
Effectiveness of Pictures in Enhancing ESL Students' Short Story writing Ability

Hari Prasad Tiwari, PhD¹

Article History: Received: June 2, 2023 Reviewed : July 3, 2023 Accepted: August 5, 2023

Abstract

The integration of pictures into story teaching offers a dynamic approach that caters to various learning styles, fosters deeper understanding, and makes the learning experience more enjoyable. This quantitative pre-experimental research was conducted to investigate the impact of visuals on enhancing short story writing skill among secondary level ESL (English as a Second Language) students. Data was derived from a sample of thirty students selected purposively for the study. The research incorporated pre-tests, progressive tests, and post-tests as data collection techniques. The outcomes of these tests were subsequently compared and analyzed to assess the influence of visuals on short story development. The analysis of the data revealed that pictures were indeed effective in teaching short story composition to secondary level students. Therefore, utilizing visuals as an instructional tool for teaching short story writing is recommended for secondary level ESL students.

Key Words: Teaching aids, writing skill, creative writing, test

¹Lecturer, Tribhuvan University, Mahendra Multiple Campus Nepalgunj

¹Corresponding Author: haritiwarimmc@gmail.com

ISSN : 2091-2161

©The Author(s)



Published by Autar Dei Chaudharain Research Centre (ADCRC), Mahendra Multiple Campus, Nepalgunj, Banke

The open access article is distributed under a Creative Common Attribution (CC BY-NC 4.0) licence.

Introduction

Teaching of English to the students from multilingual speech community is challenging. To cope with this challenge, the teacher has to use different types of teaching strategies with different teaching aids. To make teaching and learning environment effective, appropriate teaching materials should be brought in the language class. Teaching materials are most useful things which support teachers and students in successful teaching and learning respectively. According to Spiro (2006), anything found in the classroom, whether living or non-living, has the potential to serve as visual aids. This includes the teacher, students, clothing, objects, and more. Any actions, whether it's someone's movements, activities like laughing, crying, or working, all have the potential to be visual aids. The entire classroom and its contents can instantly become visual aids according to Arisi (2012). Teaching materials encompass anything that teachers use to help students learn in the language classroom. The relationship between pictures and story teaching is a dynamic and symbiotic one. Pictures play a crucial role in enhancing the teaching and learning of stories by providing visual context, fostering engagement, and facilitating comprehension. In essence, pictures and story teaching complement each other by creating a holistic learning experience. Visuals provide a tangible context, stimulate engagement, and enhance comprehension, while story teaching encourages critical thinking, language development, and creativity. Together, they form a dynamic approach that caters to diverse learning styles and fosters a deeper understanding of narrative content.

Teaching Aids

Teaching aids are instructional tools or materials used by educators to enhance the teaching and learning process. They are designed to facilitate better understanding, engagement, and retention of educational content. Teaching aids can encompass a wide range of physical and digital resources, such as visual aids (charts, graphs, pictures), audio aids (recordings, music), multimedia tools (videos, interactive software), manipulatives (objects for hands-on learning), and more. These aids are strategically employed to make complex concepts more accessible, stimulate students' interest, and create a dynamic and effective learning environment. Teaching aids can be classified into various categories based on their nature, purpose, and mode of presentation. Here are some common classifications of teaching aids:

Visual Aids: These aids include visual representations such as charts, graphs, diagrams, maps, pictures, posters, and slides. They help in presenting information in a visually appealing manner, making it easier for students to understand and remember.

Audio Aids: This category comprises audio resources like recordings, podcasts, music, and sound effects. Audio aids are effective in enhancing listening skills and providing auditory context to educational content.

Audiovisual Aids: These aids combine both visual and audio elements, often in the form of videos, films, animations, and multimedia presentations. They offer a comprehensive way to convey information and engage multiple senses.

Tactile Aids: Tactile or hands-on aids involve physical objects, models, manipulatives, and interactive materials that students can touch, handle, and manipulate. They are particularly useful for experiential learning and understanding abstract concepts.

The classification of teaching aids may vary depending on educational context and technological advancements, but these categories provide a broad overview of the types of aids commonly used to enhance teaching and learning.

Similarly, Shrestha (2009) categorizes instructional materials into various classifications, as demonstrated in the table presented beneath:

Audio Materials	Visual Materials	Audio-Visual Materials
Language labs, radio broadcasts, audio dissemination systems, set-ups for sound, tape recordings, and disco recordings.	Bulletin boards, chalkboards, visual aids like charts and drawings, displays, film strips, flashcards, flannel boards, flip books, books with illustrations, magnetic materials, maps, physical models, images, posters, photographs, mute films, and slides.	Displaying, cinematic presentations, printed materials accompanied by audio recordings, film strips with sound, educational excursions, and television video recordings.

The significance and worth of instructional materials within a language classroom can be outlined and elaborated in the subsequent manner:

- Teaching aids aid to comprehension by making concrete what is abstract and brings learners into direct contact with objects/ persons/ things and so on.
- Teaching aids help to communicate by arousing curiosity and stimulating learner to speak.
- Using instructional materials is beneficial in enhancing the effectiveness of teaching through the establishment of engaging scenarios for both presentation and practical exercises.
- They minimize the duration the teacher spends on delivering information.
- The utilization of teaching aids enhances the skills and abilities of both educators and learners.
- Instructional materials add vibrancy to the classroom and inject greater diversity and fascination into language lessons.
- Teaching aids contribute to an extended period of student interaction and encourage heightened participation.

Various categories of teaching aids exist, with visual aids holding a paramount position

in the language classroom. Visual aids, in essence, are tangible objects perceived through our visual senses. Put differently, visual aids encompass items that are observable during language discourse, aiding students in comprehension, learning, and retention. These aids can be introduced by the teacher, who may prompt students to discuss and describe them. The array of visual aids is diverse, and one of these, namely pictures, will be elaborated upon in the subsequent section.

Pictures in Teaching Short Stories

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

Pictures play a crucial role in teaching short stories due to their inherent visual and cognitive impact. Here are some reasons highlighting the importance of using pictures in teaching short stories:

Enhanced Comprehension: Visual aids, like pictures, provide concrete visual representations of story elements, characters, settings, and events. These visuals help students grasp the narrative more effectively by creating a mental image that complements the textual description.

Stimulated Imagination: Pictures stimulate students' imagination by offering a starting point for mental visualization. This engagement encourages them to think creatively and visualize the story's progression and details.

Cultural and Contextual Understanding: Pictures can convey cultural nuances, historical settings, and geographical locations, aiding students in understanding the context of the story and making connections to real-life situations.

Engagement and Interest: Visuals capture students' attention and arouse curiosity, making the learning process more engaging and enjoyable. The presence of pictures can transform a seemingly mundane text into a captivating experience.

Diverse Learning Styles: Visual aids cater to different learning styles, benefiting visual learners who absorb information better through images. Integrating pictures ensures that a broader range of students can access and comprehend the content.

Language Development: Pictures provide visual cues that assist language learners in associating vocabulary with tangible objects. This strengthens their language skills and aids in vocabulary retention.

Memory Enhancement: Visuals are often memorable and evoke emotions. Associating a picture with a story can help students remember key plot points, characters, and themes more effectively.

Interactive Discussions: Pictures can serve as conversation starters, fostering class discussions and encouraging students to share their interpretations and opinions about the story.

Inclusive Teaching: Pictures accommodate diverse backgrounds and abilities, enabling students with varying language proficiencies to participate actively and comprehend the story.

Literary Analysis: Analyzing the visual aspects of a picture can encourage critical thinking, prompting students to consider how images convey symbolism, mood, and thematic elements.

Inspiration for Writing: Visuals can spark students' creativity and inspire them to write their interpretations, descriptions, or even their own stories based on the visual cues.

Cognitive Engagement: The combination of visual and textual input enhances cognitive engagement, promoting deeper understanding and retention of the story's content. Incorporating pictures into teaching short stories taps into the power of visual communication, fostering a holistic learning experience that benefits students' comprehension, creativity, and overall engagement with the material.

Several studies highlight the positive impact of incorporating pictures in story teaching. Isola (2010) found that visual aids improved reading comprehension among English department students. Pictures provide visual context, helping students grasp story elements and settings. Abdu-Raheem, (2014). also noted that pictures enhance understanding, making abstract concepts more concrete and accessible. The use of pictures in story teaching has demonstrated its ability to capture students' attention and increase engagement. Visuals spark curiosity and encourage active participation. According to Omabe (2006), pictures make learning more interactive and enjoyable, motivating students to delve deeper into the narrative. Additionally, the presence of visuals piques interest, fostering a positive learning environment. Pictures play a crucial role in language acquisition and development. Wright (1984) observed that visual cues help students associate words with tangible representations, enhancing vocabulary learning. Visuals provide context for new terms, aiding students in understanding and retaining language. This finding supports the notion that pictures contribute to holistic language development. The integration of pictures prompts critical thinking and encourages students to analyze beyond the surface of the text. Muodumogu and Yisa (2013). noted that visuals stimulate discussions about symbolism and themes, fostering deeper interpretation. Pictures serve as discussion catalysts, encouraging students to share their insights and perspectives. Pictures accommodate diverse learners, addressing different language proficiencies and learning styles Ikerionwu (2000) pointed out that visuals level the playing field by providing a common point of reference. This inclusivity ensures that all students can engage with and understand the story content, regardless of their background.

The literature review underscores the significant role of pictures in story teaching. Pictures enhance comprehension, engagement, language development, critical thinking, and inclusivity. The integration of visuals into story teaching offers a dynamic approach that caters

to various learning styles, fosters deeper understanding, and makes the learning experience more enjoyable. As technology continues to evolve, the role of pictures in story teaching remains a valuable strategy to engage, educate, and inspire students. Further research is needed to explore the nuances of incorporating visuals effectively in various educational contexts. The present study attempts to investigate the effectiveness of pictures in teaching short stories at secondary level.

Methodology

The research is built upon a quantitative pre-experimental design focusing on class nine students of one of the schools of Nepalgunj Sub-Metropolitan city. This is the simplest form of experimental research and include one-shot case studies, one-group pretest-posttest design, and static-group comparison. The study's participants consisted of thirty students who studied in class nine in Yudda Sanskrit Secondary School located in Nepalgunj, Banke. The selection of school and class involved purposive sampling. The technique I employed to amass data included a pre-test, progressive tests, and a post-test. A preliminary assessment, known as the pre-test, was conducted prior to commencing the experimental teaching sessions, aiming to gauge the students' skill level in composing short stories. Conversely, the post-test was administered after the 25-day experimental teaching period. This post-test followed three successive progressive tests designed to assess their advancement in short story composition utilizing pictures. While the pre-test and post-test shared the same set of questions, the progressive tests employed distinct questions to gauge students' advancements in short story composition. The individual scores for each student were examined and organized in tabular form. From these individual scores, an average score was computed, and the disparity between the average scores of the pre-test and post-test was determined.

Results and Discussion

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

The question items were consistent for both the pre-test and post-test, with a maximum score of 40 for each. A comparative analysis of the two tests is presented in the subsequent table:

Table No. 1

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

Pre-test					Post-test				
Marks			No. of Students		Marks			No. of Students	
Full Marks	Obtained Marks	Obtained Marks %	No of the Ss	No. of Ss %	Full Marks	Obtained Marks	Obtained Marks %	No. of the Ss	No. of Ss %
40	27	67.5	1	3.33	40	35	87.5	1	3.33
40	25	62.5	3	10	40	33	82.5	2	6.67
40	24	60	3	10	40	31	77.5	2	6.67
40	23	57.5	3	10	40	30	75	4	13.33
40	22	55	4	13.33	40	27	67.5	5	16.67

Pre-test					Post-test				
Marks			No. of Students		Marks			No. of Students	
40	21	52.5	2	6.7	40	26	65	1	3.33
40	20	50	2	6.67	40	25	62.5	4	13.33
40	19	47.5	3	10	40	24	60	4	13.33
40	18	45	3	10	40	22	55	5	16.67
40	15	37.5	2	6.67	40	21	52.5	1	3.33
40	13	2.5	4	13.33	40	19	47.5	1	3.33
			30						
Average Scores					Average scores				
20.2					26.33				

In relation to the pre-test, the preceding table illustrates that the scores were distributed in proximity to the mean score of 20.2, with the highest score being 27 and the lowest being 13. In contrast, the post-test scores were clustered around an average of 26.33. The average score on the post-test exhibited an augmentation of 6.31 points. The maximum post-test score is 35, signifying an increase of 8 marks from the pre-test, while the lowest score is 19, demonstrating a rise of 6 marks. In the pre-test, four students (13.33%) scored the lowest, i.e., 13 (32.5%) marks, whereas in the post-test, only one student (3.33%) achieved the lowest score of 19 (47.5%). This outcome unequivocally underscores the efficacy of using images to enhance short story composition skills.

Analysis and Interpretation of Pre-test Scores

The initial assessment, the pre-test, was conducted following the establishment of a positive connection with both the school administration and the students. The pre-test had a maximum score of 40 and encompassed a combination of questions involving visual aids and those without. The subsequent table provides the breakdown of student scores along with their corresponding numbers:

Table No. 2

Individual Scores in Pre-test

Marks				Number of Students	
Full Marks	Obtained Marks	Marks in %	Obtained Marks with Frequency	No. of the Student	Students in %
40	27	67.5	27	1	3.33
40	25	62.5	75	3	10
40	24	60	72	3	10
40	23	57.5	69	3	10
40	22	55	88	4	13.33
40	21	52.5	42	2	6.66
40	20	50	40	2	6.66
40	19	47.5	57	3	10

Marks				Number of Students	
Full Marks	Obtained Marks	Marks in %	Obtained Marks with Frequency	No. of the Student	Students in %
40	18	45	54	3	10
40	15	37.5	30	2	6.67
40	13	32.5	52	4	13.33
Average Marks 20.2					

The table provided above indicates that one student (constituting 3.33%) achieved the highest score of 27 out of the full 40 marks in the pre-test. Likewise, four students (accounting for 13.33%) achieved the lowest score of 13. The aforementioned table visually demonstrates the distribution of marks and the range of scores. The mean score for this pre-test stands at 20.2. Among the students, only two garnered an average score, while 16 students achieved scores above the average. Conversely, 12 students attained scores below the average.

Analysis and Interpretation of the First Progressive Test Scores

The initial progressive test was conducted following five days of instruction. During this period, I imparted lessons on story components, the attributes of short stories, and techniques for describing images. I showcased an exemplar narrative by elucidating a sequence of pictures. Subsequently, I tasked the students with crafting stories based on their individual interpretations of the pictures. Following the test, scores were computed and documented, and these scores are detailed in the subsequent table:

Table No. 3

Individual Scores in the First Progressive Test

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

As evident from the provided table, one student (representing 3.33%) achieved the highest score of 7 out of 10 on the initial progressive test. Conversely, four students (constituting 13.33%) attained the lowest score of 3.5. Furthermore, the table illustrates that 16 students (i.e., over 50%) garnered scores surpassing the average of 4.9. In the pre-test, the highest score was 27 out of 40, corresponding to a percentage of 67.5%, which experienced an increase in the first progressive test to 7 out of 10, equivalent to a percentage of 70%. Similarly, the lowest percentage achieved in the first progressive test was 35, exceeding the pre-test's lowest

27| Tiwari, H.P.

percentage of 32.5%. Consequently, the outcome demonstrates the beneficial impact of using images in enhancing the skill of writing short stories.

Comparison of Pre-test and First Progressive Test Scores

In this comparative analysis, the scores from both the pre-test and the progressive test are evaluated, deciphered, and juxtaposed. The score comparison between the two tests is depicted in the subsequent table:

Table No. 4

Comparison of Pre-test and the First Progressive Test Scores

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

The table above demonstrates that the maximum score in the pre-test was 27 (equivalent to 67.5%), which subsequently increased to 7 (representing 70%) in the first progressive test. Similarly, the lowest score in the pre-test was 13 (accounting for 32.5%) out of 40, which increased to 3.5 or 35% in the first progressive test. Therefore, the contrast between the percentages of the two tests attests to the progress in students' narrative writing skills facilitated by the use of visuals.

Analysis and Interpretation of the Second Progressive Test Scores

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

Table No. 5

Individual Scores in the Second Progressive Test

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

As depicted in the aforementioned table, two students (constituting 6.67%) achieved the highest score of 7.5 out of 10, equivalent to 75%, in the second progressive test. Conversely, four students (representing 13.33%) attained the lowest score of 4 out of 10, corresponding to 40%. In this particular test, 22 students garnered scores surpassing the 50% mark, while 8 students achieved scores below this threshold. The average score in the first progressive test was 4.9, which saw an increase of 0.6 points (resulting in a total of 5.5) in the second progressive test.

Comparative Analysis of First Progressive Test and Second Progressive Test Scores

The scores from both the initial progressive test and the second progressive test are examined and juxtaposed. The comparison of scores for both tests is showcased in the subsequent table:

Table No. 6

Comparative Analysis of First Progressive Test and Second Progressive Test Scores

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

The table above illustrates that the highest score in the initial progressive test was 7 marks (equivalent to 70%) out of 10, but this percentage increased by 5% in the second progressive test, resulting in a score of 7.5 marks (or 75%) out of 10. Similarly, the lowest score in the first progressive test was 3.5 marks (representing 35%) out of 10, which saw a 0.5 mark increase (equivalent to 5%) in the second progressive test, reaching 4 marks out of 10. Additionally, the mean score in the first progressive test was 4.9, which rose by 0.6 marks (resulting in a total of 5.5) in the second progressive test. The provided table clearly indicates that 14 students scored below 50% (i.e. 5) marks in the first progressive test, but their performance improved in the second progressive test. Specifically, in the second progressive test, only 8 students scored below 50%.

Analysis and Interpretation of Third Progressive Test

When the second progressive test was administered I kept the record of it. Then I taught other five lessons on writing short story through pictures. I brought some cut outs from newspapers and gave to the students to describe. I assisted them while describing those pictures. In those days, I divided the students into different groups and distributed pictures among the groups. Then the students were asked to write a short story by discussing themselves they interacted with each other and wrote the story differently by different groups. At that time, I moved in class and helped those students who needed it. At last on the 6th day I administered the third progressive test assigning 10 as full marks. After that I checked those copies and the scores of the students on that test were recorded. Recorded scores have shown in the table number 7.

Table No. 7

Individual Scores on the Third Progressive Test

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

As the above table shows, 8 marks out of 10 are scored by 2 (i.e. 6.67 %) of the students, and 4 marks out of 10 is scored by 1 (i.e. 3.33 %) student, where 8 scores out of 10 and 4 out of 10 are the highest and the lowest scores respectively. Above 22 students (i.e. 73%) students have scored above 5 (i.e. 50 %) marks. Similarly, 7 (i.e. 23.33%) students have obtained 5 (i.e. 50%) marks and 1 (i.e. 3.33%) student has obtained below 5 (i.e. 50%) marks i.e. 4 marks. An average mark was 5.5 in the second progressive test but it has increased i.e. 6.18 marks in the third progressive test. In comparison to the second progressive test, the students have shown better in writing story through picture in the third progressive test.

Comparative Analysis of Second Progressive Test and the Third Progressive Test

I have conducted a comparison and analysis of the scores achieved by the students in the second progressive test and the third progressive test. The contrast between the scores from these two tests is readily presented through the aid of the table below:

Table No. 8

Comparison Between Second Progressive Test Scores and Third Progressive Test Scores

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

The provided table indicates that the highest score attained was 7.5 out of 10, which was subsequently enhanced in the third progressive test to 8 marks (equivalent to 80%) out of 10. Similarly, in the second progressive test, four students achieved the lowest score of 4 marks each, while in the third progressive test, only one student scored 4 marks as the lowest. In the second progressive test, there were 8 students (comprising 26.67% of the total) who received scores below 5 (or 50%) marks. However, in the third progressive test, this number decreased to only 1 student (representing 3.33%). Furthermore, the mean score in the second progressive test was 5.5, which experienced an increase of 6.18 marks in the third progressive test. In summary, the aforementioned comparisons highlight the continuous improvement of students' short story writing abilities through the utilization of images.

Analysis and Interpretation of the Post-test Scores

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

Table No. 9

Individual Scores on the Post-test

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

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

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

The scores from the third progressive test are assessed and contrasted with the scores of the post-test. The comparison between these two evaluations is depicted in the subsequent table:

Table No. 10

Comparison of Third Progressive Test Scores and Post-test Scores

Third Progressive Test					Post-test				
Marks			No. of Students		Marks			No. of Students	
Full Marks	Obtained Marks	Obtained Marks %	No. of the Ss	students in %	Full Marks	Obtained Marks	Obtained Marks %	No. of the Ss	Student in %
10	8	80	2	6.67	40	35	87.5	1	3.33
10	7.5	75	3	13.33	40	33	82.5	2	6.67
10	7	70	5	16.67	40	31	77.5	2	6.67
10	6.5	65	3	10	40	30	75	4	13.33
10	6	60	9	0	40	27	67.5	5	16.67
10	5	50	7	23.33	40	26	65	1	3.33
10	4	40	1	3.33	40	25	62.5	4	13.33
					40	24	60	4	13.33
					0	2	5	5	16.67
					40	21	52.5	1	3.33
					40	19	47.5	1	3.33
Average Score 6.18					Average Score 26.33				

The table provided above illustrates that the highest score achieved in the third progressive test was 8 (equivalent to 80%), which saw an increase of 7.5 percentage points (equivalent to 35 marks or 87.5%) in the post-test. Similarly, the lowest score in the third progressive test was 4 (accounting for 40%) out of 10, while the lowest score in the post-test was 19 (equivalent to 47.5%) out of 40. This evident improvement in the post-test underscores the advancement in students' story writing skills. Furthermore, the average score also experienced an increase in the post-test as compared to the third progressive test. In the third progressive test, the average score was 6.18 marks (equivalent to 61.8%) out of 10, while the post-test recorded an average score of 26.33 marks (or 65.82%) out of 40.

Conclusion

In light of the study's outcomes, the following suggestions have been put forth for educational considerations: Given the observed advancements displayed by students across various assessments (pre-test, progressive tests, post-test), it can be asserted that the incorporation of images serves as a significant resource in enhancing the development of short story writing skills. So, it would be better to apply picture as a tool to teach writing story. Pictures can minimize the monotony of the students in the classroom while they involve in different writing activities through pictures. The students get opportunity to develop their creativity. So, we can also use pictures to teach other types of creative writings such as paragraph writing, poems writing, essay writing etc. While teaching writing short story through pictures, students were found to be highly motivated. So this technique should be use to motivate the students in the classroom. The textbook writer should consider the fact that the pictures are important while designing course of writing section in secondary or lower secondary level. From my research experience, use of pictures seems more effective in the context of Nepal because most of the teachers and students feel it very difficult to deal with writing exercises in different levels. So, they can use picture as a tool to develop writing skill.

References

- Abdu-Raheem, B. O. (2014). Improvisation of instructional materials for teaching and learning in secondary schools as predictor of high academic standard. *Nigerian Journal of Social Studies*, 2(1), 131-143.
- Arisi, R.O. (2012). The use of instructional materials by social studies teachers in secondary schools in Oredo Local Government Area of Edo State. *Journal of Social Studies*, 1(4), 18-24.
- Ibe-Bassey G. S. (1991). The selection and use of instructional materials. *J. Educ. Media and Technol*, 3(1), 66-86.
- Ikerionwu, J.C. (2000). Importance of aids and resources in classroom teaching. In A.M. Oyeneyin (Ed.), *Perspective of classroom teaching*. Martmonic Investment Ltd.

33| Tiwari, H.P.

Isola, O.M. (2010). Effect of standardized and improvised instructional materials on students' academic Achievement in secondary school physics. [Master's Thesis, University of Ibadan, Ibadan].

Muodumogu, C.A., & Yisa, T.A. (2013). Writing skills development strategies and junior secondary schools' achievement in composition. *Journal of the Reading Association of Nigeria (RAN)*, 14 (1), 107-117.

Omabe, C.C. (2006). Instructional materials for social studies education in Nigeria. Willy Rose and Apple seed publishers.

Shrestha, U. (2009) *The effectiveness of teaching materials in developing writing skills* [Master's Thesis, Tribhuvan University, Nepal].

Spiro, J. (2006). *Story building*. OUP.

Wright, A. (1984). *1000+ pictures for teacher to copy*. Thomas Nelson and Sons Ltd.