental group has made better progress than the controlled group. The increment in average score of group A is 8.49 whereas the increment of group B is 7.89. So, the use of visual materials is found better in developing reading skill.

2. The increment in average score of group A in question answer item is 2.85 (i.e. 57%) whereas the increment of group B is 2.64 (i.e. 52.8%). In this test item, experimental group has done better than controlled group.
3. In the same way, group A has greater increment in average score in finding similar meaning than group B. It means group A has made increment of 1.07% (i.e. 21.4%) whereas group B has made increment of 0.84 (i.e. 16.8%) in finding similar meaning item.
4. Similarly, the increment in average score of group A in true false item is 1.32 (i.e. 26.4%) whereas group B has made increment of 1.11 (i.e. 22.2%). So, group A has made better progress than group B.
5. The average score of group A in fill in the blank has increased by 1.4 (i.e. 28%) whereas the average score of group B has increased by 1.28 (i.e. 25.6%). Group A is found better than group B in this test item too.
6. The increment in average score of group A in picture item is 1.58 (i.e. 31.6%) whereas the increment of group B is 1.29 (i.e. 25.8%). In picture item, group A has done better than group B.
7. Both the groups have made progress in post-test. The performance of the students of experimental was found better than the students of controlled group.

4.2 Recommendations

On the basis of the aforementioned findings, the following recommendations are made for developing reading skill of the students.

- a) English language teachers should use visual materials for developing reading skill as it makes teaching vivid and long lasting.
- b) The teacher should be encouragement to use materials in the class.
- c) To obtain higher achievement, the teacher should be aware of the following matters while using visual materials.
 - i. Pictures, flash cards and charts used as teaching materials should be relatively larger and visible to all the students.
 - ii. Materials should be displayed in such a place that the students from every comer can see them.
 - iii. Teacher needs to pay attention to using locally available materials and save them for reuse.
 - iv. Teachers are advised to encourage the weak students, to take more interest in the activities using visual materials.
 - v. The school needs to manage necessary teaching materials for teaching English language. Teaching materials should have proper space in the school's expenditure.

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